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Washington, D.C. 20202-5335

APPLICATION FOR GRANTS
UNDER THE

Comprehensive Literacy State Development (CLSD) Program

CFDA # 84.371C

PR/Award # S371C240028

Grants.gov Tracking#: GRANT14194871

OMB No. , Expiration Date:

Closing Date: Jun 24, 2024

PR/Award # S371C240028

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Application for Federal Assistance SF-424

<input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	<input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
* 3. Date Received: <input type="text" value="06/24/2024"/>	4. Applicant Identifier: <input type="text" value="ESBQBLJJ4TL9"/>	
5a. Federal Entity Identifier: <input type="text" value="ESBQBLJJ4TL9"/>	5b. Federal Award Identifier: <input type="text"/>	
State Use Only:		
6. Date Received by State: <input type="text" value="06/24/2024"/>	7. State Application Identifier: <input type="text" value="ESBQBLJJ4TL9"/>	
8. APPLICANT INFORMATION:		
* a. Legal Name: <input type="text" value="Maryland State Department Of Education"/>		
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="1-526002033"/>	* c. UEI: <input type="text" value="ESBQBLJJ4TL9"/>	
d. Address:		
* Street1:	<input type="text" value="200 West Baltimore Street"/>	
Street2:	<input type="text"/>	
* City:	<input type="text" value="Baltimore"/>	
County/Parish:	<input type="text" value="Baltimore City"/>	
* State:	<input type="text" value="MD: Maryland"/>	
Province:	<input type="text"/>	
* Country:	<input type="text" value="USA: UNITED STATES"/>	
* Zip / Postal Code:	<input type="text" value="21201-2595"/>	
e. Organizational Unit:		
Department Name: <input type="text" value="Office of Teaching and Learnin"/>	Division Name: <input type="text" value="Literacy Programs and Initiati"/>	
f. Name and contact information of person to be contacted on matters involving this application:		
Prefix: <input type="text" value="Dr."/>	* First Name: <input type="text" value="Deann"/>	
Middle Name: <input type="text"/>		
* Last Name: <input type="text" value="Collins"/>		
Suffix: <input type="text"/>		
Title: <input type="text" value="Deputy Superintendent"/>		
Organizational Affiliation: <input type="text" value="MSDE"/>		
* Telephone Number: <input type="text" value=""/>	Fax Number: <input type="text"/>	
* Email: <input type="text" value=""/>		

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Page e3

Application for Federal Assistance SF-424

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

A: State Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

* 10. Name of Federal Agency:

Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.371

CFDA Title:

Comprehensive Literacy Development

* 12. Funding Opportunity Number:

ED-GRANTS-042324-001

* Title:

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

13. Competition Identification Number:

84-371C2024-1

Title:

Comprehensive Literacy State Development (CLSD) Program

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

1236-FINAL 2024 Project Narrative.pdf

Add Attachment

Delete Attachment

View Attachment

* 15. Descriptive Title of Applicant's Project:

Read and Lead Maryland is the name of the proposed project.

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424**16. Congressional Districts Of:**

* a. Applicant

07

* b. Program/Project

All

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

Add Attachment

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View Attachment

17. Proposed Project:

* a. Start Date:

10/01/2024

* b. End Date:

09/30/2029

18. Estimated Funding (\$):

* a. Federal

40,260,511.32

* b. Applicant

0.00

* c. State

0.00

* d. Local

0.00

* e. Other

0.00

* f. Program Income

0.00

* g. TOTAL

40,260,511.32

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**☐ a. This application was made available to the State under the Executive Order 12372 Process for review on .☒ b. Program is subject to E.O. 12372 but has not been selected by the State for review.☐ c. Program is not covered by E.O. 12372.*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**☐ Yes☒ No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

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21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 18, Section 1001)**

☒ ** I AGREE

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

Authorized Representative:

Prefix:

Mrs.

* First Name:

Nicole

Middle Name:

* Last Name:

Obregon

Suffix:

* Title:

Special Fiscal Programs Administrator

* Telephone Number:

Fax Number:

* Email:

* Signature of Authorized Representative:

* Date Signed:

06/24/2024

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NEED FOR PROJECT

Historically, schools in Maryland have scored higher on the National Assessment of Educational Progress (NAEP), but with the increase of underserved student groups and equity gaps widening, the state has experienced a downward trend in student outcomes. At the beginning of fiscal year (FY) '24, Maryland served about 860,000 students in grades K-12 and 32,972 in state funded public and private prekindergarten programs. Recent demographic data shows that, of Maryland public school students, 67% are students of color. 32% identify as Black, 23% identify as Hispanic, and 12% identify as Asian or two or more races. In addition, 39% of students in Maryland are considered economically disadvantaged. Maryland defines economically disadvantaged as students directly certified by the federal government, i.e. students from families who are deemed eligible to participate in federal assistance programs such as Temporary Assistance for Needy Families (TANF), Supplemental Nutritional Assistance Programs (SNAP), or Medicaid.

The landscape of the local education agencies (LEAs) in Maryland has undergone significant shifts. LEAs report that 13% of students are identified as multilingual learners, and 13% are students with disabilities. According to the United States Census Bureau, in 2023, Maryland ranked fourth on the Diversity Index, marking Maryland as the fourth most diverse state in America, only behind Hawaii, California, and Nevada and above Texas and Florida.

Maryland's Literacy Needs

According to data from the 2022 administration of NAEP, 31% of 4th-grade students in Maryland were proficient in reading. In 2023, data from Maryland's state assessment, the Maryland Comprehensive Assessment Program (MCAP), revealed that 49% of fourth-grade students scored proficient in reading. Data from the 2022 NAEP administration showed that 33%

of Maryland 8th graders scored at or above proficient in reading. However, in 2023, MCAP found that 49% of 8th graders scored proficient or above in reading.

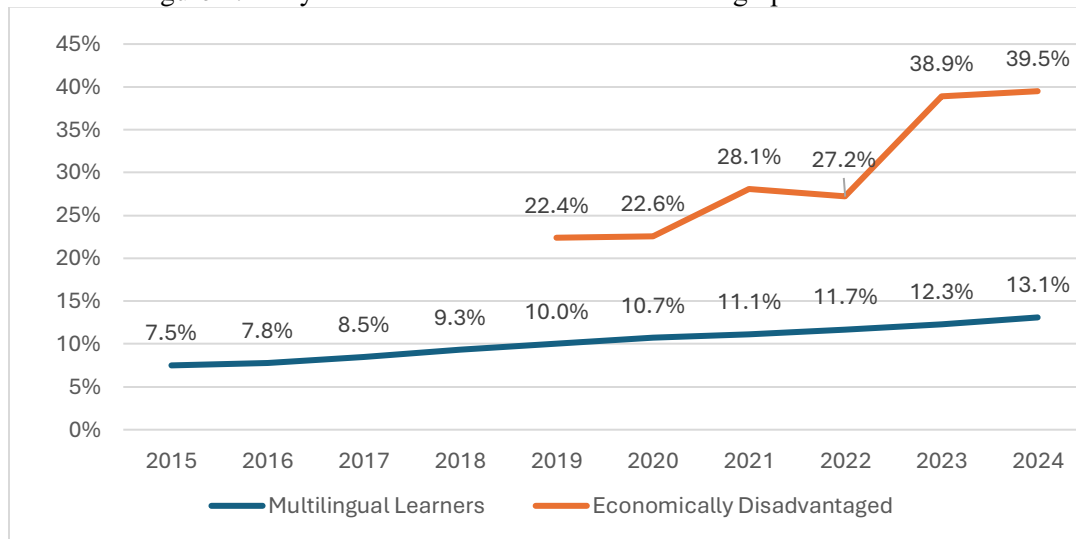
This discrepancy highlights a potential "honesty gap" between assessments, underscoring the need for an analysis of the validity and rigor of MCAP. To address this honesty gap, the Maryland State Department of Education (MSDE) has convened a technical advisory committee. These scores (Table 1) are especially alarming when considering the trends in student outcomes across the state. Furthermore, Maryland was ranked last in the nation, 51st, in the rate of change in students' proficiency from 2011-2022.

Table 1: NAEP Percentage At or Above Proficient: Maryland vs. National (4th grade and 8th grade 2013-2022)

Year	NAEP Percentage At or Above Proficient: Maryland		NAEP Percentage At or Above Proficient: National Public	
	Grade 4	Grade 8	Grade 4	Grade 8
2022	31%	33%	32%	30%
2019	35%	36%	35%	33%
2017	40%	38%	36%	35%
2015	37%	37%	35%	32%
2013	44%	43%	35%	36%

During this time Maryland has also experienced a significant increase in enrollment of underserved student populations as defined by 86 FR 70612. Specifically, as shown in Figure 1 below, over the last ten years the percentage of Multilingual Learners has steadily increased from 7.5% of all students to 13.1%, while over the last six years the percentage of students who are economically disadvantaged has increased from 22.4% to 39.5%.

Figure 1: Maryland Public Schools' Student Demographics over Time

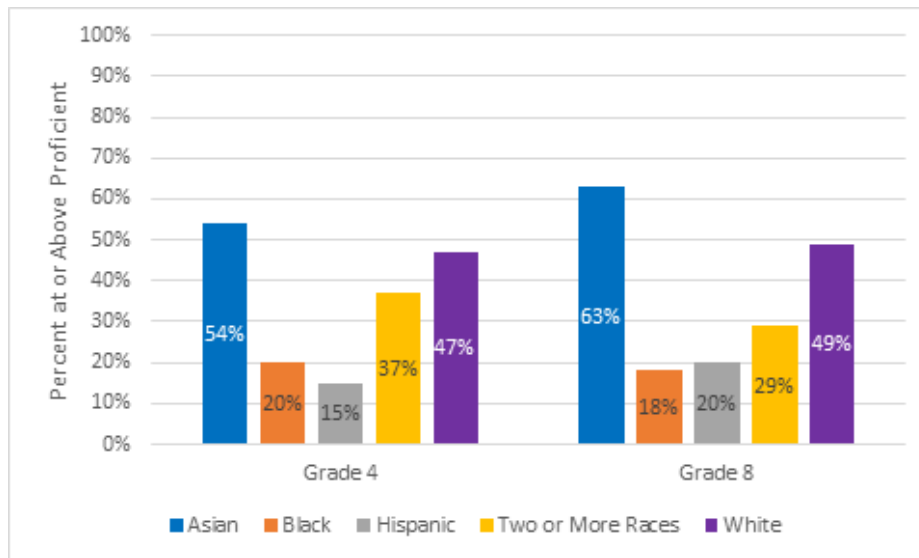


Note: Maryland started using the Economically Disadvantaged, as measured by Direct Certification, in 2019. In 2023, the measure was expanded to include Medicaid.

The underserved groups of students that are most evident in Maryland include students of color, economically disadvantaged students, students with disabilities, and Multilingual Learners. Analyzing the trends in the growth of these underserved groups, MSDE identified which LEAs have the highest populations of these student groups. As of 2023, data indicated that five of Maryland's 24 LEAs have the highest percentages of students falling into all four subgroups.

Not only is the number of underserved students in Maryland growing, but the gaps in achievement for underserved students are also evident as are shown in Figure 2 below.

Figure 2: Maryland Percent Proficient or Above on NAEP Reading by Grade and Race/Ethnicity, 2022



Continuing with this trend, only 13% of economically disadvantaged 4th-grade students in Maryland, 12% of Multilingual Learners, and 6% of students with disabilities were identified as proficient on the 2022 NAEP reading assessment. Additionally, 16% of economically disadvantaged 8th-grade students, 3% of Multilingual Learners, and 13% of students with disabilities were identified as at or above proficient on the 2022 NAEP assessment.

It is also evident in Figure 3 below that there is a significant disparity in proficiency on MCAP. In 2023, there was a 35% gap between the percentage of all Maryland students and the percentage of Maryland's Multilingual Learners who score as proficient. There was also a 35% gap between the percentage of all students and the percentage of students with disabilities who scored as proficient (Figure 4). Additionally, Figure 4 shows that there is an 18% gap in proficiency on MCAP between all students and students eligible for Free and Reduced Meals (FARMS).

Figure 4: Disparity in Proficiency of All Students vs. English Learners on MCAP, 2023

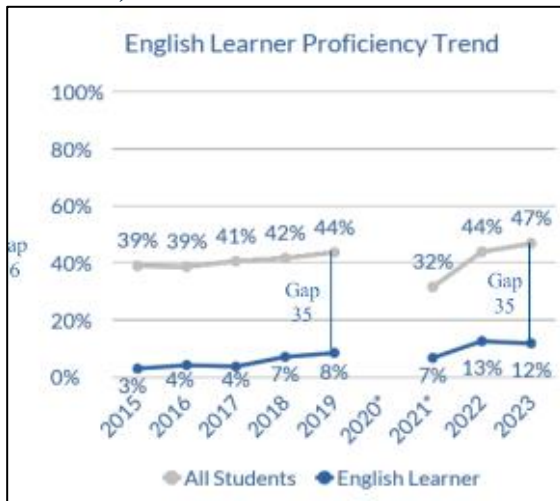


Figure 5: Disparity in Proficiency of All Students vs. Students with Disabilities on MCAP, 2023

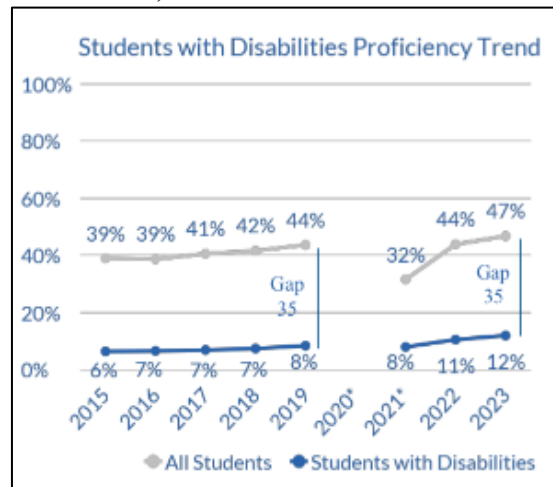
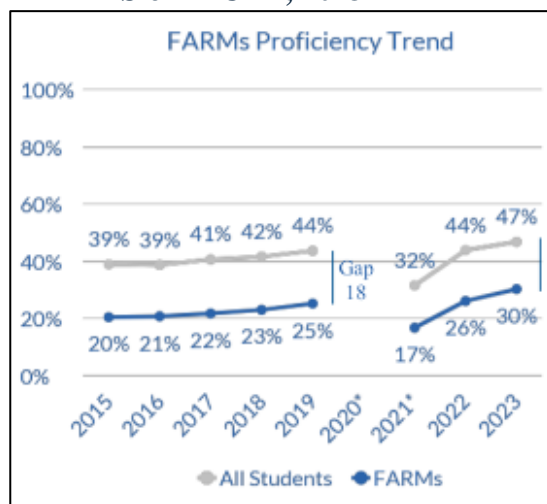


Figure 6: Disparity in Proficiency of All Students vs. Students eligible for FARMS on MCAP, 2023



Another notable trend is an increase in Maryland's student population who are identified as having disabilities. The percentage of students receiving special education services has increased from 12% in 2011 to 13.3% in 2023. Data also reveals that a significant percentage of these students are identified for services at an early age, with 60.4% identified in Pre-K and 31.2% in kindergarten. Recognizing the implications of this data, Maryland acknowledges the need for

enhanced screening measures and diagnostic surveys in the early years. However, alongside the emphasis on early prevention, there is a critical need for robust professional development for educators. It is imperative that educators are proficient in administering, scoring, and interpreting assessments, as well as delivering intervention programs effectively to identified students.

When considering where underserved students are in the realm of giftedness, the below table gives some insight. Table 2 shows the percentage of students scoring at the highest performance level (“Exceeding Expectations”) for each subject by service group. Sample includes students with full demographic and service group information, which are drawn from the end of the year attendance summary.

Table 2: Students in Highest Performance Level of MCAP by Service Group, Grade 3, SY 2023

Service Group	Overall Enrollment	English/ Language Arts	Mathematics	Any MCAP
Economically Disadvantaged	39.8%	1.8%	3.0%	2.5%
Multilingual Learners	12.4%	0.6%	1.6%	1.3%
Students with Disabilities	12.8%	11.3%	9.1%	11.0%
N	922,157	2,970	3,114	4,812

Equitable representation and achievement in gifted/talented and advanced programs continue to be an issue within the field. The excellence gap, which highlights the difference in percent of low-income versus high-income students who reach advanced levels of academic performance, is a continuously growing issue in America and is no exception in Maryland. It is necessary for Maryland schools to provide targeted enrichment and learning opportunities to mitigate excellence gaps because every student deserves to be appropriately challenged. Additionally, the security and long-term competitiveness relies on efforts in challenging students, and greater accessibility to evidence-based enrichment better prepares students for college and career plans which will strengthen our state, nation, and society.

Current MSDE Policies and Regulation

In response to significant declines in student literacy outcomes over the past decade, MSDE has undertaken critical measures to enhance literacy achievement. A pivotal initiative in 2021 was the passage of the Blueprint for Maryland's Future by the Maryland General Assembly, marking the beginning of a comprehensive overhaul of public education in the state. This legislation prioritizes educational equity statewide through five pillars, each featuring key initiatives aimed at transforming Maryland's educational quality and closing opportunity and achievement gaps.

The pillars encompass early childhood education, the recruitment and retention of high-quality and diverse educators and leaders, K-12 preparation for college and career readiness, bolstering wraparound services, and ensuring effective implementation of the Blueprint at the local educational agency (LEA) level. Integral to governance and accountability under this framework is the establishment of the Accountability and Implementation Board (AIB), tasked with planning and overseeing Blueprint implementation. Furthermore, LEAs are now mandated to develop annual Blueprint Implementation Plans, in addition to revising their previous comprehensive literacy plans.

Also established in the Blueprint for Maryland's Future Act was the Workgroup on Multilingual Learners in Public Schools. This workgroup was tasked with collecting data on Multilingual Learners (MLs) in the state, reviewing national research and current practices, and making recommendations to enhance the education of MLs in Maryland. The state is home to over 112,081 MLs in K-12, who collectively speak 189 different languages.

In January of 2024, the Maryland State Board of Education(SBOE) adopted Resolution 24-01. This resolution, named the “Statewide Adoption and Implementation of the Science of Reading,” called for the statewide adoption and implementation of literacy instruction based on the science of reading starting with the 2024-2025 academic year. Under the resolution, the SBOE set an aspirational statewide target for Maryland to rank among the top 10 states in reading on the fourth- and eighth-grade NAEP by 2027. The SBOE called for the State Superintendent of Schools and MSDE to

- draft a comprehensive literacy policy aligned to the science of reading that includes curriculum adoption, assessment, data analysis, early warning systems, intervention, and accountability;
- review all current state literacy guidance, standards, policies, and regulations for alignment with the science of reading and make recommendations for revisions as needed, including a prioritized review of the Maryland College and Career Ready Standards for Reading/English Language Arts to ensure alignment to scientifically based reading instruction;
- partner with institutes of higher education (IHEs) to ensure alignment of teacher preparation programs and professional learning (PL) to the science of reading;
- incorporate a specific evaluation of reading instruction in the licensure program renewal process and take action if programs are not aligned with the state’s standards for scientifically based reading instruction; and
- continue to partner with the AIB to ensure that the Blueprint for Maryland’s Future advances the science of reading and improves literacy outcomes.

To accomplish the goals outlined in the Blueprint and Resolution 24-01, MSDE and AIB contracted with the Maryland Initiative for Literacy & Equity (MILE) at the University of Maryland and Morgan State University to evaluate literacy instruction across all 24 Maryland LEAs. This evaluation was designed to focus on collaboration and capacity-building among all stakeholder groups, ultimately leading to statewide recommendations for technical assistance (TA) to support reading development for all students in Maryland.

Maryland State Literacy Needs Assessment

The review of all 24 LEAs was conducted between February 2024 and May 2024. This data collection included evaluations of the LEAs' Comprehensive Literacy Plans, focus groups with teachers and principals, and K-5 classroom observations across 10% of the schools within each LEA. LEAs were evaluated according to the EPIS Framework (Aarons, Hurlburt, & Horwitz, 2010), which assesses system-wide implementation of evidence-based practices through stages of Exploration, Adoption/Preparation, Implementation, and Sustainment. The reviewers examined the Comprehensive Literacy Plans for detailed strategies and approaches, and then assessed the strength of implementation through classroom observations, interviews with administrators, and focus groups with teachers and support staff.

MSDE reviewed literacy implementation across all LEAs in the state, convening two teacher focus groups, several individual interviews, and one principal focus group. In total, 211 LEA teachers, 96 principals, and 36 administrators participated in interviews and focus groups. Additionally, over 580 K-5 classroom observations were conducted in 83 elementary schools between March and May 2024 to provide evidence on literacy implementation in a sample of schools with highly diverse populations.

A voluntary survey was conducted among district-level personnel regarding their knowledge and PL experiences around literacy practices, including the impact on students, and needs for support. Approximately 1,500 educators completed the survey. The majority of respondents were general education teachers (44% elementary, 16% secondary, 7% early childhood) while some were ELD educators (3%) and special education teachers (9%), with instructional support staff (15% reading specialists, 4% instructional coaches, and) and administrators (3% school-based, 2% district-level) making up the remaining responses.

When asked to identify the relative strengths and areas for growth in their students, respondents noted that foundational skills of decoding (48%), spelling and writing mechanics (69%), comprehension (59%), and vocabulary (53%) were areas for improvement, while only 22% identified “love of reading” as an area for growth. Conversely, when asked which of these areas they felt they knew and taught well, respondents indicated that most foundational skills were areas of strength: decoding (66%), comprehension (52%), fluency (50%), and vocabulary (46%). However, spelling and writing were noted as areas of weakness (39%). Additionally, less than 5% indicated that working with multilingual learners was an area of strength, while a substantial number (60%) said it was an area for improvement.

Regarding their PL needs, teachers overwhelmingly responded that they need more time for planning to implement new practices (59%), implement specific strategies (55%), and modeling of those strategies (42%). When asked about the frequency of their engagement in literacy-focused PL, 31% responded quarterly, 27% monthly, and 19% yearly. Only 11% said they participate in literacy-focused PL weekly or bi-weekly, and 9% said very rarely. The most preferred PL delivery options were in-person workshops (54%), co-planning and peer observations (53%), and coaching with modeling and reflection (49%). Finally, when asked about

the benefits of literacy PL for their students over the last three years, the most common responses were that it helped students achieve individual literacy goals (63%), become more independent, self-directed readers and learners (58%), and develop growth mindsets as readers and writers (56%).

Based on classroom observations, the reviewers noted that for 22 of 24 LEAs teachers in kindergarten through grade 2 have adopted structured literacy instructional practices using high quality instructional materials (HQIM) with explicit instruction. The majority of these teachers have gone through some level of training on the Science of Reading (Language Essentials for Teachers of Reading and Spelling- LETRS) and have had some level of curriculum training from the vendors of the HQIM. One of the noted challenges was a strong reliance on the scripts in the daily instruction with teachers holding and often reading from the manuals in their hands particularly novice teachers. More experienced teachers were able to adapt instruction for their classrooms and show less reliance on the manuals but this was variable in terms of their comfort with explicit instruction in structured literacy. Small group instruction was also seen in classrooms; however, many LEAs struggled with differentiation of core (Tier 1) instruction and often used Tier 1 instructional time for Tier 2 supplemental instruction. Most districts have recently begun to implement explicit Tier 2 instructional blocks for intervention and extensions in skill instruction. However, guidance on tying Tier 2 instruction to diagnostic assessments has been variable between schools and districts with some having data management systems and strong reading interventionists guiding these practices while others have fewer resources to enable these practices or need additional guidance on developing these systems.

The largest challenge was observed in the transition to intermediate grades (3-5) in which many of the districts had optional trainings in structured literacy practices and the science of

reading creating a disjunction with the primary level instruction. Instruction at the intermediate level was less effective as many students struggled with balanced literacy approaches that were prominent particularly since many of the students, all of whom went through the primary grades during the COVID19 pandemic, still struggled with basic reading skills making more independent activities difficult leading to challenges in classroom management and learning.

Focus groups with teachers and administrators further supported the findings that teachers in K-2 have been provided with strong background knowledge in structured literacy practices and the science of reading, but they need more explicit exposure to modeling of practices, experiences co-teaching with interventionists or special education teachers, and planning time with teams to adapt practices for the populations of students that they are teaching. This is especially true for the rising population of multilingual learners in the classrooms. While the high-quality instructional materials (HQIM) often provide scaffolding and scripts for these children, educators have had little opportunity or training to adapt instruction appropriately to meet the needs of these learners. Educators expressed the desire for professional learning experiences that would provide modeling in the classroom including coaching and co-teaching. District leaders expressed a desire for sustainable train-the-trainer models to allow them to have the coaching expertise in their buildings.

Acknowledging the effectiveness of job-embedded PL, Maryland conducted a survey across all 24 LEAs to determine the presence and utilization of literacy coaches. According to the survey, there are currently about 680 literacy coaches supporting grades K-12 in Maryland. Some LEAs in Maryland are significantly larger than others, which allows for the creation of a cadre of coaches. 87% of all literacy coaches support K-5 schools, while 50% of Maryland LEAs

have no coaching support in secondary (6-12) grades. The survey also revealed that literacy coaches in Maryland have a wide range of responsibilities.

As Elementary and Secondary School Emergency Relief (ESSER) funds dwindle, LEAs across Maryland are increasingly forced to cut coaching positions. As a result, 21% of Maryland's LEAs indicated that they would have no literacy coaches in the 2024-2025 school year due to budget cuts and the expiration of ESSER.

As part of MSDE's continuous improvement plans, Educator Preparation Programs (EPP) were targeted for support. The National Council on Teacher Quality (NCTQ), a research and policy nonprofit, evaluated nearly 700 programs nationwide, including 15 in Maryland, on their effectiveness in preparing aspiring elementary teachers to teach reading. This assessment focused on how well these programs address the five essential components of scientifically based reading instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension. It analyzed each program across four key areas: instructional hours, background materials, objective measures of knowledge, and opportunities to practice.

Furthermore, the review deducted points from programs that diverged from research-based practices in their content delivery. It also assessed whether programs adequately instruct aspiring teachers on supporting diverse learners, including struggling readers, MLs, and students speaking non-mainstream English varieties.

The 2023 NCTQ review ranks Maryland among the worst in the nation for the average number of components of reading its programs adequately address. Currently, Maryland only has one of the 15 programs evaluated earn an "A" for preparation in reading, meaning it adequately teaches all five components of reading and provides little or no instruction on content contrary to

research-based practices. Additionally, the findings of the review of these 15 programs showed that, in Maryland:

- Programs are most likely to cover comprehension and least likely to cover fluency.
- None of the 15 programs provide at least one practice opportunity in each of the five components.
- Seven programs that multiple techniques or approaches contrary to research-based practices, which can inhibit the reading progress of many students.
- Nine programs devote some instructional time to supporting struggling readers.
- Nine programs devote some instructional time to supporting multilingual learners, the fastest growing population of students in the state.

NCTQ recommended that Maryland state leaders use the bully pulpit to draw attention to the importance of teacher preparation in Institutions of Higher Education (IHEs) to sustain implementation of improved reading instruction and to require a reading licensure test aligned with scientifically based reading instruction for any PK-5 teachers.

In response to an outcry for a needed improvement in Maryland EPPs, the MSDE Office for Educator Excellence put forth new qualifications for teaching certificates for graduates of EPPs. These qualifications were put into COMAR 13A.12.01.07 in 2024 repealing and replacing many old licensure requirements. A revised requirement states that beginning on July 1, 2025, an individual seeking to qualify for an initial certificate in early childhood education, elementary education, special education, and TESOL must demonstrate proficiency in the five pillars of reading by:

- passing a nationally recognized, portfolio-based assessment of teaching ability;

- completing coursework, PL, or training approved by MSDE;
- submitting an attestation of proficiency through observation completed by a department-recognized assessor.

Additionally, COMAR 13A.07.06 regulates teacher preparation programs that seek state program approval. These programs must meet a list of requirements such as providing instruction in teaching in high poverty, culturally diverse, and linguistically diverse schools; providing instruction in research-based literacy strategies and activities aligned to the science of reading for the grade level the individual will be teaching. There is also a requirement of a rigorous, year-long practicum for pre-service teachers. However, it is important to note that, to date, MSDE does not currently have the funding in place to review literacy programs in educator preparation programs.

PROJECT DESIGN

Literature Review:

The needs assessment highlights several significant gaps in literacy instruction in Maryland. MSDE believes that developing and implementing a high-quality PL model can address many of these gaps. This model would include:

- Job-embedded PL for teachers of students from birth through grade 12, including teachers of English language development (ELD) and special education.
- Opportunities for district literacy coaches to receive standardized PL that is collaborative in nature and includes the basics of Transformational Coaching, as well as the fundamentals of the science of reading for coaches who have not yet received such training.

- Opportunities for LEA literacy leaders (English Language Arts supervisors, coordinators, etc.) to collaborate with other LEA leaders in the state and to learn about designing and implementing multi-tiered systems of supports (MTSS) and the tenets of implementation science.
- Opportunities for MSDE to collaborate with institutions of higher education to align educator preparation programs (EPPs) with research-based literacy instructional practices.

As MSDE develops a model for PL around the state, it is important to understand what has worked and what has not in past initiatives. Studies have shown that there are a few criteria that need to be included in PL for them to be effective (Darling-Hammond et al., 2009; Joyce & Showers, 1983; 2002; Fuller, 2001; Guskey, 2002; Brownell et al., 2017; 2019). These criteria involve:

1. Opportunities for collaboration;
2. Opportunities for self-assessment;
3. Must last at least one semester (or 20-100 hours);
4. Must include the study of theory;
5. Must include the opportunity to observe demonstration of the teaching skill;
6. Must involve teacher application with support and feedback; and
7. Must involve peer coaching that is non-evaluative in nature and focuses on planning and development

Additionally, only when PL is followed by implementation (Fuller, 2001) and evidence of student success (Guskey, 2002) do teachers change their practice. While popular PL approaches in literacy often focus on how learning occurs and why certain methods are effective, sustainable

change in teachers' practice requires explicit modeling of target practices (Guskey & Yoon, 2009).

Research identifies several features of effective PL that instructional leaders can use to convey content while ensuring teachers have ample opportunities to engage meaningfully and achieve proficiency with their new knowledge. First, PL structured collaboratively can directly influence teachers' practices through the development of their own knowledge and exposure to colleagues' knowledge (Wexler et al., 2023). Collaboration helps teachers support each other and fosters a sense of collective responsibility for student success as they implement and sustain evidence-based practices (Brownell et al., 2017). Another feature of effective PL is the inclusion of authentic activities that incorporate modeling, performance feedback, and reflection (Brownell et al., 2019). These activities can be collaborative or involve instructional leaders and self-assessment activities (Darling-Hammond et al., 2017). PL should also be sustained to encourage the implementation of evidence-based practices. Although the exact dosage for effective PL is uncertain, consensus holds that traditional one-day workshops lack the time and intensity needed to improve teacher knowledge and skills (Knapp, 2003). Some argue that PL should last at least one semester and range between 20 and 100 hours to be effective (Darling-Hammond et al., 2017).

One widely used form of ongoing PL featuring authentic activities, extending support for teachers, and leveraging colleagues' collective knowledge is instructional coaching. When considering the effectiveness of PL, in order to ensure the transfer to the teacher's repertoire of instructional practices, on-site coaching is necessary, as the act of transferring involves consistent new learning beyond the acquisition of the skills themselves (Joyce & Showers, 1983). Additionally, coaching not only contributes to the transfer of training; it also facilitates

the development of new school norms of collegiality and experimentation (Joyce & Showers, 2002)

When considering effective coaching models, MSDE turns to Mississippi. Mississippi gained national attention for embracing the science of reading, closely monitoring its implementation, and developing a statewide approach to reading education, significantly impacting student performance. This approach included literacy coaches, described by the New York Times as "hired by the state to improve teacher performance levels, particularly in struggling classrooms" (Kaufman, 2022). In Mississippi, literacy coaches received extensive state training and worked in classrooms, helping with everything from day-to-day lesson planning to long-term literacy strategies. This comprehensive approach, coupled with extensive PL aligned to the science of reading for all K-3 teachers, helped Mississippi move from 49th in the nation in 2013 to 22nd in 2022 in 4th-grade reading proficiency.

Maryland is currently at an advantage because Dr. Carey Wright, who served as Mississippi's State Superintendent of Education during its period of steady improvement, was named Maryland's Interim State Superintendent of Education in October 2023 and officially appointed in April 2024. She brings a wealth of experience in improving student achievement in literacy. Her methods are well-documented; a 2017 study by the Institute of Education Sciences, the National Center for Education Evaluation and Regional Assistance, and the Regional Education Laboratory at Florida State University focused on Mississippi's "logic model" for providing PL and literacy coaching. Mississippi's literacy coaches spent an average of two to three days per week in each school and participated in monthly professional development meetings. Topics included the "research-based role of literacy coaching to making data-based decisions for literacy instruction" (Folsom et al., 2017). The study found that in schools

supported by state literacy coaches, the average quality of instruction rating increased from the 31st to the 58th percentile, student engagement from the 37th to the 53rd percentile, and teaching competencies from the 30th to the 44th percentile. Teachers who had not participated in the professional development program had lower measures of instruction quality, student engagement, and teacher competencies (Folsom et al., 2017).

In conclusion, as MSDE moves forward in developing and implementing a new model for PL, it is crucial to incorporate the lessons learned and successful examples such as Mississippi's literacy initiative. By focusing on collaborative, sustained, and evidence-based PL, Maryland has the opportunity to significantly enhance educator effectiveness and, consequently, improve student outcomes. Leveraging the expertise of leaders like Dr. Carey Wright and adopting proven strategies like instructional coaching will be instrumental in achieving these goals. Through a comprehensive and well-structured approach to PL, MSDE can ensure that teachers are equipped with the knowledge and skills necessary to foster literacy and academic success across the state.

Goals and Objectives:

At the heart of these PL initiatives is MSDE's desire to create and communicate a comprehensive state-level system of support aimed at increasing administrator literacy leadership and teacher efficacy in literacy instruction, thereby improving student literacy outcomes.

(Competitive Preference Priority - CPP 2, 4) To see this to fruition, MSDE has set two overarching goals each with a subset of objectives:

Goal 1: Increase educator capacity to deliver research-based literacy instruction.

Goal 2: Increase access to effective literacy programming for all students with priority consideration given to LEAs with a high population of underserved students as defined by 86 FR 70612 (**CPP 2, 3, 4**).

Objectives for Goal 1

Objective 1.1: Signaling and Guidance from MSDE

The vision of the Maryland Department of Education Office of Literacy is to create and communicate a comprehensive state-level system of support to increase administrator literacy leadership and teacher efficacy in literacy instruction thereby increasing student literacy outcomes. Therefore, to accomplish this vision, Objective 1.1 focuses on the tasks that MSDE must undertake to signal the importance of this work and provide overarching guidance to the 24 LEAs in Maryland. The first action that MSDE must take to accomplish this objective is to develop the MSDE Literacy Advisory Panel. This panel will include 8 literacy experts representing the 8 congressional districts of Maryland. The purpose of the Maryland Literacy Advisory Panel is to serve as a committee to represent Maryland educators and advocate for the literacy needs of Maryland. The team will consist of literacy experts who meet the following criteria:

- completion of at least 30 hours of science of reading-aligned PL;
- experience in developing and implementing coaching models;
- collaborations with institutions of higher education (IHEs) to support providing pre-service teacher experiences within an LEA;
- experience with reading screeners and their intended foci;
- understanding of the purpose of high-quality instructional materials (HQIMs);

- desire to advocate for Maryland's Literacy Legacy

One of the initial tasks of the panel will be to support MSDE in reviewing and updating the Maryland State Comprehensive Literacy Plan, titled "Maryland's Keys to Comprehensive Literacy," published in 2020. (A copy of the old plan is included in the appendices of this application.) The revised plan will align with the goals set by State Superintendent Dr. Carey Wright and will showcase Maryland's dedication to providing effective literacy instruction to all students.

Objective 1.2: Supporting LEA-based Literacy Coaches (CPP 2, 4)

As stated above, MSDE aims to bolster educators' capacity to deliver research-based literacy instruction as its primary goal. This effort focuses on providing comprehensive PL opportunities statewide. Within this goal, Objective 1.2 underscores the significance of quality PL, specifically through a research-based model known as literacy coaching. MSDE plans to leverage state and CLSD funds to develop, deliver, and evaluate high-quality PL experiences tailored for educators across Maryland. (CPP 2, 4)

Objective 1.2 emphasizes the critical role literacy coaches play in supporting PL initiatives. Drawing on research findings, the MSDE has outlined specific responsibilities for these coaches:

- **Facilitating PL:** Literacy coaches will design and conduct workshops, seminars, and training sessions to enhance teachers' knowledge and skills in evidence-based literacy instruction.

- **Providing Classroom Support:** Literacy coaches will offer in-class support, modeling instructional strategies, co-teaching, and observing teachers to provide constructive feedback.
- **Data Analysis and Utilization:** Literacy coaches will assist in analyzing student data to inform instruction, identify areas for improvement, and track the impact of literacy interventions.
- **Continuous Improvement:** Literacy coaches will participate in ongoing PL to stay current with literacy research and effective coaching practices, ensuring they can provide the most up-to-date support to educators.
- **Resource Development and Sharing:** Literacy coaches will develop and distribute resources, such as lesson plans, instructional materials, and assessment tools, to support effective literacy instruction.

It is important to note that the LEA literacy coaches funded by CLSD (which will be discussed further in Objective 2.1) will not evaluate teachers; rather, they will work collaboratively to refine instructional practices and support professional growth. Central to their effectiveness is the establishment of trusting relationships with teachers, fostering an environment where educators feel supported in their PL.

Acknowledging variations in literacy coaching responsibilities reported by LEAs, MSDE plans to establish monthly state-led Literacy Coaching Regional Cohorts. These cohorts will provide coaches with opportunities to participate in Networked Improvement Communities (NIC) focused on achieving specific outcomes, such as:

- Cultivating effective coaching partnerships through relationship-building and mutual trust.
- Supporting schools and districts in developing and delivering impactful PL opportunities aligned with state standards and educational goals.
- Guiding teachers to integrate research-based decision-making into their instructional practices, ensuring alignment with best practices in literacy instruction.
- Assisting teachers in enhancing the efficiency and effectiveness of instructional planning, delivery, and assessment, promoting continuous improvement in teaching practices.
- Empowering teachers to interpret literacy data effectively for informed instructional decision-making, utilizing data to tailor interventions and support student success.

These efforts aim to standardize coaching practices across Maryland, ensuring consistent and effective support for educators in advancing literacy instruction statewide. By fostering collaborative PL communities and emphasizing evidence-based strategies, MSDE seeks to elevate literacy outcomes for all students.

Finally, MSDE will leverage CLSD funds to hire two State Literacy Coaches. As mentioned previously, MSDE seeks to replicate much of the Mississippi model for improving literacy outcomes, which relies heavily on state literacy coaches. The role of the Maryland State Literacy Coach is to support the LEA literacy coaches funded by CLSD. Using the Mississippi model as inspiration, Maryland State Literacy Coaches will:

1. **Identify Needs:** Identify the greatest needs of assigned schools to prioritize, schedule, organize, and provide technical assistance so that students in assigned schools achieve grade-level reading by the end of 3rd grade.

2. **Provide Technical Support:** Offer daily technical support (at least 85% of the school week) to school-based coaches.
3. **Model Coaching Techniques:** Model effective coaching and conferencing techniques, including establishing specific goals and plans for improving practice.
4. **Design Professional Learning:** Design and conduct PL to meet the varied needs of school-based literacy coaches such as the Literacy Coaching Regional Cohort meetings.
5. **Document and Monitor:** Maintain a system for documenting coaching services and act as non-evaluative on-site monitors for the implementation of CLSD funds.

By implementing these strategies, the State Literacy Coaches will play a crucial role in enhancing literacy instruction and improving student outcomes across Maryland.

Objective 1.3: Creating a Cadre of Informed Literacy Administrators

As indicated in the needs assessment above, one component of PL that has been missing thus far is PL for LEA supervisors and coordinators of ELA/Literacy. These staff members are often the ones delivering PL to literacy coaches or directly to classroom teachers. Therefore, it is vitally important that they continue with their commitment to lifelong learning. One of the outcomes of Objective 1.3 is that these LEA supervisors and coordinators receive PL in the realms of the design, training and implementation of MTSS, and in implementation science. MSDE plans to meet with these supervisors monthly to deliver this PL and to make the time for LEA supervisors to discuss practices that are successful as well as challenges they are facing.

Under Objective 1.3, MSDE will also use CLSD funds to develop and implement the Maryland Initiative for State Leaders in Literacy (MISLL). This initiative is designed to emphasize the critical importance of literacy initiatives among the higher echelons of decision-making in each LEA. By targeting state leaders, the MISLL aims to ensure that literacy becomes

a prioritized and central focus within educational policies and practices. This group will consist of key stakeholders, including superintendents, curriculum directors, and other senior administrators from each LEA. These leaders will participate in specialized training and PL sessions focused on the latest research and best practices in literacy education. The MISLL will also facilitate regular meetings and workshops to foster collaboration, share successful strategies, and address common challenges in literacy instruction. This initiative will ensure that literacy remains a key focus in educational decision-making, ultimately leading to higher student achievement and success.

Objective 1.4: Supporting ECE Centers in the Development of a PL plan (CPP 2, 4).

MSDE recently released New Early Learning Standards. The old Early Learning Guideline had not been updated in more than a decade and was out of date in terms of alignment with the latest research. The new standards are aimed at updating and aligning our standards with the Blueprint for Maryland's Future. The standards also prioritize addressing the varied needs of all children, such as those with disabilities, multilingual language learners, and those who have experienced trauma. They provide clear guidance for educators, empowering them to create developmentally appropriate environments and learning experiences that foster crucial skills, concepts, and behaviors in children. By adhering to these standards, educators will enhance the quality of early learning experiences, laying a strong foundation for lifelong success. Additionally, the standards empower families by providing clarity on developmental milestones and benchmarks, fostering meaningful partnerships between educators and families.

In collaboration with MSDE's Division of Early Childhood, Objective 1.4 focuses on leveraging CLSD funds to support Early Childhood Education Centers in developing a PL plan

with a heavy emphasis on a plan for providing PL on the new Early Learning Standards to early childhood classroom teachers.

Objective 1.5: Strengthening Educator Preparation Programs (CPP 1)

Finally, Objective 1.5 focuses on incorporating IHEs into PL initiatives to strengthen literacy instruction in Educator Preparation Programs (EPPs). As per COMAR 13A.12.01.07, individuals seeking initial certification in early childhood education, elementary education, special education, and TESOL must demonstrate proficiency in the five pillars of the science of reading. This proficiency can be demonstrated through various pathways, including an attestation of proficiency via an observation conducted by a department-recognized assessor.

It is important to note that many EPPs in Maryland require their candidates to obtain teacher licensure to graduate. To incentivize EPP faculty and administrators to participate in PL aligned with the science of reading and to influence EPP instructional practices, MSDE will encourage EPPs to identify a cadre of faculty members to serve as MSDE Literacy Instruction Observers. This initiative will enable EPPs to attest to the proficiency of teacher candidates enrolled in licensure programs, ensuring that they are using research-based instructional methods for teaching reading. This observation process can serve as an alternative to formal licensure assessments for teacher candidates.

For EPP faculty to become official MSDE Literacy Instruction Observers, they must:

1. **Undergo Specialized Training:** Participate in training sessions provided by MSDE focused on the science of reading and the observation protocol.
2. **Demonstrate Competence:** Show proficiency in the five pillars of the science of reading and the ability to accurately assess teacher candidates.

3. **Commit to Ongoing Professional Learning:** Engage in continuous PL to stay updated on the latest research and best practices in literacy instruction.

In addition to these requirements, Literacy Instruction Observers will:

- **Implement an MSDE-Created Observation Protocol:** This protocol ensures the accuracy and consistency of assessments, maintaining high standards of quality in evaluating teacher candidates.
- **Participate in Collaborative Networks:** Join networks of Literacy Instruction Observers to share best practices, discuss challenges, and receive support from peers and MSDE.
- **Engage in Data-Driven Decision Making:** Use data collected from observations to inform instructional practices and professional development needs, ensuring continuous improvement in literacy instruction.
- **Promote a Culture of Excellence:** Encourage a commitment to high standards and evidence-based practices within their institutions, fostering an environment that prioritizes literacy and effective teaching strategies.

Moreover, MSDE will facilitate the integration of these PL initiatives into EPP curricula through:

- **Curriculum Alignment Workshops:** Sessions to help EPPs align their curricula with the latest research and best practices in the science of reading.
- **Resource Provision:** Providing access to high-quality instructional materials, assessment tools, and other resources that support effective literacy instruction.
- **Institutional Support Grants:** Offering grants to EPPs to support the implementation of these PL initiatives and to incentivize participation among faculty and administrators.

- **Performance Feedback Mechanisms:** Establishing systems for ongoing feedback and assessment to ensure that the PL initiatives are effective and meet the desired outcomes.

This collaborative effort will ultimately improve literacy outcomes for students across Maryland, ensuring that future educators are well-prepared to teach reading using research-based, effective instructional methods.

Objectives for Goal 2

MSDE's second goal is to increase access to effective literacy programming for all students, with a priority focus on LEAs with high populations of underserved students. MSDE will ensure that 95% of the awarded CLSD funds are invested in high-need LEAs in Maryland. These funds will target initiatives addressing significant gaps in literacy proficiency and inequities in access to effective literacy instruction.

In the past, Maryland's CLSD (formerly SRCL) funds did not prioritize LEAs with larger percentages of underserved student groups. To address this, MSDE will take measures to ensure that CLSD funds will now prioritize LEAs with larger underserved student populations. To ensure the effective use of CLSD funds, sub-grant applicants will develop detailed proposals for initiatives based on their LEA's specific needs.

The below objectives were selected by MSDE based on the comprehensive needs assessment and literature review. LEAs are given the flexibility to choose as many or as few of these objectives as they see fit, provided each project plan meets specific criteria. Each objective under this goal provides more information on these options.

Objective 2.1: Developing or Expanding Literacy Coaching Models (CPP 2 and 3).

LEAs can develop or expand a literacy coaching model that supports elementary (K-5) or secondary (6-12) schools. The coaching model should:

- **Require job-embedded professional learning:** Coaches will work within classrooms to provide immediate, relevant support to teachers.
- **Emphasize support for struggling students:** The model will prioritize interventions and supports for students who are not meeting proficiency benchmarks by grade 3.
- **Support literacy practices across content areas:** Coaches will help integrate literacy instruction into all subject areas, enhancing students' reading and writing skills throughout their education.
- **Aid in effective MTSS implementation:** Coaches will support teachers in analyzing data, identifying effective tiered instruction strategies, and implementing those strategies in their classrooms.
- **Include job-embedded professional learning for literacy coaches:** Coaches will also receive ongoing training and support from State Literacy Coaches and participate in MSDE Monthly Literacy Coaching Regional Cohorts to ensure they are effective in their roles.

Objective 2.2: Supporting Students with Identified Learning Needs (CPP 3).

In Objective 2.2, LEAs have the option to use CLSD funds to refine or develop a district MTSS model. This MTSS model should:

- **Identify and support struggling students early:** The system should ensure that students with gaps in foundational literacy skills are identified as early as possible, preventing the overidentification of students for special education services.
- **Include evidence-based reading interventions:** The MTSS should incorporate Tier 1, 2, and 3 reading interventions, emphasizing that Tier 3 instruction is not a pathway to special education but a means of providing intensive support, preventing the overidentification of students for special education services.
- **Address student attendance:** The MTSS should include strategies to mitigate chronic absenteeism, such as de-escalation techniques for behavior-related absences, ensuring students attend and benefit from daily instruction.
- **Train educators on its use:** The system should include educator training in the model. In order for students to properly be identified for tiered instruction, educators must first know what to look for and what programs would be beneficial.

By implementing these comprehensive initiatives, MSDE aims to increase the use of evidence-based literacy instructional practices aligned to the science of reading used by educators, improve literacy outcomes for all students, and ensure equitable access to high-quality literacy materials across Maryland. Through targeted use of CLSD funds and a focus on evidence-based practices, MSDE will support LEAs in addressing the most significant gaps in literacy proficiency and promoting educational equity.

Objective 2.3: Supporting Multilingual Learners (CPP 2 and 3)

In Objective 2.3, LEAs have the option to use CLSD funds to specifically support the needs of multilingual learners. By choosing this initiative, LEAs can procure and deliver PL

opportunities for Maryland general educators to learn how to adapt structured literacy instruction to meet the needs of multilingual learners. This PL will help educators understand how to modify their teaching strategies to better support students who are learning English as an additional language. In addition to training general educators, LEAs can also offer specialized training to ELD instructors. This training will focus on the science of reading and its direct relationship to language acquisition, equipping ELD instructors with the knowledge and skills necessary to effectively teach reading to multilingual learners.

LEAs will select these PL offerings from a curated list provided by MSDE. They will have the flexibility to determine the most appropriate target audience for each training and choose the delivery model that best fits their needs. This initiative not only aims to improve literacy outcomes for multilingual learners but also aligns with Recommendation 3b of the Blueprint Workgroup on English Learners (ELs) in Public Schools.

By addressing the specific needs of multilingual learners and implementing a comprehensive PL model, MSDE aims to ensure that all students, regardless of their background or language proficiency, have access to high-quality literacy education and the opportunity to achieve their full potential.

Objective 2.4: Implementing a Comprehensive Professional Learning Model (CPP 2 and 3)

MSDE has recently adopted the Learning Forward Standards for Professional Learning, which provide a comprehensive framework to ensure that PL for educators is high-quality, impactful, and aligned with the goal of improving student outcomes. These standards emphasize continuous improvement, collective responsibility, and alignment with performance and curriculum standards. In Objective 2.4, LEAs have the option to use CLSD funds to implement

an overarching PL model for teachers and literacy leaders from birth through grade 12. To align with Maryland’s vision for high-quality PL, the LEA models must include the following elements:

LEA Professional Learning Model Requirements	Description
1. Needs Assessment and Data Analysis	<ul style="list-style-type: none"> • Identify Specific Needs: Conduct a thorough needs assessment to identify gaps in knowledge, skills, and instructional practices among educators using data from student assessments, teacher evaluations, and other relevant sources. • Data-Driven Decision Making: Utilize data analysis to plan, implement, and evaluate PL activities to ensure they address the actual needs of educators and students.
2. Job-Embedded Professional Learning	<ul style="list-style-type: none"> • On-the-Job Support: Provide opportunities for educators to engage in PL within their work environment, such as coaching, mentoring, collaborative planning, and classroom-based observations. • Practice and Application: Ensure PL includes opportunities for educators to practice new skills and strategies in their classrooms, with ongoing support and feedback.
3. Collaborative Learning Communities	<ul style="list-style-type: none"> • Professional Learning Communities (PLCs): Establish and support PLCs where educators can regularly collaborate to share best practices, analyze student data, and plan instruction. • Peer Collaboration: Encourage peer observations, co-teaching, and collaborative inquiry projects to foster a culture of continuous learning and improvement.
4. Leadership Development	<ul style="list-style-type: none"> • Leadership Training: Provide PL opportunities for school and district leaders to enhance their capacity to support and sustain effective instructional practices. • Distributed Leadership: Promote the development of teacher leaders who can take on instructional leadership roles within their schools.
5. Alignment with Curriculum and Standards	<ul style="list-style-type: none"> • Curriculum Integration: Ensure PL is aligned with the state’s curriculum standards and instructional goals, including training on the use of high-quality instructional materials and resources. • Standards-Based Instruction: Focus PL on strategies that support standards-based instruction to help educators guide students to meet or exceed state standards.

6. Evaluation and Feedback	<ul style="list-style-type: none"> • Impact Evaluation: Implement mechanisms to evaluate the impact of PL on educator practice and student outcomes, using this information to refine and improve PL programs. • Ongoing Feedback: Provide educators with regular, constructive feedback on their instructional practices to guide further professional development.
7. Equity and Cultural Competence	<ul style="list-style-type: none"> • Culturally Responsive Practices: Incorporate training on culturally responsive teaching practices to ensure all students receive equitable and effective instruction. • Addressing Disparities: Focus on reducing disparities in educational outcomes by providing PL that equips educators to meet the diverse needs of all students.
8. Sustainability and Scalability	<ul style="list-style-type: none"> • Sustainable Practices: Design PL programs that are sustainable over the long term, with ongoing support and resources to maintain their effectiveness. • Scalable Models: Develop scalable PL models that can be adapted and implemented across multiple schools and districts.

This initiative will provide a cohesive framework for PL that supports educators at every stage of their careers, from new teachers to experienced literacy leaders. By aligning with Learning Forward’s Standards for PL, LEAs will ensure that their PL efforts are effective, sustainable, and aligned with best practices in the field.

Finally, In September of 2024, the MSDE will initiate a research project in partnership with Johns Hopkins University and the State University of New York (SUNY), aimed at increasing teacher knowledge by providing access to PL opportunities aligned with the science of reading. These PL opportunities include fully asynchronous online courses for practicing P-12 grade teachers. The course covers the five pillars of the science of reading. Upon completion, participating teachers can receive 35 Continuing Teacher and Leader Education (CTLE) hours or Continuing Education Units (CEUs). As LEAs are building their PL models, they will be able to leverage these opportunities and be able to ensure that the PL they offer can go further than just focusing on the fundamentals of research-based instruction.

Objective 2.5: Adopting and Implementing High-Quality Instructional Materials (HQIM)
(CPP 2 and 3)

According to a survey sent to all 24 LEAs in January 2023, 54% of Maryland LEAs use instructional materials that score as green, or “Meets Expectations,” according to EdReports, a national organization that was established to rate instructional materials and indicate their quality. This system centers on standards alignment, grade-level rigor and complexity, and the usability of resources. MSDE has developed an HQIM initiative to address the evolving rating system landscape by creating a state-specific HQIM rating rubric. This rubric focuses on Maryland-specific priorities, such as usability, knowledge building, supporting multilingual learners, culturally affirming, and Universal Design for Learning (UDL) concepts. This initiative is scheduled to roll out between the summer and fall of 2024.

The Maryland HQIM review process has revealed that many of the HQIMs currently implemented by Maryland LEAs may not meet the standards required by local boards of education. This has raised concerns among LEA literacy leaders about how to fund this essential but costly initiative. To address this, Objective 2.5 offers LEAs the option to use CLSD funds to adopt and implement an HQIM for Reading/English-Language Arts.

This initiative should include comprehensive training for all educators, including teachers, literacy coaches, and administration. This training should extend beyond simply "unpacking" the materials and should delve deeply into the content and research-based instructional practices included in the HQIM. To ensure effective implementation, this training should also incorporate job-embedded components delivered by vendors or district literacy coaches.

Furthermore, by choosing to use CLSD funds for this initiative, the LEA must commit to developing a transparent method of communicating the adopted HQIM used in each grade band for Reading/English-Language Arts instruction. This transparency ensures that all stakeholders are aware of and understand the instructional materials being used, promoting consistency and alignment across the LEA.

Objective 2.6: Developing LEA Partnerships with Institutions of Higher Education (CPP 1)

In Objective 2.6, LEAs can use CLSD funds to develop a partnership to collaborate with local institutions of higher education (IHEs). This partnership should allow both the LEA and the IHE to benefit. Therefore, funds used for this initiative should be used by the LEA to ensure that syllabi utilized in their local IHE's EPP are aligned with the science of reading and structured literacy instructional practices. This will ensure that the LEA is receiving candidates who do not require immense amounts of training upon hiring and will be effective teachers of literacy instruction. In return, the EPP will offer practicum opportunities developed with the LEA for preservice teachers to ensure that the practicum is aligned to the best evidence-based literacy instruction. Additionally, these funds can help support a career pathway for graduates directly from the EPP to the LEA.

Objective 2.7: Increasing Equity in Gifted/Talented and Advanced Programs (CPP 2 and 3)

Objective 2.7 will allow for LEAs to use CLSD funds to increase equity in gifted/talented and advanced programs offered in their LEA. As noted in the needs assessment above, the excellence gap, the difference in the percentage of low-income versus high-income students who reach advanced levels of academic performance, is a continuously growing issue in Maryland. Therefore, if LEAs choose this initiative, they can use CLSD funding to identify underserved students who are proficient and provide targeted enrichment support to students through a

summer and school-year enrichment initiative. These funds can be used for PL for teachers, summer program development, and teacher salaries/stipends. If implemented successfully, data should reveal a closing of excellence gaps and increased participation of underserved student groups in secondary advanced programming opportunities.

Objective 2.8: MSDE CLSD Sub-grant Management

Objective 2.8 details the management aspects of sub-granting CLSD funds to LEAs. This includes hiring a grants manager to lead the development of the sub-granting process and associated projects. These projects include developing a sub-grantee application and Request for Application (RFA) process, establishing a plan for necessary technical assistance (TA) and PL to support LEAs in the RFA process and fund implementation, determining the methodology for reviewing applications and selecting sub-grant awardees, as well as creating a plan for fund distribution/reimbursement, monitoring, and financial oversight.

While the grants manager hired in Phase 1 of the project will officially design the sub-granting process, the competitive sub-grant application for LEAs will require a proposal including a needs assessment, a priority focus, goals, objectives, and milestones aligned with the initiative focus, a plan of implementation detailing activities aligned with research, a monitoring plan, an evaluation plan, a management plan with a project timeline, and a budget narrative. Additionally, a preference priority will be given to LEAs with high populations of underserved student groups Maryland must focus on Multilingual Learners, students with disabilities, students of color, and economically disadvantaged students. Within those LEAs' proposals, priority will only be awarded if their project plan includes an explicit emphasis on the schools that instruct these high populations of students.

MSDE will distribute the reimbursement of grant funds after verifying that the funds were used following the grant requirements. The grants manager will be responsible for verifying reimbursements of CLSD funds to LEAs, ensuring compliance and appropriate use of funds. The MSDE will provide TA to support LEAs in the RFA process. The TA will include information on the topics below:

- Sub-grant expectations, parts of the application, the methodology for project plan review, and overall grant timeline
- Developing and conducting a needs assessment
- The options in project initiatives that can be funded by sub-granted CLSD funds, utilizing the needs assessment data to choose project initiatives, and the federal and state requirements within the use of the grant funds
- PL on effective literacy coaching models, MTSS, PL models, partnerships with IHEs, and utilizing Maryland HQIM reviews to select an HQIM
- Developing a plan for grant management that includes monitoring both fiscal and programmatic aspects of the grant and the internal LEA process of reimbursement

The methodology for reviewing LEA sub-grant applications will be developed by the MSDE grants manager with input from the MSDE Literacy Advisory Panel. Once the plan is developed, the grants manager will initiate the recruitment and training of reviewers and oversee the application review process. After the sub-grant awardees are notified, MSDE will conduct a needs analysis of the initiatives chosen by the sub-grantees. This analysis will guide the provision of further technical assistance (TA) for the implementation and monitoring of the grant.

QUALITY OF MANAGEMENT PLAN

MSDE's Division of Curriculum, Instructional Improvement, and Office of Professional Learning and High-Quality Instructional Materials, in collaboration with the Division of Early Childhood, has crafted a management plan with detailed project activities designed to meet the grant's objectives. Table 3 and 4 below outlines this plan, specifying responsibilities, timelines, and milestones for each activity. This clear assignment of tasks and staff responsibilities, coupled with the logical progression of activities, will help ensure that project goals are met promptly and within budget.

MSDE will invest thirteen key staff members (resumes included in the Appendices) in the proposed project. Three of these staff members are included in the proposed budget, while the other ten are funded through other MSDE funding streams to ensure efficiency and cost-effectiveness. These ten staff members were key contributors to the development of this proposal. The three staff members included in the proposed budget will be hired once CLSD funds are awarded to MSDE. Below is a list of the 10 existing MSDE staff members collaborating on this project:

1. Dr. Tenette Smith, Executive Director of Literacy Programs and Initiatives, will oversee the project. Her experience leading literacy initiatives under Dr. Carey Wright in Mississippi from 2013-2024 will be invaluable in implementing the listed initiatives.
2. Cristina Rodriguez, Manager of Literacy Programs and Initiatives, will serve as the CLSD project director.
3. Nancy Perkins, Part-time Literacy Specialist and former grant coordinator for the Striving Readers Comprehensive Literacy (SRCL) Grant Program awarded to Maryland in 2017, will co-lead the work involving EPPs.

4. Alaina Mackell, Literacy Coordinator, will lead the work focused on literacy coaches.
5. Stephanie Dale, Literacy Coordinator, will lead the work focused on PL for LEA literacy leaders.
6. Dr. Nykia Washington – Pre-Kindergarten and Mixed Delivery Programs Manager who will support all work involving early childhood programs.
7. Dr. Elise Brown, Executive Director of Professional Development and High-Quality Instructional Materials, will lead the work in supporting LEAs in selecting and implementing HQIM.
8. Dr. Teresa Timmons-Parrott, Manager of Multilingual Education, will support the development of approved training programs focused on the needs of MLs and assist LEAs in procuring and implementing said programs.
9. Anthony Vargas, Director of Advanced Academic and Gifted and Talented Programs, will support LEAs choosing to use CLSD funds to address the excellence gap by offering summer and school-year enrichment initiatives.

The MSDE CLSD Team will convene monthly to plan and strategize project initiatives and activities, analyze data, discuss project milestones, monitor progress towards goals, plan for upcoming monitoring, organize TA and PL opportunities, and ensure coherence and alignment with grant priorities. During these meetings, the Project Director, Cristina Rodriguez, will provide updates from monthly finance meetings with the grants managers, ensuring adherence to the budget and identifying opportunities for efficiency and cost-effectiveness. The CLSD grant will unfold in seven phases, outlined below. These phases are structured to simplify the work, milestones, and objectives, ensuring the efficiency and effectiveness of the project.

Table 3: Management Plan

Phase/Dates	Major Tasks/Milestones
<p>Phase 1:</p> <p>October – December 2024</p> <p>(MSDE Start-Up)</p>	<ul style="list-style-type: none"> • Begin monthly MSDE CLSD Project Team Meetings • Hire grant manager • Development of Literacy Advisory Group <p>MILESTONE: Development/Revision of School Literacy Plans</p> <p>MILESTONE: Subgrantee Application Process/review methodology</p> <ul style="list-style-type: none"> ○ Recruiting reviewers <p>MILESTONE: Request for Quote (RFQ) for multilingual training</p> <ul style="list-style-type: none"> • Plan for fund distribution/reimbursement, monitoring, and methodology for financial oversight • Planning for PL sessions (ECE, TA, ELA Literacy Leaders, etc.)
<p>Phase 2:</p> <p>January 1- March 2025</p> <p>(Year 1 of the sub-grant)</p>	<ul style="list-style-type: none"> • Monthly MSDE CLSD Project Team Meetings • TA to complete the RFA (fiscal managers, etc.) <ul style="list-style-type: none"> ○ Deploying RFA • Application review <p>MILESTONE: Awarding funds (by March 2025)</p>

Phase/Dates	Major Tasks/Milestones
	<p>MILESTONE: Begin delivering PL on new Early Learning Standards</p> <p>MILESTONE: Begin developing MISLL and delivering monthly PL for LEA ELA Supervisors</p>
<p>Phase 3:</p> <p>April-September 30, 2025</p> <p>(Year 1 of the sub-grant continued)</p>	<ul style="list-style-type: none"> • Monthly MSDE CLSD Project Team Meetings • MSDE to begin communicating with EPPs regarding the MSDE Literacy Instruction Observers initiative <p>MILESTONE: Begin quarterly meetings with IHEs</p> <ul style="list-style-type: none"> • LEA planning for implementation and support • Monthly TA/PL for implementation <p>MILESTONE: Monitoring of initiatives and use of funds/earmarked funds</p>
<p>Phase 4:</p> <p>October 1, 2025 – September 30, 2026</p> <p>(Year 2 of the sub-grant)</p>	<ul style="list-style-type: none"> • Monthly MSDE CLSD Project Team Meetings • TA to create LEA sustainability plan • Quarterly meetings with IHEs • Monthly TA/PL for implementation <p>MILESTONE: Data collection and review of Year 1 initiatives and use of funds, planning for funds/initiatives for Year 2, feedback is requested from LEAs and provided to LEAs on information shared</p>

Phase/Dates	Major Tasks/Milestones
	<ul style="list-style-type: none"> ○ Desktop and onsite monitoring <p>MILESTONE: Regional Literacy Coach Cohort Monthly Meetings Kickoff</p> <p>MILESTONE: End of Year 2 Monitoring Collection</p>
<p>Phase 5:</p> <p>October 1, 2026 –</p> <p>September 30, 2027</p> <p>(Year 3 of the sub-grant)</p>	<ul style="list-style-type: none"> ● Monthly MSDE CLSD Project Team Meetings ● Quarterly meetings with IHEs ● Monthly TA/PL for implementation <p>MILESTONE: Data collection and review of Year 2 initiatives and use of funds, planning for funds/initiatives for Year 3</p> <ul style="list-style-type: none"> ○ Desktop and onsite monitoring ○ feedback is requested from LEAs and provided to LEAs on information shared <p>MILESTONE: End of Year 3 Monitoring Collection</p>
<p>Phase 6:</p> <p>October 1, 2027 –</p> <p>September 30, 2028</p> <p>(Year 4 of the sub-grant)</p>	<ul style="list-style-type: none"> ● Monthly MSDE CLSD Project Team Meetings ● Quarterly meetings with IHEs ● Monthly TA/PL for implementation

Phase/Dates	Major Tasks/Milestones
	<p>MILESTONE: Data collection and review of Year 3 initiatives and use of funds, planning for funds/initiatives for Year 4</p> <ul style="list-style-type: none"> ○ Desktop and onsite monitoring ○ feedback is requested from LEAs and provided to LEAs on information shared <p>MILESTONE: End of Year 4 Monitoring Collection</p>
<p>Phase 7:</p> <p>October 1, 2028 –</p> <p>September 30, 2029</p> <p>(Year 5 of the sub-grant)</p>	<ul style="list-style-type: none"> ● Monthly MSDE CLSD Project Team Meetings ● Quarterly meetings with IHEs ● Monthly TA/PL for implementation <p>MILESTONE: Data collection and review of Year 4 initiatives and use of funds, planning for funds/initiatives for Year 5</p> <ul style="list-style-type: none"> ○ Desktop and onsite monitoring ○ feedback is requested from LEAs and provided to LEAs on information shared <p>MILESTONE: Closing of sub-grant – Final monitoring collection</p> <p>MILESTONE: Closing of CLSD Grant</p>

Table 4: Management Plan Aligned to CLSD Goals/Objectives

<u>Goal</u>	<u>Objective</u>	<u>MSDE Activities and Technical Assistance</u>	<u>Outcomes</u>	<u>Responsible</u>
1. Increase educator capacity to deliver research-based literacy instruction.	Objective 1.1 Signaling and guidance from MSDE	Develop the MSDE Literacy Advisory Panel	Develop a comprehensive plan for literacy instruction in the state by leveraging the input from LEA stakeholders.	Dr. Tenette Smith/ Cristina Rodriguez
		Review and revise the Maryland State Comprehensive Literacy Plan, “Maryland’s Keys to Comprehensive Literacy”		
	Objective 1.2 Supporting LEA-based literacy coaches	Provide guidance on the development of an evidenced-based literacy coaching model for use in the LEA and provide regional State Literacy Coaches to support LEA literacy coaches.	By August 2029, increase the percentage of educator knowledge by 25% as identified by the Johns Hopkins University study that will be conducted as a part of MSDE’s research study.	Alaina Mackell
		Provide PL for LEA based Literacy Coaches to ensure consistency of implementation of the coaching mode		Alaina Mackell
	Objective 1.3 Creating a Cadre of Informed Literacy Administrators	Provide monthly PL for LEA ELA Supervisors	By January 2025, LEA literacy leaders will convene for PL and to establish a network of advocates	Stephanie Dale/ Dr. Tenette Smith
		Establish the Maryland Initiative for State Leaders in Literacy (MISLL) and meet quarterly		
	Objective 1.4 Supporting ECE centers with the development of a PL plan	Provide PL for ECE centers and LEAs in the development of a PL plan that includes the new early learning standards	By August of 2029, 100% of participating LEAs will submit PL plans.	Dr. Nykia Washington
	Objective 1.5 Strengthening Educator Preparation Programs	Develop the MSDE Literacy Instruction Observer program to train EPP faculty in supporting pre-service educators attaining licensure and meet with IHEs quarterly	By August 2029, 50% of IHEs in Maryland will have faculty that serve as MSDE Literacy Instruction Observers, all of whom will have received baseline PL.	Cristina Rodriguez and Nancy Perkins

<u>Goal</u>		<u>Objective</u>	<u>MSDE Activities and Technical Assistance</u>	<u>Outcomes</u>	<u>Responsible</u>
			Provide baseline PL for EPP faculty serving as MSDE Literacy Instruction Observers		
2	Increase access to effective literacy programming for all students with priority consideration given to LEAs with a high population of underserved students (as defined by 86 FR 70612)	Objective 2.1 Developing or expanding LEA Literacy Coaching Model	Support LEAs in developing a Literacy Coaching Model in grade K-5 and/or 6-12 that includes clearly defined job responsibilities and PL	By August 2029, increase the percentage of educator knowledge of Literacy by 25% as identified by the Johns Hopkins University conducted as a part of MSDE's research study	Alaina Mackell
		Objective 2.2 Supporting students with identified learning needs	Support LEAs in refining/developing a district MTSS model	By August 2029, decrease the number of students identified as a student with a disability by 10%.	Additional Literacy Coordinator TBD
		Objective 2.3 Supporting Multilingual Learners	Support LEAs in identifying and delivering PL opportunities to support multilingual learners	By 2029, 30% of multilingual learners in 3 rd - 8 th grade will score as proficient as measured by MCAP (an 18% increase from 2023)	Dr. Teresa Parrott
			Support LEAs in strengthening and improving early childhood language immersion classrooms in support of multilingual learners		Dr. Nykia Washington
		Objective 2.4 Implement an effective overarching PL model	Support LEAs in developing a model for PL in early childhood classrooms, elementary, and secondary grades that supports educators at every stage of their careers and is aligned to Learning Forward Standards	By August 2029, increase the percentage of educator knowledge of Literacy by 25% as identified by the Johns Hopkins University conducted as a part of MSDE's research study	Stephanie Dale
		Objective 2.5 Select and implement High-Quality Instructional Material	Support LEAs in developing implementation plans for HQIM and sustained, job-embedded PL	By October 2027, 75% of CLSD LEA subgrantees will have acquired and implemented HQIM for Literacy instruction	Dr. Elise Brown/ Dr. Tenette Smith/CLSD

<u>Goal</u>		<u>Objective</u>	<u>MSDE Activities and Technical Assistance</u>	<u>Outcomes</u>	<u>Responsible</u>
		(HQIM) for Reading/English Language Arts			Literacy Coaches
		Objective 2.6 Developing LEA Partnerships with IHEs	Support LEAs in leveraging partnerships with IHEs to the ensure the alignment between coursework and LEA literacy instruction, develop pathways for increasing teacher recruitment	By August 2029, 70% of new teachers in LEAs awarded CLSD funds will be rated as “effective” at the end of their first year of teaching, according to district evaluations.	Cristina Rodriguez Nancy Perkins
		Objective 2.7 Increase equity in gifted/talented and advanced programs	Support LEAs in closing the excellence gap by providing summer and school year enrichment programs to underserved students	By August 2029, data will show a 20% decrease in the excellence gaps and a 10% increase in the participation of underserved student groups in secondary advanced programming opportunities.	Anthony Vargas
		Objective 2.8 MSDE CLSD Subgrant Management	Identify and select a grants manager	By March of 2025, 95% of CLSD funds will be awarded to subgrantees with priority consideration given to LEAs with a high percentage of underserved students.	Grants Manager/ Cristina Rodriguez
			Develop the application process and methodology for awarding funds		
			Develop a Request for Qualifications (RFQ) to develop a list of vetted PL offerings to meet the needs of Multilingual Learners		
	Plan for fund distribution /reimbursement, monitoring, and methodology for financial oversight	By October of 2026 (and every year thereafter) 100% of CLSD subgrantees will have received feedback on the implementation of their CLSD program.			

QUALITY OF PROJECT SERVICES

As mentioned above, Maryland's public schools serve a high percentage of students who would be considered as underserved. More than half of Maryland students are students of color and almost 40% of all Maryland students need or receive federal assistance programs.

Additionally, 12% of Maryland students are considered MLs and 13% receive special education services. These are the groups of students that MSDE intends to service through CLSD funds.

MSDE will ensure that the project services rendered will impact these specific groups primarily through the sub-granting process. Considering that 95% of these funds will be utilized within LEAs, MSDE intends on using the sub-grantee application as a means to provide priority to LEAs that serve a high percentage of these student groups. Through collaboration with the MSDE Research Office, MSDE has been able to identify the LEAs that have the high percentages of these specific student subgroups, and while all 24 LEAs are invited to apply for the CLSD sub-grant, these LEAs will be prioritized. As mentioned above, however, this priority will only be awarded if the included project plan includes an emphasis on the specific schools that instruct these high populations of students.

Additionally, as MSDE awards CLSD funds to LEAs, the CLSD Project Team will ensure that 15% of the funds will go to programs that support children from birth through Kindergarten. These funds can be used by LEAs to achieve Objectives 2.3, 2.4, 2.5, and/or 2.6. The MSDE CLSD Project Team will also ensure that no less than 40% of the awarded CLSD funds will be used to support students in elementary schools (grades K-5). LEAs may use these funds to achieve Objectives 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, and/or 2.7. Finally the CLSD Project Team will also ensure that no less than 40% of awarded subgrant CLSD funds will be used to

support State and local programs and activities that support students in grades 6 through 12. LEAs may use these funds to achieve Objectives 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, and/or 2.7.

Several of the options LEAs may choose to implement using CLSD funds involve developing or procuring and providing PL opportunities. MSDE will also be developing and providing PL for a variety of educators. To ensure that the PL are of sufficient quality, intensity, and duration to lead to improvements in practice, MSDE will require that all PL is aligned to the Learning Forward Standards as listed in Objective 2.4 above.

QUALITY OF PROJECT EVALUATION

Monitoring the implementation of the sub-grant will involve data collection and review at the end of each phase and the beginning of the next. This process will include a feedback mechanism. The grants managers will use information collected from the LEAs to provide immediate feedback on the use of funds and the implementation of their project activities. This feedback will guide monthly technical assistance (TA) and PL opportunities for LEAs.

The data collection and grant monitoring tools developed by MSDE grant managers, in collaboration with the MSDE Office of Research, will also enable LEAs to provide feedback on their experience in implementing the program. This feedback will be shared with the MSDE team at their monthly meetings, beginning with phase 3 and continuing through phase 7.

In addition to desktop monitoring, the two MSDE grant managers will conduct on-site monitoring from phases 4 through 7. This will ensure successful project implementation and provide an alternative method for gathering information on the support LEAs may need from MSDE.

Through the partnership with Johns Hopkins mentioned previously, MSDE will also evaluate the variety of PL opportunities and their impact on teacher knowledge, teacher effectiveness, and teacher satisfaction. An additional goal within the study is the ability to determine the effectiveness of literacy coaching (LEA coaches and/or state coaches) on teacher efficacy.

To ensure the quality of evaluation, the Maryland State Department of Education (MSDE) will incorporate the Continuous Improvement Process (CIP) into its approach. The CIP (see Appendices) is a systematic method for analyzing and improving processes, programs, or products. In the context of the CLSD program, the CIP will help MSDE assess the effectiveness of the program and make informed decisions for improvement. This cycle is iterative, with each round building on the insights gained from the previous ones to drive ongoing progress and innovation. By employing the Continuous Improvement Process, MSDE will ensure that the CLSD program remains effective and responsive to the needs of students, educators, and stakeholders.

Finally, because LEAs must submit a request for reimbursement to MSDE to receive their CLSD funds, MSDE will be able to ensure that performance feedback and assessment of progress toward achieving intended outcomes occur continuously throughout each fiscal year. This rolling process will enable MSDE to adopt a hands-on approach, monitoring and collaborating directly with LEAs at each step of their implementation.

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NEED FOR PROJECT

Historically, schools in Maryland have scored higher on the National Assessment of Educational Progress (NAEP), but with the increase of underserved student groups and equity gaps widening, the state has experienced a downward trend in student outcomes. At the beginning of fiscal year (FY) '24, Maryland served about 860,000 students in grades K-12 and 32,972 in state funded public and private prekindergarten programs. Recent demographic data shows that, of Maryland public school students, 67% are students of color. 32% identify as Black, 23% identify as Hispanic, and 12% identify as Asian or two or more races. In addition, 39% of students in Maryland are considered economically disadvantaged. Maryland defines economically disadvantaged as students directly certified by the federal government, i.e. students from families who are deemed eligible to participate in federal assistance programs such as Temporary Assistance for Needy Families (TANF), Supplemental Nutritional Assistance Programs (SNAP), or Medicaid.

The landscape of the local education agencies (LEAs) in Maryland has undergone significant shifts. LEAs report that 13% of students are identified as multilingual learners, and 13% are students with disabilities. According to the United States Census Bureau, in 2023, Maryland ranked fourth on the Diversity Index, marking Maryland as the fourth most diverse state in America, only behind Hawaii, California, and Nevada and above Texas and Florida.

Maryland's Literacy Needs

According to data from the 2022 administration of NAEP, 31% of 4th-grade students in Maryland were proficient in reading. In 2023, data from Maryland's state assessment, the Maryland Comprehensive Assessment Program (MCAP), revealed that 49% of fourth-grade students scored proficient in reading. Data from the 2022 NAEP administration showed that 33%

of Maryland 8th graders scored at or above proficient in reading. However, in 2023, MCAP found that 49% of 8th graders scored proficient or above in reading.

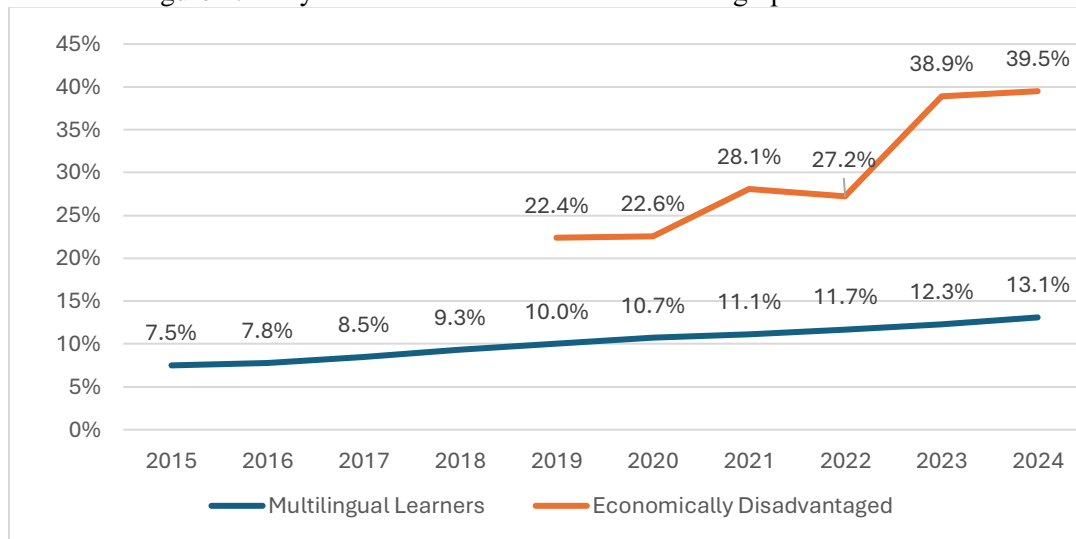
This discrepancy highlights a potential "honesty gap" between assessments, underscoring the need for an analysis of the validity and rigor of MCAP. To address this honesty gap, the Maryland State Department of Education (MSDE) has convened a technical advisory committee. These scores (Table 1) are especially alarming when considering the trends in student outcomes across the state. Furthermore, Maryland was ranked last in the nation, 51st, in the rate of change in students' proficiency from 2011-2022.

Table 1: NAEP Percentage At or Above Proficient: Maryland vs. National (4th grade and 8th grade 2013-2022)

Year	NAEP Percentage At or Above Proficient: Maryland		NAEP Percentage At or Above Proficient: National Public	
	Grade 4	Grade 8	Grade 4	Grade 8
2022	31%	33%	32%	30%
2019	35%	36%	35%	33%
2017	40%	38%	36%	35%
2015	37%	37%	35%	32%
2013	44%	43%	35%	36%

During this time Maryland has also experienced a significant increase in enrollment of underserved student populations as defined by 86 FR 70612. Specifically, as shown in Figure 1 below, over the last ten years the percentage of Multilingual Learners has steadily increased from 7.5% of all students to 13.1%, while over the last six years the percentage of students who are economically disadvantaged has increased from 22.4% to 39.5%.

Figure 1: Maryland Public Schools' Student Demographics over Time

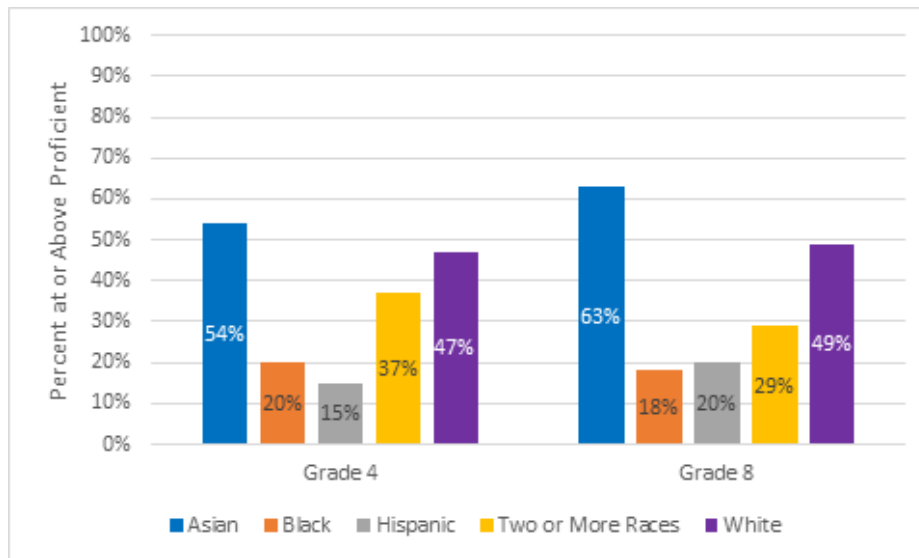


Note: Maryland started using the Economically Disadvantaged, as measured by Direct Certification, in 2019. In 2023, the measure was expanded to include Medicaid.

The underserved groups of students that are most evident in Maryland include students of color, economically disadvantaged students, students with disabilities, and Multilingual Learners. Analyzing the trends in the growth of these underserved groups, MSDE identified which LEAs have the highest populations of these student groups. As of 2023, data indicated that five of Maryland's 24 LEAs have the highest percentages of students falling into all four subgroups.

Not only is the number of underserved students in Maryland growing, but the gaps in achievement for underserved students are also evident as are shown in Figure 2 below.

Figure 2: Maryland Percent Proficient or Above on NAEP Reading by Grade and Race/Ethnicity, 2022



Continuing with this trend, only 13% of economically disadvantaged 4th-grade students in Maryland, 12% of Multilingual Learners, and 6% of students with disabilities were identified as proficient on the 2022 NAEP reading assessment. Additionally, 16% of economically disadvantaged 8th-grade students, 3% of Multilingual Learners, and 13% of students with disabilities were identified as at or above proficient on the 2022 NAEP assessment.

It is also evident in Figure 3 below that there is a significant disparity in proficiency on MCAP. In 2023, there was a 35% gap between the percentage of all Maryland students and the percentage of Maryland's Multilingual Learners who score as proficient. There was also a 35% gap between the percentage of all students and the percentage of students with disabilities who scored as proficient (Figure 4). Additionally, Figure 4 shows that there is an 18% gap in proficiency on MCAP between all students and students eligible for Free and Reduced Meals (FARMS).

Figure 4: Disparity in Proficiency of All Students vs. English Learners on MCAP, 2023

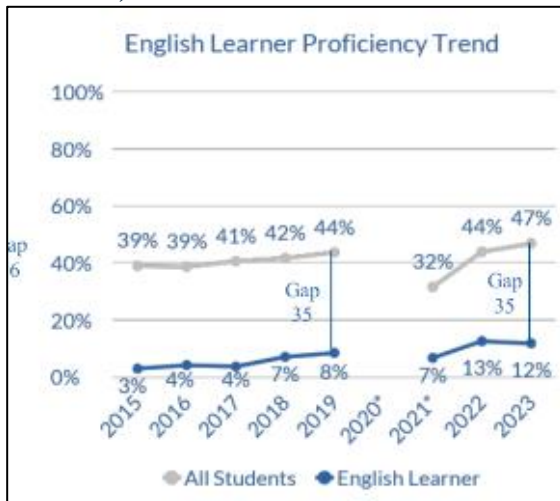


Figure 5: Disparity in Proficiency of All Students vs. Students with Disabilities on MCAP, 2023

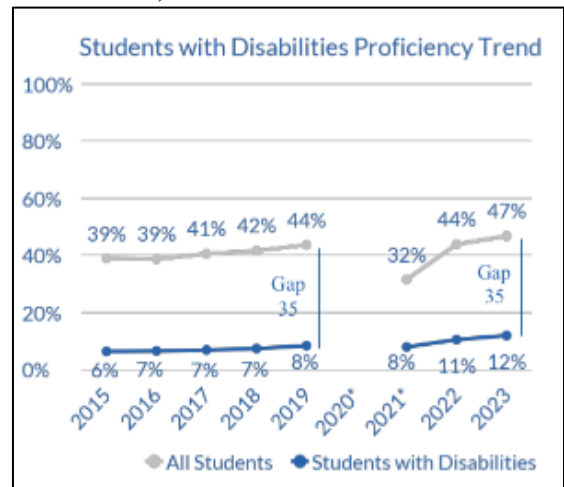
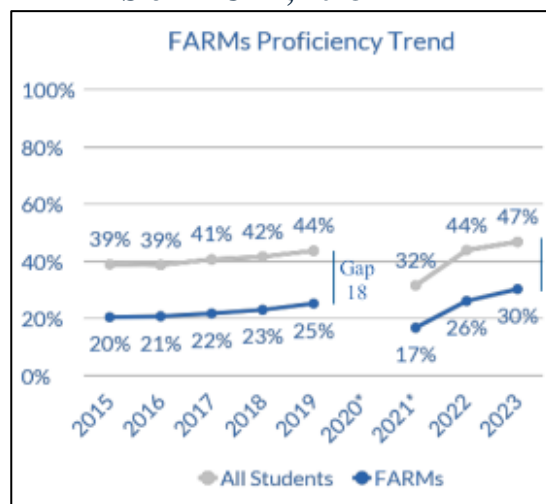


Figure 6: Disparity in Proficiency of All Students vs. Students eligible for FARMS on MCAP, 2023



Another notable trend is an increase in Maryland's student population who are identified as having disabilities. The percentage of students receiving special education services has increased from 12% in 2011 to 13.3% in 2023. Data also reveals that a significant percentage of these students are identified for services at an early age, with 60.4% identified in Pre-K and 31.2% in kindergarten. Recognizing the implications of this data, Maryland acknowledges the need for

enhanced screening measures and diagnostic surveys in the early years. However, alongside the emphasis on early prevention, there is a critical need for robust professional development for educators. It is imperative that educators are proficient in administering, scoring, and interpreting assessments, as well as delivering intervention programs effectively to identified students.

When considering where underserved students are in the realm of giftedness, the below table gives some insight. Table 2 shows the percentage of students scoring at the highest performance level (“Exceeding Expectations”) for each subject by service group. Sample includes students with full demographic and service group information, which are drawn from the end of the year attendance summary.

Table 2: Students in Highest Performance Level of MCAP by Service Group, Grade 3, SY 2023

Service Group	Overall Enrollment	English/ Language Arts	Mathematics	Any MCAP
Economically Disadvantaged	39.8%	1.8%	3.0%	2.5%
Multilingual Learners	12.4%	0.6%	1.6%	1.3%
Students with Disabilities	12.8%	11.3%	9.1%	11.0%
N	922,157	2,970	3,114	4,812

Equitable representation and achievement in gifted/talented and advanced programs continue to be an issue within the field. The excellence gap, which highlights the difference in percent of low-income versus high-income students who reach advanced levels of academic performance, is a continuously growing issue in America and is no exception in Maryland. It is necessary for Maryland schools to provide targeted enrichment and learning opportunities to mitigate excellence gaps because every student deserves to be appropriately challenged. Additionally, the security and long-term competitiveness relies on efforts in challenging students, and greater accessibility to evidence-based enrichment better prepares students for college and career plans which will strengthen our state, nation, and society.

Current MSDE Policies and Regulation

In response to significant declines in student literacy outcomes over the past decade, MSDE has undertaken critical measures to enhance literacy achievement. A pivotal initiative in 2021 was the passage of the Blueprint for Maryland's Future by the Maryland General Assembly, marking the beginning of a comprehensive overhaul of public education in the state. This legislation prioritizes educational equity statewide through five pillars, each featuring key initiatives aimed at transforming Maryland's educational quality and closing opportunity and achievement gaps.

The pillars encompass early childhood education, the recruitment and retention of high-quality and diverse educators and leaders, K-12 preparation for college and career readiness, bolstering wraparound services, and ensuring effective implementation of the Blueprint at the local educational agency (LEA) level. Integral to governance and accountability under this framework is the establishment of the Accountability and Implementation Board (AIB), tasked with planning and overseeing Blueprint implementation. Furthermore, LEAs are now mandated to develop annual Blueprint Implementation Plans, in addition to revising their previous comprehensive literacy plans.

Also established in the Blueprint for Maryland's Future Act was the Workgroup on Multilingual Learners in Public Schools. This workgroup was tasked with collecting data on Multilingual Learners (MLs) in the state, reviewing national research and current practices, and making recommendations to enhance the education of MLs in Maryland. The state is home to over 112,081 MLs in K-12, who collectively speak 189 different languages.

In January of 2024, the Maryland State Board of Education(SBOE) adopted Resolution 24-01. This resolution, named the “Statewide Adoption and Implementation of the Science of Reading,” called for the statewide adoption and implementation of literacy instruction based on the science of reading starting with the 2024-2025 academic year. Under the resolution, the SBOE set an aspirational statewide target for Maryland to rank among the top 10 states in reading on the fourth- and eighth-grade NAEP by 2027. The SBOE called for the State Superintendent of Schools and MSDE to

- draft a comprehensive literacy policy aligned to the science of reading that includes curriculum adoption, assessment, data analysis, early warning systems, intervention, and accountability;
- review all current state literacy guidance, standards, policies, and regulations for alignment with the science of reading and make recommendations for revisions as needed, including a prioritized review of the Maryland College and Career Ready Standards for Reading/English Language Arts to ensure alignment to scientifically based reading instruction;
- partner with institutes of higher education (IHEs) to ensure alignment of teacher preparation programs and professional learning (PL) to the science of reading;
- incorporate a specific evaluation of reading instruction in the licensure program renewal process and take action if programs are not aligned with the state’s standards for scientifically based reading instruction; and
- continue to partner with the AIB to ensure that the Blueprint for Maryland’s Future advances the science of reading and improves literacy outcomes.

To accomplish the goals outlined in the Blueprint and Resolution 24-01, MSDE and AIB contracted with the Maryland Initiative for Literacy & Equity (MILE) at the University of Maryland and Morgan State University to evaluate literacy instruction across all 24 Maryland LEAs. This evaluation was designed to focus on collaboration and capacity-building among all stakeholder groups, ultimately leading to statewide recommendations for technical assistance (TA) to support reading development for all students in Maryland.

Maryland State Literacy Needs Assessment

The review of all 24 LEAs was conducted between February 2024 and May 2024. This data collection included evaluations of the LEAs' Comprehensive Literacy Plans, focus groups with teachers and principals, and K-5 classroom observations across 10% of the schools within each LEA. LEAs were evaluated according to the EPIS Framework (Aarons, Hurlburt, & Horwitz, 2010), which assesses system-wide implementation of evidence-based practices through stages of Exploration, Adoption/Preparation, Implementation, and Sustainment. The reviewers examined the Comprehensive Literacy Plans for detailed strategies and approaches, and then assessed the strength of implementation through classroom observations, interviews with administrators, and focus groups with teachers and support staff.

MSDE reviewed literacy implementation across all LEAs in the state, convening two teacher focus groups, several individual interviews, and one principal focus group. In total, 211 LEA teachers, 96 principals, and 36 administrators participated in interviews and focus groups. Additionally, over 580 K-5 classroom observations were conducted in 83 elementary schools between March and May 2024 to provide evidence on literacy implementation in a sample of schools with highly diverse populations.

A voluntary survey was conducted among district-level personnel regarding their knowledge and PL experiences around literacy practices, including the impact on students, and needs for support. Approximately 1,500 educators completed the survey. The majority of respondents were general education teachers (44% elementary, 16% secondary, 7% early childhood) while some were ELD educators (3%) and special education teachers (9%), with instructional support staff (15% reading specialists, 4% instructional coaches, and) and administrators (3% school-based, 2% district-level) making up the remaining responses.

When asked to identify the relative strengths and areas for growth in their students, respondents noted that foundational skills of decoding (48%), spelling and writing mechanics (69%), comprehension (59%), and vocabulary (53%) were areas for improvement, while only 22% identified “love of reading” as an area for growth. Conversely, when asked which of these areas they felt they knew and taught well, respondents indicated that most foundational skills were areas of strength: decoding (66%), comprehension (52%), fluency (50%), and vocabulary (46%). However, spelling and writing were noted as areas of weakness (39%). Additionally, less than 5% indicated that working with multilingual learners was an area of strength, while a substantial number (60%) said it was an area for improvement.

Regarding their PL needs, teachers overwhelmingly responded that they need more time for planning to implement new practices (59%), implement specific strategies (55%), and modeling of those strategies (42%). When asked about the frequency of their engagement in literacy-focused PL, 31% responded quarterly, 27% monthly, and 19% yearly. Only 11% said they participate in literacy-focused PL weekly or bi-weekly, and 9% said very rarely. The most preferred PL delivery options were in-person workshops (54%), co-planning and peer observations (53%), and coaching with modeling and reflection (49%). Finally, when asked about

the benefits of literacy PL for their students over the last three years, the most common responses were that it helped students achieve individual literacy goals (63%), become more independent, self-directed readers and learners (58%), and develop growth mindsets as readers and writers (56%).

Based on classroom observations, the reviewers noted that for 22 of 24 LEAs teachers in kindergarten through grade 2 have adopted structured literacy instructional practices using high quality instructional materials (HQIM) with explicit instruction. The majority of these teachers have gone through some level of training on the Science of Reading (Language Essentials for Teachers of Reading and Spelling- LETRS) and have had some level of curriculum training from the vendors of the HQIM. One of the noted challenges was a strong reliance on the scripts in the daily instruction with teachers holding and often reading from the manuals in their hands particularly novice teachers. More experienced teachers were able to adapt instruction for their classrooms and show less reliance on the manuals but this was variable in terms of their comfort with explicit instruction in structured literacy. Small group instruction was also seen in classrooms; however, many LEAs struggled with differentiation of core (Tier 1) instruction and often used Tier 1 instructional time for Tier 2 supplemental instruction. Most districts have recently begun to implement explicit Tier 2 instructional blocks for intervention and extensions in skill instruction. However, guidance on tying Tier 2 instruction to diagnostic assessments has been variable between schools and districts with some having data management systems and strong reading interventionists guiding these practices while others have fewer resources to enable these practices or need additional guidance on developing these systems.

The largest challenge was observed in the transition to intermediate grades (3-5) in which many of the districts had optional trainings in structured literacy practices and the science of

reading creating a disjunction with the primary level instruction. Instruction at the intermediate level was less effective as many students struggled with balanced literacy approaches that were prominent particularly since many of the students, all of whom went through the primary grades during the COVID19 pandemic, still struggled with basic reading skills making more independent activities difficult leading to challenges in classroom management and learning.

Focus groups with teachers and administrators further supported the findings that teachers in K-2 have been provided with strong background knowledge in structured literacy practices and the science of reading, but they need more explicit exposure to modeling of practices, experiences co-teaching with interventionists or special education teachers, and planning time with teams to adapt practices for the populations of students that they are teaching. This is especially true for the rising population of multilingual learners in the classrooms. While the high-quality instructional materials (HQIM) often provide scaffolding and scripts for these children, educators have had little opportunity or training to adapt instruction appropriately to meet the needs of these learners. Educators expressed the desire for professional learning experiences that would provide modeling in the classroom including coaching and co-teaching. District leaders expressed a desire for sustainable train-the-trainer models to allow them to have the coaching expertise in their buildings.

Acknowledging the effectiveness of job-embedded PL, Maryland conducted a survey across all 24 LEAs to determine the presence and utilization of literacy coaches. According to the survey, there are currently about 680 literacy coaches supporting grades K-12 in Maryland. Some LEAs in Maryland are significantly larger than others, which allows for the creation of a cadre of coaches. 87% of all literacy coaches support K-5 schools, while 50% of Maryland LEAs

have no coaching support in secondary (6-12) grades. The survey also revealed that literacy coaches in Maryland have a wide range of responsibilities.

As Elementary and Secondary School Emergency Relief (ESSER) funds dwindle, LEAs across Maryland are increasingly forced to cut coaching positions. As a result, 21% of Maryland's LEAs indicated that they would have no literacy coaches in the 2024-2025 school year due to budget cuts and the expiration of ESSER.

As part of MSDE's continuous improvement plans, Educator Preparation Programs (EPP) were targeted for support. The National Council on Teacher Quality (NCTQ), a research and policy nonprofit, evaluated nearly 700 programs nationwide, including 15 in Maryland, on their effectiveness in preparing aspiring elementary teachers to teach reading. This assessment focused on how well these programs address the five essential components of scientifically based reading instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension. It analyzed each program across four key areas: instructional hours, background materials, objective measures of knowledge, and opportunities to practice.

Furthermore, the review deducted points from programs that diverged from research-based practices in their content delivery. It also assessed whether programs adequately instruct aspiring teachers on supporting diverse learners, including struggling readers, MLs, and students speaking non-mainstream English varieties.

The 2023 NCTQ review ranks Maryland among the worst in the nation for the average number of components of reading its programs adequately address. Currently, Maryland only has one of the 15 programs evaluated earn an "A" for preparation in reading, meaning it adequately teaches all five components of reading and provides little or no instruction on content contrary to

research-based practices. Additionally, the findings of the review of these 15 programs showed that, in Maryland:

- Programs are most likely to cover comprehension and least likely to cover fluency.
- None of the 15 programs provide at least one practice opportunity in each of the five components.
- Seven programs that multiple techniques or approaches contrary to research-based practices, which can inhibit the reading progress of many students.
- Nine programs devote some instructional time to supporting struggling readers.
- Nine programs devote some instructional time to supporting multilingual learners, the fastest growing population of students in the state.

NCTQ recommended that Maryland state leaders use the bully pulpit to draw attention to the importance of teacher preparation in Institutions of Higher Education (IHEs) to sustain implementation of improved reading instruction and to require a reading licensure test aligned with scientifically based reading instruction for any PK-5 teachers.

In response to an outcry for a needed improvement in Maryland EPPs, the MSDE Office for Educator Excellence put forth new qualifications for teaching certificates for graduates of EPPs. These qualifications were put into COMAR 13A.12.01.07 in 2024 repealing and replacing many old licensure requirements. A revised requirement states that beginning on July 1, 2025, an individual seeking to qualify for an initial certificate in early childhood education, elementary education, special education, and TESOL must demonstrate proficiency in the five pillars of reading by:

- passing a nationally recognized, portfolio-based assessment of teaching ability;

- completing coursework, PL, or training approved by MSDE;
- submitting an attestation of proficiency through observation completed by a department-recognized assessor.

Additionally, COMAR 13A.07.06 regulates teacher preparation programs that seek state program approval. These programs must meet a list of requirements such as providing instruction in teaching in high poverty, culturally diverse, and linguistically diverse schools; providing instruction in research-based literacy strategies and activities aligned to the science of reading for the grade level the individual will be teaching. There is also a requirement of a rigorous, year-long practicum for pre-service teachers. However, it is important to note that, to date, MSDE does not currently have the funding in place to review literacy programs in educator preparation programs.

PROJECT DESIGN

Literature Review:

The needs assessment highlights several significant gaps in literacy instruction in Maryland. MSDE believes that developing and implementing a high-quality PL model can address many of these gaps. This model would include:

- Job-embedded PL for teachers of students from birth through grade 12, including teachers of English language development (ELD) and special education.
- Opportunities for district literacy coaches to receive standardized PL that is collaborative in nature and includes the basics of Transformational Coaching, as well as the fundamentals of the science of reading for coaches who have not yet received such training.

- Opportunities for LEA literacy leaders (English Language Arts supervisors, coordinators, etc.) to collaborate with other LEA leaders in the state and to learn about designing and implementing multi-tiered systems of supports (MTSS) and the tenets of implementation science.
- Opportunities for MSDE to collaborate with institutions of higher education to align educator preparation programs (EPPs) with research-based literacy instructional practices.

As MSDE develops a model for PL around the state, it is important to understand what has worked and what has not in past initiatives. Studies have shown that there are a few criteria that need to be included in PL for them to be effective (Darling-Hammond et al., 2009; Joyce & Showers, 1983; 2002; Fuller, 2001; Guskey, 2002; Brownell et al., 2017; 2019). These criteria involve:

1. Opportunities for collaboration;
2. Opportunities for self-assessment;
3. Must last at least one semester (or 20-100 hours);
4. Must include the study of theory;
5. Must include the opportunity to observe demonstration of the teaching skill;
6. Must involve teacher application with support and feedback; and
7. Must involve peer coaching that is non-evaluative in nature and focuses on planning and development

Additionally, only when PL is followed by implementation (Fuller, 2001) and evidence of student success (Guskey, 2002) do teachers change their practice. While popular PL approaches in literacy often focus on how learning occurs and why certain methods are effective, sustainable

change in teachers' practice requires explicit modeling of target practices (Guskey & Yoon, 2009).

Research identifies several features of effective PL that instructional leaders can use to convey content while ensuring teachers have ample opportunities to engage meaningfully and achieve proficiency with their new knowledge. First, PL structured collaboratively can directly influence teachers' practices through the development of their own knowledge and exposure to colleagues' knowledge (Wexler et al., 2023). Collaboration helps teachers support each other and fosters a sense of collective responsibility for student success as they implement and sustain evidence-based practices (Brownell et al., 2017). Another feature of effective PL is the inclusion of authentic activities that incorporate modeling, performance feedback, and reflection (Brownell et al., 2019). These activities can be collaborative or involve instructional leaders and self-assessment activities (Darling-Hammond et al., 2017). PL should also be sustained to encourage the implementation of evidence-based practices. Although the exact dosage for effective PL is uncertain, consensus holds that traditional one-day workshops lack the time and intensity needed to improve teacher knowledge and skills (Knapp, 2003). Some argue that PL should last at least one semester and range between 20 and 100 hours to be effective (Darling-Hammond et al., 2017).

One widely used form of ongoing PL featuring authentic activities, extending support for teachers, and leveraging colleagues' collective knowledge is instructional coaching. When considering the effectiveness of PL, in order to ensure the transfer to the teacher's repertoire of instructional practices, on-site coaching is necessary, as the act of transferring involves consistent new learning beyond the acquisition of the skills themselves (Joyce & Showers, 1983). Additionally, coaching not only contributes to the transfer of training; it also facilitates

the development of new school norms of collegiality and experimentation (Joyce & Showers, 2002)

When considering effective coaching models, MSDE turns to Mississippi. Mississippi gained national attention for embracing the science of reading, closely monitoring its implementation, and developing a statewide approach to reading education, significantly impacting student performance. This approach included literacy coaches, described by the New York Times as "hired by the state to improve teacher performance levels, particularly in struggling classrooms" (Kaufman, 2022). In Mississippi, literacy coaches received extensive state training and worked in classrooms, helping with everything from day-to-day lesson planning to long-term literacy strategies. This comprehensive approach, coupled with extensive PL aligned to the science of reading for all K-3 teachers, helped Mississippi move from 49th in the nation in 2013 to 22nd in 2022 in 4th-grade reading proficiency.

Maryland is currently at an advantage because Dr. Carey Wright, who served as Mississippi's State Superintendent of Education during its period of steady improvement, was named Maryland's Interim State Superintendent of Education in October 2023 and officially appointed in April 2024. She brings a wealth of experience in improving student achievement in literacy. Her methods are well-documented; a 2017 study by the Institute of Education Sciences, the National Center for Education Evaluation and Regional Assistance, and the Regional Education Laboratory at Florida State University focused on Mississippi's "logic model" for providing PL and literacy coaching. Mississippi's literacy coaches spent an average of two to three days per week in each school and participated in monthly professional development meetings. Topics included the "research-based role of literacy coaching to making data-based decisions for literacy instruction" (Folsom et al., 2017). The study found that in schools

supported by state literacy coaches, the average quality of instruction rating increased from the 31st to the 58th percentile, student engagement from the 37th to the 53rd percentile, and teaching competencies from the 30th to the 44th percentile. Teachers who had not participated in the professional development program had lower measures of instruction quality, student engagement, and teacher competencies (Folsom et al., 2017).

In conclusion, as MSDE moves forward in developing and implementing a new model for PL, it is crucial to incorporate the lessons learned and successful examples such as Mississippi's literacy initiative. By focusing on collaborative, sustained, and evidence-based PL, Maryland has the opportunity to significantly enhance educator effectiveness and, consequently, improve student outcomes. Leveraging the expertise of leaders like Dr. Carey Wright and adopting proven strategies like instructional coaching will be instrumental in achieving these goals. Through a comprehensive and well-structured approach to PL, MSDE can ensure that teachers are equipped with the knowledge and skills necessary to foster literacy and academic success across the state.

Goals and Objectives:

At the heart of these PL initiatives is MSDE's desire to create and communicate a comprehensive state-level system of support aimed at increasing administrator literacy leadership and teacher efficacy in literacy instruction, thereby improving student literacy outcomes.

(Competitive Preference Priority - CPP 2, 4) To see this to fruition, MSDE has set two overarching goals each with a subset of objectives:

Goal 1: Increase educator capacity to deliver research-based literacy instruction.

Goal 2: Increase access to effective literacy programming for all students with priority consideration given to LEAs with a high population of underserved students as defined by 86 FR 70612 (**CPP 2, 3, 4**).

Objectives for Goal 1

Objective 1.1: Signaling and Guidance from MSDE

The vision of the Maryland Department of Education Office of Literacy is to create and communicate a comprehensive state-level system of support to increase administrator literacy leadership and teacher efficacy in literacy instruction thereby increasing student literacy outcomes. Therefore, to accomplish this vision, Objective 1.1 focuses on the tasks that MSDE must undertake to signal the importance of this work and provide overarching guidance to the 24 LEAs in Maryland. The first action that MSDE must take to accomplish this objective is to develop the MSDE Literacy Advisory Panel. This panel will include 8 literacy experts representing the 8 congressional districts of Maryland. The purpose of the Maryland Literacy Advisory Panel is to serve as a committee to represent Maryland educators and advocate for the literacy needs of Maryland. The team will consist of literacy experts who meet the following criteria:

- completion of at least 30 hours of science of reading-aligned PL;
- experience in developing and implementing coaching models;
- collaborations with institutions of higher education (IHEs) to support providing pre-service teacher experiences within an LEA;
- experience with reading screeners and their intended foci;
- understanding of the purpose of high-quality instructional materials (HQIMs);

- desire to advocate for Maryland's Literacy Legacy

One of the initial tasks of the panel will be to support MSDE in reviewing and updating the Maryland State Comprehensive Literacy Plan, titled "Maryland's Keys to Comprehensive Literacy," published in 2020. (A copy of the old plan is included in the appendices of this application.) The revised plan will align with the goals set by State Superintendent Dr. Carey Wright and will showcase Maryland's dedication to providing effective literacy instruction to all students.

Objective 1.2: Supporting LEA-based Literacy Coaches (CPP 2, 4)

As stated above, MSDE aims to bolster educators' capacity to deliver research-based literacy instruction as its primary goal. This effort focuses on providing comprehensive PL opportunities statewide. Within this goal, Objective 1.2 underscores the significance of quality PL, specifically through a research-based model known as literacy coaching. MSDE plans to leverage state and CLSD funds to develop, deliver, and evaluate high-quality PL experiences tailored for educators across Maryland. (CPP 2, 4)

Objective 1.2 emphasizes the critical role literacy coaches play in supporting PL initiatives. Drawing on research findings, the MSDE has outlined specific responsibilities for these coaches:

- **Facilitating PL:** Literacy coaches will design and conduct workshops, seminars, and training sessions to enhance teachers' knowledge and skills in evidence-based literacy instruction.

- **Providing Classroom Support:** Literacy coaches will offer in-class support, modeling instructional strategies, co-teaching, and observing teachers to provide constructive feedback.
- **Data Analysis and Utilization:** Literacy coaches will assist in analyzing student data to inform instruction, identify areas for improvement, and track the impact of literacy interventions.
- **Continuous Improvement:** Literacy coaches will participate in ongoing PL to stay current with literacy research and effective coaching practices, ensuring they can provide the most up-to-date support to educators.
- **Resource Development and Sharing:** Literacy coaches will develop and distribute resources, such as lesson plans, instructional materials, and assessment tools, to support effective literacy instruction.

It is important to note that the LEA literacy coaches funded by CLSD (which will be discussed further in Objective 2.1) will not evaluate teachers; rather, they will work collaboratively to refine instructional practices and support professional growth. Central to their effectiveness is the establishment of trusting relationships with teachers, fostering an environment where educators feel supported in their PL.

Acknowledging variations in literacy coaching responsibilities reported by LEAs, MSDE plans to establish monthly state-led Literacy Coaching Regional Cohorts. These cohorts will provide coaches with opportunities to participate in Networked Improvement Communities (NIC) focused on achieving specific outcomes, such as:

- Cultivating effective coaching partnerships through relationship-building and mutual trust.
- Supporting schools and districts in developing and delivering impactful PL opportunities aligned with state standards and educational goals.
- Guiding teachers to integrate research-based decision-making into their instructional practices, ensuring alignment with best practices in literacy instruction.
- Assisting teachers in enhancing the efficiency and effectiveness of instructional planning, delivery, and assessment, promoting continuous improvement in teaching practices.
- Empowering teachers to interpret literacy data effectively for informed instructional decision-making, utilizing data to tailor interventions and support student success.

These efforts aim to standardize coaching practices across Maryland, ensuring consistent and effective support for educators in advancing literacy instruction statewide. By fostering collaborative PL communities and emphasizing evidence-based strategies, MSDE seeks to elevate literacy outcomes for all students.

Finally, MSDE will leverage CLSD funds to hire two State Literacy Coaches. As mentioned previously, MSDE seeks to replicate much of the Mississippi model for improving literacy outcomes, which relies heavily on state literacy coaches. The role of the Maryland State Literacy Coach is to support the LEA literacy coaches funded by CLSD. Using the Mississippi model as inspiration, Maryland State Literacy Coaches will:

1. **Identify Needs:** Identify the greatest needs of assigned schools to prioritize, schedule, organize, and provide technical assistance so that students in assigned schools achieve grade-level reading by the end of 3rd grade.

2. **Provide Technical Support:** Offer daily technical support (at least 85% of the school week) to school-based coaches.
3. **Model Coaching Techniques:** Model effective coaching and conferencing techniques, including establishing specific goals and plans for improving practice.
4. **Design Professional Learning:** Design and conduct PL to meet the varied needs of school-based literacy coaches such as the Literacy Coaching Regional Cohort meetings.
5. **Document and Monitor:** Maintain a system for documenting coaching services and act as non-evaluative on-site monitors for the implementation of CLSD funds.

By implementing these strategies, the State Literacy Coaches will play a crucial role in enhancing literacy instruction and improving student outcomes across Maryland.

Objective 1.3: Creating a Cadre of Informed Literacy Administrators

As indicated in the needs assessment above, one component of PL that has been missing thus far is PL for LEA supervisors and coordinators of ELA/Literacy. These staff members are often the ones delivering PL to literacy coaches or directly to classroom teachers. Therefore, it is vitally important that they continue with their commitment to lifelong learning. One of the outcomes of Objective 1.3 is that these LEA supervisors and coordinators receive PL in the realms of the design, training and implementation of MTSS, and in implementation science. MSDE plans to meet with these supervisors monthly to deliver this PL and to make the time for LEA supervisors to discuss practices that are successful as well as challenges they are facing.

Under Objective 1.3, MSDE will also use CLSD funds to develop and implement the Maryland Initiative for State Leaders in Literacy (MISLL). This initiative is designed to emphasize the critical importance of literacy initiatives among the higher echelons of decision-making in each LEA. By targeting state leaders, the MISLL aims to ensure that literacy becomes

a prioritized and central focus within educational policies and practices. This group will consist of key stakeholders, including superintendents, curriculum directors, and other senior administrators from each LEA. These leaders will participate in specialized training and PL sessions focused on the latest research and best practices in literacy education. The MISLL will also facilitate regular meetings and workshops to foster collaboration, share successful strategies, and address common challenges in literacy instruction. This initiative will ensure that literacy remains a key focus in educational decision-making, ultimately leading to higher student achievement and success.

Objective 1.4: Supporting ECE Centers in the Development of a PL plan (CPP 2, 4).

MSDE recently released New Early Learning Standards. The old Early Learning Guideline had not been updated in more than a decade and was out of date in terms of alignment with the latest research. The new standards are aimed at updating and aligning our standards with the Blueprint for Maryland's Future. The standards also prioritize addressing the varied needs of all children, such as those with disabilities, multilingual language learners, and those who have experienced trauma. They provide clear guidance for educators, empowering them to create developmentally appropriate environments and learning experiences that foster crucial skills, concepts, and behaviors in children. By adhering to these standards, educators will enhance the quality of early learning experiences, laying a strong foundation for lifelong success. Additionally, the standards empower families by providing clarity on developmental milestones and benchmarks, fostering meaningful partnerships between educators and families.

In collaboration with MSDE's Division of Early Childhood, Objective 1.4 focuses on leveraging CLSD funds to support Early Childhood Education Centers in developing a PL plan

with a heavy emphasis on a plan for providing PL on the new Early Learning Standards to early childhood classroom teachers.

Objective 1.5: Strengthening Educator Preparation Programs (CPP 1)

Finally, Objective 1.5 focuses on incorporating IHEs into PL initiatives to strengthen literacy instruction in Educator Preparation Programs (EPPs). As per COMAR 13A.12.01.07, individuals seeking initial certification in early childhood education, elementary education, special education, and TESOL must demonstrate proficiency in the five pillars of the science of reading. This proficiency can be demonstrated through various pathways, including an attestation of proficiency via an observation conducted by a department-recognized assessor.

It is important to note that many EPPs in Maryland require their candidates to obtain teacher licensure to graduate. To incentivize EPP faculty and administrators to participate in PL aligned with the science of reading and to influence EPP instructional practices, MSDE will encourage EPPs to identify a cadre of faculty members to serve as MSDE Literacy Instruction Observers. This initiative will enable EPPs to attest to the proficiency of teacher candidates enrolled in licensure programs, ensuring that they are using research-based instructional methods for teaching reading. This observation process can serve as an alternative to formal licensure assessments for teacher candidates.

For EPP faculty to become official MSDE Literacy Instruction Observers, they must:

1. **Undergo Specialized Training:** Participate in training sessions provided by MSDE focused on the science of reading and the observation protocol.
2. **Demonstrate Competence:** Show proficiency in the five pillars of the science of reading and the ability to accurately assess teacher candidates.

3. **Commit to Ongoing Professional Learning:** Engage in continuous PL to stay updated on the latest research and best practices in literacy instruction.

In addition to these requirements, Literacy Instruction Observers will:

- **Implement an MSDE-Created Observation Protocol:** This protocol ensures the accuracy and consistency of assessments, maintaining high standards of quality in evaluating teacher candidates.
- **Participate in Collaborative Networks:** Join networks of Literacy Instruction Observers to share best practices, discuss challenges, and receive support from peers and MSDE.
- **Engage in Data-Driven Decision Making:** Use data collected from observations to inform instructional practices and professional development needs, ensuring continuous improvement in literacy instruction.
- **Promote a Culture of Excellence:** Encourage a commitment to high standards and evidence-based practices within their institutions, fostering an environment that prioritizes literacy and effective teaching strategies.

Moreover, MSDE will facilitate the integration of these PL initiatives into EPP curricula through:

- **Curriculum Alignment Workshops:** Sessions to help EPPs align their curricula with the latest research and best practices in the science of reading.
- **Resource Provision:** Providing access to high-quality instructional materials, assessment tools, and other resources that support effective literacy instruction.
- **Institutional Support Grants:** Offering grants to EPPs to support the implementation of these PL initiatives and to incentivize participation among faculty and administrators.

- **Performance Feedback Mechanisms:** Establishing systems for ongoing feedback and assessment to ensure that the PL initiatives are effective and meet the desired outcomes.

This collaborative effort will ultimately improve literacy outcomes for students across Maryland, ensuring that future educators are well-prepared to teach reading using research-based, effective instructional methods.

Objectives for Goal 2

MSDE's second goal is to increase access to effective literacy programming for all students, with a priority focus on LEAs with high populations of underserved students. MSDE will ensure that 95% of the awarded CLSD funds are invested in high-need LEAs in Maryland. These funds will target initiatives addressing significant gaps in literacy proficiency and inequities in access to effective literacy instruction.

In the past, Maryland's CLSD (formerly SRCL) funds did not prioritize LEAs with larger percentages of underserved student groups. To address this, MSDE will take measures to ensure that CLSD funds will now prioritize LEAs with larger underserved student populations. To ensure the effective use of CLSD funds, sub-grant applicants will develop detailed proposals for initiatives based on their LEA's specific needs.

The below objectives were selected by MSDE based on the comprehensive needs assessment and literature review. LEAs are given the flexibility to choose as many or as few of these objectives as they see fit, provided each project plan meets specific criteria. Each objective under this goal provides more information on these options.

Objective 2.1: Developing or Expanding Literacy Coaching Models (CPP 2 and 3).

LEAs can develop or expand a literacy coaching model that supports elementary (K-5) or secondary (6-12) schools. The coaching model should:

- **Require job-embedded professional learning:** Coaches will work within classrooms to provide immediate, relevant support to teachers.
- **Emphasize support for struggling students:** The model will prioritize interventions and supports for students who are not meeting proficiency benchmarks by grade 3.
- **Support literacy practices across content areas:** Coaches will help integrate literacy instruction into all subject areas, enhancing students' reading and writing skills throughout their education.
- **Aid in effective MTSS implementation:** Coaches will support teachers in analyzing data, identifying effective tiered instruction strategies, and implementing those strategies in their classrooms.
- **Include job-embedded professional learning for literacy coaches:** Coaches will also receive ongoing training and support from State Literacy Coaches and participate in MSDE Monthly Literacy Coaching Regional Cohorts to ensure they are effective in their roles.

Objective 2.2: Supporting Students with Identified Learning Needs (CPP 3).

In Objective 2.2, LEAs have the option to use CLSD funds to refine or develop a district MTSS model. This MTSS model should:

- **Identify and support struggling students early:** The system should ensure that students with gaps in foundational literacy skills are identified as early as possible, preventing the overidentification of students for special education services.
- **Include evidence-based reading interventions:** The MTSS should incorporate Tier 1, 2, and 3 reading interventions, emphasizing that Tier 3 instruction is not a pathway to special education but a means of providing intensive support, preventing the overidentification of students for special education services.
- **Address student attendance:** The MTSS should include strategies to mitigate chronic absenteeism, such as de-escalation techniques for behavior-related absences, ensuring students attend and benefit from daily instruction.
- **Train educators on its use:** The system should include educator training in the model. In order for students to properly be identified for tiered instruction, educators must first know what to look for and what programs would be beneficial.

By implementing these comprehensive initiatives, MSDE aims to increase the use of evidence-based literacy instructional practices aligned to the science of reading used by educators, improve literacy outcomes for all students, and ensure equitable access to high-quality literacy materials across Maryland. Through targeted use of CLSD funds and a focus on evidence-based practices, MSDE will support LEAs in addressing the most significant gaps in literacy proficiency and promoting educational equity.

Objective 2.3: Supporting Multilingual Learners (CPP 2 and 3)

In Objective 2.3, LEAs have the option to use CLSD funds to specifically support the needs of multilingual learners. By choosing this initiative, LEAs can procure and deliver PL

opportunities for Maryland general educators to learn how to adapt structured literacy instruction to meet the needs of multilingual learners. This PL will help educators understand how to modify their teaching strategies to better support students who are learning English as an additional language. In addition to training general educators, LEAs can also offer specialized training to ELD instructors. This training will focus on the science of reading and its direct relationship to language acquisition, equipping ELD instructors with the knowledge and skills necessary to effectively teach reading to multilingual learners.

LEAs will select these PL offerings from a curated list provided by MSDE. They will have the flexibility to determine the most appropriate target audience for each training and choose the delivery model that best fits their needs. This initiative not only aims to improve literacy outcomes for multilingual learners but also aligns with Recommendation 3b of the Blueprint Workgroup on English Learners (ELs) in Public Schools.

By addressing the specific needs of multilingual learners and implementing a comprehensive PL model, MSDE aims to ensure that all students, regardless of their background or language proficiency, have access to high-quality literacy education and the opportunity to achieve their full potential.

Objective 2.4: Implementing a Comprehensive Professional Learning Model (CPP 2 and 3)

MSDE has recently adopted the Learning Forward Standards for Professional Learning, which provide a comprehensive framework to ensure that PL for educators is high-quality, impactful, and aligned with the goal of improving student outcomes. These standards emphasize continuous improvement, collective responsibility, and alignment with performance and curriculum standards. In Objective 2.4, LEAs have the option to use CLSD funds to implement

an overarching PL model for teachers and literacy leaders from birth through grade 12. To align with Maryland’s vision for high-quality PL, the LEA models must include the following elements:

LEA Professional Learning Model Requirements	Description
1. Needs Assessment and Data Analysis	<ul style="list-style-type: none"> • Identify Specific Needs: Conduct a thorough needs assessment to identify gaps in knowledge, skills, and instructional practices among educators using data from student assessments, teacher evaluations, and other relevant sources. • Data-Driven Decision Making: Utilize data analysis to plan, implement, and evaluate PL activities to ensure they address the actual needs of educators and students.
2. Job-Embedded Professional Learning	<ul style="list-style-type: none"> • On-the-Job Support: Provide opportunities for educators to engage in PL within their work environment, such as coaching, mentoring, collaborative planning, and classroom-based observations. • Practice and Application: Ensure PL includes opportunities for educators to practice new skills and strategies in their classrooms, with ongoing support and feedback.
3. Collaborative Learning Communities	<ul style="list-style-type: none"> • Professional Learning Communities (PLCs): Establish and support PLCs where educators can regularly collaborate to share best practices, analyze student data, and plan instruction. • Peer Collaboration: Encourage peer observations, co-teaching, and collaborative inquiry projects to foster a culture of continuous learning and improvement.
4. Leadership Development	<ul style="list-style-type: none"> • Leadership Training: Provide PL opportunities for school and district leaders to enhance their capacity to support and sustain effective instructional practices. • Distributed Leadership: Promote the development of teacher leaders who can take on instructional leadership roles within their schools.
5. Alignment with Curriculum and Standards	<ul style="list-style-type: none"> • Curriculum Integration: Ensure PL is aligned with the state’s curriculum standards and instructional goals, including training on the use of high-quality instructional materials and resources. • Standards-Based Instruction: Focus PL on strategies that support standards-based instruction to help educators guide students to meet or exceed state standards.

6. Evaluation and Feedback	<ul style="list-style-type: none"> • Impact Evaluation: Implement mechanisms to evaluate the impact of PL on educator practice and student outcomes, using this information to refine and improve PL programs. • Ongoing Feedback: Provide educators with regular, constructive feedback on their instructional practices to guide further professional development.
7. Equity and Cultural Competence	<ul style="list-style-type: none"> • Culturally Responsive Practices: Incorporate training on culturally responsive teaching practices to ensure all students receive equitable and effective instruction. • Addressing Disparities: Focus on reducing disparities in educational outcomes by providing PL that equips educators to meet the diverse needs of all students.
8. Sustainability and Scalability	<ul style="list-style-type: none"> • Sustainable Practices: Design PL programs that are sustainable over the long term, with ongoing support and resources to maintain their effectiveness. • Scalable Models: Develop scalable PL models that can be adapted and implemented across multiple schools and districts.

This initiative will provide a cohesive framework for PL that supports educators at every stage of their careers, from new teachers to experienced literacy leaders. By aligning with Learning Forward’s Standards for PL, LEAs will ensure that their PL efforts are effective, sustainable, and aligned with best practices in the field.

Finally, In September of 2024, the MSDE will initiate a research project in partnership with Johns Hopkins University and the State University of New York (SUNY), aimed at increasing teacher knowledge by providing access to PL opportunities aligned with the science of reading. These PL opportunities include fully asynchronous online courses for practicing P-12 grade teachers. The course covers the five pillars of the science of reading. Upon completion, participating teachers can receive 35 Continuing Teacher and Leader Education (CTLE) hours or Continuing Education Units (CEUs). As LEAs are building their PL models, they will be able to leverage these opportunities and be able to ensure that the PL they offer can go further than just focusing on the fundamentals of research-based instruction.

Objective 2.5: Adopting and Implementing High-Quality Instructional Materials (HQIM)
(CPP 2 and 3)

According to a survey sent to all 24 LEAs in January 2023, 54% of Maryland LEAs use instructional materials that score as green, or “Meets Expectations,” according to EdReports, a national organization that was established to rate instructional materials and indicate their quality. This system centers on standards alignment, grade-level rigor and complexity, and the usability of resources. MSDE has developed an HQIM initiative to address the evolving rating system landscape by creating a state-specific HQIM rating rubric. This rubric focuses on Maryland-specific priorities, such as usability, knowledge building, supporting multilingual learners, culturally affirming, and Universal Design for Learning (UDL) concepts. This initiative is scheduled to roll out between the summer and fall of 2024.

The Maryland HQIM review process has revealed that many of the HQIMs currently implemented by Maryland LEAs may not meet the standards required by local boards of education. This has raised concerns among LEA literacy leaders about how to fund this essential but costly initiative. To address this, Objective 2.5 offers LEAs the option to use CLSD funds to adopt and implement an HQIM for Reading/English-Language Arts.

This initiative should include comprehensive training for all educators, including teachers, literacy coaches, and administration. This training should extend beyond simply "unpacking" the materials and should delve deeply into the content and research-based instructional practices included in the HQIM. To ensure effective implementation, this training should also incorporate job-embedded components delivered by vendors or district literacy coaches.

Furthermore, by choosing to use CLSD funds for this initiative, the LEA must commit to developing a transparent method of communicating the adopted HQIM used in each grade band for Reading/English-Language Arts instruction. This transparency ensures that all stakeholders are aware of and understand the instructional materials being used, promoting consistency and alignment across the LEA.

Objective 2.6: Developing LEA Partnerships with Institutions of Higher Education (CPP 1)

In Objective 2.6, LEAs can use CLSD funds to develop a partnership to collaborate with local institutions of higher education (IHEs). This partnership should allow both the LEA and the IHE to benefit. Therefore, funds used for this initiative should be used by the LEA to ensure that syllabi utilized in their local IHE's EPP are aligned with the science of reading and structured literacy instructional practices. This will ensure that the LEA is receiving candidates who do not require immense amounts of training upon hiring and will be effective teachers of literacy instruction. In return, the EPP will offer practicum opportunities developed with the LEA for preservice teachers to ensure that the practicum is aligned to the best evidence-based literacy instruction. Additionally, these funds can help support a career pathway for graduates directly from the EPP to the LEA.

Objective 2.7: Increasing Equity in Gifted/Talented and Advanced Programs (CPP 2 and 3)

Objective 2.7 will allow for LEAs to use CLSD funds to increase equity in gifted/talented and advanced programs offered in their LEA. As noted in the needs assessment above, the excellence gap, the difference in the percentage of low-income versus high-income students who reach advanced levels of academic performance, is a continuously growing issue in Maryland. Therefore, if LEAs choose this initiative, they can use CLSD funding to identify underserved students who are proficient and provide targeted enrichment support to students through a

summer and school-year enrichment initiative. These funds can be used for PL for teachers, summer program development, and teacher salaries/stipends. If implemented successfully, data should reveal a closing of excellence gaps and increased participation of underserved student groups in secondary advanced programming opportunities.

Objective 2.8: MSDE CLSD Sub-grant Management

Objective 2.8 details the management aspects of sub-granting CLSD funds to LEAs. This includes hiring a grants manager to lead the development of the sub-granting process and associated projects. These projects include developing a sub-grantee application and Request for Application (RFA) process, establishing a plan for necessary technical assistance (TA) and PL to support LEAs in the RFA process and fund implementation, determining the methodology for reviewing applications and selecting sub-grant awardees, as well as creating a plan for fund distribution/reimbursement, monitoring, and financial oversight.

While the grants manager hired in Phase 1 of the project will officially design the sub-granting process, the competitive sub-grant application for LEAs will require a proposal including a needs assessment, a priority focus, goals, objectives, and milestones aligned with the initiative focus, a plan of implementation detailing activities aligned with research, a monitoring plan, an evaluation plan, a management plan with a project timeline, and a budget narrative. Additionally, a preference priority will be given to LEAs with high populations of underserved student groups Maryland must focus on Multilingual Learners, students with disabilities, students of color, and economically disadvantaged students. Within those LEAs' proposals, priority will only be awarded if their project plan includes an explicit emphasis on the schools that instruct these high populations of students.

MSDE will distribute the reimbursement of grant funds after verifying that the funds were used following the grant requirements. The grants manager will be responsible for verifying reimbursements of CLSD funds to LEAs, ensuring compliance and appropriate use of funds. The MSDE will provide TA to support LEAs in the RFA process. The TA will include information on the topics below:

- Sub-grant expectations, parts of the application, the methodology for project plan review, and overall grant timeline
- Developing and conducting a needs assessment
- The options in project initiatives that can be funded by sub-granted CLSD funds, utilizing the needs assessment data to choose project initiatives, and the federal and state requirements within the use of the grant funds
- PL on effective literacy coaching models, MTSS, PL models, partnerships with IHEs, and utilizing Maryland HQIM reviews to select an HQIM
- Developing a plan for grant management that includes monitoring both fiscal and programmatic aspects of the grant and the internal LEA process of reimbursement

The methodology for reviewing LEA sub-grant applications will be developed by the MSDE grants manager with input from the MSDE Literacy Advisory Panel. Once the plan is developed, the grants manager will initiate the recruitment and training of reviewers and oversee the application review process. After the sub-grant awardees are notified, MSDE will conduct a needs analysis of the initiatives chosen by the sub-grantees. This analysis will guide the provision of further technical assistance (TA) for the implementation and monitoring of the grant.

QUALITY OF MANAGEMENT PLAN

MSDE's Division of Curriculum, Instructional Improvement, and Office of Professional Learning and High-Quality Instructional Materials, in collaboration with the Division of Early Childhood, has crafted a management plan with detailed project activities designed to meet the grant's objectives. Table 3 and 4 below outlines this plan, specifying responsibilities, timelines, and milestones for each activity. This clear assignment of tasks and staff responsibilities, coupled with the logical progression of activities, will help ensure that project goals are met promptly and within budget.

MSDE will invest thirteen key staff members (resumes included in the Appendices) in the proposed project. Three of these staff members are included in the proposed budget, while the other ten are funded through other MSDE funding streams to ensure efficiency and cost-effectiveness. These ten staff members were key contributors to the development of this proposal. The three staff members included in the proposed budget will be hired once CLSD funds are awarded to MSDE. Below is a list of the 10 existing MSDE staff members collaborating on this project:

1. Dr. Tenette Smith, Executive Director of Literacy Programs and Initiatives, will oversee the project. Her experience leading literacy initiatives under Dr. Carey Wright in Mississippi from 2013-2024 will be invaluable in implementing the listed initiatives.
2. Cristina Rodriguez, Manager of Literacy Programs and Initiatives, will serve as the CLSD project director.
3. Nancy Perkins, Part-time Literacy Specialist and former grant coordinator for the Striving Readers Comprehensive Literacy (SRCL) Grant Program awarded to Maryland in 2017, will co-lead the work involving EPPs.

4. Alaina Mackell, Literacy Coordinator, will lead the work focused on literacy coaches.
5. Stephanie Dale, Literacy Coordinator, will lead the work focused on PL for LEA literacy leaders.
6. Dr. Nykia Washington – Pre-Kindergarten and Mixed Delivery Programs Manager who will support all work involving early childhood programs.
7. Dr. Elise Brown, Executive Director of Professional Development and High-Quality Instructional Materials, will lead the work in supporting LEAs in selecting and implementing HQIM.
8. Dr. Teresa Timmons-Parrott, Manager of Multilingual Education, will support the development of approved training programs focused on the needs of MLs and assist LEAs in procuring and implementing said programs.
9. Anthony Vargas, Director of Advanced Academic and Gifted and Talented Programs, will support LEAs choosing to use CLSD funds to address the excellence gap by offering summer and school-year enrichment initiatives.

The MSDE CLSD Team will convene monthly to plan and strategize project initiatives and activities, analyze data, discuss project milestones, monitor progress towards goals, plan for upcoming monitoring, organize TA and PL opportunities, and ensure coherence and alignment with grant priorities. During these meetings, the Project Director, Cristina Rodriguez, will provide updates from monthly finance meetings with the grants managers, ensuring adherence to the budget and identifying opportunities for efficiency and cost-effectiveness. The CLSD grant will unfold in seven phases, outlined below. These phases are structured to simplify the work, milestones, and objectives, ensuring the efficiency and effectiveness of the project.

Table 3: Management Plan

Phase/Dates	Major Tasks/Milestones
<p>Phase 1:</p> <p>October – December 2024</p> <p>(MSDE Start-Up)</p>	<ul style="list-style-type: none"> • Begin monthly MSDE CLSD Project Team Meetings • Hire grant manager • Development of Literacy Advisory Group <p>MILESTONE: Development/Revision of School Literacy Plans</p> <p>MILESTONE: Subgrantee Application Process/review methodology</p> <ul style="list-style-type: none"> ○ Recruiting reviewers <p>MILESTONE: Request for Quote (RFQ) for multilingual training</p> <ul style="list-style-type: none"> • Plan for fund distribution/reimbursement, monitoring, and methodology for financial oversight • Planning for PL sessions (ECE, TA, ELA Literacy Leaders, etc.)
<p>Phase 2:</p> <p>January 1- March 2025</p> <p>(Year 1 of the sub-grant)</p>	<ul style="list-style-type: none"> • Monthly MSDE CLSD Project Team Meetings • TA to complete the RFA (fiscal managers, etc.) <ul style="list-style-type: none"> ○ Deploying RFA • Application review <p>MILESTONE: Awarding funds (by March 2025)</p>

Phase/Dates	Major Tasks/Milestones
	<p>MILESTONE: Begin delivering PL on new Early Learning Standards</p> <p>MILESTONE: Begin developing MISLL and delivering monthly PL for LEA ELA Supervisors</p>
<p>Phase 3:</p> <p>April-September 30, 2025</p> <p>(Year 1 of the sub-grant continued)</p>	<ul style="list-style-type: none"> • Monthly MSDE CLSD Project Team Meetings • MSDE to begin communicating with EPPs regarding the MSDE Literacy Instruction Observers initiative <p>MILESTONE: Begin quarterly meetings with IHEs</p> <ul style="list-style-type: none"> • LEA planning for implementation and support • Monthly TA/PL for implementation <p>MILESTONE: Monitoring of initiatives and use of funds/earmarked funds</p>
<p>Phase 4:</p> <p>October 1, 2025 – September 30, 2026</p> <p>(Year 2 of the sub-grant)</p>	<ul style="list-style-type: none"> • Monthly MSDE CLSD Project Team Meetings • TA to create LEA sustainability plan • Quarterly meetings with IHEs • Monthly TA/PL for implementation <p>MILESTONE: Data collection and review of Year 1 initiatives and use of funds, planning for funds/initiatives for Year 2, feedback is requested from LEAs and provided to LEAs on information shared</p>

Phase/Dates	Major Tasks/Milestones
	<ul style="list-style-type: none"> ○ Desktop and onsite monitoring <p>MILESTONE: Regional Literacy Coach Cohort Monthly Meetings Kickoff</p> <p>MILESTONE: End of Year 2 Monitoring Collection</p>
<p>Phase 5:</p> <p>October 1, 2026 –</p> <p>September 30, 2027</p> <p>(Year 3 of the sub-grant)</p>	<ul style="list-style-type: none"> ● Monthly MSDE CLSD Project Team Meetings ● Quarterly meetings with IHEs ● Monthly TA/PL for implementation <p>MILESTONE: Data collection and review of Year 2 initiatives and use of funds, planning for funds/initiatives for Year 3</p> <ul style="list-style-type: none"> ○ Desktop and onsite monitoring ○ feedback is requested from LEAs and provided to LEAs on information shared <p>MILESTONE: End of Year 3 Monitoring Collection</p>
<p>Phase 6:</p> <p>October 1, 2027 –</p> <p>September 30, 2028</p> <p>(Year 4 of the sub-grant)</p>	<ul style="list-style-type: none"> ● Monthly MSDE CLSD Project Team Meetings ● Quarterly meetings with IHEs ● Monthly TA/PL for implementation

Phase/Dates	Major Tasks/Milestones
	<p>MILESTONE: Data collection and review of Year 3 initiatives and use of funds, planning for funds/initiatives for Year 4</p> <ul style="list-style-type: none"> ○ Desktop and onsite monitoring ○ feedback is requested from LEAs and provided to LEAs on information shared <p>MILESTONE: End of Year 4 Monitoring Collection</p>
<p>Phase 7:</p> <p>October 1, 2028 –</p> <p>September 30, 2029</p> <p>(Year 5 of the sub-grant)</p>	<ul style="list-style-type: none"> ● Monthly MSDE CLSD Project Team Meetings ● Quarterly meetings with IHEs ● Monthly TA/PL for implementation <p>MILESTONE: Data collection and review of Year 4 initiatives and use of funds, planning for funds/initiatives for Year 5</p> <ul style="list-style-type: none"> ○ Desktop and onsite monitoring ○ feedback is requested from LEAs and provided to LEAs on information shared <p>MILESTONE: Closing of sub-grant – Final monitoring collection</p> <p>MILESTONE: Closing of CLSD Grant</p>

Table 4: Management Plan Aligned to CLSD Goals/Objectives

<u>Goal</u>	<u>Objective</u>	<u>MSDE Activities and Technical Assistance</u>	<u>Outcomes</u>	<u>Responsible</u>
1. Increase educator capacity to deliver research-based literacy instruction.	Objective 1.1 Signaling and guidance from MSDE	Develop the MSDE Literacy Advisory Panel	Develop a comprehensive plan for literacy instruction in the state by leveraging the input from LEA stakeholders.	Dr. Tenette Smith/ Cristina Rodriguez
		Review and revise the Maryland State Comprehensive Literacy Plan, “Maryland’s Keys to Comprehensive Literacy”		
	Objective 1.2 Supporting LEA-based literacy coaches	Provide guidance on the development of an evidenced-based literacy coaching model for use in the LEA and provide regional State Literacy Coaches to support LEA literacy coaches.	By August 2029, increase the percentage of educator knowledge by 25% as identified by the Johns Hopkins University study that will be conducted as a part of MSDE’s research study.	Alaina Mackell
		Provide PL for LEA based Literacy Coaches to ensure consistency of implementation of the coaching mode		Alaina Mackell
	Objective 1.3 Creating a Cadre of Informed Literacy Administrators	Provide monthly PL for LEA ELA Supervisors	By January 2025, LEA literacy leaders will convene for PL and to establish a network of advocates	Stephanie Dale/ Dr. Tenette Smith
		Establish the Maryland Initiative for State Leaders in Literacy (MISLL) and meet quarterly		
	Objective 1.4 Supporting ECE centers with the development of a PL plan	Provide PL for ECE centers and LEAs in the development of a PL plan that includes the new early learning standards	By August of 2029, 100% of participating LEAs will submit PL plans.	Dr. Nykia Washington
	Objective 1.5 Strengthening Educator Preparation Programs	Develop the MSDE Literacy Instruction Observer program to train EPP faculty in supporting pre-service educators attaining licensure and meet with IHEs quarterly	By August 2029, 50% of IHEs in Maryland will have faculty that serve as MSDE Literacy Instruction Observers, all of whom will have received baseline PL.	Cristina Rodriguez and Nancy Perkins

<u>Goal</u>		<u>Objective</u>	<u>MSDE Activities and Technical Assistance</u>	<u>Outcomes</u>	<u>Responsible</u>
			Provide baseline PL for EPP faculty serving as MSDE Literacy Instruction Observers		
2	Increase access to effective literacy programming for all students with priority consideration given to LEAs with a high population of underserved students (as defined by 86 FR 70612)	Objective 2.1 Developing or expanding LEA Literacy Coaching Model	Support LEAs in developing a Literacy Coaching Model in grade K-5 and/or 6-12 that includes clearly defined job responsibilities and PL	By August 2029, increase the percentage of educator knowledge of Literacy by 25% as identified by the Johns Hopkins University conducted as a part of MSDE's research study	Alaina Mackell
		Objective 2.2 Supporting students with identified learning needs	Support LEAs in refining/developing a district MTSS model	By August 2029, decrease the number of students identified as a student with a disability by 10%.	Additional Literacy Coordinator TBD
		Objective 2.3 Supporting Multilingual Learners	Support LEAs in identifying and delivering PL opportunities to support multilingual learners	By 2029, 30% of multilingual learners in 3 rd - 8 th grade will score as proficient as measured by MCAP (an 18% increase from 2023)	Dr. Teresa Parrott
			Support LEAs in strengthening and improving early childhood language immersion classrooms in support of multilingual learners		Dr. Nykia Washington
		Objective 2.4 Implement an effective overarching PL model	Support LEAs in developing a model for PL in early childhood classrooms, elementary, and secondary grades that supports educators at every stage of their careers and is aligned to Learning Forward Standards	By August 2029, increase the percentage of educator knowledge of Literacy by 25% as identified by the Johns Hopkins University conducted as a part of MSDE's research study	Stephanie Dale
		Objective 2.5 Select and implement High-Quality Instructional Material	Support LEAs in developing implementation plans for HQIM and sustained, job-embedded PL	By October 2027, 75% of CLSD LEA subgrantees will have acquired and implemented HQIM for Literacy instruction	Dr. Elise Brown/ Dr. Tenette Smith/CLSD

<u>Goal</u>		<u>Objective</u>	<u>MSDE Activities and Technical Assistance</u>	<u>Outcomes</u>	<u>Responsible</u>
		(HQIM) for Reading/English Language Arts			Literacy Coaches
		Objective 2.6 Developing LEA Partnerships with IHEs	Support LEAs in leveraging partnerships with IHEs to the ensure the alignment between coursework and LEA literacy instruction, develop pathways for increasing teacher recruitment	By August 2029, 70% of new teachers in LEAs awarded CLSD funds will be rated as “effective” at the end of their first year of teaching, according to district evaluations.	Cristina Rodriguez Nancy Perkins
		Objective 2.7 Increase equity in gifted/talented and advanced programs	Support LEAs in closing the excellence gap by providing summer and school year enrichment programs to underserved students	By August 2029, data will show a 20% decrease in the excellence gaps and a 10% increase in the participation of underserved student groups in secondary advanced programming opportunities.	Anthony Vargas
		Objective 2.8 MSDE CLSD Subgrant Management	Identify and select a grants manager	By March of 2025, 95% of CLSD funds will be awarded to subgrantees with priority consideration given to LEAs with a high percentage of underserved students.	Grants Manager/ Cristina Rodriguez
			Develop the application process and methodology for awarding funds		
			Develop a Request for Qualifications (RFQ) to develop a list of vetted PL offerings to meet the needs of Multilingual Learners		
	Plan for fund distribution /reimbursement, monitoring, and methodology for financial oversight	By October of 2026 (and every year thereafter) 100% of CLSD subgrantees will have received feedback on the implementation of their CLSD program.			

QUALITY OF PROJECT SERVICES

As mentioned above, Maryland's public schools serve a high percentage of students who would be considered as underserved. More than half of Maryland students are students of color and almost 40% of all Maryland students need or receive federal assistance programs.

Additionally, 12% of Maryland students are considered MLs and 13% receive special education services. These are the groups of students that MSDE intends to service through CLSD funds.

MSDE will ensure that the project services rendered will impact these specific groups primarily through the sub-granting process. Considering that 95% of these funds will be utilized within LEAs, MSDE intends on using the sub-grantee application as a means to provide priority to LEAs that serve a high percentage of these student groups. Through collaboration with the MSDE Research Office, MSDE has been able to identify the LEAs that have the high percentages of these specific student subgroups, and while all 24 LEAs are invited to apply for the CLSD sub-grant, these LEAs will be prioritized. As mentioned above, however, this priority will only be awarded if the included project plan includes an emphasis on the specific schools that instruct these high populations of students.

Additionally, as MSDE awards CLSD funds to LEAs, the CLSD Project Team will ensure that 15% of the funds will go to programs that support children from birth through Kindergarten. These funds can be used by LEAs to achieve Objectives 2.3, 2.4, 2.5, and/or 2.6. The MSDE CLSD Project Team will also ensure that no less than 40% of the awarded CLSD funds will be used to support students in elementary schools (grades K-5). LEAs may use these funds to achieve Objectives 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, and/or 2.7. Finally the CLSD Project Team will also ensure that no less than 40% of awarded subgrant CLSD funds will be used to

support State and local programs and activities that support students in grades 6 through 12. LEAs may use these funds to achieve Objectives 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, and/or 2.7.

Several of the options LEAs may choose to implement using CLSD funds involve developing or procuring and providing PL opportunities. MSDE will also be developing and providing PL for a variety of educators. To ensure that the PL are of sufficient quality, intensity, and duration to lead to improvements in practice, MSDE will require that all PL is aligned to the Learning Forward Standards as listed in Objective 2.4 above.

QUALITY OF PROJECT EVALUATION

Monitoring the implementation of the sub-grant will involve data collection and review at the end of each phase and the beginning of the next. This process will include a feedback mechanism. The grants managers will use information collected from the LEAs to provide immediate feedback on the use of funds and the implementation of their project activities. This feedback will guide monthly technical assistance (TA) and PL opportunities for LEAs.

The data collection and grant monitoring tools developed by MSDE grant managers, in collaboration with the MSDE Office of Research, will also enable LEAs to provide feedback on their experience in implementing the program. This feedback will be shared with the MSDE team at their monthly meetings, beginning with phase 3 and continuing through phase 7.

In addition to desktop monitoring, the two MSDE grant managers will conduct on-site monitoring from phases 4 through 7. This will ensure successful project implementation and provide an alternative method for gathering information on the support LEAs may need from MSDE.

Through the partnership with Johns Hopkins mentioned previously, MSDE will also evaluate the variety of PL opportunities and their impact on teacher knowledge, teacher effectiveness, and teacher satisfaction. An additional goal within the study is the ability to determine the effectiveness of literacy coaching (LEA coaches and/or state coaches) on teacher efficacy.

To ensure the quality of evaluation, the Maryland State Department of Education (MSDE) will incorporate the Continuous Improvement Process (CIP) into its approach. The CIP (see Appendices) is a systematic method for analyzing and improving processes, programs, or products. In the context of the CLSD program, the CIP will help MSDE assess the effectiveness of the program and make informed decisions for improvement. This cycle is iterative, with each round building on the insights gained from the previous ones to drive ongoing progress and innovation. By employing the Continuous Improvement Process, MSDE will ensure that the CLSD program remains effective and responsive to the needs of students, educators, and stakeholders.

Finally, because LEAs must submit a request for reimbursement to MSDE to receive their CLSD funds, MSDE will be able to ensure that performance feedback and assessment of progress toward achieving intended outcomes occur continuously throughout each fiscal year. This rolling process will enable MSDE to adopt a hands-on approach, monitoring and collaborating directly with LEAs at each step of their implementation.

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

Maryland State Department Of Education

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Mrs. * First Name: Nicole Middle Name:
* Last Name: Obregon Suffix:
* Title: Special Fiscal Programs Administrator

* SIGNATURE:

* DATE: 06/24/2024

Abstract

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

1. Abstract Requirements

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

For research applications, abstracts also include the following:

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

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

You may now Close the Form

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NEED FOR PROJECT

Historically, schools in Maryland have scored higher on the National Assessment of Educational Progress (NAEP), but with the increase of underserved student groups and equity gaps widening, the state has experienced a downward trend in student outcomes. At the beginning of fiscal year (FY) '24, Maryland served about 860,000 students in grades K-12 and 32,972 in state funded public and private prekindergarten programs. Recent demographic data shows that, of Maryland public school students, 67% are students of color. 32% identify as Black, 23% identify as Hispanic, and 12% identify as Asian or two or more races. In addition, 39% of students in Maryland are considered economically disadvantaged. Maryland defines economically disadvantaged as students directly certified by the federal government, i.e. students from families who are deemed eligible to participate in federal assistance programs such as Temporary Assistance for Needy Families (TANF), Supplemental Nutritional Assistance Programs (SNAP), or Medicaid.

The landscape of the local education agencies (LEAs) in Maryland has undergone significant shifts. LEAs report that 13% of students are identified as multilingual learners, and 13% are students with disabilities. According to the United States Census Bureau, in 2023, Maryland ranked fourth on the Diversity Index, marking Maryland as the fourth most diverse state in America, only behind Hawaii, California, and Nevada and above Texas and Florida.

Maryland's Literacy Needs

According to data from the 2022 administration of NAEP, 31% of 4th-grade students in Maryland were proficient in reading. In 2023, data from Maryland's state assessment, the Maryland Comprehensive Assessment Program (MCAP), revealed that 49% of fourth-grade students scored proficient in reading. Data from the 2022 NAEP administration showed that 33%

of Maryland 8th graders scored at or above proficient in reading. However, in 2023, MCAP found that 49% of 8th graders scored proficient or above in reading.

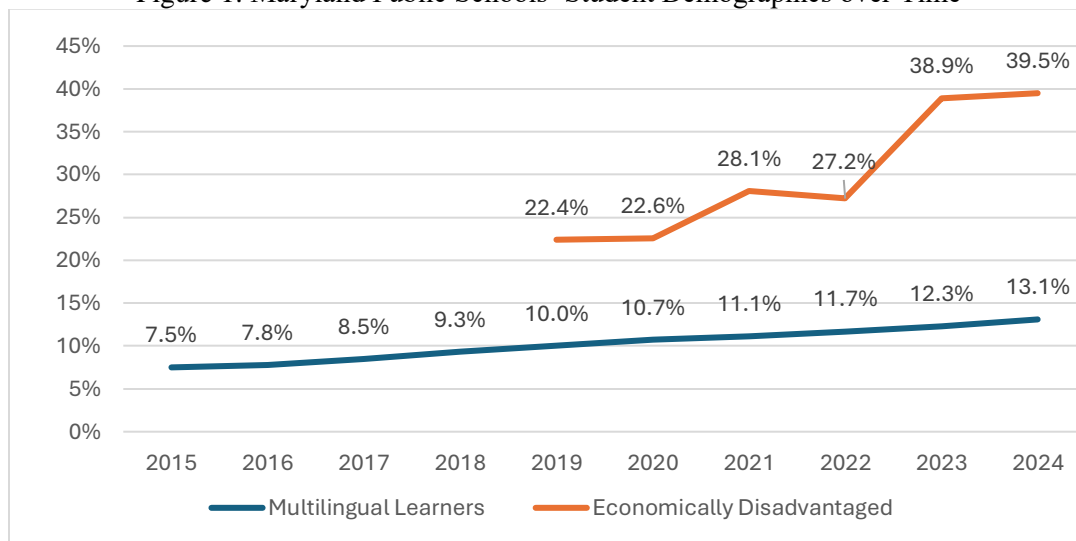
This discrepancy highlights a potential "honesty gap" between assessments, underscoring the need for an analysis of the validity and rigor of MCAP. To address this honesty gap, the Maryland State Department of Education (MSDE) has convened a technical advisory committee. These scores (Table 1) are especially alarming when considering the trends in student outcomes across the state. Furthermore, Maryland was ranked last in the nation, 51st, in the rate of change in students' proficiency from 2011-2022.

Table 1: NAEP Percentage At or Above Proficient: Maryland vs. National (4th grade and 8th grade 2013-2022)

Year	NAEP Percentage At or Above Proficient: Maryland		NAEP Percentage At or Above Proficient: National Public	
	Grade 4	Grade 8	Grade 4	Grade 8
2022	31%	33%	32%	30%
2019	35%	36%	35%	33%
2017	40%	38%	36%	35%
2015	37%	37%	35%	32%
2013	44%	43%	35%	36%

During this time Maryland has also experienced a significant increase in enrollment of underserved student populations as defined by 86 FR 70612. Specifically, as shown in Figure 1 below, over the last ten years the percentage of Multilingual Learners has steadily increased from 7.5% of all students to 13.1%, while over the last six years the percentage of students who are economically disadvantaged has increased from 22.4% to 39.5%.

Figure 1: Maryland Public Schools' Student Demographics over Time

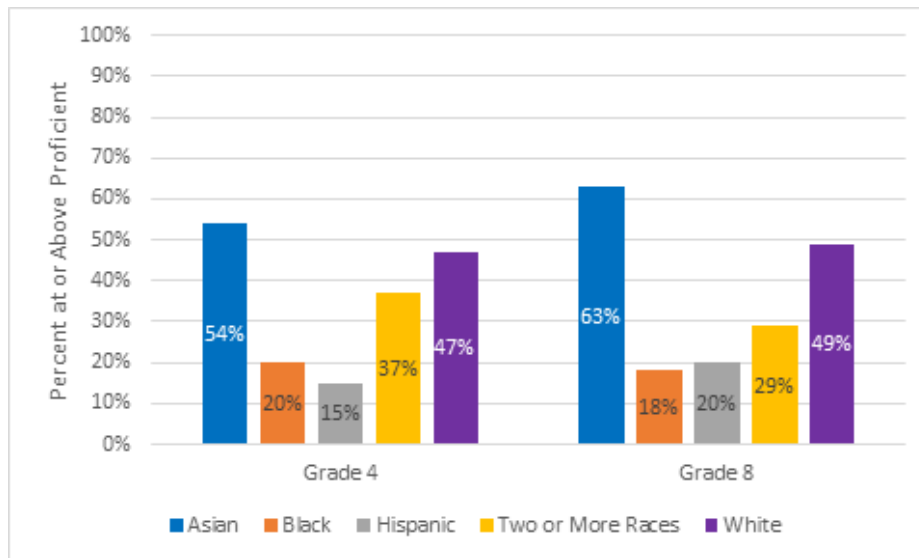


Note: Maryland started using the Economically Disadvantaged, as measured by Direct Certification, in 2019. In 2023, the measure was expanded to include Medicaid.

The underserved groups of students that are most evident in Maryland include students of color, economically disadvantaged students, students with disabilities, and Multilingual Learners. Analyzing the trends in the growth of these underserved groups, MSDE identified which LEAs have the highest populations of these student groups. As of 2023, data indicated that five of Maryland's 24 LEAs have the highest percentages of students falling into all four subgroups.

Not only is the number of underserved students in Maryland growing, but the gaps in achievement for underserved students are also evident as are shown in Figure 2 below.

Figure 2: Maryland Percent Proficient or Above on NAEP Reading by Grade and Race/Ethnicity, 2022



Continuing with this trend, only 13% of economically disadvantaged 4th-grade students in Maryland, 12% of Multilingual Learners, and 6% of students with disabilities were identified as proficient on the 2022 NAEP reading assessment. Additionally, 16% of economically disadvantaged 8th-grade students, 3% of Multilingual Learners, and 13% of students with disabilities were identified as at or above proficient on the 2022 NAEP assessment.

It is also evident in Figure 3 below that there is a significant disparity in proficiency on MCAP. In 2023, there was a 35% gap between the percentage of all Maryland students and the percentage of Maryland's Multilingual Learners who score as proficient. There was also a 35% gap between the percentage of all students and the percentage of students with disabilities who scored as proficient (Figure 4). Additionally, Figure 4 shows that there is an 18% gap in proficiency on MCAP between all students and students eligible for Free and Reduced Meals (FARMS).

Figure 4: Disparity in Proficiency of All Students vs. English Learners on MCAP, 2023

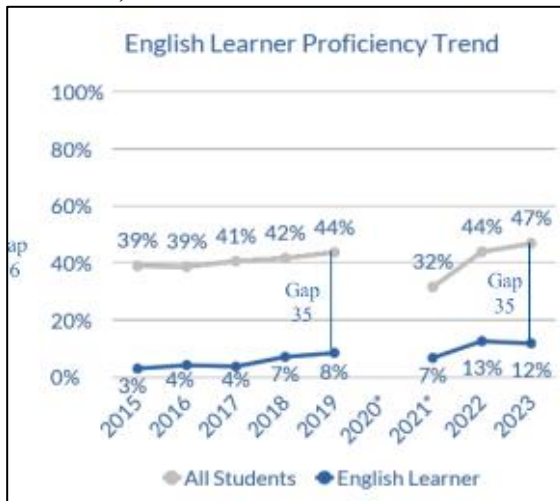


Figure 5: Disparity in Proficiency of All Students vs. Students with Disabilities on MCAP, 2023

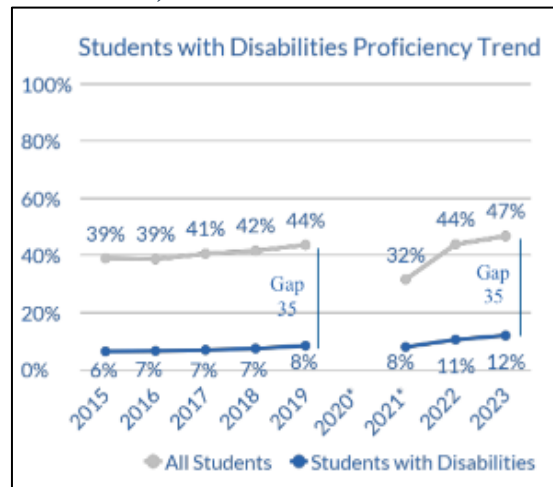
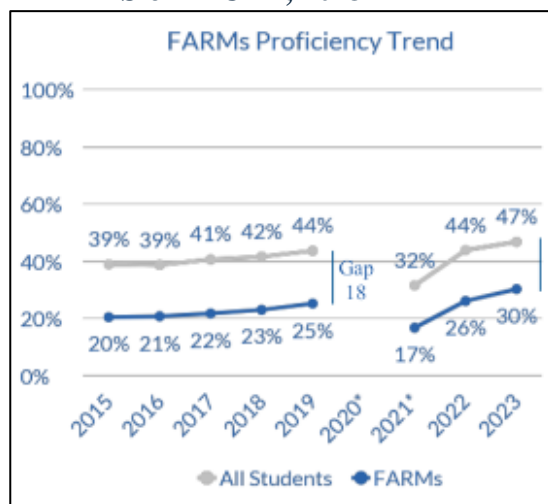


Figure 6: Disparity in Proficiency of All Students vs. Students eligible for FARMS on MCAP, 2023



Another notable trend is an increase in Maryland's student population who are identified as having disabilities. The percentage of students receiving special education services has increased from 12% in 2011 to 13.3% in 2023. Data also reveals that a significant percentage of these students are identified for services at an early age, with 60.4% identified in Pre-K and 31.2% in kindergarten. Recognizing the implications of this data, Maryland acknowledges the need for

enhanced screening measures and diagnostic surveys in the early years. However, alongside the emphasis on early prevention, there is a critical need for robust professional development for educators. It is imperative that educators are proficient in administering, scoring, and interpreting assessments, as well as delivering intervention programs effectively to identified students.

When considering where underserved students are in the realm of giftedness, the below table gives some insight. Table 2 shows the percentage of students scoring at the highest performance level (“Exceeding Expectations”) for each subject by service group. Sample includes students with full demographic and service group information, which are drawn from the end of the year attendance summary.

Table 2: Students in Highest Performance Level of MCAP by Service Group, Grade 3, SY 2023

Service Group	Overall Enrollment	English/ Language Arts	Mathematics	Any MCAP
Economically Disadvantaged	39.8%	1.8%	3.0%	2.5%
Multilingual Learners	12.4%	0.6%	1.6%	1.3%
Students with Disabilities	12.8%	11.3%	9.1%	11.0%
N	922,157	2,970	3,114	4,812

Equitable representation and achievement in gifted/talented and advanced programs continue to be an issue within the field. The excellence gap, which highlights the difference in percent of low-income versus high-income students who reach advanced levels of academic performance, is a continuously growing issue in America and is no exception in Maryland. It is necessary for Maryland schools to provide targeted enrichment and learning opportunities to mitigate excellence gaps because every student deserves to be appropriately challenged. Additionally, the security and long-term competitiveness relies on efforts in challenging students, and greater accessibility to evidence-based enrichment better prepares students for college and career plans which will strengthen our state, nation, and society.

Current MSDE Policies and Regulation

In response to significant declines in student literacy outcomes over the past decade, MSDE has undertaken critical measures to enhance literacy achievement. A pivotal initiative in 2021 was the passage of the Blueprint for Maryland's Future by the Maryland General Assembly, marking the beginning of a comprehensive overhaul of public education in the state. This legislation prioritizes educational equity statewide through five pillars, each featuring key initiatives aimed at transforming Maryland's educational quality and closing opportunity and achievement gaps.

The pillars encompass early childhood education, the recruitment and retention of high-quality and diverse educators and leaders, K-12 preparation for college and career readiness, bolstering wraparound services, and ensuring effective implementation of the Blueprint at the local educational agency (LEA) level. Integral to governance and accountability under this framework is the establishment of the Accountability and Implementation Board (AIB), tasked with planning and overseeing Blueprint implementation. Furthermore, LEAs are now mandated to develop annual Blueprint Implementation Plans, in addition to revising their previous comprehensive literacy plans.

Also established in the Blueprint for Maryland's Future Act was the Workgroup on Multilingual Learners in Public Schools. This workgroup was tasked with collecting data on Multilingual Learners (MLs) in the state, reviewing national research and current practices, and making recommendations to enhance the education of MLs in Maryland. The state is home to over 112,081 MLs in K-12, who collectively speak 189 different languages.

In January of 2024, the Maryland State Board of Education(SBOE) adopted Resolution 24-01. This resolution, named the “Statewide Adoption and Implementation of the Science of Reading,” called for the statewide adoption and implementation of literacy instruction based on the science of reading starting with the 2024-2025 academic year. Under the resolution, the SBOE set an aspirational statewide target for Maryland to rank among the top 10 states in reading on the fourth- and eighth-grade NAEP by 2027. The SBOE called for the State Superintendent of Schools and MSDE to

- draft a comprehensive literacy policy aligned to the science of reading that includes curriculum adoption, assessment, data analysis, early warning systems, intervention, and accountability;
- review all current state literacy guidance, standards, policies, and regulations for alignment with the science of reading and make recommendations for revisions as needed, including a prioritized review of the Maryland College and Career Ready Standards for Reading/English Language Arts to ensure alignment to scientifically based reading instruction;
- partner with institutes of higher education (IHEs) to ensure alignment of teacher preparation programs and professional learning (PL) to the science of reading;
- incorporate a specific evaluation of reading instruction in the licensure program renewal process and take action if programs are not aligned with the state’s standards for scientifically based reading instruction; and
- continue to partner with the AIB to ensure that the Blueprint for Maryland’s Future advances the science of reading and improves literacy outcomes.

To accomplish the goals outlined in the Blueprint and Resolution 24-01, MSDE and AIB contracted with the Maryland Initiative for Literacy & Equity (MILE) at the University of Maryland and Morgan State University to evaluate literacy instruction across all 24 Maryland LEAs. This evaluation was designed to focus on collaboration and capacity-building among all stakeholder groups, ultimately leading to statewide recommendations for technical assistance (TA) to support reading development for all students in Maryland.

Maryland State Literacy Needs Assessment

The review of all 24 LEAs was conducted between February 2024 and May 2024. This data collection included evaluations of the LEAs' Comprehensive Literacy Plans, focus groups with teachers and principals, and K-5 classroom observations across 10% of the schools within each LEA. LEAs were evaluated according to the EPIS Framework (Aarons, Hurlburt, & Horwitz, 2010), which assesses system-wide implementation of evidence-based practices through stages of Exploration, Adoption/Preparation, Implementation, and Sustainment. The reviewers examined the Comprehensive Literacy Plans for detailed strategies and approaches, and then assessed the strength of implementation through classroom observations, interviews with administrators, and focus groups with teachers and support staff.

MSDE reviewed literacy implementation across all LEAs in the state, convening two teacher focus groups, several individual interviews, and one principal focus group. In total, 211 LEA teachers, 96 principals, and 36 administrators participated in interviews and focus groups. Additionally, over 580 K-5 classroom observations were conducted in 83 elementary schools between March and May 2024 to provide evidence on literacy implementation in a sample of schools with highly diverse populations.

A voluntary survey was conducted among district-level personnel regarding their knowledge and PL experiences around literacy practices, including the impact on students, and needs for support. Approximately 1,500 educators completed the survey. The majority of respondents were general education teachers (44% elementary, 16% secondary, 7% early childhood) while some were ELD educators (3%) and special education teachers (9%), with instructional support staff (15% reading specialists, 4% instructional coaches, and) and administrators (3% school-based, 2% district-level) making up the remaining responses.

When asked to identify the relative strengths and areas for growth in their students, respondents noted that foundational skills of decoding (48%), spelling and writing mechanics (69%), comprehension (59%), and vocabulary (53%) were areas for improvement, while only 22% identified “love of reading” as an area for growth. Conversely, when asked which of these areas they felt they knew and taught well, respondents indicated that most foundational skills were areas of strength: decoding (66%), comprehension (52%), fluency (50%), and vocabulary (46%). However, spelling and writing were noted as areas of weakness (39%). Additionally, less than 5% indicated that working with multilingual learners was an area of strength, while a substantial number (60%) said it was an area for improvement.

Regarding their PL needs, teachers overwhelmingly responded that they need more time for planning to implement new practices (59%), implement specific strategies (55%), and modeling of those strategies (42%). When asked about the frequency of their engagement in literacy-focused PL, 31% responded quarterly, 27% monthly, and 19% yearly. Only 11% said they participate in literacy-focused PL weekly or bi-weekly, and 9% said very rarely. The most preferred PL delivery options were in-person workshops (54%), co-planning and peer observations (53%), and coaching with modeling and reflection (49%). Finally, when asked about

the benefits of literacy PL for their students over the last three years, the most common responses were that it helped students achieve individual literacy goals (63%), become more independent, self-directed readers and learners (58%), and develop growth mindsets as readers and writers (56%).

Based on classroom observations, the reviewers noted that for 22 of 24 LEAs teachers in kindergarten through grade 2 have adopted structured literacy instructional practices using high quality instructional materials (HQIM) with explicit instruction. The majority of these teachers have gone through some level of training on the Science of Reading (Language Essentials for Teachers of Reading and Spelling- LETRS) and have had some level of curriculum training from the vendors of the HQIM. One of the noted challenges was a strong reliance on the scripts in the daily instruction with teachers holding and often reading from the manuals in their hands particularly novice teachers. More experienced teachers were able to adapt instruction for their classrooms and show less reliance on the manuals but this was variable in terms of their comfort with explicit instruction in structured literacy. Small group instruction was also seen in classrooms; however, many LEAs struggled with differentiation of core (Tier 1) instruction and often used Tier 1 instructional time for Tier 2 supplemental instruction. Most districts have recently begun to implement explicit Tier 2 instructional blocks for intervention and extensions in skill instruction. However, guidance on tying Tier 2 instruction to diagnostic assessments has been variable between schools and districts with some having data management systems and strong reading interventionists guiding these practices while others have fewer resources to enable these practices or need additional guidance on developing these systems.

The largest challenge was observed in the transition to intermediate grades (3-5) in which many of the districts had optional trainings in structured literacy practices and the science of

reading creating a disjunction with the primary level instruction. Instruction at the intermediate level was less effective as many students struggled with balanced literacy approaches that were prominent particularly since many of the students, all of whom went through the primary grades during the COVID19 pandemic, still struggled with basic reading skills making more independent activities difficult leading to challenges in classroom management and learning.

Focus groups with teachers and administrators further supported the findings that teachers in K-2 have been provided with strong background knowledge in structured literacy practices and the science of reading, but they need more explicit exposure to modeling of practices, experiences co-teaching with interventionists or special education teachers, and planning time with teams to adapt practices for the populations of students that they are teaching. This is especially true for the rising population of multilingual learners in the classrooms. While the high-quality instructional materials (HQIM) often provide scaffolding and scripts for these children, educators have had little opportunity or training to adapt instruction appropriately to meet the needs of these learners. Educators expressed the desire for professional learning experiences that would provide modeling in the classroom including coaching and co-teaching. District leaders expressed a desire for sustainable train-the-trainer models to allow them to have the coaching expertise in their buildings.

Acknowledging the effectiveness of job-embedded PL, Maryland conducted a survey across all 24 LEAs to determine the presence and utilization of literacy coaches. According to the survey, there are currently about 680 literacy coaches supporting grades K-12 in Maryland. Some LEAs in Maryland are significantly larger than others, which allows for the creation of a cadre of coaches. 87% of all literacy coaches support K-5 schools, while 50% of Maryland LEAs

have no coaching support in secondary (6-12) grades. The survey also revealed that literacy coaches in Maryland have a wide range of responsibilities.

As Elementary and Secondary School Emergency Relief (ESSER) funds dwindle, LEAs across Maryland are increasingly forced to cut coaching positions. As a result, 21% of Maryland's LEAs indicated that they would have no literacy coaches in the 2024-2025 school year due to budget cuts and the expiration of ESSER.

As part of MSDE's continuous improvement plans, Educator Preparation Programs (EPP) were targeted for support. The National Council on Teacher Quality (NCTQ), a research and policy nonprofit, evaluated nearly 700 programs nationwide, including 15 in Maryland, on their effectiveness in preparing aspiring elementary teachers to teach reading. This assessment focused on how well these programs address the five essential components of scientifically based reading instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension. It analyzed each program across four key areas: instructional hours, background materials, objective measures of knowledge, and opportunities to practice.

Furthermore, the review deducted points from programs that diverged from research-based practices in their content delivery. It also assessed whether programs adequately instruct aspiring teachers on supporting diverse learners, including struggling readers, MLs, and students speaking non-mainstream English varieties.

The 2023 NCTQ review ranks Maryland among the worst in the nation for the average number of components of reading its programs adequately address. Currently, Maryland only has one of the 15 programs evaluated earn an "A" for preparation in reading, meaning it adequately teaches all five components of reading and provides little or no instruction on content contrary to

research-based practices. Additionally, the findings of the review of these 15 programs showed that, in Maryland:

- Programs are most likely to cover comprehension and least likely to cover fluency.
- None of the 15 programs provide at least one practice opportunity in each of the five components.
- Seven programs that multiple techniques or approaches contrary to research-based practices, which can inhibit the reading progress of many students.
- Nine programs devote some instructional time to supporting struggling readers.
- Nine programs devote some instructional time to supporting multilingual learners, the fastest growing population of students in the state.

NCTQ recommended that Maryland state leaders use the bully pulpit to draw attention to the importance of teacher preparation in Institutions of Higher Education (IHEs) to sustain implementation of improved reading instruction and to require a reading licensure test aligned with scientifically based reading instruction for any PK-5 teachers.

In response to an outcry for a needed improvement in Maryland EPPs, the MSDE Office for Educator Excellence put forth new qualifications for teaching certificates for graduates of EPPs. These qualifications were put into COMAR 13A.12.01.07 in 2024 repealing and replacing many old licensure requirements. A revised requirement states that beginning on July 1, 2025, an individual seeking to qualify for an initial certificate in early childhood education, elementary education, special education, and TESOL must demonstrate proficiency in the five pillars of reading by:

- passing a nationally recognized, portfolio-based assessment of teaching ability;

- completing coursework, PL, or training approved by MSDE;
- submitting an attestation of proficiency through observation completed by a department-recognized assessor.

Additionally, COMAR 13A.07.06 regulates teacher preparation programs that seek state program approval. These programs must meet a list of requirements such as providing instruction in teaching in high poverty, culturally diverse, and linguistically diverse schools; providing instruction in research-based literacy strategies and activities aligned to the science of reading for the grade level the individual will be teaching. There is also a requirement of a rigorous, year-long practicum for pre-service teachers. However, it is important to note that, to date, MSDE does not currently have the funding in place to review literacy programs in educator preparation programs.

PROJECT DESIGN

Literature Review:

The needs assessment highlights several significant gaps in literacy instruction in Maryland. MSDE believes that developing and implementing a high-quality PL model can address many of these gaps. This model would include:

- Job-embedded PL for teachers of students from birth through grade 12, including teachers of English language development (ELD) and special education.
- Opportunities for district literacy coaches to receive standardized PL that is collaborative in nature and includes the basics of Transformational Coaching, as well as the fundamentals of the science of reading for coaches who have not yet received such training.

- Opportunities for LEA literacy leaders (English Language Arts supervisors, coordinators, etc.) to collaborate with other LEA leaders in the state and to learn about designing and implementing multi-tiered systems of supports (MTSS) and the tenets of implementation science.
- Opportunities for MSDE to collaborate with institutions of higher education to align educator preparation programs (EPPs) with research-based literacy instructional practices.

As MSDE develops a model for PL around the state, it is important to understand what has worked and what has not in past initiatives. Studies have shown that there are a few criteria that need to be included in PL for them to be effective (Darling-Hammond et al., 2009; Joyce & Showers, 1983; 2002; Fuller, 2001; Guskey, 2002; Brownell et al., 2017; 2019). These criteria involve:

1. Opportunities for collaboration;
2. Opportunities for self-assessment;
3. Must last at least one semester (or 20-100 hours);
4. Must include the study of theory;
5. Must include the opportunity to observe demonstration of the teaching skill;
6. Must involve teacher application with support and feedback; and
7. Must involve peer coaching that is non-evaluative in nature and focuses on planning and development

Additionally, only when PL is followed by implementation (Fuller, 2001) and evidence of student success (Guskey, 2002) do teachers change their practice. While popular PL approaches in literacy often focus on how learning occurs and why certain methods are effective, sustainable

change in teachers' practice requires explicit modeling of target practices (Guskey & Yoon, 2009).

Research identifies several features of effective PL that instructional leaders can use to convey content while ensuring teachers have ample opportunities to engage meaningfully and achieve proficiency with their new knowledge. First, PL structured collaboratively can directly influence teachers' practices through the development of their own knowledge and exposure to colleagues' knowledge (Wexler et al., 2023). Collaboration helps teachers support each other and fosters a sense of collective responsibility for student success as they implement and sustain evidence-based practices (Brownell et al., 2017). Another feature of effective PL is the inclusion of authentic activities that incorporate modeling, performance feedback, and reflection (Brownell et al., 2019). These activities can be collaborative or involve instructional leaders and self-assessment activities (Darling-Hammond et al., 2017). PL should also be sustained to encourage the implementation of evidence-based practices. Although the exact dosage for effective PL is uncertain, consensus holds that traditional one-day workshops lack the time and intensity needed to improve teacher knowledge and skills (Knapp, 2003). Some argue that PL should last at least one semester and range between 20 and 100 hours to be effective (Darling-Hammond et al., 2017).

One widely used form of ongoing PL featuring authentic activities, extending support for teachers, and leveraging colleagues' collective knowledge is instructional coaching. When considering the effectiveness of PL, in order to ensure the transfer to the teacher's repertoire of instructional practices, on-site coaching is necessary, as the act of transferring involves consistent new learning beyond the acquisition of the skills themselves (Joyce & Showers, 1983). Additionally, coaching not only contributes to the transfer of training; it also facilitates

the development of new school norms of collegiality and experimentation (Joyce & Showers, 2002)

When considering effective coaching models, MSDE turns to Mississippi. Mississippi gained national attention for embracing the science of reading, closely monitoring its implementation, and developing a statewide approach to reading education, significantly impacting student performance. This approach included literacy coaches, described by the New York Times as "hired by the state to improve teacher performance levels, particularly in struggling classrooms" (Kaufman, 2022). In Mississippi, literacy coaches received extensive state training and worked in classrooms, helping with everything from day-to-day lesson planning to long-term literacy strategies. This comprehensive approach, coupled with extensive PL aligned to the science of reading for all K-3 teachers, helped Mississippi move from 49th in the nation in 2013 to 22nd in 2022 in 4th-grade reading proficiency.

Maryland is currently at an advantage because Dr. Carey Wright, who served as Mississippi's State Superintendent of Education during its period of steady improvement, was named Maryland's Interim State Superintendent of Education in October 2023 and officially appointed in April 2024. She brings a wealth of experience in improving student achievement in literacy. Her methods are well-documented; a 2017 study by the Institute of Education Sciences, the National Center for Education Evaluation and Regional Assistance, and the Regional Education Laboratory at Florida State University focused on Mississippi's "logic model" for providing PL and literacy coaching. Mississippi's literacy coaches spent an average of two to three days per week in each school and participated in monthly professional development meetings. Topics included the "research-based role of literacy coaching to making data-based decisions for literacy instruction" (Folsom et al., 2017). The study found that in schools

supported by state literacy coaches, the average quality of instruction rating increased from the 31st to the 58th percentile, student engagement from the 37th to the 53rd percentile, and teaching competencies from the 30th to the 44th percentile. Teachers who had not participated in the professional development program had lower measures of instruction quality, student engagement, and teacher competencies (Folsom et al., 2017).

In conclusion, as MSDE moves forward in developing and implementing a new model for PL, it is crucial to incorporate the lessons learned and successful examples such as Mississippi's literacy initiative. By focusing on collaborative, sustained, and evidence-based PL, Maryland has the opportunity to significantly enhance educator effectiveness and, consequently, improve student outcomes. Leveraging the expertise of leaders like Dr. Carey Wright and adopting proven strategies like instructional coaching will be instrumental in achieving these goals. Through a comprehensive and well-structured approach to PL, MSDE can ensure that teachers are equipped with the knowledge and skills necessary to foster literacy and academic success across the state.

Goals and Objectives:

At the heart of these PL initiatives is MSDE's desire to create and communicate a comprehensive state-level system of support aimed at increasing administrator literacy leadership and teacher efficacy in literacy instruction, thereby improving student literacy outcomes.

(Competitive Preference Priority - CPP 2, 4) To see this to fruition, MSDE has set two overarching goals each with a subset of objectives:

Goal 1: Increase educator capacity to deliver research-based literacy instruction.

Goal 2: Increase access to effective literacy programming for all students with priority consideration given to LEAs with a high population of underserved students as defined by 86 FR 70612 (**CPP 2, 3, 4**).

Objectives for Goal 1

Objective 1.1: Signaling and Guidance from MSDE

The vision of the Maryland Department of Education Office of Literacy is to create and communicate a comprehensive state-level system of support to increase administrator literacy leadership and teacher efficacy in literacy instruction thereby increasing student literacy outcomes. Therefore, to accomplish this vision, Objective 1.1 focuses on the tasks that MSDE must undertake to signal the importance of this work and provide overarching guidance to the 24 LEAs in Maryland. The first action that MSDE must take to accomplish this objective is to develop the MSDE Literacy Advisory Panel. This panel will include 8 literacy experts representing the 8 congressional districts of Maryland. The purpose of the Maryland Literacy Advisory Panel is to serve as a committee to represent Maryland educators and advocate for the literacy needs of Maryland. The team will consist of literacy experts who meet the following criteria:

- completion of at least 30 hours of science of reading-aligned PL;
- experience in developing and implementing coaching models;
- collaborations with institutions of higher education (IHEs) to support providing pre-service teacher experiences within an LEA;
- experience with reading screeners and their intended foci;
- understanding of the purpose of high-quality instructional materials (HQIMs);

- desire to advocate for Maryland's Literacy Legacy

One of the initial tasks of the panel will be to support MSDE in reviewing and updating the Maryland State Comprehensive Literacy Plan, titled "Maryland's Keys to Comprehensive Literacy," published in 2020. (A copy of the old plan is included in the appendices of this application.) The revised plan will align with the goals set by State Superintendent Dr. Carey Wright and will showcase Maryland's dedication to providing effective literacy instruction to all students.

Objective 1.2: Supporting LEA-based Literacy Coaches (CPP 2, 4)

As stated above, MSDE aims to bolster educators' capacity to deliver research-based literacy instruction as its primary goal. This effort focuses on providing comprehensive PL opportunities statewide. Within this goal, Objective 1.2 underscores the significance of quality PL, specifically through a research-based model known as literacy coaching. MSDE plans to leverage state and CLSD funds to develop, deliver, and evaluate high-quality PL experiences tailored for educators across Maryland. (CPP 2, 4)

Objective 1.2 emphasizes the critical role literacy coaches play in supporting PL initiatives. Drawing on research findings, the MSDE has outlined specific responsibilities for these coaches:

- **Facilitating PL:** Literacy coaches will design and conduct workshops, seminars, and training sessions to enhance teachers' knowledge and skills in evidence-based literacy instruction.

- **Providing Classroom Support:** Literacy coaches will offer in-class support, modeling instructional strategies, co-teaching, and observing teachers to provide constructive feedback.
- **Data Analysis and Utilization:** Literacy coaches will assist in analyzing student data to inform instruction, identify areas for improvement, and track the impact of literacy interventions.
- **Continuous Improvement:** Literacy coaches will participate in ongoing PL to stay current with literacy research and effective coaching practices, ensuring they can provide the most up-to-date support to educators.
- **Resource Development and Sharing:** Literacy coaches will develop and distribute resources, such as lesson plans, instructional materials, and assessment tools, to support effective literacy instruction.

It is important to note that the LEA literacy coaches funded by CLSD (which will be discussed further in Objective 2.1) will not evaluate teachers; rather, they will work collaboratively to refine instructional practices and support professional growth. Central to their effectiveness is the establishment of trusting relationships with teachers, fostering an environment where educators feel supported in their PL.

Acknowledging variations in literacy coaching responsibilities reported by LEAs, MSDE plans to establish monthly state-led Literacy Coaching Regional Cohorts. These cohorts will provide coaches with opportunities to participate in Networked Improvement Communities (NIC) focused on achieving specific outcomes, such as:

- Cultivating effective coaching partnerships through relationship-building and mutual trust.
- Supporting schools and districts in developing and delivering impactful PL opportunities aligned with state standards and educational goals.
- Guiding teachers to integrate research-based decision-making into their instructional practices, ensuring alignment with best practices in literacy instruction.
- Assisting teachers in enhancing the efficiency and effectiveness of instructional planning, delivery, and assessment, promoting continuous improvement in teaching practices.
- Empowering teachers to interpret literacy data effectively for informed instructional decision-making, utilizing data to tailor interventions and support student success.

These efforts aim to standardize coaching practices across Maryland, ensuring consistent and effective support for educators in advancing literacy instruction statewide. By fostering collaborative PL communities and emphasizing evidence-based strategies, MSDE seeks to elevate literacy outcomes for all students.

Finally, MSDE will leverage CLSD funds to hire two State Literacy Coaches. As mentioned previously, MSDE seeks to replicate much of the Mississippi model for improving literacy outcomes, which relies heavily on state literacy coaches. The role of the Maryland State Literacy Coach is to support the LEA literacy coaches funded by CLSD. Using the Mississippi model as inspiration, Maryland State Literacy Coaches will:

1. **Identify Needs:** Identify the greatest needs of assigned schools to prioritize, schedule, organize, and provide technical assistance so that students in assigned schools achieve grade-level reading by the end of 3rd grade.

2. **Provide Technical Support:** Offer daily technical support (at least 85% of the school week) to school-based coaches.
3. **Model Coaching Techniques:** Model effective coaching and conferencing techniques, including establishing specific goals and plans for improving practice.
4. **Design Professional Learning:** Design and conduct PL to meet the varied needs of school-based literacy coaches such as the Literacy Coaching Regional Cohort meetings.
5. **Document and Monitor:** Maintain a system for documenting coaching services and act as non-evaluative on-site monitors for the implementation of CLSD funds.

By implementing these strategies, the State Literacy Coaches will play a crucial role in enhancing literacy instruction and improving student outcomes across Maryland.

Objective 1.3: Creating a Cadre of Informed Literacy Administrators

As indicated in the needs assessment above, one component of PL that has been missing thus far is PL for LEA supervisors and coordinators of ELA/Literacy. These staff members are often the ones delivering PL to literacy coaches or directly to classroom teachers. Therefore, it is vitally important that they continue with their commitment to lifelong learning. One of the outcomes of Objective 1.3 is that these LEA supervisors and coordinators receive PL in the realms of the design, training and implementation of MTSS, and in implementation science. MSDE plans to meet with these supervisors monthly to deliver this PL and to make the time for LEA supervisors to discuss practices that are successful as well as challenges they are facing.

Under Objective 1.3, MSDE will also use CLSD funds to develop and implement the Maryland Initiative for State Leaders in Literacy (MISLL). This initiative is designed to emphasize the critical importance of literacy initiatives among the higher echelons of decision-making in each LEA. By targeting state leaders, the MISLL aims to ensure that literacy becomes

a prioritized and central focus within educational policies and practices. This group will consist of key stakeholders, including superintendents, curriculum directors, and other senior administrators from each LEA. These leaders will participate in specialized training and PL sessions focused on the latest research and best practices in literacy education. The MISLL will also facilitate regular meetings and workshops to foster collaboration, share successful strategies, and address common challenges in literacy instruction. This initiative will ensure that literacy remains a key focus in educational decision-making, ultimately leading to higher student achievement and success.

Objective 1.4: Supporting ECE Centers in the Development of a PL plan (CPP 2, 4).

MSDE recently released New Early Learning Standards. The old Early Learning Guideline had not been updated in more than a decade and was out of date in terms of alignment with the latest research. The new standards are aimed at updating and aligning our standards with the Blueprint for Maryland's Future. The standards also prioritize addressing the varied needs of all children, such as those with disabilities, multilingual language learners, and those who have experienced trauma. They provide clear guidance for educators, empowering them to create developmentally appropriate environments and learning experiences that foster crucial skills, concepts, and behaviors in children. By adhering to these standards, educators will enhance the quality of early learning experiences, laying a strong foundation for lifelong success. Additionally, the standards empower families by providing clarity on developmental milestones and benchmarks, fostering meaningful partnerships between educators and families.

In collaboration with MSDE's Division of Early Childhood, Objective 1.4 focuses on leveraging CLSD funds to support Early Childhood Education Centers in developing a PL plan

with a heavy emphasis on a plan for providing PL on the new Early Learning Standards to early childhood classroom teachers.

Objective 1.5: Strengthening Educator Preparation Programs (CPP 1)

Finally, Objective 1.5 focuses on incorporating IHEs into PL initiatives to strengthen literacy instruction in Educator Preparation Programs (EPPs). As per COMAR 13A.12.01.07, individuals seeking initial certification in early childhood education, elementary education, special education, and TESOL must demonstrate proficiency in the five pillars of the science of reading. This proficiency can be demonstrated through various pathways, including an attestation of proficiency via an observation conducted by a department-recognized assessor.

It is important to note that many EPPs in Maryland require their candidates to obtain teacher licensure to graduate. To incentivize EPP faculty and administrators to participate in PL aligned with the science of reading and to influence EPP instructional practices, MSDE will encourage EPPs to identify a cadre of faculty members to serve as MSDE Literacy Instruction Observers. This initiative will enable EPPs to attest to the proficiency of teacher candidates enrolled in licensure programs, ensuring that they are using research-based instructional methods for teaching reading. This observation process can serve as an alternative to formal licensure assessments for teacher candidates.

For EPP faculty to become official MSDE Literacy Instruction Observers, they must:

1. **Undergo Specialized Training:** Participate in training sessions provided by MSDE focused on the science of reading and the observation protocol.
2. **Demonstrate Competence:** Show proficiency in the five pillars of the science of reading and the ability to accurately assess teacher candidates.

3. **Commit to Ongoing Professional Learning:** Engage in continuous PL to stay updated on the latest research and best practices in literacy instruction.

In addition to these requirements, Literacy Instruction Observers will:

- **Implement an MSDE-Created Observation Protocol:** This protocol ensures the accuracy and consistency of assessments, maintaining high standards of quality in evaluating teacher candidates.
- **Participate in Collaborative Networks:** Join networks of Literacy Instruction Observers to share best practices, discuss challenges, and receive support from peers and MSDE.
- **Engage in Data-Driven Decision Making:** Use data collected from observations to inform instructional practices and professional development needs, ensuring continuous improvement in literacy instruction.
- **Promote a Culture of Excellence:** Encourage a commitment to high standards and evidence-based practices within their institutions, fostering an environment that prioritizes literacy and effective teaching strategies.

Moreover, MSDE will facilitate the integration of these PL initiatives into EPP curricula through:

- **Curriculum Alignment Workshops:** Sessions to help EPPs align their curricula with the latest research and best practices in the science of reading.
- **Resource Provision:** Providing access to high-quality instructional materials, assessment tools, and other resources that support effective literacy instruction.
- **Institutional Support Grants:** Offering grants to EPPs to support the implementation of these PL initiatives and to incentivize participation among faculty and administrators.

- **Performance Feedback Mechanisms:** Establishing systems for ongoing feedback and assessment to ensure that the PL initiatives are effective and meet the desired outcomes.

This collaborative effort will ultimately improve literacy outcomes for students across Maryland, ensuring that future educators are well-prepared to teach reading using research-based, effective instructional methods.

Objectives for Goal 2

MSDE's second goal is to increase access to effective literacy programming for all students, with a priority focus on LEAs with high populations of underserved students. MSDE will ensure that 95% of the awarded CLSD funds are invested in high-need LEAs in Maryland. These funds will target initiatives addressing significant gaps in literacy proficiency and inequities in access to effective literacy instruction.

In the past, Maryland's CLSD (formerly SRCL) funds did not prioritize LEAs with larger percentages of underserved student groups. To address this, MSDE will take measures to ensure that CLSD funds will now prioritize LEAs with larger underserved student populations. To ensure the effective use of CLSD funds, sub-grant applicants will develop detailed proposals for initiatives based on their LEA's specific needs.

The below objectives were selected by MSDE based on the comprehensive needs assessment and literature review. LEAs are given the flexibility to choose as many or as few of these objectives as they see fit, provided each project plan meets specific criteria. Each objective under this goal provides more information on these options.

Objective 2.1: Developing or Expanding Literacy Coaching Models (CPP 2 and 3).

LEAs can develop or expand a literacy coaching model that supports elementary (K-5) or secondary (6-12) schools. The coaching model should:

- **Require job-embedded professional learning:** Coaches will work within classrooms to provide immediate, relevant support to teachers.
- **Emphasize support for struggling students:** The model will prioritize interventions and supports for students who are not meeting proficiency benchmarks by grade 3.
- **Support literacy practices across content areas:** Coaches will help integrate literacy instruction into all subject areas, enhancing students' reading and writing skills throughout their education.
- **Aid in effective MTSS implementation:** Coaches will support teachers in analyzing data, identifying effective tiered instruction strategies, and implementing those strategies in their classrooms.
- **Include job-embedded professional learning for literacy coaches:** Coaches will also receive ongoing training and support from State Literacy Coaches and participate in MSDE Monthly Literacy Coaching Regional Cohorts to ensure they are effective in their roles.

Objective 2.2: Supporting Students with Identified Learning Needs (CPP 3).

In Objective 2.2, LEAs have the option to use CLSD funds to refine or develop a district MTSS model. This MTSS model should:

- **Identify and support struggling students early:** The system should ensure that students with gaps in foundational literacy skills are identified as early as possible, preventing the overidentification of students for special education services.
- **Include evidence-based reading interventions:** The MTSS should incorporate Tier 1, 2, and 3 reading interventions, emphasizing that Tier 3 instruction is not a pathway to special education but a means of providing intensive support, preventing the overidentification of students for special education services.
- **Address student attendance:** The MTSS should include strategies to mitigate chronic absenteeism, such as de-escalation techniques for behavior-related absences, ensuring students attend and benefit from daily instruction.
- **Train educators on its use:** The system should include educator training in the model. In order for students to properly be identified for tiered instruction, educators must first know what to look for and what programs would be beneficial.

By implementing these comprehensive initiatives, MSDE aims to increase the use of evidence-based literacy instructional practices aligned to the science of reading used by educators, improve literacy outcomes for all students, and ensure equitable access to high-quality literacy materials across Maryland. Through targeted use of CLSD funds and a focus on evidence-based practices, MSDE will support LEAs in addressing the most significant gaps in literacy proficiency and promoting educational equity.

Objective 2.3: Supporting Multilingual Learners (CPP 2 and 3)

In Objective 2.3, LEAs have the option to use CLSD funds to specifically support the needs of multilingual learners. By choosing this initiative, LEAs can procure and deliver PL

opportunities for Maryland general educators to learn how to adapt structured literacy instruction to meet the needs of multilingual learners. This PL will help educators understand how to modify their teaching strategies to better support students who are learning English as an additional language. In addition to training general educators, LEAs can also offer specialized training to ELD instructors. This training will focus on the science of reading and its direct relationship to language acquisition, equipping ELD instructors with the knowledge and skills necessary to effectively teach reading to multilingual learners.

LEAs will select these PL offerings from a curated list provided by MSDE. They will have the flexibility to determine the most appropriate target audience for each training and choose the delivery model that best fits their needs. This initiative not only aims to improve literacy outcomes for multilingual learners but also aligns with Recommendation 3b of the Blueprint Workgroup on English Learners (ELs) in Public Schools.

By addressing the specific needs of multilingual learners and implementing a comprehensive PL model, MSDE aims to ensure that all students, regardless of their background or language proficiency, have access to high-quality literacy education and the opportunity to achieve their full potential.

Objective 2.4: Implementing a Comprehensive Professional Learning Model (CPP 2 and 3)

MSDE has recently adopted the Learning Forward Standards for Professional Learning, which provide a comprehensive framework to ensure that PL for educators is high-quality, impactful, and aligned with the goal of improving student outcomes. These standards emphasize continuous improvement, collective responsibility, and alignment with performance and curriculum standards. In Objective 2.4, LEAs have the option to use CLSD funds to implement

an overarching PL model for teachers and literacy leaders from birth through grade 12. To align with Maryland’s vision for high-quality PL, the LEA models must include the following elements:

LEA Professional Learning Model Requirements	Description
1. Needs Assessment and Data Analysis	<ul style="list-style-type: none"> • Identify Specific Needs: Conduct a thorough needs assessment to identify gaps in knowledge, skills, and instructional practices among educators using data from student assessments, teacher evaluations, and other relevant sources. • Data-Driven Decision Making: Utilize data analysis to plan, implement, and evaluate PL activities to ensure they address the actual needs of educators and students.
2. Job-Embedded Professional Learning	<ul style="list-style-type: none"> • On-the-Job Support: Provide opportunities for educators to engage in PL within their work environment, such as coaching, mentoring, collaborative planning, and classroom-based observations. • Practice and Application: Ensure PL includes opportunities for educators to practice new skills and strategies in their classrooms, with ongoing support and feedback.
3. Collaborative Learning Communities	<ul style="list-style-type: none"> • Professional Learning Communities (PLCs): Establish and support PLCs where educators can regularly collaborate to share best practices, analyze student data, and plan instruction. • Peer Collaboration: Encourage peer observations, co-teaching, and collaborative inquiry projects to foster a culture of continuous learning and improvement.
4. Leadership Development	<ul style="list-style-type: none"> • Leadership Training: Provide PL opportunities for school and district leaders to enhance their capacity to support and sustain effective instructional practices. • Distributed Leadership: Promote the development of teacher leaders who can take on instructional leadership roles within their schools.
5. Alignment with Curriculum and Standards	<ul style="list-style-type: none"> • Curriculum Integration: Ensure PL is aligned with the state’s curriculum standards and instructional goals, including training on the use of high-quality instructional materials and resources. • Standards-Based Instruction: Focus PL on strategies that support standards-based instruction to help educators guide students to meet or exceed state standards.

6. Evaluation and Feedback	<ul style="list-style-type: none"> • Impact Evaluation: Implement mechanisms to evaluate the impact of PL on educator practice and student outcomes, using this information to refine and improve PL programs. • Ongoing Feedback: Provide educators with regular, constructive feedback on their instructional practices to guide further professional development.
7. Equity and Cultural Competence	<ul style="list-style-type: none"> • Culturally Responsive Practices: Incorporate training on culturally responsive teaching practices to ensure all students receive equitable and effective instruction. • Addressing Disparities: Focus on reducing disparities in educational outcomes by providing PL that equips educators to meet the diverse needs of all students.
8. Sustainability and Scalability	<ul style="list-style-type: none"> • Sustainable Practices: Design PL programs that are sustainable over the long term, with ongoing support and resources to maintain their effectiveness. • Scalable Models: Develop scalable PL models that can be adapted and implemented across multiple schools and districts.

This initiative will provide a cohesive framework for PL that supports educators at every stage of their careers, from new teachers to experienced literacy leaders. By aligning with Learning Forward’s Standards for PL, LEAs will ensure that their PL efforts are effective, sustainable, and aligned with best practices in the field.

Finally, In September of 2024, the MSDE will initiate a research project in partnership with Johns Hopkins University and the State University of New York (SUNY), aimed at increasing teacher knowledge by providing access to PL opportunities aligned with the science of reading. These PL opportunities include fully asynchronous online courses for practicing P-12 grade teachers. The course covers the five pillars of the science of reading. Upon completion, participating teachers can receive 35 Continuing Teacher and Leader Education (CTLE) hours or Continuing Education Units (CEUs). As LEAs are building their PL models, they will be able to leverage these opportunities and be able to ensure that the PL they offer can go further than just focusing on the fundamentals of research-based instruction.

Objective 2.5: Adopting and Implementing High-Quality Instructional Materials (HQIM)
(CPP 2 and 3)

According to a survey sent to all 24 LEAs in January 2023, 54% of Maryland LEAs use instructional materials that score as green, or “Meets Expectations,” according to EdReports, a national organization that was established to rate instructional materials and indicate their quality. This system centers on standards alignment, grade-level rigor and complexity, and the usability of resources. MSDE has developed an HQIM initiative to address the evolving rating system landscape by creating a state-specific HQIM rating rubric. This rubric focuses on Maryland-specific priorities, such as usability, knowledge building, supporting multilingual learners, culturally affirming, and Universal Design for Learning (UDL) concepts. This initiative is scheduled to roll out between the summer and fall of 2024.

The Maryland HQIM review process has revealed that many of the HQIMs currently implemented by Maryland LEAs may not meet the standards required by local boards of education. This has raised concerns among LEA literacy leaders about how to fund this essential but costly initiative. To address this, Objective 2.5 offers LEAs the option to use CLSD funds to adopt and implement an HQIM for Reading/English-Language Arts.

This initiative should include comprehensive training for all educators, including teachers, literacy coaches, and administration. This training should extend beyond simply "unpacking" the materials and should delve deeply into the content and research-based instructional practices included in the HQIM. To ensure effective implementation, this training should also incorporate job-embedded components delivered by vendors or district literacy coaches.

Furthermore, by choosing to use CLSD funds for this initiative, the LEA must commit to developing a transparent method of communicating the adopted HQIM used in each grade band for Reading/English-Language Arts instruction. This transparency ensures that all stakeholders are aware of and understand the instructional materials being used, promoting consistency and alignment across the LEA.

Objective 2.6: Developing LEA Partnerships with Institutions of Higher Education (CPP 1)

In Objective 2.6, LEAs can use CLSD funds to develop a partnership to collaborate with local institutions of higher education (IHEs). This partnership should allow both the LEA and the IHE to benefit. Therefore, funds used for this initiative should be used by the LEA to ensure that syllabi utilized in their local IHE's EPP are aligned with the science of reading and structured literacy instructional practices. This will ensure that the LEA is receiving candidates who do not require immense amounts of training upon hiring and will be effective teachers of literacy instruction. In return, the EPP will offer practicum opportunities developed with the LEA for preservice teachers to ensure that the practicum is aligned to the best evidence-based literacy instruction. Additionally, these funds can help support a career pathway for graduates directly from the EPP to the LEA.

Objective 2.7: Increasing Equity in Gifted/Talented and Advanced Programs (CPP 2 and 3)

Objective 2.7 will allow for LEAs to use CLSD funds to increase equity in gifted/talented and advanced programs offered in their LEA. As noted in the needs assessment above, the excellence gap, the difference in the percentage of low-income versus high-income students who reach advanced levels of academic performance, is a continuously growing issue in Maryland. Therefore, if LEAs choose this initiative, they can use CLSD funding to identify underserved students who are proficient and provide targeted enrichment support to students through a

summer and school-year enrichment initiative. These funds can be used for PL for teachers, summer program development, and teacher salaries/stipends. If implemented successfully, data should reveal a closing of excellence gaps and increased participation of underserved student groups in secondary advanced programming opportunities.

Objective 2.8: MSDE CLSD Sub-grant Management

Objective 2.8 details the management aspects of sub-granting CLSD funds to LEAs. This includes hiring a grants manager to lead the development of the sub-granting process and associated projects. These projects include developing a sub-grantee application and Request for Application (RFA) process, establishing a plan for necessary technical assistance (TA) and PL to support LEAs in the RFA process and fund implementation, determining the methodology for reviewing applications and selecting sub-grant awardees, as well as creating a plan for fund distribution/reimbursement, monitoring, and financial oversight.

While the grants manager hired in Phase 1 of the project will officially design the sub-granting process, the competitive sub-grant application for LEAs will require a proposal including a needs assessment, a priority focus, goals, objectives, and milestones aligned with the initiative focus, a plan of implementation detailing activities aligned with research, a monitoring plan, an evaluation plan, a management plan with a project timeline, and a budget narrative. Additionally, a preference priority will be given to LEAs with high populations of underserved student groups Maryland must focus on Multilingual Learners, students with disabilities, students of color, and economically disadvantaged students. Within those LEAs' proposals, priority will only be awarded if their project plan includes an explicit emphasis on the schools that instruct these high populations of students.

MSDE will distribute the reimbursement of grant funds after verifying that the funds were used following the grant requirements. The grants manager will be responsible for verifying reimbursements of CLSD funds to LEAs, ensuring compliance and appropriate use of funds. The MSDE will provide TA to support LEAs in the RFA process. The TA will include information on the topics below:

- Sub-grant expectations, parts of the application, the methodology for project plan review, and overall grant timeline
- Developing and conducting a needs assessment
- The options in project initiatives that can be funded by sub-granted CLSD funds, utilizing the needs assessment data to choose project initiatives, and the federal and state requirements within the use of the grant funds
- PL on effective literacy coaching models, MTSS, PL models, partnerships with IHEs, and utilizing Maryland HQIM reviews to select an HQIM
- Developing a plan for grant management that includes monitoring both fiscal and programmatic aspects of the grant and the internal LEA process of reimbursement

The methodology for reviewing LEA sub-grant applications will be developed by the MSDE grants manager with input from the MSDE Literacy Advisory Panel. Once the plan is developed, the grants manager will initiate the recruitment and training of reviewers and oversee the application review process. After the sub-grant awardees are notified, MSDE will conduct a needs analysis of the initiatives chosen by the sub-grantees. This analysis will guide the provision of further technical assistance (TA) for the implementation and monitoring of the grant.

QUALITY OF MANAGEMENT PLAN

MSDE's Division of Curriculum, Instructional Improvement, and Office of Professional Learning and High-Quality Instructional Materials, in collaboration with the Division of Early Childhood, has crafted a management plan with detailed project activities designed to meet the grant's objectives. Table 3 and 4 below outlines this plan, specifying responsibilities, timelines, and milestones for each activity. This clear assignment of tasks and staff responsibilities, coupled with the logical progression of activities, will help ensure that project goals are met promptly and within budget.

MSDE will invest thirteen key staff members (resumes included in the Appendices) in the proposed project. Three of these staff members are included in the proposed budget, while the other ten are funded through other MSDE funding streams to ensure efficiency and cost-effectiveness. These ten staff members were key contributors to the development of this proposal. The three staff members included in the proposed budget will be hired once CLSD funds are awarded to MSDE. Below is a list of the 10 existing MSDE staff members collaborating on this project:

1. Dr. Tenette Smith, Executive Director of Literacy Programs and Initiatives, will oversee the project. Her experience leading literacy initiatives under Dr. Carey Wright in Mississippi from 2013-2024 will be invaluable in implementing the listed initiatives.
2. Cristina Rodriguez, Manager of Literacy Programs and Initiatives, will serve as the CLSD project director.
3. Nancy Perkins, Part-time Literacy Specialist and former grant coordinator for the Striving Readers Comprehensive Literacy (SRCL) Grant Program awarded to Maryland in 2017, will co-lead the work involving EPPs.

4. Alaina Mackell, Literacy Coordinator, will lead the work focused on literacy coaches.
5. Stephanie Dale, Literacy Coordinator, will lead the work focused on PL for LEA literacy leaders.
6. Dr. Nykia Washington – Pre-Kindergarten and Mixed Delivery Programs Manager who will support all work involving early childhood programs.
7. Dr. Elise Brown, Executive Director of Professional Development and High-Quality Instructional Materials, will lead the work in supporting LEAs in selecting and implementing HQIM.
8. Dr. Teresa Timmons-Parrott, Manager of Multilingual Education, will support the development of approved training programs focused on the needs of MLs and assist LEAs in procuring and implementing said programs.
9. Anthony Vargas, Director of Advanced Academic and Gifted and Talented Programs, will support LEAs choosing to use CLSD funds to address the excellence gap by offering summer and school-year enrichment initiatives.

The MSDE CLSD Team will convene monthly to plan and strategize project initiatives and activities, analyze data, discuss project milestones, monitor progress towards goals, plan for upcoming monitoring, organize TA and PL opportunities, and ensure coherence and alignment with grant priorities. During these meetings, the Project Director, Cristina Rodriguez, will provide updates from monthly finance meetings with the grants managers, ensuring adherence to the budget and identifying opportunities for efficiency and cost-effectiveness. The CLSD grant will unfold in seven phases, outlined below. These phases are structured to simplify the work, milestones, and objectives, ensuring the efficiency and effectiveness of the project.

Table 3: Management Plan

Phase/Dates	Major Tasks/Milestones
<p>Phase 1:</p> <p>October – December 2024</p> <p>(MSDE Start-Up)</p>	<ul style="list-style-type: none"> • Begin monthly MSDE CLSD Project Team Meetings • Hire grant manager • Development of Literacy Advisory Group <p>MILESTONE: Development/Revision of School Literacy Plans</p> <p>MILESTONE: Subgrantee Application Process/review methodology</p> <ul style="list-style-type: none"> ○ Recruiting reviewers <p>MILESTONE: Request for Quote (RFQ) for multilingual training</p> <ul style="list-style-type: none"> • Plan for fund distribution/reimbursement, monitoring, and methodology for financial oversight • Planning for PL sessions (ECE, TA, ELA Literacy Leaders, etc.)
<p>Phase 2:</p> <p>January 1- March 2025</p> <p>(Year 1 of the sub-grant)</p>	<ul style="list-style-type: none"> • Monthly MSDE CLSD Project Team Meetings • TA to complete the RFA (fiscal managers, etc.) <ul style="list-style-type: none"> ○ Deploying RFA • Application review <p>MILESTONE: Awarding funds (by March 2025)</p>

Phase/Dates	Major Tasks/Milestones
	<p>MILESTONE: Begin delivering PL on new Early Learning Standards</p> <p>MILESTONE: Begin developing MISLL and delivering monthly PL for LEA ELA Supervisors</p>
<p>Phase 3:</p> <p>April-September 30, 2025</p> <p>(Year 1 of the sub-grant continued)</p>	<ul style="list-style-type: none"> • Monthly MSDE CLSD Project Team Meetings • MSDE to begin communicating with EPPs regarding the MSDE Literacy Instruction Observers initiative <p>MILESTONE: Begin quarterly meetings with IHEs</p> <ul style="list-style-type: none"> • LEA planning for implementation and support • Monthly TA/PL for implementation <p>MILESTONE: Monitoring of initiatives and use of funds/earmarked funds</p>
<p>Phase 4:</p> <p>October 1, 2025 – September 30, 2026</p> <p>(Year 2 of the sub-grant)</p>	<ul style="list-style-type: none"> • Monthly MSDE CLSD Project Team Meetings • TA to create LEA sustainability plan • Quarterly meetings with IHEs • Monthly TA/PL for implementation <p>MILESTONE: Data collection and review of Year 1 initiatives and use of funds, planning for funds/initiatives for Year 2, feedback is requested from LEAs and provided to LEAs on information shared</p>

Phase/Dates	Major Tasks/Milestones
	<ul style="list-style-type: none"> ○ Desktop and onsite monitoring <p>MILESTONE: Regional Literacy Coach Cohort Monthly Meetings Kickoff</p> <p>MILESTONE: End of Year 2 Monitoring Collection</p>
<p>Phase 5:</p> <p>October 1, 2026 –</p> <p>September 30, 2027</p> <p>(Year 3 of the sub-grant)</p>	<ul style="list-style-type: none"> ● Monthly MSDE CLSD Project Team Meetings ● Quarterly meetings with IHEs ● Monthly TA/PL for implementation <p>MILESTONE: Data collection and review of Year 2 initiatives and use of funds, planning for funds/initiatives for Year 3</p> <ul style="list-style-type: none"> ○ Desktop and onsite monitoring ○ feedback is requested from LEAs and provided to LEAs on information shared <p>MILESTONE: End of Year 3 Monitoring Collection</p>
<p>Phase 6:</p> <p>October 1, 2027 –</p> <p>September 30, 2028</p> <p>(Year 4 of the sub-grant)</p>	<ul style="list-style-type: none"> ● Monthly MSDE CLSD Project Team Meetings ● Quarterly meetings with IHEs ● Monthly TA/PL for implementation

Phase/Dates	Major Tasks/Milestones
	<p>MILESTONE: Data collection and review of Year 3 initiatives and use of funds, planning for funds/initiatives for Year 4</p> <ul style="list-style-type: none"> ○ Desktop and onsite monitoring ○ feedback is requested from LEAs and provided to LEAs on information shared <p>MILESTONE: End of Year 4 Monitoring Collection</p>
<p>Phase 7:</p> <p>October 1, 2028 –</p> <p>September 30, 2029</p> <p>(Year 5 of the sub-grant)</p>	<ul style="list-style-type: none"> • Monthly MSDE CLSD Project Team Meetings • Quarterly meetings with IHEs • Monthly TA/PL for implementation <p>MILESTONE: Data collection and review of Year 4 initiatives and use of funds, planning for funds/initiatives for Year 5</p> <ul style="list-style-type: none"> ○ Desktop and onsite monitoring ○ feedback is requested from LEAs and provided to LEAs on information shared <p>MILESTONE: Closing of sub-grant – Final monitoring collection</p> <p>MILESTONE: Closing of CLSD Grant</p>

Table 4: Management Plan Aligned to CLSD Goals/Objectives

<u>Goal</u>	<u>Objective</u>	<u>MSDE Activities and Technical Assistance</u>	<u>Outcomes</u>	<u>Responsible</u>
1. Increase educator capacity to deliver research-based literacy instruction.	Objective 1.1 Signaling and guidance from MSDE	Develop the MSDE Literacy Advisory Panel	Develop a comprehensive plan for literacy instruction in the state by leveraging the input from LEA stakeholders.	Dr. Tenette Smith/ Cristina Rodriguez
		Review and revise the Maryland State Comprehensive Literacy Plan, “Maryland’s Keys to Comprehensive Literacy”		
	Objective 1.2 Supporting LEA-based literacy coaches	Provide guidance on the development of an evidenced-based literacy coaching model for use in the LEA and provide regional State Literacy Coaches to support LEA literacy coaches.	By August 2029, increase the percentage of educator knowledge by 25% as identified by the Johns Hopkins University study that will be conducted as a part of MSDE’s research study.	Alaina Mackell
		Provide PL for LEA based Literacy Coaches to ensure consistency of implementation of the coaching mode		Alaina Mackell
	Objective 1.3 Creating a Cadre of Informed Literacy Administrators	Provide monthly PL for LEA ELA Supervisors	By January 2025, LEA literacy leaders will convene for PL and to establish a network of advocates	Stephanie Dale/ Dr. Tenette Smith
		Establish the Maryland Initiative for State Leaders in Literacy (MISLL) and meet quarterly		
	Objective 1.4 Supporting ECE centers with the development of a PL plan	Provide PL for ECE centers and LEAs in the development of a PL plan that includes the new early learning standards	By August of 2029, 100% of participating LEAs will submit PL plans.	Dr. Nykia Washington
	Objective 1.5 Strengthening Educator Preparation Programs	Develop the MSDE Literacy Instruction Observer program to train EPP faculty in supporting pre-service educators attaining licensure and meet with IHEs quarterly	By August 2029, 50% of IHEs in Maryland will have faculty that serve as MSDE Literacy Instruction Observers, all of whom will have received baseline PL.	Cristina Rodriguez and Nancy Perkins

<u>Goal</u>		<u>Objective</u>	<u>MSDE Activities and Technical Assistance</u>	<u>Outcomes</u>	<u>Responsible</u>
			Provide baseline PL for EPP faculty serving as MSDE Literacy Instruction Observers		
2	Increase access to effective literacy programming for all students with priority consideration given to LEAs with a high population of underserved students (as defined by 86 FR 70612)	Objective 2.1 Developing or expanding LEA Literacy Coaching Model	Support LEAs in developing a Literacy Coaching Model in grade K-5 and/or 6-12 that includes clearly defined job responsibilities and PL	By August 2029, increase the percentage of educator knowledge of Literacy by 25% as identified by the Johns Hopkins University conducted as a part of MSDE's research study	Alaina Mackell
		Objective 2.2 Supporting students with identified learning needs	Support LEAs in refining/developing a district MTSS model	By August 2029, decrease the number of students identified as a student with a disability by 10%.	Additional Literacy Coordinator TBD
		Objective 2.3 Supporting Multilingual Learners	Support LEAs in identifying and delivering PL opportunities to support multilingual learners	By 2029, 30% of multilingual learners in 3 rd - 8 th grade will score as proficient as measured by MCAP (an 18% increase from 2023)	Dr. Teresa Parrott
			Support LEAs in strengthening and improving early childhood language immersion classrooms in support of multilingual learners		Dr. Nykia Washington
		Objective 2.4 Implement an effective overarching PL model	Support LEAs in developing a model for PL in early childhood classrooms, elementary, and secondary grades that supports educators at every stage of their careers and is aligned to Learning Forward Standards	By August 2029, increase the percentage of educator knowledge of Literacy by 25% as identified by the Johns Hopkins University conducted as a part of MSDE's research study	Stephanie Dale
		Objective 2.5 Select and implement High-Quality Instructional Material	Support LEAs in developing implementation plans for HQIM and sustained, job-embedded PL	By October 2027, 75% of CLSD LEA subgrantees will have acquired and implemented HQIM for Literacy instruction	Dr. Elise Brown/ Dr. Tenette Smith/CLSD

<u>Goal</u>		<u>Objective</u>	<u>MSDE Activities and Technical Assistance</u>	<u>Outcomes</u>	<u>Responsible</u>
		(HQIM) for Reading/English Language Arts			Literacy Coaches
		Objective 2.6 Developing LEA Partnerships with IHEs	Support LEAs in leveraging partnerships with IHEs to the ensure the alignment between coursework and LEA literacy instruction, develop pathways for increasing teacher recruitment	By August 2029, 70% of new teachers in LEAs awarded CLSD funds will be rated as “effective” at the end of their first year of teaching, according to district evaluations.	Cristina Rodriguez Nancy Perkins
		Objective 2.7 Increase equity in gifted/talented and advanced programs	Support LEAs in closing the excellence gap by providing summer and school year enrichment programs to underserved students	By August 2029, data will show a 20% decrease in the excellence gaps and a 10% increase in the participation of underserved student groups in secondary advanced programming opportunities.	Anthony Vargas
		Objective 2.8 MSDE CLSD Subgrant Management	Identify and select a grants manager	By March of 2025, 95% of CLSD funds will be awarded to subgrantees with priority consideration given to LEAs with a high percentage of underserved students.	Grants Manager/ Cristina Rodriguez
			Develop the application process and methodology for awarding funds		
			Develop a Request for Qualifications (RFQ) to develop a list of vetted PL offerings to meet the needs of Multilingual Learners		
	Plan for fund distribution /reimbursement, monitoring, and methodology for financial oversight	By October of 2026 (and every year thereafter) 100% of CLSD subgrantees will have received feedback on the implementation of their CLSD program.			

QUALITY OF PROJECT SERVICES

As mentioned above, Maryland's public schools serve a high percentage of students who would be considered as underserved. More than half of Maryland students are students of color and almost 40% of all Maryland students need or receive federal assistance programs.

Additionally, 12% of Maryland students are considered MLs and 13% receive special education services. These are the groups of students that MSDE intends to service through CLSD funds.

MSDE will ensure that the project services rendered will impact these specific groups primarily through the sub-granting process. Considering that 95% of these funds will be utilized within LEAs, MSDE intends on using the sub-grantee application as a means to provide priority to LEAs that serve a high percentage of these student groups. Through collaboration with the MSDE Research Office, MSDE has been able to identify the LEAs that have the high percentages of these specific student subgroups, and while all 24 LEAs are invited to apply for the CLSD sub-grant, these LEAs will be prioritized. As mentioned above, however, this priority will only be awarded if the included project plan includes an emphasis on the specific schools that instruct these high populations of students.

Additionally, as MSDE awards CLSD funds to LEAs, the CLSD Project Team will ensure that 15% of the funds will go to programs that support children from birth through Kindergarten. These funds can be used by LEAs to achieve Objectives 2.3, 2.4, 2.5, and/or 2.6. The MSDE CLSD Project Team will also ensure that no less than 40% of the awarded CLSD funds will be used to support students in elementary schools (grades K-5). LEAs may use these funds to achieve Objectives 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, and/or 2.7. Finally the CLSD Project Team will also ensure that no less than 40% of awarded subgrant CLSD funds will be used to

support State and local programs and activities that support students in grades 6 through 12. LEAs may use these funds to achieve Objectives 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, and/or 2.7.

Several of the options LEAs may choose to implement using CLSD funds involve developing or procuring and providing PL opportunities. MSDE will also be developing and providing PL for a variety of educators. To ensure that the PL are of sufficient quality, intensity, and duration to lead to improvements in practice, MSDE will require that all PL is aligned to the Learning Forward Standards as listed in Objective 2.4 above.

QUALITY OF PROJECT EVALUATION

Monitoring the implementation of the sub-grant will involve data collection and review at the end of each phase and the beginning of the next. This process will include a feedback mechanism. The grants managers will use information collected from the LEAs to provide immediate feedback on the use of funds and the implementation of their project activities. This feedback will guide monthly technical assistance (TA) and PL opportunities for LEAs.

The data collection and grant monitoring tools developed by MSDE grant managers, in collaboration with the MSDE Office of Research, will also enable LEAs to provide feedback on their experience in implementing the program. This feedback will be shared with the MSDE team at their monthly meetings, beginning with phase 3 and continuing through phase 7.

In addition to desktop monitoring, the two MSDE grant managers will conduct on-site monitoring from phases 4 through 7. This will ensure successful project implementation and provide an alternative method for gathering information on the support LEAs may need from MSDE.

Through the partnership with Johns Hopkins mentioned previously, MSDE will also evaluate the variety of PL opportunities and their impact on teacher knowledge, teacher effectiveness, and teacher satisfaction. An additional goal within the study is the ability to determine the effectiveness of literacy coaching (LEA coaches and/or state coaches) on teacher efficacy.

To ensure the quality of evaluation, the Maryland State Department of Education (MSDE) will incorporate the Continuous Improvement Process (CIP) into its approach. The CIP (see Appendices) is a systematic method for analyzing and improving processes, programs, or products. In the context of the CLSD program, the CIP will help MSDE assess the effectiveness of the program and make informed decisions for improvement. This cycle is iterative, with each round building on the insights gained from the previous ones to drive ongoing progress and innovation. By employing the Continuous Improvement Process, MSDE will ensure that the CLSD program remains effective and responsive to the needs of students, educators, and stakeholders.

Finally, because LEAs must submit a request for reimbursement to MSDE to receive their CLSD funds, MSDE will be able to ensure that performance feedback and assessment of progress toward achieving intended outcomes occur continuously throughout each fiscal year. This rolling process will enable MSDE to adopt a hands-on approach, monitoring and collaborating directly with LEAs at each step of their implementation.

Project Narrative File(s)

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NEED FOR PROJECT

Historically, schools in Maryland have scored higher on the National Assessment of Educational Progress (NAEP), but with the increase of underserved student groups and equity gaps widening, the state has experienced a downward trend in student outcomes. At the beginning of fiscal year (FY) '24, Maryland served about 860,000 students in grades K-12 and 32,972 in state funded public and private prekindergarten programs. Recent demographic data shows that, of Maryland public school students, 67% are students of color. 32% identify as Black, 23% identify as Hispanic, and 12% identify as Asian or two or more races. In addition, 39% of students in Maryland are considered economically disadvantaged. Maryland defines economically disadvantaged as students directly certified by the federal government, i.e. students from families who are deemed eligible to participate in federal assistance programs such as Temporary Assistance for Needy Families (TANF), Supplemental Nutritional Assistance Programs (SNAP), or Medicaid.

The landscape of the local education agencies (LEAs) in Maryland has undergone significant shifts. LEAs report that 13% of students are identified as multilingual learners, and 13% are students with disabilities. According to the United States Census Bureau, in 2023, Maryland ranked fourth on the Diversity Index, marking Maryland as the fourth most diverse state in America, only behind Hawaii, California, and Nevada and above Texas and Florida.

Maryland's Literacy Needs

According to data from the 2022 administration of NAEP, 31% of 4th-grade students in Maryland were proficient in reading. In 2023, data from Maryland's state assessment, the Maryland Comprehensive Assessment Program (MCAP), revealed that 49% of fourth-grade students scored proficient in reading. Data from the 2022 NAEP administration showed that 33%

of Maryland 8th graders scored at or above proficient in reading. However, in 2023, MCAP found that 49% of 8th graders scored proficient or above in reading.

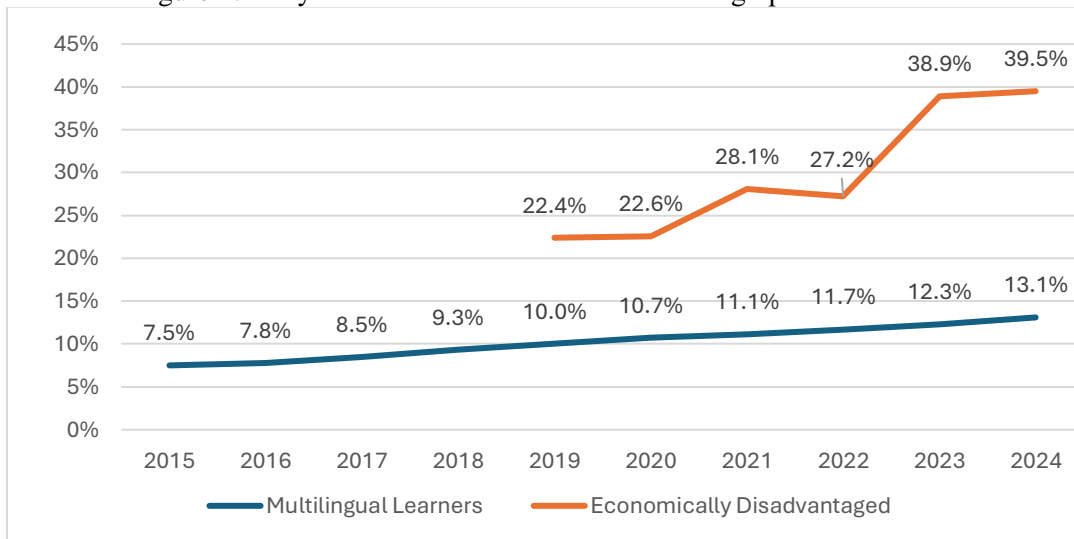
This discrepancy highlights a potential "honesty gap" between assessments, underscoring the need for an analysis of the validity and rigor of MCAP. To address this honesty gap, the Maryland State Department of Education (MSDE) has convened a technical advisory committee. These scores (Table 1) are especially alarming when considering the trends in student outcomes across the state. Furthermore, Maryland was ranked last in the nation, 51st, in the rate of change in students' proficiency from 2011-2022.

Table 1: NAEP Percentage At or Above Proficient: Maryland vs. National (4th grade and 8th grade 2013-2022)

Year	NAEP Percentage At or Above Proficient: Maryland		NAEP Percentage At or Above Proficient: National Public	
	Grade 4	Grade 8	Grade 4	Grade 8
2022	31%	33%	32%	30%
2019	35%	36%	35%	33%
2017	40%	38%	36%	35%
2015	37%	37%	35%	32%
2013	44%	43%	35%	36%

During this time Maryland has also experienced a significant increase in enrollment of underserved student populations as defined by 86 FR 70612. Specifically, as shown in Figure 1 below, over the last ten years the percentage of Multilingual Learners has steadily increased from 7.5% of all students to 13.1%, while over the last six years the percentage of students who are economically disadvantaged has increased from 22.4% to 39.5%.

Figure 1: Maryland Public Schools' Student Demographics over Time

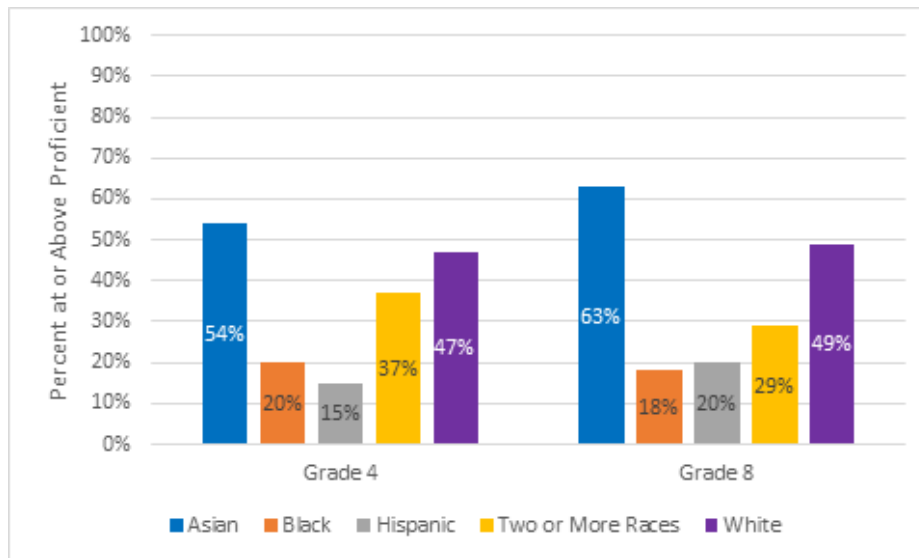


Note: Maryland started using the Economically Disadvantaged, as measured by Direct Certification, in 2019. In 2023, the measure was expanded to include Medicaid.

The underserved groups of students that are most evident in Maryland include students of color, economically disadvantaged students, students with disabilities, and Multilingual Learners. Analyzing the trends in the growth of these underserved groups, MSDE identified which LEAs have the highest populations of these student groups. As of 2023, data indicated that five of Maryland's 24 LEAs have the highest percentages of students falling into all four subgroups.

Not only is the number of underserved students in Maryland growing, but the gaps in achievement for underserved students are also evident as are shown in Figure 2 below.

Figure 2: Maryland Percent Proficient or Above on NAEP Reading by Grade and Race/Ethnicity, 2022



Continuing with this trend, only 13% of economically disadvantaged 4th-grade students in Maryland, 12% of Multilingual Learners, and 6% of students with disabilities were identified as proficient on the 2022 NAEP reading assessment. Additionally, 16% of economically disadvantaged 8th-grade students, 3% of Multilingual Learners, and 13% of students with disabilities were identified as at or above proficient on the 2022 NAEP assessment.

It is also evident in Figure 3 below that there is a significant disparity in proficiency on MCAP. In 2023, there was a 35% gap between the percentage of all Maryland students and the percentage of Maryland's Multilingual Learners who score as proficient. There was also a 35% gap between the percentage of all students and the percentage of students with disabilities who scored as proficient (Figure 4). Additionally, Figure 4 shows that there is an 18% gap in proficiency on MCAP between all students and students eligible for Free and Reduced Meals (FARMS).

Figure 4: Disparity in Proficiency of All Students vs. English Learners on MCAP, 2023

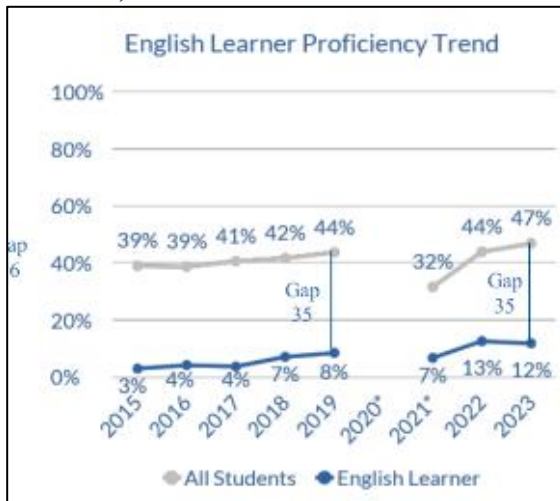


Figure 5: Disparity in Proficiency of All Students vs. Students with Disabilities on MCAP, 2023

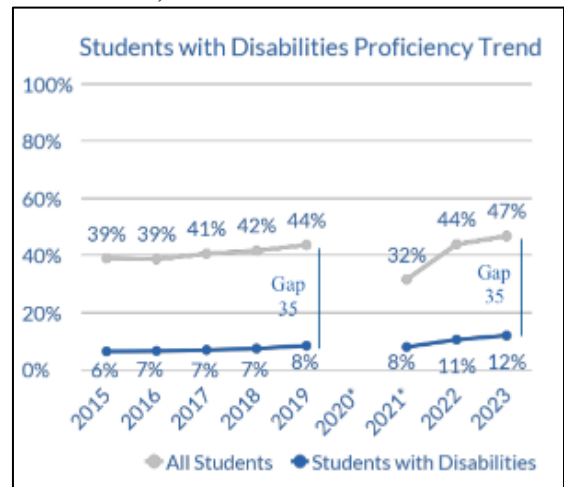
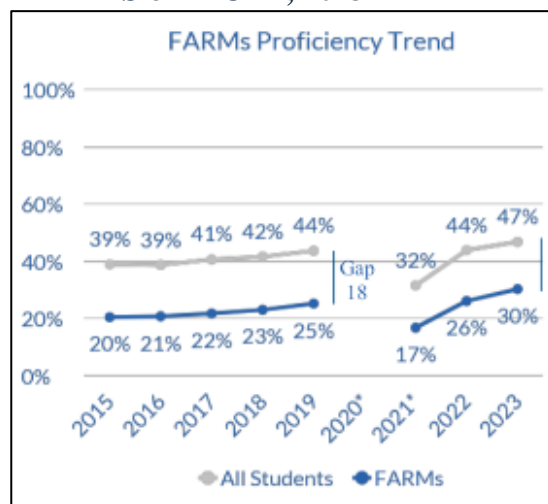


Figure 6: Disparity in Proficiency of All Students vs. Students eligible for FARMS on MCAP, 2023



Another notable trend is an increase in Maryland's student population who are identified as having disabilities. The percentage of students receiving special education services has increased from 12% in 2011 to 13.3% in 2023. Data also reveals that a significant percentage of these students are identified for services at an early age, with 60.4% identified in Pre-K and 31.2% in kindergarten. Recognizing the implications of this data, Maryland acknowledges the need for

enhanced screening measures and diagnostic surveys in the early years. However, alongside the emphasis on early prevention, there is a critical need for robust professional development for educators. It is imperative that educators are proficient in administering, scoring, and interpreting assessments, as well as delivering intervention programs effectively to identified students.

When considering where underserved students are in the realm of giftedness, the below table gives some insight. Table 2 shows the percentage of students scoring at the highest performance level (“Exceeding Expectations”) for each subject by service group. Sample includes students with full demographic and service group information, which are drawn from the end of the year attendance summary.

Table 2: Students in Highest Performance Level of MCAP by Service Group, Grade 3, SY 2023

Service Group	Overall Enrollment	English/ Language Arts	Mathematics	Any MCAP
Economically Disadvantaged	39.8%	1.8%	3.0%	2.5%
Multilingual Learners	12.4%	0.6%	1.6%	1.3%
Students with Disabilities	12.8%	11.3%	9.1%	11.0%
N	922,157	2,970	3,114	4,812

Equitable representation and achievement in gifted/talented and advanced programs continue to be an issue within the field. The excellence gap, which highlights the difference in percent of low-income versus high-income students who reach advanced levels of academic performance, is a continuously growing issue in America and is no exception in Maryland. It is necessary for Maryland schools to provide targeted enrichment and learning opportunities to mitigate excellence gaps because every student deserves to be appropriately challenged. Additionally, the security and long-term competitiveness relies on efforts in challenging students, and greater accessibility to evidence-based enrichment better prepares students for college and career plans which will strengthen our state, nation, and society.

Current MSDE Policies and Regulation

In response to significant declines in student literacy outcomes over the past decade, MSDE has undertaken critical measures to enhance literacy achievement. A pivotal initiative in 2021 was the passage of the Blueprint for Maryland's Future by the Maryland General Assembly, marking the beginning of a comprehensive overhaul of public education in the state. This legislation prioritizes educational equity statewide through five pillars, each featuring key initiatives aimed at transforming Maryland's educational quality and closing opportunity and achievement gaps.

The pillars encompass early childhood education, the recruitment and retention of high-quality and diverse educators and leaders, K-12 preparation for college and career readiness, bolstering wraparound services, and ensuring effective implementation of the Blueprint at the local educational agency (LEA) level. Integral to governance and accountability under this framework is the establishment of the Accountability and Implementation Board (AIB), tasked with planning and overseeing Blueprint implementation. Furthermore, LEAs are now mandated to develop annual Blueprint Implementation Plans, in addition to revising their previous comprehensive literacy plans.

Also established in the Blueprint for Maryland's Future Act was the Workgroup on Multilingual Learners in Public Schools. This workgroup was tasked with collecting data on Multilingual Learners (MLs) in the state, reviewing national research and current practices, and making recommendations to enhance the education of MLs in Maryland. The state is home to over 112,081 MLs in K-12, who collectively speak 189 different languages.

In January of 2024, the Maryland State Board of Education(SBOE) adopted Resolution 24-01. This resolution, named the “Statewide Adoption and Implementation of the Science of Reading,” called for the statewide adoption and implementation of literacy instruction based on the science of reading starting with the 2024-2025 academic year. Under the resolution, the SBOE set an aspirational statewide target for Maryland to rank among the top 10 states in reading on the fourth- and eighth-grade NAEP by 2027. The SBOE called for the State Superintendent of Schools and MSDE to

- draft a comprehensive literacy policy aligned to the science of reading that includes curriculum adoption, assessment, data analysis, early warning systems, intervention, and accountability;
- review all current state literacy guidance, standards, policies, and regulations for alignment with the science of reading and make recommendations for revisions as needed, including a prioritized review of the Maryland College and Career Ready Standards for Reading/English Language Arts to ensure alignment to scientifically based reading instruction;
- partner with institutes of higher education (IHEs) to ensure alignment of teacher preparation programs and professional learning (PL) to the science of reading;
- incorporate a specific evaluation of reading instruction in the licensure program renewal process and take action if programs are not aligned with the state’s standards for scientifically based reading instruction; and
- continue to partner with the AIB to ensure that the Blueprint for Maryland’s Future advances the science of reading and improves literacy outcomes.

To accomplish the goals outlined in the Blueprint and Resolution 24-01, MSDE and AIB contracted with the Maryland Initiative for Literacy & Equity (MILE) at the University of Maryland and Morgan State University to evaluate literacy instruction across all 24 Maryland LEAs. This evaluation was designed to focus on collaboration and capacity-building among all stakeholder groups, ultimately leading to statewide recommendations for technical assistance (TA) to support reading development for all students in Maryland.

Maryland State Literacy Needs Assessment

The review of all 24 LEAs was conducted between February 2024 and May 2024. This data collection included evaluations of the LEAs' Comprehensive Literacy Plans, focus groups with teachers and principals, and K-5 classroom observations across 10% of the schools within each LEA. LEAs were evaluated according to the EPIS Framework (Aarons, Hurlburt, & Horwitz, 2010), which assesses system-wide implementation of evidence-based practices through stages of Exploration, Adoption/Preparation, Implementation, and Sustainment. The reviewers examined the Comprehensive Literacy Plans for detailed strategies and approaches, and then assessed the strength of implementation through classroom observations, interviews with administrators, and focus groups with teachers and support staff.

MSDE reviewed literacy implementation across all LEAs in the state, convening two teacher focus groups, several individual interviews, and one principal focus group. In total, 211 LEA teachers, 96 principals, and 36 administrators participated in interviews and focus groups. Additionally, over 580 K-5 classroom observations were conducted in 83 elementary schools between March and May 2024 to provide evidence on literacy implementation in a sample of schools with highly diverse populations.

A voluntary survey was conducted among district-level personnel regarding their knowledge and PL experiences around literacy practices, including the impact on students, and needs for support. Approximately 1,500 educators completed the survey. The majority of respondents were general education teachers (44% elementary, 16% secondary, 7% early childhood) while some were ELD educators (3%) and special education teachers (9%), with instructional support staff (15% reading specialists, 4% instructional coaches, and) and administrators (3% school-based, 2% district-level) making up the remaining responses.

When asked to identify the relative strengths and areas for growth in their students, respondents noted that foundational skills of decoding (48%), spelling and writing mechanics (69%), comprehension (59%), and vocabulary (53%) were areas for improvement, while only 22% identified “love of reading” as an area for growth. Conversely, when asked which of these areas they felt they knew and taught well, respondents indicated that most foundational skills were areas of strength: decoding (66%), comprehension (52%), fluency (50%), and vocabulary (46%). However, spelling and writing were noted as areas of weakness (39%). Additionally, less than 5% indicated that working with multilingual learners was an area of strength, while a substantial number (60%) said it was an area for improvement.

Regarding their PL needs, teachers overwhelmingly responded that they need more time for planning to implement new practices (59%), implement specific strategies (55%), and modeling of those strategies (42%). When asked about the frequency of their engagement in literacy-focused PL, 31% responded quarterly, 27% monthly, and 19% yearly. Only 11% said they participate in literacy-focused PL weekly or bi-weekly, and 9% said very rarely. The most preferred PL delivery options were in-person workshops (54%), co-planning and peer observations (53%), and coaching with modeling and reflection (49%). Finally, when asked about

the benefits of literacy PL for their students over the last three years, the most common responses were that it helped students achieve individual literacy goals (63%), become more independent, self-directed readers and learners (58%), and develop growth mindsets as readers and writers (56%).

Based on classroom observations, the reviewers noted that for 22 of 24 LEAs teachers in kindergarten through grade 2 have adopted structured literacy instructional practices using high quality instructional materials (HQIM) with explicit instruction. The majority of these teachers have gone through some level of training on the Science of Reading (Language Essentials for Teachers of Reading and Spelling- LETRS) and have had some level of curriculum training from the vendors of the HQIM. One of the noted challenges was a strong reliance on the scripts in the daily instruction with teachers holding and often reading from the manuals in their hands particularly novice teachers. More experienced teachers were able to adapt instruction for their classrooms and show less reliance on the manuals but this was variable in terms of their comfort with explicit instruction in structured literacy. Small group instruction was also seen in classrooms; however, many LEAs struggled with differentiation of core (Tier 1) instruction and often used Tier 1 instructional time for Tier 2 supplemental instruction. Most districts have recently begun to implement explicit Tier 2 instructional blocks for intervention and extensions in skill instruction. However, guidance on tying Tier 2 instruction to diagnostic assessments has been variable between schools and districts with some having data management systems and strong reading interventionists guiding these practices while others have fewer resources to enable these practices or need additional guidance on developing these systems.

The largest challenge was observed in the transition to intermediate grades (3-5) in which many of the districts had optional trainings in structured literacy practices and the science of

reading creating a disjunction with the primary level instruction. Instruction at the intermediate level was less effective as many students struggled with balanced literacy approaches that were prominent particularly since many of the students, all of whom went through the primary grades during the COVID19 pandemic, still struggled with basic reading skills making more independent activities difficult leading to challenges in classroom management and learning.

Focus groups with teachers and administrators further supported the findings that teachers in K-2 have been provided with strong background knowledge in structured literacy practices and the science of reading, but they need more explicit exposure to modeling of practices, experiences co-teaching with interventionists or special education teachers, and planning time with teams to adapt practices for the populations of students that they are teaching. This is especially true for the rising population of multilingual learners in the classrooms. While the high-quality instructional materials (HQIM) often provide scaffolding and scripts for these children, educators have had little opportunity or training to adapt instruction appropriately to meet the needs of these learners. Educators expressed the desire for professional learning experiences that would provide modeling in the classroom including coaching and co-teaching. District leaders expressed a desire for sustainable train-the-trainer models to allow them to have the coaching expertise in their buildings.

Acknowledging the effectiveness of job-embedded PL, Maryland conducted a survey across all 24 LEAs to determine the presence and utilization of literacy coaches. According to the survey, there are currently about 680 literacy coaches supporting grades K-12 in Maryland. Some LEAs in Maryland are significantly larger than others, which allows for the creation of a cadre of coaches. 87% of all literacy coaches support K-5 schools, while 50% of Maryland LEAs

have no coaching support in secondary (6-12) grades. The survey also revealed that literacy coaches in Maryland have a wide range of responsibilities.

As Elementary and Secondary School Emergency Relief (ESSER) funds dwindle, LEAs across Maryland are increasingly forced to cut coaching positions. As a result, 21% of Maryland's LEAs indicated that they would have no literacy coaches in the 2024-2025 school year due to budget cuts and the expiration of ESSER.

As part of MSDE's continuous improvement plans, Educator Preparation Programs (EPP) were targeted for support. The National Council on Teacher Quality (NCTQ), a research and policy nonprofit, evaluated nearly 700 programs nationwide, including 15 in Maryland, on their effectiveness in preparing aspiring elementary teachers to teach reading. This assessment focused on how well these programs address the five essential components of scientifically based reading instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension. It analyzed each program across four key areas: instructional hours, background materials, objective measures of knowledge, and opportunities to practice.

Furthermore, the review deducted points from programs that diverged from research-based practices in their content delivery. It also assessed whether programs adequately instruct aspiring teachers on supporting diverse learners, including struggling readers, MLs, and students speaking non-mainstream English varieties.

The 2023 NCTQ review ranks Maryland among the worst in the nation for the average number of components of reading its programs adequately address. Currently, Maryland only has one of the 15 programs evaluated earn an "A" for preparation in reading, meaning it adequately teaches all five components of reading and provides little or no instruction on content contrary to

research-based practices. Additionally, the findings of the review of these 15 programs showed that, in Maryland:

- Programs are most likely to cover comprehension and least likely to cover fluency.
- None of the 15 programs provide at least one practice opportunity in each of the five components.
- Seven programs that multiple techniques or approaches contrary to research-based practices, which can inhibit the reading progress of many students.
- Nine programs devote some instructional time to supporting struggling readers.
- Nine programs devote some instructional time to supporting multilingual learners, the fastest growing population of students in the state.

NCTQ recommended that Maryland state leaders use the bully pulpit to draw attention to the importance of teacher preparation in Institutions of Higher Education (IHEs) to sustain implementation of improved reading instruction and to require a reading licensure test aligned with scientifically based reading instruction for any PK-5 teachers.

In response to an outcry for a needed improvement in Maryland EPPs, the MSDE Office for Educator Excellence put forth new qualifications for teaching certificates for graduates of EPPs. These qualifications were put into COMAR 13A.12.01.07 in 2024 repealing and replacing many old licensure requirements. A revised requirement states that beginning on July 1, 2025, an individual seeking to qualify for an initial certificate in early childhood education, elementary education, special education, and TESOL must demonstrate proficiency in the five pillars of reading by:

- passing a nationally recognized, portfolio-based assessment of teaching ability;

- completing coursework, PL, or training approved by MSDE;
- submitting an attestation of proficiency through observation completed by a department-recognized assessor.

Additionally, COMAR 13A.07.06 regulates teacher preparation programs that seek state program approval. These programs must meet a list of requirements such as providing instruction in teaching in high poverty, culturally diverse, and linguistically diverse schools; providing instruction in research-based literacy strategies and activities aligned to the science of reading for the grade level the individual will be teaching. There is also a requirement of a rigorous, year-long practicum for pre-service teachers. However, it is important to note that, to date, MSDE does not currently have the funding in place to review literacy programs in educator preparation programs.

PROJECT DESIGN

Literature Review:

The needs assessment highlights several significant gaps in literacy instruction in Maryland. MSDE believes that developing and implementing a high-quality PL model can address many of these gaps. This model would include:

- Job-embedded PL for teachers of students from birth through grade 12, including teachers of English language development (ELD) and special education.
- Opportunities for district literacy coaches to receive standardized PL that is collaborative in nature and includes the basics of Transformational Coaching, as well as the fundamentals of the science of reading for coaches who have not yet received such training.

- Opportunities for LEA literacy leaders (English Language Arts supervisors, coordinators, etc.) to collaborate with other LEA leaders in the state and to learn about designing and implementing multi-tiered systems of supports (MTSS) and the tenets of implementation science.
- Opportunities for MSDE to collaborate with institutions of higher education to align educator preparation programs (EPPs) with research-based literacy instructional practices.

As MSDE develops a model for PL around the state, it is important to understand what has worked and what has not in past initiatives. Studies have shown that there are a few criteria that need to be included in PL for them to be effective (Darling-Hammond et al., 2009; Joyce & Showers, 1983; 2002; Fuller, 2001; Guskey, 2002; Brownell et al., 2017; 2019). These criteria involve:

1. Opportunities for collaboration;
2. Opportunities for self-assessment;
3. Must last at least one semester (or 20-100 hours);
4. Must include the study of theory;
5. Must include the opportunity to observe demonstration of the teaching skill;
6. Must involve teacher application with support and feedback; and
7. Must involve peer coaching that is non-evaluative in nature and focuses on planning and development

Additionally, only when PL is followed by implementation (Fuller, 2001) and evidence of student success (Guskey, 2002) do teachers change their practice. While popular PL approaches in literacy often focus on how learning occurs and why certain methods are effective, sustainable

change in teachers' practice requires explicit modeling of target practices (Guskey & Yoon, 2009).

Research identifies several features of effective PL that instructional leaders can use to convey content while ensuring teachers have ample opportunities to engage meaningfully and achieve proficiency with their new knowledge. First, PL structured collaboratively can directly influence teachers' practices through the development of their own knowledge and exposure to colleagues' knowledge (Wexler et al., 2023). Collaboration helps teachers support each other and fosters a sense of collective responsibility for student success as they implement and sustain evidence-based practices (Brownell et al., 2017). Another feature of effective PL is the inclusion of authentic activities that incorporate modeling, performance feedback, and reflection (Brownell et al., 2019). These activities can be collaborative or involve instructional leaders and self-assessment activities (Darling-Hammond et al., 2017). PL should also be sustained to encourage the implementation of evidence-based practices. Although the exact dosage for effective PL is uncertain, consensus holds that traditional one-day workshops lack the time and intensity needed to improve teacher knowledge and skills (Knapp, 2003). Some argue that PL should last at least one semester and range between 20 and 100 hours to be effective (Darling-Hammond et al., 2017).

One widely used form of ongoing PL featuring authentic activities, extending support for teachers, and leveraging colleagues' collective knowledge is instructional coaching. When considering the effectiveness of PL, in order to ensure the transfer to the teacher's repertoire of instructional practices, on-site coaching is necessary, as the act of transferring involves consistent new learning beyond the acquisition of the skills themselves (Joyce & Showers, 1983). Additionally, coaching not only contributes to the transfer of training; it also facilitates

the development of new school norms of collegiality and experimentation (Joyce & Showers, 2002)

When considering effective coaching models, MSDE turns to Mississippi. Mississippi gained national attention for embracing the science of reading, closely monitoring its implementation, and developing a statewide approach to reading education, significantly impacting student performance. This approach included literacy coaches, described by the New York Times as "hired by the state to improve teacher performance levels, particularly in struggling classrooms" (Kaufman, 2022). In Mississippi, literacy coaches received extensive state training and worked in classrooms, helping with everything from day-to-day lesson planning to long-term literacy strategies. This comprehensive approach, coupled with extensive PL aligned to the science of reading for all K-3 teachers, helped Mississippi move from 49th in the nation in 2013 to 22nd in 2022 in 4th-grade reading proficiency.

Maryland is currently at an advantage because Dr. Carey Wright, who served as Mississippi's State Superintendent of Education during its period of steady improvement, was named Maryland's Interim State Superintendent of Education in October 2023 and officially appointed in April 2024. She brings a wealth of experience in improving student achievement in literacy. Her methods are well-documented; a 2017 study by the Institute of Education Sciences, the National Center for Education Evaluation and Regional Assistance, and the Regional Education Laboratory at Florida State University focused on Mississippi's "logic model" for providing PL and literacy coaching. Mississippi's literacy coaches spent an average of two to three days per week in each school and participated in monthly professional development meetings. Topics included the "research-based role of literacy coaching to making data-based decisions for literacy instruction" (Folsom et al., 2017). The study found that in schools

supported by state literacy coaches, the average quality of instruction rating increased from the 31st to the 58th percentile, student engagement from the 37th to the 53rd percentile, and teaching competencies from the 30th to the 44th percentile. Teachers who had not participated in the professional development program had lower measures of instruction quality, student engagement, and teacher competencies (Folsom et al., 2017).

In conclusion, as MSDE moves forward in developing and implementing a new model for PL, it is crucial to incorporate the lessons learned and successful examples such as Mississippi's literacy initiative. By focusing on collaborative, sustained, and evidence-based PL, Maryland has the opportunity to significantly enhance educator effectiveness and, consequently, improve student outcomes. Leveraging the expertise of leaders like Dr. Carey Wright and adopting proven strategies like instructional coaching will be instrumental in achieving these goals. Through a comprehensive and well-structured approach to PL, MSDE can ensure that teachers are equipped with the knowledge and skills necessary to foster literacy and academic success across the state.

Goals and Objectives:

At the heart of these PL initiatives is MSDE's desire to create and communicate a comprehensive state-level system of support aimed at increasing administrator literacy leadership and teacher efficacy in literacy instruction, thereby improving student literacy outcomes.

(Competitive Preference Priority - CPP 2, 4) To see this to fruition, MSDE has set two overarching goals each with a subset of objectives:

Goal 1: Increase educator capacity to deliver research-based literacy instruction.

Goal 2: Increase access to effective literacy programming for all students with priority consideration given to LEAs with a high population of underserved students as defined by 86 FR 70612 (**CPP 2, 3, 4**).

Objectives for Goal 1

Objective 1.1: Signaling and Guidance from MSDE

The vision of the Maryland Department of Education Office of Literacy is to create and communicate a comprehensive state-level system of support to increase administrator literacy leadership and teacher efficacy in literacy instruction thereby increasing student literacy outcomes. Therefore, to accomplish this vision, Objective 1.1 focuses on the tasks that MSDE must undertake to signal the importance of this work and provide overarching guidance to the 24 LEAs in Maryland. The first action that MSDE must take to accomplish this objective is to develop the MSDE Literacy Advisory Panel. This panel will include 8 literacy experts representing the 8 congressional districts of Maryland. The purpose of the Maryland Literacy Advisory Panel is to serve as a committee to represent Maryland educators and advocate for the literacy needs of Maryland. The team will consist of literacy experts who meet the following criteria:

- completion of at least 30 hours of science of reading-aligned PL;
- experience in developing and implementing coaching models;
- collaborations with institutions of higher education (IHEs) to support providing pre-service teacher experiences within an LEA;
- experience with reading screeners and their intended foci;
- understanding of the purpose of high-quality instructional materials (HQIMs);

- desire to advocate for Maryland's Literacy Legacy

One of the initial tasks of the panel will be to support MSDE in reviewing and updating the Maryland State Comprehensive Literacy Plan, titled "Maryland's Keys to Comprehensive Literacy," published in 2020. (A copy of the old plan is included in the appendices of this application.) The revised plan will align with the goals set by State Superintendent Dr. Carey Wright and will showcase Maryland's dedication to providing effective literacy instruction to all students.

Objective 1.2: Supporting LEA-based Literacy Coaches (CPP 2, 4)

As stated above, MSDE aims to bolster educators' capacity to deliver research-based literacy instruction as its primary goal. This effort focuses on providing comprehensive PL opportunities statewide. Within this goal, Objective 1.2 underscores the significance of quality PL, specifically through a research-based model known as literacy coaching. MSDE plans to leverage state and CLSD funds to develop, deliver, and evaluate high-quality PL experiences tailored for educators across Maryland. (CPP 2, 4)

Objective 1.2 emphasizes the critical role literacy coaches play in supporting PL initiatives. Drawing on research findings, the MSDE has outlined specific responsibilities for these coaches:

- **Facilitating PL:** Literacy coaches will design and conduct workshops, seminars, and training sessions to enhance teachers' knowledge and skills in evidence-based literacy instruction.

- **Providing Classroom Support:** Literacy coaches will offer in-class support, modeling instructional strategies, co-teaching, and observing teachers to provide constructive feedback.
- **Data Analysis and Utilization:** Literacy coaches will assist in analyzing student data to inform instruction, identify areas for improvement, and track the impact of literacy interventions.
- **Continuous Improvement:** Literacy coaches will participate in ongoing PL to stay current with literacy research and effective coaching practices, ensuring they can provide the most up-to-date support to educators.
- **Resource Development and Sharing:** Literacy coaches will develop and distribute resources, such as lesson plans, instructional materials, and assessment tools, to support effective literacy instruction.

It is important to note that the LEA literacy coaches funded by CLSD (which will be discussed further in Objective 2.1) will not evaluate teachers; rather, they will work collaboratively to refine instructional practices and support professional growth. Central to their effectiveness is the establishment of trusting relationships with teachers, fostering an environment where educators feel supported in their PL.

Acknowledging variations in literacy coaching responsibilities reported by LEAs, MSDE plans to establish monthly state-led Literacy Coaching Regional Cohorts. These cohorts will provide coaches with opportunities to participate in Networked Improvement Communities (NIC) focused on achieving specific outcomes, such as:

- Cultivating effective coaching partnerships through relationship-building and mutual trust.
- Supporting schools and districts in developing and delivering impactful PL opportunities aligned with state standards and educational goals.
- Guiding teachers to integrate research-based decision-making into their instructional practices, ensuring alignment with best practices in literacy instruction.
- Assisting teachers in enhancing the efficiency and effectiveness of instructional planning, delivery, and assessment, promoting continuous improvement in teaching practices.
- Empowering teachers to interpret literacy data effectively for informed instructional decision-making, utilizing data to tailor interventions and support student success.

These efforts aim to standardize coaching practices across Maryland, ensuring consistent and effective support for educators in advancing literacy instruction statewide. By fostering collaborative PL communities and emphasizing evidence-based strategies, MSDE seeks to elevate literacy outcomes for all students.

Finally, MSDE will leverage CLSD funds to hire two State Literacy Coaches. As mentioned previously, MSDE seeks to replicate much of the Mississippi model for improving literacy outcomes, which relies heavily on state literacy coaches. The role of the Maryland State Literacy Coach is to support the LEA literacy coaches funded by CLSD. Using the Mississippi model as inspiration, Maryland State Literacy Coaches will:

1. **Identify Needs:** Identify the greatest needs of assigned schools to prioritize, schedule, organize, and provide technical assistance so that students in assigned schools achieve grade-level reading by the end of 3rd grade.

2. **Provide Technical Support:** Offer daily technical support (at least 85% of the school week) to school-based coaches.
3. **Model Coaching Techniques:** Model effective coaching and conferencing techniques, including establishing specific goals and plans for improving practice.
4. **Design Professional Learning:** Design and conduct PL to meet the varied needs of school-based literacy coaches such as the Literacy Coaching Regional Cohort meetings.
5. **Document and Monitor:** Maintain a system for documenting coaching services and act as non-evaluative on-site monitors for the implementation of CLSD funds.

By implementing these strategies, the State Literacy Coaches will play a crucial role in enhancing literacy instruction and improving student outcomes across Maryland.

Objective 1.3: Creating a Cadre of Informed Literacy Administrators

As indicated in the needs assessment above, one component of PL that has been missing thus far is PL for LEA supervisors and coordinators of ELA/Literacy. These staff members are often the ones delivering PL to literacy coaches or directly to classroom teachers. Therefore, it is vitally important that they continue with their commitment to lifelong learning. One of the outcomes of Objective 1.3 is that these LEA supervisors and coordinators receive PL in the realms of the design, training and implementation of MTSS, and in implementation science. MSDE plans to meet with these supervisors monthly to deliver this PL and to make the time for LEA supervisors to discuss practices that are successful as well as challenges they are facing.

Under Objective 1.3, MSDE will also use CLSD funds to develop and implement the Maryland Initiative for State Leaders in Literacy (MISLL). This initiative is designed to emphasize the critical importance of literacy initiatives among the higher echelons of decision-making in each LEA. By targeting state leaders, the MISLL aims to ensure that literacy becomes

a prioritized and central focus within educational policies and practices. This group will consist of key stakeholders, including superintendents, curriculum directors, and other senior administrators from each LEA. These leaders will participate in specialized training and PL sessions focused on the latest research and best practices in literacy education. The MISLL will also facilitate regular meetings and workshops to foster collaboration, share successful strategies, and address common challenges in literacy instruction. This initiative will ensure that literacy remains a key focus in educational decision-making, ultimately leading to higher student achievement and success.

Objective 1.4: Supporting ECE Centers in the Development of a PL plan (CPP 2, 4).

MSDE recently released New Early Learning Standards. The old Early Learning Guideline had not been updated in more than a decade and was out of date in terms of alignment with the latest research. The new standards are aimed at updating and aligning our standards with the Blueprint for Maryland's Future. The standards also prioritize addressing the varied needs of all children, such as those with disabilities, multilingual language learners, and those who have experienced trauma. They provide clear guidance for educators, empowering them to create developmentally appropriate environments and learning experiences that foster crucial skills, concepts, and behaviors in children. By adhering to these standards, educators will enhance the quality of early learning experiences, laying a strong foundation for lifelong success. Additionally, the standards empower families by providing clarity on developmental milestones and benchmarks, fostering meaningful partnerships between educators and families.

In collaboration with MSDE's Division of Early Childhood, Objective 1.4 focuses on leveraging CLSD funds to support Early Childhood Education Centers in developing a PL plan

with a heavy emphasis on a plan for providing PL on the new Early Learning Standards to early childhood classroom teachers.

Objective 1.5: Strengthening Educator Preparation Programs (CPP 1)

Finally, Objective 1.5 focuses on incorporating IHEs into PL initiatives to strengthen literacy instruction in Educator Preparation Programs (EPPs). As per COMAR 13A.12.01.07, individuals seeking initial certification in early childhood education, elementary education, special education, and TESOL must demonstrate proficiency in the five pillars of the science of reading. This proficiency can be demonstrated through various pathways, including an attestation of proficiency via an observation conducted by a department-recognized assessor.

It is important to note that many EPPs in Maryland require their candidates to obtain teacher licensure to graduate. To incentivize EPP faculty and administrators to participate in PL aligned with the science of reading and to influence EPP instructional practices, MSDE will encourage EPPs to identify a cadre of faculty members to serve as MSDE Literacy Instruction Observers. This initiative will enable EPPs to attest to the proficiency of teacher candidates enrolled in licensure programs, ensuring that they are using research-based instructional methods for teaching reading. This observation process can serve as an alternative to formal licensure assessments for teacher candidates.

For EPP faculty to become official MSDE Literacy Instruction Observers, they must:

1. **Undergo Specialized Training:** Participate in training sessions provided by MSDE focused on the science of reading and the observation protocol.
2. **Demonstrate Competence:** Show proficiency in the five pillars of the science of reading and the ability to accurately assess teacher candidates.

3. **Commit to Ongoing Professional Learning:** Engage in continuous PL to stay updated on the latest research and best practices in literacy instruction.

In addition to these requirements, Literacy Instruction Observers will:

- **Implement an MSDE-Created Observation Protocol:** This protocol ensures the accuracy and consistency of assessments, maintaining high standards of quality in evaluating teacher candidates.
- **Participate in Collaborative Networks:** Join networks of Literacy Instruction Observers to share best practices, discuss challenges, and receive support from peers and MSDE.
- **Engage in Data-Driven Decision Making:** Use data collected from observations to inform instructional practices and professional development needs, ensuring continuous improvement in literacy instruction.
- **Promote a Culture of Excellence:** Encourage a commitment to high standards and evidence-based practices within their institutions, fostering an environment that prioritizes literacy and effective teaching strategies.

Moreover, MSDE will facilitate the integration of these PL initiatives into EPP curricula through:

- **Curriculum Alignment Workshops:** Sessions to help EPPs align their curricula with the latest research and best practices in the science of reading.
- **Resource Provision:** Providing access to high-quality instructional materials, assessment tools, and other resources that support effective literacy instruction.
- **Institutional Support Grants:** Offering grants to EPPs to support the implementation of these PL initiatives and to incentivize participation among faculty and administrators.

- **Performance Feedback Mechanisms:** Establishing systems for ongoing feedback and assessment to ensure that the PL initiatives are effective and meet the desired outcomes.

This collaborative effort will ultimately improve literacy outcomes for students across Maryland, ensuring that future educators are well-prepared to teach reading using research-based, effective instructional methods.

Objectives for Goal 2

MSDE's second goal is to increase access to effective literacy programming for all students, with a priority focus on LEAs with high populations of underserved students. MSDE will ensure that 95% of the awarded CLSD funds are invested in high-need LEAs in Maryland. These funds will target initiatives addressing significant gaps in literacy proficiency and inequities in access to effective literacy instruction.

In the past, Maryland's CLSD (formerly SRCL) funds did not prioritize LEAs with larger percentages of underserved student groups. To address this, MSDE will take measures to ensure that CLSD funds will now prioritize LEAs with larger underserved student populations. To ensure the effective use of CLSD funds, sub-grant applicants will develop detailed proposals for initiatives based on their LEA's specific needs.

The below objectives were selected by MSDE based on the comprehensive needs assessment and literature review. LEAs are given the flexibility to choose as many or as few of these objectives as they see fit, provided each project plan meets specific criteria. Each objective under this goal provides more information on these options.

Objective 2.1: Developing or Expanding Literacy Coaching Models (CPP 2 and 3).

LEAs can develop or expand a literacy coaching model that supports elementary (K-5) or secondary (6-12) schools. The coaching model should:

- **Require job-embedded professional learning:** Coaches will work within classrooms to provide immediate, relevant support to teachers.
- **Emphasize support for struggling students:** The model will prioritize interventions and supports for students who are not meeting proficiency benchmarks by grade 3.
- **Support literacy practices across content areas:** Coaches will help integrate literacy instruction into all subject areas, enhancing students' reading and writing skills throughout their education.
- **Aid in effective MTSS implementation:** Coaches will support teachers in analyzing data, identifying effective tiered instruction strategies, and implementing those strategies in their classrooms.
- **Include job-embedded professional learning for literacy coaches:** Coaches will also receive ongoing training and support from State Literacy Coaches and participate in MSDE Monthly Literacy Coaching Regional Cohorts to ensure they are effective in their roles.

Objective 2.2: Supporting Students with Identified Learning Needs (CPP 3).

In Objective 2.2, LEAs have the option to use CLSD funds to refine or develop a district MTSS model. This MTSS model should:

- **Identify and support struggling students early:** The system should ensure that students with gaps in foundational literacy skills are identified as early as possible, preventing the overidentification of students for special education services.
- **Include evidence-based reading interventions:** The MTSS should incorporate Tier 1, 2, and 3 reading interventions, emphasizing that Tier 3 instruction is not a pathway to special education but a means of providing intensive support, preventing the overidentification of students for special education services.
- **Address student attendance:** The MTSS should include strategies to mitigate chronic absenteeism, such as de-escalation techniques for behavior-related absences, ensuring students attend and benefit from daily instruction.
- **Train educators on its use:** The system should include educator training in the model. In order for students to properly be identified for tiered instruction, educators must first know what to look for and what programs would be beneficial.

By implementing these comprehensive initiatives, MSDE aims to increase the use of evidence-based literacy instructional practices aligned to the science of reading used by educators, improve literacy outcomes for all students, and ensure equitable access to high-quality literacy materials across Maryland. Through targeted use of CLSD funds and a focus on evidence-based practices, MSDE will support LEAs in addressing the most significant gaps in literacy proficiency and promoting educational equity.

Objective 2.3: Supporting Multilingual Learners (CPP 2 and 3)

In Objective 2.3, LEAs have the option to use CLSD funds to specifically support the needs of multilingual learners. By choosing this initiative, LEAs can procure and deliver PL

opportunities for Maryland general educators to learn how to adapt structured literacy instruction to meet the needs of multilingual learners. This PL will help educators understand how to modify their teaching strategies to better support students who are learning English as an additional language. In addition to training general educators, LEAs can also offer specialized training to ELD instructors. This training will focus on the science of reading and its direct relationship to language acquisition, equipping ELD instructors with the knowledge and skills necessary to effectively teach reading to multilingual learners.

LEAs will select these PL offerings from a curated list provided by MSDE. They will have the flexibility to determine the most appropriate target audience for each training and choose the delivery model that best fits their needs. This initiative not only aims to improve literacy outcomes for multilingual learners but also aligns with Recommendation 3b of the Blueprint Workgroup on English Learners (ELs) in Public Schools.

By addressing the specific needs of multilingual learners and implementing a comprehensive PL model, MSDE aims to ensure that all students, regardless of their background or language proficiency, have access to high-quality literacy education and the opportunity to achieve their full potential.

Objective 2.4: Implementing a Comprehensive Professional Learning Model (CPP 2 and 3)

MSDE has recently adopted the Learning Forward Standards for Professional Learning, which provide a comprehensive framework to ensure that PL for educators is high-quality, impactful, and aligned with the goal of improving student outcomes. These standards emphasize continuous improvement, collective responsibility, and alignment with performance and curriculum standards. In Objective 2.4, LEAs have the option to use CLSD funds to implement

an overarching PL model for teachers and literacy leaders from birth through grade 12. To align with Maryland’s vision for high-quality PL, the LEA models must include the following elements:

LEA Professional Learning Model Requirements	Description
1. Needs Assessment and Data Analysis	<ul style="list-style-type: none"> • Identify Specific Needs: Conduct a thorough needs assessment to identify gaps in knowledge, skills, and instructional practices among educators using data from student assessments, teacher evaluations, and other relevant sources. • Data-Driven Decision Making: Utilize data analysis to plan, implement, and evaluate PL activities to ensure they address the actual needs of educators and students.
2. Job-Embedded Professional Learning	<ul style="list-style-type: none"> • On-the-Job Support: Provide opportunities for educators to engage in PL within their work environment, such as coaching, mentoring, collaborative planning, and classroom-based observations. • Practice and Application: Ensure PL includes opportunities for educators to practice new skills and strategies in their classrooms, with ongoing support and feedback.
3. Collaborative Learning Communities	<ul style="list-style-type: none"> • Professional Learning Communities (PLCs): Establish and support PLCs where educators can regularly collaborate to share best practices, analyze student data, and plan instruction. • Peer Collaboration: Encourage peer observations, co-teaching, and collaborative inquiry projects to foster a culture of continuous learning and improvement.
4. Leadership Development	<ul style="list-style-type: none"> • Leadership Training: Provide PL opportunities for school and district leaders to enhance their capacity to support and sustain effective instructional practices. • Distributed Leadership: Promote the development of teacher leaders who can take on instructional leadership roles within their schools.
5. Alignment with Curriculum and Standards	<ul style="list-style-type: none"> • Curriculum Integration: Ensure PL is aligned with the state’s curriculum standards and instructional goals, including training on the use of high-quality instructional materials and resources. • Standards-Based Instruction: Focus PL on strategies that support standards-based instruction to help educators guide students to meet or exceed state standards.

6. Evaluation and Feedback	<ul style="list-style-type: none"> • Impact Evaluation: Implement mechanisms to evaluate the impact of PL on educator practice and student outcomes, using this information to refine and improve PL programs. • Ongoing Feedback: Provide educators with regular, constructive feedback on their instructional practices to guide further professional development.
7. Equity and Cultural Competence	<ul style="list-style-type: none"> • Culturally Responsive Practices: Incorporate training on culturally responsive teaching practices to ensure all students receive equitable and effective instruction. • Addressing Disparities: Focus on reducing disparities in educational outcomes by providing PL that equips educators to meet the diverse needs of all students.
8. Sustainability and Scalability	<ul style="list-style-type: none"> • Sustainable Practices: Design PL programs that are sustainable over the long term, with ongoing support and resources to maintain their effectiveness. • Scalable Models: Develop scalable PL models that can be adapted and implemented across multiple schools and districts.

This initiative will provide a cohesive framework for PL that supports educators at every stage of their careers, from new teachers to experienced literacy leaders. By aligning with Learning Forward’s Standards for PL, LEAs will ensure that their PL efforts are effective, sustainable, and aligned with best practices in the field.

Finally, In September of 2024, the MSDE will initiate a research project in partnership with Johns Hopkins University and the State University of New York (SUNY), aimed at increasing teacher knowledge by providing access to PL opportunities aligned with the science of reading. These PL opportunities include fully asynchronous online courses for practicing P-12 grade teachers. The course covers the five pillars of the science of reading. Upon completion, participating teachers can receive 35 Continuing Teacher and Leader Education (CTLE) hours or Continuing Education Units (CEUs). As LEAs are building their PL models, they will be able to leverage these opportunities and be able to ensure that the PL they offer can go further than just focusing on the fundamentals of research-based instruction.

Objective 2.5: Adopting and Implementing High-Quality Instructional Materials (HQIM)
(CPP 2 and 3)

According to a survey sent to all 24 LEAs in January 2023, 54% of Maryland LEAs use instructional materials that score as green, or “Meets Expectations,” according to EdReports, a national organization that was established to rate instructional materials and indicate their quality. This system centers on standards alignment, grade-level rigor and complexity, and the usability of resources. MSDE has developed an HQIM initiative to address the evolving rating system landscape by creating a state-specific HQIM rating rubric. This rubric focuses on Maryland-specific priorities, such as usability, knowledge building, supporting multilingual learners, culturally affirming, and Universal Design for Learning (UDL) concepts. This initiative is scheduled to roll out between the summer and fall of 2024.

The Maryland HQIM review process has revealed that many of the HQIMs currently implemented by Maryland LEAs may not meet the standards required by local boards of education. This has raised concerns among LEA literacy leaders about how to fund this essential but costly initiative. To address this, Objective 2.5 offers LEAs the option to use CLSD funds to adopt and implement an HQIM for Reading/English-Language Arts.

This initiative should include comprehensive training for all educators, including teachers, literacy coaches, and administration. This training should extend beyond simply "unpacking" the materials and should delve deeply into the content and research-based instructional practices included in the HQIM. To ensure effective implementation, this training should also incorporate job-embedded components delivered by vendors or district literacy coaches.

Furthermore, by choosing to use CLSD funds for this initiative, the LEA must commit to developing a transparent method of communicating the adopted HQIM used in each grade band for Reading/English-Language Arts instruction. This transparency ensures that all stakeholders are aware of and understand the instructional materials being used, promoting consistency and alignment across the LEA.

Objective 2.6: Developing LEA Partnerships with Institutions of Higher Education (CPP 1)

In Objective 2.6, LEAs can use CLSD funds to develop a partnership to collaborate with local institutions of higher education (IHEs). This partnership should allow both the LEA and the IHE to benefit. Therefore, funds used for this initiative should be used by the LEA to ensure that syllabi utilized in their local IHE's EPP are aligned with the science of reading and structured literacy instructional practices. This will ensure that the LEA is receiving candidates who do not require immense amounts of training upon hiring and will be effective teachers of literacy instruction. In return, the EPP will offer practicum opportunities developed with the LEA for preservice teachers to ensure that the practicum is aligned to the best evidence-based literacy instruction. Additionally, these funds can help support a career pathway for graduates directly from the EPP to the LEA.

Objective 2.7: Increasing Equity in Gifted/Talented and Advanced Programs (CPP 2 and 3)

Objective 2.7 will allow for LEAs to use CLSD funds to increase equity in gifted/talented and advanced programs offered in their LEA. As noted in the needs assessment above, the excellence gap, the difference in the percentage of low-income versus high-income students who reach advanced levels of academic performance, is a continuously growing issue in Maryland. Therefore, if LEAs choose this initiative, they can use CLSD funding to identify underserved students who are proficient and provide targeted enrichment support to students through a

summer and school-year enrichment initiative. These funds can be used for PL for teachers, summer program development, and teacher salaries/stipends. If implemented successfully, data should reveal a closing of excellence gaps and increased participation of underserved student groups in secondary advanced programming opportunities.

Objective 2.8: MSDE CLSD Sub-grant Management

Objective 2.8 details the management aspects of sub-granting CLSD funds to LEAs. This includes hiring a grants manager to lead the development of the sub-granting process and associated projects. These projects include developing a sub-grantee application and Request for Application (RFA) process, establishing a plan for necessary technical assistance (TA) and PL to support LEAs in the RFA process and fund implementation, determining the methodology for reviewing applications and selecting sub-grant awardees, as well as creating a plan for fund distribution/reimbursement, monitoring, and financial oversight.

While the grants manager hired in Phase 1 of the project will officially design the sub-granting process, the competitive sub-grant application for LEAs will require a proposal including a needs assessment, a priority focus, goals, objectives, and milestones aligned with the initiative focus, a plan of implementation detailing activities aligned with research, a monitoring plan, an evaluation plan, a management plan with a project timeline, and a budget narrative. Additionally, a preference priority will be given to LEAs with high populations of underserved student groups Maryland must focus on Multilingual Learners, students with disabilities, students of color, and economically disadvantaged students. Within those LEAs' proposals, priority will only be awarded if their project plan includes an explicit emphasis on the schools that instruct these high populations of students.

MSDE will distribute the reimbursement of grant funds after verifying that the funds were used following the grant requirements. The grants manager will be responsible for verifying reimbursements of CLSD funds to LEAs, ensuring compliance and appropriate use of funds. The MSDE will provide TA to support LEAs in the RFA process. The TA will include information on the topics below:

- Sub-grant expectations, parts of the application, the methodology for project plan review, and overall grant timeline
- Developing and conducting a needs assessment
- The options in project initiatives that can be funded by sub-granted CLSD funds, utilizing the needs assessment data to choose project initiatives, and the federal and state requirements within the use of the grant funds
- PL on effective literacy coaching models, MTSS, PL models, partnerships with IHEs, and utilizing Maryland HQIM reviews to select an HQIM
- Developing a plan for grant management that includes monitoring both fiscal and programmatic aspects of the grant and the internal LEA process of reimbursement

The methodology for reviewing LEA sub-grant applications will be developed by the MSDE grants manager with input from the MSDE Literacy Advisory Panel. Once the plan is developed, the grants manager will initiate the recruitment and training of reviewers and oversee the application review process. After the sub-grant awardees are notified, MSDE will conduct a needs analysis of the initiatives chosen by the sub-grantees. This analysis will guide the provision of further technical assistance (TA) for the implementation and monitoring of the grant.

QUALITY OF MANAGEMENT PLAN

MSDE's Division of Curriculum, Instructional Improvement, and Office of Professional Learning and High-Quality Instructional Materials, in collaboration with the Division of Early Childhood, has crafted a management plan with detailed project activities designed to meet the grant's objectives. Table 3 and 4 below outlines this plan, specifying responsibilities, timelines, and milestones for each activity. This clear assignment of tasks and staff responsibilities, coupled with the logical progression of activities, will help ensure that project goals are met promptly and within budget.

MSDE will invest thirteen key staff members (resumes included in the Appendices) in the proposed project. Three of these staff members are included in the proposed budget, while the other ten are funded through other MSDE funding streams to ensure efficiency and cost-effectiveness. These ten staff members were key contributors to the development of this proposal. The three staff members included in the proposed budget will be hired once CLSD funds are awarded to MSDE. Below is a list of the 10 existing MSDE staff members collaborating on this project:

1. Dr. Tenette Smith, Executive Director of Literacy Programs and Initiatives, will oversee the project. Her experience leading literacy initiatives under Dr. Carey Wright in Mississippi from 2013-2024 will be invaluable in implementing the listed initiatives.
2. Cristina Rodriguez, Manager of Literacy Programs and Initiatives, will serve as the CLSD project director.
3. Nancy Perkins, Part-time Literacy Specialist and former grant coordinator for the Striving Readers Comprehensive Literacy (SRCL) Grant Program awarded to Maryland in 2017, will co-lead the work involving EPPs.

4. Alaina Mackell, Literacy Coordinator, will lead the work focused on literacy coaches.
5. Stephanie Dale, Literacy Coordinator, will lead the work focused on PL for LEA literacy leaders.
6. Dr. Nykia Washington – Pre-Kindergarten and Mixed Delivery Programs Manager who will support all work involving early childhood programs.
7. Dr. Elise Brown, Executive Director of Professional Development and High-Quality Instructional Materials, will lead the work in supporting LEAs in selecting and implementing HQIM.
8. Dr. Teresa Timmons-Parrott, Manager of Multilingual Education, will support the development of approved training programs focused on the needs of MLs and assist LEAs in procuring and implementing said programs.
9. Anthony Vargas, Director of Advanced Academic and Gifted and Talented Programs, will support LEAs choosing to use CLSD funds to address the excellence gap by offering summer and school-year enrichment initiatives.

The MSDE CLSD Team will convene monthly to plan and strategize project initiatives and activities, analyze data, discuss project milestones, monitor progress towards goals, plan for upcoming monitoring, organize TA and PL opportunities, and ensure coherence and alignment with grant priorities. During these meetings, the Project Director, Cristina Rodriguez, will provide updates from monthly finance meetings with the grants managers, ensuring adherence to the budget and identifying opportunities for efficiency and cost-effectiveness. The CLSD grant will unfold in seven phases, outlined below. These phases are structured to simplify the work, milestones, and objectives, ensuring the efficiency and effectiveness of the project.

Table 3: Management Plan

Phase/Dates	Major Tasks/Milestones
<p>Phase 1:</p> <p>October – December 2024</p> <p>(MSDE Start-Up)</p>	<ul style="list-style-type: none"> • Begin monthly MSDE CLSD Project Team Meetings • Hire grant manager • Development of Literacy Advisory Group <p>MILESTONE: Development/Revision of School Literacy Plans</p> <p>MILESTONE: Subgrantee Application Process/review methodology</p> <ul style="list-style-type: none"> ○ Recruiting reviewers <p>MILESTONE: Request for Quote (RFQ) for multilingual training</p> <ul style="list-style-type: none"> • Plan for fund distribution/reimbursement, monitoring, and methodology for financial oversight • Planning for PL sessions (ECE, TA, ELA Literacy Leaders, etc.)
<p>Phase 2:</p> <p>January 1- March 2025</p> <p>(Year 1 of the sub-grant)</p>	<ul style="list-style-type: none"> • Monthly MSDE CLSD Project Team Meetings • TA to complete the RFA (fiscal managers, etc.) <ul style="list-style-type: none"> ○ Deploying RFA • Application review <p>MILESTONE: Awarding funds (by March 2025)</p>

Phase/Dates	Major Tasks/Milestones
	<p>MILESTONE: Begin delivering PL on new Early Learning Standards</p> <p>MILESTONE: Begin developing MISLL and delivering monthly PL for LEA ELA Supervisors</p>
<p>Phase 3:</p> <p>April-September 30, 2025</p> <p>(Year 1 of the sub-grant continued)</p>	<ul style="list-style-type: none"> • Monthly MSDE CLSD Project Team Meetings • MSDE to begin communicating with EPPs regarding the MSDE Literacy Instruction Observers initiative <p>MILESTONE: Begin quarterly meetings with IHEs</p> <ul style="list-style-type: none"> • LEA planning for implementation and support • Monthly TA/PL for implementation <p>MILESTONE: Monitoring of initiatives and use of funds/earmarked funds</p>
<p>Phase 4:</p> <p>October 1, 2025 – September 30, 2026</p> <p>(Year 2 of the sub-grant)</p>	<ul style="list-style-type: none"> • Monthly MSDE CLSD Project Team Meetings • TA to create LEA sustainability plan • Quarterly meetings with IHEs • Monthly TA/PL for implementation <p>MILESTONE: Data collection and review of Year 1 initiatives and use of funds, planning for funds/initiatives for Year 2, feedback is requested from LEAs and provided to LEAs on information shared</p>

Phase/Dates	Major Tasks/Milestones
	<ul style="list-style-type: none"> ○ Desktop and onsite monitoring <p>MILESTONE: Regional Literacy Coach Cohort Monthly Meetings Kickoff</p> <p>MILESTONE: End of Year 2 Monitoring Collection</p>
<p>Phase 5:</p> <p>October 1, 2026 –</p> <p>September 30, 2027</p> <p>(Year 3 of the sub-grant)</p>	<ul style="list-style-type: none"> ● Monthly MSDE CLSD Project Team Meetings ● Quarterly meetings with IHEs ● Monthly TA/PL for implementation <p>MILESTONE: Data collection and review of Year 2 initiatives and use of funds, planning for funds/initiatives for Year 3</p> <ul style="list-style-type: none"> ○ Desktop and onsite monitoring ○ feedback is requested from LEAs and provided to LEAs on information shared <p>MILESTONE: End of Year 3 Monitoring Collection</p>
<p>Phase 6:</p> <p>October 1, 2027 –</p> <p>September 30, 2028</p> <p>(Year 4 of the sub-grant)</p>	<ul style="list-style-type: none"> ● Monthly MSDE CLSD Project Team Meetings ● Quarterly meetings with IHEs ● Monthly TA/PL for implementation

Phase/Dates	Major Tasks/Milestones
	<p>MILESTONE: Data collection and review of Year 3 initiatives and use of funds, planning for funds/initiatives for Year 4</p> <ul style="list-style-type: none"> ○ Desktop and onsite monitoring ○ feedback is requested from LEAs and provided to LEAs on information shared <p>MILESTONE: End of Year 4 Monitoring Collection</p>
<p>Phase 7:</p> <p>October 1, 2028 –</p> <p>September 30, 2029</p> <p>(Year 5 of the sub-grant)</p>	<ul style="list-style-type: none"> ● Monthly MSDE CLSD Project Team Meetings ● Quarterly meetings with IHEs ● Monthly TA/PL for implementation <p>MILESTONE: Data collection and review of Year 4 initiatives and use of funds, planning for funds/initiatives for Year 5</p> <ul style="list-style-type: none"> ○ Desktop and onsite monitoring ○ feedback is requested from LEAs and provided to LEAs on information shared <p>MILESTONE: Closing of sub-grant – Final monitoring collection</p> <p>MILESTONE: Closing of CLSD Grant</p>

Table 4: Management Plan Aligned to CLSD Goals/Objectives

<u>Goal</u>	<u>Objective</u>	<u>MSDE Activities and Technical Assistance</u>	<u>Outcomes</u>	<u>Responsible</u>
1. Increase educator capacity to deliver research-based literacy instruction.	Objective 1.1 Signaling and guidance from MSDE	Develop the MSDE Literacy Advisory Panel	Develop a comprehensive plan for literacy instruction in the state by leveraging the input from LEA stakeholders.	Dr. Tenette Smith/ Cristina Rodriguez
		Review and revise the Maryland State Comprehensive Literacy Plan, “Maryland’s Keys to Comprehensive Literacy”		
	Objective 1.2 Supporting LEA-based literacy coaches	Provide guidance on the development of an evidenced-based literacy coaching model for use in the LEA and provide regional State Literacy Coaches to support LEA literacy coaches.	By August 2029, increase the percentage of educator knowledge by 25% as identified by the Johns Hopkins University study that will be conducted as a part of MSDE’s research study.	Alaina Mackell
		Provide PL for LEA based Literacy Coaches to ensure consistency of implementation of the coaching mode		Alaina Mackell
	Objective 1.3 Creating a Cadre of Informed Literacy Administrators	Provide monthly PL for LEA ELA Supervisors	By January 2025, LEA literacy leaders will convene for PL and to establish a network of advocates	Stephanie Dale/ Dr. Tenette Smith
		Establish the Maryland Initiative for State Leaders in Literacy (MISLL) and meet quarterly		
	Objective 1.4 Supporting ECE centers with the development of a PL plan	Provide PL for ECE centers and LEAs in the development of a PL plan that includes the new early learning standards	By August of 2029, 100% of participating LEAs will submit PL plans.	Dr. Nykia Washington
	Objective 1.5 Strengthening Educator Preparation Programs	Develop the MSDE Literacy Instruction Observer program to train EPP faculty in supporting pre-service educators attaining licensure and meet with IHEs quarterly	By August 2029, 50% of IHEs in Maryland will have faculty that serve as MSDE Literacy Instruction Observers, all of whom will have received baseline PL.	Cristina Rodriguez and Nancy Perkins

<u>Goal</u>		<u>Objective</u>	<u>MSDE Activities and Technical Assistance</u>	<u>Outcomes</u>	<u>Responsible</u>
			Provide baseline PL for EPP faculty serving as MSDE Literacy Instruction Observers		
2	Increase access to effective literacy programming for all students with priority consideration given to LEAs with a high population of underserved students (as defined by 86 FR 70612)	Objective 2.1 Developing or expanding LEA Literacy Coaching Model	Support LEAs in developing a Literacy Coaching Model in grade K-5 and/or 6-12 that includes clearly defined job responsibilities and PL	By August 2029, increase the percentage of educator knowledge of Literacy by 25% as identified by the Johns Hopkins University conducted as a part of MSDE's research study	Alaina Mackell
		Objective 2.2 Supporting students with identified learning needs	Support LEAs in refining/developing a district MTSS model	By August 2029, decrease the number of students identified as a student with a disability by 10%.	Additional Literacy Coordinator TBD
		Objective 2.3 Supporting Multilingual Learners	Support LEAs in identifying and delivering PL opportunities to support multilingual learners	By 2029, 30% of multilingual learners in 3 rd - 8 th grade will score as proficient as measured by MCAP (an 18% increase from 2023)	Dr. Teresa Parrott
			Support LEAs in strengthening and improving early childhood language immersion classrooms in support of multilingual learners		Dr. Nykia Washington
		Objective 2.4 Implement an effective overarching PL model	Support LEAs in developing a model for PL in early childhood classrooms, elementary, and secondary grades that supports educators at every stage of their careers and is aligned to Learning Forward Standards	By August 2029, increase the percentage of educator knowledge of Literacy by 25% as identified by the Johns Hopkins University conducted as a part of MSDE's research study	Stephanie Dale
		Objective 2.5 Select and implement High-Quality Instructional Material	Support LEAs in developing implementation plans for HQIM and sustained, job-embedded PL	By October 2027, 75% of CLSD LEA subgrantees will have acquired and implemented HQIM for Literacy instruction	Dr. Elise Brown/ Dr. Tenette Smith/CLSD

<u>Goal</u>		<u>Objective</u>	<u>MSDE Activities and Technical Assistance</u>	<u>Outcomes</u>	<u>Responsible</u>
		(HQIM) for Reading/English Language Arts			Literacy Coaches
		Objective 2.6 Developing LEA Partnerships with IHEs	Support LEAs in leveraging partnerships with IHEs to the ensure the alignment between coursework and LEA literacy instruction, develop pathways for increasing teacher recruitment	By August 2029, 70% of new teachers in LEAs awarded CLSD funds will be rated as “effective” at the end of their first year of teaching, according to district evaluations.	Cristina Rodriguez Nancy Perkins
		Objective 2.7 Increase equity in gifted/talented and advanced programs	Support LEAs in closing the excellence gap by providing summer and school year enrichment programs to underserved students	By August 2029, data will show a 20% decrease in the excellence gaps and a 10% increase in the participation of underserved student groups in secondary advanced programming opportunities.	Anthony Vargas
		Objective 2.8 MSDE CLSD Subgrant Management	Identify and select a grants manager	By March of 2025, 95% of CLSD funds will be awarded to subgrantees with priority consideration given to LEAs with a high percentage of underserved students.	Grants Manager/ Cristina Rodriguez
			Develop the application process and methodology for awarding funds		
			Develop a Request for Qualifications (RFQ) to develop a list of vetted PL offerings to meet the needs of Multilingual Learners		
	Plan for fund distribution /reimbursement, monitoring, and methodology for financial oversight	By October of 2026 (and every year thereafter) 100% of CLSD subgrantees will have received feedback on the implementation of their CLSD program.			

QUALITY OF PROJECT SERVICES

As mentioned above, Maryland's public schools serve a high percentage of students who would be considered as underserved. More than half of Maryland students are students of color and almost 40% of all Maryland students need or receive federal assistance programs. Additionally, 12% of Maryland students are considered MLs and 13% receive special education services. These are the groups of students that MSDE intends to service through CLSD funds. MSDE will ensure that the project services rendered will impact these specific groups primarily through the sub-granting process. Considering that 95% of these funds will be utilized within LEAs, MSDE intends on using the sub-grantee application as a means to provide priority to LEAs that serve a high percentage of these student groups. Through collaboration with the MSDE Research Office, MSDE has been able to identify the LEAs that have the high percentages of these specific student subgroups, and while all 24 LEAs are invited to apply for the CLSD sub-grant, these LEAs will be prioritized. As mentioned above, however, this priority will only be awarded if the included project plan includes an emphasis on the specific schools that instruct these high populations of students.

Additionally, as MSDE awards CLSD funds to LEAs, the CLSD Project Team will ensure that 15% of the funds will go to programs that support children from birth through Kindergarten. These funds can be used by LEAs to achieve Objectives 2.3, 2.4, 2.5, and/or 2.6. The MSDE CLSD Project Team will also ensure that no less than 40% of the awarded CLSD funds will be used to support students in elementary schools (grades K-5). LEAs may use these funds to achieve Objectives 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, and/or 2.7. Finally the CLSD Project Team will also ensure that no less than 40% of awarded subgrant CLSD funds will be used to

support State and local programs and activities that support students in grades 6 through 12. LEAs may use these funds to achieve Objectives 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, and/or 2.7.

Several of the options LEAs may choose to implement using CLSD funds involve developing or procuring and providing PL opportunities. MSDE will also be developing and providing PL for a variety of educators. To ensure that the PL are of sufficient quality, intensity, and duration to lead to improvements in practice, MSDE will require that all PL is aligned to the Learning Forward Standards as listed in Objective 2.4 above.

QUALITY OF PROJECT EVALUATION

Monitoring the implementation of the sub-grant will involve data collection and review at the end of each phase and the beginning of the next. This process will include a feedback mechanism. The grants managers will use information collected from the LEAs to provide immediate feedback on the use of funds and the implementation of their project activities. This feedback will guide monthly technical assistance (TA) and PL opportunities for LEAs.

The data collection and grant monitoring tools developed by MSDE grant managers, in collaboration with the MSDE Office of Research, will also enable LEAs to provide feedback on their experience in implementing the program. This feedback will be shared with the MSDE team at their monthly meetings, beginning with phase 3 and continuing through phase 7.

In addition to desktop monitoring, the two MSDE grant managers will conduct on-site monitoring from phases 4 through 7. This will ensure successful project implementation and provide an alternative method for gathering information on the support LEAs may need from MSDE.

Through the partnership with Johns Hopkins mentioned previously, MSDE will also evaluate the variety of PL opportunities and their impact on teacher knowledge, teacher effectiveness, and teacher satisfaction. An additional goal within the study is the ability to determine the effectiveness of literacy coaching (LEA coaches and/or state coaches) on teacher efficacy.

To ensure the quality of evaluation, the Maryland State Department of Education (MSDE) will incorporate the Continuous Improvement Process (CIP) into its approach. The CIP (see Appendices) is a systematic method for analyzing and improving processes, programs, or products. In the context of the CLSD program, the CIP will help MSDE assess the effectiveness of the program and make informed decisions for improvement. This cycle is iterative, with each round building on the insights gained from the previous ones to drive ongoing progress and innovation. By employing the Continuous Improvement Process, MSDE will ensure that the CLSD program remains effective and responsive to the needs of students, educators, and stakeholders.

Finally, because LEAs must submit a request for reimbursement to MSDE to receive their CLSD funds, MSDE will be able to ensure that performance feedback and assessment of progress toward achieving intended outcomes occur continuously throughout each fiscal year. This rolling process will enable MSDE to adopt a hands-on approach, monitoring and collaborating directly with LEAs at each step of their implementation.

Other Attachment File(s)

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Maryland's Keys to Comprehensive Literacy

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Introduction



What do Frederick Douglass, Thurgood Marshall, Nancy Pelosi, Johns Hopkins, and Francis Scott Key have in common? They all called Maryland home, which is what Maryland is – a home. It may be small in geographical size, but Maryland has always had big plans, from its influence in the nation’s founding, to its defense during the War of 1812, to its creation of the national anthem, and to its continuous drive to propel all Maryland citizens to be their best. Just as Francis Scott Key watched as the resilient soldiers of Fort McHenry defended the country against British attack, today Maryland fights to ensure all its children from birth through grade 12 succeed in school and in life, with attention to the needs of the state’s most disadvantaged children, including children living in poverty, English learners, and children with disabilities. That goal is best realized through advancing pre-literacy skills; reading and writing skills; and the use of technology and technology applications including technology literacy, computer literacy, and informational literacy.

“Once you learn to read, you will be forever free.”

Frederick Douglass, Marylander

Core Beliefs

Maryland has long recognized that for students to be college and career ready, they must have strong literacy skills. Literacy, including the ability to comprehend language and then later text, starts at birth when parents or guardians talk with and read to their children not simply for bonding, but also to help build foundational literacy skills, acquire new vocabulary, and reach developmental milestones. Maryland believes that students need systematic engagement with a variety of texts beginning at birth and continuing throughout their educational journey to high school and college and career. A comprehensive literacy program, including family and community partnerships, provides equitable opportunities for all children and youth, especially those living in poverty, English learners, and those with disabilities.

Vision

The Maryland State Department of Education envisions a world class system supporting the preparation of all students for college, career, and community success to live independent, fulfilling, and productive lives in the 21st century.

Mission

The Maryland State Department of Education provides leadership, support, and meaningful engagement with parents, families, and communities, integration of evolving technologies, and accountability for effective systems of public education, library services, and rehabilitation services with a focus on excellence, equity, and efficiency.

Definition of Literacy

“Literacy is the ability to identify, understand, interpret, create, compute, and communicate using visual, audible, and digital materials across disciplines and in any context. The ability to read, write, and communicate connects people to one another and empowers them to achieve things they never thought possible. Communication and connection are the basis of who we are and how we live together and interact with the world.” (Why Literacy?)

In order to help children develop a strong early literacy foundation and build on those skills, Maryland expanded its approach to literacy by integrating multiple content areas in its definition of literacy. “Disciplinary Literacy is the use of discipline-specific practices to access, apply, and communicate content knowledge, and, in Maryland, it is a shared responsibility. Literacy skills are an important part of every academic discipline; however, each discipline relies on different types of texts, writing styles, and language to convey ideas and learning. For students to be fully prepared for the challenges and expectations of college and career, it is critical that they develop literacy skills in all content areas.” (MDK12) In June 2010, the Maryland State Board of Education adopted the Common Core State Standards for English Language Arts K-12 and Literacy in History/Social Studies, Science, and Technical Subjects 6-12. These standards represent a shift in approaches to reading to clearly identify and include reading and writing standards in the content areas of Science /Technical Subjects and History/Social Studies as companions to the English Language Arts Standards. The Standards specify the literacy skills and understandings required for college and career readiness in each discipline.

Maryland’s Literacy Initiatives

Maryland’s expectations of what children should know and be able to do in language and literacy are defined by three documents: [Healthy Beginnings: Supporting Development and Learning from Birth through Three Years of Age](#); [Maryland Early Learning Standards](#); and [Maryland College and Career Ready Standards PreK-12 \(MCCRS\)](#).

Healthy Beginnings was developed by the Maryland State Department of Education and articulates the early learning standards for children birth through three-years-old. The document is intended for use by families with, or early childhood practitioners caring for, infants or very young children. It provides information on expectations for pre-literacy and language skills, as well as activities that caregivers can do to begin building those skills at home. *Maryland Early Learning Standards* cover the domains of language and literacy, mathematics, social studies, science, health, physical education, fine arts and social foundations for children from birth through age eight and includes the prekindergarten to grade 2 portion of the *Maryland College and Career Ready Standards (MCCRS)*. The MCCRS were developed by the Maryland Department of Education to align to the K-12 Common Core standards that were adopted in 2010. Prior to the creation of a formal literacy plan, Maryland strategically supported and advanced literacy in the state’s 24 local educational agencies (LEAs). In 2004, the state was part of the U.S. Department of Education’s *Reading First* initiative to support kindergarten through grade 3 literacy and reading proficiency by third grade. Schools were included in the grant based on high poverty and low reading scores on standardized tests.

Reading First served 43 schools, including 5 non-public schools in Baltimore City and Allegany, Garrett, Prince George’s, Montgomery, Baltimore, Dorchester, and Somerset

counties. *Reading First* funds provided local school systems with evidence-based reading programs, professional development, reading coaches, and intervention teachers for schools with students most at risk for school failure. Often, reading instruction was part of the evaluation of all teachers across all content areas. In addition, a cross-divisional state team created a *Response to Intervention (RTI) Framework* to provide guidance to all 24 LSS in the state.

During the initiative (2004–2010), proficiency rates on program outcome measures increased in all LSS and in all three grades levels targeted by *Reading First*. (Table 1)

In 2010, Maryland received a U.S. Department of Education Race to the Top Grant. Under this grant, Maryland continued its focus on literacy and expanded the continuum through grade 12. The Maryland College and Career Ready Curriculum Frameworks and Clarification Statements were developed by Maryland educators. These documents detail for educators the skills necessary for students to demonstrate proficiency in each grade level standard in Reading Literature, Reading Informational Text, Writing, Language, and Speaking and Listening. The MCCRS ELA/Literacy standards are available at [ELA Frameworks](#).

Embedded in MCCRS, teachers in all subject areas are expected to build discipline-specific literacy into daily instruction. The disciplinary literacy standards are intended to support students’ mastery of existing content standards in history, social studies, science, or technical subject classrooms by providing real-life applications for critical reading and comprehension skills.

Table 1:
Overall Pass Rates in
Reading First Schools
in Maryland

Percentage of students scoring at proficient levels in reading					
	Year 1 (2004-2005)	Year 2 (2005-2006)	Year 3 (2006-2007)	Year 4 (2007-2008)	Year 5 (2008-2009)
Overall	50%	53%	56%	59%	59%
Grade 1	52%	56%	57%	59%	58%
Grade 2	49%	51%	55%	57%	57%
Grade 3	50%	55%	56%	62%	61%

PR/Award # S371C240028

Developing Maryland's Comprehensive Literacy Plan: Making Equity a Priority

Given Maryland's long history of supporting literacy at all levels, beginning in June 2017, the Maryland Literacy Team compiled demographic and trend academic data to evaluate whether existing state-level activities were meeting needs of all children. This led to the Literacy Team's plan to engage in timely and meaningful consultation with a broad range of stakeholders and examine relevant data to determine the needs of students, schools, and/or educators, to find out what local school systems (LSS) and community-based programs have in place, and determine what is needed to ensure equity in literacy is achieved for all of Maryland's children.

In making this guarantee a reality, two surveys were created in June 2017 and distributed to all local education agencies and community-based programs with the goal of gathering feedback regarding literacy needs as the first step in establishing a formal Comprehensive Literacy Plan. The Literacy Team used data from the Comprehensive Literacy Plan Needs Assessment to develop Maryland's Comprehensive Literacy Plan. The surveys generated data from nearly 850 respondents across Maryland, including child care providers, parents, teachers, administrators, directors, coordinators, resource teachers, content coordinators, and grade level experts. Generally, results showed a strong sense of knowledge and application of the MCCRS and Early Learning Standards (Birth to age 8) across settings, with most responses falling in the "agree" and "strongly agree" categories. Areas of need from both the K-12 survey and the Birth to Five survey included the need to include parents, community programs, and other partners within the LSS in professional learning for literacy; and time to plan for or attend literacy meetings and collaborative planning. Finally, when 137 narrative responses were disaggregated to find patterns and trends, the need for additional training and resources became apparent. The Maryland Comprehensive Literacy Plan (CLP), *Maryland Keys to Comprehensive Literacy* was developed based on the results of the needs assessment. In August 2017, MSDE formed a workgroup of stakeholders to review, provide feedback, and edit the draft CLP.

Maryland's continued focus on literacy has afforded the state the opportunity to revisit its Comprehensive Literacy Plan, evaluate its effectiveness in providing districts with the support necessary to move all students toward increased success, and to plan the state's next steps in equity for all students. Maryland Keys to Comprehensive Literacy version

2.0 has been reviewed by stakeholders, has been adjusted based on reflections from the field, and is again offering evidence-based strategies and programs for Maryland children, teachers, administrators, parents, and community members.

Once again Maryland's Comprehensive Literacy Plan is based upon stakeholder feedback, demographic and academic data sets, and latest evidence-based findings. (See surveys in Appendix B.)

Rationale and Theory of Action

Keys to Comprehensive Literacy

As a result of Maryland's literacy work as outlined in the CLP, the State has identified another vital component to the development of a student's success in literacy. Based on identified needs, the CLP outlined the following five keys as essential to increased literacy achievement for all students; however, Maryland recognized the need to include Family and Community Partnerships as an additional key as parents and the larger community are pivotal in ensuring student success in school and in life. "Students must have access to a range of supports and opportunities to enhance their learning and development, offered collaboratively through their school and community" (IEL Forward, Kingston and Stroback).

The keys are divided into subsections. In most Keys, the division is arranged from Birth to Age Five, Kindergarten to Grade Five, Grade Six to Grade Eight, Grade Nine to Grade Twelve. The divisions demonstrate Maryland's commitment to literacy development that begins with birth and continues through high school, college, and career.

KEY 1 Instructional Leadership

The leadership on every level (state, local school systems, schools and early childhood programs) must recognize and tap into the needs, strengths, and concerns of the community; the cultural makeup of its citizens; and the equity issues which impact the state, school, and local educational agency. These driving forces of the Comprehensive Literacy Plan are reflected in the leadership, the instruction, and the training that is provided. Components of Instructional Leadership include identifying and encouraging teacher leaders; establishing leadership ladders; providing opportunities for regular literacy meetings, data dialogues, joint planning; and monitoring and assessing progress.

KEY 2 Strategic Professional Learning

Clear, systematic, needs-based professional learning is vital to impact student growth. Maryland's CLP embraces the whole child, from birth to Grade 12. This occurs through strong partnerships with families and guardians, early childhood educators, PreK-12 teachers, higher education faculty and staff members, birth to 5 organizations, and other community stakeholders, as part of a high-quality and sustained system of professional development for educators. Together state and local teams will establish and disseminate needs-based professional learning in a variety of mediums to local educational agencies, K-12 Educators, Birth to 5 programs, and local communities. The team will also establish a system for addressing the needs of individual students through data dialogue, peer coaching, and mentoring.

KEY 3 Continuity of Standards and Evidence-based Instruction:

With the adoption of the MCCRS and the Early Learning Standards, educators have developed an understanding of the progression of standards from birth through 12th grade and across content areas. Working with local school systems, community-based programs, local Early Childhood Advisory Councils, public libraries, and institutions of higher education, Maryland will expand its vision of literacy to include the continuum of birth to grade 12 to engage all groups and to increase alignment. True equity of instruction cannot be achieved until all students receive instruction aligned to standards and delivered with fidelity.

KEY 4 Comprehensive System of Assessments:

Assessments provide information on various forms of instruction, student knowledge, and achievement. A comprehensive system of assessments includes state, local, school, and teacher assessment data. This data is analyzed in collaborative teams using data-dialogue, peer coaching, and mentoring to guide and refine evidence-based instruction. A comprehensive assessment system allows for strategic data-informed decision making to meet the needs of the individual student.

KEY 5 Tiered Instruction and Interventions:

Maryland has adopted regulation for the inclusion of Universal Design for Learning (UDL) in all classrooms. This approach provides choice and individualization for students which, in turn, allows teachers to provide tiered instruction. In addition, Maryland developed a structured Response to Intervention Framework in 2008 that was adopted statewide. The state's tiered system of support will continue to be refined and include all children and will provide enrichment and intervention models to achieve comprehensive literacy for all.

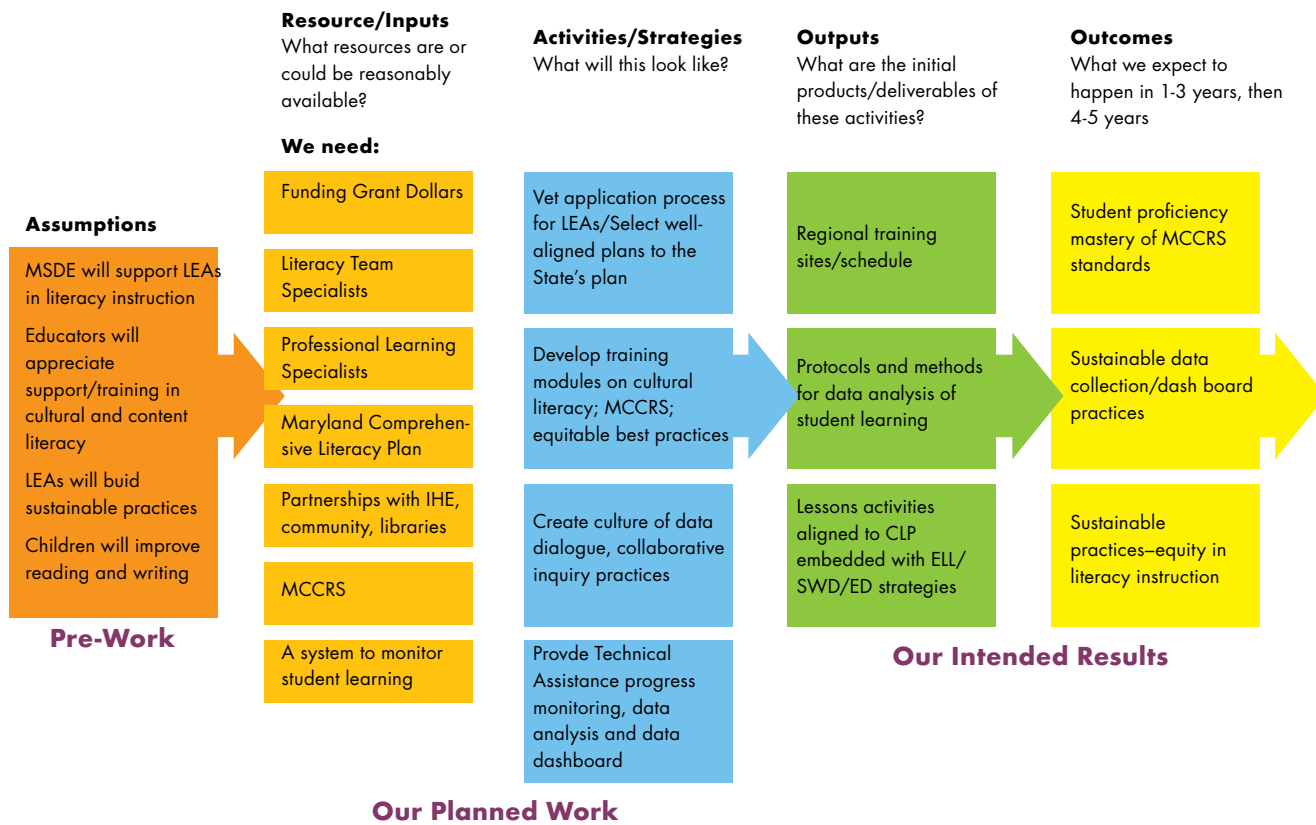
KEY 6 Family and Community Partnerships:

Active parent and community involvement are key components of the success of high functioning elementary and secondary schools. Across diverse economic backgrounds, family and community participation in elementary and secondary schools is associated with greater student success. Educators help families and communities add to their repertoire of strategies for promoting literacy. In order to have the most positive impact on literacy achievement for all students, it is imperative that schools, families, and communities collaborate. Partnerships help schools prepare students for college and careers by offering additional opportunities, supports, and enrichment for young people.

Theory of Action

MSDE will continue to support LSS in identifying positive evidence-based literacy instruction. All six Keys become part of an LSS Comprehensive Literacy Plan and are implemented with fidelity within each school. The program is monitored and adjusted by an instructional leadership team comprised of administrators, teacher leaders, parents, students and community members to meet the diverse needs of children. Structures are in place to sustain the literacy program for all children birth to grade 12, with a focus on disadvantaged groups. Once all educators are trained to enable students to succeed, Maryland's children will improve in reading and writing.

Striving Readers Comprehensive Literacy Program Logic Model



Continuous Improvement Process

Measuring the effectiveness and impact of initiatives and innovations has become a common and ongoing activity by the state. If the impact is positive, an LSS can continue the program with the goal of ensuring replicability and sustainability; yet, if the innovation is not determined successful, then LSS must make improvements or seek assistance from the State, as necessary.

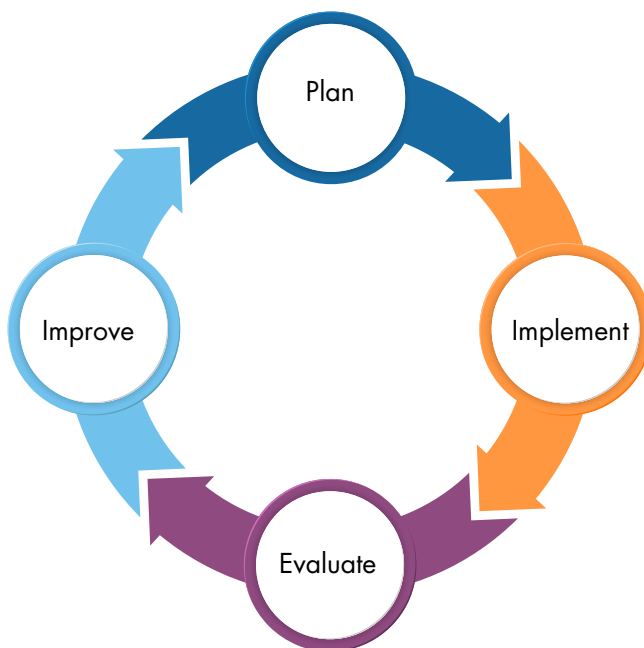
Ensuring educators and educational leaders participate in ongoing training in collecting and using formative and summative data is paramount to ensuring a standardized

approach to data collection. This continuous improvement process (see Figure 3) is iterative and cyclical to identify how baseline data has changed over time. With baseline data collection of ELA/L reading scores and other supporting academic data at the initial stage, the State and participating LSS can verify growth or achievement over time by collecting the same type of data at the mid-year and end-of-year. This process, when implemented with fidelity, can lead to continuous improvement. Sharing this among LSS and schools will lead to a sustainable and successful Comprehensive Literacy Plan.

Continuous Improvement Process

SEA collects literacy data from LEA reports. Based on a risk assessment, additional and appropriate intervals will be added to determine adjustments or refinements to literacy plan and interventions/practices; Determine if methods to measure are effective, recheck goal. Re-assess

Collect baseline data to include: Needs Assessment, State ELA/Literacy scores, research on evidence-based interventions/practices (CSM), Professional Development, tools/resources to measure growth/achievement among disadvantaged student groups.



SEA collects program and process data. Check for impact on teaching and student learning. Is there growth or change in student performance? How will this be measured and communicated over time and to whom?

Figure 3:
SEA data collection plan for continuous improvement

Measures of Progress

Performance Outcome

The percentage of participating four-year-old children who achieve significant gains in oral language skills

The percentage of participating fifth-grade students who meet or exceed proficiency on State English Language Arts/Literacy assessments

The percentage of participating eighth-grade students who meet or exceed proficiency on State English Language Arts/Literacy assessments

The percentage of participating high school students who meet or exceed proficiency on State English Language Arts/Literacy assessments

Performance Measure

LSS will determine an evidence-based assessment to gather data to report on four-year-old oral language growth. MSDE currently provides the Early Learning Assessment as an optional performance measure. LSS can choose to use the Early Learning Assessment or another evidence-based assessment.

MSDE will use the Maryland Comprehensive Assessment Program's (MCAP) English Language Arts/Literacy assessment as the performance measure to determine the percentage of participating fifth-grade students who meet or exceed proficiency on a statewide assessment in English Language Arts/Literacy.

MSDE will use the MCAP as the performance measure to determine the percentage of participating eighth-grade students who meet or exceed proficiency on a statewide assessment in English Language Arts/Literacy.

MSDE will use the MCAP as the performance measure to determine the percentage of participating high school students who meet or exceed proficiency on a statewide assessment in English Language Arts/Literacy.

Maryland's Comprehensive Literacy Plan Provides Equity for All

Rigorous Standards and Increasing Diversity

The Maryland College and Career Ready Standards require an increase in the rigor and deep analysis that has driven instructional shifts in English Language Arts/Literacy. Consequently, Maryland replaced its assessment system with the Partnership for Assessment of Readiness for College and Careers (PARCC) with its benchmark administration occurring during SY 2013-14. Maryland used PARCC to determine students' knowledge in reading and writing in grades three through eight, and in grade ten. Kindergarten students are assessed annually using the Kindergarten Readiness Assessment (KRA) in four domains: literacy, mathematics, social foundations, and physical well-being and motor development, generating a composite score indicating readiness for kindergarten.

PARCC and KRA Assessment results have indicated achievement gaps in performance of subgroups of disadvantaged students compared to the performance of all students.

As Maryland prepared to meet more rigorous academic goals through the introduction of increasingly challenging and complex standards, texts and assessments, the State was recognizing the realities of Maryland's changing demographics, including ethnicity, language, and percent of students living in poverty. Shifts in racial and ethnic composition indicate Maryland is a diverse state with minorities accounting for 48.5% of the state's population in 2016. By making equity a priority, Maryland is committed to advancing literacy skills for all children from birth through grade 12. Thus, the State will assist districts in aligning or modifying comprehensive literacy plans with the State plan, with a focus on improving outcomes for disadvantaged children using data, including a needs-based assessment. Beginning in the 2019-2020 school year, Maryland shifted to ELA/L MCAP administration in lieu of the PARCC assessment and will use this data in the same way that the PARCC data had been used.

Strategies to Address the Needs of Disadvantaged Students

State level professional development will include the identification and implementation of evidence-based instructional interventions/programs, data analysis for instructional modifications, and infusion of culturally relevant instructional materials. The LSS instructional program must include frequent, repeated, developmentally-appropriate practices such as:

- instructional strategies in reading and writing across content areas;
- intentional instruction in foundational literacy skills, including print concepts, phonological awareness, phonics and word recognition, vocabulary, and fluency;
- explicit instruction in authentic and purposeful writing;
- high-interest, diverse, high-quality print and non-print materials;
- differentiated instructional approaches, including individual and small group instruction and discourse;
- opportunities for using and developing vocabulary;
- valid and reliable assessments systems, including screening, diagnostic, formative, and summative assessment tools;
- strategies to enhance children's motivation to read and write and children's engagement in self-directed learning;
- principles of universal design for learning;
- professional development around strategies and practices for increased literacy achievement;
- alignment to Maryland College and Career Ready Standards.

Evidence-Based Practices

The term "evidence-based practices" is used frequently in Maryland's Comprehensive Literacy Plan. These practices are different from research-based practices in a vital way: research-based means there are theories behind the strategies or practices, but the research is simply in theory and not supported through proof. Evidence-based practices are proven effective and have the support to back them up. According to Every Student Succeeds Act (ESSA), the definition of "evidence-based" activities, strategies, and interventions is as follows:

An "evidence-based" activity, strategy, or intervention:

- demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on [one of three levels of evidence, or]
- demonstrates a rationale based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes.

Introduction

LEVEL 1 **strong evidence**

At least 1 well-designed and well-implemented experimental study (i.e. randomized) links the activity to the outcome

LEVEL 2 **moderate evidence**

At least 1 well-designed and well-implemented quasi-experimental study (i.e. matched) links the activity to the outcome

LEVEL 3 **promising evidence**

At least 1 well-designed and well-implemented correlational study with statistical controls for selection bias links the activity to the outcome

US Ed's definition of "evidence-based" includes three levels of evidence specific to the activity

LEVEL 4 **under evaluation**

There is a rationale based on other high-quality research findings or positive evaluation that the activity, strategy, or intervention **is likely to** improve other relevant outcomes; and

There are ongoing efforts to examine the effects of such activity, strategy, or intervention.

US Ed's definition of "evidence-based" activities not yet supported by specific evidence

All practices used to support students must meet Level 1, 2, 3, or Level 4 with ongoing efforts to examine the effects on student outcomes.

Works Cited

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PR/Award # S371C240028



KEY 1

Instructional Leadership



Maryland's
Keys to
Comprehensive Literacy



KEY 1 Instructional Leadership

Purpose

The intent of this key is to develop instructional leaders who are knowledgeable about evidence-based literacy practices and can analyze the strengths and needs of the school and its community. Instructional leaders articulate clear goals, encourage innovation, support professional development and collaboration, and monitor teaching and learning. Leaders will implement a system for effective school wide literacy instruction that will narrow achievement gaps.

Birth to Grade Twelve

Instructional leaders should be provided with the knowledge and resources to build effective collaborative literacy initiatives beginning at birth and continuing through grade twelve.

Birth to Age Five System of Early Care and Education

Support for leaders can include the following:

- the blending of multiple funding sources such as Preschool Development Grants, Child
- Care Development Funds, and Title I, IIA, and Title III funds to support literacy;
- the identification of community-based child care providers' professional development needs to create a plan for feeder system capacity building;
- the identification of community child care and Head Start program staff to participate in joint professional learning opportunities with public school prekindergarten and kindergarten teachers;
- the creation of Professional Learning Communities (PLCs) that include prekindergarten teachers, EL teachers, special educators, and literacy staff to foster collaborative learning, analyze prekindergarten data and kindergarten readiness data to determine progress of individual students and school / system wide programs, and to make evidenced-based decisions to provide support and/or intervention to students with literacy achievement gaps;
- collaboration with and resources from a variety of organizations to support dual language learners (English learners who range in age from birth through five years old and who are learning two or more languages), and their families and guardians;
- methods to work with public libraries and community resources to build literacy;
- models of world language immersion programs to support the literacy development of ELs and native English speakers (Thomas & Collier, 2012);
- collaboration with local Early Childhood Advisory Councils (ECAC) and local educational agency and school leaders in the implementation of the local ECAC's literacy and family engagement campaigns; and
- collaboration with the public libraries' family engagement efforts to bring parents into literacy rich environments.

Kindergarten to Grade Five

Support for leaders can include the following:

- implementation of effective analysis of literacy screening, diagnostic, progress monitoring, and outcomes data for each student to differentiate instruction and provide any needed supports for learning;
- development of a School Progress/School Improvement Plan which includes literacy goals based on data analysis for the coming school year and input from the students, families, and community partners that are representative of targeted student groups- English Learners, Students with Disabilities, and Economically Disadvantaged Students;
- development and implementation of a coaching model to support teachers' use of evidenced-based instructional strategies and supports;
- methods to work with public libraries and community resources to build literacy;
- creation of Professional Learning Communities to support professional development of staff in the use of evidenced-based instructional strategies and supports;
- identification of evidence-based high-quality literacy curriculum to be implemented with fidelity, and ongoing progress monitoring;
- collaboration and resources that promote the language development of English Learners (ELs) and support the students' home languages;
- models of world language immersion programs to support the literacy development of ELs and native English speakers;
- effective School Progress/School Improvement Plans which are designed to reflect the needs of the school population; and
- ways to address the equity and access issues that exist for students, families, and stakeholders.

Grade Six to Grade Eight

Effective leadership in upper grades targets literacy as a school priority and communicates a vision for embedding literacy across disciplines—a vision where, every day in every classroom, adolescents are reading, writing, and talking about print and nonprint materials. To achieve this vision, principals build learning communities and structure opportunities for school wide collaborative learning.



KEY 1

Areas to consider include:

- provide and protect time for teacher teams to meet regularly to study the Maryland College and Career Ready Standards, analyze student data and work products, plan instruction, reflect on instructional practices, and determine instructional modifications;
- engage the entire school in a cohesive literacy plan for helping all readers to improve their literacy skills;
- create opportunities for teachers to collaborate across disciplines;
- create methods to work with public libraries and community resources around literacy initiatives;
- provide teachers with job-embedded professional learning opportunities specific to their professional goals and responsibilities; and
- include reading/literacy specialists or literacy coaches as integral members of the learning community.

Support for leaders can include the following:

- effective Student Services Teaming (SST) to ensure standardized data collection, and implementation/documentation of recommended evidence-based practices, with progress monitoring;
- strategic planning for instructional leadership teams within a school to meet monthly;
- ways to use the School Progress/School Improvement Plan in instructional decision making;
- regular data sharing with school administrators and with local educational agency level representatives regarding literacy;
- strategies for growth, as developed in grade-level teams;
- supports for team leaders who meet with resource teachers from curriculum offices to meet the needs of all students;
- best practices for formal and informal observations;
- feedback that is grounded in the goals of the School Progress/School Improvement Plan;
- professional learning within the school and within a local educational agency that is based on the goals outlined in the School Progress/School Improvement Plan;
- resources that enhance language development and access to grade-level content for ELs;
- models of world language immersion programs to support the literacy development of ELs and native English speakers;
- fostering relationships with students, parents, and community members; and

- methods to work with public libraries and community resources around literacy initiatives.

Grade Nine to Grade Twelve

Adolescents deserve a culture of literacy in their schools and a systematic and comprehensive programmatic approach to increasing literacy achievement. School leaders play an important role in supporting efforts across disciplines to integrate appropriate adolescent literacy instruction. Effective leadership is essential for creating a safe school climate that supports students' literacy development, and provides an encouraging and culturally relevant climate.

Areas to consider include the following:

- engage the entire school in a cohesive literacy action plan for helping struggling readers close their literacy achievement gap;
- engage and challenge all readers to use and adapt literacy skills and strategies to meet their needs in different contexts;
- create opportunities for teachers to collaborate across disciplines;
- provide teachers with job-embedded professional learning opportunities specific to their professional goals and responsibilities; and
- include reading/literacy specialists or literacy coaches as integral members of the learning community.

Support for leaders can include the following:

- the formation of teams consisting of school administrators, content leaders and specialists, special education leaders, EL leaders, and school counselors;
- designs for a strategic plan to improve literacy based on the goals of the School Progress/School Improvement Plan;
- informal and formal observation tools to provide teachers with regular feedback and support;
- resources that enhance language development and access to grade-level content for EL.
- methods for developing literacy skills in English as well as other languages;
- models of world language immersion programs to support the literacy development of EL and native English speakers;
- methods for fostering relationships with students, parents, and community members; and
- methods for working with public libraries and community resources around literacy initiatives.

Established Programs/Initiatives

The State Superintendent of Schools has established the Office of Leadership Development and School Improvement to provide targeted support to Maryland's lowest-performing schools and to foster the growth of effective leaders. The office provides in-school professional learning experiences to future and current school leaders that focus on the skills and knowledge required to be successful in the principalship. This shared leadership structure within the school building aims to lessen the burdens of principal displacement and re-assignment. The flagship programs in the Office of Leadership Development and School Improvement are the Aspiring Leaders Institute and the Governor's Promising Principals Academy. Both programs provide intensive yearlong training with job-embedded professional learning experiences that are designed to support local school systems in strengthening the leadership pipeline.

School teams, led by principals, attended the 2017 Summer Symposiums for Pre-K to Grade 2 along with community-based childcare provider representatives. Participants learned about recent brain research to enhance their knowledge of developmentally appropriate Essential Instructional Practices (EIP). The monthly Principals' Newsletter is disseminated to leaders across the state to share professional learning opportunities offered both virtually and face-to-face.

Goals to Support Instructional Leadership

The leadership on every level (state, local school systems, schools and early childhood programs) must recognize and tap into the needs, strengths, and concerns of the community; the cultural makeup of its citizens; and the equity issues which impact the state, school, and local educational agency. These driving forces of the Comprehensive Literacy Plan are reflected in the leadership, the instruction, and the training that is provided. Components of Instructional Leadership include identifying and encouraging teacher leaders; establishing leadership ladders; providing opportunities for regular literacy meetings, data dialogues, joint planning; and monitoring and assessing progress. The Maryland State Department of Education has established the following goals to support the Comprehensive Literacy Plan:

- Develop instructional leaders who are knowledgeable about evidence-based literacy practices;
- Support LSS in analyzing the strengths and needs of the school and its community;
- Support LSS and the members of the System of Early Care and Education in developing strategies for monitoring teaching and learning;
- Participate in multi-state collaboratives and provide supports from these collaboratives to LSS; and
- Support instructional leaders in promoting culturally responsive teaching.

Enhancements/Improvements for LSS to Consider

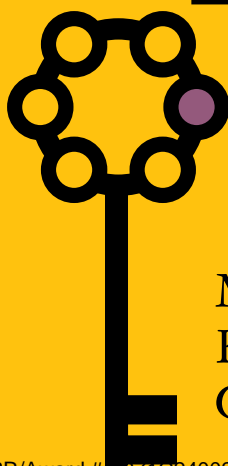
The State encourages LSS to form literacy teams at the school level and meet as a vertical team by feeder school to establish some continuity in literacy goals and strategies. An EL teacher

would be assigned to the same cluster of feeder schools to best support the needs of that specific population and to build relationships with providers part of the system of early childhood education and teachers from PreK-12. Childcare providers and Head Start teachers could also be invited to participate at the elementary level. Elementary school leadership participating in local Early Childhood Advisory Council meetings and literacy initiatives can help build coherence from Birth-Grade 5. This would provide community members and parents with a forum to have a more open dialogue with all stakeholders regarding students' needs. Additionally, collaboration between feeder schools on the elementary, middle, and high school levels, including general and special education, should be a required intervention as part of the School Progress/School Improvement Plan, facilitated by the individual school and local educational agency leaders. Through learning walks and collaborative data analysis, teachers will be more equipped to design instruction that is tailored to the specific needs of students and ease the student transition instructionally from child care programs to elementary, middle, and high schools.



KEY 2

Strategic Professional Learning



Maryland's
Keys to
Comprehensive Literacy



KEY 2 Strategic Professional Learning

Purpose

Clear, systematic, needs-based professional learning is vital to impact teacher and student growth, and occurs through strong partnerships with families and guardians, early childhood providers and general and special educators, PreK-12 teachers, higher education faculty and staff members, birth to 5 organizations, and other community stakeholders, as part of a high-quality and sustained system of professional learning. Together, state and local teams will establish and facilitate needs-based professional learning in a variety of mediums to local educational agencies, PreK-12 educators, birth to 5 programs, child care teachers and directors, and local community groups that support families. Teams will also establish a system for addressing the needs of individual students through data dialogue, peer coaching, progress monitoring and mentoring.

Maryland Birth to Grade 12 Programs/Initiatives

Child Care Credentialing

To promote high quality literacy and language acquisition for early learners, MSDE supports professional development in the early childhood community by training the state-approved Child Care trainer pool on current literacy research and best practices in order for them to train early childhood educators and staff effectively. Professional development includes information on evidence-based, culturally relevant literacy practices, implementing state-approved curriculum, implementing evidence-based interventions, and supporting families in developing the child's literacy skills.

Statewide Professional Learning Focused on Early Learning

Statewide professional learning opportunities will focus on supporting all school and community staff including, principals, assistant principals, child care and Head Start Directors, and teachers of early learners by providing professional development on essential practices related to research, skills, and strategies to increase student achievement and close achievement gaps as early as possible. Professional learning topics will include:

- research on the brain development of young children;
- developmentally appropriate instruction;
- impact of PreK-2 instruction on future learning;
- needs assessments;
- personalization;
- data analysis;
- peer coaching; and
- mentoring.

Professional Learning Program for Maryland Educators

The program acknowledges the dedication of Maryland educators to advance best practices aligned to the Maryland College and Career-Ready Standards. This program allows Maryland educators to document and manage their own professional learning by choosing activities based upon their professional needs aligned to the needs of their students. The program also enables Maryland educators to earn Maryland State Continuing Professional Development (CPD) credit for those activities.

Professional Learning Online Courses

Maryland offers online courses for Maryland educators at every level through the eConnect portal [Maryland Blackboard Professional Learning Courses](#).

Maryland Teacher Leadership Summit

The Maryland Teacher Leadership Summit is designed to promote and develop teacher-led initiatives across the state. Modeled after the successful National Teach to Lead Summit, the Maryland event:

- spotlights and supports a group of teacher-led initiatives spotlights and supports a group of teacher-led initiatives across Maryland;
- provides teacher-led teams with hands-on training to refine program models, identify supports, and communicate initiatives to key stakeholders; and
- promotes teacher leadership among key local systems-level stakeholders, including superintendents, principals and national and local partners who advise and support teacher-led teams to refine innovative proposals.

Maryland Go Open

Maryland will share free openly licensed digital resources with all stakeholders. This effort will:

- identify current and relevant quality resources that support UDL practices;
- verify accessibility of resources;
- reduce redundancy of efforts;
- provide engaging and interactive resources;
- support personalized teaching and learning; and
- provide anytime, anywhere access.

As a #GoOpen state, Maryland will:

- adopt/implement a statewide technology strategy that includes the use of openly licensed resources;
- develop and maintain a statewide repository;
- publish OER resources to the Learning Registry;
- participate in a community of practice; and
- create a webpage to share the commitment to and progress for #GoOpen.



KEY 2

Maryland Collaborative Model for Peer Coaching

The Maryland Collaborative Model for Peer Coaching (MdCMPC) is an effort designed to spread a culture of professional growth by empowering teachers to use their expertise without leaving the classroom. A statewide, teacher-developed peer coaching model has been created that can be customized for local educational agencies and schools for improving 21st century teaching practices, supporting deeper learning, and fostering collaboration.

EdCamp

Colleagues join together to collaborate and create innovative professional learning. EdCamp is comprised of sessions that are determined by participants on the day of the event. Everyone is both a learner and a leader. Anyone can be a presenter or facilitator. Participants are encouraged to join and lead sessions that meet their unique needs as educators.

Formative Assessment for Maryland Educators (FAME)

FAME is a yearlong collaborative professional development process that consists of five self-study modules, application activities, communities of practice, leadership support, and support from the MSDE formative assessment specialists. The goals of FAME are to encourage and support teacher reflection and dialogue around the topic of formative

assessment, help teachers revise and refine their current practices within their own classrooms and schools, and create lasting change in schools and LSS.

Curricular Support Materials Collaborative

The Maryland District Curricular Support Materials Collaborative (CSM) aims to foster peer-to-peer networking and sharing of information about curricular resources across local educational agencies. By using an online tool, Maryland content supervisors can quickly and easily identify vetted materials.

Classroom Focused Improvement Process

The Maryland Classroom Focused Improvement Process is a statewide protocol for school-based collaborative teams to conduct strategic data analysis and data dialogue to guide instruction using a six-step process for increasing student achievement. The process is planned and carried out by teachers meeting in grade level, content, or vertical teams as a part of their regular lesson planning cycle.

Initiatives and Participation

Current Professional Learning Initiatives	Statewide Educator Participation
Child Care Credentialing	10,751 Individuals Trained (Jan.–Mar. 2017)
Statewide Pre-K – Grade Two Educator Symposia	964 Educators (Summer 2017)
Blackboard Professional Development Online Courses	238 Educators (Spring 2016 - Spring 2017)
Maryland Teacher Leadership Summit	52 Educators
Maryland Go Open	Educators statewide (February 2016-ongoing)
Maryland Collaborative Model for Peer Coaching	98 Educators
EdCamp	325 Educators
Formative Assessment for Maryland Educators (FAME)	1955 Educators (Fall 2017-Spring 2018)
Curricular Support Materials Collaborative	2017-present
Classroom Focused Improvement Process	Ongoing

Goals for Strategic Professional Learning

Maryland's CLP embraces the whole child, from birth to Grade 12. A high-quality and sustained system of professional learning occurs through strong partnerships with families and guardians, early childhood educators, PreK-12 teachers, higher education faculty and staff members, libraries, birth to 5 organizations, and other community stakeholders. Together state and local teams will establish and disseminate needs-based professional learning in a variety of mediums to local educational agencies, K-12 Educators, Birth to 5 programs, and local communities.

The Maryland State Department of Education has established the following goals to support the Comprehensive Literacy Plan:

- Create a high-quality and sustained system of professional learning;
- Build preservice and in-service teacher capacity;
- Support job-embedded, peer-to-peer professional learning; and
- Develop a statewide understanding of culturally responsive teaching practices.

Enhancements/Improvements for LSS to Consider

Support from English for Speakers of Other Languages (ESOL) programs, special education offices, and Title I should be given to individual schools as needed and as requested by the school administrators. More frequent learning walks by these offices and other support specialists, as well as strategic planning time to meet with teams of teachers would promote regular professional development and timely feedback that is specifically tailored to the literacy needs of that specific school or grade level. These specialists could also coordinate with LSS and community-based programs to professional learning for childcare, Head Start, parents, and community members, utilizing parent advocates, interpreters, and support personnel.



KEY 3

Continuity of Standards-based Instruction



Maryland's
Keys to
Comprehensive Literacy



KEY 3 Continuity of Standards-based Instruction

Purpose

Working with local school systems, community-based programs, local Early Childhood Advisory Councils, public libraries, and institutions of higher education, Maryland will expand its vision of literacy to include the continuum of birth to Grade 12 to engage all groups and to increase alignment.

Birth to Grade Twelve

Birth to Age Five System of Early Care and Education

Young children need to be engaged in language and literacy interactions throughout the day. These activities should be occurring through everyday experiences such as communicating with friends and family, traveling in the car or through the neighborhood, and through daily household activities. They also need to be read to and have opportunities to discuss the text and the vocabulary, opportunities to explore pretend reading, and engage in open-ended questions and talk. As children move into prekindergarten, classroom activities should build phonemic awareness, print concepts, initial alphabet knowledge, and language comprehension, including vocabulary knowledge, background knowledge, and knowledge of text and sentence structures. All these activities should occur through natural opportunities including play-based or center-based learning.

To promote continuity of standards-based instruction, MSDE will continue to:

- strengthen partnerships among system of early care and education and local educational agencies;
- identify and promote alignment of curriculum with Maryland College and Career Ready Standards and Early Learning Standards across content areas;
- increase collaboration with the Offices of Special Education and ESOL Programs; and
- provide appropriate accommodations and curriculum resource suggestions to meet the literacy needs of all students.

Kindergarten to Grade Five

Literacy knowledge and skills developed in kindergarten through third grade predict later literacy achievement. Classroom instruction can have an enormous impact on the development of literacy knowledge and skills. The instruction in these early grades, especially K-2nd grade should reflect developmentally appropriate instruction that allows for play-based, center-based, and or project-based learning. Kindergarten should build on those same areas that began in prekindergarten, including moving from initial alphabet knowledge to full alphabet knowledge and from phonological awareness to phonemic awareness. Beginning around 1st grade, children should also begin building fluency in context and automatic word recognition. Students in grade two begin

understanding general and specific purposes for reading. In grades three to five, students also need to build knowledge of the strategies for reading. To promote continuity of standards-based instruction, MSDE will continue to:

- identify and promote alignment of curriculum with Maryland College and Career-Ready Standards and Early Learning Standards across contents;
- increase collaboration with the Offices of Special Education and ESOL Programs; and
- provide appropriate accommodations and curriculum resource suggestions to meet the literacy needs of all students.

Grade Six to Grade Eight

Adolescents need many opportunities to work with print and nonprint materials to make meaning and build relationships in their academic and social worlds. The Maryland College and Career-Ready Standards (MCCRS) provide a shared interdisciplinary approach to ensure middle school students meet the end-of year-expectations that will enable them to be college and career ready. To support adolescent literacy development successfully, we must provide access to engaging and motivating content and instruction to support their continued development.

Areas to consider include the following:

- provide opportunities for adolescents to work with print and nonprint materials;
- offer web-based learning experiences;
- provide appropriate professional development for middle school educators;
- implement assessment methods that allow students to demonstrate strengths as well as needs; and
- differentiate instruction to include culturally responsive pedagogy as our classrooms become increasingly diverse learning environments.

In order to promote alignment of standards-based instruction, MSDE will continue to:

- identify and promote alignment of curriculum with Maryland College and Career Ready Standards for English Language Arts/Literacy across contents;
- increase collaboration with the Offices of Special Education and ESOL Programs
- provide appropriate curriculum resource suggestions to meet the literacy needs of adolescent students; and
- collaborate with institutions of higher education that prepare teachers to include literacy standards with those that guide content preparation in their courses.



KEY 3

Grade Nine to Grade Twelve

Adolescents have many interests and opportunities that involve some form of literacy experiences, including the use of traditional print materials, the Internet, social media, instant messaging, texting, video games, and reading and writing in the workplace. The academic literacy demands required in school need to connect with the literacy practices in adolescent's lives. The Maryland College and Career-Ready Standards (MCCRS) provide a shared interdisciplinary approach to ensure high school students meet the end-of-year expectations that will enable them to be college and career ready.

Content area teachers play a key role in building the disciplinary knowledge and strategy use that will help students learn from complex discipline specific print and nonprint materials.

Areas to consider include the following:

- encourage collaboration between teachers with expertise in literacy and all content areas inclusive of the academic disciplines, the performing arts, and the technical subject areas;
- include the use of traditional and non-traditional print materials, including the Internet, social media, instant messaging, texting, and video games, all of which can be used as tools for understanding academic content as well as forming social relationships; and
- differentiate instruction to include culturally responsive pedagogy as our classrooms become increasingly diverse learning environments.

In order to promote alignment of standards-based instruction, MSDE will continue to:

- promote alignment of curriculum with Maryland College and Career Ready Standards for English Language Arts/Literacy across contents;
- increase collaboration with the Offices of Special Education and ESOL Programs;
- provide appropriate curriculum resource suggestions to meet the literacy needs of adolescent students; and
- collaborate with institutions of higher education that prepare teachers to include literacy
- standards with those that guide content preparation in their courses.

Established Programs/Initiatives

The Maryland College and Career Ready Standards Curriculum Frameworks were developed by Maryland educators to unpack the Common Core State Standards and identify the essential skills and knowledge that a student would need to master the grade specific standards. The Frameworks are intended to guide the development of standards-aligned curriculum and to foster a continuum of developmentally appropriate instruction. Along with the MCCRS Clarifications documents, these teacher-developed resources help build common understandings and valuable insights into what a student must know and be able to do to demonstrate proficiency with the standards. With the MCCRS Standards, teachers in all subject areas build discipline-specific literacy into daily instruction. Maryland's disciplinary literacy framework identifies essential skills for accessing, analyzing, and evaluating content-rich informational texts and presenting evidence-based conclusions in argumentative and explanatory writing, emphasizing research. The disciplinary literacy standards are not meant to replace existing content standards in the history, social studies, science, or technical subject classrooms, but rather to support them. Library Media Specialists continue to build strong partnerships with local libraries to provide students with reading and research opportunities that support the growth of all learners. Elementary schools with Judy Centers are using text and email to promote active family engagement with literacy skill development. Programs like Raising a Reader have been implemented in elementary schools in Pre-K classrooms using previous Race to the Top funds.

Goals for Continuity of Standards-based Instruction

Working with local school systems, community-based programs, local Early Childhood Advisory Councils, public libraries, and institutions of higher education, Maryland will expand its vision of literacy to include the continuum of birth to Grade twelve education to engage all groups and to increase alignment. True equity of instruction cannot be achieved until all students receive instruction aligned to the standards and delivered with fidelity. The Maryland State Department of Education has established the following goals to support the Comprehensive Literacy Plan:

- Expand the vision of literacy to engage all groups to include the continuum of birth to grade five and the alignment from grade six through grade twelve;

- Form a Curriculum Support Materials (CSM) Collaborative to review and catalog instructional materials in use;
- Support districts in implementing the Early Learning Standards and Maryland Content Standards;
- Increase knowledge of effective, evidence-based literacy instruction for all students; and
- Participate in multi-state collaboratives and provide instructional supports from these collaboratives to LSS.

Enhancements/Improvements for LSS to Consider

Additional time needs to be allotted for vertical team co-planning so that teachers from the pre-school, elementary, middle, and high school levels can collaborate and share evidence-based practices as students transition from one school to the next. Additional time also must be allotted for teachers to plan across content areas and to collaborate with other schools with similar populations to share best practices. Literacy teams need to be clearly established within the school and these teams need to collaborate with others on the local school system and state level to review curriculum, share best practices, and ensure alignment and rigor to the standards and ensure a deeper understanding of what the standards intend to achieve. LSS could consider adding secondary reading coaches in each middle and high school to support teachers' understanding of the standards and the alignment of reading instruction from grade level to grade level and to address the needs of diverse learners. Elementary level teams should also provide opportunities to include childcare and Head Start members and should partner with their local Early Childhood Advisory Councils to participate in local literacy campaigns and promote outreach efforts to engage parents. Models of schools and programs successfully using evidence-based online literacy apps and resources should be shared with LSS, childcare, and Head Start programs.



KEY 4

Comprehensive System of Assessments



Maryland's
Keys to
Comprehensive Literacy



KEY 4 Comprehensive System of Assessments

Purpose

A comprehensive system of assessments includes state, local, school, and teacher assessment data. A comprehensive system of assessment allows for strategic data-informed decision making to meet the needs of the individual student and should include the appropriate balance of screening tools, diagnostic tools when needed, progress monitoring of students receiving interventions, and tools to measure outcomes.

A comprehensive system of assessment also includes a formative assessment process. The Chief Council of State School Officers (CCSSO) defines the formative assessment process as follows: "Formative assessment is a planned, ongoing process used by all students and teachers during learning and teaching to elicit and use evidence of student learning to improve student understanding of intended disciplinary learning outcomes and support students to become more self-directed learners." Further guidance from CCSSO recommends that effective use of the formative assessment process requires students and teachers to integrate and embed the following practices in a collaborative and respectful classroom environment:

- clarifying learning goals within a broader progression of learning;
- eliciting and analyzing evidence of student thinking;
- engaging in self-assessment and peer feedback;
- providing actionable feedback; and
- using evidence and feedback to move learning forward by adjusting learning strategies, goals or next instructional steps.

Maryland began mandating testing in the late 1980s. The data gathered from those initial assessments guided the improvement of instruction for students across the state. As students mastered the standards that had been established, educators realized that the standards needed to be raised, and as a result, Maryland began developing a system of assessments that reflected increased academic standards. See the chart below for the history of Maryland assessments.

Current Birth to Grade 12 Assessments

Early Learning Assessment

The Early Learning Assessment is a formative assessment tool available to all child care, Head Start, and LEAs for use with children from 36-72 months.

Kindergarten Readiness Assessment

The new Maryland College and Career-Ready Standards raised the bar for all school-age students, including kindergarteners. As a result, in 2014 Maryland developed Ready for Kindergarten (R4K), Maryland's Comprehensive Early Childhood Assessment System under the Race to the Top Early Learning Challenge Grant in partnership with MSDE, the Johns Hopkins University Center for Technology in Education, the Ohio Department of Education, the Connecticut State Department of Education, and West-Ed based on Maryland's Prekindergarten standards. The R4K system helps identify the supports children need to be successful in school. R4K data is used to inform teachers, families, schools, programs, and the state so together we can meet the needs of every child. R4K has two components:

- *Early Learning Assessment (ELA)* (36 to 72 months) measuring the learning progress of young children in seven domains of learning – social foundations, language/literacy, mathematics, physical well-being and motor development, science, social studies, and the fine arts.
- *Kindergarten Readiness Assessment (KRA)* measuring school readiness in four domains – social foundations; language/literacy, mathematics, and physical well-being and motor development.

Previous Maryland Assessments

Assessment	Birth to Age Five	K - Grade Five	Grade Six-Grade Eight	Grade Nine - Grade Twelve
Maryland Model for School Readiness (MMSR)		Last administered to 2013-2014 kindergartners		
MSA		Administered in grades three through five	Administered in grades six through eight	
Maryland Functional Testing Program (MFTP)				Last administered in 2003-2004
Maryland High School Assessments (HSA) English and math				In 2013, the algebra and English assessments were replaced with PARCC exams to align with MCCRS.
PARCC		Last administered to grades three through five in spring 2019	Last administered in Grades 6-8 in spring 2019	Last administered in high school in spring 2019

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The KRA is the required state assessment measuring kindergarten readiness and given during the first 6 weeks of school. Every jurisdiction must assess, at minimum, a representative sample of entering kindergarteners. Twelve jurisdictions chose to conduct a census administration in the 2017-2018 school year, assessing all entering kindergarteners. In the 2019-2020 school year, 18 of the 24 LSS in Maryland chose to provide census scoring to all kindergarten students, four more than last year, assessing 65% of all entering kindergarteners. This is an increase from 2018-2019, when only 39% of entering kindergarteners were assessed.

KRA Administration Type by Jurisdiction

LSS	CENSUS	SAMPLE
Allegany County	✓	
Anne Arundel County	✓	
Baltimore City	✓	
Baltimore County		20%
Calvert County		25%
Caroline County	✓	
Carroll County		31%
Cecil County	✓	
Charles County	✓	
Dorchester County	✓	
Frederick County		32%
Garrett County	✓	
Harford County		31%
Howard County	✓	
Kent County	✓	
Montgomery County		12%
Prince George's County	✓	
Queen Anne's County	✓	
St. Mary's County	✓	
Somerset County	✓	
Talbot County	✓	
Washington County	✓	
Wicomico County	✓	
Worcester County	✓	

The KRA provides information regarding school readiness levels, making it possible to determine if entering students have the knowledge, skills, and abilities required to succeed in kindergarten. The KRA can:

- provide student level data by giving teachers rich information about each assessed child's knowledge, skills, abilities, and learning needs;
- inform families through the Kindergarten Readiness Assessment Individual Student Report (ISR) which is provided to the family of every assessed child;
- instruct community leaders and policy makers by gathering important information about how well-prepared their children are for kindergarten; and
- advise school leaders and early childhood programs by offering schools and programs information about the learning needs of assessed children.

The KRA also identifies the individual needs of children, enabling teachers to make informed instructional decisions and produces reports for children with disabilities that align with Maryland's online Individualized Education Plan (IEP) system.

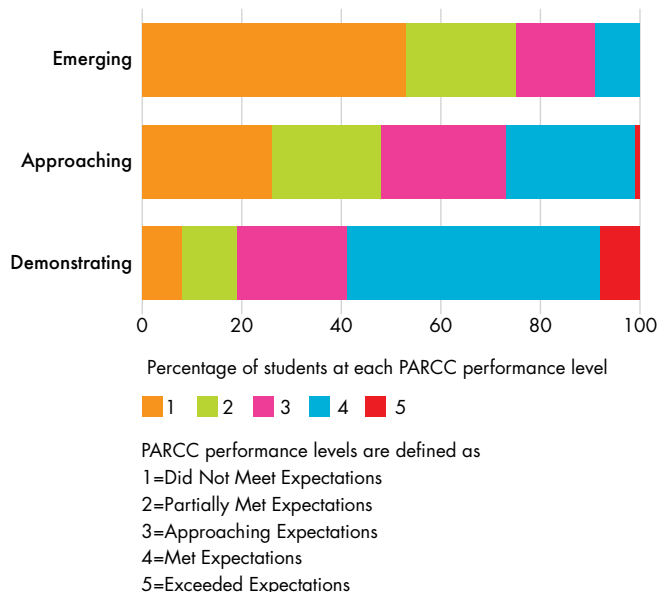
The implementation of the KRA and the PARCC assessments has provided the opportunity to study student achievement from kindergarten to grade 3. The results of a correlation study conducted by REL- Mathematica to compare Kindergartners KRA performance on the 2014 KRA with their performance on the 2017-2018 PARCC. The result indicate KRA has predictive validity. As indicated, over half of the students identified as Emerging students in Reading were still at a PARCC level 1 in grade 3 and fewer than 10% reached a level 4 or 5. Statewide, one in five Kindergartners are at an Emerging level each year (20%). This study has buoyed

Meets or Exceeds Expectations 2016-2017

Student Level	All Students	Special Education Students	English Learners	Economically Disadvantaged Students
Students	40%	19%	16%	27%
Grade 3 (PARCC ELA/L)	39.8%	10.4%	6.5%	21.4%
Grade 4 (PARCC ELA/L)	41.9%	8.4%	3.1%	23.2%
Grade 5 (PARCC ELA/L)	41.4%	6.7%	1.6%	22.9%
Grade 6 (PARCC ELA/L)	38.4%	5.1%	1.5%	19.4%
Grade 7 (PARCC ELA/L)	43%	5.9%	2.3%	23.2%
Grade 8 (PARCC ELA/L)	38.9%	4.7%	1.5%	20%
Grade 10 (PARCC ELA/L)	50.7%	10%	2.5%	29.1%

the drive to determine what kind of instruction, support, and intervention is happening, the effectiveness of the work, and ways to improve the academic trajectory for Emerging students.

Percentage of students at each grade 3 Partnership for Assessment of Readiness for College and Careers (PARCC) reading performance level, by Kindergarten Readiness Assessment (KRA) readiness level



Source: Administrative data provided by the Maryland State Department of Education, 2014/15 to 2017/18

PARCC/MCAP ELA/L

The PARCC tests, which resulted from the PARCC Consortium created through a multistate collaborative effort, were considered end-of-course exams. For students in grades three through eleven, PARCC assessments were given toward the end of the school year. For the English test, students read passages from real texts (fiction and nonfiction) and sometimes watched videos or listened to audios. Students wrote, using what they had learned from the passages and multimedia to support their arguments. For students in high school, PARCC assessments were typically given to students after they completed most of Algebra 1, geometry, or Algebra 2 in math and their 10th or 11th grade English course. The PARCC tests in English Language Arts/Literacy measured writing at every grade because it is key to showing readiness for the next level of academic work or college and career readiness.

In 2019, Maryland decided to develop an independent assessment, which reflected Maryland students and was written by Maryland educators. Joining forces with

Educational Testing Services (ETS), ELA teachers across the state began participating in all phases of MCAP ELA/L development: passage review, item writing, content review, and range-finding. The assessment is slated to be a multi-stage adaptive test, which means that the assessment will move students to a grade-appropriate text based on their reading skills as determined by a router unit. The assessment is aligned to the MCCRS and will provide data on student mastery of those standards. Due to the fact that the standards which drive instruction did not change, the transition to a new assessment did not require extensive training or messaging to stakeholders; however, information on any changes to the testing experience were shared with superintendents, local accountability coordinators, ELA supervisors, administrators, and teachers. All constituents have been updated on the similarities and differences in item types, have been provided functionality practice tests, and have had input on the development of blueprints and rubrics. The first administration will provide the equating data to verify the seamless shift from PARCC to ELA/L MCAP.

Maryland Integrated Science Assessment

Maryland has replaced the Maryland School Assessment with the Maryland Integrated Science Assessment (MISA), which is administered every spring to students in fifth and eighth grade. The test was first administered in the 2016-17 school year.

Maryland High School Assessments

The Maryland High School Assessment Program dates back to 1989, when the Governor's Commission on School Performance reported on the issues of high-quality assessment. The Government and Biology HSAs are intended to meet the testing requirements for Maryland high school graduation as well as the high school testing requirements for federal law.

ACCESS for ELLs 2.0

ACCESS for ELLs 2.0 is an English language proficiency assessment administered to English Learners (ELs) identified in kindergarten through 12th grade. It is given annually to monitor students' progress in acquiring academic English and assesses ELs' skills in listening, speaking, reading, and writing.

MSAA

Maryland's Multi-State Alternate Assessment (MSAA) is designed to assess skills in English Language Arts and Mathematics for students with significant cognitive



KEY 4

disabilities in grades three through eight and grade eleven. This represents a very small number of students. The MSAA is based on alternate achievement standards which have been derived from and are aligned to the Maryland College and Career-Ready Standards (MCCRS). The overall goal of the MSAA is to make sure that all students achieve increasingly higher academic outcomes and leave high school ready for post-school options.

Alt-Maryland Integrated Science Assessment

The Alternate Maryland Integrated Science Assessment (Alt-MISA), also known as Dynamic Learning Maps (DLM), is designed for students with the most significant cognitive disabilities for whom the general education science assessment (MISA) is not appropriate, even with accommodations. The Alt-MISA is based on alternate achievement standards which have been derived from and are aligned with the Next Generation Science Standards (NGSS).

Established Programs/Initiatives

MSDE reviews and recommends publisher-developed curriculum that aligns with the Maryland Early Learning Standards for programs for infants and toddlers (birth to age three) and comprehensive curriculum (ages three, four, and five).

The Guidelines for Healthy Child Development and Care for Young Children (Birth - Three Years of Age) was compiled in 2004 by a workgroup composed of early childhood professionals, to be compatible with the Maryland Model for School Readiness (MMSR) and the Maryland State Curriculum, making the guidelines an important part of a Birth-Grade twelve learning continuum. In 2009, the Maryland State Department of Education Division of Early Childhood Development began a revision of these guidelines and changed the name to Healthy Beginnings: Supporting Development and Learning from Birth through Three Years of Age. The revision process was intended to ensure that the information continued to meet the goals of being family-friendly, accurate, and developmentally appropriate. National experts were used to review the materials for accuracy and appropriateness with developmental milestones. Both a searchable online version and a mobile accessible version are available for parents and caregivers. The documents can be viewed at [Supporting Development and Learning from Birth through Three Years of Age](#) and [Welcome to Healthy Beginnings!](#).

In 2018, a curriculum for four-year-olds aligned to the Maryland College and Career Ready Standards and developed with the University of Maryland in partnership with Apple was made available at no cost to all childcare, Head Start, and public prekindergarten programs. In subsequent years, curriculum for three-year-olds, infants, and toddlers will also be made available.

Goals to Support Comprehensive System of Assessments

- Determine and report to stakeholders readiness for and progress toward college and career readiness for all Maryland students;
- Provide workshops, webinars, and resources regarding interpretation of various assessment data;
- Support district level assessment initiatives; and
- Participate in multi-state collaboratives and provide assessment supports from these collaboratives to LSS.

Enhancements/Improvements for LSS to Consider

Creative scheduling must be put into place to ensure that there is common planning time among grade level teams to analyze data and share best practices. These common planning meetings should also include EL teachers and special educators, as well as a school administrator, as needed. Resource teachers from the local educational agency level should be regularly invited to common planning meetings to provide additional support. A balanced plan for assessment needs to be created/adjusted at the local educational agency level that includes screening, diagnostic tools, progress monitoring, and outcomes tools to assess standards for each grade level throughout the entire school year. The progress monitoring program should provide data that can be analyzed from the beginning of the school year. Schools need to use the individual and school data on these assessments to plan for improvement based on an aligned statewide data analysis planning model. These assessments should be shared in the needs assessment and as part of the School Progress Plan. Local educational agency level offices will continue to monitor the assessments and their alignment to the standards. The Early Childhood, ESOL program, and Special Education offices will also receive data reports and provide support as needed.



KEY 5

Tiered Instructional Interventions



Maryland's
Keys to
Comprehensive Literacy



KEY 5 Tiered Instruction and Interventions

Purpose

Maryland has adopted regulation for the inclusion of Universal Design for Learning (UDL) in all classrooms. This approach provides choice for students, which, in turn, allows teachers to differentiate lessons and activities, and differentiation is a key to tiered instruction.

In addition, Maryland developed a structured Response to Intervention (RTI) Framework in 2008 that was adopted statewide. The state's tiered system of support will continue to be refined, will include all children, and will provide enrichment and intervention models to achieve comprehensive literacy for all. Instruction must be supported by strong evidence-based research and must include frequent, repeated, developmentally appropriate practices such as:

- instructional strategies in developing skills in listening, speaking, reading and writing across content areas;
- targeted instructional approaches and strategies to increase the language development and access to grade-level content for EL;
- intentional instruction in foundational literacy skills, including phonological awareness, phonics and word recognition, print concepts, vocabulary, and fluency;
- explicit instruction in authentic and purposeful writing and opportunities for discourse;
- high-interest, diverse, high-quality print materials;
- differentiated instructional approaches, including individual and small group instruction;
- opportunities for using and developing vocabulary;
- valid and reliable system of assessments including screening, diagnostic, formative, and summative assessment tools;
- strategies to enhance children's motivation to read and write and children's engagement in self-directed learning;
- principles of Universal Design for Learning;
- professional development around evidence-based strategies and practices for increased literacy achievement;
- alignment to Maryland Content Standards and the Early Learning Standards; and
- collaboration with the local ECAC Birth-Grade 2 literacy campaigns, including strong partnerships with the public libraries, and participation in family engagement literacy strategies used by the ECAC.

Birth to Grade 12

Birth to Age Five System of Early Care and Education

Early differences in language development, which contribute to reading development, begin in infancy and grow larger over time. Thus, emphasis on supporting language development in children in early childhood is critical. Rich language experiences are needed to support the development of vocabulary, comprehension, and syntactic construction. While the requirement to administer developmental screening to all children enrolled in licensed child care programs is currently on hold, some early childhood programs and pediatricians provide developmental screening to young children and use these data to seek additional interventions if needed. Intervention in the earliest years includes families as their child's first teacher.

Maryland's Early Childhood Engagement Framework outlines goals and strategies to support family engagement initiatives implemented by early care and education providers including building family capacity to support their children's school readiness. Partnerships with organizations that support the provision of high quality early care and education including MD Childcare Resource Network, Maryland State Child Care Association, MD EXCELS, Maryland State Family Child Care Association and the ECACs serve as a link to early education and care providers that may be leveraged to build capacity for data analysis, instructional planning and family engagement in literacy initiatives.

The language and literacy data for children available through developmental screenings and other assessment tools such as the Early Learning Assessment and the Kindergarten Readiness Assessment will guide providers in their instructional planning and in seeking additional interventions if needed. Maryland has a list of recommended screening tools that could be used in early learning programs.



KEY 5

Kindergarten to Grade Five

As students enter kindergarten, all local educational agencies utilize the KRA to determine student readiness. The data from this assessment drives instruction for early learners. Students in many cases are first identified in kindergarten as students in need of receiving free or reduced meals (FARM), EL, or students with special needs. This demographic information, as well as the students' academic and emotional readiness for school, is used to plan instruction that will meet each child's needs. The aggregated data allows schools, the local educational agency, and the state to make decisions regarding equity in instruction.

Grade Six to Grade Twelve

LEAs use mandated testing information to drive and differentiate instruction and to provide remediation or enrichment instruction as necessary. Additionally, teacher reports, team meetings, and conferences with counselors, parents, and students provide additional information regarding ways to meet the needs of all students. This data will be viewed with research supporting learning of disadvantaged students, ELs, and students with special needs to improve equity.

Established Programs/Initiatives

The State encourages teachers to continue to work collaboratively to utilize responsive teaching methods grounded in student data to support growth. Targeted, small group instruction has been infused into classrooms as a best practice to provide personalized and customized instruction to meet the needs of all students. Para educators, resource teachers, EL teachers, and special educators work together with general education teachers to develop and implement engaging and rigorous instruction grounded in the standards. Technology has been readily infused into instruction to provide customized options to support students who need additional support as well as students who could benefit from further extension of learning experiences to enhance growth.

Goals to support Tiered Instruction and Intervention

Maryland has adopted regulation for the inclusion of Universal Design for Learning (UDL) in all classrooms. This approach provides choice and individualization for students which, in turn, allows teachers to provide tiered instruction. In addition, Maryland developed a structured Response to Intervention Framework in 2008 that was adopted statewide. The Maryland State Department of Education has established the following goals to support the Comprehensive Literacy Plan:

- Provide professional learning for LSS staff, on Multi-Tiered System of Support to meet the needs of all students, including students with disabilities;
- Provide resources for implementing multi-tiered systems of support;
- Provide technical support; and
- Participate in multi-state collaboratives and provide supports from these collaboratives to LSS.

Enhancements/Improvements for LSS to Consider

Teachers need additional professional learning in understanding available literacy data and how to use it for identifying student needs for early intervention. All teachers need additional professional learning in utilizing reading and writing strategies that will support the specific needs of their diverse learners. This also includes professional learning on culturally responsive teaching that is grounded in best practices for literacy. Multi-tiered systems of support include interventions as well as enrichments and are for students at all levels of proficiency and at every level of development. Collaboration is needed as students transition from one grade level to the next, and from one school to the next. In transition meetings, teachers need to share student-specific best practices with the next grade level teachers. Additional support is needed in high school for students reading below grade level. Many high schools do not have reading specialists assigned to the high school. The state will investigate how literacy issues and screening are being addressed in districts across the state. Evidence-based programs to support students reading below grade level at the high school level may address some of these concerns; however, considerations for sustainability for literacy support should be investigated.



KEY 6

Family and Community Partnerships



Maryland's
Keys to
Comprehensive Literacy



KEY 6 Family and Community Partnerships

Purpose

The intent of this key is to develop strong family and community partnerships. Active parent and community involvement are key components of the success of high functioning elementary and secondary schools. Across diverse economic backgrounds, family and community participation in elementary and secondary schools is associated with greater student success. Educators can help families and communities add to their repertoire of strategies for promoting literacy. In order to have the most positive impact on literacy achievement for all students, it is imperative that schools, families, and communities collaborate. Partnerships help schools prepare students for college and careers by offering additional opportunities, supports, and enrichment for young people.

Birth to Grade 12

Established Programs/Initiatives

Birth to Age Five System of Early Care and Education

Maryland's Early Childhood Family Engagement Framework is designed to be a guide for programs and providers to increase the availability and quality of family engagement for all families with young children in Maryland.

According to the Framework, family engagement initiatives should:

- Promote family well-being
- Promote positive parent-child relationships
- Support families as lifelong educators of their children
- Support the educational aspirations of parents and families
- Support families through the care and education transitions of early childhood
- Connect families to their peers and to the community
- Support the development of families as leaders and child advocates

Evidence-Based Family Engagement Programs

Family engagement strategies should be securely embedded in the values and operation of early learning programs. It often helps to have specific programs that target family engagement with a focus on comprehensive family support, early literacy or home visiting. Within Maryland there are several evidence-based family and community programs designed to promote literacy for all students.

- **Judy Centers.** Judy Centers provide a central location for early childhood education and family support services for families with children birth through kindergarten. Currently, there are 25 Judy Centers located at or near Title I schools, serving about 12,000 children birth through kindergarten each year. Judy Centers represent a much-desired model of community engagement in early learning. They effectively link early childhood with public schools and an array of community-based agencies, organizations, and businesses.
- **Family Support Centers.** Operated by Maryland Family Network, a state-coordinating entity, the network of family support centers combines parent-child activities, adult education and job readiness, to support low-income families with young children. The Family Support Centers

incorporate Early Head Start and Community Hubs to help families navigate access to services while working toward their own life goals.

- **Head Start.** Maryland has nineteen Head Start grantees that provide comprehensive early childhood education and health services. Head Start programs follow the program standards that are required by the U.S. Department of Health and Human Services.
- **Abriendo Puertas/Opening Doors.** Abriendo Puertas was developed for and by Latino parents to build parent capacity and confidence to be strong and powerful advocates in the lives of their children, and to ensure their children are ready to learn. The program offers ten sessions of parenting, leadership, and advocacy training for parents of children ages birth to five. It is an interactive, multimedia curriculum that draws on real-life experiences and cultural strengths of Latino families, and makes the teachings personal and relevant.
- **Maryland Public Libraries.** Libraries throughout Maryland have story time or prekindergarten classes taught by librarians who are knowledgeable about the Maryland College and Career-Ready Standards and STEM. Story time provides children with a group experience where they can participate in early literacy skill building, while interacting not only with adults outside the family, but with peers as well.
- **Raising a Reader.** Raising a Reader is a national early literacy and family engagement program that works with direct service agencies (serving children 0-8) so that they can help families develop, practice, and maintain the habit of sharing books with their children. Each week, children bring home a bag of high-quality books that are developmentally and culturally appropriate. Parents participate in workshops that provide ideas for sharing the books and promoting oral language with their child. Over the course of a typical rotation, parents share more than 100 books with their children
- **Ready at Five.** Ready at Five is part of the Maryland Business Roundtable for Education. This non-profit provides downloadable parent tips that guide families in supporting early learning and school readiness. In addition, Ready at Five hosts Learning Parties for parents and their children, during which parents learn strategies for using everyday experiences to promote learning. In 2018, Learning Parties took place across the state and reached 181 parents and 235 children. Surveys indicated that 92% of parents felt that they were



KEY 6

more confident in their ability to advocate for their child and were able to resolve conflicts in more effective ways.

- **Home Instruction for Parents of Preschool Youngsters (HIPPY).** HIPPY is an evidence based peer home visiting program that targets families with preschool age children. During the thirty-week program, home visitors stress the importance of the parental role in children's learning and provide families with tools – activity packets with books, manipulatives, crayons, scissors –materials they can use to support learning in the home. Parents are encouraged to read to their children every day and to support the development of school readiness skills.
- **Parent Teacher Home Visiting Project.** Building upon the lessons learned from home visiting in early childhood, the Parent Teacher Home Visiting Project is focused on building relationships between teachers and parents to support students' learning from elementary grades through high school. The program trains teachers to conduct meaningful home visits, provides support during and after the visiting process, and tracks outcomes of the visits to evaluate the program.

Kindergarten to Grade Five

In Maryland, family engagement can extend beyond a relationship between families to encompass a broader connection to the community. Like family engagement, community engagement is a partnership. The early childhood program, elementary school, and the larger community work together supporting one another and sharing responsibility for meeting the comprehensive needs of all children. Some early childhood and elementary programs are located within community organizations, such as a Judy Center or a county agency. When these programs work closely with the community, everyone benefits.

- Children gain access to community-sponsored opportunities.
- Families benefit from access to services that contribute to family well-being.
- Early childhood programs and elementary schools benefit from both tangible resources such as donations, and intangible resources such as business advice.
- Communities benefit by having quality programs that ensure the next generation of community members are reaching their full potential.

Grade Six to Grade Twelve

Student Service Learning is a Maryland high school graduation requirement. From grade six to grade twelve, students participate in a variety of volunteer opportunities, which allow students and communities to join forces for the greater good. Students across the state have partnered with organizations such as Habitat for Humanity, the Baltimore Aquarium, the Maryland Zoo, and public libraries. The partnerships build unique relationships and provide an opportunity for support for agencies and for students and families.

Goals to support Family and Community Partnerships

Active parent and community involvement are key components of the success of high functioning elementary and secondary schools across diverse economic backgrounds, family and community participation in elementary and secondary schools is associated with greater student success. Educators help families and communities add to their repertoire of strategies for promoting literacy. In order to have the most positive impact on literacy achievement for all students, it is imperative that schools, families, and communities collaborate. Partnerships help schools prepare students for college and careers by offering additional opportunities, supports, and enrichment for young people. The Maryland State Department of Education has established the following goals to support the Comprehensive Literacy Plan:

- Support districts and schools in developing strong family partnerships;
- Support districts and schools in developing strong community partnerships;
- Support LSS and the system of Early Care and Education in developing strategies for monitoring teaching and learning; and
- Participate in multi-state collaboratives and provide supports from these collaboratives to districts, childcare providers, and community partners.

Enhancements/Improvements for LSS to Consider

The Essential Instructional Practices, from the Handbook for Effective Literacy Instruction are supported by research and represent ways to empower educators to support families to:

- Prompt children during reading and writing and demonstrate ways to incorporate literacy-promoting strategies into everyday activities, such as cooking, communicating with friends and family and traveling in the bus or car;
- Promote children's independent reading;
- Support children in doing their homework and in academic learning over the summer months;
- Speak with children in their home/most comfortable language, whether or not that language is English;
- Provide literacy-supporting resources such as:
 - Books from the classroom that children can borrow or keep
 - Children's magazines
 - Information about judicious, adult-supported use of educational television and applications that can, with guidance, support literacy development
 - Announcements about local events
 - Passes to local museums

When the school and community form a collaborative partnership, they can effectively and collaboratively provide a wider range of services than either could on their own. When first establishing a school-community partnership, it will be important to use the data from the needs assessment to assess the fit of potential community partners, and choose those that fit the needs and desires of students. The school and community partner should continually assess their relationship and impact on student success. The Coalition for Community Schools offers a Results Framework, which offers specific indicators around student learning and wellbeing that are essential for student success, and that schools and community partners could track and serve as goals for school-community partnerships.

Short Term Results Include:

- Children are ready to enter school;
- Students attend school consistently; and
- Students are actively involved in learning and in their community

Long Term Results Include:

- Students succeed academically.
- Students are healthy-physically, socially, and emotionally; and
- Communities are desirable places to live.

As we engage in productive family and community partnerships, it is important to take time to celebrate successes, share challenges, and consider ways to improve. Creating effective school-community partnerships takes time, commitment, willingness and trust to share both successes and challenges along the way. Whether seeking to begin a partnership or to sustain existing ones, some essential elements include professional learning for all stakeholders on the relationship between mental and physical wellness and student achievement, as well as highlighting effective school-family-community partnerships that already exist as models.

While Maryland has always had a consistent focus on literacy in leadership, professional learning, standards, assessment, and instruction, the data show that the state must continue its efforts and focus on disadvantaged populations beginning at birth. MSDE is driven to provide all keys necessary to help students be successful in a world that requires more of them than any era before, while juggling obstacles that educators and families could not have imagined ten or twenty years ago. Even more urgent is the need to provide equitable resources for all students, because all students must not simply survive in the 21st Century; they must thrive. The number of students from disadvantaged populations who are not college and career ready by the time they leave high school represents a challenge that MSDE will meet by providing the skills necessary for improved literacy development for all students, birth to grade twelve. The Maryland Comprehensive Literacy Plan outlined in this document establishes the plan for success for all students.



Appendices



Maryland's
Keys to
Comprehensive Literacy

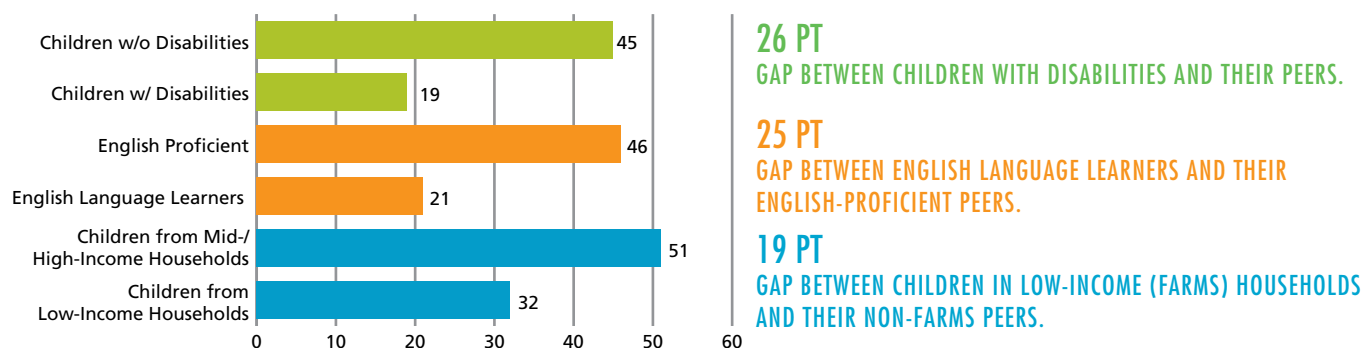
Appendix A: Maryland 2016 data

Maryland's demographic profile is rapidly changing. The overall student population is more diverse and now reflects a majority-minority, with the number of Hispanic students with disabilities more than tripling, from 4% in SFY 2000 to 14% in SFY 2016. More children are homeless, move frequently, are refugees from other countries, and/or speak other languages.

Moving Maryland Forward: Sharpen the Focus for 2020

This change is seen in the school building, but there is also documentation regarding children prior to entering school. Any child who falls into two or more of the categories of disadvantaged youths is at greater risk of failing than their English speaking counterparts.

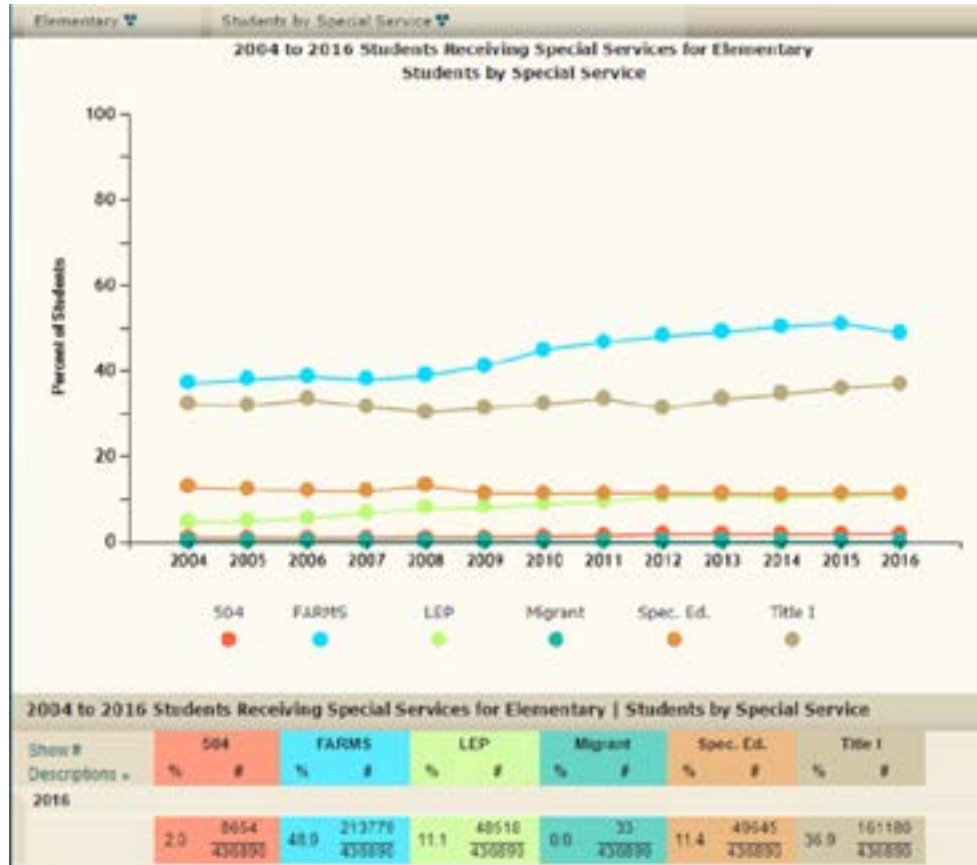
Percentage of Kindergarteners Demonstrating Readiness by Subgroup



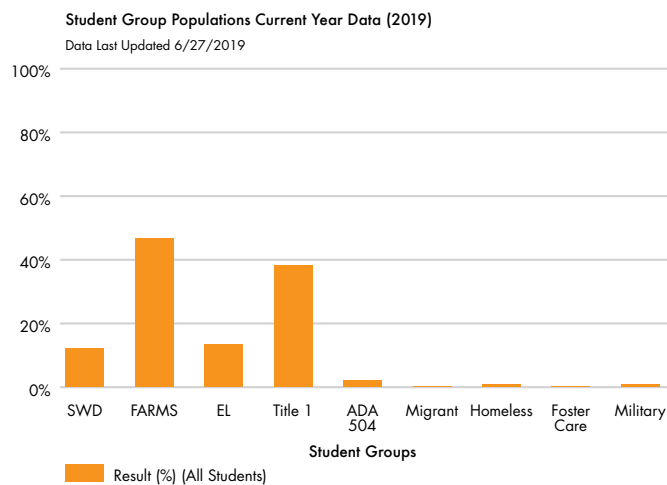
Readiness Matters Informing the Future. (2017, January). Retrieved July 5, 2017, from <http://www.readyatfive.org/school-readiness-data/readiness-matters-2017/1302-maryland-s-2016-2017-kindergarten-readiness-assessment-report-executive-summary/file.html>

Closing this gap is vital to the success of all children from the moment they enter school and as they complete and most beyond grade twelve. As students lag behind their peers, the risk of academic failure increases drastically. The number of disadvantaged students who are tested and reach proficiency levels on standardized tests drops significantly.

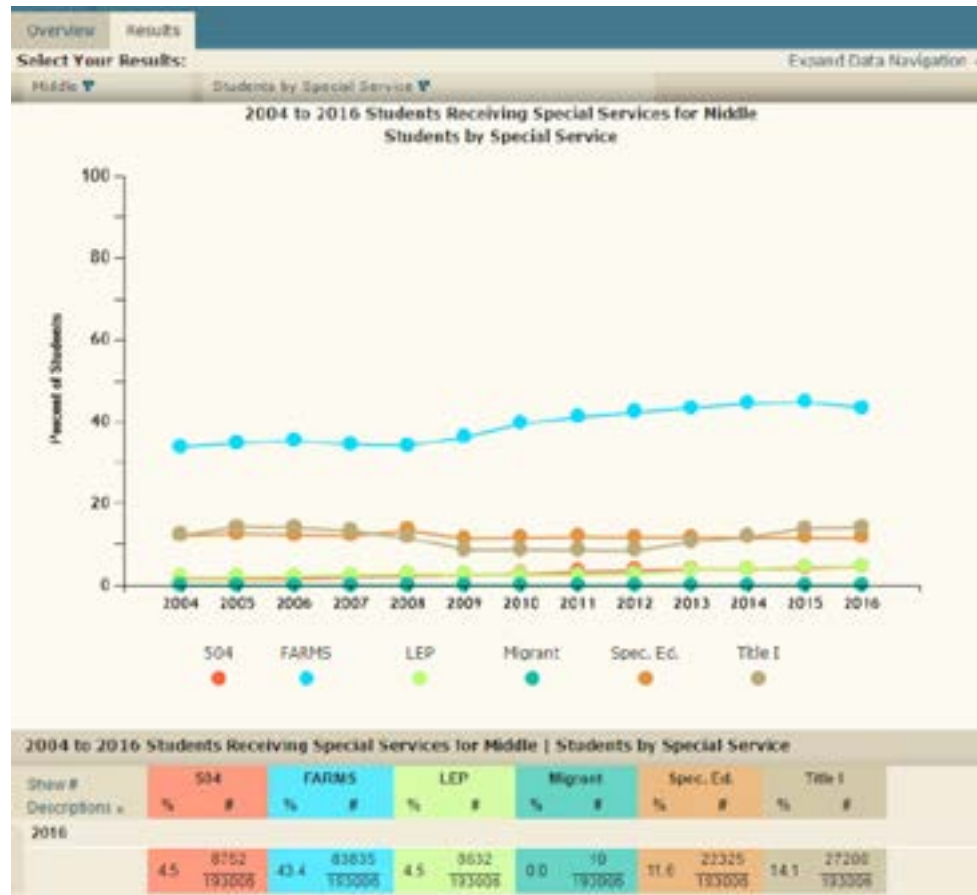
Elementary School Data for Disadvantaged Youth



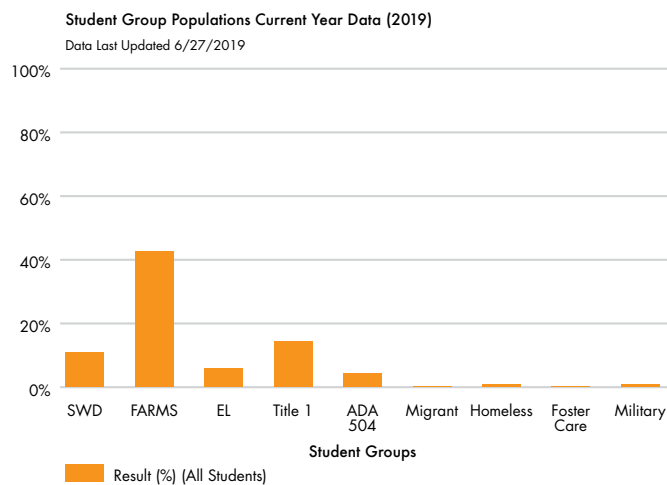
Elementary School Data for Disadvantaged Youth 2019



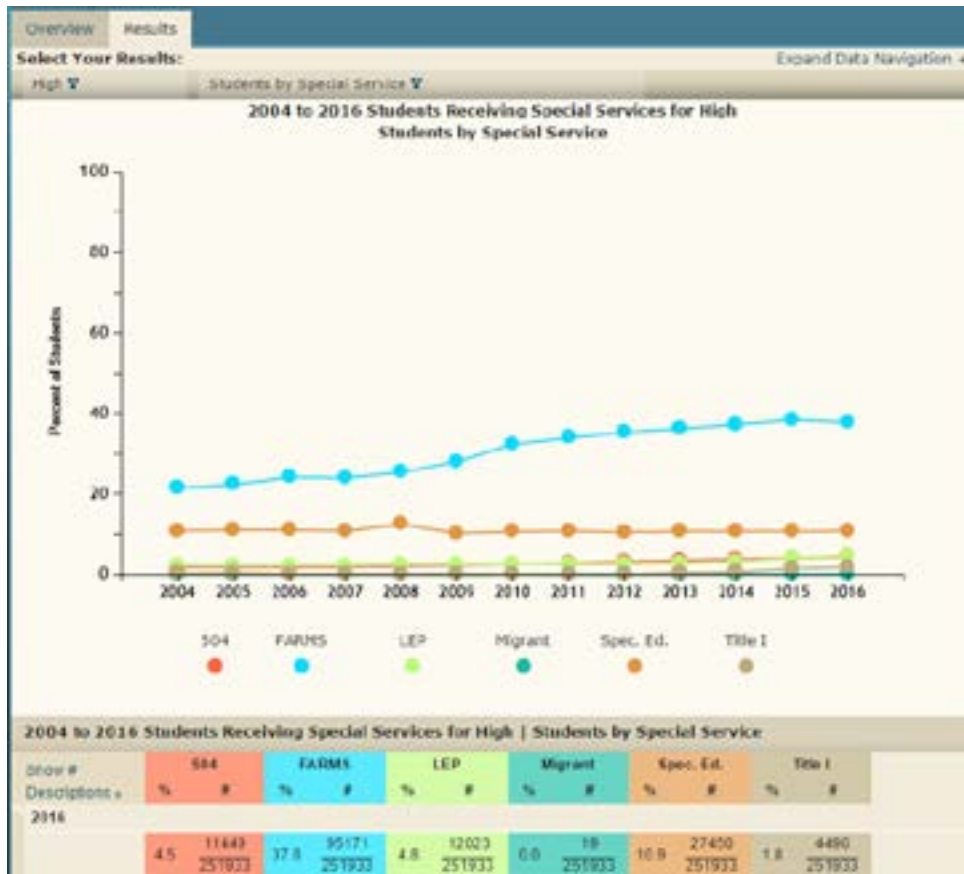
Middle School Data for Disadvantaged Youth



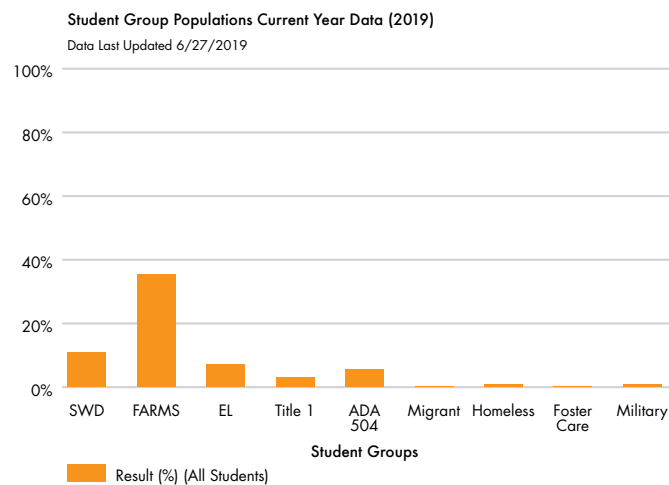
Middle School Data for Disadvantaged Youth 2019



High School Data for Disadvantaged Youth



High School Data for Disadvantaged Youth



Appendix A: Maryland 2016 data

All data can be accessed at [Maryland Report Card](#).

School Level	504 and Special Education Services	Below Poverty/FaRMS	English Learners
Birth – 5 years	4.05% * 2.3%*	14.9%	NA
Elementary	13.4%	48.9%	11.1%
Middle	16.1%	43.4%	11.1%
High	15.4%	37.8%	4.8%

*According to the data from the 2015 Maryland Census Report, the Maryland Infants and Toddlers Program was serving 4.05% children with disabilities. Of this

Assessment Scores Pass Rates for Disadvantaged Youth

The disaggregated data shows the proficiency level for disadvantaged populations.

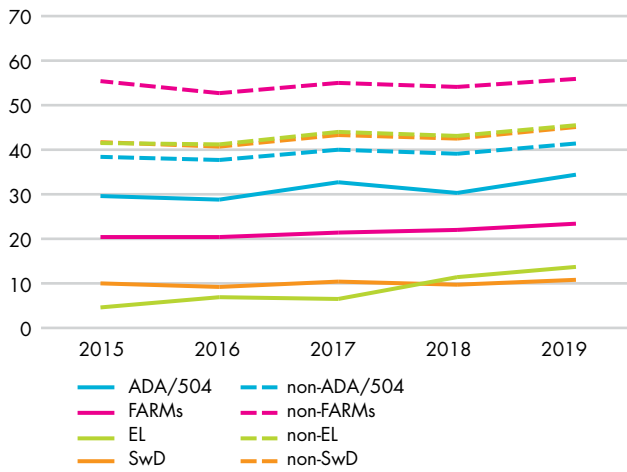
Meets or Exceeds Expectations 2016-2017

Student Level	All Students	Special Education Students	English Learners	Economically Disadvantaged Students
Kindergarten (KRA Literacy Domain)	40% (demonstrating readiness)	19%	16%	27%
Grade 3 (PARCC ELA/L)	39.8%	10.4%	6.5%	21.4%
Grade 4 (PARCC ELA/L)	41.9%	8.4%	3.1%	23.2%
Grade 5 (PARCC ELA/L)	41.4%	6.7%	1.6%	22.9%
Grade 6 (PARCC ELA/L)	38.4%	5.1%	1.5%	19.4%
Grade 7 (PARCC ELA/L)	43%	5.9%	2.3%	23.2%
Grade 8 (PARCC ELA/L)	38.9%	4.7%	1.5%	20%
Grade 10 (PARCC ELA/L)	50.7%	10%	2.5%	29.1%

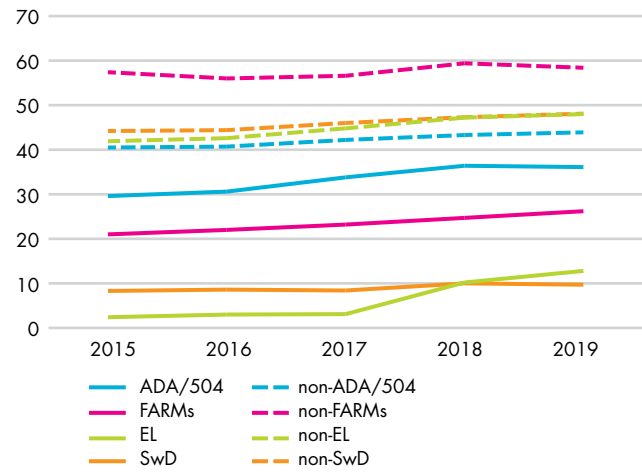
Meets or Exceeds Expectations 2019

Student Level	All Students	Special Education Students	English Learners	Economically Disadvantaged Students
Kindergarten (KRA Literacy Domain)	47%	19%	18%	34%
Grade 3 (PARCC ELA/L)	41.2%	7.8%	2.9%	26.2%
Grade 4 (PARCC ELA/L)	43.6%	9.7%	12.8%	23.2%
Grade 5 (PARCC ELA/L)	43.9%	8.6%	3.8%	8.6%
Grade 6 (PARCC ELA/L)	41.1%	5.8%	1.9%	22.7%
Grade 7 (PARCC ELA/L)	47.3%	8.2%	3.6%	28.2%
Grade 8 (PARCC ELA/L)	45.1%	6.9%	3.2%	25%
Grade 10 (PARCC ELA/L)	42.6%	7.8%	2.9%	24.4%

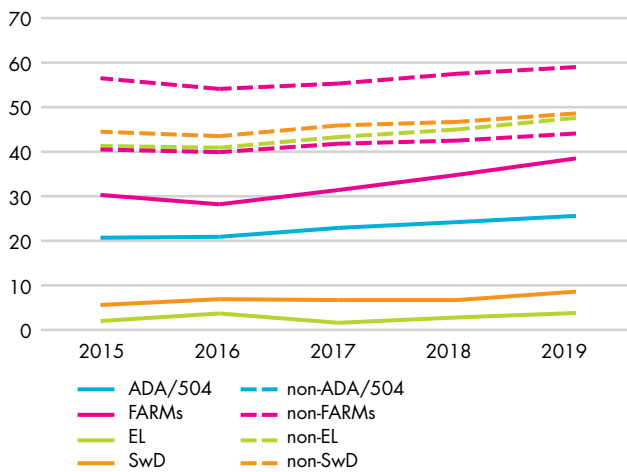
Grade 3 ELA Performance by Student Group



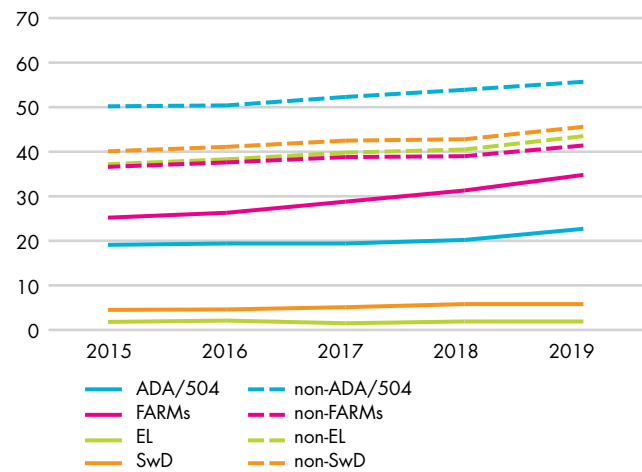
Grade 4 ELA Performance by Student Group



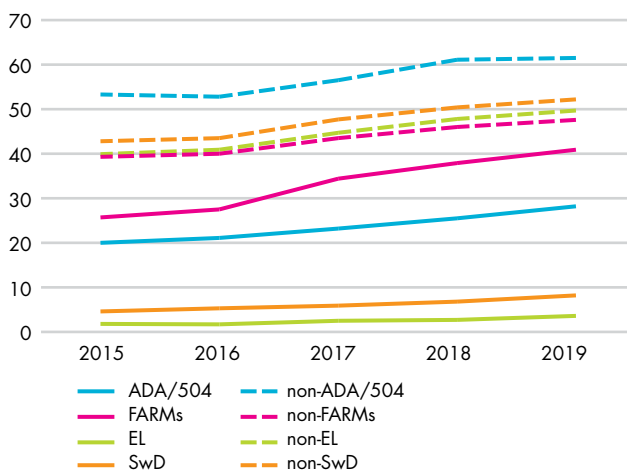
Grade 5 ELA Performance by Student Group



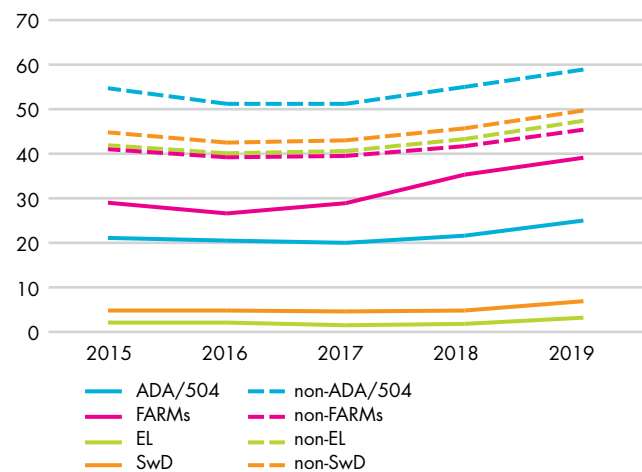
Grade 6 ELA Performance by Student Group

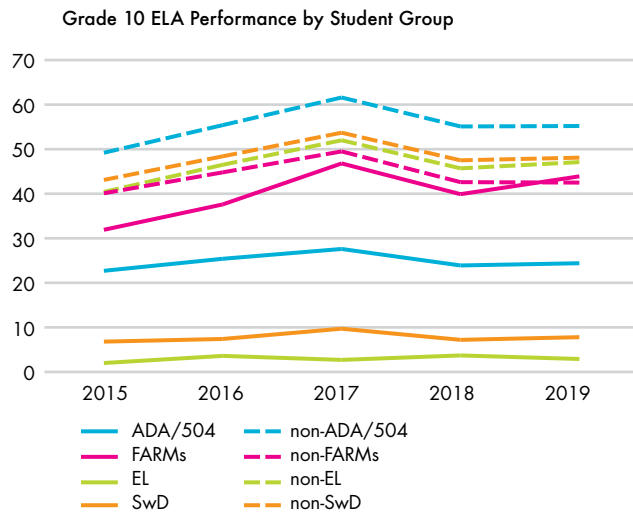


Grade 7 ELA Performance by Student Group



Grade 8 ELA Performance by Student Group





ACCESS for ELLs 2.0 Test Scores for EL Students 2017

The percent from the ACCESS for ELLs 2.0 English language proficiency test includes ELs by grade level who scored a 5.0 or higher on ACCESS for ELLs 2.0 in 2016. In 2017, the test was realigned to new standards, which impacted the results for students taking the test in spring 2017. Considering that there are over 203 languages spoken in Maryland, the population of English learners is very diverse. Although these students may be proficient in another language or languages, the English Learners are working to develop their proficiency in English.

Grade Level	Total Number of EL Students	Number of EL Students Scoring Proficient	Percent of EL Students Attaining Proficiency
K	10,300	947	9.2%
01	9,917	960	9.7%
02	9,467	1,761	18.6%
03	8,078	3,434	42.5%
04	4,254	1,309	30.8%
05	3,172	780	24.6%
06	2,672	290	10.9%
07	2,944	338	11.5%
08	2,968	271	9.1%
09	5,838	1,081	18.5%
10	3,417	536	15.7%
11	1,479	297	20.1%
12	953	149	15.6%
Total	65,459	12,153	18.6%

ACCESS for ELLs 2.0 Test Scores for EL Students 2019

Grade Level	Total Number of EL Students	Number of EL Students Scoring Proficient	Percent of EL Students Attaining Proficiency
K	10,369	752	7.3%
1	10,152	391	3.9%
2	10,278	632	6.1%
3	9,696	1,134	11.7%
4	9,134	3,107	34.0%
5	6,383	1,750	27.4%
6	4,385	180	4.1%
7	4,028	266	6.6%
8	3,853	351	9.1%
9	5,943	413	6.9%
10	4,294	327	7.6%
11	3,412	267	7.8%
12	2,659	165	6.2%

In 2016, WIDA conducted standard setting, which may have affected scores in 2019.

Anticipated Changes in Maryland's Population

According to the federal 2010 census, Maryland's population was 5,773,552. Between 2000 and 2010, Maryland's population gained 477,066 persons, an increase of 9%. In 2000, Maryland ranked 19th in the nation in population. With 529.1 persons per square land mile in 1999, it ranked 6th in population density among states (including the District of Columbia). From 1990 to 2000, Maryland population grew by 10.8%, a gain of 515,733 persons. Projected numbers for increases in population are available in Table 2.

Table 2: Maryland Projected Population Figures

	1990 census	2000 census	2010 census	2020 projected*	2030 projected*
Maryland	4,780,753	5,296,486	5,773,552	6,339,290	6,684,260

Maryland at a Glance Population. (2015, December 23). Retrieved June 30, 2017, from [Maryland at a Glance](#).

As suggested in Table 2, Maryland's population will continue to increase. While Maryland has a seemingly smaller number of disadvantaged youth as compared to other geographically larger states, the state's density is 6th overall. This increase has been evidenced by local educational agencies who are encountering an increasing number of students with disabilities, students with English as a second language, and students at a lower socioeconomic level. Maryland is homing in on the needs of its changing populations to address the needs of these disadvantaged groups.

Gifted and Talented

Maryland does not currently collect data on gifted and talented students; however, the Maryland ESSA plan states, "The State intends to take steps to add 'gifted and talented students' as an additional student group by the end of school year 2017-2018."

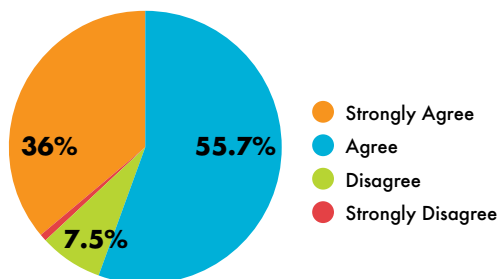
Appendix B: Needs-Based Survey and Results 2020

The first step in the development of Maryland's Comprehensive Literacy Plan was a needs assessment. In revising the CLP, the questions were revised and sent to stakeholders across the state, and their responses informed the direction of the revised CLP. In 2017, the Birth to Grade 12 continuum required two surveys with similar questions but geared to the specific needs of various groups; this method was followed in 2020 as well. In the second Needs Assessment, over 4,000 constituents responded to the questions and their feedback is the foundation of the revision to the Maryland Comprehensive Literacy Plan.

Kindergarten to Grade 12 Literacy Needs Assessment Responses

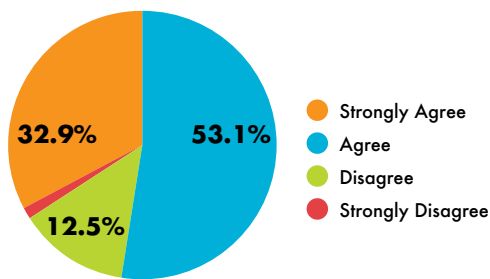
QUESTION 1

Administrators identify community, cultural, and equity concerns related to literacy and share solutions with stakeholders.



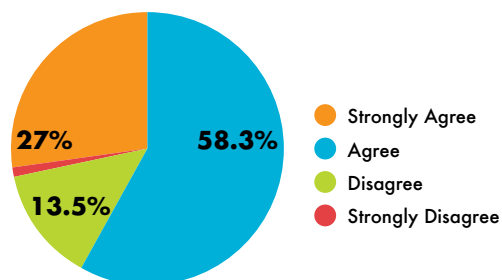
QUESTION 2

The local school system provides professional learning to address the needs of disadvantaged populations, including students from low income households, students with disabilities, and English learners.



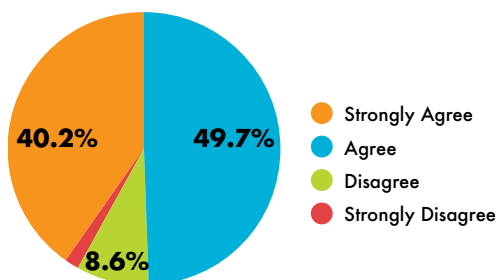
QUESTION 3

The local school system engages parents, community-based providers, higher education representatives, and other related stakeholders in literacy initiatives.



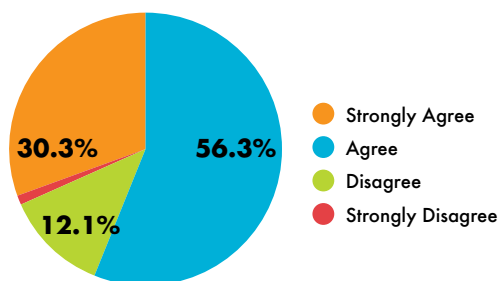
QUESTION 4

Literacy instruction is developmentally appropriate and strongly aligned to Maryland College and Career Ready Standards.



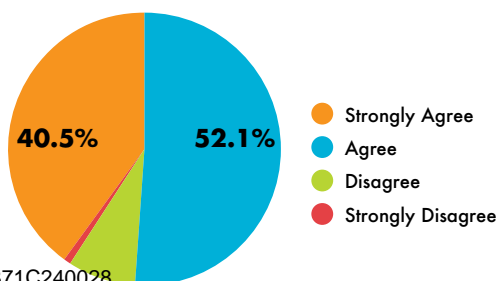
QUESTION 5

The local school system's assessment system includes valid and reliable screening, diagnostic, formative, and summative components.



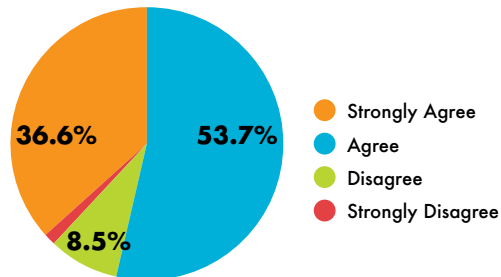
QUESTION 6

Assessments are used for data-informed decision-making in order to identify a child's learning needs, inform instruction, monitor a child's progress, and determine the effects of instruction.



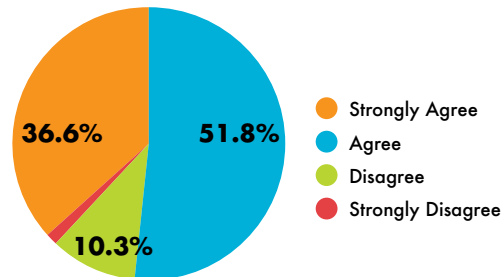
QUESTION 7

The local school system uses RTI and/or multi-tiered systems of support to determine appropriate interventions and practices needed to support a variety of student populations and needs. This includes students from low income households, students



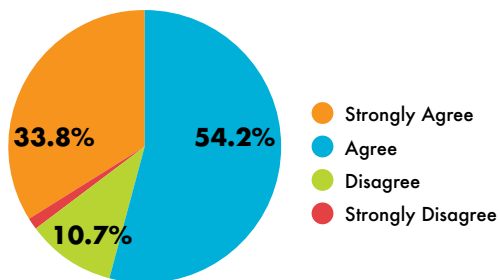
QUESTION 8

The interventions that the local school system uses are evidence-based and provide appropriate accommodations and supports that maintain high achievement expectations for all students.



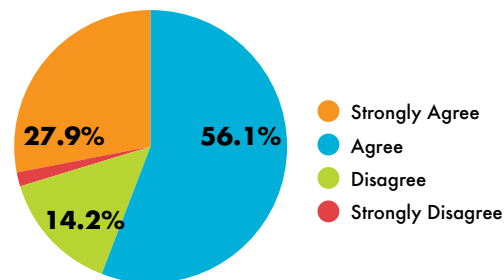
QUESTION 9

Teachers design lessons with Universal Design for Learning (UDL) to provide flexibility in the way information is presented; the way students respond or demonstrate knowledge and skills; and the way students are engaged.



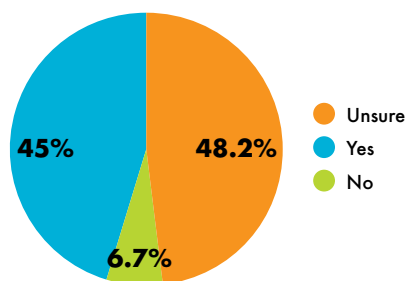
QUESTION 10

The local school system has an equity plan to close the achievement/opportunity gap for disadvantaged populations, including students from low income households, students with disabilities, and English learners.



QUESTION 11

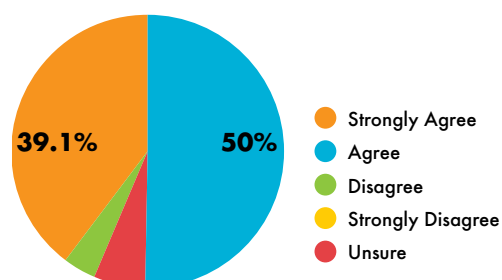
Does your school system collaborate with institutions of higher education around pre-service training for literacy teachers?



Early Childhood Literacy Needs Assessment Responses

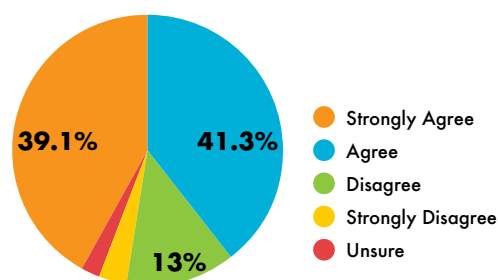
QUESTION 1

Program Directors identify community, cultural, and equity concerns related to literacy and share solutions with stakeholders.



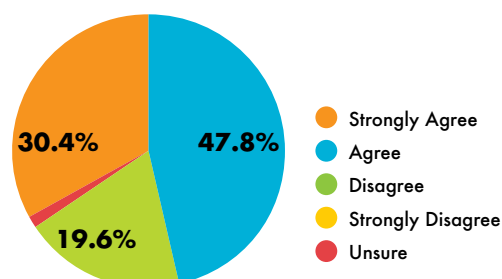
QUESTION 2

Our program is provided with high quality professional learning to address the needs of disadvantaged populations, including students from low income households, students with disabilities, and English learners.



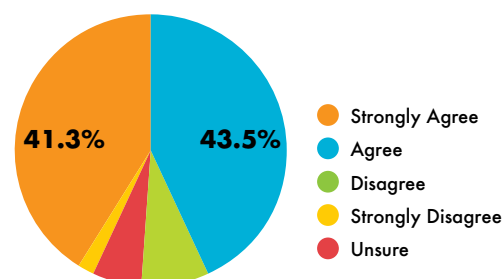
QUESTION 3

The local school system engages parents, community-based providers, higher education representatives, and other related stakeholders in literacy initiatives.



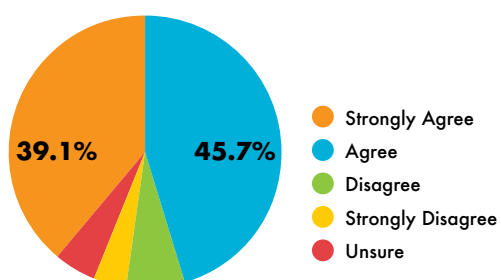
QUESTION 4

Our program's literacy instruction is developmentally appropriate and strongly aligned to Maryland Early Learning Standards.



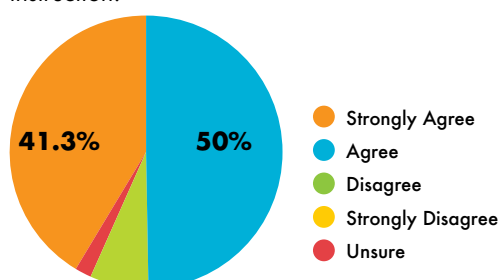
QUESTION 5

Our program's assessment system includes valid and reliable screening, diagnostic, formative, and summative components.



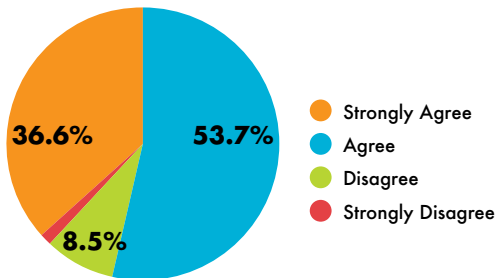
QUESTION 6

Assessments are used for data-informed decision-making in order to identify a child's learning needs, inform instruction, monitor a child's progress, and determine the effects of instruction.



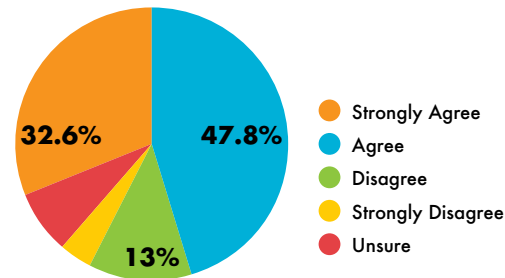
QUESTION 7

Our program uses the Response to Intervention Model and/or multi-tiered systems of support to determine appropriate interventions and practices needed to support a variety of student populations and needs. This includes students from



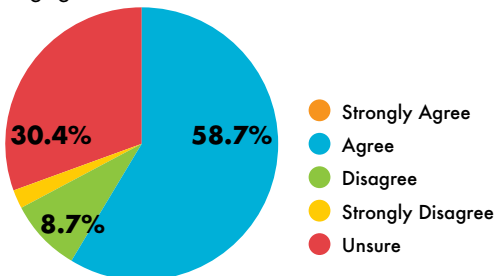
QUESTION 8

The interventions/supports that we use are evidence-based and provide appropriate accommodations and supports that maintain high achievement expectations for all students.



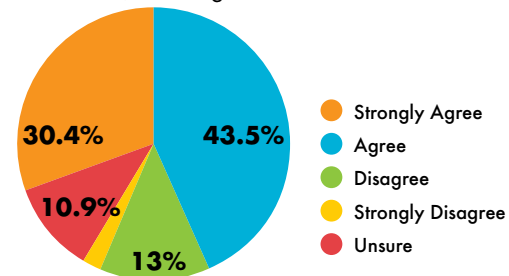
QUESTION 9

Teachers design differentiated lessons to provide flexibility in the way information is presented; the way students respond or demonstrate knowledge and skills; and the way students are engaged.



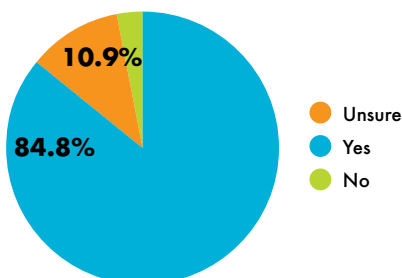
QUESTION 10

Our program has an equity plan to close the achievement/opportunity gap for disadvantaged populations, including students from low income households, students with disabilities, and English learners.



QUESTION 11

Does your program provide training for staff on developmentally appropriate, research based early literacy practices?



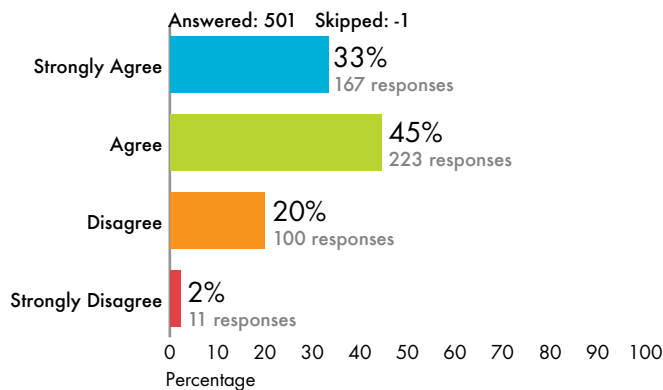
Needs-Based Survey and Results 2017

The first step in the development of Maryland's Comprehensive Literacy Plan was a needs assessment. The questions were created and sent to stakeholders across the state and their responses informed the direction of the CLP. The Birth to Grade 12 continuum required two surveys with similar questions but geared to the specific needs of various groups. Over 500 constituents responded to the questions and their feedback is the foundation of the CLP.

Birth - 5 Comprehensive Literacy Plan Needs

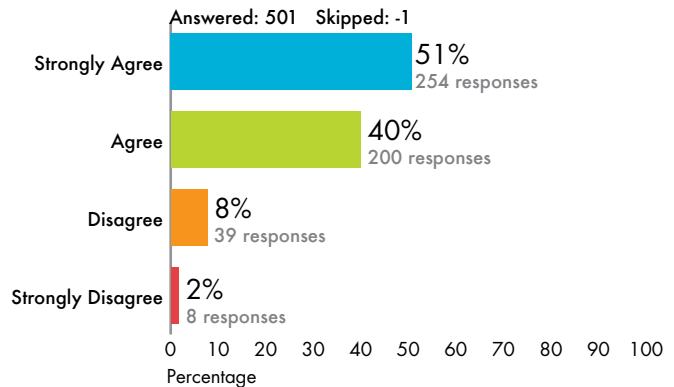
QUESTION 1

Program Directors and providers identify their community, cultural, and equity concerns related to literacy and share solutions with all of the program's or provider's staff, parents, and community partners, such as local libraries or Early Childhood Advisory Council partners.



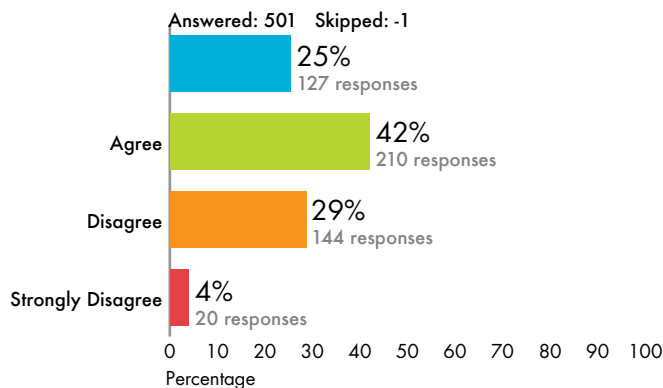
QUESTION 2

Program Directors provide professional learning opportunities for their staff through a variety of ways, such as workshops, conferences, online modules, or book study, and encourage aspiring staff leaders to participate. Providers participate in professional learning in a variety of ways.



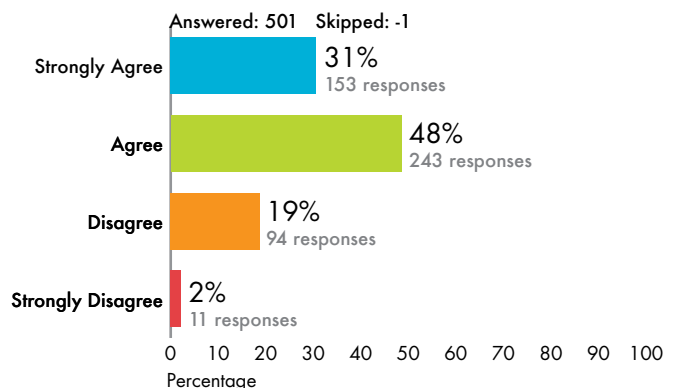
QUESTION 3

Program Directors provide time for regular literacy staff meetings and collaborative staff planning together. Providers participate in collaborative literacy planning opportunities.



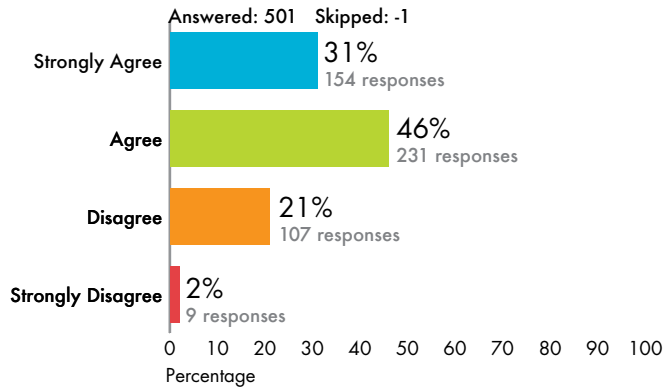
QUESTION 4

Program Directors participate with their staff in professional learning initiatives for literacy. Providers participate in professional learning initiatives for literacy.

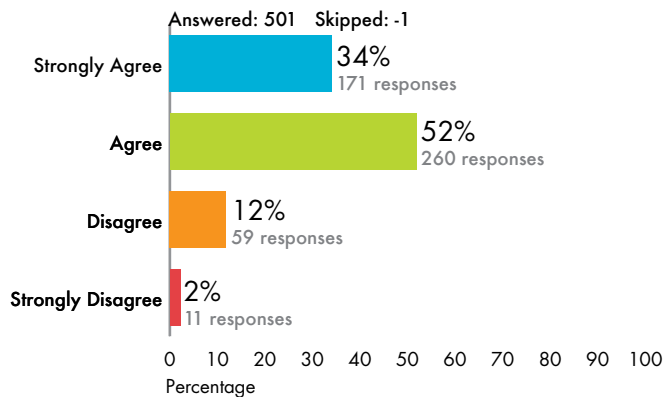


QUESTION 5

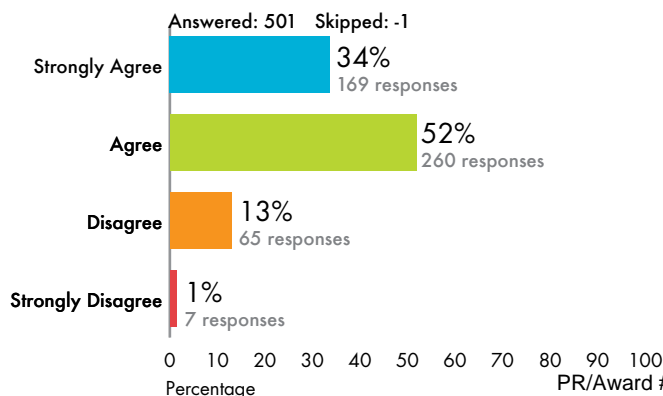
Program Directors provide ongoing professional learning for literacy that is based on research that shows it is effective. Providers participate in professional learning for literacy that is based on research that shows it is effective.

**QUESTION 7**

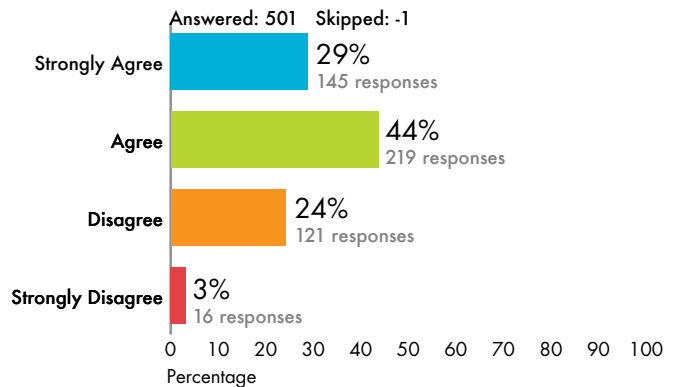
Professional learning for literacy initiatives incorporates a variety of formats such as workshops, conferences, online modules, or book study.

**QUESTION 9**

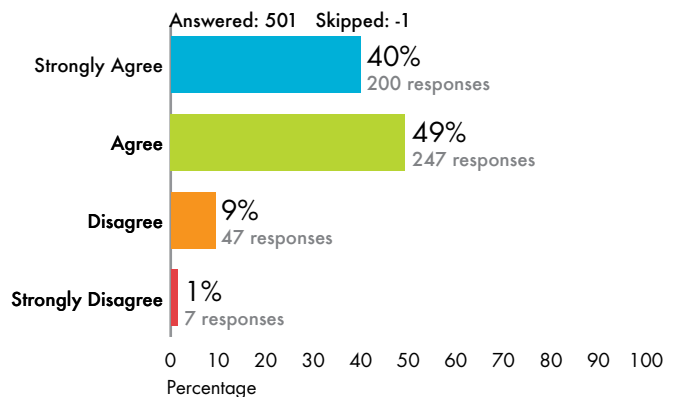
Program instruction meets the rigor of the Early Learning Standards and/or the Maryland College and Career Ready Standards.

**QUESTION 6**

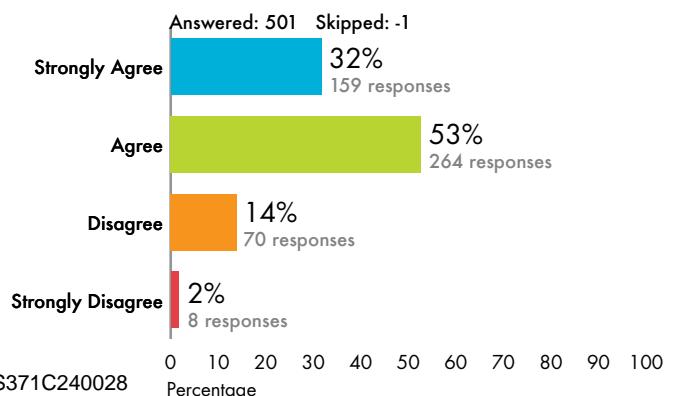
My program includes staff, parents, and other partners in professional learning initiatives for literacy.

**QUESTION 8**

Literacy instruction is developmentally appropriate and uses state recommended curriculum which is strongly aligned to the Early Learning Standards for Birth-3 and/or the Maryland College and Career Ready Standards for Prekindergarten and kindergarten.

**QUESTION 10**

My program's assessment system includes valid and reliable screening, diagnostic, formative, and summative assessment tools.



Appendix C: Evidence-based Resources

Sources of Evidence

"Warehouses" with multiple sources on various topics, evaluated against the ESSA definition:

- Evidence for ESSA (Hopkins)
- What Works Clearinghouse (IES)
- Evidence-Based Intervention Network (University of Missouri)
- National Center on Intensive Intervention (AIR)

Multiple sources on single topics, sometimes evaluated against the ESSA definition:

- Sources synthesized by groups like Class Size Matters, Attendance Works, etc.
- Literature reviews

Single sources, not pre-reviewed against ESSA definition:

- Academic and professional journals (these are reviewed, just not against the ESSA definition)
- Educational Resources Information Center (ERIC)
- Vendors
- Google

What to ask after finding a piece of evidence?

Question	Answer	Evidence
Is the original source trustworthy?		
Is the evidence data and statistics, or research?		
Does the source clearly describe the activity, the desired outcome, and the conditions under which it was tested?		
What was the result of the activity? (Did the activity achieve the outcome?)		
What "Level" of evidence is it? (How strong is the link between the activity and the outcome?)		
What was the "effect size" of the activity? (To what degree did the outcome occur, a little or a lot?)		
What other factors might have contributed to the activity working (or not working)?		
Can (and should) the activity be selected for the decision at hand?		

Find the Evidence

The information and links below may guide LEAs in determining the level of evidence-based research for a program or resource.

1. "Warehouses" with multiple sources on various topics, evaluated against the ESSA definition:
 - [Evidence for ESSA \(Hopkins\)](#)
 - [What Works Clearinghouse \(IES\)](#) *has email subscription
 - [Evidence-Based Intervention Network](#) (University of Missouri)
 - [National Center on Intensive Intervention](#) (AIR)
 - [Substance Abuse and Mental Health Services Registry](#) (SAMHSA)
2. Multiple sources on single topics, sometimes evaluated against the ESSA definition:
 - Sources synthesized by groups like Class Size Matters, Attendance Works, etc.
3. Single sources, not pre-reviewed against ESSA definition:
 - Academic and professional journals (these are reviewed, just not against the ESSA definition)
 - [Educational Resources Information Center](#) (ERIC)
 - Vendors
 - Google

Checklist: Evaluating Plans for Evidence-Based Activities

Prior to selecting an evidence-based program, respond to the following questions.

1. Does the plan identify a need (and associated objectives/outcomes)?
2. What is the proposed activity to meet the need?
3. What level of evidence does the proposed activity demonstrate? ("How strong is the link between the activity and the outcome?")
 - Level 1-3: Existing research links the specific activity to the need.
 - Level 4: Existing research links the general activity to the need, and the plan will evaluate whether the specific activity meets the need after it is implemented.
4. What is the effect size of the proposed activity? ("How large is the impact of the activity on the outcome?")
5. Is the activity an appropriate choice, given the level of evidence, the effect size, and other context (student population, grade levels, delivery method, cost, etc.)?

Appendix D: Glossary of Terms

Child with a disability

A child evaluated in accordance with §§300.304 300.311 as having mental retardation, a hearing impairment (including deafness), a speech or language impairment, a visual impairment (including blindness), a serious emotional disturbance (referred to in this part as “emotional disturbance”), an orthopedic impairment, autism, traumatic brain injury, another health impairment, a specific learning disability, deaf-blindness, or multiple disabilities, and who, by reason thereof, needs special education and related services.

Comprehensive literacy instruction

Instruction that—(a) Includes developmentally appropriate, contextually explicit, and systematic instruction, and frequent practice, in reading and writing across content areas; (b) Includes age-appropriate, explicit, systematic, and intentional instruction in phonological awareness, phonic decoding, vocabulary, language structure, reading fluency, and reading comprehension; (c) Includes age-appropriate, explicit instruction in writing, including opportunities for children to write with clear purposes, with critical reasoning appropriate to the topic and purpose, and with specific instruction and feedback from instructional staff; (d) Makes available and uses diverse, high-quality print materials that reflect the reading and development levels, and interests, of children; (e) Uses differentiated instructional approaches, including individual and small group instruction and discussion; (f) Provides opportunities for children use language with peers and adults in order to develop language skills, including developing vocabulary; (g) Includes frequent practice of reading and writing strategies; (h) Uses age-appropriate, valid, and reliable screening assessments, diagnostic assessments, formative assessment processes, and summative assessments to identify a child’s learning needs, to inform instruction, and to monitor the child’s progress and the effects of instruction; (i) Uses strategies to enhance children’s motivation to read and write and children’s engagement in self-directed learning; (j) Incorporates the principles of universal design for learning; (k) Depends on teachers’ collaboration in planning, instruction, and assessing a child’s progress and on continuous professional learning; and (l) Links literacy instruction to the State’s challenging academic standards, including standards relating to the ability to navigate, understand, and write about complex subject matters in print and digital formats.

Dual Language Learner

English learners who range in age from birth through five years old and who are learning two or more languages. The title of DLL acknowledges that very young children are still actively developing their home language(s) along with English.

English learner

An individual— (a) Who is aged 3 through 21; (b) Who is enrolled or preparing to enroll in an elementary school or secondary school; (c)(i) Who was not born in the United States or whose native language is a language other than English; (ii)(I) Who is a Native American or Alaska Native, or a native resident of the outlying areas; and (II) Who comes from an environment where a language other than English has had a significant impact on the individual’s level of English language proficiency; or (iii) Who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and (d) Whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual— (i) The ability to meet the academic standards; (ii) The ability to successfully achieve in classrooms where the language of instruction is English; or (iii) The opportunity to participate fully in society.

Professional development

Activities that— (a) Are an integral part of school and LEA strategies for providing educators (including teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, and, as applicable, early childhood educators) with the knowledge and skills necessary to enable students to succeed in a well-rounded education and to meet the State’s challenging academic standards; (b) Are sustained (not stand-alone, one-day, or short term workshops), intensive, collaborative, job-embedded, data-driven, and classroom-focused; and (c) May include activities that—(1) Improve and increase teachers’—(i) Knowledge of the academic subjects the teachers teach;(ii) Understanding of how students learn; or (iii) Ability to analyze student work and achievement from multiple sources, including how to adjust instructional strategies, assessments, and materials based on such analysis; (2) Are an integral part of broad schoolwide and districtwide educational improvement plans; (3) Allow personalized plans for each educator to address the educator’s specific needs identified in observation

or other feedback; (4) Improve classroom management skills; (5) Support the recruitment, hiring, and training of effective teachers, including teachers who became certified through State and local alternative routes to certification; (6) Advance teacher understanding of— (i) Effective instructional strategies that are evidence-based; or (ii) Strategies for improving student academic achievement or substantially increasing the knowledge and teaching skills of teachers; (7) Are aligned with, and directly related to, academic goals of the school or LEA; (8) Are developed with extensive participation of teachers, principals, other school leaders, parents, representatives of Indian Tribes (as applicable), and administrators of schools to be served under this program; (9) Are designed to give teachers of English learners, and other teachers and instructional staff, the knowledge and skills to provide instruction and appropriate language and academic support services to those children, including the appropriate use of curricula and assessments; (10) To the extent appropriate, provide training for teachers, principals, and other school and community-based early childhood program leaders in the use of technology (including education about the harms of copyright piracy), so that technology and technology applications are effectively used in the classroom to improve teaching and learning in the curricula and academic subjects in which the teachers teach; (11) As a whole, are regularly evaluated for their impact on teacher effectiveness and student academic achievement, with the findings of the evaluations used to improve the quality of professional development; (12) Are designed to give teachers of children with disabilities or children with developmental delays, and other teachers and instructional staff, the knowledge and skills to provide instruction and academic support services to those children, including positive behavioral interventions and supports, multi-tier system of supports, and use of accommodations; (13) Provide instruction in the use of data and assessments to inform classroom practice; (14) Provide instruction in ways that teachers, principals, other school leaders, specialized instructional support personnel, and school administrators may work more effectively with parents and families; (15) Involve the forming of partnerships with institutions of higher education, including, as applicable, Tribal Colleges and Universities as defined in section 316(b) of the Higher Education Act of 1965, as amended (20 U.S.C. 1059c(b)), to establish school-based teacher, principal, and other school leader training programs that provide prospective teachers, novice teachers, principals, and other school leaders with an opportunity to work under the guidance of experienced teachers, principals, other school leaders, and

faculty of such institutions; (16) Create programs to enable paraprofessionals (assisting teachers employed by an LEA receiving assistance under part A of title I) to obtain the education necessary for those paraprofessionals to become certified and licensed teachers; (17) Provide follow-up training to teachers who have participated in activities described in this paragraph (c) that are designed to ensure that the knowledge and skills learned by the teachers are implemented in the classroom; or (18) Where practicable, provide for school staff and other early childhood education program providers to address jointly the transition to elementary school, including issues related to school readiness.

System of Early Care and Education in Maryland (SECE in MD):

Maryland's early care and education system encompasses an array of programs with distinct purposes and designs. The system is complex with federally, state and privately funded programs subject to oversight by multiple authorizing and licensing agencies. The range of program options available to families of young children ages birth to 5 years includes:

- Public Pre-Kindergarten
- Community-based Pre-Kindergarten
- Head Start
- Early Head Start
- Licensed Childcare Centers
- Judy Centers
- Family Childcare
- Parochial Preschool
- Montessori
- Informal/Relative Care

World Language Immersion Program

A model of instruction in which academic content and literacy skills are taught through the use of both English and a partner language, usually beginning in kindergarten.

Appendix E Timelines and Goals 2017-2020

Instructional Leadership Goals

KEY 1

The leadership on every level (state, local school systems, schools and early childhood programs) must recognize and tap into the needs, strengths, and concerns of the community; the cultural makeup of its citizens; and the equity issues which impact the state, school, and local educational agency. These driving forces of the Comprehensive Literacy Plan are reflected in the leadership, the instruction, and the training that is provided. Components of Instructional Leadership include identifying and encouraging teacher leaders; establishing leadership ladders; providing opportunities for regular literacy meetings, data dialogues, joint planning; and monitoring and assessing progress.

MSDE Goals for Instructional Leadership	Birth to Age 5 System of Early Care and Education	K - Grade 5	Grades 6-8	Grades 9-12	Timeline	Key Contributors
To develop instructional leaders who are knowledgeable about evidence-based literacy practices	Summer Academies	Summer Academies	Summer Academies	Summer Academies	Summer 2017 – Summer 2018	Content Offices
	EIP Webinars	EIP Webinars	EIP Webinars	EIP Webinars	Winter 2017 – Spring 2018	Professional Learning Team
To support LEAs in analyzing the strengths and needs of the school and its community		Data Workshops	Data Workshops	Data Workshops	Fall 2017	Professional Learning Team
	Implement Central Office Communities of Practice in LEAs	Implement Central Office Communities of Practice in LEAs	Implement Central Office Communities of Practice in LEAs	Implement Central Office Communities of Practice in LEAs	Spring 2018	Assessment Office
To support LEAs and the members of the System of Early Care and Education in developing strategies for monitoring teaching and learning	Summer workshops	Summer workshops	Summer workshops	Summer workshops	Summer 2018	Professional Learning Team
						Content Offices
Participate in multi-state collaboratives and provide supports from these collaboratives to LEAs	CCSSO School Leadership Development and Support Workgroup	CCSSO School Leadership Development and Support Workgroup	CCSSO School Leadership Development and Support Workgroup	CCSSO School Leadership Development and Support Workgroup	2018-2020	MSDE Staff
	CCSSO Engaging Teacher Leaders to Inform Policy and Improve Instruction Workgroup	CCSSO Engaging Teacher Leaders to Inform Policy and Improve Instruction Workgroup	CCSSO Engaging Teacher Leaders to Inform Policy and Improve Instruction Workgroup	CCSSO Engaging Teacher Leaders to Inform Policy and Improve Instruction Workgroup		
	Learning Forward	Learning Forward	Learning Forward	Learning Forward		
Support instructional leaders in promoting culturally responsive teaching	CCSSO CRT workgroup	CCSSO CRT workgroup	CCSSO CRT workgroup	CCSSO CRT workgroup	2019-2021	MSDE staff
	Webinars	Webinars	Webinars	Webinars		

KEY 2

Maryland's CLP embraces the whole child, from birth to Grade 12. A high-quality and sustained system of professional learning occurs through strong partnerships with families and guardians, early childhood educators, Prek-12 teachers, higher education faculty and staff members, libraries, birth to 5 organizations, and other community stakeholders. Together state and local teams will establish and disseminate needs-based professional learning in a variety of mediums to local educational agencies, K-12 Educators, Birth to 5 programs, and local communities.

MSDE Goals for Strategic Professional Learning	Birth to Age 5 System of Early Care and Education	K - Grade 5	Grades 6-8	Grades 9-12	Timeline	Key Contributors
To create a high-quality and sustained system of professional learning	Plan and implement needs based professional learning	Plan and implement needs based professional learning	Plan and implement needs based professional learning	Plan and implement needs based professional learning	2018-2020	Professional Learning Team
	Utilize partner organizations such as Ready At Five to provide early literacy professional development				Ongoing	Professional Learning Team, DECD
	Sponsor Pre-K- 2 Symposiums, conferences, and workshops on developmentally appropriate, evidence-based instructional practices	Sponsor Symposiums, conferences, and workshops on developmentally appropriate evidence-based instructional practices			Summer 2018, 2019, 2020	Professional Learning Team, Content Teams
To build preservice and in-service teacher capacity	Streamline the approval process for Language and Literacy professional development				2018-2020	DECD
	Increase the number of childcare providers who are credentialed through MSDE				2018-2020	DECD
	Increase the number of providers seeking Child Development Associate (CDA) credential				2018-2020	DECD
		Partner with Maryland Institutions of Higher Education (IHEs) to revise elementary teacher certification course frameworks	Partner with Maryland Institutions of Higher Education (IHEs) to revise secondary teacher certification course frameworks	Partner with Maryland Institutions of Higher Education (IHEs) to revise secondary teacher certification course frameworks	2016-2018	ELA staff, Certification Office
To support job-embedded, peer-to-peer professional learning		Facilitate Peer Coaching Collaboratives	Facilitate Peer Coaching Collaboratives	Facilitate Peer Coaching Collaboratives	Ongoing	Professional Learning Team
To develop a statewide understanding of culturally responsive teaching practices	Workshops	Workshops	Workshops	Workshops	2019-2022	Professional Learning Team
	Guest Speaker(s)	Guest Speaker(s)	Guest Speaker(s)	Guest Speaker(s)		MSDE Lead Equity Specialist CCSSO partners

Appendix E: Timelines and Goals 2017-2020

MSDE Goals for Continuity of Standards-based Instruction	Birth- Age 5 System of Early Care and Education	K- Grade 5	Grades 6-8	Grades 9-12	Timeline	Key
To expand the vision of literacy to engage all groups to include the continuum of birth to grade five and the alignment from grade six through grade 12	Support the system of early care and education and LEAs to align programs to Maryland content standards and Early Learning Standards	Support LEAs to align curriculum to Early Learning Standards and Maryland content standards	Support LEAs to align curriculum to Maryland content standards	Support LEAs to align curriculum to Maryland content standards	2018-2020	Content Offices Offices of Early Learning
Form a Curriculum Support Materials (CSM) Collaborative to review and catalog instructional materials in use	Provide information regarding best practices in use	Provide information regarding best practices in use	Provide information regarding best practices in use	Provide information regarding best practices in use	2018	
Support districts in implementing the Early Learning Standards and Maryland Content Standards	Continue collaboration with UMD to develop an evidence-based Infants, Toddlers, 3s, and 4s online curricula	Develop and provide integrated curriculum frameworks and resources that are aligned with Maryland Content Standards, including but not limited to, MCCRS (ELA, Math, History, and STEM), the Next Gen Science Standards, the C3 Standards, and the Early Learning Standards	Develop and provide integrated curriculum frameworks and resources that are aligned with Maryland Content Standards, including but not limited to, MCCRS (ELA, Math, History, and STEM), the Next Gen Science Standards, and the C3 Standards	Develop and provide integrated curriculum frameworks and resources that are aligned with Maryland Content Standards, including but not limited to, MCCRS (ELA, Math, History, and STEM), the Next Gen Science Standards, and the C3 Standards	2018-2020	DECD Content Offices
Increase knowledge of effective, evidence-based literacy instruction for all students	Provide support to system of early care and education in using online and print resources Provide support to system of early care and education, and LEAs on the use of center-based learning Partner with LEAs, Ready At Five, Child Care Resource and Referral Centers (CCRC), and the Early Childhood Advisory Councils to develop family engagement literacy strategies	Provide professional learning on aligning instruction to standards	Provide professional learning on aligning instruction to standards	Provide professional learning on aligning instruction to standards	2018-2020 2018-2020 2018-2020	DECD
Participate in multi-state collaboratives and provide instructional supports from these collaboratives to LEAs	CCSSO Birth to Age 8 Networked Improvement Community CCSSO Early Learning SCASS	CCSSO KEA Action Network CCSSO Supporting Students Below Grade Level Workgroup CCSSO English Language Arts SCASS CCSSO English Learner SCASS New Teacher Center	CCSSO Supporting Students Below Grade Level Workgroup CCSSO English Language Arts SCASS CCSSO English Learner SCASS New Teacher Center	CCSSO Supporting Students Below Grade Level Workgroup CCSSO English Language Arts SCASS CCSSO English Learner SCASS New Teacher Center	2018-2020	MSDE Staff
Support culturally responsive teaching in all classrooms	Workshops on CRT frameworks	Workshops on CRT frameworks	Workshops on CRT frameworks	Workshops on CRT frameworks	2019-2021	MSDE staff CCSSO partners

KEY 4

A comprehensive system of assessments includes state, local, school, and teacher assessment data. A comprehensive system of assessment allows for strategic data-informed decision making to meet the needs of the individual student.

MSDE Goals for Comprehensive System of Assessments	Birth- Age 5 System of Early Care and Education	K- Grade 5	Grades 6-8	Grades 9-12	Timeline	Responsible Party
Determine and report to stakeholders readiness for and progress toward college and career readiness for all Maryland students	Use valid and reliable assessments to determine readiness for and progress toward literacy development	Use valid and reliable assessments, including KRA and PARCC, and other content standards approved assessments	Use valid and reliable assessments, including PARCC and content-standards approved assessments	Use valid and reliable assessments, including PARCC and other Department approved college and career readiness assessments	Summer 2018-2020	Assessment and Accountability Office
Provide workshops, webinars, and resources regarding interpretation of various assessment data	Provide training on developmentally appropriate assessment tools and practices	Regional Data Workshops	Regional Data Workshops	Regional Data Workshops	Fall 2017 – Spring 2018	Professional Learning and Assessment
		Provide training on developmentally appropriate assessment tools and practices			2018-2020	Professional Learning ELA staff DECD
	Provide resources to align assessments to student needs	Provide resources to align assessments to student needs			2018-2020	Professional Learning ELA Staff DECD
Support district level assessment initiatives	Promote awareness of, and access to, professional development around the use of the ELA	Solicit and facilitate Peer Collaborative teams	Solicit and facilitate Peer Collaborative teams	Solicit and facilitate Peer Collaborative teams	2018-2020	Professional Learning
		Train and support Formative Assessment (FAME) cohorts	Train and support Formative Assessment (FAME) cohorts	Train and support Formative Assessment (FAME) cohorts	2018-2020	Professional Learning
Participate in multi-state collaboratives and provide assessment supports from these collaboratives to LEAs	CCSSO Birth to Age 8 Networked Improvement Community CCSSO Early Learning SCASS	CCSSO KEA Action Network	CCSSO Supporting Students Below Grade Level Workgroup	CCSSO Supporting Students Below Grade Level Workgroup	2018-2020	MSDE Staff
		CCSSO Supporting Students Below Grade Level Workgroup	CCSSO English Language Arts SCASS	CCSSO English Language Arts SCASS		
		CCSSO English Language Arts SCASS	CCSSO English Learner SCASS	CCSSO English Learner SCASS		
		CCSSO English Learner SCASS				

Appendix E: Timelines and Goals 2017-2020

KEY 5

Maryland has adopted regulation for the inclusion of Universal Design for Learning (UDL) in all classrooms. This approach provides choice and individualization for students which, in turn, allows teachers to provide tiered instruction. In addition, Maryland developed a structured Response to Intervention Framework in 2008 that was adopted statewide.

MSDE Goals to support Tiered Instruction and Intervention	Birth- Age 5 System of Early Care and Education	K- Grade 5	Grades 6-8	Grades 9-12	Timeline	Responsible Party
Provide professional learning for LEA staff, on Multi-Tiered System of Support to meet the needs of all students, including students with disabilities	Provide a variety of statewide professional learning activities	Provide a variety of statewide professional learning activities	Provide a variety of statewide professional learning activities	Provide a variety of statewide professional learning activities	2018-2020	Special Education and Content Staff
Provide resources for implementing multi-tiered systems of support	Provide support to system of early care and education programs in their administration of developmental screening tools and their analysis of the data				2018-2020	Special Education and Content Staff
		Revise and transform Maryland's Response to Intervention (RTI) framework into a Multi-Tiered System of Support (MTSS)	Revise and transform Maryland's Response to Intervention (RTI) framework into a Multi-Tiered System of Support (MTSS)	Revise and transform Maryland's Response to Intervention (RTI) framework into a Multi-Tiered System of Support (MTSS)	2018-2019	Special Education and Content Staff
		Provide implementation rubric for revised MTSS framework	Provide implementation rubric for revised MTSS framework	Provide implementation rubric for revised MTSS framework	2018-2019	Special Education and Content Staff
Provide technical support		Provide training for the monitoring and reporting required in Specialized Intervention Services Act of 2017	Provide training for the monitoring and reporting required in Specialized Intervention Services Act of 2017	Provide training for the monitoring and reporting required in Specialized Intervention Services Act of 2017	2018-2020	Special Education and Content Staff
		Provide training and resources on progress monitoring for Multi-Tiered System of Instruction	Provide training and resources on progress monitoring for Multi-Tiered System of Instruction	Provide training and resources on progress monitoring for Multi-Tiered System of Instruction	2018-2020	Special Education and Content Staff
Participate in multi-state collaboratives and provide supports from these collaboratives to LEAs	CCSSO Birth to Age 8 Networked Improvement Community CCSSO Early Learning SCASS	CCSSO KEA Action Network CCSSO Supporting Students Below Grade Level Workgroup CCSSO English Language Arts SCASS CCSSO English Learner SCASS	CCSSO Supporting Students Below Grade Level Workgroup CCSSO English Language Arts SCASS	CCSSO Supporting Students Below Grade Level Workgroup CCSSO English Language Arts SCASS	2018-2020	MSDE Staff

KEY 6

Active parent and community involvement are key components of the success of high functioning elementary and secondary schools across diverse economic backgrounds, family and community participation in elementary and secondary schools is associated with greater student success. Educators help families and communities add to their repertoire of strategies for promoting literacy. In order to have the most positive impact on literacy achievement for all students, it is imperative that schools, families, and communities collaborate. Partnerships help schools prepare students for college and careers by offering additional opportunities, supports, and enrichment for young people.

MSDE Goals to support Family and Community Partnerships	Birth- Age 5 System of Early Care and Education	K- Grade 5	Grades 6-8	Grades 9-12	Timeline	Responsible Party
To support districts and schools in developing strong family partnerships	Summer Academies	Summer Academies	Summer Academies	Summer Academies	2020-2025	Content Offices
	Communities of Practice	Communities of Practice	Communities of Practice	Communities of Practice		Professional Learning Team
	Webinars	Webinars	Webinars	Webinars		
	Workshops	Workshops	Workshops	Workshops		
To support districts and schools in developing strong community partnerships	Summer Academies	Summer Academies	Summer Academies	Summer Academies	2020-2025	Content Offices
	Communities of Practice	Communities of Practice	Communities of Practice	Communities of Practice		Professional Learning Team
	Webinars	Webinars	Webinars	Webinars		
	Workshops	Workshops	Workshops	Workshops		
To support LSS and the system of Early Care and Education in developing strategies for monitoring teaching and learning	Develop monitoring tools	Develop monitoring tools	Develop monitoring tools	Develop monitoring tools	2019-2021	MSDE Staff
Participate in multi-state collaboratives and provide supports from these collaboratives to districts, childcare providers, and community partners	CCSSO Workgroups	CCSSO Workgroups	CCSSO Workgroups	CCSSO Workgroups	2019-2021	MSDE Staff Childcare Providers Community Partners
	Learning Forward	Learning Forward	Learning Forward	Learning Forward		

Appendix F: Research to Support the Keys

Research/Evidence to Support Instructional Leadership (Key 1)

Research suggests that effective instructional leadership is a key ingredient in educational reform (Bryk, Sebring, Allensworth, Luppescu, & Easton, 2010). In fact, effective instructional leadership has been linked to improved student outcomes (Robinson, Lloyd, & Rowe, 2008; Waters, Marzano, & McNulty, 2003). Thus, instructional leadership is essential for facilitating implementation of a comprehensive literacy plan. Research suggests that key players in instructional leadership include central office personnel, principals and assistant principals, and teacher leaders (Elmore, 2000; King, 2002; Spillane, Halverson, & Diamond, 2000).

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Research/Evidence to Support Strategic Professional Development (Key 2)

Strategic professional learning is an important component in education reform. In fact, research suggests that ongoing and intensive professional learning opportunities can have a substantial effect on student achievement (Yoon et al., 2007). Models of effective professional learning suggest that it is tied to clear standards, aligned curricula, and systemwide accountability (Garet, et al., 2001). It also includes active learning opportunities, a focus on sets of discrete skills, relevant practice, and sustained duration (Darling-Hammond et al., 2009; Desimone, 2009). Providing ongoing professional learning and instructional support (e.g., coaching) from an instructional leader is associated with improved teacher implementation of evidence-based practices (Becker, Bradshaw, Domitrovich, & Jalongo, 2013). Notably, ongoing instructional support has been highlighted as an essential component of professional learning for facilitating teachers' translation of research to practice (Joyce & Showers, 2002). Center-based programs play a vital role in providing explicit instruction on pre-literacy skills such as phonological awareness, letter naming, and print awareness (National Early Literacy Panel, 2008). Knowledge of these skills vary substantially across teachers (Powell et al., 2008; Connor et al., 2006), thus professional development interventions have clear benefits on the quality of instruction and children's language outcomes (Powell et al., 2010). Multiple models have proven effective, including on-going feedback (Landry et al., 2006), pre-specified curriculum (Bierman et al., 2008), or technologically mediated remote coaching (Powell et al., 2010).

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Research/Evidence for Continuity of Standards and Evidence-based Instruction (Key 3)

Alignment from birth through secondary school is essential for providing students the coherence and support they need to develop effective literacy skills. Misalignment between early childhood and K-12 standards results in disconnected instructional practices that limit student learning (Claessens, Engel, & Curran, 2014). Connections across ages and grade levels as well as across curricula, assessment, and professional development are needed to ensure that students experience a seamless literacy education (Bogard & Takanishi, 2005). These connections, especially from early childhood to K-12 education, must cross boundaries between non-formal and formal education (Coffman & Kauerz, 2012), and they must foster shared goals and instructional strategies across age and grade levels (Correnti & Rowan, 2007).

Differences in early language mirror distinctions in the communicative input to children from varying SES backgrounds. Hart and Risley (1995) estimate that relative to their higher-SES counterparts, children from lower-SES backgrounds face a cumulative input gap of 30 million words by the time they reach the school-aged year. In addition to sizable effects of input quantity, more nuanced factors such as vocabulary diversity (Rowe, 2012), informativity of the extra-linguistic context (Cartmill et al., 2013), and the connectedness or fluency of the communicative interactions (Hirsh-Pasek et al., 2015) also predict vocabulary growth. Well-established associations between language outcomes and caregiver input motivate interventions that focus on increasing caregiver input among lower-SES groups. For example, storybooks are a key source of linguistic input and a strong predictor of vocabulary size (Senechal et al., 1996) since they feature unique words that are not found in child-directed speech (Montag et al., 2015). Parent-child interventions that focus on book reading generate improvements in vocabulary size that sustain over follow-up periods (Whitehurst et al., 1994; Brooks-Gunn & Markman, 2005). Recent interventions that look beyond vocabulary size can examine other dimensions of language that impact early reading (e.g., use of complex syntactic structures, decontextualized language). These approaches have incorporated technology that provide real-time information about how much caregivers talk to children and home audio environment (e.g., amount of background noise), e.g., 30-Million Words Initiative (thirtymillionwords.org), Providence Talks (providencetalks.org). When paired with home-based programs, these methods may be effective for delivering and assessing low-cost strategies for promoting

However, since caregiver input varies substantially across cultural and SES backgrounds (Hoff-Ginsberg, 1991), center-based programs paired with a parenting component are able to achieve larger improvements compared to those that focus on parents alone (Brooks-Gunn & Markman, 2005; Burger, 2010). Relative to control groups that do not receive services, children who enroll in early Head Start (HS) programs show improved cognition, language, attention, and health (Love et al., 2013). These effects sustain over time when children continue onto formal programs following the completion of early HS. Similarly, HS children take part in a family-based training program show greater improvements in language and cognition beyond those who were enrolled in HS alone (Neville et al., 2013).

Evidenced-based practices are those “effective educational strategies supported by evidence and research” (ESEA, 2002). The federal Every Student Succeeds Act (ESSA) of 2015 non-Regulatory Guidance: *Using Evidence to Strengthen Education Investments* (2016) states, “using, generating, and sharing evidence about effective strategies to support students gives stakeholders an important tool to accelerate student learning.” Therefore, supporting the use of evidence-based strategies in the classroom is essential to improving teacher literacy instruction.

Educators must take part in thoughtfully designed professional learning experiences to ensure evidence-based strategies are at the core of all literacy instruction. Although utilizing evidence based strategies provides tools to improve learning, “changing literacy instruction in an evidence-based approach is hampered by a lack of knowledge regarding exactly how to combine multiple effective practices into a comprehensive instructional program” (Greenwood, C.R., Tapia, Y., Abbott, M., Cheryl Walton, C., 2003). Evidence-based strategies, learning experiences, and interventions must be part of an ongoing cycle that includes identifying local needs, selecting the evidence-based intervention, having the capacity to implement, and examining while reflecting upon how the intervention is working. It is necessary for educators to be guided on how to make the connections from evidence-based strategies to effective instructional practices. Carefully designed supports must be in place to identify strong and moderate evidence-based interventions that also consider the needs of students, schools, and communities. When selecting evidence-based practices there are several concepts that are to be considered. According to Non-Regulatory Guidance: *Using Evidence to Strengthen Education Investments* (2016), “Interventions supported by higher levels of evidence,

specifically strong evidence or moderate evidence, are more likely to improve student outcomes because they have been proven to be effective” (p.4). In addition to identifying practices that are shown to be successful, “teachers also must examine the generalizability, or fit, of the evidence” (International Reading Association, 2002). Intentional time and support must be allotted for educators to explore evidence-based strategies in order to improve instruction.

Utilizing evidence-based strategies to improve student outcomes is part of a larger ongoing process of improvement to instruction. The impact of utilizing evidence-based strategies is evident. However, successful identification and implementation of these strategies does not just happen. It takes support in identifying needs, identifying evidenced-based strategies, and planning for implementation. The ongoing cycle of improvement requires dedicated time and support for local educational agencies and schools.

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Research/Evidence for Comprehensive System of Assessments

A comprehensive system of assessment is a coherent plan for monitoring student achievement across age and grade levels and includes measures for screening, progress monitoring, diagnosis, and evaluation (Fletcher & Vaughn, 2009; Walpole & McKenna, 2007). Screening assessment is used to determine whether students may need additional support in a particular area. Progress monitoring is used to determine whether students are responding to instruction. If students are identified as needing support, diagnostic assessment can be used to determine specific areas to target. Finally, outcome assessment can be used to determine (a) how much a student grew and (b) where he or she ended up in relation to their peers in a given area. Did students make gains? Did they begin to catch up with their peers or get closer to grade level? Data from these assessment systems must be used as part of a continuous cycle of instructional improvement (Hamilton, et al., 2009). A comprehensive system of assessment may include teacher, center/school, and local educational agency level evaluation plans that can be used to inform professional development and school improvement efforts (Darling-Hammond, 2012).

Formative assessment as critical component of Multi-tiered Systems of Support

Formative assessment is a critical component of effective school systems that improve students' performance and closes the achievement gaps. Multi-tiered Systems of Support (MTSS), discussed in Key 5, rely on four basic components: (a) the provision of multiple tiers of generally effective instructional practices, with a core curriculum that meets the needs of most (e.g., 80%) students; (b) access for all students to high-quality instruction that is matched to their needs; (c) an emphasis on formative assessment data to document the match between students' needs and their instruction; and (d) a mechanism to evaluate system effectiveness across tiers, using a problem-solving model of data-based decision making (Atkins & Cummings, 2011).

Strong measurement tools are integral in the conceptualization of MTSS and to its success or disappointment in being able to both improve academic outcomes and provide data for the identification of LD (Fletcher & Vaughn, 2009). The assessment demands of an MTSS approach bring forth an increased need for formative assessments that both meet the traditional criteria for psychometric acceptability and are predictive of high-stakes achievement outcomes. Additionally, these measures should be brief, repeatable, and instructionally relevant so that they can be used to improve instruction and, ultimately, student

outcomes. Screening instruments have risen to prominence in education due to the need to identify students as being at-risk for poor reading and other outcomes. The practical benefits of universal screening include efficient measurement and the opportunity to prevent more serious deficits. Screening systems can help teachers make more efficient and effective instructional decisions (e.g., Stecker, Fuchs, & Fuchs, 2005) and reduce disproportionality in special education referrals (Marston, Muyskens, Lau, & Canter, 2003). Curriculum-based measurement (CBM) technology has evidence of utility as a formative assessment tool (Deno, 1985; Deno, 2003; Fuchs & Deno, 1992). Historically, CBMs have been used in special education to provide student-level data that measures how students are progressing in a curriculum towards specific outcomes. More recently, CBMs are being used to provide system-level data to improve the overall academic health of the school, including the progress of students in general education (Kaminski & Cummings, 2007).

CBM as a Formative Assessment Tool

Curriculum-based measurement was developed as a system for formative assessment; a methodology for adapting teaching to meet student needs (Deno, 1985). Because the primary purpose of formative assessment is to support student learning, it is linked to assessment practices for the purposes of improving student outcomes (Kaminski & Cummings, 2007). In addition to setting individual student goals, formative assessment also aims to provide a database on which effective instructional programs may be developed empirically over time (Fuchs, 1986).

At the individual student level, developed initially through the Data-Based Program Modification system (Deno & Mirkin, 1977), CBM has grown to become one of the most widely-studied assessment technologies. Converging evidence over the past 30 years has demonstrated CBM's validity in the following key areas: (a) CBM displays high degrees of content validity because the content for CBM is either based on or mirrors the daily curriculum taught in the classroom (Fuchs & Deno, 1992; Hasbrouck, Woldbeck, Ihnot, & Parker, 1999; Capizzi, Barton-Arwood, 2009), (b) CBM displays high levels of decision utility (Messick, 1989) in that it can be used to make instructional modifications when needed and results in better, more responsive teaching (Deno, 1985; Fuchs & Fuchs, 2003; Fuchs, Fuchs, & Hamlett, 1989; Fuchs, Fuchs, Hamlett, Walz, & Germann, 1993) (c) CBM has evidence of discriminant validity in that students who are grouped based on CBM data are more likely to benefit from similar instruction than students who are grouped based on other assessments

(Wesson, Vierthaler, & Haubrick, 1989; Kranzler, Brownkell, & Miller, 1998; Good & Jefferson, 1998).

Formative assessment linked to student outcomes

One way to ensure that all students are on track for being successful readers is to provide educators with assessment tools that allow them to make timely, appropriate decisions about a child's response to instruction (Cummings, Kaminski, Good, & O'Neill, 2011).

The practice of collecting formative assessment data on a wide scale can have a dramatic effect on global student achievement (Ervin, Schaughency, Goodman, McGlinchey, & Matthews, 2006). Other benefits of formative assessment include reduced referral and eligibility rates for the category of specific learning disability (SLD; VanDerHeyden, Witt, & Gilbertson, 2007; Wanzek & Vaughn, 2011), reduced disproportionality in special education placements (Marston et al., 2003; O'Connor, Bocian, Beach, Sanchez, & Flynn, 2013), and improved achievement (O'Connor et al, 2013; Sharp, Sanders, Noltemeyer, Hoffman, & Boone, 2016).

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Research/Evidence to Support Tiered Instruction and Interventions (Key 5)

Tiered approaches to instructional delivery help students at all levels of achievement and assist their access to the core curriculum, irrespective of grade level. Districts or schools may implement a tiered model in a variety of ways (Berkeley, Bender, Peaster, & Saunders, 2009) but critical features include:

- **A strong, evidence-based core reading program.** One of the most critical components of any tiered model is that it is based on a strong general education curriculum (Tier 1; Foorman et al., 2016; Gersten et al., 2009). The core program forms the basis for all other intervention efforts and affects the achievement of all students.
- **Multiple, flexible tiers of instruction.** Successful tiered models also include 2-4 flexible tiers of supplemental, not supplanted, instruction. The purpose of these tiers is to provide additional supports to students who are struggling to make adequate progress in Tier 1 alone, though some schools also include tiers of enrichment for students performing above level. These supplemental tiers must be flexible, all students will move in and out of different support levels in accordance with their needs. According to a recent Department of Education Practice Guide (Gersten et al., 2009), Tier 2 supports demonstrated strong evidence in terms of improving students' reading achievement.

- **Strategic integration.** Supplemental supports should be based on and deliberately linked to Tier 1 content. Too often we intervene with students who are struggling by offering many disparate interventions, expecting the students to make connections between these interventions and their Tier 1 program (Tilly, 2008). This process hasn't been effective because it can be redundant with other programs, provide conflicting information, and lacks coordination. For tiered systems to be successful, we must work to connect all supports—including flexible tiers but also special education and ELL supports, back to Tier 1.
- **Universal screening:** Best practices in universal screening assessment includes assessing all students at least twice per year (fall, winter). The purpose of screening is two-fold, first to determine students who may benefit from additional support and second to evaluate the various school-level supports. For example, schools can examine the percentage of students whose needs are met by the core reading program, Tier 1 should meet the needs of the majority of students in the school (e.g., 60-80%). Schools can also examine the extent to which their supplemental supports are reducing risk for students. Universal screening alone has a moderate impact on student reading achievement, particularly if coupled with progress monitoring (Gersten et al., 2009).
- **Progress monitoring:** Students who have been identified as needing additional supports are unlikely to meet subsequent reading goals UNLESS we intervene to change that outcome. Thus, struggling readers should be monitored more frequently so that teachers can make decisions about their progress on a more frequent basis.

Grades K-Five

Tiered systems have their roots in the elementary grades and are widely regarded as models for preventing reading difficulties and disabilities (Fuchs & Fuchs, 1998; Vaughn, Linan-Thompson, & Hickman, 2003; Vellutino, Scanlon, Small, & Fanuele, 2006). Vaughn et al., (2008) note the goal of any RTI approach is to “raise the achievement levels of all students, which requires a multi-tiered approach beginning in general education settings that provides increasingly intense and differentiated interventions for students who struggle with reading and learning from text.” (p.338).

Key milestones of tiered systems in the early grades focus on foundational reading skills. Foorman and colleagues (2016) identified four key recommendations for enhancing the quality of instruction and these include (p. iii):

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- Teach students' academic language skills, including the use of inferential and narrative language, and vocabulary knowledge
- Develop awareness of the segments of sounds in speech and how they link to letters
- Teach students to decode words, analyze word parts, and write and recognize words
- Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension

The elementary grades represent a critical period for intervention in reading. We know that reading challenges in elementary school ultimately lead to school failure and harmful long-term consequences, from reduced academic performance (Torgesen, 2000) to poor employment opportunities (Juel, 1988; McGill-Franzen, 1987; McIntosh, Horner, Chard, Boland, & Good, 2006). We also know that many students are not learning to read sufficiently well, indicated by the decline in reading proficiency over time (Hasbrouck & Tindal, 2006; Lee, Grigg, & Donahue, 2007). Tiered systems have demonstrated promise in preventing such risk factors and they do a better job remediating those that do exist. Such systems also show promise for reducing disability identification, can improve students' reading performance, and enhance their general academic functioning and future opportunities for gainful employment (Chard, Harn, Horner, & Sugai, 2008).

Successful implementation of tiered systems, however, rely on both structural components, such as data collection and decisions about placement into tiers, as well as evidence-based interventions. Although all five components listed above are important, the quality of instruction is, or at least should be, paramount. Put simply, regardless of the size of small groups, data collection, placement decisions, or other operational details associated with MTSS or other systems changes, poor-quality instruction will not likely produce proficient readers (e.g., Metis Associates, 2011) nor will it teach and reinforce appropriate, functional behaviors. At the same time, high-quality instruction could potentially preclude the need for tiered systems, per se (e.g., Carlson & Francis, 2002; Watkins, 1997).

Grades Six to Twelve

Many adolescents enter middle or high school after struggling with reading for years. Some students struggle with decoding multisyllabic words which they encounter frequently in secondary level text (Bhattacharya, Aplana, & Ehri, 2004). Others may be able to decode fluently, but they continue to face comprehension challenges. Their poor reading

performance can be attributed to a variety of factors such as never receiving sufficiently intensive, explicit evidence-based instruction or intervention that targets their needs and/or having a reading disability. The consequences of poor reading ability are glaringly apparent for some students from an early age and can result in frustration and less independent reading over time. In addition, some students may need supplemental literacy support because, although they have proficiency in a language other than English, they are in the process of developing English language skills.

Ultimately, reading less leads to a rapidly widening gap between these struggling secondary readers and their typically achieving peers. When students read less, they profit less. In other words, students who do not read often acquire less vocabulary, background, and content knowledge (Gelzheiser & Meyers, 1991; Hairrell et al., 2011; O'Sullivan, Ysseldyke, Christenson, & Thurlow, 1990). Without explicit instruction and practice, we also deprive students of a 'tool box' of strategies that they can apply to make sense of text when their comprehension breaks down (Snow, Porche, Tabors, & Harris, 2007; Smith, Doabler, & Kame'enui, 2016). Stanovich (1986) described this phenomenon as the Matthew Effect. Put simply, we can think of it as "the rich get richer and the poor get poorer." Unfortunately, poor reading ability can lead to grave consequences. For example, struggling readers are likely to demonstrate frustration, disengagement, and misbehavior (Lane, Carter, Pierson, & Glaeser, 2006). Thus, improving adolescent literacy achievement is critical. A tiered model for secondary education can be implemented in a variety of ways (Berkeley, Bender, Peaster, & Saunders, 2009), hence it is referred to as a model and not a program. Besides variation in implementation within elementary level settings, implementation can also vary extensively between the elementary and secondary settings (Reed, Wexler, & Vaughn, 2012). Indeed, while tiered models at the secondary level share the same essential components as conceptualized at the elementary level listed above, there are some unique challenges and logistics that make the model somewhat different for secondary level implementation. For example, we can expect less growth from students as they get older (Bloom, Hill, Black, & Lipsey, 2008). Because of this, it is possible to conduct universal screening only one time per year if resources are scarce and we can use existing data (e.g., state test data) rather than using resources to assess all students. Furthermore, while it is important to use data on an ongoing basis to monitor students' progress and make instructional decisions, we can consider conducting formal progress monitoring less often (Reed, Wexler, & Vaughn, 2012). Finally, in many schools, more than 60% of the

student population may qualify for supplemental, intensive intervention.

However, with scarce resources, schools can be challenged about how to intervene with all the students who qualify for intervention. This makes providing evidence-based reading instruction in the Tier 1 (i.e., English language arts, science, social studies, and math) even more critical as students with disabilities spend a majority of their day in the Tier 1 setting (Newman, 2006; U.S. Department of Education, 2011). In a practice guide on Improving Adolescent Literacy, Kamil and colleagues (2008) highlight the following evidence-based recommendations:

- Provide explicit vocabulary instruction
 - Provide direct and explicit comprehension strategy instruction
 - Provide opportunities for extended discussion of text meaning and interpretation
 - Increase student motivation and engagement in literacy learning
 - Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists.
 - Recommendations 1-4 should be integrated across the Tier 1 setting and in supplemental intervention settings.
- The final recommendation stresses the need for secondary schools to determine ways to provide more intensive supplemental intervention, typically during an elective period, to students who need more help in foundational level skills (i.e., word-reading).

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Research/Evidence to Support Family and Community Partnerships

“The way schools care about children is reflected in the way schools care about children’s families” (Epstein 2019). When a school views the parent as the entity responsible for parenting roles and the school is identified as the entity responsible for the academic education, a divide is created. This divide reflects an antiquated view that a school is a place to learn the curriculum and not a place to educate the whole child. When the considerations of social emotional learning are ignored, the child cannot fully develop into a thoughtful, active member of society. School, family and community partnerships improve, “school climate, strengthen school and classroom programs, provide family services and support, increase parents’ skill and leadership, connect families with other in the school and support in the community, help teachers understand and appreciate parents, and support teachers’ efforts” (Epstein 2019). This view has been strengthened by federal policies since the late 1980s. Title I of the Elementary and Secondary Education Act (ESEA) included specific mandates for family and community engagement, and currently, the Every Student Succeeds Act (ESSA) reinforces those requirements, “to develop research-based programs of parent and family engagement to increase student achievement and other indicators of success in school” (Epstein 2019). The inclusion of family and community engagement in both ESEA and ESSA reflect research that indicates successful family and community engagement activities are attainable, and these programs are the strongest predictors of educational success. With over 40 years of research to support the impact of family and community engagement on student performance, it is important to note that the results do not happen overnight. One size does not fit all when programs are being considered to engage families and community partnerships (California Department of Education, 2011; Weiss, Bouffard, Bridgall, & Gordon, 2009)

Schools need to consider their school base, their needs, and their ability to train teachers and to engage all constituents. When considering a program, it is important to consider obstacles that may be faced when developing meaningful relationships. Some things to consider are:

- Parents’ (and other family members’) previous negative experiences or interactions with schools (for example, parents did not do well in school or educators told parents only what they should do without acknowledging what they might already be doing).
- Language and cultural barriers (for example, parents or their representatives believe they should defer to educators and not play an active role in education).
- Limited professional development and training of educators in family and community engagement.
- Educators’ own cultural beliefs and attitudes.
- Lack of exposure to the practices, experiences, and beliefs that are validated by the school culture (Garcia, Frunzi, Deam Toolkit of Resources for Engaging Families and the Community as Partners in Education).

While educators understand the jargon of the profession, families and community members may not. Additionally, family and community members may not be aware of grading policies, standards, the impact of conferences, and on the value and ways schools communicate with stakeholders. Being unfamiliar with the practices, needing help navigating resources, or feeling as a student versus a partner, families and community members may feel unimportant. The key is to create a true partnership, where each member is working together toward a common goal (Gordon, 2005).

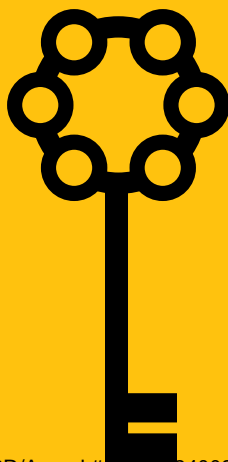
Maryland has a history of encouraging family and community engagement in state and local decisions. Recommendations for school improvement is required to be posted to allow for public comment, which, in turn, drives revisions and adoptions of various programs, documents, and changes to various aspects of the Maryland educational program. Additionally, Maryland has been active in establishing relationships with all groups in order to improve student achievement. No true statewide reform occurs without the support of the LSS and its constituents, which is why Maryland has included Family and Community Engagement as a separate key in its Comprehensive Literacy Plan 2020.

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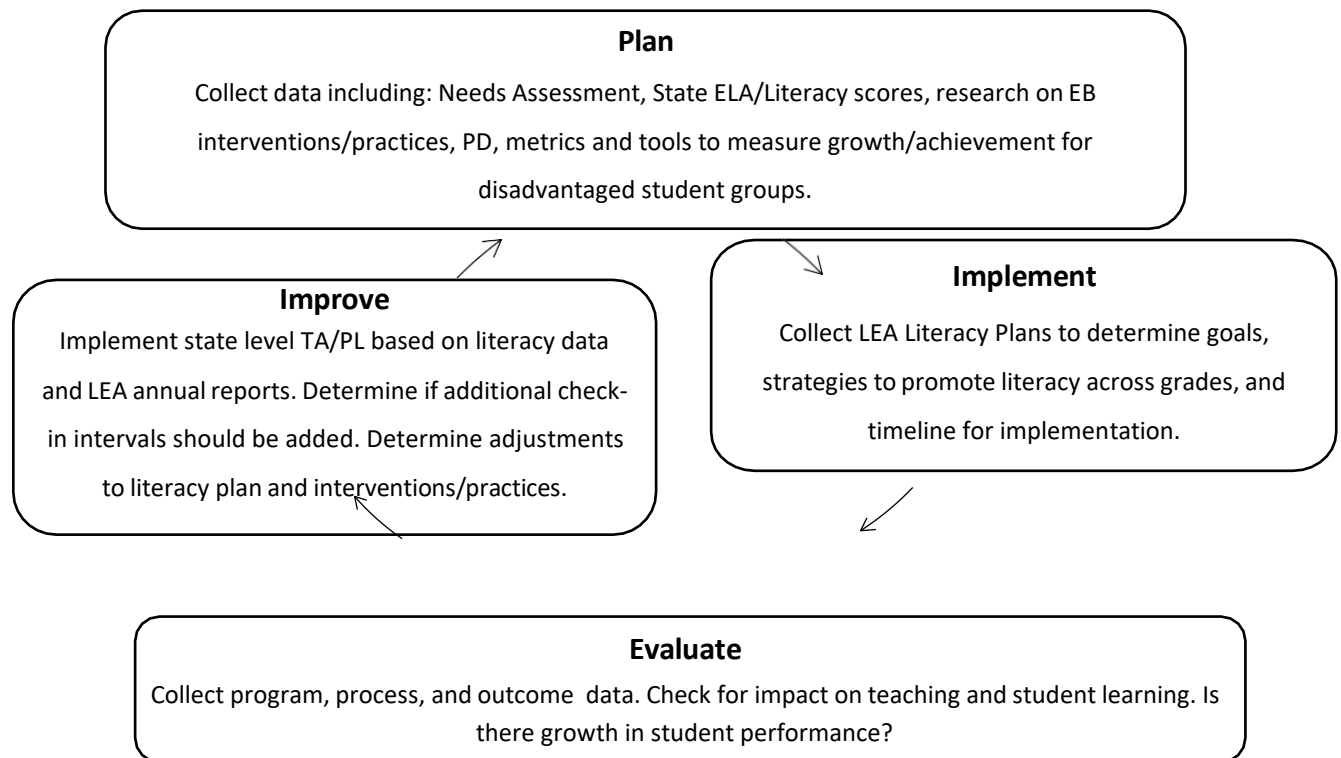


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MSDE's Continuous Improvement Process to Improve Literacy Outcomes



Tenette Yvonne Smith, Ed.D.

Accomplished and dedicated Literacy Specialist with over 34 years of extensive background in developing and implementing initiatives to meet educational and instructional needs in school and community settings. Active team member possessing excellent communication skills, a proven track record, a passion for education, and a commitment to optimizing student and school success.

Core Professional Competencies:

- Instructional Coaching
- Literacy Intervention
- Assessment
- Standards-aligned Instruction
- Special Needs/MTSS/SPED
- Technology Integration
- Student Motivation/Engagement
- Organization and Planning
- Designing Professional Learning
- Research-Based Best Practices
- Classroom Management
- Grant Writing/Budgeting/Admin

PROFESSIONAL CAREER AND KEY ACHIEVEMENTS

Executive Director of Literacy Programs and Initiatives January 28, 2023 - Present Maryland State Department of Education - Baltimore, MD

- Provides instructional coaching and professional development for Bureau Directors, Superintendents, Principals, Curriculum Coordinators, Teachers and Parents to increase understanding of key Mississippi State Board of Education (SBE) Initiatives
- Designed, developed, and delivered monthly in-person and virtual technical assistance sessions for English Language Arts supervisors and their staff.
- Developed strategic plans and alignment information to support education project efforts, especially focused on K-12 education policy and legislation aligned to the Blueprint for Maryland's Future.
- In collaboration with MSDE's Office of Research, Planning, and Program Evaluation, annually collected data to monitor implementation of the Ready to Read Act of 2019, Students with Reading Difficulties, and The Code of Maryland Regulation, 13A.03.08, in compliance with State Board of Education regulations and MSDE policies.

Executive Director of Elementary Education and Reading November 2018 - January 2024 Mississippi Department of Education - Jackson, MS

- Supervises reviewing, vetting and procuring high-quality instructional material for all Pre-K through Grade 12 content areas.
- Provides instructional coaching and professional development for Bureau Directors, Superintendents, Principals, Curriculum Coordinators, Teachers and Parents to increase understanding of key Mississippi State Board of Education (SBE) Initiatives
- Responsible for developing action plans for literacy, early childhood, dyslexia services, Multi-Tiered Systems of Support, Gifted and other areas aligned to the MDE SBE strategic plan.
- Coordinates the development of professional learning opportunities for school boards, district administrators, principals, and teachers, across Mississippi.
- Responsible for managing over \$75 million budget that include multiple cost centers, federal and state funding sources and several multiple million-dollar contracts and sub-grants.
- Develops and manages audits of multiple accreditation standards and programs.
- Imparts historical perspective, guidance and collaborative support to other states on the development of the Mississippi Literacy-Based Promotions Act, Early Learning Collaborative (ELC) and other effective state initiatives that led to increased outcomes for students.

Bureau Director of Elementary Education and Reading August 2016-October 2018 Mississippi Department of Education - Jackson, MS

- Coordinated the review, vetting and procurement of high-quality instructional material for all Pre-K through Grade 12 content areas.
- Provided instructional coaching and professional development opportunities for teachers and assistants to increase their understanding of literacy to increase student outcomes.
- Coordinated, developed, and provided professional learning opportunities across Mississippi for district school boards, district administrators, principals, teachers and parents.
- Managed a \$40 million budget including multiple million-dollar contracts and sub-grants.

State Literacy Coordinator August 2013-August 2016 Mississippi Department of Education - Jackson, MS

- Provided instructional coaching and professional development to State literacy coaches, teachers, and assistants to increase literacy coach performance and student outcomes.
- Developed a literacy support plan as part of the State Board of Education (SBE) strategic plan.
- Developed and presented literacy-based professional learning opportunities, including guidance for sharing

- data with a variety of audiences. across the state around literacy.
- Managed a \$15 million budget including multiple million-dollar contracts and sub-grants.
- Provided technical support to Literacy Coaches and Regional Literacy Coordinators in their capacity to support instruction.
- Managed and planned the development of coaching conferences to ensure that teachers assigned developed specific goals and plans for improving instructional practice
- Provided clear, practical, timely, and candid written and oral feedback to Literacy Coaches and Regional Literacy Coordinators about coaching practices and professional growth opportunities.
- Developed an organized system for documenting coaching services

Elementary Administrator (Assistant Principal & Principal) January 2006-July 2013 Jackson Public Schools- Jackson, MS

- Provided instructional coaching and professional development to teachers and assistants to increase teacher performance and student outcomes. • Developed a cross-curricular enhancement plan and school-wide strategic plan.
- Guided and assisted in matching instruction to student needs, including providing resources for strategy implementation.
- Coordinated and chaired the TST process at the building level.
- Responsible for curriculum development, staff recruitment, instructional oversight, attendance, statistical data, payroll, purchasing-both federal funds and state funds and budgeting.

Elementary Instructional Specialist August 2003-January 2006 Jackson Public Schools – Jackson, MS

- Provided reading, math, science and social studies instructional coaching and modeling to teachers in K-5 classrooms.
- Designed professional development training, managed technology grant.
- Responsible for development of K-5 math pacing guide and district 9-week assessments

Delta Rural Systemic Initiative - Central Mississippi Field Coordinator March 2000-August 2003 University of Mississippi/Mississippi Department of Education – Jackson, MS

- Responsible for central Mississippi regional science and technology coaching of teachers to increase teacher capacity in math and use of technology in the rural Delta area.
- Developed and coordinated regional meetings for cadres of math and science teachers.
- Assisted teachers in increasing student state assessment scores through data driven, student centered, standards-based instruction.

Elementary Science Specialist- Project SEED Coordinator August 1998-March 2000 Jackson Public Schools – Jackson, MS

- Developed an inquiry-based science program modeled after the Pasadena, CA science consortium and Pasadena Unified School District.
- Developed a successful, replicable and sustainable program for introducing elementary students to science through the use of hands-on inquiry-based instruction.
- Responsible for curriculum development, staff recruitment, instructional oversight, professional development, statistical data, supplies and live animal husbandry.

Elementary Teacher - 1st grade August 1996-August 1998 Jackson Public Schools – Jackson, MS

- Responsible for planning and instruction of multi-level instruction in all core content areas.
- Worked cooperatively with school administrators, special support personnel, colleagues, and parents to enhance student performance.

Director of the Lottie B. Thornton Early Childhood Center August 1993- August 1996 Jackson State University – Jackson, MS

- Responsible for multi-level infant to kindergarten curriculum, planning, instruction and developing a program for undergraduate student workers.

Elementary Teacher - Kindergarten 1995-1997 Hinds County School District – Bolton, MS

- Responsible for planning and instruction of multi-level instruction in all core content areas.
- Worked cooperatively with school administrators, special support personnel, colleagues, and parents to enhance student performance.

EDUCATION

Doctor of Education (Ed.D.) Early Childhood Education - Jackson State University – Jackson, MS 2009

PR/Award # S371C240028

Master of Science (M.S.) Education Administration and Supervision - Jackson State University – Jackson, MS 2005

Bachelor of Science (B.S.) Elementary Education - Jackson State University – Jackson, MS 1990

CERTIFICATIONS

General Education Pre-K – 8th Grade, Career Level Administrator - AAAA Certificate, Mississippi Department of Education Expires 2025

CLASS Certified Observer 2015 Language Essentials for Teachers of Reading and Spelling (LETRS) 2013 Consortium on Reading Excellence Certified Trainer 2004

RESEARCH/PUBLICATIONS AND PRESENTATIONS

Courses taught - Children’s Literature Teacher Education Programs and Technology (Fall 2008) Jackson State University Jackson, MS

Graduate Assistant- Early Childhood and Elementary Education August 2008 – August 2009

Smith, T. (Nov. 2007). Urban Education Conference, Jackson, MS “Restructuring of the New Orleans Public School System: Equity, Race, and Poverty in the Wake of Hurricane Katrina”

Smith, T., Washington, R., Robinson, H., Jones, B. (March 2009). Hurricane Katrina Three Years Later. The Researcher Magazine, Volume 2 Apr 2005

Smith, T.

Problem Solving Strategies for the Elementary Teacher April 2005

The Role of Effective Coaching May 2007

What All Good Readers Do July 2007

Mississippi Language Arts Framework Revised August 2007

Consortium on Reading Excellence (CORE) June 2008

Response to Intervention: Implementation of RTI in Middle Schools and High Schools June 2012

Data, Data Everywhere: Using the Data to Drive your Instruction August 2012

MSTAR Evaluation Elements August 2012

LBPA: Regional Informational Meeting August 2013

The ABCs of Coaching August 2013

Literacy-Based Promotion Act Update MASA Presentation April 2014 Opening the Gate to the 3rd Grade Summative Assessment June 2014

Literacy Across the Curriculum- MASA October 2015

Rethink Literacy: Literacy Across the Content Spring 2015

Parent Literacy Nights –LBPA (Regionally) Spring 2015, Spring 2016

Passports to Literacy (Pre-K – 3rd Grade) Fall 2015, Spring 2016

Developing Effective MTSS Practices Fall 2015, Spring 2016, Spring 2017, Spring 2018

Regional Curriculum Coordinators Trainings Fall 2016, Spring 2017

Early Warning System Training and Webinar in collaboration Johns Hopkin University Fall 2016, Spring 2017, Fall 2017, Spring 2018

Identifying and Selecting High-Quality Instructional Material to Increase Student Outcomes Fall 2017, Spring 2018

Addressing Chronic Absenteeism in Elementary Schools

Mississippi’s Journey to Improving Literacy Outcomes – International Dyslexia Association, Alabama State Department, Ohio Department of Education, Excel in Education- Winter Convening Spring 2017, Spring 2018 Fall 2019, Spring 2020, Winter 2020, Spring 2021

Presented to the Alaska State Board of Education on Literacy, Early Childhood and Intervention practices and impact on Mississippi’s Student Outcomes, Fall 2021

Resilience in Early Childhood Programs in Mississippi, University Medical Center, March 2022

PR/Award # S371C240028

Cristina Rodríguez

MANAGER OF LITERACY PROGRAMS AND INITIATIVES

Developing and Delivering Professional Development | Instructional Coaching | District and School Implementation

SUMMARY OF QUALIFICATIONS

Current Manager of Literacy Programs and Initiatives for the state of Maryland and former English Language Development/Reading Instructional Coach and Elementary School teacher with 10+ years of literacy instruction experience and work with Emergent Multilingual Learners. Expertise in developing and delivering professional development within the fields of district-wide curriculum and instruction implementation, state-wide policy, best instructional strategies, language acquisition, and Structured Literacy. Passionate about the connection of social justice and equity and the promotion of strong literacy education and foundational skills for all students. Accomplished at the ORID method for data analysis and strategic planning both at the school-based, district-wide, and state-wide level.

Fluent and Biliterate in Spanish | Developing Synchronous and Asynchronous Professional Learning | Project Management
Presentation Skills | Data Collection | Microsoft Office Suite | Google Suite | Time Management | Self-Motivated | Detail-oriented

KEY STRENGTHS

Educational Coaching

- Coached educators in grades K-5 in the best strategies to support multilingual learners in all content areas. This included a focus on language objectives, structured literacy for MLs, vocabulary development, and data collection.
- Coached and guided teachers in grades 3-5 in the shift from balanced literacy to structured literacy, focusing on the practices rooted in the science of reading that would best meet the needs of their students. This included the need to assess the quality of literacy instruction in classrooms by conducting non-evaluative observations to determine the needs of professional learning communities and provide immediate feedback.
- Developed and facilitated engaging in-the-moment science of reading and English Language Development professional development for classroom teachers.

Developing and Delivering Timely and Relevant Professional Learning Experiences

- Designed the professional development programming of the Literacy Learning Lab for the Maryland State Department of Education which focused on the systemic and instructional practices rooted in the science of reading put in place to support students in grades 4-8 who were unable to meet proficiency by the end of 3rd grade. This includes the development and maintenance of quality training materials and management of staff delivering the training.
- Designed the year-long learning progression and delivery of school-based professional development in order to support 91 staff members in the instructional shift from balanced literacy to structured literacy. This included monthly training opportunities to be delivered in formal staff meetings or in Professional Learning Communities.
- Developed and delivered an 8-hour professional learning opportunity for school based leadership teams to learn about the stages of language development and how they intersect with literacy development as well as how to incorporate the learning to instruction in all content areas to ensure the needs of multilingual learners are met.

Project Management

- Played a major role in ensuring the implementation of high quality instructional materials in the 28 districts of Maryland by developing the rubric tool that was used by Literacy Experts who conducted classroom visits to determine the efficacy of science based literacy instruction and evaluating the data that was collected.
- Managed the planning, organization, and hosting of several state-wide professional learning summits including a Literacy Learning Lab where LEA participants visit other Maryland districts to observe showcased instructional practices in action.

PROFESSIONAL EXPERIENCE

Maryland State Department of Education (MSDE) (Baltimore, MD)

2023- Present

Manager of Literacy Programs and Initiatives

Served the Literacy Office within the Office of Teaching and Learning Instructional Programs and Services for MSDE in providing program leadership, coordination, and development and support of highly effective prekindergarten through grade 12 programs and initiatives aligned to the Maryland State Literacy Standards and evidence-based practices etc.) to accelerate student performance in literacy across local education agencies (LEAs) and early learning environments.. Contributed ideas, strategic planning, and information to support education project efforts, especially focused on K-12 education policy.

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- Designed, developed, and delivered both in-person and virtual technical assistance sessions for English Language Arts supervisors and their staff on a monthly basis. These sessions included representatives from all 28 Maryland LEAs and topics were chosen based on monthly needs analyses.
- Served as MSDE lead point of contact and contributor to major technical assistance provided for all literacy work included in the Maryland Leads Grant which allocates Elementary and Secondary School Emergency Relief Funds (ESSER) to help LEAs overcome the learning loss resulting from the COVID-19 pandemic, accelerate student learning to narrow opportunity and achievement gaps, and provide more targeted support for historically underserved students and their communities.
- Contributed ideas, strategic planning, and information to support education project efforts, especially focused on K-12 education policy especially within the legislation of the Blueprint for Maryland's Future.
- Led, coordinated, and facilitated statewide and differentiated professional learning communities rooted in literacy problems of practice and solutions and implemented high-quality professional learning across the prekindergarten through 12 spectrum.
- In collaboration with MSDE's Office of Research, Planning, and Program Evaluation, annually collected data to monitor implementation of the Ready to Read Act of 2019, Students with Reading Difficulties, and The Code of Maryland Regulation, 13A.03.08, in compliance with State Board of Education regulations and MSDE policies.

Montgomery County Public Schools (MCPS) (Silver Spring, MD)

2021- 2023

English Language Development and Reading Instructional Coach

Coached and supported general educators in literacy instruction and the transition from Balanced Literacy to Structured Literacy in grades 3, 4, and 5 and how to differentiate science based literacy instruction to meet the needs of all students, but especially multilingual learners. Coached and supported English Language Development (formerly called ESOL) teachers to ensure the quality and equity of ELD instruction and led the delivery and analysis of state mandated assessments for EMLs (WIDA). Conducted intervention groups for 3rd, 4th, and 5th grade students reading below grade level utilizing research-based intervention programs such as Orton Gillingham, Wilson, and Really Great Reading Suite. Designed and delivered many professional development sessions for 91 staff members in the fields of literacy instruction, differentiation, and best and new instructional practices.

- Collected data to identify students in need of supplemental reading instruction and saw 78% growth in students who received intervention from the start of intervention to the dismissal of student groups.
- Instituted and implemented a school-wide initiative to give professional development opportunities and support so that English Language Development and Special Education teachers would be able to successfully co-teach in most impacted general education classrooms, which resulted in a 62% increase in the fidelity of student support services and 36% increase in state testing scores within the subgroup of students who receive special education services and Emergent Multilingual Learners.
- Collaborated with other Instructional Coaches to implement a Strategic Motivational Plan that incorporated the instruction of test-taking skills, test talks and goal setting opportunities for students, family engagement opportunities, and overall school celebration events.

Montgomery County Public Schools (MCPS) (Silver Spring, MD)

2021& 2022

Synchronous and In-Person Professional Development Training Facilitator

Designed and delivered two unique district-wide professional development trainings that were offered online via Zoom, asynchronously using Canvas, and in person, in partnership with the English Language Development and English Language Arts (ELA) district offices.

- Designed the curriculum and delivered training for all MCPS staff to voluntarily attend. The training was focused on addressing and removing the barriers to co-teaching by spreading the knowledge and dismantling the tenants of White Supremacy Culture. This training was offered in all three formats (asynchronously, synchronously, and in person) and voluntarily attended by over 500 MCPS staff members.
- Designed and delivered a mandatory training for all MCPS teachers to attend in partnership with the MCPS ELA office and other instructional coaches in MCPS. This training was focused on building the necessary knowledge base within the Science of Reading in order for classroom teachers to make the instructional shift from a Balanced Literacy ELA instructional approach to a Structured Literacy ELA instructional approach.

Montgomery County Public Schools (MCPS) (Montgomery County, MD)

2014- 2021

Elementary General Education Teacher, Grade 2 and 3, Team Leader, and English Language Development Teacher

Organized and facilitated team meetings one to three times weekly to ensure the collaboration and flexibility needed to creatively and thoroughly develop engaging weekly lesson plans and analyze pertinent data to verify student growth as Grade Level Team Leader. Collected and analyzed data by creating a variety of formal and informal testing opportunities and summative and formative assessments to guide and plan differentiated instruction. Created developmentally appropriate whole-group lessons, practice activities, and related instructional materials that supported the actualization of the CCSS.

- Spearheaded and operated the CARES After School Tutoring program which employed 17 elementary school teachers and paraeducators and tutored more than 65 students over the timespan of the 2020-2021 school year which required training of teachers, administering student attendance and teacher payroll, establishing relationships between families and the program, and overseeing overall tutoring instruction.
- Created developmentally appropriate whole-group lessons, practice activities, and related instructional materials that supported EMLs language development and created and delivered appropriate assessments to determine language growth in reading, writing, speaking and listening. This instruction resulted in 17% of the caseload "exiting" the ELD program because their results determined sufficient language development.

EDUCATION

Educational Leadership Certification Program – Hood College, Frederick, MD

Master of Science, Childhood Education – Fordham University Graduate School of Education, New York, NY

Bachelor of Arts, Sociology and Latin American Studies – Fordham University College at Rose Hill, Bronx, NY

NANCY PERKINS

SUMMARY

Educator with a strong knowledge of the science of reading who is currently a Literacy Specialist (K-12) for the Maryland State Department of Education as well as a National Facilitator of LETRS 3rd edition (Volumes 1 and 2) and LETRS for Administrators. Talented in coaching literacy leaders and teachers; delivering professional development on a wide variety of literacy topics; and evaluating programs. Communicative and team-oriented with a proven history of fostering implementation of effective literacy instruction for all ages.

SKILLS

- Using knowledge of the science of reading to deliver professional development activities
- Coaching literacy leaders in their implementation of literacy initiatives
- Evaluating appropriateness of literacy Educator Preparation Programs
- Revising state assessment items
- Monitoring grant activities and managing documentation
- Building relationships and working on a team
- Communicating in both written and spoken mediums
- Completing all required work accurately and timely

EXPERIENCE

01/2021-present

Literacy Specialist
Maryland State Department of Education – Baltimore, MD

- Support Maryland district leaders in the implementation of their literacy initiatives.
- Design and deliver professional development activities on literacy topics to groups of Maryland educators.
- Support the development of Maryland state-wide literacy assessments.
- Review literacy courses for educator preparation programs in the state of MD.
- Monitor literacy grants and manage documentation.

09/2018 to 12/2020

Title I and Secondary ELA/Reading Resource Teacher
Baltimore County Public Schools – Baltimore, MD

- Through a Title I grant, supported ELA/reading instruction in six Title I TSI middle schools.
- Assisted ELA/reading teachers in using evidence based, culturally responsive instructional programs, materials, and strategies to deliver effective instruction to their students, especially their identified target populations.
- Participated in full coaching cycles of observing instruction; offering feedback; planning instruction; modeling or co-teaching; and debriefing.
- Prepared additional or alternative materials or resources for teachers to assist their students with meeting success.

- Assisted students with literacy tasks.
- Managed Title I funds and documentation in order to plan and deliver professional development to departments or full faculties on a variety of literacy topics in face-to-face as well as virtual formats.

09/2005 to 06/2018

Secondary ELA/Reading Resource Teacher

Baltimore County Public Schools – Baltimore, MD

- Assisted grades 6-12 ELA/reading teachers in using best practices to deliver effective instruction aligned to Maryland College and Career Ready Standards.
- Participated in full coaching cycles of observing instruction; offering feedback; planning instruction; modeling or co-teaching; and debriefing.
- Managed Title II funds and documentation in order to plan and deliver professional development to departments or full faculties on a wide range of literacy topics.
- Through "No Child Left Behind" funding, led entire curriculum writing cycles including designing; planning; writing; supervising writing teams; revising and editing; delivering professional development to teachers on using the new curricula; and monitoring implementation.

03/2010 to 05/2021

Graduate Programs in Reading Adjunct Faculty Member

Goucher College – Baltimore, MD

- Designed graduate level courses in reading instruction aligned to the International Literacy Association standards as well as the Goucher Core Standards for the Masters of Arts in Teaching program.
- Taught the following graduate level courses: *Overview of Reading Intervention Strategies*; *Special Seminar in Reading Comprehension Strategies*; *Disciplinary Literacy*; and *Special Seminar in Vocabulary Strategies*.

09/1995 to 06/2005

Middle School Reading Team Leader

Baltimore County Public Schools – Baltimore, MD

- Supervised and evaluated the reading teachers in a middle school.
- Taught classes in reading comprehension to middle school students.
- Delivered professional development on a variety of literacy topics to the department as well as the full faculty.

02/1988 to 06/1995

Middle School ELA Teacher

Baltimore County Public Schools – Baltimore, MD

- Prepared unit and lesson plans following curriculum specifications.
- Used best practices in reading and writing to deliver instruction.
- Taught general education students as well as individuals with learning challenges and special needs within mainstreamed, inclusive classroom.

EDUCATION AND TRAINING

08/2001

Master of Arts: K-12 Reading Specialist

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Loyola College in Maryland – Baltimore, MD

01/1988

Bachelor of Science: English and Secondary Education

Towson State University – Baltimore, MD

06/1985

Associate of Arts: Secondary Education

The Community College of Baltimore County – Catonsville, MD

CERTIFICATIONS

- **Administrator I Certification**
- **LETRS 3rd Edition (Volumes 1 and 2) (currently National PLF)**
- **Early Childhood LETRS (previously local PLF)**
- **LETRS for Administrators (currently National PLF)**
- **Language! Trainer (previously)**
- **i-ready Trainer (previously)**
- **6 plus 1 Writing Traits Trainer (previously)**

ALAINA MACKELL

MD APC: ECE N-3, ELEMENTARY 1-6, MIDDLE SCHOOL RELA 4-9, ENGLISH 7-12, ADMIN/SUPER I

PROFESSIONAL SUMMARY OF QUALIFICATIONS

Solution-driven instructional leader with over 19 years of experience building the teaching and learning capacities of students, teachers, and leaders in elementary and adolescent literacy. Combines the art of storytelling, learning theory, science-based practices, and technology to design engaging, learner-centered experiences that lead to sustainable change. Fully dedicated to working collaboratively with staff and community members to establish a safe and inclusive learning environment where relevant, high-quality, and science-based literacy instruction is provided for all children; driven by an anti-deficit ideology and belief in the whole child.

PROFESSIONAL SKILLS

- | | |
|--|--|
| <ul style="list-style-type: none">● Thought-leadership● Educational leadership● Science of Reading● Science of Teaching and Learning● RTI/SST/IEP Process● Data collection and analysis● DEIB advocacy● Curriculum development● E-learning● Project Management● Literacy K-12● Learning Design and facilitation | <ul style="list-style-type: none">● Agile and Scrum● Digital Learning Platforms● Responsive instruction/Differentiation● GT/Advanced Learner identification and education● Family and Community Engagement● Project Based Learning● Instructional coaching● Adult learning theory and design● Detail Oriented● Organization |
|--|--|

PROFESSIONAL EXPERIENCE

JANUARY 2024 - PRESENT

MANAGER, LITERACY, IGNITE READING

HIGHLIGHTED ACHIEVEMENTS:

- Developing systems of cross and inner team communications
- Developing formal evaluation process in partnership with team leadership and people operations
- Piloted a Peer Mentoring Program
- Instituted Professional Learning Fridays for team development
- Revised onboarding process for new literacy specialists
- Defining the role of Literacy Manager

RESPONSIBILITIES:

- Provide guidance and coaching to literacy specialists who support school partners program implementation and data analysis.
- Engage in cross-team solution finding for team, company, and partner pain points
- Recommend program adaptations based on trends in student data
- Develop team systems that streamline and improve the workflow of literacy specialists
- Manage a team of 8 - 10 literacy specialists
- Conduct weekly check-ins with literacy specialists in order to provide individualized support

JUNE 2022 - PRESENT**MANAGER, LEARNING DESIGNER- LITERACY, BETTERLESSON****HIGHLIGHTED ACHIEVEMENTS:**

- Guest Literacy Expert on Company Webinar focused on demystifying the Science of Reading
- Expert Guest Guest Literacy Expert on Company Podcast Launch: Lessons Learned Episode 1
- Member of Cross-Functional team assigned to develop company framework illustrating company point of view on the phases of Curriculum Implementation
- Leading the development of a Cognitive Journey map for professional learning experiences on the implementation of HQIM for various user personas, including identifying indicators for when implementation shifts from fidelity to integrity.

RESPONSIBILITIES:

- Establish the company point of view on Student-Centered Literacy, Science-Based Reading Instruction, and the Phases of Curriculum Implementation
- Provide thought-leadership and oversight on the architecture professional for various user profiles learning journey
- Research market, education, and company trends to identify topics for synchronous and asynchronous professional learning experiences.
- Utilize adult learning theory and principles to design, develop, and publish curriculum-based and curriculum agnostic professional learning experiences with user centered cognitive flow that aligns to an identified outcome.
- Create and publish all materials required for facilitation of professional learning experiences.
- Collaborate with other teams to design solutions for identified partner needs and market problems.
- Develop, oversee and provide feedback on projects completed by hired contractor
- Use Jira to document and manage work across each sprint.

JUNE 2021-PRESENT**LETRS PROFESSIONAL LEARNING FACILITATOR, LEXIA LEARNING****RESPONSIBILITIES:**

- Facilitate engaging online and onsite professional learning on the science of reading to educators, administrators, and stakeholders across the country
- Utilize a variety of virtual professional learning platforms and software in order to deliver content to adult learners
- Collaborate with cross-functional teams as needed

JULY 2020 – OCT 2021**ASSISTANT PRINCIPAL, DOGWOOD ELEMENTARY BALTIMORE COUNTY SCHOOLS****JOHARI TOE, PRINCIPAL(FORMER)****HIGHLIGHTED ACHIEVEMENTS:**

- Developed and implemented a collaborative and data driven process for referring, supporting, and progress monitoring students through the student support team that provided continued coaching and support for the referring teacher.
- As instructional lead for the school wide literacy program, collaborated with the instructional team to analyze data and develop a short and long term plan for school improvement, including training in the science of reading for all PreK through grade 5 staff members.

RESPONSIBILITIES:

- Provided instructional leadership, in concert with the principal, for the implementation of the curriculum of the Baltimore County Public Schools, including virtual learning.
- Assisted the principal in leading the process of continuous school improvement via the co-developed school improvement plan.
- As school testing coordinator, monitored and assessed student achievement and participation outcomes with appropriate data collection and analysis.
- Assisted the principal in supervising and evaluating the effectiveness of all school personnel including 10 non-tenured teachers.
- Assisted in determining and implementing school organization, student placement and evaluation, and services and programs that provide for the needs of children.
- Collaborated with the instructional leadership team to develop master schedules and programs that met the needs of all students.
- Communicated with students, staff, administrative and supervisory personnel, parents, and the community.
- Assisted the principal with the responsibility of daily school management functions including the transition from virtual, to hybrid, to full in-person learning.

JULY 2019 – JULY 2020

ELEMENTARY TEACHER/ELA RESOURCE TEACHER, SCOTTS BRANCH ELEMENTARY, BALTIMORE COUNTY PUBLIC SCHOOLS

LAUREN TILLMAN, PRINCIPAL

HIGHLIGHTED ACHIEVEMENTS:

- Co-developed a school-wide journey partner protocol for equity work and conscious discipline implementation.
- Collaborated with the Office of ELA to offer a Saturday LETRS Cohort to teachers at Scotts Branch Elementary and 3 other local elementary schools.
- Collaborated with principal and DRAA to develop a data protocol and teacher training for exploring inequities within the schoolhouse.
- Developed a hybrid lesson structure for teaching phonics and word study to 3rd grade students with instructional gaps.

RESPONSIBILITIES:

Using an equity lens:

- Provides instructional coaching and support in English/Language Arts to teachers in Kindergarten and 3rd grade.
- Leads weekly collaborative planning sessions, Bi-weekly data analysis meetings, and quarterly Evidence of Learning meetings for Kindergarten and 3rd grade teams.
- Provides professional development to staff on current county directives, curriculum, and/or research in ELA content area.
- Co-lead of School Base Conscious Discipline team which provides training and support to teachers on implementation of the school wide discipline plan.

- Member of the School Management team which reviews and responds to school-wide discipline data by analyzing trends and creating individual, and school-wide, action plans.
- Member of School-Based Equity Team which utilizes the CCRR Protocol to provide, quarterly, monthly, and daily training and support to staff members on understanding and interrupting discrimination and oppression faced by our student population and the community in which they live.

AUGUST 2016 – JULY 2019

ELEMENTARY ELA RESOURCE TEACHER, OFFICE OF ENGLISH/LANGUAGE ARTS, BALTIMORE COUNTY PUBLIC SCHOOLS

PAMELA WOLFF, COORDINATOR

HIGHLIGHTED ACHIEVEMENTS:

- Created and delivered turn-key, professional development series for school-based leadership teams on Foundational Skills instruction.
- 1 of 5 Locally Certified LETRS (Language Essentials for Teachers of Reading and Spelling) Trainers in Baltimore County Public Schools.
- Designed and facilitated the first virtual classroom visit for the Office of Elementary ELA
- Developed and presented professional development to elementary Assistant Principals and IEP Chairs on protocol for reading intervention placements.
- Developed and facilitated CPD course on infusing-play based instruction into the diverse early childhood classroom.
- Selected to lead/support system-wide implementation of new K-1 phonics program.
- Acted in the capacity of Lead Curriculum Writer for the 2018 and 2019 Summer Curriculum Writing Workshops.

RESPONSIBILITIES:

Using an equity lens:

- Collaborated with peers and office leadership to design, edit, and present system-wide and school-based professional learning experiences, covering a range of ELA topics.
- Collaborated with peers and office leadership to plan, write, and modify county curriculum for elementary grade levels
- Collaborated with the Office of Social Studies on the development of interactive, integrated units for grades one and two.
- Collaborated with the Office of Early Childhood on special projects and professional development for Kindergarten teachers and paraprofessionals.
- Worked collaboratively with school-based administrators and staff to support the equitable implementation of the key actions outlined in their School Progress Plan for increasing student achievement in ELA through instructional coaching, data analysis, and targeted professional development.
- Provided on-going instructional coaching to teachers and staff during residencies and school support visits.
- Supported School-based teams with Title I transition plan development.
- Collaborated with Parent University to provide parents with ideas on how to support their child's acquisition of reading and writing at home.
- Attended professional developments that further developed skill sets for current and future roles.

AUGUST 2014 – JULY 2016

ELEMENTARY TEACHER (2ND GRADE), MILLS PAROLE ELEMENTARY, ANNE ARUNDEL COUNTY PUBLIC SCHOOLS

SUSAN MYERS, PRINCIPAL

HIGHLIGHTED ACHIEVEMENTS:

- Co-developed and implemented an authentic ELA curriculum that utilized components of language immersion to support ELL students with acquisition of the English language, both written and orally.
- Presented at a principals meeting on the development and utilization of ELA curriculum and the results yielded. *(MPES became one of the highest performing schools on county end of the year 2nd grade assessments. My classroom: 15 out of 17 students increased scores between assessment 1 (Feb) and assessment 2 (May); 13 students increased scores by 20 points or more)*
- SIOP/ELL Trainer of Trainers
- Curriculum writer for the Office of Mathematics
- Offered the role of Math Resource due to gains students made in mathematics and demonstration of leadership skills.
- Served as a demonstration classroom reading instruction and targeted small group instruction.

RESPONSIBILITIES:

Using an equity lens:

- Utilizing the CCSS and targeted student data, designed and implemented learning experiences that were relevant, culturally responsive, and accessible for all students in the classroom.
- Created an inclusive, safe, and trusting environment for all students.
- Attended monthly RTI meetings to discuss, monitor, and support students not yet performing successfully on identified measures.
- Communicated regularly with families on the progress of their child and to share ideas for ways to support continued development.
- Collected and analyzed data on the instructional practices used with ELL students in classrooms throughout the schoolhouse to determine next steps in professional development.
- Attended professional developments that further developed skill sets for current and future roles.

AUGUST 2012 – JULY 2014

INSTRUCTIONAL LEAD TEACHER/PROFESSIONAL DEVELOPMENT TEACHER, GLENARDEN ELEMENTARY, PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS

CECILIA JONES-BOWLDING, PRINCIPAL

HIGHLIGHTED ACHIEVEMENTS:

- Co-Chair of School-based EGATE (Excellence in Gifted And Talented Education) submission commi (award received 2012)
- Trainer of Trainers for new teacher evaluation tool: Danielson Framework
- 4th grade team leader

RESPONSIBILITIES:

- Create and present professional developments to staff on county directives, curriculum, and instructional models.
- Provided instructional support and leadership to TAG ELA teachers
- Supported TAG Coordinator with the assessment and identification process for TAG program
- Coordinated family and community engagement activities
- Created monthly school newsletter
- Acted as Staff Advisor for SGA
- Supported Reading Specialist with county assessments and state testing.

AUGUST 2010 – JULY 2012

ELEMENTARY TEACHER (5TH AND 6TH GRADE, ELA/SS), GLENARDEN ELEMENTARY, PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS

CECILIA JONES-BOWLDING, PRINCIPAL

RESPONSIBILITIES:

- Utilized the TAG Curriculum maps and State Standards to plan and implement quality learning experiences for 5th and 6th grade students in ELA and Social Studies

- Created an inclusive, safe, and trusting environment for all students.
- Communicated regularly with parents on student progress, special projects, and opportunities to volunteer
- Co-coordinated year long planning for end of the year thematic culminating event
- Attended county training on implementation of TAG curriculum

AUGUST 2008 – JULY 2010

ELEMENTARY TEACHER (1ST GRADE), PORTTOWNS ELEMENTARY, PRINCE GEORGE’S COUNTY PUBLIC SCHOOLS

LISA FARABAUGH, PRINCIPAL

HIGHLIGHTED ACHIEVEMENTS:

- Team leader
- Mentor Teacher

RESPONSIBILITIES:

- Utilizing the county curriculum, designed and implemented learning experiences that were accessible for all students in the classroom.
- Created an inclusive, safe, and trusting environment for all students.
- Collected and analyzed data to plan differentiated instruction.
- Lead weekly collaborative planning meeting
- Lead data analysis meetings and established action plans for student currently underperforming
- Communicated with families regarding student progress

AUGUST 2007– JULY 2008

ELEMENTARY TEACHER (2ND GRADE), PORTTOWNS ELEMENTARY, PRINCE GEORGE’S COUNTY PUBLIC SCHOOLS

LISA FARABAUGH, PRINCIPAL

RESPONSIBILITIES:

- In collaboration with a special education co-teacher, designed and implemented learning experiences that were accessible for all students in the classroom.
- Utilized component of UDL to ensure access to learning for all students
- Created an inclusive, safe, and trusting environment for all students.
- Collected and analyzed data to plan differentiated instruction.
- Attended and participated in IEP meetings
- Attended required trainings for MEANS program
- Communicated with families regarding student progress

AUGUST 2005 – JULY 2007

ELEMENTARY TEACHER (1ST GRADE), TEMPLETON ELEMENTARY, PRINCE GEORGE’S COUNTY PUBLIC SCHOOLS

ROBIN POPE-BROWN, ACTING PRINCIPAL

RESPONSIBILITIES:

- Utilizing the county curriculum, designed and implemented learning experiences that were accessible for all students in the classroom.
- Created an inclusive, safe, and trusting environment for all students.
- Collected and analyzed data to plan differentiated instruction.
- Attended county trainings and workshops.
- Communicated with families regarding student progress

EDUCATION

DEC 2019

ADMIN I CERTIFICATION, NOTRE DAME OF MARYLAND UNIVERSITY

MAY 2017

MASTER'S IN SPECIAL EDUCATION, UNIVERSITY OF MARYLAND COLLEGE PARK

Concentration in Early Childhood and Early Intervention

JUNE 2006

RESIDENCY TEACHER PROGRAM, PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS

MAY 2005

BACHELOR OF ARTS IN ENGLISH, POST UNIVERSITY (FORMERLY TEIKYO POST UNIV)

PROFESSIONAL ACKNOWLEDGEMENTS

- Guest Literacy Expert on BetterLesson Webinar: [Building Strong Readers: Bridging Research and Practice with the Science of Reading](#) (2023)
- Member of Baltimore County Public Schools Equity Advisory Council
- Presented to audience of 100 Elementary STAT teachers in BCPS on responsive text selection and instruction (2019-2020 SY)
- Presented on elements of racism at BCPS Student Leadership Summit (2019-2020 SY)
- Co-developed a self-care workshop series for New Teachers of Color that focused on teacher retention and leadership development (2019- 2020 SY") (Canceled due to Covid-19)
- Completed Leading and Coaching for Equity Professional Development Series (2018-2020)
- Co-facilitated Affinity Group breakout session at Maryland Cultural Proficiency Conference 2019
- Selected to present at break out session on Inequities in Early Literacy Instruction at SOMLA 2020 (Canceled due to Covid-19)
- Invited to present a round table session on Inequities in Early Literacy Instruction at Common Ground 2020 (Canceled due to Covid-19)
- Selected to present a breakout session on Selecting and Teaching Diverse Texts with Intentionality at BCPS Equity Spring Symposium 2020 (Canceled due to Covid-19)

Stephanie Dale

CAREER OBJECTIVE

As the current ELA Supervisor of Curriculum and Instructional Resources for Carroll County Public Schools with 30 years of experience in education, I am looking forward to an opportunity to serve the Maryland State Department of Education to realize their vision: to be a system of world class schools where students acquire the knowledge and skills necessary for success in college, career, and life.

PROFESSIONAL EXPERIENCE

Elementary Supervisor of Pre-K through Grade 5 Reading and English/Language Arts and Humanities- Carroll County Public Schools/2006 – present

- Responsible for all Pre-K through Grade Five ELA and Social Studies curricula, assessments, and instruction aligned to national/state standards
- Responsible for all countywide professional development regarding Elementary Reading/ELA and Humanities curricula, assessments, and instruction
- Lead the development of local assessments predictive of student achievement to guide instructional decisions and to provide complete transparency to parents of students beginning in Pre-Kindergarten and continuing through Grade 5
- Responsible for the hiring, evaluation and supervision of all teachers for the four schools to which assigned, as well as ELA Specialists, county interventionists and mentors
- Lead Curriculum Council ELA presentations: MSA/PARCC/MCAP data sharing and analysis, curricula, state and local assessments updates, best teaching practices... in order to keep stakeholders abreast of current trends and changes regarding Reading and ELA Curricula, assessment (local and state) and instruction
- Collaborate with MSDE to provide professional development to outside counties on College and Career Readiness Standards
- Partner with MSDE and educational teams throughout the state to assist with the development of the Maryland Comprehensive Assessment Program by reviewing, analyzing and selecting passages for the ELA portion of the assessment
- Partner with school administrators to analyze school-specific state and local data, and plan actionable steps in order to raise student achievement and realize School Improvement Goals.
- Partner with ThorpeWood nonprofit to develop and sustain the girls' camp *Humble Warriors* to provide support and mentoring for rising sixth, seventh, and eighth graders from CCPS' Title I Schools
- Serve on the lead administrative & supervisory team to manage the Blueprint for Maryland's future for Pillars 1 and 3
- Apply for and manage federal/state grants to provide countywide teacher and student resources to promote consistency, cultivate student engagement, and raise student achievement
- Collaborate regularly with building principals regarding data analysis, state assessment updates, curriculum foci and content, as well as best teaching practices around ELA/Humanities Standards

PR/Award # S371C240028

Key Priorities

Relationships and Trust

Integrity

Transparency

Accountability

Support

Service

Education

Masters of Science/Reading
McDaniel College, 1999

Bachelor of Science/
Early Childhood Education
Towson University, 1994

Maryland Educator Certification

Administration I and II
Reading Specialist
Early Childhood Education

PROFESSIONAL EXPERIENCE (continued)

Assistant Principal/Taneytown Elementary School, 2004 – 2006

- Supported building principal in hiring, analyzing data, planning professional development based on school needs, observing and evaluating teachers, participating in pacing meetings and School Support Team efforts, and serving as the Maryland State Testing Coordinator and 504 Coordinator for the building
- Led regular data meetings and professional development connected to the School Improvement Plan
- Collaborated regularly with caregivers to support students and provide assistance to caregivers/families, as needed
- Responsible for responding to student behavior/discipline issues
- Led special events for students, teachers, families and the larger community

Mentor Teacher - Elementary and Middle School/Carroll County Public Schools, 2002 - 2004

- Mentored new and struggling elementary and middle school teachers throughout the county
- Informally observed and video-taped classroom instruction to collaborate with teachers in order to analyze their teaching practices for improvement
- Collaborated with teachers to analyze student data to determine student grouping and differentiate instructional plans
- Led professional development for building-based mentors
- Co-taught/modeled instruction for teacher mentees, as needed

Middle School ELA Specialist (1999 – 2002) & Second Grade Teacher (1994 - 1999)

- Taught Reading and Writing to one hundred plus students
- Individually assessed all students using a qualitative assessment to determine individual and collective needs
- Assessed selected students to determine any decoding deficits in order to fill the gaps responsible for reading deficits
- Provided appropriate instruction for English Language Learners new to the country regarding listening, speaking, reading, and writing English
- Provided targeted phonics and comprehension intervention services to middle school students reading below grade level
- Managed and ran the Read180 program for groups of students at Sykesville Middle School
- Provided professional development to staff on various ELA and transdisciplinary topics
- Collaborated with the building Media Specialists to support student research
- Served as the State Testing Coordinator for Sykesville Middle School
- Responsible for planning and teaching Reading/ELA, Mathematics, Science, Social Studies and Health to classes of twenty to thirty-two homogeneously and heterogeneously grouped students
- Responsible for planning for the differentiated needs of all students based on curriculum standards
- Responsible for all assessments related to content taught, all grading and parent communication for students served
- Served on county report card committee to revise elementary report cards
- Planned and executed Family Reading Nights

Organizations & Recognition

Carroll Reading Council President, 2014-2023, Literacy Council of Carroll County Board Member
Social Studies Instructional Leader of the Year, 2004

Nykia Washington Resume

NYKIA R. WASHINGTON

Education: Capella University, Minneapolis, MN
EdD - Educational Leadership and Management, December 2020

University of Phoenix Online, Phoenix, Arizona
M.A. Education - Curriculum and Instruction, November 2009

North Carolina Central University, Durham, NC
B.S. Child Development and Family Relations, December 1998

Certifications: Affiliate CLASS Trainer and Reliable Observer (Pre-K), University of Virginia, Teachstone

ITERS and ECERS trained, Frank Porter Graham Child Development Institute, University of North Carolina Chapel Hill

CSEFEL Pyramid Model Train-the-Trainer Certified, Center on Social and Emotional Foundations of Early Learning, Vanderbilt University

Experience:

Prekindergarten Program Manager, 8/24/15 – Present

Maryland State Department of Education, Early Learning Branch
Baltimore, MD

- Provide oversight of State Prekindergarten Grants by developing policies, guidance, and recommendations for grantees to administer programs.
- Provide training and technical assistance to public school and private provider Pre-K grantees to support grant administration, progress towards deliverables, and ensure high-quality early childhood programming that supports school readiness for 3- and 4-year olds through a mixed-delivery system.
- Lead a team of Pre-K Support Specialists providing coaching and reflective supervision to support their work with Pre-K grant recipients.
- Conduct risk assessments, on-site reviews and desk audits to monitor, assess, and evaluate grantee's compliance with program requirements and stated fiscal objectives developing program improvement plans as necessary.
- Produce training and technical assistance processes and products to support grant administration including webinars, briefs, policy clarifications, grant administration manuals, standard operating procedures, and monitoring tools and protocols.
- Analyze performance data to identify trends, best practices, and gaps to support evaluation of grant activities, inform technical assistance supports,

Nykia Washington Resume

and recommend changes to operational procedures for program execution and performance.

- Interpret legislative and regulatory requirements adapting guidelines and policies for use with early childhood programs in the state.
- Complete annual legislative reports to address publicly funded prekindergarten and other legislation that impacts early childhood in the State of Maryland as well as respond to routine inquiries regarding early child on behalf of the State Superintendent of Education and the Governor's Office.
- Present at conferences and meetings to address the implementation of the *Blueprint for Maryland's Future* and mixed-delivery Prekindergarten in Maryland

Head Start State TA Center Manager, Washington, DC 4/16/13 – 5/1/15

ICF International, Fairfax, VA

- Provided training and technical assistance to Head Start and Early Head Start grantees, using a consultative approach, to ensure high quality Head Start services while maintaining ongoing communication with grantees
- Ensured programs' compliance with Federal Head Start Performance Standards and other federal mandates, and determine progress toward stated goals and objectives
- Analyzed Region 3 grantee data to identify areas of need for technical assistance and professional learning
- Provided technical assistance to grantees on sources and methods of collecting, quantifying, analyzing and evaluating data from a variety of sources to support school readiness, parent and family engagement, short and long-term goal development, and program performance and planning
- Developed training and technical assistance processes and products for use by Region 3 Training and Technical Assistance network
- Coordinated professional learning activities for Region 3 Head Start and Early Head Start grantees and represented Region 3 in conferences and meetings

Early Learning Specialist – Professional Development, 9/4/12 – 4/12/13

Maryland State Department of Education (MSDE), Early Learning Branch
Baltimore, MD

- Coordinated professional development opportunities for early learning and development programs to include Kindergarten Readiness Assessment (KRA), Comprehensive Assessment System, and Maryland Common Core State Curriculum
- Provided technical assistance to MSDE division leadership, internal staff, and Statewide early childhood stakeholders to support teaching and learning
- Produced professional development processes and products for pre-school, Pre-K thru Grade 3, licensed child care, and Head Start programs
- Supported workforce development initiatives to include Workforce Knowledge and Competency Framework, Child Care Credentialing Program, Higher Education Collaborative, Early Childhood Certification

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- Evaluated grant proposals to support division wide initiatives and special projects

Professional Development Coordinator, 2/8/10 – 8/31/12

Office of the State Superintendent of Education, Division of Early Learning, Washington, DC

- Developed and coordinated system wide programs that transform early childhood professional development and quality assurance systems through training and training technical assistance to support Pre-K, Head Start, child care, public and private programs.
- Maintained relationships with higher education community and external stakeholders to offer an array of credit bearing opportunities for the statewide early childhood community and assisted in the development of articulation agreements between local colleges and universities.
- Collected, analyzed, and interpreted program and assessment data to identify technical assistance priorities, strategies, programs, and policy recommendations to support early childhood programs across all sectors
- Coordinated as well as supported the development of several special projects including the revision of QRIS standards, CCDF Plan, Career Lattice and Professional Development Registry
- Make oral presentations as well as conduct trainings for a variety of education organizations, stakeholders, grantees, and professionals to include specialists, coaches, and mentors.

References: **Available upon request**

Elise Brown

Education

PhD in Educational Leadership

May 2024

University of Mississippi | Oxford, MS

Dissertation title: "A CASE for Digital Coaches"

Committee: Dennis Bunch (Chair), Jill Cabrera, Kenneth Pulley, & Sara Platt

MEd in Educational Leadership

December
2015

University of Mississippi | Oxford, MS

BS in Elementary Education

August 2007

Mississippi State University | Starkville, MS

Experience

Executive Director of Professional Learning and HQIM

2024-Present

Office of Teaching and Learning | Maryland State Department of Education

Leads the **Office of Professional Learning and High-Quality Instructional Materials**, ensuring every local education agency, school, teacher, and student has access to high-quality learning and materials.

- Oversees the identification, adoption, and implementation of high-quality instructional materials for the state of Maryland
- Reviews the development of high-quality professional learning sessions aligned to Learning Forward's Standards for Professional Learning
- Provides internal and external professional learning opportunities to build capacity of state agency
- Collaborates across divisions to develop and deliver high-quality professional learning
- Creates resources to signal the value of high-quality instructional materials for teachers and students
- Collects and analyzes data to maximize student outcomes as a result of high-quality teachers and materials

State Digital Learning Coordinator

2021-2024

Office of Digital Learning | Mississippi Department of Education

Department of Teacher Education | University of Mississippi

Lead the **Digital Learning Coaching Program**, ensuring every school in Mississippi had access to highly trained coaches to support educators with technological skill development and meaningful classroom integration.

- Oversaw a team of 29 digital learning coaches who provide one-to-one support to teachers incorporating technology into instruction across the state
- Maintained relationships with over 500 schools that have requested digital learning assistance
- Examined the needs of individuals, teams, and schools to effectively design and deliver trainings on instructional practices, educational technology, and problem-solving as a digital learning coach
- Organized an annual Digital Teacher Academy, providing over 700 teachers a yearlong professional learning experience focused on earning digital certifications and discussing in-classroom applications
- Enlisted external vendors for collaborative opportunities to provide professional development for teachers
- Guided conversations regarding policies for technology usage and develops resources to accompany expectations
- Coordinated collaboration between teacher preparation programs at institutions of higher learning and the Mississippi Department of Education

Director of Online Professional Development

2020-2021

*Office of Professional Development | Mississippi Department of Education
Department of Teacher Education | University of Mississippi*

Managed and supervised **online courses** offered at the state level to ensure MS educators were provided high-quality professional development opportunities in synchronous and asynchronous learning models.

- Managed the logistics of the MDE online professional development program, including advertising, registration, and credential applications
- Provided training on adult learning theory to support planning, building, and facilitating online professional development courses
- Reviewed course design and development to verify online courses are embedded with adult learning theory, strengthening implementation and reflective practices
- Collected and analyzed data from online professional development courses to determine ongoing needs
- Coordinated professional development opportunities with external vendors, such as Google, Microsoft, and regional education service agencies
- Oversaw PD on Demand to address state needs for additional asynchronous professional development

Professional Development Coordinator**2016-2019**

*Office of Professional Development | Mississippi Department of Education
Department of Teacher Education | University of Mississippi*

Developed and facilitated **in-person and online professional development** trainings at the school, district, state, and national levels and managed teams in designing classroom resources and course materials.

- Oversaw the completion of MDE instructional materials, such as the MS Scaffolding Document and the MS Exemplar Units
- Provided professional development to improve teacher quality in low-performing school districts
- Increased the number of teachers receiving professional development through the creation of online learning modules for use in PLCs
- Supported teachers in the implementation of new instructional strategies designed to improve student achievement

Teacher Leader**2012-2016**

College Preparatory Mathematics | CPM Educational Program

Contracted as a professional development provider in the southeastern region for **curriculum implementation** in the middle grades.

- Expanded curriculum implementation in Mississippi and provided research-based professional development
- Analyzed data to determine curriculum gaps to effectively teach state frameworks

Lead Teacher**2009-2016**

Lake Cormorant Middle School | DeSoto County School District

Hired as a middle school mathematics teacher and moved to **teacher leader**. During this time, completed an administrative internship, hosted parent events, and coached volleyball.

- Improved school Algebra I scores to 100% proficiency
- Used data to create and implement PBIS aimed to reduce disciplinary infractions

Teacher**2007-2009**

Starkville High School | Starkville-Oktibbeha Consolidated School District

Hired as a high school mathematics teacher and oversaw after-school and extracurricular programs.

- Supervised student council program and oversaw fundraising for Stand Up 2 Cancer
- Led prom planning committee
- Facilitated afterschool tutoring program for struggling students
- Coordinated STEM camp activities for prospective students

Contributions to Education

Presentations

- Brown, E. & Banks, M. (2024, February). *Back to the Basics: Aligning standards to digital tool*. Presentation at MECA, Jackson, MS.
- Brown, E. & Ascherl, H. (2024, February). *Leading by example: Creating a technology-infused school culture*. Presentation at MECA, Jackson, MS.
- Brown, E. & McKinney, T. (2024, February). *Leading by example: Creating a technology-infused school culture*. Presentation at friEd Technology Leadership Academy via webinar.
- Brown, E., et al. (2023, October). *Focus Monday: Digital best practices*. Presented at the University of Mississippi to the Teacher Prep Program, Oxford, MS.
- Brown, E., Banks, M., & Kraman, J. (2023, April). *The Mississippi story: Reimagining digital learning*. Presented as the SETDA spotlight via webinar.
- Brown, E., Banks, M., & Kraman, J. (2023, March). *The Mississippi story: Reimagining digital learning*. Presented at CoSN, Austin, TX.
- Brown, E. & Sweazy, L. (2023, February). *Law and order: Digital citizenship unit*. Presentation at MECA, Jackson, MS.
- Brown, E. (2021, October). *Digital best practices for leaders*. Presented at Delta State University's Leadership Bootcamp, Cleveland, MS.
- Brown, E. (2020, November). *Using Padlet to create interactive word walls*. Presented at the Mississippi Department of Education's Digital + Content Connections Series via Zoom.
- Brown, E. (2020, October). *Using virtual algebra tiles to teach expressions and equations*. Presented at the Mississippi Department of Education's Digital + Content Connections Series via Zoom.
- Brown, E. (2020, October). *Using Google Slides to create digital anchor charts*. Presented at the Mississippi Department of Education's Digital + Content Connections Series via Zoom.
- Brown, E. (2020, October). *Monitoring small group discussions in a virtual classroom*. Presented to the North MS Leadership Academy, Oxford, MS.
- Brown, E. (2020, July). *Overview of the MS CCRS for Mathematics grades 6-12*. Presented for the Mississippi Department of Education via Zoom.
- Brown, E. (2020, July). *Digital leadership*. Presented to the North MS Education Consortium, Oxford, MS.
- Brown, E. & McKinney, T. (2020, March). *Clear your mind of can't: Scaffolding learning for struggling students*. Presented at Finish Strong: New Teachers Conference, Oxford, MS.
- Brown, E. (2020, February). *How to deliver online PD that transforms*. Guest on The Dr. Will Show via podcast.

- Brown, E. & Livingston, K. (2019, December). *Extreme makeover: Online PD edition*. Presented at the Learning Forward Conference, St. Louis, MO.
- Brown, E. & McKinney, T. (2019, July). *Escape the classroom: Creating digital escape rooms*. Presented at the MS Education and Technology Innovation Symposium, Jackson, MS.
- Brown, E. (2019, July). *Ready player one: Gamifying your classroom*. Presented at the Elevate Teachers Conference in Jackson, MS.
- Brown, E. & Parker, A.C. (2019, June). *Not your mother's math class*. Presented at the Making Connections Conference, Biloxi, MS.
- Brown, E. (2019, January). *Moving beyond the discussion board*. Presented at MECA, Jackson, MS.
- Brown, E. & Kazery, A. (2018, December). *Make learning fun...even for adults*. Presented at the Learning Forward Conference, Dallas, TX.
- Brown, E. & Alford, K. (2018, November). *This is us: A story of coaching with Pearl River County School District*. Presented at the MS Learning Forward Conference, Jackson, MS.
- Brown, E. (2018, November). *Escape the classroom*. Presented at the MS Association of Middle Level Educators, Jackson, MS.
- Brown, E. (2018, June). *Ready player one: Gamifying your classroom*. Presented at the Making Connections Conference, Biloxi, MS.
- Brown, E. (2017, September). *Escape the classroom*. Presented at the MS Professional Learning Institute in Jackson, MS.
- Brown, E. (2017, June). *Escape the classroom*. Presented at the Making Connections Conference in Biloxi, MS.
- Brown, E. (2017, February). *Balancing act! Reaching all students in a mathematics classroom*. Presented at the MS Council for Exceptional Children Conference in Jackson, MS.
- Brown, E. (2016, October). *Effective use of tools and manipulatives*. Presented at the MS SWIFT Conference, Jackson, MS.
- Brown, E. (2016, September). *Using tools and manipulatives strategically*. Presented at the Engaging Classrooms Conference in Oxford, MS.

Poster Presentation

Platt, S., Banks, M., & Brown, E. (2023, June). "Bright" ideas from students: Technology use in the pandemic and beyond. Poster session presented at ISTE Live 2023, Philadelphia, PA.

Publications

Mississippi Department of Education. (2024, February). *AI guidance document*. Submitted for publication.

Mississippi Department of Education. (2023, August). *Digital learning instructional guide*.
https://www.mdek12.org/sites/default/files/Offices/MDE/OTSS/DL/dl_instructional_guide_final.pdf

Mississippi Department of Education. (2023, June). *Elementary computer science: Administrator implementation guide*.
https://www.mdek12.org/sites/default/files/Offices/MDE/OAE/OEER/ComputerScience/cs_administrator_implementation_guide_june2023.pdf

Mississippi Department of Education. (2023, January). *What's in your digital tool: Mathematics*.
https://www.mdek12.org/sites/default/files/Offices/MDE/OTSS/DL/digital_math_tools.pdf

Mississippi Department of Education. (2022, August). *Standards deconstruction with content area connections: Level 1A*.
https://www.mdek12.org/sites/default/files/Offices/MDE/OAE/OEER/ComputerScience/standard_deconstruction_crosswalk_k2.pdf

Mississippi Department of Education. (2022, August). *Standards deconstruction with content area connections: Level 1B*.
https://www.mdek12.org/sites/default/files/Offices/MDE/OAE/OEER/ComputerScience/standard_deconstruction_crosswalk_35.pdf

Mississippi Department of Education. (2022, May). *Digital tool evaluation rubric*.
https://www.mdek12.org/sites/default/files/Offices/MDE/OTSS/DL/digital_tool_evaluation_rubric.pdf

Mississippi Department of Education. (2021, November). *Digital best practices*.
https://www.mdek12.org/sites/default/files/Offices/MDE/OTSS/DL/best_practices_for_digital_learning.pdf

Mississippi Department of Education. (2021, October). *Digital learning lesson plan: Administrator "look fors."*
https://www.mdek12.org/sites/default/files/Offices/MDE/OTSS/DL/dl_lesson_plan_admin.pdf

Honors, Awards, and Certifications

Project Spotlight for <i>Digital Learning Coaches</i> <i>Mississippi Department of Education</i>	2022
Microsoft Expert Microsoft	2021
Google Certified Educator Level 1 Google	2020
Project Spotlight for The Great Escape Mississippi Department of Education	2019
EdReports Reviewer for Mathematics EdReports	2018
Algebra Nation Trainer Math Nation	2018
Team Spotlight for Professional Development Mississippi Department of Education	2018
Coaching Academy Learning Forward	2017
Math Ready Trainer Southern Regional Education Board (SREB)	2017
Outstanding Student Award University of Mississippi, DeSoto	2016
Outstanding Academic Achievement Award University of Mississippi	2015
Teacher of the Year Lake Cormorant Middle School	2013

TERESA ANNE TIMMONS PARROTT



Education

2022 Ph.D. Organizational Leadership, Hood College

2018 Admin I Certification, Hood College

2006 M.A. English with TESOL Concentration, Salisbury University

2003 B.A., Elementary Education, Salisbury University

Certification

Maryland Administrative and Supervisory Certification, Administrator 1

Observing and Analyzing Teaching I, II

Maryland Educator Certificate CER-57288-H1Y9N0

Administrator I, Supervisor, and Assistant Principal

Elementary Education 1-6 & Middle School

ESOL PreK-12

Special Education

Reading 12

National Board Certified Teacher, Literacy, 2004

Recognitions

Kennedy Center/Stephen Sondheim Inspirational Teacher Awards, 2015

Wicomico County Board of Education Middle School Teacher of the Year, 2014 Professional

Work Experience

2024 - Present Manager of Multilingual Education, Maryland State Department of Education

- Leadership and Administration: ensuring alignment with state and federal guidelines, supervising a team of coordinator of multilingual education and specialist of world languages, and providing professional development and support to enhance instructional strategies and outcomes, as well as manage program budgets, securing funding and allocating resources efficiently to support multilingual initiatives with Title III
- Policy and Compliance: Ensured compliance with state and federal regulations regarding multilingual education, including Title III requirements, Developed and enforced policies that promote equity and access for English Language Learners (ELLs) and other multilingual students, Conducted regular program evaluations and audits to maintain high standards of compliance and effectiveness, and working on all initiatives from the MSDE EL Workgroup in alignment with Maryland's Blueprint for Success.
- Community and Stakeholder Engagement: Fostered strong partnerships with parents, community organizations, and local businesses to support multilingual education programs, Organized and led workshops and informational sessions for stakeholders to promote awareness and involvement in multilingual initiatives, Acted as a liaison between the education department and diverse communities, advocating for the needs

and interests of multilingual students also including workgroups around language access policy and young multilingual learners.

- Professional Development and Training: Developed and conducted training programs for educators on best practices in multilingual education and language acquisition, Mentored teachers and staff, providing guidance and support to enhance instructional techniques and classroom management, Organized professional learning communities to foster collaboration and continuous improvement among multilingual education professionals.
- Strategic Planning and Innovation: Led strategic planning initiatives to expand and enhance multilingual education programs across the state beginning with the Multilingual Education Collaborative held in May, as well as Identified emerging trends and research in multilingual education, integrating cutting-edge practices into program design.

2018 - 2024 Learning and Achievement Specialist, Montgomery County Public Schools (OSSI) within the Office of Teaching and Learning

- Promoted positive, caring and supportive district and school climates respectful of students and staff implemented culturally
- Evaluated, monitored, and revised School Improvement Plans collaboratively at the elementary and secondary level to establish goals for student achievement and eliminate the predictability of student achievement based on race
- Conducted observations, walk-throughs, instructional rounds, and conferences with administrators and leadership teams at the elementary, middle and high school levels to analyze current practices and provide meaningful feedback for schools to determine the necessary professional development needed to reach the ideal state
- Collaborated with the equity unit to build teacher capacity across 26 schools in cultural proficiency, communication of high expectations to all students, and the need for anti-racist practices, to eliminate the achievement gap
 - Discussed the analysis of student performance data, specific to racial and service groups, to identify anti-racist leadership moves to address student needs.
 - Developed next steps around barriers that needed to be addressed to disrupt and dismantle adult behaviors and practices in order to better serve students.
- Collaborated with Restorative Justice Unit to provide professional development to elementary, middle and high schools to build a more restorative climate which leads to academic success for all students
- Conducted audits at the high schools to look at equitable practices and expectations around scheduling and course offerings resulting in the elimination of a course and identifying the professional development needed to support Multilingual learners in all content areas
- Collaborated as a member of the Graduation Validation committee to create a campaign to bring about awareness of the impact chronic absenteeism has on students, review key processed in cohort tracking, and discuss action items for next steps in monitoring to improve the graduation validation process
- Collaborated and planned on the Be Well Recovery (communication committee) to inform our most vulnerable families in MCPS on topics such as back to school, tutorials

on how to use zoom, and parent teacher conferences during evening events hosted by Parent Academy.

- Collaborated and monitored the work of the wellness teams in 26 schools to ensure students are actively engaged in virtual learning and strategize how to reach out to students who needed additional supports to improve student engagement.
- Developed surveys to obtain and evaluate staff, student, and community on virtual learning, teacher/student relationships, Social emotional well-being of staff and students , and students identified as chronically absent to identify opportunities for improvement in these areas

2017 – 2018 METS Instructional Specialist, Department of Secondary Curriculum and Districtwide Programs

- Developed curriculum resources and provided instructional support for twenty-six sites offering the Multidisciplinary Education Training and Support Program (METS).
- Planned and delivered professional development to METS staff.
- Developed and updated METS program processes, as needed while providing direct support to schools on a regular basis.
- Coordinated the intake and identification process for English for Speakers of Other Languages (ESOL) students with interrupted education in collaboration with the School Counseling, Residency and International Admissions Office, the ESOL Testing Center, and METS sites to ensure appropriate placement of ESOL students with interrupted education.
- Ensured accurate administration of the state mandated English language proficiency assessment, as well as native language math and writing assessments and interprets data to inform articulation for METS students.
- Coordinated transportation services for METS students with the office of transportation, the schools, and parents.
- Provided updated reports to the Consortium office to ensure that METS students, who exit the program, receive the letter of choice.
- Worked closely with school-based staff, ESOL Counselors, and ESOL Parent Community Coordinators to monitor and provide appropriate support to students and parents.

2014 – 2017 ESOL Resource Teacher, Gaithersburg High School

- Provided leadership to teachers in the ESOL department within high schools under supervision of school administration.
- Supported ESOL teachers in the instructional program while serving as an instructional role model.
- Supported the development of a professional learning community within the department and school.
- Observed and analyzed instructional practices related to teachers' professional growth and evaluation
- Collaborated with supervisors and colleagues on instructional issues, taking a leadership role in the handling of instructional resources, supporting the development of the master

schedule, keeping current on content and best practices, and serving as a liaison to the ESOL office (OCIP) to ensure that all federal and state mandates for English Language Learners were understood and implemented.

- Served as a liaison with the parents and school community as an advocate for ESOL students and programs.

2004- 2014 Teacher, Wicomico County Board of Education, Maryland

- Evening High School
- ESOL Middle School Teacher
- Elementary Classroom Teacher

2015-2016 Adjunct Professor, Montgomery College

- Taught college-level classes for ESOL students
- Helped design online Language Arts platform for ESOL students Vision
- Develop a permanent virtual school for students by providing educational leadership for students and staff members through collaboration with a variety of central office and school based staff to develop assessment and instruction plans aligned to the Academy's School Improvement Plan and ensure the program is in alignment with MCPS policies, practices and processes while meeting the needs of enrolled students.
- Support system wide goals especially as it relates to supporting annual measurable achievement objectives for the development and attainment of proficiency for students at the high school level.

Skills

- Skilled in multiple areas including Elementary Education, Secondary Education, Special Education, ESOL, METS, Instructional Language Arts and Literacy, Enriched Instruction, and Differentiation
- Skilled and experienced in stakeholder data analysis to provide a framework for collaboration and development of next steps.
- Highly experienced and effective in organizational skills with the School Improvement Planning (SIP) process, as well as a strong knowledge of accountability measures, achievement data analysis, and development of next steps.
- Knowledge around Blueprint for Maryland's Future regarding College and Career Readiness
- Expert in leading professional development on high priority instructional leadership practices, as well as the subsequent development, continued training, supervision, and evaluation
- Thorough and deep understanding of adult learning and proven ability to provide effective professional development in order to align work processes and build staff capacity
- Skilled in developing the capacity of instructional staff to creatively and effectively address instructional program needs for various student groups utilizing knowledge of content standards, effective instructional practices, differentiation strategies to scaffold up, and assessment standards.

- Trained in developing and delivering interactive, inquiry-based virtual instruction and skilled in the use of web technology to present information and encourage collaboration and effective instruction

References

Dr. Sarah Sirgo Chief of Staff Frederick County Public Schools [REDACTED]
[REDACTED]

Dr. Rotunda Floyd-Cooper Area Associate Superintendent Montgomery County Public Schools
[REDACTED]

Dr. Christine Handy President Montgomery County Association Administrators and Principals
[REDACTED]

Margarita Bohorquez Supervisor, International Admissions & Enrollment Montgomery County Public Schools [REDACTED]

Anthony Vargas

Director of Advanced Academics and Gifted/Talented Programs, Maryland State Department of Education, Summer 2023-Present

- Provides direct content-specific leadership and oversight to statewide gifted and talented programs and advanced academic initiatives in support of challenging students through advanced learning opportunities, differentiation, and responsive instruction.
- Identifies gaps and barriers in access for historically disadvantaged students to advanced courses, pathways, and programs, and develops and implements solutions.
- Collaborates with colleges and universities in developing opportunities to provide dual level coursework; and collaborates and coordinates with counselors in LEAs on post-secondary opportunities for students.
- Supports LEAs in monitoring student-level data from a variety of sources and provides assistance with interpreting data and developing appropriate academic/career plans based on data.
- Spearheads and coordinates regular statewide content meetings and conducts LEA site visits.
- Provides high-quality service level-based technical assistance and professional learning sessions to LEAs and early childhood education providers to build capacity for delivering highly effective teaching.
- Provides content expertise and leadership in the development and application of state rubrics for ensuring high-quality programs aligned to the Blueprint's college and career readiness standards.
- Provides leadership, guidance, and direction to LEAs and other stakeholders in PreK-12 Gifted and Talented programs, services, and curriculum; from the planning, development, implementation and assessment phases aligned with MSDE's multi-year strategic plan and the Blueprint for Maryland's Future.
- Manages the development and coordination of college and career readiness pathways to ensure equitable access for historically disadvantaged students; and supports LEAs in the establishment of programs to increase enrollment in advanced courses, especially for historically disadvantaged students.
- Provides leadership and guidance to educators, administrators, and parents regarding best practices in gifted education, including differentiation, curriculum development, and social-emotional support.
Develops responses for stakeholder and press inquiries under the guidance of MSDE's Office of Communications and Community Engagement.

- Supports the management of statewide workgroups focused on equity and access to rigorous advanced learning programs in Maryland schools, especially those who have been historically underserved.
- Provides skilled expertise in the area of Gifted and Talented Education for the development, implementation, and evaluation of resources, guidelines, policies, and products aligned to COMAR 13A. 04.07 and aligned to MD College and Career Ready Standards.
- Designs, implements and evaluates high-quality professional learning activities for a variety of audiences.
- Provides professional development opportunities for LEAs on best practices for differentiating instruction and creating inclusive learning environments for gifted EL students and students with disabilities.
- Provides high-quality social-emotional learning resources and materials to families and LEAs to support and guide students as they navigate their journey through gifted and talented programs and advanced academics.
- Plans and implements activities to highlight gifted and talented programs and academically rigorous experiences in the state. Represent MSDE at federal, state, and local meetings.
- Under the direction of MSDE's finance divisions and offices, provides fiscal coordination and accountability for all programs and initiatives related to gifted and talented education including management of grants; monitoring spending for all programs and initiatives; and approving purchases, contracts, and grants through established fiscal policies and procedures.

**STATE OF MARYLAND
DEPARTMENT OF BUDGET AND MANAGEMENT
OFFICE OF PERSONNEL SERVICES AND BENEFITS
301 West Preston Street
Baltimore, Maryland 21201**

POSITION DESCRIPTION

REVIEW INSTRUCTIONS PRIOR TO COMPLETION

PART I. IDENTIFYING POSITION INFORMATION

ITEMS 1-6 to be completed by Agency Personnel Office.

1. PIN: 040418	2. CLASS CODE/GRADE: 5056/22
3. SERVICE: Professional	4. IS THIS POSITION DESIGNATED AS A SPECIAL APPOINTMENT? No
5. OVERTIME STATUS: Exempt	6. AGENCY APPROPRIATION CODE: 36.01.01.000

ITEMS 7-13 to be completed by the supervisor.

7. Current Employee's Name, if applicable	
8. Class Title	Education Program Specialist II
Working Title, if different	Coordinator, Literacy Programs and Initiatives
9. Department or Agency Name	Maryland State Department of Education (MSDE)
Division, Unit or Section	Office of Teaching and Learning
10. Work Location/Address	200 West Baltimore Street, Baltimore, MD 20201
11. Name of Immediate Supervisor	Dr. Tenette Smith
Title of Immediate Supervisor	Executive Director, Literacy Programs and Initiatives
12. Work Schedule: (Check all that apply)	
<input checked="" type="checkbox"/> Permanent Day Shift	<input type="checkbox"/> Rotating Shift
<input type="checkbox"/> Permanent Evening Shift	<input checked="" type="checkbox"/> Full Time
<input type="checkbox"/> Permanent Night Shift	<input type="checkbox"/> Part Time
<input type="checkbox"/> Other (Explain)	
<hr/>	
13. If applicable, how long has the current employee been performing the duties listed below?	
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PART II. POSITION FUNCTIONS

ITEMS 1-7 If additional space is required, attach a separate sheet.

1. **MAIN PURPOSE OF THE JOB:** Briefly describe the main purpose of this position and how it relates to the mission of the agency.

The Coordinator, Literacy Programs and Initiatives provides best-in-class program development, implementation, and support of highly effective prekindergarten through grade 12 programs and initiatives aligned to the Maryland State Literacy Standards and evidence-based practices (i.e., Science of Reading; Structured Literacy; content knowledge development; etc.) to accelerate student performance in literacy across local education agencies (LEAs) and early learning environments. This position provides content area expertise coordination in alignment with Maryland statutes and regulations and federal requirements for Reading/English Language Arts (RELA) curricular design, instructional implementation, assessment, and professional development.

This position leads the development and facilitation of high-quality professional learning and technical assistance to build the capacity of LEAs to develop, interpret, and implement literacy programs, courses, instructional frameworks, curricula, and policies related to MSDE initiatives.

Additionally, the Coordinator, Literacy Programs and Initiatives will support the Executive Director, Literacy Programs and Initiatives to provide high-quality, sustained engagement with LEAs and early learning providers, and other key stakeholders (i.e., institutions of higher education, nonprofits; community-based programs etc.) in supporting literacy development and proficiency for every Maryland child, especially those who have been historically underserved. This position supports the MSDE's collaboration with diverse communities and organizations to analyze programs and strategies that promote students' college and career readiness pathways, such as dual credit, Early College, advanced placement, and international baccalaureate. This position supports the Maryland State Department of Education's efforts in implementing the multiyear Strategic Plan and the Blueprint for Maryland's Future.

2. **ESSENTIAL JOB FUNCTIONS AND OTHER ASSIGNED DUTIES** - List duty and responsibility statements that identify the essential job functions and other assigned duties. Essential job functions are the fundamental job duties of a position that if not performed will alter the job. (Identify essential job functions by highlighting, underlining, etc.

% OF TIME AND/OR WEIGHT OF IMPORTANCE	JOB DUTIES
40%	<p>Develops and implements best-in-class literacy initiatives aligned to State and National Standards and evidence-based practices and provides content expertise and stakeholder engagement to accelerate student achievement.</p> <ul style="list-style-type: none"> • In close collaboration with MSDE's Division of Assessment, Accountability and Performance Reporting, provides leadership support, coordination, and expertise in the application (i.e., data-driven instructional practices; etc.) of the MCAP Reading/English Language Arts (RELA) assessments at the elementary and secondary level.

% OF TIME AND/OR WEIGHT OF IMPORTANCE	JOB DUTIES (continued)
40% (cont.)	<ul style="list-style-type: none"> • Provides leadership support, guidance and direction to LEAs and other stakeholders in the selection of prekindergarten through 12 high-quality instructional materials (HQIM) for literacy to support the implementation of evidence-based curricula; from the planning, development, implementation, and evaluation phases aligned to MSDE's multiyear Strategic Plan and the Blueprint for Maryland's Future. • Coordinates statewide workgroups and strategic partnerships focused on equity and access to rigorous literacy programs and best-in-class practices across Maryland schools, especially those who have been historically underserved. • Collaborates with LEAs and MSDE staff on issues related to the integration of accessible digital resources into frameworks, assessments, documents and presentations. • Represents MSDE at state and local meetings in areas related to literacy content-specific programs, projects, and initiatives. • Provides year-round, in-person professional development for LEAs, early learning providers, and educators and administrators in literacy teaching and learning along with the implementation of the Maryland College and Career Readiness Standards for RELA. • Coordinates the review and evaluation of literacy materials and resources developed through grants and external partners to ensure alignment to Maryland College and Career Ready Standards (MCCRS) for RELA • Formats, revises, edits, and prepares literacy standards and framework documents for publication on the MSDE website. • Monitors and updates the digital literacy resources on the MSDE website and ensures the use of social media and press releases to celebrate and promote literacy in close collaboration with MSDE's Office of Communications and Community Engagement. • Identifies exemplary literacy programs, research, resources, and instructional materials. • Demonstrates knowledge of state and federal laws, regulations, policies, and procedures related to literacy initiatives. • Provides support to MSDE Division and Offices on matters related to literacy.
15%	<p>Facilitates data collection, program evaluations, and engagement.</p> <ul style="list-style-type: none"> • In collaboration with MSDE's Office of Research, Planning, and Program Evaluation, annually collects data to monitor implementation of the Ready to Read Act of 2019, Students with Reading Difficulties, and The Code of Maryland Regulation, 13A.03.08, in compliance with State Board of Education regulations and MSDE policies, which requires LEAs to provide supplemental reading instruction for identified students; progress monitoring; annual reporting requirements; and evaluation of their screening program.

% OF TIME AND/OR WEIGHT OF IMPORTANCE	JOB DUTIES (continued)
15% (cont.)	<ul style="list-style-type: none"> • Supports the preparation of responses on behalf of MSDE leadership, the State Superintendent of School, the State Board of Education, and the Governor's office, and other key leaders across the State. • Demonstrates effective working relationships with representatives from MSDE Divisions and Offices, and other governmental entities in support of programs related to literacy. • Collaborates with the National Council of Teachers in English, Maryland Council of Teachers of English Language Arts, State of Maryland Literacy Association and other key stakeholders and organizations. • Works collaboratively with MSDE's Division of Educator Certification and Program Approval to review and provide feedback on teacher preparation programs.
40%	<p>Designs and deploys high-quality professional learning and leadership support.</p> <ul style="list-style-type: none"> • Leads, coordinates, and facilitates professional learning communities rooted in literacy problems of practice and solutions and implements high-quality professional learning across the prekindergarten through 12 spectrum. • Develops and deploys statewide and differentiated professional development rooted in evidence-based practices (i.e., Science of Reading; Structured Literacy; content knowledge development; etc.), especially for accelerating student achievement for historically underserved students and communities. • Responds to requests for professional learning for a variety of audiences and purposes. • Develops and implements best-in class professional learning for LEA literacy professionals and district leaders (i.e., MSDE Learning Labs; Lesson Studies; etc.)
5%	Completes other duties as assigned.

3. **LEVEL, FREQUENCY AND PURPOSE OF WORK CONTACTS:** List the contacts that this position has with individuals within the division, agency and department as well as other State agencies, other government agencies, private companies, clients, customers, vendors and the general public. These contacts may be in person, in writing or by telephone. Indicate how often the contact occurs. State the purpose of each contact, for example, to provide information, to explain procedures or decisions, to persuade or negotiate.

Department Contacts:

- Executive Director, Literacy Programs and Initiatives: Daily contact through regular meetings and discussions to provide updates, share information, resolve issues, explain strategies, and solicit feedback and approval.
- Office of Teaching and Learning staff: Frequent contact to collaborate on a variety of initiatives and programs that promote the integration of highly effective, evidence-based teaching and learning practices.

- MSDE Division and Office staff: As needed collaboration on cross-functional initiatives and provide information, plan, and evaluate programs, and manage resources (i.e., Division of Early Childhood Education; Division of Financial Planning, Operations, and Strategy; Division of Educator Certification and Program Approval; Division of Early Intervention and Special Education Services; etc.)
- Deputy State Superintendents, Assistant State Superintendents, and State Superintendent of Schools: As needed meetings and planning discussions to provide updates, share information, resolve issues, explain strategies, and solicit feedback and approval.

Outside Contacts:

- Local, state, and national literacy partners/stakeholder organizations, such as, the National Council of Teachers in English, Maryland Council of Teachers of English Language Arts, State of Maryland Literacy Association, and other key stakeholders and organizations: As needed to co-deliver high-quality professional learning experiences, provide information, discuss issues, and promote solutions, implement programs effectively, and review and clarify policies, laws, and regulations.
- *Other State Agencies:* As needed by phone or through meetings to answer questions or participate in literacy activities.
- *Local Education Agencies:* Year-round engagement through evidence-based professional learning and technical assistance.

4. DECISIONS AND RECOMMENDATIONS: List the decisions and recommendations that this position makes which are necessary to carry out essential job functions. State to whom recommendations are made.

- Sets agendas, develops guidelines, and selects resources to support position responsibilities.
- Make recommendations to the Executive Director, Literacy Programs and Initiatives and the Deputy State Superintendent of Teaching and Learning related to:
 - Providing recommendations and guidance regarding implementing State literacy standards.
 - Establishing priorities and timelines for implementation of programs and initiatives.
 - Providing recommendation for implementing policy.
 - Recommending and implementing resolution of problems and issues.

5. EQUIPMENT USED - List equipment, machinery and tools used to complete this job, e.g., personal computer, calculator, typewriter, hand tools, measuring devices and lab equipment.

- | | |
|-------------------------|-----------------------|
| A. Computer | F. Overhead projector |
| B. Copy/scanner machine | G. DVD/TV |
| C. Laptop - iPad | H. Telephone |
| D. Voice Mail | I. Calculator |
| E. Smartboard | J. Camera |

6. **NATURE OF SUPERVISION RECEIVED** - Check the type of supervision that is given to this position. See Instructions Part II, Item 6 for definition of terms.

☐ Close Supervision

☐ Moderate Supervision

☒ General Supervision

☐ Managerial Supervision

7. **WORKING CONDITIONS:** (Check all that apply)

☐ Work involves exposure to uncomfortable or unpleasant surroundings. (Explain)

☐ Work involves exposure to hazardous conditions which may result in injury. (Explain)

☐ Work involves special physical demands such as lifting 50 pounds or more, climbing ladders, etc. Explain)

☐ Work requires use of protective equipment such as goggles, gloves, mask, etc. (Explain)

PART III. RESPONSIBILITY FOR THE WORK OF OTHERS

This section should be completed if this position is responsible for the work of others. This includes full and part-time permanent employees, contractual or emergency employees, volunteers, loaned educators or loaned employees. If additional space is required, attach a separate sheet.

NATURE AND LEVEL OF RESPONSIBILITY FOR WORK OF OTHERS:

A supervisor assigns and reviews the work of others, trains employees, recommends the selection, promotion and termination of employees, approves leave and signs timecards, signs annual performance evaluations, determines and resolves procedural problems within the unit, serves as spokesperson for subordinates, explains policies and directives from management and issues formal disciplinary reminders, warnings and reprimands.

A lead worker assigns and reviews the work of others, instructs and motivates workers, is available for immediate assistance or review and performs the work of the classification.

- a) Does this position supervise employees? ☐ Yes ☒ No
- b) Does this position lead employees? ☐ Yes ☒ No

If yes, to a or b, list the names and classifications of the employees that this position supervises or leads.

- c) Check the ways that this position supervises or leads these employees. (check all that apply).
- ☐ Assign and review work
 - ☐ Approve leave, sign time cards
 - ☐ Sign annual performance ratings
 - ☐ Interview & select new employees
 - ☐ Train employees
 - ☐ Discipline employees (counsel, recommend suspension & termination)
- d) Do any of the employees supervised have supervisory responsibility? If so, list them and the names and classifications of those they supervise or attach an approved organization chart. N/A

PART IV. PERFORMANCE STANDARDS

PERFORMANCE STANDARDS -For each essential job function described in Part II, list the standard(s) necessary for satisfactory performance. If additional space is required, attach a separate sheet.

Job Duty 1: Develops and implements best-in-class literacy initiatives aligned to State and National Standards and evidence-based practices and provides content expertise and stakeholder engagement to accelerate student achievement.

- Effectively develops and implements high-quality and evidence-based professional learning (i.e., lesson studies; MSDE learning labs; data-driven instruction; etc.), including year-round in-person sessions across the state within districts and school sites.
- Effectively provides leadership support, guidance, and direction to local education agencies (LEA) staff, early learning providers, and other stakeholders across Maryland aligned to best-in-class literacy teaching and learning practices, from the planning, development, implementation, and evaluation phases.
- Effectively supports and collaborates with MSDE Divisions and Offices on cross-functional initiatives and programs related to literacy.
- Effectively represents MSDE at relevant local, state, and national meetings in areas related to literacy-specific programs and initiatives.
- Effectively supports the review and evaluation of high-quality, culturally responsive instructional materials, assessments, and resources to ensure alignment to the Maryland College and Career Readiness Standards for RELA and evidence-based practices.
- Effectively formats, revises, edits, and prepares literacy standards and framework documents for publication in alignment with MSDE publication and messaging standards and guidelines.
- Effectively manages and regularly updates MSDE literacy resources (i.e., websites; playbooks; informational materials; etc.).

Job Duty 2: Facilitates data collection, program evaluations, and engagement.

- Effectively collects data to monitor and assess program implementation in compliance with regulations and state and federal laws.
- Supports the preparation of responses on behalf of MSDE leadership, the State Superintendent of Schools, the State Board of Education, and the Governor's office, and other key leaders across the State.
- Effectively represents MSDE at federal, state, and local meetings related to literacy-specific programs and initiatives.
- Effectively collaborates with the National Council of Teachers in English, Maryland Council of Teachers of English Language Arts, State of Maryland Literacy Association, and other key stakeholders and organizations.

Job Duty 3: Designs and deploys high-quality professional learning and leadership support.

- Effectively supports the Executive Director, Literacy Programs and Initiatives in developing, deploying, and facilitating highly effective and relevant professional learning explicitly designed to accelerate student achievement, especially for underperforming schools across the state.
- Effectively collaborates with diverse communities and organizations (i.e., institutions of higher education, nonprofits; community-based partners; taskforces; etc.) to develop, implement, and analyze programs and strategies to scale students' participation in literacy-aligned college and career readiness pathways, such as through dual enrollment, advanced placement, International Baccalaureate, and early college high school programs.

- Effectively collaborates closely with LEA staff and early learning providers to build the capacity to develop, interpret, and implement best in class literacy programs and initiatives, courses, instructional frameworks, curricula and assessments, and innovations to narrow and close opportunity and achievement gaps for historically disadvantaged students.

Job Duty 4: Completes other duties as assigned.

- All other related duties as assigned are completed with timelines and specifications direct by supervisor.

PART V. SIGNATURES

The following signatures indicate acknowledgment by the employee of the information on this form, when applicable, and approval by the supervisor and appointing authority.

Employee's Signature

Date

Supervisor's Signature

Date

Appointing Authority or Designee

Date

FOR POSITIONS DESIGNATED AS A POLITICAL SPECIAL APPOINTMENT POSITION ONLY

This is to certify that I understand that this has been designated as a special appointment position which may be filled with regard to my political affiliation, belief or opinion. I have been informed of my limited rights of appeal for any disciplinary action including termination of employment. I further understand that, in this position, I serve at the pleasure of the appointing authority and can be terminated for any reason; including my political affiliation, belief or opinion, that is not illegal or unconstitutional.

Employee's Signature

Date

FOR OTHER SPECIAL APPOINTMENT and MANAGEMENT SERVICE POSITIONS ONLY

This is to certify that I understand that this is a special appointment or management service position and I have been informed of my limited rights of appeal for any disciplinary action including termination of employment. I further understand that, in this position, I serve at the pleasure of the appointing authority and can be terminated for any reason that is not illegal or unconstitutional.

Employee's Signature

Date

March 26, 2024

United States Department of Education
OCFO/FIPAO/ICG
Attn: Mr. Andre Hylton
400 Maryland Avenue, SW
Washington, DC 20202-4500


RE: Agreement No. 2023-085

Dear Mr. Hylton:

Enclosed please find the countersigned original Indirect Cost Rate Agreement for the Maryland State Department of Education (MSDE). This reflects MSDE's acceptance of the approved Indirect Cost Rates through fiscal year 2026, per your letter dated March 4, 2024.

Thank you very much for your continued assistance.

Sincerely,



Donna Gunning
Assistant State Superintendent
Division of Financial Policy, Planning, Operations, & Strategy

CC: Robert Poler
Catherine Hull

INDIRECT COST RATE AGREEMENT
STATE EDUCATION AGENCY

Organization:

Maryland State Department of Education
200 West Baltimore Street
Baltimore, MD 21201-2595

Date: March 4, 2024

Agreement No: 2023-085

Filing Reference: This replaces previous
Agreement No. 2021-088(A)
Dated: 12/1/2023

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>
Predetermined	7/1/2022	6/30/2026	16.9%	MTDC	Unrestricted
Predetermined	7/1/2022	6/30/2026	15.3%	MTDC	Restricted
Predetermined	7/1/2022	6/30/2026	16.8%	MTDC	DDS

Distribution Base:

MTDC

Modified Total Direct Costs – 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.

DDS

For use on Disability Determination Services programs.

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:

Maryland State Department of Education
200 West Baltimore Street
Baltimore, MD 21201-2595

For the Federal Government:

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

Signature

Donna M. Gunning

Name

Asst. State Superintendent

Title

3/26/2024

Date

Signature

Andre Hylton

Name

Director, Indirect Cost Division

Title

March 4, 2024

Date

Negotiator:

Telephone Number:

REFERENCES

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PART 7. ASSURANCES AND CERTIFICATIONS

Assurances	Page Number
“Certification Regarding Lobbying” (ED 80-013 Form)	See form as separate attachment.
General Education Provisions Act (GEPA) Requirements – Section 427	See form as separate attachment.
Application Requirements: Applicants must submit an application that meets the application requirements from section 2222 of the ESEA (20 U.S.C. 6642) and includes the following application assurance	
(1) State Funding Allocations	
(i) 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)	See Project Narrative p. 29-42, Table 4 p. 47 See Budget Narrative p. 2, 5, 9, 12, 14, and 17
(a) 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	See Project Narrative p. 2-4, 29, 48

Assurances	Page Number
(ii) Are LEAs serving a high number or percentage of high-need schools.	See Project Narrative p. 2-4, 29, 48
(b) 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.	See Project Narrative p. 2-4, 29, 48
(1) 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.	
(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.	See Project Narrative p. 48
(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.	See Project Narrative p. 48

Assurances	Page Number
(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.	See Project Narrative p. 48
(3) Program Requirements: The program requirements are from sections 2222–2225 and 2301 of the ESEA	
(a) State Funding Allocations	
(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.	See Project Narrative p. 24, 38, 40, 49 and Table 4
(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.	See Project Narrative 9, 21, 26-29, 37-38, Table 3, and Table 4
(iii) Reviewing and updating, in collaboration with teachers and IHEs, State licensure or certification	See Project Narrative 9, 21, 26-29, 37-38, Table 3, and Table 4

Assurances	Page Number
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.	See Project Narrative p. 21 and Table 4
(v) Administering and monitoring the implementation of subgrants by eligible entities.	See Project Narrative p. 29-42, 48-50, Table 3, and Table 4
(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: <div style="margin-left: 40px;"> (i) Developing literacy coach training programs and training literacy coaches. (ii) Administration and evaluation of CLSD activities. </div>	See Project Narrative p. 21-24, 29-42, 48-50, Table 3, and Table 4
(3) Collaboration Requirement	
(i) State Agency Early Childhood Program Collaboration	See Project Narrative p. 26, 32-38, Table 3 and Table 4

June 21, 2024

U.S. Department of Education
Application Control Center

Attention: CFDA# 84.371C

Michael Berry, Team Lead
Comprehensive Literacy Grant Program
Office of Elementary and Secondary Education
U.S. Department of Education
400 Maryland Avenue SW
Washington, DC 20202-6200

Dear Mr. Berry,

On behalf of the Maryland State Department of Education, I am pleased to express our enthusiastic support for Maryland's application for the Comprehensive Literacy State Development (CLSD) grant. Literacy lies at the core of educational achievement, serving as the foundation for lifelong learning and success in both academic and professional realms.

Maryland's strategic education plan, a pivotal component of our ongoing commitment to educational excellence, places a strong emphasis on literacy. The CLSD grant will provide essential resources to support our efforts in improving literacy and helping Maryland reach its ambitious goal of increasing NAEP scores in 4th and 8th grade ELA.

We wholeheartedly endorse this federal grant opportunity, as it aligns with our vision for advancing literacy and educational attainment in Maryland. We are confident that this grant will significantly contribute to our ongoing efforts to ensure that all students in Maryland are equipped with the literacy skills needed to succeed in today's world.

Sincerely,

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

June 20, 2024

Michael Berry
Team Lead, Comprehensive Literacy Grant Program
Office of Elementary and Secondary Education
Application Control Center
U.S. Department of Education
400 Maryland Avenue SW
Washington, DC 20202-6200


Attention: CFDA# 84.371C

Dear Mr. Berry,

I am writing to express my strong support for Maryland's application for the Comprehensive Literacy State Development (CLSD) grant. Literacy is essential for educational attainment and lifelong success in school, career, and life. With the growing necessity of postsecondary education for career access, it is more critical than ever for all students to read, write, and communicate effectively.

Maryland's multi-year strategic education attainment plan, part of the Blueprint for Maryland's Future, prioritizes statewide literacy goals. In response to declining literacy outcomes nationwide, Maryland is committed to enhancing academic achievement, reducing grade retention, increasing graduation rates, and producing globally competitive citizens.

The CLSD grant will provide vital support for Maryland's efforts to improve literacy and educational outcomes, ensuring students are College and Career-Ready. I fully support this federal grant to elevate literacy rates and prepare Maryland's students for today's competitive global workplace.



Dr. Deann Collins
Deputy State Superintendent
Office of Teaching and Learning



Maryland READS

Reading Education Aligned to Data and Science

June 24, 2024

The Honorable Miguel Cardona
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Mr. Secretary:

Maryland READS is honored to submit this letter of recommendation on behalf of the Maryland State Department of Education's grant application under the Comprehensive Literacy State Development (CLSD) program. Over the past year, our state leaders have acted boldly and laid a critical foundation on which our school districts can make dramatic improvements in reading instruction that will, in turn, increase our students' reading proficiency. The funds from the CLSD grant will provide our districts with the resources they need to capitalize on these changes and reverse our trajectory.

Following the release of the 2022 NAEP scores, Whiteboard Advisors conducted a [rate of change analysis](#) revealing that Maryland had the fastest rate of decline in reading - we were winning the race to the bottom. With the CLSD funds, we believe that if a similar analysis were conducted after the NAEP scores are released in 2027, our state would demonstrate one of the fastest rates of improvement - dare I say, rivaling that of Mississippi, which was the state showing the greatest improvement in 2022.

Maryland READS was created in 2022 to address the reading crisis in Maryland, evidenced by a ten-year decline in our NAEP proficiency scores. Our original intention was to serve as a catalyst for creating a more effective statewide system of support to improve reading proficiency among our students. Just one year ago, we never could have imagined that Maryland would experience the seismic shift that has occurred with respect to reading.

We know that reading scores are a lagging indicator of reform efforts and that the NAEP scores that will be released in January will provide limited insight into the foundational changes that have been unfolding in our state. Maryland READS' seven part action plan that was released as part of our inaugural report, [The State of Reading In Maryland](#), identifies leadership as a critical area of focus and we are pleased to highlight the changes that have occurred among our state leaders and the actions they have taken:

- Governor Moore appointed several new members to the Maryland State Board of Education who have exemplified a new standard of leadership in our state. For example:

- In October, the Board chose not to renew the previous superintendent's contract and instead appointed Dr. Carey Wright as the Interim Superintendent; in April that appointment was formalized.
- In January, the Board approved [The Reading Resolution](#) that prioritizes instruction aligned to the Science of Reading.
- Dr. Carey Wright wasted no time laying the foundation to build a more effective state system of support that includes a new model for professional learning to address Maryland's reading crisis. To date, Dr. Wright has:
 - Acted swiftly to fill many vacant positions and was able to recruit a highly competent and skilled team.
 - Prioritized support for teachers and principals to receive high-quality training in the Science of Reading by securing a \$6.8 million dollar grant from the Ibis Group. This support is critical to build administrator literacy leadership and teacher efficacy in literacy instruction.
 - Released a High Quality Instructional Materials framework so districts have support and guidance to inform their decisions on instructional materials so that teachers have both the training and resources they need to become effective teachers of reading.
 - Established an Accountability and Assessment Taskforce to examine our current systems and explore opportunities to improve them.
 - Created more collaborative opportunities for district superintendents and reading teams so that they can learn from, and support, one another.
 - Navigated the unique and complex relationship with Maryland's Accountability and Implementation Board that was charged by the Maryland General Assembly to oversee the implementation of the [Blueprint for Maryland's Future](#).
 - Shared all of this progress during publicly streamed State Board of Education meetings so that stakeholders and families have insight into the changes she is implementing.

The funds from this grant will support school districts and educators in engaging in a new professional learning model that is evidenced based, collaborative, and sustainable. After reviewing their application, I trust you will agree that Maryland, and our school districts, are prepared to put these funds to work on behalf of our richly diverse population of students and families.

With my kind regards,

Trish Brennan-Gac, JD
Executive Director
Maryland READS



www.marylandreads.org

June 21, 2024
Michael Berry
U.S. Department of Education
400 Maryland Avenue SW, Room 4C128
Washington, DC 20202-6450.

Dear Mr. Berry,

It is with pleasure that I submit this letter of support for the Maryland State Department of Education's (MSDE) Comprehensive Literacy State Development (CLSD) grant. The Division of Literacy Programs and Initiatives in the Office of Teaching and Learning within MSDE led by Dr. Tenette Smith is responsible for administering the state's literacy initiatives. The team at the Maryland Initiative for Literacy and Equity (MILE) has been actively involved in the statewide literacy initiatives led by this Office' specifically, the statewide review of district-level comprehensive literacy plans and implementation of literacy practices. This work has gone to directly support the development of the CLSD grant application.

MILE is a joint institute between the University of Maryland and Morgan State University that serves as a center for both conducting research in language and literacy development and difficulties and translating this cutting-edge science to instructional practices in our schools, families, and communities in the state of Maryland. These goals are achieved by providing professional training and support on evidence-based practices that are also culturally and linguistically responsive for pre-service and in-service teachers, administrators, and clinical professionals as well as informing state and local educational agencies and community stakeholders on how to translate research into scalable education programs and best practices, thus building capacity in schools and communities, and promoting family engagement in their children's education.

The team at MILE stands ready to support the work proposed in the CLSD through a) technical assistance in the development and implementation of coaching and professional learning; b) technical assistance in the preparation of educators in programs (EPP) in the state; and c) continued support and evaluation of implementation of the state and local comprehensive literacy plans with our local education agencies (LEAs) and the professionals in the schools to provide data-driven approaches for student learning. Through the collaborative efforts with MSDE, this CLSD grant will leverage resources, remove barriers, and provide innovative, evidence-based approaches to improve literacy outcomes for disadvantaged children in the state.

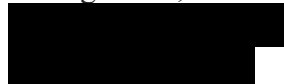
Sincerely,

A large black rectangular redaction box covering the signature area.

Donald J. Bolger, PhD
Director



Associate Professor, College of Education
Department of Human Development & Quantitative Methodology
University of Maryland
3304 Benjamin Building
3942 Campus Dr.
College Park, MD 20742





June 21, 2024
Michael Berry
U.S. Department of Education
400 Maryland Avenue SW, Room 4C128
Washington, DC 20202-6450.

Dear Mr. Berry,

As Dean of the School of Education and Urban Studies (SEUS) at Morgan State University (MSU), I am pleased to endorse the Maryland State Department of Education's (MSDE) Comprehensive Literacy State Development (CLSD) grant application. Led by Dr. Tenette Smith, the Division of Literacy Programs and Initiatives in the Office of Teaching and Learning at MSDE plays a pivotal role in advancing literacy initiatives across Maryland.

The School of Education and Urban Studies at Morgan State University works diligently to promote reading through its multifaceted approach to education and community engagement. Through our efforts in literacy education and urban studies, the School designs and promotes effective teaching practices that cater to diverse learner needs. Its rigorous teacher preparation programs equip educators with the skills and knowledge necessary to foster literacy development in historically marginalized settings. Through active community engagement initiatives, including partnerships with local schools and organizations, the School promotes literacy programs, tutoring services, and family engagement activities that support reading proficiency from an early age. By advocating for equitable access to reading resources and influencing educational policy, the School ensures that its efforts extend beyond the classroom, creating environments that cultivate a lifelong love for reading and academic success among urban youth. This commitment is also evidenced in the collaborative efforts between MSU and the University of Maryland (UMD) through the creation of the Maryland Initiative for Literacy in Equity (MILE). MILE will support the CLSD initiative by partnering with MSDE to provide technical assistance in coaching and professional learning development and support for educator preparation programs (EPP) statewide.

SEUS faculty are fully committed to collaborating on the CLSD grant initiative. By partnering closely with MSDE, this grant will leverage resources to innovate and implement evidence-based strategies that address barriers and significantly improve literacy outcomes for disadvantaged children across Maryland.

Sincerely,

DocuSigned by:

BF336E4914F5460...

Glenda M. Prime, Ph.D.
Dean, School of Education & Urban Studies,
Morgan State University.

Dr. Glenda M. Prime, Dean



UNIVERSITY OF MARYLAND

COLLEGE OF EDUCATION
OFFICE OF THE DEAN

www.education.umd.edu

June 21, 2024

Michael Berry
U.S. Department of Education
400 Maryland Avenue SW, Room 4C128
Washington, DC 20202-6450

Dear Mr. Berry,

The College of Education at the University of Maryland College Park (UMD) is happy to submit this letter of support for the Maryland State Department of Education's (MSDE) Comprehensive Literacy State Development (CLSD) grant. The University of Maryland and the faculty of the college have a longstanding relationship in working with MSDE in areas ranging from early childhood to adulthood, from special education to multi-lingual learners, and across content-areas including math and, critically, literacy. In the College of Education, we house educator preparation programs in early-childhood/special education, SPED, elementary, and secondary education, graduating over 200 certified teachers per year. We prepare the next generation of teachers with the most recent research in the science of reading and all of the domains of language (e.g., reading, writing, speaking, listening). Our teacher candidates learn interdisciplinary methods from developmental psychology, cognitive neuroscience, multiliteracy, and direct educational interventions to study how learners adapt to varying environments. They work with exceptional learners experiencing reading difficulties in public schools and, through offering tutoring, practice the skills they are learning while also providing a free service to the community. Teacher candidates use evidence-based practices and make a range of educational decisions that are supported by the assessment of student literacy performance and engage in equity-informed instruction when learning about how to teach reading.

Our programs model how language and communication disorders affect reading and writing development, how language and communication disorders interact with culture, language diversity, and socioeconomic differences in home and school contexts, and recognize that patterns of development vary for children with and without cognitive, linguistic, social, emotional, and physical disabilities. Our coursework requires students to examine the federal/state regulations supporting multilingual learners as well as Specially Designed Instruction (SDI) as it relates to the unique literacy needs of exceptional learners experiencing language-based challenges. Candidates also apply research-informed techniques of teaching English to speakers of other languages, from grammar to translation to audio lingual and communicative approaches. Students learn how to support cognitive and motivational processes of literacy and multimodal learning within and across content areas.

The faculty in the College of Education who teach literacy courses introduce students to a wide range of literacy curricula and strategies in an effort to respond to the needs of our PK-12 communities and local districts. Faculty are well-prepared to facilitate science-based reading instruction. Our partners consistently offer positive feedback on the extent to which our graduates are prepared to teach reading.

The College of Education is ready to support the work proposed in the CLSD particularly as it pertains to the preparation of educators in our programs (EPP). Our faculty look forward to collaborating with MSDE to leverage resources, remove barriers, and provide innovative, evidence-based approaches to improve literacy outcomes for the diversity of learners across the state.

Sincerely,



Kimberly A. Griffin, Ph.D.
Professor and Dean

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



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

OMB Control Number: 1894-0008
Expiration Date: 8/31/2026

Name of Institution/Organization
Maryland 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)	Total (f)
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
12. Total Costs (lines 9-11)	\$4,188,260.79	\$9,018,062.64	\$9,018,909.64	\$9,016,909.64	\$9,019,215.64	\$40,260,511.35

***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 / 2022 To: 06 / 30 / 2026 (mm/dd/yyyy)
Approving Federal agency: ☒ ED ☐ Other (please specify): _____ The Indirect Cost Rate is 15.3 %
- (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 _____ %

SECTION C – BUDGET NARRATIVE

Year 1

The Maryland Literacy Programs and Initiatives division, under the Comprehensive State Literacy Development Program, is requesting [REDACTED] to support comprehensive changes to literacy instruction, programming, and support services. The state administrative portion is [REDACTED] for 5 years or [REDACTED]/year. Per federal guidance, Maryland chooses to spread the state administrative dollars evenly across all five (5) years for stability. This grant will develop the necessary infrastructure components while building capacity in schools and districts to deliver evidence-based literacy support to students from birth through high school. Specifically, the goals of Maryland's Literacy Legacy (MLL) are to:

Goal 1: Increase educator capacity to deliver research-based literacy instruction.

Goal 2: Increase access to effective literacy programming for all students with priority consideration given to LEAs with a high population of underserved students as defined by 86 FR 70612 (CPP 2, 3, 4).

Budget Categories

YEAR 1: OCTOBER 1, 2024 – SEPTEMBER 30, 2025

1. Personnel	<p>MSDE will hire one (1) CLSD Grants Manager - This professional position provides leadership and oversight for Maryland's Comprehensive Literacy State Development (CLSD) grant program. It is responsible for supervising and providing technical assistance for all matters related to the birth-to-grade-12 components of grant implementation. The position oversees the implementation of birth-to-grade-12 grant goals, supports CLSD sub-grantees, monitors the fidelity of evidence-based practices, and collects and shares data on project effectiveness.</p> <p>The CLSD Grant Manager will be compensated at a base rate of [REDACTED] without fringe benefits.</p> <p>MSDE will hire two (2) Maryland State Literacy Coaches – This professional position will support the LEA literacy coaches funded by CLSD. Maryland State Literacy Coaches will:</p> <ol style="list-style-type: none"> 1. Identify Needs: Effectively identify the greatest needs of assigned schools to prioritize, schedule, organize, and provide technical assistance so that students in assigned schools achieve grade-level reading by the end of 3rd grade. 2. Provide Technical Support: Offer daily technical support (at least 85% of the school week) to school-based coaches. 3. Model Coaching Techniques: Model effective coaching and conferencing techniques, including establishing specific goals and plans for improving practice. 4. Design Professional Development: Design and conduct professional development to meet the varied needs of school-based literacy coaches. 5. Document and Monitor: Maintain an organized system for documenting coaching services and act as on-site monitors for the implementation of CLSD funds. <p>By implementing these strategies, the State Literacy Coaches will play a crucial role in enhancing literacy instruction and improving student outcomes. Regional State Literacy Coaches will be compensated at a base rate of [REDACTED] without fringe benefits per coach x 2 coaches = [REDACTED]</p> <p>TOTAL: [REDACTED]</p>
2. Fringe Benefits approximately 30%	<p>The fringe benefits are calculated for 1 Grants Manager and 2 State Literacy Coaches at 30%/per person.</p> <p>TOTAL: [REDACTED]</p>
3. Travel	N/A
4. Equipment	<p>[REDACTED] approximately [REDACTED] for 3 computers for staff. This is a one-year expense.</p> <p>TOTAL: [REDACTED]</p>
5. Supplies	<p>Professional development supplies. This cost includes supplies for the district grant development training, the literacy conference, and regional meetings including educational books, print materials, and other supplies such as folders, notepads, easel pads, markers, and highlighters.</p> <p>TOTAL: [REDACTED]</p>

6. Contractual	<p>Justification for selected contractors: Contractors will have expertise in literacy development and education as well as successful experience implementing evidence-based practices and working collaboratively with others. As required by the state procurement process, the Department will choose the most qualified contractor. Selection of contractors will also be based on previous successful experiences working with the contractor. All contracts are necessary to achieve CLSD project goals, objectives, and outcomes described in the grant proposal. The department will follow procedures for procurement under 2 CFR 200.317-200.326.</p> <p>Contracts with up to 2 nationally or locally recognized literacy consultants (e.g., Michael Liben, Nell Duke, Elfrieda Hiebert, Kymyona Burk, and Tim Shanahan) to present sessions for CLSD subgrantees at the annual Summit (estimated at [REDACTED]/expert; [REDACTED] rate is based on 2 days planning, and 1 day of delivery.</p> <p>Contracts with Literacy Advisory Panel members. The panel consists of 8 members selected from a competitive application process and represents the different regions of Maryland. They will be compensated at a rate of \$1000 annually/per member or [REDACTED] per quarterly meeting at [REDACTED]/year total (indirect costs).</p> <p>TOTAL: [REDACTED]</p>
7. Construction	N/A
8. Other-Subgrants	<p>95% of Maryland's proposed budget total will be awarded to subgrantees to meet the minimum age band distribution of 15/40/40. The breakdown follows: 15% for Birth-age 5 ([REDACTED] for year 1) 40% for K-5 ([REDACTED] for year 1) and 40% for 6-12 ([REDACTED] for year 1) with equitable distribution between middle and high schools</p> <p>TOTAL: [REDACTED]</p>
9. Total Direct Costs (lines 1-8)	[REDACTED]
10. Indirect Costs*	[REDACTED]
11. Training Stipends	N/A
12. Total Costs (lines 9-11)	[REDACTED]

% OF TIME AND/OR WEIGHT OF IMPORTANT JOB DUTIES	JOB DUTIES of the Grants Manager
70%	<ul style="list-style-type: none"> Provides leadership in the management, communication, and implementation of the birth-to-grade-12 components of the Comprehensive Literacy State Development (CLSD) grant program to ensure high-quality literacy plans and evidence-based practices for disadvantaged children. Provides leadership in procuring, reviewing, prioritizing, and awarding federal CLSD grant funds to eligible LEAs.

% OF TIME AND/OR WEIGHT OF IMPORTANT JOB DUTIES	JOB DUTIES of the Grants Manager
	<ul style="list-style-type: none"> • Performs grant management functions, including Request for Proposal development, application review, and selection by an independent review panel. • Assists State Literacy coaches to develop birth-to-grade-12 tools and resources for aligning district literacy plans with the state Comprehensive Literacy Plan. • Collaborates with the Office of Early Childhood and other MSDE staff across divisions to present symposia, workshops, and meetings • Plans, collaborates and implements additional professional learning, webinars, and meetings on the needs of the grant based on participant feedback
25%	<ul style="list-style-type: none"> • Manages the development and implementation of a monitoring plan to collect data and information on the alignment of literacy plans, fidelity of implementation of evidence-based birth-to-grade-12 programs and practices, and effectiveness of birth-to-grade-12 projects. • Conducts regular site support meetings to identify birth-to-grade-12 sub-grantee concerns and needs. • Develops and shares tools and resources for monitoring and evaluating birth-to-grade-12 projects to ensure continuous improvement. • Supports the State Literacy Coaches that will conduct regular birth-to-grade-12 monitoring visits using tools to collect data and information to evaluate the effectiveness of projects. • Prepares reports and shares monitoring results with schools, LEAs, community-based programs, and other stakeholders in a timely manner. • Collaborates with the MSDE Office of Finance to maintain accurate records of all grant financial activities to ensure fiscal responsibility.
5%	Completes other grants management duties as assigned

% OF TIME AND/OR WEIGHT OF IMPORTANT JOB DUTIES	JOB DUTIES of Literacy Coaches
70%	<p>Literacy coaches will:</p> <ul style="list-style-type: none"> Assists LEA coaches to assist teachers with recognizing their instructional knowledge, strengths and areas of growth by supporting teachers and leaders in their learning and application of new knowledge and instructional practices Assists LEA coaches in using data to provide differentiated support to recommend changes to improve schoolwide and/or classroom instructional practices to individual teachers or small groups by grade level, by department, or by skill level Provide support for goal achievement to LEA coach (i.e., discussing needs and progress toward implementation of the school action plan) Promptly submits reports on the progress of teaching and learning specific to the supports provided to assigned LEAs Promotes networking to improve student achievement while training educators across the state engages in the Coaching Continuum; (preconference, observe, model, co-teach, post-conference) with evidence-based, systematic, and explicit instructional delivery methods Interprets assessments and uses data to determine professional development needs Develop birth-to-grade-12 tools and resources for aligning district literacy plans with the state Comprehensive Literacy Plan. Plans, collaborates, and implements additional professional learning, webinars, and meetings based on participant feedback
25%	<ul style="list-style-type: none"> Conducts regular site support visits and meetings to identify LEA literacy coaches concerns and needs. Develop and shares tools and resources for coaching in LEAs for birth-to-grade-12 projects to ensure continuous improvement. Prepares reports and shares monitoring results with schools, LEAs, community-based programs, and other stakeholders in a timely manner. Provides support for the evaluation of the Institutions of Higher Education courses for alignment to the
5%	Completes other grant duties as assigned

SECTION C – BUDGET NARRATIVE

In YEARS 2 –5 the Maryland Literacy Programs and Initiatives division, under the Comprehensive State Literacy Development Program, will use grant funds for salaries of the CLSD grant manager and state Literacy Coaches. In addition, professional learning opportunities will be provided to LEA coaches hired by grant recipients. CLSD funds will be braided (15% from CLSD and 85% from other funds) to help support monthly literacy coach meetings. These meetings will foster a Networked Improvement Community focused on improving literacy instructional practices and collaboration with coaches across the state of Maryland.

Per federal guidance, Maryland chooses to spread the state administrative dollars evenly across all five (5) years for stability. This grant will develop the necessary infrastructure components while building capacity in schools and districts to deliver evidence-based literacy support to students from birth through high school.

Budget Categories	YEAR 2: OCTOBER 1, 2025 – SEPTEMBER 30, 2026
1. Personnel	<p>One (1) CLSD Grants Manager – This professional position provides leadership and oversight for Maryland’s Comprehensive Literacy State Development (CLSD) grant program. It is responsible for supervising and providing technical assistance for all matters related to the birth-to-grade-12 components of grant implementation. The position oversees the implementation of birth-to-grade-12 grant goals, supports CLSD subgrantees, monitors the fidelity of evidence-based practices, and collects and shares data on project effectiveness.</p> <p>The CLSD Grant Manager will be compensated at a base rate of [REDACTED] without fringe benefits.</p> <p>Two (2) Maryland State Literacy Coaches – This professional position will support the LEA literacy coaches funded by CLSD. Maryland State Literacy Coaches will:</p> <ol style="list-style-type: none"> 1. Identify Needs: Effectively identify the greatest needs of assigned schools to prioritize, schedule, organize, and provide technical assistance so that students in assigned schools achieve grade-level reading by the end of 3rd grade. 2. Provide Technical Support: Offer daily technical support (at least 85% of the school week) to school-based coaches. 3. Model Coaching Techniques: Model effective coaching and conferencing techniques, including establishing specific goals and plans for improving practice. 4. Design Professional Development: Design and conduct professional development to meet the varied needs of school-based literacy coaches (Monthly Literacy Coach Meetings). 5. Document and Monitor: Maintain an organized system for documenting coaching services and act as on-site monitors for the implementation of CLSD funds. <p>By implementing these strategies, the State Literacy Coaches will play a crucial role in enhancing literacy instruction and improving student outcomes. Regional State Literacy Coaches will be compensated at a base rate of [REDACTED] without fringe benefits per coach x 2 coaches = [REDACTED]</p> <p>TOTAL: [REDACTED]</p>
2. Fringe Benefits	<p>The fringe benefits are calculated for 1 Grants Manager and 2 State Literacy Coaches at 30% per person.</p> <p>TOTAL: [REDACTED]</p>
3. Travel	N/A
4. Equipment	N/A
5. Supplies	Professional development supplies. This cost includes supplies for the district grant development training, the literacy conference, and regional meetings including educational books, print materials and other supplies such as folders, notepads, easel pads, markers, and highlighters.

	TOTAL: [REDACTED]
6. Contractual	<p>Contract with vendor(s), using the state procurement process, to deliver a Literacy Coach training series and Literacy Summit that address evidence-based practices described in the grant proposal [REDACTED]</p> <p>Contracts with up to 2 nationally or locally recognized literacy consultants (e.g., Michael Liben, Nell Duke, Elfrieda Hiebert, Kymyona Burk, and Tim Shanahan) to present sessions for CLSD subgrantees at the annual Summit (estimated at [REDACTED]/expert; [REDACTED] rate is based on 2 days planning, and 1 day of delivery.</p> <p>Contracts with Literacy Advisory Panel members. The panel consists of 8 members who were selected from an application process and represent the different regions of Maryland. They will be compensated at a rate of [REDACTED] annually/per member or [REDACTED] per quarterly meeting at [REDACTED]/year total (indirect costs).</p> <p>Justification for selected contractors: Contractors will have expertise in literacy development and education as well as successful experience implementing evidence-based practices and working collaboratively with others. As required by the state procurement process, the Department will choose the most qualified contractor. Selection of contractors will also be based on previous successful experiences working with the contractor. All contracts are necessary to achieve CLSD project goals, objectives, and outcomes described in the grant proposal. The department will follow procedures for procurement under 2 CFR 200.317-200.326.</p> <p>TOTAL: [REDACTED]</p>
7. Construction	N/A
8. Other-Subgrants	<p>95% of Maryland's proposed budget total will be awarded to subgrantees to meet the minimum age band distribution of 15/40/40. The breakdown follows: 15% for Birth-age 5 ([REDACTED] for years 2-5) 40% for K-5 ([REDACTED] for years 2-5) and 40% for 6-12 ([REDACTED] for years 2-5) with equitable distribution between middle and high schools</p> <p>TOTAL: [REDACTED]</p>
9. Total Direct Costs (lines 1-8)	[REDACTED]
10. Indirect Costs*	[REDACTED]
11. Training Stipends	N/A
12. Total Costs (lines 9-11)	[REDACTED]

SECTION C – BUDGET NARRATIVE (see instructions)

In YEARS 2 –5 the Maryland Literacy Programs and Initiatives division, under the Comprehensive State Literacy Development Program, will use grant funds for salaries of the CLSD grant manager and state Literacy Coaches. In addition, professional learning opportunities will be provided to LEA coaches hired by grant recipients. CLSD funds will be braided (15% from CLSD and 85% from other funds) to help support monthly literacy coach meetings. These meetings will foster a Networked Improvement Community focused on improving literacy instructional practices and collaboration with coaches across the state

Per federal guidance, Maryland chooses to spread the state administrative dollars evenly across all five (5) years for stability. This grant will develop the necessary infrastructure components while building capacity in schools and districts to deliver evidence-based literacy support to students from birth through high school.

Budget Categories	YEAR 3: OCTOBER 1, 2026 – SEPTEMBER 30, 2027
1. Personnel	<p>One (1) CLSD Grants Manager - This professional position provides leadership and oversight for Maryland’s Comprehensive Literacy State Development (CLSD) grant program. It is responsible for supervising and providing technical assistance for all matters related to the birth-to-grade-12 components of grant implementation. The position oversees the implementation of birth-to-grade-12 grant goals, supports CLSD sub-grantees, monitors the fidelity of evidence-based practices, and collects and shares data on project effectiveness.</p> <p>The CLSD Grant Manager will be compensated at a base rate of [REDACTED] without fringe benefits.</p> <p>Two (2) Maryland State Literacy Coaches (2) – This professional position will support the LEA literacy coaches funded by CLSD. Maryland State Literacy Coaches will:</p> <ol style="list-style-type: none"> 1. Identify Needs: Effectively identify the greatest needs of assigned schools to prioritize, schedule, organize, and provide technical assistance so that students in assigned schools achieve grade-level reading by the end of 3rd grade. 2. Provide Technical Support: Offer daily technical support (at least 85% of the school week) to school-based coaches. 3. Model Coaching Techniques: Model effective coaching and conferencing techniques, including establishing specific goals and plans for improving practice. 4. Design Professional Development: Design and conduct professional development to meet the varied needs of school-based literacy coaches (Monthly Literacy Coach Meetings). 5. Document and Monitor: Maintain an organized system for documenting coaching services and act as on-site monitors for the implementation of CLSD funds. <p>By implementing these strategies, the State Literacy Coaches will play a crucial role in enhancing literacy instruction and improving student outcomes. Regional State Literacy Coaches will be compensated at a base rate of [REDACTED] without fringe benefits per coach x 2 coaches = [REDACTED]</p>

	TOTAL: [REDACTED]
2. Fringe Benefits	The fringe benefits are calculated for 1 Grants Manager and 2 State Literacy Coaches at 30% per person. TOTAL: [REDACTED]
3. Travel	N/A
4. Equipment	N/A
5. Supplies	Professional development supplies. This cost includes supplies for the district grant development training, the literacy conference, and regional meetings including educational books, print materials and other supplies such as folders, notepads, easel pads, markers, highlighters. TOTAL: [REDACTED]
6. Contractual	<p>Contract with vendor(s), using the state procurement process, to deliver a Literacy Coach training series and Literacy Summit that address evidence-based practices described in the grant proposal [REDACTED].</p> <p>Contracts with up to 2 nationally or locally recognized literacy consultants (e.g., Michael Liben, Nell Duke, Elfrieda Hiebert, Kymyona Burk, and Tim Shanahan) to present sessions for CLSD subgrantees at the annual Summit (estimated at [REDACTED]/expert; [REDACTED] rate is based on 2 days planning, and 1 day of delivery).</p> <p>Contracts with Literacy Advisory Panel members. The panel consists of 8 members who were selected from an application process and represent the different regions of Maryland. They will be compensated at a rate of [REDACTED] annually/per member or [REDACTED] per quarterly meeting at [REDACTED]/year total (indirect costs).</p> <p>Justification for selected contractors: Contractors will have expertise in literacy development and education as well as successful experience implementing evidence-based practices and working collaboratively with others. As required by the state procurement process, the Department will choose the most qualified contractor. Selection of contractors will also be based on previous successful experiences working with the contractor. All contracts are necessary to achieve CLSD project goals, objectives, and outcomes described in the grant proposal. The department will follow procedures for procurement under 2 CFR 200.317-200.326</p> <p>TOTAL: [REDACTED]</p>
7. Construction	N/A
8. Other-Subgrants	95% of Maryland's proposed budget total will be awarded to subgrantees to meet the minimum age band distribution of 15/40/40. The breakdown follows: 15% for Birth-age 5 [REDACTED] for years 2-5) 40% for K-5 ([REDACTED] for years 2-5) and 40% for 6-12 ([REDACTED] for years 2-5) with equitable distribution between middle and high schools TOTAL: [REDACTED]
9. Total Direct Costs (lines 1-8)	[REDACTED]

10. Indirect Costs*	
11. Training Stipends	N/A
12. Total Costs (lines 9-11)	

**SECTION C – BUDGET NARRATIVE
(Year 4)**

In YEARS 2 –5 the Maryland Literacy Programs and Initiatives division, under the Comprehensive State Literacy Development Program, will use grant funds for salaries of the CLSD grant manager and state Literacy Coaches. In addition, professional learning opportunities will be provided to LEA coaches hired by grant recipients. CLSD funds will be braided (15% from CLSD and 85% from other funds) to help support monthly literacy coach meetings. These meetings will foster a Networked Improvement Community focused on improving literacy instructional practices and collaboration with coaches across the state

Per federal guidance, Maryland chooses to spread the state administrative dollars evenly across all five (5) years for stability. This grant will develop the necessary infrastructure components while building capacity in schools and districts to deliver evidence-based literacy support to students from birth through high school.

Budget Categories	YEAR 4: OCTOBER 1, 2027 – SEPTEMBER 30, 2028
1. Personnel	<p>One (1) CLSD Grants Manager - This professional position provides leadership and oversight for Maryland’s Comprehensive Literacy State Development (CLSD) grant program. It is responsible for supervising and providing technical assistance for all matters related to the birth-to-grade-12 components of grant implementation. The position oversees the implementation of birth-to-grade-12 grant goals, supports CLSD sub-grantees, monitors the fidelity of evidence-based practices, and collects and shares data on project effectiveness.</p> <p>The CLSD Grant Manager will be compensated at a base rate of without fringe benefits.</p> <p>Two (2) Maryland State Literacy Coaches– This professional position will support the LEA literacy coaches funded by CLSD. Maryland State Literacy Coaches will:</p> <ol style="list-style-type: none"> 1. Identify Needs: Effectively identify the greatest needs of assigned schools to prioritize, schedule, organize, and provide technical assistance so that students in assigned schools achieve grade-level reading by the end of 3rd grade. 2. Provide Technical Support: Offer daily technical support (at least 85% of the school week) to school-based coaches. 3. Model Coaching Techniques: Model effective coaching and conferencing techniques, including establishing specific goals and plans for improving practice. 4. Design Professional Development: Design and conduct professional development to meet the varied needs of school-based literacy coaches (Monthly Literacy Coach Meetings).

	<p>5. Document and Monitor: Maintain an organized system for documenting coaching services and act as on-site monitors for the implementation of CLSD funds.</p> <p>By implementing these strategies, the State Literacy Coaches will play a crucial role in enhancing literacy instruction and improving student outcomes. Regional State Literacy Coaches will be compensated at a base rate of</p> <p>██████ without fringe benefits per coach x 2 coaches = ██████</p> <p>TOTAL: ██████</p>
2. Fringe Benefits	<p>The fringe benefits are calculated for 1 Grants Manager and 2 State Literacy Coaches at 30% per person.</p> <p>TOTAL: ██████</p>
3. Travel	N/A
4. Equipment	N/A
5. Supplies	<p>Professional development supplies. This cost includes supplies for the district grant development training, the literacy conference, and regional meetings including educational books, print materials and other supplies such as folders, notepads, easel pads, markers, and highlighters.</p> <p>TOTAL: ██████</p>
6. Contractual	<p>Contract with vendor(s), using the state procurement process, to deliver a Literacy Coach training series and Literacy Summit that address evidence-based practices described in the grant proposal ██████</p> <p>Contracts with up to 2 nationally or locally recognized literacy consultants (e.g., Michael Liben, Nell Duke, Elfrieda Hiebert, Kymyona Burk, and Tim Shanahan) to present sessions for CLSD subgrantees at the annual Summit (estimated at ██████/expert; ██████ rate is based on 2 days of planning, and 1 day of delivery).</p> <p>Contracts with Literacy Advisory Panel members. The panel consists of 8 members who were selected from an application process and represent the different regions of Maryland. They will be compensated at a rate of ██████ annually/per member or ██████ per quarterly meeting at ██████/year total (indirect costs).</p> <p>Justification for selected contractors: Contractors will have expertise in literacy development and education as well as successful experience implementing evidence-based practices and working collaboratively with others. As required by the state procurement process, the Department will choose the most qualified contractor. Selection of contractors will also be based on previous successful experiences working with the contractor. All contracts are necessary to achieve CLSD project goals, objectives, and outcomes described in the grant proposal. The department will follow procedures for procurement under 2 CFR 200.317-200.326</p> <p>TOTAL: ██████</p>
7. Construction	N/A

8. Other-Subgrants	95% of Maryland's proposed budget total will be awarded to subgrantees to meet the minimum age band distribution of 15/40/40. The breakdown follows: 15% for Birth-age 5 ([REDACTED] for years 2-5) 40% for K-5 ([REDACTED] for years 2-5) and 40% for 6-12 ([REDACTED] for years 2-5) with equitable distribution between middle and high schools TOTAL: [REDACTED]
9. Total Direct Costs (lines 1-8)	[REDACTED]
10. Indirect Costs*	[REDACTED]
11. Training Stipends	N/A
12. Total Costs (lines 9-11)	[REDACTED]

SECTION C – BUDGET NARRATIVE (see instructions)

In YEARS 2 –5 the Maryland Literacy Programs and Initiatives division, under the Comprehensive State Literacy Development Program, will use grant funds for salaries of the CLSD grant manager and state Literacy Coaches. In addition, professional learning opportunities will be provided to LEA coaches hired by grant recipients. CLSD funds will be braided (15% from CLSD and 85% from other funds) to help support monthly literacy coach meetings. These meetings will foster a Networked Improvement Community focused on improving literacy instructional practices and collaboration with coaches across the state

Per federal guidance, Maryland chooses to spread the state administrative dollars evenly across all five (5) years for stability. This grant will develop the necessary infrastructure components while building capacity in schools and districts to deliver evidence-based literacy support to students from birth through high school.

Budget Categories	YEAR 5: OCTOBER 1, 2028-SEPTEMBER 30, 2029
1. Personnel	MSDE will hire one (1) CLSD Grants Manager - This professional position provides leadership and oversight for Maryland's Comprehensive Literacy State Development (CLSD) grant program. It is responsible for supervising and providing technical assistance for all matters related to the birth-to-grade-12 components of grant implementation. The position oversees the implementation of birth-

	<p>to-grade-12 grant goals, supports CLSD sub-grantees, monitors the fidelity of evidence-based practices, and collects and shares data on project effectiveness.</p> <p>The CLSD Grant Manager will be compensated at a base rate of [REDACTED] without fringe benefits.</p> <p>MSDE will hire two Maryland State Literacy Coaches (2) – This professional position will support the LEA literacy coaches funded by CLSD. Maryland State Literacy Coaches will:</p> <ol style="list-style-type: none"> 1. Identify Needs: Effectively identify the greatest needs of assigned schools to prioritize, schedule, organize, and provide technical assistance so that students in assigned schools achieve grade-level reading by the end of 3rd grade. 2. Provide Technical Support: Offer daily technical support (at least 85% of the school week) to school-based coaches. 3. Model Coaching Techniques: Model effective coaching and conferencing techniques, including establishing specific goals and plans for improving practice. 4. Design Professional Development: Design and conduct professional development to meet the varied needs of school-based literacy coaches. 5. Document and Monitor: Maintain an organized system for documenting coaching services and act as on-site monitors for the implementation of CLSD funds. <p>By implementing these strategies, the State Literacy Coaches will play a crucial role in enhancing literacy instruction and improving student outcomes. Regional State Literacy Coaches will be compensated at a base rate of [REDACTED] without fringe benefits per coach x 2 coaches = [REDACTED]</p> <p>TOTAL: [REDACTED]</p>
2. Fringe Benefits	<p>The fringe benefits are calculated for 1 Grants Manager and 2 State Literacy Coaches at 30% per person.</p> <p>TOTAL: [REDACTED]</p>
3. Travel	N/A
4. Equipment	N/A
5. Supplies	<p>Professional development supplies. This cost includes supplies for the district grant development training, and regional meetings including educational books, print materials and other supplies such as folders, notepads, easel pads, markers, and highlighters.</p> <p>TOTAL: [REDACTED]</p>
6. Contractual	<p>Contract with vendor(s), using the state procurement process, to deliver a Literacy Coach training series and Literacy Summit(s) that address evidence-based practices described in the grant proposal [REDACTED]</p> <p>Contracts with up to 2 nationally or locally recognized literacy consultants (e.g., Michael Liben, Nell Duke, Elfrieda Hiebert, Kymyona Burk, and Tim Shanahan) to present sessions for CLSD subgrantees at the annual Summit (estimated at [REDACTED]/expert; [REDACTED] rate is based on 2 days planning, and 1 day of delivery.</p>

	<p>Contracts with Literacy Advisory Panel members. The panel consists of 8 members who were selected from an application process and represent the different regions of Maryland. They will be compensated at a rate of [REDACTED] annually/per member or [REDACTED] per quarterly meeting at [REDACTED]/year total (indirect costs).</p> <p>Justification for selected contractors: Contractors will have expertise in literacy development and education as well as successful experience implementing evidence-based practices and working collaboratively with others. As required by the state procurement process, the Department will choose the most qualified contractor. Selection of contractors will also be based on previous successful experiences working with the contractor. All contracts are necessary to achieve CLSD project goals, objectives, and outcomes described in the grant proposal. The department will follow procedures for procurement under 2 CFR 200.317-200.326</p> <p>TOTAL: [REDACTED]</p>
7. Construction	N/A
8. Other-Subgrants	<p>95% of Maryland's proposed budget total will be awarded to subgrantees to meet the minimum age band distribution of 15/40/40. The breakdown follows: 15% for Birth-age 5 [REDACTED] for years 2-5) 40% for K-5 ([REDACTED] for years 2-5) and 40% for 6-12 ([REDACTED] for years 2-5) with equitable distribution between middle and high schools</p> <p>TOTAL: [REDACTED]</p>
9. Total Direct Costs (lines 1-8)	[REDACTED]
10. Indirect Costs*	[REDACTED]
11. Training Stipends	0
12. Total Costs (lines 9-11)	[REDACTED]

ED 524

Requesting

Instructions for ED 524

General Instructions

This form is used to apply to individual U.S. Department of Education (ED) discretionary grant programs. Unless directed otherwise, provide the same budget information for each year of the multi-year funding request. Pay attention to applicable program-specific instructions, if attached. You may access the Education Department General Administrative Regulations cited within these instructions at:

<http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html>. You may access requirements from 2 CFR 200, "Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards" cited within these instructions at: <https://www.federalregister.gov/articles/2013/12/26/2013-30465/uniform-administrative-requirements-cost-principles-and-audit-requirements-for-federal-awards>.

You must consult with your Business Office prior to submitting this form.

Section A - Budget Summary U.S. Department of Education Funds

All applicants must complete Section A and provide a break-down by the applicable budget categories shown in lines 1-11.

Lines 1-11, columns (a)-(e): For each project year for which funding is requested, show the total amount requested for each applicable budget category.

Lines 1-11, column (f): Show the multi-year total for each budget category. If funding is requested for only one project year, leave this column blank.

Line 12, columns (a)-(e): Show the total budget request for each project year for which funding is requested.

Line 12, column (f): Show the total amount requested for all project years. If funding is requested for only one year, leave this space blank.

Indirect Cost Information: If you are requesting reimbursement for indirect costs on line 10, this information is to be completed by your Business Office.

(1): Indicate whether or not your organization has an Indirect Cost Rate Agreement that was approved by the Federal government. If you checked "no," ED generally will authorize grantees to use a temporary rate of 10 percent of budgeted salaries and wages (**complete (4) of this section when using the temporary rate**) subject to the following limitations:

(a) The grantee must submit an indirect cost proposal to its cognizant agency within 90 days after ED issues a grant award notification; and

(b) If after the 90-day period, the grantee has not submitted an indirect cost proposal to its cognizant agency, the grantee may not charge its grant for indirect costs until it has negotiated an indirect cost rate agreement with its cognizant agency.

(2): If you checked "yes" in (1), indicate in (2) the beginning and ending dates covered by the Indirect Cost Rate Agreement. In addition, indicate whether ED, another Federal agency (Other) or State agency issued the approved agreement. If you check "Other," specify the name of the Federal or other agency that issued the approved agreement.

(3): If you check "no" in (1), indicate in (3) if you want to use the de minimis rate of 10 percent of MTDC (see 2CFR § 200.68). If you use the de minimis rate, you are subject to the provisions in 2 CFR § 200.414(f). Note, you may only use the 10 percent de minimis rate if you are a first-time Federal grant recipient, and you do not have an Approved Indirect Cost Rate Agreement. You may not use the de minimis rate if you are a State, Local government, or Indian Tribe, or if your grant is funded under a training rate or restricted rate program.

(4): If you are applying for a grant under a Restricted Rate Program (34 CFR 75.563 or 76.563), indicate whether you are using a restricted indirect cost rate that is included on your approved Indirect Cost Rate Agreement, or whether you are using a restricted indirect cost rate that complies with 34 CFR 76.564(c)(2). Note: State or Local government agencies may not use the provision for a restricted indirect cost rate specified in 34 CFR 76.564(c)(2). Check only one response. Leave blank, if this item is not applicable.

Section B - Budget Summary Non-Federal Funds

If you are required to provide or volunteer to provide cost-sharing or matching funds or other non-Federal resources to the project, these should be shown for each applicable budget category on lines 1-11 of Section B.

Lines 1-11, columns (a)-(e): For each project year, for which matching funds or other contributions are provided, show the total contribution for each applicable budget category.

Lines 1-11, column (f): Show the multi-year total for each budget category. If non-Federal contributions are provided for only one year, leave this column blank.

Line 12, columns (a)-(e): Show the total matching or other contribution for each project year.

Line 12, column (f): Show the total amount to be contributed for all years of the multi-year project. If non-Federal contributions are provided for only one year, leave this space blank.

Section C - Budget Narrative [Attach separate sheet(s)]

Pay attention to applicable program specific instructions, if attached.

1. Provide an itemized budget breakdown, and justification by project year, for each budget category listed in Sections A and B. For grant projects that will be divided into two or more separately budgeted major activities or sub-projects, show for each budget category of a project year the breakdown of the specific

expenses attributable to each sub-project or activity.

2. For non-Federal funds or resources listed in Section B that are used to meet a cost-sharing or matching requirement or provided as a voluntary cost-sharing or matching commitment, you must include:
 - a. The specific costs or contributions by budget category;
 - b. The source of the costs or contributions; and
 - c. In the case of third-party in-kind contributions, a description of how the value was determined for the donated or contributed goods or services.

[Please review cost sharing and matching regulations found in 2 CFR 200.306.]

3. If applicable to this program, provide the rate and base on which fringe benefits are calculated.
4. If you are requesting reimbursement for indirect costs on line 10, this information is to be completed by your Business Office. Specify the estimated amount of the base to which the indirect cost rate is applied and the total indirect expense. Depending on the grant program to which you are applying and/or your approved Indirect Cost Rate Agreement, some direct cost budget categories in your grant application budget may not be included in the base and multiplied by your indirect cost rate. For example, you must multiply the indirect cost rates of "Training grants" (34 CFR 75.562) and grants under programs with

"Supplement not Supplant" requirements ("Restricted Rate" programs) by a "modified total direct cost" (MTDC) base (34 CFR 75.563 or 76.563). Please indicate which costs are included and which costs are excluded from the base to which the indirect cost rate is applied.

When calculating indirect costs (line 10) for "Training grants" or grants under "Restricted Rate" programs, you must refer to the information and examples on ED's website at: <http://www.ed.gov/fund/grant/apply/appforms/appforms.html>.

You may also contact (202) 377-3838 for additional information regarding calculating indirect cost rates or general indirect cost rate information.

5. Provide other explanations or comments you deem necessary.

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 **1894-0008**. The time required to complete this information collection is estimated to vary from 13 to 22 hours per response, with an average of 17.5 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 (insert program office), U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202.



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:

Maryland State Department Of Education

1. Project Objective:

Objective 1.2: Supporting LEA-based Literacy Coaches
Objective 1.3- Creating a Cadre of Informed Literacy Administrator
Objective 1.4- Supporting ECE centers with the development of a professional learning plan.
Objective 1.5- Strengthening Educator Preparation Programs

1.a. Performance Measure	Measure Type	Quantitative Data				
		Target				
		Raw Number	Ratio		%	
By the end of year two, 100% of CLSD funded LEA-based literacy coaches will have participated in a Regional Literacy Coach Cohort	PROJECT		100	/	100	100.00

1.b. Performance Measure	Measure Type	Quantitative Data				
		Target				
		Raw Number	Ratio		%	
By August, 2029, increase the percentage of educator knowledge by 25% as identified by the JHU study.	PROGRAM		1	/	4	25.00

1.c. Performance Measure	Measure Type	Quantitative Data				
		Target				
		Raw Number	Ratio		%	
By January 2025, LEA Literacy leaders will convene for PL and to establish a network of advocates.	PROGRAM			/		

1.d. Performance Measure	Measure Type	Quantitative Data				
		Target				
		Raw Number	Ratio		%	
By August, of 2029, 100% of participating LEA's will submit PL plans.	PROGRAM		24	/	24	100.00

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

1.e. Performance Measure	Measure Type	Quantitative Data				
		Target				
		Raw Number	Ratio		%	
By August, 2029, 50% of IHE's in Maryland will have faculty that serve as MSDE Literacy Instruction Observers, all of whom will have received baseline PL.	PROGRAM			/		

2. Project Objective:

Objective 2.1- Developing or expanding LEA Literacy Coaching Model.
Objective 2.2 - Supporting students with identified learning needs.
Objective 2.3 - Supporting multilingual learners.
Objective 2.4 - Implement an effective overarching professional learning model for teachers and literacy leaders.
Objective 2.5 - Select and implement High-Quality Instructional Material (HQIM) for Reading/English Language Arts
Objective 2.6 - Developing LEA Partnerships with IHEs
Objective 2.7 - Increase equity in gifted/talented and advanced programs.
Objective 2.8 - Manage CLSD Programming through MSDE.

2.a. Performance Measure	Measure Type	Quantitative Data				
		Target				
		Raw Number	Ratio		%	
By August, 2029, increase the percentage of educator knowledge by 25% as identified by the Johns Hopkins University conducted as as a part of MSDE's research study.	PROGRAM		1	/	4	25.00

2.b. Performance Measure	Measure Type	Quantitative Data				
		Target				
		Raw Number	Ratio		%	
By August, 2029, decrease the number of students identified as a student with a disability by 10%.	GPRA		1	/	10	10.00

2.c. Performance Measure	Measure Type	Quantitative Data				
		Target				
		Raw Number	Ratio		%	
By 2029, 30% of multilingual learners in 3rd - 8th grade will score as proficient as measured by MCAP (an 18% increase from 2023)	GPRA		3	/	10	30.00

2.d. Performance Measure	Measure Type	Quantitative Data				
		Target				
		Raw Number	Ratio		%	
By August 2029, increase the percentage of educator knowledge by 25% as identified by the Johns Hopkins University conducted as a part of the MSDE's research study.	PROGRAM		1	/	4	25.00

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

2.e. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
By October 2027, 75% of CLSD LEA subgrantees will have acquired and implemented HQIM for literacy instruction.	PROJECT		3 /	4	75.00

2.f. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
By August 2029, 70% of new teachers in LEAs awarded CLSD funds will be rated as "effective" at the end of their first year of teaching according to district evaluations.	PROGRAM		7 /	10	70.00

2.g. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
By August 2029, data will show a 20% decrease in the excellence gaps and a 10% increase in the participation of underserved student groups in secondary advanced programming opportunities.	GPRA		/		

2.h. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
By March 2025, 95% of CLSD will be awarded to subgrantees with priority consideration given to LEAs with high percentage of underserved students.	PROGRAM		/		

2.i. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
By October of 2026 (and every year thereafter) 100% of CLSD subgrantees will have received feedback on the implementation of their CLSD program.	PROGRAM		24 /	24	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

Maryland State 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)	4,188,260.79	9,018,062.64	9,018,062.64	9,017,062.64	9,019,062.64			40,260,511.35

***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: 07/01/2022 To: 06/30/2026 (mm/dd/yyyy)

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

The Indirect Cost Rate is 15.30 %.

(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 %.

(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))?

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.
Maryland State 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)								

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524

Name of Institution/Organization	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
Maryland State Department Of Education		

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: <div style="display: flex; justify-content: space-between;"><input checked="" type="checkbox"/> Prime<input type="checkbox"/> SubAwardee</div> <div style="display: flex; justify-content: space-between;"><div>* Name MSDE</div><div>* Street 1 200 West Baltimore Street</div><div>Street 2 </div></div> <div style="display: flex; justify-content: space-between;"><div>* City Baltimore</div><div>State MD: Maryland</div><div>Zip 21201-2595</div></div> <div>Congressional District, if known: </div>		
5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime: 		
6. * Federal Department/Agency: US ED	7. * Federal Program Name/Description: Comprehensive Literacy Development CFDA Number, if applicable: 84.371	
8. Federal Action Number, if known: 	9. Award Amount, if known: \$ <input type="text"/>	
10. a. Name and Address of Lobbying Registrant: <div style="display: flex; justify-content: space-between;"><div>Prefix </div><div>* First Name We are not using a lobbyist</div><div>Middle Name </div></div> <div style="display: flex; justify-content: space-between;"><div>* Last Name We are not using a lobbyist</div><div>Suffix </div></div> <div style="display: flex; justify-content: space-between;"><div>* Street 1 200 West Baltimore</div><div>Street 2 </div></div> <div style="display: flex; justify-content: space-between;"><div>* City Baltimore</div><div>State MD: Maryland</div><div>Zip 21021-2595</div></div>		
b. Individual Performing Services (including address if different from No. 10a) <div style="display: flex; justify-content: space-between;"><div>Prefix </div><div>* First Name We are not hiring a lobbyist</div><div>Middle Name </div></div> <div style="display: flex; justify-content: space-between;"><div>* Last Name No lobbyist</div><div>Suffix </div></div> <div style="display: flex; justify-content: space-between;"><div>* Street 1 200 West Baltimore</div><div>Street 2 </div></div> <div style="display: flex; justify-content: space-between;"><div>* City Baltimore</div><div>State MD: Maryland</div><div>Zip 21201-2595</div></div>		
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. <div>* Signature: </div> <div style="display: flex; justify-content: space-between;"><div>* Name:<div style="display: flex; justify-content: space-between;"><div>Prefix </div><div>* First Name We are not hiring a lobbyist</div><div>Middle Name </div></div><div>* Last Name We are not hiring a lobbyist</div><div>Suffix </div></div><div>Title: <input type="text"/></div><div>Telephone No.: <input type="text"/></div><div>Date: 06/24/2024</div></div>		
Federal Use Only:		Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

PR/Award # S371C240028

Page e389

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

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

1. Project Director and Applicable Entity Identification Numbers:

Prefix:	* First Name:	Middle Name:	* Last Name:	Suffix:
Ms.	Cristina		Rodriguez	

* Project Director Level of Effort (percentage of time devoted to grant): 25

Address:

* Street1:	200 West Baltimore Street
Street2:	
* City:	Baltimore
County:	Baltimore City
* State:	MD: Maryland
* Zip Code:	21201-2595
* Country:	USA: UNITED STATES

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

--	--

* Email Address:

--

Alternate Email Address:

--

OPE ID(s) (if applicable)

--

NCES School ID(s) (if applicable)

--

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

--

2. New Potential Grantee or Novice Applicant:

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

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

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

☐ Yes ☐ No

3. Human Subjects Research:

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

☐ Yes ☒ No

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

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

☐ No Provide Federal Wide Assurance #(s), if available:

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

Add Attachment

Delete Attachment

View Attachment

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

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

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

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

☐ Construction

☐ Remodeling

☐ Broadband Infrastructure

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

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

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

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

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

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

The Maryland State Department of Education (MSDE) follows Section 427 of the General Education Provisions Act (GEPA). One of the Department's major initiatives is ensuring equitable participation for all students in Maryland. This includes equitable access to, participation in, and appropriate educational opportunities for all individuals served. CLSD funded activities, programs, and services will be accessible to all teachers, students, and program beneficiaries. The MSDE ensures equal access and participation to all persons regardless of their race, color, ethnicity, religion, national origin, age, citizenship status, disability, gender or sexual orientation.

The MSDE will enforce all federal and State laws around equitable participation, including regulations meant to overcome barriers. The MSDE will hold all local school systems accountable for ensuring equitable access and will require that the local school systems explain their methods for doing so as part of their application to the State for federal (and State) funds. This includes appropriate accommodations to meet the needs of all students, staff, community members, and other participants.

This grant focuses efforts to increase literacy among students most in need, with a target audience of students in underserved groups. In Maryland, the CLSD funds will be utilized to target economically disadvantaged students, students of color, multilingual learners, and students with disabilities. While not all Maryland LEAs will be awarded CLSD funds through the sub-grant process, MSDE intends to ensure that the funds will be awarded to LEAs and schools with the highest percentages of underserved student groups.

The work associated with Maryland's Comprehensive Literacy State Development Grant will ultimately have statewide impacts, as the grant includes components that will be available to all 24 school districts. The planned timeline for all initiatives is provided in "Table 3: Management Plan" located in the "Quality of Management Plan" section of the narrative on pages 42-45.

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

Based on our proposed project and activities, several barriers may impede equitable access and participation of students, educators, or other beneficiaries. The Maryland State Department of Education (MSDE) has identified and planned to address these barriers as follows:

Stakeholder Input: Collecting feedback from literacy leaders across all 24 Local Education Agencies (LEAs) in Maryland presents a challenge. To address this, MSDE has created the MSDE Literacy Advisory Panel, which includes

representatives from the eight congressional districts within Maryland, ensuring a diverse cross-section of thoughts and opinions. This panel will guide policy, regulation, and initiative changes driven by CLSD funds.

Consistency in Coaching Quality: A potential barrier to equitable access is ensuring consistent quality in literacy coaching across different LEAs. To overcome this, MSDE will provide ongoing support and professional development for LEA literacy coaches. This effort aims to standardize coaching practices statewide.

New Early Learning Standards: Educating all early learning providers about the recently released New Early Learning Standards is a significant challenge. These standards address the varied needs of children, including those with disabilities, multilingual learners, and those who have experienced trauma. MSDE will develop professional learning programs to ensure consistent implementation of these standards across the state.

Educator Preparation Programs (EPPs): There is inconsistency in the quality of EPPs across Maryland's Institutions of Higher Education (IHEs). MSDE will use CLSD funds to strengthen connections with IHEs, incentivizing faculty and administrators to participate in professional learning aligned with the science of reading. This collaboration aims to improve the preparation of pre-service teachers.

Flexibility in LEA Initiatives: To increase access to effective literacy programming, LEAs awarded a CLSD sub-grant will select from a list of initiatives that best meet their needs. This flexibility allows for tailored programming that addresses the specific requirements of teachers and students in different LEAs.

Technical Assistance for Implementation: Effective technical assistance is crucial for the successful implementation of initiatives. MSDE has developed a comprehensive plan for sub-grant management to support LEAs in this process.

Accessibility of CLSD Programming: In an effort to equitably reach stakeholders, MSDE will conduct outreach efforts in multiple modalities. Ensuring that in-person activities are accessible to visually and physically challenged participants is essential. Meeting announcements and workshop notices will be translated into major languages spoken by parents of Multilingual Learners and community members, with translation options offered as appropriate. Additionally, MSDE will utilize technology to increase communication and make programs more accessible.

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?

Stakeholder Input: Collecting feedback from literacy leaders across all 24 Local Education Agencies (LEAs) in Maryland presents a challenge. To address this, MSDE has created the MSDE Literacy Advisory Panel, which includes representatives from the eight congressional districts within Maryland, ensuring a diverse cross-section of thoughts and opinions. This panel will guide policy, regulation, and initiative changes driven by CLSD funds.

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Technical Assistance for Implementation: Effective technical assistance is crucial for the successful implementation of initiatives. MSDE has developed a comprehensive plan for sub-grant management to support LEAs in this process.

Accessibility of CLSD Programming: In an effort to equitably reach stakeholders, MSDE will conduct outreach efforts in multiple modalities. Ensuring that in-person activities are accessible to visually and physically challenged participants is essential. Meeting announcements and workshop notices will be translated into major languages spoken by parents of Multilingual Learners and community members, with translation options offered as appropriate. Additionally, MSDE will utilize technology to increase communication and make programs more accessible.

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

The work associated with Maryland's Comprehensive Literacy State Development Grant will ultimately have statewide impacts, as the grant includes components that will be available to all 24 school districts. The planned timeline for all initiatives is provided in "Table 3: Management Plan" located in the "Quality of Management Plan" section of the narrative on pages 42-45.

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.

☒ 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
Polsom, J. S., Smith, K. G., Burk, K., & Oakley, N. (2017). Educator outcomes associated with implementation of Mississippi's K-3 early literacy professional development initiative (REL 2017-270). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Southeast. Retrieved from http://ies.ed.gov/ncee/edlabs . Accessed 13 June 2024.	(Narrative, p. 18) The study found that in schools supported by state literacy coaches, the average quality of instruction rating increased from the 31st to the 58th percentile, student engagement from the 37th to the 53rd percentile, and teaching competencies from the 30th to the 44th percentile. Teachers who had not participated in the professional development program had lower measures of instruction quality, student engagement, and teacher competencies. This suggests that using a model similar to the model implemented in Mississippi may yield a positive increase in quality of instruction, student engagement, and teaching competencies.	MSDE's CLSD program was informed by the research's findings in that MSDE plans to implement foundational science of reading training with coaching to increase educator capacity to deliver research-based literacy instruction.
Kaufman, D. (2022, October 6). In Mississippi, a broad effort to improve literacy is yielding results. The New York Times. https://www.nytimes.com/2022/10/06/education/learning/mississippi-schools-literacy.html?unlocked_articlehttps%3A%2F%2Fwww.nytimes.com%2F2022%2F10%2F06%2Feducation%2Flearning%2Fmississippi-schools-literacy.html%3Funlocked_article_code=1.Yk0.Yqav.SgUMDKoTRppN&smid=url-share . Accessed 13 June 2024.	(Narrative p. 17) In Mississippi, literacy coaches received extensive state training and worked in classrooms, helping with everything from day-to-day lesson planning to long-term literacy strategies. This comprehensive approach, coupled with extensive PL aligned to the science of reading for all K-3 teachers, helped Mississippi move from 49th in the nation in 2013 to 22nd in 2022 in 4th-grade reading proficiency. This suggests that literacy coach delivered job-embedded training in conjunction with extensive professional learning causes positive increases in state literacy outcomes.	Bridge the gap between pedagogy/theory and instructional practices.
Darling-Hammond, L., Wei, R. C., Andree, A., Richardson, N., & Orphanos, S. (2009). Professional learning in the learning profession. Washington, DC: National Staff Development Council, 12(10).	(Narrative p. 16) This study focused on the effectiveness of professional learning opportunities. This study found that the most effective PL involves collaboration, instructional leaders, and self assessment activities. It also found that PL should last at least one semester and range between 20 and 100 hours. PR/Award # S371C240028 Page e396	When designing the professional learning model that MSDE plans to use CLSD funds for, it was important to reflect upon prior research on what PL is effective and what is not effective. These studies allowed us to determine that the PL we offer literacy leaders and educators must include these components: Opportunities for collaboration;

		<p>Opportunities for self-assessment;</p> <p>Must last at least one semester (or 20-100 hours);</p> <p>Must include the study of theory;</p> <p>Must include the opportunity to observe demonstration of the teaching skill;</p> <p>Must involve teacher application with support and feedback;</p> <p>And, must involve peer coaching that is non-evaluative in nature and focuses on planning and development</p>
Joyce, B. R., & Showers, B. (1981). Transfer of training: The contribution of "coaching". Journal of Education, 163(2), 163-172.	(Narrative p. 16) This study found that in order for teacher training to be successful and lead to "mastery of teaching skills" the training must include three components: (1) the study of the theory behind the skill, (2) the opportunity to observe multiple demonstrations, and (3) applied practice and feedback on the teaching skill. However, even using these three components, the transfer to the teacher's repertoire involves on-site coaching as the transfer involves consistent new learning.	<p>When designing the professional learning model that MSDE plans to use CLSD funds for, it was important to reflect upon prior research on what PL is effective and what is not effective. These studies allowed us to determine that the PL we offer literacy leaders and educators must include these components:</p> <p>Opportunities for collaboration;</p> <p>Opportunities for self-assessment;</p> <p>Must last at least one semester (or 20-100 hours);</p> <p>Must include the study of theory;</p> <p>Must include the opportunity to observe demonstration of the teaching skill;</p> <p>Must involve teacher application with support and feedback;</p> <p>And, must involve peer coaching that is non-evaluative in nature and focuses on planning and development</p>
Joyce, B. R., & Showers, B. (2002). Student achievement through staff development (Vol. 3). Alexandria, VA: Association for Supervision and Curriculum Development.	<p>(Narrative p. 16) This study builds on Joyce and Showers's previous study and found that training consists of 4 main components instead of 3, with the 4th being "the practice of skill and peer coaching." This study also found that the more complex the desired outcomes are, the more important the transfer process of the skill is. Most importantly, the study found that "peer coaching not only contributes to the transfer of training; it also facilitates the development of new school norms of collegiality and experimentation."</p> <p>PR/Award # S371C240028</p> <p>Page e397</p>	<p>When designing the professional learning model that MSDE plans to use CLSD funds for, it was important to reflect upon prior research on what PL is effective and what is not effective. These studies allowed us to determine that the PL we offer literacy leaders and educators must include these components:</p> <p>Opportunities for collaboration;</p> <p>Opportunities for self-assessment;</p> <p>Must last at least one semester (or 20-100 hours);</p>

		<p>Must include the study of theory;</p> <p>Must include the opportunity to observe demonstration of the teaching skill;</p> <p>Must involve teacher application with support and feedback;</p> <p>And, must involve peer coaching that is non-evaluative in nature and focuses on planning and development</p>
Fuller, J. L. (2001). Promoting School Renewal through Change Agent Strategies: Factors Influencing Teacher Adoption of a Statewide Change Initiative. Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA).	(Narrative p.16) This study analyzed what caused K-12 teachers to adopt statewide educational reform measure in Massachusetts. By examining what caused the teachers who participated in their study to make a paradigm shift so that change could occur and the factors that allowed them to move from non-utilization to routine utilization of the changed approach, they discovered that the most powerful influences were "quality of training, the approach being good for students, and the approach fitting the teacher's philosophy" as well as "class participation in an event utilizing the approach and utilization by colleagues."	The overlap of population and settings to the model is clear in that MSDE's CLSD project emphasizes the transition from PL to a change in teachers' beliefs and attitudes. This connects to the emphasis MSDE places on literacy coaches who will guide classroom teachers to the evidence needed to complete the transition of the learning.
Guskey, T. R. (2002). Professional development and teacher change. Teachers and teaching, 8(3), 381-391.	This article describes a model of teacher change that can occur after professional development. The model is a temporal sequence that shows that only after the change in the teachers' instructional practices and after the teacher can see the evidence through changes in students' learning outcomes will the change in teachers' beliefs and attitudes take place. This shows the importance of being able to explicitly connect student outcomes to the teachers' new instructional practices in order for the professional learning to be effective.	The overlap of population and settings to the model is clear in that MSDE's CLSD project emphasizes the transition from PL to a change in teachers' beliefs and attitudes. This connects to the emphasis MSDE places on literacy coaches who will guide classroom teachers to the evidence needed to complete the transition of the learning.
Guskey, T. R., & Yoon, K. S. (2009). What works in professional development?. Phi delta kappan, 90(7), 495-500.	<p>This research synthesis reviewed nine different studies to analyze what are the most effective components of professional learning. Among the findings, the most relevant findings to MSDE's project are:</p> <p>Time: The number of contact hours in the studies ranged widely from five to over 100 hours. However, those that showed positive effects included 30 or more contact hours.</p> <p>Follow up: This synthesis confirmed that follow up is vital to the success of PL. This follow up should include "just-in-time, job embedded assistance as they struggle to adapt new curricula and new instructional practices to their unique classroom contexts."</p>	This research synthesis clearly overlaps with the design of the MSDE project that focuses on literacy coaching and strong professional learning to ensure that both time and follow up are the backbone of the professional learning models implemented at the state and LEA level.
Brownell, M. T., Benedict, A. E., Leko, M. M., Peyton, D., Pua, D., & Richards-Tutor, C. (2019). A continuum of pedagogies for preparing teachers to use high-leverage practices.	<p>This article synthesized pedagogies that were most effective in teacher preparation across a variety of settings. The pedagogies included</p>	This article was helpful in the design of MSDE's project in that, while coaching is a vital component of the professional learning model, these other pedagogies are also shown to be

Remedial and Special Education, 40(6), 338-355.	<p>Case learning (a description of instructional scenarios or student data profiles);</p> <p>Rehearsal: candidates teaching peers as if their peers were students;</p> <p>Video analysis: Candidates analyzing video recorded instruction;</p> <p>Peer coaching: candidates are observed teaching and receive feedback from peers or faculty;</p> <p>And lesson study: candidates are grouped to plan, teach, observe, provide feedback, and revise instruction.</p>	<p>effective and can be used when developing specific PL sessions. These pedagogies are also ones that are authentically used in school settings such as through collaborative planning and regular student data analysis.</p>
<p>Brownell, M., Kiely, M. T., Haager, D., Boardman, A., Corbett, N., Algina, J., Dingle, M. P., & Urbach, J. (2017). Literacy learning cohorts: Content-focused approach to improving special education teachers' reading instruction. <i>Exceptional Children</i>, 83(2), 143-164. https://doi.org/10.1177/0014402916671517</p>	<p>This study compared the effectiveness of two professional development models by analyzing teacher and student outcomes. The first model included 2 days of initial PD with follow-up meetings, coaching, and video self-analysis. The comparison group received only 2 days of PD. The study found that the first model demonstrated significant change in instructional time allotted to, and quality of, specific literacy instruction. Additionally, analyses showed that students of teachers who received the first model of PD made significantly greater gains in said specific literacy instruction as compared to students in the comparison group.</p>	<p>This study clearly shows the emphasis on follow-up meetings, coaching, and video self-analysis after the delivery of multiple days of professional learning. This study further quantifies the importance of coaching and follow up that is included in the MSDE PL model.</p>
<p>Knapp, M. S. (2003). Chapter 4: Professional development as a policy pathway. <i>Review of research in education</i>, 27(1), 109-157.</p>	<p>This research synthesis focused on the use of professional development as a "policy instrument" at the state level. The studies supported conclusions drawn in earlier reviews that PD has a greater effect on teachers' learning when:</p> <p>"It includes a focus on administrators' learning;</p> <p>Is coherent with other policy measures;</p> <p>Builds on information from practice;</p> <p>and handles accountability measures with caution."</p>	<p>As MSDE designed the professional learning model, there was an emphasis placed on PL for administrators and LEA literacy leaders who support classroom teachers. When the LEAs are aligned in terms of what constituted best literacy instruction, teachers are more likely to be able to learn about, transfer, and instruct in the method that meets those best practices. This alignment, however, must involve the highest echelons of decision making in an LEA (as included through MSDE's development of MISLL) all the way to PL for paraeducators and support staff (as included through MSDE's partnership with SUNY).</p>

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