

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 # S371C240031

Grants.gov Tracking#: GRANT14194998

OMB No. , Expiration Date:

Closing Date: Jun 24, 2024

PR/Award # S371C240031

****Table of Contents****

Form	Page
1. Application for Federal Assistance SF-424	e3
2. Grants.gov Lobbying Form	e6
3. ED Abstract Narrative Form	e7
Attachment - 1 (1251-ABSTRACT)	e8
4. Project Narrative Form	e9
Attachment - 1 (1234-PROJECT DESIGN V2)	e10
5. Other Narrative Form	e58
Attachment - 1 (1235-Evidence Form Language)	e59
Attachment - 2 (1236-EM VDOE Letter of Support)	e63
Attachment - 3 (1237-EPP Literacy Ltr of Support)	e64
Attachment - 4 (1238-Just Right Reader + Virginia CLSD)	e65
Attachment - 5 (1239-Letter of Support_VASS)	e66
Attachment - 6 (1240-VDOE_JHU)	e67
Attachment - 7 (1241-VDOEletter_VAESD)	e68
Attachment - 8 (1242-WCPS Ltr)	e69
Attachment - 9 (1243-VDOE CSI_ATSI Letter of Support VESA)	e70
Attachment - 10 (1244-Lisacoons2024_current)	e71
Attachment - 11 (1245-Resume Em Cooper 2024 for CLSD)	e77
Attachment - 12 (1246-Resume_JConway 2024)	e79
Attachment - 14 (1248-CSI, ATSI Schools and Divisions)	e81
Attachment - 15 (1249-ARG VDOE Comprehensive Literacy State Dev. Grant- Letterhead)	e89
6. Budget Narrative Form	e91
Attachment - 1 (1250-Budget Narrative VDOE)	e92
7. Project Objectives and Performance Measures Information	e100
8. Form ED_524_Budget_1_4-V1.4.pdf	e106
9. Form ED_GEPA427_2_0-V2.0.pdf	e109
10. Form ED_SF424_Supplement_4_0-V4.0.pdf	e111
11. Form ED_Evidence_2_0-V2.0.pdf	e113

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

Application for Federal Assistance SF-424

* 1. Type of Submission:	* 2. Type of Application:	* If Revision, select appropriate letter(s):
<input type="checkbox"/> Preapplication	<input type="checkbox"/> New	<input type="text"/>
<input type="checkbox"/> Application	<input type="checkbox"/> Continuation	* Other (Specify):
<input type="checkbox"/> Changed/Corrected Application	<input type="checkbox"/> Revision	<input type="text"/>

* 3. Date Received:	4. Applicant Identifier:
<input type="text" value="06/24/2024"/>	<input type="text"/>

5a. Federal Entity Identifier:	5b. Federal Award Identifier:
<input type="text"/>	<input type="text"/>

State Use Only:

6. Date Received by State:	7. State Application Identifier:
<input type="text"/>	<input type="text" value="H6JXDMGC32F9"/>

8. APPLICANT INFORMATION:

* a. Legal Name:	<input type="text" value="Virginia Department of Education"/>
* b. Employer/Taxpayer Identification Number (EIN/TIN):	* c. UEI:
<input type="text" value="54-6001771"/>	<input type="text" value="H6JXDMGC32F9"/>

d. Address:

* Street1:	<input type="text" value="1001 E Broad St"/>
Street2:	<input type="text"/>
* City:	<input type="text" value="Richmond"/>
County/Parish:	<input type="text"/>
* State:	<input type="text" value="VA: Virginia"/>
Province:	<input type="text"/>
* Country:	<input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code:	<input type="text" value="23219-1928"/>

e. Organizational Unit:

Department Name:	Division Name:
<input type="text"/>	<input type="text"/>

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

Prefix:	<input type="text" value="Mrs."/>	* First Name:	<input type="text" value="Em"/>
Middle Name:	<input type="text"/>		
* Last Name:	<input type="text" value="Cooper"/>		
Suffix:	<input type="text"/>		
Title:	<input type="text" value="Deputy Superintendent"/>		

Organizational Affiliation:
<input type="text" value="Virginia Department of Education"/>

* Telephone Number:	<input type="text"/>	Fax Number:	<input type="text"/>
* Email:	<input type="text"/>		

Application for Federal Assistance SF-424

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

A: State Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

* 10. Name of Federal Agency:

Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.371

CFDA Title:

Comprehensive Literacy Development

* 12. Funding Opportunity Number:

ED-GRANTS-042324-001

* Title:

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

13. Competition Identification Number:

84-371C2024-1

Title:

Comprehensive Literacy State Development (CLSD) Program

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

Add Attachment

Delete Attachment

View Attachment

* 15. Descriptive Title of Applicant's Project:

A Coherent and Comprehensive System of Literacy for All Commonwealth Students

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

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

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="29,712,500.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="29,712,500.00"/>

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

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

* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)

☐ Yes ☐ No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

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

☐ ** I AGREE

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

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

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

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

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

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

Statement for Loan Guarantees and Loan Insurance

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

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

* APPLICANT'S ORGANIZATION

Virginia Department of Education

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Mrs. * First Name: Em Middle Name:

* Last Name: Cooper Suffix:

* Title: Deputy Superintendent

* 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: 1251-ABSTRACT.docx

Add Attachment

Delete Attachment

View Attachment

ABSTRACT

It is a priority of Virginia that every child, no matter where they live or what type of school they attend, has a strong, coherent literacy education tailored toward their needs and led by a content-strong, effective teacher. Strong literacy practices and supports will ensure that every child has evidence-based daily literacy instruction, and in turn, will be prepared for their post-secondary hopes and dreams. In order to continue the momentum around evidence-based literacy instruction and ensure sustained, effective implementation for years to come, the VDOE aims to extend and expand literacy efforts in divisions and student groups with the most need and create a comprehensive and coherent strategy from early childhood through grade 12.

Virginia proposes a project through which deep investments in priority schools and divisions will lead to statewide impact and growth. Under the CLSD grant, Virginia will provide targeted resources and technical assistance to all of its Comprehensive Support and Improvement (CSI) schools, Additional Targeted Support and Improvement (ATSI) schools, and the Divisions that serve them. These targeted investments will inform and complement statewide initiatives that will reach all Virginia students and teachers.

Priority Outcomes

- * 100% of CSI and ATSI schools will have ELA HQIM and curriculum-based PL implemented in all grade levels.
- * VKRP readiness, SOL Reading pass rates, and literacy screener low-risk indicator will increase by 10 percentage points for students with disabilities and English learners.
- * The graduation rate for students with disabilities and English learners will increase by 5 percentage points.

This proposal addresses Competitive Preference Priorities 1, 2, 3, and 4 as well as the Invitational Priority.

Project Narrative File(s)

* Mandatory Project Narrative File Filename:

Add Mandatory Project Narrative File

Delete Mandatory Project Narrative File

View Mandatory Project Narrative File

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

Add Optional Project Narrative File

Delete Optional Project Narrative File

View Optional Project Narrative File

TABLE OF CONTENTS

STATE NEEDS ASSESSMENT	2
VIRGINIA STATEWIDE DATA	5
PROJECT DESIGN	13
COMMONWEALTH COHERENCE GRANTS	16
STATEWIDE INFLUENCE AND IMPACT	23
COMPETITIVE PREFERENCE PRIORITIES	26
GOALS AND OUTCOMES	30
MANAGEMENT PLAN	35
MILESTONES, TIMING, AND RESPONSIBILITY	38
PROJECT SERVICES	44
PROGRAM EVALUATION	45
CONCLUSION	47

STATE NEEDS ASSESSMENT

It is a priority of Virginia that every child, no matter where they live or what type of school they attend, has a strong, coherent literacy education tailored toward their needs and led by a content-strong, effective teacher. Strong literacy practices and supports will ensure that every child has evidence-based daily literacy instruction, and in turn, will be prepared for their post-secondary hopes and dreams. In order to continue the momentum around evidence-based literacy instruction and ensure sustained, effective implementation for years to come, the VDOE aims to extend and expand literacy efforts in divisions and student groups with the most need and create a comprehensive and coherent strategy from early childhood through grade 12.

Virginia has laid a strong foundation through the passing of the Virginia Literacy Act in 2022.¹ This one-of-a-kind literacy legislation included supports for educators and students of grades K-8. The Virginia Literacy Act (VLA) requires:

- All K-8 educators are trained in evidence-based literacy instruction (EBLI) aligned to science-based reading research.
- The use of approved core instructional materials in K-5 aligned with science-based reading research and provides evidenced-based literacy instruction.
- Divisions to create and implement a division literacy plan.
- The administration of a single literacy screener in grades K-8 for applicable students.
- One reading specialist to be employed for each 550 students in kindergarten through grade three.
- Evidence-based literacy instruction that does not include three-cueing.
- Reading intervention services for students in kindergarten through grade three who demonstrate substantial deficiencies which must consist of evidence-based literacy

instruction, align with science-based reading research, and be documented in an individualized student reading plan.

- Education preparation programs demonstrate mastery of science-based reading research and evidence-based literacy instruction.
- A literacy assessment for initial teacher licensure that includes a rigorous test of science-based reading research and evidence-based literacy instruction.

To support the Commonwealth in implementation of this historic legislation, the VDOE and the The Virginia Literacy Partnership (VLP) at the University of Virginia have provided support for school divisions in order to be prepared for the first full year of implementation this coming school year.²

VLP plays an instrumental role in statewide implementation through the creation and analysis of the single literacy screener; managing the core, supplemental, and intervention materials review process; providing evidence-based literacy instruction trainings; and employing coaches to support educators. In addition, elementary and middle school principal trainings held in the summer of 2024 are providing collaboration structures for school leaders to understand how to lead the literacy shifts in their schools and how to support teachers in delivering effective literacy instruction.

The VDOE created a VLA Implementation Playbook and held webinars to guide divisions in the creation of their division literacy plan. Eight ELA Symposiums are being held across Virginia this summer for teacher leaders in each division to understand Virginia's revised ELA standards, dive deeper into the purpose of evidence-based literacy instruction and high quality instructional materials, and plan for training their divisions in this transformation. The 2024-2025 Literacy Implementation Network will kick off this school year which is composed of ten divisions that did

not rebound from the pandemic as much as other divisions (**Competitive Preference Priority 3**). This network will support these divisions through a series of convenings to build capacity, implementation of their division literacy plan, providing on-site support, and pairing them with a mentor division. VDOE sent 20 school leadership teams to NIET's Summer Institute to learn about teacher collaboration and instructional leadership team structures that will support effective lesson preparation, delivery, and observation and feedback cycles at their schools. An educator preparation work group was created to participate in The Hunt Institute's Path³ Forward cohort to align educator preparation programs with evidence-based literacy instruction and science-based reading research, so that all aspiring educators are prepared to teach reading and high quality instructional materials in their first year as an educator. Johns Hopkins will be administering a baseline survey to educators on implementation of high quality instructional materials as part of a study on Virginia's literacy implementation.

There are the first strategies in place, yet there is a strong need to bring coherence and comprehensive support to drive faster and stronger impact, particularly to student populations struggling the most.

Gaps in strategy remain in early childhood, high school, division leadership, aspiring educators, English learners, and students with disabilities. To provide a coherent system for both students and educators, students from early childhood through high school and educators from aspiring teachers to division leaders must be bolstered in our state plan. With committed stakeholders and prepared school divisions across the Commonwealth, the VDOE aims to bring a clear throughline and all-inclusive support in its state literacy strategy through the CLSD program. Outlined below are data that support this focused effort.

VIRGINIA STATEWIDE DATA

The Commonwealth has the twelfth largest student enrollment in the country, serving 1.26 million students grades K-12 throughout 132 school divisions. Nearly half of all students are economically disadvantaged (43.5%); 14.1% qualify for special education services; and 14.3% are English learners.

Prior to the COVID pandemic, Virginia's national rankings had been slipping in reading according to the National Assessment for Educational Progress (NAEP). The pandemic only exacerbated the decline, and Virginia experienced some of the most significant learning loss across the country during the pandemic.

- For the first time in 2022, Virginia's 4th Grade Reading NAEP⁴ scale score fell below the national average.
- 14-point scale score decrease in 4th grade Reading since 2017
- 8-point scale score decrease in 8th grade Reading since 2017
- Decrease in 4th graders reading at or above proficient by 6 percentage points
- Decrease in 8th graders reading at or above proficient by 2 percentage points
- Ranked 49 and 45 in the gap between students eligible and not eligible for free and reduced lunch on 4th grade reading and 8th grade reading respectively

Additionally compelling is the cohort data since the pandemic from Virginia's literacy screener, the K-2 Phonological Awareness Literacy Screening (PALS).⁵ Kindergarten data prior to the pandemic demonstrated 13.8% of students were below benchmark, and that same group included 39% of students below benchmark when in second grade in 2021, a 25.2 percentage point increase of students not reading on level. Below benchmark rates on the literacy screener have not returned to pre-pandemic levels for K-2. The end-of-year data for 2023 indicated

kindergarten was 2.5 percentage points, first grade was 5.2 percentage points, and second grade was 5.8 percentage points higher than 2019 for students performing below benchmark.

As shown below, these declines matched the data on Virginia's Standards of Learning assessments most noticeably in students who have disabilities, are English learners, and are economically disadvantaged. Coupled with rapidly changing student demographics in the numbers of students with disabilities and English learners presents an urgency that can't be ignored.

Table 1: Pass Rates on SOL Test (2022-23)			
	Grade 3	Grade 4	Grade 5
All Students	66.1	72.7	71.4
Students with Disabilities	37.8	44.3	39.5
English learners	38.5	42.9	30.7
Economically Disadvantaged	51.6	59.7	57.4

Table 2: Student Demographic Data PK-12					
	2020-21	2021-22	2022-23	2023-24	% Increase

					2020-24
All Students	1,251,499	1,250,198	1,261,698	1,260,127	0.7
Students with Disabilities	167,544	169,144	173,646	180,223	7.6
English Learners	160,232	161,065	172,879	177,926	11.0

Students with Disabilities

A closer examination of the data reveals trends in enrollment and performance at the different grade levels. The number of students receiving special education services has increased across nearly all grade levels; however, there are sharp increases in Pre-K through second grade. Grades Pre-K through fourth grade are the only grades in which the state experienced double digit growth since the 2020-21 school year and the beginning of the COVID-19 pandemic. Students with disabilities are entering Kindergarten below the overall benchmark set by the Virginia Kindergarten Readiness Program; 63% receive a designation of “not ready.”⁶

Table 3: Special Education Demographic Growth		
Grade	Percent of All Students (2023-24)	Percentage Increase (2020-21 to 2023-24)
All Grades	14.3	7.6
Pre-K	29.7	32.0

Kindergarten	10.6	19.9
First	13.5	22.3
Second	13.5	20.3
Third	14.4	13.7
Fourth	15.3	11.3
Fifth	15.2	5.5

Virginia's Standards of Learning assessment data show that students with disabilities have one of the lowest pass rates of all student groups. With an increase in the number and percentage of elementary students qualifying for special education services, Virginia's schools, educators, and families need the tools and training to better serve these students.

English Learners

The number of English learners served throughout the state has also increased since the 2020-21 school year and the beginning of the COVID-19 pandemic. Grades 9-12 are experiencing the highest concentration of this growth.

State data indicate a need for more support for English learners across their entire educational experience. The 2023 Virginia Kindergarten Readiness Program data show that 65% of English learners are below the overall benchmark for readiness.⁷ Elementary SOL data show that English learners have significantly lower pass rates than their peers, and their challenges continue through high school. English learners have a cohort dropout rate that is four times greater than all students. English learners have a 21.7% rate compared to 5.35% of all learners.

Dropout data is also where the most pronounced difference in race and cultural demographics is seen, with Hispanic students experiencing a 14.3% rate. No other race or cultural demographic experiences a rate over the all student average of 5.4%.

Table 4: Cohort Dropout Rate 2022-23	
All Students	5.35
American Indian	3.14
Asian	1.15
Black	5.2
Hispanic	14.3
Native Hawaiian	1.82
White	2.85
Multiple Races	3.85
Students with Disabilities	7.53
Economically Disadvantaged	7.66
English Learners	21.67

Table 5: English Learner Demographic Growth		
Grade	Current Percent of All Students	Percentage Increase (2020-21 to 2023-24)

All Grades	14.1	11.0
Ninth	12.3	36.0
Tenth	10.6	15.9
Eleventh	9.8	26.6
Twelfth	7.8	7.9

Students who are Economically Disadvantaged

The number of students who are economically disadvantaged in Virginia has increased by 7.1% since the 2020-21 school year, now representing 43.5% of all students statewide. Virginia's Kindergarten Readiness Program data show that 51% of students who are economically disadvantaged are entering elementary school below the overall benchmark. The largest concentration of growth in the number of economically disadvantaged students is, similar to English learner population growth, found in grades 9-12.

Table 6: Economically Disadvantaged Student Demographic Growth		
Grade	Percent of All Students	Percentage Increase (2020-21 to 2023-24)
All Grades	43.5	10.5
Ninth	44.1	10.5
Tenth	42.0	11.4

Eleventh	38.9	13.0
Twelfth	36.6	9.4

Virginia's data are clear: the achievement gap starts young and is most alarming in specific student groups and grades. Gaps can compound without effective support and intervention; and Virginia's data show the critical need to improve outcomes which is integral to Virginia's long-term success and ensuring that all students receive a high quality education that prepares them for post-secondary success.

VDOE proposes a five-year intensive effort to improve outcomes for students statewide. The strategy is centered on the Commonwealth's Comprehensive Support and Improvement (CSI) and Additional Targeted Support and Intervention (ATSI) schools.

In 2024, there are 52 CSI schools in Virginia, which are the lowest five percent of Title I schools, plus any high school with a federal graduation rate below 67 percent, are identified for comprehensive support and improvement based on the performance of all students. Schools are identified every three years. The lowest performing 5% of Title I schools that meet the criteria in all three steps below are identified as Comprehensive Support and Improvement Schools.

In 2024, Virginia has identified 51 ATSI schools. From among schools identified for targeted support and improvement, any school with one or more student groups performing below the level of the highest performing comprehensive support and improvement school is identified.

Thirty-three (33) Divisions serve these 103 schools, and this grant proposal outlines how these Divisions will receive support to create the conditions for literacy innovations to take hold and

lead to improved student outcomes in the CSI and ATSI schools, Divisions can then take the lessons learned and resources developed through this grant to positively impact all schools within the Division.

Building a Comprehensive and Coherent Birth through Grade 12 Literacy Strategy for All Students

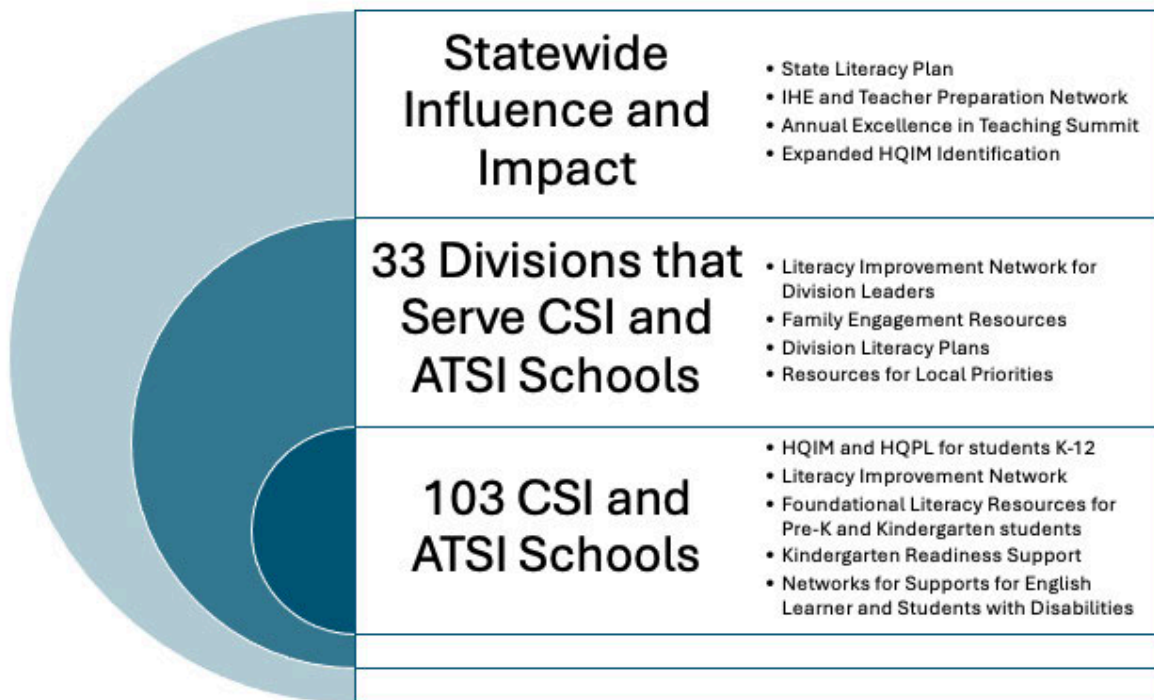
The Commonwealth of Virginia is deeply committed to improving the literary outcomes for all of its students, and this commitment runs throughout the state. Influenced in part by this data about the need to improve literacy outcomes, in 2022 the General Assembly passed the Virginia Literacy Act (VLA) that puts core elements of high quality literacy instruction in place across classrooms. The Virginia Department of Education has been laying the foundation over the last two years for stakeholders across the Commonwealth to learn, collaborate, and lead evidence-based literacy initiatives to drive positive outcomes for students. Early implementation of the VLA has led to strong relationships and assets in place that will be leveraged to ensure success of the projects outlined in this application.

A comprehensive and coherent strategy is needed to address the full needs of Virginia's students from birth to grade 12. With the investments from VDOE and the General Assembly in school divisions, VDOE is poised to be a national leader in improving literacy outcomes. The CLSD grant will enable the Virginia Department of Education to extend and expand supports for divisions and student groups most in need, so that all Virginians are ready for career, college, or service after graduation.

PROJECT DESIGN

Building a system of coherent literacy instruction; expanding practices and impact throughout the birth through grade 12 continuum; and prioritizing support for Virginia's most at-risk children.

Virginia proposes a project through which deep investments in priority schools and divisions will lead to statewide impact and growth. Under the CLSD grant, Virginia will provide targeted resources and technical assistance to all of its Comprehensive Support and Improvement (CSI) schools, Additional Targeted Support and Improvement (ATSI) schools, and the Divisions that serve them. These targeted investments will inform and complement statewide initiatives that will reach all Virginia students and teachers.



The 103 CSI and ATSI schools that are eligible for funding under this grant represent 55,296 students. These schools serve similar proportions of English learners (14.3%) and students with disabilities (14.2%) as the state average. These schools serve significantly more students that are economically disadvantaged than the state average, at 70.2% of all students. Reading assessment data indicate that there is only a 47.3% reading pass rate in these schools and that 30.2% of K-2 students are below benchmark on the PALS assessment.

Summary of Project Design: Three Layers of Impact

The projects described in this grant will complement and extend the deep work already underway in the state. By focusing efforts on CSI and ATSI schools, VDOE will provide technical assistance and resources to promote coherent, evidence-based literacy instruction in the schools that need the most support. These schools will guarantee high-quality instructional materials and high-quality professional learning for all students, participate in Literacy Improvement Networks that provide professional learning and technical assistance on evidence-based literacy practices, and attend the annual Excellence in Teaching Summit. CSI and ATSI schools with Kindergarten classes will collaborate with Pre-K programs to support increases in Kindergarten readiness and receive targeted resources to advance early literacy skills.

CSI and ATSI schools that are identified to have the greatest need for their English learners and students with disabilities will receive additional professional learning and resources to identify causes for achievement gaps and craft action plans. **(Competitive Preference Priorities 2 and 3)**

Divisions that serve CSI and ATSI schools will also receive resources and support that are aligned and coherent with the support that schools receive. Division leaders are critical in

ensuring a coherent system of instruction and aligning resources, support, and feedback to teachers within this system.⁸ While increasing the capacity of Divisions to be stronger literacy leaders is critical for improvements at the CSI and ATSI schools to take hold and last, the efforts to support Division leaders through this grant will also have a spillover effect to the other schools and students throughout the Division.

Divisions will participate in Literacy Improvement Networks for Division Leaders, develop Division Literacy Plans, implement family engagement strategies, receive resources to support K-12 HQIM and HQPL, and improve the Pre-K to Kindergarten transition.

Finally, all schools and Divisions throughout the state will benefit from the investments and innovations in this grant. Not only will school divisions without CSI and ATSI schools have the opportunity to participate in the strategies of the grant (e.g., Literacy Implementation Networks, Excellence in Teaching Summit), the VDOE will use the data and evidence from CSI and ATSI schools, Divisions, and selected vendors to identify improvements within its State Literacy Plan which will impact all schools.

The project components enhance and support each other, resulting in a system of coherent, evidence-based literacy instruction from birth through grade 12. The innovations in this grant center the experiences and needs of students and teachers in CSI and ATSI schools, and demonstrate a model for how to create the environments that promote educational equity and improve outcomes for traditionally underserved students.

COMMONWEALTH COHERENCE GRANTS

The majority of funds (95%) requested in this grant proposal will be subawarded to divisions that serve CSI and ATSI schools. These Commonwealth Coherence Grants will provide funding and opportunities to participate in high quality networks that promote evidence-based literacy practices. By participating in these grant activities, schools and Divisions will learn together, set up systems for collaboration, and invest in the future success of all of their students through high quality materials, professional learning, and structures.

Eligible divisions will receive a base allocation and a variable allocation depending on the number of CSI and ATSI schools in the division. These funds will enable school and division teams to build and sustain improvements to their literacy programs over the next five years. All grantees will commit to a set of five high-leverage actions for K-12 coherence and receive funds to support these.

Grantees that serve Kindergarten classrooms (16 of the 33 eligible Divisions) have an additional two high-leverage actions around enhancing their foundational literacy work towards a goal of improving Kindergarten readiness.

The actions (described below) have been selected by VDOE because of their research-backed role in creating instructional coherence.

Commonwealth Coherence Grant Actions for K-12

1. High Quality Instructional Materials

Students need access to an evidence-based and knowledge rich curriculum (HQIM) that builds on a systematic sequence in foundational literacy skills grounded in the science of reading and builds knowledge coherently from grade-to-grade and exposes students to diverse texts. There is a compelling body of evidence that shows that HQIM not only provides this coherent sequence but leads to better outcomes for students.⁹

In a 2018 study that looked at the impact for students who received greater access to more rigorous instructional content, TNTP found that students who consistently received stronger assignments—like those included in the best HQIM—made 1.7 months of additional learning gains compared to their peers who did not. The impact was even stronger for the lowest performing students in the study, who made 7.3 months of additional learning gains compared to similarly low performing peers with less access to strong curricular content.¹⁰

The selection and use of HQIM is a critical lever in improving student outcomes; therefore, all Divisions and schools that receive Commonwealth Coherence Grants will ensure **all CSI and ATSI schools have high quality instructional materials (HQIM) from the state approved list**. Virginia holds a high bar for quality when identifying materials that meet expectations for science-based reading research. The department partnered with University of Virginia to create evidence-based rubrics to ensure that schools used the highest quality materials available. Schools and Divisions may choose the materials from this approved list that best meet their local contexts.

2. High Quality Professional Learning for Schools

Curriculum-based Professional Learning

Procuring HQIM is critical, but it is only the first step to ensuring that evidence-based literacy instruction occurs in every classroom, every day. As such, **CSI and ATSI schools will be**

required to purchase from the statewide approved list AND ensure that teachers participate in high-quality curriculum-based professional learning on their HQIM each year from a VDOE-approved professional learning vendor.

The Research Partnership for Professional Learning (RPPL)¹¹ and the Carnegie Corporation of New York have analyzed recent research and literature to make a compelling case for improvements to teacher professional learning. One critical recommendation is for professional learning to be deeply connected to the HQIM that teachers have, and to be “rooted in ongoing, active experiences that prompt teachers to change their instructional practices, expand their content knowledge, and challenge their beliefs.”¹²

Literacy Improvement Networks - Elementary and Secondary School Tracks

All 103 CSI and ATSI schools that receive Commonwealth Coherence Grant funds will participate in Literacy Improvement Networks. These networks create cross-site communities in which teachers and school leaders receive in-depth training on instructional practices for their grade bands. Network participants will also build systems for teacher collaboration, set up quality observation and feedback cycles, and establish instructional leadership teams that will drive improvements at the schools. Sufficient funding will be provided as part of the variable allocation to support all CSI and ATSI schools to participate in one of these networks, depending on the grades that they serve.

- *Elementary Literacy.* In addition to the support for building systems for collaboration, observation and feedback cycles and instructional leadership teams, all participating schools will receive in-depth training on the instructional practices that have been proven to improve student literacy outcomes. Core content will include learning about classroom and intervention practices with “Strong” and “Moderate” levels of evidence: Awareness of Segments of Sounds in Speech and How They Link to Letters (Strong); Decode Words,

Analyze Word Parts, Write and Recognize Words (Strong); Daily Reading of Connected Text to Build Fluency (Moderate).¹³

- *Secondary Literacy.* In addition to the support for building systems for collaboration, observation and feedback cycles and instructional leadership teams, this track will focus on developing a deep understanding of the evidence-based practices that support literacy achievement in adolescent learners. Participants will study successful Tier 1 and intervention instructional practices, with explicit connections to the needs of English learners and students with disabilities. Specifically, the content will include classroom and intervention practices with “Strong” and “Moderate” levels of evidence: Explicit Vocabulary Instruction (Strong); Direct and Explicit Comprehension Strategy Instruction (Strong); Opportunities for Extended Discussion of Text Meaning and Interpretation (Moderate); Student Motivation and Engagement in Literacy Learning (Moderate); and Intensive and Individualized intervention for struggling readers from trained specialists (Strong).¹⁴

3. Literacy Improvement Networks - Division Leader Track

As outlined in the Elements of Curriculum Based Professional Learning, Division leaders are critical in ensuring a coherent system of instruction and aligning resources, support, and feedback to teachers within this system. The Literacy Improvement Network Track for Division leaders will be provided to the 33 Divisions from across the state that serve CSI or ATSI schools. Sufficient funding will be provided as part of the base allocation to support Divisions to participate in this network.

- *Division Leader Collaborative.* This track focuses on academic coherence and system-level leadership structures to support literacy achievement and implementation across the Division. Leaders will be able to collaborate with their peers from other schools and Divisions around common problems of practice and solutions. It expands

the explicit requirements of the VLA to provide opportunities and funding for Division leaders to examine their roles in supporting evidence-based practices throughout the Division.

4. Excellence in Teaching Summit

All CSI and ATSI schools will attend the annual Excellence in Teaching Summits that VDOE will host for teachers from throughout the state. While all teachers statewide will be invited to register and attend, all CSI and ATSI schools will send a team of teachers. (More detail about the Summits is provided in the Statewide Influence and Impact section below.) The Commonwealth Coherence Grants will provide a per-school allocation that schools can use to support attendance at this summit.

5. Family Engagement App

Pre-K-grade 5 families will have access to download a family engagement app that will provide push notifications with literacy engagement strategies, tips and activities for at-home literacy skill building, access to local literacy related events, and how to track their child's development and progress.

Commonwealth Coherence Grant Actions - Foundational Literacy (if applicable)

The 16 Divisions eligible for additional funding and support under Commonwealth Coherence Grants will execute on the following commitments. The activities under this grant incorporate foundational literacy practices in pre-k and kindergarten shown to have a strong evidence base and support schools and sites to intentionally plan activities to build children's vocabulary and language, build children's knowledge of letters and sounds, and use shared book reading to develop children's language, knowledge of print features, and knowledge of the world.¹⁵

*6. Collaboration between Early Childhood Providers and Elementary Schools (**Competitive Preference Priority 4 and Invitational Priority**)*

All eligible Divisions will participate in the Kindergarten Readiness Collaborative which will be a formal collaborative structure for staff from schools with pre-kindergarten and kindergarten to learn alongside each other and meet regularly to understand Virginia's school readiness criteria and ensure that students enter school on a path to literacy success. This will create continuity between the providers and promote shared understanding of the literacy practices most associated with school readiness and early literacy skill development. Job embedded professional development for Pre-K and Kindergarten teachers will include a focus on how to intentionally plan activities to build children's vocabulary and language, build children's knowledge of letters and sounds, and use shared book reading to develop children's language, knowledge of print features, and knowledge of the world.¹⁶ Eligible Divisions will receive additional funding so that Pre-K teachers can attend the Excellence in Teaching Summit each year alongside their elementary school partners.

7. Research-based Decodables and Resources for Home Environments

All eligible Divisions will procure sets of decodable books for all students in their CSI or ATSI Kindergartens and the Pre-Ks that feed into these classrooms. Divisions will use funds to provide Just Right Reader Decodable Packs in English or in Spanish to its students. These resources are for students to use in their home settings, and include sets of decodables, writing activities, and video phonics lessons that reinforce phonics lessons in English and Spanish.

This innovation creates a link between school and home and extends the opportunities students have to build knowledge of letters and sounds and engage in shared book reading to develop language, knowledge of print features and knowledge of the world.

Commonwealth Coherence Grant Actions - Networks for Supports for English Learners and Students with Disabilities (if applicable)

CSI and ATSI schools that are in the top quartile of need for English learners or students with disabilities that are performing significantly behind grade level OR with English learners experiencing a ten percent or higher dropout rate are required to develop a team that will participate in VDOE-led communities of practice.

8. Networks for Schools with Greatest Need for Support in Improving Literacy Outcomes for English Learners and Students with Disabilities.

The Commonwealth Coherence Grants will create networks for CSI and ATSI schools and eligible Divisions to study, plan, implement, and revise approaches to ensure that they are providing school environments that are equitable, inclusive, and effective in increasing literacy outcomes for English learners and students with disabilities.

These communities of practice will explore and identify the root causes of why English learners and students with disabilities are performing significantly behind their peers, on average, and create and execute action plans to address these root causes. Schools will learn best practices and research-based strategies in EL instructional services such as language acquisition, progress monitoring, the use of EL specialists, and ensuring ELs are learning grade-level content alongside their peers. Schools will receive an additional allocation to support their participation in this community of practice and implement research-based strategies identified in their plans.

(Competitive Preference Priorities 2 and 3.)

The activities outlined in these eight actions build upon and enhance each other, putting in place the critical elements for high-quality literacy instruction to take hold. The Commonwealth Coherence Grants will build systems and cultures of literacy excellence that will improve the

outcomes for students across all CSI and ATSI schools and lay the foundation for greater impact through Division capacity building.

STATEWIDE INFLUENCE AND IMPACT

In addition to administering, monitoring, and providing support for the Commonwealth Coherence Grants, VDOE will engage in a set of high-leverage activities to set the conditions for literacy innovations to take hold. The state plays a critical role in the ecosystem. It convenes multiple stakeholder groups for a common purpose, sets definitions for quality, vets vendors and products against these definitions, and disseminates high-priority learning and findings statewide.

For the CSLD grant, the state proposes to supplement the work it is already leading under Virginia's groundbreaking literacy act.

State Literacy Plan

The Virginia Department of Education, under the leadership of the Deputy Commissioner of Teaching and Learning, will create a State Literacy Plan (SLP) using a process that incorporates the recommendations from the CLSD National Literacy Center¹⁷ and that results in a comprehensive statewide plan. The Statewide plan will:

- Serve as a living document that will adjust as programs are implemented and data as collected as part of a continuous improvement cycle;
- Establish and promote partnerships, particularly those that break down silos throughout the state; and
- Address the needs of all students by looking through the lens of multiple stakeholder groups, including families and teachers.

The State Literacy Plan will be shared publicly and provide multiple opportunities for stakeholders to engage with the plan. For example, the plan will be shared at the annual *Excellence in Teaching Summit* and programming and sessions will be explicitly connected to the values and goals of the SLP.

IHEs and Educator Preparation Program Network

VDOE will convene IHE leaders and faculty in a network of professional learning and collaboration. This network will convene at least twice a year for professional learning, sharing best practices, updating preparation competencies and resources (e.g., course frameworks and syllabus) to reflect evidence-based literacy practices, and reviewing licensure and certification requirements for literacy instruction from early childhood through grade 12. The Annual Excellence in Teaching Summit will be open to members of their cohort and their colleagues.

Virginia has already demonstrated its commitment to this critical literacy lever and was accepted as a member of the Hunt Institute's The Path Forward cohort for 2024-25. This cohort supports states to transform educator preparation and teacher licensure programs to include the science of reading, and VDOE will participate alongside IHEs. By summer 2025, Virginia will have a customized action plan for further embedding the science of reading into educator preparation and licensure. This plan will be incorporated into the SLP and is critical to future efforts to increase the pipeline of literacy teachers with deep expertise in evidence-based reading practices. (Note: Virginia does not request CLSD funds for the first stage of developing a plan and convening leaders, as it is currently underway and supported through other revenue sources.) **(Competitive Preference Priority 1)**

The IHE and Educator Preparation Program Network proposed in this grant will build off of the foundational work of The Path Forward cohort and collaborate to align educator preparation programs with evidence-based literacy instruction and science-based reading research, so that all aspiring educators are prepared to teach reading and high quality instructional materials in their first year as an educator.

Annual Excellence in Teaching Summit

State-wide summits can play a critical role in supporting teachers to gain new knowledge and skills, understand the state's priorities around high quality instruction, and be inspired and energized to collaborate and bring learning to their school environments.

Beginning in 2025, Virginia will host a summit that will grow to up to 10,000 participants by the end of the grant. The state will utilize this large convening to share important messages and resources (i.e., the State Literacy Plan and statewide achievement data), secure local and national literacy experts to lead sessions, and provide multiple tracks for teachers to engage with the content that is most important for their contexts. Tracks will include, at a minimum:

- Interventions and Support for English Learners
- Interventions and Support for Students with Disabilities
- Early Childhood and Kindergarten Readiness
- Secondary Literacy and Literacy Across the Content Areas
- Evidence-based Literacy Instruction Across K-5
- School and Division Instructional Leadership

HQIM Identification and Supplementation

The Commonwealth of Virginia is deeply invested in ensuring that all students are learning in classrooms with HQIM. All Divisions and schools across the state benefit from VDOE's efforts

to create adoption lists and materials such as the VLA Implementation Playbook.¹⁸ Under this grant, VDOE will engage teacher reviewers to conduct more frequent reviews of ELA instructional materials. The results will be included in updated state adoption lists for materials grades K-12.

In addition to identifying quality materials for grades K-12, VDOE will support efforts to create a supplement for the state's most widely used Pre-K curriculum to make it even more aligned with the evidence of which practices are developmentally appropriate and effective for preparing young children to be successful readers. There is not yet a robust market for high-quality, curriculum-aligned supplements in the Pre-K market, and VDOE's investment in developing this supplement will positively impact students and teachers in Pre-K classrooms across the state.

COMPETITIVE PREFERENCE PRIORITIES

Competitive Preference Priority 1: Coordination with Institutes of Higher Education.

VDOE has deep partnerships with the IHEs across the state and will use CLSD funds to expand and extend its work under The Path Forward cohort at the Hunt Institute statewide. As part of the Path Forward cohort in year 1, the Virginia team of state and IHE leaders will establish an understanding of the current state of evidence-based literacy practices that pertain to licensure and educator preparation and craft a statewide action plan. This initial team will learn alongside other states and receive targeted coaching and technical assistance from a cadre of experts in reading, policy, and educator preparation.

CLSD funds will be used in years 2-5 of the grant to execute on the activities outlined in the action plan and expand the number of IHEs that participate in an IHE Literacy Network. This

network will review and revise teacher competencies and syllabi to reflect evidence-based literacy practices and review licensure and certification requirements for literacy instruction from early childhood through grade 12. The VDOE has set an ambitious, but achievable goal that 100% of educator preparation programs throughout the state incorporate evidence-based reading practices into its core coursework by the end of the grant.

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

As demonstrated in the Statement of Need, cohort data since the pandemic from Virginia's literacy screener, the K-2 Phonological Awareness Literacy Screening (PALS). Kindergarten data prior to the pandemic demonstrated 13.8% of students were below benchmark, and that same group included 39% of students below benchmark when in second grade in 2021, a 25.2 percentage point increase of students not reading on level. Below benchmark rates on the literacy screener have not returned to pre-pandemic levels for K-2. The end-of-year data for 2023 indicated kindergarten was 2.5 percentage points, first grade was 5.2 percentage points, and second grade was 5.8 percentage points higher than 2019 for students performing below benchmark.

These declines matched the data on Virginia's Standards of Learning assessments most noticeably in students who have disabilities, are English learners, and are economically disadvantaged. The activities under this grant work together to provide a coherent system of literacy instruction that center the needs of the students that were most affected by the pandemic, namely English learners, students with disabilities, and students that are economically disadvantaged. It provides high quality instructional materials and high quality professional learning, opportunities to network to deeply study the root causes and needs of

English learners and students with disabilities, and the collaboration and feedback structures for evidence-based literacy practices to take hold across all tiers of instruction..

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

VDOE has intentionally centered the needs of English learners, students with disabilities, and students experiencing poverty in this project. Eligibility for school-level and district-level grants is restricted to CSI and ATSI schools, which are schools that serve a high proportion of students that have been traditionally underserved. The VDOE is removing barriers for these schools to identify, participate, and fund HQIM and HQPL.

In addition to removing barriers to HQIM and HQPL for all students in CSI and ATSI schools, VDOE is providing additional support to schools with the greatest need in terms of improving literacy outcomes for English learners and students with disabilities. CSI and ATSI schools that are in the top quartile of English learners or students with disabilities that are performing significantly behind grade level OR with English learners experiencing 10+% dropout rate are required to develop a team that will participate in one of these VDOE-hosted communities of practice. There will be 25-30 CSI or ATSI schools participating in each of these networks.

Beginning in the second year of the grant, these communities of practice will explore and identify the root causes of why English learners and students with disabilities are performing significantly behind their peers, on average, and create and execute action plans to address these root causes. Schools will receive an additional allocation to support their participation in this community of practice and implement research-based strategies identified in their plans.

Lessons learned from these networks will be incorporated into statewide impact efforts. For example, resources and evidence-based practices will be shared statewide through two of the Excellence in Teaching Summit tracks: Interventions and Support for English Learners and Interventions and Support for Students with Disabilities.

Understanding the effectiveness of this network approach and resulting actions will be a component of the program evaluation. VDOE will collect and analyze student outcome data, and VDOE's evaluation vendor will gather additional data from observations, site visits, and practitioner surveys.

Competitive Preference Priority 4: Supporting a Diverse Educator Workforce and Professional Growth To Strengthen Student Learning

VDOE is focusing resources and efforts to improve the Pre-K to Kindergarten transition for students in CSI and ATSI schools. Divisions will create formal collaborative structures for staff from early childhood providers and elementary schools to learn alongside each other and meet regularly to understand Virginia's school readiness criteria and identify ways to collaborate and ensure that students enter schools on a path to literacy success. This job-embedded professional learning for teachers is complemented with two family engagement strategies: decodable sets for all Pre-K and Kindergarten students in CSI and ATSI schools to use at home and the Divisions' family engagement app.

The shared professional learning experiences for Pre-K and Kindergarten teachers will include, at a minimum, evidence-based practices that are shown to make a strong impact on early literacy outcomes. Specifically, the job-embedded professional learning will include support in how to intentionally plan activities to build children's vocabulary and language, build children's

knowledge of letters and sounds, and use shared book reading to develop children's language, knowledge of print features, and knowledge of the world.

GOALS AND OUTCOMES

Project Goals	Outputs	Outcomes	Measures
Increase the number of students learning from HQIM (Years 1 and 2)	VDOE will institute regular reviews of K-12 ELA materials to create an approved list of evidence-based materials	Divisions and Schools will select HQIM from the list VDOE-approved instructional materials	100% of CSI and ATSI schools will have ELA HQIM in all grade levels.
	VDOE will invest in an early literacy supplement	Divisions and Pre-K sites throughout the state will access this supplement and incorporate it into their instructional practices.	100% of Pre-K classrooms that feed into Kindergarten classrooms in CSI and ATSI schools incorporate these high quality resources into their instruction.
Increase educator	VDOE will produce	Divisions throughout	100% of CSI and

capacity to implement HQIM and evidence-based literacy practices (Years 1-5)	an approved vendor list for HQPL, including curriculum-based professional learning	the state will select HQPL and implement curriculum-based professional learning	ATSI schools will have high quality, curriculum based PL from an approved vendor each year
	VDOE will host Literacy Improvement Networks with elementary and secondary tracks (Pilot Year 1, all sites Years 2-5)	CSI and ATSI schools will gain capacity and understanding of high-leverage literacy practices.	90% of participants agree or strongly agree that participating in the Literacy Improvement Network has improved their practice.
	VDOE will host Annual Excellence in Teaching Summits	Educators from schools across the state will attend and learn at the Summit	Teachers from 90% of Divisions statewide attend the conference by 2028.
	CSI and ATSI school teams participate in 3-year networks on improving outcomes for ELs and students with disabilities	Schools will examine the causes of inequities and create effective plans to improve outcomes for ELs and students	100% of eligible schools have action plans that incorporate evidence-based literacy practices for ELs and students

	(Years 2-4)	with disabilities	with disabilities.
Increase Division capacity to support evidence-based literacy practices (Years 2-5)	VDOE will host Literacy Improvement Networks with Division leadership track	Division leaders will build capacity to develop systems for collaboration and learning, provide feedback and oversight, and set the conditions for evidence-based literacy practices across their schools	90% of participants agree or strongly agree that participating in the Literacy Improvement Network has improved their practice with regards to all schools, including their CSI and ATSI schools
	Divisions will register families in the use of a Family Engagement App	Divisions - and the CSI and ATSI schools within them - strengthen the bonds between school and home environments	80% of Pre-K-5 families are registered in the Family Engagement App 80% of registered families access the app at least once per month
Increase Coherence between Pre-K and	Divisions will allocate funds to support the	Evidence-based literacy instruction will	100% of eligible Pre-K and

Elementary Schools (Years 2-5)	purchase of evidence-based decodables for Pre-K and Kindergarten students	extend from the classroom to the home and students at the Pre-K and Kindergarten transitional phase will learn from a common set of high quality materials	Kindergarten students in eligible CSI or ATSI schools receive decodable packs 80% of families surveyed indicate use of supports and satisfaction with family-home connections
	Kindergarten Readiness Collaborative is held quarterly	Pre-K and Kindergarten teams participate in collaborative	The percent of students considered “ready” on VKRP assessments increases by 10 percentage points by 2028-2029.
Student outcomes improve in CSI and ATSI schools (Years 2-5)	CSI and ATSI school teams provide coherent, high-quality literacy instruction supported by the	SOL scores increase for students in CSI and ATSI schools	CSI and ATSI schools increase low-risk indicator on literacy screener by 15 percentage points

	Commonwealth Coherence Grants		by 2028-2029. CSI and ATSI schools increase SOL Reading pass rates by 15 percentage points by 2028-2029.
	Pre-K sites collaborate closely with CSI and ATSI elementary schools and provide coherent, high-quality literacy instruction supported by the Commonwealth Coherence Grants	Kindergarten Readiness Scores increase to surpass pre-pandemic levels	The percent of students considered “ready” on VKRP assessments increases by 10 percentage points by 2028-2029.
Traditionally underserved students experience dramatic growth in their literacy assessments (Years 2-5)	CSI and ATSI school teams participate in 3-year networks on improving outcomes for ELs and students with disabilities (Years 2-4)	Schools will examine the causes of inequities and create effective plans to improve outcomes for ELs and students with disabilities	VKRP readiness, SOL Reading pass rates, and literacy screeners low-risk indicator will increase by 10 percentage points for students

			<p>with disabilities and English learners by 2028-2029</p> <p>The graduation rate for students with disabilities and English learners will increase by 5 percentage points by 2028-2029.</p>
--	--	--	--

MANAGEMENT PLAN

The Virginia Department of Education is confident it can achieve the ambitious goals and outcomes outlined in this project. As previously discussed, the state is expanding and building from a strong foundation of work built under the first two years of the Virginia Literacy Act. In addition, senior leaders at the Department have deep expertise in creating and implementing ambitious, effective, statewide literacy initiatives. VDOE has learned from the research studies on other states' efforts and incorporated the recommendations and lessons learned from those efforts into this plan. Research and recommendations from RAND, the Learning Policy Institute, the Council of Chief State Schools Officers, and RPPL - all of which have deep experience and

expertise in literacy, HQIM, and HQPD - has informed both the design of this project and the prioritization of state activities.¹⁹

Experienced and Effective Leadership Statewide

There is a robust community of leaders throughout the state that is committed to raising literacy achievement for Virginia's students. Policymakers, advocates, state and division leaders, IHEs, and school-based educators have demonstrated this commitment as the state crafted, passed, and began implementation of the Virginia Literacy Act.

Under the leadership of Virginia's Superintendent, Dr. Lisa Coons (resume attached), the VDOE's Deputy Superintendent of Teaching and Learning, Em Cooper (resume attached), and Deputy Superintendent of Division of Early Childhood Care and Education, Jenna Conway (resume attached), and their teams will work closely together to ensure the success of this grant. These leaders have deep expertise in leading statewide literacy and professional learning initiatives, convening stakeholders to address statewide areas of improvement, and executing on ambitious, complex initiatives.

The experience of the department's senior leaders is reflected in the intentional sequencing of priorities in this plan. VDOE's literacy team has also studied effective approaches from other states as it implemented its own Virginia Literacy Act rollout, and has identified promising practices and lessons learned that will be applied across the priorities in this proposal.

Strategic Deployment of Staff and Contractors

VDOE proposes a project that extends and expands upon the existing investments that Virginia is undertaking to improve literacy outcomes statewide, including the rollout of the Virginia Literacy Act, its participation in the Hunt Institute's Path Forward cohort, and CCSSO's IMPD

network. CLSD funds will enable the state to increase its impact and more quickly scale effective practices statewide. As such, the state does not propose using CLSD funds to hire new staff members to execute on this grant. The majority of SEA funds will go towards activities such as bolstering capacity for specific initiatives and evaluating the effects of programs.

Staff

The state will hire three regional ELA specialists and a coordinator to support the 33 divisions and 103 CSI and ATSI schools. In addition to the coaching support that they will provide in their regions, these specialists will play a critical role in the continuous improvement cycle. They will coordinate with each other to identify common trends in implementation successes, identify challenges, and make recommendations to improve the project and increase its impact. These VDOE specialists are also well positioned to take successful practices from the CSI and ATSI schools and scale the learning statewide.

Vendors

VDOE will identify two types of vendors: vendors that schools and Divisions may contract with that provide resources and support for HQIM and HQPL and vendors that the state selects to lead VDOE-hosted initiatives

VDOE will vet and identify approved vendors that Divisions and schools may use for HQPL. Divisions and schools will be required to identify a state-approved vendor under this grant, and the state will monitor the quality of the professional learning through surveys, site observations, and regular feedback from providers and users. The state will also gather data about which vendors the Divisions and schools select and their levels of satisfaction with these services.

In addition to clearly identifying which professional learning providers meet Virginia's expectations for quality, the Department will identify high-quality vendors to provide technical assistance and resources for grantees that participate in CLSD-funded and VDOE-hosted opportunities, including the Literacy Improvement Networks, the IHE Network, and the Networks for Supports for English Learners and Students with Disabilities. The VDOE staff will monitor the quality of these vendors' services through observations, regular feedback from vendors and educators, review of network-wide content, and review of the quality of action plans and other artifacts.

MILESTONES, TIMING, AND RESPONSIBILITY

1. Statewide Influence and Impact			
Milestone	Timing	Frequency	Responsibility
1a. Develop SLP	Q4 2024 - Q1 2025	One time	Deputy Superintendent of Teaching and Learning
1b. Share initial SLP and gather feedback from multiple stakeholder groups	Q1 2025 - Q2 2025	One time	Deputy Superintendent of Teaching and Learning
1c. Review statewide achievement data, feedback from stakeholders and revise SLP	Q3 2025 - Q3 2029	Annual	Deputy Superintendent of Teaching and

			Learning, Regional Specialists, VDOE leadership
1d. Inaugural state-approved list for 6-12 core ELA instructional materials	Q2 2025	One time	Deputy Superintendent of Teaching and Learning
1e. Updated state-approved lists for K-12 core ELA instructional materials	Q2 2026 - Q2 2029	Annual	Office of the Deputy Superintendent of Teaching and Learning
1f. Identify vendors for HQPL	Q4 2024	As needed	Office of the Deputy Superintendent of Teaching and Learning
1g. Gather and analyze data about the quality and effectiveness of HQPL vendors	Q3 2025 - Q2 2029	Bi-annually	Office of the Deputy Superintendent, Regional Specialists, Evaluation Vendor
1g. Gather feedback from participants in CLSD-funded network opportunities about their satisfaction,	Q3 2025 - Q3 2029	Bi-annually	Evaluation Vendor

changes to practice through implementation tools and observations			
1h. Host Inaugural Excellence in Teaching Summits	Q3 2025	Annual	Office of the Deputy Superintendent of Teaching and Learning
1i. Establish annual cadence of Excellence in Teaching Summit with design informed by the prior year's feedback, state data, and annual adjustments to the SLP	Q2 2026 -- Q3 2029	Annual	Office of the Deputy Superintendent of Teaching and Learning
1j. Complete Hunt Institute's The Path Forward Cohort	Q3 2025	One time	Cohort team
1k. Adjust SLP to include items from action plan for strengthening evidence-based reading practice in IHE's teacher, prep, and certification	Q4 2025	One time	Deputy Superintendent, Superintendent, Office of Educator Preparation
1l. Begin Educator Preparation Network to include scaling new	Q4 2025 - Q3 2029	Regular	TBD: Will be identified in the action

educator preparation syllabi and practices throughout the state			plan developed in Q3 2025
1m. Oversee the production of a Pre-K supplemental program to be used statewide	Q3 2024 - Q4 2025	One time	Offices of the Deputy Superintendent for Teaching and Learning and Deputy Superintendent of Early Childhood Care and Education

2. Commonwealth Coherence Grants			
Milestone (with related Measure of Success, if applicable)	Timing	Frequency	Responsible
2a. Subgrants provided to the Divisions that meet the eligibility criteria and commit to all grant requirements	Q2 2025 -	One time	Offices of the Deputy Superintendent for Teaching and Learning and Deputy Superintendent of Early Childhood Care and Education
2b. Host Literacy Implementation	Q3 2024 -	One time	Vendor (TBD in Q2)

Network Pilot for a subset of CSI schools	Q2 2025		2024 through RFP process)
2c. Expand Literacy Implementation Networks for all CSI and ATSI schools and incorporate lessons learned and feedback from the pilot	Q3 2025 - Q3 2029	Annual	Vendor, under supervision of the Office of the Deputy Superintendent for Teaching and Learning
2d. Launch Networks for Supports for English learners and students with disabilities	Q3 2026 - Q2 2029	Annual	Vendor, under supervision of the Office of the Deputy Superintendent for Teaching and Learning
2e. CSI and ATSI schools participating in the Networks for Supports for English learners and students with disabilities develop action plans	Q1 2027 - Q2 2027	Annual	Vendor, under supervision of the Office of the Deputy Superintendent for Teaching and Learning

3. Grant Management and Evaluation

Milestone (with related Measure of Success, if applicable)	Timing	Frequency	Responsible
3a. Establish contract with research and evaluation partner to capture data and provide analyses of the strengths and opportunities for improvement	Q4 2024	One time	Deputy Superintendent of Teaching and Learning
Interim reports from multiple data sources (e.g., surveys, observations, walkthrough data, HQIM implementation tool, student assessments)	Q1 2025 - Q1 2028	Annual	Vendor
Final research paper published and disseminated on that details the effects of the state's literacy initiatives	Q3 2029	One time	Vendor, Deputy Superintendent of Teaching and Learning
Annual reporting on the percentage of participating: Four-year-old children achieving significant gains in oral language Grade 5 students at or above	Q3 2025 - Q3 2029	Annual	Offices of the Deputy Superintendent for Teaching and Learning and Deputy Superintendent of Early Childhood Care and Education

<p>proficiency on SOL reading assessment</p> <p>Grade 8 students at or above proficiency on SOL reading assessment</p> <p>High school students at or above proficiency on State assessment</p>			
Impact meetings between VDOE regional staff, participating Divisions, and participating CSI schools	Q2 2025 - Q2 2029	Quarterly	Regional Staff
Annual meeting to ensure compliance with all requirements of CLSD, including allowable use of funds, proportion of funds expended for early childhood, K-5 and 6-12	Q3 2025 - Q3 2029	Annual	<p>Office of the Deputy Superintendent for Teaching and Learning</p> <p>US ED program officer (as applicable)</p>

PROJECT SERVICES

As described in the project description, this proposal centers the schools that are most in need of intensive, comprehensive support. These CSI schools will receive support in HQIM, CBPL,

and the development of systems and structures to make innovation take hold. Divisions that serve CSI schools are also eligible to use funds to expand services and best practices throughout the division.

The project is designed to provide multi-year, multi-pronged support to CSI and ATSI schools and their Divisions. These schools serve a disproportionate number of economically disadvantaged students. In addition, the SEA will create the conditions in which all districts and schools can benefit from the resources developed through grant activities. Promising practices and related resources will be shared broadly through statewide outlets like the SLP, Excellence in Teaching Summit, and the VDOE literacy website and training tools. In addition, starting the second year of the grant, all schools and divisions will be able to join in the Literacy Implementation Networks, using their own, non-CLSD funds.

VDOE has a deep understanding of the current research on how students learn to read and write, HQIM, CBPL, and the structures and systems needed to ensure innovations take hold. VDOE also tracks innovations in other states and has a robust network of state literacy leaders that it learns with and alongside as SEAs implement new initiatives.

Finally, VDOE is committed to utilizing formal and informal data sources to understand the impact of its programs.

PROGRAM EVALUATION

The state will monitor the efforts outlined in this grant, including those of subgrantees, to ensure quality implementation and success towards reaching the ambitious outcomes and goals outlined in this proposal.

VDOE will monitor for quality as part of its State Literacy Plan continuous improvement cycle, gathering data that show how effective these initiatives have been and areas for improvement (e.g., teacher surveys, HQIM implementation tool, walkthroughs, observation data, student assessment results). VDOE will contract with an external evaluator after being awarded a CLSD grant to build and execute upon a multi-year plan that will evaluate the impact of literacy initiatives and provide regular, actionable data from which to inform its strategy and SLP revisions. The evaluation will include gathering and analyzing data from teachers, leaders, and students. Subgrantees will be required to support these evaluation efforts, and provide the data and/or access required to better understand the state of literacy in Virginia.

Virginia will have access to internal and external data sources that will be evaluated to understand the impact of project implementation and understand areas of greatest need.

Internal Data Sources

- Annual SOL Reading Data
- Literacy Screener Data
- Virginia Kindergarten Readiness Program Data
- Graduation Rates
- Program Satisfaction Data
- Data Reported from Commonwealth Coherence grantees on which HQIM, HQPL vendors, and other resources are procured

External Data Sources

- RAND national AIRS data, oversampled for Virginia on which HQIM are in use, what professional learning is available for teachers, and the factors affecting rate of HQIM implementation

- Johns Hopkins (baseline survey of teachers for HQIM implementation in progress)
- NAEP Achievement Data
- Vendor reports on initiatives (e.g., Literacy Implementation Network)
- Interim Reports from Evaluation Vendor (to be contracted)

The state will ensure compliance with all requirements of CLSD, including allowable use of funds, proportions of funds expended for early childhood, grades K-5, and grades 6-12, and reporting on required data:

- The percentage of participating four-year-old children who achieve significant gains in oral language skills, as determined by a State-approved measure.
- The percentage of participating fifth-grade students who meet or exceed proficiency on State reading/language arts assessments under section 1111(b)(2)(B)(v)(I) of the ESEA.
- The percentage of participating eighth-grade students who meet or exceed proficiency on State reading/language arts assessments under section 1111(b)(2)(B)(v)(I) of the ESEA.
- The percentage of participating high school students who meet or exceed proficiency on State reading/language arts assessments under section 1111(b)(2)(B)(v)(I) of the ESEA.

CONCLUSION

The Virginia Department of Education is proud of the efforts it has made to improve literacy outcomes for its traditionally underserved students. VDOE also recognizes that additional work is necessary, particularly around building systems and cultures that create the conditions for quality literacy instruction, in order for the innovations and progress to date to take hold. The work outlined in this grant proposal represents a path for the state to expand and extend its work by focusing on a subset of schools with the greatest need. While there is a deep focus on

CSI and ATSI schools and their Divisions, VDOE will increase its statewide influence and impact and resources and guidance to all schools and Divisions across the state.

Other Attachment File(s)

* Mandatory Other Attachment Filename:

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

Applications are required to submit separate evidence forms that include research that provides a basis for this grant application. **We will submit 2 forms.** 1 form for STRONG evidence (as defined by What Works Clearinghouse) and 1 form for MODERATE (as defined by What Works Clearinghouse)

There is a form that you access from the “Apply” section in Grants.Gov that I cannot access. I have the template and the following can be copied/pasted into the forms on Grants.Gov

FORM 1 Level of Evidence == STRONG

A. Research/Citation	B. Relevant Outcome(s)/Relevant Finding(s)	C. Project Component(s)/Overlap of Populations and/or Settings
<p>Foorman, B., Beyler, N., Borradaile, K., Coyne, M., Denton, C. A., Dimino, J., Furgeson, J., Hayes, L., Henke, J., Justice, L., Keating, B., Lewis, W., Sattar, S., Streke, A., Wagner, R., & Wissel, S. (2016). Foundational skills to support reading for understanding in kindergarten through 3rd grade (NCEE 2016-4008). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education.</p>	<p>(Table I.1., page 3) Recommendations and corresponding levels of evidence for improving reading for understanding in kindergarten through third grade categorize two practice areas as having “Strong” levels of evidence:</p> <ul style="list-style-type: none"> * Recommendation 2: Develop awareness of the segments of sounds in speech and how they connect to letters (grades K-1) * Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words (grades K-3) <p>The practice recommendations from the IES expert panel are grounded in high-quality evidence based on research studies into reading interventions. The data that underpins these recommendations, and</p>	<p>(Appendix D, Pages 69-82). Studies that meet What Works Clearinghouse standards with or without reservations provide a strong evidence base for the recommendations.</p> <p>The recommendations derive from analysis of a collection of studies that examined effects on across student populations and educational settings.</p> <p>17 studies underpin Recommendation 2.</p> <p>18 studies underpin Recommendation 3.</p>

Retrieved from the NCEE website: http://whatworks.ed.gov .	examples for these practices for building students' reading skills are included on pages 14-31.	
Vaughn, S., Gersten, R., Dimino, J., Taylor, M. J., Newman-Gonchar, R., Krowka, S., Kieffer, M. J., McKeown, M., Reed, D., Sanchez, M., St. Martin, K., Wexler, J., Morgan, S., Yañez, A., & Jayanthi, M. (2022). Providing Reading Interventions for Students in Grades 4–9 (WWC 2022007). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from https://whatworks.ed.gov/ .	<p>(Table I.1., page 3) Recommendations and corresponding levels of evidence for providing reading interventions for students in grades 4-9 show three practices that have a “Strong” level of evidence</p> <ul style="list-style-type: none"> * Recommendation 1: Build decoding skills * Recommendation 2: Provide purposeful fluency-building activities * Recommendation 3: Routinely use a set of comprehension-building practices <p>The practice recommendations from the IES expert panel are grounded in high-quality evidence based on research studies into reading interventions for grades 4-9. The data that underpins these recommendations, and examples for these practices for building students' reading skills are included on pages 4-67.</p>	<p>(Appendix C, Pages 97-140). Studies that meet What Works Clearinghouse standards with or without reservations provide a strong evidence base for the recommendations.</p> <p>The recommendations derive from analysis of a collection of studies that examined effects on across student populations and educational settings.</p> <p>32 studies underpin Recommendation 1.</p> <p>33 studies underpin Recommendation 2.</p> <p>34 studies underpin Recommendation 3.</p>
Burchinal, M., Krowka, S., Newman-Gonchar, R., Jayanthi, M., Gersten, R., Wavell, S., Lyskawa, J., Haymond, K., Bierman, K., Gonzalez, J. E., McClelland, M. M., Nelson, K., Pentimonti, J., Purpura, D. J., Sachs, J., Sarama, J., Schlesinger-Devlin, E., Washington, J., & Rosen, E.	<p>(Table I.1, page 5) Recommendations and corresponding levels of evidence for practices that increase young children's school readiness are included that have a “Strong” level of evidence related to literacy development and the proposed project:</p> <ul style="list-style-type: none"> * Recommendation 5: Intentionally plan activities to build children's vocabulary and language * Recommendation 6: Build children's 	<p>(Appendix C Pages 106-133) Studies that meet What Works Clearinghouse standards with or without reservations provide a strong evidence base for the recommendations.</p> <p>15 studies underpin Recommendation 5.</p> <p>9 studies underpin Recommendation 6.</p>

<p>(2022). Preparing Young Children for School (WWC 2022009). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from https://whatworks.ed.gov/.</p>	<p>knowledge of letters and sounds</p> <p>* Recommendation 7: Use shared book reading to develop children's language, knowledge of print features, and knowledge of the world.</p> <p>The data that underpins these recommendations, and examples for these practices for building students' school readiness skills with regards to specific literacy components are included on pages 39-60.</p>	<p>17 studies underpin Recommendation 7.</p>
---	--	--

FORM 2: Level of Evidence == MODERATE

Research/Citation	Relevant Outcome(s)/Relevant Finding(s)	Project Component(s)/ Overlap
<p>Foorman, B., Beyler, N., Borradaile, K., Coyne, M., Denton, C. A., Dimino, J., Furgeson, J., Hayes, L., Henke, J., Justice, L., Keating, B., Lewis, W., Sattar, S., Streke, A., Wagner, R., & Wissel, S. (2016). Foundational skills to support reading for understanding in kindergarten through 3rd grade (NCEE 2016-4008). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute</p>	<p>(Table I.1., page 3) Recommendations and corresponding levels of evidence for improving reading for understanding in kindergarten through third grade categorizes one practice area as having a "Moderate" level of evidence:</p> <p>* Recommendation 4: Ensure that each student reads connected text every day to support accuracy, fluency and comprehension</p>	<p>(Appendix D, Pages 82-90). Studies that meet What Works Clearinghouse standards with or without reservations provide a moderate evidence base for the recommendations.</p> <p>The recommendations derive from analysis of a collection of studies that examined effects on across student populations and educational settings.</p> <p>22 studies underpin Recommendation</p>

of Education Sciences, U.S. Department of Education. Retrieved from the NCEE website: http://whatworks.ed.gov .		4.
Vaughn, S., Gersten, R., Dimino, J., Taylor, M. J., Newman-Gonchar, R., Krowka, S., Kieffer, M. J., McKeown, M., Reed, D., Sanchez, M., St. Martin, K., Wexler, J., Morgan, S., Yañez, A., & Jayanthi, M. (2022). Providing Reading Interventions for Students in Grades 4–9 (WWC 2022007). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from https://whatworks.ed.gov/ .	<p>(Table I.1., page 3) Recommendations and corresponding levels of evidence for providing reading interventions for students in grades 4-9 shows one recommended practice with a “Moderate” level of evidence.</p> <p>Recommendation 4: Providing students with opportunities to practice making sense of stretch text.</p> <p>The practice recommendations from the IES expert panel are grounded in high-quality evidence based on research studies into reading interventions. The data that underpins these recommendations, and examples for these practices for building students’ reading skills are provided on pages 68-76.</p>	<p>(Appendix C, Pages 141-150). Studies that meet What Works Clearinghouse standards with or without reservations provide a moderate evidence base for how decoding skills to read complex multisyllabic words are important and can be applied across context grades 4-12.</p> <p>The recommendations derive from analysis of a collection of studies that examined effects on across student populations and educational settings.</p> <p>15 studies underpin Recommendation 4: Providing students with opportunities to practice making sense of stretch tex</p>

June 20, 2024

Em Cooper, Deputy Superintendent
Division of Teaching and Learning
Virginia Department of Education
101 N 14th Street
Richmond, VA 23218-2120

Dear Ms. Cooper:

I am pleased to express my full support for the Virginia Department of Education's (VDOE) Comprehensive Literacy State Development grant proposal. This funding would enable the Commonwealth to expand and deepen its literacy initiatives, accelerating the adoption of evidence-based practices throughout classrooms that are experiencing the greatest need. In particular, the state will provide resources to Comprehensive Support and Improvement schools and provide technical assistance and guidance that prioritize students experiencing poverty, students with disabilities, and English learners.

We will collaborate with the VDOE and other stakeholders throughout the state to make the goals outlined in this grant a reality. We know that if we work together as a community, we can make a lasting difference for all students across the state.

Sincerely

A black rectangular box with a white 'X' drawn across it, used to redact the signature of Nick Speyrer.

Nick Speyrer, President
Emergent Method



June 20, 2024

Em Cooper, Deputy Superintendent
Division of Teaching and Learning
Virginia Department of Education
101 N 14th Street
Richmond, VA 23218-2120

Dear Ms. Cooper:

I am pleased to express my support for Virginia Department of Education's Comprehensive Literacy State Development grant proposal. Speaking on behalf of several deans of Educational Preparation Programs (EPP), we believe that direct and targeted collaboration between EPP's and PK-12 is essential in addressing the area of literacy proficiency for all students. While the state is already leading important work that is grounded in the evidence and research about how students achieve literacy proficiency, this grant will accelerate its efforts and provide targeted support to reach the state's most vulnerable youth. We believe that this grant allows convenings for ed prep faculty across Virginia to focus on science of reading and high-quality instructional materials (collaborative not instructive), that will support professional learning/networking for ed prep faculty.

On behalf of Virginia Literacy Collaborative, we are writing to share our full support of Virginia Department of Education's Comprehensive Literacy State Development grant proposal. The collaborative includes the following deans from EPP's represented across the commonwealth:

Dr. Mark L'Esperance –	Dean, James Madison University
Dr. Angela McDonald –	Dean, Longwood University
Dr. Pete Kelly –	Dean, University of Mary Washington
Dr. Denelle Wallace –	Dean, Norfolk State University
Dr. Tammi Dice –	Dean, Old Dominion University
Dr. Willis Walter –	Dean, Virginia State University

Sincerely ,



o ege o
Education
Office of the Dean





Just Right Reader



June 20, 2024

Em Cooper, Deputy Superintendent
Division of Teaching and Learning
Virginia Department of Education
101 N 14th Street
Richmond, VA 23218-2120

Dear Ms. Cooper:

I am pleased to fully support the Virginia Department of Education's (VDOE) Comprehensive Literacy State Development grant proposal. This funding would enable the Commonwealth to expand and deepen its literacy initiatives, accelerating the adoption of evidence-based practices in classrooms experiencing the greatest need. In particular, the state will provide resources to Comprehensive Support and Improvement schools and provide technical assistance and guidance that prioritize students experiencing poverty, students with disabilities, and English learners.

We will collaborate with the VDOE and other stakeholders throughout the state to make the goals outlined in this grant a reality. We know that if we work together as a community we can make a lasting difference for all students across the state.

Sincerely,

DocuSigned by:



165AAECDAAD0466...
Sara Shenkan, CEO
Just Right Reader Inc.



Virginia Association of School Superintendents

P. O. Box 3251 | Lynchburg, VA 24503 | [REDACTED]



June 20, 2024

Em Cooper, Deputy Superintendent
Division of Teaching and Learning
Virginia Department of Education
101 N 14th Street
Richmond, VA 23218-2120

Dear Ms. Cooper:

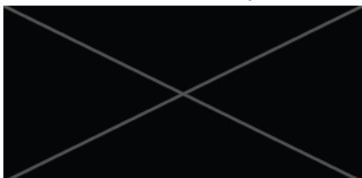
I am pleased to express my full support for the Virginia Department of Education's (VDOE) Comprehensive Literacy State Development grant proposal. This funding would enable the Commonwealth to expand and deepen its literacy initiatives, accelerating the adoption of evidence-based practices throughout classrooms that are experiencing the greatest need. In particular, the state will provide resources to Comprehensive Support and Improvement schools and provide technical assistance and guidance that prioritize students experiencing poverty, students with disabilities, and English learners.

We will collaborate with the VDOE and other stakeholders throughout the state to make the goals outlined in this grant a reality. We know that if we work together as a community that we can make a lasting difference for all students across the state.

Sincerely,



Scott Brabrand
Executive Director, VASS





Em Cooper, Deputy Superintendent
Division of Teaching and Learning
Virginia Department of Education
101 N 14th Street
Richmond, VA 23218-2120

June 20th, 2024

Dear Ms. Cooper:

I am pleased to express my full support for the Virginia Department of Education's (VDOE) Comprehensive Literacy State Development grant proposal. This funding would enable the Commonwealth to expand and deepen its literacy initiatives, accelerating the adoption of evidence-based practices throughout classrooms that are experiencing the greatest need. In particular, the state will provide resources to Comprehensive Support and Improvement schools and provide technical assistance and guidance that prioritize students experiencing poverty, students with disabilities, and English learners.

We will collaborate with the VDOE and other stakeholders throughout the state to make the goals outlined in this grant a reality. Specifically, the Johns Hopkins Institute for Education Policy will conduct a detailed survey of the current use of instructional materials by the ELA public school teachers in the Commonwealth. This will enable district and state leaders to identify schools and districts where the science of reading requires targeted support in the form of new curricula and focused professional development.

Raising the levels of literacy for our less advantaged students is essential if we are to achieve equality of opportunity for all our public-school students: This grant offers critically important support in enabling Virginia to reach that goal.



av e ner

Executive Director,
The Johns Hopkins Institute for Education Policy
Professor, School of Education, Johns Hopkins University
(Former NYS Commissioner of Education).



**VIRGINIA
ASSOCIATION
OF ELEMENTARY
SCHOOL PRINCIPALS**

Em Cooper, Deputy Superintendent

Division of Teaching and Learning

Virginia Department of Education

101 N 14th Street

Richmond, VA 23218-2120

Dear Ms. Cooper:

I am pleased to express my full support for the Virginia Department of Education's (VDOE) Comprehensive Literacy State Development grant proposal. This funding would enable the Commonwealth to expand and deepen its literacy initiatives, accelerating the adoption of evidence-based practices throughout classrooms that are experiencing the greatest need. In particular, the state will provide resources to Comprehensive Support and Improvement schools and provide technical assistance and guidance that prioritize students experiencing poverty, students with disabilities, and English learners.

VAESP represents the leaders of Virginia's schools. We hear from our membership the great need they have in the area of literacy. Providing our neediest schools with timely resources and support will enable our school leaders to guide their school and communities to greater academic success.

We will collaborate with the VDOE and other stakeholders throughout the state to make the goals outlined in this grant a reality. We know that if we work together as a community that we can make a lasting difference for all students across the state.

Sincerely,

Krista Arnold

VAESP Executive Director



Washington County Public Schools

812 Thompson Drive, Abingdon, Virginia 24210



KEITH PERRIGAN, Ed.D.
Superintendent

JEFF NOE, Ed. D.
Assistant Superintendent

CHAD WALLACE, Ed.D
Assistant Superintendent

THE SCHOOL BOARD
Jenny D. Nichols, Chair
Debbie E. Anderson, Vice Chair
William L. Brannon, Ed.D.
Sandy H. Fredrick, Ed.D.
J. Sanders Henderson, III
Crystal D. Rasnake
Adam D. Wilson

June 19, 2024

Em Cooper, Deputy Superintendent
Division of Teaching and Learning
Virginia Department of Education
101 N 14th Street
Richmond, VA 23218-2120

Dear Ms. Cooper:

I am pleased to express my full support for the Virginia Department of Education's (VDOE) Comprehensive Literacy State Development grant proposal. This funding would enable the Commonwealth to expand and deepen its literacy initiatives, accelerating the adoption of evidence-based practices throughout classrooms that are experiencing the greatest need. In particular, the state will provide resources to Comprehensive Support and Improvement schools and provide technical assistance and guidance that prioritize students experiencing poverty, students with disabilities, and English learners.

We will collaborate with the VDOE and other stakeholders throughout the state to make the goals outlined in this grant a reality. We know that if we work together as a community that we can make a lasting difference for all students across the state.

Sincerely,

Keith Perrigan, Ed.D.
Superintendent

:kmp



June 21, 2024

Em Cooper, Deputy Superintendent
Division of Teaching and Learning
Virginia Department of Education
101 N 14th Street
Richmond, VA 23218-2120

Dear Ms. Cooper:

I am pleased to express the Virginia EL Supervisors' Association's support for the Virginia Department of Education's (VDOE) Comprehensive Literacy State Development grant proposal. This funding would enable the Commonwealth to expand and deepen its literacy initiatives, accelerating the adoption of evidence-based practices throughout classrooms that are experiencing the greatest need. In particular, the state will provide resources to Comprehensive Support and Improvement schools and provide technical assistance and guidance that prioritize students experiencing poverty, students with disabilities, and English learners.

We will collaborate with the VDOE and other stakeholders throughout the state to make the goals for creating cohorts for networking and collaboration in this grant for improving student achievement with English learners a reality. We know that if we work together as a community, we can implement best practices known for developing literacy and English language proficiency and make a lasting impact for all English learners across the state.

Sincerely,



Courtney Proffitt
Virginia EL Supervisors' Association
President

Lisa Coons

Executive Leadership Strengths

Visionary Operational Leader
Large Scale Budget Management
Vendor Management
Stakeholder Engagement

Community Partnerships
Science of Reading Expert
Project and Risk Management
Instructional Leadership

Educational Technology
Leadership Coaching
Professional Development
Staff Relations

Selected Professional Accomplishments

State Superintendent of Public Instruction | Virginia Department of Education | (April 2023-present)

- Serve as the chief executive officer for the department of education supervising over 500 employees, managing the operations of 20+ offices and oversee the public education of approximately 1.3 million students from birth to twelfth grade in the Virginia public school system.
- Lead a team of c-suite executives to oversee the financial, programmatic, and operational needs of 132 school districts and over 2000 schools and educational centers spread across the Commonwealth of Virginia.
- Serve as secretary to the Virginia Board of Education and support the operational needs for the regulatory and procedural oversight of the board.
- Oversee a statewide operating budget of over \$12 billion dollars and an organizational operational budget of \$300 million.
- Successfully led the revision of math, ELA, and social studies standards in 14 months as well as began the implementation of the K-8 Virginia Literacy Act.
- Collaborated with the Governor's office and General Assembly to provide \$418 million for chronic absenteeism intervention and tutoring recovery.
- Re-designed statewide accountability system through 30+ stakeholder meetings and one year of collaborative State Board development that will result in improved transparency and a coherent and cohesive federal and state support framework for schools at risk and in duress.

Chief Academic Officer | Tennessee Department of Education | (June 2019-April 2023)

- Serve as the chief academic officer for the State of Tennessee, leading all birth to grade 12 academic programming including K-12 teaching and learning in literacy/English language arts, mathematics, science, and fine arts; early childhood education; voluntary PreK; Head Start; and Response to Intervention.
- Launched a comprehensive \$120 million Reading 360 Initiative that trained over 18,000 educators, supported 100+ district high-quality literacy programs, re-designed teacher preparation programs, and provided 50,000 families with home literacy materials resulting in the highest Grade 3-8 2022 ELA statewide outcomes since 2012 despite intermittent pandemic school closures.
- Cultivated a statewide strategy that secured Tennessee's place as a national leader in the adoption and implementation of high-quality instructional materials resulting in over 97% of districts adopting English language arts materials considered high-quality.

- Implemented a \$170 million TN ALL Corps tutoring program for 155,000 at-risk students in grades 1-8 providing research-based high-dosage, low-ratio tutoring to ensure accelerated learning growth and higher student achievement gains in mathematics and ELA.
- Designed and directly supported two statewide community partnership grants with multiple United Ways, Urban League and other nonprofit organizations to create a networked tutoring program serving an additional 40,000 at-risk students providing additional tutoring capacity for large urban districts.
- Restructured fiscal monitoring of district VPK budgets to increase timely expenditures by 20%, and, in turn, allowing the state to re-allocate unspent funds adding 33 classrooms statewide.
- Orchestrated a strategic research partnership with University of Tennessee establishing an independent Tennessee Reading Research Center to evaluate existing statewide reading initiatives to determine the most impactful strategies and to ensure sustainability in the implementation of effective reading instruction improvements.
- Lead and mentor an executive team of assistant commissioners, senior directors, and an office of 60+ staff members.
- Spearhead academic projects with ten inter-agency divisions, including educator preparation programming, teacher/leader evaluation, and College and Career Technical Education initiatives, to ensure coherent programming for districts across the state.

Executive Officer, District Priority Schools | Metro Nashville Public Schools | (August 2017-June 2019)

- Created an effective leadership division that supported 23 priority schools, replacing a smaller legacy system, and bolstering student attendance by an average of 15% and academic growth by 20% on NWEA MAP benchmark data.
- Directed a team of principal supervisors, student support coordinators, and literacy and math specialists; successfully executed a \$5.6M budget, providing operational support to 25 schools, 11,000 students, and over 850 staff members.
- Cultivated partnerships with John Hopkins University (Attendance Works), TNTP, Vanderbilt University, and Lipscomb University to re-vision the MNPS priority schools strategic plan focusing on building community partner schools, implementing rigorous literacy and math curricula, designing intensive teacher and leader supports, and creating a robust wrap around social and emotional support system for students.
- Formulated road map for the successful exit of five schools from statewide priority status by increasing student attendance by 20% and significantly increasing academic success of students in all five schools.
- Served as an advisory member to the Nashville Mayor's Kitchen Cabinet for Priority Schools to engage multiple community entities in Nashville to build a coherent and comprehensive vision for school improvement for turn around schools.
- Established community partner relationships with city council members, Communities in Schools, Nashville Public Education Foundation, United Way, and Pencil Foundation to create school-specific strategies to fully engage families in their children's learning experiences.

Executive Director of Instructional Leadership | Tennessee Department of Education | (October 2014-August 2016)

- Oversaw visioning, content sequencing, and module development for quarterly statewide leadership courses designed to provide systematic instructional professional development for over 2,100 superintendents, assistant superintendents, and principals.
- Customized and executed leadership coaching series for urban school districts to tailor instructional leadership development models impacting leadership supports for over 300 school leaders in Tennessee.
- Orchestrated 2015 statewide leadership conference including developing learning sessions and managing operations and \$2M budget; event served over 2300 attendees with an 89% highly satisfied customer rating.
- Re-structured monthly regional professional learning series for district instructional supervisors to use a collaborative problem-solving model. As a result, designed and implemented a statewide improvement science model that facilitated the analysis of literacy practices in 70% of districts.

Middle School Supervisor | Sumner County Schools | (July 2013-September 2014)

- Led instructional programming for 13 diverse county-wide middle school programs and served as co-chair for Countywide Student Intervention Implementation Committee.
- Facilitated the implementation of RTI² programming including budgeting, ordering, and managing the delivery of RTI² intervention materials to all district middle schools.
- Coached principals in curriculum planning, revising master schedules to ensure consistent intervention time, and designed cohesive intervention curriculum in math and reading.
- Facilitated countywide Professional Learning Communities for principals, assistant principals, teacher leaders, librarians, and guidance counselors in building coherent instructional and student support practices within their school.

Director of Academics | LEAD Public Schools | (April 2012-July 2013)

- Designed, oversaw, and provided direct support for instructional leadership staff, instructional coaches, special education staff, English as a Second Language services, teacher development, instructional technology oversight, and special education programs.
- Oversaw staff, \$500K budget, and training for academics to ensure effective and efficient operations of new initiatives with growing schools that served students with dynamic needs.
- Created and implemented cohesive instructional model for middle and high schools resulting in an application of state academic standards as well as designed rigorous college preparation and remediation time for students with large academic barriers and gaps.
- Retooled teacher evaluation system to include weekly walk-through observations and teacher coaching that resulted in a clear continuum of teacher development around statewide teacher evaluation indicators.
- Designed and executed yearlong professional development calendar, network assessment calendar, weekly professional development, and two-week induction programming to provide clear continuum and fidelity to the academic vision.

Assistant Superintendent | Ross Local Schools | (August 2009-April 2012)

- Designed and executed strategic planning and budgeting for the “Race to Top” Grant including ordering, invoicing, monthly board updates, and state-mandated reporting.
 - Oversaw the district budget of \$2M in competitive grants, federal grants programs, and student support dollars and provided school board with monthly budget reports.
 - Served as the human resources representative for all contract negotiations, staff discipline, staff recognition, and staff terminations.
 - Supervised K-12 instructional programming including gifted, English as Second Language, technology, and library media services and provided monthly board reports on academic progress and achievement.
-

Educational and Certifications

Broad Fellowship: School of Management, Yale University (Fellowship for Education Leadership, June 2022-March 2023)

Ed. D.: David Lipscomb University (Learning Organizations and Strategic Change, Dec 2016)
Dissertation title: The Impact of the EDI Framework and Inquiry-based Learning Strategies on Student Achievement in Middle School; Advisor: Dr. Jeanne Fain

Ed. S.: David Lipscomb University (Collaborative Professional Learning, Dec 2014)
Project Title: Improving Literacy for all Adolescents; Advisor: Dr. Tammy Shutt

Instructional Coaching Certificate: David Lipscomb University (July 2014)

Superintendent License: University of Cincinnati/Wright State University (Aug 2011)

Principal License: University of Cincinnati/Wright State University (Aug 2006)

Administrative Specialist License: Curriculum & Instruction Wright State University (Aug 2003)

M.A.: Wright State University (Educational Technology, June 2003)
Concentrations: Educational Technology, Educational Leadership

B.S.: Wright State University (Secondary Education, June 1998)

Presentations and Publications

- Coons, Lisa (August 2022). Featured in “The Surprising State Where Kids Are Making a Reading Comeback” <https://www.edpost.com/stories/the-surprising-state-where-kids-are-making-a-reading-comeback>.
- Coons, Lisa (August 2022). Unique Learning Needs State Board Rules Updates. State Board of Education.
- Coons, Lisa (July 2022). Tennessee Investment in Student Achievement: Funding Unique Learners. State Board of Education.
- Coons, Lisa (July 2022). Featured in “5 Insights on Getting the ‘Science of Reading’ Into Classrooms.” <https://www.edweek.org/teaching-learning/5-insights-on-getting-the-science-of-reading-into-classrooms/2022/07>
- Coons, Lisa (June 15, 2022). Featured in “Cheatham County Schools chosen to pilot changes in online learning program.” https://www.cheathamcountyexchange.com/news/cheatham-county-schools-chosen-to-pilot-changes-in-online-learning-program/article_4ad7b49e-eacf-11ec-bd05-1b3814941bc0.html
- Coons, Lisa (April 2022). 2021-22 Statewide Testing Outcomes. State Board of Education.
- Coons, Lisa (April 2022). Creating Coherent and Systematic Partnerships between TDOE and Education Preparation Providers. Council of Chief State School Officers.
- Coons, Lisa (April 2022). Featured in “County Schools Lauded for Reading.” https://www.news-herald.net/news/county-schools-lauded-for-reading/article_b12ddf27-938d-597f-ad5c-8013c125c2bd.html
- Coons, Lisa (March 4, 2022). Featured in “Tennessee Department of Education visits Harold McCormick Elementary as part of ‘Reading 360’ campaign.” <https://www.elizabethton.com/2022/03/04/tennessee-department-of-education-visits-harold-mccormick-elementary-as-part-of-reading-360-campaign/>
- Coons, Lisa (March 2022). Featured in “The Urban League of Greater Chattanooga Fights Illiteracy.” <https://nul.org/news/urban-league-greater-chattanooga-fights-illiteracy>
- Coons, Lisa (February 2022). Featured in: “Beyond ‘Maus’: How Tennessee’s schools are changing for the better.” <https://fordhaminstitute.org/national/commentary/beyond-maus-how-tennessees-schools-are-changing-better>
- Coons, Lisa (February 2022). Featured in “23,171 Knox County Parents Will Receive Texts to Help Children Learn at Home.” <https://governorsfoundation.org/23171-knox-county-parents-will-receive-texts-to-help-children-learn-at-home/>
- Coons, Lisa (February 2022). Reading 360: An Overview. Excel in Ed.

- Coons, Lisa (January 2022). Accelerating Learning through High Dosage Tutoring. What Works Summit.
- Coons, Lisa (October 2021). 2021 Statewide Academic Performance Results. State Board of Education.
- Coons, Lisa (September 2021). TN All Corps: How Superintendents Can Leverage State Dollars for Learning Acceleration. Tennessee Organization of School Superintendents State Conference.
- Coons, Lisa (September 2021). Reading 360: How to Support Systemwide Literacy Change in Your District. Tennessee Organization of School Superintendents State Conference.
- Coons, Lisa (April 2021). "What Can States Do to Improve Reading Instruction?" EdTrust Podcast. <https://edtrust.org/the-equity-line/what-can-states-do-to-improve-reading-instruction/>
- Coons, Lisa (September 2020). How to Leverage Best for All Central Resources during School Closures. Tennessee Organization of School Superintendents State Virtual Conference.
- Coons, Lisa (January 2020). Featured in "National Literacy Campaign to Visit Three Tennessee Districts to Observe Model Curriculum Implementation." StandardsWork. <https://knowledgematterscampaign.org/national-literacy-campaign-visit-three-tennessee-districts-observe-model-curriculum-implementation/>
- Coons, Lisa (September 2019). Improving Instruction: Start with High Quality Instructional Materials. Tennessee Organization of School Superintendents State Conference.
- Coons, Lisa (September 2018). "Dr. Joseph Cautions Against Quick Fixes for Under Performing Metro Schools." <https://tntribune.com/dr-joseph-cautions-against-quick-fixes-for-under-performing-metro-schools/>
- Coons, Lisa (2016). The Impact of the EDI Framework and Inquiry-based Learning Strategies on Student Achievement in Middle School.
- Coons, Lisa. (2016). Tennessee Department of Education 2016 statewide integrated leadership course Spring: Elementary and secondary literacy strategies.
- Coons, Lisa. (2015). Tennessee Department of Education 2015 statewide integrated leadership course Winter: Elementary and Secondary. TDOE.
- Coons, Lisa (2015). Tennessee Department of Education 2015 statewide integrated leadership course Fall: Elementary and Secondary. TDOE.

PROFESSIONAL SUMMARY

Instructional, strategic, talent development, and operational leadership experience of large scale, nationally recognized initiatives with track record of success

PROFESSIONAL EXPERIENCE

Virginia Department of Education, Richmond, VA

2024-present

Deputy Superintendent of Teaching and Learning

- Serves as the Chief Academic Officer for the department of education and oversees the academic strategy for over 1.3 million students
- Leads Virginia's literacy strategy and implementation including the Virginia Literacy Act
- Leads instruction, federal programs, and behavioral health and wellness offices

Louisiana Department of Education, Baton Rouge, LA

2016-2024

170+ school systems (69 traditional, 102 charter)

700,000+ students (birth through grade 12, 56% students of color, 68% economically disadvantaged)

50,000+ teachers

Deputy Assistant Superintendent

2021-present

Executive Director of Academic Strategy

2019-2021

Director of Assessment and Accountability Administration

2016-2019

Educational Leadership, Innovation, and Strategy

- Led Louisiana's academic vision and strategy including the school system planning process ensuring an aligned and cohesive strategic plan and budget
- Led the state's nationally recognized comprehensive recruitment and retention strategy that resulted in Louisiana being the only state in country to see an increase in all workforce data including teacher pay and retention and a decrease in teacher vacancies
- Led the transition to a new, statewide, high stakes assessment and accountability system including the shift from paper-based to computer-based testing
- Leads the recruitment, support, development, and retention of educational talent pipeline including the implementation of the New Teacher Experience, statewide teacher apprenticeship, high school pre-educator pathway, aspiring principals fellowship, recruitment and retention fellowship for Human Resources directors, and compensation and incentives strategy
- Led the state's professional learning strategy including the annual statewide teacher conference for over 7,500 educators, a professional learning platform serving as the hub for all educators for professional learning, the Professional Learning Roadmap and Summit Extensions to support school system superintendents and their leadership teams in implementing strong professional learning structures and practices, and the strategy for over 200 state approved vendors in alignment to our state's vision and strategy
- Host of LDOE's podcast, Teacher Leader Lagniappe

Operations

- Budgeted and allocated annually over \$40M to school systems to implement strategic plans prioritizing schools with intervention labels and required state strategies for school improvement
- Oversees \$60M in educational development budgets, RFPs, and contracts that support implementation of strategies to recruit and retain a diverse, highly effective workforce
- Oversees policy and law development and implementation including the removal of Praxis Core as a barrier for entering a teacher preparation program from law and policy

- Oversees the communications strategy and implementation of initiatives and school system supports
- Led the legislative Teacher Advisory Council

Talent Management

- Approves, supports, and implements the accountability system for all educator preparation programs in Louisiana including the addition of required teaching of science of reading and dyslexia for all teacher candidates
- Leads the educator evaluation system including the current transition to an improved evaluation system
- Oversee the training, credentialing, and implementation of teacher and leader roles on the career ladder
- Implements and supports professional learning statewide
- Increased entry points on talent pipeline to increase teacher workforce
- Oversees Grow Your Own strategies such as the para-to-teacher model
- Served on the legislative Teacher Recruitment, Recovery, Retention Task Force leading the development and implementation of Louisiana's recruitment and retention strategy

COVID-19

- Led the COVID-19 strategic planning and ESSER I budgeting for over 170 school systems aligned to statewide priorities for recovery
- Served as the Chair of the legislative Continuous Learning Task Force
- Led the creation and implementation of Louisiana's tutoring strategy and national model, Accelerate
- Led the implementation of statewide summer learning programs
- Led the strategy and implementation of the statewide staffing and scheduling initiative for school system leaders

EDUCATION

Masters of Science, Educational Leadership, Louisiana State University, Baton Rouge, LA

Bachelor of Science, Elementary Education, Louisiana State University, Baton Rouge, LA

Certifications: Elementary Education Grades 1-6, Special Education Grades K-12, Educational Leadership, Superintendent Eligibility

EXPERIENCE

Virginia Department of Education

Richmond, VA

Deputy Superintendent, Early Childhood Care and Education

2018 to present

- Lead a second statewide effort to unify 4,000+ child care, Head Start and prekindergarten sites under system of high standards, measurement and continuous quality improvement to ensure all Virginia children enter kindergarten ready
- Produce recommendations and coordinate with Governor's Office, legislature and stakeholders to secure ~\$300 million in new state funding annually to serve more at-risk children, create an early childhood educator incentive and support quality improvement across classrooms
- Secure \$50+ million in competitive funding for Virginia programs and communities
- Integrate and oversee all state functions related to Early Childhood including licensing, funding, accountability and teacher preparation, managing a successful process to transition staff from multiple state agencies into one
- Design and oversee development of a comprehensive data system (LinkB5) that integrates birth-to-five child and classroom quality improvement information statewide and links with longitudinal data system
- Establish dynamic research-policy partnership with state flagship university to support data-driven improvement
- Lead Virginia's COVID response for early childhood including overseeing the allocation and implementation of nearly \$1 billion in relief and recovery funding
- Currently manage 140+ staff that serve more than 6,000 schools, non-profit programs and small businesses that serve more than 300,000 Virginia children annually
- Previously served as Virginia's first Chief School Readiness Officer

Louisiana Department of Education – Louisiana's state education agency for birth – 12th grade

Baton Rouge, LA

Assistant Superintendent – Early Childhood

2012 to 2018

- Led statewide effort to unify 1,600+ child care, Head Start and prekindergarten providers under system of high standards, accountability and teacher preparation to ensure all Louisiana children enter kindergarten ready
- Designed and implemented the nation's first statewide, universal accountability and enrollment system for all publicly-funded programs that serve children under age five to help families choose the best option for their children through an innovative website (www.louisianaschools.com) and a system of unified local community networks
- Established 60+ local community networks in every parish and provide ongoing technical assistance to ensure effective local governance and ongoing quality improvement to increase kindergarten readiness
- Designed new child care teacher credential, preparation programs and accountability system to prepare teachers to be effective in child care classrooms in a way that is affordable, sustainable and addresses local workforces
- Unify statewide funding and enrollment processes to maximize \$100 million child care block grant and \$90 million in state funding for prekindergarten through locally-run enrollment systems driven by family choice
- Integrate and oversee all state functions related to Early Childhood including licensing, funding, accountability and teacher preparation in order to streamline administration and reduce red tape
- Manage 200+ staff that serve more than 2,100 schools, non-profit programs and small businesses that serve more than 130,000 Louisiana children annually
- Lead engagement of broad set of statewide stakeholders including school superintendents and principals, child care center directors, elected officials, child advocates, early childhood experts, media and business leaders

New York City Housing Authority (NYCHA) – Nation's largest public housing authority

New York, NY

Director of Strategic Planning and Enterprise Program Management

2010 to 2012

- Launched and directed Enterprise Program Management Office (EPMO) for \$3 billion agency with 11,000 employees that serves 1 million low-income New Yorkers to implement strategic initiatives to improve service, streamline business processes and resolve structural deficits
- Directed team of consultants and analysts that provided tracking, validation, issue resolution, financial analysis, coaching and technical assistance to ensure execution of key initiatives and improve staff capabilities
- Reporting to Chairman and Board, led first comprehensive strategic planning process to produce roadmap for future of public housing in NYC and set stage for organizational transformation
- Developed and implemented stakeholder engagement campaign that involved 10,000+ employees, 5,000+ public housing residents as well as elected officials, advocates, thought leaders, union officials and City Hall
- Created and launched pilot model, "Community Conversations," to increase participation and improve dialogue between residents and employees; model was successful and adopted as primary method of customer engagement

- Provided thought leadership and analysis for key initiative to restructure portfolio of resident social programs to measure outcomes and increase effectiveness, with specific focus on education and economic opportunity

Ashoka's Changemakers – *Website that finds and supports innovative solutions to social problems* **Washington, DC**
Director of Project Management **2008 -2009**

- Directed team that managed online projects that generated \$3 million in annual revenues
- Managed growing team of project managers who ran online competitions to identify social innovations
- Oversaw planning, designing, prototyping and launching of new products in U.S. and abroad

Drishtee – *Social business that uses entrepreneurship models to promote rural economic growth* **Delhi, India**
Education Strategy Intern **2007**

- Produced strategic plan for Education Division through field research, statistical analysis and financial models
- Developed scalable training and capacity-building program to raise computer awareness and overall profitability

Safe Horizon – *Non-profit organization that provides crisis services to victims of violence* **New York, NY**
Director, Ivy House Domestic Violence Shelter **2006**

- Assumed leadership of 110-bed domestic violence shelter in Harlem following dismissal of previous management
- Completed 6 month turnaround: Created and implemented corrective action plan to restructure operating procedures, safety protocols, hiring, training and supervision processes to improve program performance and ensure client safety
- Had budget and personnel responsibility for \$2 million program with 35+ staff that supported 110 women/children

Administrative Director for Programs **2005**

- Coordinated budgets, facilities, information technology and personnel management across 13 service programs, including domestic violence shelters, crisis hotlines, human anti-trafficking, torture victim and batterer programs
- Produced and monitored revenue for performance-based programs that generated \$15 million annually
- Managed development and implementation of electronic case management system to improve service and efficiency

Director, Hotlines **2003 – 2005**

- Directed NYC crisis hotlines (Domestic Violence, Rape and 9/11); 10 second response times across 200K calls
- Initiated customer service program that incorporated monitoring, evaluation and performance measurement
- Developed and implemented hiring, training and supervision process for 14 managers and 80+ frontline staff
- Had budget responsibility for \$4 million performance-based program
- Partnered with shelters, hospitals and local organizations to better coordinate services (e.g., shared data system)

Assistant Director, September 11th Response **2001 – 2002**

- Oversaw daily operations for a program which provided 45,000+ 9/11 victims with \$260 million in direct financial assistance and 20,000+ with ongoing assistance from the September 11th Fund
- Launched new program to link 9/11 victims with job training, health care and mental health services
- Hired, trained and supervised multilingual 200+ staff and volunteers

Domestic Violence Case Manager, New York City Police Department **2000 – 2001**

- Provided counseling, advocacy, referrals and shelter placements to victims in police precincts in the Bronx

EDUCATION

The Broad Residency*

Masters in Educational Leadership

2012 – 2014

Public education residency program (*Institution was accredited after completion of program)

Graduate School of Business, Stanford University

Palo Alto, CA

Masters in Business Administration

2006 – 2008

Certificate in Public Management

Yale University

New Haven, CT

Bachelor of Arts with Distinction

1996 – 2000

Major: American Studies

Honors: John E. and Alanne Linck Fellowship

Study Abroad: South Africa

CSI, ATSI SCHOOLS AND DIVISIONS

School Division Name	School Name	Federal Identification
Alexandria City	Ferdinand T. Day Elementary	Comprehensive Support & Improvement
Alexandria City	Jefferson-Houston PK-8 School	Additional Targeted Support & Improvement
Alexandria City	William Ramsay Elementary	Comprehensive Support & Improvement
Bristol City	Virginia Middle	Additional Targeted Support & Improvement
Buckingham County	Buckingham County Primary	Additional Targeted Support & Improvement
Buckingham County	Buckingham County Elementary	Additional Targeted Support & Improvement
Caroline County	Bowling Green Elementary	Additional Targeted Support & Improvement
Caroline County	Caroline Middle	Additional Targeted Support & Improvement
Charlottesville City	Buford Middle	Additional Targeted Support & Improvement
Chesterfield County	Falling Creek Middle	Additional Targeted Support & Improvement
Danville City	Edwin A. Gibson Elementary	Comprehensive Support & Improvement
Danville City	G.L.H. Johnson Elementary	Comprehensive Support & Improvement

Danville City	O. Trent Bonner Middle	Comprehensive Support & Improvement
Danville City	Schoolfield Elementary	Additional Targeted Support & Improvement
Danville City	Westwood Middle	Additional Targeted Support & Improvement
Danville City	Woodberry Hills Elementary	Comprehensive Support & Improvement
Essex County	Essex High	Additional Targeted Support & Improvement
Essex County	James H. Cary Intermediate	Additional Targeted Support & Improvement
Fairfax County	Whitman Middle	Additional Targeted Support & Improvement
Franklin City	S.P. Morton Elementary	Comprehensive Support & Improvement
Frederick County	Frederick County Middle	Additional Targeted Support & Improvement
Fredericksburg City	Hugh Mercer Elementary	Additional Targeted Support & Improvement
Fredericksburg City	Lafayette Elementary	Additional Targeted Support & Improvement
Harrisonburg City	Skyline Middle	Additional Targeted Support & Improvement
Henrico County	Elko Middle	Additional Targeted Support & Improvement
Henrico County	Fair Oaks Elementary	Comprehensive Support & Improvement

Henrico County	Fairfield Middle	Additional Targeted Support & Improvement
Henrico County	Glen Lea Elementary	Comprehensive Support & Improvement
Henrico County	Highland Springs Elementary	Comprehensive Support & Improvement
Henrico County	John Rolfe Middle	Additional Targeted Support & Improvement
Lynchburg City	Linkhorne Middle	Additional Targeted Support & Improvement
Lynchburg City	Sandusky Middle	Additional Targeted Support & Improvement
Montgomery County	Christiansburg Middle	Additional Targeted Support & Improvement
Montgomery County	Shawsville Middle	Additional Targeted Support & Improvement
Newport News City	Carver Elementary	Comprehensive Support & Improvement
Newport News City	Crittenden Middle	Additional Targeted Support & Improvement
Newport News City	George J. McIntosh Elementary	Comprehensive Support & Improvement
Newport News City	Hiddenwood Elementary	Comprehensive Support & Improvement
Newport News City	Homer L. Hines Middle	Additional Targeted Support & Improvement
Newport News City	Huntington Middle	Additional Targeted Support & Improvement

Newport News City	Katherine Johnson Elementary	Comprehensive Support & Improvement
Newport News City	Newsome Park Elementary	Comprehensive Support & Improvement
Newport News City	Sedgefield Elementary	Additional Targeted Support & Improvement
Newport News City	Stoney Run Elementary	Comprehensive Support & Improvement
Norfolk City	Azalea Gardens Middle	Additional Targeted Support & Improvement
Norfolk City	Blair Middle	Additional Targeted Support & Improvement
Norfolk City	Chesterfield Academy Elementary	Comprehensive Support & Improvement
Norfolk City	Jacox Elementary	Comprehensive Support & Improvement
Norfolk City	Lake Taylor K-8	Comprehensive Support & Improvement
Norfolk City	Lindenwood Elementary	Comprehensive Support & Improvement
Norfolk City	Richard Bowling Elementary	Comprehensive Support & Improvement
Norfolk City	Southside STEM Academy at Campostella	Comprehensive Support & Improvement
Norfolk City	Ruffner School	Comprehensive Support & Improvement
Northampton County	Northampton Middle	Additional Targeted Support & Improvement

Nottoway County	Nottoway Middle	Additional Targeted Support & Improvement
Page County	Page County Middle	Additional Targeted Support & Improvement
Petersburg City	Lakemont Elementary	Comprehensive Support & Improvement
Petersburg City	Pleasants Lane Elementary	Comprehensive Support & Improvement
Petersburg City	Vernon Johns Middle	Comprehensive Support & Improvement
Portsmouth City	Brighton Elementary	Comprehensive Support & Improvement
Portsmouth City	Cradock Elementary	Comprehensive Support & Improvement
Portsmouth City	Cradock Middle	Additional Targeted Support & Improvement
Portsmouth City	Douglass Park Elementary	Comprehensive Support & Improvement
Portsmouth City	Waterview Elementary	Additional Targeted Support & Improvement
Portsmouth City	Westhaven Elementary	Comprehensive Support & Improvement
Portsmouth City	William E. Waters Middle	Additional Targeted Support & Improvement
Prince Edward County	Prince Edward Middle	Additional Targeted Support & Improvement
Pulaski County	Critzer Elementary	Additional Targeted Support & Improvement

Richmond City	Albert Hill Middle	Additional Targeted Support & Improvement
Richmond City	Armstrong High	Comprehensive Support & Improvement
Richmond City	Dogwood Middle	Comprehensive Support & Improvement
Richmond City	Blackwell Elementary	Comprehensive Support & Improvement
Richmond City	Broad Rock Elementary	Comprehensive Support & Improvement
Richmond City	Fairfield Court Elementary	Comprehensive Support & Improvement
Richmond City	George W. Carver Elementary	Comprehensive Support & Improvement
Richmond City	Richmond High School for the Arts	Additional Targeted Support & Improvement
Richmond City	Richmond High School for the Arts	Comprehensive Support & Improvement
Richmond City	Henderson Middle	Comprehensive Support & Improvement
Richmond City	Henry Marsh III Elementary	Comprehensive Support & Improvement
Richmond City	Lucille M. Brown Middle	Comprehensive Support & Improvement
Richmond City	Martin Luther King Jr. Middle	Comprehensive Support & Improvement
Richmond City	Oak Grove/Bellemeade Elementary	Comprehensive Support & Improvement

Richmond City	Overby-Sheppard Elementary	Comprehensive Support & Improvement
Richmond City	Richmond Alternative School	Comprehensive Support & Improvement
Richmond City	Richmond Alternative School	Additional Targeted Support & Improvement
Richmond City	River City Middle	Comprehensive Support & Improvement
Richmond City	Swansboro Elementary	Comprehensive Support & Improvement
Richmond City	Thomas C. Boushall Middle	Comprehensive Support & Improvement
Richmond City	Thomas Jefferson High	Additional Targeted Support & Improvement
Richmond City	Westover Hills Elementary	Additional Targeted Support & Improvement
Richmond City	Woodville Elementary	Comprehensive Support & Improvement
Roanoke City	Addison Aerospace Magnet Middle	Comprehensive Support & Improvement
Roanoke City	Hurt Park Elementary	Comprehensive Support & Improvement
Roanoke City	Lincoln Terrace Elementary	Comprehensive Support & Improvement
Roanoke City	Westside Elementary	Additional Targeted Support & Improvement
Spotsylvania County	Battlefield Middle	Additional Targeted Support & Improvement

Spotsylvania County	Post Oak Middle	Additional Targeted Support & Improvement
Staunton City	Shelburne Middle	Additional Targeted Support & Improvement
Suffolk City	Mack Benn Jr. Elementary	Additional Targeted Support & Improvement
Warren County	Skyline Middle School	Additional Targeted Support & Improvement
Waynesboro City	Kate Collins Middle	Additional Targeted Support & Improvement
Waynesboro City	William Perry Elementary	Comprehensive Support & Improvement
Williamsburg- James City County	James Blair Middle	Additional Targeted Support & Improvement



COMMONWEALTH of VIRGINIA

Office of the Governor

Aimee Rogstad Guidera
Secretary of Education

June 24, 2024

Em Cooper, Deputy Superintendent
Division of Teaching and Learning
Virginia Department of Education
101 N 14th Street
Richmond, VA 23218-2120

Dear Ms. Cooper:

I am delighted to express my full support for the Virginia Department of Education's (VDOE) Comprehensive Literacy State Development grant proposal to the U.S. Department of Education. Ensuring all students across the Commonwealth receive strong literacy instruction is one of the top priorities of our Governor's Office.

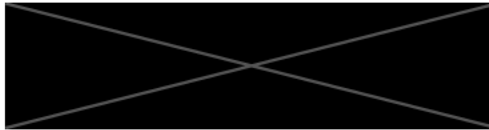
This funding would enable the Commonwealth to expand and deepen its literacy initiatives, accelerating the adoption of evidence-based practices throughout classrooms that are experiencing the greatest need. While the state is already leading important work that is grounded in the evidence and research about how students achieve literacy proficiency, this grant will provide a targeted approach to reach the state's most vulnerable youth. As you know, we have seen an increase in English learners and students with disabilities over the past few years, and our teachers and students deserve and need high leverage supports and resources to close the achievement gap with these student groups.

In Virginia, we pride ourselves on building community. The efforts of this grant will foster rich learning communities where educators can learn and grow from and with each other as they provide a high-quality education for every student. The networks that will support our divisions with intervention labels and schools with high percentages of students with disabilities and English learners will provide the technical assistance and capacity building needed to take their

students to the next level. This type of support is exactly what our educators want and need, and it shows that we value their profession by investing time and money in their growth.

We want every child to be a confident reader that has the joy of reading, writing, speaking, and listening about books. Thank you for leading this work, and I look forward to celebrating the growth of our readers in Virginia.

Sincerely,



Aimee Rogstad Guidera

Budget Narrative File(s)

* Mandatory Budget Narrative Filename: 1250-Budget Narrative VDOE.pdf

Add Mandatory Budget Narrative

Delete Mandatory Budget Narrative

View Mandatory Budget Narrative

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

Add Optional Budget Narrative

Delete Optional Budget Narrative



View Optional Budget Narrative

BUDGET NARRATIVE

The Virginia Department of Education respectfully requests \$29,712,500 to support the activities outlined in this grant proposal. The state will meet the requirements of the grant competition and use funds to supplement and not supplant non-Federal funds that would otherwise be authorized under the CLSD program. Through its role in overseeing the grant competition and monitoring subgrantees over the course of the five-year award, VDOE will ensure that funds are spent in accordance CLSD guidelines so that 40% of all eligible costs are directed to initiatives that support grades K-5; 40% support grades 6-12; 15% support birth through Kindergarten entry; and 5% are for state-level activities.

VDOE is requesting funds to support subgrants to eligible Divisions, teacher stipends, and contracts that support professional learning, high quality instructional materials, and evaluation. All requested funds are for direct costs; the state does not request indirect costs through the CLSD program.

1. Personnel

VDOE will utilize  n CLSD funds to provide teacher stipends to the educators that will conduct reviews of instructional materials. These stipends will be provided to teachers that are selected from a competitive application process and awarded to teachers that demonstrate deep expertise of evidence-based literacy practices and how to identify these practices in instructional materials. VDOE will identify five reviewers per grade band to conduct reviews and provide  stipends for their review work.

- CLSD funds are requested to support years 2-5 of the grant as VDOE expands the grade bands and frequency of reviews. (4 grade bands x 5 teachers x [REDACTED]

[REDACTED] per year. [REDACTED] x 4 = [REDACTED]

2. Contractual - [REDACTED]

VDOE will utilize CLSD funds to supplement its literacy programs and procure the support of high quality vendors that build the Department's capacity to execute on this ambitious agenda. A total of [REDACTED] is requested to support VDOE to:

Coordinate and lead VDOE-hosted networks. CLSD funds will enable Virginia to identify a vendor with demonstrated expertise in evidence-based literacy practices, a track record of leading collaborative networks across multiple audiences, and a commitment to participate in continuous improvement cycles and ensure the content and delivery meet the needs of its participants. This vendor will lead the networks for IHEs, for schools that need additional support for improving outcomes for English learners, and for schools that need additional support for improving outcomes for students with disabilities.

- Networks are hosted during years 2-4 of the grant, and that contract is budgeted at [REDACTED] per year. In year 5, the vendor will work closely with VDOE to close out the networks, capture lessons learned, coordinate with the evaluation vendor (see below), and provide guidance documents or resources as identified throughout the network activities. [REDACTED] years 2-4; [REDACTED] year 5 for a total of [REDACTED]

Design and conduct evaluation of the state's literacy initiatives. CLSD funds will support Virginia to contract with an evaluation vendor to capture data and conduct observations, provide interim analyses throughout the grant, and produce a final study of the impact of the state's literacy initiatives.

- The vendor will design the evaluation in year 1, gather data and provide interim analyses in years 2-4 and produce and support VDOE to disseminate a final report in year 5. [REDACTED] years 1-4; [REDACTED] year 5 for a total of [REDACTED]

Produce an early childhood supplement. VDOE will use CLSD funds to contract with a vendor to create an early childhood instructional materials supplement that will be available to schools and Divisions throughout the state. The vendor will be selected based on deep expertise of evidence-based literacy skills and evidence of high quality curriculum design.

- VDOE will initiate this project in year 1 and predict it will complete during the second year of the grant. [REDACTED] over years 1 and 2)

Coordinate and oversee execution of the annual Excellence in Teaching Summits. VDOE will identify a contractor that has experience hosting and ensuring a quality experience for up to 10,000 educator participants. This vendor will be identified in year 1 and plan the 2025 Summit. Upon successful execution of that contract, the vendor will support future years of the Summit as participation grows. This is a hallmark initiative of the state and will reach teachers in all CSI and ATSI schools, Pre-K teachers, and

Division staff. As it grows, VDOE predicts great impact and growth in participation from schools and Divisions in addition to the CSI and ATSI sites.

- VDOE has budgeted [REDACTED] in year 1 and [REDACTED] in the four subsequent years for this contract. [REDACTED]

3. Other

Subawards - [REDACTED]

Ninety five percent of all funds requested will be awarded to eligible Divisions to advance their literacy instructional coherence priorities as outlined in their Division Literacy Plans. Eligible divisions are those that serve at least one CSI or ATSI school. All grantees receive a base allocation to support their work under this grant and a variable allocation that is based on a per CSI or ATSI school formula.

These funds have been calculated to ensure that 40% of all eligible costs are directed to initiatives that support grades K-5; 40% support grades 6-12; and 15% support birth through Kindergarten entry.

Division Base Allocation

Each of the thirty-three eligible Divisions that serve CSI or ATSI schools can apply for a base allocation that is calculated to be sufficient to participate in required networks and professional learning opportunities. VDOE recognizes the critical role that Divisions have in building and sustaining coherent systems for literacy instruction and will provide

funding to support eligible Division priorities. Divisions that serve CSI or ATSI schools that have Kindergarten classes will receive an additional allocation to support its school readiness strategy, including strengthening collaboration and coherence between Pre-K and Kindergarten sites.

A total of [REDACTED] s requested for the base allocation over the 5 years of this grant.

All divisions will receive [REDACTED] calculated to be sufficient for Divisions to be able to meet the requirements of the grant for K-12 literacy initiatives:

- Participation in Literacy Improvement Networks – Division Leader track. A Division team can expect participation in the network to cost [REDACTED] each year. The network will be hosted for 4 years, beginning in year 2 of the CLSD grant.
 $[REDACTED] \times 33 = [REDACTED]$
- Procuring HQIM and HQPL from VDOE-approved vendors. Divisions are allocated [REDACTED] each for 4 years, beginning in year 2 of the CLSD grant.
 $([REDACTED]) \times 33 = [REDACTED]$
- Implementing a family engagement communication app. Divisions will commit to having an app in place by the end of year 2 of the CSLD grant. The base calculation provides [REDACTED] per year for 4 years, beginning in year 2 of the grant, for procuring an application or supplementing staff costs to implement it.
 $([REDACTED]) \times 33 = [REDACTED]$

For the 16 Divisions that are eligible for funding to support early childhood and Pre-K initiatives, they will each receive an additional [REDACTED] over the life of the grant:

- Excellence in Teaching Summit attendance for Pre-K teachers and school leaders. Divisions will receive funds to support Pre-K staff to attend the annual summit alongside their elementary school peers. This amount is calculated at [REDACTED] per Division per year to support registration and travel for teams, including all eligible Pre-K schools that feed into CSI or ATSI schools, beginning in the first year of the CLSD grant. ($[REDACTED] \times 16 = [REDACTED]$)
- Procuring HQIM and HQPL from VDOE-approved vendors. Divisions will support its CSI and ATSI schools and their corresponding Pre-K programs to collaborate and implement HQIM and intentional, job-embedded HQPL. Divisions are allocated [REDACTED] per year for 4 years of the CLSD grant. ($[REDACTED] \times 16 = [REDACTED]$)

Variable Allocation - Per School Calculation

In addition to the funds allocated for Division activities, each Division can apply to receive sufficient funding to support CSI and ATSI schools to participate in required networks and professional learning opportunities. Schools that participate in the Networks in Support of English Learners and Students with Disabilities and schools that will participate in school readiness initiatives receive additional funding.

A total of [REDACTED] is requested for the variable allocation over the 5 years of this grant.

Divisions serving CSI and ATSI schools will receive [REDACTED] total per school over the course of the grant, calculated to be sufficient for CSI and ATSI schools to be able to meet the requirements of the grant for K-12 literacy initiatives:

- Participation in Literacy Improvement Networks – K-5 or Secondary Tracks. A school team can expect participation in the network to cost [REDACTED] each year. The network will be hosted for 4 years, beginning in year 2 of the CLSD grant.
 $[REDACTED] \times 103 = [REDACTED]$
- Excellence in Teaching Summit attendance. Divisions will receive [REDACTED] per CSI or ATSI school per year to support registration and travel for teams, beginning in the first year of the CLSD grant. $[REDACTED] \times 103 = [REDACTED]$

For the 50 schools that are eligible for funding to support early childhood and Pre-K initiatives, they will each receive an additional [REDACTED] over the life of the grant. This allocation is to support the purchase of five Just Right Reader packs for each Kindergarten and Pre-K students to increase the family to school connection, build coherence at this critical education transition, and ensure each student has rich decodables and access materials that support their foundational skills development.

- Purchase of Just Right Reader packs for students and families. Each pack includes 5 sets of books and activities and costs [REDACTED]. Divisions may apply for sufficient funding to purchase 40 Pre-K and 40 Kindergarten sets per year, beginning in year 2 of the grant, for these 50 CSI and ATSI schools that serve Kindergarten students. $[REDACTED] \times 50 = [REDACTED]$

CSI and ATSI schools determined to be in the top quartile of need for additional support for their English learners and students with disabilities will participate in networks beginning in year 2 of the grant and extending through year 4 of the grant. They may apply for an allocation of [REDACTED] per year of the network to support their participation in the network and implementation of strategies in their action plans. VDOE anticipates 25-30 schools will participate in each network, and VDOE will work with the Divisions and schools to determine participation and ensure quality action plans.

- Allocation for schools to participate in networks and implement strategies to support English learners and students with disabilities. ([REDACTED] x 26 = [REDACTED])



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

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

Applicant Information

Legal Name:

Virginia Department of Education

1. Project Objective:

Increase the number of students learning from HQIM (Years 1 and 2)

1.a. Performance Measure	Measure Type	Quantitative Data				
		Target				
		Raw Number	Ratio		%	
100% of CSI and ATSI schools will have ELA HQIM in all grade levels.	PROJECT			/		

1.b. Performance Measure	Measure Type	Quantitative Data				
		Target				
		Raw Number	Ratio		%	
100% of Pre-K classrooms that feed into Kindergarten classrooms in CSI and ATSI schools incorporate these high quality resources into their instruction.	PROJECT			/		

2. Project Objective:

Increase educator capacity to implement HQIM and evidence-based literacy practices (Years 1-5).

2.a. Performance Measure	Measure Type	Quantitative Data				
		Target				
		Raw Number	Ratio		%	
100% of CSI and ATSI schools will have high quality, curriculum based PL from an approved vendor each year	PROJECT			/		

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

2.b. Performance Measure	Measure Type	Quantitative Data				
		Target				
		Raw Number	Ratio		%	
90% of participants agree or strongly agree that participating in the Literacy Improvement Network has improved their practice.	PROJECT			/		

2.c. Performance Measure	Measure Type	Quantitative Data				
		Target				
		Raw Number	Ratio		%	
Teachers from 90% of Divisions statewide attend the conference by 2028.	PROJECT			/		

2.d. Performance Measure	Measure Type	Quantitative Data				
		Target				
		Raw Number	Ratio		%	
100% of eligible schools have action plans that incorporate evidence-based literacy practices for ELs and students with disabilities.	PROJECT			/		

3. Project Objective:

Increase Division capacity to support evidence-based literacy practices (Years 2-5).

3.a. Performance Measure	Measure Type	Quantitative Data				
		Target				
		Raw Number	Ratio		%	
90% of participants agree or strongly agree that participating in the Literacy Improvement Network has improved their practice with regards to all schools, including their CSI and ATSI schools	PROJECT			/		

3.b. Performance Measure	Measure Type	Quantitative Data				
		Target				
		Raw Number	Ratio		%	
80% of Pre-K-5 families are registered in the Family Engagement App 80% of registered families access the app at least once per month	PROJECT			/		

4. Project Objective:

Increase Coherence between Pre-K and Elementary Schools (Years 2-5)

PR/Award # S371C240031

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

4.a. Performance Measure	Measure Type	Quantitative Data				
		Target				
		Raw Number	Ratio		%	
100% of eligible Pre-K and Kindergarten students in eligible CSI or ATSI schools receive decodable packs 80% of families surveyed indicate use of supports and satisfaction with family-home connections	PROJECT			/		

4.b. Performance Measure	Measure Type	Quantitative Data				
		Target				
		Raw Number	Ratio		%	
The percent of students considered "ready" on VKRP assessments increases by 10 percentage points by 2028-2029.	PROGRAM			/		

5. Project Objective:

Student outcomes improve in CSI and ATSI schools (Years 2-5)

5.a. Performance Measure	Measure Type	Quantitative Data				
		Target				
		Raw Number	Ratio		%	
CSI and ATSI schools increase low-risk indicator on literacy screener by 15 percentage points by 2028-2029. CSI and ATSI schools increase SOL Reading pass rates by 15 percentage points by 2028-2029.	PROGRAM			/		

5.b. Performance Measure	Measure Type	Quantitative Data				
		Target				
		Raw Number	Ratio		%	
The percent of students considered "ready" on VKRP assessments increases by 10 percentage points by 2028-2029.	PROGRAM			/		

6. Project Objective:

Traditionally underserved students experience dramatic growth in their literacy assessments (Years 2-5)

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

6.a. Performance Measure	Measure Type	Quantitative Data				
		Target				
		Raw Number	Ratio		%	
VKRP readiness, SOL Reading pass rates, and literacy screener low-risk indicator will increase by 10 percentage points for students with disabilities and English learners by 2028-2029	PROGRAM			/		

6.b. Performance Measure	Measure Type	Quantitative Data				
		Target				
		Raw Number	Ratio		%	
The graduation rate for students with disabilities and English learners will increase by 5 percentage points by 2028-2029.	PROGRAM			/		

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

Virginia 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)	3,896,000.00	6,463,500.00	6,538,500.00	6,538,500.00	6,276,000.00			29,712,500.00

***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:
☐ Is included in your approved Indirect Cost Rate Agreement? Or, ☐ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %.
- (6) For Training Rate Programs (check one) – Are you using a rate that:
☐ Is based on the training rate of 8 percent of MTDC (See EDGAR § 75.562(c)(4))? Or, ☐ ded in your approved Indirect Cost Rate Agreement, because it is lower than the training rate of 8 percent of MTDC (See EDGAR § 75.562(c)(4))?

Name of Institution/Organization	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.
Virginia Department of Education	

SECTION B - BUDGET SUMMARY

NON-FEDERAL FUNDS

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

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524

Name of Institution/Organization	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
Virginia Department of Education		

IF APPLICABLE: SECTION D - LIMITATION ON ADMINISTRATIVE EXPENSES

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

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

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

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.

VDOE's mission is to ensure every learner reaches their postsecondary hopes and dreams by providing them a best-in-class education. We are also committed to bring coherence to all of the separate initiatives (e.g., ELA standards, Virginia Literacy Act, early literacy research, division literacy plans, The Path Forward with higher education) into a comprehensive and coherent strategy for divisions.

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

To ensure all divisions with the most need have access to the grant, two main barriers exist: divisions lacking knowledge of their eligibility for the grant and divisions having the time or capacity to complete the application. We also plan to reduce competing initiative by bringing them altogether into a single cohesive strategy.

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?

VDOE will host several webinars for all eligible divisions to learn more about the grant, the benefits and expectations, and how to apply. The Department will also create a simple, clear application and provide all divisions technical assistance to ensure all submissions are completed for approval.

All eligible divisions will be notified via email about this opportunity including an overview of the grant process, comprehensive supports to improve achievement, and the supports in place for applying.

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

Eligible divisions and schools identified - June 2024

Application Finalized - September 2024

Emails sent to eligible divisions - October 2024

Webinars held for eligible divisions - October 2024

Application opens - October 2024

Technical assistance provided - October-November 2024

Application closes - November 2024

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 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:
Mrs.	Em		Cooper	

* Project Director Level of Effort (percentage of time devoted to grant): 20

Address:

* Street1:	1001 E Broad St
Street2:	
* City:	Richmond
County:	
* State:	VA: Virginia
* Zip Code:	23219-1928
* Country:	USA: UNITED STATES

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

--	--

* Email Address:

--

Alternate Email Address:

--

OPE ID(s) (if applicable)

--

NCES School ID(s) (if applicable)

--

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

--

2. New Potential Grantee or Novice Applicant:

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

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

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

☐ Yes ☐ No

3. Human Subjects Research:

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

☐ Yes ☒ No

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

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

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

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

Add Attachment

Delete Attachment

View Attachment

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

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

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

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

☐ Construction

☐ Remodeling

☐ Broadband Infrastructure

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



U.S. Department of Education
Evidence Form

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

1. Level of Evidence

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

☐ Demonstrates a Rationale ☐ Promising Evidence ☐ Moderate Evidence ☒ Strong Evidence

2. Citation and Relevance

Fill in the chart below with the appropriate information about the studies that support your application.

A. Research/Citation	B. Relevant Outcome(s)/Relevant Finding(s)	C. Project Component(s)/Overlap of Populations and/or Settings
Poorman, B., Beyler, N., Borradaile, K., Coyne, M., Denton, C. A., Dimino, J., Furgeson, J., Hayes, L., Henke, J., Justice, L., Keating, B., Lewis, W., Sattar, S., Streke, A., Wagner, R., & Wissel, S. (2016). Foundational skills to support reading for understanding in kindergarten through 3rd grade (NCEE 2016-4008). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education.	(Table I.1., page 3) Recommendations and corresponding levels of evidence for improving reading for understanding in kindergarten through third grade categorize two practice areas as having "Strong" levels of evidence: Recommendation 2: Develop awareness of the segments of sounds in speech and how they connect to letters (grades K-1) Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words (grades K-3) The practice recommendations from the IES expert panel are grounded in high-quality evidence based on research studies into reading interventions. The data that underpins these recommendations, and examples for these practices for building students' reading skills are included on pages 14-31.	(Appendix D, Pages 69-82). Studies that meet What Works Clearinghouse standards with or without reservations provide a strong evidence base for the recommendations. The recommendations derive from analysis of a collection of studies that examined effects on across student populations and educational settings. 17 studies underpin Recommendation 2. 18 studies underpin Recommendation 3.
Vaughn, S., Gersten, R., Dimino, J., Taylor, M. J., Newman-Gonchar, R., Krowka, S., Kieffer, M. J., McKeown, M., Reed, D., Sanchez, M., St. Martin, K., Wexler, J., Morgan, S., Yañez, A., & Jayanthi, M. (2022). Providing Reading Interventions for Students in Grades 4-9 (WWC 2022007). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from https://www.whatworks.ed.gov/	(Table I.1., page 3) Recommendations and corresponding levels of evidence for providing reading interventions for students in grades 4-9 show three practices that have a "Strong" level of evidence Recommendation 1: Build decoding skills Recommendation 2: Provide purposeful fluency-building activities Recommendation 3: Routinely use a set of comprehension-building practices The practice recommendations from the IES expert panel are grounded in high-quality evidence based on research studies into reading interventions for grades 4-9. The data that underpins these recommendations, and examples	(Appendix C, Pages 97-140). Studies that meet What Works Clearinghouse standards with or without reservations provide a strong evidence base for the recommendations. The recommendations derive from analysis of a collection of studies that examined effects on across student populations and educational settings. 32 studies underpin Recommendation 1. 33 studies underpin Recommendation 2. 34 studies underpin

PR/Award #S371C240031

	for these practices for building students' reading skills are included on pages 4-67.	Recommendation 3.
Burchinal, M., Krowka, S., Newman-Gonchar, R., Jayanthi, M., Gersten, R., Wavell, S., Lyskawa, J., Haymond, K., Bierman, K., Gonzalez, J. E., McClelland, M. M., Nelson, K., Pentimonti, J., Purpura, D. J., Sachs, J., Sarama, J., Schlesinger-Devlin, E., Washington, J., & Rosen, E. (2022). Preparing Young Children for School (WWC 2022009). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from https://whatworks.ed.gov/ .	<p>(Table I.1, page 5) Recommendations and corresponding levels of evidence for practices that increase young children's school readiness are included that have a "Strong" level of evidence related to literacy development and the proposed project:</p> <p>Recommendation 5: Intentionally plan activities to build children's vocabulary and language</p> <p>Recommendation 6: Build children's knowledge of letters and sounds</p> <p>Recommendation 7: Use shared book reading to develop children's language, knowledge of print features, and knowledge of the world.</p> <p>The data that underpins these recommendations, and examples for these practices for building students' school readiness skills with regards to specific literacy components are included on pages 39-60.</p>	<p>(Appendix C Pages 106-133) Studies that meet What Works Clearinghouse standards with or without reservations provide a strong evidence base for the recommendations.</p> <p>15 studies underpin Recommendation 5.</p> <p>9 studies underpin Recommendation 6.</p> <p>17 studies underpin Recommendation 7.</p>

Instructions for Evidence Form

- 1. Level of Evidence.** Check the box next to the level of evidence for which you are applying. See the Notice Inviting Applications for the evidence definitions.
- 2. Citation and Relevance.** Fill in the chart for each of the studies you are submitting to meet the evidence standards. If allowable under the program you are applying for, you may add additional rows to include more than four citations. (See below for an example citation.)
 - a. Research/Citation.** For Demonstrates a Rationale, provide the citation or link for the research or evaluation findings. For Promising, Moderate, and Strong Evidence, provide the full citation for each study or WWC publication you are using as evidence. If the study has been reviewed by the WWC, please include the rating it received, the WWC review standards version, and the URL link to the description of that finding in the WWC reviewed studies database. Include a copy of the study or a URL link to the study, if available. Note that, to provide promising, moderate, or strong evidence, you must cite either a specific recommendation from a WWC practice guide, a WWC intervention report, or a publicly available, original study of the effectiveness of a component of your proposed project on a student outcome or other relevant outcome.
 - b. Relevant Outcome(s)/Relevant Finding(s).** For Demonstrates a Rationale, describe how the research or evaluation findings suggest that the project component included in the logic model is likely to improve relevant outcomes. For Promising, Moderate and Strong Evidence, describe: 1) the project component included in the study (or WWC practice guide or intervention report) that is also a component of your proposed project, 2) the student outcome(s) or other relevant outcome(s) that are included in both the study (or WWC practice guide or intervention report) and in the logic model (theory of action) for your proposed project, and 3) the study (or WWC intervention report) finding(s) or WWC practice guide recommendations supporting a favorable relationship between a project component and a relevant outcome. Cite page and table numbers from the study (or WWC practice guide or intervention report), where applicable.
 - c. Project Component(s)/Overlap of Population and/or Settings.** For Demonstrates a Rationale, explain how the project component(s) is informed by the research or evaluation findings. For Promising, Moderate, and Strong Evidence, explain how the population and/or setting in your proposed project are similar to the populations and settings included in the relevant finding(s). Cite page numbers from the study or WWC publication, where applicable.

EXAMPLES: For Demonstration Purposes Only (the three examples are not assumed to be cited by the same applicant)

A. Research/Citation	B. Relevant Outcome(s)/Relevant Finding(s)	C. Project Component(s)/Overlap of Populations and/or Settings
Graham, S., Bruch, J., Fitzgerald, J., Friedrich, L., Furgeson, J., Greene, K., Kim, J., Lyskawa, J., Olson, C. B., & Smither Wulsin, C. (2016). <i>Teaching secondary students to write effectively</i> (NCEE 2017-4002). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from the NCEE website: https://ies.ed.gov/ncee/wwc/PracticeGuide/22 . This report was prepared under Version 3.0 of the WWC Handbook (p. 72).	<p>(Table 1, p. 4) Recommendation 1 ("Explicitly teach appropriate strategies using a Model – Practice – Reflect instructional cycle") is characterized as backed by "strong evidence."</p> <p>(Appendix D, Table D.2, pp. 70-72) Studies contributing to the "strong evidence" supporting the effectiveness of Recommendation 1 reported statistically significant and positive impacts of this practice on genre elements, organization, writing output, and overall writing quality.</p>	(Appendix D, Table D.2, pp. 70-72) Studies contributing to the "strong evidence" supporting the effectiveness of Recommendation 1 were conducted on students in grades 6 through 12 in urban and suburban school districts in California and in the Mid-Atlantic region of the U.S. These study samples overlap with both the populations and settings proposed for the project.

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

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