

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 # S371C240036

Grants.gov Tracking#: GRANT14195171

OMB No. , Expiration Date:

Closing Date: Jun 24, 2024

PR/Award # S371C240036

****Table of Contents****

| Form | Page |
|---|-------------|
| 1. Application for Federal Assistance SF-424 | e3 |
| <i>Attachment - 1 (1236-Final_2024 TN CLSD_Abstract)</i> | e6 |
| <i>Attachment - 2 (1235-CORE Regions Map (1))</i> | e8 |
| 2. Grants.gov Lobbying Form | e9 |
| 3. ED Abstract Narrative Form | e10 |
| <i>Attachment - 1 (1234-Final_2024 TN CLSD_Abstract)</i> | e11 |
| 4. Project Narrative Form | e13 |
| <i>Attachment - 1 (1246-Final_CLSD Grant 2024 Project Narrative)</i> | e14 |
| 5. Other Narrative Form | e66 |
| <i>Attachment - 1 (1237-Kristy_Brown_ResumeRevised6.11.24 1)</i> | e67 |
| <i>Attachment - 2 (1238-Bradburn Resume_2024)</i> | e69 |
| <i>Attachment - 3 (1239-Christy Wall 06.2024 Resume)</i> | e71 |
| <i>Attachment - 4 (1240-Final_2024 TN CLSD_Budget 524)</i> | e74 |
| <i>Attachment - 5 (1241-TN_2023-077 Rate Agreement)</i> | e78 |
| <i>Attachment - 6 (1242-CLSD Grant_Appendix A Signature Page_2024)</i> | e81 |
| <i>Attachment - 7 (1243-Final_2024 CLSD_Objectives and Measures)</i> | e82 |
| <i>Attachment - 8 (1244-Final_2024 CLSD_Attachment A-Activities and Milestones)</i> | e84 |
| 6. Budget Narrative Form | e87 |
| <i>Attachment - 1 (1245-Final_2024 TN CLSD_Budget Narrative)</i> | e88 |
| 7. Project Objectives and Performance Measures Information | e90 |
| 8. Form ED_524_Budget_1_4-V1.4.pdf | e94 |
| 9. Form ED_SF424_Supplement_4_0-V4.0.pdf | e97 |
| 10. Form ED_GEPA427_2_0-V2.0.pdf | e99 |
| 11. Form ED_Evidence_2_0-V2.0.pdf | e101 |

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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:

Tennessee Dept of Education

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

TN Dept of Education

8. APPLICANT INFORMATION:

* a. Legal Name:

Tennessee Department of Education

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

162600144B5

* c. UEI:

KSHBUKTGFMD5

d. Address:

* Street1:

710 James Robertson Parkway

Street2:

9th Floor

* City:

Nashville

County/Parish:

Davidson

* State:

TN: Tennessee

Province:

* Country:

USA: UNITED STATES

* Zip / Postal Code:

37243-0375

e. Organizational Unit:

Department Name:

Office of Academics

Division Name:

Academics & Instructional Stra

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

Prefix:

Dr.

* First Name:

Christy

Middle Name:

Lynn

* Last Name:

Wall

Suffix:

Title:

Assistant Commissioner, Academics

Organizational Affiliation:

Tennessee Department of Education

* Telephone Number:

Fax Number:

* Email:

Application for Federal Assistance SF-424

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

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

* 10. Name of Federal Agency:

11. Catalog of Federal Domestic Assistance Number:

84.371

CFDA Title:

Comprehensive Literacy Development

* 12. Funding Opportunity Number:

* Title:

13. Competition Identification Number:

84-371C2024-1

Title:

Comprehensive Literacy State Development (CLSD) Program

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

1235-CORE Regions Map (1).pdf

* 15. Descriptive Title of Applicant's Project:

Attach supporting documents as specified in agency instructions.

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

* a. Applicant

* b. Program/Project

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

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal

* b. Applicant

* c. State

* d. Local

* e. Other

* f. Program Income

* g. TOTAL

☐ a. This application was made available to the State under the Executive Order 12372 Process for review on☐ b. Program is subject to E.O. 12372 but has not been selected by the State for review.☒ c. Program is not covered by E.O. 12372.☐ Yes☒ No

If "Yes", provide explanation and attach

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



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

Authorized Representative:

Prefix:

Dr.

* First Name:

Middle Name:

Lynn

* Last Name:

Suffix:

* Title:

* Telephone Number:

Fax Number:

* Email:

* Signature of Authorized Representative:

* Date Signed:

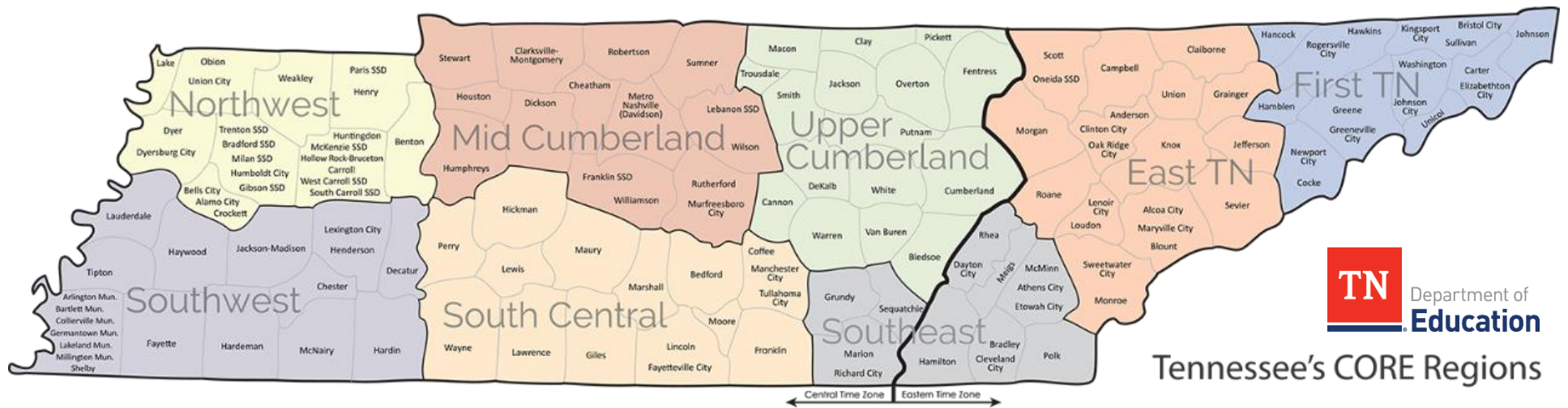
06/24/2024

Description of the objectives

- Goal 1: Increase student achievement in 60 underserved districts by utilizing direct high-quality instructional support, national expertise, and PK-12 vertical alignment that ensure sustainable changes in literacy instruction and teacher pedagogy.
- Goal 2: Capitalize on current high-quality instructional materials (HQIM) implementation plans to deepen high-quality instruction and school leader support and coaching as measured by the Tennessee Instructional Practice Guide (IPG).
- Goal 3: Ensure that children served in Zones of Opportunity or in high-poverty areas, with an emphasis on secondary literacy, receive the highest level of instruction, ensuring all students' literacy proficiency.

The Five-Year Implementation Plan consists of several stages: foundational planning, initial implementation, full implementation and execution, continuous improvement, and sustainability to improve literacy practices and the use of materials to increase student achievement. For PreK-12, this initiative will leverage vendor contracts that focus on individualized district-wide planning and support to improve the quality of literacy instruction that includes professional learning for school leaders. Data will be collected using the Instructional Practice Guide (IPG) and include collaboration with educator preparation programs to meet the demands of evolving education. Vendor support will also collect data, provide intellectual preparation training, provide on-going support for fluency development, and coaching support to ensure leaders are fluent in implementing effective instructional strategies, promoting equity, and addressing achievement gaps with districts. Funds will support substitute teachers, teachers' travel expenses, supplemental materials fostering collaboration. For the first year of implementation, and stipends

for pre-kindergarten through grade four educators to participate in and complete the department-approved and provided 30-hour professional development course on Science of Reading and use of HQIM (referred to as Reading 360 training).



Tennessee's CORE Regions

| NORTHWEST Pennye Thurmond | SOUTHWEST Pennye Thurmond | SOUTH CENTRAL Janice Fox | MID CUMBERLAND Janice Fox | UPPER CUMBERLAND Janice Fox | SOUTHEAST Jami Corwin | EAST TENNESSEE Jami Corwin | FIRST TENNESSEE Jami Corwin |
|--|---|---|---|--|---|---|---|
| (731) 881-7565 | (731) 881-7565 | (931) 303-4743 | (931) 303-4743 | (931) 303-4743 | (423) 434-6490 | (423) 434-6490 | (423) 434-6490 |
| Districts: Alamo City Bells City Benton County Bradford SSD Carroll County Crockett County Dyer County Dyersburg City Gibson County SSD Henry County Hollow Rock-Bruceton SSD Humboldt SSD Huntington SSD Lake County McKenzie SSD Milan SSD Obion County Paris SSD South Carroll SSD Trenton SSD Union City Weakley County West Carroll SSD | Districts: Achievement Schools Arlington Bartlett Chester Collierville Decatur Fayette Germantown Hardeman Hardin Haywood Henderson Lakeland Lauderdale Lexington Jackson-Madison McNairy Millington Shelby Tipton WTSD | Districts: Bedford County Coffee County Fayetteville City Franklin County Giles County Hickman County Lawrence County Lewis County Lincoln County Manchester County Marshall County Maury County Moore County Perry County Tullahoma City Wayne County | Districts: Cheatham County Dickson County Franklin SSD Houston County Humphreys County Lebanon SSD Metro Nashville Montgomery County Murfreesboro City Robertson County Rutherford County Stewart County Sumner County TSB Williamson County Wilson County | Districts: Bledsoe County Cannon County Clay County Cumberland County DeKalb County Fentress County Jackson County Macon County Overton County Pickett County Putnam County Smith County Trousdale County Van Buren County Warren County White County York Institute | Districts: Athens City Bradley County Cleveland City Dayton City Etowah City Grundy County Hamilton County Marion County McMinn County Meigs County Polk County Rhea County Richard City Sequatchie County | Districts: Alcoa City Anderson County Blount County Campbell County Claiborne County Clinton City ETSD Grainger County Jefferson County Knox County Lenoir City Loudon County Maryville City Monroe County Morgan County Oak Ridge Oneida SSD Roane County Scott County Sevier County Sweetwater City Union County | Districts: Bristol City Carter County Cocke County Elizabethton City Greene County Greeneville City Hamblen County Hancock County Hawkins County Johnson City Johnson County Kingsport City Newport City Rogersville City Sullivan County Unicoi County Washington County |
| WEST TENNESSEE 44 DISTRICTS | MIDDLE TENNESSEE 49 DISTRICTS | | | EAST TENNESSEE 53 DISTRICTS | | | |

Updated 6/17/2021

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

Tennessee Department of Education

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Dr. * First Name: Christy Middle Name: Lynn
* Last Name: Wall Suffix:
* Title: Assistant Commissioner of Academics, Instruct

* SIGNATURE:

* DATE: 06/24/2024

Abstract

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

1. Abstract Requirements

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

For research applications, abstracts also include the following:

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

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

You may now Close the Form

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

* Attachment: 1234-Final_2024 TN CLSD_Abstract.pdf

Add Attachment

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Description of the objectives

- Goal 1: Increase student achievement in 60 underserved districts by utilizing direct high-quality instructional support, national expertise, and PK-12 vertical alignment that ensure sustainable changes in literacy instruction and teacher pedagogy.
- Goal 2: Capitalize on current high-quality instructional materials (HQIM) implementation plans to deepen high-quality instruction and school leader support and coaching as measured by the Tennessee Instructional Practice Guide (IPG).
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for pre-kindergarten through grade four educators to participate in and complete the department-approved and provided 30-hour professional development course on Science of Reading and use of HQIM (referred to as Reading 360 training).

Project Narrative File(s)

*** Mandatory Project Narrative File Filename:** 1246-Final_CLSD Grant 2024 Project Narrative.pdf

Add Mandatory Project Narrative File

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

Add Optional Project Narrative File

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Comprehensive Literacy State Development Grant Proposal
Tennessee Department of Education, June 2024

Contents

| | |
|---|----|
| Overview..... | 2 |
| Expected Outcomes..... | 4 |
| Need for Project (Criterion A) | 4 |
| Student Outcomes..... | 4 |
| Geographical Factors..... | 6 |
| Past and Current Improvement Efforts..... | 7 |
| Quality of Project Design (Criterion B) | 8 |
| Project Design..... | 9 |
| Selection of Subgrantees..... | 11 |
| Expected Outcomes | 12 |
| Evidence for Materials Implementation Support System..... | 12 |
| Tennessee’s Comprehensive Literacy Plan..... | 16 |
| Quality of the Management Plan (Criterion C) | 18 |
| Project Management..... | 19 |
| Ensuring the Adequacy and Quality of MISS System..... | 19 |
| Quality of Project Services (Criterion D) | 22 |
| Design of Services..... | 22 |
| Sharing of Learnings..... | 23 |
| Impact..... | 24 |
| Quality of Project Evaluation (Criterion E) | 25 |
| Project Monitoring and Evaluation..... | 25 |
| Conclusion..... | 25 |

Comprehensive Literacy State Development Grant Proposal
Tennessee Department of Education, June 2024

Overview

The Tennessee Department of Education (TDOE) is committed to ensuring that all Tennessee students have ready and meaningful access to effective literacy instruction and the life opportunities it creates. Literacy has been a priority in Tennessee for well over a decade, including a textbook review process in 2019 that culminated in local adoptions of high-quality English Language Arts (ELA) materials and the release of a comprehensive approach to literacy development (“Tennessee’s Comprehensive Literacy Plan”) from the Tennessee Governor in 2020. With a literacy vision and a high-quality materials adoption in place, in December 2020, the state launched a multi-pronged literacy initiative (“Reading 360”) to support the ongoing work of implementing high-quality instructional materials effectively.

Reading 360 provides optional grants, tools, and resources to ensure more Tennessee students develop strong reading skills by supporting districts, teachers, families, and communities. Through optional grants to districts, students and families have had access to tutoring and online supports to help develop systematic foundational literacy skills. Educators have had access to free training and professional development (including comprehensive early reading and secondary literacy trainings), as well as phonics kits and materials. Districts have had access to a suite of tools and resources to support their teachers and schools in implementing strong reading instruction for all students.

The linchpin of the Reading 360 support structure has been the implementation of literacy implementation networks (LINs) statewide wherein 59 local education agencies (LEAs) were selected to participate in a five-year study to improve K-12 literacy instruction that began in 2021. The districts are organized into ten regional networks with a mentor district leading the

focus of each region. Districts in each network receive guidance and support from a local vendor to effectuate successful implementation of adopted materials. TDOE normed each vendor through a multi-year, multi-phase High-Quality Instructional Materials Implementation Framework wherein growth can be tracked through criteria defining progress for district leaders, school leaders, teachers, and students.

This grant application seeks funding to enhance, extend, and deepen this work by focusing on districts that are currently lacking adequate support and by targeting HQIM implementation efforts more extensively at the middle and high school levels. As the sections below will demonstrate, the proposed project will build directly on a Tennessee model of success as well as a clear evidence base.

TDOE intends to create sustainable improvements in district and school leader capacity, teacher practice, and pre-K-12 student achievement by modifying, expanding and deepening the Reading 360 initiatives to provide a robust Materials Implementation Support System (MISS). The components of this plan will be supported directly by proposed grant activities and will focus on three goals:

1. Increase student achievement in 60 underserved districts by utilizing direct high-quality instructional support, national expertise, and preK-12 vertical alignment that ensure sustainable changes in literacy instruction and teacher pedagogy.
2. Capitalize on current high-quality instructional materials (HQIM) implementation plans to deepen high-quality instruction and school leader support and coaching as measured by the Tennessee Instructional Practice Guide (IPG).
3. Ensure that children served in Zones of Opportunity or in high-poverty areas, with an emphasis on secondary literacy, receive the highest level of instruction, ensuring all

students' literacy proficiency.

Expected Outcomes

After five years of work with districts participating in the Materials Implementation Support System grounded in high-quality materials, Tennessee will see increases of an overall 5 percentage points in the proportion of kindergarten students identified as on track by a diagnostic assessment, and 5 percentage points in the proportion of Grades 3, 8, and 10 students identified as on track by statewide literacy assessments. In addition, the economically disadvantaged student group, students with disabilities student group, and English learner (EL) student group will each increase 5 percentage points in average proficiency rate across districts participating in MISS.

This application is submitted under all four competitive preference priorities. Please see Quality of Project Design below (page 8) for discussion of how this proposal will meet each priority.

Need for Project (Criterion A)

Current levels of achievement and conditions in Tennessee indicate substantial need for expanded literacy supports, especially in the state's rural areas.

Student Outcomes

State assessment data show improved but insufficient literacy outcomes. Statewide assessments over the past three years have shown marked improvement from 2020 levels in Grades 3 through 8 but two-thirds of students are still not meeting grade-level ELA expectations. In high school, the proportion of students designated proficient in ELA has also improved since 2020 but well over half of students statewide do not meet grade-level expectations. In grades 3-10, LEAs across the state have only seen a 0.4 increase in average growth. LEAs receiving

literacy implementation network support, however, made significant gains within the past year (3.8 increase) in comparison with LEAs not receiving support (0.1 increase), indicating that support provisions similar to those requested in this application have made appreciable improvements in student performance.

State assessment data also show gaps between overall performance and that of several student groups, including Black, Hispanic, and Native Americans; economically disadvantaged; and students with disabilities (see table below).

| <i>ELA Proficiency Rates in 2023</i> | Grade 5 | Grade 8 | High school |
|--------------------------------------|---------|---------|-------------|
| All students | 37% | 26.5% | 42.2% |
| Black/Hispanic/Native students | 22.6% | 14.8% | 28.1% |
| Economically disadvantaged | 20.1% | 11.6% | 23.1% |
| Students with disabilities | 8.9% | 2.6% | 7.9% |

In fall 2023, Universal Reading Screener data indicated that 54% of students entering kindergarten were “At Risk for Significant Reading Deficiency” or have a “Significant Reading Deficiency.” This data clearly indicates a need for more targeted efforts to improve literacy knowledge and instruction for teachers at the pre-kindergarten grade level.

National assessment data show a gap between student performance groups in Tennessee

Tennessee’s performance on the National Assessment of Educational Progress (NAEP) confirms these trends. The 2022 NAEP found only 30% of the state’s fourth graders and 28% of its eighth graders proficient in reading. Tennessee has not made significant reading gains on NAEP since 2013, and the profound achievement gaps between students eligible for free or reduced lunch and their peers have persisted since 1998 in both grade 4 (19 percentage points in 2022) and grade 8 (21 percentage points in 2022). NAEP data for Tennessee also shows a significant gap between whites and other race or ethnicity student groups (see table below).

NAEP Scoring Data for Tennessee Students in 4th Grade (left) and 8th Grade (right)

RESULTS FOR STUDENT GROUPS IN 2022

| REPORTING GROUPS | PERCENTAGE OF STUDENTS | AVG. SCORE | PERCENTAGE AT OR ABOVE NAEP | | PERCENTAGE AT NAEP ADVANCED |
|--------------------------------------|------------------------|------------|-----------------------------|------------|-----------------------------|
| | | | BASIC | PROFICIENT | |
| Race/Ethnicity | | | | | |
| White | 60 | 222 | 68 | 37 | 9 |
| Black | 20 | 193 | 37 | 13 | 2 |
| Hispanic | 13 | 206 | 51 | 22 | 5 |
| Asian | 2 | † | † | † | † |
| American Indian/Alaska Native | # | † | † | † | † |
| Native Hawaiian/Pacific Islander | # | † | † | † | † |
| Two or More Races | 5 | 214 | 59 | 28 | 5 |
| Gender | | | | | |
| Male | 51 | 211 | 56 | 28 | 6 |
| Female | 49 | 217 | 62 | 32 | 8 |
| National School Lunch Program | | | | | |
| Eligible | 32 | 198 | 43 | 17 | 3 |
| Not eligible | 68 | 221 | 67 | 36 | 9 |

Rounds to zero.

† Reporting standards not met.

NOTE: Detail may not sum to totals because of rounding, and because the "information not available" category for the National School Lunch Program, which provides free/reduced-price lunches, is not displayed. Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin.

RESULTS FOR STUDENT GROUPS IN 2022

| REPORTING GROUPS | PERCENTAGE OF STUDENTS | AVG. SCORE | PERCENTAGE AT OR ABOVE NAEP | | PERCENTAGE AT NAEP ADVANCED |
|--------------------------------------|------------------------|------------|-----------------------------|------------|-----------------------------|
| | | | BASIC | PROFICIENT | |
| Race/Ethnicity | | | | | |
| White | 59 | 265 | 75 | 34 | 4 |
| Black | 21 | 241 | 50 | 14 | 1 |
| Hispanic | 14 | 246 | 56 | 21 | 3 |
| Asian | 2 | † | † | † | † |
| American Indian/Alaska Native | # | † | † | † | † |
| Native Hawaiian/Pacific Islander | # | † | † | † | † |
| Two or More Races | 4 | 265 | 76 | 31 | 5 |
| Gender | | | | | |
| Male | 51 | 250 | 59 | 23 | 2 |
| Female | 49 | 265 | 76 | 34 | 4 |
| National School Lunch Program | | | | | |
| Eligible | 27 | 243 | 53 | 13 | 1 |
| Not eligible | 73 | 263 | 73 | 34 | 4 |

Rounds to zero.

† Reporting standards not met.

NOTE: Detail may not sum to totals because of rounding, and because the "information not available" category for the National School Lunch Program, which provides free/reduced-price lunches, is not displayed. Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin.

Geographical Factors

To understand and improve Tennessee's literacy outcomes is impossible without considering the unique challenges its rural schools and families face. The rural and Qualified Opportunity Zone (QOZ) districts rate below non-QOZ districts. Of Tennessee's 146 school districts, 99 overlap with census tracts designated as Qualified Opportunity Zones (QOZs). In 2023, only 35.1% of grades 3–8 students demonstrated ELA proficiency in Tennessee's QOZ districts compared to 44.9% demonstrating ELA proficiency in non-QOZ districts. That same year, 33.9% of English I students in QOZs demonstrated ELA proficiency in comparison to 43.6% of non-QOZ students.

Districts struggle to attract high-quality professional learning partners. A likely reason that rural school districts in Tennessee have inadequate access to ELA curriculum implementation support is that they lack the individual purchasing power necessary to secure curriculum support from high-quality vendors. For example, the top five urban or suburban districts each have between 1,000 and 2,000 ELA teachers. However, the vast majority of the state's 146 districts are small rural districts with fewer than 100 ELA teachers each. Low

numbers of ELA teachers, combined with economic hardship and distance from transit hubs, means that rural districts simply cannot attract the same quality of external curriculum support expertise as urban and suburban districts. For example, suburban Maryville City Schools, which has 0% overlap with QOZs and is ten minutes from an airport, has more purchase power for their 27 middle grades ELA teachers alone than Pickett County Schools (100% overlap with QOZs and more than two hours from the nearest airport) has for their entire faculty of seventeen ELA teachers. Over 101 of Tennessee school districts have a total student enrollment of fewer than 5,000 students, and thus many fit the Pickett County profile.

Past and Current Improvement Efforts

Between 2010-2020, multiple literacy initiatives were designed to improve outcomes; however, initiatives persistently focused on isolated components of literacy improvement, and none pulled together as part of a comprehensive plan the many elements needed to change systems. The incomplete approaches of the past informed the development of the new, comprehensive plan (Reading 360) for statewide literacy supports both in early and secondary literacy.

Since the onset of Reading 360 in December 2021, 59 LEAs within ten regional networks have received guidance and support from a local vendor to effectuate successful implementation of adopted materials. Student assessment data from the LINs show that moderate- to high-need Tennessee districts can experience literacy success when using high-quality instructional materials whose implementation in the classroom is supported comprehensively by a network that includes external professional learning expertise. The early success of the LINs coupled with data from districts not currently receiving LIN supports indicates that an expansion of the program is warranted.

The literacy landscape in Tennessee is characterized by great opportunity as well as great need. This is the right time to seize that opportunity. During the 2019–20 school year, all districts went through local ELA adoption processes and selected new high-quality ELA curriculum. The widespread adoption of high-quality ELA materials together with the launch of Reading 360 has resulted in growth after years of stagnant literacy outcomes. But success will rest on effective implementation of new materials and the ability of school leaders and teachers to internalize a comprehensive approach to literacy. This can only occur if the current supports provided in the literacy implementation networks are extended to districts in high need.

Quality of Project Design (Criterion B)

The Materials Implementation Support System (MISS) components directly supported by this grant application focus on three goals:

1. Increase student achievement in 60 underserved districts by utilizing direct high-quality instructional support, national expertise, and PK-12 vertical alignment that ensure sustainable changes in literacy instruction and teacher pedagogy.
2. Capitalize on current high-quality instructional materials (HQIM) implementation plans to deepen high-quality instruction and school leader support and coaching as measured by the Tennessee Instructional Practice Guide (IPG).
3. Ensure that children served in Zones of Opportunity or in high-poverty areas, with an emphasis on secondary literacy, receive the highest level of instruction, ensuring all students' literacy proficiency.

Project Design

The intent of MISS is to extend the demonstrated improvements of Reading 360 initiatives into LEAs that have not yet received adequate funding and support for high-quality materials

implementation. This system of support will also target identified areas of need such as pre-K teacher training in foundational skills literacy, access to science of reading training to early and middle grade teachers in rural districts, and an emphasis in pedagogical shifts and fluency instruction at the secondary level.

MISS provides a support structure for LEAs over five years that is designed to ensure effective high-quality materials implementation and instruction for students in grades pre-K and grades 3-12. In total, 60 subgrantee districts will receive annual funds to procure instructional support services from an implementation support vendor approved by TDOE. These districts will also receive annual funds for teacher training stipends, materials, substitute teachers, and travel costs. Subgrantee awards will be given to 10 districts serving pre-K students and 50 districts serving students in grades 3-12.

In the first year of the grant, LEAs serving pre-K students will use the funds to provide stipends to pre-K teachers for attending the Early Reading Training (ERT). This training aims to enhance instructional skills by equipping pre-K educators with essential knowledge about the science of reading and foundational teaching skills. In doing so, this training will support vertical alignment of foundational literacy knowledge with teachers in grades K-3 who will have had access to this training for three years. From the second through the fifth year, the selected districts serving pre-K students will receive funds for vendor support and direct logistical costs. Vendor support will encompass such services as direct school visits, data collection, professional learning planning, district plan creation, school leader norming on the Instructional Practice Guide (IPG), classroom walkthroughs, intellectual preparation training, and coaching support. In addition to a focus on high-quality materials implementation, the vendor will focus on knowledge of foundational skills and assisting teachers in preparing students for grades K-3 foundational

skills tasks. Funds for logistical costs will be used for such needs as substitutes to support vendor training, travel to collaborate with other districts, stipends to increase engagement and time outside of school contract, and instructional materials to supplement (not supplant) instruction.

Similarly, LEAs serving students in grades 3-12 will receive annual funds for direct vendor contracts and logistical expenses, albeit without differentiation in funds and expectations from year one to years two through five (as is the case with pre-K-serving districts). The support system for grades 3-12 will be structurally similar to the system for years two through five of pre-K. For districts supporting grades 3-12, vendors will provide such services as conducting direct school visits, collecting data, facilitating professional learning, co-creating district plans based on the HQIM Implementation Framework, norming school leaders on the IPG, completing walkthroughs, and providing training on intellectual preparation, fluency instruction, and pedagogical shifts.

The state will complete a competitive request for proposal process and select implementation support vendors from which each LEA subgrantee will choose an expert implementation partner. Vendors will be selected through a competitive application process and scored using a vetted rubric by a team of state staff members.

Selection of Subgrantees

Participant districts will be selected for need and readiness. TDOE's proposed subgrant competitions will be designed specifically to serve stakeholders in Qualified Opportunity Zones (QOZs). The department will host webinar sessions with all districts overlapping QOZs to encourage districts to consider applying. Districts with QOZs, designated as rural, or serving early childhood students sitting 200 percent below the poverty line will be given priority (5 points on the rubric) in their subgrantee applications. Subgrantee applications will focus on

readiness, material purchase, internal implementation support, school and district leaders' commitments, and equity assurances. Districts will also be selected to match the eight geographic regions in Tennessee to ensure geographical diversity and sustainable change processes throughout the state.

MISS will increase equity of access to instructional supports. The intent of MISS is to ensure equal access for all districts, leaders, teachers, and students to the Tennessee Comprehensive Literacy tenets. Districts will effectively receive supports that would typically go to larger, urban districts, or that already receive support through the Reading 360 strategic initiative. In addition, districts will build sustainable leader networks that will be able to implement change strategies, improve student literacy outcomes, and leverage their collective capacity efficiently. As many studies indicate, change in leadership practices and teacher mindsets and practice takes time. As these shifts occur, leading indicators will signal future student successes. Below, TDOE addresses how it will ensure quality and intensity to ensure sustainable literacy achievement throughout the state.

Expected Outcomes:

After five years of work with districts participating in the Materials Implementation Support System grounded in high-quality materials, Tennessee will see increases of an overall 5 percentage points in the proportion of K students identified as on track by a diagnostic assessment, and 5 percentage points in the proportion of Grade 3, 5, 8, and 10 students identified as on track by statewide literacy assessments. In addition, the Black/Hispanic/Native group, economically disadvantaged student group, and the students with disabilities student group, will each increase 5 percentage points in average proficiency rate across districts participating in MISS.

The department expects these outcomes because the project design rests on a clear foundation of evidence.

Evidence for Materials Implementation Support System

TDOE's commitment to a strategy of providing a materials implementation support system through vendors is based on more than just the positive results of districts participating in the Literacy Implementation Networks. Considerable research evidence supports the design principles undergirding MISS. What follows is a very brief review of that evidence case.

In 2016, Johns Hopkins University published a policy brief by Alanna Bjorklund-Young (*High-Quality Curricula: A Cost-Effective Way to Increase Student Learning*) that summarizes much of the literature about the impact of high-quality curricula in raising student achievement. That brief cited studies by Grover ("Russ") Whitehurst, former head of the Institute of Education Sciences, which demonstrated that "higher quality curricula increase student learning more than other, more well-known interventions such as preschool programs, giving merit pay to successful teachers, decreasing class sizes, and increasing the number of charter schools in a district" (Whitehurst, 2009; Chingos & Whitehurst, 2012).

In a policy brief for the nonprofit StandardsWork (*Curriculum Research: What We Know and Where We Need to Go*), David Steiner, also of Johns Hopkins University, used "gold standard" studies included in the U.S. Department of Education's What Works Clearinghouse to make the claim that, "schools that switched from business as usual to one of these [high-quality curriculum] instructional methods could move students' performance from the 50th to the 60th or even 70th percentile. When extrapolated across an entire class, grade, or school, such impacts could prove transformative."

Emerging data about the positive results of successful implementation of high-quality

curriculum are so compelling that the impact has come to be known as the “curriculum effect.” State-based studies from Florida to Indiana to California (Polikoff & Koedel, 2017) affirm the effect is real. Thomas Kane of Harvard University claims the introduction of quality instructional materials can yield more than half a year of additional learning for students (Kane et al., 2016) and can help make up for the difference between novice and more experienced teachers (Kane, 2016).

Impressive as the curriculum effect is, data are also emerging that suggest it can be tempered by quality of implementation. The Tennessee-based nonprofit Instruction Partners examined demographically similar districts that had adopted the same high-quality curriculum where one had invested in curriculum-based professional learning and the other had not, and the results were remarkable. As a white paper (*What Does It Take to Implement a Strong Curriculum Effectively?*) explained, student achievement in the districts that had embraced curriculum-specific professional learning was much greater.

The research case for these findings is strong; a body of compelling evidence suggests that support for the implementation of high-quality instructional materials may be the curriculum effect’s “secret sauce.” One study spanning 6,000 schools and six states found that implementing high-quality instructional materials in the absence of high-quality instructional supports was not associated with improvement in student learning (Blazar et al. 2019). Other researchers have found that over half of the possible impact of shifting to a stronger curriculum is lost if the transition does not include a shift in teacher practice that specifically supports the new materials (Taylor, et al., 2015.)

Said another way, the curriculum effect is greatest on student outcomes when coupled with what the University of Colorado’s Joseph Taylor calls “an integrated delivery model to

drive change in teacher behavior.” So, what does research tell us characterizes effective professional development?

Stanford University’s Linda Darling-Hammond, a widely regarded expert on professional learning, in a research brief entitled *Effective Teacher Professional Development* and issued by the Learning Policy Institute in 2017, cites seven features that surfaced from a review of 35 studies over the past three decades. Darling-Hammond claims the literature is clear that effective professional development:

1. Is content-focused
2. Incorporates active learning utilizing adult learning theory
3. Supports collaboration, typically in job-embedded contexts
4. Uses models and modeling of effective practice
5. Provides coaching and expert support
6. Offers opportunities for feedback and reflection
7. Is of sustained duration

In an article entitled *What Works in Professional Development* (2009), Guskey and Yoon summarized findings from over 1,300 studies addressing the effects of professional development on student learning outcomes. Among their most compelling conclusions—which have a profound impact on the design of this proposal—are that the professional development efforts that produce improvements in student learning focus on (a) specific subject-related content or pedagogic practices and (b) ideas gained principally through the involvement of outside experts. The researchers also found that the professional development activities that yield the greatest results focus not on “a particular set of ‘best practices,’ but from the careful adaptation of varied practices to specific content, process, and context elements.”

While Guskey and Yoon’s analysis was published over ten years ago, it has not been until we had a class of high-quality, standards-aligned curriculum that invited—in fact was created to support—deep, intensive, professional study that we gained an understanding of how high-quality, curriculum-specific professional learning represents the best way to respond to the overwhelming research Darling-Hammond, Guskey, and Yoon cited. While curriculum-specific professional learning is still a nascent field, the learning that took place in the LIN networks, which lays the foundation for this support system, is at the forefront of that work. Additionally, research has also demonstrated that state leadership on curriculum quality and adoption can have a positive effect on implementation of high-quality instructional materials (Kaufman, Thompson, & Ofer, 2016).

Of course, all these findings are applicable to TDOE’s plans only if the materials its schools use are of high quality, because aligning professional learning to weak curriculum is unproductive. During 2018 and 2019, TDOE focused intensively on defining high-quality ELA materials and using that definition to inform state and local adoptions. Steiner and colleagues’ 2017 working paper cited several research studies that support content-rich curriculum that is focused on knowledge-building and takes a rigorous approach to learning. TDOE’s definition of high-quality ELA materials closely aligns to the idea of content-rich curricula. The state-led focus on high-quality materials thus ensured that Tennessee districts made wise choices when adopting new ELA curricula in 2020.

The burgeoning research on relationships between curriculum materials and student learning outcomes includes multiple sources of what Every Student Succeeds Act (ESSA) calls Tier 1 and Tier 2 evidence: rigorously designed studies such as randomized control trials and quasi-experiments (e.g., Angodini et al., 2010; Jackson & Makarin, 2018; Taylor et al., 2015).

Similarly, the scholarship on curriculum-anchored professional development well-represents ESSA’s top three tiers of evidence: experiments and quasi-experiments (e.g., Taylor et al., 2015; Jackson & Makarin, 2016) as well as large-scale, carefully designed correlational analyses (e.g., Kane et al., 2016; Blazar et al. 2019). Guskey and Yoon’s (2009) research synthesis considered 1,343 studies on professional development, found that only nine of those met What Works Clearinghouse standards for credibility, and based its findings on those nine studies. In short, it is a comprehensive as well as a critical review of the research that informs and has guided TDOE’s proposal for the use of CLSD funds.

Tennessee’s Comprehensive Literacy Plan

TDOE is now committed to a comprehensive approach to literacy development regardless of the award of this grant. TDOE’s multi-year strategic plan, Best for All, names early literacy and high-quality instructional materials as top strategic priorities and articulates a comprehensive, multi-pronged vision in each case. Both strategic project plans address instructional materials, teacher and leader training, and ongoing and sustainable supports. Key components of each are:

| Early literacy supports | High-quality instructional materials |
|--|---|
| <ul style="list-style-type: none"> • Free, high-quality foundational skills curriculum supplement • Free diagnostic assessment and access to integrated data platform • Online and in-person training for teachers and leaders • Improved alignment of educator preparation programs • Ongoing curriculum implementation supports for local providers • Aligned resources for families and community members | <ul style="list-style-type: none"> • Improved structures and processes for state-level materials adoptions • Strategic empowerment of district instructional teams leading materials adoptions at the local level • Ongoing supports sustained through initial and subsequent phases of new materials implementation • Resources supporting materials-aligned coaching and observation as well as selection of implementation support vendors |

These two scopes of work together ensure a comprehensive and coherent system of literacy supports for Tennessee schools and districts, aligning TDOE messaging and resources on standards, instructional materials, assessment, professional learning, educator preparation, school leadership, and more.

Supports for LEAs will “supplement, not supplant.” Supplying educators with instructional materials selected from the State Board of Education’s adoption list, or with other high-quality materials granted an adoption waiver by TDOE, is a baseline expectation for LEAs in Tennessee. We do not propose to use CLSD funds to supplant that integral function of local providers. Rather, we plan to raise supports for Tennessee literacy educators to the next level, one that is too rarely attainable at the local level: providing ongoing instructional support networks tailored to the specific instructional materials, training, and management to support the unique needs of the districts within each regional network. One reason researchers have documented so clearly the difference in efficacy between high-quality materials alone and when paired with implementation supports is that—for all the reasons shown in the needs assessment and literature review above—educators and education systems so frequently go without the implementation supports they need to make the most of their materials. This proposal is intended to disrupt the one-strategy approach pattern that has not had sustainable impact on regional infrastructures, district support, instructional leader practices, teachers’ instructional quality, and most importantly, student achievement in Tennessee.

Quality of the Management Plan (Criterion C)

Project Management

The department’s Chief Academic Officer, Assistant Commissioner of Academics and Instructional Strategy, and Senior Director of Secondary Literacy, Humanities, and Student

Opportunities (see resumes in Attachment E) will be responsible for supporting and evaluating the components of the MISS system. These project managers will have three broad sets of responsibilities:

- Serving as TDOE’s internal and external point person for all grant-related activities and coordinating all events, meetings, and work streams;
- Monitoring and ensuring project progress through formal and informal data analysis with emphases on subgrantees’ experiences and continual improvement; and
- Managing internal and external communications with emphasis on facilitating dialogue and collaboration, amplifying educator voices, and assessing impact.

More specific duties will include—but not be limited to—planning regional convenings, producing internal newsletters, attending webinars and walkthroughs, tracking district participation, managing vendor performance, running project team check-ins, managing expenditures within budget, and working with TDOE’s research office to collect, analyze, and act effectively on data such as stakeholder input, teacher practice, and student outcomes. Please see the detailed activities and milestone chart to see the monthly detailed responsibilities (Attachment A).

Ensuring the Adequacy and Quality of MISS System

The goal of all TDOE efforts will be to increase levels of literacy proficiency among Tennessee students and ensure that districts have sustainable systems to maintain high-quality literacy practices after the life of the grant. Conducting assessments provides checkpoints to measure language development. We will measure success using state-provided diagnostic assessments in kindergarten, and statewide ELA assessments in grades 3, 5, 8, and 10. It will take time for these student data to reflect the changes embedded in the literacy framework and

the shifts necessary for instruction. Student performance measures will therefore become a focus at the end of year two of the grant program.

To adapt, support, and maintain effective change management strategies, TDOE will also monitor implementation through leading indicators of success, including improvement in teacher knowledge, mindsets, and practice. Teacher knowledge and mindset measures will involve perceptual data on self-efficacy, curriculum efficacy, and student capacity. Teacher practice will be assessed during monthly walkthroughs and tracked informally through the IPG annually. This method provides a comprehensive snapshot of teacher development over time, allowing for ongoing feedback. This helps mentors and educators identify strengths and areas of improvement in real time. Regular feedback fosters a supportive environment and ensures teaching practices are consistently aligned with project objectives.

School and district leaders will receive a gradual reduction in technical assistance and walkthrough support from the implementation vendor and focus on the sustainability of the program. School leaders' capacity to give effective teacher feedback will be tracked to ensure that at the end of the grant period, they will be able to maintain sustainable change. This consistent monitoring allows for early identification of trends, ensuring the project stays on track by highlighting areas of improvement or additional support. The varied frequency of data collection ensures that progress made towards the project's objectives remains on track and achieves the intended outcomes. This approach allows for timely adjustments and continuous improvement, ensuring the project's long-term success and sustainability. Expected monitoring categories of grant activities on the various measures are detailed below.

| Monitoring Categories | Tools | Frequency | Person Responsible |
|---|---|---|---|
| Leading Indicators | | | |
| District attendance and participation | Logs | Quarterly | TDOE project managers (through implementation support vendor records) |
| Teacher practice | TN IPG | Informally monthly | District and vendor reporting |
| Student Achievement | | | |
| Kindergarten Universal Screening Data | TN uniform diagnostic tool | Beginning of the year (annually for comparison) | District reporting, TDOE project manager tracking |
| Grade 3 proficiency rate | Statewide ELA assessment | Yearly | TDOE project managers (through statewide assessment system) |
| Grade 5 proficiency rate | Statewide ELA assessment | Yearly | TDOE project managers (through statewide assessment system) |
| Grade 8 proficiency rate | Statewide ELA assessment | Yearly | TDOE project managers (through statewide assessment system) |
| Grade 10 (high school) proficiency rate | Statewide ELA assessment | Yearly | TDOE project managers (through statewide assessment system) |
| District Sustainability | | | |
| HQIM Implementation Framework tracking | TN HQIM Implementation Framework, vendor trackers | Yearly | TDOE project managers (through implementation support vendor |

| | | | |
|---|----------------------|--------------------------------|---|
| | | | records) |
| School leaders' mastery of teacher feedback | IPG, vendor trackers | Informally monthly (Years 3-5) | TDOE project managers (through implementation support vendor records) |

Three activities will be used to ensure the adequacy and quality of the MISS system. The first will be bi-weekly vendor check-ins. These virtual sessions will enable the project managers to share statewide updates with the group to ensure alignment and cohesion across the vendors. In addition, this time will be used to discuss data trends across the state and within specific school districts. Based on these conversations, the vendors will know what tools were created and available to meet the needs of the districts and be made aware of any available state initiatives for support. Finally, the check-in time will be used to collaborate across vendors to solve problems and discuss the success of their support. To ensure the grant support meets the needs of the districts, data will be collected for quarterly reporting and review. The IPG data will be reviewed with the district team and the state team to identify next steps for growth and areas for improvement. These reflective conferences will ensure that each district receives appropriate support, and the financial allocations promote high-quality implementation. Finally, Participating districts will also complete an annual survey to ensure vendor quality. The vendor satisfaction survey will be conducted to collect feedback on the quality of support vendors are providing to make sure it is high-quality and intentional. The survey results will be compiled and included in feedback provided to each of the vendors. This data will shape their work moving forward.

Quality of Project Services (Criterion D)

Implementing high-quality instructional materials effectively requires adaptive work. There is no technical, step-by-step solution that works in all cases. For that reason, districts will engage in structured cycles of continuous improvement grounded in data and evidence to achieve high-quality implementation in their schools. District work will begin with a thorough diagnosis of current practice using the IPG and other root cause analysis and diagnosing tools to map the system elements that are critical to successful implementation. From there, implementation support vendors will support districts in setting implementation goals, developing strategies for improvement and implementation plans, and determining how they will monitor progress and refine their strategy at regular intervals. Utilizing cycles of continuous improvement will not only allow districts in the network to adapt and adjust their plans throughout implementation to ensure strategies have the desired outcomes, but also equip them with the broader set of skills needed to tackle adaptive challenges in other aspects of their work.

Design of Services

Each district will meet and work with their approved vendor based on the agreed specifications of their contracts. This work may involve virtual meetings, trainings, in-person intellectual preparation support, or learning walkthroughs. Walkthroughs will use the [Tennessee Instructional Practice Guide](#) (IPG) to foster indicator-specific conversations about visible changes in teacher practices and in student engagement, school and program successes, and next steps for each district. Annual convenings will be co-facilitated by the implementation support vendor. The convenings will focus on changing the district's overall literacy work through focused grade-band and classroom-based conversations and collaboration. These convenings will provide opportunities for educators to center their work in different strands, focusing on the

varying responsibilities of their roles as principal, instructional coach, district leader, etc. These strands, or communities of practice, will share bright spots, best practices, and lessons learned from their work with the vendors.

Regional school leader convenings will be facilitated by the implementation support vendor, and they will build leaders' ability to improve teacher practice through feedback. Because school leaders have such a strong impact on change in teacher practice, these convenings will build sustainable change in how the school improves teacher development. See the detailed activity and milestone chart (Attachment A) for detailed monthly activities and yearly milestones.

Sharing of Learnings

In addition to the other SEA activities required by the grant and already underway in Tennessee (e.g., educator preparation alignment work), TDOE's statewide activities will include the sharing and spreading of regional bright spots through the website, regional newsletters and statewide instructional newsletters, and a yearly, statewide network convening. Statewide convenings will focus on teacher and school leader audiences and sharing of teacher/school leader practices across the state. Non-participant districts and early childhood service providers will also have an opportunity to send teachers and leaders to learn about successes in this project. In addition, education preparation providers and advisory council members will be encouraged to attend yearly convenings, receive newsletter information, and visit regional walkthroughs.

Impact

The impact of this grant will be clearly demonstrated through the leading indicators, student performance, and district sustainability measures. Leading indicator measures will show clear impact in years one and two of the grant, and by year five, districts will meet

participation requirements, and teachers will demonstrate instructional shifts at an 85% average increase in Core Action One of the Tennessee IPG and a 50% increase in Core Actions Two and Three.

In year two, teachers will demonstrate instructional shifts at a 70% average increase in Core Action One of the IPG and a 43% increase in Core Actions Two and Three. Additionally, students in participating districts will see an increase of two percentage points in the proportion of kindergarten students identified as on track by a universal screener assessment in PreK, and two percentage points in the proportion of Grade 3, 5, 8, and 10 students identified as on track by statewide literacy assessments. The Black/Hispanic/Native group, economically disadvantaged student group, and the students with disabilities student group, will each increase 2 percentage points in average proficiency rate across districts participating in MISS.

In years three through five, 90% of participating districts will report use of the Tennessee IPG. Leading indicator data will show a 75% (Y3), 80% (Y4) and 85% (Y5) average mastery of section one of the IPG and an 45% (Y3), 48 (Y4) and 50% (Y5) mastery in sections two and three. Student achievement measures will show an increase in performance overall from a one percentage point aggregate increase in year three to a five-percentage point increase in year five. Student subgroup data will also show a similar gradual increase each year, as well.

The department will also share impact measures nationally through the CLSD program evaluation, article publication, and other opportunities provided to share findings. Studies measuring the impact of high-quality instructional materials and supports for their implementation are rarer in literacy than in math and other STEM fields, and this work will generate valuable data for researchers and practitioners alike.

Please see the detailed activities and milestone chart to see how measures will be tracked and reported through the five years of the grant in Attachment A.

Quality of Project Evaluation (Criterion E)

Project Monitoring and Evaluation

Each evaluation method covers critical aspects of the project, from attendance and participation to teacher practices and student achievement. The use of multiple tools (logs, surveys, informal assessments, standardized test) ensures that comprehensive data is collected. The inclusion of district sustainability metrics ensures long-term project impact. The tools selected are practical and widely used within educational settings. Quarterly, yearly, and monthly frequencies are manageable and allow for regular monitoring without overwhelming the subgrantees. The involvement of various responsible parties ensures the workload is distributed and feasible to manage. The chosen methods align directly with the project's goals and objectives. Surveys and assessments are relevant to measuring the intended outcomes (student proficiency, district sustainability). The responsibility assignments ensure accountability and proper implementation of project objectives.

The evaluation method outlined in the provided documents is structured to offer comprehensive performance feedback and enable periodic assessment of progress towards achieving the intended outcomes of proposed project. Each monitoring category is meticulously designed to align with specific project goals and objectives, ensuring that the evaluation process is both thorough and practical. Rationale of grant activities on the various measures are detailed below.

| Monitoring Categories | Tools | Frequency | Person Responsible | Rationale |
|---------------------------------------|----------------------------|---|---|---|
| Leading Indicators | | | | |
| District attendance and participation | Logs | Quarterly | TDOE project managers (through implementation support vendor records) | Tracking attendance and participation assesses engagement and identifies areas of improvement |
| Teacher practice | TN IPG | Informally monthly | District and vendor reporting | Provides continuous feedback and support to teachers enhancing teaching practices |
| Student Achievement | | | | |
| Kindergarten Universal Screening data | TN uniform diagnostic tool | Beginning of the year (yearly for comparison) | District reporting, TDOE project manager tracking | Provides ongoing insights into language development |
| Grade 3 proficiency rate | Statewide ELA assessment | Yearly | TDOE project managers (through statewide assessment system) | Measures student proficiency against state benchmarks |
| Grade 5 proficiency rate | Statewide ELA assessment | Yearly | TDOE project managers (through statewide assessment system) | Measures student proficiency against state benchmarks |
| Grade 8 proficiency rate | Statewide ELA assessment | Yearly | TDOE project managers (through statewide assessment system) | Measures student proficiency against state benchmarks |

| | | | | |
|---|--|--------------------------------------|--|--|
| Grade 10 (high school) proficiency rate | Statewide ELA assessment | Yearly | TDOE project managers (through statewide assessment system) | Readiness for advanced coursework and post-secondary success |
| District Sustainability | | | | |
| HQIM Implementa tion Framework tracking | TN HQIM Implementation Framework | Yearly | District reporting | Ensures sustainability of instructional improvements and PL efforts. |
| School leaders’ mastery of teacher feedback | Vendor and district observation | Informally monthly (Years 3-5) | District reporting | Fosters continuous improvement in leadership practices |

Conclusion

State and district leadership know that “integrating professional learning and curriculum into a holistic approach for improving teaching and learning is an important element of meeting the goal of educating all students and giving teachers the support they need to become expert practitioners” (Wiener & Pimentel, 2017). With the discontinuation of ESSER funds in fall 2024, however, state and local funding for curriculum implementation supports will fall drastically: without CLSD support, we project that TDOE will be able to support the implementation of its pre-K–2 foundational skills curriculum supplement but none of the other high-quality ELA materials being adopted across the state that are not supported in current structures. Federal support will ensure that high-quality materials benefit from coherent systems of support in dozens of Tennessee’s most impoverished districts, helping disrupt the state’s pattern of one-dimensional literacy improvement measures and galvanize lasting change. MISS vendors will provide support for district leaders, school leaders, and teachers that include networking and national expert guidance. By participating in MISS, districts will find the

support necessary to capitalize on their materials adoptions, build capacity through sustainable support, and engage deeply with each component of the comprehensive statewide framework. In addition to teachers receiving professional learning opportunities, district and school leaders will also be support through professional learning thus enhancing teacher performance, improving student outcomes, building a collaborative culture, and promoting teacher retention. By leveraging statewide resources and a comprehensive literacy model, districts can support the major instructional shifts required to transform literacy outcomes in Tennessee. By supplementing in-state resources with CLSD grant funding, TDOE will secure high-quality services that districts would not be able to leverage independently. The result will be a deep and lasting impact on every region of the state.

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- professional development. *American Educational Research Journal*, 52(5), 984–1017.
- Whitehurst, G.J. (2009). *Don't Forget Curriculum*. Brookings Institute: Brown Center Letters on Education.
- Wiener, R., & Pimentel, S. (2017). *Practice What You Teach: Connecting Curriculum & Professional Learning in Schools*. Aspen Institute.

| Monitoring Categories | Tools | Frequency | Person Responsible |
|---------------------------------------|----------------------------|--|--|
| Leading Indicators | | | |
| District attendance and participation | Logs | Quarterly | TDOE project manager (through implementation support vendor records) |
| Teacher practice | TN IPG | Informally monthly | Mentor and participant districts |
| Student Achievement | | | |
| Four-year-olds' language development | TN uniform diagnostic tool | Three times a year (yearly for comparison) | District reporting, TDOE project manager tracking |
| Grade 5 proficiency rate | Statewide ELA assessment | Yearly | TDOE project manager (through statewide assessment system) |

| | | | |
|--|--------------------------------------|---------------------------|--|
| Grade 8 proficiency rate | Statewide ELA assessment | Yearly | TDOE project manager (through statewide assessment system) |
| English I (high school) proficiency rate | Statewide ELA assessment | Yearly | TDOE project manager (through statewide assessment system) |
| ACT college and career ready students (reading measure) | National benchmark | Yearly | TDOE Accountability team and TDOE project manager |
| District Sustainability | | | |
| % mastery of mentor performance tasks (Y4 and Y5, with Y3 as baseline) | Mentor application performance tasks | Yearly (end of years 3–5) | TDOE project manager |
| School leaders' mastery of teacher feedback | Mentor observations | Informally monthly | Mentor and participant districts |

Internal project management structures will include state level routines structuring quarterly analysis of these data. Expected impacts of grant activities on the various measures are detailed below.

Impact

The impact of this grant will be clearly demonstrated through the leading indicators, student performance, and district sustainability measures. Leading indicator measures will show clear impact in years one and two of the grant. In teacher practice and informal IPG tracking, teachers will demonstrate instructional shifts at a 50% average increase in section one of the IPG and a 25% increase in sections two and three of the IPG.

In year two, a 95% average mastery of

section one of the IPG and 50% increase in mastery of section two and three of the IPG. In year two, student performance measures will also demonstrate impact with at least 25% reduction in the number of students scoring at-risk or below benchmark on diagnostic measures at the year-end measurement.

In years three through five, leading indicator data will show 70 (Y3), 85 (Y4), and 90 (Y5) percent of teachers demonstrating mastery knowledge and mastery and maintain a 95% average mastery of section one of the IPG and an 80% mastery in sections two and three of the IPG. In years three through five, student performance measures will also demonstrate impact with at least 60 (Y3), 70 (Y4), and 80 (Y5) percent of students scoring at-benchmark on diagnostic measures at the year-end measurement. Achievement measures will each show a gradual increase in performance overall from a one percentage point aggregate increase in year three to a five percentage point increase in year five. Student subgroup data will also show a gradual increase from 5% to 10% improvements each year.

The department will also look forward to sharing impact measures nationally through the CLSD program evaluation, article publication, and other opportunities provided to share findings. Studies measuring the impact of high-quality instructional materials and supports for their implementation are rarer in literacy than in math and other STEM fields, and this work will generate valuable data for researchers and practitioners alike.

Please see the detailed activities and milestone chart to see how measures will be tracked and reported through the five years of the grant in Attachment A.

Conclusion

We and our districts know that “integrating professional learning and curriculum into a holistic approach for improving teaching and learning is an important element of meeting the goal of

educating all students and giving teachers the support they need to become expert practitioners” (Wiener & Pimentel, 2017). When the Covid-19 pandemic hit, however, state and local funding for curriculum implementation supports fell drastically: without CLSD support, we project that TDOE will be able to run two or three networks supporting implementation of its pre-K–2 foundational skills curriculum supplement but none of the other high-quality ELA materials being adopted across the state, while many districts will have little funding left over for aligned instructional supports once they purchase their new ELA materials. Federal support for eight regional ISNs will ensure that high-quality materials benefit from coherent systems of support in dozens of Tennessee’s most rural and impoverished districts, helping disrupt the state’s pattern of one-dimensional literacy improvement measures and galvanize real, lasting change. ISNs provide networked supports for district leaders, school leaders, and teachers that include networking across regions, national expert guidance, and a mentor district. The mentor district provides a sustainable model for the network and allows regions to build sustainable capacity. By participating in ISNs modeled after the LIFT network, districts will find the support necessary to capitalize on their materials adoptions, build capacity through sustainable support networks, and engage deeply with each component of the comprehensive statewide framework. By leveraging statewide resources, a statewide comprehensive literacy model, and additional ISN grant-based resources, districts will be capable of supporting the major instructional shifts required to transform literacy outcomes in Tennessee. By supplementing in-state resources with CLSD grant funding, TDOE will secure high-quality services districts that would not be able to leverage the resources or support independently. The result will be a deep and lasting impact at scale and in every region of the state.

Other Attachment File(s)

*** Mandatory Other Attachment Filename:**

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

Provide all students with opportunities and support for success

Instructional Leadership
Stakeholder Partnerships

Curriculum Implementation
School Policy & Board Relations

Finance & Operations
Communication

EXPERIENCE AND ACCOMPLISHMENTS

Chief Academic Officer, Tennessee Department of Education, 2023- Present

- Responsibilities as CAO include the divisions of instructional strategy, early learning, special education and intervention programs, human capital, and learning acceleration, including the Reading 360 and TN ALL Corps strategic initiatives, as well as Career and Technical Education (CTE), which prepares students for success in their chosen career pathway after high school graduation.
- Provide leadership for all aspects of the network's instructional program, including academic standards, instructional quality, school culture, use of data, professional development, and talent management.

Director of Schools, Jackson County Schools, 2018-2023

- Instructional Leadership- Established a capacity-building leadership development and mentoring structure which include the addition of three instructional coach positions, leadership teams and content area leads in each school; support ongoing professional development of teachers and administrators through PLCs, the Rural Principal Network, Aspiring Assistant Principal Network, and Grow Your Own teacher partnerships which have added additional administrator and teacher candidates with hard-to-fill endorsements in ESL and Special Education; analyze and interpret multiple sources of data for decision-making; lead vision and oversight of district leadership departments in Secondary and Elementary Instruction, Special Education, Intervention and Acceleration, Federal Programs, Attendance and Transportation, Student Services, Data and Technology, Maintenance, School Nutrition, and Human Resources and Finance
- Curriculum Implementation-Cultivated a high expectations culture in PreK-12 academics with a district-wide focus on literacy through implementation of high quality instructional materials, tutoring, and summer programs leading to a 6.2% achievement increase in grades 3-8 TCAP reading; foster ongoing professional learning through the Early Literacy Network, Literacy Implementation Network, and use of Instructional Practice Guides; expanded early post-secondary opportunities in health science, HVAC, cosmetology, and power line construction by effectively administering simultaneous on-campus adult and grades 9-12 programming through flexible scheduling, creative facility use, and multiple partnerships leading to an 11.2% improvement in college readiness ○ District Designations: Foundational Skills Implementation Model School, District Level 5 Growth 2021, Best for All District, Innovative Schools Model, Reward School (Dodson Branch School)
- Finance and Operations- Secure and budget more than \$24 million to fund multiple district-wide priorities in academics, safe school initiatives, transportation, maintenance, and major capital project improvements with no increase in local tax rate; set vision, manage, and oversee compliance for over \$8 million in additional state and federal grant funding including GEARUP, ESSER 1.0, ESSER 2.0, ESSER 3.0, Innovative School Models, and 21st CCLC; transformed district finance and operation through department reorganization, automated digital systems, and required professional learning; procure services and execute contracts; recruit qualified staff and maintain 90% retention rate; no school finance audit findings for FY2020, FY2021, FY2022
- Stakeholder Partnerships- engage in local, regional, and state partnerships that benefit the school district and provide student support services including: TCAT Livingston, TCAT Hartsville, Volunteer Behavioral Health, Communities in Schools, Upper Cumberland Electric Membership Cooperation, Twin Lakes Telephone Cooperative, Chamber of Commerce, Jackson County Health Council, Upper Cumberland Human Resource Agency, Community Prevention Coalition
- School Policy and Board Relations- collaborated with board members and stakeholders to update policy and procedure manuals and to create a five- year strategic plan around the following priorities: Focus on Students, Invest in People, Partner with Stakeholders; strengthened board relations with transparency and effective communication; earned 4.9/5 on most recent director evaluation

-
- Communication- Communicate clear vision, mission, and strategic priorities to stakeholders by establishing official social media platforms, automated communication platforms, and an approval process for public facing communications; provide monthly parent engagement opportunities and solicit strong stakeholder involvement on school and district level advisory committees; maintain positive media relations.

OTHER EXPERIENCE AND QUALIFICATIONS

- Principal, Jackson County Schools, 2014-2018
- Assistant, Principal, Jackson County Schools, 2011-2014
- Spanish/ ESL Teacher, Jackson County High School, 2004-2011
- e4TN Virtual Teacher, Wilson County Schools, 2008
- Instructor, Volunteer State Community College, 2008-2009
- Elementary/ ESL Teacher, Duval County Schools FL, 2003-2004

Licensure and Certification

- TN Teacher and Administrator License: 00256589
- TN Certified County Finance Officer (TN Comptroller of the Treasury)

MEMBERSHIPS AND LEADERSHIP

- Director of Schools membership in multiple organizations: Jackson County Economic Development Board, Jackson County Health Advisory, Highlands Economic Partnership, WCTE Public Broadcasting System Board of Trustees, Upper Cumberland Education Leaders Advisory Committee, Tennessee Tech Teacher Education Advisory Committee, Upper Cumberland Human Resource Agency Advisory Board
- TDOE Legislative Advisory Committee, 2020
- TDOE Educator Engagement Committee, 2020-Present
- Tennessee Organization of School Superintendents
- American Association of School Administrators
- Superintendent of the Year Finalist, Tennessee Organization of School Superintendents, 2022

EDUCATION

Ed. S. Instructional Leadership, Tennessee Tech University, 2010
M. A. Instructional Leadership, Tennessee Tech University, 2006
B. S. Secondary Education/Spanish, Tennessee Tech University, 2002

PROFESSIONAL ORGANIZATIONS

Tennessee Organization of School Superintendents
American Association of School Administrators

Experience

Sr. Director of Secondary Literacy, Humanities, and Student Opportunities Tennessee Department of Education-October 2022

As the senior director, I am able to work in the Office of Academics to support the statewide initiatives to impact high-quality instruction. I manage a federal grant, collaborate with other departments within the department in thought partnerships, and support teachers in implementing high quality instructional materials in classrooms.

PreK-4th Grade Mathematics Coordinator**Tennessee Department of Education-June 2021-October 2022**

As the math coordinator, I am able to work in the Office of Academics to support the creation and revision of resources to impact high-quality instruction across the state. I also have the opportunity to review assessment items for state tests, collaborate with other departments within the department in thought partnerships, and support teachers in implementing high quality instructional materials in classrooms.

Intervention and Instructional Coach**Alcoa Elementary School-July 2015-May 2021**

As the II Coach at AES, I was able to work directly with teachers to provide support, foster growth, collaborate with teams, work with student behavior management, and build meaningful relationships with the entire staff. I was also able to work directly with the RTI process and manage student files, lead data meetings, and complete fidelity monitoring requirements. I was a member of the Read to be Ready Coaching Network to implement instructional strategies related to a balanced literacy block. I also worked to increase parental involvement and collaboratively work with our Title One requirements.

Senior Evaluator**Western Governor's University-July 2020-Present**

As a senior evaluator at WGU, I have the opportunity to support students in achieving their dreams of becoming an educator. I work to score evaluations and collaborate with a team to ensure calibration and professional support. In addition, I get to coach new evaluators as they join or team and support growth by facilitating live scoring sessions.

Math Standards Review Committee**TN DOE-October January 2020 and 2014**

As a member of the review committee, I was able to collaborate with other teachers and educators across the state to review the current state mathematics standards.

Tennessee State Fellow and Facilitator**Hope Street Group-October 2014-March 2019**

As a member of the fellowship and a facilitator, I was able to collaborate with other teachers and elevate teacher voice. This focused on teacher engagement, social media presence, and legislative outreach. In addition, it involved training on creating appropriate and beneficial professional learning for adult learners.

Content Development Team Member**October 2016-December 2018**

As a member of the content development team, I was able to create, reflect, and collaborate on creating professional development to use during summer training on the standards revision and implementation.

Regional Educator Summit Mathematics Coach**TN Department of Ed-August 2012- February 2014 and June 2016-July 2016**

As a Department of Education Coach, I was able to learn, reflect, and implement the Tennessee state standards. I lead educators from across the state of Tennessee in the process of implementing and assessing the math standards in their classroom.

Kindergarten Teacher**Alcoa Elementary School-July 2004-June 2015**

As a teacher at AES, I was able to gain experience planning, implementing, and assessing student work. I was also a member of the curriculum, instruction, and assessment leadership team that lead professional learning communities, facilitated data meetings, and participated in weekly meetings to assist in making decisions to increase student success. I was also a member of the Principal in Training team to gain leadership experience through hands on practice and administrative duties.



Education

Lincoln Memorial University

August 2013-July 2014

Education Specialist Degree in Instructional Leadership

Administrative Licensure

University of Tennessee, Knoxville

August 2010-May 2011

Master's Degree in Child and Family Studies

University of Tennessee, Knoxville

August 1999-May 2004

Bachelor's Degree in Child and Family Studies

Teacher Licensure PreK-4

Recognition and Professional Learning

East Tennessee PreK-4 Teacher of the Year

March 2014

WIVK Teacher of the Month

April 2013

Wal-Mart Teacher of the Year

May 2004

References

References available upon request

CHRISTY L. WALL, ED.D.



INTRODUCTION

Accomplished and innovative leader that has an intrinsic desire to positively impact the organization she works for and those that she leads and supports. Diversity in the listed work experience, educational background and physical location have been instrumental in being adaptable and culturally proficient in all workforce settings.

LinkedIn:

REFERENCES

EMILY FREITAG

Instruction Partners, CEO/Co-Founder

CHASE MOORE

Supervisor of CTE & STEM, Sumner County Board of Education

CARRIE WHITTAKER

Instructional Technologies Supervisor, Metropolitan Nashville Public Schools

WORK EXPERIENCE

TENNESSEE DEPARTMENT OF EDUCATION

Nashville
October 2022 – Present

ASSISTANT COMMISSIONER, Academics & Instructional Strategy

As the Assistant Commissioner of Academics and Instructional Strategy, I support a team of five Senior Directors that represent all core content area subjects within K-12. This position has required me to work tactically; think strategically to support the overall mission and vision of the department; and prioritize implementation supports to districts not only for current but also for long term practices.

SUMNER COUNTY BOARD OF EDUCATION

Gallatin
July 2018 – October 2022

SUPERVISOR, TEACHING & LEARNING K-12

As an instructional supervisor and district administrator, I oversee all instructional priorities, projects, and initiatives carried out in the Sumner County School system. In collaboration with the instructional cabinet and under Chief Academic Officer supervision, our team works to pair needs with strategy and resources; commit to budgetary investments that yield high return; and best serve the public stakeholders, students, teachers, and leaders of our district. This position has required me to work tactically and think strategically to support the overall mission and vision of the school district now only now but also in the years ahead.

SUMNER COUNTY BOARD OF EDUCATION

Hendersonville
Jan 2016- May 2019

ASSISTANT PRINCIPAL, Hendersonville High School

As a high school Assistant Principal, I supported and advised students throughout their high school careers to identify appropriate courses of study, along with meeting graduation requirements and working in conjunction with five administrators and four school counselors. I was responsible for all academic programming, master scheduling and registration information. I was involved in many of the school climate and culture organizations, Advanced Placement Leadership school leadership team. I supervised the implementation of Response to Instruction & Intervention (RTII) and many faculty, staff, and student acknowledgements, awards, and ceremonies. This position required me to be approachable, detail-oriented, balancing shared work with many different types of leaders and personalities, and always going the extra mile to follow up on troubleshooting, celebration, and acknowledgement as I worked with many different groups and teams to support a school of 1,400 students.

**METROPOLITAN
NASHVILLE PUBLIC
SCHOOLS**

Nashville
July 2010- Jun 2016

**TEACHER & LITERACY COACH,
East Nashville Magnet School**

As a middle school English and Social Studies teacher, I taught on an A/B block schedule and loved every minute of my job. I was a grade level team leader, advised other teachers on how to effectively plan on block scheduling, and learned how to integrate content literacy into all instruction. My students had tremendous gains demonstrated through quarterly benchmark assessments and as a school, we saw literacy achievement scores increase by 12%. I sponsored the school yearbook, participated on the Paideia school leadership team, and supported many extracurricular activities for our students.

CAVALRY LOGISTICS

Nashville
Jun 2008- Apr 2009

**SENIOR SALES DEVELOPMENT
COORDINATOR**

As the sales development coordinator, I deployed six regional sales representatives to arranged transportation sales calls to solicit new business while maintaining and building existing business for the national accounts' customer service team. This role included cold calling on potential freight customers; designing sales presentations; creating marketing materials (both tangible and electronic); and aligning all travel and field logistics of sales calls. I also accompanied the President of the Cavalry on National Account sales calls.

CALVARY LOGISTICS

Nashville
Jun 2008- Apr 2009

**INSIDE SALES REPRESENTATIVE,
National Accounts Customer**

As a National Accounts Customer Service Rep for Cavalry Logistics, I coordinated all inbound and outbound customer contacts for my freight customers who shipped truckload freight nationally. This involved precise communication with distribution centers, their transportation/logistics department and coordination with our brokerage team who was responsible for the drivers moving the freight.

EDUCATION

**LIPSCOMB
UNIVERSITY**

Nashville, TN
2022

Doctor of Education

Organizational Theory & Management
Graduated, December 2022

BETHEL UNIVERSITY

McKenzie, TN
2015

Instructional Leadership License

Masters level course work to add onto my existing Masters degree, that included K-12 Administration Licensure and Endorsement.

**TREVECCA
NAZARENE
UNIVERSITY**

Nashville, TN
2011

Master of Arts

Masters in the Art of Teaching, Elementary (K-6)
Certification
Graduated, May 2011

**UNIVERSITY OF
IDAHO**

Bachelor of Science

Public Relations & Communication Studies, Bachelor of

FRUITLAND HIGH SCHOOL
Fruitland, ID
2005

High School Diploma
Graduated with Honors, May 2005

SKILLS

Technology Applications, Software (Office 365, G-Suite, etc)



Sales, Marketing, Communications, Public Relations



Multi-tasking and Exceeding Goals



Fiscal & Budgetary Management & Financial Forecasting



Instructional Leadership, Advisement & Consultation



Timeliness & Meeting Deadlines



Collaboration & Teamwork



Leading, Supervising, & Delegating



EXTRA-CURRICULAR ACTIVITIES

ACTIVE MEMBER

Nashville, TN
Aug 2005 - Present

Juvenile Diabetes Research Foundation (JDRF)

Active member of the JDRF Community in local fundraisers and events sponsored to support Type 1 Diabetes research and support the efforts in finding a cure. I also participate in any current medical research studies being conducted nationally and/or internationally.

FOUNDER

Nashville, TN
Jan 2020 - Present

OneBuddy, Type 1 Diabetes Support Network

Founder and leader of a virtual network and support community for parents of and Type 1 diabetics in Middle Tennessee.

GRADUATE MENTOR

Hendersonville, TN
Jan 2017 - May 2021

Union University, College of Education

Mentor, supervise, advise, and support student teachers and aspiring school administrators as they complete their master's coursework and certification requirements.

STUDENT MENTOR

Bowling Green, KY
May 2020 - May 2021

Western Kentucky, College of Education

Support, mentor, advise and supervise undergraduate student-teacher candidates seeking initial licensure in the state of Tennessee, while attending Western Kentucky University and preparing for licensure testing and their first year of employment.



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

OMB Control Number: 1894-0008
Expiration Date: 8/31/2026

Name of Institution/Organization: Tennessee Department of Education

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION A - BUDGET SUMMARY U.S. DEPARTMENT OF EDUCATION FUNDS

| Budget Categories | Project Year 1 (a) | Project Year 2 (b) | Project Year 3 (c) | Project Year 4 (d) | Project Year 5 (e) | Total (f) |
|------------------------------|--------------------|--------------------|--------------------|--------------------|--------------------|-----------------|
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| 12. Total Costs (lines 9-11) | \$5,500,000.00 | \$5,500,000.00 | \$5,500,000.00 | \$5,500,000.00 | \$5,500,000.00 | \$27,500,000.00 |

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

- (1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☒ Yes ☐ No.
- (2) If yes, please provide the following information:
Period Covered by the Indirect Cost Rate Agreement: From: 07 / 01 / 2023 To: 06 / 30 / 2024 (mm/dd/yyyy)
Approving Federal agency: ☒ ED ☐ Other (please specify): _____ The Indirect Cost Rate is 5.1 %
- (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 5.1 %

ED 524

Name of Institution/Organization

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

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) | Total (f) |
|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------|-----------|
| 1. Personnel | | | | | | |
| 2. Fringe Benefits | | | | | | |
| 3. Travel | | | | | | |
| 4. Equipment | | | | | | |
| 5. Supplies | | | | | | |
| 6. Contractual | | | | | | |

PR/Award # S371C240036

| | | | | | |
|--|--|--|--|--|--|
| 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

General Instructions

This form is used to apply to individual U.S. Department of Education (ED) discretionary grant programs. Unless directed otherwise, provide the same budget information for each year of the multi-year funding request. Pay attention to applicable program specific instructions, if attached. You may access the Education Department General Administrative Regulations cited within these instructions at: <http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html>. You may access requirements from 2 CFR 200, "Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards" cited within these instructions at:

<https://www.federalregister.gov/articles/2013/12/26/201330465/uniform-administrative-requirements-cost-principles-and-audit-requirements-for-federal-awards>.

You must consult with your Business Office prior to submitting this form.

Section A - Budget Summary U.S. Department of Education Funds

All applicants must complete Section A and provide a breakdown by the applicable budget categories shown in lines 1-11.

Lines 1-11, columns (a)-(e): For each project year for which funding is requested, show the total amount requested for each applicable budget category.

Lines 1-11, column (f): Show the multi-year total for each budget category. If funding is requested for only one project year, leave this column blank.

Line 12, columns (a)-(e): Show the total budget request for each project year for which funding is requested.

Line 12, column (f): Show the total amount requested for all project years. If funding is requested for only one year, leave this space blank.

Indirect Cost Information: If you are requesting reimbursement for indirect costs on line 10, this information is to be completed by your Business Office.

(1): Indicate whether or not your organization has an Indirect Cost Rate Agreement that was approved by the Federal government. If you checked "no," ED generally will authorize grantees to use a temporary rate of 10 percent of budgeted salaries and wages (**complete (4) of this section when using the temporary rate**) subject to the following limitations:

(a) The grantee must submit an indirect cost proposal to its cognizant agency within 90 days after ED issues a grant award notification; and

(b) If after the 90-day period, the grantee has not submitted an indirect cost proposal to its cognizant agency, the grantee may not charge its grant for indirect costs until it has negotiated an indirect cost rate agreement with its cognizant agency.

(2): If you checked "yes" in (1), indicate in (2) the beginning and ending dates covered by the Indirect Cost Rate Agreement. In addition, indicate whether ED, another Federal agency (Other) or State agency issued the approved agreement. If you check

PR/Award # S371C240036

Instructions for ED 524

"Other," specify the name of the Federal or other agency that issued the approved agreement.

(3): If you check "no" in (1), indicate in (3) if you want to use the de minimis rate of 10 percent of MTDC (see 2CFR § 200.68). If you use the de minimis rate, you are subject to the provisions in 2 CFR § 200.414(f). Note, you may only use the 10 percent de minimis rate if you are a first-time Federal grant recipient, and you do not have an Approved Indirect Cost Rate Agreement. You may not use the de minimis rate if you are a State, Local government, or Indian Tribe, or if your grant is funded under a training rate or restricted rate program.

(4): If you are applying for a grant under a Restricted Rate Program (34 CFR 75.563 or 76.563), indicate whether you are using a restricted indirect cost rate that is included on your approved Indirect Cost Rate Agreement, or whether you are using a restricted indirect cost rate that complies with 34 CFR 76.564(c)(2). Note: State or Local government agencies may not use the provision for a restricted indirect cost rate specified in 34 CFR 76.564(c)(2). Check only one response. Leave blank, if this item is not applicable.

Section B - Budget Summary Non-Federal Funds

If you are required to provide or volunteer to provide cost-sharing or matching funds or other non-Federal resources to the project, these should be shown for each applicable budget category on lines 1-11 of Section B.

Lines 1-11, columns (a)-(e): For each project year, for which matching funds or other contributions are provided, show the total contribution for each applicable budget category.

Lines 1-11, column (f): Show the multi-year total for each budget category. If non-Federal contributions are provided for only one year, leave this column blank.

Line 12, columns (a)-(e): Show the total matching or other contribution for each project year.

Line 12, column (f): Show the total amount to be contributed for all years of the multi-year project. If non-Federal contributions are provided for only one year, leave this space blank.

Section C - Budget Narrative [Attach separate sheet(s)]
Pay attention to applicable program specific instructions, if attached.

1. Provide an itemized budget breakdown, and justification by project year, for each budget category listed in Sections A and B. For grant projects that will be divided into two or more separately budgeted major activities or sub-projects, show for each budget category of a project year the breakdown of the specific expenses attributable to each sub-project or activity.
2. For non-Federal funds or resources listed in Section B that are used to meet a cost-sharing or matching requirement or provided as a voluntary cost-sharing or matching commitment, you must include:
 - a. The specific costs or contributions by budget category;
 - b. The source of the costs or contributions; and
 - c. In the case of third-party in-kind contributions, a description of how the value was determined for the donated or contributed goods or services.

[Please review cost sharing and matching regulations found in 2 CFR 200.306.]
3. If applicable to this program, provide the rate and base on which fringe benefits are calculated.
4. If you are requesting reimbursement for indirect costs on line 10, this information is to be completed by your Business Office. Specify the estimated amount of the base to which the indirect cost rate is applied and the total indirect expense. Depending on the grant program to which you are applying and/or your approved Indirect Cost Rate Agreement, some direct cost budget categories in your grant application budget may not be included in the base and multiplied by your indirect cost rate. For example, you must multiply the indirect cost rates of "Training grants" (34 CFR 75.562) and grants under programs with "Supplement not

Supplant" requirements ("Restricted Rate" programs) by a "modified total direct cost" (MTDC) base (34 CFR 75.563 or 76.563). Please indicate which costs are included and which costs are excluded from the base to which the indirect cost rate is applied.

When calculating indirect costs (line 10) for "Training grants" or grants under "Restricted Rate" programs, you must refer to the information and examples on ED's website at:
<http://www.ed.gov/fund/grant/apply/appforms/appforms.html>.

You may also contact (202) 377-3838 for additional information regarding calculating indirect cost rates or general indirect cost rate information.

5. Provide other explanations or comments you deem necessary.

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is **1894-0008**. The time required to complete this information collection is estimated to vary from 13 to 22 hours per response, with an average of 17.5 hours per response, including the time to review instructions, search existing data sources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4537. If you have comments or concerns regarding the status of your individual submission of this form, write directly to (insert program office), U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202.

INDIRECT COST RATE AGREEMENT
STATE EDUCATION AGENCY

Organization:

Tennessee Department of Education
Andrew Johnson Tower, 10th Floor
710 James Robertson Parkway
Nashville, TN 37243

Date: June 30, 2023

Agreement No: 2023-077

Filing Reference: This replaces previous
Agreement No. 2022-054

Dated: 5/20/2022

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

Section I - Rates and Bases

| <u>Type</u> | <u>From</u> | <u>To</u> | <u>Rate</u> | <u>Base</u> | <u>Applicable To</u> |
|--------------------|--------------------|------------------|--------------------|--------------------|-----------------------------|
| Fixed | 7/1/2022 | 6/30/2023 | 7.3% | MTDC | Unrestricted |
| Fixed | 7/1/2022 | 6/30/2023 | 5.9% | MTDC | Restricted |
| Fixed | 7/1/2023 | 6/30/2024 | 9.1% | MTDC | Unrestricted |
| Fixed | 7/1/2023 | 6/30/2024 | 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 \$5,000.

Section II – Particulars

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

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

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

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

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

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

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

Section III - Special Remarks

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

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

Section IV – Approvals

For the State Education Agency:

Tennessee Department of Education
Andrew Johnson Tower, 10th Floor
710 James Robertson Parkway
Nashville, TN 37243

[Redacted Signature]

Signature

Maryanne Durski

Name

Chief Financial Officer

Title

June 30, 2023

Date

For the Federal Government:

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

[Redacted Signature]

Signature

Andre Hylton

Name

Director, Indirect Cost Division

Title

June 30, 2023

Date

Negotiator: [Redacted]

Telephone Number: [Redacted]

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

(g) Subgrantees.

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

NAME OF AUTHORIZING OFFICIAL

TITLE

SIGNATURE

DATE

APPLICANT/ENTITY NAME

Project Objectives and Related Performance Measures

Overall Objectives and Measures

- District attendance and participation (target, %) By June 2029, 90% of participating network districts participating in the implementation support networks or literacy coaching networks will report use of TN IPG.
- Teacher instructional practice (target, %) By June 2029, teachers will demonstrate instructional shifts where an average of 85% of teachers score yes on Core Action 1 and an average of 50% teachers score yes/mostly in Core Action 2 and Core Action 3 of the Tennessee Instructional Practice Guide.
- Tennessee will see increases of an overall 5 percentage points in the proportion of K students identified as on track by a universal screener assessment in PreK, and 5 percentage points in the proportion of Grade 3, 5, 8, and 10 students identified as on track by statewide literacy assessments.
- The Black/Hispanic/Native group, economically disadvantaged student group, and the students with disabilities student group, will each increase 5 percentage points in average proficiency rate across districts participating in MISS.

Year Two

- 85% of participating network districts participating in the implementation support networks or literacy coaching networks will report use of TN IPG.
- Teachers will demonstrate instructional shifts where an average of 70% of teachers score yes on Core Action 1 and an average of 43% teachers score yes/mostly in Core Action 2 and Core Action 3 of the Tennessee Instructional Practice Guide.
- Tennessee will see increases of an overall 2 percentage points in the proportion of K students identified as on track by a universal screener assessment in PreK, and 2 percentage points in the proportion of Grade 3, 5, 8, and 10 students identified as on track by statewide literacy assessments.
- The Black/Hispanic/Native group, economically disadvantaged student group, and the students with disabilities student group, will each increase 2 percentage points in average proficiency rate across districts participating in MISS.

Year Three

- 90% of participating network districts participating in the implementation support networks or literacy coaching networks will report use of TN IPG.
- Teachers will demonstrate instructional shifts where an average of 75% of teachers score yes on Core Action 1 and an average of 45% teachers score yes/mostly in Core Action 2 and Core Action 3 of the Tennessee Instructional Practice Guide.
- Tennessee will see increases of an overall 3 percentage points in the proportion of K students identified as on track by a universal screener assessment in PreK, and 3 percentage points in the proportion of Grade 3, 5, 8, and 10 students identified as on track by statewide literacy assessments.

- The Black/Hispanic/Native group, economically disadvantaged student group, and the students with disabilities student group, will each increase 3 percentage points in average proficiency rate across districts participating in MISS.

Year Four

- 90% of participating network districts participating in the implementation support networks or literacy coaching networks will report use of TN IPG.
- Teachers will demonstrate instructional shifts where an average of 80% of teachers score yes on Core Action 1 and an average of 48% teachers score yes/mostly in Core Action 2 and Core Action 3 of the Tennessee Instructional Practice Guide.
- Tennessee will see increases of an overall 4 percentage points in the proportion of K students identified as on track by a universal screener assessment in PreK, and 4 percentage points in the proportion of Grade 3, 5, 8, and 10 students identified as on track by statewide literacy assessments.
- The Black/Hispanic/Native group, economically disadvantaged student group, and the students with disabilities student group, will each increase 4 percentage points in average proficiency rate across districts participating in MISS.

Year Five

- 90% of participating network districts participating in the implementation support networks or literacy coaching networks will report use of TN IPG.
- Teachers will demonstrate instructional shifts where an average of 85% of teachers score yes on Core Action 1 and an average of 50% teachers score yes/mostly in Core Action 2 and Core Action 3 of the Tennessee Instructional Practice Guide.
- Tennessee will see increases of an overall 5 percentage points in the proportion of K students identified as on track by a universal screener assessment in PreK, and 5 percentage points in the proportion of Grade 3, 5, 8, and 10 students identified as on track by statewide literacy assessments.
- The Black/Hispanic/Native group, economically disadvantaged student group, and the students with disabilities student group, will each increase 5 percentage points in average proficiency rate across districts participating in MISS.

Timeline of Responsibilities, Activities, and Milestones

| Timeline | Responsibilities, Activities and Milestones |
|-----------------------------------|--|
| Early October 2024 | <ol style="list-style-type: none"> 1. Create project management plan and internal communications structures (TDOE) 2. Development of district applications, vendor support applications, and data collection structures (TDOE) 3. Webinars sharing potential upcoming subgrantee opportunities (TDOE) |
| Late October 2024 | <ol style="list-style-type: none"> 1. Launch subgrantee applications for districts (TDOE) 2. Select vendors (TDOE) |
| November 2024 | <ol style="list-style-type: none"> 1. Select districts and complete subgrantee agreements and equity assurances (TDOE) 2. Establish contracts with TDOE-approved vendors (districts) 3. Develop regional project plans, align supports to grade bands, and schedule school visits and training (vendors and districts) <p>*TDOE team and project manager will participate regionally.</p> |
| November 2024-January 2025 | <ol style="list-style-type: none"> 1. Direct vendor support and walk throughs with feedback training (vendors) 2. Vendor reporting and vendor mid-year evaluation (January; TDOE, vendors) 3. Highlight grant activities in multiple state communications (TDOE project manager) <p>*TDOE team and project manager will participate regionally.</p> |
| February – April 2025 | <ol style="list-style-type: none"> 1. Direct vendor support and walk throughs with feedback training (vendors) 2. Vendor reporting and vendor mid-year evaluation (January; vendors) 3. Highlight grant activities in multiple state communications (TDOE project manager) 4. Districts will begin sharing IPG data vendor (districts) <p>*TDOE team and project manager will participate regionally.</p> |
| MILESTONE ONE May 2025 | <ol style="list-style-type: none"> 1. Vendor Year One Evaluation focusing on leading indicators (vendors) 2. Diagnostic baseline data collected (vendors) 3. Report achievement data for PreK, grades 3, 5, 8, and 10 (districts and TDOE) 4. Participating districts will report teacher use of the Tennessee IPG (districts and vendors) 5. Teachers will demonstrate instructional shifts resulting from their use of the Tennessee IPG in Core Actions 1, 2 and 3 (districts and vendors) |
| August 2025 | <ol style="list-style-type: none"> 1. Teacher and School Leader Year One Sharing Convening (TDOE team and project manager/school districts) 2. Regional network planning meeting creating focus topics, course correction to design (based on Y1 survey data), and schedule for all meetings and walk throughs (all) 3. Individual district academic goals set for PreK, grades 3, 5, 8 and 10. (districts and vendors) |
| September – December 2025 | <ol style="list-style-type: none"> 1. Direct vendor support and walk throughs with feedback training (vendors) 2. Highlight grant activities in multiple state communications (TDOE project manager) |

| | |
|-------------------------------------|---|
| | 3. Districts will continue sharing IPG data with TDOE and vendor (districts) * TDOE team and project manager will participate regionally. |
| January 2026 | 1. Formal mid-year evaluation for vendors (TDOE and districts) |
| February – May 2026 | 1. Direct vendor support and walk throughs with feedback training (vendors) 2. Vendor reporting and vendor mid-year evaluation (TDOE) 3. Highlight grant activities in multiple state communications (TDOE project manager) 4. Districts will begin sharing IPG data at regional convenings (districts) *TDOE team and project manager will participate regionally. |
| MILESTONE TWO May 2026 | Second annual evaluation of progress 1. Vendor Year Two evaluation (districts) 2. Achievement data will show two percent aggregate increase in PreK grades 3, 8 and 10 (districts and TDOE) 3. Participating districts will report teacher use of the Tennessee IPG (districts and vendors) 4. Teachers will demonstrate instructional shifts resulting from their use of the Tennessee IPG in Core Actions 1, 2 and 3 (districts and vendors) |
| August 2026 | 1. Teacher and School Leader Year Two Sharing Convening (TDOE team and project manager/focus on new districts) 2. Regional planning meeting creating focus topics, course correction to design, and schedule for all meetings and walk throughs (all) 3. Individual district academic goals set for PreK and grades 3, 5, 8 and 10. (districts and vendors) |
| September 2026-May 2027 | 1. Direct vendor support and walk throughs with feedback training (vendors) 2. Vendor reporting and vendor mid-year evaluation (January; TDOE) 3. Highlight grant activities in multiple state communications (TDOE project manager) 4. Districts will continue sharing IPG data and benchmarking data (districts and vendors) *TDOE team and project manager will participate regionally. |
| MILESTONE THREE May 2027 | Third annual evaluation of progress 1. Vendor year three evaluation (districts) 2. Achievement data will show three percent aggregate increase in PreK and grades 3, 5, 8 and 10 (districts and TDOE) 3. Participating districts will report teacher use of the Tennessee IPG (districts and vendors) 4. Teachers will demonstrate instructional shifts resulting from their use of the Tennessee IPG in Core Actions 1, 2 and 3 (districts and vendors) |
| August 2027 | 1. Teacher and School Leader Year Two Sharing Convening (TDOE team and project manager/focus on districts, school leaders, and teacher sharing) 2. Regional network planning meeting creating focus topics, course correction to design, and schedule for all meetings and walk throughs 3. Individual district academic goals set for PreK and grades 3, 5, 8 and 10. (districts and vendors) |

| | |
|-------------------------------------|--|
| September 2027-May 2028 | <ol style="list-style-type: none"> 1. Direct vendor support and walk throughs with feedback training (vendors) 2. Vendor reporting and vendor mid-year evaluation (January; TDOE) 3. Highlight grant activities in multiple state communications (TDOE project manager) 4. Districts will continue sharing IPG data and will continue tracking benchmarking data (districts) <p>*TDOE team and project manager will participate regionally.</p> |
| MILESTONE FOUR May 2028 | <p>Fourth annual evaluation of progress</p> <ol style="list-style-type: none"> 1. Vendor year four evaluation (districts) 2. Achievement data will show four percent aggregate increase in PreK and grades 3, 5, 8 and 10 (districts and TDOE) 3. Participating districts will report teacher use of the Tennessee IPG (districts and vendors) 4. Teachers will demonstrate instructional shifts resulting from their use of the Tennessee IPG in Core Actions 1, 2 and 3 (districts and vendors) |
| August 2028 | <ol style="list-style-type: none"> 1. Teacher and School Leader Year Four Sharing Convening- focus on sustainability (districts) 2. Regional network planning meeting creating focus topics, course correction to design, and schedule for all meetings and walk throughs. (districts) 3. Individual district academic goals set for PreK and grades 3, 5, 8 and 10. (districts and vendors) |
| September 2028-May 2029 | <ol style="list-style-type: none"> 1. Direct vendor support and walk throughs with feedback training (vendors) 2. Vendor reporting and vendor mid-year evaluation (January; TDOE) 3. Highlight grant activities in multiple state communications (TDOE project manager) 4. Districts will continue sharing IPG data and will continue tracking benchmarking data (district and vendors) <p>*TDOE team and project manager will participate regionally.</p> |
| MILESTONE FINAL May 2029 | <p>Final evaluation of success</p> <ol style="list-style-type: none"> 1. Vendor final evaluation (districts) 2. Achievement data will show five percent aggregate increase in PreK and grades 3, 8 and 10 (districts and TDOE) 3. Individual district academic goals set for PreK, grades 3, 5, 8 and 10 to sustainability through mastery demonstrated during the grant cycle. (districts and vendors) 4. Participating districts will report teacher use of the Tennessee IPG (districts and vendors) 5. Teachers will demonstrate instructional shifts resulting from their use of the Tennessee IPG in Core Actions 1, 2 and 3 (districts and vendors) |

Budget Narrative File(s)

* Mandatory Budget Narrative Filename:

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

Budget Narrative

LEA Activities

Each LEA subgrantee will receive [REDACTED] annually to procure instructional support services from an implementation support vendor approved by the Tennessee Department of Education (TDOE). Additionally, subgrantees will receive [REDACTED] annually for stipends, materials, substitute teachers, and travel costs associated with the objectives and priorities outlined in the grant application project narrative. The total subgrant allocation will amount to approximately [REDACTED] over five years.

Year 1: Pre-Kindergarten (Pre-K) Support

In the first year of the grant, LEAs serving Pre-K students will use the funds to provide [REDACTED] stipends to 900 Pre-K teachers for attending Early Reading Training (ERT). This training aims to enhance instructional skills by equipping Pre-K educators with essential knowledge about the science of reading and foundational teaching skills.

Years 2-5: Ongoing Support for Pre-K Districts

From the second year through the fifth year, ten (10) Pre-K districts will receive [REDACTED] annually. This includes [REDACTED] for vendor support and [REDACTED] for materials, substitute teachers, travel, and stipends for teachers attending professional development sessions outside of contracted hours.

Support for Grades 3-12

Fifty (50) school districts serving students in grades 3-12 will each receive [REDACTED] annually. This allocation consists of [REDACTED] for direct vendor contracts and [REDACTED] for materials, substitute teachers, travel, and stipends. Districts will collaborate with vendors to identify key areas of need and develop targeted improvement plans. Vendor support may include:

- Creating a professional learning support plan
- Norming the Tennessee Instructional Practice Guide (IPG)
- Providing coaching support to teachers and teacher leaders on intellectual preparation
- Direct school visits to guide classroom walkthroughs
- Collecting and analyzing school data

Additionally, districts will work with vendors to design plans addressing secondary students' fluency needs, a statewide area of focus.

SEA Activities

Administrative Costs

An annual administrative budget consists of [REDACTED] (5% of the grant), with [REDACTED] transferred back to LEAs as subgrants each year. The remaining [REDACTED] will cover agency travel, instructional supplies and materials for convenings and meetings, and indirect costs associated with this project.

Support and Capacity Building

TDOE staff will conduct visits to participating districts to provide support and build relationships. The agency will also host annual convenings and regional collaboratives to enhance leader and teacher capacity and promote statewide collaboration.

Indirect costs are calculated at the federally approved rate of 5.10%. SEA activities represent less than 5% of the total requested funds annually and over the five-year grant period.

Grant Cost Breakdown

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Total |
|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------|---------------------|
| Subgrants: | [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] |
| [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] |
| [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] |
| [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] |
| [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] |
| [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] |
| [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] |
| Total costs | \$5,500,000 | \$5,500,000 | \$5,500,000 | \$5,500,000 | \$5,500,000 | \$27,500,000 |



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

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

Applicant Information

Legal Name:

Tennessee Department of Education

1. Project Objective:

Overall Objectives and Measures

| 1.a. Performance Measure | Measure Type | Quantitative Data | | | |
|---|--------------|-------------------|-------|----|------|
| | | Target | | | |
| | | Raw Number | Ratio | | % |
| By June 2029, 90% of participating network districts participating in the implementation support networks or literacy coaching networks will report use of TN IPG. | PROJECT | | / | 90 | 0.00 |
| | | | | | |
| 1.b. Performance Measure | Measure Type | Quantitative Data | | | |
| | | Target | | | |
| | | Raw Number | Ratio | | % |
| By June 2029, teachers will demonstrate instructional shifts where an average of 85% of teachers score yes on Core Action 1 and an average of 50% teachers score yes/ mostly in Core Action 2 and Core Action 3 of the Tennessee Instructional Practice Guide. | PROJECT | | / | 85 | 0.00 |
| | | | | | |
| 1.c. Performance Measure | Measure Type | Quantitative Data | | | |
| | | Target | | | |
| | | Raw Number | Ratio | | % |
| Tennessee will see increases of an overall 5 percentage points in the proportion of K students identified as on track by a universal screener assessment in PreK, and 5 percentage points in the proportion of Grade 3, 5, 8, and 10 students identified as on track by statewide literacy assessments. | PROJECT | | / | 5 | 0.00 |
| | | | | | |
| 1.d. Performance Measure | Measure Type | Quantitative Data | | | |
| | | Target | | | |
| | | Raw Number | Ratio | | % |
| initiative supporting literacy. | PROJECT | | / | 5 | 0.00 |
| | | | | | |

PR/Award # S371C240036

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

INSTRUCTIONS GRANT APPLICATION FORM FOR PROJECT OBJECTIVES AND PERFORMANCE MEASURES INFORMATION

PURPOSE

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

GENERAL INSTRUCTIONS

Applicant Information

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

Project Objectives Information and Related Performance Measures Data

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

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

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

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

1. **GPRA:** Measures established for reporting to Congress under the Government Performance and Results Act; and

2. **PROGRAM:** Measures established by the program office for the particular grant competition.

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

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

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

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

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

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



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

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

Name of Institution/Organization

Tennessee Department of Education

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS

| Budget Categories | Project Year 1 (a) | Project Year 2 (b) | Project Year 3 (c) | Project Year 4 (d) | Project Year 5 (e) | Project Year 6 (f) | Project Year 7 (g) | Total (h) |
|--------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|---------------|
| 1. Personnel | | | | | | | | |
| 2. Fringe Benefits | | | | | | | | |
| 3. Travel | | | | | | | | |
| 4. Equipment | | | | | | | | |
| 5. Supplies | | | | | | | | |
| 6. Contractual | | | | | | | | |
| 7. Construction | | | | | | | | |
| 8. Other | | | | | | | | |
| 9. Total Direct Costs (lines 1-8) | | | | | | | | |
| 10. Indirect Costs* | | | | | | | | |
| 11. Training Stipends | | | | | | | | |
| 12. Total Costs (lines 9-11) | 5,500,000.00 | 5,500,000.00 | 5,500,000.00 | 5,500,000.00 | 5,500,000.00 | 5,500,000.00 | 5,500,000.00 | 38,500,000.00 |

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

- (1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☐ Yes ☐ No
- (2) If yes, please provide the following information:
Period Covered by the Indirect Cost Rate Agreement: From: To: (mm/dd/yyyy)
Approving Federal agency: ☐ ED ☐ Other (please specify):
The Indirect Cost Rate is %.
- (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:
☐ ☐ 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))?

PR/Award # S371C240026

Page 94

| | |
|-----------------------------------|---|
| 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. |
| Tennessee Department of Education | |
| | |

SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS

| Budget Categories | Project Year 1 (a) | Project Year 2 (b) | Project Year 3 (c) | Project Year 4 (d) | Project Year 5 (e) | Project Year 6 (f) | Project Year 7 (g) | Total (h) |
|--------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|--------------|
| 1. Personnel | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 2. Fringe Benefits | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 3. Travel | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 4. Equipment | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 5. Supplies | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 6. Contractual | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 7. Construction | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 8. Other | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 9. Total Direct Costs (lines 1-8) | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 10. Indirect Costs | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 11. Training Stipends | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 12. Total Costs (lines 9-11) | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524

| | |
|--|---|
| Name of Institution/Organization <div style="border: 1px solid black; padding: 2px; margin-top: 5px;">Tennessee Department of Education</div> | Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form. |
|--|---|

IF APPLICABLE: SECTION D - LIMITATION ON ADMINISTRATIVE EXPENSES

- (1) List administrative cost cap (x%): 5.10
- (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 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 2. Fringe Benefits Administrative | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 3. Travel Administrative | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 4. Contractual Administrative | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 5. Construction Administrative | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 6. Other Administrative | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 7. Total Direct Administrative Costs (lines 1-6) | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 8. Indirect Costs | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 9. Total Administrative Costs | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 10. Total Percentage of Administrative Costs | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |

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: |
| Mr. | Michael | Wayne | Bradburn | |

* Project Director Level of Effort (percentage of time devoted to grant): 35

Address:

| | |
|-------------|-----------------------------|
| * Street1: | 710 James Robertson Parkway |
| Street2: | |
| * City: | Nashville |
| County: | Davidson |
| * State: | TN: Tennessee |
| * Zip Code: | 37243-0375 |
| * Country: | USA: UNITED STATES |

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

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* Email Address:

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Alternate Email Address:

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OPE ID(s) (if applicable)

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NCES School ID(s) (if applicable)

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

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2. New Potential Grantee or Novice Applicant:

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

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

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

☐ Yes ☐ No

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

☐ Yes ☒ No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

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

☐ No Provide Federal Wide Assurance #(s), if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

Add Attachment

Delete Attachment

View Attachment

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

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

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

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

☐ Construction

☐ Remodeling

☐ Broadband Infrastructure

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

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

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

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

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

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

The Tennessee Department of Education is committed to the strategic plan of the agency that communicates Best for All, outlining initiatives and projects that have been set forth to change the trajectory of student's educational opportunities and support equity in access for all students in Tennessee.

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

With the applied for funds and associated plan through the CLSD Application opportunity and 95% of funds being designated to LEAs, barriers may be presented based upon LEAs who engage with the department's initiatives planned for use of these funds. The department will plan to deploy risk mitigation strategies to ensure equitable access to all provisions and opportunities set forth through this grant-funded continuation project.

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?

After initial interest and strategic solicitation of LEAs is completed; the department will work to identify an appropriate timeline to have structures in place to support programming and supports that benefit all LEAs regardless of their involvement and access to the funds made available to LEAs through this grant-funded planned initiative. Effective communication and the sharing of common resources to instructional supervisors on a monthly basis will assist in keeping maintaining equity and alignment for literacy instruction support for all LEAs.

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

December 2024 - Initial interest of participating LEAs is collected.
January - February 2025 - Evaluation of LEAs participating vs not participating will be conducted.
March 2025 - Prior to programming and procurements taking place, SEA will determine specific mitigation strategies to engage and provide resources to all districts regardless of direct involvement and as beneficiaries of this

grant funded program.

May 2025 - July 2025 - SEA will secure procurements for pre-approved vendor providers to provide to LEAs to select from.

Beginning Programming Milestones include:

Early October 2024

1. Create project management plan and internal communications structures (TDOE)
2. Development of district applications, vendor support applications, and data collection structures (TDOE)
3. Webinars sharing potential upcoming subgrantee opportunities (TDOE)

Late October 2024

1. Launch subgrantee applications for districts (TDOE)
2. Select vendors (TDOE)

November 2024

1. Select districts and complete subgrantee agreements and equity assurances (TDOE)
2. Establish contracts with TDOE-approved vendors (districts)

Notes:

1. Applicants are not required to have mission statements or policies that align with equity in order to submit an application.

2. Applicants may identify any barriers that may impede equitable access and participation in the proposed project or activity, including, but not limited to, barriers based on economic disadvantage, gender, race, ethnicity, color, national origin, disability, age, language, migrant status, rural status, homeless status or housing insecurity, pregnancy, parenting, or caregiving status, and sexual orientation.

3. Applicants may have already included some or all of this required information in the narrative sections of their applications or their State Plans. In responding to this requirement, for each question, applicants may provide a cross-reference to the section(s) and page number(s) in their applications or State Plans that includes the information responsive to that question on this form or may restate that information on this form.

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1894-0005. Public reporting burden for this collection of information is estimated to average 3 hours per response, including time for reviewing instructions, searching existing data sources, gathering, and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain a benefit. If you have any comments concerning the accuracy of the time estimate or suggestions for improving this individual collection, send your comments to ICDocketMgr@ed.gov and reference OMB Control Number 1894-0005. All other comments or concerns regarding the status of your individual form may be addressed to either (a) the person listed in the FOR FURTHER INFORMATION CONTACT section in the competition Notice Inviting Applications, or (b) your assigned program officer.



U.S. Department of Education
Evidence Form

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

1. Level of Evidence

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

☐ ☐ ☐ ☒

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 |
|---|--|--|
| 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: https://ies.ed.gov/ncee/wwc/PracticeGuide/2 2. This report was prepared under Version 3.0 of the WWC Handbook (p. 72). | (Table 1, p. 4) Recommendation 1 ("Explicitly teach appropriate strategies using a Model - Practice - Reflect instructional cycle") is characterized as backed by "strong evidence." (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. | (pp. 68-70; 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. |
| U.S. Department of Education, Institute of Education Sciences, What Works Clearinghouse. (2015, June). Teacher Training, Evaluation, and Compensation intervention report: MyTeachingPartner-Secondary. Retrieved from http://whatworks.ed.gov | (Table 1 p. 1) is a professional development program that aims to increase student learning and development using coaching cycles and professional learning. Program found to have potentially positive effects on general achievement for middle and high school students' academic achievement. (Appendix C p. 9) Studies contributing to the "strong evidence" supporting the effectiveness of program reported statistically significant and positive on students' standardized tests and standards of learning. | (p.6) The study included 78 Secondary school teachers from 12 middle and high schools in Commonwealth Virginia. The mean grade of the students was grade 8. Forty-six percent of students were female, and 29% had families with incomes at less than 200% of the poverty line. The racial/ethnic demographics were as follows: 72% were White, 22% were Black, 4% were Hispanic, 2% were Asian, and 1% were of another race/ethnicity. . These study samples overlap with both the populations, Socioeconomic status, and settings proposed for the project. |
| 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 http://ies.ed.gov/ncee/wwc . | (pp. 16-20) Recommendation 2 (Provide direct and explicit comprehension strategy instruction) is characterized as backed by strong evidence.) Studies contributing to the "strong evidence" supporting the effectiveness of Recommendation 2 reported statistically significant and positive impacts of this practice on activating background knowledge, answering literal and inferential questions, and making predictions, identifying main idea, summarizing, and overall reading comprehension. | (pp. 45-46) Recommendation 2 (Provide direct and explicit comprehension strategy instruction) included studies with students in upper elementary schools, and the remaining studies focused on students in middle and high schools. student populations in urban, suburban, and rural school districts in the Northeastern, Central, and other regions of the United States were represented. About 67 percent of the studies showed a positive impact specifically for students reading below grade level. These study samples overlap with both the populations and settings proposed for the project. |

PR/Award # S371C240036

Page e101

| | | |
|--|---|--|
| What Works Clearinghouse, Institute of Education Sciences, U.S. Department of Education. (November, 2017). Students With a Specific Learning Disability intervention report: Self-regulated strategy development. Retrieved from https://whatworks.ed.gov/ | (Table 1 p. 2) Self-Regulated Strategy Development is an instructional strategy used to improve students' academic skills. The intervention begins with teacher guidance and culminates with students independently using the strategy, such as planning and organizing ideas before writing an essay. This strategy was found to have a positive effect on writing skills for students with learning disabilities. | Appendix C (Table C, pp. 33-3)4 Case Studies contributing to the "strong evidence" supporting the effectiveness instructional strategies to support students with learning disabilities conducted on students in grades 2 through 10 in urban and suburban school districts across the U.S. region. These study samples overlap with both the populations and socioeconomic status proposed for 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: https://ies.ed.gov/ncee/wwc/PracticeGuide/22 . This report was prepared under Version 3.0 of the WWC Handbook (p. 72). | <p>(Table 1, p. 4) Recommendation 1 ("Explicitly teach appropriate strategies using a Model – Practice – Reflect instructional cycle") is characterized as backed by "strong evidence."</p> <p>(Appendix D, Table D.2, pp. 70-72) Studies contributing to the "strong evidence" supporting the effectiveness of Recommendation 1 reported statistically significant and positive impacts of this practice on genre elements, organization, writing output, and overall writing quality.</p> | (Appendix D, Table D.2, pp. 70-72) Studies contributing to the "strong evidence" supporting the effectiveness of Recommendation 1 were conducted on students in grades 6 through 12 in urban and suburban school districts in California and in the Mid-Atlantic region of the U.S. These study samples overlap with both the populations and settings proposed for the project. |

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

Paperwork Burden Statement: According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1894-0001. The time required to complete this information collection is estimated to vary from 1 to 4 hours per response, with an average of 1.5 hours per response, including the time to review instructions, search existing data sources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4537. If you have comments or concerns regarding the status of your individual submission of this form, write directly to the Office of Innovation and Improvement, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202

PR/Award # S371C240036