

**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 # S371C240023**

**Grants.gov Tracking#: GRANT14193997**

OMB No. , Expiration Date:

Closing Date: Jun 24, 2024

PR/Award # S371C240023

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## Application for Federal Assistance SF-424

**\* 1. Type of Submission:**

- ☐ Preapplication  
☒ Application  
☐ Changed/Corrected Application

**\* 2. Type of Application:**

- ☒ New  
☐ Continuation  
☐ Revision

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

**\* Other (Specify):**

**\* 3. Date Received:**

06/24/2024

**4. Applicant Identifier:**

**5a. Federal Entity Identifier:**

**5b. Federal Award Identifier:**

**State Use Only:**

**6. Date Received by State:**

**7. State Application Identifier:**

MO

**8. APPLICANT INFORMATION:**

**\* a. Legal Name:**

Missouri Department of Elementary and Secondary Education

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

T8XNGD5MB9N5

**\* c. UEI:**

T8XNGD5MB9N5

**d. Address:**

**\* Street1:**

205 Jefferson Street

**Street2:**

PO BOX 480

**\* City:**

Jefferson City

**County/Parish:**

Cole

**\* State:**

MO: Missouri

**Province:**

**\* Country:**

USA: UNITED STATES

**\* Zip / Postal Code:**

65102-0480

**e. Organizational Unit:**

**Department Name:**

**Division Name:**

Office of Quality Schools

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

**Prefix:**

Dr.

**\* First Name:**

Lisa

**Middle Name:**

**\* Last Name:**

Sireno

**Suffix:**

**Title:**

Assistant Commissioner

**Organizational Affiliation:**

Missouri Department of Elementary and Secondary Education

**\* Telephone Number:**

**Fax Number:**

**\* Email:**

## Application for Federal Assistance SF-424

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

A: State Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

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

Department of Education

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

84.371

CFDA Title:

Comprehensive Literacy Development

### \* 12. Funding Opportunity Number:

ED-GRANTS-042324-001

\* Title:

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

### 13. Competition Identification Number:

84-371C2024-1

Title:

Comprehensive Literacy State Development (CLSD) Program

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

Add Attachment

Delete Attachment

View Attachment

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

Missouri CLSD Program

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments



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

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

Add Attachment

Delete Attachment

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

* a. Federal	<input type="text" value="995,587.18"/>
* 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="995,587.18"/>

**\* 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

Missouri Department of Elementary and 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: 1237-MODESE CLSD Abstract Narrative.pdf

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# **Missouri Department of Elementary and Secondary Education Comprehensive Literacy State Development Grant Program 2024 Abstract**

## **Goals**

The following two goals will guide the work of Missouri's CLSD 2024 project.

1. Build capacity across the state to develop, implement, and sustain equitable systems of support to meet the literacy needs of all children birth-grade 12
2. Increase knowledge for LEA leaders, educators, and pre-service teachers to advance evidence-based literacy practices and implementation for all children birth-grade 12

## **Outcomes**

Outcomes for the CLSD 2024 project include increasing literacy coaches' and educators' use of evidence-based instruction, increasing literacy achievement for all students, supporting eligible entities in developing and implementing a comprehensive literacy plan that includes systems and activities to support educators, students and families.

## **Applicable Priorities and Services**

The CLSD 2024 project includes providing direct services to eligible entities through state established partnerships that build capacity to reach all regions of Missouri. Through these partnerships, Missouri can focus on all four competitive preference priorities as well as the invitational priority. Grant activities include providing ongoing, high-quality, professional development and individualized coaching to LEA leadership and educators in up to 20 early childhood programs and up to 80 schools and career and technical education settings.

## **Research**

The Show Me Literacy Collaborative will analyze how teachers understand, use and experience the state literacy plan in revising their local plans and implementing instruction to reach the goal of the local plan. Analyzing how teachers understand, use and experience the professional learning activities will and implement instruction to address their literacy needs and assets will also be included.



## 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

Delete Optional Project Narrative File

View Optional Project Narrative File

**MISSOURI COMPREHENSIVE LITERACY STATE  
DEVELOPMENT PROGRAM**

**Grant Proposal 2024**

**Missouri Department of Elementary and Secondary Education**

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The Department of Elementary and Secondary Education does not discriminate on the basis of race, color, religion, gender, gender identity, sexual orientation, national origin, age, veteran status, mental or physical disability, or any other basis prohibited by statute in its programs and activities. Inquiries related to department programs and to the location of services, activities, and facilities that are accessible by persons with disabilities may be directed to the Jefferson State Office Building, Director of Civil Rights Compliance and MOA Coordinator (Title VI/Title VII/Title IX/504/ADA/ADAAA/Age Act/GINA/USDA Title VI), 5th Floor, 205 Jefferson Street, P.O. Box 480, Jefferson City, MO 65102-0480; telephone number 573-526-4757 or TTY 800-735-2966; email [civilrights@dese.mo.gov](mailto:civilrights@dese.mo.gov).

## Introduction

In December of 2022, the Office of College and Career Readiness (OCCR) of the Missouri Department of Elementary and Secondary Education (MO-DESE) updated the *K-12 Missouri State Literacy Plan* to reflect MO-DESE's commitment to aligning all literacy practices to the science of reading and to meet the requirement set forth by the 2020 Comprehensive Literacy State Development grant (CLSD). This update included renaming the state's literacy plan and laying a foundation for the department to align state, district and local efforts (MO-DESE, 2022). The *Missouri Read, Lead, Exceed: Steps to Success Series* includes 5 Steps. [Step 1: Preparing for Your Comprehensive Literacy Plan](#) was released in December of 2022. The goal of the *Steps to Success Series* is to provide a framework to ensure that Missouri's students develop the strong literacy skills they need for the future (MO-DESE, 2022).

Missouri's literacy plan highlights six focus areas that are essential to literacy development in all children. These focus areas include: Leadership and Sustainability; Standards-Based Curriculum; Intentional Instruction, Intervention and Enrichment; Assessment; Partnerships and Educator Preparation, Recruitment and Retention. The last focus area, Educator Preparation, Recruitment and Retention, was an addition to the literacy plan released in August of 2019. Step 1 of the Steps to Success Series also addressed new legislative measures and requirements announced in the passing of Missouri Senate Bill 681 (2022). These requirements include: administering K-3 Foundational Reading Assessments from a state-approved assessment list, providing Reading Success Plans to any student who is identified as having a substantial reading deficiency, providing evidence-based reading instruction to all students, aligning teacher preparatory courses to evidence-based reading instruction, teacher professional development in

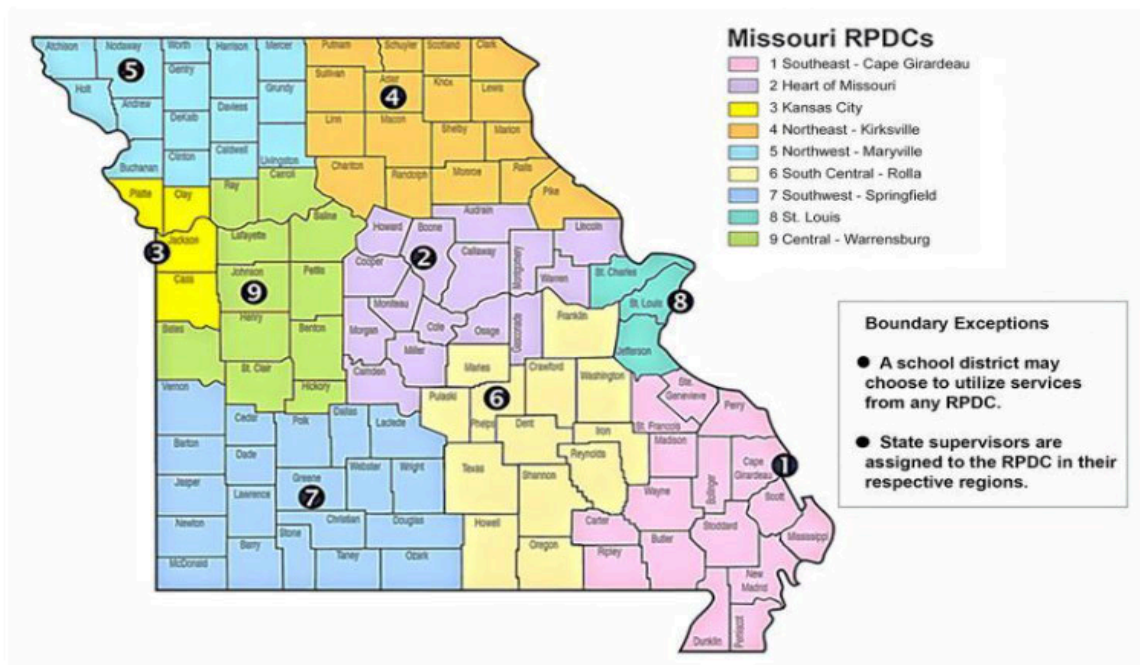


evidence-based reading instruction, and it established Missouri's Evidence-Based Reading Instruction Program fund.

Currently, Missouri is working with state literacy consultants to develop training and provide support based on Step 2: Designing Your Comprehensive Literacy Plan: A Framework and Self-Assessment for Local Education Agencies. To further show Missouri's commitment to evidence-based literacy practices and implementation, Missouri's Read, Lead, Exceed initiative has partnered with Lexia Learning, LLC to provide Language Essentials for Teachers of Reading and Spelling (LETRS®) Volume I and II professional development, Early Childhood LETRS® professional development, and Aspire for 6th through 9th grade educators across our state. Missouri is among the first of states to train and support Local Education Agencies (LEA) with state level LETRS® facilitators. Currently, Missouri has a total of 45 LETRS® facilitators.

### **Missouri's Regions**

Missouri is divided into nine regions which house our ten Regional Professional Development Centers (RPDC). RPDCs provide LEAs with high-quality support and professional development. Missouri's southwest region consists of two RPDCs due to this area having the largest LEA in the state (Springfield Public Schools). Missouri serves students throughout the state in rural, suburban, and urban areas. During the 2022-23 school year, Missouri's student population consisted of 862,185 kindergarten through 12th grade students with 37,580 students enrolled in preschool. These students are served in 2,388 public schools and 82 charter schools (MO-DESE, 2023).



Missouri has 57 area career centers positioned throughout the state that served 25,906 students in the 2022-23 school year. During the 2022-23 school year, 64.6% of high school students took at least one Career and Technical Education (CTE) course and 13,075 students earned an industry-recognized certificate or credential. (MO-DESE, 2023)

### Missouri's Need for the Project

Missouri schools have reported data that clearly shows a need for this project in the areas of reading readiness, at-risk for dyslexia, kindergarten readiness, and high-poverty student populations in all grade levels and throughout the state. As required by Senate Bill 681 (2022), beginning in the 2023-24 school year, all kindergarten through 3rd grade students are to be assessed for literacy proficiency at the beginning and end of each year using a state-approved foundational reading assessment. This is the first time state literacy assessment data was collected for students in kindergarten through 2nd grade. Students who are identified as at-risk on the foundational reading assessment assessment, are found at-risk for dyslexia, or have an

official diagnosis of dyslexia are required to have a Reading Success Plan (RSP). RSPs must specify a student's identified deficiency in phonological awareness, phonics, fluency, comprehension, vocabulary, and/or lexile level. Additionally, teachers must create reading goals, provide evidence-based reading instruction, implement progress monitoring, and communicate with parents as part of the RSP requirements. The ability to collect and analyze K-3 foundational reading skills data ensures the opportunity for early identification and intervention for our youngest students. Initial analysis from 2024 RSP data reported by LEAs, which is not currently available to the public, shows a substantial need across Missouri to increase evidence-based literacy instruction. The foundational reading assessment and RSP data will be used to monitor the effectiveness of services provided through this program and the literacy outcomes of Missouri students. Additionally, seventy-five of Missouri's low income elementary schools report 40% or more kindergarten through 3rd grade students as at risk for dyslexia (MO-DESE, 2023). Missouri has shown an increase in children attending pre-kindergarten every year since the Covid-19 pandemic in 2020, with 37% of students in low income schools being reported as "not ready" for kindergarten (MO-DESE, 2023). In 2022, 79,846 (19.2%) students under the age of six were considered to be living in poverty (Center for Health Policy, 2022).

Missouri continues to show gaps across literacy achievement when looking at subgroup performance on state English Language Arts assessments. Table 1 shows the achievement gaps between race/ethnicity in Missouri. Missouri's black and hispanic students continue to perform at lower levels than other students. According to the 2022 National Assessment of Education Progress (NEAP) Report Card, Missouri black students had an average score that was 34 points lower than that for white students. This performance gap was not significantly different from that in 1998 (Institute of Education Sciences, 2022). Table 2 shows the achievement gap of students

who qualify for free and reduced lunch compared to students who do not. Missouri’s state-wide free and reduced lunch rate is currently 47.7% (MO-DESE, 2023). From 2020-21 to 2022-23 school years, the number of students eligible for free and reduced lunch increased by over 13,000 students (MO-DESE, 2023). In 2022, Missouri students who were eligible for the National School Lunch Program had an average score that was 30 points lower than that for students who were not eligible. This performance gap was wider than that in 1998 (Institute of Education Sciences, 2022). Table 3 shows the achievement gap for students with limited English proficiency and English learners. During the 2022-23 school year, Missouri’s student population of English Language Learners grew to 68,982 students, an increase of almost 7,000 students from the 2020-21 school year (MO-DESE, 2023). Table 4 continues to show the achievement gap for students with an Individual Education Plan (IEP). The percentage of students with an IEP scoring below proficient has increased in the past four years in the majority of grade levels.

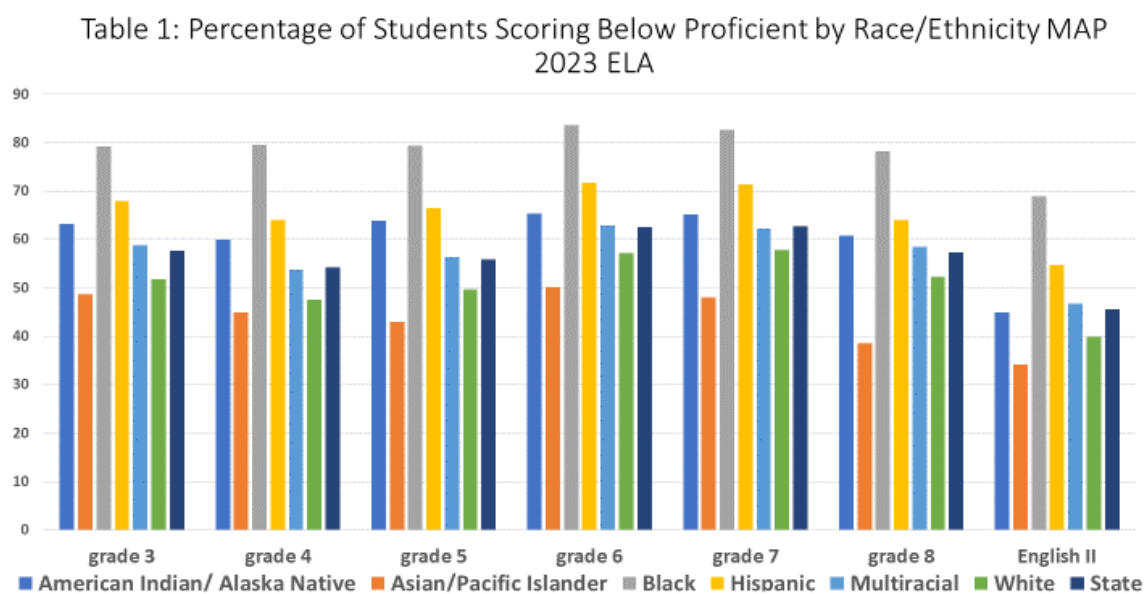


Table 2: Percentage of FRL Students Scoring Below Proficient MAP 2023 ELA

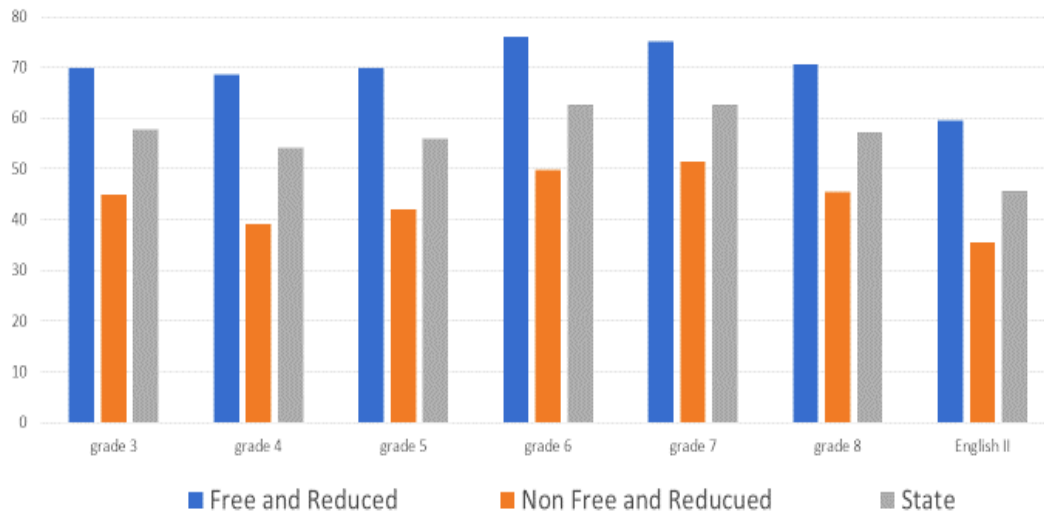


Table 3: Percentage of LEP/ELL Students Scoring Below MAP 2023 ELA

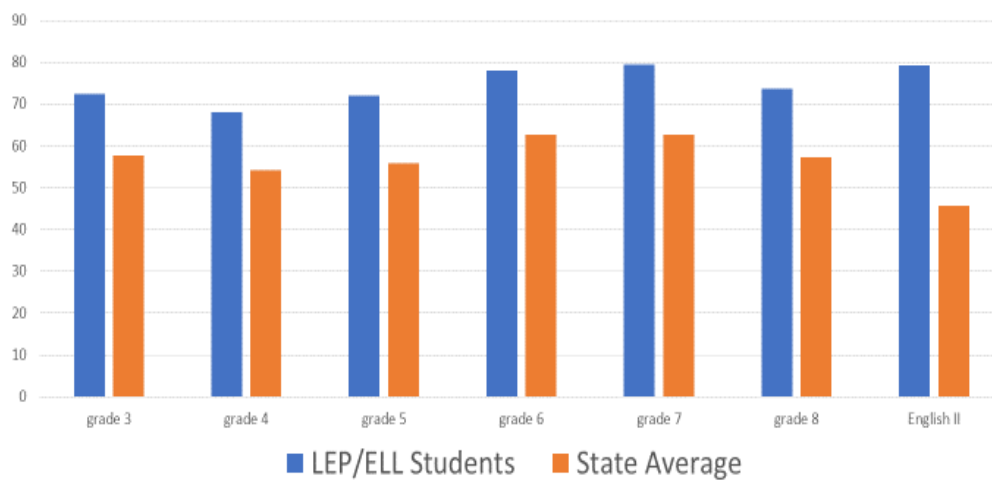


Table 4: Percentage of Students with an IEP Scoring Below Proficient

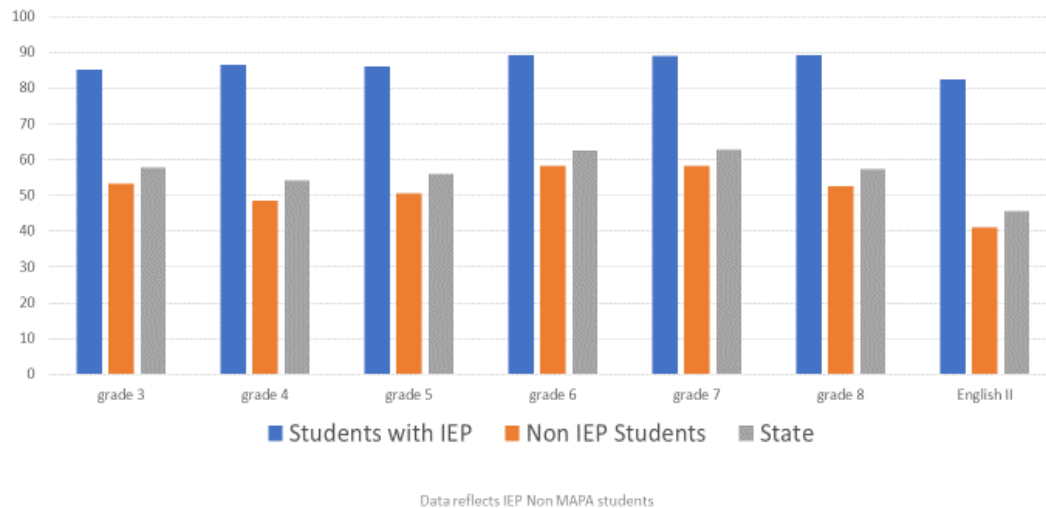


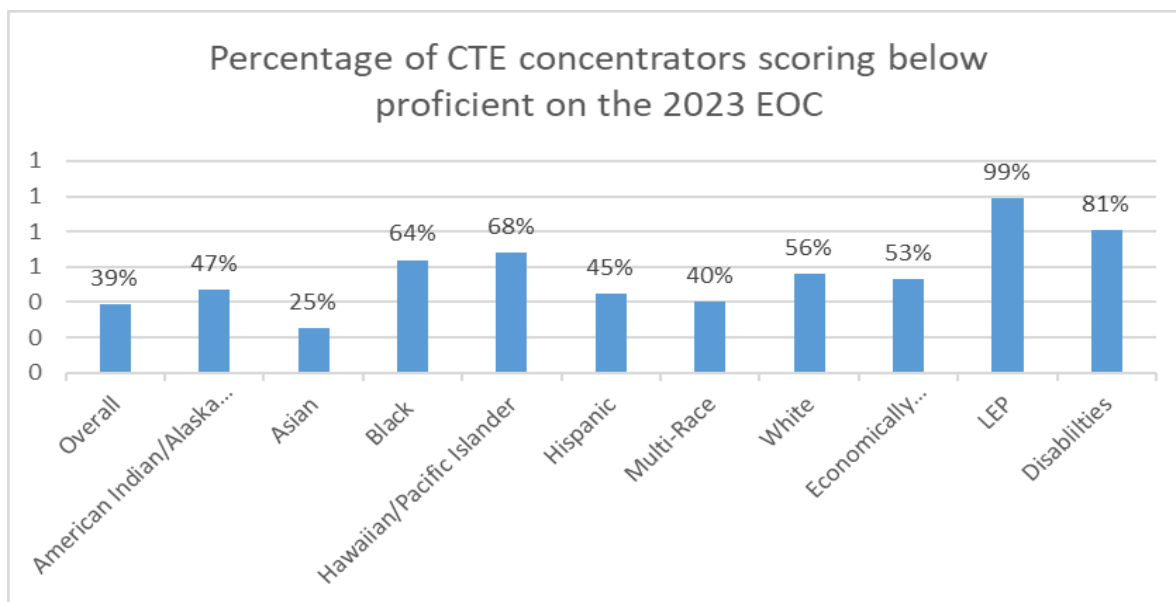
Table 5 highlights the connection between socioeconomic status and student performance. It shows evidence of a need across all regions in Missouri. This data is based on area supervisor regions, which varies slightly from Missouri RPDCs. In almost every region of the state, half of the total number of schools in each LEA qualify as low income. With every region having 50% or more of their students qualifying for free and reduced lunch and 40% or more of their students scoring below proficient on state assessments, the CLSD grant provides an opportunity to focus on these students, families and communities in providing support to increase literacy outcomes and prepare students for their future.

**Table 5: Missouri Regions (MCDS 2023)**

<b>Missouri Region</b>	<b>Total number of LEAs</b>	<b>Number of LEAs that serve low income high need schools</b>	<b>Number of low-income high need schools</b>	<b>Percentage of Students Eligible for Free or Reduced Lunch  State: 47.7%</b>	<b>Percentage of Students Scoring Below Proficient on the 2023 Missouri Assessment Program ELA Exams Grades 3-8</b>	<b>Percentage of Students Scoring Below Proficient on the 2023 Missouri Assessment Program ELA Exams English II</b>
<b>Southeast</b>	<b>65</b>	<b>55</b>	<b>157</b>	<b>76%</b>	<b>65%</b>	<b>49%</b>
<b>Heart of Missouri</b>	<b>57</b>	<b>37</b>	<b>96</b>	<b>62.6%</b>	<b>66%</b>	<b>46%</b>
<b>Kansas City</b>	<b>52</b>	<b>30</b>	<b>161</b>	<b>80.8%</b>	<b>72%</b>	<b>58%</b>
<b>Northeast</b>	<b>48</b>	<b>18</b>	<b>36</b>	<b>56%</b>	<b>62%</b>	<b>49%</b>
<b>Northwest</b>	<b>60</b>	<b>32</b>	<b>61</b>	<b>68%</b>	<b>65%</b>	<b>61%</b>
<b>South Central</b>	<b>63</b>	<b>49</b>	<b>98</b>	<b>68%</b>	<b>59%</b>	<b>46%</b>
<b>Southwest</b>	<b>94</b>	<b>71</b>	<b>223</b>	<b>64%</b>	<b>62%</b>	<b>51%</b>
<b>St. Louis</b>	<b>58</b>	<b>30</b>	<b>204</b>	<b>91%</b>	<b>78%</b>	<b>62%</b>
<b>Central</b>	<b>61</b>	<b>40</b>	<b>88</b>	<b>64%</b>	<b>66%</b>	<b>50%</b>

A component of Missouri’s CLSD project proposal will include support for area career centers that serve students in Career and Technical Education. Data from 2023 shows a significant percentage of students who entered these programs scored below proficient on state ELA assessments (MO-DESE, 2023). Our proposal aims to support educators through high-quality professional development at selected career centers with the goal of increasing

student achievement with workplace literacies. The CLSD grant provides Missouri with another opportunity to support these learners with relevant instruction before they enter postsecondary education or the workforce.



## QUALITY OF THE PROJECT DESIGN

### Missouri's Vision for the Project

Missouri's vision for the CLSD project includes multiple layers of support and collaboration for high-need schools. This project will support high-need schools with the highest percentage of students eligible for free and reduced lunch, as defined by 1124(c) of Elementary and Secondary Education Act (ESEA) and having the highest percentage of students scoring below proficient on state ELA assessments, as defined in 1111(b)(2) of the ESEA, as well as Early Learning Programs serving children from low-income families. The CLSD grant will provide opportunities for LEA leadership, literacy coaches and educators in up to

learning programs to develop, implement, and sustain support systems while gaining the knowledge and support to increase literacy outcomes for



underserved students. One priority of this project will focus on providing support and high-quality professional learning to our LEA leaders. MO-DESE literacy team recognizes the importance of leaders being active learners and the direct impact these leaders have on the climate and culture within their buildings. In the research brief of the Elementary School Principals' Professional Learning: Current Status and Future Needs study, many surveyed principals reported that they had access to professional development that has been identified as important for leadership, but fewer had opportunities to participate in job-embedded professional learning, which research shows helps principals apply their learning (Levin, Leung, et al. 2020). Missouri's CLSD proposal will provide just that; job embedded professional learning that will allow building leadership to apply learning in their school environment. The services provided in the CLSD grant will invest in educators in all Missouri regions by providing high-quality professional development prioritizing equitable support systems and an increased knowledge of evidence-based practices. Building leadership will also have the opportunity to invest in professional learning communities. Only 32% of building leadership reported they regularly shared leadership practices with peers more than three times in two years and only 23% reported having a mentor or coach (Levin, Leung, et al. 2020). Investing in LEA leadership across the state is of utmost importance and is a direct investment in educators and students across Missouri.

MO-DESE's CLSD project is aligned with the department's literacy plan, displaying a commitment to literacy and seeks to create a cohesive system among the Missouri's literacy initiatives, CLSD partnerships, CLSD goals, and LEAs. Missouri's proposal is also aligned with the MO-DESE strategic plan's vision and mission statements, "Improving Lives through Education" and "Providing Access to Opportunity." This grant proposal is centered around

improving literacy outcomes and providing opportunities for student success state-wide.

Partnerships will be established with the Missouri Office of Childhood, the Missouri Office of Educator Quality, the Missouri Office of College and Career Readiness, Career and Technical Education and the Missouri Office of Special Education. These partnerships and collaborations will be established and facilitated by the Missouri Office of Literacy, where the CLSD program will reside. MO-DESE commits to collaborating with the established Literacy Advisory Council to complete a state needs assessment with the goal of updating our state literacy plan within the first two years of the grant. In congruence with LEAs, MO-DESE will model the process for revising a comprehensive literacy plan. Our team will utilize the CLSD National Literacy Center's resources and Missouri's Comprehensive Literacy Needs Assessment for revising the state literacy plan.

Missouri aims to serve students, families and educators from all regions of the state by providing equitable access to systems of support, educational opportunities and high-quality professional development. Missouri will focus on all four competitive preference priorities as well as the invitational priority.

**Goals and Objectives** - The following two goals and eleven objectives will guide the work of Missouri's CLSD project to meet all four competitive preference priorities and the invitational priority.

### **Goals**

1. Build capacity across the state to develop, implement, and sustain equitable systems of support to meet the literacy needs of all children, birth-grade 12
2. Increase knowledge for LEA leaders, educators, and pre-service teachers to advance evidence-based literacy practices and implementation for all children, birth-grade 12

## **Objectives and Outcomes**

Objective 1: Establish, document and share a clear vision for literacy instruction state-wide through Comprehensive Literacy Plans.

Objective 2: Increase the number of literacy coaches implementing effective coaching plans and cycles.

Objective 3: Increase the use of effective systems in schools that support pre-kindergarten -12th grade educators, students and families.

Objective 4: Increase the literacy outcomes of students from birth - five years old.

Objective 5: Increase the literacy outcomes of students from kindergarten through 12th grade in up to 80 schools and area career centers.

Objective 6: Increase preK-12th grade educator's use of evidence-based literacy practices.

Objective 7: Expand resources towards EPP alignment to the Missouri Standards of the Preparation of Educators, literacy competencies and International Literacy Association National Standards for Literacy Professionals for elementary, Early Childhood, Special Education, Early Childhood Special Education Certification and Licensure Programs

Objective 8: Establish authentic partnerships between preKindergarten through 12th grade educators and Educator Preparation Programs

Objective 9: Identify, document, and implement evidence-based literacy instruction for teacher educators, pre-service teachers, provisionally certified and early career teachers

Objective 10: Increase participating educators' professional leadership, well-being, and retention.

Objective 11: Identify, document, and implement evidence-based disciplinary literacy instructional strategies to enhance the literacy outcomes for 4-12 classrooms across the school curriculum, including Career and Technical Education.

MO-DESE will seek to accomplish these goals and objectives through state-level partnerships providing direct services to geographically diverse, low-income, high need schools, early learning programs and area career centers that have been selected through a competitive application process. Information surrounding these objectives can be found in the CLSD 2024 logic model. In addition to MO-DESE providing direct services to selected schools, funds will be awarded to schools to invest in allowable expenses based on the applicant's need and plan for supporting literacy instruction. Missouri's project ensures it will award subgrantees according to 34 CFR 75.708(b) and (c).

**State-Level Partnerships-** MO-DESE plans to partner with TNTP, Missouri's Regional Professional Development Centers (MO-RPDC), the Early Literacy Fellows, University of Central Missouri, and the University of Missouri System, which includes the University of Missouri- Columbia, and the University of Missouri- St. Louis. These universities house the Missouri Language and Literacies Center (MLLC) and the Missouri Writing Projects Network (MWPN). These organizations make up a collaborative known as the Show Me Literacy Collaborative (SMLC). TNTP, MO-RPDCs and SMLC will provide direct services to the selected low income, high-need schools and area career centers. The Early Literacy Fellows will work to enhance partnerships among Educator Preparation Programs and preK-12 educators.

**TNTP** - TNTP has worked with educators since 1997 providing talent and academic consulting services, educator recruitment and training programs, and community engagement and advocacy services. This partnership will focus on LEA and building level leadership including superintendents, principals, literacy coaches and/or lead teachers. Competitive Preference Priorities two and three will be met through the work provided by TNTP.

**MO-RPDC** - MO-RPDCs are professional development centers located in each region of Missouri. Content experts at each center provide high-quality, ongoing professional development while establishing relationships with LEA leaders, educators and families. This partnership will focus on supporting building literacy coaches and kindergarten through 6th grade educators. These coaches will provide on-going and embedded support to help solidify the learning gained through our network of partners. Family literacy consultants with the RPDCs will support birth - five year old educators in preparing children for transitioning to kindergarten. Competitive Preference Priorities two through four and the invitational priority will be met through the services provided by the literacy coaches and family literacy consultants.

**SMLC** - SMLC is a collaborative of content experts from the University of Missouri-Columbia, University of Missouri-St. Louis and the University of Central Missouri. These universities house the Missouri Language and Literacies Center (MLLC) and the Missouri Writing Projects Network (MWPN). The collaborative provides high-quality, ongoing professional development and focuses on developing and supporting teacher leadership. This partnership will focus on supporting birth - five year old educators, as well as 4th -12th grade educators. The career and technical education component of our CLSD project will be supported by SMLC. Competitive Preference Priorities one through four will be met through the services provided by SMLC.

***Early Literacy Fellows (EL Fellows)*** - The EL Fellows includes experienced educators from educator preparation programs and preK-12 settings that are committed to strengthening pre-service teachers' knowledge of evidence-based instruction and collaboration between educator preparation programs and preK-12 educators.

This partnership will focus on Educator Preparation Programs, evidence-based instruction and preK-12 partnerships and will support the project in meeting Competitive Preference Priority one.

**MO-DESE Collaboration Efforts** - MO-DESE CLSD leadership team will collaborate with multiple offices within the department to ensure the CLSD grant work is aligned with current efforts across the state and is investing resources in communities that serve high-need schools. Collaborative efforts will include the following offices:

***Office of Educator Quality:*** The CLSD project will support the Early Literacy Fellows work surrounding Educator Preparation Programs.

***Office of Childhood:*** Collaboration between Missouri Language and Literacies Center within SMLC, Family Literacy Consultants, and our Office of Childhood will be facilitated to best meet the needs of our youngest learners and to ensure alignment with and additional support for current early childhood initiatives.

***Office of College and Career Readiness, Career and Technical Education:*** Professional learning services and support will be provided by SMLC to selected area career centers, embedded ELA teachers and content teachers.

***Office of Special Education, Effective Practice Section:*** Our CLSD project will collaborate with the Office of Special Education to meet the needs of struggling readers.

### **Early Literacy Fellows: Strengthening Educator Preparation Programs - MO-DESE's**

CLSD project will support the work of the Early Literacy Fellows to expand the continued work in strengthening educator preparation programs. There are two ongoing Educator Preparation Program (EPP) initiatives that have gained momentum over the past four years aiming to build capacity across the state to develop, implement, and sustain equitable systems of support to meet the literacy needs of all children birth-grade 12. The first is the convening of a consortium of educators represented by EPPs and by PK-12 institutions called the Early Literacy Fellows (EL Fellows). From June 2022 - May 2024, the EL fellows collaborated to create literacy competencies and sub-competencies for elementary, early childhood, early childhood special education and mild/moderate cross-categorical teacher certification. The competencies were approved by the Missouri State Board of Education and are now written into the Missouri Standards for the Preparation of Educators standards. The EL fellows also began developing resources to support EPPs in applying the new recommendations and they convened a regional meeting of EPP educators and preK-12 educators to support robust partnerships. The fellows would continue this work with emphasis on objectives seven and eight in the logic model (Appendix A) with a commitment to increasing knowledge for LEA leaders, educators, and pre-service teachers to advance evidence-based literacy practices and implementation for all children birth-grade 12.

The second initiative is the development and facilitation of on-demand modules and curated resources for evidence-based reading instruction via the Participate platform's online community of practice. The modules were developed within the first round of CLSD and each is attached to a micro-credential that is earned upon successful completion of the module

requirements. SMLC will support continued facilitation of the modules with the micro-credentialing being offered to support teacher educators throughout the state as well as pre-service teachers and in-service teachers in schools not specifically served by the grant. This action is represented by objective 9 in the logic model.

### **QUALITY OF THE MANAGEMENT PLAN: CLSD State Leadership Team**

MO-DESE will bring together state leaders with experience in implementing and supporting projects similar to the CLSD 2024 program. Missouri's project will include a state leadership team consisting of individuals that will directly oversee the grant, state partnerships and subgrantees, along with the previously stated department offices that will serve as advisors to the state leadership team and state-level partnerships. A priority of the state leadership team will focus on bringing partners together to align the services being delivered to LEAs and create a unified system of support and services. Partners will be asked to attend events being delivered by other state partners to ensure coherence of CLSD goals.

**MO-DESE CLSD State Leadership Team** - The MO-DESE CLSD project will operate under the direction of a state leadership team including:

***Cassandra Beaty, MO-DESE CLSD Director, Office of College and Career Readiness, Office of Literacy*** - She will oversee implementation and management of the CLSD program, state partnerships and subgrantees. She will also ensure collaboration and coordination among the state, partners and subgrantees.

***MO-DESE CLSD Assistant Director*** - DESE will seek to employ an assistant director to support the implementation and management for the CLSD program, state partnerships and subgrantees.



The CLSD director and assistant director will monitor state partnerships and subgrantees, while providing technical assistance office hours, site visits and quarterly check ins.

***Heather Knight, MO-DESE Literacy Coordinator, Office of College and Career Readiness, Office of Literacy*** - She will provide guidance and support for the CLSD project to ensure alignment with Missouri literacy initiatives.

***Olivia Apsher, MO-DESE Early Literacy Director, Office of College and Career Readiness, Office of Literacy*** - She will provide guidance and support specifically in relation to early literacy skills in grades K-5.

***MO-DESE, Literacy and Programming Director (Middle and Secondary Education)*** - This position will provide guidance and support specifically in relation to middle school and high school.

***Cammy Coucher, MO-DESE English Language development Director, office of College and Career Readiness*** - She will advise the state leadership team and project partners to ensure the needs of English Learners and struggling readers are addressed.

## **QUALITY OF PROJECT SERVICES**

MO-DESE's Office of Literacy has collaborated with grant partners and department liaisons to create a plan of action specifically designed to generate alignment and cohesion among multiple stakeholders. Descriptions of services provided by each partner are outlined below and referenced in the CLSD logic model and implementation timeline.

## TNTP

**MO-DESE, TNTP and State Literacy Coaches** - MO-DESE and TNTP will onboard and support 10-16 new state literacy coaches. As literacy coaches will be spread out across the state, TNTP will work alongside the DESE team members and other designees to host professional learning sessions. In year one, TNTP will facilitate learning and development opportunities for state literacy coaches under three categories:

***Category 1: On-going Coaches Training:*** Coaches will attend a series of professional learning sessions focused on developing, deepening and sustaining literacy coaching skills and knowledge. Coaches will also complete a set of asynchronous learning modules on the Science of Reading (PK-3rd grade and 4th – 12th grade).

***Category 2: Practice and Simulation:*** Coaches will investigate real world scenarios as well as engage in Lab School Experiences. Coaches will have the on-going opportunities to practice their coaching skills in low-risk environments. Lab schools are volunteer school sites that invite coaches in to practice their coaching skills in a real-world setting.

***Category 3: Progress Monitoring and Reporting:*** Coaches will triangulate mock student performance data, teacher observations and coaching deliverables to make data-driven decisions that shift their approach to coaching.

TNTP will provide targeted support that deepens the content and pedagogical knowledge of coaches while also providing applicable resources and practice. Through TNTP's online, asynchronous support, all coaches can access learning on-demand, with the ability to immediately put each module into practice. This makes the Science of Reading courses uniquely positioned to support ongoing learning and development at scale, to serve as an organizing center for coaching and communities of practice, even in remote areas across the state.

The accumulated empirical evidence supports the use of instructional coaching as an effective professional learning experience for supporting teachers (McDonald Conner, 2017; Desimone and Pak, 2017; Dudek et al., 2019) and highlights two primary goals of instructional coaching: 1) Improve teacher performance using research based, highly effective instructional practices; and 2) Improve student outcomes through improved teacher practice (Pierce and Buyssee, 2014). Instructional coaches can play a key role in building more rigorous, equitable, and engaging learning experiences for all students by developing classroom observation and coaching routines that elevate student access to high quality instructional resources and suggest concrete next steps for teacher, coach and leader practice that directly or indirectly impacts student learning.

TNTP's research and extensive experience in providing responsive instructional coaching to district and school leaders has resulted in best practices used to coach and develop trainers. These practices are rooted in research that suggests:

- Coach quality, pedagogical knowledge, and content expertise matters (Kowal and Steiner, 2007). Effective coaches are characterized by intentional relationship building between the participant and the coach.
- Modeling supports participants' understanding of specific practices, techniques and strategies and can improve leader, teacher and student academic and behavioral practices (Casey, 2011).
- Coaching provides an opportunity for participants to engage in active learning processes that, in general, increase the effectiveness of professional development experiences (Desimone, 2017).

Drawing on organizational experience and research based best practices, TNTP leverages a goals-based coaching approach that gradually releases the cognitive load to participants over time.

**TNTP and LEA Leadership** - TNTP develops leaders who have a clear, strong vision for student success and who relentlessly pursue results. TNTP's approach to training leaders emphasizes deep understanding of foundational instructional leadership skills before moving to more advanced practices— going narrow and deep, giving the instructional leaders opportunities to practice with guidance from TNTP leadership coaches. Instructional leaders learn best in their school context, with goals-based, job-embedded coaching and development opportunities that account for the realities of their daily responsibilities. Instructional leaders trained by TNTP learn how to establish a vision for instructional excellence, coach and develop teachers toward effectiveness, and use data to drive school- and classroom-level instructional decisions.

Over the course of five-years, TNTP will train 10-16 CLSD literacy coaches and engage up to 80 high needs schools across the state in an intensive literacy support program designed to help leaders and their instructional coaches understand evidence-based practices, diagnose the current state of instruction in classrooms, and establish a literacy plan for implementation and development. The concept is based on the model of TNTP's Tennessee LIFT program, which has led to substantial improvements in literacy across 20 geographically spread and diverse districts in Tennessee.

TNTP will customize and execute an arc of hands-on professional development learning sessions that build participant content knowledge and develop the skills necessary to coach and act on data that increases student achievement in literacy. MO-DESE and TNTP will partner to further develop the five-year scope and sequence found below.

***Year 1: Onboard and Develop State Literacy Coaches*** (approximately seven months) - MO-DESE, RPDCs and TNTP will onboard and develop 10-16 state literacy coaches. We will establish and calibrate on a vision for literacy instruction, participate in professional development to build K-12th grade literacy content knowledge, systematize a consistent coaching plan, practice engaging in cycles of observation and feedback, and make data informed decisions.

***Year 2: Establish a Strong Literacy Foundation*** - In tandem with MO-DESE, state literacy coaches and SMLC, TNTP will work with building principals and instructional coaches to establish a building level vision for literacy instruction, goals, and priorities, identify and calibrate on strong literacy instruction in practice, and participate in professional development that builds literacy content knowledge.

***Year 3: Implement Strong Systems for Literacy*** - In tandem with MO-DESE and state literacy coaches, TNTP will work with building principals and instructional coaches to implement Systems that support the vision for literacy instruction.

***Year 4: Progress Monitoring, Accountability, Data Informed Decisions*** - In tandem with MO-DESE and state literacy coaches, TNTP will work with building principals and instructional coaches to progress monitor and trouble-shoot challenges on the literacy systems implemented in year three. Building principals and instructional coaches will participate in problems of practice and ongoing professional development, specially aimed at using literacy data to drive instructional decisions.

***Years 2, 3 & 4: School Level Development and On-site Support*** - Over years two, three and four, TNTP will provide a series of professional development sessions aimed at developing literacy content expertise coupled with in-person, school level coaching and support. TNTP

understands that professional development, absent direct application, yields marginal results at best. TNTP's experience supporting literacy efforts with the Arkansas Department of Education and the Tennessee Department of Education have shown that the greatest success occurs when stakeholders first understand best practices in literacy instruction, then immediately implement those practices within their own buildings with guidance from a coach. TNTP proposes to make coherent connections between research based best practices and direct application through cycles of:

*Regional Convenings* - introduce new learning and provide time for cross-district collaboration and planning. Topics for convenings could include, but are not limited to the impacts of Covid-19 on learning, exploration of curricular materials and tools for implementation, leveraging classroom observation tools to improve instruction, student ownership and engagement and communication and networking,

*Application of Learning* - Following convenings, leaders will have opportunities to put new learning and tools into practice.

*Communities of Practice (CoP)* - During Communities of Practice, school and district leaders will reflect on their practice in small groups, deepen their learning, and plan next steps and strategy.

*Refine Practice* - Following the CoP, leaders will return to districts to deepen and refine their practices with new learning and tools.

*Learning Walks* - used to gather data, norm on instructional vision and focus on key topics and practices discussed during Convenings and CoPs

*Systemize Practice* - Coming out of learning walks, leaders will be asked to identify common instructional trends and consider how they can systematize new practices and tools to address the trends at scale.

***Year 5: Sustainability and Gradual Release of Responsibility*** In the final year of programming, TNTP will provide a light touch to state literacy coaches and schools to ensure systems are implemented with fidelity and monitored for success. The TNTP team will tailor professional development to address any gaps or challenges faced by state literacy coaches and/or building principals.

## **Missouri Regional Professional Development Centers**

***RPDC CLSD State Literacy Coaches Grade K-5*** - RPDC State literacy coaches will support kindergarten through 5th grade educators in developing knowledge of and implementing evidence-based reading instruction. Traditional professional development has been found to have little or no effect on teacher quality (Kraft, M.A., and Blazar, D. 2018) Traditional professional development usually consists of half day or full day “sit and get” sessions with very little modeling, practice, or feedback. These sessions are usually scheduled to meet district or state requirements. In contrast to this traditional approach, the CLSD state literacy coaches will provide a more tailored approach that includes high-quality, job-embedded professional development focusing on evidence-based instruction aligned with the science of reading.

Research has shown that learning to read does not come naturally to the majority of children (Reid Lyon, G. 1998). In 2022, NAEP reported only 33% of our nation’s 4th graders were reading at or above proficient (U.S. Department of Education. 2022). In order to ensure that all students have effective literacy instruction that leads to reading success, instruction must be

explicit, systematic and cumulative; hands on, engaging and multimodal; and diagnostic and responsive (Moats, L. 2017). CLSD state literacy coaches will support K-5th grade educators in developing knowledge of and implementing evidence-based instruction. Throughout the grant, professional learning content will be developed in response to educator's needs identified through initial discussions and coaching cycles. Professional learning will also be designed to meet student needs identified by analyzing student work, local assessments, state assessments, and while developing building literacy plans. CLSD state literacy coaches will guide school embedded literacy coaches and educators in making data-based decisions to improve instruction and meet the needs of each child. For most, learning requires direct instruction that is clear, unambiguous, and draws our attention directly to the learning while following a clear sequence and providing repeatable, replicable routines (Science of Reading 2.0, 2023). Coaches will provide professional learning opportunities that focus on direct, explicit, systematic, engaging instruction that meets the needs of all learners. These approaches to literacy instruction have been proven to support struggling readers, especially readers with dyslexia (International Dyslexia Association, 2020).

Coaches will utilize their learning from TNTP's model of professional development which includes learning new information, immediately implementing and putting into practice that learning with guidance. Professional learning will include on-going, job-embedded opportunities for building coaches and educators to learn new information, advance previous knowledge and then apply that knowledge in the school setting. CLSD state literacy coaches will implement full coaching cycles with participants that include identifying needs, planning lessons, modeling instruction, observing instruction, reflection and feedback. An additional component of the services the state coaches will provide includes building knowledge and implementation of



state literacy initiatives. This includes support in administration and data analysis for the mandated K-3 Foundational Reading Assessments, Reading Success Plan goal creation and progress monitoring through an established system of support, as well as supporting building coaches and teachers in meeting the building's comprehensive literacy plan goals. This support will also be available to middle school educators, as Reading Success Plans follow students through each grade until the substantial reading deficiency is remedied.

***Foundational Reading Skills, Reading Comprehension Skills, Evidence-Based Writing Skills-*** Coaches will continue to deepen their knowledge of the research surrounding the science of reading, Gough and Turner's Simple View of Reading and Scarborough's Reading Rope to lead educators in shifting instructional practices to ensure aligned instruction. The Simple View of Reading is a formula demonstrating the widely accepted view that reading has two basic components: word recognition (decoding) and language comprehension and both abilities are necessary for reading and both must be strong (Farrell, L. et al). Moats and Tolman (2019) explain how Scarborough's Reading Rope expands word recognition and language comprehension into a set of measurable sub skills that should be addressed if instruction is comprehensive. Scarborough emphasized a set of sub skills that includes phonological awareness, decoding, sight recognition, background knowledge, vocabulary, language structures, verbal reasoning and literacy knowledge, all skills that weave together to make a fluent reader (IDA, 2018). Through continuous professional development and coaching cycles, educators will engage in learning and apply strategies aligned with the Simple View of Reading, Scarborough's Reading Rope and recommendations presented in multiple practice guides published by What Works Clearinghouse including:

- Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade (Foorman, B. et al. 2016)
- Improving Reading Comprehension in Kindergarten Through 3rd Grade (Shanahan, T. et al, 2010)
- Teaching Elementary School Students to Be Effective Writers (Graham, S. et al, 2012)

In addition to this support, job-embedded coaching focusing around shifting practices will be available to educators currently enrolled in or who have completed LETRS professional development.

State literacy coaches will act as mentor coaches by utilizing the knowledge they obtain through TNTP's coaching development program. Support will include creating coaching plans, setting coaching goals, co-developing and co-delivering professional development and planning coaching cycles with educators that include modeling, observation and feedback. Building coaches will actively observe and begin implementing or advancing effective coaching strategies with guidance. This component of our CLSD project will lead to sustained effective coaching practices after the grant period.

For the state literacy coaches, the first year of the CLSD project will focus on building their knowledge around coaching skills, the Science of Reading, and lab school experiences where they can put learned skills into practice in a low-risk environment. Coaches will also build knowledge on making data-driven decisions to shift their approach to coaching and supporting schools implementing systems of support. In years two through four, state literacy coaches, in collaboration with TNTP, will support buildings in the creation, implementation and monitoring of a comprehensive literacy plan. They will focus on mentoring coaches, supporting systems in

schools and providing high-quality professional development to K-5 educators. In year five, CLSD coaches will focus on sustainability in their support of building coaches and classroom teachers while creating guidance documents that include coaching processes and procedures that have been found effective during the CLSD project. The guidance documents can be shared regionally to scale the impact of this grant.

***RPDC Family Literacy Consultants*** - To further support the work occurring in the birth-5 year span, MO-DESE will partner with RPDCs to employ 10 family literacy consultants. The CLSD family literacy consultants will support Missouri Language and Literacies Center (MLLC) in work focusing on evidence-based early literacy and language practices. The CLSD family literacy consultants will support educators with implementing knowledge learned through professional development delivered by MLLC and lead activities surrounding family site visits. These activities include the family book bag implementation, family literacy events, and family spaces within early childhood settings. Because low literacy rates are not symptoms of social challenges, but a root cause, according to Cacicio et al. (2023), the use of family literacy consultants will support families and not just the students attending the early childhood centers.

### **Show-Me Literacy Collaborative**

**Missouri Writing Projects Network, Missouri Language and Literacies Center  
University of Missouri-At Large, University of Missouri-St. Louis, University of Central  
Missouri**

The SMLC brings together the teacher leadership network and the educator research expertise of the Missouri Writing Projects Network (MWPN), the Missouri Language and Literacies Center (MMLC), and institutions of higher education (IHEs) serving preK-12 teachers and educator prep programs (EPPs). Previous collaborations in CTE Literacy that Works, STEM

Literacy, and Source Based Argument as well as early childhood educator research and development have established the SMLC as a significantly positive impact on Missouri teachers and learners.

More than other researched interventions, integrating reading and writing instruction in early childhood, elementary, and secondary classrooms improves both reading and writing development. In order to effectively integrate reading and writing instruction, teachers need knowledge of reading and writing development, they need to understand how to teach into that development, and they need support to help them apply this knowledge into their unique classrooms. The SMLC's TEACHER-Centered Literacy Action Plan model provides the knowledge and support that ensures classroom literacy planning is **T**eacher-led, **E**quity-driven, **A**sset-based, **C**ulturally and **H**istorically responsive, **E**volving over time, and **R**esearch-driven. In this way, SMLC provides teachers with a comprehensive approach to literacy instruction, building professional knowledge, supporting authentic integration and implementation, and developing teacher leadership through sustained opportunities and collaborations in a professional network.

***Evidence base for Preparing Young Children for School and Evidence Base for Early Childhood Language and Literacies Grades PreK/K*** - SMLC's approach to supporting young children's transition to kindergarten is based on the principles of evidence-based instructional strategies presented in the most current findings from the WWC/IES Preparing Children to Learn Practice Guide (2022). A significant corpus of research suggests that the following early literacy practices have the potential to enhance children's 'kindergarten readiness' for school:

- Regularly provide intentional, engaging instruction and practice focused on social-emotional skills (Bierman et al, 2014; Upshur et al, 2017).

- Strengthen children’s executive function skills using specific games and activities (Bierman et al, 2008; Upshur et al, 2017).
- Intentionally plan activities to build children’s vocabulary and language (Read et al, 2019; Toub et al, 2018).
- Build children’s knowledge of letters and sounds (Roberts et al, 2018; Roberts, 2021).
- Use shared book reading to develop children’s language, knowledge of print features, and knowledge of the world (Dicken et al, 2019; Wasik & Hindman, 2020).

Drawing on this extensive evidence base, SMLC will focus grant activities and resources towards early language and literacy practices that can best support children’s transition to school. Building upon these practices, SMLC will guide Early Childhood Educators as they enhance and develop early language and literacy instruction that grow foundational language and literacies, while developing initiatives that connect children’s social-emotional well-being and executive function skills in culturally responsive, developmentally appropriate, and engaging ways (Souto-Manning et al, 2019).

***Family/Community Literacies Partnerships With Schools*** - SMLC is grounded in the research and understanding that all families have rich home language and literacy resources they practice daily and should be encouraged to participate in child-centered reading and writing activities rather than formalized literacy instruction (Auerbach, 1989; da Silva Iddings, A. C., & Reyes, I. (2020). From this perspective, we believe that every child (age birth to 5 years old) brings valuable language and literacies to the classroom and has the capacity for academic reading achievement when paired with a strong foundation in early literacy reading

and learning upon entering school. An existing evidence base points to the significance of cultivating reciprocal relationships between home and school to support early language and literacy development (Jones, 2018; Jones & Christian, 2021). More recent family literacy research has revealed a range of literacy practices involving newspapers, magazines, books (including cookbooks), and digital literacy practices (Compton-Lilly, 2017; Lewis, 2009; Rogers, 2003). From this research, we learn that early childhood educators (ECE) can engage in home visits and interactions with families to learn more about the wide range of language and literacy they practice at home. Findings also show parents want to learn the ways the school was teaching their child to read and write, and that the relationships and learning that was cultivated through these partnerships helped to demystify school literacy pedagogies and engender greater connectivity between home and the school. In this way, parents felt more able to support their children's literacy development at home. The evidence makes visible the understandings and emerging lines of argument related to family literacy practices that generally are not visible, particularly as it relates to poor families; immigrant families; and culturally, linguistically, and ethnically diverse families. Grounded in the learning from this evidence base, SMLC will guide ECEs as they make decisions that support and extend family literacy practices and grow child- and family-centered reading and writing practice, while developing initiatives that honor family strengths and knowing and recognizing their more expansive literacy practices. MLLC will continue to develop the plan below.

***Year 1:*** Early Language and Literacy Practices That Work: establishing routines and a culture of kindergarten readiness

***Year 2:*** Early Writing: A focus on building young children's writing and early literacy foundations

**Year 3:** Family and Community Literacies: Building Reciprocal Relationships with Family and Community

**Year 4 & 5:** Going Public with Practice: developing teacher leadership and opportunities to share with and across early childhood contexts

***Evidence base for Adolescent Literacy: Grades 4-12 (CTE and Source Based Argument)*** - We use the term disciplinary literacy to refer to advanced literacy skills and disciplinary ways of thinking. Students need to learn these advanced skills and dispositions within each discipline over time. That means that teachers across subject areas and across grade levels are responsible for teaching their students disciplinary literacy. By the time students reach grade 4, language in the content areas becomes more technical and abstract (Spires et al., 2018). Students are expected to be able to read, write, think, and speak in the different disciplines, which requires them to understand the nuances that exist in the different subject areas, and to have strong foundational language skills (Ehren et al., 2012) as well as the tools of inquiry in the disciplines (Moje, 2015; Buehl, 2017). Research on incorporating disciplinary literacy in classrooms has shown promising results, including increased reading comprehension for students (Gillis, 2014; Lai, Wilson, McNaughton, & Hsaio, 2014; Reisman, 2012). We define disciplinary literacy as *“reading, writing, speaking, listening, and viewing, for deep learning and knowledge creation within a discipline”* (Spires, Kerkhoff, & Paul, 2020, p. 1). The specific focus on knowledge creation as part of disciplinary literacy connects with the Show Me Literacies Collaborative (SMLC) overarching emphasis on inquiry. The model that was used in the CLSD/SMLC literacy action planning included “inquiry-based professional learning opportunities to read relevant research, reconsider their pedagogy, and practice evidence-based instructional strategies” (Kerkhoff, et al., 2023, p. 4).

This disciplinary literacy approach aligns with the Missouri State Literacy Plan since it recognizes that “Literacy skills are a shared responsibility and important part of every academic discipline; however, each discipline relies on different types of texts, writing styles and language to convey ideas and learning. For students to be fully prepared for the challenges and expectations of college and career, it is crucial they develop literacy skills in all content areas” (pg. 4). SMLC will continue to develop the plan below.

**Year 1:** Literacy That Works: establishing routines and a culture of literacy in CTE; research into AI and the current workplace literacies of the professions

**Year 2:** Source-Based Writing: Making Claims and Ranking/Connecting Evidence to Claim

**Year 3:** Writing for Change: Focus on Purpose and Audience and Creating an Audio/Video Commentary

**Year 4 & 5:** Going Public with Practice: developing teacher leadership and opportunities to share with and across academic-career contexts

***Evidence base for Source Based Argument (National Writing Project’s College, Career and Community Program - C3WP)***- The Source Based Argument program is designed in collaboration with the National Writing Project, and uses their C3WP model which incorporates each of the seven characteristics of effective professional development outlined by Darling-Hammond, Hyler, & Gardner (2017), including: a specific content focus, active learning appropriate for adult learners, teacher collaboration, curricular and instructional models and modeling of instruction, coaching and expert support, feedback and reflection, and sustained duration. In addition, the C3WP’s formative assessment tools and instructional resources are clearly aligned with the WWC evidence-based recommendations for the teaching of writing



(Graham et al., 2016). For example, the instructional resources are built around explicit modeling and instruction of writing strategies along with ample opportunity to practice and reflect. Reading and writing practices are fully integrated through the source-based focus of gathering and organizing evidence to make a claim. The assessment tools purposefully drive cycles of instruction and feedback in order to support targeted skills development. Finally, the C3WP model has been shown effective in improving students' proficiency in argument writing through a randomized, controlled research trial (Gallagher, Arshan, & Woodworth, 2017). Students who worked with the C3WP model showed positive, statistically significant growth in content, structure, stance, and conventions with increased proficiency in the quality of reasoning and use of evidence in their writing. Recent data collected from student writing in Missouri from the Source Based Argument program are on pace with the national studies. SMLC will continue to develop the plan below.

***Year 1:*** Routines and foundations of establishing a classroom culture of literacy

***Year 2:*** Source Based Argument: Making Claims & Ranking/Connecting Evidence to Claims

***Year 3:*** Writing for Change: Focus on Purpose and Audience and Creating an Audio/Video Commentary

***Year 4 & 5:*** Going Public with Practice: developing teacher leadership and opportunities to share with and across academic-career contexts

***Professional Learning*** - Drawing on a tradition of teacher inquiry (Cochran-Smith & Lytle, 1999; 2009; Darling-Hammond, 2008) that values educators' knowledge and agency, the SMLC's work will not assume that the knowledge needed to teach well and to enhance language and literacy opportunities and life chances can only be generated by researchers or quantitative

outcomes alone. The model to be implemented is a teacher/facilitator collaborative inquiry model grounded in a tradition of research on teacher learning— one that recognizes teacher knowledge and expertise as resources for professional development (Cochran-Smith, et.al., 2012).

The collaborative inquiry program to be implemented will be shaped by the following four strands: Teachers will (1) reflect on and refine understandings (i.e. beliefs, experiences, ideologies) about literacy learning (Lytle & Cochran-Smith, 1992); (2) explore and design research-based curriculum that addresses literacy foundations, honors families’ knowing, and connects to the Language Arts (Neuman & Dickenson, 2003; Moll et al, 2006; Duke & Cartwright, 2021); (3) enact, reflect on, and refine curriculum and instruction (Reinking & Bradley, 2008); and (4) collaboratively analyze student outcomes generated primarily during the literacy instructional block (Darling-Hammond, 2008) such as reading, writing, dramatic play, and literature response discussions generated primarily during the literacy instructional block. Teachers, with the support of SMLC facilitators, will work toward building knowledge and pedagogies that enhance language and literacy learning and leverage students’ and families’ assets as learning resources.

## **QUALITY OF PROJECT EVALUATION**

### **External Evaluator: ACS Ventures, LLC**

MO-DESE will partner with ACS Ventures, LLC to act as an external evaluator throughout the duration of the grant. Each year, ACS will adapt its evaluation plan to highlight the inputs, measurements, outputs, and outcomes relating to the services provided. The first year will focus on the capacity building and knowledge building of state literacy coaches, selection of schools and likelihood of the project’s impact. In years two through four, evaluation focus will

shift to reflect the professional development services provided by each grant partner. Evaluations conducted in the last year of the project will focus on sustainability efforts. Over the course of the grant, ACS anticipates using a combination of sources to evaluate the overall CLSD program and its effectiveness. The sources may include partner-developed reports, pre- and post-training perceptions surveys, data pertaining to breadth and depth of literacy coach training and the reach of the program across Missouri, and state and local student achievement data including comparison to baseline data established in year 1. ACS will collaborate with the MO-DESE CLSD Leadership team to create reports providing information for federal administrators to understand priority activities for each year, data collected and data analysis.

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## **Appendices**

**Appendix A: Missouri CLSD 2024 Program Logic Model**

**Appendix B: Missouri CLSD 2024 Implementation Timeline**

## Appendix A: Missouri CLSD 2024 Program Logic Model

### Missouri Department of Elementary and Secondary Education 2024 Comprehensive Literacy State Development Grant Logic Model

Objectives	Inputs	Outputs	Outcomes	Assessment Tools
1-Establish, document, and share a clear vision for literacy instruction through Comprehensive Literacy Plans	MO-DESE Literacy Team  MO-DESE Literacy Advisory Council  TNTP- 5 senior managers  RPDC - 10-14 CLSD state coaches  60-80 LEA leaders and literacy coaches  60-80 LEA Literacy teams  K-3 Foundational Reading Assessment  Missouri Assessment Program (MAP)	MO-DESE Comprehensive Literacy Plan Guidance and technical assistance  MO-DESE Comprehensive Literacy Needs Assessment  TNTP - Literacy Plan sessions  TNTP - monthly check ins  Review of K-3 Foundational Reading Assessment, MAP and/or local assessment data  Creation of annual building Comprehensive Literacy Plan (Years 2-5)	100% of CLSD schools will complete Annual Comprehensive Literacy Plans (Years 2-5)  Revision of Missouri State Literacy Plan (Year 2)	MO-DESE Comprehensive Literacy Needs Assessment  Assessment Data - MAP; K-3;
2-Increase the number of literacy coaches implementing effective	TNTP - 5 senior managers  TNTP- State Literacy Coach	TNTP- State Literacy Coach Development Program	100% of state literacy coaches will complete the coach development	TNTP Coach Development Program  Coaching Cycle

<b>Objectives</b>	<b>Inputs</b>	<b>Outputs</b>	<b>Outcomes</b>	<b>Assessment Tools</b>
coaching plans and cycles	Development Program  RPDC - 10-14 CLSD state coaches  Coaching Cycle	Coaching Plan resource/document  Effective coaching practices resource  Mentor Coaching PD  Coaching Cycle resources	program  In year 1-5, 100% of state literacy coaches will develop a personal coaching plan.  In years 2-5, 90% of building coaches will develop a personal coaching plan.  In years 3 and 4, state literacy coaches will complete at minimum 10 coaching cycles documenting effective practices.  In year 5, state literacy coaches will observe building coaches completing 7 effective coaching cycles.	documentation resources  Teacher Perception Survey -Effective Coaching Cycle
3-Increase the use of effective systems in schools that support pre-kindergarten -12th grade educators,	TNTP coaches  State Literacy Coaches  Family Literacy Consultants	Support Systems, Activities - MTSS, RTI, Tutoring, Site Visits, Family Book Bags, Family literacy activities	By the end of year 3, 80% of participating schools have systems and activities in place to support educators,	Observation Walkthrough Tools  Progress monitoring tools

<b>Objectives</b>	<b>Inputs</b>	<b>Outputs</b>	<b>Outcomes</b>	<b>Assessment Tools</b>
students and families	Building Administration  SMLC  Building - literacy/data Team Meetings	TNTP - Years 2-5 building leadership PD, Learning Walks, CoP	students, and families  By year 4, 100% of participating schools are implementing progress monitoring and data based decision making	
4-Increase the literacy outcomes of students from Birth - 5 year old	SMLC  EC educators  10 family Literacy Consultants	Summer Launch (Years 1-5)  PL Regroups (Years 1-5)  Observations/ Coaching (Years 2-5)  Opportunities for graduate literacy coursework and DESE Reading Certification	The percentage of participating four - year old children who achieve significant gains in oral language skills will increase, as determined by a State-approved pre and post measure.  Teachers analyze early language and literacy foundations data to inform evidence-based instruction and literacy inquiry plan	EC Dial 4 Pre and Post Assessment (Years 2-5)  SMLC's Observation Protocol (Years 2-5)
5-Increase the literacy outcomes of students from	State Literacy Coaches  SMLC	Baseline Data  Literacy/Data Team Meetings	The percentage of participating fifth - grade students who	Missouri Assessment Program (MAP)

Objectives	Inputs	Outputs	Outcomes	Assessment Tools
Kindergarten through 12th grade in up to 80 schools and area career centers	<p>K-3 Reading Foundational Assessments</p> <p>Data Team Meetings -Admin, Coaches, Educators</p>	<p>Progress Monitoring</p> <p>Evidence based instruction PD</p> <p>Summer Launches &amp; Institutes</p> <p>Source Based Argument Writing PD</p> <p>CTE PD</p>	<p>meet or exceed proficiency on State reading/language arts assessments</p> <p>The percentage of participating eighth - grade students who meet or exceed proficiency on State reading/language arts assessments</p> <p>The percentage of participating high school students who meet or exceed proficiency on State reading/language arts assessments</p> <p>Increase the percentage, of kindergarten through 3rd grade students scoring at grade level on a K-3 Foundational Reading Assessment</p>	<p>K-3 Foundational Reading Assessments</p> <p>Progress Monitoring</p> <p>EC : Dial 4 Pre and Post Assessment (Years 2-5)</p> <p>Source Based Argument Using Sources Tool</p> <p>CTE Pre and Post Assessment - Scoring Rubric</p>



Objectives	Inputs	Outputs	Outcomes	Assessment Tools
6-Increase preK-12th grade educators' use of evidence-based literacy practices	TNTP coaches SMLC National Writing Project Building Leadership 10-13 state literacy coaches 10 Family Literacy Consultants Building coaches	TNTP- Learning walks, leader PD, monthly check ins Year 2 - Baseline data for use of EB instruction Summer Launches & Institutes (Years 1-5) PL Regroups (Years 1-5) Observations/ Coaching (Years 2-5) Source Based Argument online course (Years 3-5) Opportunities for participation in local, regional, and national literacy networks. Opportunities for graduate literacy coursework PD opportunities for K-5 Coaching Cycles K-5	Building leadership will report an increase in evidence-based literacy instruction using walkthrough/observation tool State literacy and building coaches will report an increase in evidence based literacy instruction using walkthrough/observation tool Overall mean score increase in teacher sense of efficacy for literacy instruction Teacher participants contribute to systems of literacy support	Walkthrough/ Observation tool for EB instruction Coaching Cycle reflections SMLC's Needs/Assets survey SMLC's Observation Protocol SMLC's Implementation Survey Participating teacher retention rate SMLC documents the number and roles of teacher leadership contributions in local, regional, and national literacy networks.

<b>Objectives</b>	<b>Inputs</b>	<b>Outputs</b>	<b>Outcomes</b>	<b>Assessment Tools</b>
7-Expand resources towards EPP alignment to the MoSPE literacy competencies and ILA National Standards for Literacy Professionals for elementary, EC, SPED, EC SPED Certification and Licensure Programs	<p>DESE Literacy Fellows Collective</p> <p>PK - 12 personnel</p> <p>EPP personnel</p> <p>DESE ILA National Recognition Cohort 1</p>	<p>Creation and curation of on-demand resources available in online community space (years 1-5)</p> <p>On demand resource available for Literacy EPP/ILA National Recognition Support Resources (Years 1-5)</p> <p>State-Wide EPP/District Partnership Gatherings (Years 2-5)</p> <p>Missouri EPP Virtual Resource Hub: including prep program and ILA recognition resources</p>	<p>Documentation of unique logins in online community space (years 1 - 5)</p> <p>Documentation of Missouri EPPs complete ILA Recognition (years 3 - 5)</p> <p>Administration of Reading Preparation in Initial Teacher Programs Survey to chart growth (pre-test administered in April 2024; post-tests in Year 3 and Year 5)</p> <p>50% of Cohort I and II Missouri EPPs complete ILA Recognition</p> <p>70% of Literacy EPP evaluation survey data completed (target area, shift in mean score)</p>	<p>ILA NR completion tracker</p> <p>EPP evaluation survey: EPP Evaluation survey: Reading Preparation in Initial Teacher Programs Survey</p> <p>State-Wide EPP/District Partnership Gathering Exit Survey</p> <p>EPP Resource Hub: Online user statistics</p>

Objectives	Inputs	Outputs	Outcomes	Assessment Tools
			95% of participants will find the resources useful for their teaching.	
8-Establish authentic partnerships between P-12 and EdPrep	<p>DESE Literacy Fellows Collective</p> <p>PK - 12 personnel</p> <p>EPP personnel</p>	<p>Statewide EPP/District Partnership Gatherings (Years 1 - 5)</p> <p>Innovations in EPP/K-12 Partnerships across the regions (in person/virtual)</p>	<p>Documentation of EPPs and PK-12 institutions participating</p> <p>40% of EPPs and PK-12 institutions participating</p>	<p>State-Wide EPP/District Partnership Gathering Exit Survey (including Narrative Survey regarding takeaways and goals)</p> <p>State-Wide EPP/District Partnership Gathering Follow up Survey (6 month)</p> <p>Gathering Attendance Tracker</p> <p>EPP evaluation survey: EPP Evaluation survey: Reading Preparation in Initial Teacher Programs Survey</p>

Objectives	Inputs	Outputs	Outcomes	Assessment Tools
				Summit evaluation survey
9-Identify, document, and implement evidence-based literacy instruction for teacher educators, pre-service teachers, provisionally certified and early career teachers	<p>SMLC: Evidence-based literacy instruction modules tied to micro-credentials</p> <p>SMLC: Curated resources on evidence-based literacy teaching and learning</p>	<p>Facilitation of modules in SMLC online Community of Practice (COP) (years 1-5)</p> <p>On-demand resources available in SMLC online community space (years 1-5)</p>	<p>100% of microcredential earners will document evidence-based conceptual and practical knowledge of literacy instruction.</p> <p>95% of participants will gain knowledge that they can implement into their program.</p> <p>95% of participants will find the resources useful for their teaching.</p> <p>Documentation of unique logins in online community space (years 1 - 5)</p>	<p>Microcredential tracker</p> <p>EPP Evaluation survey: Reading Preparation in Initial Teacher Programs Survey</p> <p>Online user statistics</p>
10-Increase participating educators' professional leadership, well-being, and retention.	<p>SMLC</p> <p>National Writing Project</p>	<p>Summer Launches &amp; Institutes (Years 1-5)</p> <p>PL Regroups (Years 1-5)</p>	<p>Improved teacher retention</p> <p>Teacher participants contribute to</p>	<p>SMLC's Needs/Assets survey</p> <p>Participating teacher retention rate</p>

<b>Objectives</b>	<b>Inputs</b>	<b>Outputs</b>	<b>Outcomes</b>	<b>Assessment Tools</b>
		<p>Observations/ Coaching (Years 2-5)</p> <p>Opportunities for participation in local, regional, and national literacy networks.</p>	systems of literacy support	SMLC documents the number and roles of teacher leadership contributions in local, regional, and national literacy networks.
11-Identify, document, and implement evidence-based disciplinary literacy instructional strategies to enhance the literacy outcomes for 4-12 classrooms across the school curriculum, including CTE	<p>MWPN</p> <p>National Writing Project</p>	<p>Summer Launches (Years 1-5)</p> <p>PL Regroups (Years 1-5)</p> <p>Observations/ Coaching (Years 2-5)</p> <p>Source Based Argument online course (Years 3-5)</p> <p>Opportunities for graduate literacy coursework</p>	<p>Overall mean score increase in use of evidence-based instructional practices</p> <p>Overall mean score increase in student writing scores in content areas including CTE</p>	<p>SMLC PL Evaluation Survey</p> <p>SMLC Observation Protocol</p> <p>SMLC's Implementation Survey</p> <p>NWP's UST formative assessment</p> <p>NWP's Analytic Writing Continuum</p>

## Appendix B: Missouri CLSD 2024 Implementation Timeline

### Missouri Department of Elementary and Secondary Education 2024 Comprehensive Literacy State Development Grant Implementation Timeline

#### Year 1

October 2024 - September 30, 2025

October 2024	November 2024	December 2024
MO-DESE recruits and employs 10-12 state literacy coaches MO-DESE recruits and employs a CLSD assistant director MO-DESE opens CLSD 2024 application window and holds informational meetings (Late October '24 or Early November '24) MO-DESE and ACS - management plan		
EL Fellows Quarterly Meeting  Regional EPP/PK-12 partnership meetings  Innovation Mini-Grants (TBA) - before Summit #1 due to sharing session		

January 2025	February 2025	March 2025	April 2025	May 2025
MO-DESE - notification of subgrantee awards  Map out Family Literacy coaching  Participation in Coaching sessions		MO-DESE - informational meeting for subgrantees		MO-DESE - informational meeting for subgrantees
TNTP- Session 1A: Overview: What is the TNTP Content Coaching Model? (In-person)  TNTP - Session 1B: Strong Start:	TNTP - Session 2: Taking a Deeper Dive into Coaching Partnerships (Virtual)  <i>TNTP - Science of Reading asynchronous courses continue</i>	TNTP- Session 3: Lab Experience #1 (In-person)  <i>TNTP - Science of Reading asynchronous courses continue</i>	TNTP - Session 4: Understand the Content Coaching Cycle (Virtual)  <i>TNTP - Science of Reading asynchronous courses continue</i>	TNTP - Session 5: Lab School Experience #2  <i>TNTP - Science of Reading asynchronous courses continue</i>

January 2025	February 2025	March 2025	April 2025	May 2025
Launching Coaching Relationships (In-person)  <i>TNTP - Launch Science of Reading asynchronous courses</i>				
SMLC: Establishing Relationships and Identifying Need/Assets				
EL Fellows Quarterly Meeting  Regional EPP/PK-12 partnership meetings				EL Fellows Quarterly Meeting >

June 2025	July 2025	August 2025	September 2025
MO-DESE / RPDC Family Literacy Consultants Participation in coaching session Additional check in meeting with subgrantees			Quarterly check in
TNTP - Session 6A: Collective Calibration-Foundational Literacy Skills (virtual)  TNTP - Session 6B: Collective Calibration- Literacy Grade 3-12 (virtual)  <i>TNTP - Science of Reading asynchronous courses continue</i>  TNTP - Establish	TNTP - Session 7A: Maximizing Student Work in Reflective Coaching Conversations (virtual)  TNTP - Session 7B: Maximizing Student Work in Reflective Coaching Conversations (virtual)  <i>TNTP - Science of Reading asynchronous courses continue</i>	TNTP - Session 8: Preparing to launch building level literacy plans (In-person)  <i>TNTP - Science of Reading asynchronous courses continue</i>  TNTP - Monthly Virtual Check In with Literacy Lead	TNTP - Monthly Virtual Check In with Literacy Lead

<b>June 2025</b>	<b>July 2025</b>	<b>August 2025</b>	<b>September 2025</b>
Year 1 Building Literacy Plan -Visions, Goals, Priorities -Establish roles and responsibilities -Build Investment and Clear Communication -Progress Monitoring (September - April)	TNTP - Establish Year 1 Building Literacy Plan -Visions, Goals, Priorities -Establish roles and responsibilities -Build Investment and Clear Communication -Progress Monitoring (September - April)		
State Literacy Coaches - participate in literacy plan building	State Literacy Coaches - participate in literacy plan building	State Literacy Coaches - Mentor Coaching PD / Literacy Plan PD (September) K-5 Evidence Based Reading PD LETRS Check In	
		State Literacy Coaches - Support with K-3 reading assessment implementation and data analysis, developing RSP goals, supporting progress monitoring	
SMLC: MWPN Institute 4-12/CTE Programming Summer Launch Early Childhood Summer Launch		SMLC: 4-12/CTE: Culture of Literacy Programming  EC: Early Language and Literacy Practices That Work: establishing routines and a culture of kindergarten readiness	
EL Fellows Quarterly Meeting			

## Year 2

**October 1, 2025 - September 30, 2026**

<b>October 2025</b>	<b>November 2025</b>	<b>December 2025</b>
MO-DESE - establish plan for revision of state literacy plan, participate in TNTP sessions, regroups, PD, EL Fellows Quarterly check in		



<b>October 2025</b>	<b>November 2025</b>	<b>December 2025</b>
TNTP - Quarterly Learning Walk #1  TNTP - Instructional Leader Professional Development Convening  TNTP - Monthly Virtual Check In with Literacy Lead	TNTP-Virtual Community of Practice #1-Identify Trends and Priorities  TNTP - Monthly Virtual Check In with Literacy Lead	TNTP - Quarterly Learning Walk #2  TNTP - Instructional Leader Professional Development Convening  TNTP - Monthly Virtual Check In with Literacy Lead
State Literacy Coach / Building Coach - Coaching Cycle  State Literacy Coach / K-5 educator - Coaching Cycle		State Literacy Coaches - Mentor Coaching PD / Literacy Plan PD  State Literacy Coach / K-5 educator - Coaching Cycle  State Literacy Coaches - Support with K-3 reading assessment implementation and data analysis, developing RSP goals, supporting progress monitoring
SMLC: 4-12/CTE: Culture of Literacy Programming  EC: Early Language and Literacy Practices That Work: establishing routines and a culture of kindergarten readiness (Oct-Nov: Dial 4 Pre-Assessment)		
EL Fellows Quarterly Meeting  Regional EPP/PK-12 partnership meetings  Innovation Mini-Grants (TBA) - before Summit #1 due to sharing session		

<b>January 2026</b>	<b>February 2026</b>	<b>March 2026</b>	<b>April 2026</b>	<b>May 2026</b>
MO-DESE - gather Literacy Advisory Council for revision of state literacy plan, participate in TNTP sessions, regroup, PD, EL Fellows Quarterly check in				

<b>January 2026</b>	<b>February 2026</b>	<b>March 2026</b>	<b>April 2026</b>	<b>May 2026</b>
<p>TNTP-Virtual Community of Practice #2-Identify Trends and Priorities</p> <p>TNTP - Monthly Virtual Check In with Literacy Lead</p>	<p>TNTP - Quarterly Learning Walk #3</p> <p>TNTP - Instructional Leader Professional Development Convening</p> <p>TNTP - Monthly Virtual Check In with Literacy Lead</p>	<p>TNTP-Virtual Community of Practice #3-Identify Trends and Priorities</p> <p>TNTP - Monthly Virtual Check In with Literacy Lead</p>	<p>TNTP - Quarterly Learning Walk #4</p> <p>TNTP - Instructional Leader Professional Development Convening</p> <p>TNTP - Monthly Virtual Check In with Literacy Lead</p>	<p>TNTP-Virtual Community of Practice #4-Identify Trends and Priorities</p> <p>TNTP - Monthly Virtual Check In with Literacy Lead</p>
<p>State Literacy Coaches - Mentor Coaching PD / Literacy Plan PD</p> <p>State Literacy Coach / K-5 educator - Coaching Cycle</p> <p>State Literacy Coaches - Support with K-3 reading assessment implementation and data analysis, developing RSP goals, supporting progress monitoring</p>	<p>State Literacy Coach / Building Coach - Coaching Cycle</p> <p>K-5 Evidence Based Reading PD LETRS Check In</p>	<p>State Literacy Coach / K-5 educator - Coaching Cycle</p>	<p>K-5 Evidence Based Reading PD LETRS Check In</p>	<p>State Literacy Coach / K-5 educator - Coaching Cycle</p> <p>State Literacy Coaches - Support with K-3 reading assessment implementation and data analysis, developing RSP goals, supporting progress monitoring</p>

January 2026	February 2026	March 2026	April 2026	May 2026
SMLC: 4-12/CTE: Culture of Literacy Programming  EC: Early Language and Literacy Practices That Work: establishing routines and a culture of kindergarten readiness (March-April: Dial 4 Post Assessment)				
EL Fellows Quarterly Meeting  Regional EPP/PK-12 partnership meetings				EL Fellows Quarterly Meeting>

June 2026	July 2026	August 2026	September 2026
MO-DESE- communicate to all stakeholders revision of state literacy plan, participate in Summer PD			Quarterly check in
TNTP - Establish Year 2 Building Literacy Plan -Visions, Goals, Priorities -Establish roles and responsibilities -Build Investment and Clear Communication -Progress Monitoring (September - April)		TNTP - Establish Year 2 Building Literacy Plan -Visions, Goals, Priorities -Establish roles and responsibilities -Build Investment and Clear Communication -Progress Monitoring (September - April)	
TNTP - Monthly Virtual Check In with Literacy Lead	TNTP - Monthly Virtual Check In with Literacy Lead	TNTP - Monthly Virtual Check In with Literacy Lead	TNTP - Monthly Virtual Check In with Literacy Lead
State Literacy Coaches - participate in literacy plan building	State Literacy Coaches - participate in literacy plan building  Coaches and K-5 Summer Professional Learning	State Literacy Coaches - Mentor Coaching PD / Literacy Plan PD  (September) K-5 Evidence Based Reading PD LETRS Check In  State Literacy Coaches - Support with K-3 reading assessment implementation and data analysis, developing RSP goals, supporting progress monitoring	
SMLC: MWPNI Institute 4-12/CTE Programming Summer		SMLC: 4-12/CTE: Source Based Argument Programming	

June 2026	July 2026	August 2026	September 2026
Launch/Early Childhood Summer Launch		EC: Early Writing: A focus on building young children’s writing and early literacy foundations	
EL Fellows - Literacy Teacher Preparation Summit			
<EL Fellows Quarterly Meeting (June)			

### Year 3

October 1, 2026 - September 30, 2027

October 2026	November 2026	December 2026
MO-DESE participate in TNTP sessions, regroupings, PD, EL Fellows Quarterly check in		
TNTP - Quarterly Learning Walk #1  TNTP - Instructional Leader Professional Development Convening  TNTP - Monthly Virtual Check In with Literacy Lead	TNTP-Virtual Community of Practice #1-Identify Trends and Priorities  TNTP - Monthly Virtual Check In with Literacy Lead	TNTP - Quarterly Learning Walk #2  TNTP - Instructional Leader Professional Development Convening  TNTP - Monthly Virtual Check In with Literacy Lead
State Literacy Coach / Building Coach - Coaching Cycle  State Literacy Coach / K-5 educator - Coaching Cycle		State Literacy Coaches - Mentor Coaching PD / Literacy Plan PD  State Literacy Coach / K-5 educator - Coaching Cycle  State Literacy Coaches - Support with K-3 reading assessment implementation and data analysis, developing RSP goals, supporting progress monitoring
SMLC:		

<b>October 2026</b>	<b>November 2026</b>	<b>December 2026</b>
4-12/CTE: Source Based Argument Programming; Pre-writing assessment		
EC: Early Writing: A focus on building young children's writing and early literacy foundations (Oct-Nov: Dial 4 Pre-Assessment)		
EL Fellows Quarterly Meeting		
Regional EPP/PK-12 partnership meetings		
Innovation Mini-Grants (TBA) - before Summit #2 due to sharing session		

<b>January 2027</b>	<b>February 2027</b>	<b>March 2027</b>	<b>April 2027</b>	<b>May 2027</b>
MO-DESE participate in TNTP sessions, regroups, PD, EL Fellows Quarterly check in				
TNTP-Virtual Community of Practice #2-Identify Trends and Priorities  TNTP - Monthly Virtual Check In with Literacy Lead	TNTP - Quarterly Learning Walk #3  TNTP - Instructional Leader Professional Development Convening  TNTP - Monthly Virtual Check In with Literacy Lead	TNTP-Virtual Community of Practice #3-Identify Trends and Priorities  TNTP - Monthly Virtual Check In with Literacy Lead	TNTP - Quarterly Learning Walk #4  TNTP - Instructional Leader Professional Development Convening  TNTP - Monthly Virtual Check In with Literacy Lead	TNTP-Virtual Community of Practice #4-Identify Trends and Priorities  TNTP - Monthly Virtual Check In with Literacy Lead
State Literacy Coaches - Mentor Coaching PD / Literacy Plan PD  State Literacy	State Literacy Coach / Building Coach - Coaching Cycle  K-5 Evidence Based Reading PD	State Literacy Coach / K-5 educator - Coaching Cycle	K-5 Evidence Based Reading PD LETRS Check In	State Literacy Coach / K-5 educator - Coaching Cycle  State Literacy Coaches - Support with

January 2027	February 2027	March 2027	April 2027	May 2027
Coach / K-5 educator - Coaching Cycle  State Literacy Coaches - Support with K-3 reading assessment implementation and data analysis, developing RSP goals, supporting progress monitoring	LETRS Check In			K-3 reading assessment implementation and data analysis, developing RSP goals, supporting progress monitoring
SMLC: 4-12/CTE: Source Based Argument Programming; Post-writing Assessment  EC: Early Writing: A focus on building young children's writing and early literacy foundations (March-April: Dial 4 Post Assessment)				
EL Fellows Quarterly Meeting  Regional EPP/PK-12 partnership meetings				EL Fellows Quarterly Meeting>

June 2027	July 2027	August 2027	September 2027
MO-DESE participate in Summer PD			Quarterly check in
TNTP - Establish Year 3 Building Literacy Plan -Visions, Goals, Priorities -Establish roles and responsibilities -Build Investment and Clear Communication -Progress Monitoring (September - April)		TNTP - Establish Year 3 Building Literacy Plan -Visions, Goals, Priorities -Establish roles and responsibilities -Build Investment and Clear Communication -Progress Monitoring (September - April)	
TNTP - Monthly	TNTP - Monthly	TNTP - Monthly	TNTP - Monthly

<b>June 2027</b>	<b>July 2027</b>	<b>August 2027</b>	<b>September 2027</b>
Virtual Check In with Literacy Lead	Virtual Check In with Literacy Lead	Virtual Check In with Literacy Lead	Virtual Check In with Literacy Lead
State Literacy Coaches - participate in literacy plan building	State Literacy Coaches - participate in literacy plan building  Coaches and K-5 Summer Professional Learning	State Literacy Coaches - Mentor Coaching PD / Literacy Plan PD  (September) K-5 Evidence Based Reading PD LETRS Check In  State Literacy Coaches - Support with K-3 reading assessment implementation and data analysis, developing RSP goals, supporting progress monitoring	
SMLC: MWPN Institute 4-12/CTE Programming Summer Launch/Early Childhood Summer Launch		SMLC: 4-12/CTE: Source Based Argument Programming  EC: Family and Community Literacies: Building Reciprocal Relationships with Family and Community	
<EL Fellows Quarterly Meeting			

#### **Year 4**

**October 1, 2027 - September 30, 2028**

<b>October 2027</b>	<b>November 2027</b>	<b>December 2027</b>
MO-DESE- participate in TNTP sessions, regroups, PD, EL Fellows Quarterly check in		
TNTP - Quarterly Learning Walk #1  TNTP - Instructional Leader Professional Development Convening  TNTP - Monthly Virtual Check In with Literacy Lead	TNTP-Virtual Community of Practice #1-Identify Trends and Priorities  TNTP - Monthly Virtual Check In with Literacy Lead	TNTP - Quarterly Learning Walk #2  TNTP - Instructional Leader Professional Development Convening  TNTP - Monthly Virtual Check In with Literacy Lead

October 2027	November 2027	December 2027
State Literacy Coach / Building Coach - Coaching Cycle  State Literacy Coach / K-5 educator - Coaching Cycle		State Literacy Coaches - Mentor Coaching PD / Literacy Plan PD  State Literacy Coach / K-5 educator - Coaching Cycle  State Literacy Coaches - Support with K-3 reading assessment implementation and data analysis, developing RSP goals, supporting progress monitoring
SMLC: 4-12/CTE: Source Based Argument Programming; Pre-writing assessment  EC: Family and Community Literacies: Building Reciprocal Relationships with Family and Community (Oct-Nov: Dial 4 Pre-Assessment)		
EL Fellows Quarterly Meeting  Regional EPP/PK-12 partnership meetings  Innovation Mini-Grants (TBA) - before Summit #2 due to sharing session		

January 2028	February 2028	March 2028	April 2028	May 2028
<b>MO-DESE-</b> participate in TNTP sessions, regroups, PD, EL Fellows Quarterly check in				
TNTP-Virtual Community of Practice #2-Identify Trends and Priorities  TNTP - Monthly Virtual Check In with Literacy	TNTP - Quarterly Learning Walk #3  TNTP - Instructional Leader Professional Development	TNTP-Virtual Community of Practice #3-Identify Trends and Priorities  TNTP - Monthly Virtual Check In with Literacy	TNTP - Quarterly Learning Walk #4  TNTP - Instructional Leader Professional Development	TNTP-Virtual Community of Practice #4-Identify Trends and Priorities  TNTP - Monthly Virtual Check In with Literacy



January 2028	February 2028	March 2028	April 2028	May 2028
Lead	Convening  TNTP - Monthly Virtual Check In with Literacy Lead	Lead	Convening  TNTP - Monthly Virtual Check In with Literacy Lead	Lead
State Literacy Coaches - Mentor Coaching PD / Literacy Plan PD  State Literacy Coach / K-5 educator - Coaching Cycle  State Literacy Coaches - Support with K-3 reading assessment implementation and data analysis, developing RSP goals, supporting progress monitoring	State Literacy Coach / Building Coach - Coaching Cycle  K-5 Evidence Based Reading PD LETRS Check In	State Literacy Coach / K-5 educator - Coaching Cycle	K-5 Evidence Based Reading PD LETRS Check In	State Literacy Coach / K-5 educator - Coaching Cycle  State Literacy Coaches - Support with K-3 reading assessment implementation and data analysis, developing RSP goals, supporting progress monitoring
SMLC: 4-12/CTE: Source Based Argument Programming; Post-writing assessment  EC: Family and Community Literacies: Building Reciprocal Relationships with Family and Community (March-April: Dial 4 Post Assessment)				
EL Fellows Quarterly Meeting				EL Fellows Quarterly Meeting>

January 2028	February 2028	March 2028	April 2028	May 2028
EL Fellows - Administer Reading Preparation in Initial Teacher Programs Survey  Regional EPP/PK-12 partnership meetings				

June 2028	July 2028	August 2028	September 2028
MO-DESE- participate in summer PD			Quarterly check in
TNTP - Establish Year 5 Building Literacy Plan -Visions, Goals, Priorities -Establish roles and responsibilities -Build Investment and Clear Communication -Progress Monitoring (September - April)			
TNTP - Monthly Virtual Check In with Literacy Lead	TNTP - Monthly Virtual Check In with Literacy Lead	TNTP - Monthly Virtual Check In with Literacy Lead	TNTP - Quarterly Learning Walk #1
State Literacy Coaches - participate in literacy plan building	State Literacy Coaches - participate in literacy plan building  Coaches and K-5 Summer Professional Learning	State Literacy Coaches supports -Literacy Plan PD  (September) K-5 Evidence Based Reading PD LETRS Check In  State Literacy Coaches - Support with K-3 reading assessment implementation and data analysis, developing RSP goals, supporting progress monitoring	
SMLC: MWPNI Institute 4-12/CTE Programming Summer Launch/Early Childhood Summer Launch		SMLC: 4-12/CTE: Source Based Argument Programming  EC: Going Public with Practice: developing teacher leadership and opportunities to share with and across early childhood contexts	
EL Fellows - Literacy Teacher Preparation Summit			

June 2028	July 2028	August 2028	September 2028
<EL Fellows Quarterly Meeting			

## Year 5

October 1, 2028 - September 30, 2029

October 2028	November 2028	December 2028
<b>MO-DESE-</b> participate in TNTP sessions, regroup, PD, EL Fellows Quarterly check in		
TNTP - Monthly Virtual Check In with Literacy Lead	TNTP - Quarterly Learning Walk #2  TNTP - Monthly Virtual Check In with Literacy Lead	TNTP - Monthly Virtual Check In with Literacy Lead
State Literacy Coach supports Building Coach - Coaching Cycle  State Literacy coach and building coach establish vision for sustainability plan	State Literacy coach and building coach begin developing sustainability plan and effective coaching resources	State Literacy Coaches supports Literacy Plan PD  State Literacy Coaches - Support with K-3 reading assessment implementation and data analysis, developing RSP goals, supporting progress monitoring
<b>SMLC</b>  4-12/CTE: Source Based Argument Programming; Pre-writing assessment  EC: Going Public with Practice: developing teacher leadership and opportunities to share with and across early childhood contexts (Oct-Nov: Dial 4 Pre-Assessment)		
EL Fellows Quarterly Meeting  Regional EPP/PK-12 partnership meetings		

January 2029	February 2029	March 2029	April 2029	May 2029
<b>MO-DESE-</b> participate in TNTP sessions, regroup, PD, EL Fellows				

January 2029	February 2029	March 2029	April 2029	May 2029
Quarterly check in				
<p>TNTP - Quarterly Learning Walk #3</p> <p>TNTP - Monthly Virtual Check In with Literacy Lead</p>	<p>TNTP - Monthly Virtual Check In with Literacy Lead</p>	<p>TNTP - Quarterly Learning Walk #4</p> <p>TNTP - Monthly Virtual Check In with Literacy Lead</p>	<p>TNTP - Monthly Virtual Check In with Literacy Lead</p>	<p>TNTP - Establish Year 6 Building Literacy Plan</p> <ul style="list-style-type: none"> <li>-Visions, Goals, Priorities</li> <li>-Establish roles and responsibilities</li> <li>-Build Investment and Clear Communication</li> <li>-Progress Monitoring</li> </ul> <p>TNTP - Monthly Virtual Check In with Literacy Lead</p>
<p>State Literacy Coaches supports Literacy Plan check ins</p> <p>State Literacy Coach supports building coach in K-5 educator - Coaching Cycle</p> <p>State Literacy Coaches - Support with K-3 reading assessment implementation and data analysis,</p>	<p>State coach offers support</p> <ul style="list-style-type: none"> <li>-Building Coach</li> <li>-K-5 Evidence Based Reading PD</li> </ul> <p>LETRS Check In</p> <p>State Literacy coach and building coach continue developing sustainability plan and effective coaching resources</p>	<p>State Literacy Coach supports building coach in K-5 educator - Coaching Cycle</p>	<p>State coach offers support</p> <ul style="list-style-type: none"> <li>Building Coach</li> <li>K-5 Evidence Based Reading PD</li> </ul> <p>LETRS Check In</p> <p>State Literacy coach and building coach finalize sustainability plan and effective coaching resources</p>	<p>State Literacy Coach supports K-5 educator - Coaching Cycle</p> <p>State Literacy Coaches - Support with K-3 reading assessment implementation and data analysis, developing RSP goals, supporting progress monitoring</p>

<b>January 2029</b>	<b>February 2029</b>	<b>March 2029</b>	<b>April 2029</b>	<b>May 2029</b>
developing RSP goals, supporting progress monitoring				
<b>SMLC</b>  4-12/CTE: Source Based Argument Programming; Post-writing assessment  EC: Going Public with Practice: developing teacher leadership and opportunities to share with and across early childhood contexts (March-April: Dial 4 Post Assessment)				
EL Fellows Quarterly Meeting  EL Fellows - Administer Reading Preparation in Initial Teacher Programs Survey  Regional EPP/PK-12 partnership meetings				EL Fellows Quarterly Meeting>

<b>June 2029</b>	<b>July 2029</b>	<b>August 2029</b>	<b>September 2029</b>
<b>MO-DESE-</b> participate in celebrations			Quarterly check in
TNTP - Establish Year 6 Building Literacy Plan -Visions, Goals, Priorities -Establish roles and responsibilities -Build Investment and Clear Communication -Progress Monitoring (September - April)  TNTP - Monthly Virtual Check In with Literacy Lead			

June 2029	July 2029	August 2029	September 2029
State Literacy Coaches - participate in literacy plan building	State Literacy coach and building coach share sustainability plan and effective coaching resources  Celebration	State Literacy Coaches - Check in with K-3 reading assessment implementation and data analysis, developing RSP goals, supporting progress monitoring  Final Reporting	
SMLC: MWPNI Institute 4-12/CTE Programming Summer Celebration/Early Childhood Summer Celebration		SMLC Data analysis and reporting	SMLC Data analysis and reporting
<EL Fellows Quarterly Meeting			



**Other Attachment File(s)**

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\* Mandatory Other Attachment Filename:

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





UNITED STATES DEPARTMENT OF EDUCATION  
OFFICE OF FINANCE AND OPERATIONS  
OFFICE OF ACQUISITION, GRANTS, AND RISK MANAGEMENT

June 4, 2024

Ms. Jennifer Frank  
Coordinator of Accounting  
Missouri Department of Elementary & Secondary Education  
205 Jefferson Street  
P.O. Box 480  
Jefferson City, MO 65102-0480

Reference: Agreement No. 2024-099

Dear Ms. Frank:

The original and one copy of the Indirect Cost Rate Agreement are enclosed. These documents reflect an understanding reached by your organization and the U.S. Department of Education. The rates agreed upon should be used for computing indirect cost associated with cost reimbursable grants, contracts and applications funded by this Department and other Federal Agencies.

After reviewing the Rate Agreement, please confirm acceptance by having the original signed by a duly authorized representative of your organization and returned within thirty (30) calendar days from the date of this letter. Please return to the Indirect Cost Division (ICD) Director, Andre Hylton at [REDACTED], and System Administrator, Catherine Hull at [REDACTED].

The enclosed copy of this agreement should be retained for your files. If there are any questions, please contact Kayon Graham at [REDACTED].

The next indirect cost rate proposal based on actual data for the year ending June 30, 2024 is due by December 31, 2024. This proposal should be submitted electronically to the ICD contacts above. Please note our email provider will not accept files greater than 15MB in size. Please be aware any proposals sent to negotiators, or anyone other than those stated here, will not be considered official submissions, and will not be recognized in our system.

Sincerely,

[REDACTED]

Andre Hylton  
Director, Indirect Cost Division  
Office of Acquisition, Grants, and Risk Management

400 MARYLAND AVE. S.W., WASHINGTON, DC 20202-4500  
[www.ed.gov](http://www.ed.gov)

*The Department of Education's mission is to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access.*



**INDIRECT COST RATE AGREEMENT  
STATE EDUCATION AGENCY**

**Organization:**

Missouri Department of Elementary & Secondary  
Education  
205 Jefferson Street  
P.O. Box 480  
Jefferson City, MO 65102-0480

**Date:** June 4, 2024

**Agreement No:** 2024-099

**Filing Reference:** This replaces previous  
Agreement No. 2023-084

**Dated:** 8/25/2023

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

**Section I - Rates and Bases**

<b><u>Type</u></b>	<b><u>From</u></b>	<b><u>To</u></b>	<b><u>Rate</u></b>	<b><u>Base</u></b>	<b><u>Applicable To</u></b>
Fixed	7/1/2023	6/30/2024	8.1%	MTDC	Unrestricted
Fixed	7/1/2023	6/30/2024	4.5%	MTDC	Restricted
Fixed	7/1/2024	6/30/2025	7.2%	MTDC	Unrestricted
Fixed	7/1/2024	6/30/2025	5.1%	MTDC	Restricted

**Distribution Base:**

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

**Applicable To:**

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

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

**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

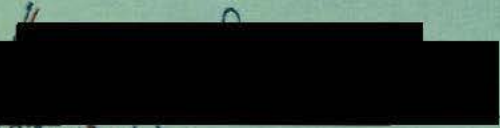
Alternative Reimbursement Methods: If any federal programs are reimbursing indirect costs by a methodology other than the approved rates in this agreement, such costs should be credited to the programs and the approved rates should be used to identify the maximum amount of indirect costs allocable.

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:

Missouri Department of Elementary & Secondary  
Education  
205 Jefferson Street  
P.O. Box 480  
Jefferson City, MO 65102-0480



Signature

Margie Vandeven

Name

Commissioner of Education

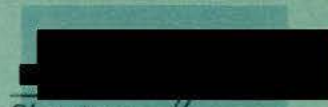
Title

June 9, 2024

Date

#### For the Federal Government:

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



Signature

Andre Hylton

Name

Director, Indirect Cost Division

Title

June 4, 2024

Date

Negotiator:

Telephone Number:



**Cassandra Beaty**  
**CLSD Director, Office of College and Career Readiness, Missouri Department of**  
**Elementary and Secondary Education**

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**Certifications**

- Missouri State Teaching Certificate
- Current enrollment LETRS Volume I and Aspire

**Education**

- Bachelor's of Arts in Elementary Education  
Athens State University

**Awards**

- Teacher of the Year - Cowart Elementary, Athens, AL
- 

**Experience**

**Comprehensive Literacy State Development Director, Missouri Department of Elementary and Secondary Education / February 2024 - present**

- Coordinate literacy efforts across the Office of College and Career Readiness.
- Establish and maintain meaningful collaboration between the CLSD program and literacy-related efforts across the agency.
- Manage multiple grant activities, specifically the Missouri CLSD Program, established through the Office of Well Rounded Education Programs at the U. S. Department of Education.
- Use data to assess and inform literacy programs and develop technical assistance for school districts.
- Establish partnerships that support literacy development efforts in Missouri; communicate and collaborate with CLSD partners across the State of Missouri.
- Provide support services and tools to early childhood centers, schools and Local Education Authorities (LEAs) participating in the Missouri CLSD Program.
- Maintain ongoing outreach to Missouri CLSD participants, Missouri schools and other stakeholders; develop and lead new initiatives as appropriate.
- Provide for dissemination of information and resources developed in support of the CLSD Program across multiple channels (e.g., published reports, webinars, conference presentations and online news releases), adhering to the U.S. Department of Education's guidelines.
- Manage contracts with external entities.
- Coordinate the activities of a literacy advisory committee as required by the CLSD grant.
- Manage a process to review and revise the state literacy plan as required by the CLSD grant.
- Manage a process to conduct literacy needs assessments as required by the CLSD grant.



- Develop and manage a process to make sub-awards as required by the CLSD grant.
- Coordinate the implementation of various evaluation protocols to review findings and monitor progress.
- Assist early childhood centers, schools and LEAs implementing Missouri CLSD activities and the development of local literacy plans.
- Prepare regular status reports.
- Schedule and prepare materials for stakeholder meetings.
- Conduct other duties and functions as assigned by department leadership.

**Director of English Language Arts, Missouri Department of Elementary and Secondary Education / May 2023 - February 2024**

- Provides assistance to LEAs regarding development and implementation of effective instruction
- Organize and conduct professional development
- Create and maintain contractual agreements with various stakeholders
- Maintain communication with Missouri educators
- Assist local educators with interpretation and implementation of Missouri Learning Standards
- Assist in communicating statewide English Language Arts mandates
- Literacy Team Member - Assist Literacy Team in Read, Lead, Exceed Initiatives
- Assist in publication of Read, Lead, Exceed documents
- Participate in ongoing professional development, trainings and workshop, specific to Science of Reading
- Collaborate with State Literacy and K-12 consultants
- Provide content expertise for the development and implementation of the Missouri Assessment Program, maintain timelines, conduct reviews and provide time sensitive feedback
- Collaborate with Assessment directors and various team members within the Department of Education
- Maintain English Language Arts webpage
- Facilitate United States Senate Youth Program

**Teacher**

Southern Boone Elementary School, Ashland, MO / Aug 2019 - May 2023

Athens City School System, Athens, AL / Jan 2014 - May 2019

- Establish clear objectives for all lessons, units, and projects and communicate those objectives to students.
- Meet with parents and guardians to discuss their children's progress and to determine priorities for their children and their resource needs.
- Observe and evaluate students' performance, behavior, social development, and physical health.
- Prepare, administer, and grade tests and assignments to evaluate students' progress.
- Confer with parents or guardians, teachers, counselors, and administrators to resolve students' behavioral and academic problems.
- Use computers, audio-visual aids, and other equipment and materials to supplement presentations.
- Prepare for assigned classes and show written evidence of preparation upon request of immediate supervisors.
- Maintain accurate and complete student records as required by laws, district policies, and administrative regulations.
- Meet with other professionals to discuss individual students' needs and progress.

- Prepare objectives and outlines for courses of study, following curriculum guidelines or requirements of states and schools.
- Confer with other staff members to plan and schedule lessons promoting learning, following approved curricula.
- Prepare reports on students and activities as required by administration.
- Plan and supervise class projects, field trips, visits by guest speakers or other experiential activities, and guide students in learning from those activities.
- Attend professional meetings, educational conferences, and teacher training workshops to maintain and improve professional competence.
- Attend staff meetings and serve on committees, as required.
- Collaborate with other teachers and administrators in the development, evaluation, and revision of elementary school programs.

### **Instructional Coach**

Southern Boone Elementary School, Ashland, MO / Aug 2021 -May 2022

- Analyze data, using statistical methods and applications, to evaluate the outcomes and effectiveness of workplace programs.
- Facilitate organizational development and change.
- Identify training and development needs.
- Formulate and implement training programs, applying principles of learning and individual differences.
- Plan and conduct teacher training programs and conferences dealing with new classroom procedures, instructional materials and equipment, and teaching aids.
- Observe work of teaching staff to evaluate performance, and to recommend changes that could strengthen teaching skills.
- Confer with members of educational committees and advisory groups to obtain knowledge of subject areas, and to relate curriculum materials to specific subjects, individual student needs, and occupational areas.
- Research, evaluate, and prepare recommendations on curricula, instructional methods, and materials for school systems.
- Advise teaching and administrative staff in curriculum development, use of materials and equipment, and implementation of state and federal programs and procedures.
- Recommend purchase of instructional materials, supplies, equipment, and visual aids designed to meet student educational needs and district standards.
- Address public audiences to explain program objectives
- Prepare program goals, or assist in their preparation.

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### **Professional Experience**

- CCSSO Member ELA
- LETRS and Aspire Training - current
- Professional Development Planning - ELA content meetings, Literacy Summit
- MSIP Advisory Team Member
- Competency Based Education Grant Reviewer
- United State Senate Youth Program Facilitator
- DCI-MTSS Team Member
- Southern Boone Mentor Teacher
- Standards Based Grading Committee
- Standards Based Grading Transition and Implementation - aligning standards and curriculum, creating success criteria



- 1 year serving as ELA Team Facilitator
- 2 years serving as ELA Team Member (building and district)
- 3 years serving on Instructional Development Committee
- Tier 2 and Tier 3 Team Member Leadership Team Member (2021-2022)
- 5th Grade Transition Team member (2021-2022)
- Math Team Member (2021-2022)
- Science Team Member (2020-2021)
- PBS Team Member (2019-2020)
- STEM School Educator 2016-2017 Mentor - new teacher
- Member of Instructional leadership Team (2 years)
- National Council of Teachers of Mathematics Conference -DC
- Multiple Pacing Guide Revisions and Development (Reading, Writing, Science and Math - 4th Grade, 3rd Grade)
- 9 weeks Common Core Readiness (Standards Overview Development)
- Common Assessment Revision and Development
- Implementation of Project Based Learning
- Grade Level Lead Teacher- 4th grade
- Professional Learning Team Facilitator
- PowerUp Session Presenter - 2015 (Project Based Learning integrating technology)
- Alabama Educational Technology Conference Presenter - Hoover, Al (Tools for Students Engagement) Presenter Athens City Schools professional learning day- 2017 (Project Based Learning and Room Transformations)



# Heather Knight

## Curriculum Vita

### Academic Degrees

In progress	<b>Ph.D. Learning, Teaching, &amp; Curriculum: Language and Literacy (ABD)</b> University of Missouri, Columbia
2013	<b>Master of Science in Education, English</b> Missouri State University
2001	<b>Bachelor of Science in Education, Secondary Education, English Major</b> Missouri State University

### Credentials

Missouri Teacher's Certificate - Secondary English, Certified 9-12  
Twenty Years Teaching Experience – Public, Private, and University level  
Adult Learner Training Certificate  
Cognitive Coaching Certificate  
Qualitative Research Certificate

### Teaching & Educator Experience

2021 – Current	<b><u>Coordinator of Literacy, Office of College and Career Readiness, Department of Elementary and Secondary Education:</u></b> Coordinate the literacy efforts of the Department, including implementing state-wide literacy initiatives, 50 literacy consultants located in ten state funded regional professional development centers, support DESE Literacy Directors in planning, implementing, and monitoring new legislative literacy requirements.
2018 - 2021	<b><u>Doctoral Student and Graduate Assistant, University of Missouri, Columbia:</u></b> Along with doctoral studies, my duties have included teaching Reading & Writing in the Content Areas to pre-service content area educators; teaching Teaching English Language Arts II to pre-service English teachers, supervise and evaluate student teacher field experience, Research Asst. to Dr. Mike Metz in language awareness study, Research Asst. for Missouri Language and Literacy Center. Facilitate professional learning for Missouri Writing Project in partner districts for teachers participating in the i3 Scale Up grant for the College, Career, and Community Writers Program
2018 - 2021	<b><u>Independent Educational Consultant:</u></b> Develop and facilitate multi-year professional development programs for area school districts.
2016- 2021	<b><u>NWP i3 C3WP Leadership Team:</u></b> Plan and deliver professional learning sessions for writing project sites participating in the Investing in Innovation Scale Up Grant for the C3WP. Provide individual site support for two local sites in MS and OK.
2017- 2018	<b><u>Professional Learning Coordinator, MSU's Center for College, Career, and Community:</u></b> Develop professional learning contracts with area rural school districts; coordinate, plan, and deliver year-long professional learning plans in area rural schools, mentor and support CWCCC facilitators; collect, reflect, and report data from professional learning events.
2013- 2018	<b><u>Co-Director, Ozarks Writing Project:</u></b> Coordinate, develop, and deliver professional learning events for area schools focused on college-ready writing.

- 2015 SP/FA **Online Course Instructor, MWPN CTE Online Study Group:** Instructor, ENG 565/665, Missouri State University
- 2013-2016 **Per Course Faculty Member :** Instructor, ENG 210, Missouri State University
- 2011-2013 **Graduate Teaching Assistant:** Instructor, ENG 110 & 210, Missouri State University
- 2005-2011 **Teacher:** Fourth – Sixth Grade, Ninth – Twelfth Grade English & History, Lebanon, MO
- 2001-2005 **Teacher:** Tenth – Twelfth Grade English, Lebanon Senior High School, Lebanon, MO

### **National & State Conference Presentation**

- Knight, H, Olsen, C., Woodard, S. (November 2020). Creating a Culture of Argument throughout the Academic Year. *Accepted Proposal* for 2020 NCTE Annual Convention
- Metz, M., Knight, H. (November 2020). Supporting Linguistic and Cultural Diversity through Inclusive Instructional Practices. *Accepted Proposal* for 2020 NCTE Annual Convention
- Knight, H., Denstadt, L., (November, 2019). Putting Formative Assessment into the Hands of Students: Inquiring Instead of Fixing. NCTE Annual Convention 2019
- Payne, H., Boyle, B., Dziedzic, M., Fox, P., Freundlich, S., (November, 2017). Because Money Matters: How Successful NWP Sites Thrive. NWP Annual Meeting 2017
- Payne, H., (September, 2017) You get to Share! You get to Share! Everybody gets to Share! Writing & Thinking Conf. 2017
- Payne, H., Freeman, C. (March 2017). Ugh! Who Wants to Memorize? Writing & Thinking Conf. 2017
- Payne, H. McAvoy, T (March, 2017). Opinion Writing in the Elementary World and Beyond. DESE Workshop 2017
- Payne, H. (November, 2016). Selling CRWP Professional Development. NWP Annual Meeting 2016
- Payne, H. (February, 2016). Vocational Vocabulary: Demystifying the Language of Your Field. Writing & Thinking Conf. 2016
- Payne, H. (February, 2016). On-Demand and In a Hurry: Writing for Content Area Classrooms. Writing & Thinking Fall Conf. 2016
- Payne, H. (February, 2016). Creating a Culture of Argument in the Classroom – It's a Good Thing. Write to Learn 2016
- Payne, H. (February, 2015). The Argument Highway: A metaphor for using quotes. Write to Learn 2015
- Payne, H. (February, 2015). Building Literacy in the CTE Classroom. Writing & Thinking Fall Conf. 2015
- Payne, H., English, C., Appel, C. (November, 2014). The Digital Divide in Rural Schools. NCTE 2014 Annual Convention
- Payne, H. (February, 2014). A Picture Is Worth a Thousand Words.....and a Really Good Argument. Write to Learn 2014
- Payne, H. (October, 2013). Better Answers, Better Students: Helping students develop constructed response answers. Writing & Thinking Conference 2013.
- Payne, H. (November, 2012). Connect! Create Meaningful Student Interactions Using Small Groups, Digital Media, and Critical Conversations in the Classrooms. NCTE 2012 Annual Convention

### **Professional Activities and Committee Work**

- 2017 – 2021 National Leadership Team, NWP i3 Scale-up Grant, College Ready Writers Program
- 2015 – 2021 Professional Development Facilitator
- 2015 – 2018 Missouri Writing Projects – Leadership Team



2017 – 2018	Professional Learning Coordinator, MSU's Center for Writing in College, Career, & Community
2016 – 2018	Site Coordinator and Lead Facilitator, SEED Grant High Needs CRWP Evaluation
2016 – 2018	Leadership Team, Pathways to Leadership Design Team, NWP SEED Grant – MWP
2016 – 2017	Coordinator and Site Leader for CRWP Advanced Institute funded by NWP SEED Grant
2015 – 2018	Co-Director Ozarks Writing Project – Develop PD, Site Leader, Coordinate TC training
2015 – 2016	Coordinator and Lead Instructor for CTE Online Study Group funded by DESE and MWP
2013 – 2016	Site Coordinator and Leadership Committee, OWP i3 College Ready Writers Program
2012-2013	Writing Fellow, Pilot year of Writing Fellows Program, Missouri State University
2012-2013	Graduate Mentor, Graduate Mentor Leadership Program to support first year graduate assistants
2012-2013	Co-Facilitator for Ozarks Writing Project at Scott Regional Technology Center
2012-2013	Assistant Facilitator for Writing and Thinking Institute, Ozarks Writing Project SEED Grant Professional Development program for Central High School, Springfield, MO
2012	Developed, organized, and facilitated the 1 <sup>st</sup> Annual Authors' Studio, a summer writing camp for high school students.
2005	Developed, piloted, and implemented a school-wide character education curriculum for Lebanon Senior High School

### **Professional Development**

Network for Educator Effectiveness (NEE) Evaluator Training, University of Missouri

STEM Literacy Project Leadership Team Training

Cognitive Coaching Training

Adult Learner Training

Quality Professional Development Facilitator Training

Online Learning Experience: Teaching Argument Writing Online - National Writing Project

National Writing Project, i3 Grant College Ready Writers Program- Site Leadership development

Ozarks Writing Project Invitational Summer Institute

Annual Conference of the National Council of Teachers of English – attended 2011, 2012, 2013, 2014, 2015, 2016, 2017, 2018, and 2019.

Annual Write to Learn Conference – attended 2011, 2012, 2013, 2014, 2015, 2016, 2017, 2018

Annual National Writing Project Meeting/Conference – attended 2011, 2012, 2013, 2015, 2016, 2017, 2018, and 2019.

Annual National Writing Project Spring Meeting – attended 2013, 2015, 2016, 2017

Character Education Leader Training



**Cammy  
Goucher**



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**Skills**

Provides leadership, supervision, guidance, and support for English Language Development (ELD). Multifaceted instructor, instructional leader, and well-received presenter and professional development facilitator.

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**Experience**

**Missouri Department of Elementary and Secondary Education (DESE), Office of College and Career Readiness / English Language Development and World Language Director**

August 2019 - Present

- Provides statewide leadership for ELD and World Languages instructional, curricular, and professional development initiatives for teachers, principals, and other school-based educators
- Leads in the use of language proficiency data and state-level assessment and achievement data to improve the overall achievement of English Language Learners (ELs).
- Provides programmatic leadership to share the knowledge base of issues related to ELD and World Language programs.
- Coordinates policy analysis and policy development related to ELD and World Language curriculum and instruction.
- Collaborates with universities and colleges to expand and maintain ELD training programs.
- Represents the State at local, state, and national meetings pertaining to English Language Development and World Languages.
- Oversees the state Seal of Biliteracy.
- A member of the State Literacy Team aiding with guidance regarding the literacy needs of ELs in Missouri.
- Member of the DESE Diversity and Inclusion Team
- The DESE designee for the Missouri Holocaust Commission
- Project Advisory Board member of the Show Me Multiliteracy Project Grant for Missouri State University

**Neosho School District / ELD Coordinator/ELD Instructional Specialist**

August 2000 - May 2019

- Implemented differentiated and proficiency-based lessons daily/ weekly for approximately 120 students
- Authored district ELD curriculum and LAU Plan
- Provided professional development to new teaching staff on working with English Language Learners (ELs) and SIOP lesson design (2016-2019)
- Created Canvas training on teaching ELLs for Neosho School District (2016-2019)
- iELT-Ozarks Project Advisory Board member and Practicum Supervisor (2016-2019)
- Presented at Preservice Teacher Seminars for MSU, MSSU and Crowder College (2013-2018)
- Coordinator of the Seal of Biliteracy for Neosho School District (2017-2019)
- Designed and implemented an ELD "Coaching" model in Neosho School District (2017-2019)
- Dynamic Learning Maps assessment bias and sensitivity reviewer (2008, 2015)
- CLIMBs facilitator- provided CLIMBs training for the Neosho School District (2014-2017)
- Presenter at: MELL Conferences (2012, 2013, 2014); MSDC Conference (2012 and 2014); MidTESOL Conference (2016); SWC EdTech Conference (2016-2019); SW Region MELL workshops (2013-2019)
- Completed State Leadership Academy and ELD Leadership training (2016-2018)
- Neosho School District Curriculum Committee (2000-2019)
- MSIP review committee (2001-2016)
- District EdTech trainer with an emphasis on technology to assist ELLs (2013-2016)
- Professional Development Committee Officer (2013-2019)



- Mentor for new teachers (2013-2019)

#### **Neosho School District / Fifth-Grade Teacher**

August 1995- May 2000 Neosho, MO

- Implemented differentiated grade-level lessons for approximately 30 students daily
- Authored lessons/units of instruction for District 5th-grade curriculum
- Co-authored and received State Incentive Grant for ESL entitled "Making English Bearable" (1995)
- Presented at MSSU Cultural Diversity Workshop (1995) and MidTESOL Conference (1997)
- Received ESL certification (1999)

#### **Neosho School District/ Special Reading Instructor**

August 1992- May 1995 Neosho, MO

- Implemented daily individualized lesson plans daily for approximately 60 students K-5
- Authored and received State Incentive Grant entitled "Project HIGHER" (1994)
- Vice-President and President of regional International Reading Association (1992-1994)
- Young Authors conference chairperson
- Presenter at regional workshops on teaching through individual learning styles
- Co-author and secretary for State Incentive Grant on parenting entitled "Snuggling into the NEST" (1992)

#### **LaMonte School District/ Special Reading Instructor**

August 1989- May 1992 LaMonte, MO

- Implemented daily individualized lesson plans daily for approximately 60 students K-12
- Nominated for the Secretaries Initiative Award for Exemplary Chapter 1 Programs (1991-1992)
- Authored and received State Incentive Grant for a District Parent Lending Library
- Chaired Young Authors Conference through Central Missouri State University

## **Education**

#### **Southeast Missouri State University, Cape Girardeau, MO**

Spring 1994 - Summer 1999

English for Speakers of Other Languages Master's program certification (K-12)

GPA: 4.0

#### **Central Missouri State University, Warrensburg, MO**

Spring 1989 - Summer 1991

Special Reading certification (K-12)

GPA: 4.0

#### **Missouri Southern State College (University), Joplin, MO**

Fall 1985 - Spring 1989

Bachelor of Science in Education

Major: Elementary Education (1-8)

GPA: 3.75 Graduated Magna Cum Laude

Missouri Teaching Certificate

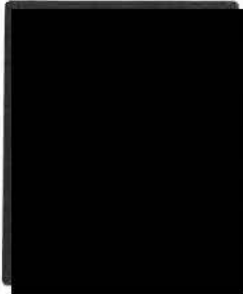
Named Outstanding Student in Elementary Education (1989)

Alpha Chi Scholastic Honor Society

Kappa Delta Pi Honor Society

# Olivia Apsher

## Elementary Literacy Leader



### contact



### objective

I am an experienced elementary and early childhood educator serving as the Director of Early Literacy for the Missouri Department of Elementary and Secondary Education. I am dedicated to making a positive impact on literacy rates in Missouri by providing early literacy expertise, specifically for kindergarten to third grades.

### professional experience

#### Director of Early Literacy

Missouri Department of Elementary and Secondary Education  
Jefferson City, MO / 2024 to current

#### INSTRUCTIONAL COACH

Los Angeles Unified School District  
North Hollywood, CA / 2023 to 2024

#### LITERACY PREVENTION/INTERVENTION TEACHER

Los Angeles Unified School District  
Pacoima, CA / 2022 to 2023

#### FOURTH GRADE TEACHER

Los Angeles Unified School District  
Woodland Hills, CA / 2020 to 2022

#### KINDERGARTEN TEACHER

Glenoaks Christian Elementary School  
San Fernando, CA / 2018 to 2020

#### KINDERGARTEN/THIRD/FOURTH GRADE TEACHER

Smithton Elementary School  
Smithton, MO / 2013 to 2017

### professional learning

#### ORTON-GILLINGHAM

effective practices for teaching reading / 2020-2023

#### LETRS

fundamentals of reading instruction / 2022-2023

#### LITERACY ACTION SEMINARS

facilitated collaboration for effective implementation / 2022-2023

#### EQUITABLE GRADING AND INSTRUCTION

equitable grading practices / 2021

#### AFTERSCHOOL LITERACY INTERVENTION ORGANIZER

springboard collaborative intervention site support / 2022

### education

#### M.A. ELEMENTARY EDUCATION

concentration in CURRICULUM AND INSTRUCTION

California State University Northridge  
2020-2022

#### B.S. ELEMENTARY EDUCATION

Central Methodist University  
2011-2012

#### A.A. TEACHING

State Fair Community College  
2009-2011

### certifications

#### MULTIPLE SUBJECT TEACHING

CREDENTIAL / California  
2019

#### EARLY CHILDHOOD EDUCATION

(Birth to Third Grade) / Missouri  
2013

#### ELEMENTARY EDUCATION

(First to Sixth Grade) / Missouri  
2013





## CHRIS HENDERSON

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### PROFESSIONAL EXPERIENCE

#### **TNTP, Indianapolis, IN**

*Managing Partner, Midwest/Southeast, April 2024 – current*

- Managing Partner in TNTP's 16-state Midwest/Southeast region, supporting the expansion and sustainability of talent and academic partnership strategy as a member of TNTP's Consulting Leadership Team
- Lead a team of five Partners focused on multi-state strategy for impact, growth, and sustainability across a portfolio in Illinois, Indiana, Kentucky, Michigan, Missouri, Ohio, and Wisconsin
- Partnership focus includes curriculum selection and implementation, literacy, instruction, leadership development, educator pipelines, talent management, career-connected learning, and strategic planning

*Interim Vice President, Midwest, December 2023 – March 2024*

- Led TNTP's 13-state Midwest region, setting and executing vision and strategy in alignment with organizational priorities as a member of TNTP's Leadership Team
- Led a team of seven Partners and five operations staff managing 45 school system partnerships, over 150 staff, and project outcomes for a diverse portfolio of fee-for-service, philanthropic, and grant funded opportunities
- On track to positively impact the academic experiences and outcomes of 550,000 students across the Midwest

*Managing Partner, Midwest, May 2023 – November 2023*

- Co-led TNTP's 13-state Midwest region, supporting the expansion and sustainability of talent and academic partnership strategy, and supported regional growth
- Led and developed a team of four Partners and two operations staff focused on multi-state strategy for impact, growth, and sustainability across a portfolio in Indiana, Kentucky, Minnesota, and Missouri
- Owned regional strategic and operational initiatives focused on sustainability, client experience, staff development and experience, project staffing, and student impact
- Increased access to high-quality curriculum and strong instruction for 900,000 students regionally

*Partner, December 2015 – April 2023*

- Developed and led a portfolio of school system partnerships and programs advising leadership in organizational vision, operations, and communications toward strategic priorities
- Led state strategy and business execution across Indiana, Kentucky, Nebraska, Minnesota and Pittsburgh, as well as TNTP's national Career Pathways and Compensation practice, and projects nationwide
- Organizational leader on educator and leader evaluation, educator and leader compensation, talent management, educator pipelines, central office organization, and portfolio cities

*Director, May 2011 – November 2015*

- Partnered with school systems on evaluation, compensation, talent management, and organizational structure
- Advised state and district leaders on organizational strategy, change management, policy, and communications

**TEACH FOR AMERICA, Helena, AR**

*Program Director, June 2008 – June 2009*

- Coached 30 teachers, across five districts and 13 schools, to measurable classroom success

**WEST TALLAHATCHIE HIGH SCHOOL, Webb, MS**

*Teacher – Chemistry, Physics, and Physical Science; Head Track Coach June 2006 – May 2008*

- Provided daily instruction for approximately 200 students and oversaw a track and field program of 30 students

**FELLOWSHIPS**

**Heinz Policy Fellowship, Washington, D.C.**

**Education Pioneers Fellowship, Washington, D.C.**

**EDUCATION**

**Carnegie Mellon University, Pittsburgh, PA, 2011**

Master of Science in Public Policy and Management

**Denison University, Granville, OH, 2006**

Bachelor of Science in Biology and History, minor in Chemistry

# Cory M. Epler

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## EDUCATION

Virginia Tech, Blacksburg, VA  
**Ph.D. in Agricultural and Extension Education**

August 2008 – May 2011

Kansas State University, Manhattan, Kansas  
**M.S. in Secondary Education**

August 2001 – December 2003

Kansas State University, Manhattan, Kansas  
**B.S. in Agriculture**

August 1996 – May 2001

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## PROFESSIONAL EXPERIENCE

**TNTP**  
*Partner*

September 2022 – Present

**Nebraska Department of Education**  
*Chief Academic Officer*

January 2017 – September 2022

**Nebraska Department of Education**  
*Administrator, Office of Teaching, Learning, and Assessment*

June 2015 – September 2022

**Nebraska Department of Education**  
*Deputy State Director, Nebraska Career Education*

November 2011 – June 2015

**Virginia Tech**  
*Department of Agricultural Extension and Education*

August 2008- May 2011

**USD 470/Arkansas City High School (KS)**  
*Agricultural Education Instructor/FFA Advisor*

August 2001-May 2008

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## SELECTED PUBLICATIONS

Epler, C., & Weisskirk, L. (2021). Rural Districts Should Use Stimulus Funds to Invest in High-Quality Curriculum. Retrieved October 26, 2021, from [https://www.nrea.net/Blog\\_Post?blogid=718346](https://www.nrea.net/Blog_Post?blogid=718346).

Epler, C., & Vargas, S. (2021). Reframing Learning Loss: Nebraska's Framework for School Renewal & Acceleration. Retrieved October 26, 2021, from <https://ies.ed.gov/ncee/edlabs/regions/central/blog/reframing-learning-loss.asp>.

Dorn, B., Babb, D., Nizzi, D., and Epler, C. (2015). Computing on the Silicon Prairie: The State of CS in Nebraska Public Schools. To appear in *SIGCSE'15: Proceedings of the 46<sup>th</sup> SIGCSE Technical Symposium on Computer Science Education*. doi: 10.1145/2676723.2677261



- Jones, B., Epler, C., Bryant, L., Mokri, P., & Paretti, M. (2013). The effects of a collaborative problem-based learning experience on students' motivation in engineering capstone courses. *The Interdisciplinary Journal of Problem-based Learning*.
- Epler, C., Drape, T., Broyles, T., & Rudd, R. (2013). The influence of collaborative reflection and think-aloud protocols on pre-service teachers' reflection: A mixed methods approach. *Journal of Agricultural Education*, 54(1), pp. 47-59. doi: 10.5032/jae.2013.01047
- Broyles, T., Epler, C., & Waknine, J. (2011, August). A case study examining the impact of cognitive load on reflection and pre-service teachers' transfer of specific teaching behaviors. *Journal of Career and Technical Education Research*, 36(1), 49-66. doi: 10.5328/cter36.1.49

## PROFESSIONAL AFFILIATIONS

- Nebraska Council of School Administrators (Member since 2017)
- Advance CTE (Member since 2011)
- Association of Career and Technical Education Research (Member since 2011)
- American Educational Research Association (Member since 2010)

## HONORS AND AWARDS

- Outstanding Administrator – Civic Nebraska Strengthening Democracy Awards (2021)
- Blue Key Outstanding Alumni Award – Kansas State University (2017)
- Virginia Tech Outstanding Departmental Recent Graduate Alumni Award – CALS (2017)
- Manager-of-the-Year – Nebraska Department of Education (2015)
- Outstanding Article, 1<sup>st</sup> Runner-up – Journal of Agricultural Education (2014)
- Virginia Tech Gamma Sigma Delta Graduate Dissertation Award (2012)
- Outstanding Dissertation Award- Department of Agricultural and Extension Education (2012)
- Distinguished Manuscript Award- American Association for Agricultural Education National Conference (2011)
- Virginia FFA Association- Honorary State FFA Degree (2011)
- Outstanding Graduate Student- Department of Agricultural and Extension Education (2010)
- Outstanding Research Symposium Award- Association of Career and Technical Education Research National Conference (2009)
- Outstanding Research Poster Award, 2nd Runner Up - American Association for Agricultural Education National Conference (2009)
- Outstanding Research Poster Award- Southern Agricultural Education Research Conference (2009)
- Kansas Association of Agricultural Educators- Outstanding Young Member (2006)
- USD 470-Arkansas City School District- Exceptional Educator (2005)
- Kansas Teacher of the Year- State Semi-Finalist (2005)
- Kansas FFA Association- Honorary State FFA Degree (2005)
- Kansas Department of Education- Exemplary Agricultural Education Program recognition (2004)
- Kansas Association for Career & Technical Education- Outstanding New Career & Tech Ed Teacher (2004)
- Association for Career and Technical Education: Region V- Outstanding New Career and Technical Teachers, Finalist (2004)

Tracey N. Crawford, Ph.D.

## PROFESSIONAL EXPERIENCE

### **TNTP**

Virtual

August 2014 - Present

A non-profit organization partnering with school districts in more than thirty cities to provide effective teachers to students who need them most.

### ***Director, Academics***

October 2020 – Present

Responsible for building the capacity of leadership teams to improve teacher practice, developing strategy to drive instructional supports for teachers, and managing strong teams to support teachers with providing all students with access to high-quality instruction

- Engage in collaborative visioning and development conversations with school and district leaders to develop and execute comprehensive academic strategies that are aligned to rigorous state academic standards.
- Support school leaders to position themselves as the instructional leaders in their schools and drive toward their instructional vision
- Build the capacity of school leaders through coaching conversations, modeling, and professional development targeted to their unique needs
- Effectively leading diverse and inclusive teams that facilitate the deliver

### ***Senior Manager***

August 2018 – Present

Responsible for managing client team staff to build high-quality teacher pipelines, supporting clients in utilizing data to drive change, building sustainable systems, and preparing clients to use them effectively, and supporting teams to become more inclusive places for all staff

- Manage two client team staff members with recruitment of certified teachers for schools across Western Massachusetts and recruitment, selection, and cultivation of the second cohort of Teach Western Mass Residents
- Supported 23 school district staff with identifying key takeaways from recruitment and hiring data and developing actionable recommendations to drive refinements to the selection and hiring process Collaborate with internal technology experts to identify sustainable applicant tracking and data management systems and build the system's components for use by the client long-term
- Build client capacity by developing training materials and providing online training to support them in using and maintaining the data management systems
- Motivate colleagues to embrace and exemplify principles of diversity, equity, and inclusion by leading difficult conversations and playing an active role in departmental task forces.

### ***Program Manager***

June 2017 – July 2018

Responsible for leading recruitment and selection of new teachers for pipeline programs, building performance management systems, analyzing performance data, leading small teams, training cohorts of new teachers and developing structures to improve efficiency and culture

- Led recruitment, selection, and cultivation for the inaugural cohort of 24 Teach Western Mass Residents
- Trained 24 English as a Second Language and Moderate Disabilities teachers during an intensive summer program to lead classrooms in Fall 2018.
- Managed a client-team program manager and built her capacity to lead recruitment and selection



efforts for the 2019 recruitment season for the Teach Western Mass Residency

- Developed and implemented rigorous performance bars for new teachers for the New York City Teaching Fellowship and Teach Western Mass
- Recruited, onboarded, and managed a team of 15 observers to ensure preparedness to accurately assess the performance of new teachers in New York City
- Built a relationship of trust and collaboration with New York City Department of Education clients to facilitate effective communication and a seamless transition of the Fellow effectiveness work
- Supported sustainability of diversity programs in Boston Public Schools by developing high-quality training materials and building team member analytic capacity

***Analyst***

**August 2014 – June 2017**

Responsible for accurately analyzing program data, presenting easily digestible findings to stakeholders, building relationships of trust with clients, and developing structures to improve team efficiency and culture

- Spearheaded collection, analysis, and synthesis of diversity program data to assess program efficacy and develop strategies for utilizing and sharing data consistently to meet district and client goals.
- Accurately analyzed program data and crafted comprehensive client-facing reports to inform improvements to the Boston Public Schools Teaching Fellowship
- Facilitated success of the Florida Hub's progress monitoring strategy by identifying key trends in network data, assessing progress toward goals, and engaging stakeholders in guided discussions to inform next steps
- Successfully built relationships of trust with Boston Public Schools' clients to facilitate cohesion across work streams and increase the diversity of the teacher pipeline
- Established systems and structures to facilitate a positive team culture and efficient operations for One Team Boston

**Shelby County Schools (Memphis City)**

**Memphis, TN**

**August 2003 – July 2014**

The largest school district in Tennessee serving 149,836 students and an economically disadvantaged population of approximately 105,000.

***Teacher and Leadership Effectiveness Advisor***

**July 2013 – July 2014**

Responsible for managing the summative evaluation process for all educators, collaborating with vendors and stakeholders, analyzing evaluation data, and supervising the work of an analyst.

- Aggregated summative evaluation data in-house for all Shelby County Educators. Disseminated TEM profiles to 9681 educators at 242 schools.
- Managed the relationship with Cambridge Education to ensure successful administrations of the Tripod survey and guide conversations for additional analytics. Successfully administered surveys and provided results for 6,598 elementary and secondary educators.
- Coached colleagues on developing scoring protocols and calculating achievement levels from

standardized assessments. Successfully trained an analyst and an advisor during the 2013-2014 academic year.

- Analyzed observation trend data to assess the issue of rater drift resulting in an extremely skewed distribution. Targeted 46 administrators for intensive support during the 2013-2014 school year.

***Educator Effectiveness Researcher***

**November 2010 – June 2013**

Responsible for maintaining a multiple measure teacher effectiveness model, managing research and analytics related to student perceptions of classroom practices, and building a measure of principal effectiveness.

- Coordinated district-wide administrations of the Tripod Student Perceptions survey biannually. Survey was administered to 4,385 general education teachers at 216 schools in March 2013.
- Coached school administrators, teachers, and staff on interpreting value-added results and developing strategies to address identified strengths and deficiencies. Staff at 16 schools during the 2011-2012 school year.
- Designed and implemented use of the first Tripod Student Perceptions Survey report for teachers across the district. Successfully provided 4,385 elementary and secondary teachers with descriptions of the survey's constructs and ratings of their classroom practices.
- Contributed to the development of a peer-review portfolio system to measure the academic growth of students in visual and performing arts courses. Successful piloting of the growth model with 500 teachers morphed into full-scale implementation during the 2012-2013 school year.

***Research Evaluator***

**October 2009 – November 2010**

Responsible for evaluating federally funded programs and suggesting program modifications based on an analysis of strengths and deficiencies.

- Prepared MCS data sets for analysis, randomly assigned 6<sup>th</sup> grade students scoring at or below the 25<sup>th</sup> percentile on the Reading/Language Arts TCAP to control and treatment groups (Read 180), and coordinated the administration of the Iowa Test of Basic Skills for the Striving Readers Project
- Analyzed student-level data to determine college readiness levels of GEAR UP students, administered GEAR UP surveys to the students and parents at the four cohort schools, and co-wrote the 2009-2010 Annual Performance Report.

***Mathematics Educator/Department Chair***

**August 2006 – October 2009**

Responsible for constructing bi-weekly assessments to monitor skill mastery and utilizing data from formative and teacher-constructed assessments to make sound instructional decisions.

- Developed a fluid grouping structure to adequately address the mathematics weaknesses of at-risk and inclusion students. Improved the percentage of students with disabilities scoring proficient or advanced on TCAP by 32%.
- Demonstrated model lessons to colleagues grounded in best practices.



**No Child Left Behind Mathematics Coordinator****August 2005 – August 2006**

Responsible for disaggregating formative assessment data and modeling lessons grounded in best practices.

- Tailored school-wide strategies to meet individual needs of students as identified by formative assessment data. Facilitated an 8% increase in the percentage of economically disadvantaged students scoring proficient or advanced on TCAP.

**Mathematics and Reading Educator****August 2003 – August 2005**

Responsible for tailoring instruction to meet the diverse needs of students and facilitating students in connecting mathematics to real life experiences.

- Diminished the percentage of economically disadvantaged students failing to attain TCAP proficiency in Reading by 11%.
- Decreased the percentage of students failing to attain TCAP proficiency in Mathematics by 14%.

**Houston Independent School District****Houston, TX****January 2001- June 2003**

The largest public-school district in Texas and the 7<sup>th</sup> largest school district in the United States which serves more than 200,000 students.

**Mathematics Educator****January 2001 – June 2003**

Responsible for improving mathematics achievement for students who traditionally underperformed.

- Utilized manipulatives and non-traditional methods to meet the needs of diverse populations such as ESL and at-risk students

**EDUCATION**

- **Agency Fellow**, Strategic Data Project, Harvard University
- **Doctor of Philosophy**, Educational Research, University of Memphis, Memphis, TN
- **Master of Education**, Educational Administration, Texas Southern University, Houston, TX
- **Bachelor of Science**, Elementary Education, Jackson State University, Jackson, MS

**SKILLS/ CERTIFICATIONS**

- IBM SPSS Statistics
- Microsoft Access
- Microsoft Excel
- Tennessee Professional License, Elementary K-8



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**Work Experience:**

**TNTP**

Fayetteville, Arkansas

July 2012 - Current

Project Director

- Richland Parish Redesign: Supporting Richland Parish Supervisors with creating and implementing a 3-year initiative to improve academics in their schools. Lead learning walks each month to develop the instructional vision for each school while supporting PLCs, District professional development, leader development and teacher development to all align to the vision. Support coaches with building their coaching capacity and understanding of tier 1 curriculum to ensure complete cycles of development when supporting teachers.
- Madison Parish: This is year 3 working in Madison Parish managing a team of TNTPers to support schools with developing their social studies and science vision through professional development that aligns with instructional practice.
- Calcasieu Parish: Supporting K-2 leaders and teachers with developing their understanding of the science of reading and how to use that research to deepen their instructional practice using Core Knowledge Materials.
- Bogalusa Parish: Working with ela teachers on building their instructional practice while using and understanding the Louisiana Guidebooks.
- Central High School, Baton Rouge: Working with all ela teachers to better their instructional practice, both in person and virtually, using the Louisiana Guidebooks.
- KIPP, New Orleans: Currently working with their Director of ELA to rethink their intervention block using a variety of researched based materials that connect with their tier 1 ela curriculum. Designing support that develops their teachers' understanding of the science of reading to ensure all students are getting the instructional supports they need to be better readers.
- Good to Great Literacy Institute Director: Plan and lead a team of Innovators to support teachers through a summer teaching experience in which experienced teachers develop their instructional knowledge and practice while teaching summer school and engaging in collaborative reflection practices each afternoon. Create structures for lesson preparation protocols, student work analysis, and video protocols based on instructional trends.
- South Plaquemines (Phoenix and South Plaquemines Elementary) Leadership coaching: Support leaders at 2 elementary schools with the roll-out of new curricular materials. Support leaders with developing yearly goals and instructional priorities. Support leaders with developing aligned professional development for teachers through coaching and PLCs.
- Duval DTO: Support Principals and District Specialists at three turnaround schools with implementation of high-quality curricular resources and their vision of excellent instruction. This support includes classroom observations each month and then working with District level staff to plan for upcoming teacher support best practices.
- Baltimore City Materials Review: Lead a team of TNTP curriculum specialists through a review process of the District's instructional literacy materials using the IMET. Used the findings to create a report for the District on suggested next steps for curriculum adoption and implementation.
- TNTP Diagnostics Team: Work with a team of colleagues to help districts identify how aligned their schools' instructional practice and materials are to the shifts and the standards.
- Has extensive practice and knowledge with the following curricular materials, instructional tools, and methods:
  - IMET
  - Instructional Practice Guides
  - EL curricular materials
  - LA Guide Books
  - Core Knowledge
  - Wit and Wisdom
  - Springboard
  - CCSS
  - The Shifts
  - TNTP Core Rubric

**Green Charter Middle School**

New Orleans, Louisiana

August 2006-June 2010

Middle School ELA/ Reading Teacher

- Taught 5<sup>th</sup> grade ELA and reading
- Supported grade level teachers with their implementation of small group reading instruction.
- Supported a small group of kindergarten students with an intensive reading foundations program.
- Worked with a group of ten 8<sup>th</sup> grade students that did not pass the state LEAP test for summer remediation and all 10

students went on to meet the state requirements.

- Also taught Middle School Physical Education for 2 years.
- Coached all the Middle School girls' sports teams including; Soccer, Basketball, Lacrosse and Flag Football.

**Education:**

Lynn University: Boca Raton, FL

August 2001 – May 2005

BS degree in Sports and Recreation Management

GPA 3.6, Cum Laude

Maintained four-year Soccer Scholarship and Captain Honors

Immaculate Heart Academy: Washington Township, NJ

August 1998- May 2001

Earned 11 varsity letters (soccer, basketball, lacrosse)

Traveled through Europe playing soccer on a NJ select team

## **PROFESSIONAL EXPERIENCE**

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### **TNTP**

**March 2022-Present**

#### **Leadership Coach**

Supporting TNTP's Southeast Region by working alongside school leaders, district leaders, and instructional coaches to execute strong instruction and develop innovative practices and strategies to improve student outcomes. Responsibilities include:

- Facilitating weekly goals-based coaching aligned to program priorities and differentiated for individual leader and school needs and context
- Designing and facilitating professional development for new and veteran school leaders
- Designing and delivering training experiences for aspiring school leaders
- Collaborating with state, network and district leadership to observe and deliver concrete, actionable feedback to school leaders
- Collaborating with district level and school level leaders to ensure best practices in leadership development
- Contributing to the vision and strategy, of TNTP's Leadership Development

### **Regional Academic Director**

**November 2020-March 2022**

National director of academic leadership and supporting school districts and senior leaders to develop and execute a comprehensive academic strategy that incorporates a focus on curriculum, instruction, assessments, student supports, and other systemic reforms and/or ensuring alignment at every level to rigorous state academic standards. Responsibilities include:

- Developing, theories of action and specific approaches to academic strategy, including support for high-quality instructional materials in ELA and/or math, that will improve the quality of instruction at scale.
- Managing the design and implementation of complex projects, strategies, and trainings for district leaders, school leaders, teachers, and other stakeholders to support strong instruction and ensure progress towards ambitious goals that improve outcomes for students at scale.
- Facilitating and/or directly coaching district and school leaders in alignment with academic strategies.
- Cultivating and managing relationships with stakeholders such as school leaders and teachers.
- Supporting districts in designing and building systems to monitor their progress of academic and strategic priorities, and creating high-quality, data-driven reports demonstrating the effect of the team's approaches on quality of instruction.
- Leading the customization and implementation of diagnostics that support clients in clarifying and identifying academic and strategic priorities.
- Aligning district systems, resources, and structures to support evolving program/project strategies

### **Memphis Shelby County Schools, Memphis, TN**

**July 2014-October 2020**

#### **School Principal**

Specializing in urban school achievement and teacher development. Served as principal of the only Dual Immersion Program in the State of Tennessee. Obtained honorable mention by the state of Tennessee for Academic Achievement. Increased the school's culture school index 4 points in one school year, creating the highest gain in school culture within our school district. Increased growth index and



academic achievement in all major subject areas each year. Transformed school report card from level 1 to level 5, highest performing status based on student growth.

Served as principal of the first community school in the district. Increased academic achievement in all core content areas resulting in significant student growth. Obtained a level 5 rating from the state of Tennessee and recognized as a reward school by the Tennessee Department of Education.

Responsibilities included:

- Establishing and promoting high standards and expectations for all students and staff for academic performance and responsibility for behavior.
- Managing and evaluating over 50 instructional staff members and 30 support staff members. Ensuring those staff members received effective and clear procedures for the operation and functioning of the school consistent with the philosophy, mission, values, and goals of the school including instructional programs, extracurricular activities, discipline systems to ensure a safe and orderly climate, building maintenance, program evaluation, personnel management, office operations, and emergency procedures.
- Ensured compliance with all laws, board policies and civil regulations.
- Developing annual master schedules for instructional programs, ensuring sequential learning experiences for students consistent with the school's philosophy, mission statement and instructional goals.
- Supervising the instructional programs of the school, evaluating lesson plans and observing classes (teaching, as duties allow) on a regular basis to encourage the use of a variety of instructional strategies and materials consistent with research on learning and child growth and development.
- Establishing procedures for evaluation and selection of instructional materials and equipment, approving all recommendations.
- Monitoring discipline and attendance systems with high standards, consistent with the philosophy, values, and mission of the school.
- Ensuring a safe, orderly environment that encourages students to take responsibility for behavior and creates high morale among staff and students.
- Maintaining a professional rapport with students and with staff.
- Display the highest ethical and professional behavior and standards when working with students, parents, and school personnel.

**Memphis Shelby County Schools, Memphis, TN**

**January 2009-June 2014**

**Assistant Principal**

Provided daily leadership and supervision for students and staff members. Developed and organized activities to address the needs of staff and students. Managed school's academic interventions and title one budget to ensure campus and district goals are met. Consistently align campus strategies for academic stability and uniformity of students' learning process. Responsibilities included:

- Facilitate job embedded professional development
- Identify, plan, organize and conduct professional development for the Math and English PLC
- Support the development, implementation, and monitoring of action plans for school wide targets
- Research, identify, and model best educational practices for strategic implementation
- Utilize data meetings to provide effective feedback for instruction
- Interpreted the district and school data to drive instruction
- Supervised daily operations and school safety procedures to ensure the security of students, buildings, parking areas, and grounds

- Planned, organized, and implemented a school wide program for the supervision of children
- Supervised and led Professional Learning Community Meetings
- Implemented a Full Inclusion Program
- Implemented the Comprehensive School Grant
- Assisted with teacher evaluations
- Provided professional development to first year teachers
- Monitored the after-school tutorial program
- Served as key liaison with the exceptional children department

**Regional English/Language Arts Instructional Coach**

**August 2008-January 2009**

Primary duties consisted of working with various schools in the Southeast Region of Memphis Shelby County School District to identify key teachers and school leaders who could significantly impact student achievement with the assistance of identifying effective instructional practices and activities.

Responsibilities included:

- Observed teaching practices of identified teachers and provided feedback for student improvement
- Attended and assisted with Professional Learning Community Meetings
- Worked with regional walk-through team to identify effective instructional practices
- Modeled effective teaching practices and intervention strategies for struggling students
- Memphis Shelby County School District August 2005-July 2008 School Counselor

Ensured accurate school support in the form of academic, social, and personal development.

Responsibilities included:

- Providing group or individual counseling to address the needs of students and their families
- Evaluating students' academic/career plans and assist them in setting realistic goals
- Monitoring and observing students to identify and address personal, emotional, social and educational issues
- Referring students to health psychologists and other professionals for proper medical attention and necessary treatment
- Consulting with families and staff to highlight students' needs and discuss strategies necessary for improved social and academic performance
- Planning and organizing classroom counseling sessions

**Tunica County Schools**

**July 2002-August 2005**

**Teacher**

- Facilitated classroom instruction in Social Studies and English in grades 9-12
- Grade Level Chair
- Communications Chair-communicated composed, and gathered important news and updates to all stakeholders
- Promoted high academic achievement and student growth
- Incorporated various intervention strategies and assessments
- Sponsored club and after school programs

## **EDUCATION**

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### **Doctor of Education in Leadership and Policy Studies**

University of Memphis-Memphis, TN, December 2010

### **Specialist in Education**

University of Mississippi-Oxford, MS, August 2005

### **Master of Education in School Counseling**

University of Mississippi-Oxford, MS, May 2005

### **Bachelor of Arts in Education**

Mississippi State University-Starkville, MS, May 2002

## **OTHER PROFESSIONAL EXPERIENCES**

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- Accountability Partner- I-Zone Schools
- Principal Mentor for Partnering Schools
- Leader to Learn From
- Tennessee School Principal Turn Around Cohort
- Harvard Principal's Academy
- Tennessee Principals Association
- SACS Accreditation Member
- UVA School Walkthrough Improvement Team

## **PROFESSIONAL MEMBERSHIPS**

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- National Association for Secondary School Principals
- National Association for Elementary School Principals
- Tennessee Education Association



# Elisha Landry McCardell

## Leadership Coach

### Contact



### Key Skills

Strong Student/Staff  
Culture  
Vision & Goal Setting  
Training Development  
Organizational Leadership  
Data-Driven Instruction

### Summary

A results-oriented instructional leader with 18 years of experience in education. Ten years as a classroom teacher closing academic gaps for students a year or more behind, with a specialization in ELAR/Writing. Six years of experience with building high-performing teams, a record of achievement, curriculum development, and leading other leaders to deliver results.

### Instructional and Team Leadership Outcomes

#### *March 2021 - Present*

As a Leadership Coach with TNTP, I collaborate with leaders in districts and schools to drive systemic change by creating and developing shared visions of what excellent instruction should exemplify. I design and facilitate professional developments. I collaborate with state, network and district leadership to observe and deliver concrete, actionable feedback to school leaders.

#### *February 2020 – August 2021*

Assumed the role of Director of School Support to support the turnaround efforts of Great Hearts Western Hills. I equipped the principal in creating an aligned vision for student and staff culture and instruction. This increased student outcomes overall. Western Hills had a higher percentage of students meet the MAP Growth target across all quintiles and grade levels, and 60% of bottom quintile students met the MAP Growth target in 3<sup>rd</sup> and 4<sup>th</sup> grades. Currently, as Senior Director of Accountability and Achievement, I oversee the support of two campus principals.

#### *May 2019*

As the Founding Principal of IDEA Spears College Preparatory, I effectively built partnerships with small businesses, engaged in grass-tops and grassroots advocacy, hosted town halls, and recruited to be fully enrolled in grades Kinder – 6<sup>th</sup>.

#### *August 2016*

I was announced Founding Principal of IDEA Brackenridge during the 2016-2017 school year. In the summer of 2018, IDEA Brackenridge Academy received "Best Brand-New Campus" of the year for leading a high-performing instructional team to meet all academic goals in the first year. This achievement was the first time in IDEA's history that any school met its educational goals the first year.

## **Instructional Roles**

*March 2021 – Present*

Seasonal Leadership Coach

I coach and develop a district principal by setting weekly goals tied to school-wide priorities, observing coaching opportunities and providing feedback, assisting with campus leaders and teachers' development, and collaborating with the principal to develop a school-wide vision for culture and achievement.

*February 2020 – Present*

Senior Director of Accountability of Achievement

I support the development of two campus principals as they build, develop, and empower their leadership team to ensure a positive, inclusive, and high-achieving learning environment. I coach and manage an organizational team that encompasses a Data Scientist, Director of Curriculum and Instruction, and District Testing Coordinator. Our organizational team provides district-level data by building data dashboards, hosting coaching clinics, and support campuses through one-on-one leadership and teacher-level development.

Director of School Support. Great Hearts Texas

I formed a partnership with the Headmaster of the lower school to build the instructional leadership team's capacity to implement an effective observation feedback cycle, make data-informed decisions, and create teacher developments that resulted in a change in student outcomes.

*May 2019*

Founding Principal. IDEA Spears College Preparatory

I coached the Assistant Principal of Operations and the operational teams through check-ins, stepbacks, and informal engagements to establish a healthy staff culture. Engaged in weekly progress towards goals meetings to ensure 100% enrollment for all available grades.

*May 2017*

Founding Principal. IDEA Brackenridge

100% of the Pre-K – 2<sup>nd</sup>-grade levels met their academic goals for the 2017-2018 and 2018-2019 school years. I consistently kept 95% of my instructional staff for both years. Assistant Principals of Instruction coached 40% of teachers to level four and five status.

*May 2015*

Principal in Residence. IDEA Eastside Academy

Coached a team of eight 1<sup>st</sup> grade teachers to increase the beginning of year percentage from 25% on grade-level in reading to end the year at 86% on grade-level—Rhodes fellowship participant.



## **Education**

Doctorate of Education • University of Phoenix

Pending completion of Doctorate

**Expected Graduation Date – Fall 2021**

National Principal Supervisors Academy • Relay Graduate School of Education

Fall 2020

Principal Certification EC - 12

**June 2019**

National Principal Academy • Relay Graduate School of Education

Summer 2019

Masters in Psychology • University of Phoenix

**March 2010**

Bachelor of Science in Professional Writing • University of Houston

**December 2004**

# Katherine Fenerty-Lanphere

## Experience

**April 2022- Present**

**TNTP, Inc.**

### Senior Manager, Academics

- Current project: Literacy Implementation Networks in Tennessee. I serve as the primary contact and support for four districts in Northwest Tennessee working to strengthen their implementation of high quality instructional materials in ELA classrooms. Support includes facilitating learning walks for district and school leaders, data collection and analysis, informing district level strategy, and facilitating professional development and other supports in service of the strategy and goals.
- Former projects included
  - Guilford New Teacher Support: worked on a team that designed and facilitated a one week new teacher intensive for teachers new to teaching and the district with an emphasis on vision for strong instruction, reflective practice, and Teach Like a Champion strategies.
  - SCORE RTI and High-dosage tutoring: worked with the academic team supporting a SCORE report to help districts re-envision their strategy for tier supports and high-dosage tutoring with a lens toward instructional coherence.

**July 10, 2017- April 2022**

**Midtown Public Charter Schools**

**Jackson, MS**

### Literacy Director

- Set vision and direction for the school-wide approach to instruction.
- Design and support implementation of curriculum and pacing guides for grades 5-8.
- Design and support implementation of Tier 2 interventions.
- Manage and develop teacher coaches within the building.
- Directly coach and develop all teachers within the building.
- Manage benchmark testing and progress monitoring of students within the school.
- Design and facilitate professional development opportunities for teachers and staff in response to need and student progress.

**June 1, 2012- June 30, 2017**

**Teach for America**

**Jackson, MS**

### Director, Teacher Leadership Development

- Set vision and direction for the southern third of our placement region, and managing and coaching staff members and corps members toward realizing that vision.
- Strategically planning for our zone to achieve quantitative and qualitative goals, using data to monitor the zone's progress toward those goals, and adjusting course if/when needed. Planning and facilitating data meetings for all teacher coaches in the southern zone.
- Coaching and Developing 3 MTLDs (teacher coaches) in the Southern zone.
- Responsible for the hiring of all incoming corps members in the Southern zone, as well as maintaining all district strategy and partnerships with Southern placement districts.
- Design and facilitate community based experiences and sessions for my cohort of teachers.
- Responsible for managing, coaching, and developing a cohort of first and second year corps members around vision and driving toward transformational outcomes with their students.
- Design and facilitate upper elementary specific professional development opportunities and sessions for MS elementary corps members at Induction, F9W Kick-off, and ongoing throughout the year.
- Assist with the execution of TFA MS regional and All Corps events.
- Results: in my past five years as a coach, my cohort has not only had some of the highest corps member satisfaction and retention results in the region, but also the strongest academic growth among their students. Currently, the southern zone as a whole is on track to meet regional goals of corps member satisfaction, retention, and student academic achievement for the current academic year.

**Summer 2014 & 2015 & 2017**

**Teach for America**

**Cleveland, MS**

### Instructional Specialist, 3<sup>rd</sup>-5<sup>th</sup> Grade Literacy, Summer Institute

- Research and create the summer institute curriculum for 3<sup>rd</sup>-5<sup>th</sup> grades for students including text selections, text overviews, word study and vocabulary plans, and unit plans. This year required writing a completely new summer curriculum, as the state had transitioned to common core and institute wanted to align to that.
- Revise the Institute vision for upper elementary Literacy content to align to common core, and train all 3<sup>rd</sup>-5<sup>th</sup> grade teacher coaches in understanding and internalizing that vision and coaching new teachers toward it.

## Katherine Fenerty- Lanphere

- Designing and facilitate all PLAN and EXEC institute sessions for CMs teaching 3<sup>rd</sup>-5<sup>th</sup> grade Literacy and their CMAs including planning for a balanced literacy block, phonics for the upper grades, intro to teaching writing, vocabulary 101, and teaching new teachers how to do daily fluency checks to progress monitor student growth.
- Monitor Literacy instruction and progress toward goals across all 3-5 Literacy classrooms at Institute school sites, lead team data meetings to respond to the data, and design tailored PD sessions for teachers based on this data.
- Support Corps Member Advisors in one on one coaching of CMs teaching 3<sup>rd</sup>-5<sup>th</sup> grade Literacy at Institute.
- Results: in both years in the role, corps members reported the highest satisfaction with literacy instructional resource sessions in the history of Delta Institute. Additionally, all teachers ended the summer within reach of students meeting their ambitious reading growth goals as measured by the Renaissance STAR reading assessment.

### Education

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July 2019-May 2020

Belhaven University

Jackson, MS

**M.Ed in Language and Literacy** Graduated with honors with a Reading Specialist certification and Masters of Education in Language and Literacy. Program emphasis on the science of reading and foundational reading skills as well as best practices for adolescent readers. GPA: 4.0

August 2005-May 2009

Louisiana State University

Baton Rouge, LA

**Psychology, BS; Sociology, BA** Graduated with Honors after pursuing undergraduate Honors Thesis in School Psychology, assessing the value of different types of choice among preschool aged children, which was selected for publication in the *Journal of Applied Behavioral Analysis (JABA)*. Graduated Summa Cum Laude. On Chancellor's Honor Roll all semesters enrolled. LSU Centennial Award recipient. Robert C. Byrd Honors Scholarship Recipient. Dr. and Mrs. Karl Roider Scholarship Recipient. TOPS Honor Award Recipient. Named Outstanding Junior for the College of Arts and Sciences for the 2007-2008 Academic year. GPA 3.92.

### Professional Publications and Presentations

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- o Fenerty, K.A. & Tiger, J.H. (2010) Determining Preschoolers' Preferences for Choice-Making Opportunities: Choice of Task versus Choice of Consequence. *Journal of Applied Behavioral Analysis*, 43, 503-507.
- o KS Minor, AC Cohen, CR Weber, K Limon, K Fenerty (September, 2009). *Creativity in Individuals At-Risk for Schizophrenia: Are Atypical Responses a Valid Measure of Creativity and What are They Related To?* Poster presented by Kyle Minor at the Society for Research in Psychopathology in Minneapolis, MN.



# Raquel Darling-Greer

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## Summary of Qualifications

Ten years of experience in educational leadership, curriculum development and implementation, communications, training, coaching, and English Language Arts (ELA)/ literacy education.

- Successfully led the adoption and implementation of high-quality instructional materials (HQIM) for the largest district in Tennessee.
- Effectively managed and coached a team of instructional advisors that supported 208 school locations serving over 113,000 students in the area of K-12 literacy.
- Consistently showed growth and achievement according to the Tennessee student achievement evaluation system.

## Experience

### Senior Manager, TNTP

September 2021-Present

#### Academic Consultant

- Supports project management of strategy development and implementation in partnership with clients at the state and local education agencies for equity driven academic initiatives.
- Leads strategic district support for TN school districts to support the implementation of high-quality instructional materials with the use of research-based strategies, processes, and tools.
- Utilizes research-based tools (Instructional Practice Guide (IPG)) to observe and collect data on classroom instruction and student work.
- Creates and presents summative data reports for districts to inform and adjust decisions and next steps related to district strategic plans.
- Drafts short- and long-term goals, theories of action (TOA), program visions, and strategic plans to support districts' goals.
- Develops and facilitates professional development for educational leaders (state, district, and school) and teachers at all levels to support growth as outlined by strategic plans.

### Curriculum and Instruction Manager, Literacy, Shelby County Schools, Memphis, TN

September 2019-September 2021

#### Curriculum, Instruction, and Assessment

- Led the 2020 adoption and implementation of high-quality instructional materials (HQIM) for grades K-12.
- Monitored and supported the continued implementation of HQIM with the use of research-based strategies, processes, and tools.
- Led the creation of district-wide, standards-aligned grade level ELA/ English Language Arts formative and benchmark assessments aligned to current ELA curriculum.
- Led the development and implementation of high quality, standards-aligned ELA/ Literacy curriculum for grades K-12 for various district programs (Summer Learning Academy, Remote Learning, Half Day Camps).
- Drafted supported and guiding documents to enhance literacy instruction, including foundational skills, within the district.
- Designed supports for continued implementation of HQIM in remote and virtual settings.

#### Teacher and Leader Support

- Employed research-based strategies and literacy practices to support district and school leaders with monitoring and implementing high quality literacy instruction.
- Created and engaged in cycles of professional development to strengthen early (including foundational skills) and continuing literacy.
- Collaborated with cross-functional teams in the departments of Professional Development, Academics, Family and Community Engagement, English as a Second Language (ESL), and special education (SPED) to support instructional needs for SCS students, teachers, and leaders through high quality professional development opportunities that follow research-based principles of adult learning.
- Observed K-12 English Language Arts (ELA) classrooms using research-based tools to identify trends, assess instructional needs and inform strategies for success.

#### Managing and Developing a Team

- Managed and coached a team of instructional advisors that supported 208 school locations serving over 113,000 students in the area of K-12 literacy.
- Led non-instructional evaluation process with an emphasis on individual and team goals and strategic tracking.
- Tracked and monitored progress toward team, department, and district goals.

**State Textbook Reviewer**, TN Department of Education, Nashville TN

January 2019-January 2020

- Reviewed multiple sets of curricular materials and resources using a state-approved rubric.
- Assessed quality of submitted materials and made recommendations for HQIM status by providing alignment evidence.

**Literacy Instructional Advisor**, Shelby County Schools, Memphis, TN

February 2017-September 2019

- Developed and implemented high quality, standards-aligned ELA/ Literacy curriculum for grades K-12.
- Created supplemental materials as curriculum support for grades K-12.
- Planned, managed, monitored, and tracked the implementation of high quality, standards-aligned curriculum for grades K-12.
- Coordinated and drafted internal and external communications to support curriculum implementation.
- Planned, designed, and facilitated professional development for central office staff, leaders, and teachers district-wide using research-based strategies and based on zone and district trends.

**Teacher, Learning Coach, and Department Chair**, Shelby County Schools, Memphis, TN

August 2010-February 2017

- Developed and executed instructional plans for students aligned to grade level ELA standards and Literacy Shifts.
- Evaluated student work to assess alignment to intended outcomes.
- Consistently showed growth and achievement according to the TVAAS evaluation system.
- Coached and mentored teachers to improve instruction school-wide.
- Conducted classroom observations to inform strategies and supports for improving achievement.
- Engaged as an Instructional Leadership Team (ILT) member and supported the development of school-wide goals and cycles of professional development.

**Instructor**, Vatterott Career Services, Memphis, TN

May 2012-November 2012

- Developed and executed instructional plans for students aligned to occupational expectations.
- Evaluated and graded students' class work, assignments, and papers.
- Mentored students to support the transition to career.

## Technical Skills

### Microsoft Office

- Uses MS Excel and other online tools to manage and distribute materials to all internal and external client materials.

### Adobe Acrobat and Creative Suite

- Use Adobe Tools to design and create instructional materials for distribution to students and stakeholders.

### Video Conference and Instructional Delivery Software

- Use MS Teams, Zoom, WebEx, GoToMeeting, and Google Meet to deliver presentations and instruction, as well as conduct meetings and touchpoints with stakeholders.

## Education

**Educational Leadership Certification**, Christian Brothers University, Memphis, TN

December 2014

**M.A. in Teaching**, Christian Brothers University, Memphis, TN

May 2012

**B.A. in English for Corporate Communications**, Christian Brothers University, Memphis, TN

May 2010

## Educational Licenses

### School Leadership

- 442 Beginning Administrator PreK-12

### Classroom Instruction

- 407 English 7-12
- 409 ESL PreK-12



# W. LEIGH VAIL

## PASSIONATE & RECOGNIZED EDUCATOR

A career intrapreneur with a diverse professional background, unique skill set, and strong commitment to finding solutions to organizational needs, looking to continue making a difference.

- Data Analysis
- Customer Service & Success
- Organizational Skills
- Team Management
- Strategic Planning
- Project Development & Implementation
- Curriculum/Instructional Planning
- Design Thinking

## EXPERIENCE

### Effectiveness Coach

February 2023- present

#### TNTP

- Provide direct coaching and support to a caseload of district coaches to support their implementation of effective coaching practices designed to improve literacy instruction, with a goal of improving instructional coach, teacher and student performance
- Identifying and implementing innovative solutions for improving teachers' overall performance to meet contract goals
- Regularly communicate with school leaders, school-based coaches/mentors, and other stakeholders to provide consistent developmental support for teachers on your caseload
- Supporting TNTP's broader teacher development initiatives, proposing and crafting long-term, standards aligned teacher development strategies and services
- Design and facilitate professional development for literacy teachers, instructional coaches, and school leaders that align with initiative priorities
- Regularly collaborate with and advise principals on teacher professional development and provide updates on progress of specific interventions in their schools
- Facilitate engaging sessions for large groups of teachers and coaches, as well as facilitating small group coaching and problem of practice sessions.

### Professional Learning Specialist

March 2022- present

#### Amplify

- Trained to facilitate initial training workshops and follow up strengthening workshops for groups of up to 40 teachers
- Trained to conduct in-person coaching sessions with smaller groups of teachers
- Provide support to individual classroom teachers and leaders by modeling, co-teaching, observing, and providing feedback
- Complete post training reports to summarize session logistics, materials, and any additional school support with the PD team; proficient in Slack, Salesforce, TargetCW and Concur

### Elementary Teacher; Team Lead; Curriculum Chair

July 2015 – Feb 2023

*Whitsitt Elementary School, Nashville TN; Hominy Valley Elementary, Asheville, NC; Ravenscroft School, Raleigh, NC*

- Provided exemplary instruction in a Title I school with a student body made up of 68% Hispanic students, 62% English Language learners, and 54% of students qualifying for Free Lunch program
- Utilize data (IXL, MClass, IReady, FastBridge, NWEA MAP, ANet) as well as using supports from TNTP, CKLA, and FCRR to develop effective curriculum using Common Core State Standards and District guidelines, evidenced by improved test scores (from 3% to 34% proficiency) resulting in school coming out of Priority I status after only 4 years
- Utilize technology including SMART boards, iPads, GSuite, Clever, Schoology, and VR to enhance learning outcomes for a diverse group of learners including English Language Learners (WIDA), special needs learners with IEP's, and gifted students
- Chosen to be Lead Teacher for 4th grade team, developing and leading efforts to mentor and train new teachers to ensure consistency in high quality pedagogy and success for all grade level students
- Selected as member of a school-wide Instructional Leadership Team engaged in assessing needs from the school's improvement plan and implementing new initiatives to ensure school success; tasked with leading professional development for up to 30 staff members on new initiatives
- Hand-picked to be the part-time Literacy Coach for 2020-2021 school year in addition to full-time teaching responsibilities; met with grade level teams to analyze student data, offer insight to weekly plans, and relay district initiatives in K-4 literacy; selected as Math Curriculum Chair for 2022-2023 school year to lead PD, complete coaching cycles, and disseminate information to classroom teachers on best practices for Math In Focus curriculum

**Selling Manager**

September 2012 – July 2015

*Madewell, Anthropologie, Nashville TN*

- Lead cross-functional teams to drive sales, with a strong focus on exceeding projected forecasts and customer satisfaction; enhanced company success through creative brand representation and team leadership. Exceeded first year's sales goal by 18%
- Built brand capacity through a strategic marketing plan to develop community partners through in-store events including vendor management, marketing promotions, and event itineraries; held over 20 events in store with event sales increasing daily total by up to 25%
- Lead full-cycle recruiting efforts and oversaw client ATS pipeline management, sourcing and screening active & passive candidates, scheduling candidate interviews and streamlining candidate onboarding process
- Responsible for training and developing a staff of 25-30 talented individuals; retained 90% of new hires over the first year, grew and developed six new leaders who were promoted into higher-level roles within the store

**Youth Program Director**

May 2009 – April 2010

*Oconee Parks and Recreation, Athens, GA*

- Responsible for the planning and organization of all After School and Summer Day Camp programs for 170+ children ages Kindergarten to 8th grade
- Hiring, training, and direct supervision and management of 20 person staff on a daily basis helping to ensure the safety of program participants and overall achievement of program's success

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**EDUCATION AWARDS & RECOGNITION**

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**Award Recipient, Whitsitt Elementary -Teacher of the Year** (selected by peers) 2020**Selected Participant, Director of Schools- Teacher Cabinet** 2020-2021

- Selected to offer insight and teacher voice to district leaders in regards to best practices and opportunities for growth during the pandemic

**Cabinet Member, Mayor's Teacher Cabinet** 2019-2020

- One of 20 educators in the district selected to utilize Design Thinking methods to identify problems of practice and effect change within Nashville education sectors; presented findings to members of City Council and Metro Board of Education

**Award Recipient, Blue Ribbon Teacher** 2019, 2020

- Recognition for excellence and innovation in teaching (one of 50 teachers selected from entire school district)

**Selected Participant, Magnet Schools of America Policy Conference** 2019, 2020

- Teacher representative selected from the district to attend national conference in Washington, DC; met with state representatives on Capitol Hill to relay district's accomplishments and advocate for needs

**Selected Participant, Nashville Educators' Cooperative** 2019

- One of 30 educators across the district selected to collaborate with educational leaders across public and private sectors; trained in Design Thinking and worked to reconcile systemic problems within K-12 education in Nashville

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**EDUCATION**

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**Harvard University, online** August 2020 - present  
Certificate in School Leadership and Management**Vanderbilt University, Nashville TN** June 2016 – May 2017  
Master's Level ESL Endorsement Program; 4.0 GPA**University of North Carolina, Greensboro NC** January 2011 – May 2012  
Master of Education in Elementary Education; 4.0 GPA**Furman University, Greenville SC** September 2000 – May 2004  
Bachelor of Arts in Sociology



# GAIL RICKS

## SENIOR EFFECTIVENESS COACH

### SKILLS

Classroom Instruction  
Data Analysis  
Instructional Coaching  
Improving Teacher Efficiency  
Curriculum Implementation  
Core Knowledge Language Arts  
Personnel Management  
Leadership  
Adaptability  
Science of Reading  
Professional Development

### EDUCATION

MASTERS OF SCIENCE  
Education, Pre-K-12  
ODU, Norfolk, VA  
2008

BACHELORS OF ARTS  
Teaching, PreK-8  
CNU, Newport News, VA  
1987

READING SPECIALIST POST-  
MASTERS CERTIFICATE  
ODU, Norfolk, VA  
Endorsement 2008

### SUMMARY

Over thirty years of experience in Pre-K-5 education, with specific concentration in instructional leadership and coaching. Supports educators and coaches to build best instructional practices for curriculum implementation, professional development, and data-driven student outcomes. Works closely with teachers and school administration staff to build the development of instructor skills, leaning on subject matter expertise from ten years of classroom teaching experience, eleven years of experience as a reading specialist, and over three years as an Effectiveness Coach and Senior Effectiveness Coach.

### PROFESSIONAL EXPERIENCE

SENIOR EFFECTIVENESS COACH  
TNTP 2018 - PRESENT

Develops leadership teams in districts to support CKLA curriculum implementation and supports internal TNTP team capacity

- Supports Guilford administrative and teaching staff both in-person and virtually with diagnosing early literacy instruction through the IPG and creating performance development resources grounded in early literacy research bases and CKLA
- Project supervises Effectiveness Coaches to support the skills and knowledge necessary to meet contract-specific and overarching development goals

EFFECTIVENESS COACH  
TNTP 2018 - 2018

- Coached leadership and instructors at six schools in Guilford County Schools on implementation of CKLA curricular materials using model lessons, professional development, and PLC facilitation
- Monitored school-based progress through quantitative and qualitative data tracking including classroom observations, client feedback, and surveys

READING SPECIALIST  
Hampton City Schools, Hampton, VA 2005 - 2016

- Assumed Team leader role with strong emphasis on instructor collaboration, mentoring, data analysis, reading development, and goal driven instructional practices.
- Improved classroom teacher understanding of reading development and data analysis to monitor academic needs by student demographics

CLASSROOM TEACHER  
Hampton City Schools, Hampton, VA 1995 - 2005

- Implemented classroom instruction with a high level of focus on academic pedagogy and standards-based learning
- Served as Classroom Management Coach, New Hire Mentor, Leadership Team Member

PR/Award # S371C240023

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# Signe Hawley Murray<sup>(she/they)</sup>

Team leader and analytical thinker specializing in education, innovation and design with extensive knowledge of strategy development, improvement science, data analysis, research design, and program implementation and evaluation. Engineering management and systems engineer with a proven track record of leading diverse efficient and effective teams. Experience leading the development of organizational impact strategies including the identification and development of systems, processes, metrics and tools needed to evaluate progress based on organizational goals and objectives. Effective at combining creative, analytical, and design thinking with robust analytics to solve complex social problems.

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## PROFESSIONAL EXPERIENCE

### Analytics Director

Boulder, CO

#### TNTP (The New Teacher Project)

2021 - Present

- Lead impact evaluation of \$2.5M grant to diversify the educator workforce across 15 districts.
- Spearhead continuous improvement and learning agenda across 5 states, 54 projects in the West region.
- Work with district, regional and school leaders to establish systems of quality control and accountability for innovation and improvement science outcomes that are integrated with other goals and progress monitoring structures.

### Senior Specialist Innovation & Improvement

Denver, CO

#### Denver Public Schools

2019 - 2021

- Work with district, regional and school leaders to establish systems of quality control and accountability for innovation and improvement science outcomes that are integrated with other goals and progress monitoring structures.
- Hired and supervised a team of seven Research Assistants (RAs). Responsible for all training, and management of RAs data collection, and report creation as well as supporting the individual professional development for each team member.
- Lead the cross-departmental design and improvement of district-wide Equity strategy.

### Principal

Boulder, CO

#### Datacat LLC

2018 - Present

- Leveraging data science to ensure strategic plans deliver the intended business and people results. Specializing in database design, statistical analysis, and data visualization. 2021 clients:

**Hewlett-Packard Global HR's team:** Spearheaded the development of an organizational impact strategy for human resource team's global \$100M talent solution investment. Led development of framework, metrics, statistical models, and data infrastructure.

**ASSET Education:** Responsible for building organizational research strategy that is culturally relevant and responsive. Create program evaluations for variety of grants, integrating statistical and observational data to assess impact of mindfulness tools training.

### Senior Research Partner

Denver, CO

#### The Imaginarium: Denver Public Schools' Innovation Lab

2017 - 2019

- Designed and developed research strategy, processes and team training protocols for the lab.
- Supervised a 7-person research team in the training, administration and reporting on over 800+ interviews and 8,000+ surveys annually using SPSS and Tableau. Responsible for all training, and management of RAs data collection, and report creation as well as supporting the individual professional development for each team member.
- Individually managed the evaluation of key programs in 25+ school and 120+ teacher clients for the purposes of continual improvement and provided formative learning to the district.

### Co-Lead

Denver, CO

#### LGBTQ+ Belong: Denver Public Schools' Employee Resource Group

2017 - 2019

- Lead a group of 25+ active LGBTQ+ staff members in identifying needs of DPS' LGBTQ+ community and advocating for inclusion and creating change to current district programs and policies.
- Informed the communication strategy for the Superintendent and Senior Leadership team in response to LGBTQ+ needs and crises across the district.



## Research Partner

### The Imaginarium: Denver Public Schools' Innovation Lab

Denver, CO  
2015 - 2017

- Built the impact strategy, research design and program evaluation methodology of the lab.
- Provided thought leadership on pertinent topics related to design and impact throughout the history of the lab, including leading the creation of The Imaginarium's innovation process.
- Trained staff on continuous improvement, design thinking and research approaches.

## Program Director

Africa/Asia  
2013 - 2015

### University of Amsterdam – Cross-Cultural Perspectives in Education

- Collaborated with professors to develop coursework for undergraduate course in cross-cultural perspectives in child development and education for 200+ undergraduate students.
- Managed a leadership team of five undergraduate students in the fundraising, logistical organization and execution of a two-week educational trip to The Gambia and India for 100+ students and staff.
- Facilitated trainings in cultural sensitivity, history of education and country context.

## Monitoring and Evaluation Strategy Consultant

Amsterdam, NL  
2013 - 2015

### Women Win

- Addressed gaps in monitoring and evaluation methodology and proposed solutions to address challenges.
- Taught survey composition of reliable baseline measures and statistical analysis to nonprofit Impact Team.
- Conducted baseline quantitative analysis of a survey assessing sexual and reproductive health and rights, education, gender-based violence, economic empowerment and leadership of 65,000 participants in India, Bangladesh, Nigeria, Zambia, Kenya, Uganda and Ethiopia.

## Lead Researcher

Mwanza, TZ  
2014

### Oxfam Novib

- Designed a strengths-based qualitative research project on Oxfam Novib's project, *My City My Voice*, aimed at giving a voice to adolescents in order to understand their vision for future quality health services.
- Networked and collaborated with local, national, and international organizations to employ mixed-method research.

## Senior Analyst

Amsterdam, NL  
2012 - 2014

### Global Alliance for Lesbian, Gay, Bisexual, and Transgender Education

- Created and conducted an international comparison study of the effects peer victimization on over 400 non-heterosexual students as related to their expression of sexual orientation or gender identity in Brazil, India, The Netherlands and The United States.
- Employed explorative research on the effects of peer victimization, created sound measures while simultaneously increasing organization's research knowledge and capacity.

## Engineering Project Manager

Maastricht, NL  
2011 - 2012

### Demotech: Engineering Design for Self-Reliance

- Developed and implemented international internship program focused on sustainable engineering in international development with respect to global collaboration and open-source technology.
- Managed the execution of developing a sustainable water pump and portable cement water well.

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## QUALITATIVE AND QUANTITATIVE COMPETENCIES

- Creating structural equation models (SEM), special cases path analysis, and factor analysis. Applying SEM to cross-sectional continuous, multivariate, normally distributed data in addition to multi group, longitudinal, and non-normal data.
- Conducting multilevel analysis of hierarchical clustered data using R coding and programming.
- Extensive experience using: Tableau, PASW (SPSS), R, SQL, Salesforce, GIS, Atlas.ti, iThink, AutoCad, and Google Suite.
- Aggregate data from variety of levels (state, district, and school) to identify trends, generate reports (in Tableau) and advise clients on next steps.
- Training individuals on conducting, collecting, and analyzing quantitative and qualitative data.
- Designing data visualizations based on program evaluations and insights.
- Conducting and interpreting main epistemological and methodological research underpinning current educational research.

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## EDUCATION

### University of Amsterdam

Research Master of Science in Statistics (Focus: Child Development and Education)

Amsterdam, NL  
September 2014

### The George Washington University

Bachelor of Arts in Applied Science & Technology Engineering  
Bachelor of Arts in Criminal Justice

Washington, D.C.  
May 2008  
May 2008



# Melissa M. Picón

## EDUCATION

**Harvard University**, Cambridge, MA

August 2019-May 28, 2020

*Master of Education in Prevention Science and Practice*

- Concentration: Prevention Research
- Elected Student Council Representative

**University of Virginia**, Charlottesville, VA

August 2012-May 2016

*Bachelor of Arts in Psychology and Women, Gender, and Sexuality*

- Majors: Psychology and Women, Gender, and Sexuality; Minor: Art History
- Jefferson Public Citizen Grant Recipient, 2015 & 2016

## PROFESSIONAL EXPERIENCE

**TNTP, Inc.** (formerly known as The New Teacher Project), Remote

February 2021-Present

*Analyst*

April 2023-Present

- Code and analyze quantitative and qualitative data sets collected in schools across the country to be published in a Fall 2024 report on a subset of schools with above average student growth
- Consult state departments, school districts, and other non-profits to provide organizations with the necessary data knowledge, tools, and analysis to complete education-related projects effectively
- Design an analysis plan and learning agenda and strategy for professional development on the Science of Reading to ensure consistent measurement, evaluation, and improvement efforts

*Data Manager*

January 2021-April 2023

- Defined new teacher development program metrics and collect, track, and analyze program data to ensure continuous program improvement
- Conducted landscape analyses across the US to support the development of local-, state-, and national-level educational interventions for PreK-12 students
- Collected qualitative and quantitative data in elementary and secondary schools; was responsible for consent form organization and management, as well as surveys, naturalistic observations, and analysis

**YMCA of Rome & Floyd County**, Restoration Rome, Rome, GA

September 2020-January 2021

*Education Consultant; Contract Worker*

- Supported the execution of COVID-19-specific local food insecurity and emergency feeding grant projects
- Built “to-go” education-related activities in both English and Spanish for bilingual learners, ages 3-18

**Ripley House Middle School**, Baker Ripley, Houston, TX

July 2016-June 2019

*Charter School Teacher; Teach for America 2016 Corps Member*

- Taught seventh grade English/Language Arts, History using Summit Learning, a project-based, personalized learning platform; applied for and received various grants to support student learning outside of the classroom
- Served on the Language Proficiency Assessment Committee to advocate for English Language Learners; attended regular Admission, Review, and Dismissal meetings to advocate for Special Education students
- Translated formal and informal school documents communications from English to Spanish; communicated regularly in both languages with students and families to encourage family engagement
- Collaborated with Teach for America staff members and peers during biweekly and quarterly sessions to address issues that challenge the work in fighting educational inequities, specifically regarding race and equity, and to determine strategies for implementing culturally relevant curricula and increasing student engagement

## RELEVANT EXPERIENCE

**Child Welfare and Education Projects**, Harvard University, Cambridge, MA September 2019-June 2020

- Analyzed strategies for changing laws and policies, focusing on child welfare (abuse and neglect, foster care, adoption), education, and juvenile justice; Conceptualized and developed a new intervention and prevention effort that fosters the well-being of youth through student mental health training for educators
- Wrote policy memos about school finance systems, zero-user fee programs, and charter school evaluations; used micro-economics to analyze a wide range of educational policy issues
- Learned basic principles of analyzing quantitative data, focusing on multiple regression as the tool of choice to address questions in education, psychology, and other social sciences
- Debated key issues embedded in policymaking and the political process, including the nature of ideology, the role of advocacy, the limitations of policy, the relationship of policy to practice, the use of research and data, and the importance of relationships and personal trust

**Research Practicum**, Harvard University, Cambridge, MA September 2019-June 2020

*Research Assistant; Advisor: Dr. Nancy Hill, Ph.D. & Dr. Matthew Nock, Ph.D.*

- Secondary coder for fifth year doctoral student's dissertation work; skilled in Dedoose software
- Analyzed and presented data for a research-practice partnership to support secondary English Learners
- Coded articles on NVivo; The Mighty Project analyzed elements of "helpful" and "hurtful" articles about suicide on a website for community support with health issues called The Mighty

**Teach for America (TFA)**, Houston, TX June 2016-June 2018

*2016 Corps Member*

- Corps member with TFA, a program designed to eradicate educational inequities by enlisting and training college graduates to teach in economically deprived neighborhoods and by implementing multicultural education in predominantly minority communities
- Participated in an intensive summer training program at Rice University; completed eleven credits in education

**Jefferson Public Citizen Research Grant**, Charlottesville, VA January 2014-May 2016

*Two-Time Recipient/Team Member/Team Leader; Advisor: Dr. Melissa Levy, Ph.D.*

- Selected to be a part of a team that applied for and was awarded a prestigious \$15,000 grant for research abroad; in charge of creating and administering surveys, compiling data, and integrating new findings into the curriculum
- Goal to further establish *Hermanas Unidas Rompiendo Fronteras*, a mentoring program that seeks to optimize the leadership potential of young women in Managua, Nicaragua; published in the JPC Journal, 2015
- Received the grant again in 2015 to strengthen and revise a curriculum that encourages global connections for the young women participants of *Rompiendo Fronteras* and UVA's Young Women Leaders Program; published in the JPC Journal, 2016

**Young Women Leaders Program**, Charlottesville, VA August 2013-May 2014

*Mentor/Class Member*

- Paired with a middle school girl for a year to help her establish competence, connection, and autonomy
- Helped mentees develop leadership skills through academic service learning
- Explored psychological, social, and cultural issues affecting adolescent girls

## ADDITIONAL INFORMATION

- **Certifications:** Standard Professional Teaching License, Texas: Core Subjects 4-8, English Language Learners
- **Computer Skills:** R, Stata: Statistical Software, NVivo: Qualitative Analysis Software, Dedoose, SPSS
- **Hobbies & Interests:** Travel, reading, walking/hiking, swimming, cooking, art
- **Language:** Bilingual in English and Spanish



## EXPERIENCE

### **Analyst | TNTP | 2022-Present**

Design and implement data analysis plans that answer key research questions

Collaborate with internal and external partners on data collection and analysis for projects related to teacher and staff culture, leadership coaching, and high dosage tutoring.

Build and maintain a variety of live updating data dashboards visualizing participant completion, observation, and survey data.

Collect and analyze progress monitoring data related to project goals and report progress at quarterly stepbacks.

Support directors and coaches in collecting and visualizing student outcomes data.

### **Specialist, School Improvement | Denver Public Schools | 2021-2022**

Coordinated planning for districtwide annual school data analysis and the monitoring of school implementation and impact of school, division, and District goals and priorities, particularly as it related to the District Black Excellence Resolution.

Led strategy and increased coherence of shared learning across team's work streams to develop and refine departmental strategy. Led the process to define the short-term wins, medium-term goals, and long-term strategy for identifying and supporting schools in the tiering process.

Advised leadership on monitoring and assessing the impact of Tiered Supports interventions based on relevant and emerging education research.

Developed system for progress monitoring and ongoing program evaluation of the supports and improvement strategies used in schools, including School Redesign and School Performance Compact plans.

### **Program Specialist, Tiered Supports | Denver Public Schools | 2020 - 2021**

Led the district strategy for developing annual school data dashboards and the monitoring of school implementation and the impact of school, division, and district goals.

Defined the short-term wins, medium-term goals, and long-term strategy for identifying and supporting schools undergoing improvement efforts. Refined the methodology based on analysis of school performance data and student outcomes to incorporate relevant risk factors and involve diverse stakeholders.

Analyzed and reported data to inform the annual school tiering process. Collaborated with the manager of Tiered Supports to identify schools using a risk model to identify schools early for strategic interventions.

### **Analyst, Tiered Supports | Denver Public Schools | 2019- 2020**

Managed annual reporting and evaluations of intervention effectiveness for DPS's highest need schools.

Analyzed historical Tiered Supports processes and identified trends, needs, and opportunities to optimize district-level supports.

Translated complex data into understandable and actionable products used for internal and external audiences.

Collaborated with team members to pilot an equity-focused improvement cohort.

Updated and streamlined existing data collection to serve as a resource for team members.

Evaluated program participation to support and inform school improvement.

### **P-12 Data and Policy Analyst | The Education Trust | 2015 - 2019**

Collected, analyzed, and interpreted state-level education data related to student achievement, attainment, and opportunities to learn, and conducted analyses of education datasets to inform the organization's policy positions.

Developed advocacy materials about how states can create equitable accountability systems, identify struggling schools, and choose effective, evidence-based interventions for improvement.

Co-led training sessions for advocates about best practices for public data reporting and the creation of school, district, and statewide early warning systems.

Ran point on data collection for EdWatch, EdTrust's online data tool with the best available national data on critical measures of educational opportunity and achievement across all 50 states and D.C.

Read, evaluated, and summarized academic and policy research relating to EdTrust's policy and advocacy agenda

## EDUCATION

### Master of Public Policy | 2015 | Georgetown University

Related Coursework: Quantitative Methods I-III; Stata; Teacher and Technology Policy; Educational Inequities; Public Advocacy and Social Change.  
Thesis: "The Education Aftermath: An Analysis of New Orleans School Reform in the Wake of Hurricane Katrina"

### Bachelor of Political Science and History | 2012 | Boston University

Activities and Awards: Dean's List (2008-2012); Phi Alpha Theta – National History Honor Society; Pi Sigma Alpha – National Political Science Honor Society; Undergraduate History Association

## SKILLS

Proficient in R, Stata, SAS, Excel, Tableau, and developing in Looker Studio



**Bethany Warren, Ph.D.**  
**Analytics Director, TNTP**

Bethany Warren., an Analytics Director at TNTP, has been involved in education research for eleven years (elementary, secondary, and postsecondary levels). As a full-time analyst for a non-profit education company, TNTP, Inc., she is responsible for various aspects of data work on assigned projects. This can include research question generation, data collection, maintenance, analysis, and reporting. Dr. Warren has experience with diverse methods (including qualitative case study, survey research, qualitative observation and interview, meta-analysis, propensity score matching, multiple regression, difference in differences, value-added modeling, and hierarchical linear modeling). She has experience in strategic planning, implementation and planning assistance, training/technical assistance, data cleaning, and secondary data analysis.

**Education**

Ph.D., School Psychology, Louisiana State University, Baton Rouge, LA	2009
M.A., School Psychology, Louisiana State University, Baton Rouge, LA	2006
B.S., Psychology, Jacksonville State University, Jacksonville, AL	2003

**Experience**

**Analytics Director, TNTP, Inc.**

Knoxville, TN

2022 to present

Responsible for providing an organization strategy regarding impact from federal grants work. This work entails assisting with the design, measurement, and reporting of outcomes seen from projects funded by federal grants. Additionally, responsible for contributing to and collaborating on grant proposals to ensure funding for projects. Provides qualitative and quantitative analysis and report findings to answer research questions formulated with clients to help make data-driven decisions. Provides research summaries based on literature reviews for research questions of interest.

**Analyst, TNTP, Inc.**

Knoxville, TN

2018 to 2022

Analyst for educational contract work. Provided qualitative and quantitative analysis and report findings to answer research questions formulated with clients to help make data-driven decisions. Conducted program evaluations for clients and assists in training and professional development for educational stakeholders. Some project examples included San Antonio ISD Teacher Incentive Grant, Tulsa Public Schools Academics and Support, and an Arkansas Teacher Shortage Research project.

**Consultant, Development Services Group, Inc.**

Bethesda, MD -Remote

2018 to present

Reviews studies as a WWC Certified Reviewer and helps manage the quality control process so that all products meet WWC standards. Provides additional time to conduct audit protocols and any relevant work requested.

**Evaluation Specialist, Guardians of Honor**

Washington, D.C. – Remote

2022 to 2024

Provided evaluation services and technical assistance for NASA's Office of Stem Engagement (OSTEM) Leadership. This work included creating measures, collecting and analyzing qualitative and quantitative data, reporting of findings, and providing technical assistance on evaluation processes, such as logic models, evidence-based practices, and designing and implementing research studies. Additional work involved conducting literature reviews and benchmarking studies.

**Contractor, Paragon Tech, Inc.**

Cleveland, OH - Remote

2018 to 2022

Coordinated with NASA Leadership of the Minority University Research Education Program (MUREP) in conducting a program evaluation of the NASA MUREP Activities across multiple phases. Dr. Warren is led this work and focused on evaluating student-level outcomes. Dr. Warren contributed by creating measures, collecting and analyzing qualitative and quantitative data and reporting of findings. Additional work has involved conducting literature reviews and benchmarking studies.

**Research Analyst, Development Services Group, Inc.**

Bethesda, MD

2015 to 2018

Reviewed studies as a WWC Certified Reviewer and helped manage the quality control process so that all products meet WWC standards. Managed and led abstract screening and full text screening of studies found in systematic searches. Retrieved studies and other resources using systematic searches. Constructed and collaborated in constructing search strategies for systematic searches. Assisted in developing reports and other documents from WWC reviews.

Review Coordinator and reviewer for SAHMSA's National Registry of Evidence-based Programs and Practices (NREPP) project. The project involved reviewing the evaluation literature of current programs and practices in the fields of mental health and substance abuse and assessing the quality and effectiveness of the programs to find evidence-based models for replication.

**Research Associate, Vanderbilt University, Peabody Research Institute**

Nashville, TN

2015 to 2017

Managed and lead work on an Institute of Education Sciences contract to review studies for grant competitions. NREPP reviewer as a subcontractor for DSG, Inc. Performed data analyses as needed for research projects lead by university professors. Lead and contributed to grant proposals to continue funding.

**Senior Researcher, McREL International, Pacific Center for Changing the Odds**

Honolulu, HI

2013 to 2015

Provided educators in the Pacific Region with resources and assistance in the areas of professional development, educational research, and program monitoring and evaluation. Lead research studies, contributed to the planning and design of studies, data collection and analysis. Responsible for building relationships with clients and collaborating to work on problems of practice. Managed external program evaluations for locally and federally funded programs. Supported efforts on grant proposals in collaboration with colleagues.



### **Education Research Analyst Manager, Louisiana State Department of Education**

Baton Rouge, LA

2009 to 2013

Managed value-added portion of a new teacher evaluation system. Managed and maintained large, multi-variate databases for the purpose of data analysis. Produced and presented findings related to teacher effectiveness to various stakeholders. Responsible for managing a work team.

### **School Psychologist, Intern, Jefferson Parish Public Schools**

Harahan, LA

2008 to 2009

Evaluated students for placement into appropriate educational setting. Created and managed academic and/or behavioral intervention plans. Created reports based on student outcomes.

### **Selected Publications and Technical Reports**

Noell, G.H. & Gleason, B. (2011). The Status of the development of the value added assessment model as specified in Act 54: A report to the Senate Education Committee and the House Education Committee of the Louisiana Legislature. Louisiana Department of Education. <http://regents.louisiana.gov/index.cfm?md=pagebuilder&tmp=home&pid=113>

Noell, G.H., Porter, B.A., Patt, R.M., Dahir, A. (2008). Value Added Assessment of Teacher Preparation in Louisiana: 2004-2007.

<http://www.regents.state.la.us/Academic/TE/Value%20Added.htm>.

Noell, G.H., Porter, B.A., & Patt, R.M. (2007). Value Added Assessment of Teacher Preparation in Louisiana: 2004-2006.

<http://www.regents.state.la.us/Academic/TE/Value%20Added.htm>

### **Professional Experience**

**Content Peer Reviewer** for federal grants: FY22 Upward Bound; FY21 Full-Service Community Schools Program

**Evaluation Reviewer** for federal grants: FY21 Education Innovation and Research (EIR) Program – Early-Phase Grants; FY22 Statewide Family Engagement Centers

### **Certifications**

**What Works Clearinghouse Certified Reviewer – 5.0**

### **Professional Development and Training – Research**

**Summer Research Training Institute on Cluster Randomized Trials**, National Center for Education

Research, Institute of Education Science, Northwestern University, 2015

**HLM Short Course**, SREE, Carnegie Foundation, 2015

### **Skills**

Data Analytics: Advanced in Excel, Proficient in R, SPSS, Tableau

Software: Qualtrics, Survey Monkey



June 17, 2024

To Whom It May Concern:

This letter serves as a reference for TNTP, Inc. in support of their proposal to provide statewide literacy support to the Missouri Department of Elementary and Secondary Education (DESE). I have worked with TNTP since 2019 in my role as Chief Operating Officer at Impact Florida.

During our current partnership with TNTP (from June 2023 to now), we have partnered with a goal of improving student access, opportunity and outcomes in mathematics in grades K-9. Through this work, which we call the Focus Cadre, we brought together five districts from across the state of Florida (Broward, Pasco, Palm Beach, Osceola, and Lake Counties).

Specifically, TNTP worked with our team and these district leaders to set a vision for mathematics instruction in their districts, execute an in-depth data analysis to identify areas of strength and challenge, and support districts in developing a workplan to address a specific area of need. TNTP's staff supported our team in planning and facilitating five convenings across districts, and collaborated to support districts through ongoing site visits in each district this year.

Our work together has resulted in each of our five partner districts achieving a comprehensive vision and action plan, with deep stakeholder input – preparing each district to launch into the next school year with the systems and structures in place to improve student outcomes.

Overall, I have found working with TNTP to be a thoughtful partner to this kind of cross-district academic improvement work. The staff with whom we have worked have deep academic knowledge in a variety of fields, as well as the ability to develop thoughtful and engaging programming for district personnel that leads to changes in district practice.

For these reasons, I strongly recommend TNTP as a partner to achieve improved opportunities and outcomes for your schools, teachers, and students in Missouri.



Please do not hesitate to reach out with any questions at any time at [REDACTED] or [REDACTED]

Sincerely,

[REDACTED]

Trey Cesar  
Chief Operating Officer  
Impact Florida  
113 S. Monroe St., First Floor  
Tallahassee, FL 32301

June 20, 2024

To Whom It May Concern:

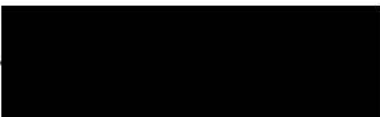
This letter serves as a reference for TNTP, Inc. in support of their proposal to provide statewide literacy supports to the Missouri Department of Elementary and Secondary Education (DESE). I have worked with TNTP since January 2022 in my role as SCORE's Senior Director of Networks and Partnerships.

During my partnership with TNTP, we have worked on several partnerships together, including the Leading Innovation for Tennessee Education (LIFT) network focused on boosting elementary literacy through high quality early grade literacy curricular materials, the Accelerate network focused on implementing and understanding the impact of instructionally coherent high-dosage tutoring in early literacy, and the Lead In Literacy Network which is working to deepen partnerships between several LEAs and Educator Preparation Programs and to strengthen alignment on how teacher candidates are prepared to use high quality instructional materials to support all students - including diverse and multilingual learners - upon entering the teaching profession. Specifically, through the LIFT network, TNTP supported 20+ districts to help bring strong literacy curricula to life for every student and facilitated learning and coaching for LEAs to deepen their understanding of and capacity to support teachers with high quality instructional materials. On 2019 TNReady assessments, third-grade students in LIFT classrooms grew at a rate 25 times more than students across the state as a whole in ELA. Overtime, this work has resulted in 85% of LIFT districts increasing the number of third-grade students scoring "met" or better on the state ELA test.

Overall, I have found the role TNTP has played in supporting growth and performance in Tennessee to be central to the success Tennessee has seen in early literacy. They bring deep instructional expertise, work hard to develop relationships with practitioners to provide authentic support, and are committed to evaluating impact. Adopting high-quality instructional materials is a critical first step, but the ecosystem level work they have supported by integrating coaching and tools to support strong implementation in core instruction – *and to now be working towards coherence in academic support settings* – is so important. For these reasons, I strongly recommend TNTP as a partner to achieve improved opportunities and outcomes for schools, teachers, and students.

Please do not hesitate to reach out with any questions.

Sincerely,



Karen Lawrence  
Senior Director of Networks and Partnerships  
TN SCORE



1801 West End Avenue, Suite 300  
Nashville, TN 37203



## EDUCATION

- Doctor of Philosophy in Learning, Teaching and Curriculum, *University of Missouri*, Columbia, MO, 2020
- Education Specialist in Administration, *William Woods University*, Fulton, MO, 2011
- Master of Arts in Education, *The University of Texas*, Austin, TX, 1996
- Bachelor of Science in Secondary Education, *The University of Missouri*, Columbia, MO, 1995

## EMPLOYMENT HISTORY

**Director of Professional Development,** 2011 — present  
**Missouri Writing Projects Network, University of Missouri-Columbia**  
*Columbia, MO*

- Coordinate the statewide professional development efforts (Scope of work for MWPN and DESE collaboration); oversee communication among five university site directors at MU-Columbia, UMSL-St. Louis, MWSU-St. Joseph, UCM-Warrensburg, and MSU-Springfield
- Serve as the liaison between DESE and each MWPN site
- Represent MWPN at state and national conferences and training
- Manage MWPN project reporting and budgets
- Assist MWPN leaders in planning and facilitating annual MWPN retreats and functions

**Instructor, English Education,** 2014 - present  
**Department of Learning, Teaching & Curriculum**  
**University of Missouri-Columbia**  
*Columbia, MO*

**HS English Instructor** 1999 — 2024  
**Marceline High School**  
*Marceline, MO*

## MAJOR RESEARCH/PROFESSIONAL DEVELOPMENT PROJECTS

***Comprehensive Literacy State Development*, US Dept of Education**, Total five-year budget: \$5,000,000. Role: Project Manager. Funded, 2020.

***Museums for America*, Institute of Museum and Library Services**, Total two-year budget: \$38,240. Role: Project Manager. Funded, 2020.

***Summer Seminars and Institutes for K-12 Educators*, National Endowment for the Humanities**, Total annual budget: \$70,000. Role: Seminar Director. Not Funded, 2019.

***Implementing the Missouri Learning Standards*, Missouri Department of Elementary and Secondary Education**. Total annual budget: \$143,000. Role: Grant Manager/PD Coordinator.. Funded. 20121-2022. Funding partnership originally founded in 2011-2012. Total in excess of \$1,500,00.

**2018-2019 NWP C3WP-Advanced Institute and Professional Development Grant**. The National Writing Project. Total annual budget: \$92,000. Role: Grant Manager/Lead Coordinator. Funded. 2018-2021

**2017-2018 NWP CRWP-SEED Professional Development in a High-Need Middle or High School Grant**. The National Writing Project. Total annual budget: \$20,000. Role: Lead Coordinator. Funded. 2017.

**STEM-Based Literacy: A Statewide Initiative. Improving Teacher Quality Grant**, Cycle 13, Missouri Department of Higher Education. Cycle 13. Award Amount: \$500,000 for 2015-16; Renewed for Year 2, Cycle 14: \$500,000 for 2016-2017; Renewed for Year 3, Cycle 15: \$500,000 for 2017-2018. Total: \$1,500,000 over a three-year term. Role: Grant Manager. Funded. 2015-2018.

**2017-2018 NWP CRWP-SEED Professional Development in a High-Need Middle or High School Grant**. The National Writing Project. Total annual budget: \$20,000. Role: Lead Coordinator. Funded. 2017.

**2017-2018 NWP SEED Invitational Leadership Institute Grant.** The National Writing Project. Total annual budget: \$15,000. Role: Lead Coordinator. Funded. 2017.

#### **MAJOR RESEARCH/PROFESSIONAL DEVELOPMENT PROJECTS**

"Co-creating Literacy Action Plans: Leading Responsive and Sustainable Action for Change in Times of Turmoil" With Shea Kerkhoff, Amy Lannin, Katherine O'Daniels, Julie Sheerman, & Nancy Singer. *Literacy Today*, International Literacy Association, 2023.

Kerkhoff, S., Kline, K., Lannin, A., O'Daniels, K., Sheerman, J., Singer, N. (2023). Teacher-centered literacy action plans: School improvement that starts with teachers. *English Leadership Quarterly* 45(3), 19-23. <http://dx.doi.org/10.58680/elq202332291>

#### **REFEREED PRESENTATIONS**

Sheerman, J., Gaskill, B., Georgetti, A., and Lannin, A. (2023, November). "Show Me a Literacy Collaborative! Worthwhile Partnerships to Support Literacy Planning." Presentation for the National Council of Teachers of English Conference, Columbus, OH.

Goldsmith, C., & Sheerman, J. (2023, November). "Supporting Science Literacy through Science Dialogue: A Sustained Professional Development Partnership. Presentation for the National Council of Teachers of English Conference, Columbus, OH.

Kerkhoff, S., Kline, K., Lannin, A., O'Daniels, K., Sheerman, J., & Singer, N. (April, 2022). Honoring Local Context: Designing Collaborative K-12 School Literacy Plans. American Educational Research Association Annual Meeting, San Diego, California

Lannin, A. & Sheerman, J. (2018, June). STEM Literacy Project: Connecting learning across the Curriculum. Presentation at the International Writing Across the Curriculum Conference, Auburn University, AL, USA.



## Shea N. Kerkhoff, Ph.D.

### Education

Ph.D. Curriculum & Instruction  
M.Ed. International Education  
B.S. English Education

North Carolina State University, Raleigh, NC  
Vanderbilt University, Nashville, TN  
Ball State University, Muncie, IN

### University Positions

Associate Professor of Secondary Education  
Assistant Professor of Secondary Education  
Visiting Assistant Professor

University of Missouri – St. Louis, St. Louis, MO  
University of Missouri – St. Louis, St. Louis, MO  
Purdue University, West Lafayette, IN

### Refereed Research Publications

#### Books

1. Kerkhoff, S. N., & Spires, H. A. (Eds.; 2023). *Critical perspectives on global literacies: Bridging research and practice*. Routledge.
2. Spires, H. A., Kerkhoff, S. N., & Paul, C. M. (2019). *Read, write, inquire: Disciplinary literacy for grades 6-12*. Teachers College Press.

#### Selected Book Chapters

1. Beach, C., Kerkhoff, S. N., Langer, S. (accepted for 2024). Digital divides: Illuminating inequities in access, literacies, and opportunities within and across communities. In J. Castek, J. Coiro, M. Hagerman, E. Forzani, C. Kiili, & J. Sparks (Eds.), *International handbook of research in digital literacies*. Routledge.
2. Kerkhoff, S. N., Bolton, N., Zhou, C., & Wang, L. (2023). Inquiry circles as PD to internationalize teaching and learning. In C. Ullom & N. Guler (Eds.), *At school in the world: Developing globally engaged teachers* (pp. 261-285). Rowman & Littlefield. <https://rowman.com/ISBN/9781538153840/At-School-in-the-World-Developing-Globally-Engaged-Teachers>
3. Song, K., Kerkhoff, S. N., & Slapac, A. (2023). The world at home and at home in the world: Educating racially, culturally, and linguistically diverse learners. In J. Chitiyo & Z. Pietrantoni (Eds.), *Social justice and culturally-affirming education in K-12 settings*. IGI Global. <https://www.igi-global.com/book/social-justice-culturally-affirming-education>
4. Kerkhoff, S. N., O'Daniels, K. A., Mardi, F., & Parton, C. (2022). Successes and challenges with anti-racist community building in online environments: A dual pandemic intersection. In R. Hartshorne (Ed.), *A retrospective of teaching, technology, and teacher education during the covid-19 pandemic*. AACE/Site Publications. <https://www.learntechlib.org/primary/p/221522/>
5. Kerkhoff, S. N., Spires, H. A., & Wright, S. J. (2020). A world of difference: Teaching global citizenship through inquiry in a rural junior high school. In R. Cordova & W. Reynolds (Eds.) *Educating for social justice: Field notes from rural communities* (pp. 298–328). Sense Publishers. [https://doi.org/10.1163/9789004432864\\_018](https://doi.org/10.1163/9789004432864_018)
6. Spires, H. A., Medlock, C., & Kerkhoff, S. N. (2019). Digital literacy for the 21<sup>st</sup> century. In M. Khosrow-Pour (Ed.), *Advanced methodologies and technologies in library science, information management, and scholarly inquiry* (pp. 12-21). IGI Global.
7. Spires, H. A., Kerkhoff, S. N., & Zheng, M. (2017). Creating a community of inquiry as a professional development model with teachers in China: New literacies, new complexities. In H. A. Spires (Ed.), *Digital transformation and innovation in Chinese education* (pp. 100-118). IGI Global.
8. Spires, H. A., & Kerkhoff, S. N. (2016). New literacies. In S. B. Mertens, M. M. Caskey, & N. Flowers (Eds.), *Encyclopedia of middle grades education* (2<sup>nd</sup> ed.). Information Age Publishing.

#### Selected Articles

1. Arendes, K., Kerkhoff, S.N., Adhikar, B. (2024). Engaging students to learn coding in the AI era with emphasis on the process. *Edukasiana: Jurnal Inovasi Pendidikan* 3(2), 257–268. <https://doi.org/10.56916/ejip.v3i2.728>



2. **Kerkhoff, S. N.**, Carpenter, J., Yang, Q., & Dong, Y. (2023). Part of something bigger: Critical literacies in the Global Read Aloud. *Literacy Research and Instruction*, 62(1), 17-41. <https://doi.org/10.1080/19388071.2022.2154084>
3. **Kerkhoff, S. N.**, Kline, K., Lannin, A., O'Daniels, K. A., Sheerman, J., & Singer, N. with Brosch, T., Hammond, D., & Obubo, L. (2023). Teacher-generated literacy action plans: School improvement that starts with teachers. *English Leadership Quarterly*, 45(3), 19-23.
4. Napitupulu, A., Easterling, J., Hamm, L., **Kerkhoff, S. N.**, O'Daniels, K. A., Singer, N. R., Hammond, D., & Brosch, T. (2023). Centering teacher expertise, needs, and wellbeing in inservice teacher education. *Education Sciences*, 13(7), 753. <https://doi.org/10.3390/educsci13070753>
5. Carpenter, J., **Kerkhoff, S. N.**, & Wang, X. (2022). Teacher collaboration in the context of grassroots digital innovation: A mixed methods study. *Teaching and Teacher Education*, 114(2022) 1-15. <https://doi.org/10.1016/j.tate.2022.103719>
6. **Kerkhoff, S. N.** (2022). A pedagogical framework for critical cosmopolitan literacies. *Changing English*, 29(3), 262-284. <https://doi.org/10.1080/1358684X.2022.2042673>
7. **Kerkhoff, S. N.**, Behizadeh, N. & Olan, E. L. (2022). The moves we make to reach praxis in teacher education courses. *The New Educator*, 18(3), 240-255. <https://www.tandfonline.com/doi/full/10.1080/1547688X.2022.2096948?src=>
8. **Kerkhoff, S. N.**, & Makubuya, T. (2022). Learner-centered teaching and digital literacy instruction in low-income countries: A case study in Kenya. *Reading Research Quarterly*, 57(1), 287-305. <http://doi.org/10.1002/RRQ.392>
9. **Kerkhoff, S. N.** (2021-22). The digital divide is about more than access. *The Missouri Reader*, 45(1), 10-13. <https://viewer.joomag.com/winter-issue-winter-issue/0128783001627568593?short&>
10. Hauerwas, L. B., **Kerkhoff, S. N.**, & Schneider, S. (2021). Glocality, reflexivity, interculturality, and worldmaking: A framework for critical global teaching. *Journal of Research in Childhood Education*, 35(2), 184-199. <https://www.tandfonline.com/doi/full/10.1080/02568543.2021.1900714>
11. **Kerkhoff, S. N.**, & Falter, M. (2021). Going the distance: Using Flipgrid to mediate race discussions across two young adult literature courses. *Current Issues in Technology and Teacher Education*, 21(4), 589-625. <https://citejournal.org/category/english-language-arts/>
12. **Kerkhoff, S. N.**, & Mardi, F. (2021). The empathy by design approach to Problem-Based Learning in ELA. *Voices from the Middle*, 29(1), 28-32.
13. **Kerkhoff, S. N.** (2020). Collaborative video case studies and online instruments for self-reflection in global teacher education. *Journal of Technology and Teacher Education*, 28(2) 341-351. <http://learntechlib.org/primary/p/216212/>
14. **Kerkhoff, S. N.**, & Cloud, M. (2020). Global teacher education: A mixed methods self-study. *International Journal of Educational Research*, 103(2020), 1-16. <http://doi.org/10.1016/j.ijer.2020.101629>
15. **Kerkhoff, S. N.**, Spires, H. A., & Wanyonyi, P. (2020). Teaching new literacies and inquiry: A grassroots effort to bring about educational change in Kenya. *Journal of Adolescent and Adult Literacy*, 64(2), 145-156. <http://onlinelibrary.wiley.com/share/author/BSKZI5XVXVNGIMV6EXSM?target=10.1002/jaal.1067>
16. Premont, D., **Kerkhoff, S. N.**, & Alsup, J. (2020). Writing identities of preservice teachers. *Teaching/Writing: The Journal of Writing Teacher Education*, 8(1). <http://scholarworks.wmich.edu/wte/vol8/iss1/1/>
17. Spires, H. A., Himes, M., Paul, C. M., & **Kerkhoff, S. N.** (2019). Going global with project-based inquiry: Cosmopolitan literacies in practice. *Journal of Adolescent and Adult Literacy*, 63(1), 51-64. <http://ila.onlinelibrary.wiley.com/doi/full/10.1002/jaal.947>
18. Falter, M. M., & **Kerkhoff, S. N.** (2018). Slowly shifting out of neutral: Using young adult literature to discuss PSTs' beliefs about racial injustice and police brutality. *English Teaching: Practice & Critique*, 17(3), 257-276. <http://doi.org/10.1108/ETPC-05-2017-0057>
19. Spires, H. A., **Kerkhoff, S. N.**, Graham, A., Thompson, I., and Lee, J. K. (2018). Operationalizing and validating disciplinary literacy in secondary education. *Reading and Writing: An Interdisciplinary Journal*, 31, 1401-1434. <http://doi.org/10.1007/s11145-018-9839-4>
20. **Kerkhoff, S. N.** (2017). Designing global futures: A mixed methods study to develop and validate the teaching for global readiness scale. *Teaching and Teacher Education*, 65, 91-106. <http://dx.doi.org/10.1016/j.tate.2017.03.011>



21. Graham, A. C. K., Spires, H. A., & Kerkhoff, S. N. (2017). Disciplinary literacy in the middle school: Exploring pedagogical tensions. *Middle Grades Research Journal*, 11(1), 63-84. <https://eric.ed.gov/?id=EJ1146221>
22. Pruden, M., Kerkhoff, S. N., Spires, H. A., & Lester, J. (2017). Enhancing writing achievement through technology: Case studies of three struggling adolescent male writers. *Reading & Writing Quarterly*, 32(6), 1-19. <http://www.tandfonline.com/doi/full/10.1080/10573569.2015.1059780>
23. Spires, H. A., Kerkhoff, S. N., & Graham, A. C. K. (2016). Disciplinary literacy and inquiry: Teaching for deeper content learning. *Journal of Adolescent & Adult Literacy*, 60(2), 151-161. <https://doi.org/10.1002/jaal.577>
24. Kerkhoff, S. N. (2015). Dialogism: Feminist revision of argumentative writing instruction. *Literacy Research: Theory, Method, and Practice*, 64, 443-460. <http://lrx.sagepub.com/content/64/1/443.abstract>

### Public-Facing Publications and Op-Eds

1. Kerkhoff, S. N., Kline, K., Lannin, A., O'Daniels, K. A., Sherman, J., & Singer, N. (2023, July). Co-creating school literacy action plans: Leading responsive and sustainable action for change in times of turmoil. *International Literacy Association's Literacy Today*. ILA.
2. Kerkhoff, S. N., & O'Daniels, K. (2019, Nov 7). Zooming in & zooming out: Combining inquiry and critical literacy frameworks [blog]. *21st Century Initiatives for Literacies Research*. <http://www.initiativefor21research.org/our-thinking/zooming-in-zooming-out-combining-inquiry-and-critical-literacy-frameworks>
3. Spires, H. A., & Kerkhoff, S. N. (2019, Dec 13). What does disciplinary literacy look like in science? [blog]. *Teachers College Press*. <https://www.tccpress.com/blog/disciplinary-literacy-science/>
4. Kerkhoff, S. N. (2017, Aug 18). The paradox of tolerance [blog]. *Literacy and NCTE: The official blog of the National Council of Teachers of English*. <http://blogs.ncte.org/index.php/2017/08/the-paradox-of-tolerance/>
5. Spires, H. A., Kerkhoff, S. N., Graham, A. C. K., & Lee, J. K. (2014). Relating inquiry to disciplinary literacy. *Friday Institute White Paper Series*. NC State University.

### Grants

1. Kerkhoff, S. N., O'Daniels, K. A., & Hammond, D. (2023). The Gateway Professional Learning Network. UMSL College of Education Research Award. Funded: \$4,695.
2. Kerkhoff, S. N., Webb, J., Crenshaw, L., & Davis Daily, T. (2021). Travel is the best teacher: Transformative experiential learning in Kenya. UMSL Research Award. Funded: \$7,500.
3. Kerkhoff, S. N., O'Daniels, K., & Singer, N. R. (2020). Missouri comprehensive literacy state development K-12 initiative. MO DESE/US DOE Comprehensive Literacy State Development Grant. Funded: \$5,107,576.
4. Kerkhoff, S. N., Mardi, F., Bumble, J., O'Daniels, K., & Elias, M. (2020). Successes and challenges with anti-racist community building in online environments. AERA Education Research Service Projects. Funded: \$5,000.
5. Kerkhoff, S. N. (2019). Internationalizing teacher education in St. Louis and beyond. Longview Foundation. Funded: \$30,000.
6. Kerkhoff, S. N., & Navin, L. (2019). The Inquiry Initiative: Researching professional development in Kenya. UMSL Research Board. Funded: \$5,490.
7. Kerkhoff, S. N. (2019). Learner-Centered Inquiry and Digital Literacy Instruction in Kenyan pK-12 Schools. Elva Knight Research Award. International Literacy Association. Funded: \$4,620.00.
8. Kerkhoff, S. N. (2016). The Inquiry Initiative: Professional development for teachers in rural Kenya to integrate inquiry-based learning with literacy instruction across grades and content areas. Constance McCullough Award, International Literacy Association. Funded: \$4,000.00.

### Professional Service

#### System, Campus and College Committees

UMSL COE Curriculum and Program Quality Committee Chair, Aug 2023 – present

UMSL COE EPL Assistant Department Chair, Aug 2021 – Aug 2023

UMSL Faculty Senate Research Committee

- Fall research awards Aug 2021 – Jul 2023
- Research And Libraries Aug 2023 – present

UMSL Task Force on Teaching Effectiveness, Mar 2020 – May 2023

UM System Broadband Initiative Team, Jan 2020 – May 2020

UM eLearning Faculty Task Force, Jan 2019 – May 2020

### **Professional Organization Boards and Committees**

American Association for Colleges of Teacher Education

- Chair, Internationalization of Teacher Education Topical Action Group, Mar 2020 – Mar 2024
- Co-Chair, Global Diversity Committee, Mar 2024 – Mar 2026
- Best Practices Awards Selection Committee, Mar 2023-Mar 2026

International Literacy Association

- Diane Lapp & James Flood Professional Collaborator Award Selection Committee, Sep 2021.
- Elva Knight Research Award Selection Committee, March 2024 – present

Literacy Research Association

- Barr-Mosenthal Award sponsor, Aug 2023
- Student Outstanding Research Award Selection Committee, Nov 2018 – Nov 2021
- Field Council Representative, Dec 2019 – Nov 2020

Missouri Literacy Association

- Board Representative, Apr 2020 – May 2022
- St. Louis Literacy Collaborative Teacher Education Working Group, Nov 2020 – Oct 2021

Going Global, Inc. Education Director, Jan 2009 – present

### **Outreach**

1. Keane, J. (Host). (2023, Jun 26). Dr. Shea Kerkhoff: Scaling literacy teaching and learning. *Lifelong Learning Conversation Series*. <https://www.participate.com/blog/webinar-scaling-literacy-teaching-and-learning-in-missouri>
2. Riske, H. (2023, May 18). How a team of experts at UMSL is helping to build a culture of literacy in schools across the St. Louis area. *UMSL Daily*. <https://blogs.umsil.edu/news/2023/05/18/umsil-literacy-education-efforts/>
3. Persohn, L. (Host). (2023, Mar 8). A conversation with Shea Kerkhoff. *Classroom Caffeine Podcast*. <https://www.classroomcaffeine.com/guests/she-a-kerkhoff>
4. Krohe, B. (2022, Aug 1). Shea Kerkhoff and Cassandra Suggs launch "Show Me Literacies" podcast. *UMSL Daily*. <https://blogs.umsil.edu/news/2022/08/01/she-a-kerkhoff-and-cassandra-suggs-launch-show-me-literacies-podcast/>
5. Holliday, A. & Blome, J. (Hosts). (2020). Dr. Shea Kerkhoff: The digital divide. *The Art and Jennifer Show*. KTRS. <https://soundcloud.com/550ktrs/dr-shea-kerkhoff-the-digital-divide>

### **Honors and Awards**

1. American Association of Colleges of Teacher Education Best Practices Award for Global and International Perspectives, Lead author, 2022
2. UMSL Co-Investigator of the Year, 2021
3. Longview Foundation Global Teacher Educator Fellow, 2019
4. International Literacy Association Outstanding Dissertation, Finalist (1 of 3), 2017
5. William C. Friday Research Fellowship, Friday Institute for Educational Innovation, 2016
6. Graduate Student Research Symposium, College of Education first place award, 2016
7. North Carolina Peace Corps Alumni Association Peace Prize, 2013



## KATIE M. KLINE

Director, Greater Kansas City Writing Project  
University of Central Missouri

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### EDUCATION

2000 M.A. in English, Rhetoric and Composition emphasis, University of Missouri-Kansas City  
1996 B.A. in English Education, Western State University, Gunnison, Colorado

### PROFESSIONAL EXPERIENCE

University Director of the Greater Kansas City Writing Project (GKCWP), 2005 – present.  
University of Central Missouri, 2016 – present; University of Missouri – Kansas City, 2000-2015  
Develop and administer all programming for a National Writing Project site including contracted in-service work at area schools, graduate courses for preK-16 teachers, regional and local conferences for educators, and youth writing events and camps.

Graduate Faculty, University of Central Missouri, 2016 – present  
Teach graduate courses for preK-12 teachers across content areas, including the Invitational Summer Leadership Institute, Teaching with New Media, and Teaching Argument Writing.

Graduate Advisor, Graduate Certificate in Teaching Writing, 2020- present

Network Support Team, National Writing Project 2019 – present  
Consult with local site directors and NWP leadership to plan network events to help sites connect.  
Develop and review site reporting documents and protocols.

edTPA Scorer, Secondary English Language Arts, Pearson Education, Inc., 2016 – 2018  
Score teaching portfolios from secondary English Language Arts instructors seeking certification.

Graduate Faculty Lecturer, University of Missouri – Kansas City, 2000 – 2015  
English Department  
Taught undergraduate composition courses and graduate courses including Workplace Writing.

Instructor, Kauffman Scholars Program, 2007 – 2009  
Co-designed and facilitated *Jewels of 18<sup>th</sup> and Vine* summer literacy program for urban 9<sup>th</sup> and 10<sup>th</sup> graders, sponsored by the Kauffman Foundation.

Consumer Marketing Assistant, Andrews McMeel Universal, 2003 – 2004  
Designed and wrote copy for online promotional materials and websites. Provided editorial assistance for nationally syndicated crossword puzzles and games.

Mentor for UMKC English Department's Graduate Teaching Assistants, 2000 – 2001  
Led training workshop for new graduate teachers, performed classroom observations and designed year-long professional development activities.

Teacher, Ruland Middle School, 1996  
Student teacher and summer school teacher for 7<sup>th</sup> grade Language Arts.



## PUBLICATIONS

- "Promoting literacy-based instruction and assessment in STEM classrooms." With Singer, N.R., Lannin, A., Kareem, M., Romine, W. *Phi Delta Kappan*. (in press).
- "Using Scenarios to Assess Student Learning." With Kareem, M. K., Lannin, A., Romine, W., Singer, N., Tyson, M., Apple, S. *The Science Teacher*, 91(2), 2024.
- "Co-creating Literacy Action Plans: Leading Responsive and Sustainable Action for Change in Times of Turmoil" With Shea Kerkoff, Amy Lannin, Katherine O'Daniels, Julie Sheerman, & Nancy Singer. *Literacy Today*, International Literacy Association, 2023.
- "Teacher-Centered Literacy Action Plans: School Improvement that Starts with Teachers" With Shea Kerkoff, Amy Lannin, Laura Obubo, and Nancy Singer. *English Leadership Quarterly* Vol. 45 (3), 2023.
- "Literacy at Work in Missouri" With Heather Payne and Julie Sheerman. *Techniques*, Association for Career and Technical Education November 2015.
- "From ELA Teacher to Literacy Expert: Reimagining our Roles" With Angela Kohnen, Amy Lannin, Nancy Singer, and Valerie Stokes. *The English Journal*, November 2014.

## REFEREED PRESENTATIONS

- Creating Breathing Room for Liberatory Practices that Connect Us*, Presentation for National Council of Teachers of English Conference, November 2023, Columbus, OH
- Honoring Local Context: Designing Collaborative K-12 School Literacy Plans*, Presentation for American Educational Research Association Conference, April 2022, San Diego, CA
- A Rich Crossroads: The Intersection of Art, Social Justice & Literacy*, Presentation for National Art Education Association Conference, March 2021, New York, NY.
- Where We Belong: Developing Curiosity About Ourselves and Our Community Through Place-based Writing*, Presentation for National Council of Teachers of English Conference, November 2019, Baltimore, MD
- Bridging Community through Art and Literature*, Presentation for Kansas Art Educators Association Conference, October 2019, Overland Park, KS
- Building Social Justice Playlists for Student Learning and Teacher Insight*, Presentation for National Council of Teachers of English Conference, November 2018, Houston, TX
- Amplifying Student Voices: Connecting ELA Classrooms and Communities through Storytelling*, Presentation for National Council of Teachers of English Conference, November 2017, St. Louis, MO.
- Building New Pathways to Leadership: Welcoming Career & Tech Educators to Writing Project Sites*, Presentation for National Writing Project's Annual Meeting, November 2017, St. Louis, MO.
- Beyond Bells & Walls: Connected Learning in and out of Schools*, Presentation for National Writing Project's Annual Meeting, November 2017, St. Louis, MO.
- Summer Writing Experience Labs*, Presentation for National Writing Project's Annual Meeting, November 2017, St. Louis, MO.
- Addressing Issues of Equity and Diversity*, Presentation for National Writing Project's Annual Meeting, November 2016, Atlanta, GA.
- Media and Participatory Politics: Harnessing Pop Culture for Social Change*, Presentation for National Writing Project Annual Meeting, November 2014, Washington, D.C.

## GRANTS

- 2023, Co-PI, VA Veteran Voices from the Heartland, \$399,000
- 2022, PI, NEH Building a More Perfect Union, \$68,000
- 2020, PI, Comprehensive State Literacy Development, \$2.1 million
- 2020, Co-PI, NSF Anchoring High School Students in Real-life Issues that Integrate STEM Content and Literacy, \$50,000
- 2020, PI, National Parks Services, Storytelling \$2500
- 2018, PI, National Writing Project SEED Summer Camp, \$15,000
- 2017, PI, National Writing Project C3WP-SEED Professional Development in High Needs High School, \$20,000
- 2017, Co-PI, Missouri Department of Higher Education STEM-Based Literacy, \$125,000
- 2016, PI, Gates Foundation: Building New Pathways to Leadership, \$30,000
- 2016, PI, LRNG Connected Learning grant, \$30,000
- 2016, PI, 2014 MO-DESE Implementing Literacy toward the Missouri Learning Standards, \$28,100
- 2014, PI, National Writing Project SEED Professional Development in a High-Needs School, \$20,000
- 2014, PI, National Writing Project SEED Teacher Leadership Development \$20,000
- 2012, PI, NWP SEED Professional Development in a High-Needs School, \$20,000
- 2012, PI, National Writing Project SEED Teacher Leadership Development \$20,000
- 2011, PI, MO-DESE Missouri Writing Project Network \$51,304
- 2005-2010, PI, NWP: Site Support Greater Kansas City Writing Project, \$307,000
- 2007-2009, PI, National Writing Project Outreach Network grant, \$38,000
- 2006-2008, MO-DESE Literacy Academy, \$180,000

## AWARDS

Honorable Mention article by CEL's 2023 *English Leadership Quarterly* Best Article Award committee  
Chancellor's Award for Excellence in Community Engagement, 2013  
Sosland Teaching Award for Excellence in the Teaching of Writing, 2000  
Graduate Teaching Assistant Superior Teaching Award, 2000





**AMY A. LANNIN, Ph.D.**  
**Director, Campus Writing Program**  
**Associate Professor, English Education**  
University of Missouri Email: [REDACTED]

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**EDUCATION**

- 2007 Ph.D., Curriculum and Instruction. University of Missouri (Columbia, Missouri)  
Area of emphasis: English Education
- 1996 M.A. Curriculum and Instruction. University of Nebraska (Lincoln, Nebraska)  
Area of emphasis: Literacy
- 1986 B.A., Secondary Language Arts Education. Nebraska Wesleyan University (Lincoln, Nebraska)  
Language Arts Field Endorsement for Grades 7-12 Nebraska Teacher Certification

**PROFESSIONAL EXPERIENCE**

- 2011 - present Director, Campus Writing Program, University of Missouri
- 2017 - present Associate Professor, English Education in the Department of Learning, Teaching, and Curriculum, University of Missouri
- 2015 – present Director, Missouri Writing Project, site of the National Writing Project
- 2011 – 2017 Assistant Professor, English Education, University of Missouri
- 2008 - 2011 Assistant Teaching Professor in English Education, University of Missouri
- 2008 Online Instructor, Missouri Western University (St. Joseph, Missouri)
- 2007 – present Co-Director, Missouri Writing Projects State Network, National Writing Project
- 2003 – 2011 Associate Director, Missouri Writing Project, University of Missouri
- 2001 – 2007 Graduate Research and Teaching Assistant, University of Missouri
- 1998 – 2001 Professional Development Facilitator, Writing Instruction and Assessment Cadre for Nebraska Educational Service Unit #3, (Omaha, Nebraska)
- 1996-1998 Adjunct Instructor, Peru State College (Peru, Nebraska)
- 1988-1997 Classroom Teacher, English-Language Arts Grades 7, 8, 11. Gretna Public Schools (Gretna, Nebraska)
- 1992 Co-facilitator/instructor, Nebraska Literacy Project institute for the Nebraska Writing Project, University of Nebraska (Lincoln, Nebraska)
- 1986-1988 Classroom Teacher, English-Language Arts Grades 9-12. Louisville Public Schools (Louisville, Nebraska)

**CURRENT TEACHING AND ADVISEMENT**

COMM 4420W/H Communicating Research and Scholarship; co-taught with Dr. Linda Blockus (Fall 2021, Spring 2022, Fall 2022, Fall 2023)

CINTDSC 4972, WI Capstone (8-week online course; team-taught. Spring 2022, Summer 2022, Fall 2022)

LTC 9090: Doctoral Research (2011 – present)

Graduate Advisement

*PhD Advisees – English Education: 9 PhD Committees: 20 Education Specialist Committee – English Education: 7*

**PEER REVIEWED JOURNAL ARTICLES/BOOK CHAPTERS**

- Sneller, J., Lannin, A., Abdelnaby, H. (Accepted). Black-out Poetry: Eclipsing with words and images to illuminate ideas. *Science Scope*.
- Kareem, M., Lannin, A., Romine, W., Singer, N., Tyson, M., Kline, K., Kendrick, M., Otten, S. & Apple, S. (March 2024). Making Connections: Using scenarios to assess student learning. *The Science Teacher*.
- Romine, W., van Garderen, D., Folk, W., Lannin, A., Juergensen, R., Smith, C., Abdelnaby, H., & Milarsky, T. (2023). Science Literacy: Using Multimodal STEM Text Sets to Help Students with Disabilities engage in argumentation. For special issue in *Learning Disability Quarterly: Engaging Students with Learning Disabilities in Disciplinary Learning*.



- Lannin, A., van Garderen, D., Abedelnaby, H., Smith, C., Juergensen, R., Folk, W., & Romine, W. (2023). Scaffolding Learning Via Multimodal STEM Text Sets for Students with Learning Disabilities. For special issue in *Learning Disability Quarterly: Engaging Students with Learning Disabilities in Disciplinary Learning*. <https://doi.org/10.1177/07319487231187637>
- Kerkhoff, S., Kline, K., Lannin, A., O'Daniels, K., Sheerman, J., Singer, N. (2023). Teacher-centered literacy action plans: School improvement that starts with teachers. *English Leadership Quarterly* 45(3), 19-23. <http://dx.doi.org/10.58680/elq202332291>
- Romine, W., Lannin, A., Kareem, J., & Singer, N. (2023). Using Multi-faceted Rasch Models to Understand Middle School Students' Argumentation around Scenarios Grounded in Socio-scientific Issues. In Liu, X. & Boone, W., *Advances in Applications of Rasch Measurement in Science Education*. [http://dx.doi.org/10.1007/978-3-031-28776-3\\_16](http://dx.doi.org/10.1007/978-3-031-28776-3_16)
- Romine, W., Lannin, A., Palmer, T., van Garderen, D., Juergensen, R., Smith, C., & Folk, W. (2022). Complex multimodal text sets to support science literacy. In P. C. Short, H. Hensen, & J. R. McConnell (Ed.), *Age of Inference: Cultivating a Scientific Mindset* (pp. 157-182). Information Age Publishing.
- van Garderen, D., Juergensen, R., Smith, C., Abdelnaby, H., Lannin, A., & Folk, W. (2021). Instructional Scaffolding to Engage All Learners in Complex Science Text. *Science Scope* 44(3), 37-43.
- Lannin, A., Juergensen, R., Smith, C., Abdelnaby, H., van Garderen, D., Folk, W., Pinkston, L., & Palmer, T. (2020). Multimodal STEM text sets to use literature and engage all learners in the science classroom. *Science Scope* 44(2), 20-28.
- Folk, W., van Garderen, D., Lannin, A., Miller, Z., Sneller, J. (2020). "Flight of the Bumblebee": A Middle School STEM Text Set to Support Development of Disciplinary Literacy Skills. *Science Scope*, 43(9). [http://digital.jpcprints.com/publication/?m=13897&i=663544&view=articleBrowser&article\\_id=3698058&pre=1](http://digital.jpcprints.com/publication/?m=13897&i=663544&view=articleBrowser&article_id=3698058&pre=1)
- Owens, D. C., Herman, B. C., Oertli, R. T., Lannin, A. A., Sadler, T. D. (2019). Secondary science and mathematics teachers' environmental issues engagement through socioscientific reasoning. *Eurasia Journal of Mathematics, Science and Technology Education*, 15(6), 1-27.
- Lannin, A. & Townsend, M. (2019). Graduate student perspectives: Career development through serving as writing intensive GTAs. *Graduate Writing Across Disciplines: Identifying, Teaching, and Supporting*. Edited by M. Brooks-Gillies, E. G. Garcia, S. H. Kim, K. Manthey, and T. G. Smith. Special issue of *Across the Disciplines*.
- Lannin, A. & West, N. (2017). "Going Public: Teaching undergraduates how to write for broad audiences." *EJournal of Public Affairs*, 6(2). <http://www.ejournalofpublicaffairs.org/going-public-teaching-undergraduates-write-broad-audiences/>
- Lannin, A., Cisco, J., Hodgson-Philbrook, J., & Philbrook, M. (2017). "How do you know that works?": A mixed methods approach to assessing student writing in Writing Intensive courses. *Council of Writing Program Administration Journal*. 40.2, 52-76.
- Lannin, A. & Selting, B. (2017). Overview of the University of Missouri's Campus Writing Program. In B. Siegel-Finer and J. White-Farnham. *Writing Program Architecture: Thirty Cases for Reference and Research*. Logan, Utah: Utah State University Press.
- Lannin, A. (2014). The sound of pencils on the page: Freewriting in a junior high school classroom. *Writing and Pedagogy*. 6.3, 555-581.
- Lannin, A., Kline, K., Knowles, A., Kohnen, A., Singer, N., & Stokes, V. (2014). From ELA teacher to literacy expert: Reimagining our roles. *The English Journal*. 104.2, 54-60.
- Taxis, T., Lannin, A., Selting, B., & Lamberson, W. (2014). Effect of making an audio recording of a term paper on writing quality. *Natural Sciences Education*. 43, 81-84.
- Lannin, A., & Fox, R. F. (2010). Chained and confused: Teacher perceptions of formulaic writing in a virtual classroom. *Journal of writing and pedagogy*, 2. <http://www.equinoxpub.com/WAP/article/view/6600>
- Fox, R. F. & Lannin, A. (2007, September). Belly up to the pond: Teaching teachers creative nonfiction in an online class. *The writing instructor special issue: Composition studies, the next generation: teaching and mentoring new composition teachers*. <http://www.writinginstructor.com/foxlannin>.



## EDITED BOOK/JOURNAL

- Zapata, A., Metz, M., Bauer, E., Compton-Lilly, C., Sanchez, L., Gilles, C., Lannin, A., Kingsley, L., & Petrone, R. (Eds.). (November 2020). *Literacy Research: Theory, Method, and Practice*, Volume 69. Literacy Research Association: SAGE Publications.
- Bauer, E., Compton-Lilly, C., Sanchez, L., Gilles, C., Lannin, A., Kingsley, L., Metz, M., Petrone, R., & Zapata, A. (Eds.). (November 2019). *Literacy Research: Theory, Method, and Practice*, Volume 68. Literacy Research Association: SAGE Publications.
- Gilles, C., Lannin, A., Bauer, E., Compton-Lilly, C., Kingsley, L., Metz, M., Sanchez, L., & Zapata, A. (Eds.). (November 2018). *Literacy Research: Theory, Method, and Practice*, Volume 67. Literacy Research Association: SAGE Publications.
- Gilles, C., Sanchez, L., Baker, B., Kingsley, L., Lannin, A., & Zapata, A. (Eds.). (November 2017). *Literacy Research: Theory, Method, and Practice*, Volume 66. Literacy Research Association: SAGE Publications.
- Kuby, C. R., Lannin, A., Baker, B., Gilles, C., Kingsley, L., Sanchez, L., & Zapata, A. (Eds.). (November 2016). *Literacy Research: Theory, Method, and Practice*, Volume 65. Literacy Research Association: SAGE Publications. (Print version is 453 pages).
- Baker, B., Clifton, J., Gilles, C., Kingsley, L., Kuby, C.R., Lannin, A., Sanchez, L., & Zapata, A. (Eds.). (November 2015). *Literacy Research: Theory, Method, and Practice*, Volume 64. Literacy Research Association: SAGE Publications. (Print version is 497 pages).

## TECHNICAL REPORTS/MONOGRAPHS

- Johnson, D., Pingrey, J., & Lannin, A. (2017). *Youth, family, and community programs: A monograph*. Berkeley, CA: National Writing Project.
- Lannin, A. & Franklin, K. (2011). Local Sites Research Initiative V: Missouri Writing Projects Network Study of Missouri Literacy Academies. *The National Writing Project*. Berkeley, CA: National Writing Project. <http://www.nwp.org/cs/public/print/resource/3722>

## EDITORIAL AND REVIEW WORK

- Faculty Advisor, Editorial Board, *Artifacts: Online Journal of Undergraduate Student Writing*, sponsored by the Campus Writing Program, University of Missouri. Annual online publication. 2011 to present.
- Reviewer. *Talking Points*. Journal of the Whole Language Umbrella, National Council Teachers of English. 2010 to present.
- Lannin, A. (2019). Review of the book *Teaching Writing As Journey, Not Destination: Essays Exploring What "Teaching Writing" Means*, by P. L. Thomas. Charlotte, NC: Information Age Publishing.
- Review. *eJournal of Public Affairs*. Missouri State University. 2018.
- Reviewer. Write to Learn Conference proposals. Columbia, Missouri. 2007 to 2024.

## REFEREED PRESENTATIONS - International - last six years

- Von Gillern, S., Obubo, L., Lannin, A., Hutchison, A. (2024). Digital Citizenship via Analyzing, Creating, Then Sharing Messages on Cyberbullying. Society for Information Technology & Teacher Education conference, Las Vegas, NV.
- Lannin, A., Townsend, M., & Kareem, M. (2023). WAC's Transnational Role in One Program's Institutional Success: A Short History of How the University of Missouri's WAC Program Internationalizes Its Mission. International Writing Across the Curriculum Conference, Clemson University, South Carolina.
- Kerkhoff, S., Kline, K., Lannin, A., O'Daniels, K., Sheerman, J., & Singer, N. (April, 2022). Honoring Local Context: Designing Collaborative K-12 School Literacy Plans. American Educational Research Association Annual Meeting, San Diego, California
- Cripps, M., Falconer, H., Flash, P., Fodrey, C., Galin, J., Lannin, A., Mikovits, M., Morris, K., Pinkert, L., Sheriff, S., Scheurer, E., & Rosinski, P. (March, 2022). Behind the Scenes of WAC: Pre-conference Workshop. Conference on College Composition and Communication annual conference, virtual.
- Lannin, A., Townsend, M., Huelsbergen, D., & Sharpe, D., (2021). Coffee, Cake, and Curtains: How Food and Ambiance Helped Create and Still Sustain a Successful WAC Program. Presentation at the International Writing Across the Curriculum conference, Colorado State University, Fort Collins, CO, USA. (virtual recorded session).
- Lannin, A. & Sheerman, J. (2018, June). STEM Literacy Project: Connecting learning across the Curriculum. Presentation at the International Writing Across the Curriculum Conference, Auburn University, AL, USA.



Cisco, J. & Lannin, A. (2016, June). How Do You Know That Works?: A mixed methods approach to assessing student writing in writing intensive courses. Presentation at the International Writing Across the Curriculum Conference, Ann Arbor, MI, USA.

**National - last six years**

Sheerman, J., Gaskill, B., Georgetti, A., and Lannin, A. (2023, November). "Show Me a Literacy Collaborative! Worthwhile Partnerships to Support Literacy Planning." Presentation for the National Council of Teachers of English Conference, Columbus, OH.

Kline, K., Fabiano, T., LaMear, R., and Lannin, A. (2023, November). "Creating Breathing Room for Liberatory Practices That Connect Us." Presentation for the National Council of Teachers of English Conference, Columbus, OH.

Lannin, A. & Folk, W. (October 2023). Engaging Middle School Students in Blackout Poetry. [STEM Share-A-Thon]. NSTA National Conference on Science Education 2023. Kansas City, Missouri.

van Garderen, D., Folk, W., Lannin, A., Smith, C. (contributor), & Atchison-Green, T. (October 2023). Scaffolding Learning to Engage Diverse Learners in Informational Science Text. [Hands-On Workshop]. NSTA National Conference on Science Education 2023. Kansas City, Missouri.

Lannin, A., Otten, S., Romine, W., and Kareem, M. (2023, June). Issue-based Argumentation to support literacy integration and learning in STEM. Presentation for DRK-12 PI Meeting. Washington, DC.

Abdelnaby, H., Romine, W., van Garderen, D., Milarsky, T., Agarwal, A., Lei, Q., Smith, C., Lannin, A. and Folk, W. (April, 2023). Linking Science and Literacy Through Multimodal Text Sets: Student Perspectives. National Association for Research in Science Teaching Annual Conference. Chicago, IL.

Romine, W., Agarwal, A., Burwell, E., Kareem, M., & Lannin, A. (April, 2023). *Measuring Claim-Evidence-Reasoning Using Scenario-based Assessments Grounded in Real-world Issues*. Paper presentation at the National Association for Research in Science Teaching Annual Conference, Chicago, IL.  
<https://corescholar.libraries.wright.edu/biology/899>

Greene, M., Pinkston, L., and Lannin, A. (2022, November). Linking Literacies Across the Curriculum through Multimodal Text Sets. Presentation for the National Council of Teachers of English Conference, Anaheim, CA.

Kerkhoff, S. & Lannin, A. (2022, November). Teaching Critical Civic and Media Literacies. Panel for the National Council of Teachers of English Conference, Anaheim, CA.

Romine, W., Lannin, A., Agarwal, A., Kareem, M., & Burwell, E. (June, 2021). *How Do Students Express Their Claim-Evidence-Reasoning on Scenario-based Assessments Grounded in Real World Issues?* Poster Presentation at the Discovery Research K12 Principal Investigator Meeting. National Science Foundation, Washington, DC.

Greene, M., Pinkston, L., and Lannin, A. (2020, November). Multimodal Text Sets and Literacy across the Curriculum. Presentation accepted for the National Council of Teachers of English Conference, Denver, CO (sessions canceled due to COVID-19).

Lannin, A. (2020, November). Responding to the Climate Crisis in English Language Arts: "Linking Science and Literacy for All Learners: Using Multimodal Text Sets to Address Climate Change Impacts." Round Table presentation at the National Council of Teachers of English Conference, Denver, CO (virtual).

Lannin, A., Goldsmith, C., Hayes, R. (2019, July). More seats at the table: Inclusion of faculty voices on a campus writing board. Presentation at the Council of Writing Program Administrators Conference, Baltimore, Maryland.

Goldsmith, C., Lannin, A. (2019, July). Engaging Complexity in WAC/WID Assignments: Against a Dichotomous Approach to Argumentation in the Disciplines. Presentation at the Council of Writing Program Administrators Conference, Baltimore, Maryland.

Folk, W., Van Garderen, D., Miller, Z., & Lannin, A. (2019, April). The Flight of the Bumblebee: A New Multimodal STEM Text Set and Related Activities for Diverse Middle School Learners. Presentation at National Science Teachers Association conference, St. Louis, Missouri.

Trigos-Carrillo, L. & Lannin, A. (2018, December). Writing retreats: Camaraderie and solidarity to support women faculty productivity. Presentation at Literacy Research Association Conference, Indian Wells, California.

Madden, S., Cox, M., Driscoll, D., Eodice, M., Epps-Robertson, C., Lannin, A., Tarabochia, S., & Zamin, N. (2018, March). Research-based support for graduate and faculty writers. Workshop presented at Conference on College Composition and Communication, Kansas City, Missouri.



### **Regional/State - last six years**

- Lannin, A. & Kareem, M. (November, 2022). Issue-based argumentation to support literacy and learning in STEM. Presentation at Science Teachers of Missouri Conference (STOM). Columbia, MO.
- van Garderen, D., Folk, W., Lannin, A., Juergensen, R.L., Smith, C.M., Abdelnaby, H., (March, 2020). *Multimodal STEM Text Sets and Related Activities for Diverse Middle School Learners*. Presentation at the 4<sup>th</sup> Annual Collaborative Conference and Spring Law Conference. Columbia, MO.
- Lannin, A. and O'Daniels, K. (2018). Blending our learning through blending our words and ideas. Presentation at Write to Learn state Language Arts conference, Osage Beach, MO.

### **Invited Talks and Guest Teaching - last six years**

- Lannin, A. (October, 2023). Writing Workshop for Graduate Seminar in Industrial and Manufacturing Systems Engineering, University of Missouri.
- Lannin, A. (October, 2023). Writing Workshop for Graduate Students in ESCP, University of Missouri.
- Lannin, A. (September, 2022). Writing Workshop for Graduate Seminar in Industrial and Manufacturing Systems Engineering, Dr. James Noble, University of Missouri.
- Lannin, A. (May, 2022) Seminar for Pre-PT Scholars. Department of Physical Therapy, University of Missouri.
- Lannin, A. (2020). Research Writing for SLHS 3950. Taught a session for Dr. Roxana Botezatu.
- Lannin, A. (2019; 2020; 2021). Academic Writing and Support for Graduate Students – guest teaching for Dr. Sanchez's Scientific Foundations of Counseling Psychology and Dr. Dorner's Educational Leadership & Policy Analysis - Qualitative Methods in Educational Research I, Fall 2019.
- Goldsmith, C. & Lannin, A. (2019). Technical Writing: Strategies and Tips. Structural Seminar, College of Engineering. Graduate and Faculty workshop, March, 2019.
- Lannin, A. & Harper, R. (2019). Academic Integrity – Academic Honesty. Preparing Future Faculty. Graduate student workshop, March, 2019.
- Goldsmith, C. & Lannin, A. (2018). Academic Writing and Support for Graduate Students – guest teaching for Dr. Sanchez's Scientific Foundations of Counseling Psychology and Dr. Dorner's Educational Leadership & Policy Analysis 8957 - Qualitative Methods in Educational Research I, Fall 2018.
- Lannin, A. (2018). Technical Writing. Guest presentation for Textile and Apparel Management. University of Missouri, August, 29, 2018.
- Lannin, A. & Harper, R. (2018). Academic Integrity: From plagiarism to teaching opportunity. Guest presentation for Preparing Future Faculty seminar, University of Missouri.
- Lannin, A. (2016, 2017, 2018). Technical writing: From theory to practice (4 workshops). Guest teaching for Structural Engineering Seminar, Civil and Environmental Engineering; University of Missouri.

### **EXTERNAL FUNDING - last six years**

- Linking Science, Mathematics, and Literacy for All Learners*. National Institutes of Health/SEPA. Total Budget: \$1.25 Million. 2022-2027. Role: Co-PI.
- Show Me Literacies Collaborative – Missouri Writing Projects Network (in partnership with Missouri Language and Literacies Center and Missouri Reading Initiative), 2020-2025*. Missouri Department of Elementary and Secondary Education Comprehensive Literacy State Development Grant. CFDA Number 84.371C Department of Education. Total Budget: \$2.4 Million. Role: PI.
- Anchoring High School Students in Real-life Issues that Integrate STEM Content and Literacy 2020-2023*. National Science Foundation, DRK-12 #2010312. Total Budget: \$1,121,516. Role: PI.
- I3 C3WP Professional Development Grant, 2019-2021, Missouri Writing Project*. National Writing Project. Total Budget: \$242,000. Role: PI.
- Strengthening Middle School Science and Health Education by Linking Grade-Level Inquiry and Reading of Complex Tasks*. National Institutes of Health. Total Budget: \$1,336,549. 2018- 2022. PI: Bill Folk and Delinda Van Garderen; Role: Co-Investigator.
- Missouri Writing Projects Network, 2011-2024*. Missouri Department of Elementary and Secondary Education. Total annual budget: \$181,670 for 2023-2024. Role: PI.



# Katherine O'Daniels, Ph.D.

## Curriculum Vitae

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### EDUCATION

- 2012 – 2017      University of Missouri-St. Louis, College of Education  
Ph.D. in Education | Teaching and Learning Processes (Emphasis – Literacy)
- 2001 – 2005      Webster University, School of Education  
Master of Arts in Teaching | Communication Arts (Emphasis – Reading)
- 1994 – 1998      University of Missouri-Columbia, College of Education  
Bachelor of Science in Education | Major: Elementary Education; Minor: Spanish

### PROFESSIONAL CERTIFICATIONS

Certificate in the Teaching of Writing – University of Missouri-St. Louis  
Teacher Consultant – National Writing Project (local site Gateway Writing Project)  
Special Reading (K-12) – Missouri Department of Elementary and Secondary Education  
Elementary (1-6) – Missouri Department of Elementary and Secondary Education  
Spanish (K-9) – Missouri Department of Elementary and Secondary Education

### PROFESSIONAL EXPERIENCE

- 2023 – present      Associate Teaching Professor, Department of Educator Preparation  
University of Missouri-St. Louis
- 2017 – 2023      Assistant Teaching Professor, Department of Educator Preparation  
University of Missouri-St. Louis
- 2012 – 2017      Graduate Teaching/Research Assistant, Department of Educator Preparation  
University of Missouri-St. Louis
- 2006 – 2012      Instructor, Developmental Reading Program  
St. Charles Community College—Cottleville, Missouri
- 2000 – 2006      Elementary Teacher, Fourth Grade  
Rebecca Boone Elementary—Warrenton, Missouri

### ADMINISTRATIVE EXPERIENCE

- 2014 – present      Director/Co-Director of the Gateway Writing Project  
University of Missouri-St. Louis

### PUBLICATIONS

- Napitupulu, A., Easterling, J., Hamm, L., Kerkhoff, S., Hammond, D., Brosch, T., Singer, N. R., & O'Daniels, K. A. (2023). Centering Teacher Expertise, Needs, and Wellbeing in In-service Teacher Education: A Post/COVID-19 Study. *Education Sciences*, 13, Article 7.
- Kerkhoff, S., Kline, K., Lannin, A., O'Daniels, K. A., Sherman, J., & Singer, N. R. (2023). Co-creating school literacy action plans: Leading responsive and sustainable action for change in times of turmoil. *Literacy Today*, July/August/September.
- Kerkhoff, S. N., Kline, K., Lannin, A. A., O'Daniels, K. A., Sheerman, J., Singer, N. R., Brosch, T. L., Hammond, D. M., & Obubo, L. A. (2023). Teacher-generated literacy action plans: School improvement that starts with teachers. *English Leadership Quarterly*, 45, 19–23.



- Kerkhoff, S. N., O'Daniels, K. A., Mardi, F., & Parton, C. (2022). Successes and challenges with anti-racist community building in online environments: A dual pandemic intersection. In R. Hartshorne (Ed.), *A retrospective of teaching, technology, and teacher education during the covid-19 pandemic*. AACE/Site Publications. <https://www.learntechlib.org/primary/p/221522/>
- Kerkhoff, S. N. & O'Daniels, K. (2019). *Zooming in & zooming out: Combining inquiry and critical literacy frameworks* [blog]. 21st Century Initiatives for Literacies Research. Retrieved from <http://www.initiativefor21research.org/our-thinking/zooming-in-zooming-out-combining-inquiry-and-critical-literacy-frameworks>
- Janks, H., Rogers, R., & O'Daniels, K. (2017). Language and power in the classroom. In T. McCarty (Ed.), *Encyclopedia of Language and Education. Vol. 1: Language Policy and Political Issues in Education*. New York: Springer.
- Rogers, R., Wetzel, M. M., & O'Daniels, K. (2016). Learning to teach, learning to act: Becoming a critical literacy teacher. *Pedagogies: An International Journal*, 11 (4), 292-310.
- Rogers, R., & O'Daniels, K. (2015). Critical literacy education: A kaleidoscopic view of the field. In J. Rowsell & K. Pahl (Eds.), *The Routledge Handbook of Contemporary Literacy Studies* (pp. 62-78). New York: Routledge.

#### REFEREED PRESENTATIONS

- Kerkhoff, S., & O'Daniels, K. A. (2023, December 1). *At the Intersection of Civic and Disciplinary Literacies*. Literacy Research Association Annual Conference: Atlanta, GA.
- Hamm, L., Easterling, J., O'Daniels, K. A., Brosch, T., & Hammond, D. (2023, November 29). *For the Love of Teachers: Humanizing and Centering Teacher Expertise in Professional Development*. Literacy Research Association Annual Conference: Atlanta, GA.
- Kerkhoff, S., Lannin, A., Olğün-Baytaş, M., & O'Daniels, K. (2022, November). *Civic Discourse and C3WP Across the Disciplines*. National Council of Teachers of English Annual Convention: Anaheim, CA.
- O'Daniels, K., Singer, N., Kerkhoff, S., Hammond, D., & Brosch, T. (2022, April). *Planning for Change through Participatory Inquiry: A Multicase Study of School-Based Literacy Plans*. (N. Vehabovic, Ed.). American Educational Research Association Annual Meeting: San Diego, CA.
- Kerkhoff, S., Kline, K., Lannin, A., O'Daniels, K., Sheerman, J., & Singer, N. (2022, April). *Honoring Local Context: Designing Collaborative K-12 School Literacy Plans*. American Educational Research Association Annual Meeting: San Diego, CA.
- Kerkhoff, S., Mardi, F. H., O'Daniels, K., & Parton, C. (2022, April). *Successes and Challenges with Anti Racist Community Building in Online Environments*. American Educational Research Association Annual Meeting: San Diego, CA.
- Kerkhoff, S. & O'Daniels, K. (2021, October). *Critical Civic Literacy in the Disciplines: Educating a Literate Citizenry for Responsible Social and Environmental Action*. UMSL Early Career Research Symposium: St. Louis, MO.
- O'Daniels, K., & Roslawski, S. (2020, February). *Community mapping: Writing to Discover*. Write to Learn Conference: Osage Beach, MO.
- O'Daniels, K., & Kerkhoff, S. (2019, October). *Zooming in & zooming out: Integrating inquiry and critical literacy frameworks*. International Literacy Association Annual Conference: New Orleans, LA.
- O'Daniels, K., & Lannin, A. (2018, February). *Blending our learning through blending our words and ideas*. Write to Learn Conference: Osage Beach, MO.
- O'Daniels, K., & Roslawski, S. (2017, November). *(Re)Storying Ferguson, (Re)Finding our voices*. National Council of Teachers of English Annual Convention: St. Louis, MO.
- O'Daniels, K. (2017, November). *Poetry as critical professional practice*. National Council of Teachers of English Annual Convention: St. Louis, MO.
- O'Daniels, K., Hammond, D., & Griner, C. (2017, November). *Moving forward: Youth writers (re)story St. Louis*. National Writing Project Annual Meeting: St. Louis, MO.



O'Daniels, K. (2016, December). *Making Place through Poetry*. Literacy Research Association Conference: Nashville, TN.

#### **IN-SERVICE AND PROFESSIONAL DEVELOPMENT WORKSHOPS**

- O'Daniels, K. (2023). *Evidence-Based Literacy Curriculum*. (In-Service Workshop Series). Pattonville School District.
- O'Daniels, K., Kerkhoff, S., Singer, N., Brosch, T., Hammond, D. (2022- 2024). *Literacy Leadership Academy*. (Sustained In-Service Professional Learning). University of Missouri-St. Louis.
- O'Daniels, K., Kerkhoff, S., Singer, N., Brosch, T., Hammond, D., Ertmann, J., Maddock, J., in collaboration with National Writing Project. (2022- 2024). *Comprehensive Literacy State Development: Source-Based Argument*. (Sustained In-Service Professional Learning). University of Missouri-St. Louis.
- O'Daniels, K., Kerkhoff, S., Singer, N., Brosch, T., Hammond, D., & Vehabovic, N. (2021, August 3-6). *Comprehensive Literacy State Development: Teacher Leader Summer Institute*. University of Missouri-St. Louis.
- O'Daniels, K., Kerkhoff, S., Singer, N., Brosch, T., Hammond, D., & Vehabovic, N. (2021, July 30). *Comprehensive Literacy State Development: Literacy Leader Breakfast Reception*. University of Missouri-St. Louis.
- O'Daniels, K., Kerkhoff, S., Bumble, J., Mardi, F., & Elias, M. (2020, September). *September Start-Up Series: Building an online classroom community*. (Virtual Workshop Series). University of Missouri – St. Louis.
- O'Daniels, K., Kerkhoff, S., Bohlman, D., Brock, L., Hackmeyer, C., O'Brien, C., & Vessa, B. (2019-2020). *Building a culture of reading, writing, and thinking*. (Sustained School-Based Professional Development Program). Rockwood School District: St. Louis, MO.
- O'Daniels, K., Beck, C., Bode, J., Hackmeyer, C., Kjellesvik, B., Lewis, K., & O'Brien, C., (2017 – 2020). *ELA innovators with Gateway Writing Project*. (Sustained School-Based Professional Development Program). Mehlville School District: St. Louis, MO.
- O'Daniels, K., in collaboration with the Missouri Writing Project Network. (2017-18 academic year). *Critical and creative approaches to source-based writing*. (In-service Workshop Series) Missouri Department of Elementary and Secondary Education: Jefferson City, MO.
- O'Daniels, K., Muse, A., & Kjellesvik, B. (2017, July). *Introduction to the College-Ready Writer's Program*. (In-service Workshop). Hazelwood North Middle School: St. Louis, MO.
- O'Daniels, K. (2016, April). *Close reading with a twist: Reading like writers*. (In-service Workshop) Keeven Elementary School: St. Louis, MO.
- O'Daniels, K. (2016, January). *Powerful writing: Authors as mentors*. (In-service Workshop) Keeven Elementary School: St. Louis, MO.
- O'Daniels, K. (2015, February). *Incorporating literacy across the curriculum*. (Guest Lecturer) Student Teaching Seminar: University of Missouri-St. Louis.

#### **GRANTS & CONTRACTS**

- Kerkhoff, S. N., O'Daniels, K. A., & Hammond, D. (2023). The Gateway Professional Learning Network. UMSL College of Education Research Award. Funded: \$4,695.
- Kerkhoff, S. N., O'Daniels, K., & Singer, N. R. (2020). Missouri comprehensive literacy state development K-12 initiative. MO DESE/US DOE Comprehensive Literacy State Development Grant. Funded: \$5,107,576.
- O'Daniels, K., Brosch, T., & Hammond, D. (2023). National Park Service Collaborations. National Writing Project. Funded: \$3500.
- O'Daniels, K., Brosch, T., & Hammond, D. (2022). National Park Service Collaborations. National Writing Project. Funded: \$2000.

- O'Daniels, K., & Brosch, T. (2022). Literacy Action Planning and Curriculum Consulting. Pattonville School District. Funded: \$13,000.
- Kerkhoff, S. N., Mardi, F., Bumble, J., O'Daniels, K., & Elias, M. (2020). Successes and challenges with anti-racist community building in online environments. AERA Education Research Service Projects. Funded: \$5,000.
- O'Daniels, K. (2019). Building a Culture of Reading, Writing, and Thinking Professional Development. Rockwood School District. Funded: \$20,000.
- O'Daniels, K. (2018). Creating a Culture of Argument & Civic Discourse Professional Development. St. Louis Public Schools. Funded: \$8,750
- O'Daniels, K. & Singer, N.R. (2017). ELA Innovators with Gateway Writing Project Professional Development. Mehlville School District. Funded: \$150,000
- O'Daniels, K. & Singer, N.R. (2017). LRNG Innovators Challenge. National Writing Project, John Legend's Show Me Campaign, & MacArthur Foundation. Funded: \$20,000

## PROFESSIONAL SERVICE

### *Service to University, College, & Department*

2021 – present	Graduate Student Advising
2021 – present	UMSL College of Education, Program Outcomes Team Leader
2019 – present	UMSL College of Education, Literacy Community Engagement and Outreach
2019 – present	UMSL Engagement Council, College of Education Liaison
2019 – present	UM System, Online Course Peer Review Corp
2017 – present	UMSL, College of Education, Course Stewardship
2023	UMSL, Ad Personam Committee for Promotion – Martille Elias
2023	UMSL, Strategic Planning - Responsive Programs Committee
2020	UMSL, Five-Year Review Committee for College of Nursing

### *Service to Community & Profession*

2014 – present	Gateway Writing Project, Advocacy and Outreach Committee (co-chair)
2014 – present	Gateway Writing Project, Teachers as Writers Committee (co-chair)
2014 – present	Gateway Writing Project, Professional Learning Committee (co-chair)
2014 – present	Gateway Writing Project, Youth Writing Committee (co-chair)
2015 – present	Missouri Writing Project Network, Board of Directors
2019 – 2022	International Literacy Assoc., Ad hoc Reviewer - <i>The Reading Teacher</i>
2017 – 2022	OneCity Stories: St. Louis Youth Writing Program (program leader)
2016 – 2022	Missouri Reading Assoc., Editorial Board Member - <i>The Missouri Reader</i>

## AWARDS AND HONORS

2023	Conference on English Leadership – Best Article Award Honorable Mention
2022	Missouri Department of Elementary and Secondary Education – Early Literacy Fellow
2021	University of Missouri – St. Louis, Co-Investigator of the Year Award

## PROFESSIONAL ORGANIZATIONS

Literacy Research Association  
 National Council of Teachers of English  
 International Literacy Association  
 National Writing Project  
 Missouri Writing Project Network  
 Missouri Literacy Association  
 St. Louis Regional Literacy Association



Curriculum Vitae  
**NANCY ROBB SINGER**

**EDUCATION**

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**December 2004**      Ph.D. **University of Missouri**, St. Louis, Missouri  
**August 1992**      M.Ed. **University of Missouri**, Columbia, Missouri  
**December 1986**      B.S. Ed. **University of Missouri**, Columbia, Missouri

**RELEVANT PROFESSIONAL EXPERIENCE**

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**2004-present**      **Associate Professor**  
University of Missouri, St. Louis, Missouri  
**1987-2021**      **English/Journalism Teacher**  
Boonville R-I School District, Boonville, Missouri

**RELEVANT ADMINISTRATIVE EXPERIENCE**

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**2021-present**      **Associate Dean, College of Education**  
University of Missouri, St. Louis, Missouri  
**2016-2020**      **Chair, Dept. of Educator Preparation, Innovation & Research**  
University of Missouri, St. Louis, Missouri  
**2010-2018**      **Co-Director, Gateway Writing Project**  
University of Missouri, St. Louis, Missouri

**SCHOLARLY ACTIVITIES**

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*Refereed Publications*

- Kareem, M., Lannin, A., Romine, W., **Singer N.**, Tyson, M. Kline, K. Kendrick, M. Otten S., Apple, S. (2024). "Using scenarios to assess student learning." *Science Teacher*. 91, (2). p. 1-5.
- Napitupulu, A., Easterling, J., Hamm, L., Kerkhoff, S.N., Hammond, D., Brosch, T.L., **Singer, N R.**, and O'Daniels, K. (2023). Centering teacher expertise, needs, and wellbeing in in-service teacher education: A post/COVID-19 study. *Education Sciences*. Available: <https://www.mdpi.com/2227-7102/13/7/753>.
- Kerkhoff, S.N., Kline, K., Lannin, A., O'Daniels, K.A., Sheerman, J. & **Singer N.R.** with Brosch, T., Hammond, D., & Obudo, L. (2023). "Teacher-centered literacy action plans: School improvement that starts with teachers." *English Leadership Quarterly*. 45, (3), 19-23. <https://doi.org/10.58680/elq202332291>
- Lannin, A., Kohnen, A., Kline, K., **Singer, N.**, Stokes, V., & Knowles, A. (2014). "From English language arts teacher to literacy expert: Reimagining our roles." *English Journal*, 104, (2), p. 54-60.
- Scherff, L., Singer, N.R. & Brown, M.A. (2013). "Mentoring 'pre' preservice teachers in third spaces." *Teacher Education and Practice*, 26, (3), 375-392. <https://www.learntechlib.org/p/157001/>
- Scherff, L. & **Singer, N.R.** "The preservice teachers are watching: Framing and reframing the field experience." (2012). *Teaching and Teacher Education*. 28, (2), 263-272. <https://doi.org/10.1016/j.tate.2011.10.003>

- Singer, N. R. & LeMahieu, P.** (2011). "The effect of scoring order on the independence of holistic and analytic scores." *Journal of Writing Assessment*, 4, (1).  
<https://escholarship.org/uc/item/4xb1c9gj#main>.
- Yonezawa, S., Jones, M. & **Singer, N. R.** (2011). "Teacher resilience in urban schools: The importance of technical knowledge, professional community, and leadership opportunities." *Urban Education*, 46, (5), 913-931. <https://doi.org/10.1177/0042085911400341>
- Huisman, S., Singer, N. R. & Catapano, S. (2010). "Resiliency to success: Supporting novice urban teachers." *Teacher Development*, 14, (4), 483-499.  
<https://doi.org/10.1080/13664530.2010.533490>
- Singer, N. R.**, Catapano, S. & Huisman, S. (2010). "The university's role in preparing teachers for urban schools." *Teaching Education*, 21, (2), 119-130. <https://doi.org/10.1080/10476210903215027>
- Scherff, L. & **Singer, N. R.** (2008). "Framing and re-framing through computer-mediated communication (CMC): Providing pre-service teachers with alternate support structures." *Learning Inquiry*, 2, 151-167. <https://doi.org/10.1007/s11519-008-0033-5>.
- Singer, N. R.** (2007). "Taking time for inquiry: Revising collaborative teacher inquiry to improve student achievement." *English Leadership Quarterly*, 29, 7-10.
- Singer, N.R. & Zeni, J.** (2004). "Building bridges: Creating an online conversation community for preservice teachers." *English Education*, 37, 30-49. <https://doi.org/10.58680/ee20044107>

#### Book Chapters

- Romine, W., Lannin, A., Kareem, M. & **Singer, N.** (2023). Using multi-faceted Rasch models to understand middle school students' use of claim-evidence-reasoning around scenarios grounded in socio-scientific Issues. In Boone, W. and Liu, X (Eds.) *Advances in Applications of Rasch Measurement in Science Education*.  
<https://dokumen.pub/advances-in-applications-of-rasch-measurement-in-science-education-1nbsped-3031287754-9783031287756.html>
- Candela, A.G., Regester, A., **Singer, N.R.**, Fisher, J., Smith-Sodey, J., Koscielski, S., & von der Heyde N. (2022). All means all: Adjusting the lens on field experiences. In D. Polly (Ed) *Preparing Quality Teachers: Advances in Clinical Practice*. Charlotte, NC: Information Age Publishing, pp. 3-20.

- Kohnen, A. M., Saul, E. W., & **Singer, N.** (2016). Developing support for teachers and students in secondary science classrooms through writing criteria. In S. Plane, C. Bazerman, & C. Donahue (Eds.), *Writing research from multiple perspectives*. Lorraine, France: Centre de Recherche sur les Médiations, pp. 211-232. <https://wac.colostate.edu/docs/books/wrab2014/collection.pdf>
- Cordova, R.A., Taylor, A., Whitacre, M. **Singer, N.**, Cummings, K. and Koscielski, S. (2015). "Three durable practices for approaching video as a reflective tool: From siloed to connected cultures in educator preparation." In Evan Ortlieb, Lynn E. Shanahan, Mary B. McVee (ed.) *Video Research in Disciplinary Literacies: Literacy Research, Practice and Evaluation, Volume 6*. Emerald Group Publishing Limited, pp.167-188.

#### Editorially Reviewed

- Singer, N.R.**, Lannin, A., Kareem, M., Romine, W., and Kline, K. (in press). Promoting literacy-based instruction and assessment in STEM classrooms. *Phi Delta Kappan*.



Lannin, A., Singer, N.R. and Romine, W. (Feb. 2023). Anchoring high school students in real-life issues that integrate STEM content and literacy. NSF DRK-12. Available:  
<https://cadrek12.org/spotlight/drk-12-impact-studies#lannin>

Kerkhoff, S.N., Kline, K., Lannin, A., O'Daniels, K.A., Sheerman, J. & Singer N. Co-creating Literacy Action Plans: Leading Responsive and Sustainable Action for Change in Times of Turmoil. (2023) Literacy Today. July/Aug./Sept., p. 2-4.  
[https://www.academia.edu/101344759/Co\\_creating\\_School\\_Literacy\\_Action\\_Plans\\_Leading\\_Responsive\\_and\\_Sustainable\\_Action\\_for\\_Change\\_in\\_Times\\_of\\_Turmoil](https://www.academia.edu/101344759/Co_creating_School_Literacy_Action_Plans_Leading_Responsive_and_Sustainable_Action_for_Change_in_Times_of_Turmoil)

#### *Technical Publications*

**Singer, N.R. & Scollay, D. (2010).** "Building leadership for a sustained district writing improvement program." University of California, Berkeley: National Writing Project, Berkeley, CA.  
**Available:**  
<https://web.archive.org/web/20230321134040/https://archive.nwp.org/cs/public/print/resource/3083>

**Singer, N.R. & Scollay, D. (2008).** "Building a district-based secondary writing program through the National Writing Project Model." University of California, Berkeley: National Writing Project, Berkeley, CA. **Available:**  
<https://web.archive.org/web/20230204153954/https://archive.nwp.org/cs/public/print/resource/2583>

**Singer, N.R. & Scollay, D. (2006).** "Increasing student achievement in writing through teacher inquiry: An evaluation of professional development impact." University of California, Berkeley: National Writing Project, Berkeley, CA. **Available:**  
[https://lead.nwp.org/wp-content/uploads/2017/02/Gateway\\_LSRI\\_Cohort\\_II.pdf](https://lead.nwp.org/wp-content/uploads/2017/02/Gateway_LSRI_Cohort_II.pdf)

#### **SYNERGISTIC ACTIVITIES**

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1. Contributing faculty member to federally funded grants including a U.S. Department of Education Teacher Quality Enhancement Grant preparing teachers for high-needs schools (STEP, \$3.2 million, 2004-2008); NSF grant teaching science literacy through science journalism (No. DRL-0822354, \$3.5 million, 2008-2012); CEEDAR grant preparing teachers to better serve special education populations (\$14,000, 2014-2017); NSF STEM literacy grant (\$1,089,924, 2020-2024).
2. Extensive grant activity partnering with the Missouri Department of Elementary & Secondary Education to deliver teacher professional development on several activities but primarily in the area of content literacy. This work includes a Comprehensive Literacy State Development Grant (\$4.9 million sub award) in 2020.
3. Extensive grant activity with the National Writing Project to deliver teacher professional development on a number of initiatives (\$600,907).
4. Long-term work with the National Writing Project on large-scale writing assessment/scoring.
5. Supporting teacher workforce pathways including new programming for teacher apprentices. Grants in this research stream have totaled \$1,309,999 with two submitted grants totaling \$4.1 million.



# Angie Zapata

Associate Professor of Language and Literacies Education  
College of Education University of Missouri

## EDUCATION

- 2007 - 2013 College of Education, University of Texas at Austin.  
Ph.D In Curriculum & Instruction. Program: Language & Literacy.
- 2000 - 2001 College of Education, University of Texas at Austin.  
Master of Education In Curriculum & Instruction. Program: Language & Literacy.
- 1993 - 1997 School of Education, Southwestern University.  
Bachelor of Arts in Child Study & Language Development with Texas Teaching Certification.

## PROFESSIONAL CERTIFICATION/CREDENTIALS

- 2008 Master Reading Teacher
- 1998 Elementary Bilingual/ESL Specialization
- 1997 Elementary Reading Specialization
- 1997 Kindergarten through Grade 8 Teaching Certification

## INSTITUTES

- 2009 Heart of Texas Writing Project (National Writing Project Affiliate)

## PROFESSIONAL EXPERIENCES

- 2019- Associate Professor, Department of Learning, Teaching and Curriculum.  
University of Missouri. Program Area: Language and Literacies Education
- 2013 - 2019 Assistant Professor, Department of Learning, Teaching and Curriculum.  
University of Missouri. Program Area: Language and Literacies Education
- 2012 - 2013 Associate Director of the Heart of Texas Writing Project, University of Texas at Austin, TX
- 2007 - 2012 Graduate Instructor and Research Assistant, Department of Curriculum and Instruction, University of Texas  
Program area: Language and Literacy Studies and Bilingual/Bicultural Studies.
- 2002 - 2007 Bilingual/ESL Teacher, 3rd grade & 4th grade. Mathews Elementary, Austin ISD, Austin, TX.
- 2000 - 2002 Research and Teaching Assistant, Department of Curriculum and Instruction, University of Texas at Austin,  
Program area: Language and Literacy Studies.
- 2000 - 2002 Supervisor of Intern and Apprentice Teachers, Department of Curriculum & Instruction, University of Texas  
at Austin, Program area: Language and Literacy Studies.
- 1997 - 2000 Bilingual Teacher, 1st grade. Chambers Elementary, Alief ISD, Houston, TX.

## HONORS, AWARDS, & RECOGNITIONS

### NATIONAL/REGIONAL

- 2024- Nominee, Early Childhood Education Assembly Teacher Educator of the Year, National Council of Teachers of English
- 2024- Nominee, International Literacy Association, Jerry Johns Outstanding Teacher Educator in Reading Award
- 2024 Recipient, University of Virginia Cooper Lecturer
- 2024 Recipient, Outstanding Elementary Educator Award, National Council of Teachers of English
- 2023 Recipient, Mid-Career Research Award, The National Council of Research on Language and Literacy



2017	Recipient, Early Career Research Award, National Council of Teachers of English/Children's Literature Assembly
2008	Featured educator, <u>Teaching Reading 3-5 Workshop</u> - a production of WGBH Interactive and WGBH Educational Programming and Outreach for Annenberg/CPB for PBS
UNIVERSITY	
2024	Recipient, University of Missouri Provost Great Books Award
2021-2024	Inaugural Recipient, Dr. Lydia Walker Faculty Fellowship in Reading and Literacy
2022	Recipient, University of Missouri Provost Great Books Award
2021	Recipient, Mortar Board Faculty Tap
2020	Recipient, University of Missouri Kemper Teaching Award
2019	Recipient, College of Education for the University of Missouri Faculty Graduate Student Advisor Award
2018	Inaugural Recipient of the Veralee B. Hardin Faculty Enhancement Award, College of Education
2018	Recipient, College of Education for the University of Missouri Faculty Diversity Award
2017	Recipient, University of Missouri Provost Outstanding Junior Faculty Teaching Award
2017	Recipient, University of Missouri- Excellence in Education Award
2017	Recipient, College of Education for the University of Missouri Outstanding Early Career Teaching Award
2017	Recipient, College of Education John T. and Marilyn Holt Finley Faculty Endowment
2015	Recipient, Bess Schooling Professorship in Elementary Education/University of Missouri College of Education.
2014	Inducted, University of Missouri Cambio Center Fellow

## **SELECT SCHOLARSHIP ACTIVITIES**

Underlined names denote graduate students, *Italics* denotes undergraduates, and ^names denote practicing teachers.

### PEER REVIEWED ARTICLES

1. Firat, K., **Zapata, A.**, and Kuby, C. (revise and resubmit) Leveraging Professional Capital of In-service Early Childhood Teachers on Literacies: A Phenomenological Study. *Journal of Professional Capital and Community*. Impact Factor: 3.8
2. Kuby, K., **Zapata, A.**, and Hoxa, E. (revise and resubmit). Exploring the Material-Discursive Relations in Literacies and Language Instruction: A State-wide View of Binary Logics at Work. *Pedagogies*. Impact Factor: .8.
3. **Zapata, A.**, Ybarra Gonzalez, A., and Adu-Gyamfi, M. (2024) "I want to say the right thing": Towards Translingual Literacy Practices Through Early Care Educator and University Researcher Partnerships. *Bank Street Occasional Papers*. 51(1), p. 62-72.
4. **Zapata, A.** (2022). (Re)Animating Children's Aesthetic Experiences With/Through Justice-Oriented Literature: Critically Curating Picturebooks as Sociopolitical Art. *The Reading Teacher*. 0(0). p. 1-8. Impact Factor: 1.632
5. Reid, S., **Zapata, A.**, Adu-Gyamfi, M., and Hoffman, W.^ (2022). "It Might Be Different Than What We Think": Critical Encounters with Linguistically Diverse Picturebooks in an Elementary Classroom. *Language Arts*, 100(2). p 122-134. Acceptance Rate: 10%
6. **Zapata, A.** and Kleekamp, M.C. (2021). Wearing Only Our Skin: the multimodal literacies classroom as a living arrangement, *English Teaching: Practice & Critique*, 21(2). No. ahead-of-print. <https://doi.org/10.1108/ETPC-03-2021-0023> Impact Factor: 1.1.



7. **Adu-Gyamfi, M., Zapata, A., & Reid, S.** (2021). "Who was scared?": Entering Into Reflections Towards Change as Critical Literature Social Educators. Inaugural issue of *The Critical Social Educator*. <https://www.iastatedigitalpress.com/tcse/article/id/11531/>
8. **Zapata, A.** (2020). Cultivating a Critical Translingual Landscape in the Elementary Language Arts Classroom. *Language Arts*, 97(6), 384-390. Acceptance Rate: 10%
9. **Zapata, A.** Kuby, C., & Thiel, J. (2019) Encounters with writing: Becoming-with posthumanist ethics. *Journal of Literacy Research*. 50(4), 478-501. Acceptance rate: 8% Impact Factor: 2.918
10. **Kleekamp, M. & Zapata, A.** (2019). Interrogating depictions of disability in children's picturebooks. *The Reading Teacher*, 72(5), 589-597. Impact Factor: 1.632
11. **Zapata, A., King, C., King, L., & Kleekamp, M.** (2019). Thinking with race-conscious perspectives: Critically selecting children's picture books depicting slavery. *Multicultural Perspectives*, 21(1), 25-32. Acceptance Rate: 12%
12. **Zapata, A., Van Horn, S., Fugit, M., & Moss, D.** (2019) Improvisational Teaching as Being With: Cultivating a Relational Presence Towards Justice-Oriented Literacies. *Journal of Adolescent and Adult Literacy*. 63(2), 179-187. Acceptance Rate: 20% Impact Factor: 1.497
13. **Zapata, A., Sánchez, L., & Robinson, A.** (2019). Examining young children's envisionment building responses to postmodern picturebooks. *Journal of Early Childhood Literacy*. 18(4), 439-464. Impact Factor: 2.769
14. **Zapata, A. & Van Horn, S.** (2017). "Because I'm Smooth": Material intra-actions and text productions among young, Latino picturebook makers. *Research in the Teaching of English*. 51(3), p. 290-316. Acceptance Rate: 5.1% Impact: Factor: 2.2
15. **Zapata, A., Franks, D., Moss, D.** (2017). Awakening socially just mindsets through visual thinking strategies and diverse picturebooks. *Journal of Children's Literature*, 43(2), 62-69. Acceptance Rate: 11%
16. **Zapata, A., & Laman, T.** (2016). "I write to show how beautiful my languages are.": Examining translingual pedagogical approaches to writing in elementary, English-dominant classrooms. *Language Arts*. 93(5), 366-378. Acceptance Rate: 10%
17. **Zapata, A., Valdez-Gainer, N., & Haworth, C.** (2015). Making bilingual picturebooks in the elementary classroom. *Language Arts*. 92(5), 343-358. Acceptance Rate: 10%
18. **Zapata, A., & Maloch, B.** (2014). "Calling Ms. Frizzle": Sharing informational picturebooks in the elementary classroom. *Journal of Children's Literature*. 40(2), 26-36. Acceptance Rate: 11%
19. **Maloch, B., & Zapata, A.** (2014). "I'm the leader": Third-graders' meaning-making and social work during informational picturebook reading. *Journal of School Connections*. 5(1), 77-102. Acceptance Rate: 20%
20. **Zapata, A.** (2013). Examining the multimodal and multilingual composition resources of young Latino picturebook makers. In Dunston, L. B. Gambrell, S.K. Fullerton, V.R. Gillis, K. Headley, & P.M. Stecker (Eds), *62nd Yearbook of the Literacy Research Association*, pp. 76-93. Oak Creek:WI. Acceptance Rate: 20%

21. **Zapata, A.** (2013). "No, I don't want to!" Understanding and nurturing contexts for sharing culturally specific literature. *World of Words Stories: Research Connections from the Classroom*. <http://wowlit.org/on-line-publications/stories/storiesiv6/3/> Acceptance Rate: 28%
22. **Zapata, A.** & Maloch, B. (2012). Conferring With Readers of Informational Tradebooks: Supporting Students Toward Growth and Independence in an Era of 21st Century Informational Literacies. *English in Texas*. 42(2), 5-14.
23. Maloch, B., **Zapata, A.**, & Roser, N. (2012). Book Talk in Teacher Education Contexts. *Journal of Children's Literature*. 38(2), 82-89.
24. Maloch, B., & **Zapata, A.** (2012). The social and textual practices of third graders with informational texts. In P. Dunston, L. B. Gambrell, S.K. Fullerton, V.R. Gillis, K. Headley, & P.M. Stecker (Eds), *61st Yearbook of the Literacy Research Association* (307-313). Oak Creek: WI.
25. Maloch, B., & **Zapata, A.** (2011). "Dude, it's the milky way!": An exploration of students' approaches to informational text. In P. Dunston, L. B. Gambrell, S.K. Fullerton, V.R. Gillis, K. Headley, & P.M. Stecker (Eds), *60th Yearbook of the Literacy Research Association*, Oak Creek: WI.
26. Sharp, C., Martinez, M., Maloch, B., Roser, N., Burke, A., Roach, A., **Zapata, A.**, & Russell, K. (2010). Exploring mystery in fifth grade: A journey of discovery. *Voices in the Middle*, 17(4), 19-24.
27. Roser, N., Maloch, B., Martinez, M., **Zapata, A.** et al (2008). An investigation of learning to read and write fantasy. In Kim, Y., Risko, V., et al (Eds). *Fifty-seventh yearbook of the National Reading Conference*. Oak Creek: WI.

#### BOOKS

28. Gort, M., **Zapata, A.**, Seltzer, K., Gomez, M. (in preparation for 2024). A focus on translanguaging and writing/composition across learning contexts. In *Bilingual Education Research Book Series*, Information Age Press (IAP).
29. **Zapata, A.** (2023). *Deepening Student Engagement with Diverse Picturebooks: Powerful Classroom Practices for Elementary Teachers*. In Cathy Fleisher (Ed) *Principles In Practice Series*. National Council of Teacher's of English.

#### PEER-REVIEWED HANDBOOK CHAPTERS

30. **Zapata, A.** & Machado, E. (in preparation for 2025). In Patricia Enciso, Sarah Park Dahlen, and Ebony E. Thomas (Eds) *Handbook of Research on Diversity in Children's and Young Adult Literature*. Routledge.
31. **Zapata, A.** (in press for 2025). *Exploring Language and Translingualism through literature*. In Katrina Bartow Jacobs & Patricia A. Crawford (Eds) *Handbook of Children's and Young Adult Literature in Education*. Bloomsbury.
32. **Zapata, A.** (in press for 2025). Methodological Developments in Justice-Oriented Children's Literature Research. In Maisha and Lawrence Winn (Eds) *The Bloomsbury Encyclopedia of Social Justice Education*.
33. **Zapata, A.**, Kleekamp, M., Rodriguez, N., and Crisp, T. (2023). *Children's Literature in K-12 and Higher Education Settings*. The Handbook of Research on Teaching the English Language Arts. New York, NY: Routledge.
34. **Zapata, A.**, Laman, T. & Seely-Flint, A. (2017). Multilingual and multimodal language arts instruction in preschool and elementary schools. In Lapp, D. & Fisher, D (Eds). *The Handbook of Research on Teaching the English Language Arts*. 4th Edition. P 360-384. New York, NY: Routledge.



## EXTERNAL AND INTERNAL FUNDING

### SELECT EXTERNALLY FUNDED GRANTS AND AWARDS

- 2022-23 **Zapata, A.** (PI). Implementing Practice-Based Pre-Service Reading Teacher Preparation in Literacy Methods Courses: Tiger Reading Buddies. Missouri Department of Elementary and Secondary Education: Literacy Path Forward. U.S. Department of Education ESSER Funding. Funds managed as PI to support implementation and research of pre-service reading teacher self-efficacy research and personnel. \$25,000 award.
- 2020-25 **Zapata, A** (PI) and Kuby, C. (Co-PI). Family, Community, and Emergent Literacy Birth-K with Transitional Support to Grade 3. \$2.7 Million sub award managed as PI for research, PD, project coordinator, post-doctoral fellow, and GRAs. In partnership with Show Me Literacies Collaborative through the Missouri Department of Elementary and Secondary Education(DESE). Office of Elementary and Secondary Education (OESE): Comprehensive Literacy State Development (CLSD) Program CFDA Number 84.371C Department of Education. \$18 million award
- 2021-24 **Zapata, A.** (PI). Foundation For Child Development/Young Scholars Program (FCD/YSP). Teacher and Researcher Collaborative Inquiry: Improving Early Childhood Experiences In Racially, Linguistically, and Ethnically Complex Missouri Classrooms. Funding managed as PI for model development and implementation, research and graduate research assistants. \$225,000 award.
- 2021 Kuby, C.R. Gordon, M., Metz, M. Petrone, R., & **Zapata, A.** Teacher Literacy Development Program. Dollar General Literacy Foundation Corporate Donation. \$50,000.00 awarded for classroom literature materials in K-12 classrooms.

## PROFESSIONAL SERVICE

### STATE & REGIONAL SERVICE

- 2022-2024 Fellow, Missouri Early Literacy Fellows Program, Dept of Elem & Sec Education (DESE)
- 2018-2019 Unbound Book Festival Collaborator and Panelist
- 2017-2019 Consultant, Columbia Public Schools, Equity and Diversity Professional Development
- 2014 Committee Member, Missouri Dual Language Network Committee (MODLAN)
- 2014-2015 Consultant, Columbia Public Schools Dual-Language Initiative

### PROFESSIONAL ORGANIZATIONS

- National Council of Teachers of English- Children's Literature Assembly
- National Council of Teachers of English- Elementary Section
- NCTEAR- The Assembly for Research (AR) is an organization under the auspices of the National Council of Teachers of English (NCTE).
- The National Council of Research on Language and Literacy (NCRLL)
- Literacy Research Association (LRA)
- American Educational Research Association/ Division G & Division K Member
- International Literacy Association

### PROFESSIONAL DEVELOPMENT

*Innovations in ECE Workforce Policies and the Latest Research Evidence (April 2023).* Young Scholars Program/Foundation for Child Development (YSP/FCD). Annual Convening: Washington D.C.

*LETRS Training through Heart of Missouri Regional Professional Development Center: Units I & II (2022-2024).*

*Ensuring Racial Equity and Professional Compensation for the ECE Workforce During and After the Pandemic (May 2022).* Young Scholars Program/Foundation for Child Development (YSP/FCD). Annual Virtual Convening.

*Excellence in online teaching (Completed in 2021).* University of Missouri Online Teaching Certification Seminar.





## **About ACS Ventures, LLC and Early Literacy Fellows**

### **ACS Ventures, LLC**

**Chad W. Buckendahl, Ph.D.**, is a Partner with ACS Ventures, LLC with an emphasis in program design, evaluation, standard setting, policy, and legal issues. Dr. Buckendahl has designed and led development and validation studies for programs in credentialing and education. He regularly contributes thought leadership through professional conference presentations, white papers, journal articles, and book chapters. He currently serves on technical advisory committees in the United States, Canada, and the United Kingdom for diverse licensure, certification, and education programs; and previously served on volunteer committees for the Association of Test Publishers (ATP), National Council on Measurement in Education (NCME), Institute for Credentialing Excellence (ICE), International Test Commission (ITC), and Coalition of Registered Exercise Professionals (CREP).

**Mr. Russell Keglovits** is an Assessment Specialist who began his work with ACS Ventures in June of 2019. Russ joined ACS after serving as the secondary mathematics consultant and the accountability director for the Nevada Department of Education (NDE). Prior to NDE, Russ was a public-school program administrator, high school mathematics teacher, and an occasional adjunct professor at local institutions of higher education. While at NDE, Russ was responsible for the design, development, and operation of the state's school accountability systems. The school classifications in the accountability system were determined by adapting and applying standard setting methodology. Russ has served as an internal evaluator on numerous legislated, large-scale grant funded initiatives and was a member of the eighth grade Mathematics Standing Committee for NAEP. While at ACS, Russ has led licensure exam redevelopment projects, designed and led test development projects and alignment studies, conducted program

evaluations, conducted statistical evaluations, and developed curriculum. Russ has designed and facilitated standard setting workshops for education, licensing, and certification examinations. He has also designed and led item writing workshops. Russ is a United States Army veteran and holds degrees in mathematics, education, and measurement.

### **Early Learning Fellows Bios**

**Dr. Laurie Edmondson** has been an educator for 35 years. Notably, she is the past president of the Missouri Council of the International Literacy Association. She has served as a district literacy specialist, a Reading Recovery teacher, and literacy curriculum specialist before her career as a university professor and Dean of the School of Education at Drury University. She is the program director for the Master of Education in Special Reading and is responsible for teaching literacy courses at the graduate and undergraduate levels. In recent years, Dr. Edmondson has served as a board member for the Springfield-Greene County Library Foundation, the Mayor's Commission for Children and the Community Foundation of the Ozarks. Dr. Edmondson is an advocate for preservice teachers and for high quality literacy instruction for all students. She can be reached at [REDACTED]

**Hillary Kosnac** has served as a literacy specialist for the last five years at Guadalupe Centers Elementary School in Kansas City, MO. Prior to that, she was an elementary educator for almost a decade. In her current role, she not only supports students but also teachers, leading professional development around best practices in literacy instruction, assessment and intervention strategies. Kosnac is certified as a local LETRS (Language Essentials for Teachers of Reading and Spelling) facilitator for both Volumes 1 and 2. She serves on the advisory board for two programs at the University of Central Missouri—the MSE in Literacy Education and the MSE in English Language Learners. Kosnac is passionate about ensuring all students have

access to high-quality literacy instruction. She is also particularly interested in ways to best support the language and literacy development of emergent bilinguals. She can be reached at [REDACTED]

**Dr. Katherine (Katie) O'Daniels** is an associate teaching professor of literacy education at the University of Missouri-St. Louis. Prior to working as a teacher educator, she taught 4th grade and worked as a reading specialist. She currently teaches literacy methods coursework within both traditional and alternative teacher preparation programs in face-to-face and online formats. In addition to her teaching, Dr. O'Daniels co-directs the Gateway Writing Project, a network of over 250 educators in schools across the St. Louis region who pride themselves in sharing expertise in writing across the curriculum, promoting issues of equity, building teacher leadership, and creating collaborative learning communities. In her work with the Gateway Writing Project, she intersects with PK-12 classroom teachers and their students through professional learning and youth writing activities. Her research centers teacher agency and expertise within professional learning contexts. She can be reached at [REDACTED]

**Lindsey Reichart** is a dedicated education professional with 19 years of experience teaching including elementary and middle school. Currently, as the reading specialist at Blair Oaks School District, Lindsey brings expertise in student intervention, data analysis, strategic learning, and collaboration to enhance educational outcomes. An advocate for community service, Lindsey has contributed significantly to several organizations, including serving on the board of directors for Mid-Mo CASA, co-founding and treasuring Heart of Cuba, and supporting Friday Backpacks for Cuba. Holding a Bachelor's in Elementary Education and a Master's in Guidance and Counseling, along with certifications in Psychological Examination and Special Reading, Lindsey is also trained as a LETRS local facilitator for Volumes I and II, Google Certified Trainer, and currently working towards IMSE Orton-Gillingham and CERI certification.

These qualifications underline a commitment to improving student outcomes and supporting a thriving learning community. She can be reached at [REDACTED]

**Dr. Adria Waters** is an assistant professor of education at the School of Education at Lincoln University and also acts as the Field and Clinical Experiences Coordinator, the certification officer, and the chapter counselor for the Alpha Lambda Theta chapter of Kappa Delta Pi. She has served the last two years as an Early Literacy Fellow with the Missouri Department of Elementary and Secondary Education (DESE) as part of the Read, Lead, Exceed initiative and has also been appointed to the Missouri Literacy Advisory council. An advocate for education, Adria serves on many community groups and committees, including as a Board member for MACTE, a member of the Coalition of Allies for NABSE, and as a member of the Boone County Upward Mobility workgroup for early literacy. Dr. Waters served fourteen years in different roles at Columbia Public Schools including as a kindergarten and second grade teacher, Reading Recovery teacher, and Title I reading interventionist. She completed her PhD at the University of Arkansas at Little Rock and her research interests include vocabulary knowledge in students from low-income backgrounds.

**Dr. Chel'Lee Whitten** is the Chief Academic Officer for the Bayless School District in St. Louis County. She has spent the past 15 years serving the Bayless community in various roles including third grade teacher, Title I reading specialist, and elementary assistant principal. She is a lifelong learner who has earned multiple degrees: Bachelor of Science in Secondary Education and Social Science, Masters in Special Reading, Masters in Educational Administration, Education Specialist in Curriculum and Instruction, and Doctorate in Teaching and Learning. In addition to presenting at local, state and national conferences, she has served the last two years as an Early Literacy Fellow with the Missouri Department of Elementary and Secondary Education (DESE) as part of the Read, Lead, Exceed initiative. She can be reached at [REDACTED]



**Dr. Angie Zapata**, associate professor of Language and Literacies Education at the University of Missouri, is a longtime teacher, teacher educator and researcher. Through collaborative inquiry partnerships with practicing PK-12 teachers her research highlights classroom literacy experiences featuring picturebooks with diverse racial, linguistic, and ethnic representation, and how/what translingual and transmodal literacies are produced. Her language and literacy research has been generously funded by the Foundation For Child Development and the U.S. Department of Education. Her research and teaching contributions have been recognized as a recipient of the Early Career Research Award from the National Council of Teachers of English Children's Literature Assembly, the National Council of Research in Language and Literacies Mid-Career Scholar and National Council of Teachers of English Outstanding Elementary Educator. She can be reached at [REDACTED].

## Budget Narrative File(s)

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\* Mandatory Budget Narrative Filename: 1238-MO DESE CLSD Budget Narrative.pdf

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## **MO-DESE CLSD 2024 Budget Narrative**

### **MO-DESE CLSD**

#### **Personnel**

MO-DESE will employ a full time CLSD program director to oversee grant activities for all five years of the project. Year one will include 75% salary costs for this director, as 25% will be continued focus on the CLSD 2020 program. Years two through five include 100% FTE for this director at an annual increase in salary of 1%. This budgeted amount is [REDACTED].

MO-DESE will employ a full time CLSD program assistant director to assist in overseeing grant activities for all five years of the project. Years one through five include 100% FTE for this assistant director at an annual increase in salary of 1%. This budgeted amount is [REDACTED].

The total budgeted amount is [REDACTED]

#### **Fringe**

Fringe is calculated on personnel costs, using MO-DESE's state assigned rate of 60%. Year one will include 75% of the Program Director's fringe benefits. Years two through five will include 100% of the Program Director's fringe benefits. This budgeted amount is [REDACTED].

Years one through five will include 100% of the Assistant Director's fringe benefits. This budgeted amount is [REDACTED]

The total budgeted amount is [REDACTED].

#### **Travel**

Program directors' travel expenses include two CLSD National Convenings, participation in national conferences (e.g. Big Sky Literacy Summit, Plain Talk, NCTE) for the purpose of professional development and to disseminate program information, travel to state literacy

consultant meetings, site visits to subgrantee meetings, and travel for advisory committee meetings.

In accordance with the U.S. General Services Administration per-diem rates, costs were calculated using federal rates for lodging, meals, and incidentals and the State of Missouri rate for mileage calculations (\$ .65 per mile standard).

This budgeted amount is [REDACTED].

### **Equipment**

In year one only, a computer laptop, approximately [REDACTED]; computer accessories approximately [REDACTED], (e.g., monitor, docking station, keyboard, communication equipment), for the Missouri CLSD Program Assistant Director.

This budgeted amount is [REDACTED].

### **Supplies**

The budgeted amount for supplies includes a yearly amount of [REDACTED] for both the CLSD directors for office supplies and [REDACTED] to support book study participation.

The budgeted amount is [REDACTED].

### **Contractual -**

The narratives below describe the contractual services in the Missouri CLSD Program budget.

Proposed costs were prepared using the procedures for procurement under 2 CFR

200.317-200.326. Per Missouri procurement policy, we will plan to contract with:

#### ***Contractual: 10 Missouri Regional Professional Development Centers***

MO-DESE proposes to contract with each MO-RPDC to employ ten to sixteen state literacy coaches to provide CLSD program K-5 activities for each of the five years.



State literary coaches will spend the first year of the grant participating in TNTP's coaching development program and completing science of reading courses to deepen their knowledge of evidence-based coaching and instruction. The services include providing support to educators in approximately 40 schools across the state. Services included professional development during the school year and summer, mentor coaching activities for building coaches, individualized coaching for educators, and support in making data-based decisions for student success.

MO-DESE proposes to contract with MO-RPDCs to employ ten state family literacy consultants to support the CLSD program birth to 5 activities for years two through five. Consultants will work side by side with MLLC to support EC educators and collaborate with the state office to support early childhood programs in Missouri. This would include weekly support to early childhood programs and educators participating in the CLSD program, facilitating the Family Book Bags activities and family literacy activities, such as Family Literacy Nights and family community spaces in school settings. Travel costs to participating schools, statewide meetings, regional meetings and conferences are included. The budget also includes supply cost for the coaches and consultants. MO-RPDCs are an appropriate contractor for these services because of the commitment each center has to establishing relationships with LEAs in each region and the high-quality, ongoing professional development by content experts.

The budgeted amount is [REDACTED].

***Contractual: University of Missouri - Early Childhood Literacies, Missouri Language and Literacies Center (MLLC)***

MO-DESE proposes to contract with the University of Missouri, Early Childhood Literacies to provide direct services to birth to 5 participants for each of the five years. MLLC is an appropriate contractor for these services because of its expertise in early childhood literacies,

family and community literacy partnerships, and transitioning children to school. MLLC brings its collaboration with the Show Me Literacy Collaborative and a team of professionals together with backgrounds in early childhood education, experience delivering professional development, and mentoring educators.

Under the proposed contract, MLLC will provide direct services to selected subgrantee sites across Missouri. To provide consistency of support to early childhood partners, MLLC contract includes the following: a principal investigator, fiscal manager, program coordinator, program facilitator, post-doctoral fellow, and a graduate research assistant.

The services include professional development activities including planning, developing and delivering materials. The project includes supply cost, software for data analysis and assessment tools, such as the DIAL 4 pre/post assessment. Travel cost for site visits, summer launches, management team meetings, and attendance at professional conferences to disseminate project information are included.

Funds have been budgeted for schools to purchase resources that directly relate to grant activity and support classroom literacy work, materials for Family Book Bags, as well as funds to support Family Literacy nights at participating schools. The project includes support for graduate coursework for EC educators, educator stipends for those who attend professional development outside of contract time, and substitute reimbursement. MLLC will also host Summer Launches (2-3 day event) each year and two regroup meetings each year beginning in year 2 for EC educators.

The budgeted amount is [REDACTED].

***University of Missouri - Columbia (At-Large Region)***

MO-DESE proposes to contract with the University of Missouri-Columbia to provide direct services to 6th-12th grade participants for each of the five years. The University of Missouri Columbia is an appropriate contractor for these services because of its professional background and affiliation with the National Writing Project, its experience in delivering high-quality professional development, its knowledge of evidence-based instruction and its capacity to reach educators in Missouri through the Show-Me Literacy Collaborative.

Under the proposed contract, UCM-Columbia will work with selected subgrantee sites across Missouri. To provide these services, the contract includes the following: a principal investigator, fiscal manager, program manager, graduate research assistant, program facilitators, and program consultants.

The services include professional development activities for schools and CTEs, including planning, developing and delivering materials, assessment tools such as C3WP's Using Sources Tool and the Analytic Writing Continuum, literacy development of teacher consultants in the MWPN, and summer launches for participating schools and career and technical education.

The project budget includes supply cost, hardware for delivery of professional development and software for data analysis. Travel costs for site visits including Summer Launches, observation visits, coaching visits, and attendance at professional conferences to disseminate project information are included. Funds have been budgeted for schools to purchase resources that directly relate to grant activity, graduate coursework for educators, literacy development of teacher consultants in the MWPN educator stipends for those who attend professional

development outside of contract time, and substitute reimbursement. Summer Launches (2-3 day event) for participating schools and career and technical education centers are also included.

The budgeted amount is [REDACTED].

***University of Missouri - St. Louis***

MO-DESE proposes to contract with the University of Missouri-St. Louis (UMSL) to provide direct services to 6th-12th grade participants for each of the five years. UMSL is an appropriate contractor for these services because of its professional background and affiliation with the National Writing Project, its experience in delivering high-quality professional development, its knowledge of evidence-based instruction and its capacity to reach educators in Missouri through the Show-Me Literacy Collaborative.

Under the proposed contract, UMSL will work with selected subgrantee sites across Missouri. To provide these services, the contract includes the following: a principal investigator, fiscal manager, program manager, graduate research assistant, program facilitators, and program facilitators.

The services include professional development activities for schools and CTEs, including planning, developing and delivering materials, assessment tools such as C3WP's Using Sources Tool and the Analytic Writing Continuum, literacy development of teacher consultants in the MWPN, and summer launches for participating schools and career and technical education. The project budget includes supply cost, hardware for delivery of professional development and software for data analysis. Travel cost for site visits including Summer Launches, observation visits, coaching visits, management team meetings and attendance at professional conferences to disseminate project information is included. Funds have been budgeted for schools to purchase resources that directly relate to grant activity, graduate coursework for educators, educator



stipends for those who attend professional development outside of contract time, and substitute reimbursement.

The budgeted amount is [REDACTED].

### ***University of Central Missouri***

MO-DESE proposes to contract with the University of Central Missouri to provide direct services to 6th-12th grade participants for each of the five years. UCM is an appropriate contractor for these services because of its professional background and affiliation with the National Writing Project, its experience in delivering high-quality professional development, its knowledge of evidence-based instruction and its capacity to reach educators in Missouri through the Show-Me Literacy Collaborative.

Under the proposed contract, UCM will work with selected subgrantee sites across Missouri. To provide these services, the contract includes the following: a principal investigator, program assistant, program coordinator, and program facilitators.

The services include professional development activities for schools and CTEs. This work will require instructional planning and development of materials, facilitation during the summer institutes and follow-up days, coaching and observations at the schools and literacy leadership for program facilitators. National Writing Project will support source-based argument programming through online professional learning for participants, formative assessment data collection (Using Sources Tool), and summative data collection and scoring (Analytic Writing Continuum). The project budget includes hardware for delivery of professional development and software for data analysis. Travel cost for site visits including Summer Launches, observation visits, coaching visits, management team meetings and attendance at professional conferences to

disseminate project information is included. Funds have been budgeted for schools to purchase resources that directly relate to grant activity, graduate coursework for educators, educator stipends for those who attend professional development outside of contract time, travel for summer institutes and substitute reimbursement.

The budgeted amount is [REDACTED].

### ***TNTP***

MO-DESE proposes to contract with TNTP to provide direct services to kindergarten through 12th grade LEA leadership, literacy coaches and building literacy teams for each of the five years. TNTP is an appropriate contractor for these services because of its expertise, experience and commitment to changing outcomes for students and guiding LEAs in making impactful change.

Under the proposed contract, TNTP will work with selected subgrantee sites across Missouri. To provide these services, the contract would include the following core team: vice president, client partner, two directors, and five senior managers.

The services provided directly to eligible entities include professional development supporting a clear vision for literacy instruction, developing and implementing cycles of support, and developing and implementing a progress monitoring and accountability plan. TNTP will support building leadership in identifying roles and responsibilities and implementing a communications and investment plan. The project includes a year of high-quality professional development of literacy coaches to deepen knowledge surrounding evidence-based coaching and instruction. Services will be provided through face to face and online support including literacy team meetings, regional convenings, communities of practice, learning walks and monthly check ins.

The budgeted amount includes travel costs to regional meetings and site visits and supply and materials costs.

The budgeted amount is [REDACTED]

### ***ACS Ventures, LLC***

MO-DESE plans to contract with ACS Ventures, LLC (ACS) to provide external evaluator services for the life of the grant. MO-DESE plans to contract with ACS because of its expertise and background in high-quality program evaluation. The evaluation services include completing a systematic review of the program's theory of change, the program inputs, processes, outputs, and outcomes. The project has included ACS and MO-DESE developing a measurement plan in the first year of the grant. Evaluation services will include an analysis of changes in perceived ability of coaches and educators, data comparison to year one targets, and summarizing assessment data. The project includes that the evaluations document the ways in which the program is differentiated to meet the needs of stakeholders and to offer an appraisal of those modifications. Additionally, annual perception surveys will be administered to participating school sites to gauge their understanding and implementation of the CLSD program.

Outputs from the program, such as local and state assessment data, will be collected and compared to student achievement over the duration of the grant and educators' perception survey data will be summarized and reported.

The budgeted amount is [REDACTED].

### ***Early Literacy Fellows***

The Early Literacy Fellows (EL Fellows) will include a total of eight fellows, four from K-12 and four from Educator Preparation Programs (EP programs). The MO-DESE project plans to contract with the EL Fellows because of their professional backgrounds, expertise and continued commitment to strengthening pre-service teachers' knowledge of evidence-based instruction and partnerships between EP programs and K-12 settings.

Under the proposed contract, the EL Fellows group will continue work in strengthening educator preparation programs and EP-preK-12 partnerships through quarterly meetings, regional meetings and a statewide Literacy Teacher Preparation Summit. The services provided include: development and curation of resources, creating a community online space for resources and enhancing EP-preK-12 partnerships, The EL fellows will support EP programs in a self-study, and assist EP programs in the International Literacy Association's National Recognition process. EP program innovation mini-grants for new preK-12 partnership initiatives are included. Travel costs for regional meetings, Literacy Teacher Preparation Summit and EL fellows quarterly meetings.

The budgeted amount is [REDACTED].

### **Construction**

None

This budgeted amount is \$ 0.00.

### **Other**

The project includes subgrantee awards for birth to 5 years old and kindergarten to 5th grade.

Early learning programs supporting birth to 5 year olds will receive approximately [REDACTED] each year, in addition to the services provided by MLLC and the Family Literacy Consultants. Early

learning programs will also receive funds to support grant activities through MLLC.

Participating schools supporting kindergarten through 5th grade students will receive approximately                each year, in addition to the services being provided by TNTP and the CLSD state literacy coaches.

Funds for participating 6th - 12th grade schools and career and technical education have been included in the contractual budgets with TNTP, the University of Missouri-Columbia, the University of Missouri - St. Louis, and the University of Central Missouri.

Awards will be made through a competitive application process to eligible entities based on need and by meeting the requirements of the application and local use of funds. Subgrantees must use the awarded funds according to the CLSD program's local use of funds requirements.

This budgeted amount is

#### **Total Direct Costs**

The budgeted amount is

#### **Indirect Costs**

Indirect costs are calculated on Personnel, Fringe, Travel, and Supplies at MO-DESE

Restricted rate of 5.1%

This budgeted amount is

#### **Training Stipends**

None

This budgeted amount is \$ 0.00.



**Total Costs**

The budgeted amount is \$49,184,585.40

	Budget Allocation (\$)	Budget Allocation (%)
State Education Agency		5
Birth-5		15
Kindergarten - 5th grade		40
6th grade - 12th grade		40
Total		100



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

**Applicant Information**

**Legal Name:**

Missouri Department of Elementary and Secondary Education

**1. Project Objective:**

Objective 1: Establish, document and share a clear vision for literacy instruction state-wide through Comprehensive Literacy Plans

1.a. Performance Measure	Measure Type	Quantitative Data				
		Target				
		Raw Number	Ratio			%
By year 3, 100% of schools will develop, implement and share the comprehensive literacy plan.	PROJECT		80	/	80	100.00

**2. Project Objective:**

Objective 2: Increase the number of literacy coaches implementing effective coaching plans and cycles.

2.a. Performance Measure	Measure Type	Quantitative Data				
		Target				
		Raw Number	Ratio			%
In year 1-5, 100% of state literacy coaches will develop an individual coaching plan.	PROJECT		16	/	16	100.00

2.b. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
In years 2-5, 80% of building coaches will develop an individual coaching plan.	PROJECT		64 /	80	80.00

2.c. Performance Measure	Measure Type	Quantitative Data				
		Target				
		Raw Number	Ratio			%
In years 3 and 4, state literacy coaches will complete at minimum 10 coaching cycles documenting effective practices.	PROJECT	10		/		

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

2.d. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
In year 5, state literacy coaches will observe building coaches completing 7 effective coaching cycles.	PROJECT	7		/	

**3. Project Objective:**

Objective 3: Increase the use of effective systems and activities in schools that support pre-kindergarten -12th grade educators, students and families

3.a. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
By the end of year 3, 80% of participating schools have systems and activities in place to support educators, students, and families	PROJECT		64	/	80
					80.00

3.b. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
By year 4, 100% of participating schools are implementing progress monitoring and data-based decision making	PROJECT		80	/	80
					100.00

**4. Project Objective:**

Objective 4: Increase the literacy outcomes of students from Birth - 5 years old

4.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 will increase by as determined by a State-approved pre and post measure.	GPRA			/	

4.b. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Increase access to family book bags for children in up to 20 early learning programs	PROJECT		20	/	20
					100.00

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

**5. Project Objective:**

Objective 5: Increase the literacy outcomes of students from kindergarten through 12th grade in up to 80 schools and area career centers.

5.a. 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 will increase under section 1111(b)(2)(B)(v)(I) of the ESEA.	GPRA			/	

5.b. 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 will increase under section 1111(b)(2)(B)(v)(I) of the ESEA.	GPRA			/	

5.c. 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 will increase under section 1111(b)(2)(B)(v)(I) of the ESEA	GPRA			/	

5.d. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Increase the percentage of kindergarten through 3rd grade students scoring at grade level on a K-3 Foundational Reading Assessment.	GPRA			/	

**6. Project Objective:**

Objective 6: Increase preK-12th grade educator's use of evidence-based literacy instruction

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

6.a. Performance Measure	Measure Type	Quantitative Data				
		Target				
		Raw Number	Ratio		%	
Building leadership will report an increase in evidence-based literacy instruction using a walkthrough/observation tool	PROJECT			/		

6.b. Performance Measure	Measure Type	Quantitative Data				
		Target				
		Raw Number	Ratio		%	
State literacy and building coaches will report an increase in evidence-based literacy instruction using a walkthrough/observation tool	PROJECT			/		

6.c. Performance Measure	Measure Type	Quantitative Data				
		Target				
		Raw Number	Ratio		%	
Family literacy consultants will report an increase in evidence-based literacy instruction using a walkthrough/observation tool	PROJECT			/		

**7. Project Objective:**

Objective 7: Expand resources towards EPP alignment to the Missouri Standards for the Preparation of Educators literacy competencies and ILA National Standards for Literacy Professionals for elementary, EC, SPED, EC SPED Certification and Licensure Programs

7.a. Performance Measure	Measure Type	Quantitative Data				
		Target				
		Raw Number	Ratio		%	
50% of Cohort I and II Missouri Educator Preparation Programs complete ILA Recognition	PROJECT		50	/	100	50.00

7.b. Performance Measure	Measure Type	Quantitative Data				
		Target				
		Raw Number	Ratio		%	
70% of Literacy EPP evaluation survey data completed	PROJECT		70	/	100	70.00

7.c. Performance Measure	Measure Type	Quantitative Data				
		Target				
		Raw Number	Ratio		%	
95% of participants will find the resources useful for their teaching.	PROJECT		95	/	100	95.00



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

**8. Project Objective:**

Objective 8: Establish authentic partnerships between kindergarten through 12th grade educators and Educator Preparation Programs

8.a. Performance Measure	Measure Type	Quantitative Data				
		Target				
		Raw Number	Ratio			%
40% of EPPs and PK-12 institutions participating	PROJECT		40	/	100	40.00

**9. Project Objective:**

Objective 9: Identify, document, and implement evidence-based literacy instruction for teacher educators, pre-service teachers, provisionally certified and early career

9.a. Performance Measure	Measure Type	Quantitative Data				
		Target				
		Raw Number	Ratio			%
100% of micro credential earners will document evidence-based conceptual and practical knowledge of literacy instruction.	PROJECT		100	/	100	100.00

9.b. Performance Measure	Measure Type	Quantitative Data				
		Target				
		Raw Number	Ratio		%	
95% of participants will gain knowledge that they can implement into their progr	PROJECT		95	/	100	95.00

9.c. Performance Measure	Measure Type	Quantitative Data				
		Target				
		Raw Number	Ratio			%
95% of participants will find the resources useful for their teaching.	PROJECT		95	/	100	95.00

**10. Project Objective:**

Objective 10: Increase participating educators' professional leadership, well-being, and retention.

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

10.a. Performance Measure	Measure Type	Quantitative Data				
		Target				
		Raw Number	Ratio		%	
Improved teacher retention	PROJECT			/		

10.b. Performance Measure	Measure Type	Quantitative Data				
		Target				
		Raw Number	Ratio		%	
Teacher participants contribute to systems of literacy support	PROJECT			/		

**11. Project Objective:**

Objective 11: Identify, document, and implement evidence-based disciplinary literacy instructional strategies to enhance the literacy outcomes for 4-12 classrooms across the school curriculum, including CTE

11.a. Performance Measure	Measure Type	Quantitative Data				
		Target				
		Raw Number	Ratio		%	
Overall mean score increase in use of evidence-based instructional practices	PROJECT			/		

11.b. Performance Measure	Measure Type	Quantitative Data				
		Target				
		Raw Number	Ratio		%	
Overall mean score increase in student writing scores in content areas including CTE	PROJECT			/		

## 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

Missouri Department of Elementary and 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			
5. Supplies								
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								
12. Total Costs (lines 9-11)	5,894,440.00	11,285,904.10	11,485,221.10	11,246,370.10	9,272,650.10			49,184,585.40

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

- (1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☒ Yes ☐ No
- (2) If yes, please provide the following information:  
Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2024 To: 06/30/2025 (mm/dd/yyyy)  
Approving Federal agency: ☒ ED ☐ Other (please specify):  
The Indirect Cost Rate is 5.10 %.
- (3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? ☐ Yes ☐ No If yes, you must comply with the requirements of 2 CFR § 200.414(f).
- (4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?  
☐ Yes ☐ No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.
- (5) For Restricted Rate Programs (check one) – Are you using a restricted indirect cost rate that:  
☒ Is included in your approved Indirect Cost Rate Agreement? Or, ☐ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %.
- (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 based on 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.	
Missouri Department of Elementary and 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;">Missouri Department of Elementary and 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="Cassandra"/>	<input type="text" value="L"/>	<input type="text" value="Beaty"/>	<input type="text"/>

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

Address:

* Street1:	<input type="text" value="Department of Elementary and Secondary Education - Offi"/>
Street2:	<input type="text" value="205 Jefferson St."/>
* City:	<input type="text" value="Jefferson City"/>
County:	<input type="text" value="Cole"/>
* State:	<input type="text" value="MO: Missouri"/>
* Zip Code:	<input type="text" value="65102-0480"/>
* Country:	<input type="text" value="USA: UNITED STATES"/>

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

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

\* Email Address:

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.

1240-Human Subject Research.pdf

Add Attachment

Delete Attachment

View Attachment

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

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

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

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

☐ Construction

☐ Remodeling

☐ Broadband Infrastructure

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

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

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

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

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

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

The Missouri Department of Elementary and Secondary Education's vision of Improving Lives through Education and our mission of Providing Access to Opportunity shows our commitment to meeting the needs of all Missouri students. Our CLSD project proposal is aligned with both the Missouri strategic plan and our Missouri State Literacy Plan. Both plans show our commitment to improving student outcomes in literacy across all regions of Missouri. Our CLSD proposal includes goals, objectives, and outcomes that ensure our commitment to equitable systems of support and increasing the knowledge of educators in implementing evidence-based instruction. The CLSD grant provides an opportunity for Missouri to accelerate our momentum in advancing knowledge of evidence-based literacy instruction to ensure every child can be taught to read; while also supporting building leadership in establishing and carrying out support systems to guarantee Missouri students obtain the literacy skills they need for future success.

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

A priority of Missouri's CLSD project is to serve students in every region of our state, regardless of their gender, color, race, national origin, disability, or age. These barriers will not be determining factors for eligibility and will not hinder students and/or educators from receiving services. In reflecting on our 2020 CLSD grant, our team identified possible barriers in the execution of the grant that could impede equitable access and participation for students and educators. These possible barriers include communication between schools and the state education agency (SEA), substitute teacher availability, teacher turnover, continuity between grant partners, student attendance and the absence of high-quality instructional materials.

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?

Missouri's CLSD state leadership team and grant partners will work collaboratively to address the possible barriers. In addressing communication between schools and the SEA, our team has included monthly office hours and quarterly sessions to increase and maintain communication throughout the grant. In addition to these efforts, our team will make a consistent effort to attend regional meetings and training sessions and to be available by phone and email on a daily basis. Missouri's local



education agencies have designed creative plans to address the difficulty some areas experience in securing substitute teachers. The MO CLSD application process will require administration to include a substitute plan detailing how they will support educators in attending professional learning that may occur during the school day, including how this plan will decrease disruptions to student learning. In response to teacher turnover, we seek to decrease the rate at which teachers exit positions by providing instructional support that directly impacts their instructional practices. Grant partners will attend each other's professional development sessions, virtual check ins and summer institutes to increase continuity and to display to participating schools that our CLSD team is unified in our efforts. Increasing student attendance will be included in the application process. Schools will be asked to outline strategies they will use to increase student attendance. The MO CLSD team will strongly encourage schools to implement high-quality instructional materials and will potentially use a portion of subgrantee funds to reimburse the purchase of materials if eligible.

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

Our team will continuously provide opportunities for communication between schools and our state agency, as well as maintain continuity with grant partners throughout the life of the grant. Office hours will begin during the application process and continue throughout the life of the grant. Substitute teacher plans and proposed strategies to addressing student attendance will be included in the application process and will also serve as topics of discussion for networking in Communities of Practice, office hours and /or virtual check ins. Our team will continue to encourage schools to vet, purchase and implement high-quality instructional materials to help support the professional learning and shifts in practice throughout the life of the grant.

**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
Impact of the National Writing Project's College-Ready Writers Program in high-need rural districts  Gallagher, H.A., Arshan, N. & Woodworth, K. (2017). Impact of the National Writing Project's College-Ready Writers Program in high-need rural districts. Journal of Research on Educational Effectiveness, 10(3), 570-595. DOI: 10.1080/19345747.2017.1300361 <a href="https://www.tandfonline.com/doi/abs/10.1080/19345747.2017.1300361">https://www.tandfonline.com/doi/abs/10.1080/19345747.2017.1300361</a>	Recommendations: C3WP programming has positive impacts on teacher practice and student source-based argument writing.	Implemented in high-need rural districts in Grades 7-10. These study samples overlap with both the populations and settings proposed for the project.
SRI Finds Positive Effects of the College, Career, and Community Writer's Program on Student Achievement  Arshan, N. L. & Park, C. J. (2021). Research brief: SRI finds positive effects of the College, Career, and Community Writer's Program on student achievement. SRI International.	Recommendations: C3WP had a positive and statistically significant effect on all four attributes of writing measured by the AWCSBA-content (quality of reasoning and strength of evidence); structure (organization to enhance the argument); stance (tone and establishment of credibility); and conventions (differentiation of source material from original writing, punctuation, spelling, and capitalization).	Studies contributing to strong evidence included 78% rural schools and 65% Free-and-reduced lunch populations. These study samples overlap with both the populations and settings proposed for the project.
Darling-Hammond, L., Hyler, M. E., & Gardner, M. (2017). Effective Teacher Professional Development. Palo Alto, CA: Learning Policy Institute. Retrieved from: <a href="https://learningpolicyinstitute.org/product/teacher-prof-dev">https://learningpolicyinstitute.org/product/teacher-prof-dev</a>	Recommendations: Professional development is content focused; incorporates active learning; supports collaboration; uses models of effective practice; provides coaching and expert support; offers feedback and reflection; is of sustained duration.	Reviews 35 methodologically rigorous studies that have demonstrated a positive link between teacher professional development, teaching practices, and student outcomes which overlaps with the proposed project.
Teaching Elementary School Students to Be Effective Writers  Graham, S., Bollinger, A., Olson, C. B., D'Aoust, C., MacArthur, C., McCutchen, D., &	(Table 2. Recommendations and corresponding levels of evidence, p.9) Recommendation 2 ("Teach students to use the writing process for a variety of purposes").	(Appendix D, Table D.3 and D.4, pp. 54-73) Studies contributing to strong evidence were grades 1-6. These study samples overlap with both the populations and settings proposed for the project.

Olinghouse, N. (2012). Teaching Elementary School Students to Be Effective Writers: A Practice Guide. NCEE 2012-4058. What Works Clearinghouse. <a href="https://ies.ed.gov/ncee/wwc/PracticeGuide/17">https://ies.ed.gov/ncee/wwc/PracticeGuide/17</a>		
Teaching Academic Content and Literacy to English Learners in Elementary and Middle School  Baker, S., Lesaux, N., Jayanthi, M., Dimino, J., Proctor, C. P., Morris, J., ... & Newman-Gonchar, R. (2014). Teaching Academic Content and Literacy to English Learners in Elementary and Middle School. IES Practice Guide. NCEE 2014-4012. What Works Clearinghouse. <a href="https://ies.ed.gov/ncee/wwc/PracticeGuide/19">https://ies.ed.gov/ncee/wwc/PracticeGuide/19</a>	(Table 2. Recommendations and corresponding levels of evidence, p.9) Recommendation 1 ("Teach a set of academic vocabulary words intensively across several days using a variety of instructional activities") Recommendation 2 ("Integrate oral and written English language instruction into content-area teaching").	(Appendix D, Table D.1, pp. 85-87 and D.2, pp. 90-91) Studies contributing to strong evidence were K-2 & 5 -8 including literacy and English Learners. These study samples overlap with both the populations and settings proposed for the project.
Providing Reading Interventions for Students in Grades 4-9  Vaughn, S., Gersten, R., Dimino, J., Taylor, M. J., Newman-Gonchar, R., Krowka, S., Kieffer, M. J., McKeown, M., Reed, D., Sanchez, M., St. Martin, K., Wexler, J., Morgan, S., Yañez, A., & Jayanthi, M. (2022). Providing Reading Interventions for Students in Grades 4-9 (WWC 2022007). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from <a href="https://whatworks.ed.gov/">https://whatworks.ed.gov/</a> .  <a href="https://ies.ed.gov/ncee/wwc/PracticeGuide/29">https://ies.ed.gov/ncee/wwc/PracticeGuide/29</a>	(Table 2. Recommendations and corresponding levels of evidence, p.9) Recommendations 1 ("Build students' decoding skills so they can read complex multisyllabic words") Recommendation 2 ("Provide purposeful fluency-building activities to help students read effortlessly") Recommendation 3 ("Routinely use a set of comprehension-building practices to help students make sense of the text").	(Appendix C, Tables C.4, pp. 96-109; C.6, pp. 112-123; and C.8, pp. 126-140) Studies contributing to strong evidence were grades 4-9 and included Special Education and struggling readers. These study samples overlap with both the populations and settings proposed for the project.
Teaching Secondary Students to Write Effectively  Graham, S., Bruch, J., Fitzgerald, J., Friedrich, L., Furgeson, J., Greene, K., Kim, J., Lyskawa, J., Olson, C.B., & Smither Wulsin, C. (2016). Teaching secondary students to write effectively (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="http://whatworks.ed.gov">http://whatworks.ed.gov</a>  <a href="https://ies.ed.gov/ncee/wwc/PracticeGuide/22">https://ies.ed.gov/ncee/wwc/PracticeGuide/22</a>	(Table 1. Recommendations and corresponding levels of evidence, p.4) Recommendation 1 ("Explicitly teach appropriate writing strategies using a Model-Practice-Reflect instructional cycle").	(Appendix D.2, pp. 70-72) Studies contributing to strong evidence were grades 5-12. These study samples overlap with both the populations and settings proposed for the project.
Improving Adolescent Literacy: Effective Classroom and Intervention Practices  Kamil, M. L., Borman, G. D., Dole, J., Kral, C. C., Salinger, T., and Torgesen, J. (2008). Improving adolescent literacy: Effective	(Table 2. Recommendations and corresponding levels of evidence, p.7) Recommendation 1 ("Provide explicit vocabulary instruction"), Recommendation 2 ("Provide direct and explicit comprehension strategy instruction") Recommendation 3 ("Provide intensive and	(Appendix D, pp. 43-51) Studies contributing to strong evidence were grades 5-12. These study samples overlap with both the populations and settings proposed for the project.

<p>classroom and intervention practices: A Practice Guide (NCEE #2008-4027). 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">http://ies.ed.gov/ncee/wwc</a>.</p> <p><a href="https://ies.ed.gov/ncee/wwc/PracticeGuide/8">https://ies.ed.gov/ncee/wwc/PracticeGuide/8</a></p>	<p>individualized interventions for struggling readers that can be provided by trained specialists").</p>	
<p>Preparing Young Children for school</p> <p>Burchinal, M., Krowka, S., Newman-Gonchar, R., Jayanthi, M., Gersten, R., Wavell, S., Lyskawa, J., Haymond, K., Bierman, K., Gonzalez, J. E., McClelland, M. M., Nelson, K., Pentimonti, J., Purpura, D. J., Sachs, J., Sarama, J., Schlesinger-Devlin, E., Washington, J., &amp; Rosen, E. (2022). Preparing Young Children for School (WWC 2022009). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from <a href="https://whatworks.ed.gov/">https://whatworks.ed.gov/</a>.</p> <p><a href="https://ies.ed.gov/ncee/WWC/PracticeGuide/30">https://ies.ed.gov/ncee/WWC/PracticeGuide/30</a></p>	<p>(Table I.1. Recommendations and corresponding levels of evidence, p.5) Recommendation 1 ("Regularly provide intentional, engaging instruction and practice focused on social-emotional skills"), Recommendation 5 ("Intentionally plan activities to build children's vocabulary and language") Recommendation 6 ("Build children's knowledge of letters and sounds") Recommendation 7 ("Use shared book reading to develop children's language, knowledge of print features, and knowledge of the world").</p>	<p>(Appendix C, pp. 75-133) Studies contributing to strong evidence were children aged 3-5 across socio-economic and race/ethnicity. These study samples overlap with the populations and settings proposed for the EC project.</p>
<p>Teaching Elementary School Students to Be Effective Writers</p> <p><a href="https://ies.ed.gov/ncee/wwc/PracticeGuide/17">https://ies.ed.gov/ncee/wwc/PracticeGuide/17</a></p> <p>Graham, S., Bollinger, A., Olson, C. B., D'Aoust, C., MacArthur, C., McCutchen, D., &amp; Olinghouse, N. (2012). Teaching Elementary School Students to Be Effective Writers: A Practice Guide. NCEE 2012-4058. What Works Clearinghouse.</p>	<p>Table 2. p 9 Recommendations and corresponding levels of evidence, Recommendation 2: Teach students to become fluent with handwriting, spelling, sentence construction, typing, and word processing.</p>	<p>(Appendix D, Table D.3, pgs.54-73) Studies contributing to strong evidence were grades 1-6. These study samples overlap with both the populations and settings proposed for the project.</p>
<p>Teaching Academic Content and Literacy to English Learners in Elementary and Middle School</p> <p><a href="https://ies.ed.gov/ncee/wwc/PracticeGuide/19">https://ies.ed.gov/ncee/wwc/PracticeGuide/19</a></p> <p>Baker, S., Lesaux, N., Jayanthi, M., Dimino, J., Proctor, C. P., Morris, J., ... &amp; Newman-Gonchar, R. (2014). Teaching Academic Content and Literacy to English Learners in Elementary and Middle School. IES Practice Guide. NCEE 2014-4012. What Works Clearinghouse.</p>	<p>Table 1 p.7 Recommendations and corresponding levels of evidence, Recommendation 4: Provide small-group instructional intervention to students struggling in areas of literacy and English language development.</p>	<p>(Appendix D Table D4 p. 98-102) Studies contributing to strong evidence were K-2 &amp; 5 -8 including literacy and English Learners. These study samples overlap with both the populations and settings proposed for the project.</p>
<p>Providing Reading Interventions for Students in Grades 4-9</p> <p><a href="https://ies.ed.gov/ncee/wwc/PracticeGuide/29">https://ies.ed.gov/ncee/wwc/PracticeGuide/29</a></p> <p>Vaughn, S., Gersten, R., Dimino, J., Taylor, M.</p>	<p>Table I.1 p.3 Recommendations and corresponding levels of evidence, Recommendation 4 Provide students with opportunities to practice making sense of stretch text (i.e., challenging text) that will expose them to complex ideas and information <b>PR/Award # S371C240023</b></p>	<p>(Appendix D Table D5 p. 160-161) Studies contributing to strong evidence were grades 4-9. These study samples overlap with both the populations and settings proposed for the project.</p>



<p>J., Newman-Gonchar, R., Krowka, S., Kieffer, M. J., McKeown, M., Reed, D., Sanchez, M., St. Martin, K., Wexler, J., Morgan, S., Yañez, A., &amp; Jayanthi, M. (2022). Providing Reading Interventions for Students in Grades 4-9 (WWC 2022007). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from <a href="https://whatworks.ed.gov/">https://whatworks.ed.gov/</a>.</p>		
<p>Teaching Secondary Students to Write Effectively <a href="https://ies.ed.gov/ncee/wwc/PracticeGuide/22">https://ies.ed.gov/ncee/wwc/PracticeGuide/22</a></p> <p>Graham, S., Bruch, J., Fitzgerald, J., Friedrich, L., Furgeson, J., Greene, K., Kim, J., Lyskawa, J., Olson, C.B., &amp; Smither Wulsin, C. (2016). Teaching secondary students to write effectively (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="http://whatworks.ed.gov">http://whatworks.ed.gov</a></p>	<p>Table 1 p.4 Recommendations and corresponding levels of evidence, Recommendation 2: Integrate writing and reading to emphasize key writing features.</p>	<p>(Appendix D Table D3 p 74-76) Studies contributing to strong evidence were grades 5-12. These study samples overlap with both the populations and settings proposed for the project.</p>
<p>Improving Adolescent Literacy: Effective Classroom and Intervention Practices <a href="https://ies.ed.gov/ncee/wwc/PracticeGuide/8">https://ies.ed.gov/ncee/wwc/PracticeGuide/8</a></p> <p>Kamil, M. L., Borman, G. D., Dole, J., Kral, C. C., Salinger, T., and Torgesen, J. (2008). Improving adolescent literacy: Effective classroom and intervention practices: A Practice Guide (NCEE #2008-4027). 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">http://ies.ed.gov/ncee/wwc</a>.</p>	<p>Table 2 p.7 Recommendations and corresponding levels of evidence, Recommendation 3 : Provide opportunities for extended discussion of text meaning and interpretation. Recommendation 4: Increase student motivation and engagement in literacy learning.</p>	<p>(Appendix D pgs. 46-50) Studies contributing to strong evidence were grades 5-12. These study samples overlap with both the populations and settings proposed for the project.</p>
<p>Foundational skills to support reading for understanding in kindergarten through 3rd grade</p> <p>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., &amp; Wissel, S. (2016). Foundational skills to support reading for understanding in kindergarten through 3rd grade (NCEE 2016-4008). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department</p>	<p>(Table I.1. Recommendations and corresponding levels of evidence, p.3) Recommendation 2 ("Develop awareness of the segments of sounds in speech and how they link to letters") is characterized as backed by "strong evidence."</p>	<p>(Appendix D, Table D.5, pp 69-73) Studies contributing to the strong evidence were conducted on students in K-3rd grade that met the behavioral requirements identifying them as at-risk in phonology, and letter names and sounds in rural and urban areas. The at-risk criterion for these studies includes students scoring below a threshold, are struggling readers or English Learners. These studies overlap our project with both population and achievement.</p>

<p>of Education. Retrieved from the NCEE website: <a href="http://whatworks.ed.gov">http://whatworks.ed.gov</a>.</p> <p><a href="https://ies.ed.gov/ncee/WWC/Docs/PracticeGuide/wwc_foundationalreading_040717.pdf#page=12">https://ies.ed.gov/ncee/WWC/Docs/PracticeGuide/wwc_foundationalreading_040717.pdf#page=12</a></p>		
<p>Foundational skills to support reading for understanding in kindergarten through 3rd grade</p> <p>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., &amp; Wissel, S. (2016). Foundational skills to support reading for understanding in kindergarten through 3rd grade (NCEE 2016-4008). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from the NCEE website: <a href="http://whatworks.ed.gov">http://whatworks.ed.gov</a>.</p> <p><a href="https://ies.ed.gov/ncee/WWC/Docs/PracticeGuide/wwc_foundationalreading_040717.pdf#page=12">https://ies.ed.gov/ncee/WWC/Docs/PracticeGuide/wwc_foundationalreading_040717.pdf#page=12</a></p>	<p>(Table I.1. Recommendations and corresponding levels of evidence, p.3) Recommendation 3 ("Teach students to decode words, analyze word parts, and write and recognize words") is characterized as backed by "strong evidence."</p>	<p>(Appendix D, Table D.6, pp 77-81) Studies contributing to the strong evidence were conducted on students in K-3rd grade that met the behavioral requirements identifying them as at-risk in phonology, and letter names and sounds in rural and urban areas. The at-risk criterion for these studies includes students scoring below a threshold, are struggling readers or English Learners. These studies overlap our project with both population and achievement.</p>
<p>Improving Reading Comprehension in Kindergarten Through 3rd Grade</p> <p>Shanahan, T., Callison, K., Carriere, C., Duke, N. K., Pearson, P. D., Schatschneider, C., &amp; Torgesen, J. (2010). Improving reading comprehension in kindergarten through 3rd grade: A practice guide (NCEE 2010-4038). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <a href="http://whatworks.ed.gov/publications/practiceguides">whatworks.ed.gov/publications/practiceguides</a>.</p> <p><a href="https://ies.ed.gov/ncee/WWC/Docs/PracticeGuide/readingcomp_pg_092810.pdf#page=16">https://ies.ed.gov/ncee/WWC/Docs/PracticeGuide/readingcomp_pg_092810.pdf#page=16</a></p>	<p>(Table 2. Recommendations and corresponding levels of evidence, p.9) Recommendation 1("Teach students how to use reading comprehension strategies") is characterized as backed by "strong evidence".</p>	<p>(Appendix D, Table D.1, pp 54-55) Studies contributing to the strong evidence were conducted on students in K-3rd grade that were considered at-risk in rural, suburban and urban areas. The panel did not consider instructional practices that had been evaluated only for use with learning-disabled students, special-education students, students with Individualized Education Programs, or English language learners. The panel believes that the practices are applicable to all of these special populations and knows of no evidence to the contrary. These studies overlap with both population and achievement.</p>
<p>Providing Reading Interventions for Students in Grades 4-9</p> <p>Vaughn, S., Gersten, R., Dimino, J., Taylor, M. J., Newman-Gonchar, R., Krowka, S., Kieffer, M. J., McKeown, M., Reed, D., Sanchez, M., St. Martin, K., Wexler, J., Morgan, S., Yañez, A., &amp; Jayanthi, M. (2022). Providing Reading Interventions for Students in Grades 4-9 (WWC 2022007). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from <a href="https://whatworks.ed.gov/">https://whatworks.ed.gov/</a>.</p>	<p>(Table I.1. Recommendations and corresponding levels of evidence, p.3) Recommendation 4 ("Provide students with opportunities to practice making sense of stretch text (i.e., challenging text) that will expose them to complex ideas and information.") is characterized as backed by "moderate evidence".</p> <p>(Appendix C, p.141-150) There were findings in two relevant outcome domains for this recommendation (Table C.9). Both domains had statistically significant, positive meta-analytic effect sizes: measures of general reading proficiency and English language arts (<math>g = 0.17</math>, <math>p &lt; 0.01</math>), and reading comprehension (<math>g = 0.10</math>, <math>p &lt; 0.01</math>).</p>	<p>Studies contributing to strong evidence were grades 4-9, and included Special Education and struggling readers. These study samples overlap with both the populations and settings proposed for the project.</p>

<a href="https://ies.ed.gov/ncee/wwc/PracticeGuide/29">https://ies.ed.gov/ncee/wwc/PracticeGuide/29</a>		
<p>Improving Reading Comprehension in Kindergarten Through 3rd Grade</p> <p>Shanahan, T., Callison, K., Carriere, C., Duke, N. K., Pearson, P. D., Schatschneider, C., &amp; Torgesen, J. (2010). Improving reading comprehension in kindergarten through 3rd grade: A practice guide (NCEE 2010-4038). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <a href="https://whatworks.ed.gov/publications/practiceguides">whatworks.ed.gov/publications/practiceguides</a>.</p> <p><a href="https://ies.ed.gov/ncee/WWC/Docs/PracticeGuide/readingcomp_pg_092810.pdf#page=16">https://ies.ed.gov/ncee/WWC/Docs/PracticeGuide/readingcomp_pg_092810.pdf#page=16</a></p>	<p>(Table 2. Recommendations and corresponding levels of evidence, p.9) Recommendation 2 ("Teach students to identify and use the text's organizational structure to comprehend, learn, and remember content") is characterized as backed by "moderate evidence".</p>	<p>(Appendix D, Table D.2, p. 58) Studies contributing to the "moderate evidence" supporting the effectiveness of Recommendation 2 were conducted on students in grades kindergarten through 3 in urban and suburban school districts in Midwest and other regions of the U.S. The studies also included high-poverty, low-performing schools. These study samples overlap with both the populations and settings proposed for the project.</p>
<p>Foundational skills to support reading for understanding in kindergarten through 3rd grade</p> <p>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., &amp; Wissel, S. (2016). Foundational skills to support reading for understanding in kindergarten through 3rd grade (NCEE 2016-4008). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from the NCEE website: <a href="http://whatworks.ed.gov">http://whatworks.ed.gov</a>.</p> <p><a href="https://ies.ed.gov/ncee/WWC/Docs/PracticeGuide/wwc_foundationalreading_040717.pdf#page=12">https://ies.ed.gov/ncee/WWC/Docs/PracticeGuide/wwc_foundationalreading_040717.pdf#page=12</a></p>	<p>(Table I.1. Recommendations and corresponding levels of evidence, p.3) Recommendation 4 ("Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension") is characterized as backed by "moderate evidence."</p>	<p>(Appendix D, Table D.7, pp 85-89) Studies contributing to the moderate evidence were conducted on students in K-3rd grade in rural and urban areas of the United States (including the Southwest, Southeast, Midwest, Northeast, and Mid-Atlantic regions), and the United Kingdom. . The at-risk criterion for these studies includes students scoring below a threshold, are struggling readers or English Learners. These studies overlap our project with both population and achievement.</p>
<p>Biancarosa, G., Bryk, A. S., &amp; Dexter, E. R. (2010). Assessing the Value-Added Effects of Literacy Collaborative Professional Development on Student Learning. The Elementary School Journal, 111(1), 7-34. <a href="https://doi.org/10.1086/653468">https://doi.org/10.1086/653468</a></p>	<p>Teacher one-on-one Coaching</p> <p>This article reports on a 4-year longitudinal study of the effects of Literacy Collaborative (LC), a school- wide reform model that relies primarily on the one-on-one coaching of teachers as a lever for improving student literacy learning."</p> <p>"Results demonstrate significant gains in student literacy learning beginning in the first year of implementation and that the effect's magnitude grew larger during each subsequent year of implementation. On average, children in participating schools in the first year of implementation made 16% larger learning gains than observed during the baseline no-treatment period. In the second year, children learned 28% more compared to the baseline data, and by the third year they had learned 32% more. Our analyses also indicate that these results</p>	<p>This 4 year study was conducted on the effects of one-on-one coaching and improving literacy skills. This study overlaps with the project component of providing educators with literacy coaches to support literacy outcomes.</p>

	persisted across summer periods as verified through the follow-up of students in the fall of the subsequent academic year."	
Effects of an Early Literacy Professional Deveopment Intervention on Head Start Teachers and Children  Powell, D.R., Diamond, K.E., Burchinal, M.R., Koehler, M.J., (2010 May). Effects of an Early Literacy Professional Deveopment Intervention on Head Start Teachers and Child. Journal of Educational Psychology 2010, Vol. 102, No. 2, 299 -312 <a href="https://www.researchgate.net/publication/232502824_Effects_of_an_Early_Literacy_Professional_Development_Intervention_on_Head_Start_Teachers_and_Children">https://www.researchgate.net/publication/232502824_Effects_of_an_Early_Literacy_Professional_Development_Intervention_on_Head_Start_Teachers_and_Children</a>	"Results indicate that the Classroom Links to Early Literacy intervention, a one-semester PD program comprising a two-day workshop followed by literacy coaching with Head Start teachers, had positive effects on general classroom environment and classroom supports for early literacy and language development. In addition to these proximal outcomes, the PD intervention had positive effects on children's letter knowledge, blending skills, writing, and concepts about print." (p. 308)	This study was conducted with early literacy educators and involves learning new knowledge and immediately applying that knowledge with support from a coach. This study overlaps with the professional development model and population(PreK) of the project.

## 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). The effects of student coaching in college: An evaluation of a randomized experiment in student mentoring. 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



## **Missouri Comprehensive Literacy State Development Grant 2024**

### **Human Subjects Research**

#### **Description of project:**

The Show Me Literacies Collaborative—the University of Missouri, the University of Missouri - St. Louis, University of Central Missouri, Missouri Languages and Literacies Center, Missouri Writing Projects Network, and DESE— in partnership with Missouri schools, will implement a professional development program as part of a Comprehensive Literacy State Development grant. In this study we will analyze how teachers understand, use and experience the state literacy plan in revising their local plans and implementing instruction to reach the goal of the local plan. In this study we will analyze how teachers understand, use and experience the professional learning activities and implementing instruction to address their literacy needs and assets.

Participants will participate in professional development, engage in up to 3 50-minute interviews, complete up to 2 electronic surveys and post PD surveys, share instructional materials they develop as part of the program and their assessment of student work, and allow for classroom observation up to 3 times a year.

#### **Exemptions**

**Category 1:** Research will be conducted in established educational settings that involve normal educational practices and professional development that are not likely to adversely impact students' opportunity to learn required educational content or the assessment of educators who provide instruction. Research is on the implementation of regular instructional strategies.