

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

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

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

**CFDA # 84.371C**

**PR/Award # S371C240009**

**Grants.gov Tracking#: GRANT14193174**

OMB No. , Expiration Date:

Closing Date: Jun 24, 2024

PR/Award # S371C240009

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

## Application for Federal Assistance SF-424

\* 1. Type of Submission:

- ☐ Preapplication  
☒ Application  
☐ Changed/Corrected Application

\* 2. Type of Application:

- ☒ New  
☐ Continuation  
☐ Revision

\* If Revision, select appropriate letter(s):

\* Other (Specify):

\* 3. Date Received:

06/21/2024

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

Massachusetts

### 8. APPLICANT INFORMATION:

\* a. Legal Name:

Massachusetts Department of Elementary & Secondary Education

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

046002284

\* c. UEI:

PUNALCFVXAL6

### d. Address:

\* Street1:

135 Santilli Highway

Street2:

\* City:

Everett

County/Parish:

\* State:

MA: Massachusetts

Province:

\* Country:

USA: UNITED STATES

\* Zip / Postal Code:

02149-4906

### e. Organizational Unit:

Department Name:

Division Name:

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

Prefix:

\* First Name:

Katherine

Middle Name:

\* Last Name:

Tarca

Suffix:

Title:

Director of Literacy and Humanities

Organizational Affiliation:

MA Dept of Elementary and Secondary Education

\* Telephone Number:

Fax Number:

\* Email:

PR/Award # S371C240009

Page e3

## Application for Federal Assistance SF-424

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

A: State Government

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

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

### \* Other (specify):

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

Department of Education

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

84.371

### CFDA Title:

Comprehensive Literacy Development

### \* 12. Funding Opportunity Number:

ED-GRANTS-042324-001

### \* Title:

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

### 13. Competition Identification Number:

84-371C2024-1

### Title:

Comprehensive Literacy State Development (CLSD) Program

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

Add Attachment

Delete Attachment

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

Massachusetts Comprehensive Literacy State Development (CLSD) Program: Advancing Equitable Literacy Experiences and Outcomes for All Students

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

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

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

Add Attachment

Delete Attachment

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

* a. Federal	<input type="text" value="38,440,031.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="38,440,031.00"/>

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

- ☒ a. This application was made available to the State under the Executive Order 12372 Process for review on
- ☐ b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- ☐ c. Program is not covered by E.O. 12372.

**\* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**☐ Yes ☒ No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

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

☒ \*\* I AGREE

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

**Authorized Representative:**

Prefix:  \* First Name:

Middle Name:

\* Last Name:

Suffix:

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

## CERTIFICATION REGARDING LOBBYING

### Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

### Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

#### \* APPLICANT'S ORGANIZATION

Massachusetts Department of Elementary & Secondary Education

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

Prefix:  \* First Name:  Middle Name:   
\* Last Name:  Suffix:   
\* Title:

\* SIGNATURE:



\* DATE:

## 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.]

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## You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

\* Attachment: 1234-MA CLSD 2024 Project Abstract.pdf

Add Attachment

Delete Attachment

View Attachment

Massachusetts' 2024 CLSD program will give students and teachers access to the best materials and instructional practices to support pandemic recovery and literacy achievement in high-need schools. Our proposal addresses all competitive and invitational priorities (see notations below).

**Project Goals and Outcomes:** **(1)** Increase use of high-quality core instructional materials in high-need schools and districts (*Competitive Priority 2, 3 & 4*). *Outcome:* Subgrantees adopt and implement high quality instructional materials. **(2)** Improve educator knowledge and skill with evidence-based instructional practices (*Competitive Priority 1 & 4*). *Outcome:* Subgrantees receive coaching and professional development on evidence-based instructional practices. **(3)** Increase the share of all students, especially historically underserved students, reaching grade-level literacy benchmarks. (*Competitive Priority 2 & 3*). *Outcome:* Subgrantees reduce the share of students, especially historically underserved students, at risk for reading failure **(4):** Build the knowledge and capacity of Institutions of Higher Education (IHE) faculty to prepare teacher candidates in evidence-based literacy instruction. (*Competitive Priority 1 & 4*). *Outcome:* IHE faculty participate in evidence-based literacy communities of practice.

**Grant Activities:** Through a competitive process, DESE will award subgrants to 40 LEAs with high-need schools serving historically underserved students. Subgrantees will be matched with a DESE-vetted Leadership Coach; conduct a needs assessment; develop a Literacy Action Plan; and engage with DESE for progress monitoring and technical assistance. Subgrantees will use funds to purchase high-quality instructional materials (HQIM); approved assessments; and services from vetted professional development providers. Funds can also be used to stipend educators, connect with community preschool providers, and cover staffing costs for reading specialists.

## Project Narrative File(s)

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\* **Mandatory Project Narrative File Filename:**

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

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

[Add Optional Project Narrative File](#)

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# Massachusetts' 2024 Comprehensive Literacy State Development Program

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## *Project Narrative Attachments*

- Attachment 1: MA State Strategic Literacy Plan
- Attachment 2: State Literacy Needs Assessment
- Attachment 3: CLSD 2020 Progress Snapshot
- Attachment 4: MA CLSD 2024 Evaluation Scorecard
- Attachment 5: CLSD 2020 Sample Continuous Improvement Report

## Introduction

### *A Massachusetts Literacy Story*

When Trina and Laura, two Curriculum and Instruction leaders in one of Massachusetts' largest and most diverse districts, applied for the 2020 CLSD Grant, they had just closed out the 21-22 school year, a year marked by hybrid and remote learning, pandemic learning loss, and widespread uncertainty of what was to come. While many people may have avoided taking on additional responsibilities at this difficult time, Trina and Laura knew something had to be done to better support the students in their community.

As news of the 2020 CLSD grant award came in, Trina, Laura, and the entire Literacy Team knew they needed to shift instruction to improve student outcomes. Initial walkthroughs found that though teachers were using high-quality instructional materials<sup>1</sup>, only one in every seven classrooms demonstrated student ownership. With less than a third of students meeting benchmarks on early literacy screening assessments, and with educators who felt unprepared to support students with diverse learning needs, the district literacy team developed a comprehensive Literacy Action Plan complete with ambitious goals for both student growth and educator learning.

With the support of CLSD funding, resources, and expert guidance, Trina and Laura focused their year 1 CLSD efforts on improving instruction. Educators across the district dove deep into their high-quality instructional materials, unpacking units and internalizing

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<sup>1</sup> DESE defines high-quality instructional materials as comprehensive curricular products, designed for core/Tier 1 instruction, that have been rated "Partially Meets Expectations" or "Meets Expectations" on [CURATE](#), or rated "Green" on EdReports' Gateways 1 and 2. CURATE is Massachusetts' project for reviewing and rating the available evidence on the quality of curricular materials products.

lessons. They participated in job-embedded coaching and professional learning communities centered on high expectations for all, high-quality tasks and questions, and student ownership. As their first CLSD year came to a close, the district saw some promising early improvement: now high-quality tasks and questions and student ownership were observed in just about one in every two classrooms. Trina and Laura were excited by this growth but knew improving instruction was going to take time, and the true test of their efficacy lived in students' achievement data. With that, Trina and Laura spent the next two years digging deeper. They extended new evidence-based instructional practices and materials into Pre-K classrooms; they developed strong systems for data analysis, progress monitoring, cycles of inquiry, and professional learning.

Today, Trina and Laura are in their final year of CLSD participation and look back on 2021 with a sense of awe and pride in their work and progress. Today, almost all classroom assignments are high-quality and require students to share and defend their thinking. Today, Trina and Laura smile at one another when they hear one student tell another to “defend your answer with text evidence,” and when they watch a student grapple with a complex idea independently, using the skills they had been taught to develop their own thinking. Most importantly, though, Trina and Laura can now say that 71% of third graders demonstrate “high growth” (more than 1 year’s expected growth) on early literacy screening assessments.

Through CLSD 2020, we’ve learned that intensive support for districts like Trina and Laura’s works. We’ve learned that when instructional leaders and teachers have access to the best evidence-based materials and sufficient support to implement new practices, students’ experiences and outcomes improve. It is with this knowledge that we apply to the



CLSD 2024 grant program, and seek to create more proof points across Massachusetts in districts just like Trina's and Laura's.

### ***A Commonwealth Commitment to Evidence-based Literacy***

*“Every child in this state needs to be able to read and read well – and we’re going to give them the tools to do just that.”* - Governor Maura Healey, 2024

The Commonwealth of Massachusetts is committed to ensuring that all students develop strong literacy skills from birth through grade twelve. While Massachusetts is a national leader in public education, only 42% of students are meeting or exceeding grade level expectations for literacy by the end of third grade, and there continues to be persistent gaps in literacy achievement between historically underserved student groups and their peers across the Commonwealth (Massachusetts DESE - Next Generation MCAS Achievement Results, 2023b). We know that strong literacy skills are essential to thrive in the Massachusetts economy and to fully participate in our democracy. This is why **improving literacy instruction and closing literacy gaps is a top Pre-K through 12 education priority for Massachusetts**, and why the Massachusetts Department of Elementary and Secondary Education (DESE) seeks the opportunity to participate in the 2024 Comprehensive Literacy State Development Grant (CLSD 2024).

**Our CLSD 2024 project will give students and teachers access to the best materials and instructional practices to support their pandemic recovery and literacy achievement.** As a result of CLSD 2020, 35 Massachusetts school districts, serving 30,000 students now have comprehensive Literacy Action Plans and are now using high-quality, evidence-based instructional materials and practices in literacy. Even more importantly, in these districts the percentage of Pre-K students meeting literacy benchmarks increased from 55% to 73%. The rate of reading risk for reading failure went

from 50% to 32% among students in grades K-5, and from 31% to 22% in grades 6-12 (Attachment 3 CLSD 2020 Progress Snapshot). With CLSD 2024, DESE plans to reinvest to reach the state's highest need schools and students and remove barriers to high-quality, evidence-based literacy instruction. **CLSD 2024 will bring high-quality, evidence-based literacy programs to at least 40 more Massachusetts school districts.**

CLSD 2024 arrives at a critical time as a number of related evidence-based literacy initiatives are underway in alignment with our 2019 Literacy Strategic Plan<sup>2</sup> (Attachment 1 MA State Strategic Literacy Plan) with support of federal and state funds, and of leaders across the Massachusetts Executive branch and Legislature. Evidence of this movement toward evidence-based literacy for all includes but is not limited to:

- The 2020 adoption of the [Massachusetts Dyslexia Guidelines](#)
- The creation of [Board of Elementary and Secondary Education Special Committee on Pandemic Recovery and Literacy](#)
- The [2022 passage of Universal Early Screening regulation](#) requiring bi-annual assessment of students' reading ability and progress from kindergarten to third grade
- Revision of DESE's [Guidelines for Educator Preparation Program Approval](#) and the [Early Literacy Program Approval Criteria](#) so that all prospective teachers are trained in evidence-based early literacy practices in relevant licensure areas
- The Governor's proposed \$30 million FY2025 investment in early literacy, [called Literacy Launch](#), which focuses on implementing high-quality, evidence-based curriculum and practices from Pre-K to grade 3 in partnership with the Department of Early Education in Care (EEC).

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<sup>2</sup> DESE updated their State Strategic Literacy Plan in 2024, and will continue to revise this plan using a stakeholder review process as part of the activities of this grant. The updated plan is in Attachment 1.

All of these initiatives reflect a Commonwealth-wide commitment to evidence-based literacy and improving student outcomes, particularly for historically underserved students and those most impacted by the COVID-19 pandemic. It is in this environment that we are excited to propose our CLSD 2024 plan to continue to deepen and extend this work in our highest-need schools and communities. The plan that follows describes how we will work towards realizing our ambitious vision.

## **A. Need for the Project**

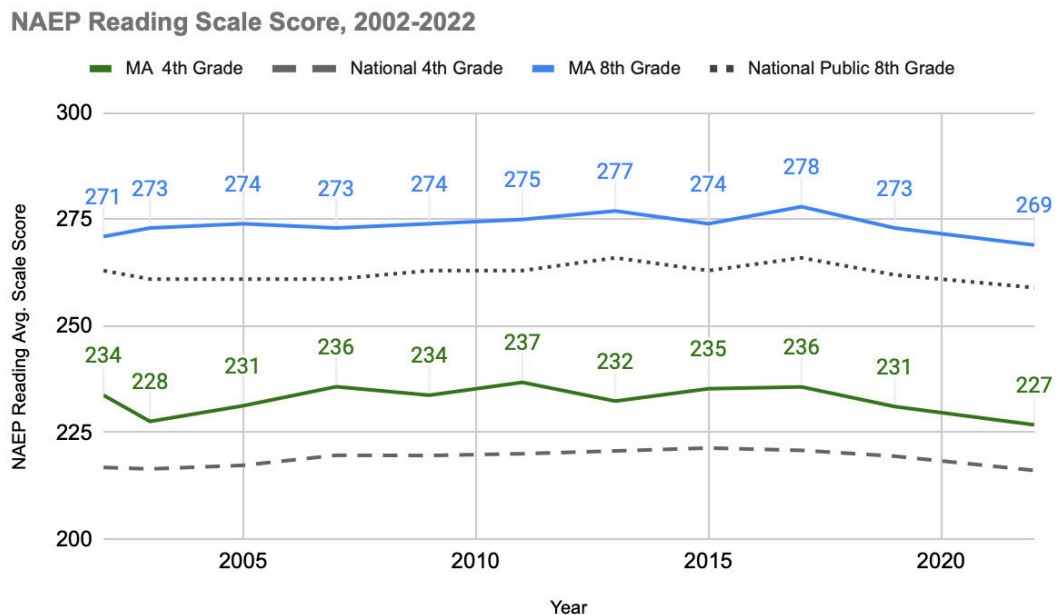
DESE's CLSD 2024 Project to **give Massachusetts students and teachers access to the best materials and instructional practices to support their pandemic recovery and literacy achievement** is in direct response to the major themes identified in our State Needs Assessment (Attachment 2 State Needs Assessment). Across our state, we see too few students meeting grade level literacy benchmarks, too few teachers prepared and trained in evidence-based instructional practices, and too few districts and schools adopting and implementing high-quality instructional materials. Yet, outcomes from CLSD 2020 also prove that with intensive support, ambitious improvement is attainable (Attachment 3 2020 CLSD Progress Snapshot). With a focused strategy that will increase the use of evidence-based, and culturally and linguistically sustaining instructional practices in high-needs schools, we will see our statewide literacy outcomes shift and our achievement gaps close, especially for historically underserved students.

### **Need 1: Improve Statewide Literacy Achievement and Close Gaps**

In 2022, fewer than 50% of Massachusetts 4th and 8th graders met reading proficiency targets on the National Assessment of Educational Progress Reading

Assessment (NAEP Reading) and the Massachusetts Comprehensive Assessment System for English Language Arts (MCAS ELA) (See Attachment 2 State Needs Assessment, Trend 1). NAEP Reading and MCAS ELA data show that prior to dipping in the aftermath of the COVID-19 pandemic, Massachusetts' literacy achievement plateaued (Figure 1). From 2007 to 2017, literacy achievement on the NAEP Reading assessment for 4th and 8th grade remained relatively flat, and then achievement declined below 2002 levels in 2019 and 2022 (U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, 2023). While Massachusetts currently leads the nation in 4th and 8th grade reading achievement on NAEP, other states have accelerated growth over the last ten years, and particular student subgroups in other states have already well surpassed their Massachusetts counterparts.<sup>3</sup>

**Figure 1**



<sup>3</sup> For example, 4<sup>th</sup> and 8<sup>th</sup> grade Hispanic students in numerous states outperformed those in Massachusetts in 2017. Data is available through the [NAEP Data Explorer](#).

**Massachusetts has some of the largest literacy achievement gaps amongst student groups** that reflect a history of underserving specific student groups, including Black students, Hispanic students, English learners, low-income students, and students with disabilities. Specifically, on the NAEP grade 4 reading assessment, despite strong overall performance, Massachusetts leads the nation in the magnitude of gaps in reading proficiency for students identified with disabilities, English Learners, and students eligible for free and reduced lunch and their peers (Table 1).

Table 1

<b>Student Groups</b>	<b>Size of Proficiency Gap<sup>4</sup></b> <i>(2022 NAEP Gr 4 Reading)</i>	<b>50-state Ranking based on the Size of Proficiency Gap<sup>5</sup></b> <i>(1 = largest gap, 50=smallest gap)</i>
Students with disabilities and Students not identified w/disabilities	37 percentage points	#2
ELL Students and Students not classified as ELL	42 percentage points	#1
Students eligible for Free and Reduced Lunch and Students not eligible for Free and Reduced lunch	33 percentage points	#2

Recent data collected from a representative sample of universal literacy screening assessment results from Massachusetts schools in grades K-3<sup>6</sup> show that literacy gaps that appear on MCAS ELA / NAEP Reading emerge as early as kindergarten (Lemke et

<sup>4</sup> This shows the magnitude of the proficiency gap in Massachusetts between the two student groups on the NAEP grade 4 Reading assessment. For example, Massachusetts students with disabilities scored 37 percentage points below students without disabilities.

<sup>5</sup> This shows how the size of Massachusetts' proficiency gap on the NAEP 4th Grade Reading for the two specified student groups in that row compares to the size of proficiency gaps in the other 50 states. For example, the reading proficiency gap between ELL students and non-ELLs in Massachusetts is the largest proficiency gap in the nation.

<sup>6</sup> Literacy screening data was collected from 35,000 students in 159 schools across 43 districts in grades K-3 (approximately 10% of the Massachusetts K-3 student population).

al., 2023). The percentage of students not meeting benchmarks in early literacy is largest for English Learners. Additionally, this data showed that more students at higher grade levels (2nd and 3rd) stayed at risk of not meeting benchmarks from beginning to end of years than did students at lower grade levels (K and 1st) (See Attachment 2 State Needs Assessment, Trend 3).

## **Need 2: Support Literacy Achievement in High-need Schools**

School performance on state reading assessments in Massachusetts is strongly correlated with the percentage of low-income students in the school. Our Needs Assessment analysis of Massachusetts high-need schools<sup>7</sup> also demonstrated this reality in literacy achievement across grade levels. We found that high-need schools, on average, had fewer than 30% of students meeting expectations on MCAS ELA in 4th grade (See Attachment 2 State Needs Assessment, Trend 4). High-need schools in Massachusetts serve higher concentrations of multilingual learners: 22% of students in high-need schools are identified as English Learners as compared to only 5% in schools not considered high-need.

High-need schools are also experiencing a slower recovery from the COVID-19 Pandemic. Only 11% of high-need schools are scoring at their 2019 proficiency levels on MCAS, while 20% of these schools (102 schools) remain 20 or more percentage points below their 2019 levels (Figure 2).

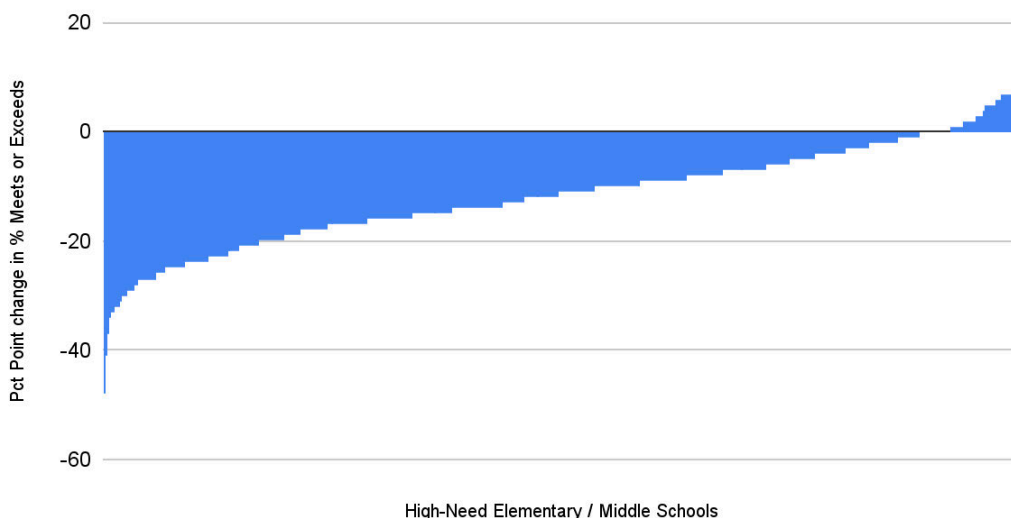
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<sup>7</sup> The US Department of Education defines a high-need school as an elementary or middle school in which not less than 50% of the enrolled students are children from low-income families, or high school in which not less than 40% of the enrolled students are children from low-income families.

Figure 2

**Change in ELA Grades 3-8 MCAS Since 2019 for High-Need Schools**

*0 or above means school is at pre-pandemic level*



**Need 3: Strengthen Infrastructure for Teacher Preparation and In-Service Training with HQIM and Evidence-based Practice**

When Massachusetts applied for its first CLSD grant in 2020, few districts were using high-quality instructional materials (HQIM) in ELA. With DESE's supportive programs and funding, many more districts are now using HQIM, especially in early literacy. **Still, the majority of districts, and teachers, in the Commonwealth are not using HQIM for core literacy instruction** (see Attachment 2 State Needs Assessment, Trend 6).

A survey associated with a 2022 RAND study on HQIM adoption found that only 15% of Massachusetts teachers reported regular use of at least one standards-aligned instructional material in ELA (Doan et al., 2022). Massachusetts superintendents report that the major barriers to HQIM adoption are the cost of purchasing new materials and the costs and capacity required for training educators on new materials and practices.

The need to provide significant training to in-service teachers is due to the inadequate preparation teachers receive in evidence-based instructional practices in the areas of reading, writing and language at Massachusetts educator preparation programs (see Attachment 2 State Needs Assessment, Trend 7). A DESE review (Region 1 Comprehensive Center, 2022) and a review by the National Council on Teacher Quality of syllabi found that educator preparation programs varied significantly in their incorporation of key literacy topics such as decoding, phonemic awareness, and components of writing instruction in pre-service courses. Only three of 18 Massachusetts programs NCTQ reviewed scored an “A” on the alignment of their program with scientifically-based reading instruction (Ellis et al., 2023). The inadequate pre-service training, combined with limited and often cost-prohibitive professional development in-service, results in a lack of well-trained literacy teachers across Massachusetts schools.

## **B. Quality of the Project Design**

### ***1. Goals, objectives, and outcomes to be achieved by the proposed project.***

DESE’s proposed CLSD 2024 project will give students and teachers **access to the best materials and instructional practices** to support their **pandemic recovery and literacy achievement**. Massachusetts' two CLSD 2024 subgrants (Pre-K-5 and 6-12) will help at least 40 additional school districts shift to evidence-based, culturally and linguistically sustaining practices using high-quality instructional materials. These practices will recover pandemic-related achievement losses in high-need schools and support all students to achieve literacy proficiency. In tandem with the subgrants, DESE will use our 5% state set-aside funding to support IHE faculty in a community of practice, and will build



in coordination between IHEs and districts to strengthen coursework and experiences for teacher candidates (***Competitive Priority 1 & 4***).

### **CLSD Project Goals**

- **CLSD Goal 1:** Increase use of high-quality core instructional materials in high-need schools and districts. (***Competitive Priority 2, 3 & 4***).
- **CLSD Goal 2:** Improve educator knowledge and skill with evidence-based instructional practices (***Competitive Priority 4***).
- **CLSD Goal 3:** Increase the share of all students, especially historically underserved students (English learners, students with disabilities, low income students) reaching grade level literacy benchmarks, and accelerating ELA/literacy recovery from the COVID-19 pandemic (***Competitive Priority 2 & 3***).
- **CLSD Goal 4:** Build the knowledge and capacity of Institutions of Higher Education (IHE) faculty members to better prepare teacher candidates in evidence-based literacy instruction (***Competitive Priority 1 & 4***).

### **Measurable Project Objectives and Outcomes**

To achieve the four goals stated above, DESE will implement programming to achieve the following measurable objectives and outcomes:

- **Objective 1:** Through the development of Literacy Action Plans and the adoption of high-quality instructional materials, subgrantees establish the foundations and enabling context for developing and implementing a high-quality, evidence-based literacy program (***Competitive priorities 1, 2, & 3***)

- **Outcome 1.1:** By the end of Year 1 of the grant program, 100% of subgrantees conduct a Community Literacy Needs Assessment in partnership with local early education providers, and a representative from local educator preparation institutions. *Measures: % of subgrant districts completing a Community Literacy Needs assessment by the end of year 1 that identifies literacy needs and historically underserved student groups.*
- **Outcome 1.2:** By the end of Year 1 of the grant program, 100% of subgrantees will create a comprehensive Literacy Action Plan that aims to improve access to high-quality, evidence-based literacy for all students and includes partnership with local Pre-K providers (for K-5) and local educator prep institutions. *Measures: % of subgrant districts completing a Literacy Action Plan that centers the needs of historically underserved students by the end of year 1, as determined by DESE administrators.*
- **Outcome 1.3:** By the end of the grant program, 100% of subgrantees adopt and implement high-quality ELA/literacy instructional materials (or undergo an evaluation process to verify the high quality of existing materials).  
*Measure: % of subgrantees using high-quality instructional materials (analysis using the Department’s CURATE project<sup>8</sup>, EdReports, or the Department of Early Education and Care’s Curriculum Rubric Review).*
- **Objective 2:** Strengthen educators’ knowledge and implementation of evidence-based, systematic, explicit, and culturally and linguistically sustaining ELA/literacy instructional practices through job-embedded and regular coaching and

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<sup>8</sup> CURATE is DESE’s high-quality curriculum ratings website that publishes reviews of curriculum using an evidence-based framework by MA educator review panels.

professional learning across the district, including non-district early educators. (**Competitive priorities 1, 2, 3, & 4; Invitational Priority**)

- **Outcome 2.1:** By the end of the grant program, 70% of subgrantee literacy teachers will receive access to regular coaching by a literacy expert and/or job-embedded professional development on early literacy content and evidence-based practices, aligned to teachers' instructional materials, as determined by a DESE analysis of twice annual teacher surveys and data reports. *Measures: % of Subgrantee literacy teachers receiving coaching and/or job-embedded professional development on early literacy and evidence-based practices according to DESE administered educator surveys.*
- **Outcome 2.2:** By the end of the grant program, 40% of subgrantee Pre-K professional development on early literacy content and evidence-based practices will be in a mixed group of community-based early childhood program educators and public school educators. *Measures: % of hours of evidence-based early literacy professional development in a mixed group setting as determined by DESE analysis of surveys and data reports.*
- **Outcome 2.3:** By the end of the grant program, 80% of CLSD-funded schools provide evidence-based and culturally and linguistically sustaining core instruction to all students. *Measures: % of schools making progress toward specific instructional practice targets defined in LEA Literacy Action Plans*

- **Objective 3:** Subgrantees increase rates of literacy achievement for all students, especially those who have been historically underserved, in CLSD-participating grade spans.
  - **Outcome 3.1:** By the end of the grant program, subgrantees will reduce the share of students at risk for reading failure in each assessment period in their targeted grade span with 60% of Pre-K-5 students meeting benchmark and 30% of secondary students requiring literacy intervention. *Measures Pre-K - 5: % of students meeting ELA/literacy benchmarks in Pre-K-5, Measures for 6-12: % of students requiring requiring literacy interventions at the secondary level, as determined by an analysis of twice annual subgrantee reports*
  - **Outcome 3.2:** By the end of the grant program, subgrantees will improve ELA/literacy achievement within their targeted grade span (Pre-K: 70%, 5th and 8th grade: 35% 10th grade: 45%) . *Measures for Pre-K through 5: % of participating four-year-old children who achieve significant gains in oral language skills, as determined by a State-approved measure [Required Program Measure]; % of participating fifth grade students who meet or exceed expectations on the MCAS ELA [Required Program Measure]. Measures 6 through 12: % of participating eighth grade students who meet or exceed expectations on the MCAS ELA [Required Program Measure]; % of participating tenth grade students who meet or exceed expectations on the MCAS ELA [Required Program Measures]*
  - **Outcome 3.3:** By the end of the grant program, subgrantees will improve ELA/literacy achievement of identified historically underserved student groups identified in their Literacy Action Plans, within their targeted grade

span (5th grade: 35%, 8th and 10th grade: 45%, high school: 90%) on the MCAS ELA assessment and/or competency determination. Measures for Pre-K through 5: % of participating third, fourth, and fifth grade students from subgrantee-identified historically underserved student groups who meet or exceed expectation on the MCAS ELA. Measures 6 through 12: % of participating eighth and tenth-grade students from subgrantee-identified historically underserved student groups who meet or exceed expectations on the MCAS ELA; % of high school students from subgrantee-identified historically underserved student groups who attain the ELA competency determination for graduation from high school

- **Objective 4:** Faculty members from Massachusetts institutions of higher education will build their knowledge and capacity of how to best prepare teacher candidates to implement evidence-based literacy practices.
  - **Outcome 4.1:** By the end of the grant program, educator preparation faculty members from at least 50% of Massachusetts IHEs will participate in a community of practice to update their knowledge and revise their course syllabi in accordance with new state expectations. Measures: % of IHEs participating in the community of practice; % of participating IHEs successfully completing their formal DESE compliance review

***2. High-quality review of the relevant literature, a high-quality plan for project implementation, and the use of appropriate methodological tools to ensure successful achievement of project objectives.***

To design the CLSD 2024 project, DESE conducted an extensive review of the relevant literature. Described below are the five core evidence-based strategies that undergird DESE’s approach (see attached Evidence Form for the levels of evidence ratings). DESE draws heavily from the What Works Clearinghouse guides focused on early literacy, adolescent readers and writers, multilingual students, and effective reading interventions.

**1. Use of High-Quality Instructional Materials (HQIM) in ELA/Literacy**

**(Competitive Priority 2 & 3):** There is strong evidence that the quality of core instructional materials has large effects on student learning—effects that rival in size those that are associated with differences in teacher effectiveness (Whitehurst & Chingos, 2012). Specifically, the implementation of a high-quality curriculum has been shown in randomized trials to have a larger impact on weaker teachers and is a more cost-effective way to create a quality floor for grade level instruction (Jackson & Makarin, 2018). High-quality materials for reading were found to build both students’ decoding skills and language comprehension skills, the critical components for learning to read and comprehend complex language (Liben & Paige, 2017). Specifically, a 2020 meta-analysis found positive effects on reading comprehension from the use of explicit materials to teach language comprehension, including vocabulary and semantics, morphology, and syntax (Silverman et al., 2020). The use of explicit teaching models in high-quality curriculum has

also been shown to support older students in translating comprehension in their writing (Graham et al., 2016).

High-quality instructional materials are an essential tool for achieving equity. A 2018 study across multiple, diverse districts suggests that a substantial amount of class time is commonly devoted to instructional materials that are below grade level rigor in all types of classrooms, but that students of color are more likely to receive these easy assignments, widening the opportunity gap (*The Opportunity Myth*, 2018). A high-quality curriculum also purposefully connects to and builds upon the cultural knowledge and experiences of students in order to maximize motivation and deeper learning (Gay, 2002)—and when the curriculum fails to do this, it can contribute to deepening inequities. Intentional planning of curriculum allows for the scaffolding and knowledge-building activities that have been shown to increase student outcomes on standardized assessments as well as their mastery of reading increasingly complex text (Grissmer et al., 2023).

**2. Use of evidence-based curriculum and instructional practices to support foundational literacy development in Pre-K to grade 3. (Competitive Priority 2 & 3; Invitational Priority)**: A rich evidence base developed over decades (National Reading Panel, 2000; National Early Literacy Panel, 2008) exists to guide the design of an effective early literacy program (Castles et al., 2018) and researchers generally agree that virtually all children can learn to read when provided with adequate instruction (Kilpatrick, 2015). DESE’s approach to supporting early literacy in CLSD adopts all four proven practices of the 2016 What Works Clearinghouse practice guide *Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade*. To develop into successful readers, children must develop fluent word reading *and* language comprehension abilities

throughout grades K-3. Thus, students need daily, systematic and explicit instruction in foundational skills, including phonological awareness, phonics, and fluency (Foorman et al., 2016). This is true for both monolingual and multilingual students (National Institute of Child Health and Human Development, 2000; August & Shanahan, 2006). Concurrently, they also need ongoing and daily access to rich complex text, explicit instruction in writing, and opportunities to develop vocabulary and oral language. Students need dedicated time in the core literacy block for each of the three main components: foundational skills, engaging with complex text, and writing (Scarborough, 2003).

CLSD-supported schools and districts serving PreK-5 will be required to implement a scientifically backed foundational skills early literacy curriculum. DESE has created an open-source, free, evidence-based foundational skills early literacy curriculum, [Appleseeds for K-2](#).<sup>9</sup> This free curriculum combined with free, aligned [implementation supports](#)<sup>10</sup> for schools, districts, and educators removes barriers districts have encountered in the past to being able to access evidence-based curriculum.

Through CLSD 2024, DESE also seeks to continue to develop the capacity and skills of Pre-K educators to ensure that programming across the state's mixed delivery system of early childhood programs is aligned with the evidence-base about how the youngest children learn to read. This includes supporting early education providers to use proven practices such as: intentionally planning activities to build children's vocabulary and language, building children's knowledge of letters and sounds, and using shared reading to develop knowledge of print and knowledge of the world (Burchinal et al., 2022) in alignment with the components highlighted in the Report of the National Early Literacy

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<sup>9</sup> Appleseeds is a DESE-developed, free, open source, evidence-based package of instructional materials for reading foundational skills in Kindergarten through Grade 2.

<sup>10</sup> Appleseeds comes with a library of free implementation supports geared to teachers and school leaders on best practices for implementing evidence-based literacy strategies.



Panel and validated by studies reviewed by What Works Clearinghouse (Wasik et al., 2020). Including early educators and early education providers in professional development, and providing access to high-quality, vertically aligned curricular resources for these programs will ensure that more students are arriving at school at or above Kindergarten literacy benchmarks.

**3. Provision of job-embedded, curriculum-aligned educator coaching to support skillful instruction using HQIM in ELA/Literacy (Competitive Priority 4):**

Research has consistently shown that adopting high-quality materials is not sufficient to improve teacher effectiveness and ultimately student outcomes. It is essential that schools and all instructional staff members are supported in understanding and effectively deploying materials (Blazar et al., 2019). A 2020 study showed the impact of providing aligned professional development to support educator implementation of high-quality materials and found statistically increased positive impacts on student outcomes when high-quality professional development and ongoing support was paired with the adoption of HQIM (Hill et al., 2020).

Specifically in early literacy, Moats and others have argued that time devoted to preparing teachers to teach reading is insufficient and often lacks a grounding in the evidence of how students learn to read (Moats, 2020). To be skilled early literacy instructors, educators need to receive specific professional development in the foundations and science of reading, as well as professional development specific to the high-quality instructional materials they are using in their classrooms. Repeatedly, studies have shown that teachers themselves lack an understanding and knowledge of the building blocks of reading, including language structure, word structure, speech sounds, spelling patterns (Moats & Foorman, 2003; Spencer et al., 2008; Spear-Swerling & Brucker, 2006).

Professional development in these topics are even more scarce for practicing teachers. At least one recent study found an average elementary school teacher to receive 1.1 days of professional development focused on curriculum implementation (Blazar et al., 2019).

Creating a culture of supportive school-wide implementation for high-quality curriculum and evidence-based practices is an essential requirement for DESE's approach to CLSD 2024. A multi-year longitudinal study of the implementation of high-quality curriculum across multiple schools found positive outcomes for students associated with stronger, sustained implementation. Schools where implementation was supported over multiple years were able to demonstrate larger impacts on student achievement (Stringfield et al., 2000). To reach fidelity, implementation of new, high-quality materials has to be supported by school leadership through observations, feedback, and professional development (Kane et al., 2016). When coaching is job-embedded, it is proven to enhance the effective application of techniques acquired through professional development (Kraft et al., 2018).

#### **4. Execution of an effective Multi-Tiered System of Supports (MTSS) for ELA/Literacy that embeds evidence-based interventions (*Competitive Priority 2 & 3*):**

Complementing the implementation of high-quality curriculum and skillful teacher implementation of evidence-based literacy practices in the MA CLSD 2024 program design is support for schools to develop and execute an effective Multi-Tiered System of Support (MTSS) aligned to the [MA MTSS Blueprint](#)<sup>11</sup> and leverage strategies from [DESE's Acceleration Roadmap](#) for academic recovery.<sup>12</sup> A strong evidence base from the What Works Clearinghouse supports implementation of MTSS for Pre-Kindergarten through

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<sup>11</sup> The MA MTSS Blueprint is a guide based on the 2009 What Works Clearinghouse Practice Guide for "Assisting students struggling with reading: Response to intervention (RTI) and multi-tier intervention in the primary grades" and other research-based practice for MTSS.

<sup>12</sup> DESE partnered with TNTF to create this guidebook of research-based strategies for academic recovery.

grade 12 literacy instruction, as means to improve outcomes for all students, including historically disadvantaged students (Gersten et al., 2009).

Using targeted interventions (Tier 2 and 3 on MTSS) reduce or even eliminate reading difficulties in young children (Stewart et al., 2007). Students need instruction using intervention materials or approaches that have been shown to be effective in similar contexts and that are coherent with the daily curriculum in order to yield strong results (Lesaux et al., 2010). Effective MTSS systems include creating regular opportunities for educators to respond to formative and summative assessment data, and provide intensive, systematic instruction on foundational reading skills in small groups to students who are not meeting benchmarks (Gersten et al., 2009).

#### **5. Increasing the use of evidence-based strategies for multilingual learners**

**(Competitive Priority 2 & 3):** One in four Massachusetts students enter school speaking a language other than English as their first language. DESE recently partnered with the [English Learner Success Forum \(ELSF\)](#) to update the [Mass Literacy Guide](#)<sup>13</sup> with expanded resources for multilingual learner literacy in alignment with the best available evidence (August & Shanahan, 2006). DESE's new foundational guidance on early literacy instruction for multilingual learners, [Early Literacy for Multilingual Learners Cross Cutting Ideas](#), aligns with the Instructional Practice Guide *Teaching Academic Content and Literacy to English Learners in Elementary and Middle School* (Baker et al., 2014), which is based on decades of research for teaching multilingual learners to read in English and the research regarding the development of biliteracy.

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<sup>13</sup> The Mass Literacy Guide is a central web portal for districts, schools and educators to access state literacy guidance and state-vetted resources for evidence-based literacy practices. The Multilingual Learner Revision project will update these tools and create new tools specifically for supporting literacy for English Learners.

CLSD 2024 will prioritize schools and districts serving a significant percentage of high-needs students, including multilingual learners. To ensure LEAs have the capacity to transform instruction for the unique assets and needs of multilingual learners, the project will advance the following specific, evidence-based practices and Cross-Cutting Ideas DESE has identified (see Evidence Form attachment).

- teaching academic vocabulary words intensely to support reading, writing, and discussion (Baker et al., 2014)
- providing structured opportunities for engaging students in academic discussions about content (Baker et al., 2014)
- ensuring English literacy instruction builds upon multilingual learners' existing linguistic and literacy assets (García & Kleifgen, 2020) and is in response to students' language and literacy development needs, including supporting cross-linguistic connections and comparisons between English and home language (Melby Lervåg and Lervåg, 2011)
- grounding literacy instruction for multilingual learners in meaningful contexts (Beck & Beck, 2013)
- providing an abundance of opportunities to engage in discourse and oral language development activities for learning, communication, and literacy development (Escamilla et al., 2013; Lesaux & Geva, 2006), as well as opportunities to learn the components of literacy through exposure and practice (Hakuta et al., 2000; Demie, 2012)
- a comprehensive approach to literacy instruction that supports simultaneous and interdependent development of code-based and meaning-based skills in the context of a knowledge-building curriculum (Gottardo & Mueller, 2009)

### ***3. The extent to which the proposed project is supported by promising evidence.***

As documented on the U.S. Department of Education Evidence Form included in this application package, DESE's proposed project for CLSD 2024 is supported by **strong evidence**. DESE's approach of supporting subgrants to adopt and implement evidence-based practices in literacy is based on decades of research on how children learn to read. Through CLSD 2024, DESE will require subgrantees to implement these practices, including the use of evidence-based instructional materials that explicitly teach foundational reading skills (National Reading Panel, 2000; National Early Literacy Panel, 2008; Graham et al., 2016), the execution of MTSS systems (Gersten et al., 2009), and the use of evidence-based instructional strategies for developing reading skills of multilingual learners (Baker et al., 2014). In addition, DESE's project will strengthen pre-service and in-service teacher training so that Massachusetts teachers can execute evidence-based instructional practices and effectively use HQIM in their literacy classrooms. This investment in teacher training alongside high-quality curriculum implementation has been shown to have a statistically significant impact on student outcomes (Hill, H.C., 2020).

## **C. Quality of the Management Plan**

### ***1. The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.***

DESE's track record of successful implementation of CLSD 2020 provides the strongest evidence of its capacity to successfully manage CLSD 2024 (see Attachment 3

CLSD 2020 Progress Snapshot). The CLSD 2024 project will be led by DESE's Center for Instructional Support (CIS). The majority of the CLSD 2024 project team members led, managed, and oversaw the effective implementation of CLSD 2020, and will bring their experience and learnings to CLSD 2024. The Massachusetts team has met all US Department of Education performance targets for grant administration and financial management.

The Massachusetts team has fine-tuned its approach to CLSD administration and will apply necessary shifts to ensure a high-quality program delivery, maintain budgetary accountability, and execute consistent structures for subgrantee support and progress monitoring. The CLSD project team will meet monthly to plan and strategize project activities, analyze data, discuss project milestones, and monitor progress toward goals. Additionally, the CLSD project team will meet bi-weekly with leadership from DESE's Office of Educator Effectiveness<sup>14</sup> to ensure effective administration of the CLSD-supported Evidence-based Early Literacy Professional Learning Community (PLC) for faculty.

DESE will collaborate with the state Department of Early Education and Care (EEC) to support the birth-Pre-K portion of the CLSD program. Specifically, DESE and EEC will work together to ensure all programming, support, and funding is aligned to developmentally appropriate, standards aligned, and evidence-based materials and instructional practices for Pre-K students to build their early language and literacy skills. An EEC Early Literacy and Language Content Specialist will take part in all Project Team activities, meetings, and expectations (**Invitational Priority**). Resumes for the CLSD

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<sup>14</sup> The Office of Educator Effectiveness within DESE oversees all educator preparation programs and licensure programs, including setting program approval criteria, and leading the [Early Literacy Professional Learning Community for Educator Prep Institutions](#)

project team members are attached (Other Attachment 3 Staff Resumes), and Table 2 below indicates the roles and responsibilities for the project.

Table 2

Name and Title	CLSD 2024 Role	CLSD 2024 Responsibilities and Expertise	% of time on CLSD 2024
Dr. Erin Hashimoto-Martell  <i>Associate Commissioner, Center for Instructional Support</i>	DESE Senior Leadership Oversight	As strategic leader of CIS, and member of DESE's senior leadership team, Dr. Hashimoto-Martell will be responsible for ensuring CLSD remains aligned with the DESE's priorities, educational vision and CIS goals.  Dr. Hashimoto-Martell brings 17 years of instructional leadership experience and 9 years of administrative experience. Dr. Hashimoto-Martell serves on DESE's senior leadership team, and in her capacity as leader of CIS is responsible for overseeing multiple federal grants.	5%
Katherine Tarca  <i>Director of Literacy and Humanities, Center for Instructional Support</i>	CLSD Project Director	Katherine Tarca will provide overall strategic direction to the CLSD program, including providing program vision, team leadership, and oversight of program policies, practices, budget and delivery. During the 2020 CLSD project, Katherine served as the director and spearheaded the design and visioning of the project, while ensuring alignment to MA's educational priorities.  Katherine brings two decades of experience in evidence-based literacy, program design, and instructional leadership. Katherine serves on CIS' Director Team, and in her capacity as Director of Literacy and Humanities, is responsible for coordinating a number of literacy programs, projects, and grants.	15%
Linda Sewnarine  <i>Assistant Director of Literacy, Center</i>	CLSD Project Manager	Linda Sewnarine will provide additional direction to the CLSD program, including providing program vision, instructional leadership, and oversight of programmatic	20%

for Instructional Support		<p>efficacy. Linda will lead the revision of the 2019 Literacy Strategic Plan and oversee IHE CLSD partnerships through collaboration with DESE's Office of Educator Effectiveness. During the 2020 CLSD project, Linda provided insight into program implementation, coached coordinators and managers, and supported continuous improvement through strategic planning.</p> <p>Linda brings over a decade of experience as an educator, instructional leader, administrator, and manager. Linda serves on CIS' Manager Team, and in her capacity as Assistant Director of Literacy, is responsible for managing all projects in the literacy portfolio, ensuring alignment and coherence in service of DESE's vision.</p>	
<p>Allison Pickens</p> <p><i>Literacy Content Specialist, Center for Instructional Support</i></p>	CLSD Project Coordinator	<p>Allison Pickens will serve as the project coordinator for CLSD and will oversee all aspects of the CLSD program, including programmatic implementation, financial compliance, and accountability measures. Allison acted as the 2020 CLSD coordinator and implemented, monitored, and continuously improved upon all aspects of the program. For the CLSD 2024 project, Allison will continue to serve as the primary coordinator.</p> <p>Allison brings over a decade of experience as an educator, instructional leader, and project manager. As a member of the Office of Literacy and Humanities, Allison supports literacy curriculum, instruction, and assessment improvement projects across the state.</p>	50%
<p>Literacy Specialist (To be hired)</p> <p><i>Literacy Content Specialist, Center for Instructional Support</i></p>	CLSD Project Assistant	<p>The Literacy Specialist will serve as the CLSD Project Assistant. They will provide program management support to the Project Coordinator, including managing internal coordination of program monitoring and communication, and the development of subgrant applications and coordinating review of proposals.</p>	90%



		DESE will hire a Literacy Specialist with expertise in project management, evidence-based literacy, high-quality instructional materials, and culturally and linguistically sustaining practices.	
Craig Waterman <i>Assistant Director, Strategy and Integration, Center for Instructional Support</i>	CLSD Project Data and Accountability	<p>Dr. Craig Waterman will support data collection, analysis, and reporting for the CLSD project. Craig will regularly analyze collected data to identify trends, report on program efficacy, and support continuous improvement. During the 2020 CLSD program, Craig ensured all data was collected, analyzed, synthesized, and reported on in a timely and accurate manner.</p> <p>Craig brings two decades of experience in strategic planning, education evaluation, and data analysis.</p>	10%
Jennifer Crandell <i>Early Literacy Practice Specialist, Department of Early Education and Care</i>	CLSD Pre-K Specialist	<p>Dr. Jennifer Crandell will support the facilitation, continuous improvement, assistance, and monitoring of the Pre-K portion of the CLSD program. As a member of EEC's Early Literacy Team, Jennifer will provide content expertise, resource sharing, and direct support to LEAs and communities to ensure strong horizontal alignment between district and community-based Pre-K providers, as well as strong vertical alignment between Pre-K and early elementary.</p> <p>Jennifer brings decades of expertise in early childhood education, especially early literacy and language development.</p>	20%

Table 3 displays DESE's management plan, including project tasks, timelines and milestones. Additionally, Table 3 indicates how we will ensure adequate oversight and management of all major project tasks through the use of the Management Center's "[MOCHA Model](#)" for effective project management (The Management Center, 2014). Table

3 assigns specific managers (M), owners (O), consultants (C), helpers (H), and approvers (A) for project tasks.

Table 3

Project Tasks	Timeline	Major Milestones	MOCHA
Facilitate meetings with DESE CLSD Project Team	Monthly beginning September 2024	Program activities are implemented as planned, meeting program goals, objectives and outcomes	M: Sewnarine O: Pickens C: Crandell H: Waterman, Literacy Specialist A: Tarca, Hashimoto-Martell
Bi-annual meetings with MA Early Education and Care leadership and staff	October 2024-January 2025	Align overall CLSD strategy, share information on early education provider participants, report progress data, and share implementation learnings and outcomes	M: Sewnarine O: Pickens C: Crandell H: Waterman, Literacy Specialist A: Tarca, Hashimoto-Martell
Recruit IHEs and enroll faculty members in Community of Practice	September - December 2024	Recruit IHEs to participate  Enroll faculty members	M: Sewnarine O: Pickens C: Crandell H: Waterman, Literacy Specialist A: Tarca, Hashimoto-Martell
Develop competitive subgrant application	January 2025 - March 2025	Prepare subgrant application w/aligned competitive priorities  Develop subgrant evaluation criteria  Launch subgrant application	M: Sewnarine O: Pickens C: Crandell H: Waterman, Literacy Specialist A: Tarca, Hashimoto-Martell
Faculty Community of Practice	Monthly beginning January 2025	Conduct monthly Community of Practice meetings for faculty to update their expertise and improve course syllabi	M: Sewnarine O: Pickens C: Crandell H: Waterman, Literacy Specialist A: Tarca, Hashimoto-Martell

Review and approve subgrantee budgets and support subgrantee sustainability planning	April - June 2025	<p>Subgrantees submit aligned grant budgets and amend, as necessary</p> <p>Subgrantees increasingly leverage other funds to support and sustain their Literacy Action Plans at the end of CLSD</p>	<p>M: Sewnarine O: Pickens C: Crandell H: Waterman, Literacy Specialist A: Tarca, Hashimoto-Martell</p>
Revise State Literacy Plan	June 2025 - June 2027	Follow CLSD resources, support, timelines, and recommendations for a full revision of Massachusetts' State Literacy Plan, which will include robust stakeholder engagement	<p>M: Sewnarine O: Pickens C: Crandell H: Waterman, Literacy Specialist A: Tarca, Hashimoto-Martell</p>
Administer effective subgrant program, including providing ongoing support to subgrantees to meet the goals of the subgrant program	Ongoing throughout grant funding period	<p>Subgrantees onboarded into CLSD program</p> <p>Subgrantees conduct Needs Assessments</p> <p>Subgrantees develop high-quality, evidence-based Literacy Action Plans</p> <p>Subgrantees implement Literacy Action Plans</p> <p>Subgrantees review progress and update Literacy Action Plans annually</p> <p>DESE CLSD team meets monthly with local subgrantee leads</p>	<p>M: Sewnarine O: Pickens C: Crandell H: Waterman, Literacy Specialist A: Tarca, Hashimoto-Martell</p>
Execute bi-annual CLSD data collection cycle	Annually December and May	<p>Establish a data collection cycle aligned with project outcome measures</p> <p>Develop teacher and leader surveys and conduct</p> <p>Manage data collection to</p>	<p>M: Sewnarine O: Pickens C: Crandell H: Waterman, Literacy Specialist A: Tarca, Hashimoto-Martell</p>

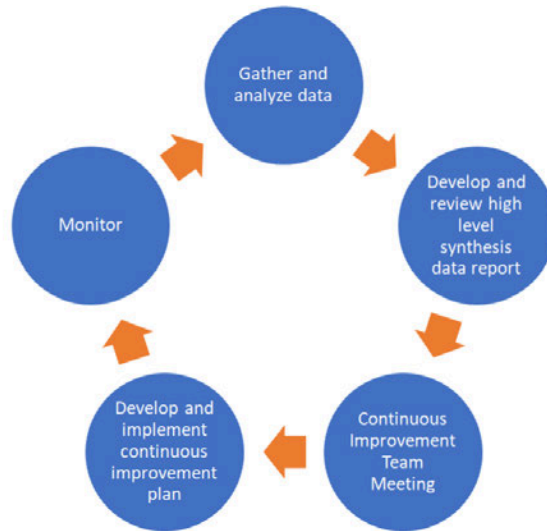
		ensure accurate and timely data collection	
Evaluate subgrantee performance and execute grant renewals	Annually June	Data is collected on subgrant performance and internal reports are prepared for DESE CLSD Project Team meetings	M: Sewnarine O: Pickens C: Crandell H: Waterman, Literacy Specialist A: Tarca, Hashimoto-Martell
Host bi- monthly virtual meetings between CLSD Team and subgrantee leads	Ongoing throughout the grant funding period	Subgrantees submit bi-monthly progress reports and meet with the DESE/EEC CLSD project team to share progress, consult on problems of practice, and develop sustainability plans	M: Sewnarine O: Pickens C: Crandell H: Waterman, Literacy Specialist A: Tarca, Hashimoto-Martell
Conduct desktop and onsite monitoring, and administrative reporting	Ongoing throughout the grant funding period	Subgrantees implement program requirements and use feedback to improve  DESE CLSD program meets are federal reporting requirements, and program goals	M: Sewnarine O: Pickens C: Crandell H: Waterman, Literacy Specialist A: Tarca, Hashimoto-Martell

## ***2. The adequacy of procedures for ensuring feedback and continuous improvement of the proposed project.***

For DESE's 2020 CLSD project, our team created a continuous improvement framework that allowed us to not only track our progress toward goals, but to nimbly identify areas of growth in order to pivot approaches when needed (Figure 3). This approach for the 2020 CLSD program was pivotal to our success and is one that we will improve upon for the CLSD 2024 program. Our comprehensive monitoring and continuous improvement approach will serve dual purposes: first, to ensure subgrant activities are implemented with integrity, and secondly, to assess the efficacy of DESE programming and

support and make shifts in the short and long-term to better serve LEAs in meeting their literacy improvement goals.

Figure 3



Twice annually, the CLSD project team will organize, analyze, and synthesize data from all CLSD data sources and create short and long term improvement plans for the overall program and for specific subgrantees (See Attachment 5 CLSD 2020 Sample Continuous Improvement Report). This process corresponds with a bi-annual data collection cycle that includes: teacher surveys, data surveys to collect progress toward project outcomes, including student achievement data, literacy consultant reports, and district progress reflection reports. This continuous improvement and monitoring process will begin with the collection of qualitative and quantitative data from all LEAs and vendor partners. The DESE CLSD team will then analyze and synthesize the data to identify trends. This will then lead to a comprehensive continuous improvement report and a full meeting of the CLSD team to discuss challenges and develop solutions. It is important to note that this process is grounded in the needs of our state (see Attachment 2 State Needs Assessment). Our team will disaggregate all quantitative and qualitative data to measure

our impact on disparities experienced by historically underserved students (***Competitive Priority 3***). Pivots in programming and/or technical support will be made with equity at the forefront and will be developed and monitored to decrease opportunity gaps for historically underserved students.

DESE's monitoring procedures also include monthly meetings of the CLSD project team to review implementation, assess progress, and problem solve. In addition, the CLSD project team engages at least monthly with subgrantee literacy leadership teams and vendor partners, which creates ongoing, two-way communication between the CLSD project team and local district and school based leaders. This level of consistent engagement and feedback ensure that challenges to implementation can be resolved quickly and that the CLSD project team and subgrantees stay aligned on goals and outcomes for each grant.

Annually, each subgrantee will receive a comprehensive desk and onsite monitoring visit. These visits are critical for annual subgrant renewals, which depend on adequate progress toward grant goals. This visit may include participation from other DESE staff members and contracted literacy experts. Should a subgrantee be found to be "At-Risk" for not meeting grant objectives, a corrective action plan will be developed and put in place. The development of this plan will be in close consultation with the subgrantee and any engaged technical assistance providers that are supporting the subgrantee. The CLSD project team will work to ensure that the plan is responsive to identified challenges, is manageable and has timely action steps. The CLSD project team may ask for regular follow up data and may conduct additional monitoring visits to support implementation. These visits will allow DESE to receive feedback from the LEA on program implementation

and will be an integral data point for the CLSD project team's continuous improvement process.

***3. The extent to which the time commitments of the project director and principal investigator and other key project personnel are appropriate and adequate to meet the objectives of the proposed project.***

Time commitments for the CLSD 2024 Project Director and key project personnel are indicated in Table 2 of the above section (Section C.1). DESE based time allocations on experience from CLSD 2020, and made adjustments to reflect the expanded partnership with the Office Educator Effectiveness, which oversees the Evidence-based Early Literacy Professional Learning Community (PLC) for faculty, and the expanded partnership with EEC.

***4. The adequacy of mechanisms for ensuring high-quality products and services from the proposed project.***

DESE will rely on the continuous improvement monitoring process described in the above section (C.2) in order to ensure high-quality administration of the CLSD 2024 subgrant program. This process includes bi-annual progress monitoring for all subgrantees (Attachment 5 CLSD 2020 Sample Continuous Improvement Report), and an annual comprehensive desk and onsite monitoring visit from DESE staff. Adequate implementation of subgrants will be measured using these structures, which will collect data on student outcome progress, implementation of Literacy Action Plans, and subgrant budget allocation. Subgrant renewals will be contingent on adequate annual progress, and DESE will use its corrective action plan process when it identifies a subgrantee as "At-Risk" for not making adequate progress.

DESE will use its authority to set subgrant grant application requirements to ensure that subgrantees (1) demonstrate alignment with the subgrant program goals, (2) have adequate capacity to implement, and (3) agree to adopt and support implementation of the specific evidence-based literacy practices that are part of CLSD 2024. Last, DESE will use its vendor protocols to ensure that all subgrantees have highly-qualified vendors providing coaching and job-embedded professional development. Vendor vetting protocols include assessing vendors track record working within high-need schools, commitment to anti-racism, and demonstrated capacity to deliver training in evidence-based literacy practices. DESE's management of the vendors includes monthly progress monitoring check-ins and protocols for vendor contract management to ensure a high-quality of service delivery to subgrantees.

In addition to the CLSD project team expertise (Table 2), DESE will leverage the expertise and resources from other DESE departments that work with the schools or student populations targeted in this program, including the Office of Language Acquisition, Office of Special Education Programs, and the Center for School and District Support (serves schools identified by the accountability system).

## **D. Quality of the Project Services**

### ***1. The likely impact of the services to be provided by the proposed project on the intended recipients of those services.***

DESE will subgrant not less than 95% of the proposed funds for CLSD to LEAs in subgrantee cohorts across its Pre-K-5 and 6-12 subgrant programs. **DESE will administer a competitive grant application process for subgrantees that ensures geographic diversity and targeting of subgrants to high-need schools, low-income students,**



**and students in priority groups identified in the Needs Assessment** (Multilingual Learners, Black students, Hispanic students, low-income students, and students with disabilities) (***Competitive Priority 3***) (Attachment 2 State Needs Assessment). The Pre-K-5 program will include one cohort with subgrantees receiving four-year grants, and the 6-12 program will include two cohorts with subgrantees receiving grants of up to three years. Far fewer secondary schools in MA are currently using HQIM, as compared to elementary schools (Massachusetts Department of Elementary and Secondary Education - Curriculum Data, 2023a). Thus, we propose awarding two cohorts of 6-12 subgrantees to increase the number of secondary schools giving all students access to evidence-based, grade level, and standards-aligned materials.

DESE will invite LEAs that meet USED's Eligibility Requirements for Subgrantees, as outlined in the [NIA](#). This includes the following competitive preferences:

- LEAs serving students who are from families at 200% of the Federal Poverty Line
- LEAs with schools classified as High-Need<sup>15</sup>
- LEAs in Massachusetts with the highest percentages of children below grade level according to the MCAS ELA or a DESE-approved Universal Literacy Screening Assessment

To ensure geographic diversity, and that CLSD 2024 targets the students shown to be historically underserved on the State Needs Assessment (see Attachment 2 State Needs Assessment), DESE will include the following additional competitive priority areas for subgrant applicants:

- LEAs that are first-time CLSD applicants.

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<sup>15</sup> A high-need school is an elementary or middle school in which not less than 50% of the enrolled students are children from low-income families, or high school in which not less than 40% of the enrolled students are children from low-income families.

- LEAs serving 10% or greater students classified as English Learners.
- LEAs serving 10% or greater students classified as English Learners and which include one or more dual language schools.
- LEAs serving 40% or greater students classified as low-income [defined by DESE](#).

DESE will evaluate subgrant applications for the following conditions for success:

- Commitment to literacy improvement from key constituencies including principals, the local teachers' association, early education providers, school committee members, the school business official, and local educator preparation institutions. **(Competitive Priority 1 & 2, Invitational Priority)**.
- Willingness to adopt and/or continue to use a high-quality, evidence-based ELA/Literacy curriculum according to EdReports or Massachusetts CURATE, willingness to use an evidence-based, foundational skills early literacy curriculum **(Competitive Priority 2)**.
- Recent emphasis on and investments in evidence-based, culturally sustaining literacy practices, including evidence from COVID-19 recovery efforts and the use of federal recovery funds for evidence-based recovery interventions **(Competitive Priority 2 & 3)**.
- Acknowledgement of and attempts to address literacy achievement disparities along lines of race, language status, and/or disability status in the district **(Competitive Priority 3)**.
- Intent to engage with local educator preparation institutions to strengthen pre-service educator preparation's alignment with evidence-based practices and diversify educator pipelines **(Competitive Priority 1 & 4)**.

- Intent to engage families as partners in literacy improvement and the use of evidence-based literacy strategies at both home and school (**Competitive Priority 2 and 3, Invitational Priority**).
- For Pre-K-5 Program Applicants: Commitment to partnering with community-based early education providers to strengthen vertical and horizontal alignment, and the use of consistent evidence-based practices and high-quality early literacy programs to support strong early childhood to Kindergarten transitions (**Invitational Priority**).

To **ensure equal access** to CLSD 2024 subgrant program, DESE will solicit applications from LEAs with that (1) serve large percentages of English Learner students or low-income students, (2) have large concentrations of High-Need schools, (3) have large concentrations of schools [identified on the accountability system](#) as “in need of assistance or intervention” or large concentrations of schools below the 20th percentile on the accountability index, and (4) serve large concentrations of students with below-average literacy growth on MCAS ELA, large gaps between student groups, or low levels of proficiency on the MCAS ELA. DESE will provide support to these potential applicants in the form of technical assistance for grant applications, webinars, and opportunities to connect with successful subgrant applicants from CLSD 2020. This active solicitation and application support will ensure CLSD 2024 funds are reaching the districts, schools, and students most historically underserved in Massachusetts (**Competitive Priority 3**). LEAs and schools meeting the criteria above are located all over the state, such that this approach to supporting applicants and soliciting a wide range will ensure geographic representation. (*Please see Ed Form 427: Equity for Students, Educators, and Program Beneficiaries for more specific information on how MA DESE will ensure equal access to the CLSD 2024 program*).

***2. The extent to which the training or professional development services to be provided by the proposed project are of sufficient quality, intensity, and duration to lead to improvements in practice among the recipients of those services.***

Once awarded, subgrantees will be matched with a DESE-vetted Leadership Coach, who will partner closely with district administrators to lead the CLSD work in each district over the course of the grant. Through its formal procurement process, DESE will ensure all Leadership Coaches are able to support subgrantees effectively and are committed to and aligned with the CLSD goals, vision, and expectations. With guidance from their Leadership Coach, subgrantees will conduct a comprehensive literacy needs assessment, form a literacy leadership team and develop or update a Literacy Action Plan.

Once districts establish the foundation, the real work begins. Throughout the grant period, DESE will assist the subgrantees in procuring and implementing the following using subgrant funds:

- **Ongoing Leadership Coaching:** The purpose of this 120-minute weekly coaching is to ensure that district/school leaders are supported in making and sustaining systems-level changes needed to shift all classrooms to evidence-based literacy practices. This coaching will be goal-oriented, individualized, and monitored for progress
- **Evidence-based Professional Development:** Throughout the grant, Subgrantees will plan and engage in high-quality professional development provided by DESE-vetted providers. Specific professional development topics will be defined by LEA Literacy Action Plans, and will typically include evidence-based instructional

practices and culturally and linguistically sustaining practices intended to benefit all students, and especially historically underserved students (***Competitive Priorities***

**2, 3, 4**). Though all LEAs operate under different contracted professional development hours, it is expected that educators will participate in CLSD-focused professional development, inclusive of professional learning community (PLC) and/or Common Planning Time (CPT), for at least 180 minutes per month.

Paraprofessionals, ESL/Language Support teachers, special educators, and reading interventionists will always participate in the professional development alongside classroom teachers, to ensure that the full team of educators working with students is using coherent and aligned instructional materials and practices. This teaching team alignment has been shown to improve student learning (Fletcher & Vaughn, 2009). Additionally, the opportunity to participate in high-quality professional learning will support paraprofessionals toward gaining certification.

- **Job-Embedded Coaching:** A DESE-vetted Leadership Coach will provide job-embedded coaching to ensure that practices learned in professional development settings are fully implemented and in a manner consistent with culturally and linguistically sustaining practices. Job-embedded coaching has been shown to increase the successful uptake of practices learned in professional development (Kraft et al., 2018). The Leadership Coach will conduct walkthroughs at least quarterly, lead cycles of inquiry, and provide targeted individual feedback to teachers. The Coach will concurrently build the effectiveness of district-employed literacy coaches (120 minutes weekly) so impact can be multiplied, and so effective coaching can be sustained after the grant funding period. Paraprofessionals and other support staff will be included in this job-embedded coaching to ensure all

those who support students are empowered to improve literacy experiences and outcomes for all students. (**Competitive Priorities 2, 3, 4**).

- **Site-Based Capacity-Building:** The expert Leadership Coaches, instructional leaders, and district-employed coaches will work together to build and sustain the capacity of all educators to implement evidence-based and culturally and linguistically sustaining literacy materials, instruction, and practices. This will be accomplished through the integration of intellectual preparation and reflection tools and routines, such as unit unpacking and lesson internalization and planning tools, student work analysis protocols, and peer-to-peer observation routines at least 180 minutes per month (**Competitive Priorities 2, 3, 4**).

In addition to these activities, subgrantees' multi-year grant budgets will provide critical fiscal resources for adoption and implementation of high-quality, evidence-based materials and instructional practices. Subgrantees may make the following purchases and fund the following staffing-related costs:

- **High-quality Instructional Materials** approved by CURATE, EdReports, and/or EEC's Early Childhood Curriculum Rubric Review (**Competitive Priority 2**).
- **Transadaptation of Instructional Materials for Dual Language Programs in K-5** so that multilingual learners enrolled in dual language programs have equitable access to high-quality instructional materials (**Competitive Priorities 2 & 3**).
- [DESE-approved Early Literacy Universal Screeners](#) for use in grades K-3 to identify students who may require additional support and plan instruction targeted at their individual needs (**Competitive Priorities 2 & 3**).
- **Stipends** for Literacy Leadership Team members, community-based Early Education educators, including paraprofessionals, to participate in all professional learning

activities, and LEA educators to participate in professional learning (summer and off-contract) (***Competitive Priorities 2 & 4***).

- **Hiring of Literacy Coaches and/or Literacy Specialists in K-5** as the need is determined in the Literacy Action Plan to provide additional Literacy expertise at specific schools and sites for implementation and direct-student support (***Competitive Priorities 2 & 3***).

DESE's Center for Instructional Support (CIS) provides several keystone resources, guides and tools subgrantees will use throughout the grant. These resources were developed in collaboration with Massachusetts educators and literacy experts, and include:

- [Curriculum Matters](#): HQIM resource page that includes [CULATE](#) curriculum reviews by Massachusetts educators, and [Implement MA](#) guidebook for HQIM implementation.
- [EEC Learning Standards and Curriculum Guidelines](#): Research-based guidelines and learning standards for preschool age children.
- [Acceleration Roadmap](#): Resource book developed with TNTP specifically to promote evidence-based approaches to academic acceleration and pandemic recovery, including Tier 2 and Tier 3 interventions.
- [Mass Literacy Guide](#): Detailed guidebook for districts and schools on implementing high-quality, evidence-based literacy programs, developed with national literacy experts from the Florida Center for Reading Research, Texas Institute for Management, Evaluation, and Statistics, Harvard Graduate School of Education, and Massachusetts General Hospital Institute of Health Professions.

- [Massachusetts Dyslexia Guidelines](#): Clear and practical guidelines for early screening, instruction, and intervention for students with reading difficulties and neurological learning disabilities, including dyslexia.
- [Multilingual Learners Cross-Cutting Ideas](#): The resource outlines key ideas along with definitions, examples, and myths to keep in mind when designing literacy curricula, instruction, and programs for multilingual learners.
- [Appleseeds for K-2](#): Open source, foundational skills curriculum combined with free and aligned [implementation supports](#), including a [curriculum-specific multilingual learner guide](#)
- [Adolescent Literacy Intervention Selection Tool \(A-LIST\)](#): An online tool that provides information about literacy intervention programs for grades 4–12 to help educators make informed intervention program choices.
- [Evidence-based Early Literacy Professional Learning Community for Educator Preparation Institutions](#) to increase the knowledge and capacity of IHE faculty to support pre-service teachers with evidence-based early literacy practices  
(**Competitive Priority 1**).

### ***3. The extent to which the services to be provided by the proposed project reflect up-to-date knowledge from research and effective practice***

As described in the Project Design section (B.2 & B.3), DESE’s design for CLSD 2024 is based on the most up-to-date research on evidence-based literacy practices (see *the attached Evidence Form*). Subgrantees are required to commit to adopt and implement evidence-based literacy practices, which they will articulate in their Literacy Action Plans, which will be based on their needs assessments. Specifically, subgrantees will be supported in implementing the core evidence-based elements of their Literacy Action



Plans, including: HQIM (Foorman et al., 2016, Graham et al., 2016; Grissmer et al., 2023), early literacy foundational skills programs (Burchinal et al., 2022; Foorman et al., 2016; National Reading Panel, 2000), MTSS systems with evidence-based Tier 2 & 3 interventions (Gersten et al., 2009) and culturally and linguistically sustaining instructional practices (Baker et al., 2014; August & Shanahan, 2006; Gay, 2002). The extensive coaching and professional development described above (D.2) will be provided by DESE-vetted vendors with demonstrated capacity to implement evidence-based practices and training.

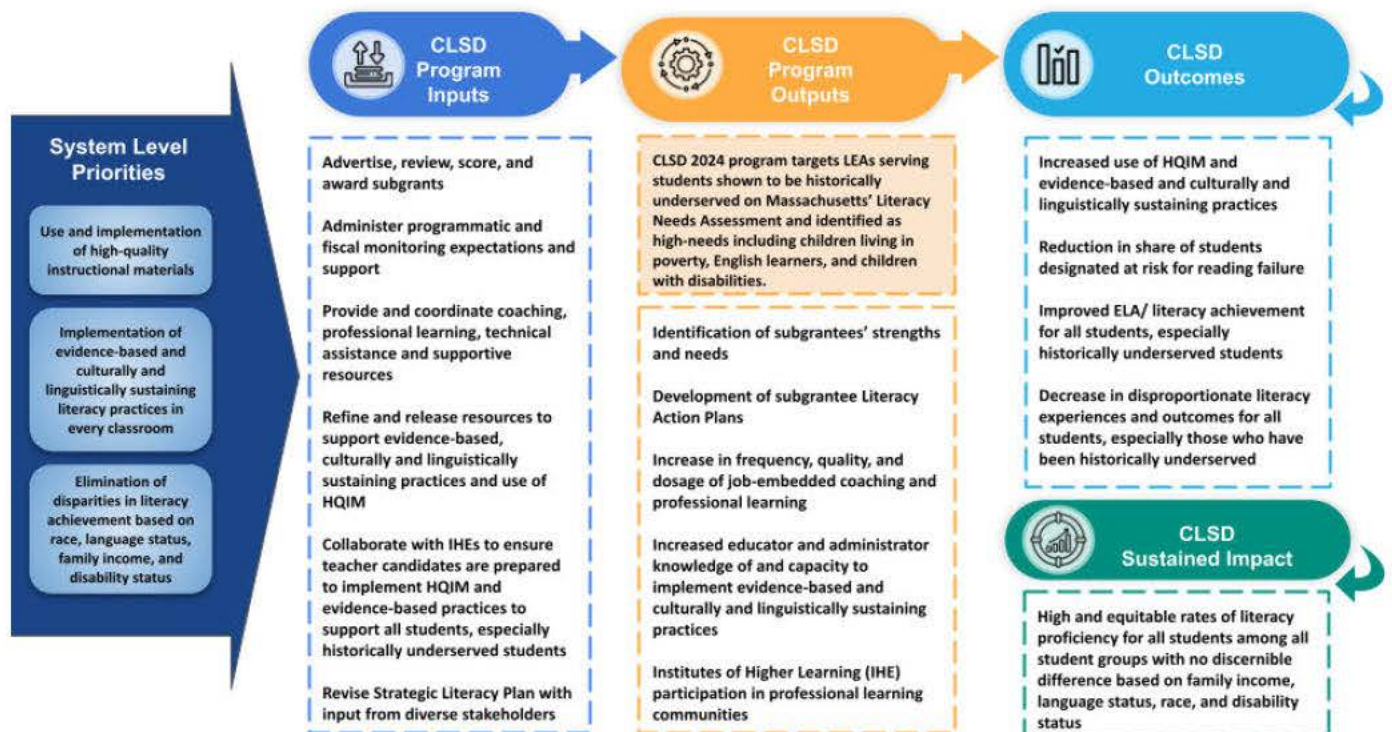
## **E. Quality of the Project Evaluation**

### ***1. The extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the project.***

DESE will use the logic model captured in Figure 4 as a framework for the evaluation of the CLSD project. To ensure a thorough, feasible and appropriate evaluation of the proposed project, DESE created a **CLSD 2024 Project Scorecard** (Attachment 4 MA CLSD 2024 Evaluation Scorecard) based on the “Balanced Scorecard” evaluation method (Kaplan & Norton, 1992). The Project Scorecard allows DESE to evaluate all stages of the CLSD logic model, including “Program Inputs,” “Program Outputs,” “Outcomes” and “Sustained Impact.” The Project Scorecard uses the measures specified in Program Design section above (B.1) to evaluate whether or not the CLSD Project is reaching its intended impact on students. In the first year, the DESE CLSD team will utilize the Project Scorecard to ensure SEA inputs (subgrantee grant development and selection, Leadership Coach matching, etc.) have been successfully completed. In year two, the evaluation focus will shift to LEA inputs (completion of needs assessment and Literacy

Action Plan, development of a leadership team). Years 3-5 will then focus on the outputs and outcomes described above. The DESE CLSD team will ensure that the evaluation of program efficacy is centered around our central goal of improving literacy achievement rates for all students, especially those who have been historically underserved.

**Figure 4**



#### Evaluation Data Collected and Analyzed

- **Student Achievement:** MCAS, Early Literacy Screening Assessments, Competency Determinations, Student Work Analysis
- **Educator Learning:** Type, Frequency, and Efficacy of Educator and Administrator Coaching and Professional Learning, Classroom Walkthroughs
- **Systems Changes:** Literacy Action Plans, Early Learning Collaborations, Use of HQIM, Implementation of Evidence-Based Practices

**2. The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.**

To provide a periodic assessment of progress toward intended outcomes, the CLSD project team will use the Project Scorecard annually to assess whether annual benchmarks for “Program Inputs,” “Program Outputs,” and “Outcomes” are met. The evaluation cycle is as follows:

1. **June - July:** Review upcoming year project outcome targets for all objectives and make any adjustments to targets based on prior year’s data.
2. **August:** Get organized for the bi-annual data collection process, including creating a data collection calendar, updating surveys or other collection instruments.
3. **September - December:** Collect Project Outcomes data for the first half of the school year and update Project Scorecard with available data.
4. **January:** Conduct a Mid-Year Scorecard Review meeting with the CLSD project team to review progress to Project Outcome targets. Identify any outcomes or objectives that might be at-risk and require additional CLSD project team actions, and make corresponding adjustments to planned project activities.
5. **January - May:** Collect Project Outcomes data for first half of the school year and update Scorecard with available data.
6. **June:** Conduct an Annual Scorecard Review meeting with the CLSD project team to review annual progress toward Project Outcome targets. Document the percent of annual targets “Met,” “Partially Met,” or “Not Met” for each Project Objective. Issue an overall performance rating<sup>16</sup> for each Objective based on the percentage of targets “Met” for that objective. Identify any Program Objectives at-risk for the

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<sup>16</sup> Performance ratings for each of the Project Objectives are based on the percentage of Project Outcomes associated with that Objective that are met in the calendar year. For each objective, the CLSD will evaluate its performance as “Exceptional” (90%+ targets met), “Good” (80-89% of targets met) “Moderate” (70-79% of targets met), or “Poor” (0-69% of targets met).

reaching targets in the upcoming year, and make corresponding adjustments to planned CLSD activities and supports for the upcoming year. Reflect on and document Project successes and key drivers of success.

## F. Competitive Preference Priorities

DESE designed its CLSD 2024 project to meet all four of the Competitive Preference Priorities and the Invitational Priority. Throughout this Project Narrative, parenthetical references indicate where our design meets specific competitive priorities, in addition to the description provided below.

**Priority 1: Coordination with Institutions of Higher Education (IHEs).** Through the 5% state reservation in CLSD 2024, we will coordinate with IHEs to improve pre-service training for literacy/ELA teachers to include explicit, systematic, and intensive instruction in evidence-based literacy methods (**Competitive Priority 1.a**) and increase alignment of training with evidence-based literacy approaches in our subgrant districts. DESE will support IHE faculty and staff to implement necessary changes in coursework and field experiences. Specifically, DESE launched an [Evidence-based Early Literacy Professional Learning Community](#), which in its inaugural year served 40 faculty and administrators from 19 IHEs<sup>17</sup>, focused on supporting institutions to meet DESE's new literacy requirements for educator preparation and licensure programs. DESE recently completed a multi-year collaborative process to update [the MA Educator Preparation Guidelines for Program Approval](#) so that all licensure programs must adequately train aspiring educators in current scientific knowledge about reading acquisition, and evidence-based, culturally sustaining

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<sup>17</sup> Institutions represented ranged from smaller programs, such as Elms College and Emmanuel College, to larger programs, such as Bridgewater State and UMass Amherst, to other types of institutions, such as Teach Western Mass and Collaborative for Educational Services.

practices (**Competitive Priority 1.b**). Our CLSD 2024 project proposes the expansion of the Evidence-based Early Literacy Professional Learning Community (PLC) to serve additional cohorts of administrators, faculty, and supervising practitioners, providing resources to allow for subgrant districts and their local IHEs to participate in parallel and aligned professional learning on evidence-based literacy practices. We anticipate serving an additional 20 IHEs through the addition of CLSD 2024 funds. Finally, we will require subgrant districts to include representatives from IHEs in the development of their needs assessments, Literacy Action Plans, and grant activities, such as skillful implementation of high-quality instructional materials.

**Priority 2: Addressing the Impact of COVID-19.** As indicated in our Needs Assessment (Attachment 2 State Needs Assessment), the COVID-19 pandemic had a disproportionate impact on underserved students (low-income students and English learners, specifically) and high-need schools in Massachusetts. DESE's CLSD 2024 project will emphasize serving these students, through strategic subgrantee selection (*see D.1 Subgrantee Selection*) and emphasis on equity-focused, evidence-based instructional practices shown to impact the literacy achievement for low-income students, multilingual learners, and Black and Hispanic/Latino students (*see Attached Evidence Form*).

Our CLSD 2024 project will directly target the students who are continuing to suffer the impact from COVID-19 learning disruption, including elementary school students who missed foundational reading skills instruction. First, subgrantees will conduct a literacy needs assessment and create Literacy Action Plans. This step will help them identify the academic recovery needs of specific student groups and plan to meet them using high-quality materials and instruction and an aligned MTSS. Second, schools will receive funding to purchase high-quality, evidence-based instructional and intervention materials.

Finally, DESE will provide subgrantees with leadership coaching, expert professional development, and progress monitoring of achievement goals to keep the focus on consistent growth of target student groups.

**Priority 3: Promoting Equity in Student Access to Educational Resources and**

**Opportunities**. DESE’s approach to CLSD 2024 is designed to promote educational equity and adequacy in resources and opportunity for underserved students. DESE will use competitive priorities in subgrants (*see D.1 Subgrantee Selection*) to target districts and schools with large shares of low-income students and English learners, two of the student groups DESE identified in the Needs Assessment (Attachment 2 State Needs Assessment) for acceleration of literacy achievement. The CLSD 2024 program will provide access to high-quality, evidence-based curriculum and job-embedded professional development and coaching in evidence-based practice for high-need districts, schools, and community-based early learning providers.

To improve learning environments for multilingual learners, subgrantees will receive support to fully implement culturally and linguistically sustaining practices. These practices include celebrating diverse cultural and linguistic assets, increasing opportunities for multilingual students to engage in discourse and develop oral language skills, and increasing meaning-making across native languages and English.<sup>18</sup> Literacy Action Plans will set specific goals for how schools will align classroom practices and build educator capacity to support multilingual students, including the integration of WIDA standards into content standards. Progress monitoring plans will use walkthrough observations to assess the extent to which practices are successfully implemented. Last, CLSD 2024 will provide

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<sup>18</sup> These evidence-based approaches for multilingual students are part of DESE’s recently released research-based resource, [Early Literacy for Multilingual Learners Cross Cutting Ideas](#) created in partnership with the English Learner Success Forum.



resources for the transadaptation of instructional materials for dual language programs so that multilingual students enrolled in dual language programs have equitable access to high-quality instructional materials.

DESE's CLSD 2024 project aims to create strong alignment and use of evidence-based and culturally and linguistically sustaining practices in literacy programs starting early. Needs Assessment data (Attachment 2 State Needs Assessment, Trend 3) shows the importance of building strong literacy skills in Pre-K through 1st grade, especially for underserved students. To remove barriers to accessing high-quality early learning and build students' foundational literacy skills, DESE will require subgrantees to include community-based early education providers in the development of Literacy Action Plans and in the engagement in professional learning on evidence-based practices and implementation of HQIM.

**Priority 4: Supporting a Diverse Educator Workforce and Professional Growth To**

**Strengthen Student Learning**. DESE is committed to diversifying the educator workforce and ensuring that all educators have high-quality professional development and support throughout their teaching careers. [DESE operates multiple initiatives to diversify the educator workforce](#) and is working to remove barriers to increasing educator diversity.

CLSD 2024 will support these efforts in our highest-need communities through expanding access to high-quality, evidence-based, and vertically aligned professional development. Many of the educator diversity initiatives supported by DESE are underway in our targeted subgrant districts, and CLSD 2024 will provide additional capacity for literacy-focused coaching and professional development to educators.

Additionally, a key strategy in our CLSD subgrantee program is the mandatory inclusion of paraprofessionals and community-based early educators in professional

learning and coaching supports. These talent pools are significantly more diverse than the PreK-12 certified teaching population, and the opportunity to participate in high-quality professional learning will support these educators toward gaining certification and moving into certified teaching roles.

**Invitational Priority: Supporting Effective Transition Practices, Continuity of**

**Services and Supports, and Aligned Instruction:** DESE is committed to supporting students as they transition between phases of their educational journey by providing a continuity of services, programming, and instructional practices. To create greater cohesion and alignment from early education to K-12, DESE will not provide a separate Pre-K grant as it did in 2020, but will require inclusion of community-based early education providers in the Pre-K-5 subgrant applications, grant activities, and professional learning.<sup>19</sup> Additionally, DESE works closely with the Department of Early Education and Care (EEC) in supporting aligned, high-quality early literacy programs across the Commonwealth, and will explicitly include EEC staff members on the CLSD 2024 Project Team to ensure programmatic continuity.

With the 6-12 subgrant program, DESE seeks to increase the use of HQIM in middle and high school ELA, where the Needs Assessment (Attachment 2 State Needs Assessment, Trend 6) found lower rates of district adoption and inconsistent implementation. In order to provide more equitable opportunities for students to have access to high-quality instructional materials, CLSD 2024 will support districts in evaluating, selecting, and implementing HQIM and creating vertical alignment across elementary and secondary settings.

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<sup>19</sup> All CLSD 2024 Pre-K-5 subgrantees will be required to partner with at least two community-based Pre-K providers (e.g., YMCA, Head Start).



# An Excellent Education in English Language Arts and Literacy for All

## Literacy Strategic Plan for Massachusetts

Office of Literacy and Humanities  
Center for Instructional Support  
Massachusetts Department of Elementary and Secondary Education

### Introduction and Purpose

Our vision is an excellent education in English Language Arts (ELA) and Literacy for all students in Massachusetts, in which EVERY student:

- Masters the rigorous standards set forth in the Massachusetts [ELA/Literacy Curriculum Framework](#)
- Develops rich vocabulary and knowledge about the world
- Develops the dispositions and social-emotional competencies needed to thrive in society and life.

This document describes the initiatives and projects the Center for Instructional Support at the Department of Elementary and Secondary Education is currently engaged in and intends to undertake to work towards our vision of an excellent ELA/Literacy education for EVERY student in Massachusetts. This document does not directly prescribe actions for Massachusetts schools or districts. However, we hope that by clearly laying out our focus areas, goals, and initiatives, along with the rationale behind them, schools and districts will be able to find points of alignment with DESE's work, capitalize on our offerings, and partner together with us in service of student achievement.

This document lays out two major themes for our work: *High Quality Core Instruction* and *Evidence-Based Early Literacy*. Within each theme, we describe:

- ❖ *Why it matters.* This section reviews the relevant research to demonstrate the importance and impact of work in this area.
- ❖ *What students need.* This section describes what we are working towards—the practices that will make our vision a reality.
- ❖ *Our current state in Massachusetts.* This section describes where we currently stand in the Commonwealth with respect to this area.
- ❖ *Our goals and initiatives.* For each theme, we lay out our specific goals, and the ways in which we plan to support and partner with educators to reach those goals.

### MA DESE Educational Vision

All students in Massachusetts, particularly students from historically underserved groups and communities, will have equitable opportunities to excel in all content areas across all grades. Culturally and linguistically sustaining classroom and school practices will support students to thrive by creating affirming environments where students have a sense of belonging, engage in deeper learning, and are held to high expectations with targeted support.

## Our vision for literacy

We envision an excellent education in English Language Arts (ELA) and Literacy for all students in Massachusetts, in which EVERY student:

- Masters the rigorous standards set forth in the Massachusetts [ELA/Literacy Curriculum Framework](#)
- Develops rich vocabulary and knowledge about the world
- Develops the dispositions and social-emotional competencies needed to thrive in society and life.

## Our purpose

This plan describes how we will work towards realizing our ambitious vision. This work is critical for two reasons. First, student ELA achievement in Massachusetts is stagnant. The National Assessment of Educational Progress (NAEP) showed no significant difference in Massachusetts 4<sup>th</sup> grade reading achievement in 2017 compared to 2007. While Massachusetts currently leads the nation in reading achievement on NAEP, other states have accelerated growth over the last ten years, and particular student subgroups in other states have already surpassed their Massachusetts counterparts.<sup>1</sup>

Furthermore, a recent report from the Massachusetts Education Equity Partnership exposed the reality that Massachusetts is only “[number one for some](#).” While we are at the top on NAEP, that ranking conceals inequitable achievement among student groups. On the most recent NAEP reading assessment, 4<sup>th</sup> and 8<sup>th</sup> grade Black and Hispanic students in Massachusetts attained the same score as white students *in the lowest-performing state in the nation*. A strengthened educational program in ELA/Literacy will contribute to closing the “opportunity gap” and enable ALL students in Massachusetts to reach their full potential as learners.

## Our strategy

Working towards an excellent ELA/Literacy education for every child, we will prioritize supporting educators within the following two themes:

High Quality  
Core Instruction

Evidence-Based  
Early Literacy

High quality core instruction and evidence-based early literacy are both essential pathways to excellence and equity. Working towards these two themes in tandem will move us towards our vision of an excellent education in ELA/Literacy for EVERY child in Massachusetts.

<sup>1</sup> For example, 4<sup>th</sup> and 8<sup>th</sup> grade Hispanic students in numerous states outperformed those in Massachusetts in 2017. Data is available through the [NAEP Data Explorer](#).

## Theme 1: High Quality Core Instruction

Core instruction refers to the instruction that all students receive, separate from any specialized instruction or interventions, to support their progress towards meeting grade-level standards.

Aligned to the [DESE Educational Vision](#), high-quality instructional materials (HQIM) provide a strong foundation for *all* students, particularly students from systematically underserved groups and communities, to have "equitable opportunities to excel at grade level (or beyond)" and support teachers to do what they do best: make learning relevant and interactive for students while also providing data-informed, targeted individualized supports.

High-quality core instruction in ELA/Literacy starts with high-quality curriculum, characterized by appealing, rigorous texts and interesting tasks. Equipped with great materials, teachers plan learning experiences that allow ALL students to successfully work with those rigorous texts and tasks and achieve deeper learning. **We will advance High Quality Core Instruction through four goal areas.**



## Theme 2: Evidence-Based Early Literacy

Evidence-based early literacy refers to the implementation of practices that have been shown, through rigorous research, to promote literacy development in children in grades preK-3. These practices span a variety of domains, including components of the literacy program; classroom texts and instructional routines; systems for assessment; data-based decision making; and interventions. **We will advance Evidence-Based Early Literacy through three goal areas.**



## Theme 1: High Quality Core Instruction

### Why It Matters

The term “core instruction” refers to the learning experiences offered to all students,<sup>2</sup> as opposed to intervention or specialized instruction that is tailored and offered to specific students. (Such interventions are critical but are not the focus of this section.) High Quality Core Instruction has two components: *high-quality curricular materials* that form the basis of learning experiences in the classroom, and teachers’ *skillful implementation* through evidence-based, inclusive, and culturally and linguistically sustaining practices, to ensure the enacted curriculum supports and engages all students to engage in grade-level work that is real-world, relevant, and interactive.

#### *Curricular materials*

The Massachusetts Curriculum Frameworks describe what students should learn in our schools at each grade level. *How* students practice and ultimately master these standards is determined by educators. *Curricular materials* are the resources teachers use to facilitate student learning experiences (e.g., lesson plans, texts, tasks, etc.). Curricular materials may be designed, curated, or selected by an individual teacher, by a school or district team, or by a designated curriculum leader.

There is strong evidence that the quality of core curricular materials has large effects on student learning—effects that rival in size those that are associated with differences in teacher effectiveness (Chingos and Whitehurst, 2012; Whitehurst, 2009; Boser, Chingos, & Straus, 2015). One study found that providing teachers access to high-quality curricular materials led to improvement in student outcomes greater than the difference between a new teacher and one with three years of experience ([Kane, 2016](#)). Recently, scholars have also argued that a comprehensive literacy curriculum—one that was developed to be coherent and connected throughout its various components—is superior to a “piecemeal” approach, because various components developed in isolation miss opportunities to reinforce each other or offer authentic tasks that tie together all components. This is true for the various components of early reading ([Liben and Paige, 2017](#)) as well as for the reading/writing connection in later grades ([Graham et al, 2016](#)).

Comprehensive core curricular materials in literacy, vertically aligned across a grade span, are more common to see in elementary schools as opposed to middle or high schools. However, research demonstrates that selection of curricular approaches and materials in ELA/English

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<sup>2</sup> A “core program” is a published comprehensive set of curricular materials that is said to address most or all of the necessary components of a literacy program. While core programs are certainly capable of being high-quality, “core program” is not synonymous with or exclusive to “high-quality, core curricular materials.”

It should be noted that core instruction does not mean monolithic learning experiences for all—even within core instruction, the learning experiences should be universally designed (CAST, 2018) to support access and success for all students.

courses does impact student achievement all the way up through grade 12, with curriculum that emphasizes writing strategies showing particular promise (see [Baye et al, 2018](#)).

High quality curricular materials are an essential tool for achieving equity. Historically underserved student groups, such as students of color, English learners, and students with disabilities, are less likely to be given high-quality materials in class. A recent study across multiple, diverse districts suggests that a substantial amount of class time is commonly devoted to curricular materials that are below grade level rigor in all types of classrooms, but that students of color are more likely to receive these easy assignments, widening the opportunity gap (TNTP, 2018). A high-quality curriculum also purposefully connects to and builds upon the cultural knowledge and experiences of students in order to maximize motivation and deeper learning ([Gay, 2002](#))—and when the curriculum fails to do this, it can contribute to deepening inequities.

### *Skillful implementation*

Once high-quality curricular materials are in place, *skillful implementation* is critical. Recent studies focused on the impact of high-quality curricular materials have found that materials alone do not necessarily drive improved student achievement ([Blazar et al, 2019](#)) —schools cannot acquire a new curriculum and then simply use it to “teach as usual.” Modern curricular materials aligned to today’s standards exhibit a level of complexity and rigor that can seem surprising and even overwhelming compared to outdated products and approaches. Creating learning experiences with these high-quality materials, and creating equitable access and learning for *all* students, requires a mindset of high expectations for all students as well as extensive professional teaching skill. A deep knowledge of content is necessary to make a high-quality curriculum come alive. Summarizing their recent study on the efficacy of high-quality curricular materials in math, Blazar and his colleagues wrote that it would be an “error” to think of “curriculum choice and teaching reforms as alternatives... It could be that in order to gain the benefits of either, districts must do both.”

How do we support educators to skillfully use high-quality curricular materials to create equitable, successful learning experiences for students? Teachers need professional development tied directly to their curriculum materials, and plenty of ongoing time to collaborate with colleagues. Ongoing, curriculum-specific professional development and/or coaching that is *directly tied to the curriculum used daily in the classroom* is the most promising route to enhanced classroom practice (Wiener and Pimentel, 2017). However, a national study found that teachers are provided, on average, approximately 1 day of training on new curricular materials, and about 25% of ELA/Literacy teachers report they have received no professional development at all on their main curricular materials (Opfer, Kaufman, and Thomson, 2016). This is patently insufficient given the complexity and rigor of today’s core curricular products—and this inadequate level of support leaves teachers feeling shortchanged and unprepared to implement the new materials.

Relatedly, a recent meta-analysis found that teacher coaching has a large positive impact on teacher practice and on student achievement, making it one of the most efficacious interventions for improved student achievement. In a review of over 60 studies on teacher coaching, primarily focused on literacy coaching, researchers identified coach quality as one

major factor in the differential impact of various coaching programs. In other words, coach quality matters to impact on student achievement. The same analysis found that coaching is significantly more effective when paired with related professional development, as opposed to coaching that is unrelated to group-based professional development—or absent it altogether (Kraft, Blazar, Hogan, 2018).

Finally, the role of literacy learning in classes other than ELA/English must be acknowledged. Students in the secondary grades, in particular, are expected to develop disciplinary literacy skills—the ability to read, write, and communicate in ways that are specific to disciplines that they study, such as science, engineering, history, and the arts. The Massachusetts Curriculum Frameworks integrate literacy in all disciplines, encouraging the development and application of literacy skills in a discipline-specific way in the student’s various academic classes or experiences. Content-area teachers can support student literacy development by designing tasks that integrate literacy skills and dedicating instructional time to disciplinary literacy.

### What Students Need

Students need instruction based in a **high-quality core curriculum** for ELA/Literacy. It all starts with the texts. Texts in a high-quality core curriculum are:

- Exciting, appealing, and worthy of students’ attention; of publishable quality, in terms writing, illustrations/images, and design
- Rigorous, with appropriate complexity for the grade level
- Representative of various cultures and perspectives, including those which would be culturally relevant
- Representative of varying genres and text types
- Arranged in sets and sequences that help students build knowledge of specific topics and concepts, which can include learning about integrated content-area standards (i.e., STE, History / Social Science, and the Arts) (Steiner, 2017)

Once the texts are in place, high-quality curricula can be designed in many ways, but will consistently exhibit:

- Structures for all students, regardless of reading ability, to read these high-quality, rigorous texts for substantial time every day
- Text-based assignments aligned to standards that require literary or other analysis, including frequent discussion and writing
- Explicit, systematic instruction and opportunities for in-text application of the skills outlined in grade-level foundational reading standards<sup>3</sup>
- Opportunities for and connections to independent reading of materials chosen by students

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<sup>3</sup> The Massachusetts Curriculum Framework for ELA/Literacy includes Standards for Foundational Reading that address phonological awareness, phonics, and fluency. These are essential components of reading (National Reading Panel, 2001). It is particularly important that students with dyslexia receive explicit, systematic instruction in foundational reading skills, including phonological awareness and phonics. It is often said that these practices are “essential for some, helpful for all.”



- Explicit instruction in writing techniques and processes and a wide range of writing tasks, emphasizing writing for a real purpose and audience
- Explicit, systematic instruction of the skills outlined in grade-level language standards, including vocabulary and word study, and opportunities for application of those skills in reading and writing
- Varied means of accessing content and of demonstrating learning (CAST, 2018)
- Informal and formal curriculum-based assessments and rubrics that evaluate student learning and inform upcoming instruction
- Vertical coherence<sup>4</sup>

Putting in place a high-quality curriculum with these features would set any ELA/Literacy classroom up for success. However, materials don't teach students—teachers do. The great curriculum is only a starting point. Teachers play the essential role of **skillfully implementing** high-quality materials to orchestrate actual student learning. In the classroom, a teacher can utilize high-quality curricular materials and a wide variety of strategies to create:

- *deeper learning*. Deeper learning in ELA/Literacy is characterized by students thinking creatively about topics, texts, and authentic tasks that are compelling and relevant. Motivation is a key aspect of deeper learning: students are offered choice and autonomy about what they read and write. Students receive individualized, mastery-oriented feedback on their writing and reading that invests and empowers them ([Kamil et al., 2008](#); Mehta and Fine, 2019; [CAST, 2018](#)).
- *equitable access to rigor for all students*. All students, including those who are learning English or are reading below grade-level, can and should access grade-level texts and tasks with purposeful scaffolds and/or accommodations. Teachers consider individual students' current skill levels, including reading, writing, linguistic, and executive function skills, to develop the minimum accommodations and/or scaffolds that will allow each student to access the text and task successfully.
- *cultural relevance*. Teachers use students' cultural knowledge, prior experience, and frames of reference to promote student achievement and affirm and sustain students' unique identities. Teachers thoughtfully and respectfully integrate students' cultures, resulting in a classroom environment that is not only equitable, but also fosters feelings of student safety, belonging, and intrinsic motivation (Hammond, 2014). Cultural relevance plays into many teaching decisions, including selection of texts and other curricular materials, design of classroom activities, assessment, and classroom routines and structures.
- *linguistically affirming environments*. Linguistically sustaining practices (Lucas, 2010) promote multilingualism as an asset and honor the linguistic resources students bring to the classroom. Teachers rely on a research-based understanding of how students acquire language, including but not limited to an understanding of language acquisition as a socially-mediated process; of distinguishing conversational proficiency from academic proficiency; of the impact of an affective filter on learning; and of the importance of utilizing language skills in one's home language when learning a second language.

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<sup>4</sup> Vertical coherence is described in the DESE Quick Reference Guide to Ensuring Curricular Coherence: <http://www.doe.mass.edu/candi/impd/qrg-ensuring-coherence.pdf>

## Our Current State in Massachusetts

Quality of core curriculum is currently very mixed across Massachusetts, with many students currently being instructed with a core curriculum in ELA/Literacy that does not meet standards for quality. For instance, at least one K-5 ELA/Literacy curricula that does not meet CURATE<sup>5</sup> expectations for quality has strong market share in Massachusetts.

District-developed curriculum is also common throughout Massachusetts, especially in grades 6-12. This can mean curriculum created in a coordinated way at the district level, curriculum created by teaching teams at schools, or even curriculum created by each individual teacher for his or her own classroom, resulting in a curriculum landscape with so much variance that it is impossible to evaluate quality or to ensure coherence. Students instructed with district-developed curriculum are more likely to experience an incoherent curriculum over time, and the curriculum quality is typically mixed due to the amount of variation (Opfer, Kaufman, and Thomson, 2016). It is particularly difficult for curriculum materials designed by individual teachers or grade-level teams to achieve vertical coherence.

Massachusetts educators frequently identify curriculum as an area where they need more support. In conversations with Massachusetts educators about their current priorities, a majority noted that they are currently focused on improving curriculum in their school or district.<sup>6</sup> On the 2019 statewide [VISTA](#) survey of superintendents and principals, a large majority of those leaders (77%) indicated that working towards well-aligned ELA curriculum was a moderate or high priority. In addition, DESE's [District Review](#) process, which periodically reviews the practices of every public school district in Massachusetts, identifies curricular rigor as a leading area of improvement statewide.

Skillful implementation of high-quality curricular materials is also a critical need. Professional development is also highly variable across schools and districts in Massachusetts. Because professional development is typically offered at the school or district level, we do not have comprehensive data on the professional development teachers receive. However, Massachusetts educators consistently identify a need for support—including time and high-quality professional development—to learn practices for giving a wide range of learners access to rigorous texts and tasks. When asked what they need in order to improve student achievement, Massachusetts teachers and curriculum leaders frequently asked for resources related to “best instructional practices,” including quick guides and videos. The specific practices most often named included:

- Differentiation

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<sup>5</sup> CURATE stands for CURriculum RATings by TEachers. Through the CURATE project, DESE has partnered with Teach Plus and the Rennie Center to convene panels of Massachusetts teachers to review and rate evidence on the quality and alignment of specific curricular materials. DESE publishes the findings for educators across the Commonwealth to consult. Current product reviews and the rubric used to evaluate the quality of ELA/Literacy curricular materials for CURATE is available here: <http://www.doe.mass.edu/candi/curate/>.

<sup>6</sup> As part of developing this plan, staff from DESE's Office of Literacy and Humanities met with approximately 120 educators to discuss their priorities, needs, goals, and desired supports related to Literacy. Those consulted primarily serve as district-level curriculum leaders (Directors, Coordinators, and Supervisors), and Assistant Superintendents with responsibility for curriculum and instruction. Teachers and principals also provided input.



- Rigor for students with a variety of skill levels and developmentally appropriate rigor for young children
- Engaging all learners

There is a strong desire from educators to know not just which instructional practices are effective, but also what is working here in Massachusetts. Numerous educators requested information about “what’s working in MA” as a source of ideas for new practices worth implementing.

Finally, although coaching positions do not currently exist in all Massachusetts public school districts, research increasingly demonstrates the positive impact of coaches on instructional practice and student achievement. Only some Massachusetts schools currently employ coaches on staff, and often those individuals do not receive strong ongoing training, mentoring, and support due to the nature of their position. The opportunity exists to support and promote the effectiveness of the coaches that are currently at work in schools around the Commonwealth.

In the context of this evidence base and the current state in Massachusetts, DESE has set specific goals related to **High Quality Core Instruction**.



The Center for Instructional Support at DESE will continue and expand initiatives over the next 5 years to continue to support these goals, including but not limited to:

1. Provide reviews of core curriculum products through CURATE (CURriculum RATings by TEachers)
2. Offer an *Evaluate & Select High-Quality Instructional Materials (HQIM) Network* to support districts that are ready to review and select new high-quality materials for ELA/Literacy
3. Offer a *High-Quality Instructional Community of Practice Network* to support instructional leaders in their first 1-3 years of implementing a specific HQIM for ELA/Literacy with a focus on effective, evidence-based, and culturally and linguistically sustaining practices to support all student
4. Provide funding, such as [Growing Literacy Equity Across Massachusetts \(GLEAM\)](#), to support LEAs to implement equity-driven and sustainable improvements, centered around skillful implementation of HQIM, in programming across the Commonwealth

through a multi-tiered system of support for ELA/literacy, as well as expanded access to high-quality PreK

5. Offer multiple grants to accelerate literacy through purchase of HQIM ELA/Literacy materials and initial professional development to support teachers, principals, and literacy coaches from a DESE-approved PD provider
6. Offer a free and available reading foundational skills curriculum for grades K-2 with [\*Appleseeds: Evidence-Based Foundational Skills for MA\*](#)
7. Convene a professional learning network for Literacy Leaders in Massachusetts to support their content and pedagogical knowledge and coaching skills in evidence-based, culturally and linguistically sustaining ELA/Literacy instruction, curriculum, and assessment
8. Update DESE definition of high-quality professional development and support districts to identify high-quality third-party professional development
9. Release a set of content-specific, age-appropriate observation tools and provide support for their use with school and district leaders, teams of teachers, and with instructional coaches
10. Convene a network of educator preparation providers to work towards improved novice teacher fluency in the content areas and in the use of high-quality instructional materials through curriculum literacy

## Theme 2: Evidence-Based Early Literacy

### Why it Matters

The term “evidence-based” refers to practices that have been shown, through “well-designed and well-implemented” research, to have a statistically significant and positive impact on student learning in a relevant context. As the US Department of Education points out in recent guidance, teaching practices “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” (USED, 2016). This is true for all grades and contexts, although our focus will be on early literacy.

Evidence-based early literacy practices are an essential tool for equity. Massachusetts students from historically disadvantaged groups, including students of color and students with disabilities, are substantially less likely to read proficiently by the end of grade 3 as compared to their peers.<sup>7</sup> Failure to read by the end of grade 3 is correlated with a range of negative outcomes, including leaving high school before graduation and decreased lifetime earnings (Annie E. Casey Foundation, 2013). While there are many factors that contribute to the “opportunity gap,” we can set all students up on a path to success by ensuring that they have developed adequate foundational reading skills by grade 3.

Extensive research over decades has generated a robust evidence base for effective practices to support the development of literacy in grades preK-3 (see [Castles, Rastle, and Nation, 2018](#), for a summary of this research base). Researchers often assert that virtually all children can learn to read when provided with adequate instruction (Kilpatrick, 2015). However, evidence-based practices do not always translate into schools. Often there is information overload or up-to-date information is not easily accessible, creating a gap between research knowledge and educational practices.

Evidence-based practices have also been the subject of recent legislation in Massachusetts. [An act relative to students with dyslexia](#) highlighted the pressing need for evidence-based screening assessments and instructional methods, which are shown to reduce or eliminate some reading difficulties.<sup>8</sup> Substantial and ever-increasing evidence exists to inform the design of interventions for students with particular learning difficulties and neurobiological profiles, including dyslexia. For instance, research has demonstrated that students with dyslexia often

<sup>7</sup> For instance, on the 2018 ELA MCAS, 59% of white third-graders in Massachusetts met or exceeded expectations, as compared to 34% of Black and Hispanic/Latino students. 60% of third-graders without disabilities met expectations, as compared to 17% of students with disabilities.

<sup>8</sup> This legislation requires the Department of Elementary and Secondary Education to “issue guidelines to assist districts in developing screening procedures or protocols for students that demonstrate one or more potential indicators of a neurological learning disability, including, but not limited to, dyslexia.” More detail about the state-level work related to dyslexia in Massachusetts is available [here](#).

respond to repeated, multi-sensory practice with phonemic awareness and letter-sound correspondence tasks (Kilpatrick, 2015). Using the available evidence is essential, because interventions that are not designed for the student’s specific profile and needs cannot be expected to accelerate learning.

If, as a state, we can collectively close the gap between the scientific knowledge base about literacy learning and actual classroom practice, we can achieve reading proficiency for virtually all children in the Commonwealth by grade 3.

## What Students Need

Students need instructional and programmatic practices that are supported by evidence. A rich evidence base exists to guide the design of an effective early literacy program, which includes:

- Essential components of reading and skills that must be taught to all students in core instruction.
- Valid assessments used to identify instructional needs and risk for reading difficulties and to monitor progress.
- Approaches to differentiating, scaffolding, and accommodating the core curriculum to create equitable access for all students.
- Evidence-based interventions.
- School and district systems and structures that support progress for all students.

All these elements, taken together, comprise a multi-tiered system of support (MTSS). A multi-tiered system of support is a school-wide approach to comprehensively meeting diverse student needs ([National Center on Response to Intervention](#), 2019; Massachusetts Tiered System of Support Blueprint). The efficacy of well-designed multi-tiered systems of support is thoroughly supported by evidence. A state-level initiative in Connecticut, based on implementation of multi-tiered systems of support in elementary schools, has demonstrated significant achievement gains for diverse students at a large scale ([Coyne et al, 2018](#)). While our focus is on early literacy for the purposes of this plan, it should be noted that the MTSS model is relevant for all grade levels, and secondary students will also benefit from these practices.

The following sections will briefly describe components of MTSS as applied to early literacy.

**Essential components of reading and skills that must be taught to all students in core instruction.** High quality core instruction is the essential starting point for an effective early literacy program. The types of curricular materials and learning experiences students need in core instruction were described in the first section of this document (see pages 6-8: *What Students Need* in High Quality Core Instruction). Specific to early literacy, word-reading skills and development of language are especially important to highlight within the core curriculum.

### *Word-reading skills*

Phonological awareness and phonics are key sub-skills that determine a student’s ability to decode words (Kilpatrick, 2015). An explicit, systematic core curriculum of phonological awareness and phonics in the early elementary grades can minimize reading difficulties for many children, including those with neurological characteristics associated with dyslexia (Spear-Swerling, 2018). High-quality core instruction in grades preK-3 will include explicit

instruction and active practice with phonemic awareness and phonics skills, using instructional routines whose effectiveness have been verified through research.

### *Language comprehension*

Knowing the meaning of words is essential to comprehension of text. Development of vocabulary and knowledge of word and language structures is the second key to early reading development. Virtually all young children can comprehend more words in spoken language than they can read, so oral language is the primary vehicle for encountering, interacting with, and learning new words and language structures for young children. Thus, extensive language-based activities and interactions are an essential component of early elementary classrooms.

It is important to note that we are not advocating learning formats that are often considered inappropriate for young children. Most people feel that kindergarteners should not be sitting through long lessons or completing worksheets. The evidence base also does not support these practices. Rather, the evidence suggests that rigorous learning experiences structured in a developmentally-appropriate way are beneficial for young children both academically and socially (see [Le et al, 2019](#), for a research synthesis).<sup>9</sup>

**Valid assessments used to identify instructional needs and risk for reading difficulties and to monitor progress.** Assessment is essential for multiple purposes. First, screening assessment is needed so that educators may identify students with present or potential reading difficulties. These assessments are crucial for young children so that their particular learning needs may be met instead of “waiting to fail.” Relatedly, progress monitoring assessments are also essential to measure whether and how much students are learning and progressing towards goals. This data allows educators to check the effectiveness of instruction and change course if needed—again, with the aim of preventing unnecessary prolonged struggle ([Fuchs, Fuchs, and Compton, 2012](#)). Schools must use assessments with demonstrated reliability and validity in measuring the constructs most associated with reading success, including phonological awareness and word-reading fluency (Kilpatrick, 2015).

**Approaches to differentiating, scaffolding, and accommodating the core curriculum to create equitable access for all students.** Teachers must use data from ongoing formative assessment, including student work, to understand students’ current developmental and skill levels. This information can then be used to identify texts or tasks within the core curriculum that will be inaccessible for individual students and to create scaffolds as needed to ensure all students have equitable access. Critically, teachers also use this information to plan small-group or individualized instruction that is aligned with core curriculum but targeted to individual student needs. When this happens not as an “extra” but within core instruction by classroom teachers, we have the strongest evidence of student success (Boudett, City, and Murnane, 2013).

**Evidence-based interventions.** Extensive research has demonstrated the effectiveness of intensive supplemental instruction in reading for those who need it. A recent review of the research from the national Institute of Education Sciences (Gersten et al, 2017) found significant

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<sup>9</sup> DESE’s other resources related to Early Childhood Education, including the [Approaches to Play and Learning](#) standards, describe the types of active learning experiences that are developmentally appropriate and supportive for young children. High-quality curriculum materials for young children utilize these developmentally-appropriate approaches by design.

positive impacts of focused reading intervention across a variety of areas (e.g., fluency, word reading, comprehension). Intensive intervention on foundational reading skills for young children identified at risk for reading failure is recommended in the IES Practice Guide [“Assisting Students Struggling with Reading”](#) with the highest level of confidence due to the rich evidence base (Gersten et al, 2009). Targeted interventions have been shown in countless studies to reduce or even eliminate reading difficulties in young children (Kilpatrick, 2015)—but not all interventions are created equal. Students need instruction using intervention materials or approaches that have been *shown to be effective in similar contexts* (USED, 2016) and that are coherent with the daily curriculum ([Lesaux, 2010](#)) in order for strong results to be expected.

**School and district systems that support progress for all students.** The multi-tiered system must be coordinated at the school and district level—it’s not something that any one teacher or even a grade level team can implement. For example, leaders must ensure appropriate curricular and intervention materials are available to every teacher. Professional development is required so that educators are prepared to provide rigorous core instruction and targeted interventions. Schools must implement routines for data-based decision making, such as systems for collecting data periodically and meeting to make instructional decisions using the data.

### Our Current State in Massachusetts

In conversations with educators about their priorities and needs, curriculum and instructional leaders very frequently requested information about “best practices” in design of the early literacy program. Educators expressed experiencing a deluge of sometimes-conflicting assertions and recommendations. Furthermore, not all “evidence” is created equal—certain studies yield more reliable evidence based on the type of study and whether the context of the study matches the local context. Educators are seeking support in navigating this complicated landscape to identify the most promising and evidence-based practices that warrant attention.

In discussing their districts’ needs, educators in leadership positions in Massachusetts frequently reported that new teachers in their districts had not been prepared to implement complex early literacy curriculum and instruction. This aligns with national studies suggesting that preparation programs do not consistently teach evidence-based practices for early literacy.<sup>10</sup>

In addition to requests for information about evidence-based instructional practices, needs related to effective assessment and intervention practices also came up frequently. Educators want guidance and support with effective MTSS systems, especially related to managing time/scheduling and data routines. This aligns with recent scholarship identifying the “details” of MTSS (scheduling, staffing, finding time for meetings, etc.) as the most common barrier to high-quality implementation of MTSS in the “real world” (see Coyne et al, 2016; Leonard et al, 2019).

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<sup>10</sup> The audio documentary [Hard Words](#) (2018) brought notoriety to this phenomenon nationally. Third-party reviews, such as [this one from the National Center on Teacher Quality](#), have found many teacher preparation programs to lack grounding in evidence-based practices. The cognitive scientist Mark Seidenberg discusses the disconnect between scientific evidence and teacher preparation in his book *Language at the Speed of Sight* (2017).

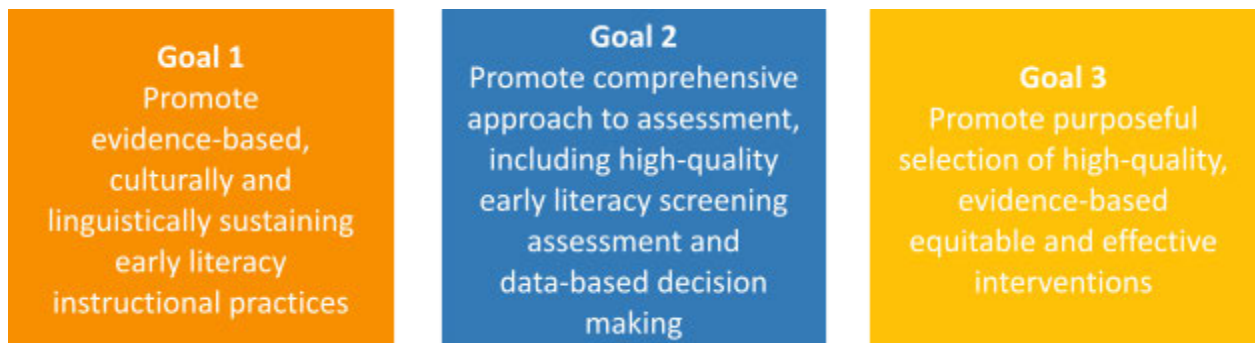
Finally, on the most recent [VISTA](#) survey, which asks leaders statewide about their needs, 80% of Principals reported that their school would benefit from support “*connecting students with different intensities of academic need to appropriate interventions.*”

The following specific needs were also commonly requested by educators:

- Recommended screening, benchmark, and progress monitoring assessments
- Best practices for formative assessment, including looking at and responding to student work
- Recommended interventions for a variety of purposes, including for students with dyslexia.

In the context of this evidence base and the current state in Massachusetts, DESE has set specific goals related to **Evidence-Based Early Literacy** and designed strategies to work towards those goals over the next 5 years.

## Theme 2: Evidence-Based Early Literacy



The Center for Instructional Support at DESE will continue and expand initiatives over the next 5 years to continue to support these goals, including but not limited to:

### Guidance, Resources and Information

1. [Mass Literacy Guide](#)
  - a. Develop, launch and continually update the Mass Literacy Guide which is a user-friendly web-based compendium of current information, research, and resources for early literacy, and provides guidance for evidence-based, culturally and linguistically sustaining early literacy practices
  - b. Develop a robust revisions that center the unique needs of multilingual learners
2. [Massachusetts Dyslexia Guidelines](#)
  - a. Offer clear and practical guidelines for early screening, instruction, and intervention for students with reading difficulties and neurological learning disabilities, including dyslexia
  - b. Revise for more details to support multilingual and bidialectal learners
3. [Early Literacy Universal Screening](#)



- a. Provide a list of approved early literacy universal screening assessment to support districts with adoption and implementation of an early literacy screening assessment and data-based decision making for literacy instruction
- b. Offer supportive resources to school and district teams to select and implement a comprehensive early literacy universal screening protocol
- c. Develop and release resources for educators and families to support early literacy screening for multilingual learners

### High Quality Instructional Materials

4. [Appleseeds: Evidence-Based Foundational Skills for MA](#)
  - a. Make reading foundational skills curricular materials free and available with *Appleseeds*—a complete *Appleseeds* is fully aligned to Mass Literacy and includes: hands-on phonics materials, lesson plans, student workbooks, decodable readers, assessments, and a curriculum-specific multilingual learner guide
5. *See supports under Theme 1: High Quality Core Instruction*

### Professional Learning

6. Offer the Early Grades Literacy Program to support schools to implement evidence-based practices through professional learning and coaching
7. Offer a Massachusetts Dyslexia Institute to provide district-teams with relevant, culturally, and linguistically sustaining evidence-based best practices on early literacy screening, instruction, identification and specialized interventions and support for students with reading difficulties, including dyslexia, and results in a district Dyslexia Action Plan
8. Offer a [Tiered Literacy Academy](#), an intensive professional learning opportunity dedicated to evidence-based literacy and acceleration practices in tier 1 and targeted and intensive literacy supports for students requiring tier 2 and/or 3 support
9. Offer large-scale professional development in evidence-based, culturally and linguistically sustaining early literacy knowledge and practices for all MA educators in diverse roles
10. Offer free [open access professional learning courses](#) to Massachusetts PreK–12 educators and administrators in ELA/literacy topics from highly qualified providers
11. Offer a [free course](#) on the the Mass Literacy Guide to introduce educators to the evidence-based practices in the guide

### Funding

12. Provide funding to support districts and schools in adopting an early literacy universal screening assessment
13. Provide funding for purchase of Tier 1 high-quality instructional materials and professional development to support skillful implementation



14. Provide funding, such as [Growing Literacy Equity Across Massachusetts](#) (GLEAM), to support LEAs to implement equity-driven and sustainable improvements in programming across the Commonwealth through a multi-tiered system of support for ELA/literacy, as well as expanded access to high-quality PreK
15. Provide funding for districts to partner with tutoring vendors for no-cost [high dosage tutoring](#) in early literacy (grades K–3) to accelerate student learning

### **Educator Preparation**

16. Develop and release [new early literacy-specific formal evaluation criteria](#) for licensure programs related to early literacy
17. Provide opt-in formative reviews for Early Childhood, Elementary, and Moderate Disabilities licensure programs to support their work to strengthen and enhance their pre-service courses
18. Offer new and expanded supports for educator preparation programs to strengthen evidence-based and culturally and linguistically sustaining preparation for teacher candidates in early literacy
19. Offer an Early Literacy Professional Learning Community to support IHEs (administrators and faculty) to review and update their programs and coursework for elementary and literacy teachers
20. Accelerate the program review of all Early Childhood, Elementary, and Moderate Disabilities licensure programs to ensure that all teacher candidates in Massachusetts are prepared, through coursework and opportunities for practice and high-quality feedback, in evidence-based early literacy as outlined in the Mass Literacy Guide
21. Update the relevant MTEL exams to reflect up-to-date evidence-based knowledge and practices for Reading Specialist and Foundations of Reading

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## Attachment 2 Massachusetts State Literacy Needs Assessment

# ***Massachusetts Literacy Needs Assessment, 2024 CLSD***

## **Executive Summary**

In 2024, DESE's Center for Instructional Support (CIS) undertook an assessment of the state's literacy needs. This assessment included the following:

- Examination of the 2019 Literacy Strategic Plan
- Review of Literacy Achievement on the NAEP, MCAS ELA grades 3-10
- Review of Universal Literacy Screening data for Prek to grade 3
- Review of School and District Accountability data
- Review of High-quality Instructional Materials (HQIM) adoption and implementation data
- Review of data on educator preparation programs for literacy teachers
- Review of implementation and outcomes data from the current CLSD 2020 subgrant program

The intention of this assessment was to identify the most significant needs DESE should address through its proposal for CLSD 2024. ***The Needs Assessment identified three core needs based on seven observed trends in the state's literacy outcomes, educator practice data, and district/school performance data.***

## **Core Needs**

- 1. Improve Statewide Literacy Achievement and Close Gaps**
- 2. Support Literacy Achievement in High-need Schools**
- 3. Strengthen Infrastructure for Teacher Preparation and Improve In-Service Training with HQIM and Evidence-based Practice**

Across Massachusetts, we see too few students meeting grade-level literacy benchmarks, too few teachers prepared and trained in evidence-based instructional practices, and too few districts and schools adopting and implementing high-quality

instructional materials. We find this is a result of gaps in access for historically underserved student groups to high-quality, evidence-based literacy programs with trained literacy instructors from birth through high school.

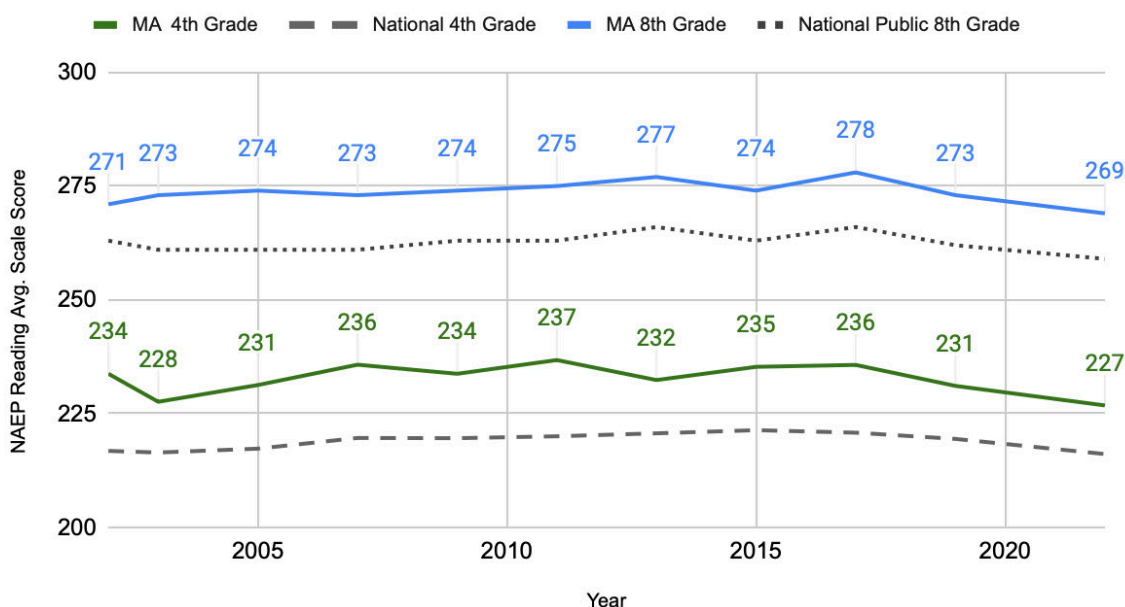
## Review of Data: 7 Key Trends

### *Trend 1: Overall English Language Arts performance in MA plateaued over the last decade*

From 2007 to 2017, the National Assessment of Educational Progress (NAEP) showed no significant growth in Massachusetts 4th or 8th grade reading achievement. Since 2017, driven by the COVID-19 Pandemic, reading results in 4th and 8th grade have declined to below 2002 levels. While Massachusetts currently leads the nation in 4th grade reading achievement on NAEP, other states have accelerated growth over the last ten years, and particular student subgroups in other states have already surpassed their Massachusetts counterparts.<sup>1</sup>

Figure 1

#### NAEP Reading Scale Score, 2002-2022



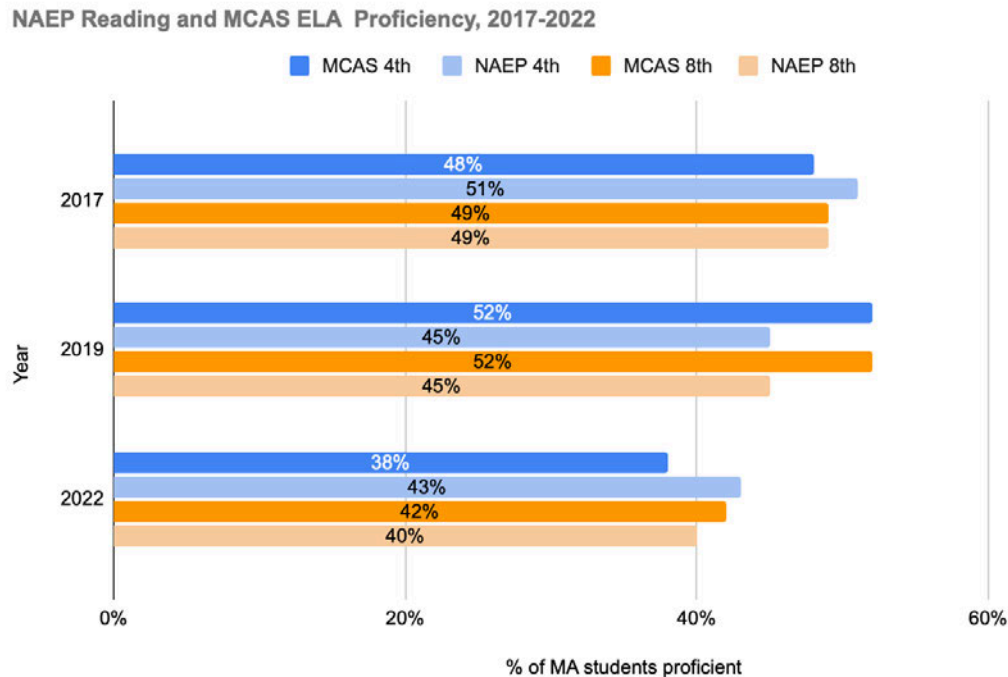
On the annual state assessment, the NextGen Massachusetts Comprehensive Assessment System English Language Arts (MCAS ELA), we see similar trends for 4th

<sup>1</sup> For example, 4<sup>th</sup> and 8<sup>th</sup> grade Hispanic students in numerous states outperformed those in Massachusetts in 2017. Data is available through the [NAEP Data Explorer](#).



and 8th grade students over time as on the NAEP Reading.<sup>2</sup> The percent of students meeting or exceeding expectations in ELA remained relatively flat since 2017 and steeply declined following the pandemic in 2019.

Figure 2



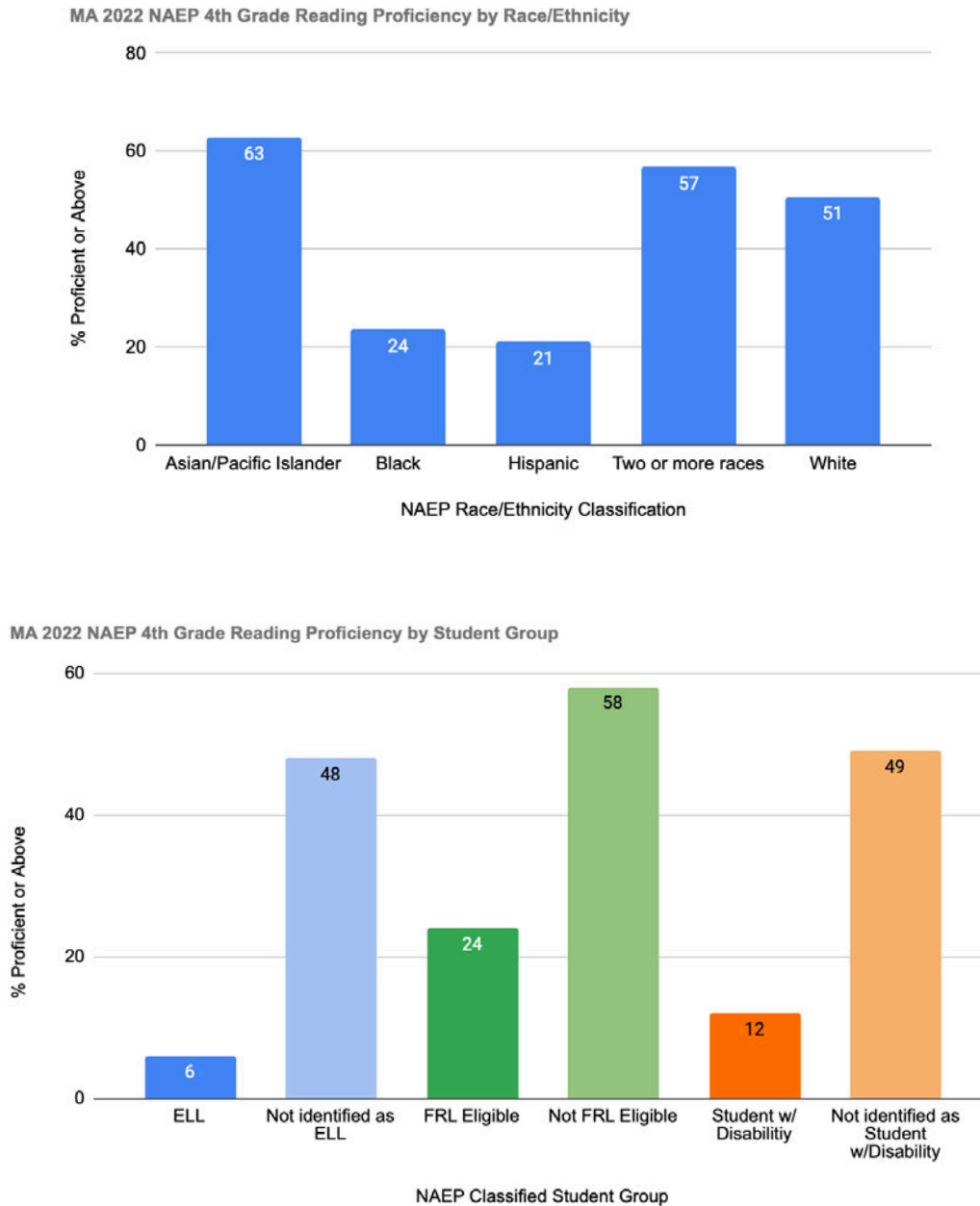
### ***Trend 2: Large gaps exist across race/ethnicity, income, and disability and language status***

Massachusetts has large gaps amongst student groups that reflect a history of undeserving specific student groups, including Black students, Hispanic students, English learners, low income students, and students with disabilities. These trends are consistent on both the NAEP reading assessments for grade 4 and grade 8 and consistent on the NextGen MCAS for ELA.

<sup>2</sup> Massachusetts launched a redesigned MCAS ELA assessment in 2017. The student achievement data from the new, "NextGen MCAS," is not comparable to the previous MCAS.



**Figure 3**



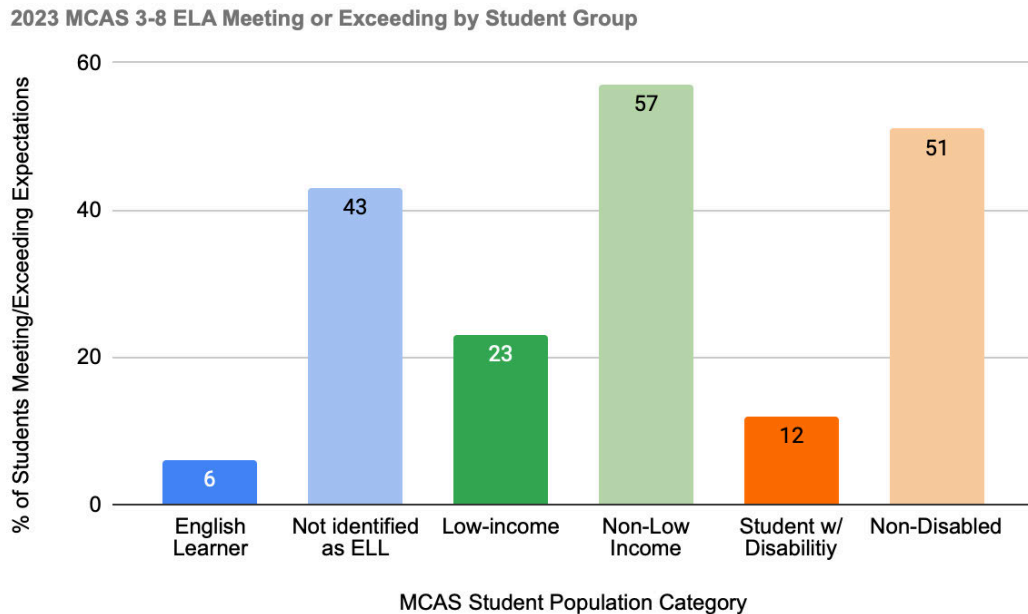
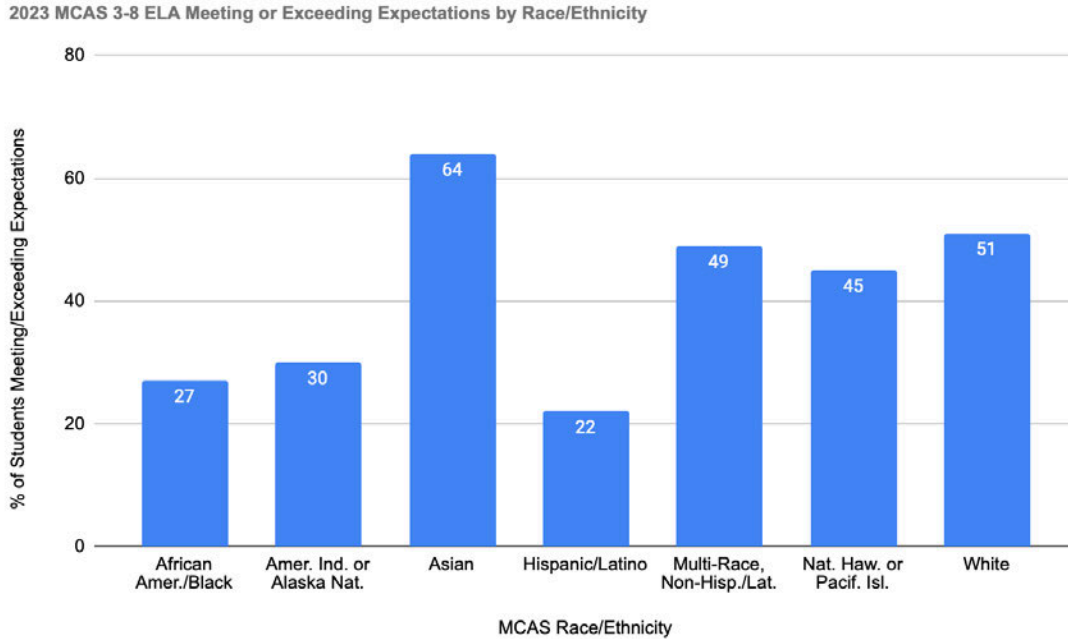
Specifically, on the NAEP grade 4 reading assessment, despite strong overall performance, MA leads the nation in the magnitude of gaps in reading proficiency for students identified with disabilities, English Learners, and students eligible for Free and reduced lunch and their peers.

**Figure 4**

<b>Student Groups</b>	<b>Size of Proficiency Gap</b> <i>(2022 NAEP Gr 4 Reading)</i>	<b>NAEP Gap State Ranking</b> <i>(1 being largest gap, 50 being smallest gap)</i>
Students w/ disabilities and Students not identified w/disabilities	37 percentage points	#2
ELL Students and Students not classified as ELL	42 percentage points	#1
Students eligible for Free and Reduced Lunch and Students not eligible for Free and Reduced lunch	33 percentage points	#2

2023 achievement data from the MCAS ELA assessment given to students in grades 3-8 are consistent with the NAEP data. In Massachusetts, 64% of Asian students and 51% of White students are meeting or exceeding expectations in ELA compared to 27% Black students and 22% of Hispanic/Latino students. In addition, the MCAS ELA reveals large disparities between English learners and students not identified as English learners (37 point gap) and low-income students and students not identified as low-income (34 point gap).

**Figure 5**



***Trend 3: Gaps begin early and are more difficult to close over time***

In 2022, Massachusetts began requiring literacy screening using an approved literacy screening assessment for students in grades K-3. Prior to the statewide

requirement, DESE collected screening data from schools and districts participating in state literacy grants (including CLSD 2020 funded programs). This data collection from 159 schools across 43 districts included screening data on 35,000 students in grades K through 3 (approximately 10% of the Massachusetts K-3 student population). Findings from this data demonstrated that the gaps in student achievement on NAEP and MCAS literacy assessments begin much earlier and are tied to students in particular groups that are not meeting grade-level literacy benchmarks in early grades.

The data displayed in Figure 6 show that while all student groups improve toward meeting benchmarks by the end of year assessments, English learners in particular still have over 50% of students at-risk by the end-of-year assessment, which is significantly higher than their non-English Learner peers across racial groups.

**Figure 6**

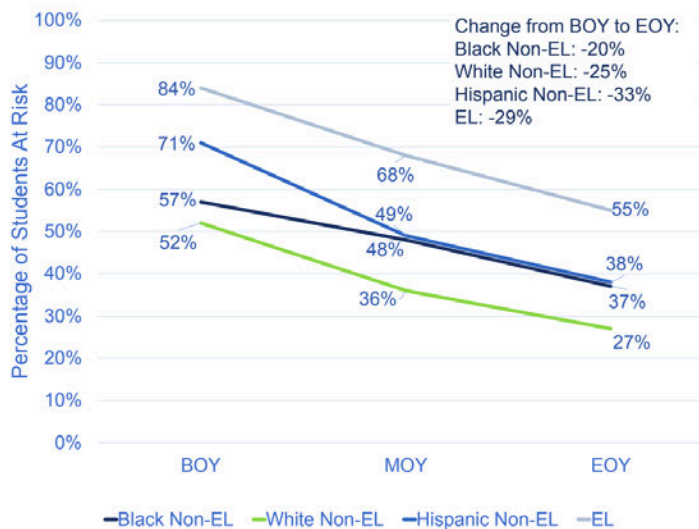
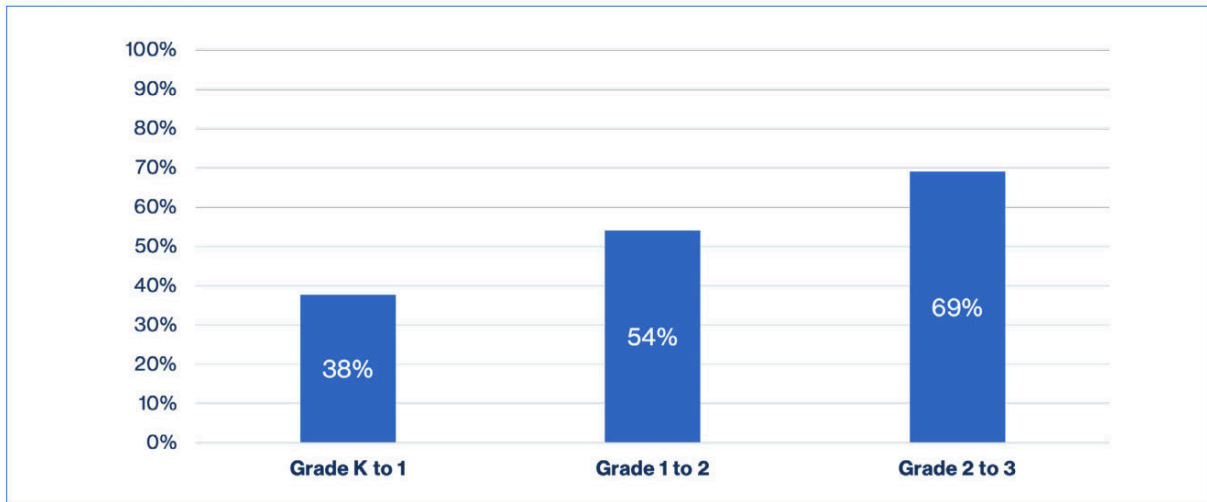


Figure 7 shows that within grades K–3, more students at higher grade levels stayed at risk across grade levels and years than did students at lower grade levels. For example, 38 percent of students who were identified as at risk at the beginning of their kindergarten year were still at risk at the end of grade 1, compared to 69 percent of students who were identified as at risk at the start of grade 2 and were still at risk at the end of grade 3.<sup>3</sup>

<sup>3</sup> Lemke, M., Murphy, D., Soo Ping Chow, A. Spencer, H., Zhang, A., “Supporting Students Early: Findings From Initial Analysis of Student Progress in Early Literacy in Massachusetts.” (2023). Retrieved from: <https://www.wested.org/resources/ma-early-literacy-supporting-students-early/#>

**Figure 7**

*Percentage of Students “At Risk” for not meeting literacy benchmarks at the beginning of one grade level and the end of the next grade level.*



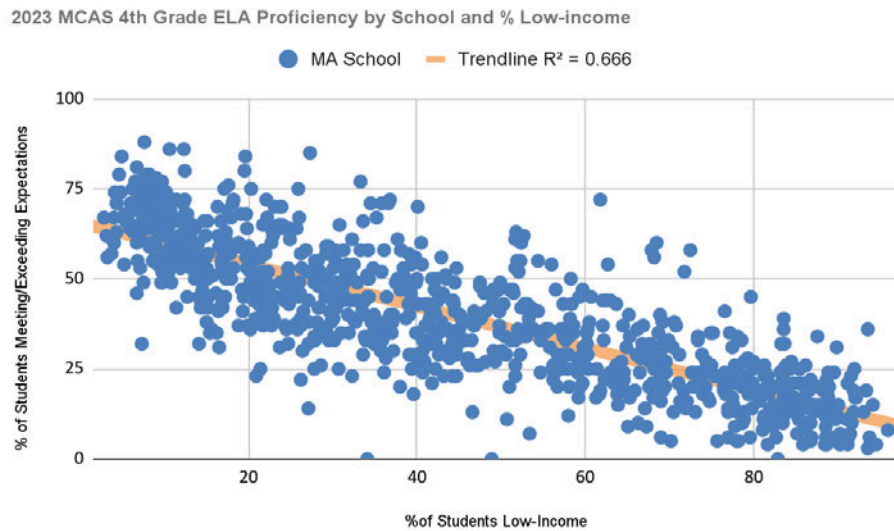
Source. 2020/21 and 2021/22 district-provided screening assessment data

#### ***Trend 4: High-Need schools lag behind lesser-need peers***

Performance on the MCAS ELA assessments by school is strongly correlated with the percent of low-income students in the school. The scatterplot in Figure 8 below shows results from the 2023 MCAS ELA Grade 4 assessment for schools and the percent of low-income students in that school. As is evident from the chart, MA schools meeting the federal definition for high-need (elementary and middle schools with 50% or greater low-income students)<sup>4</sup> are heavily concentrated in schools averaging at 30% or below meets or exceeds expectations on the most recent grade 4 ELA assessment.

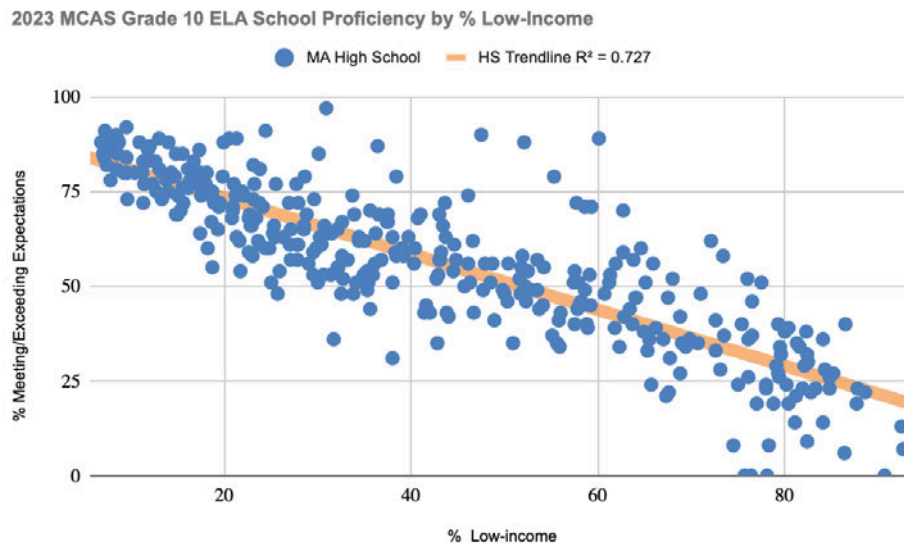
<sup>4</sup> <https://www.federalregister.gov/d/2024-08578/p-214>

Figure 8



This correlation between the share of low-income students in a school and the percent of students meeting proficiency expectations on the MCAS ELA is even stronger in high school on the grade 10 MCAS ELA. In Figure 9 we see that schools meeting the high-need definition (40% or higher low-income students) are clustered toward the lower end of MCAS performance on the grade 10 assessment, typically scoring on average below 40% proficiency.

Figure 9



Not only do these schools tend to have more students from low-income backgrounds, but they also have high concentrations of multilingual learners. MA schools considered high-need according to the federal definition have on average over 22% of their students identified as English learners compared to only 5% for schools not considered high-need.

### ***Trend 5: Uneven pandemic recovery by school and student groups***

Across Massachusetts, we continue to see an uneven recovery from the COVID-19 Pandemic. While there are bright spots, many in schools and districts that have been supported by federal recovery dollars and CLSD 2020 funds, we continue to see student groups and particular grade levels far from pre-pandemic (2019) performance on the MCAS ELA assessment. Figure 10 shows the uneven rates of recovery, which in particular is impacting Hispanic/Latino students, Low-income students, and students in early elementary grades.

Figure 10

<b>Pandemic Recovery by Grade Level - MCAS ELA</b>			
<b>Grade Level</b>	<b>2019 % Meets or Exceeds</b>	<b>2023 % Meets or Exceeds</b>	<b>Difference from pre-Pandemic (2019)</b>
<b>Grade 3</b>	56	44	<b>-12</b>
<b>Grade 4</b>	52	40	<b>-12</b>
<b>Grade 5</b>	52	44	<b>-8</b>
<b>Grade 6</b>	53	42	<b>-11</b>
<b>Grade 7</b>	48	40	<b>-8</b>
<b>Grade 8</b>	52	44	<b>-8</b>
<b>All Grades 3-8</b>	52	42	<b>-10</b>
<b>Grade 10</b>	61	58	<b>-3</b>

<b>Pandemic Recovery by Student Group - MCAS ELA Grades 3-8</b>			
<b>Student Group</b>	<b>2019 % Meets or Exceeds</b>	<b>2023 % Meets or Exceeds</b>	<b>Difference from pre-Pandemic (2019)</b>
<b>All Students</b>	<b>52</b>	<b>42</b>	<b>-10</b>
<i>Race/Ethnicity</i>			
<b>African Amer./Black</b>	34	27	<b>-7</b>
<b>Amer. Ind. or Alaska Nat.</b>	40	30	<b>-10</b>

<b>Asian</b>	72	64	-8
<b>Hispanic/Latino</b>	33	22	<b>-11</b>
<b>Multi-Race, Non-Hisp./Lat.</b>	56	49	-7
<b>Nat. Haw. or Pacif. Isl.</b>	51	45	-6
<b>White</b>	59	51	-8
<i>Selected Population</i>			
<b>Low Income</b>	33	23	<b>-10</b>
<b>English Learner</b>	15	6	-9
<b>Students w/Disabilities</b>	16	12	-4
<b>Non-Low Income</b>	63	57	-6
<b>Not EL</b>	56	46	<b>-10</b>
<b>Non-Disabled</b>	61	51	<b>-10</b>

The recovery from the COVID-19 Pandemic varies considerably by school, and we see especially slow recovery in our high-need elementary and middle schools serving students in grades K-8. Figure 11 below displays the change in ELA MCAS scores from 2019 to 2023 in high-need Massachusetts elementary and middle schools. Only 11% of these schools are scoring back at 2019 proficiency levels, while 20% of these schools (102 schools) remain 20 or higher percentage points from their 2019 MCAS proficiency level. Figure 12 shows a more improved picture amongst Massachusetts high-need high schools. Just over 40% of these high schools are currently back at 2019 MCAS proficiency levels on the grade 10 ELA MCAS.

Figure 11

**Change in ELA Grades 3-8 MCAS Since 2019 for High-Need Schools**

*0 or above means school is at pre-pandemic level*

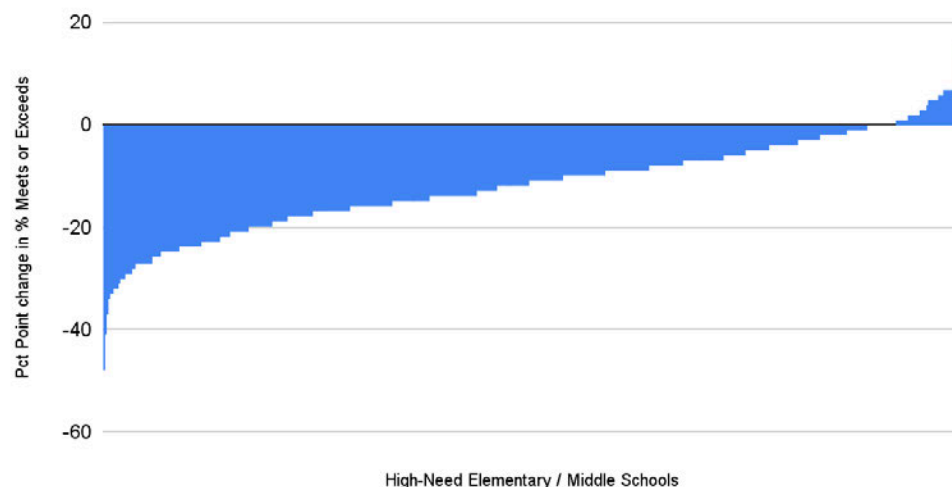
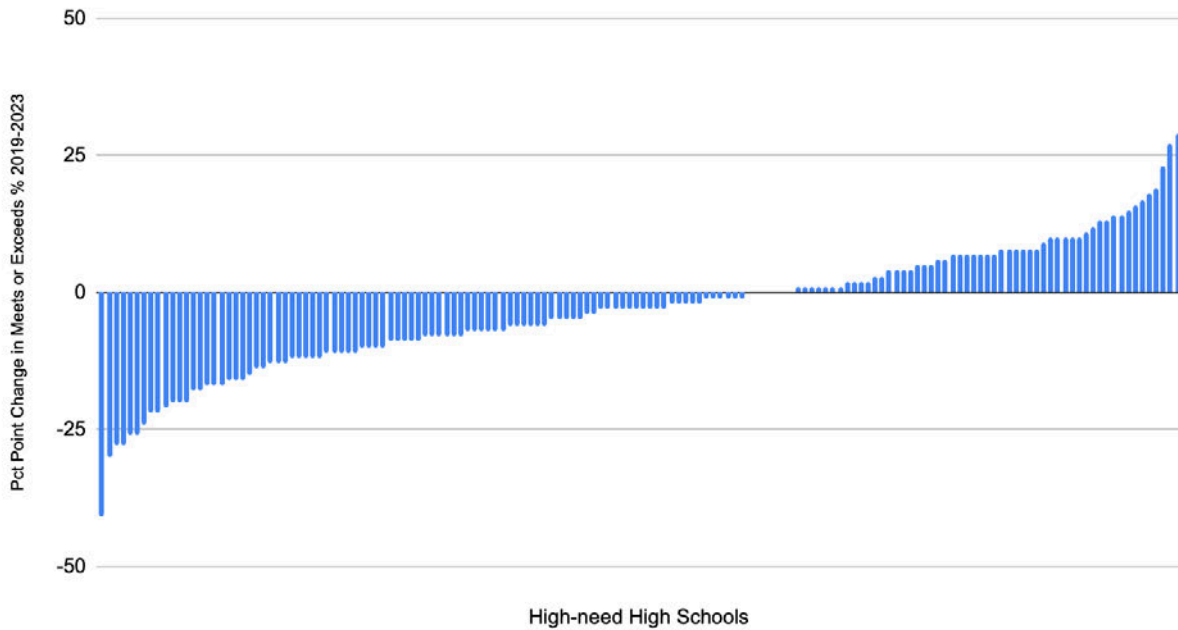




Figure 12

Change in Grade 10 ELA MCAS Since 2019 for High-Need Schools  
0 or above means school is at pre-pandemic level

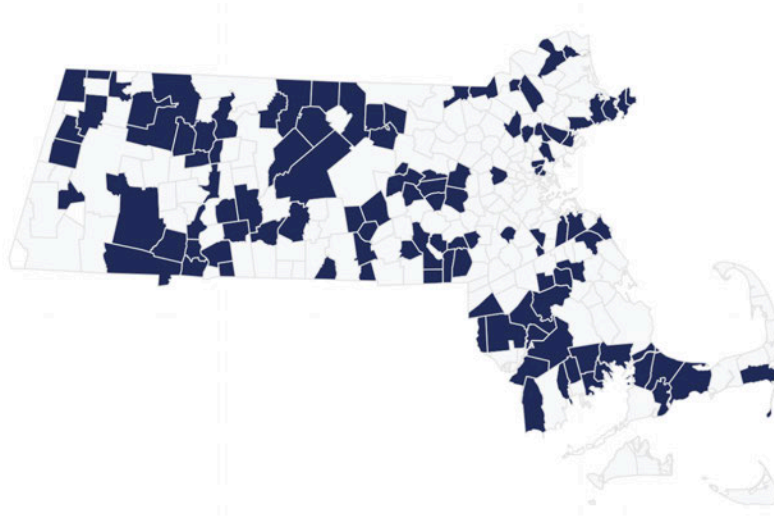


***Trend 6: Significant progress, but most MA districts still are not using HQIM***

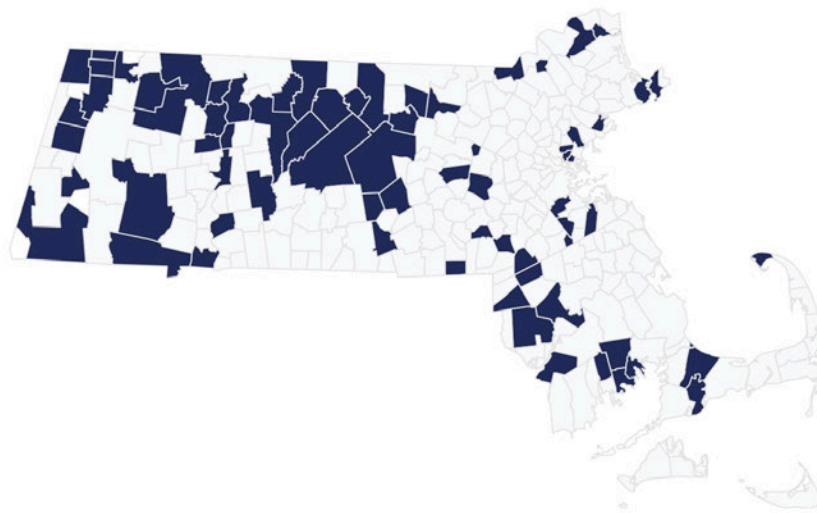
When Massachusetts applied for its first CLSD grant in 2020, few districts were using high quality instructional materials (HQIM) in ELA. With DESE’s supportive programs and funding, many more districts are now using HQIM in ELA/literacy classes, especially in early literacy. While this reflects significant progress, still approximately half of districts are not using HQIM for literacy in K-5, and less than half are using HQIM in 6-12 literacy (Figure 13).

Figure 13

**MA School Districts Self-Reporting K-5 ELA Curriculum that Meet Expectations on CURATE**



**MA School Districts Self-Reporting 6-12 ELA Curriculum that Meet Expectations on CURATE**



One of the major barriers to adoption of HQIM as reported to DESE by Massachusetts Superintendents is the cost of updating materials and the costs and capacity required for training educators on new materials. CLSD in Massachusetts provided essential resources to overcome this barrier in the districts we were able to

fund, and we hope to continue to support the rate of adoption in Massachusetts with CLSD 2024.

### ***Trend 7: MA educators lack access to high-quality, pre-service training in evidence-based literacy instructional practices and the foundations of literacy***

The majority of Massachusetts institutions of higher education that prepare teacher candidates do not offer adequate support in the areas of reading, writing and language. DESE has been studying this problem since 2020, and the data reflects strong cause for concern:

- Only ***one-third of surveyed teacher candidates and recent completers*** in 2020 and 2021 ***agreed that "there are instructional routines for teaching each component of literacy which are supported by scientific evidence."***<sup>5</sup>
- According to a [2021 syllabi review](#) of required courses in elementary and early childhood programs across nine teacher preparation providers, some candidates currently are not afforded opportunities to learn about key topics such as decoding, phonemic awareness, and components of writing instruction.<sup>6</sup>

In addition, a recent review by the National Council on Teacher Quality found that only three of the 18 Massachusetts programs it reviewed scored an “A” on the alignment of their program elements of scientifically-based reading instruction.<sup>7</sup> The result is that a majority of educators entering Massachusetts classrooms annually are unlikely to have used evidence-based materials, or been trained in evidence-based instructional practices for literacy.

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<sup>5</sup> Massachusetts Department of Elementary and Secondary Education. (2021). *Early literacy in educator preparation*. Educator Preparation. <https://www.doe.mass.edu/edprep/resources/early-literacy.html#SnippetTab%23:~:text=Only%20one-third%20of%20surveyed>

<sup>6</sup> Region1 Comprehensive Center Network, "Assessing Educator Preparedness in Massachusetts to Effectively Teach Early Literacy." Retrieved from <https://region1cc.org/blog/assessing-educator-preparedness-massachusetts-effectively-teach-early-literacy-instruction>

<sup>7</sup> Ellis, C., Holston, S., Drake, G., Putman, H., Swisher, A., & Peske, H. (2023). *Teacher Prep Review: Strengthening Elementary Reading Instruction*. Washington, DC: National Council on Teacher Quality. Retrieved from: <https://www.nctq.org/review/standardScores/Reading-Foundations#state-MA>

## Attachment 3 CLSD 2020 Progress Snapshot

### *Massachusetts 2020 CLSD Progress Snapshot*

In Fall of 2020, Massachusetts was awarded approximately \$20,000,000 in federal Comprehensive Literacy State Development Grant (CLSD) funds. These funds provided critical resources for the Department of Elementary and Secondary Education (DESE) to carry out the goals of its [2019 Literacy Strategic Plan](#).

With support from CLSD, DESE launched the [“Growing Literacy Equity Across Massachusetts” \(GLEAM\)](#) grant program in 2020. GLEAM grants support districts to implement equity-driven, evidence-based and sustainable improvements in literacy programming through a multi-tiered system of support for ELA/literacy, as well as expanded access to high-quality PreK. Over the last four years, the GLEAM grants supported over 160 schools across 35 districts reaching almost 30,000 students.

While Massachusetts has a long way to go to ensure that all students are meeting grade-level expectations in reading, there is evidence of progress especially within the schools and districts supported by the 2020 CLSD grant. In the data tables below DESE presents evidence of progress in terms of student outcomes and in changes to instructional practices within subgrantee schools and districts.

**Table 1. MA 2020 CLSD Subgrantee Instructional Practice Shifts**

Evidence-Based Literacy Practice Area	Start of 2020 CLSD Grant (2021)	End of 2020 CLSD Grant (2024)
<b>HQIM:</b> 2020 CLSD districts using high-quality instructional materials for Literacy/ELA as defined by EdReports or <a href="#">MA CURATE</a> .	31%	95%
<b>HQIM:</b> The percentage of 2020 CLSD districts using high-quality preschool literacy instructional materials, as determined by <a href="#">EEC's Pre-School Curriculum Rubric</a> .	0%	100%
<b>Evidence-Based Strategy:</b> The percentage of evidence-based activities implemented by 2020	70%	91%

CLSD districts that meet the requirements of strong or moderate evidence in the definition of “evidence-based” in the Notice Inviting Applications (NIA) published on April 3, 2020.		
<b>Evidence-Based Strategy:</b> The number of 2020 CLSD districts with successful comprehensive literacy plans (as determined by DESE review).	0	32
<b>Evidence-Based PD:</b> The percentage of literacy teachers in 2020 CLSD districts receiving access to regular (2x monthly) coaching by a literacy expert and/or job-embedded professional development on early literacy content and practices, aligned to teachers’ instructional materials, as determined by a DESE analysis of twice annual teacher surveys.	25%	96%
<b>Evidence-Based PD:</b> The percentage of preschool teachers in 2020 CLSD districts receiving access to regular coaching by a literacy expert and/or job-embedded professional development on early literacy content and practices, aligned to teachers’ instructional materials, as determined by twice annual teacher surveys and teacher evaluation data, which will be analyzed by DESE.	25%	94%

**The shift toward high-quality, evidence-based practices in 2020 CLSD subgrant districts has had a significant impact on improving student literacy outcomes.** CLSD subgrants have significantly increased kindergarten literacy readiness, reduced reading failure risk rates across students in K-5 and in grades 6-12, and increased the percentage of secondary students meeting grade-level expectations in literacy/ELA.

**Table 2. MA 2020 CLSD Student Outcomes**

Student Outcome Measure	Start of 2020 CLSD (2021)	End of 2020 CLSD (2024)
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<b>Kindergarten On-Track:</b> The percentage of Pre-K students who are making progress consistent with being at grade level by kindergarten, as determined by twice annual literacy screening assessment data.	55% <sup>1</sup>	73%
<b>Kindergarten On-Track:</b> The percentage of participating Four-year-old children who achieve significant gains in oral language skills.	49%	64%
<b>Reading Failure Risk:</b> The percentage of students in grades K-5 at-risk for reading failure in each assessment period, as determined by either a DESE-approved universal screener or by an analysis of the number of students meeting or exceeding expectations for ELA/Literacy achievement on the MCAS	50% <sup>2</sup>	32%
<b>Reading Failure Risk:</b> The percentage of secondary students (6-12) requiring literacy interventions	31% <sup>3</sup>	22%
<b>Meeting Grade-Level Expectations:</b> The percentage of grade 8 and 10 students meeting or exceeding expectations for ELA/Literacy on the MCAS	26%	32%
<b>Meeting Grade-Level Expectations:</b> The percentage participating fifth-grade students who meet or exceed proficiency on State reading/language arts assessments	28%	28%

<sup>1</sup> Data was available at the end of the first year of the GLEAM program, not prior to the start of GLEAM. Data is included in the Year 2 Annual Report for MA 2020 CLSD submitted to the US Department of Education.

<sup>2</sup>Data was available at the end of the first year of the GLEAM program, not prior to the start of GLEAM. Data is included in the Year 2 Annual Report for MA 2020 CLSD submitted to the US Department of Education.

<sup>3</sup> Data was available at the end of the first year of the GLEAM program, not prior to the start of GLEAM. Data is included in the Year 2 Annual Report for MA 2020 CLSD submitted to the US Department of Education.

# Attachment 4 CLSD 2024 Evaluation Plan

## Massachusetts CLSD 2024 Program Evaluation Scorecard

Overall MA CLSD 2024 Project Scorecard					
		<u>Obj. 1</u>	<u>Obj. 2</u>	<u>Obj. 3</u>	<u>Obj. 4</u>
Year 1	% Targets Met				
	*Performance Rating				
Year 2	% Targets Met				
	*Performance Rating				
Year 3	% Targets Met				
	*Performance Rating				
Year 4	% Targets Met				
	*Performance Rating				
Year 5	% Targets Met				
	*Performance Rating				
Total	% Targets Met				

(Y1-5)	*Performance Rating				
<b>Overall Project Total (Y1-5, Obj 1-5)</b>				<b>% of Targets Met:</b> Goal = 85% or higher <b>Overall Performance Rating:</b>	

\*Performance Rating Key: Blue=Exceptional (90%+), Green=Good (80-89%), Yellow=Moderate (70-79%), Red = Poor (0-69%)

<b>CLSD 2024 Project Objective: 1</b>	Through the development of literacy action plans and the adoption of high-quality instructional materials, subgrantees establish the foundations and enabling context for developing and implementing a high-quality, evidence-based literacy program			
Project Outcome	Outcome Measure	Evaluation Criteria by Year		Evaluation
<b>Out 1.1.</b>	<i>% of subgrant districts completing a Community Literacy Needs assessment by the end of year 1 that identifies literacy needs and historically underserved student groups.</i>	<b>Y1:</b> 100% of PreK-5 subgrants and Cohort 1 6-12 Subgrants completed Community Literacy Needs Assessment <b>Y2:</b> <b>Y3:</b> - <b>Y4:-</b> <b>Y5:</b> -		<b>Met, Partially Met, Did not meet</b> <b>Y1:</b> <b>Y2:</b> <b>Y3:</b> <b>Y4:</b> <b>Y5:</b>
<b>Out 1.2.</b>	<i>% of subgrant districts completing a Literacy Action Plan that includes the 5-evidence based pillars for CLSD 2024 by the end of year 1, as determined by DESE administrator.</i>	<b>Y1:</b> 100% of PreK-5 subgrants and Cohort 1 6-12 Subgrants completed Literacy Action Plan <b>Y2:</b> <b>Y3:</b> - <b>Y4:-</b> <b>Y5:</b> -		<b>Met, Partially Met, Did not meet</b> <b>Y1:</b> <b>Y2:</b> <b>Y3:</b> <b>Y4:</b> <b>Y5:</b>



<b>Out 1.3</b>	<i>% of subgrantees using high-quality instructional materials (analysis using the Department's CURATE project, EdReports, or the Department of Early Education and Care's Curriculum Rubric Review).</i>	<b>Y1:</b> <b>Y2:</b> <b>Y3:</b> - <b>Y4:-</b> <b>Y5:</b> -100% of PreK-5 subgrants and Cohort 1 6-12 Subgrants use HQIM	<b>Met, Partially Met,</b> <b>Did not meet</b> <b>Y1:</b> <b>Y2:</b> <b>Y3:</b> <b>Y4:</b> <b>Y5:</b>
<b>Overall Objective 1 Performance</b>		<b>% Targets Met Y1-Y5:</b> <b>Goal = 85% or above</b>	

<b>CLSD 2024 Project Objective: 2</b>	<b>Strengthen educators' knowledge and implementation of evidence-based, systematic, explicit, and culturally and linguistically sustaining ELA/literacy instructional practices through job-embedded and regular coaching and professional learning across the district, including non-district early educators.</b>		
<b>Project Outcome</b>	<b>Outcome Measure</b>	<b>Evaluation Criteria by Year</b>	<b>Evaluation</b>
<b>Out 2.1</b>	<i>% of Subgrantee literacy teachers receiving coaching and/or job-embedded professional development on early literacy and evidence-based practices according to DESE administered educator surveys.</i>	<b>Y1:</b> <b>Y2:</b> <b>Y3:</b> <b>Y4:</b> <b>Y5:</b> 70% of literacy teachers receiving coaching and/or job-embedded professional development on early literacy and evidence-based practices according to DESE administered educator surveys.	<b>Met, Partially Met,</b> <b>Did not meet</b> <b>Y1:</b> <b>Y2:</b> <b>Y3:</b> <b>Y4:</b> <b>Y5:</b>

<b>Out 2.2</b>	<i>% of hours of evidence-based early literacy professional development in a mixed group setting as determined by DESE analysis of surveys and data reports.</i>	<b>Y1:</b> <b>Y2:</b> <b>Y3:</b> <b>Y4:</b> <b>Y5:</b> 40% of hours of evidence-based early literacy professional development in a mixed group setting as determined by DESE analysis of surveys and data reports.	<b>Met, Partially Met, Did not meet</b> <b>Y1:</b> <b>Y2:</b> <b>Y3:</b> <b>Y4:</b> <b>Y5:</b>
<b>Out 2.3</b>	<i>% of schools making progress toward specific instructional practice targets defined in LEA Literacy Action Plans</i>	<b>Y1:</b> <b>Y2:</b> <b>Y3:</b> <b>Y4:</b> <b>Y5:</b> 80% of schools making progress toward specific instructional practice targets defined in LEA Literacy Action Plans	<b>Met, Partially Met, Did not meet</b> <b>Y1:</b> <b>Y2:</b> <b>Y3:</b> <b>Y4:</b> <b>Y5:</b>
<b>Overall Objective 2 Performance</b>		<b>% Targets Met Y1-Y5:</b> Goal = 85% or above	

<b>CLSD 2024 Project Objective: 3</b>	Subgrantees increase rates of literacy achievement for all students, especially those who have been historically underserved, participating in CLSD-participating grade spans.		
<b>Project Outcome</b>	<b>Outcome Measure</b>	<b>Evaluation Criteria by Year</b>	<b>Evaluation</b>

Out 3.1	% of participating four-year-old children who achieve significant gains in oral language skills, as determined by a State-approved measure. <b>[Required Program Measure]</b>	Y1: Y2: Y3: Y4: Y5: 70% of participating four-year-old children who achieve significant gains in oral language skills, as determined by a State-approved measure. <b>[Required Program Measure]</b>	Met, Partially Met, Did not meet Y1: Y2: Y3: Y4: Y5:
Out 3.2	% of participating fifth-grade students who meet or exceed proficiency on State reading/language arts assessments under section 1111(b)(2)(B)(v)(I) of the ESEA. <b>[Required Program Measure]</b>	Y1: Y2: Y3: Y4: Y5: 35% of participating fifth-grade students who meet or exceed proficiency on State reading/language arts assessments under section 1111(b)(2)(B)(v)(I) of the ESEA. <b>[Required Program Measure]</b>	Met, Partially Met, Did not meet Y1: Y2: Y3: Y4: Y5:
Out 3.3	% of participating eighth-grade students who meet or exceed proficiency on State reading/language arts assessments under section 1111(b)(2)(B)(v)(I) of the ESEA. <b>[Required Program Measure]</b>	Y1: Y2: Y3: Y4: Y5: 35% of participating eighth-grade students who meet or exceed proficiency on State reading/language arts assessments under section 1111(b)(2)(B)(v)(I) of the ESEA. <b>[Required Program Measure]</b>	Met, Partially Met, Did not meet Y1: Y2: Y3: Y4: Y5:

Out 3.4	% of participating high school students who meet or exceed proficiency on State reading/language arts assessments under section 1111(b)(2)(B)(v)(I) of the ESEA <b>[Required Program Measure]</b>	Y1: Y2: Y3: Y4: Y5: 45% of participating eighth-grade students who meet or exceed proficiency on State reading/language arts assessments under section 1111(b)(2)(B)(v)(I) of the ESEA. <b>[Required Program Measure]</b>	Met, Partially Met, Did not meet Y1: Y2: Y3: Y4: Y5:
Out 3.5	% of participating PreK-3 students meeting benchmark on approved early literacy screening assessments	Y1: Y2: Y3: Y4: Y5: 60% of participating PreK-3 students meeting benchmark on approved early literacy screening assessments	Met, Partially Met, Did not meet Y1: Y2: Y3: Y4: Y5:
Out 3.6	% of participating secondary students in need of literacy intervention	Y1: Y2: Y3: Y4: Y5: 30% of participating secondary students in need of literacy intervention	Met, Partially Met, Did not meet Y1: Y2: Y3: Y4: Y5:
Out 3.7	% of participating third, fourth, and fifth grade students from subgrantee-identified historically underserved student groups who meet or exceed expectation on the MCAS ELA	Y1: Y2: Y3: Y4: Y5: 35% of participating third, fourth, and fifth grade students from	Met, Partially Met, Did not meet Y1: Y2: Y3: Y4:

		<i>subgrantee-identified historically underserved student groups who meet or exceed expectation on the MCAS ELA</i>	Y5:
Out 3.8	<i>% of participating eighth and tenth-grade students from subgrantee-identified historically underserved student groups who meet or exceed expectations on the MCAS ELA</i>	Y1: Y2: Y3: Y4: Y5: 45% of participating eighth and tenth-grade students from subgrantee-identified historically underserved student groups who meet or exceed expectations on the MCAS ELA	Met, Partially Met, Did not meet Y1: Y2: Y3: Y4: Y5:
Out 3.9	<i>% of high school students from subgrantee-identified historically underserved student groups who attain the ELA competency determination for graduation from high school</i>	Y1: Y2: Y3: Y4: Y5: 90% of high school students from subgrantee-identified historically underserved student groups who attain the ELA competency determination for graduation from high school	Met, Partially Met, Did not meet Y1: Y2: Y3: Y4: Y5:
Overall Objective 3 Performance		% Targets Met Y1-Y5: Goal = 85% or above	

CLSD 2024 Project Objective: 4	Faculty members from Massachusetts institutions of higher education will build their knowledge and capacity of how to best prepare teacher candidates to implement evidence-based literacy practices.		
Project Outcome	Outcome Measure	Evaluation Criteria by Year	

<b>Out 4.1</b>	<i>% of IHEs participating in the evidence-based literacy community of practice</i>	<b>Y1:</b> <b>Y2:</b> <b>Y3:</b> <b>Y4:</b> <b>Y5:</b> 50% of IHEs participating in the evidence-based literacy community of practice	<b>Met, Partially Met, Did not meet</b> <b>Y1:</b> <b>Y2:</b> <b>Y3:</b> <b>Y4:</b> <b>Y5:</b>
<b>Out 4.2</b>	<i>% of participating IHEs successfully completing their formal DESE compliance review</i>	<b>Y1:</b> <b>Y2:</b> <b>Y3:</b> <b>Y4:</b> <b>Y5:</b> 75% of participating IHEs successfully completing their formal DESE compliance review	<b>Met, Partially Met, Did not meet</b> <b>Y1:</b> <b>Y2:</b> <b>Y3:</b> <b>Y4:</b> <b>Y5:</b>
<b>Overall Objective 4 Performance</b>		<b>% Targets Met Y1-Y5:</b> <b>Goal = 85% or above</b>	



# GLEAM Continuous Improvement Plan

## Cycle 1: January 2023

### *GLEAM Internal Team:*

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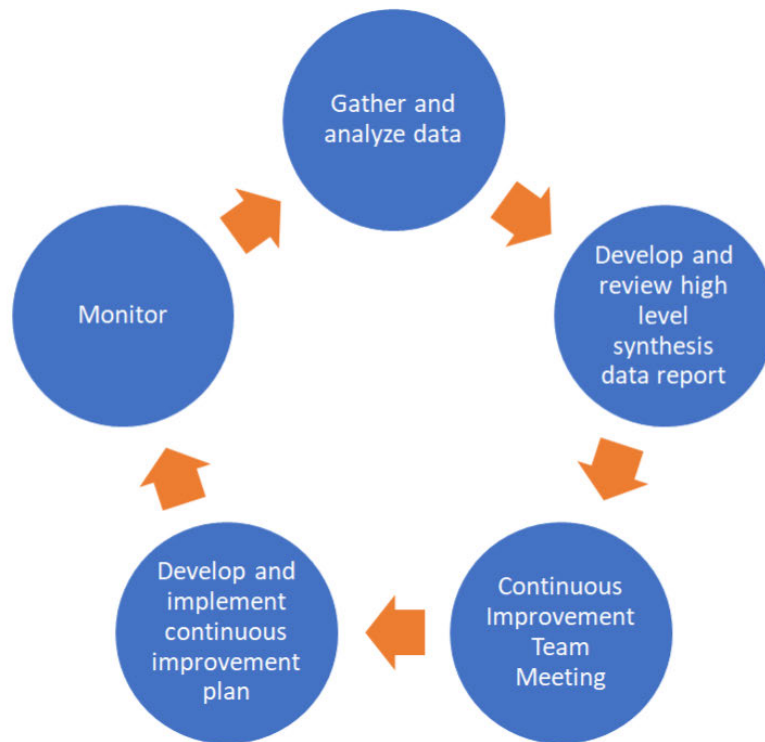


### Purpose of Continuous Improvement Cycles:

Utilize quantitative and qualitative data from GLEAM surveys, observations, progress monitoring reports, consultant feedback, etc. to improve upon short and long- term processes and goals:

- Supports and processes to better reflect the needs of GLEAM educators, students, administrators, and communities
- GLEAM programming and budgeting decisions for Cohort 1 and Cohort 2 to better meet the individual and specific needs of each GLEAM school and district
- The centering of race equity, inclusivity, cultural responsiveness, and evidence-based practices in all aspects of GLEAM (consultants, Networks and convenings, progress monitoring, and data sharing, etc.)
- Authentic relationships, opportunities for celebration, and collaborative problem solving between DESE and GLEAM schools; GLEAM schools and vendors; and DESE and vendors

### The Cycle:



Executive Summary	
Progress Update	Implications
<p><b>K-12 Districts</b></p> <p><b>Track 1:</b> All Track 1 districts have selected HQIM. All but one district has implemented their HQIM and are enacting their implementation plan. One small district, due to capacity issues and PD needs, required a timeline shift to accommodate a needs assessment and curriculum literacy PD to ensure staff and leadership were set up for success before completing phases 1 and 2 of the evaluating and selecting process.</p> <p><b>Track 2:</b> All Track 2 districts are enacting their comprehensive MTSS Literacy Action Plan</p> <p><b>Strengths of Districts on Track:</b> full ownership of the work, diverse GLEAM Leadership Teams and curriculum council, clear understanding plan for launch, implementation, and action planning, strong communication systems, vision-setting and systems aligned to district initiatives, clarity in roles and responsibilities, nuanced use of data and inquiry cycles for continuous improvement</p> <p><b>Challenges of Those Not on Track:</b> developing systems for change management, owning the work and setting a district-specific vision, mindset focused on grant compliance rather than sustainable improvement, ineffective stakeholder engagement, need for consultant to be coach rather than do-er; lack of teacher and staff buy-in; misalignment / incoherence to other district initiatives</p>	<p><b>Cohort 1</b></p> <ul style="list-style-type: none"> <li>- Support for creating a sustainability plan</li> <li>- Leadership coaching to sustain a culture of continuous improvement and develop/maintain strong systems for change management</li> <li>- Support in centering equity and cultural responsiveness in a meaningful way</li> </ul> <p><b>Cohort 2</b></p> <ul style="list-style-type: none"> <li>- Include a systems analysis [in addition to a literacy needs assessment] into year 1 activities</li> <li>- Write leadership coaching into year 1 activities</li> <li>- Partner only with consultants who can support both the adaptive [equity and cultural responsiveness, change management] and technical work [literacy, MTSS]</li> </ul>
<p><b>Preschool Districts</b></p> <p><b>508A and B:</b> All districts have HQIM in preschool and all but one have and are using a high quality screening assessment. One district was in need of more support with selecting and integrating an early literacy screening assessment.</p> <p><b>508C:</b> District is embarking on the EEC Curriculum Rubric Review process and has already selected and implemented a high quality early literacy screening assessment</p> <p><b>Strengths of Districts on Track:</b> committed district leadership, clear understanding of the early learning landscape and local context, strong community partners, strong connection to K-5 work in the district</p> <p><b>Challenges of Those Not on Track:</b> Leaders and teams often overly rely on DESE and EEC “instructions” for what to do rather than taking on an ownership role for the work; mindsets often focused on grant compliance rather than sustainable planning and vision development; turnover, limited capacity, and weak communication systems often lead to miscommunication, missed deadlines, and the slowing of project momentum</p>	<p><b>Cohort 1</b></p> <ul style="list-style-type: none"> <li>- Districts need support in developing sustainable systems for ongoing meetings, data review, cycles of improvement, etc. MTSS is limited in PreK</li> <li>- Leadership coaching to support ownership</li> <li>- Expanded consultant support</li> </ul> <p><b>Cohort 2</b></p> <ul style="list-style-type: none"> <li>- Consultant support</li> <li>- Leadership coaching</li> <li>- Collaborative community needs assessment</li> <li>- Requirement for community partner involvement</li> </ul>
<p><b>GLEAM Convenings Vendor</b></p> <p><b>Update:</b> [REDACTED] helps to plan, develop content, secure speakers, and organize materials for two annual GLEAM convenings. They also communicate with participants, track registration and follow-ups, and synthesize data, highlighting trends and address implications</p> <p><b>Strengths:</b> Strong organizational and logistical skills, clear communication and registration protocols, responsive follow ups,</p>	<p><b>Cohort 1</b></p> <ul style="list-style-type: none"> <li>- Increased opportunities for scaffolding and differentiation so districts feel their time is being spent wisely and they are able to leave convenings with clear next steps</li> </ul> <p><b>Cohort 2</b></p>

<p>strong facilitation skills, repertoire of community-building activities, strong relationship with educators in the field; ability to organize speaker fees, content development, etc.</p> <p><b>Challenges:</b> Though the individuals working on GLEAM do have some experience with literacy [i.e., tiered literacy academy], [REDACTED] is not a literacy-specific organization; facilitation, though effective, could be improved in connecting all activities, discussions, resources, etc. to the goals and vision of GLEAM</p>	<ul style="list-style-type: none"> <li>- Develop scope and sequence of convening topics to balance literacy-related activities and resources with systems-level change management activities and resources</li> </ul>
<p style="text-align: center;"><b>Consulting and PD</b></p> <p><b>Update:</b> Consultants provide districts and schools with regular onsite customized support. This support can take on many forms and should be responsive to district and school strengths, needs, challenges, and opportunities. DESE meets with both [REDACTED] and [REDACTED] regularly to support monitoring of district progress and consultant work at the school level. With two different vendors supporting this work, experiences in districts have differed.</p> <p><b>Strengths:</b></p> <p>[REDACTED] Strong technical knowledge of literacy; Science of Reading PD offering; positive relationships with most districts</p> <p>[REDACTED] Strategic approach to consultant assignments strong system-level view and long-term vision for sustainable change approach; district support is responsive, authentic, and individualized; provides coaching to build leadership capacity; centers equity, cultural responsiveness, and identity beyond surface-level “classroom texts”; effective use of data in developing a district and school-specific literacy action plan; focuses on individualized continuous district/school improvement</p> <p><b>Challenges:</b></p> <p>[REDACTED] Limited knowledge/ability to adjust instruction and interactions with districts and DESE in a culturally responsive manner; tunnel vision approach to district support focused on providing SoR training; does not explicitly center equity, cultural responsiveness, or support effectively adaptive work needed despite explicit call out to support from a few districts; not as responsive to the districts’ individual needs, taking on too much of a “one-size-fits-all” approach which seems redundant and superficial to districts with strong existing systems for change management and/or an existing literacy action plan; Science of Reading PD is one-size-fits all also and does not allow for flexibility in aligning to districts’ PD plans and schedules; perception that consultants do not believe district leaders can move forward quickly and/or can own the work, which compounds the issue of overreliance</p> <p>[REDACTED] Some districts are overly reliant on consultants; TNTP does a good job of building leadership capacity but may need to state more directly that districts need to be the ones who take ownership of the work</p>	<p><b>Cohort 1</b></p> <ul style="list-style-type: none"> <li>- Flexibility for districts to switch consultants if needed</li> <li>- Widening the scope to include leadership coaching and implementation support in addition to onsite support</li> <li>- Specific time dedicated to coaching literacy coaches directly</li> <li>- Gradual release model to move away from district overreliance on consultant [consultant as coach, not do-er]</li> <li>- Building more opportunities to provide feedback for consultants and hold them accountable to high expectations</li> </ul> <p><b>Cohort 2</b></p> <ul style="list-style-type: none"> <li>- Only accepting other consulting firms that have the skill, experience, and ability to coach with and for equity in both technical and adaptive manners</li> <li>- Build gradual release model into expectations from the beginning</li> <li>- Be less prescriptive about timelines and EOY outputs and more focused on continuous improvement, end of project goals/outcomes</li> <li>- Keep current meeting structure with vendors, which reflects adjustments made from what was originally intended</li> </ul>
<p style="text-align: center;"><b>Literacy Leaders Monthly Network</b></p> <p><b>Update:</b> Facilitated by both [REDACTED] and [REDACTED], Network content is divided into two parts: literacy instruction at the micro-level [classroom] and literacy-related change management at the macro-level [district].</p>	<p><b>Cohort 1</b></p> <ul style="list-style-type: none"> <li>- As is, provide varied entry points for access and improve relevance for diverse participants</li> <li>- Focus on both the technical and adaptive work of equity; embed and articulate explicitly in all content</li> </ul>

<p>Districts have dedicated team time, pre-work, and opportunities for processing in individual and small groups.</p> <p><b>Strengths:</b> Focus on Tier 1 as foundation for MTSS; components of strong literacy classroom, two-prong approach to content focused on micro (classroom-level learning) and macro (system-level learning), consistent attendance and engagement, district team time</p> <p><b>Challenges:</b> Relevance for all districts and individuals: there is a wide array of experience, roles, and systems represented in the Network; sometimes the literacy content can seem redundant or “basic” for districts that are further along in the process and/or already have literacy action plans; inconsistent framing, transitions, and opportunities for grade and track specific team times; inconsistent/ineffective connections to equity and cultural responsiveness</p>	<ul style="list-style-type: none"> <li>- Provide districts time to collaborate by tracks and grade bands to make more relevant</li> <li>- Continue to push vendors to explicit make connections to equity and cultural responsiveness</li> <li>- Best</li> </ul> <p><b>Cohort 2</b></p> <ul style="list-style-type: none"> <li>- Map out opportunities for differentiation and scaffolding (e.g., multiple entry points) in creating scope and sequence</li> <li>- Ensure all audience groups are represented and catered to in each session</li> </ul>
<p><b>Budget and Spending</b></p> <p><b>Update:</b> Cohort 1 districts are operating under their increased FY23 budget; Cohort 2 budget for FY23 is balanced</p> <p><b>Strengths:</b> Balance of high-spending line items (consulting, PD, HQIM purchase, leadership coaching, systems analysis) with high-impact activities and clear expectations</p> <p><b>Areas for Growth:</b> Balancing Cohort 1 districts’ need for FY24 final year funding with Cohort 2 significant spending year of FY24</p>	<p><b>Cohort 1</b></p> <ul style="list-style-type: none"> <li>- Funding for PD, Consultant Support, and Stipends for FY24 re: sustainability and gradual release focus</li> </ul> <p><b>Cohort 2</b></p> <p>Track 1</p> <ul style="list-style-type: none"> <li>- Purchase of HQIM for Track 1 built into FY24</li> <li>- More funding for possible concurrent PD needs (e.g., SoR)</li> </ul> <p>Track 2</p> <ul style="list-style-type: none"> <li>- Build leadership coaching into consultant budget; or as focus of consultant support at school level</li> <li>- Provide less funding for materials and PD purchase in FY24 than in FY25</li> <li>- Provide additional funding for Needs Assessment</li> </ul>

### Cycle 2, Year 1 Final Continuous Improvement Report and Progress Update:

Goals for Improvement, as identified in the July 2022 Continuous Improvement Cycle and reflected in the FY23 GLEAM Project Plan:

1. Improve quality of consultant support for leadership coaching, systems analysis, and implementation by clarifying expectations for consultants and developing and maintaining strong relationships with vendors. Qualitative and quantitative data, in both the short and long term, will reveal an increase in the following:
  - District-reported satisfaction with consultant work
  - District capacity and leadership skills including, but not limited to:
    - Centering of equity and cultural responsiveness
    - Establishing and maintaining inquiry cycles
    - Developing and implementing an aligned and coherent professional development plan
    - Developing relevant and specific agendas for GLEAM Leadership Team meeting that lead to increased productivity in moving the district and school literacy work forward
    - Supporting literacy coaches, administrators, and classroom teachers with implementing HQIM, developing and sustaining effective feedback loops, utilizing data, etc.
  - Systems-wide structural supports for sustainable changes including, but not limited to:
    - District-wide communication with educators, students, and families
    - Stakeholder engagement in implementation, decision-making, and continuous improvement
    - PLCs, Common Planning Time, coaching cycles, data meetings
    - MTSS-supportive scheduling
  - Effectiveness of implementation of HQIM and/or literacy plan as determined by reported teacher experience, student assessment data, classroom observations, professional development plans, and district continuous improvement cycles
  - Literacy coaches' capacity and expertise to support classroom teachers in implementing curriculum, providing evidence-based and culturally responsive instruction, and utilizing data in an equitable and coherent manner to support student growth

***January 2023 Progress Status:***

1. *Development and sharing of consultant expectations for Year 2, which included requirements for student work, implementation planning, sustainability planning, and evidence of impact; collaborative discussion on clarity of expectations*
  2. *Development and sharing of consultant expectations for Cohort 2, Year 1, which included requirements for a comprehensive systems analysis, leadership coaching, data synthesis and analysis' collaborative discussion and finalization on clarity of expectations*
  3. *AP observed at least 2 GLEAM Leadership Team meetings to observe consultant support*
  4. *AP developed separate yet collaborative GLEAM Preschool Consultant meeting to ensure Preschool goals are being met*
  5. *Concern: a specific vendor still struggles to authentically advance racial equity work, to take a high-level systems-focused view of the GLEAM work, and to manage the balance between district autonomy and best practices*
2. Strengthen connection between district work and monthly Literacy Leaders Network by creating two Networks focused more specifically on developing and maintaining effective continuous improvement cycles in districts depending on their track, grade, and individual needs. Qualitative and quantitative data, in both the short and long term, will reveal an increase in the following:
    - Number of Network survey respondents agreeing or strongly agreeing that the Network was the best use of their professional time
    - Clarity in what, how, and why districts should bring their knowledge from the Network back to their work with educators

- Capacity of literacy coaches, leaders and administrators in acting as instructional literacy leaders and systems-level analysts

***January 2023 Progress Status:***

1. *Scope and sequences established for Network*
  2. *Thoughtful deviation from scope and sequence based on need*
  3. *More opportunities for cross-district collaboration, case study exploration, and problem of practice consultancy*
  4. *Significant increase in participants' satisfaction with Network*
  5. *Concern: How, if at all, to continue a cohort approach in the final year of GLEAM Cohort 1 with limited budget*
3. Support districts with capacity issues by providing additional stipends to educators on the GLEAM Leadership Team. Qualitative and quantitative data, in both the short and long term, will reveal an increase in the following:
- Attendance at GLEAM Leadership Team meetings, Network meetings, and GLEAM convenings
  - The speed and scope of work within the GLEAM Leadership Team
  - Attendance at and productivity of regularly scheduled GLEAM Leadership Team meetings to align and drive literacy work across schools and districts

***January 2023 Progress Status:***

1. *Increase in stipends for FY23 Continuation Grant*
  2. *Ongoing support for sustainability planning*
  3. *Increase in stipends for FY24 projected budgets*
  4. *Leadership coaching for Cohort 2, Year 1 to strengthen GLEAM leadership team development and support*
4. Analyze more specific data points to assess quality of programming, communication, and support by developing, implementing, and disaggregating surveys specifically for administrators and literacy coaches. Qualitative and quantitative data, in both the short and long term, will reveal an increase in the following:
- Literacy coaches' satisfaction with time spent with consultant
  - Administrators' capacity in acting as literacy instructional leaders
  - Communication between districts and educators regarding literacy improvements
  - Classroom teachers' touchpoints with literacy consultants and coaches

***January 2023 Progress Status:***

1. *GLEAM Administrator Survey and GLEAM Literacy Coaches Survey completed July 2022*
  2. *GLEAM Teacher Survey and Data Report completed December 2023*
  3. *See data synthesis report for more information*
5. Develop a more clear, concise, and focused GLEAM preschool program that centers on the unique strengths and challenges of the early learning and early literacy landscape while ensuring vertical alignment between preschool and elementary literacy curriculum and instruction. Qualitative and quantitative data, in both the short and long term, will reveal an increase in the following:
- Acknowledgement of the connections between preschool and elementary school for district administrators and educators
  - Use of high-quality curricular materials and assessments in preschool
  - District satisfaction with the work of the preschool GLEAM Leadership Team

- Capacity of educators and administrators in acting as literacy instructional leaders and systems-level analysis

***January 2023 Progress Status:***

1. *Addition of consultant support for Cohort 1 Year 2*
2. *Co-development of expectations for consultants re: Preschool Support*
3. *Addition of bi-weekly Preschool consultant meetings*
4. *Addition of Preschool districts in Network meetings*
5. *Addition of systems analysis and leadership coaching for Cohort 2*
6. *Increase in budget for GLEAM preschool Cohort 2*

**Budget and Activities:**

**1. GLEAM Cohort 1 Year 3 Continuation Grant:**

- Leadership Coaching
- Implementation Support
- Onsite Customized Support
- Sustainability Support

**2. GLEAM Cohort 2 Year 1 Grant: February 2023-August 31, 2023**

- Leadership Coaching
- Systems Analysis

**3. GLEAM Cohort 2 Year 2 Grant:**

- Track 1: Eval/Select Network, purchase HQIM, stipends, Network, consulting, PD
- Track 2: Needs Assessment, literacy action plan, stipends, Network, consulting, PD
- Preschool: Eval/Select curricular materials, screening selection and implementation, stipends, Network, consulting, PD

**Data/Assessment:**

- May 2023: Teacher Survey and Data Report due
- May 2023: Year 3 Annual Report Due on KMS
- June 2023: Share teacher survey with districts; include disclaimer about sharing data with districts
- June 2023: Literacy Leader and Admin Survey administered
- July 2023: Disaggregate the teacher survey by district to share with leads
- July 2023: Year 3 Budget Report Due on KMS
- October 2023: Year 3 “Ad Hoc” Annual Report Due on KMS

**Cycle 1, 2023 Continuous Improvement Meeting**

***In Attendance:***

*Objectives:* Review quantitative and qualitative data from GLEAM surveys, observations, progress monitoring reports, consultant feedback, etc. to create a continuous improvement report to improve short and long- term GLEAM processes and goals:

- Supports and processes to better reflect the needs of GLEAM educators, students, administrators, and communities
- GLEAM programming and budgeting decisions for Cohort 2 and for future years of Cohort 1 to better meet the individual and specific needs of each GLEAM school and district
- The centering of race equity, inclusivity, and cultural responsiveness in all aspects of GLEAM (consultants, Networks and convenings, progress monitoring and data sharing, etc.)
- Authentic relationships, opportunities for celebration, and collaborative problem solving between DESE and GLEAM schools; between GLEAM schools and vendors; and between DESE and vendors

*Agenda:*

1. Welcome and purpose-setting
  - a. Review of Continuous Improvement Cycles
  - b. Snapshot of Where We Are
2. Looking Back: Reflecting on Year 2
  - a. Reflecting on GLEAM Year 2, Cohort 1 thus far
  - b. Where do you see strengths?
  - c. Where do you see areas for growth?
3. Looking Ahead: GLEAM Cohort 1, Year 3
  - a. What do districts need?
  - b. What should we prioritize?
  - c. How can we leverage the funding?
4. Looking Ahead: GLEAM Cohort 2, Year 1
  - a. How can we ensure efficacy and impact?
  - b. How can we plan for success in future years of GLEAM Cohort 2
5. Final Reflection
  - a. What do we NEED in order to reach our goals?
  - b. What may stand in the way of reaching our goals?



### Upcoming Deadlines

- **February 2023:**
  - Cohort 2 Begins
- **March 2023:**
  - Team Collaboratively Develops FY24 Continuation Grants for Cohort 1 and Cohort 2
- **May 2023:**
  - Teacher Survey and Data Report Due
  - AP Releases Continuation Grant for Cohort 1 and Cohort 2
- **June 2023:**
  - Literacy Leaders and Admin Surveys
- **July 2023:**
  - FY24 Continuation Grants for Cohort 1 and Cohort 2 Due
- **July 2023:**
  - Cycle 2 Continuous Improvement Report and Meeting
- **October 2023:**
  - FY24 GLEAM Begins

## Cycle 1 [July 2022 – January 2023] Synthesis Report

### Sections:

- 1. [Context and Framing](#)
- 2. [K-12 Update and Relevant Data](#)
- 3. [Preschool Update and Relevant Data](#)
- 4. [Consulting and Professional Development Data](#)

### 1. Context and Framing

This report is intended to provide an overview of the strengths and areas of growth in all aspects of the GLEAM program from July 2022 -- present. The information below was gathered from quantitative and qualitative data from the teacher survey and district data report reports; one-one-one bi-monthly meetings and submitted bi-monthly reports; feedback from the GLEAM Literacy Leaders Network participants; conversations and reports from consultants, district-wide data, and conversations and reports from DESE's Early Learning Team and EEC.

This report will be the foundation for the internal GLEAM team's Cycle 1, 2023 Continuous Improvement Meeting in February and the development of the collaborative review of the Continuous Improvement Plan. The purpose of the internal GLEAM team's continuous improvement plan is to step back, review data points, and determine how best to move forward in supporting GLEAM districts in meeting their equity-driven literacy goals. The internal GLEAM team will build upon the goals and action steps outlined in the Continuous Improvement Plan for improving the final year (SY23-24) of cohort 1 and for planning the second year (SY23-24) of cohort 2.

All data has been analyzed and synthesized in this report. If you would like access to any of the raw data, please contact Allison Pickens [allison.d.pickens@mass.gov].

### 2. K-12 Update and Relevant Data

GLEAM K-12 Plan [22-23 SY]		
<ul style="list-style-type: none"> <li>• Track 1: Ongoing implementation of new HQIM, Development of a long-term strategic sustainability plan, Professional development and coaching for capacity-building, curriculum literacy, data literacy, high expectations, cycles of inquiry, and continuous improvement</li> <li>• Track 2: Ongoing implementation of MTSS Literacy Action Plan, Development of a long-term strategic sustainability plan, Professional development and coaching for capacity-building, curriculum literacy, data literacy, high expectations, cycles of inquiry, and continuous improvement</li> </ul>		
GLEAM K-12 Districts – Status Update		
<ul style="list-style-type: none"> <li>• <span style="color: green;">Green</span> districts = truly "owning the work" and on track to realize their equity-driven literacy vision in original timeline established</li> <li>• <span style="color: pink;">Pink</span> districts = on track and "owning the work" but at a pace slower than originally established</li> <li>• <span style="color: orange;">Orange</span> districts = on track and "doing the work," but facing moderate to significant challenges</li> </ul>		
Trends: "Green" Districts	Trends: "Pink" Districts	Trends: "Orange" Districts

<p>Strong focus on high expectations, removing barriers, aligning goals vertically and horizontally</p> <p>Strong initial plan for sustainability beyond grant funding period</p> <p>Clear understanding and commitment to the district and grant vision and goals</p> <p>Long-term and “big picture” thinking guiding the purpose and vision</p> <p>Effective communication and “buy-in” from diverse stakeholders</p> <p>Strong systems for change management and collaborative relationship with consultants (communication channels, distributive leadership, PLCs, PD plan, staff retention, etc.)</p> <p>Ownership and strong leadership</p>	<p><b>Strengths:</b></p> <p>Strong relationship with consultant</p> <p>Effective communication and some efforts to get “buy-in” from diverse stakeholders</p> <p>Ownership and strong leadership [district lead for GLEAM]</p> <p>Coherence and alignment between and among content areas</p> <p>Commitment to cycles of inquiry, continuous improvement, and HQIM piloting</p> <p><b>Challenges:</b></p> <p>Limited educator capacity, high turnover</p> <p>Lack of clarity on decision-making structures</p> <p>Small district that forces leaders to take on numerous roles</p>	<p><b>Strengths:</b></p> <p>Strong relationship with consultant</p> <p>Greater buy-in from teachers and administrators</p> <p>Clearer understanding of what evidence-based literacy is, the role and power of HQIM, and the importance of cohesion and alignment across the system</p> <p><b>Challenges:</b></p> <p>Some “naysayers,” so to speak, that impact buy-in</p> <p>Lack of centralized leadership due to size of district, ideological differences, limited time and capacity, etc.</p> <p>Poor communication processes and responsiveness</p> <p>Disempowered leadership and a great deal of turnover and staffing changes</p> <p>Overreliance on consultant to do or move work</p> <p>Rushing to the “how” rather than focusing on the “why” and ensuring inclusion of diverse stakeholders</p> <p>Large number of competing initiatives</p>
Areas for Growth: All Districts		
<ul style="list-style-type: none"> <li>Centering equity and cultural responsiveness in GLEAM to better address and redress disproportionate experiences and outcomes for historically underserved students</li> <li>Building leadership capacity and empowerment to ensure clarity and sustainability beyond the grant funding period</li> <li>Strengthening sustainability, alignment, and independence from consultant to ensure equity-driven literacy is prioritized beyond the grant funding period and beyond the grades and schools included in GLEAM</li> </ul>		
Looking Ahead		
<ul style="list-style-type: none"> <li>Additional funding was given to GLEAM districts for the 22-23 SY. These funds will support implementation of materials and action plans and will allow districts to broaden the scale of their GLEAM work and ensure sustainability after the GLEAM funding period has ended by focusing on:             <ul style="list-style-type: none"> <li>Increased HQIM implementation support through increased consultant funding and stipends in FY23 for staff to develop and maintain an ongoing implementation plan rooted in continuous improvement cycles [thru: consultant support and Network]</li> <li>Increased systems support; development of sustainable equity-driven MTSS literacy action plan aligned to district strategic plan and through a focus on continuous improvement cycles for SY 22-23 monthly GLEAM Network</li> </ul> </li> <li>Concrete multi-year plan for sustainability to ensure grantees are able to continue their GLEAM and literacy improvement work beyond the grant funding period and without the support of their consultant [thru: consultant support, bi-monthly reports/meetings, convenings]</li> <li>Ongoing feedback for consultants to more explicitly embed and support cultural responsiveness, equity, and racial equity in their products and processes in their work to support districts [thru: consultant reports and meetings]</li> </ul>		

#### Track 1 Data:

Your district has developed a comprehensive curriculum implementation plan to support the implementation of new ELA/literacy curricular materials. Please select the response that most accurately reflects your experience

	December 2022
I was on the team that developed the curriculum implementation plan	16%
I was not on the team that developed the literacy implementation plan, but I was asked for my input and feedback	31%
I was not part of the curriculum implementation process	53%



Your district has developed a comprehensive curriculum implementation plan to support the implementation of new ELA/literacy curricular materials. Please select the response that most accurately reflects your experience

	December 2022
My district has shared the curriculum implementation plan with me	49%
My district has shared components of the curriculum implementation plan with me	33%
I do not know the contents of my district's implementation plan	16%

Rate the degree to which you agree with the following: December 2022

	Strongly Agree	Agree	Somewhat Agree	Somewhat Disagree	Disagree	Strongly Disagree
I know and understand my district's content-specific instructional vision for ELA/literacy	14%	47%	27%	6%	4%	2%
The process of developing the curriculum implementation plan was collaborative and representative of all stakeholders and rooted in equity for all students	19%	69%	6%	0%	6%	0%
My feedback and input were valued by the members of the curriculum implementation team	23%	36%	26%	8%	10%	0%
I am clear on the SY22-23 expectations and goals for implementing the new ELA/literacy curricular materials	17%	36%	29%	12%	5%	1%

What do you need to better support your inclusive, evidence-based, equitable, and culturally responsive implementation of the new ELA/literacy curricular materials? [aggregate summary of qualitative responses]

- More time with educators
- Observing lessons
- More explicit PD
- Scope and sequence and unpacking of materials

#### Track 2 Data:

Your district has developed a comprehensive MTSS Literacy Action Plan. Please select the response that most accurately reflects your experience

	December 2022
I was on the team that developed the MTSS Literacy Action Plan	8%
I was not on the team that developed the MTSS Literacy Action Plan, but I was asked for my feedback and input	15%
I was not part of the MTSS Literacy Action Plan development	76%

Your district has developed a comprehensive MTSS Literacy Action Plan. Please select the response that most accurately reflects your experience

	December 2022
My district has shared the MTSS Literacy Action Plan with me	26%
My district has shared components of the MTSS Literacy Action Plan with me	35%
I do not know the contents of my district's MTSS Literacy Action Plan	39%

Rate the degree to which you agree with the following: December 2022

	Strongly Agree	Agree	Somewhat Agree	Somewhat Disagree	Disagree	Strongly Disagree
My feedback and input were valued by members of the MTSS Literacy Action Plan committee	10%	33%	43%	7%	3%	3%
The process of developing the MTSS Literacy Action plan was collaborative and representative of all stakeholders and rooted in equity for all students	25%	56%	19%	0%	0%	0%

Since September, approximately how much time have you spent doing the following: December 2022 Response

	No time	0-30 minutes	30 min-1 hour	1-2 hours	2-3 hours	3-5 hours	5+ hours
Reviewed an individual student's assessment data	2.8%	4.5%	12.3%	20.1%	16.2%	15.1%	29.1%
Discussed student data with another educator	2.2%	5.6%	11.7%	21.2%	15.1%	12.3%	31.8%
Discussed a student's assessment data with a student	18.4%	17.3%	14%	21.2%	11.7%	6.7%	10.6%
Planned differentiated instruction based on a student's assessment data	2.2%	2.8%	6.1%	14.5%	13.4%	11.2%	49.7%

Since September, approximately how much time have you spent doing the following: May 2022 Response

	No time	0-30 minutes	30 min-1 hour	1-2 hours	2-3 hours	3-5 hours	5+ hours
Reviewed an individual student's assessment data	1.8%	3.5%	8.4%	14.4%	16.8%	14.7%	40.4%
Discussed student data with another educator	1.4%	4.6%	7.4%	15.4%	16.8%	20%	34.4%
Discussed a student's assessment data with a student	10.5%	16.5%	16.8%	17.5%	14%	7.7%	16.8%
Planned differentiated instruction based on a student's assessment data	3.2%	4.2%	7.7%	7.7%	10.2%	16.5%	50.5%



What systems and structures are in place at your school to support your data-based decision making? [aggregate summary of qualitative responses]

- Regular check-ins with literacy coaches, admin, and colleagues
- Regular assessment administration schedules
- Science of Reading knowledge-sharing
- Cyclical data meetings
- Professional development on data-based decision making
- Systematic and/or explicit instructional practices
- Effective practices specifically for phonemic awareness, phonics, and/or fluency
- Text-based writing
- Modeling and scaffolded instruction
- Feedback on student writing
- Text-based discussion
- Explicit vocabulary instruction

What do you need to better support your inclusive, evidence-based, equitable, and culturally responsive literacy practice? [aggregate summary of qualitative responses]

- Additional coaching and feedback
- Clearer understanding of the action plan
- More explicit PD on scaffolding and differentiation
- Time to collaborate with other educators

### 3. *Preschool Update and Relevant Data*

GLEAM Preschool [Year 2]	
<b>508A [Managed by Allison Pickens, DESE]:</b> <ul style="list-style-type: none"> <li>• For K-5 GLEAM grantees only: implementation of new curricular materials and assessments; professional development for educators on evidence-based preschool instructional practices</li> </ul>	
<b>508B [Managed by Kathie Lange, EEC]:</b> <ul style="list-style-type: none"> <li>• For current CPPI grantees only: same activities/timeline as 508A</li> </ul>	
<b>508C [Managed by Kathie Lange EEC]:</b> <ul style="list-style-type: none"> <li>• Early literacy screening assessment, comprehensive curricular materials review utilizing EEC's Curriculum Rubric and modified <a href="#">IMplement MA Process for Preschool</a>; selection and purchase of Preschool HQIM; development and maintenance of EEC-licensed community partnership</li> </ul>	
Guide to District Designation	
<p>"Green" districts = truly "owning the work" and on track to realize their equity-driven literacy vision in timeline originally established</p> <p>"Orange" districts = on track and "doing the work," but more focused on compliance than sustainability</p>	
Trends: "Green" Districts	Trends: "Orange" Districts

<p><i>Strengths:</i></p> <ul style="list-style-type: none"><li>• Strong and committed school/district/community GLEAM preschool leadership team</li><li>• Strong understanding of the early learning landscape in the community</li><li>• Strong systems for communication, change management, sustainability, community partnerships, and expansion beyond GLEAM-funded classrooms</li><li>• Strong plan for consultant support and educator “buy in” on HQIM and screening assessments within the early childhood education space</li></ul> <p><i>Challenges:</i></p> <ul style="list-style-type: none"><li>• Competing initiatives</li><li>• Varying program realities (e.g., half-day programs, 3-day programs)</li></ul>	<p><i>Strengths:</i></p> <ul style="list-style-type: none"><li>• Greater cohesion on GLEAM Leadership Team</li><li>• Strong commitment to and relationship with consultant</li><li>• Commitment to more effective implementation of materials</li></ul> <p><i>Challenges:</i></p> <ul style="list-style-type: none"><li>• Differing ideological stances with regard to early literacy screening assessments</li><li>• Limited capacity</li><li>• Time and capacity constraints with classroom educators</li></ul>	<p><i>Strengths:</i></p> <ul style="list-style-type: none"><li>• Clear understanding of early childhood education</li><li>• Strong leader</li></ul> <p><i>Challenges:</i></p> <ul style="list-style-type: none"><li>• Rushing to the “how” rather than focusing on the “why” and ensuring inclusion of diverse stakeholders</li><li>• District turnover and competing initiatives</li><li>• Slow to purchase and implement both assessment and materials due to staffing, communication, and leadership concerns</li></ul>
	<p><i>Strengths:</i></p> <ul style="list-style-type: none"><li>• Clear understanding of early childhood education</li><li>• Strong leader with knowledge and capacity</li></ul> <p><i>Challenges:</i></p> <ul style="list-style-type: none"><li>• Lack of capacity for educators due to district issues, staff changes, and union issues, resulting in delayed implementation of materials and assessments</li><li>• Limited capacity with regard to leader as a change agent and decision-maker</li></ul>	

### Looking Ahead

- The 22-23 school year marks the first GLEAM year that GLEAM Preschool grantees now have increased funding for professional development and stipends. We plan to see the following this year:
  - Increased HQIM implementation support to develop and maintain an implementation plan rooted in continuous improvement
  - Strengthened and maintained partnerships between district preschool classrooms and EEC-licensed community partner classrooms
- Concrete multi-year plan for sustainability to ensure grantees are able to continue their GLEAM and literacy improvement work beyond the grant funding period and without the support of their consultant
- Ongoing feedback for consultants to more explicitly embed and support cultural responsiveness, equity, and racial equity in their products and processes in their work to support districts

### Preschool Data:

	May 2022	December 2022
I work in a public school district preschool classroom.	85%	75%
I work in a community-based partner preschool classroom.	15%	25%

Approximately what percentage of your PD time was spent in a mixed group of community-based educators (non-public school) and public school educators?

Value	May 2022	December 2022
None was in a mixed group	60%	61%
Less than an hour	7.7%	5%
Between 1-2 hours	20%	11%
Between 3-5 hours	5%	23%

#### 4. General Consulting and Professional Development Data

Value	May 2022	December 2022
I did not meet with a GLEAM literacy consultant	40%	38%
Less than an hour	15%	13%
Between 1-2 hours	14%	20%
Between 3-5 hours	12%	18%
Between 6-10 hours	11%	6%
More than 10 hours	8%	5%

Working with the GLEAM literacy consultant was the best use of my professional time.

Strongly Agree	8%	5%
Agree	31%	36%
Somewhat Agree	37%	38%
Somewhat Disagree	11%	14%
Disagree	9%	8%
Strongly Disagree	4%	3%

What has your GLEAM Literacy Consultant done that was particularly effective? [aggregate summary of qualitative responses]

- Classroom observations and feedback
- Soliciting of perspectives on HQIM, instructional practices, and literacy work in schools and districts
- Science of Reading knowledge-sharing
- Gave teachers space to voice their concerns and hopes

What could be improved? [aggregate summary of qualitative responses]

- More specific and ongoing feedback on observations rather than “one-off” visits
- More time to meet/discuss regularly over the year
- More specific focus on student groups [ELLs, students with disabilities, etc.]
- More alignment/focus on practical applications and immediate next steps

Since September, outside of working with the GLEAM literacy consultant, approximately how much time did you spend in professional development (including school, district, and/or coaching, Tier 1 core PD, GLEAM Literacy Leaders Network meetings) aimed at improving your literacy instruction?



	May 2022	December 2022
I did not participate in professional development aimed at improving literacy instruction.	22%	10%
Less than an hour	4%	7%
Between 1-2 hours	18%	19%
Between 3-5 hours	19%	32%
Between 6-10 hours	17%	18%
More than 10 hours	20%	14%

Inclusive, evidence-based, and culturally responsive practices were included in the professional development I received that was aimed at improving my literacy instruction.

	May 2022	December 2022
Strongly Agree	12%	14%
Agree	38%	48%
Somewhat Agree	24%	25%
Somewhat Disagree	7%	3%
Disagree	9%	5%
Strongly Disagree	10%	6%

The professional development aimed at supporting my literacy instruction was the best use of my professional time.

Value	May 2022	December 2022
Strongly Agree	11%	11%
Agree	38%	41%
Somewhat Agree	31%	26%
Somewhat Disagree	12%	12%
Disagree	5%	5%
Strongly Disagree	3%	4%

What was most effective about this professional development? [aggregate summary of qualitative responses]

- Science of Reading information
- Time to work with grade-level teams
- Time to reflect on instructional practices
- Implementation of lessons and activities in HQIM
- Specific strategies for improving literacy/writing instruction

What could be improved? [aggregate summary of qualitative responses]

- Strategies for all tiers of instruction and all students
- Effectively using data for making instructional choices
- More strategies on specific literacy components
- Concrete examples of how to implement strategies in classroom lessons
- More resources for secondary educators

- More time for grade and/or subject-specific collaboration

## Other Attachment File(s)

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\* Mandatory Other Attachment Filename:

[Add Mandatory Other Attachment](#)

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## **Appendix A**

### **CLSD Application and Program Assurances**

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

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

#### **Application Assurances**

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

An SEA must include in its application the following assurances:

(1) State Funding Allocations.

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

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

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

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

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

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

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

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

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

(3) Geographic Diversity.

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

#### **Program Assurances**

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

State Funding Allocations.

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

(2) Grantees must subgrant funds as follows:

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

(b) State-Level Activities.

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

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

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

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

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

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

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

(1) Subgrantee application requirements.

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

(2) Priority.

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

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

(3) Duration.

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

(4) Sufficient size and scope.

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

(5) Local uses of funds.

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

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

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

(1) Subgrantee application requirements.

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

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

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

(2) Priority.

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

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

(3) Duration.

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

(4) Sufficient size and scope.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(e) Supplement not Supplant.

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

(f) Cooperation with National Evaluation.

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



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

(g) Subgrantees.

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

Russell D. Johnston

\_\_\_\_\_  
NAME OF AUTHORIZING OFFICIAL

  
\_\_\_\_\_  
SIGNATURE

Acting Commissioner

\_\_\_\_\_  
TITLE

June 20, 2024

\_\_\_\_\_  
DATE

Massachusetts Department of Elementary and Secondary Education

\_\_\_\_\_  
APPLICANT/ENTITY NAME

INDIRECT COST RATE AGREEMENT  
STATE EDUCATION AGENCY

**Organization:**

Massachusetts Department of Elementary & Secondary  
Education  
75 Pleasant Street  
Malden, MA 02148-4906

**Date:** September 26, 2023

**Agreement No:** 2023-102

**Filing Reference:** This replaces previous  
Agreement No. 2022-060

**Dated:** 8/15/2022

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

**Section I - Rates and Bases**

<u>Type</u>	<u>From</u>	<u>To</u>	<u>Rate</u>	<u>Base</u>	<u>Applicable To</u>
Fixed	7/1/2023	6/30/2024	11.0%	MTDC	Unrestricted
Fixed	7/1/2023	6/30/2024	8.7%	MTDC	Restricted

**Distribution Base:**

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

**Applicable To:**

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

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

**Treatment of Fringe Benefits:**

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

**Capitalization Policy:** Items of equipment are capitalized and depreciated if the initial acquisition cost is equal to or greater than \$1,000.

## **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:

Massachusetts Department of Elementary &  
Secondary Education  
75 Pleasant Street  
Malden, MA 02148-4906

#### For the Federal Government:

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

\_\_\_\_\_  
Signature

William J. Bell

\_\_\_\_\_  
Name

Senior Associate Commissioner/CFO

\_\_\_\_\_  
Title

9-27-23

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature

Andre Hylton

\_\_\_\_\_  
Name

Director, Indirect Cost Division

\_\_\_\_\_  
Title

September 26, 2023

\_\_\_\_\_  
Date

Negotiator: \_\_\_\_\_

Telephone Number: \_\_\_\_\_



# ERIN A. HASHIMOTO-MARTELL, Ph.D.

*An educational leader focused on equity, excellence, and social justice. A career dedicated to ensuring that all students receive a high-quality, culturally affirming education.*

## WORK EXPERIENCE

### CONTACT

[REDACTED]  
[REDACTED]

### EDUCATION

Ph.D., Curriculum & Instruction ('14)  
M.Ed, Curriculum & Instruction ('04)  
Boston College  
B.S., Biology ('99)  
University of California, San Diego

### PROFESSIONAL DEVELOPMENT

Completed The Management Center courses:

- Black, Indigenous, and People of Color Management Cohorts (2019)
- Management Crash Course (2017)

Museum of Science Genzyme Sabbatical (2017)

Fund for Teachers Fellowship (2013)

### REFERENCES

Available upon request

#### MA Department of Elementary and Secondary Education (DESE)

Associate Commissioner, Center for Instructional Support 2022-present  
Set academic vision, strategy, and advance instructional priorities for PK-12 education in Massachusetts centered on equity and excellence for all students. Oversee development, implementation, and communication of policies and programs including the MA Curriculum Frameworks, educator effectiveness, and educator preparation. Present to MA Board of Elementary and Secondary Education and external entities on priority initiatives.

- Priority initiatives currently include:
  - Expanding access to high quality, culturally relevant instructional materials and professional learning across MA in all content areas
  - Significantly improving evidence-based early literacy instruction in classrooms
  - Culturally and Linguistically Sustaining Classrooms – including antiracist leadership competencies, updated educator evaluation rubrics, and updated educator preparation program review criteria
- Founding Executive Sponsor of internal Racial Equity Advisory Group and established Center's first Affinity Group for Staff of Color, one of the first for the Agency
- Serve on Massachusetts STEM Advisory Council, working across state agencies
- Contributed to grant proposals securing over 10 million dollars (from both federal and private funds) towards increased access and relevance for underrepresented racial groups in STEM Education in MA
- Administrator and budget funds 20-40 million dollars annually

Director of Science, Technology/Engineering, and Mathematics 2017-2022  
Established a racial equity agenda for STEM education and managed an equity-driven and mission-oriented team; projects included:

- Launched multimillion dollar public-private partnership to expand science curriculum grants to MA districts
- Served on steering committee for oversight of content and development of MA state Innovative Assessment prototype and pilot
- Signed on MA for 100Kin10 initiative with goals to diversify the science and math educator workforce
- Expanded course access to digital literacy and computer science coursework and advanced STEM coursework for underrepresented groups
- Served by invitation on Steering Committee for OpenSciEd (national science instructional materials development work that centers student voice)

#### Boston Public Schools 2005-2017

Director of Science & Engineering; Dearborn 6-12 STEM Academy 2015-2017  
Facilitated working group and new school vision/transition for STEM program; identified, vetted, and developed strategic STEM partnerships for the school

PreK-8 Science Content Specialist, BPS Central Office 2013-2014  
Provided instructional coaching and professional development to teachers and principals across the district; supported district initiatives and developed resources (science fair planning committee, wrote budget narratives, completed ATI assessment reviews, etc.)



- Science Teacher & Teacher Leader 2005-2015

  - Designed and facilitated district-wide curriculum trainings
  - John D. O'Bryant School of Math & Science (2013-2014): 7th-8th grade science
  - Nathan Hale Elementary (2008 – 2013): PreK – 5th science specialist; school-wide science fair and events; founder of environmental/adventure club
  - Rafael Hernandez Two-Way Bilingual School (2005 - 2008): PreK – 8th grade science
- Museum of Science | Boston, MA | Presenter & Overnights Instructor 2003-2014
- Excel Academy Charter School | Boston, MA | Science Teacher 2004-2005
- San Mateo County Office of Education Outdoor Education Program  
 Senior Naturalist | La Honda, CA 1999-2003  
 Supervised and trained naturalist teachers, directed high school volunteer program; supported academic and socio-emotional program for students at residential outdoor school program
- Campfire USA, Camp Zanika Lache  
 Business Director | Leavenworth, WA 2001-2002  
 Responsible for camp budget and banking, train and evaluate counseling staff, parent liaison and communication, scheduling, programming
- University of California, San Diego Sports Clubs  
 Assistant, Business | La Jolla, CA 1996-1999  
 Oversaw financial ledgers for university intercollegiate sports clubs (e.g., lacrosse, hockey, equestrian university teams); supported coordination of university hosted sporting events; responsibilities for communications regarding sports clubs teams

## UNIVERSITY INSTRUCTOR

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- Boston Teacher Residency | Instructor 2010-2013  
 Elementary Science Methods for BTR resident student teachers (graduate level)
- University of Massachusetts Boston | Co-Instructor 2008-2012  
 EOS 510: Earth Science I, Weather and Water (graduate level)
- Boston University | Instructor 2011  
 SC571: Science Materials: Principles, Design, & Construction (graduate level)
- Boston College

  - Graduate Research Assistant, International Study Center 2010-2011  
 Trends in International Mathematics and Science Study (TIMSS)
  - Teaching Fellow (undergraduate & graduate course instructor) 2009-2011  
 ED 546/109: Teaching About the Natural World
  - Supervisor of Pre-Practicum Student Teachers 2009-2010
  - Graduate Research Assistant, Urban Ecology Institute 2008-2009
- Wellesley College | Instructor 2007-2008  
 EDUC 304: Curriculum and Instruction in Elementary Education, Science section

## SELECTED EXTERNAL SPEAKING ENGAGEMENTS

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Speaker, WorldBoston, International Visitor Leadership Program (2019 & 2020). *Massachusetts STEM Education System & Current Initiatives*.

Keynote Speaker, Stonehill College Noyce Event (2019). *Equity, Access, and Rigor: A Vision for STEM Education in Massachusetts*

Keynote Speaker and Moderator, Education Development Center (EDC), [Elementary Science Summit](#) (2018)

Keynote Speaker, Boston Children's Museum, Friends of the Museum annual dinner (2018). *The Critical Need for Equity in Early STEM Experiences*.

Keynote Speaker, Science Colloquium, Cambridge College School of Education (2018). *What Really Is Elementary Science Instruction?*

Keynote Speaker, MassTEC Conference (2018). *Technology & Engineering in MA STEM Education*.

Featured Panelist, [Thompson Island's Education Conversation](#) (2018). *The Role of STEM Education in Closing the Opportunity & Achievement Gaps in Boston*.

Keynote Speaker, Massachusetts Science Education Leaders Association, Annual Meeting (2017). *The State of STEM Education in Massachusetts*.

Guest Speaker at the National Institute of Education, Singapore (2013). *Elementary science teaching in an urban context*.

Guest Speaker at the Academy of Singapore Teachers, Singapore (2013). *Elementary science teaching: Engaging and connecting*.

## SELECTED PUBLICATIONS AND CONFERENCE PRESENTATIONS

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Hashimoto-Martell, E. A. & Wang, G. (2022, July). *Curriculum as a strategy for equity*. Presentation at Massachusetts Association for School Superintendents Executive Institute, Mashpee, MA.

Martell, C. C., Carney, M., Marin, K., & Hashimoto-Martell, E. A. (2021, May). *Whose Research Counts? Teacher Research and the Practitioner-Academic Divide*. *The Teacher Educator*, 56(4), 399-426.

Hashimoto-Martell, E. A., Clinchot, M., & Mendillo, J. (2016). *Making the Science Curriculum Culturally Relevant*. Workshop presented at the national conference of the National Science Teachers Association, Nashville, TN.

Hashimoto-Martell, E.A., Daniels, H., Bennie, F. & Clinchot, M. (2013, April). *Reconfiguring the urban science experience: The power of diversity, social context, and the local environment*. Paper presented at the annual meeting of the National Association for Research in Science Teaching, Rio Grande, Puerto Rico.

Hashimoto-Martell, E. A., Clinchot, M., Daniels, H. & Bennie, F. (2012). *Across the city and across grades: Investigating energy flow in the Boston Harbor Ecosystem*. *Science Scope*, 36(3), 39-42.



Martell, C. C., & Hashimoto-Martell, E. A. (2012). Throwing out the textbook: A teacher research study of changing texts in the history classroom. In H. Hickman & B. J. Porfilio (Eds.), *The new politics of the textbook: Critical analysis in the core content areas*. (pp. 305-320). Boston: Sense Publishers.

Hashimoto-Martell, E. A., McNeill, K. L., & Hoffman, E. M. (2012). *Connecting urban youth with their environment: The impact of an urban ecology course on student content knowledge, environmental awareness and responsible behaviors*. Research in Science Education, 42(5), 1007-1026.

Hashimoto-Martell, E. A. (2011, April). *Exploring science identities of elementary students of color*. Presented as part of the Invited Presidential Session, Practitioner research: Counternarratives on practice at the Annual Meeting of the American Educational Research Association, New Orleans, LA.

## **MEMBERSHIPS & ORGANIZATIONS**

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### **Education Leaders of Color (EdLoC)**

Member (present) of EdLoC, a hub for top-level education leaders of color to connect and collaborate to lead more inclusive efforts to improve education.

### **Council of Chief State School Officers (CCSSO)**

Chief Academic & Chief Talent Officer Network member (2022 to present) and CCSSO IMPD Network member (2019 to present)

### **Thompson Island Outward Bound Education Center**

STEM Advisor on Education Programs Committee (2019 to present) for Thompson Island Outward Bound Education Center, which provides experiential learning opportunities.

### **Japanese American Citizens League**

Board Member (2004 to present) of the New England chapter of the nation's oldest and largest Asian American civil rights organization.

### **American Educational Research Association, Teacher as Researcher Special Interest Group**

Executive Board Member of AERA special interest group dedicated to the research of practicing PreK-12 teachers. (Chair, 2016-2019; Treasurer/Secretary 2014-2016)

### **The Science of Nature-Based Learning Collaborative Research Network**

Core member of the Science of Nature-based Learning Collaborative Research Network, NSF funded project housed at University of Minnesota (2015 to 2018), which expanded the research-base of nature-based learning.

### **National Science Teachers Association**

Committee on Research on Science Teaching Appointed Member (2016 to 2018) for largest organization of science teachers worldwide.

**Other Active Memberships:** International Society for Technology in Education (ISTE); Computer Science Teachers Association (CSTA); Association of State Supervisors of Mathematics (ASSM); Council of State Science Supervisors (CSSS)



# KATHERINE TARCA

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## MASSACHUSETTS LICENSURE

Academic Teacher, 1-6

Administrative Supervisor/Director

Assistant Superintendent/Superintendent

Sheltered English Immersion - Endorsed

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## SKILLS

Leadership of teams

Strategic planning

Adult learning and coaching

Curriculum development and evaluation

Project management

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## EDUCATION

BA, Elementary Education, 2004

Bucknell University

M.Ed., Education Policy & Management,  
2018

Harvard University

Graduate School of Education

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## PASSIONS

Gardening and native New England plants

Pottery

Beaches and boats

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## PROFILE

Recognized leader with 20 years' experience in public schools as a teacher, coach, administrator, and state official. Extensive experience collaborating with school leaders and managing complex projects across multiple schools, including adoption of new curricula and implementing multi-tiered systems of support. Expert in Literacy curriculum and pedagogy. Track record of increasing the achievement of diverse learners through coaching and collaborating with teachers and leaders.

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## LEADERSHIP EXPERIENCE

### Director, Literacy and Humanities

Massachusetts Department of Elementary and  
Secondary Education

2018 - present

- Craft and execute a strategy for improving instruction in ELA/Literacy, History, Civics, and the Arts for the state of Massachusetts
- Lead a team of ten content specialists and growing
- Manage a budget of over \$25M annually (based on FY24 budget)
- Successfully launch major new initiatives that are now well-known statewide, including Mass Literacy, Investigating History, and Civics Project Showcases

### Director, Humanities

UP Education Network, Boston, MA

2014-2018

- Ensure high-quality English, Literacy, and Social Studies instruction in seven urban "turnaround" schools by training, coaching, and advising school leaders
- Lead the adoption of the school network's first standardized English curriculum, including selecting and designing curriculum materials and managing the training of 100+ leaders and teachers
- Design and manage the standards-based interim assessment system for English/Literacy to enable data-based decision making

### Director, Professional Development K-8

Mastery Charter Schools, Philadelphia, PA

2012-2014

- Managed all aspects of central professional development for network of 18 high-performing urban schools
- Collaborated with school leaders to design professional learning strategy for schools based on observations and student data
- Designed and executed New Teacher Orientation and Induction programs to prepare 250+ new teachers annually

### Literacy Coach

Randolph, MA Public Schools and Somerville, MA Public Schools

2008-2012

- Drove teacher learning and improvement using model lessons, co-planning and professional development sessions
  - Led development of Common Core-aligned curriculum materials
  - Managed school-wide literacy assessment, data analysis, and data-based action planning
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# KATHERINE TARCA

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[REDACTED]



[REDACTED]



Malden, MA, USA

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## MASSACHUSETTS LICENSURE

Academic Teacher, 1-6

Administrative Supervisor/Director

Assistant Superintendent/Superintendent

Sheltered English Immersion - Endorsed

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## SKILLS

Leadership of teams

Strategic planning

Adult learning and coaching

Curriculum development and evaluation

Project management

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## EDUCATION

BA, Elementary Education, 2004

Bucknell University

M.Ed., Education Policy & Management,  
2018

Harvard University

Graduate School of Education

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## PASSIONS

Gardening and native New England plants

Pottery

Beaches and boats

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## TEACHING EXPERIENCE

### Adjunct Faculty/Instructor

UMASS Boston, Lesley University, Relay Graduate School of  
Education, Wheelock College, and Rhode Island Teaching  
Fellows

2009-2012

- Courses taught: *Literacy: Integration of the Language Arts; Understanding & Managing Behavior; Classroom Culture; Nonfiction Writing; Literacy I; Literacy II; Practicum; Seminar*
- Designed graduate courses utilizing modern methods such as role-playing, case studies, and formative assessment
- Consistently received outstanding end-of-course feedback from pre-service and in-service teachers

### Founding 5th grade Literacy Teacher

KIPP DC: WILL Academy, Washington, DC

2006-2007

- Served on founding teacher team of high-performing urban charter school
- Increased 90 students' reading achievement by an average of 2.3 grade levels using original curriculum materials

### 3rd grade teacher (Teach for America)

William Finch Elementary School, Atlanta, GA

2004-2006

- Provided differentiated instruction to drive learning gains exceeding 1.5 grade levels per year in literacy and math
- Developed relationships with families to collaboratively support children's growth

# L I N D A S E W N A R I N E

## CONTACT



[REDACTED]



[REDACTED]



Boston, MA, USA

## EDUCATION

### Johns Hopkins School of Education

Master of Science in  
Educational Studies and Early  
Childhood Education  
*Baltimore, MD | 2015*

### Yale University

Bachelor of Arts in Political  
Science | Study Abroad in Arles,  
France – IES Abroad  
*New Haven, CT | 2013*

## SKILLS

- Content Expertise in ELA and Social Studies for Grades K-4
- Evidence-Based Early Literacy Curriculum, Instruction and Assessment
- Project Management
- People Management
- Diversity, Equity and Inclusion
- Professional Development
- Adobe Creative Suite
- MS Office Suite
- G Suite

## INTERESTS

Traveling, Reading, Hiking

## PROFILE

Innovative, outgoing, results-oriented, “hands-on,” educational leader with 11 years’ experience working successfully within school communities leading teams and projects. Proven track record in empowering student achievement with a passion for elementary English Language Arts/Literacy, Social Studies and an equity-centered approach.

## EXPERIENCE

### Assistant Director of Literacy

Department of Elementary and Secondary Education | Everett, MA | 2022-present

- Spearhead statewide literacy initiatives aimed at improving reading comprehension and writing skills among K-12 students
- Develop and implement guidance, resources, and programming to enhance evidence-based, culturally and linguistically sustaining literacy instruction across the state of MA
- Collaborate with educators, administrators, and stakeholders to provide professional development workshops and resources, fostering a culture of literacy excellence for all students
- Monitor and evaluate program effectiveness through data analysis and assessment, driving continuous improvement and strategic planning initiatives

### Director of Academics, ELA/Social Studies

KIPP Massachusetts | Lynn, MA | 2019-2021

- Developed and supported the implementation of inclusive, evidence-based and culturally responsive K-4 curriculum using an equity-centered lens aligned to MA ELA/Literacy Curriculum Framework and regional goals K-12 in 40 elementary classrooms with attention to emerging best practices across the field
- Provided direct support and coaching to schools leaders and ELA content leads on curriculum, instruction, and assessment implementation for reading, writing and language standards
- Accelerated teacher and leader ELA content expertise and capacity through planning, observations, coaching, instructional school walkthroughs, and reviews of student work
- Lead and created differentiated professional development to develop teacher and leader knowledge of reading, writing, speaking and listening and language standards, effective instructional practices, assessments and online platforms
- Determined and supported formative and summative literacy assessments aligned to grade-level mastery
- Facilitated surveys and input-meetings with school-based leadership teams, teachers, families and students to develop a vision for incorporating literacy and social studies standards into integrated reading, writing and content units for K-4 that aligned to the context and needs of each school

### Lead Fourth Grade Teacher | ELA Content Leader

KIPP Academy Lynn Elementary | Lynn, MA | 2021 - July 2022

- Facilitated grade-level meetings to unpack mastery of reading and writing standards within curriculum
- Revised and adjusted ELA curriculum to be culturally relevant, aligned to Common Core State Standards for English Language Arts & Literacy and C3 Framework for Social Studies, and differentiated to support all levels of learners through development of model lessons, training session materials, and PPT presentations
- Increased student achievement for Grade 4 standards and skills through intentional planning and data analysis for all learners, centering multilingual learners
- Developed and implemented a classroom vision that guides students to see the relevance of their unique experiences in their study of contemporary and historical issues while making relevant connections across time, perspectives and cultures

### Lead Kindergarten, 1st and 2nd Grade Teacher | Grade Level Chair

KIPP Academy Lynn Elementary | Lynn, MA | 2016 - 2019

- Managed a team of teachers to be goal-oriented and highly motivated to collaborate
- Lead collaborative grade level meetings on math, reading and writing lesson execution to develop and deepen teacher content knowledge, instructional practices, and increase alignment across the grade

# L I N D A S E W N A R I N E

## CERTIFICATIONS

### **Standards Institute for ELA II for Kindergarten - Grade 5**

UnboundEd | 2020

### **Foundation of Reading Massachusetts Test Educator Licensure (MTEL)**

Department of Secondary and  
Elementary Education | 2017

### **Communications & Literacy Massachusetts Test Educator Licensure (MTEL)**

Department of Secondary and  
Elementary Education | 2017

### **English as a Second Language Massachusetts Test Educator Licensure (MTEL)**

Department of Secondary and  
Elementary Education | 2017

### **Sheltered English Instruction Department of Secondary and Elementary Education | 2017**

### **Early Childhood (Pre-K to Grade 3) and Elementary Education (Grades 1 to 8)**

Oklahoma Department of  
Education Certification | 2013

## LANGUAGES

English | Fluent

French | Basic

## EXPERIENCE (CONTINUED)

### **Lead Kindergarten Teacher | Teacher Leader Fellow**

Tulsa Legacy Charter School | North Tulsa, OK | 2015 - 2016

- Participated in Leadership Team Meetings (analyzed staff feedback, coordinated school-wide initiatives, and supported execution of teacher development plans)
- Served as Kindergarten Grade Level Chair to coordinate responsibilities for team
- Developed classroom vision, pacing guide and ambitious end of year goals aligned to Common Core
- Tracked student progress and ensured students' individual success through standards-aligned assessments
- Served as a model classroom for school visitors and new or developing teachers

### **Teach for America Corps Member | Early Childhood Educator**

Teach for America | CAP Tulsa | North Tulsa, OK | 2013-2015

- Completed over 100 hours of coursework and seminars in instructional planning, classroom management, learning theory, literacy, and diversity training
- Co-wrote and implemented professional development sessions on classroom management for corps members
- Planned rigorous curriculum resulting in 103% content mastery at Community Action Project

### **Associate Program and Communications Intern**

Move This World | New York, NY | Summer 2014

- Created supplemental materials to showcase MTW's curriculum alignment with Positive Behavioral Interventions Support
- Researched and compiled warm leads and partners for MTW's New York City programs

### **Local Committee President**

AIESEC at Yale | New Haven, CT | 2011-2012

- Elected representative of Local Committee (65 members) on national and international level
- Directed development of international internships for Yale students, member training and retention, local CT sales, creation of alumni network and marketing to campus and business community
- Managed budget planning for all functions and all projects (\$21K budget)
- Oversaw planning, sponsorship and publicity for 3-day, 200-person regional conference (\$19K budget)

## EDUCATION

**Boston College**, Chestnut Hill, MA

Master of Education, Secondary Education - English

Date of Graduation: August 2013

**Trinity College**, Hartford, CT

Bachelor of Arts in English Literature, Minor in Creative Writing, Rhetoric, and Media Arts

Date of Graduation: May 2012

Awards: Faculty Honors, 2012 Student Journalism Award

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## LICENSURE/CERTIFICATIONS/AWARDS

- Massachusetts Licensed Teacher: Professional
    - English (8-12) #470684
    - SEI Endorsement
  - Certified by the College Board as an AP Language and Composition Teacher
  - 2020 Sontag Prize in Education Recipient; Spring 2020
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## RELEVANT WORK EXPERIENCE

**Massachusetts Department of Elementary and Secondary Education**, Everett, MA

*ELA/Literacy Content Specialist* January 2021 – Present

- Advance the implementation of high quality, evidence-based, and culturally and linguistically sustaining ELA/literacy materials and instruction across the Commonwealth by leading a number of literacy improvement projects (CURATE, IMplement MA, GLEAM, Literacy Launch)
- Coordinate competitive literacy improvement grants through programmatic and financial development, facilitation, and continuous improvement
- Increased the percentage of PreK-12 students at risk of reading failure by an average of 22% by leading coordinating of a three-year literacy improvement program (GLEAM)
- Supported over 20 districts through the process of evaluating, selecting, and implementing high quality instructional materials in ELA/Literacy, resulting in increased access to grade-level instruction to historically underserved students
- Develop and monitor multi-year multi-million-dollar budgets ensuring both programmatic and fiscal expectations are met
- Gather, analyze, and synthesize data to accurately report progress toward programmatic and fiscal goals to both the Commonwealth and the US Department of Education
- Manage a number of vendors, inclusive of literacy consultants, event planners, and professional development creators, to ensure alignment to DESE's literacy improvement vision and progress toward programmatic goals
- Manage a team of ELA/Literacy Content Support Specialists to ensure all literacy improvement projects are advancing DESE's vision for educational excellence and leads to high and equitable literacy proficiency rates for all students

**Plymouth North High School**, Plymouth, MA

*English Teacher* August 2013 – December 2020

- Plan for a variety of different courses at the Advanced Placement, honors, and college preparatory levels, including AP Language and Composition, American Literature, World Literature, Journalism and Media Studies, Historical Fiction, Short Story Analysis, Detective Fiction, and Mythology
- Maintain expertise as a College Board certified Advanced Placement teacher by attending summer institutes and working with a school-wide AP teacher cohort focused on increasing student participation and success

- Implement Common Core State Standards into every lesson, with a focus on reading, writing, speaking and listening skills that contribute to the development, implementation, and reflection of deeper learning experiences, which include ensuring mastery of content, identification of the student's connection to the material, and ability to synthesize learning
- Differentiate instruction to fit the needs and learning styles of all students and regularly attend IEP and 504 meetings to ensure all students are given the opportunity to succeed both in and out of the classroom
- Center formative and summative assessments around student choice by incorporating elements of "Universal Design for Learning"
- Founding member and chair of the school's Justice and Equity Committee, a group that focuses on identifying and rectifying systemic racism and inequities in school policies and culture
- Maintain expertise in pedagogy and content by attending and leading a variety of professional development workshops and successfully completing graduate courses beyond a Master's degree
- Collaborate closely with colleagues in both Professional Learning Communities and formal professional development opportunities
- Chair of the Vision Committee, a group dedicated to determining a shared vision for the school community

**Plymouth North High School, Plymouth, MA**

*NEASC Steering Committee Co-Chair, March 2016 - March 2020*

- Oversaw all aspects of the decennial accreditation process, including evidence gathering, report writing, event planning, budgetary decision-making, etc.
- Managed fourteen standard chair people through the development of the accreditation self-study
- Wrote, revised, and edited a 7-chapter narrative self-study prior to submission to NEASC
- Oversaw the follow-up process after the accreditation visit and stayed on as Steering Committee Co-Chair to lead the Vision Committee, as the school transitions to the NEASC 2020 standards

**Worth Learning, LLC, Plymouth, MA**

*Essay Specialist, Head Writing Tutor, Fall 2018 – December 2020*

- Instruct students, both during in-person writing sessions and virtual counseling sessions, on all aspects of the college essay writing process, including brainstorming, sensory language, idea development, narrative construction, revision, and editing
- Tailor instruction to meet the individual needs of each student in order to maximize student potential
- Maintain a rotating schedule for a number of clients on a weekly basis and accommodate as necessary to fit client scheduling needs while providing regular communication with parents and families

## OTHER WORK EXPERIENCE

**The Trinity Tripod, Hartford, CT**

*Managing Editor, Fall 2009 - Spring 2012*

- Researched and wrote hundreds of news articles and editorials for Trinity College's student newspaper
- Managed and trained ten junior editors and 20+ staff writers

**WCVB Channel 5 News, Needham, MA**

*Website Writing Intern, Summer 2011*

- Researched and wrote a number of articles for the station's website
- Revised and edited news stories before publication

## SKILLS

- Proficient in In-Design, QuarkExpress, Raiser's Edge, Google Education Suite, Microsoft Suite, EdGrants, GEMS



## **Craig Waterman**

Assistant Director of Strategy and Integration

### **PROFILE**

Experienced policy maker with a focus on measurement and evaluation

### **EXPERIENCE**

#### **Assistant Director Strategy and Integration, Massachusetts Department of Elementary and Secondary Education, Everett MA - 2015-Present**

*Supporting goal setting and evaluation in the Center for Instructional Support. Led development on the Curriculum Data Collection, High Quality Instructional Materials grants, Arts Framework, and Assessment Literacy.*

#### **Assessment Coordinator, Massachusetts Department of Elementary and Secondary Education, Malden MA - 2013-2015**

*Supported districts in meeting expectations for the Student Impact Rating, a part of the Educator Evaluation system*

#### **Doctoral Student, University of Connecticut, Storrs CT - 2009- 2013**

*Completed doctoral course work in Educational Measurement, Evaluation, and Assessment. Research focused on use of teacher goal setting as a part of teacher evaluation.*

#### **Dean of Residential Life, The Meeting School, Rindge NH - 2006-2009**

*Supervised dorm parents, student discipline, and overall climate and culture at small Quaker boarding school.*

#### **5th Grade Teacher, Jaffrey Public Schools, Jaffrey NH - 2003-2006**

#### **3rd-5th Grade Teacher, The Sage School, Foxboro MA - 2001-2003**

#### **High School Teacher, The Meeting School, Rindge NH - 1999-2001**



## **EDUCATION**

University of Connecticut, Storrs, CT - ABD - Measurement, Evaluation, and Assessment. 2009-2013.

Teachers College, Columbia University, New York, NY - M.A. - Elementary Education. 1998-1999.

St. Mary's College of Maryland, B.A. - Music, 1993-1997.

## **PUBLICATIONS**

Waterman, C. (2022). "Giftedness Without Gifted Children" Revisited. *Gifted Child Quarterly*, 66(2), 130-131. <https://doi.org/10.1177/00169862211040529>

McBee, M. T., Peters, S. J., & Waterman, C. (2014). Combining Scores in Multiple-Criteria Assessment Systems: The Impact of Combination Rule. *Gifted Child Quarterly*, 58(1), 69-89. <https://doi.org/10.1177/0016986213513794>

Gubbins, E. J., McCoach, D. B., Foreman, J. L., Gilson, C. M., Bruce-Davis, M. N., DaVia Rubenstein, Waterman, C. (2013). What works in gifted education mathematics study: Impact of pre-differentiated and enriched curricula on general education teachers and their students (RM13242). Storrs: University of Connecticut, The National Research Center on the Gifted and Talented.



**JENNIFER DiBARA CRANDELL, ED.D.**



**EDUCATION**

**Harvard Graduate School of Education, Cambridge, MA**

Doctorate of Education, 2010; Human Development and Education

Head Start Graduate Student Research Scholar (2008-2010)

Jeanne Chall Dissertation Award (2010)

**Lynch School of Education, Boston College, Newton, MA**

Masters of Education, 2001; Elementary Education

Donovan Scholar

**University of California, Berkeley**

Masters of Arts, 1998; American History

**Brandeis University, Waltham, MA**

Bachelor of Arts, 1995; History

Justice Brandeis Scholar

**PROFESSIONAL AND RESEARCH EXPERIENCE**

**Department of Early Education and Care, Commonwealth of Massachusetts**

Early Literacy Practice Specialist (2024-)

- Lead and co-lead varied projects on early childhood curriculum, assessment, and professional development within the Massachusetts mixed delivery system
- Collaborate with partners from other agencies, including the Department of Elementary and Secondary Education
- Contribute expertise in early language and emergent literacy development to varied projects including credentialing, ongoing professional development offerings, and strategic planning

**Independent Consultant, Scituate, MA (2020-2024)**

- Partnered with a national early childhood TTA center to develop resources that support staff to engage with parents with disabilities, and to identify, highlight, and present resources that support staff to engage families in which parents or children have disabilities.
- Senior Research Advisor for a national nonprofit analyzing reporting data from a survey of early childhood educators.
- Evaluated the resources of a national early childhood TTA center for the ways they supported families with children or parents with disabilities and wrote a report of findings and recommendations.
- Co-wrote a chapter and co-led a webinar to guide PreK-12 leaders in California to engage staff to support multilingual children (birth to age 5).

**Stonehill College, Easton, MA**

Early Childhood Fellow (2022-2023)

- Led the department's efforts in preservice early childhood education, including advising students, participating in department and college meetings, and supervising student teachers.

- Taught undergraduate courses including Early Care and Education, Developmental Theories, and Children in Preschool and Kindergarten.

### **WestEd, Center for Child and Family Studies, Sausalito, CA**

Sr. Program Associate, (2016-2020)

#### *National Center for Early Child Development, Teaching and Learning (NCDTL)*

- Led the development of resources to support early childhood leaders and staff in implementing their curriculum, including the Curriculum Quick Guide and the professional development suite A Culturally Responsive Approach to Implementing a Curriculum.
- Provided ongoing consultation on strategy and resources for the Office of Head Start and NCDTL's Equity, Inclusiveness, and Cultural and Linguistic Responsiveness Working Groups.
- Developed research-based criteria for evaluating early childhood curricula on cultural responsiveness, linguistic responsiveness, language development, and emergent literacy development.
- Evaluated and summarized the research evidence for preschool, infant-toddler, and home visiting curricula for the revised Curriculum Consumer Report.

#### *Mid-Atlantic Comprehensive Center*

- Provided leadership and consultation for groups revising the District of Columbia's early learning standards to be more inclusive of cultural and linguistic diversity.

### **Education Development Center, Inc., Waltham, MA**

Research Scientist, (2013-2016)

#### *Hartford Kindergarten Literacy Guide Evaluation*

- Project Director for a team providing evaluating an urban school district's kindergarten ELA curriculum materials.
- Designed, implemented and analyzed a survey of stakeholders, analyzed the kindergarten literacy guide, and provided recommendations to the district leadership in a presentation and written report.

#### *Literacy and Academic Success for English Learners through Science*

- Provided expertise on dual language learning in the primary grades that informed professional development for primary grades inquiry science instruction (preK-Grade 1).
- Designed and conducted small pilot studies to understand how teachers, children and families used language during science activities in the classroom and in community settings.

#### *Center for Early Learning Professionals, Rhode Island*

- Led the development of face-to-face and hybrid professional development for early childhood educators and supervisors on "Teaching dual language learners in early childhood settings."
- Led professional development sessions.

#### *National Center for Cultural and Linguistic Responsiveness*

- Co-led the development of the Planned Language Approach for Early Head Start/Head Start, a comprehensive framework for supporting the language and literacy development of English speaking and dual language learners aged birth through five.
- Conducted a literature review on practices that support the language and literacy development of dual language learners.
- Wrote resources that presented a culturally and linguistically responsive perspective on language and literacy development for the "Big Five" language and literacy skills.
- Wrote resources on how to support dual language learners in early childhood settings.

### **Salem State University, Salem, MA**

Assistant Professor of Childhood Education (tenure-track) (2010–2012)

- Contributed to department, school, and university initiatives through committee work, supervising student research, and ongoing meetings and gatherings
- Advised early childhood graduate and graduate students
- Taught undergraduate and graduate courses including” The Premise of the School and Child Care (undergraduate), Language and Literacy Development (undergraduate), Foundations of Reading (graduate), Children’s Literature (graduate), Educational Research (graduate)

### **Harvard Graduate School of Education, Cambridge, MA**

Head Start Graduate Student Research Scholar, *Language and Literacy* (2008-2010)

- Wrote a funded federal proposal.
- Designed and led a study in 29 Head Start preschool classrooms, managing data collection (including supervising assistants) and mixed methods data analysis (including HLM in Stata).
- Analyzed vocabulary learning and discourse of dual language and monolingual English preschoolers in the context of informational and storybook read-alouds.
- Presented the findings in presentations, articles and reports.

Research Analyst, *Center for the Developing Child* (2008-2010)

- Contributed expertise on dual language development and early language and literacy development to an integrated language-literacy-socio-emotional infant-toddler and preschool professional development program.
- Developed and led professional development.
- Conducted small qualitative and quantitative research studies.

Research Analyst, *Language and Literacy* (2005-2008)

- Gathered, organized, and analyzed qualitative and quantitative data for several research projects involving the language and literacy development of monolingual and bilingual preschoolers.

Evaluation Fellow, *Family Connections* (2006-2008)

- Contributed to the evaluation planning, data collection, and analysis (using nVivo) of an evaluation of a Head Start mental health program in several Head Start centers.
- Wrote analytic memos.

Research Assistant, *Project Zero* (1998-2000; 2004-2006)

- Conducted research into professions including developing interview protocols, conducting interviews, coding and analyzing interviews, and writing reports and articles.

### **Education Matters, Cambridge, MA**

Evaluation Research Assistant (2005-2008)

- Conducted qualitative evaluations of school-based Prek-12 programs including data collection (interviews and observations), data analysis, and data presentation (reports).

### **ADJUNCT HIGHER EDUCATION APPOINTMENTS**

Lecturer (2019-2020)

Course: EDU 207: English Language Learners in the Classroom

### **Wheelock College, Boston, MA**

Lecturer (2016)

Courses: MLE 301: Sheltered English Immersion (SEI) I: Second Language Acquisition in Context

Supervisor (2008–2010)

Course: EDU337: Teaching Reading

Lecturer (2008)

Course: H530: Language Acquisition

### **Harvard Graduate School of Education, Cambridge MA**

Teaching Fellow (2005–2009)

Courses: H810F/G: Children's and Adolescent Literature

H700: From Language to Literacy

S010Y: Answering Questions with Quantitative Data

S109: Thinking Like an Educator

### **K-12 TEACHING EXPERIENCE**

#### **Showa Women's University, Boston, MA**

Middle School ESL Summer School Teacher (2002-2006)

#### **Wayland Middle School, Wayland, MA**

Sixth Grade Social Studies Teacher (2003-2004)

#### **Dunning Elementary School, Framingham, MA**

Second Grade Teacher (2001-2003)

### **PROFESSIONAL ACTIVITIES**

#### **Consulting Editor**

National Association for the Education of Young Children (2018-present)

#### **Grant Reviewer**

Early Care and Education Research Scholars: Head Start Graduate Student Research Grants,  
Administration for Children and Families

### **Editorial Board**

Reading Research Quarterly (2012-2013)

Massachusetts Reading Association Primer (2011-2013)

### **SELECTED PRESENTATIONS**

- Espinosa, L., & **Crandell, J.** (2021). *Early learning and care for multilingual and dual language learners ages zero to five* [Webinar]. California Department of Education. <https://www.wested.org/resources/chapter-4-early-learning-and-care-for-multilingual-and-dual-language-learners-ages-zero-to-five/>
- Polk, F. **Crandell, J. D.**, Marcella-Burdett, J., Zur, O. (2019, June). *Implementing Curricula Responsively: Responding to Children's Cultures and Language(s)*. Presentation at the National Association for Young Children's Professional Learning Institute, Long Beach, CA.
- Crandell, J. D.**, Marcella, J. M. & Zur, O. (2019, March). *Synthesizing and Presenting the (Very Limited) Evidence Base for Early Childhood Curricula to Practitioners*. Poster presented at the Spring 2019 Conference of the Society for Research on Educational Effectiveness.
- Crandell, J.** (2015, May). *Planned Language Approach: An Introduction*. Head Start Region I Association, Westford, MA.
- Crandell, J.** (2015, March). *Gathering, analyzing, and using data about dual language learners*. Head Start Region I Data Training, Springfield, MA.
- Crandell, J.** (2014, Jan). *Planned Language Approach*. Region II Head Start Association Professional Development Conference, Atlantic City, NJ.
- Knapp-Philo, J., Shetuck, B. & **Crandell, J.** (2013, May). *Planned Language Approach*. Presentation at the Office of Head Start 2<sup>nd</sup> Annual Birth to Five Head Start Leadership Institute, National Harbor, MD.
- Crandell, J. D.** & Cassano, C. (2011, June). *Supporting teachers in using information and reference books in early childhood classrooms*. Presentation at the National Association for Young Children's National Professional Development Institute, Providence, RI.
- Crandell, J. D.** (2011, April). *ELL and monolingual Children's pretend readings of information books versus storybooks*. Poster presented at the biennial meeting of the Society for Research in Child Development, Montreal, Canada.
- Crandell, J. D.** (2011, March). *Introduction to the Early Childhood Literacy Common Core Standards*. Presentation at the Readiness Center event, Lowell, MA.
- Crandell, J. D.** (2010, October). *Children's pretend reading of information books versus storybooks*. Invited presentation at the School of Education, University of Michigan.
- Crandell, J. D.** (2010, June). *Information Book Read-Alouds in Head Start Preschools and Vocabulary and Pretend Reading Skills*. Poster presented at the meeting of the Head Start Research Conference, Washington, DC.
- DiBara, J.** (2009, October). *Teaching bilingual children as a monolingual teacher: Part 2, Language and Literacy Development and the Bilingual Child*. Presentation to Head Start and Infant/Toddler Teachers, Tulsa Educare, Tulsa, OK.
- DiBara, J.**, Leyva, D. & Beals, D. (2009, August). *The Tulsa Children's Project: Reading books with children*. Presentation to Head Start and Infant/Toddler Teachers, Tulsa Educare, Tulsa, OK.
- Silverman, R. & **DiBara, J.** (2009, April). *Teachers' instructional strategies and children's early vocabulary learning*. Paper presented at the annual meeting of the American Educational Research Association.
- DiBara, J.** (2009, February). *Reading books with preschoolers*. Presentation to Head Start Teachers at Communities United, Inc., Woburn, MA.

- DiBara, J.** & Silverman, R. (2009, January). *Oral language development in early childhood*. Presentation to Head Start Teachers at Communities United, Inc., Woburn, MA.
- DiBara, J.** (2009, January). *Reading books with preschoolers*. Presentation to Head Start Teachers at Community Action Programs-Inter City, Everett, MA.
- DiBara, J.** (2008, December). *Information book read-alouds and vocabulary and pretend reading skills*. Head Start Research Scholars' Conference, Washington, DC.
- Silverman, R. & **DiBara, J.** (2008, December). *Effective Vocabulary Instruction Strategies in Pre-Kindergarten and Kindergarten*. Paper presented at the annual meeting of the National Reading Conference.
- Brinkworth, M. E., Rodier, N., O'Carroll, K. L., **DiBara, J.**, Ayoub, C. C., Beardslee W., Watts, C. & Avery, M. W. (2008, June). *The effect of children's behaviors and teachers' characteristics on teacher-child relationships*. Poster presented at Head Start' Ninth National Research Conference, Washington, DC.
- O'Carroll, K.L., **DiBara, J.**, Brinkworth, M. E., Rodier, N., Ayoub, C.C., Beardslee W., Watts, C. & Avery, M. W. (2008, June). *Teachers' identification of work supports in metropolitan Head Starts participating in a comprehensive mental health intervention*. Poster presented at Head Start's Ninth National Research Conference, Washington, DC.
- DiBara, J.** and Silverman, R. (2008, April). *Developing the emergent literacy and vocabulary skills of four to six year olds in single-grade versus multi-grade kindergartens*. Paper presented at the 2008 Annual Meeting of the American Educational Research Association, New York, New York.

## **PUBLICATIONS**

- Espinosa, L., & **Crandell, J.** (2020). Early learning and care for multilingual and dual language learners ages zero to five. In California Department of Education (Ed.), *Improving education for multilingual and English learner students: Research to practice* (Ch. 4). California Department of Education.
- Crandell, J. D.**, Marietta, S., & Bourassa, J. (2016). *Hartford Public Schools Literacy Curriculum Guide and Foundational Skills Instruction: An Analysis*. Waltham, MA: Education Development Center
- Broadstone, M., Leavell, A., Schilder, D., Rivera, B., Kim, S., Paulk, S., & Sibley, E., & **Crandell, J.** (2016). *Massachusetts Afterschool and Out-of-School Time Quality Indicators Alignment Study. Final Report*. Waltham, MA: Education Development Center, Inc.
- Silverman, R. D., **Crandell, J. D.** & Carlis, L. (2013). Read alouds and beyond: The Effects of read aloud extension activities on vocabulary in Head Start classrooms. *Early Education and Development* 24, 98-122.
- Crandell, J.D.**, Yudron, M., Carlock, R. H., Snow, C. Callejas, E. P., Ayoub, C. Beardslee, W. R. (2011). Engaging families across language backgrounds. *Family Connections Series*. Boston, MA: Children's Hospital.
- Crandell, J.D.**, Yudron, M., Carlock, R. H., Snow, C. Callejas, E. P., Ayoub, C. Beardslee, W. R. (2011). Engaging dual language learners in HS preschool classrooms. *Family Connections Series*. Boston, MA: Children's Hospital.
- Carlock, R. H., **Crandell, J.D.**, Yudron, M., Snow, C. Callejas, E. P., Ayoub, C. Beardslee, W. R. (2011). Creating programs to partner with immigrant parents. *Family Connections Series*. Boston, MA: Children's Hospital.
- Yudron, M., Carlock, R. H., **Crandell, J.D.**, Snow, C. Callejas, E. P., Ayoub, C. Beardslee, W. R. (2011). Child-directed learning. *Family Connections Series*. Boston, MA: Children's Hospital.
- Yudron, M., Carlock, R. H., **Crandell, J.D.**, Snow, C. Callejas, E. P., Ayoub, C. Beardslee, W. R. (2011). Challenging behaviors. *Family Connections Series*. Boston, MA: Children's Hospital.
- Contributor. (2011). *Greenwood Dictionary of Education*. Santa Barbara, CA: ABC-CLIO.
- Silverman, R. and **Crandell, J. D.** (2010). Vocabulary Practices in Pre-Kindergarten and Kindergarten Classrooms. *Reading Research Quarterly*, 45:2, 318-340.

- DiBara, J.** (2007). Responsible to the kids: The goals and struggles of urban high school teachers. *The New Educator*, 3: 11-30.
- Fischman, W., **DiBara, J.** and Gardner, H (2006). Creating Good Education Against the Odds. *Cambridge Journal of Education* 36:3, 383-98.
- Fischman, W., **DiBara, J.** (2006). Good work in pre-collegiate education: An initial map of the terrain. *Good Work Project Report Series* (55). Cambridge, MA: Good Work Project.
- Crismer, S. S. and **DiBara, J.** (August 2006). Formative Assessment of Students' Thinking About Reading (FAST-R): Evaluation Year III. Education Matters, Cambridge, MA.



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## Budget Narrative File(s)

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\* **Mandatory Budget Narrative Filename:** 1241-Massachusetts CLSD 2024 Budget Narrative.pdf

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This document serves as Massachusetts' Department of Elementary and Secondary Education's (MA DESE) Budget Narrative, as required by Ed Form 524 Section C, for the 2024 CLSD Grant Application.

SECTION A - BUDGET SUMMARY U.S. DEPARTMENT OF EDUCATION FUNDS						
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment	\$0	\$0	\$0	\$0	\$0	\$0
5. Supplies	\$0	\$0	\$0	\$0	\$0	\$0
6. Contractual						
7. Construction	\$0	\$0	\$0	\$0	\$0	\$0
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs*						
11. Training Stipends	\$0	\$0	\$0	\$0	\$0	\$0
12. Total Costs (lines 9-11)	\$1,776,531	\$10,152,081	\$8,160,534	\$10,169,408	\$8,181,477	\$38,440,031

### 1. Personnel

MA DESE proposes that a portion of the CLSD funds (see below for anticipated amounts) be used to hire a Literacy Specialist. This Literacy Specialist would be hired as part of a union and, as such, would require a 5% salary increase each year to align to union contracts. This Literacy Specialist will:

- Manage the preparation, awarding, and monitoring of grants to LEAs to support various aspects of high-quality ELA/Literacy programming
- Coordinate and/or provide high-quality professional development and support to preK-12 educators, including teachers and administrators, related to ELA/Literacy curriculum, instruction, assessment, and intervention
- Develop and disseminate high-quality academic instructional guidance, resources, and tools
- Manage consultants and vendors to ensure high-quality services are provided to schools

Position	FTE	Base Salary	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Literacy Specialist	1.00	██████████ (increase by 5%/yr)	██████████	██████████	██████████	██████████	██████████	██████████

### 2. Fringe Benefits

Per MA DESE's fiscal rates, fringe benefits are anticipated to be 45.05% for FY25. The following chart extrapolates that rate to future years. Please note that the fringe benefits rate is subject to change.

Position	FTE	Fringe Benefit %	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Literacy Specialist	1.00	45.05%	██████████	██████████	██████████	██████████	██████████	██████████

### 3. Travel

MA DESE staff will participate in both in-state and out-of-state travel for the purposes of:

- In-State
  - Supporting MA LEAs in implementing their CLSD programming
  - Traveling to statewide convenings
- Out-of-State
  - Traveling to national (annual and topical) CLSD events

Travel	# of Trips	Cost per Trip	Year 1	Year 2	Year 3	Year 4	Year 5	Total
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In-State	3-4 staff 5X/yr					\$		
Out-of-State	1-2 staff 2X/yr							
Total								

#### 4. Equipment

No funding requested

#### 5. Supplies

No funding requested

#### 6. Contractual

MA DESE will contract with a vendor who will support two aspects of the CLSD program:

- Supporting subgrantees with strategic advising, leadership development, job-embedded educator coaching, professional learning, data analysis, etc. DESE intends to partner with one vendor for this work. A portion of this cost will be covered through the contractual line item with the rest covered under subgrantee awards (see Other for more information)
- Supporting the ongoing Evidence-Based Early Literacy Educator Preparation Program Professional Learning Community, a project that provides professional learning for faculty from Institute of Higher Learning so that they may improve their own knowledge-base, revise their course syllabi, and ensure that all pre-service educators are effectively prepared to provide high quality evidence-based early literacy instruction to all students. This contract will provide funding for a vendor to develop and facilitate learning, evaluate program efficacy, and provide technical assistance to participants.

Product/Service	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Supporting Subgrantees and IHEs						

#### 7. Construction

No funding requested

#### 8. Other

This line item is inclusive of costs related to LEA subgrants. Please see below for details.

Fund Use	Year 1	Year 2	Year 3	Year 4	Year 5	Total
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LEA Subgrantee Funds						
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Activity/Expense	Estimated Annual Amount	Estimated 5-Year Amount
Consulting (leadership coaching, learning walks, strategic advising, direct job-embedded coaching, etc.)		
Screeners and Assessments		
Instructional Materials (up to 50% will be covered by CLSD funds with the LEA covering the cost of the remaining 50%)	Varied	
Professional Development		
Educator Stipends and/or Substitute Costs		
Staffing Costs (Literacy Coach and/or Interventionist)		
Estimated Total	Varied	\$36,520,000

<b>Total Direct Costs</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Total</b>
Total Direct Costs						

<b>Indirect Cost Rate</b>	<b>Relevant Application</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Total</b>
11% proposed FY25 rate pending USED Approval	Proposed 11% restricted rate applied to total direct costs except for contractual costs applied to the first \$25,000 annual and not on equipment						

<b>Total Costs</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Total</b>
Total Costs (lines 9-11)	\$1,776,531	\$10,152,081	\$8,160,534	\$10,169,408	\$8,181,477	\$38,440,031



**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:**

Massachusetts Department of Elementary & Secondary Education

**1. Project Objective:**

Through the development of literacy action plans and the adoption of high-quality instructional materials, subgrantees establish the foundations and enabling context for developing and implementing a high-quality, evidence-based literacy program.

1.a. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Percentage of subgrantees completing a Community Literacy Needs assessment by the end of year 1 that identifies literacy needs and historically underserved student groups.	PROJECT		100 /	100	100.00

1.b. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Percentage of subgrantees completing a Literacy Action Plan that centers the needs of historically underserved students, as determined by DESE administrators.	PROJECT		100 /	100	100.00

1.c. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
percentage of subgrantees using high-quality instructional materials (analysis using the Department's CURATE project, EdReports, or the Department of Early Education and Care's Curriculum Rubric Review).	PROJECT		100 /	100	100.00

**2. Project Objective:**

Strengthen educators' knowledge and implementation of evidence-based, systematic, explicit, and culturally and linguistically sustaining ELA/literacy instructional practices through job-embedded and regular coaching and professional learning across the district, including non-district early educators.



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

2.a. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
percentage of subgrantee literacy teachers receiving coaching and/or job-embedded professional development on evidence-based literacy practices, according to DESE administered educator surveys.	PROJECT		70	/	100 70.00

2.b. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Percentage of hours of evidence-based early literacy professional development in a mixed group setting as determined by DESE analysis of surveys and data reports.	PROJECT		40	/	100 40.00

2.c. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
% of schools making progress toward specific instructional practice targets defined in LEA Literacy Action Plans	PROJECT		80	/	100 80.00

**3. Project Objective:**

Subgrantees increase rates of literacy achievement for all students, especially those who have been historically underserved, participating in CLSD-participating grade spans.

3.a. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
The percentage of participating four-year-old children who achieve significant gains in oral language skills, as determined by a State-approved measure.	PROGRAM		70	/	100 70.00

3.b. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
The percentage of participating fifth-grade students who meet or exceed proficiency on State reading/language arts assessments under section 1111(b)(2)(B)(v)(I) of the ESEA.	PROGRAM		35	/	100 35.00

3.c. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
The percentage of participating eighth-grade students who meet or exceed proficiency on State reading/language arts assessments under section 1111(b)(2)(B)(v)(I) of the ESEA.	PROGRAM		35	/	100 35.00

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**Grant Application Form for Project Objectives and Performance Measures Information**

3.d. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
The percentage of participating high school students who meet or exceed proficiency on State reading/language arts assessments under section 1111(b)(2)(B)(v)(I) of the ESEA	PROGRAM		45	/	100
					45.00

3.e. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
The percentage of participating PreK-3 students meeting benchmark on approved early literacy screening assessments	PROJECT		60	/	100
					60.00

3.f. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
The percentage of participating secondary students in need of literacy intervention	PROJECT		30	/	100
					30.00

3.g. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Percentage of participating third, fourth, and fifth grade students from subgrantee-identified historically underserved student groups who meet or exceed expectation on the MCAS ELA	PROJECT		35	/	100
					35.00

3.h. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Percentage of participating eighth and tenth-grade students from subgrantee-identified historically underserved student groups who meet or exceed expectations on the MCAS ELA	PROJECT		45	/	100
					45.00

3.i. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Percentage of high school students from subgrantee-identified historically underserved student groups who attain the ELA competency determination for graduation from high school	PROJECT		90	/	100
					90.00

**4. Project Objective:**

Faculty members from Massachusetts institutions of higher education will build their knowledge and capacity of how to best prepare teacher candidates to implement evidence-based literacy practices.

PR/Award # S371C240009

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

4.a. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Percentage of Institutes of Higher Learning participating in the evidence-based literacy Community of Practice	PROJECT		50 /	100	50.00

4.b. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Percentage of participating Institutes of Higher Learning successfully completing their formal DESE compliance review	PROJECT		75 /	100	75.00

## 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](http://www.Grants.gov).

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

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

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

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

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

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

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

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

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

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

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

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



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

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

Name of Institution/Organization

Massachusetts Department of Elementary & Secondary 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	0.00	0.00	0.00	0.00	0.00			0.00
5. Supplies	0.00	0.00	0.00	0.00	0.00			0.00
6. Contractual								
7. Construction	0.00	0.00	0.00	0.00	0.00			0.00
8. Other								
9. Total Direct Costs (lines 1-8)								
10. Indirect Costs*								
11. Training Stipends	0.00	0.00	0.00	0.00	0.00			0.00
12. Total Costs (lines 9-11)	1,776,531.00	10,152,081.00	8,160,534.00	10,169,408.00	8,181,477.00			38,440,031.00

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

- (1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☒ Yes ☐ No
- (2) If yes, please provide the following information:  
Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2023 To: 06/30/2024 (mm/dd/yyyy)  
Approving Federal agency: ☒ ED ☐ Other (please specify):  
The Indirect Cost Rate is 11.00 %.
- (3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? ☐ Yes ☐ No If yes, you must comply with the requirements of 2 CFR § 200.414(f).
- (4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?  
☐ Yes ☐ No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.
- (5) For Restricted Rate Programs (check one) – Are you using a restricted indirect cost rate that:  
☒ Is included in your approved Indirect Cost Rate Agreement? Or, ☐ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 8.70 %.
- (6) For Training Rate Programs (check one) – Are you using a rate that:  
☐ Is based on the training rate of 8 percent of MTDC (See EDGAR § 75.562(c)(4))?, Or, ☐ Is included in your approved Indirect Cost Rate Agreement, because it is lower than the training rate of 8 percent of MTDC (See EDGAR § 75.562(c)(4))?

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.	
Massachusetts Department of Elementary & Secondary 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 <div style="border: 1px solid black; padding: 2px; margin-top: 5px;">           Massachusetts Department of Elementary &amp; Secondary Education         </div>	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.
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**IF APPLICABLE: SECTION D - LIMITATION ON ADMINISTRATIVE EXPENSES**

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

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

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



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

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

1. Project Director and Applicable Entity Identification Numbers:

Prefix:	* First Name:	Middle Name:	* Last Name:	Suffix:
<input type="text"/>	<input type="text" value="Katherine"/>	<input type="text"/>	<input type="text" value="Tarca"/>	<input type="text"/>

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

Address:

* Street1:	<input type="text" value="135 Santilli Highway"/>
Street2:	<input type="text"/>
* City:	<input type="text" value="Everett"/>
County:	<input type="text" value="Massachusetts"/>
* State:	<input type="text" value="MA: Massachusetts"/>
* Zip Code:	<input type="text" value="02149-1962"/>
* Country:	<input type="text" value="USA: UNITED STATES"/>

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

<input type="text"/>	<input type="text"/>
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\* 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.

DESE's mission, goals, commitments, and policies will ensure all districts have equitable access to, and equitable participation in, the 2024 CLSD Program. DESE's vision and mission demonstrate a clear commitment to equitable teaching and learning experiences.

### Vision and mission

MA Department of Elementary and Secondary Education (DESE) operates under an ambitious vision that promotes equity for all students across the state: [<https://www.doe.mass.edu/bese/docs/fy2023/2023-05/item7.1-educational-vision.pdf>]. DESE's goal is that, as a result of their public education in Massachusetts, students will attain academic knowledge, understand and value self, understand and value others, and engage with the world so they can be curious and creative, shape their path, feel connected, and be empowered. The goal and focus of all DESE programming, including the proposed CLSD 2024 program, is that all students in Massachusetts, particularly students from historically underserved groups and communities, will have equitable opportunities to excel in all content areas across all grades.

### Policies

DESE's commitment to equity is demonstrated by its policies. Internally, all DESE projects must be developed using the Department's Racial Equity Decision-Making Tool (REDT), which requires project owners to develop goals with equity at the forefront. All goals must be accompanied by ambitious targets for supporting a certain proportion of historically underserved student groups and high needs districts. Once these goals and targets are established, all DESE project owners must receive approval from a representative internal team, including the Commissioner, that ensures all projects are aligned to the educational vision, centered on supporting historically underserved student groups, and developed in coherence with other DESE projects.

### Subgrantee selection

DESE subgrantee competition policies numerically prioritize high needs districts, thus ensuring that districts serving the greatest percentage of historically underserved student groups are more likely to be awarded funding and be able to participate in the CLSD program. Specifically, the 2024 CLSD program is driven by a vision for advancing literacy equity across the state and will prioritize subgranting to districts serving a significant population of English learners, especially newcomers, as well as low income students. DESE also seeks to prioritize districts that have identified disparities in student literacy achievement and have

committed to addressing and redressing those disparities through equity-driven literacy activities. DESE will seek to support districts that have made literacy improvement a priority in their district and those who have community support in transforming literacy teaching and learning. Finally, DESE will prioritize districts including a dual language program in their CLSD participation. These competitive priorities were determined after a series of stakeholder focus groups, during which we sought to support LEAs that often aren't prioritized for DESE grant funding (e.g., dual language schools, districts with a sudden increase in English learners).

To ensure the 2024 CLSD program supports historically underserved students, the DESE team intends to actively recruit districts to apply for subgrantee competitions and support them in doing so through a comprehensive application support plan, the details of which can be found in our answer to question #3.

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

DESE anticipates the following barriers that may impede equitable access to and participation of students and educators in Massachusetts' proposed 2024 CLSD program and activities:

**Time:** DESE anticipates that subgrantee applications will require that applicants spend a substantial amount of time in developing their proposals. Though DESE seeks to make all subgrantee applications accessible and simple, effective participation in the proposed CLSD 2024 program will require substantive reflection by and support from a number of LEA stakeholders. Once awarded, DESE also anticipates that districts will need to devote substantial time to completing CLSD activities in service of achieving our greater vision of high and equitable literacy achievement for all students, especially those who have been historically underserved. Time is an especially finite resource in schools and districts that often have to balance competing priorities and varied initiatives. Please see our answer to question #3 for how DESE intends to mitigate this barrier.

**Funding:** Massachusetts LEAs, like many LEAs across the nation, are facing financial hardships with the sunset of pandemic relief funds. These hardships have resulted in layoffs at schools across the state. For the 24-25 school year, a number of districts will be forced to increase class size and to broaden the scope of existing employees' work. This impacts equitable access and participation since many districts may be able to financially support educators' literacy improvement work outside of their already increased duties. Additionally, many districts no longer have funding available for the purchase and implementation of high quality curricular materials in ELA/literacy, and are now facing challenges with financially supporting high quality professional learning for all staff. Please see our answer to question #3 for how DESE intends to mitigate this barrier.

**Capacity:** Due to the financial hardships explained above, many educators are operating beyond capacity. For example, a number of districts have had to let their literacy coaches and reading specialists go, thus requiring other educators to offer interventions to students without job-embedded coaching. This impacts equitable access and participation in two ways. First, research shows that job-embedded coaching is an essential component of literacy improvement, so districts may feel they are not set up for success if they apply to CLSD. Secondly, districts may not be able to fill leadership teams with so few staff members available. Please see our answer to question #3 for how DESE intends to mitigate this barrier.

Location: Though Massachusetts is a relatively small state in comparison to others, the Commonwealth is home to a number of remote and rural districts (western Massachusetts, Cape Cod and the Islands). These districts often find large-scale initiatives less accessible than their urban or centrally located peers. Additionally, in-person events and distributive leadership can be challenging for smaller and more remote LEAs. Please see our answer to question #3 for how DESE intends to mitigate this barrier.

Staff Turnover: Like many states across the country, Massachusetts continues to face increased teacher turnover rates. With teacher turnover, districts often struggle with implementing new programs and meeting goals in a timely manner. Specifically, districts with significant teacher turnover may struggle to actively participate in a multi-year program like 2024 CLSD. Please see our answer to question #3 for how DESE intends to mitigate this barrier.

In addressing barriers DESE seeks to keep historically underserved student groups at the center. All mitigation strategies are to remove barriers to access and participation so that historically underserved student groups, such as English learners, students with disabilities, students of color, and low income students achieve high and equitable literacy proficiency rates.

**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?**

DESE intends to take the following steps to address barriers to equitable access to and participation in proposed 2024 CLSD programs and activities:

Time: DESE has developed a comprehensive application timeline and support plan that will provide districts 10 weeks to complete their CLSD subgrantee application. Districts will be able to access application support such as video tutorials, webinars, budget workbooks, office hours, etc. These supports are intended to ease the difficulty of applying and, hopefully, decrease the amount of time spent on completing the application. Once awarded, DESE intends to work directly with subgrantees to analyze their schedule to build CLSD activities into existing collaborative structures, while also supporting leaders in revising schedules to ensure educators are given the time and space required to make substantive improvements to equitable literacy experiences and outcomes.

Funding: The MA 2024 CLSD program will provide funding for educator stipends, materials and assessment purchases, professional learning, literacy staffing, and leadership coaching. This funding will help ease the financial concerns many districts are facing, and will also allow educators to be paid for the time they spend completing CLSD activities outside of their contractual hours, thus expanding the time educators can spend on improving literacy equity. The 2024 CLSD program will include leadership coaching from expert specialists who, in addition to literacy-based support, will work with leaders to develop a long-term financial plan for adequate staffing and resource allocation.

Capacity: In addition to the application support resources outlined in the "time" section of this response, and the inclusion of leadership coaching outlined in the "funding" section, DESE seeks to expand the subgrantee application process to allow for multiple means of showcasing commitment and alignment to CLSD in subgrantee applications. This will include site visits, artifacts, and interviews. This creative and multimodal approach seeks to expand the number of entry points districts can access in applying to CLSD and will ensure DESE does not inadvertently award districts that have

designated grant writers over those who do not. Once awarded, subgrantees will be supported with expert leadership coaching and funds for staffing that will not only build the capacity of educators with regard to their knowledge, but will also center the development of distributive leadership models and communication structures intended to ease the burden of program completion on individual educators.

**Location:** DESE intends to prioritize districts that need the most support, which often includes remote and rural districts. Additionally, DESE will not require in-person attendance at statewide events and will instead support regional collaboration and online networking. DESE will also encourage LEAs to apply to participate in the 2024 CLSD program as consortia, if desired. This consortium approach will not only increase the number of students positively impacted by the 2024 CLSD program, but will also expand the capacity of leaders from smaller and more rural LEAs who will all work collaboratively to support their district in advancing high and equitable literacy achievement for all students.

**Staff Turnover:** As stated above, the 2024 CLSD program will include comprehensive leadership coaching, which will include expert guidance for leaders on addressing staff turnover. Awarded subgrantees will create plans for teacher turnover, including how best to align professional learning, expand decision-making responsibilities, and establish peer-to-peer mentoring, all of which will be supported financially. Lastly, the 2024 CLSD program includes institutes of higher education. It is our goal that this collaboration, which is explained in depth in our Project Narrative, will improve the pre-service experiences of future educators, and thus support educators' retention

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

DESE intends to meet the following timelines and milestones for addressing identified barriers:

**Time:** DESE anticipates opening the subgrantee competition in December 2024. Potential subgrantees will have 10+ weeks to complete their applications with the support listed in our response to question #3. Subgrantee applications will be due in March of 2025. This will provide ample time for the DESE review team to ensure all awarded subgrantees are aligned to our vision for success and are committed to addressing and redressing disproportionate experiences and outcomes for all students, especially those who have been historically underserved. During the CLSD 2024 program, DESE will support and facilitate expert leadership coaching across 3-4 years, the details of which are outlined in the Program Narrative.

**Timing:** Application Period (December 2024 - May 2025), Course of CLSD program

**Funding:** DESE's proposed 2024 CLSD program budget reflects the need of LEAs across the state and the knowledge, gained from the 2020 CLSD program, of how much financial support is required for equitable literacy improvement. The proposed budget increases when we anticipate districts will need to purchase high quality curricular materials and when they will need the most support in implementing those programs. DESE acknowledges that the 2024 CLSD program is a 5-year program with a defined end date. Sustainability is our primary goal, so we have prioritized the inclusion of financial planning in our leadership coaching plan for 2024 CLSD subgrantees so that the activities districts implement to advance literacy achievement will continue

beyond the grant funding period.

Timing: Course of CLSD program

Capacity: As stated above, DESE is both implementing an application support plan and expanding the application process to include interviews, site visits, and artifacts, all of which are intended to support districts operating at full capacity with successfully completing the subgrantee application. DESE anticipates spending the spring of 2025 interviewing applicants, visiting potential subgrantees, and gathering a clear picture of the strengths and needs of all applicants. DESE will consider this process successful when it results in meeting our targeted milestone of awarding a diverse group of LEAs that serve the greatest percentage of high needs students.

Timing: Application Period (December 2024 - May 2025), Course of CLSD program

Location: DESE intends to actively recruit districts to apply to the subgrantee competition. This includes remote and/or rural districts. DESE intends to provide specific support to smaller, rural districts in developing regional consortia that will promote increased capacity and expand student impact. During the application period, DESE will work closely with historically underserved districts and will continue that support through leadership coaching and literacy consulting to awarded districts throughout the 3-4 year CLSD subgrantee program.

Timing: Application Period (December 2024 - May 2025), Course of CLSD program

Staff Turnover: The 3-4 year CLSD subgrantee program will begin with a needs assessment in the summer of 2025 to, among other things, determine how literacy improvement efforts are impacted by staff turnover. After this needs assessment, CLSD subgrantees will spend the 25-26 school year implementing new materials and professional learning to staff in service of meeting student-centered literacy improvement goals. With a comprehensive literacy improvement plan in place, DESE intends to require subgrantees to develop goals, metrics, and progress monitoring structures specific to addressing staff turnover. Subgrantees will then spend the final 1-2 years of their CLSD grant enacting this plan and developing sustainability structures to ensure that literacy improvement is not halted or slowed by staff turnover beyond the grant funding period.

Timing: Course of CLSD program

#### **Notes:**

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

**Paperwork Burden Statement**

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1894-0005. Public reporting burden for this collection of information is estimated to average 3 hours per response, including time for reviewing instructions, searching existing data sources, gathering, and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain a benefit. If you have any comments concerning the accuracy of the time estimate or suggestions for improving this individual collection, send your comments to [ICDocketMgr@ed.gov](mailto:ICDocketMgr@ed.gov) and reference OMB Control Number 1894-0005. All other comments or concerns regarding the status of your individual form may be addressed to either (a) the person listed in the FOR FURTHER INFORMATION CONTACT section in the competition Notice Inviting Applications, or (b) your assigned program officer.





U.S. Department of Education  
Evidence Form

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

1. Level of Evidence

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

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

2. Citation and Relevance

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

A. Research/Citation	B. Relevant Outcome(s)/Relevant Finding(s)	C. Project Component(s)/Overlap of Populations and/or Settings
Foorman, B., Beyler, N., Borradaile, K., Coyne, M., Denton, C. A., Dimino, J., Furgeson, J., Hayes, L., Henke, J., Justice, L., Keating, B., Lewis, W., Sattar, S., Streke, A., Wagner, R., & Wissel, S.(2016). Foundational skills to support reading for understanding in kindergarten through 3rd grade. National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences. <a href="https://ies.ed.gov/ncee/WWC/Docs/PracticeGuide/wwc_foundationalreading_040717.pdf">https://ies.ed.gov/ncee/WWC/Docs/PracticeGuide/wwc_foundationalreading_040717.pdf</a>	(p.14) Recommendation 2 (develop awareness of the segments of sounds in speech and how they link to letters) is characterized as backed by "strong evidence" by What Works Clearinghouse.  (p.22) Recommendation 3 (teach students to decode words, analyze word parts, and write and recognize words) is characterized as backed by "strong evidence" by What Works Clearinghouse.  (Appendix D) For Recommendation 2, seventeen studies that examined interventions to help students develop awareness of segments of sound and letter-sound correspondence include a relevant outcome. All 17 studies found positive effects in letter names and sounds and/or phonology outcomes, 12 studies found positive impacts on phonology outcomes, and 9 studies found positive impacts on letter names and sounds outcomes.  (Appendix D) For Recommendation 3, eighteen studies that examined the effects of teaching students to decode words, analyze word parts, and write words include a relevant outcome. In total, 13 studies had positive effects on word reading and/or encoding outcomes, 11 of these studies had positive impacts on word reading outcomes, and 4 of these studies had positive impacts on encoding outcomes.	(p.15) Studies contributing to the "strong evidence" supporting the effectiveness of recommendation 2 were conducted with diverse American students in the early grades, including students at risk for reading difficulties.  (p.23) Studies contributing to the "strong evidence" supporting the effectiveness of recommendation 3 were conducted with diverse American students in the grades kindergarten through third grade, including students at risk for reading difficulties.  These study samples overlap with both the populations and settings of the proposed project. The MA CLSD 2024 project will ensure that word-reading skills, language comprehension, and other essential skills are taught to all students in core instruction (Tier 1) with an explicit, systematic core curriculum that includes phonological awareness and phonics in the early elementary grades. The project will provide funding for highly rated high-quality instructional materials that include these practices as measured by the MA CURATE review process for curricular materials ( <a href="https://www.doe.mass.edu/instruction/curate/">https://www.doe.mass.edu/instruction/curate/</a> ).
National Early Literacy Panel. (2008). Developing Early Literacy: Report of the National Early Literacy Panel. <a href="https://lincs.ed.gov/publications/pdf/NELPReport09.pdf">https://lincs.ed.gov/publications/pdf/NELPReport09.pdf</a>	Conventional reading and writing skills that are developed in the years from birth to age five have a clear and consistently strong relationship with later conventional literacy skills along with eleven precursor skills. The panel identified instructional strategies, programs, or practices	Studies contributing to the "strong evidence" supporting the effectiveness of early literacy instructional strategies were conducted on students in early elementary schools. These study samples overlap with both the populations and settings of the proposed MA CLSD 2024 project. The project will provide funding for

	in imparting conventional literacy skills or any of the precursor skills to young children. The panel found that code-focused instructional efforts reported statistically significant and moderate to large effects across a broad spectrum of early literacy outcomes. Code-focused interventions consistently demonstrated positive effects directly on children's conventional literacy skills. Booksharing interventions produced statistically significant and moderate-sized effects on children's print knowledge and oral language skills, and the home and parent programs yielded statistically significant and moderate to large effects on children's oral language skills and general cognitive abilities. Studies of preschool and kindergarten programs produced significant and moderate to large effects on spelling and reading readiness. Language-enhancement interventions were successful at increasing children's oral language skills to a large and statistically significant degree.	highly rated high-quality instructional materials that include these practices as measured by the MA CURATE review process for curricular materials ( <a href="https://www.doe.mass.edu/instruction/curate/">https://www.doe.mass.edu/instruction/curate/</a> ).
National Institute of Child Health and Human Development. (2000). Report of the national reading panel: Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction (NIH Publication No. 00-4769). U.S. Government Printing Office	<p>The National Reading Panel's report emphasizes the importance of evidence-based reading instruction practices. It underscores the need for systematic and explicit teaching methods, the critical role of teacher knowledge and training, and the integration of multiple instructional strategies to support children's reading development.</p> <p>The analysis by the National Reading Panel highlighted that the most effective reading instruction approach includes explicit phonemic awareness instruction, systematic phonics teaching, strategies to improve fluency, and techniques to enhance comprehension.</p>	<p>Studies contributing to the "strong evidence" supporting the effectiveness of early literacy instructional strategies were conducted on students in early elementary schools. These study samples overlap with both the populations and settings of the proposed MA CLSD 2024 project.</p> <p>The project will provide funding for highly rated high-quality instructional materials that include these practices as measured by the MA CURATE review process for curricular materials (<a href="https://www.doe.mass.edu/instruction/curate/">https://www.doe.mass.edu/instruction/curate/</a>) and robust educator training in the practices identified as effective and evidence-based.</p>
Gersten, R., Compton, D., Connor, C.M., Dimino, J., Santoro, L., Linan-Thompson, S., and Tilly, W.D. (2008). Assisting students struggling with reading: Response to Intervention and multi-tier intervention for reading in the primary grades. A practice guide. (NCEE 2009-4045). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <a href="http://ies.ed.gov/ncee/wwc/publications/practicguides">http://ies.ed.gov/ncee/wwc/publications/practicguides</a>	<p>(Table 4, p.21) Recommendation 3 (provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening. ) is characterized as backed by "strong evidence" by What Works Clearinghouse.</p> <p>(p. 19) Studied contributed to the "strong evidence" supporting the effectiveness of educators emphasizing the critical reading skills of phonemic awareness, decoding, reading comprehension, and fluency at appropriate grade levels.</p>	<p>(Table D1, p.41) Eleven studies contributing to the "strong evidence" supporting the effectiveness of educators emphasizing the critical reading skills of phonemic awareness, decoding, reading comprehension, and fluency at appropriate grade levels were conducted with students in the primary grades that met WWC standards or met standards with reservations. The MA CLSD project will heavily focus on supporting strong Tier 1, 2, and 3 instruction. The project will provide funding for highly rated high-quality Tier 1 instructional materials that include these practices as measured by the MA CURATE review process for curricular materials (<a href="https://www.doe.mass.edu/instruction/curate/">https://www.doe.mass.edu/instruction/curate/</a>). It will also fund the purchase and implementation of evidence-based, aligned, and coherent instructional materials for tier 2 and 3 interventions intended to support struggling readers.</p>
Baker, S., Lesaux, N., Jayanthi, M., Dimino, J.,	(Table 1, p.7) Recommendation 1 (teach a set of	(Table D1 and Table D2, p.85-93) Studies

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<p>Proctor, C. P., Morris, J., Gersten, R., Haymond, K., Kieffer, M. J., Linan-Thompson, S., &amp; Newman-Gonchar, R. (2014). Teaching academic content and literacy to English learners in elementary and middle school. National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. <a href="https://ies.ed.gov/ncee/WWC/Docs/PracticeGuide/english_learners_pg_040114.pdf">https://ies.ed.gov/ncee/WWC/Docs/PracticeGuide/english_learners_pg_040114.pdf</a></p>	<p>academic vocabulary words intensively across several days using a variety of instructional activities) is characterized as backed by "strong evidence" by What Works Clearinghouse.</p> <p>(Table 1, p.7) Recommendation 2 (integrate oral and written English language instruction into content-area teaching) is characterized as backed by "strong evidence" by What Works Clearinghouse.</p> <p>(p.31) Students currently or formerly classified as English learners and students whose first language is English, can benefit when teachers provide explicit instruction and other learning opportunities to use and practice the English language. All five studies resulted in positive impacts on content-area acquisition measures in science or social studies.</p>	<p>contributing to the "strong evidence" supporting the effectiveness of teaching academic vocabulary intensely and integrating oral and written English language instruction were conducted where at least 60 percent of students were receiving English learner support. These study samples overlap with both the populations and settings of the proposed project. This project will give competitive priority to schools and districts serving a high percentage of multilingual learners. In addition, the MA CLSD 2024 programs will emphasize skillful implementation integrated with targeted language development, as aligned to grade appropriate WIDA standards. The project will provide funding for highly rated high-quality instructional materials that include these practices as measured by the MA CURATE review process for curricular materials (<a href="https://www.doe.mass.edu/instruction/curate/">https://www.doe.mass.edu/instruction/curate/</a>), as well as targeted professional learning on how educators can best support English learners in acquiring and using academic vocabulary, oral language, and grade-level content.</p>
<p>August, D., &amp; Shanahan, T. (2006). Developing Literacy in Second-Language Learners: Report of the National Literacy Panel on Language-Minority Children and Youth. Center for Applied Linguistics. <a href="https://www.cal.org/wp-content/uploads/2024/04/cal_documents_executive-summary-developing-literacy-in-second-language-learners-report-of-the-national-literacy-panel-on-language-minority-children-and-youth_august-shanahan_2006.pdf">https://www.cal.org/wp-content/uploads/2024/04/cal_documents_executive-summary-developing-literacy-in-second-language-learners-report-of-the-national-literacy-panel-on-language-minority-children-and-youth_august-shanahan_2006.pdf</a></p>	<p>The findings emphasize the importance of tailored and evidence-based instructional strategies, the role of language development in literacy, the impact of sociocultural factors, and the need for ongoing professional development for educators working with language-minority children and youth.</p> <p>The report found that effective instructional practices for language-minority students share many characteristics with those for native speakers. These include explicit teaching of phonemic awareness, phonics, vocabulary, reading comprehension strategies, and writing.</p> <p>The report found that strong oral language skills in both the first and second languages support literacy development. Instruction that enhances vocabulary and oral language proficiency in English is crucial</p>	<p>Studies contributing to the "strong evidence" supporting the effectiveness of early literacy instructional strategies were conducted on students in early elementary schools. These study samples overlap with both the populations and settings of the proposed MA CLSD 2024 project.</p> <p>The project will provide funding for highly rated high-quality instructional materials that include these practices as measured by the MA CURATE review process for curricular materials (<a href="https://www.doe.mass.edu/instruction/curate/">https://www.doe.mass.edu/instruction/curate/</a>) and robust educator training in the practices identified as effective and evidence-based.</p>
<p>Steele, J. L., Slater, R. O., Zamarro, G., Miller, T., Li, J., Burkhauser, S., &amp; Bacon, M. (2017). Effects of dual-language immersion programs on student achievement: Evidence from lottery data. American Educational Research Journal, 54(1 suppl), 282S-306S. Retrieved from <a href="https://eric.ed.gov/?id=ED577026">https://eric.ed.gov/?id=ED577026</a></p> <p>Meets WWC standards without reservations because it is a randomized controlled trial with low attrition under review standards 4.1 (Study: 85526 (ed.gov)).</p>	<p>The data from seven cohorts of language immersion lottery applicants in a large, urban school district showed the causal effects of immersion programs on students' test scores in reading, mathematics, and science, and on English learners' (EL) reclassification. There was an estimated positive intent-to-treat (ITT) effect on reading performance in fifth and eighth grades, ranging from 13 to 22 percent of a standard deviation, reflecting 7 to 9 months of learning.</p> <p>PR/Award # S371C240009 Page e190</p>	<p>(Figure 2) The study focused on students participating in dual language programs in elementary and middle schools in Portland Public Schools, an urban school district in Oregon. These study samples overlap with both the populations and settings proposed for the project. The MA CLSD 2024 project will give competitive priority to districts with dual language programs. The project will support transadaptation of instructional materials for dual language programs so that multilingual learners enrolled in dual-language programs have equitable access to high-quality instructional materials.</p>

<p>Gersten, R., Compton, D., Connor, C. M., Dimino, J., Santoro, L., Linan-Thompson, S., &amp; Tilly, W. D. (2009). Assisting students struggling with reading: Response to intervention and multi-tier intervention for reading in the primary grades (NCEE 2009-4045). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U. S. Department of Education. Retrieved from <a href="https://ies.ed.gov/ncee/WWC/Docs/PracticeGuide/WWC-OverviewReadingInterven4-9.pdf">https://ies.ed.gov/ncee/WWC/Docs/PracticeGuide/WWC-OverviewReadingInterven4-9.pdf</a>.</p>	<p>(p.4) Recommendation 1 (build students' decoding skills so they can read complex multisyllabic words) is characterized as backed by "strong evidence" by What Works Clearinghouse.</p> <p>(p.12) Recommendation 2 (provide purposeful fluency-building activities to help students read effortlessly) is characterized as backed by "strong evidence" by What Works Clearinghouse.</p> <p>(p.20) Recommendation 3 (routinely use a set of comprehension-building practices to help students make sense of the text) is characterized as backed by "strong evidence" by What Works Clearinghouse.</p>	<p>(Appendix C) Studies contributing to the "strong evidence" supporting the effectiveness of the recommendations to focus on practices to improve students' ability to read words accurately and automatically and the focus on practices for helping students to understand the text they read were conducted in multiple contexts, urban, rural, and suburban with a diverse student population. These study samples overlap with both the populations and settings of the proposed project. The MA CLSD 2024 programs will support evidence-based adolescent literacy instructional materials and practices. The project will provide funding for highly rated high-quality instructional materials that include these practices as measured by the MA CURATE review process for curricular materials (<a href="https://www.doe.mass.edu/instruction/curate/">https://www.doe.mass.edu/instruction/curate/</a>)</p>
<p>Wasik, B. A., &amp; Hindman, A. H. (2020). Increasing preschoolers' vocabulary development through a streamlined teacher professional development intervention. Early Childhood Research Quarterly, 50, 101-113. Retrieved from <a href="https://eric.ed.gov/?id=ED611720">https://eric.ed.gov/?id=ED611720</a></p>	<p>The practice of providing educators with professional learning to target vocabulary, open-ended questions to promote conversations during book reading, and suggested extension activities that support use of target vocabulary is characterized as backed by "strong evidence" by What Works Clearinghouse.</p> <p>The results suggested that teachers in the intervention increased the quality of their instruction, strategies and use of target vocabulary words. In addition, children in the classrooms performed significantly better on measures of taught vocabulary words, and on standardized measures of vocabulary development. The results suggest that instructional practices can significantly improve children's vocabulary development, especially among children in high-poverty schools.</p>	<p>The study took place in an urban, high-poverty school district in the Northeast. There were thirty-five general education pre-kindergarten classrooms across fifteen schools included in the study. These study samples overlap with both the populations and settings of the proposed project. The MA CLSD 2024 program will be supporting early child programs to implement high quality materials and evidence-based practices for early language and literacy development. The project will provide funding for highly rated high-quality instructional materials that include these practices as measured by the MA Early Education and Care's Curriculum Rubric Review.</p>
<p>Hill, H. C., Lynch, K., Gonzalez, K. E., &amp; Pollard, C. (2020, January 27). Professional development that improves STEM outcomes. Phi Delta Kappan. Retrieved from <a href="https://kappanonline.org/professional-development-improves-stem-outcomes-hill-lynch-gonzalez-pollard/">https://kappanonline.org/professional-development-improves-stem-outcomes-hill-lynch-gonzalez-pollard/</a></p>	<p>(Figure 2 and Figure 3) Programs that featured both helping teachers learn how to use curriculum materials, and improving teachers' content knowledge, pedagogical content knowledge, and knowledge of student learning saw better student outcomes than programs that did not emphasize these goals.</p> <p>The study showed the impact of providing aligned professional development to support educator implementation of high-quality materials and found statistically increased positive impacts on student outcomes when high-quality professional development and ongoing support was paired with the adoption of HQIM.</p>	<p>The study was a meta-analysis of 89 research studies of programs that included professional development for teachers; of these, 71 also included new curriculum materials for teachers to use in classrooms, suggesting that program developers often paired professional development with new classroom materials. The MA CLSD 2024 program will provide aligned professional learning and job-embedded coaching to support the skillful implementation of high-quality instructional materials.</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: <a href="https://ies.ed.gov/ncee/wwc/PracticeGuide/22">https://ies.ed.gov/ncee/wwc/PracticeGuide/22</a> . This report was prepared under Version 3.0 of the WWC Handbook (p. 72).	<p>(Table 1, p. 4) Recommendation 1 ("Explicitly teach appropriate strategies using a Model – Practice – Reflect instructional cycle") is characterized as backed by "strong evidence."</p> <p>(Appendix D, Table D.2, pp. 70-72) Studies contributing to the "strong evidence" supporting the effectiveness of Recommendation 1 reported statistically significant and positive impacts of this practice on genre elements, organization, writing output, and overall writing quality.</p>	(Appendix D, Table D.2, pp. 70-72) Studies contributing to the "strong evidence" supporting the effectiveness of Recommendation 1 were conducted on students in grades 6 through 12 in urban and suburban school districts in California and in the Mid-Atlantic region of the U.S. These study samples overlap with both the populations and settings proposed for the project.

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

**Paperwork Burden Statement:** According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1894-0001. The time required to complete this information collection is estimated to vary from 1 to 4 hours per response, with an average of 1.5 hours per response, including the time to review instructions, search existing data sources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4537. If you have comments or concerns regarding the status of your individual submission of this form, write directly to the Office of Innovation and Improvement, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202

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