

Application for Federal Assistance SF-424		
* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
* 3. Date Received: <input type="text" value="06/01/2020"/>	4. Applicant Identifier: <input type="text"/>	
5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>	
State Use Only:		
6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>	
8. APPLICANT INFORMATION:		
* a. Legal Name: <input type="text" value="Tennessee Department of Education"/>		
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="62-6001445"/>	* c. Organizational DUNS: <input type="text" value="8790162510000"/>	
d. Address:		
* Street1:	<input type="text" value="710 James Robertson Parkway"/>	
Street2:	<input type="text"/>	
* City:	<input type="text" value="Nashville"/>	
County/Parish:	<input type="text"/>	
* State:	<input type="text" value="TN: Tennessee"/>	
Province:	<input type="text"/>	
* Country:	<input type="text" value="USA: UNITED STATES"/>	
* Zip / Postal Code:	<input type="text" value="37243-0001"/>	
e. Organizational Unit:		
Department Name: <input type="text" value="Standards and Materials"/>	Division Name: <input type="text"/>	
f. Name and contact information of person to be contacted on matters involving this application:		
Prefix: <input type="text" value="Dr."/>	* First Name: <input type="text" value="Lisa"/>	
Middle Name: <input type="text"/>		
* Last Name: <input type="text" value="Coons"/>		
Suffix: <input type="text"/>		
Title: <input type="text" value="Chief of Standards and Materials"/>		
Organizational Affiliation: <input type="text" value="Tennessee Department of Education"/>		
* Telephone Number: <input type="text" value="615-571-6145"/>	Fax Number: <input type="text"/>	
* Email: <input type="text" value="lisa.coons@tn.gov"/>		

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-040320-001

* Title:

Office of Elementary and Secondary Education (OESE): Comprehensive Literacy State Development (CLSD) Program CFDA Number 84.371C

13. Competition Identification Number:

84-371C2020-1

Title:

Application for New Grants Under the Comprehensive Literacy State Development Program

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

Add Attachment

Delete Attachment

View Attachment

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

Instructional Support Networks Within Tennessee's Comprehensive Literacy Plan

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="20,145,841.00"/>
* 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="20,145,841.00"/>

*** 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 218, 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:

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

OMB Number: 1894-0008
Expiration Date: 08/31/2020

Name of Institution/Organization

Tennessee Department of Education

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

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

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	75,000.00	76,500.00	78,030.00	79,591.00	81,182.00	390,303.00
2. Fringe Benefits	25,000.00	25,500.00	26,010.00	26,530.00	27,061.00	130,101.00
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual	3,500,000.00	3,525,000.00	3,525,000.00	3,525,000.00	3,525,000.00	17,600,000.00
7. Construction						
8. Other	400,000.00	400,000.00	400,000.00	400,000.00	400,000.00	2,000,000.00
9. Total Direct Costs (lines 1-8)	4,000,000.00	4,027,000.00	4,029,040.00	4,031,121.00	4,033,243.00	20,120,404.00
10. Indirect Costs*	4,100.00	5,207.00	5,291.00	5,376.00	5,463.00	25,437.00
11. Training Stipends						
12. Total Costs (lines 9-11)	4,004,100.00	4,032,207.00	4,034,331.00	4,036,497.00	4,038,706.00	20,145,841.00

***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 %.

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

**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
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)

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	
<input style="width: 90%;" type="text" value="Tennessee Department of Education"/>	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input style="width: 50px;" type="text" value="Dr."/>	* First Name: <input style="width: 150px;" type="text" value="Penny"/> Middle Name: <input style="width: 100px;" type="text"/>
* Last Name: <input style="width: 200px;" type="text" value="Schwinn"/>	Suffix: <input style="width: 50px;" type="text"/>
* Title: <input style="width: 200px;" type="text" value="Commissioner"/>	
* SIGNATURE: <input style="width: 250px;" type="text" value="Rachel Bradshaw"/>	* DATE: <input style="width: 100px;" type="text" value="06/01/2020"/>

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

OMB Number: 4040-0013
Expiration Date: 02/28/2022

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
--	--	--

4. Name and Address of Reporting Entity:

Prime SubAwardee

* Name: Tennessee Department of Education

* Street 1: 710 James Robertson Parkway Street 2: _____

* City: Nashville State: TN: Tennessee Zip: 37243-0001

Congressional District, if known: _____

5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:

6. * Federal Department/Agency: Education	7. * Federal Program Name/Description: Comprehensive Literacy Development
	CFDA Number, if applicable: 84.371

8. Federal Action Number, if known: _____	9. Award Amount, if known: \$ _____
---	---

10. a. Name and Address of Lobbying Registrant:

Prefix _____ * First Name NA Middle Name _____

* Last Name NA Suffix _____

* Street 1 NA Street 2 _____

* City NA State _____ Zip _____

b. Individual Performing Services (including address if different from No. 10a)

Prefix _____ * First Name NA Middle Name _____

* Last Name NA Suffix _____

* Street 1 NA Street 2 _____

* City NA State _____ Zip _____

11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* Signature: Rachel Bradshaw

* Name: Prefix _____ * First Name NA Middle Name _____

* Last Name NA Suffix _____

Title: _____ Telephone No.: _____ Date: 06/01/2020

Federal Use Only: _____ **Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)**

NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005
Expiration Date: 04/30/2020

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

(4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

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. Public reporting burden for this collection of information is estimated to average 1.5 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 benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

1242-GEPA statement.pdf

Add Attachment

Delete Attachment

View Attachment

In accordance with Section 427 of the Department of Education's General Provision Act (GEPA), TDOE ensures equal access and participation to all persons regardless of their race, color, ethnicity, religion, national origin, gender, age, citizenship status, or disability to the programs and services offered pursuant to NCLB as amended by ESSA. GEPA requires a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its federally-assisted programs for students, teachers, and other program beneficiaries with special needs. For state-level activities, as well as all other activities supported by federal assistance under this application, the Tennessee Department of Education (TDOE) will fully enforce all federal and state laws and regulations designed to ensure equitable access to all program beneficiaries and to overcome barriers to equitable participation. TDOE will take all steps necessary, whether by required notices, complaint procedures, appointment of liaisons, outreach activities, pursuit of conforming state legislation, or otherwise, to achieve these goals. Further, all subgrantees applicants will complete assurance documents as part of their application. The assurances will ensure that local districts subgrantees will also comply with GEPA commitments.

Tennessee has 147 districts that serve 973,659 students and support 69,531 teachers. Tennessee serves an increasingly diverse student population. Students who are Black, Hispanic, Asian/Pacific Islander or Native American made up 35.2% of the student enrollment in 2018. Economically disadvantaged 34.9%, English Language Learners 4.6% and students with disabilities 13.5%. Homeless students represent 1.4% of Tennessee's overall student population. While overall ACT data continues to decline in Tennessee, racial subgroup performance is declining at a higher rate than that of white students. In 2019, 38 percent of white students met three or more college ready benchmarks on the ACT; yet, just 18 percent of Hispanic/Latino

peers met three or more college benchmarks and only 9 percent of Black/African American students met three or more benchmarks on the ACT. These gap have persisted since 2015. Over 207 languages are represented in Tennessee. Of these, 46 languages have more than 100 such speakers.

Tennessee's accountability system ensures that the growth and achievement of all students is of utmost importance. As outlined in Tennessee's ESSA plan, a 95 percent participation rate is required for all students and for each historically underserved group of students. All students are provided an accessible test of academic standards in grades 3-12 through the Tennessee Comprehensive Assessment Program. Students eligible under IDEA or Section 504 may receive accommodations on the state assessment as determined by the IEP/504 team. Students, for whom the regular state assessments are inappropriate even with accommodations, are provided an accessible alternate assessment. Additionally, students taking these alternate assessments are eligible for the Alternate Academic Diploma which is counted in each LEA's graduation rate. Students with disabilities who are also English language learners are provided accommodations on the annual English language proficiency examination. Students, for whom the regular English language proficiency exam is inappropriate even with accommodations, are provided an accessible alternate language proficiency assessment.

The department works to ensure that all information it shares is accessible to each stakeholder. Documents are translated, at the state or local level; into other languages as needed (e.g., the parental notification for families of children receiving services as English Language Learners). Documents released publicly from the Tennessee Department of Education meet 508 compliance for accessibility. The State Board of Education meetings are held across the state in accessible facilities to ensure diverse stakeholder engagement. Finally, each LEA signs

assurances regarding equitable access to and participation in federally assisted programs as part of its overall assurances.

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

OMB Number: 1894-0007
Expiration Date: 09/30/2020

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
Dr.	Lisa		Coons	

Address:

Street1:	710 James Robertson Parkway
Street2:	
City:	Nashville
County:	
State:	TN: Tennessee
Zip Code:	37243-0001
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
615-571-6145	

Email Address:

lisa.coons@tn.gov

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

Yes No Not applicable to this program

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) #: 1 2 3 4 5 6

No Provide Assurance #, 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
--	----------------	-------------------	-----------------

Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this 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 dependent, independent, and control variables, and 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:

The Tennessee Department of Education (TDOE) is committed to ensuring that all Tennessee children, no matter who they are or where they live, have ready and meaningful access to effective literacy instruction and the life opportunities it creates. Though literacy has been a priority in Tennessee for a decade, past literacy initiatives have been neither comprehensive in scope nor anchored by high-quality curriculum materials that provide the necessary roadmap to improve instruction. But in November 2019 TDOE launched a textbook review process that culminated in local adoptions of high-quality English language arts (ELA) materials across the state, and in February 2020 Governor Bill Lee's State of the State Address announced a comprehensive approach to literacy development, Tennessee's Comprehensive Literacy Plan. State and local budgets will support most aspects of this comprehensive literacy plan; this grant application seeks funding to scale one key component: instructional support networks (ISNs) that will provide intensive and ongoing services to our highest-need districts. As the sections below will show, the proposed ISN project will build directly on a Tennessee model of success as well as a clear evidence base, and it takes a statewide approach different from that of past initiatives that have not produced student achievement.

The Tennessee Comprehensive Literacy Plan intends to create sustainable improvements in district and school leader capacity, teacher practice, and pre-K–12 student achievement. The components of the plan supported directly by proposed grant activities focus on three goals:

1. Increase student achievement in 48 underserved districts by utilizing a regional network model, national expertise, and mentor districts that ensure sustainable changes in literacy instruction.

2. Capitalize on ELA adoptions and purchases to ensure that all teachers can effectively implement materials, improve their instructional practice, and deliver high-quality, daily literacy instruction as measured by the [Tennessee instructional practice guide](#).
3. Ensure that children served in Zones of Opportunity or in high-poverty areas receive the highest level of instruction, ensuring all students' literacy proficiency.

Expected Outcomes

After five years of work with the ISNs and the Tennessee Comprehensive Literacy Plan grounded in high-quality materials, Tennessee will see increases of an overall 5 percentage points in the proportion of K and 2 students identified as on track by a diagnostic assessment; 5 percentage points in the proportion of grade 5, 8, and 9 students identified as on track by statewide literacy assessments; and 8 percentage points in the proportion of high school students identified as college and career ready by the ACT. In addition, the economically disadvantaged student group, students with disabilities student group, and English learner (EL) student group will each increase 10 percentage points in average proficiency rate across districts participating in ISNs.

This application is submitted under all three competitive preference priorities. In the five-year period ending with the current CLSD application deadline of June 2, 2020, TDOE has held no discretionary grant award under the CLSD program or its predecessor, the Striving Readers Comprehensive Literacy program. For details on subgrantee selection and Qualified Opportunity Zones, see pages 7 and 24 of the project narrative. For a discussion of leveraging resources efficiently, see pages 11-12 of the project narrative.

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](#)

Comprehensive Literacy State Development Grant Proposal
Tennessee Department of Education, June 2020

Contents

Overview..... 1
 Expected Outcomes..... 2
Need for Project (Criterion A) 3
 Student Outcomes 3
 Geographical Factors..... 6
 Past Improvement Efforts..... 7
 Creating Efficiencies Through Regional ISNs..... 12
Quality of Project Design (Criterion B)..... 12
 Evidence for Instructional Support Networks..... 13
 Tennessee’s Comprehensive Literacy Plan..... 18
Quality of Project Services (Criterion D) 21
 Design of Services..... 23
 Sharing of Learnings 24
 Selection of Subgrantees 24
Quality of the Management Plan (Criterion C)..... 25
 Project Management and Staffing..... 25
 Project Monitoring and Evaluation 26
 Impact..... 28
Conclusion 29

Overview

The Tennessee Department of Education (TDOE) is committed to ensuring that all Tennessee children, no matter who they are or where they live, have ready and meaningful access to effective literacy instruction and the life opportunities it creates. Though literacy has been a priority in Tennessee for a decade, past literacy initiatives have been neither comprehensive in scope nor anchored by high-quality curriculum materials that provide the necessary roadmap to improve instruction. But in November 2019 TDOE launched a textbook review process that culminated in local adoptions of high-quality English language arts (ELA) materials across the state, and in February 2020 Governor Bill Lee’s State of the State Address announced a comprehensive approach to literacy development, Tennessee’s Comprehensive Literacy Plan. State and local budgets will support most aspects of this comprehensive literacy plan; this grant application seeks funding to scale one key component: instructional support networks (ISNs) that will provide intensive and ongoing services to our highest-need districts. As the sections below will show, the proposed ISN project will build directly on a Tennessee model of success as well as a clear evidence base, and it takes a statewide approach different from that of past initiatives that have not produced student achievement.

The Tennessee Comprehensive Literacy Plan intends to create sustainable improvements in district and school leader capacity, teacher practice, and pre-K–12 student achievement. The components of the plan supported directly by proposed grant activities focus on three goals:

1. Increase student achievement in 48 underserved districts by utilizing a regional network model, national expertise, and mentor districts that ensure sustainable changes in literacy instruction.

2. Capitalize on ELA adoptions and purchases to ensure that all teachers can effectively implement materials, improve their instructional practice, and deliver high-quality, daily literacy instruction as measured by the [Tennessee instructional practice guide](#).
3. Ensure that children served in Zones of Opportunity or in high-poverty areas receive the highest level of instruction, ensuring all students' literacy proficiency.

Expected Outcomes

After five years of work with the ISNs and the Tennessee Comprehensive Literacy Plan grounded in high-quality materials, Tennessee will see increases of an overall 5 percentage points in the proportion of K and 2 students identified as on track by a diagnostic assessment; 5 percentage points in the proportion of grade 5, 8, and 9 students identified as on track by statewide literacy assessments; and 8 percentage points in the proportion of high school students identified as college and career ready by the ACT. In addition, the economically disadvantaged student group, students with disabilities student group, and English learner (EL) student group will each increase 10 percentage points in average proficiency rate across districts participating in ISNs.

This application is submitted under all three competitive preference priorities. In the five-year period ending with the current CLSD application deadline of June 2, 2020, TDOE has held no discretionary grant award under the CLSD program or its predecessor, the Striving Readers Comprehensive Literacy program. For details on subgrantee selection and Qualified Opportunity Zones, see pages 7 and 24. For a discussion of leveraging resources efficiently, see pages 11-12.

Need for Project (Criterion A)

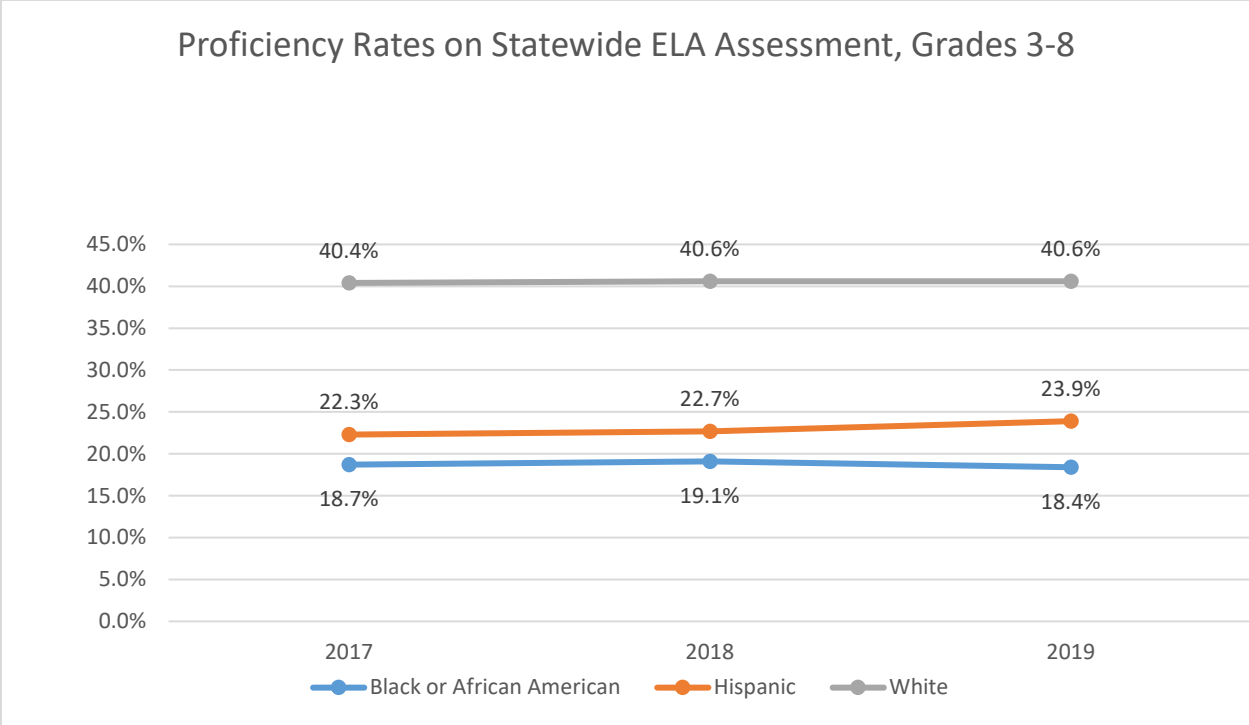
Current levels of achievement and conditions in Tennessee indicate substantial need for expanded literacy supports, especially in the state's rural areas.

Student Outcomes

State assessment data show flat literacy outcomes. A 2017 kindergarten entry inventory showed that only 16% of incoming children demonstrated readiness in language and literacy development, and statewide assessments from grade 3 through high school show that over two thirds of students are not meeting grade-level ELA expectations. In the elementary grades, the proportion of students designated proficient in ELA has been flat at 35.6% for the past two years. In grades 4 through 8 the proficiency rate has decreased by 1.2% for three years bringing proficiency down to 32.4%.

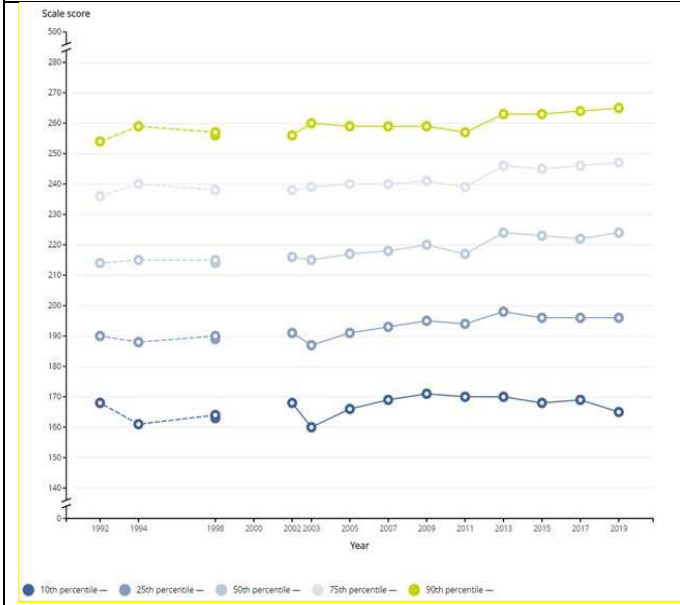
Assessment data also show gaps between overall performance and that of several student groups, including Black, Hispanic, and Native Americans; English learners; and students with disabilities (see table and graph below).

<i>ELA Proficiency Rates in 2019</i>	Grade 5	Grade 8	High school
All students	35.2%	27.1%	32.7%
Black/Hispanic/Native students	21.5%	14.0%	18.4%
English learners	19.2%	6.1%	7.2%
Students with disabilities	7.7%	3.1%	4.4%

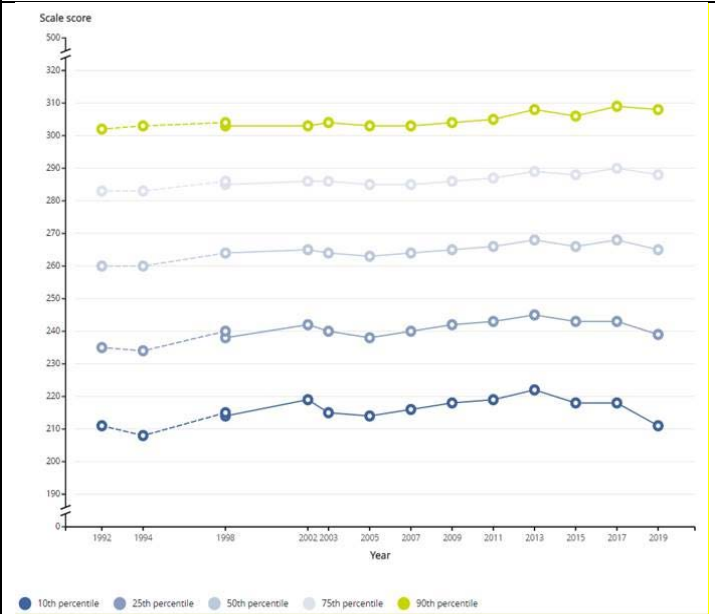


National assessment data show gap between student performance groups. Tennessee’s performance on the National Assessment of Educational Progress (NAEP) confirms these trends. The 2019 NAEP found only 35% of the state’s fourth-graders and 32% of its eighth-graders proficient in reading. Tennessee has not made any significant reading gains on NAEP since 2013, and the massive achievement gaps between students eligible for free or reduced lunch and their peers have persisted since 1992 in both grade 4 (25 percentage points) and grade 8 (20 percentage points). Longitudinal analysis of NAEP data also shows a growing gap in student performance: students below the 25th percentile fall further behind their peers each year.

4th Grade Scores by Percentile, 1992-2019



9th Grade Scores by Percentile, 1992-2019



Postsecondary and economic outcomes show disparity. Only 35% of Tennessee students met the ACT college readiness benchmark for reading in 2019 (a decrease of 4 percentage points since 2017). Moreover, only 38% of 2019 Tennessee graduates were Proficient or Above Proficient in understanding complex texts, and 62% of 2019 Tennessee graduates were Below Proficient in understanding complex texts. Even as graduation rates rise, too many Tennesseans struggle to succeed in college and careers. Of high school graduates in 2017, only 64% enrolled immediately into a postsecondary institution, and those who directly entered the workforce earned just \$13,000 per year on average. Further, just 47% of the state’s economically disadvantaged students enroll in postsecondary educational institutions compared to over 70% of their more advantaged peers.

Geographical Factors

To understand and improve Tennessee’s literacy outcomes is impossible without taking into account the unique challenges its rural schools and families face.

Rural and QOZ districts rate below non-QOZ districts. Of Tennessee’s 146 school districts, 99 overlap with census tracts designated as Qualified Opportunity Zones (QOZs) (see attachment B). In 2019, only 31% of grades 3–8 students demonstrated ELA proficiency in Tennessee’s QOZ districts, compared to 36% demonstrating ELA proficiency in non-QOZ districts. QOZ districts also see lower performance among their economically disadvantaged (ED) students. Throughout the QOZ districts’ ELA proficiency results, the ED student group performs between 25% and 75% lower than their peers. Additionally, most of Tennessee’s QOZ districts (78%) are also designated as rural districts according to National Center for Education Statistics criteria (“31-Town: Fringe” through “43-Rural: Remote”). Yet, only 14% of suburban and urban districts are designated as QOZs. Of the districts that are considered rural and QOZ districts, 52 (68%) had fewer than a third of grades 3–8 students demonstrate proficiency on state ELA assessments in 2019.

Rural teacher feedback indicates need for support. Since 2015, TDOE has administered an annual survey to teachers, principals, counselors, and other school personnel. Response rates have averaged 49%. On the 2020 survey, only two in three rural teachers reported feeling adequately trained to use their current ELA curriculum materials. Only 70% reported having support from an instructional coach or curriculum specialist with ELA content expertise, and only 25% reported having received coaching from their ELA curriculum vendor—both substantially lower proportions than those in urban and suburban populations. As the review of evidence below shows, when teachers lack ongoing implementation supports grounded in the

specific high-quality curriculum materials they use, students tend to lack access to consistently effective instruction.

Districts struggle to attract high-quality professional learning partners. A likely reason that rural school districts in Tennessee have inadequate access to ELA curriculum implementation support is that they lack the individual purchasing power necessary to secure curriculum support from high-quality vendors. For example, the top five urban or suburban districts each have between 1,000 and 2,000 ELA teachers. However, the vast majority of the state's 146 districts are small rural districts with fewer than 100 ELA teachers each. Low numbers of ELA teachers, combined with economic hardship and distance from transit hubs, means that rural districts simply cannot attract the same quality of external curriculum support expertise as urban and suburban districts. For example, suburban Maryville City Schools, which has 0% overlap with QOZs and is ten minutes from an airport, has more purchase power for their 27 middle grades ELA teachers alone than Pickett County Schools (100% overlap with QOZs and more than two hours from the nearest airport) has for their entire faculty of seventeen ELA teachers. Over 101 of Tennessee school districts have a total student enrollment of fewer than 5,000 students, and thus many fit the Pickett County profile.

Past Improvement Efforts

Tennessee has focused for ten years on literacy initiatives designed to improve outcomes; however, initiatives persistently focused on isolated components of literacy improvement, and none pulled together as part of a comprehensive plan the many elements needed to change systems.

First, the state used Race to the Top funds to train thousands of teachers in foundational literacy knowledge using Sopris training materials. When teachers returned to their classrooms,

however, they lacked the curriculum materials and coaching supports to implement the foundational skills knowledge from their coursework. When Race to the Top ended, Tennessee launched a statewide “Read to Be Ready” initiative, setting a goal of having 75% of third-graders reading on grade level by 2024. Read to Be Ready trained hundreds of coaches on literacy pedagogy and coaching strategies. These coaches were expected to return to districts and coach groups of underperforming teachers within their school districts. Ultimately, this effort to train school-based coaches to improve student literacy results did not result in increased student literacy outcomes. TDOE surveyed and analyzed data on the knowledge of coaches and supervisors. These data showed that teachers and instructional supervisors lacked the content knowledge to implement the training content. Moreover, all Read to Be Ready participants indicated they lacked high-quality instructional materials necessary to implement the literacy practices necessary; therefore, classroom lessons failed to improve and student results did not change. During the period from 2010 to 2019, while these initiatives were underway, Tennessee’s proficiency rate for grades 3–8 ELA dropped from 45% to 34%. While the Read to Be Ready initiative clearly failed to achieve its goal of improving student achievement, it had a lasting impact on the coaches and the participating districts, who came to realize an urgent need for higher-quality curriculum materials in ELA. This statewide focus on materials coincided with the statewide 2019 ELA textbook adoption.

The incomplete approaches of the past also informed the development of a new, comprehensive plan for statewide literacy supports both in early literacy and in K–12. During the Read to Be Ready Initiative, a group of twelve Tennessee districts chose to focus on adopting and implementing high-quality instructional materials. This twelve-district collaborative, called the Leading Innovation for Tennessee (LIFT) network, was supported by a Tennessee reform

group called the State Collaborative on Reforming Education (SCORE). The LIFT network districts grounded their literacy improvements in high-quality literacy materials and curriculum implementation support from a national professional learning expert, TNTP (formerly The New Teacher Project).

The LIFT network districts had a very different experience from that of districts engaged in the Read to be Ready Initiative. Since 2017, several small, rural districts in the LIFT network (Dyersburg, Fayette, and Overton) have experienced statistically significant gains (up to 13%) in literacy proficiency rates for grades 3. Other districts in the network, including ones with more diverse populations (e.g., Lenoir City, Madison) have seen similar gains. Two case studies below describe how the LIFT network engaged national experts in systematic implementation support, why this model was so effective, and how TDOE’s proposed ISN project builds on this track record of success. They set the stage for the Project Design section that follows.

Lauderdale County Schools. Lauderdale County Schools, a rural community 60 miles north of Memphis, is listed as one of the top fifteen economically distressed counties in the state by the Appalachian Regional Commission (ARC). Distressed counties in TN rank among the ten percent most economically distressed counties in the nation. Historically, fewer than a quarter of Lauderdale County’s second- through fifth-grade students have met or exceeded statewide proficiency expectations, and most had failed to meet the literacy benchmark expectations for “on track”.

Lauderdale County Schools joined the LIFT network in 2016 with a focus on purchasing and implementing high-quality materials. New materials were selected and purchased, and implementation began in 2017. The district received in-person and virtual supports (provided through the LIFT network) from TNTP experts, who also launched a program of job-embedded

professional learning that supported district leaders, school leaders, and teachers with high-quality materials implementation. The district also intensified its focus on foundational skills from pre-K through grade 2 and provided school-based coaching to support foundational literacy. With high-quality materials, implementation supports for teachers, and training on the literacy concepts needed to implement curriculum well, Lauderdale has spent three years working to improve teacher practice and its efforts have started to yield results. Its success is evident in both teacher practice as measured by the Instructional Practice Guide and in student benchmark results.

Internal benchmarking data show marked improvements in Lauderdale students' vocabulary and reading comprehension. At a benchmark in January 2020, almost 70% of students in grades 3–8 were at or above grade level expectations, and the assessment's predictive analytics forecasted significant growth in 2020 statewide literacy scores (before the Covid-19 pandemic canceled the 2020 assessment). The district attributes its success to the learning from the network meetings, a focus on teacher practice, and comprehensive early literacy materials.

Sullivan County Schools. Sullivan County Schools joined LIFT's literacy network at the launch of the network in 2015. Sullivan is a large district in Tennessee, with 9,206 students across eleven elementary schools. The student population is 35.2% economically disadvantaged and 4.5% Black, Hispanic, or Native American, and 17.4% are listed as students with disabilities. The county is also within a federally designated Qualified Opportunity Zone.

As part of the LIFT network, Sullivan County implemented high-quality ELA materials in kindergarten through grade three. Their expert partner, TNTP, provided visioning support, teacher and leader training in the science of reading, and instructional supports for both knowledge-building and foundational skills instruction. TNTP also supported the implementation

of high-quality materials. Their focus was training school leaders in using the Instructional Practice Guide (IPG), a coaching tool used by principals and instructional leaders to provide teacher feedback and guide teacher practice improvements. The district staff highlighted as particularly transformational the LIFT network meetings that created focused learning for district leaders including data analyses, strategy development, and practice sharing.

Since the beginning of the LIFT work, Sullivan County Schools has seen increases in the numbers of on-track students identified by AIMSweb benchmarking in grades K through 2. Their longitudinal data indicated a 30% decrease in underperforming kindergarten students, 31% decrease in off-track students in first grade, and an average of 14% decrease in off-track students in grades two through five. From 2018 to 2019, Sullivan County's grade 3 ELA scores on the statewide assessment increased by 6 percentage points.

The cases of Lauderdale and Sullivan counties show that high-need Tennessee districts can experience literacy success when using high-quality instructional materials whose implementation in the classroom is supported comprehensively by a network that includes external professional learning expertise. The literacy landscape in Tennessee is characterized by great opportunity as well as great need. This is the right time to seize that opportunity. During the 2019–20 school year, all districts went through local ELA adoption processes and have selected new high-quality ELA curriculum. The widespread adoption of high-quality ELA materials together with the launch of Tennessee's new comprehensive literacy plan will position the state for growth after years of stagnant literacy outcomes. But success will rest on effective implementation of new materials and the ability of school leaders and teachers to internalize a comprehensive approach to literacy.

Creating Efficiencies Through Regional ISNs

With regional ISNs incorporating small, rural districts, each regional network can act as a large district. If a small, rural district had to address literacy change, high-quality materials implementation, and teacher practice change independently, the district would not have the capacity to leverage resources to impact systems-level change and would likely have to choose to focus on one area to support. Then, the district would replicate the problematic change initiatives seen in Tennessee's history. If the small district can join a regional network, combining with other small, rural districts to act as a large district, it can share resources, maximize vendor implementation support, and capitalize on regional network knowledge rather than re-creating strategies, teacher feedback and coaching, and professional learning with limited staff and knowledge to implement. Moreover, each regional network can be supported by a mentor district that can provide experiential guidance and help build collaboration across regional districts that will develop the knowledge and strategies to problem-solve and cohesively build comprehensive implementation of high-quality literacy materials. Finally, national experts, such as TNTTP from the LIFT network, can launch knowledge-based training, strategy development, and leader supports that will catalyze small, rural districts to engage in deep change with support from peer district sharing and collective learning opportunities. This is the vision TDOE's proposed project aims to realize.

Quality of Project Design (Criterion B)

The Tennessee Comprehensive Literacy Plan (TCLP) components directly supported by this grant application focus on three goals:

1. Increase student achievement in 48 underserved districts by utilizing a regional network model, national expertise, and mentor districts that ensure sustainable changes in literacy instruction.
2. Capitalize on ELA adoptions and purchases to ensure that all teachers can effectively implement materials, improve their instructional practice, and deliver high-quality, daily literacy instruction as measured by the [Tennessee instructional practice guide](#).
3. Ensure that children served in Zones of Opportunity or in high-poverty areas receive the highest level of instruction, ensuring all students' literacy proficiency.

Expected Outcomes:

After five years of work with the ISNs and the Tennessee Comprehensive Literacy Plan grounded in high-quality materials, Tennessee will see increases of an overall 5 percentage points in the proportion of K and 2 students identified as on track by a diagnostic assessment; 5 percentage points in the proportion of grade 5, 8, and 9 students identified as on track by statewide literacy assessments; and 8 percentage points in the proportion of high school students identified as college and career ready by the ACT.

In addition, the economically disadvantaged student group, students with disabilities student group, and English learner (EL) student group will each increase 10 percentage points in average proficiency rate across districts participating in ISNs.

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

Evidence for Instructional Support Networks

TDOE's commitment to a strategy of growing Implementation Support Networks is based on more than just the positive results of districts participating in the LIFT Network.

Considerable research evidence supports the design principles of ISNs. What follows is a very brief review of that evidence-case.

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

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

Emerging data about the positive results of successful implementation of high-quality curriculum are so compelling that the impact has come to be known as the “curriculum effect.” State-based studies from Florida to Indiana to California (Polikoff & Koedel, 2017) affirm the effect is real. Thomas Kane of Harvard University claims the introduction of quality instructional materials can yield more than half a year of additional learning for students (Kane et al., 2016)

and can help make up for the difference between novice and more experienced teachers (Kane, 2016).

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

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

Said another way, the curriculum effect is greatest on student outcomes when coupled with what the University of Colorado's Joseph Taylor calls "an integrated delivery model to drive change in teacher behavior." So, what does research tell us characterizes effective professional development?

Stanford University's Linda Darling-Hammond, a widely regarded expert on professional learning, in a research brief entitled *Effective Teacher Professional Development* and issued by

the Learning Policy Institute in 2017, cites seven features that surfaced from a review of 35 studies over the past three decades. Darling-Hammond claims the literature is clear that effective professional development:

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

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

While Guskey and Yoon’s analysis was published over ten years ago, it has not been until we had a class of high-quality, standards-aligned curriculum that invited—in fact was created to support—deep, intensive, professional study that we gained an understanding of how high-quality, curriculum-specific professional learning represents the best way to respond to the

overwhelming research Darling-Hammond, Guskey, and Yoon cited. While curriculum-specific professional learning is still a nascent field, the learning that took place in the LIFT Network, which this project is designed to scale, is on the forefront of that work. Additionally, research has also demonstrated that state leadership on curriculum quality and adoption can have a positive effect on implementation of high-quality instructional materials (Kaufman, Thompson, & Ofer, 2016).

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

While some grade bands have strong curricular options, some grades do not have fully aligned and research-based options. Foundational reading curriculum is a case in point: recent research on phonemic awareness (PA) and advanced phonemic awareness (APA) in particular (e.g., Kilpatrick, 2016, 2019) has revealed gaps in even the most highly-rated foundational skills products. To address this need, TDOE has partnered with the Core Knowledge Foundation and Meredith and David Liben of Liben Education Consulting to develop supplemental PA and APA supports and integrate them into a comprehensive suite of foundational skills materials tailored to Tennessee's standards and context. All Tennessee educators will have free access to these

materials beginning in June 2020, along with guidance on how to weave them together with the knowledge-building curricula on the state's adoption list in line with the Simple View of Reading (Scarborough, 2001). In other words, Tennessee teachers supported by the proposed ISNs will be teaching foundational reading skills using materials of even higher quality than the best products currently on the market and in use elsewhere.

A final point worth noting is just how much of the research cited above is extremely trustworthy. The burgeoning research on relationships between curriculum materials and student learning includes multiple sources of what ESSA calls Tier 1 and Tier 2 evidence: rigorously designed studies such as randomized control trials and quasi-experiments (e.g., Angodini et al., 2010; Jackson & Makarin, 2018; Taylor et al., 2015). Similarly, the scholarship on curriculum-anchored professional development well-represents ESSA's top three tiers of evidence: experiments and quasi-experiments (e.g., Taylor et al., 2015; Jackson & Makarin, 2016) as well as large-scale, carefully designed correlational analyses (e.g., Kane et al., 2016; Blazar et al. 2019). Guskey and Yoon's (2009) research synthesis considered 1,343 studies on professional development, found that only nine of those met What Works Clearinghouse standards for credibility, and based its findings on those nine studies. In short, it is a comprehensive as well as a critical review of the research that informs TDOE's proposal for the use of CLSD funds.

Tennessee's Comprehensive Literacy Plan

TDOE is now committed to a comprehensive approach to literacy development regardless of the award of this grant. Its 2019 strategic plan, [*Best for All*](#), names early literacy and high-quality instructional materials as top strategic priorities and articulates a comprehensive, multi-pronged vision in each case. Both strategic project plans address

instructional materials, teacher and leader training, and ongoing and sustainable supports. Key components of each are:

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

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

The COVID-19 pandemic has changed the way TDOE plans to deliver some of these supports, creating challenges but also spurring innovation and flexibility. During stay-at-home orders and school closures, TDOE moved resource delivery to content in an online learning tool, online teacher training modules, ELA lessons broadcast on local television, and access to educational smartphone applications for all Tennessee families. These innovative delivery models have allowed the department to provide continue delivery of high-quality materials, online teacher training options, and technical supports for districts. Thus, the department does not have concerns about project design for future possible closures. In addition, the department has increased its emphasis on family supports. Family supports are essential, particularly for our

high-need families in under-served populations, and the current environment calls for a focus on flexible family supports delivered via phone, the radio, and the television.

Plan takes a birth through postsecondary education approach. Another way in which TDOE’s literacy supports are comprehensive is that they are aligned across sectors and grade spans. TDOE K–12 academic division and early childhood (birth to five-year-old) divisions sit in one office under a single Chief of Standards and Materials. The two divisions coordinate work with statewide organizations including the Young Child Wellness Council and the governor’s designated state early childhood advisory council, where Tennessee’s Head Start State Coordinator represents TDOE on that council. These established partnerships and communication channels will enhance the implementation of CLSD-funded activities. At the other end of the PK–16 span, TDOE has partnered with the Tennessee Higher Education Committee, the Tennessee Independent Colleges and Universities Association, and its own higher education advisory panel to align pre-service and in-service educator development and will deepen and broaden these partnerships during the life of the grant (e.g., by providing preparation programs with access to the ELA materials adopted by Tennessee districts in 2020).

Supports for LEAs will “supplement, not supplant.” Supplying educators with instructional materials selected from the State Board of Education’s adoption list, or with other high-quality materials granted an adoption waiver by TDOE, is a baseline expectation for LEAs in Tennessee. We do not propose to use CLSD funds to supplant that integral function of local providers. Rather, we plan to raise supports for Tennessee literacy educators to the next level, one that is too rarely attainable at the local level: providing ongoing instructional support networks tailored to the specific instructional materials, training and management to support the unique needs of the districts within each regional network. One reason researchers have

documented so clearly the difference in efficacy between high-quality materials alone and when paired with implementation supports is that—for all the reasons shown in the needs assessment and literature review above—educators and education systems so frequently go without the implementation supports they need to make the most of their materials. This proposal is intended to disrupt the one-strategy approach pattern that has not had sustainable impact on regional infrastructures, district support, instructional leader practices, teachers’ instructional quality, and most importantly, student achievement in Tennessee.

Quality of Project Services (Criterion D)

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

Project Design for Regional Literacy Networks

The state’s plan is to use the federal CSLD funds to increase district access to instructional support networks. The department has invested in three early literacy instructional

support networks that will focus on the implementation of the state’s foundational skills curriculum supplement in grades pre-K through two. The requested grant funding would allow the state to launch eight additional regional networks of five districts each, serving 40 districts. Two networks will focus on pre-K through three; three networks will focus on grades five through eight; and two networks will focus on high school. Networks will be regionally focused, and the focal areas will be determined within the networks. While networks will have grade band implementation focal areas, all networks will receive support programming, learning sessions, and technical assistance with pre-K through twelve literacy components of the statewide comprehensive framework. This model will allow all participating districts to receive benefit from other regional networks to support pre-K–12 literacy.

In addition to the 40 participant districts, eight districts will serve as mentor districts, one for each of the regional networks. The mentor districts will complete a rigorous performance-based application to lead regional networks, and the district mentorships will ultimately build sustainable instructional leadership networks throughout the state of Tennessee. Mentor districts will also receive technical support from the vendor supporting participant districts in their network. Thus grant funding will directly support 48 districts—33 percent of the districts in the state. Districts located in Qualified Opportunity Zones, serving rural communities, and with traditionally limited buying power will be prioritized through the application process.

The state will complete a rigorous request for proposal process and select two implementation support vendors from which each regional network will choose an expert implementation partner. Vendors will be selected through a competitive application process and scored using a vetted rubric (see Attachment C) by a team of mentor district leaders and state staff members.

Design of Services

Each regional district network will meet monthly via digital webinars and collaborate in another in-person meeting at a regional district that focuses on walk throughs at each school. Walk throughs will use the [Tennessee Instructional Practice Guide](#) (IPG) to foster conversations about visible changes in teacher practices and in student engagement, school and program successes, and next steps for each district. Ten virtual and ten in-person meetings will occur yearly for each network, and each district will participate in at least six virtual and six in-person meetings. Host districts for walk throughs will rotate through the region so that each district will host one to two meetings yearly. All convenings will be co-facilitated by the implementation support vendor and mentor district. The convenings will focus on changing the district's overall literacy work through focused grade band and classroom-based conversations.

Each regional network will host six additional regional convenings focusing on school leaders and their use of the IPG. These convenings will also use the walk through model with the IPG, but will coach school leaders on how to give effective feedback to teachers. These regional school leader convenings will be facilitated by the implementation support vendor, and they will build leaders' ability to improve teacher practice through feedback. Because school leaders have such a strong impact on change in teacher practice, these convenings will build sustainable change in how the school improves teacher development. Each district will also receive one monthly walk through and coaching site visit from its mentor district. Mentor district leaders will work with implementation support vendors to foster improvement strategies through these individual walk throughs. See the detailed activity and milestone chart (Attachment A) for detailed monthly activities and yearly milestones.

Sharing of Learnings

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

Selection of Subgrantees

Participant districts will be selected for need and readiness. TDOE's proposed subgrant competitions will be designed specifically to serve stakeholders in Qualified Opportunity Zones (QOZs). The department will host regional webinar sessions with all districts overlapping QOZs to encourage districts to consider applying to be in a regional network. Districts with QOZs, designated as rural, or serving early childhood students sitting 200 percent below the poverty line will be given priority (5 points on the rubric) in their subgrantee applications. Subgrantee applications will focus on readiness, material purchase, internal implementation support, school and district leaders' commitments, and equity assurances. Districts will also be selected to match the eight geographic regions in Tennessee to ensure geographical diversity and sustainable change processes throughout the state.

Mentor districts will be selected for experience and capacity. Mentor districts will be selected based on curriculum expertise, leadership capacity to coach other district leaders, knowledge and use of the IPG to provide feedback, and experience hosting districts and support fellow districts with curriculum practices. Former LIFT districts will be well poised to become mentor districts. TDOE will select mentor districts through a rigorous application process featuring a performance task designed to measure target competencies.

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

Quality of the Management Plan (Criterion C)

Project Management and Staffing

If funding is awarded, TDOE will hire a full-time project manager to coordinate all grant-funded activities. The Chief of Standards and Materials and the Senior Director of Literacy and Humanities (see resumes in Attachment E) will be responsible for hiring the project manager and supporting and evaluating assigned work. The project manager will have three broad sets of responsibilities:

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

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

Project Monitoring and Evaluation

The goal of all TDOE efforts will be to increase levels of literacy proficiency among Tennessee students and ensure that districts have sustainable systems to maintain high-quality literacy practices after the life of the grant. We will measure success using state-provided diagnostic assessments in grades K and 2; statewide ELA assessments in grades 5, 8, and 9; and ACT reading college readiness measure in high school. It will take time for these student data to reflect the changes embedded in the literacy framework and the shifts necessary for instruction, especially in light of the new learning environments COVID-19 is necessitating. Student performance measures will therefore become a focus at the end of year two of the grant program.

In order to adapt support and maintain effective change management strategies through the regional networks, TDOE will also monitor implementation through leading indicators of success, including improvement in teacher knowledge, mindsets, and practice. Teacher knowledge and mindset measures will involve perceptual data on self-efficacy, curriculum efficacy, and student capacity. Teacher practice will be assessed during monthly walk throughs, tracked informally through the IPG in year two, and shared more formally in year three.

In addition, TDOE will measure district sustainability in years four and five. School and district leaders will receive a gradual reduction in technical assistance and walk through support from the implementation vendor. School leaders' capacity to give effective teacher feedback will be tracked, and districts will begin to use the mentor district application performance tasks to demonstrate and assess sustainability and ensure that at the end of the grant period they will be able to maintain sustainable change.

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

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

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

Impact

The impact of this grant will be clearly demonstrated through the leading indicators, student performance, and district sustainability measures. Leading indicator measures will show clear impact in years one and two of the grant. All districts will meet and exceed completion requirements and show 10 percent increases in proportions of participants meeting knowledge and mindset benchmarks. In teacher practice and informal IPG tracking, teachers will demonstrate instructional shifts at a 50% average increase in section one of the IPG and a 25% increase in sections two and three of the IPG.

In year two, leading indicator data will show 10% increases over year one in the number of teachers demonstrating mastery knowledge and mindsets, and a 95% average mastery of

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

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

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

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

Conclusion

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

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

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

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

[Add Optional Budget Narrative](#)

[Delete Optional Budget Narrative](#)

[View Optional Budget Narrative](#)

Budget Narrative

LEA Subgrants

All LEA subgrantees, including network district participants and mentor districts, will receive approximately \$73,000 per year to procure instructional support services from an implementation support vendor from the TDOE approved vendor list. Districts will work within their regional network to collaboratively select the same vendor so that the vendor capacity can be used efficiently. The subgrants will total approximately \$3,500,000 per year (\$17,520,000 over five years). Through TDOE's vendor selection process, TDOE will negotiate a flat rate with each vendor allowing all LEAs to receive services at the same cost. In addition, network participant districts (not mentor districts) will each receive a \$10,000 stipend each year for materials and travel costs related to the instructional support networks—a \$400,000 yearly total (\$2,000,000 over five years).

SEA Activities

The department will hire a full-time project manager to coordinate all grant-related activities with an estimated base salary of \$75,000. Benefits are calculated at one third of salary, and both include an annual 2% cost-of-living adjustments. Additionally, SEAs will also host yearly statewide convenings. Convenings will be hosted from years 2 through 5 of the grant with approximately 200 attendees at each at a cost of \$25,000 per convening (\$100,000 over four years). These convenings will build leader and teacher capacity and facilitate sharing throughout the state; presentations and discussions will be recorded and hosted on the TDOE website to increase the spread of strong practices throughout the state. Finally, indirect costs are calculated at the federally approved rate (4.10%). SEA activities comprise less than 5% of total requested funds, both in each year and over the course of the five years.

Grant Cost Breakdown

	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Project manager: salary (SEA)	\$ 75,000	\$ 76,500	\$ 78,030	\$ 79,591	\$ 81,182	\$ 390,303
Project manager: benefits (SEA)	\$ 25,000	\$ 25,500	\$ 26,010	\$ 26,530	\$ 27,061	\$ 130,101
Subgrants: vendor services	\$ 3,500,000	\$ 3,500,000	\$ 3,500,000	\$ 3,500,000	\$ 3,500,000	\$ 17,500,000
Subgrants: materials and travel	\$ 400,000	\$ 400,000	\$ 400,000	\$ 400,000	\$ 400,000	\$ 2,000,000
Statewide convenings (SEA)	\$ -	\$ 25,000	\$ 25,000	\$ 25,000	\$ 25,000	\$ 100,000
Total direct costs	\$ 4,000,000	\$ 4,027,000	\$ 4,029,040	\$ 4,031,121	\$ 4,033,243	\$ 20,120,404
Total SEA activities costs	\$ 100,000	\$ 127,000	\$ 129,040	\$ 131,121	\$ 133,243	\$ 620,404
Indirect costs	\$ 4,100	\$ 5,207	\$ 5,291	\$ 5,376	\$ 5,463	\$ 25,437
Total costs	\$ 4,004,100	\$ 4,032,207	\$ 4,034,331	\$ 4,036,497	\$ 4,038,706	\$ 20,145,841
SEA portion of award	2.50%	3.15%	3.20%	3.25%	3.30%	3.08%

Other Attachment File(s)

* Mandatory Other Attachment Filename:

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

Timeline of Activities and Milestones

Timeline	Activities and Milestones
Early October 2020	<ol style="list-style-type: none"> 1. Create project management plan and internal communications structures (TDOE) 2. Regional informational webinars with districts in Zones of Opportunity (TDOE) 3. Development of district applications, vendor support applications, mentor district applications, and data collection structures (TDOE) 4. Webinars sharing potential upcoming mentor district and subgrantee opportunities (TDOE)
Late October 2020	<ol style="list-style-type: none"> 1. Launch of vendor selection process (TDOE) 2. Hire state project manager (TDOE) 3. Launch subgrantee applications for districts and mentor districts (TDOE)
November 2020	<ol style="list-style-type: none"> 1. Hire and contract vendors (TDOE) 2. Select districts and mentor districts and complete subgrantee agreements and equity assurances (TDOE) 3. Develop regional network structures and launch networks with inaugural convenings (TDOE project manager) 4. Conduct baseline teacher knowledge surveys and send in reporting data (districts) 5. Regional networks select vendors (mentor district and regional districts) 6. Vendors develop regional project plans, align supports to grade bands, and schedule monthly webinars and training (vendors) 7. ISN web page will launch with subgrantee awards, mentor subgrantee grant awards, and regional network structures (TDOE and vendors)
November 2020–January 2021	<ol style="list-style-type: none"> 1. Monthly ISN learning webinars occur by region (vendor) 2. Monthly district leader walk throughs occur by region (vendors and mentor district) 3. Individual district walk throughs (mentor district leader) 4. Monthly school leader walk throughs with feedback training (vendors) 5. Vendor reporting and vendor mid-year evaluation (January; TDOE, vendors) 6. Highlight grant activities in multiple state communications (TDOE project manager) <p>* TDOE team and project manager will participate in 1, 2, and 4 regionally.</p>
February –April 2021	<ol style="list-style-type: none"> 1. Monthly ISN learning webinars occur by region (vendor) 2. Monthly district leader walk throughs occur by region (vendors and mentor district) 3. Individual district walk throughs (mentor district leader) 4. Monthly school leader walk throughs with feedback training (vendors) 5. Vendor reporting and vendor mid-year evaluation (January; vendors) 6. Highlight grant activities in multiple state communications (TDOE project manager) 7. Districts will begin sharing IPG data with mentor and vendor (district) <p>* TDOE team and project manager will participate in 1, 2, and 4 regionally.</p>

MILEST ONE May 2021	First annual evaluation of progress focusing on leading indicators <ol style="list-style-type: none"> 1. 10% increase in teacher knowledge surveys from baseline 2. 15% increase in leader capacity giving feedback with IPG as reported by vendors 3. Vendor Year One Evaluation 4. PreK-2 diagnostic baseline data collected 5. Completion of mindset survey 6. Completion of efficacy and satisfaction surveys
August 2021	<ol style="list-style-type: none"> 1. Teacher and School Leader Year One Sharing Convening (TDOE team and project manager/mentor districts/volunteer districts) 2. Regional network planning meeting creating focus topics, course correction to design (based on Y1 survey data), and schedule for all meetings and walk throughs (all) 3. New teachers will complete baseline knowledge survey (TDOE)
September – December 2021	<ol style="list-style-type: none"> 1. Monthly ISN learning webinars occur by region (vendor) 2. Monthly district leader walk throughs occur by region (vendors and mentor district) 3. Individual district walk throughs (mentor district leader) 4. Monthly school leader walk throughs with feedback training (vendors) 5. Highlight grant activities in multiple state communications (TDOE project manager) 6. Districts will continue sharing IPG data with mentor and vendor (district) <p>* TDOE team and project manager will participate in 1, 2, and 4 regionally.</p>
Jan. 2022	Formal mid-year evaluation for vendors (TDOE and mentor districts)
February –May 2022	<ol style="list-style-type: none"> 1. Monthly ISN learning webinars occur by region (vendor) 2. Monthly district leader walk throughs occur by region (vendors and mentor district) 3. Individual district walk throughs (mentor district leader) 4. Monthly school leader walk throughs with feedback training (vendors) 5. Vendor reporting and vendor mid-year evaluation (January; TDOE) 6. Highlight grant activities in multiple state communications (TDOE project manager) 7. Districts will begin sharing IPG data at regional network webinars (district) <p>* TDOE team and project manager will participate in 1, 2, and 4 regionally.</p>
MILEST ONE TWO May 2022	Second annual evaluation of progress <ol style="list-style-type: none"> 1. Teacher knowledge and mindset survey completed. 2. 10% increase in teacher knowledge as measured by surveys from May 2021 data (as well as new teacher data incorporated). <ol style="list-style-type: none"> 1. 25% increase in leader capacity giving feedback with IPG as reported by vendors 4. Vendor Year Two evaluation and contract extension determination 5. Diagnostic data from Y1 and Y2 will show a 25% average reduction from 2021 baseline data. 6. Regional Networks will report achievement data for grades 5,8, and 9 to capture baseline academic measures for Y3 comparison.

<p>August 2022</p>	<ol style="list-style-type: none"> 1. Teacher and School Leader Year Two Sharing Convening (TDOE team and project manager/focus on new districts) 2. Regional network planning meeting creating focus topics, course correction to design, and schedule for all meetings and walk throughs (all) 3. New teachers will complete baseline knowledge survey (TDOE) 4. Regional and individual district academic goals set for prek-2, grades 3-8, and ACT data (districts and regions; led by vendor)
<p>September 2022-May 2023</p>	<ol style="list-style-type: none"> 1. Monthly ISN learning webinars occur by region (vendor) 2. Monthly district leader walk throughs occur by region (vendors and mentor district) 3. Individual district walk throughs and data progress tracking (mentor district leader) 4. Monthly school leader walk throughs with feedback training (vendors and school leaders) 5. Vendor reporting and vendor mid-year evaluation (January; TDOE) 6. Highlight grant activities in multiple state communications (TDOE project manager) 7. Districts will continue sharing IPG data regional network webinars and will share benchmarking data (district) <p>* TDOE team and project manager will participate in 1, 2, and 4 regionally.</p>
<p>MILEST ONE THREE May 2023</p>	<p>Third annual evaluation of progress</p> <ol style="list-style-type: none"> 1. Teacher knowledge and mindset survey completed 2. 70% mastery in teacher knowledge surveys 3. 50% mastery in leader capacity giving feedback with IPG as reported by vendor 4. Vendor year three evaluation and contract extension determination 5. Diagnostic data will show a 60% on track rating in each grade preK, K, 1 and 2 6. Achievement data will show one percent aggregate increase in grades 3 through high school and ACT data will show a 3 percent increase in college and career ready students as measured by the ACT reading assessment.
<p>August 2023</p>	<ol style="list-style-type: none"> 1. Teacher and School Leader Year Two Sharing Convening (TDOE team and project manager/focus on districts, school leaders, and teacher sharing) 2. Regional network planning meeting creating focus topics, course correction to design, and schedule for all meetings and walk throughs 3. New teachers will complete baseline knowledge survey (TDOE) 4. Regional and individual district academic goals set for prek-2, grade 3-8, and ACT data (districts and regions-led by vendor) 5. Districts will complete mentor performance tasks for baseline data.
<p>September 2023-May 2024</p>	<ol style="list-style-type: none"> 1. Monthly ISN learning webinars occur by region (vendor) 2. Monthly district leader walk throughs occur by region (Mentor district leads –vendor district supports) 3. Individual district walk throughs and data progress tracking (collaborative district leader and mentor district)

	<ol style="list-style-type: none"> 4. Monthly school leader walk throughs with feedback training (vendors and school leaders) 5. Vendor reporting and vendor mid-year evaluation (January; TDOE) 6. Highlight grant activities in multiple state communications (TDOE project manager) 7. Districts will continue sharing IPG data regional network webinars and will collaboratively track benchmarking data (district) <p>* TDOE team and project manager will participate in 1, 2, and 4 regionally.</p>
MILEST ONE FOUR May 2024	<p>Fourth annual evaluation of progress</p> <ol style="list-style-type: none"> 1. Teacher knowledge and mindset survey completed 2. 85% mastery in teacher knowledge surveys 3. 65% mastery in leader capacity giving feedback with IPG as reported by vendors 4. Vendor year four evaluation and contract extension determination 5. Diagnostic data will show a 70% on track rating in each grade preK, K, 1 and 2 6. Achievement data will show three percent aggregate increase in grades 3 through high school and ACT data will show a 5 percent increase in college and career ready students as measured by the ACT reading assessment. Student group data will report an increase by 5% at the district level. 7. Districts will complete mentor performance tasks. Each regional network will use the gaps in the performance tasks for focal topics in Y5 (sustainability year).
August 2024	<ol style="list-style-type: none"> 1. Teacher and School Leader Year Four Sharing Convening- focus on sustainability (districts) 2. Regional network planning meeting creating focus topics, course correction to design, and schedule for all meetings and walk throughs. Focal topics will be defined by mentor performance tasks. (districts) 3. New teachers will complete baseline knowledge survey (TDOE) 4. Regional and individual district academic goals set for Prek-2, grade 3-8, and ACT data. (districts and regions-led by vendor)
September 2024-May 2025	<ol style="list-style-type: none"> 1. Monthly ISN learning webinars occur by region (vendor and district shared) 2. Monthly district leader walk throughs occur by region (Mentor or host district leads –vendor district supports) 3. Individual district walk throughs and data progress tracking (collaborative district leader and mentor district) 4. Monthly school leader walk throughs with feedback training (vendors and school leaders) 5. Vendor reporting and vendor mid-year evaluation (January; TDOE) 6. Highlight grant activities in multiple state communications (TDOE project manager) 7. Districts will continue sharing IPG data regional network webinars and will collaboratively track benchmarking data (district) <p>* TDOE team and project manager will participate in 1, 2, and 4 regionally.</p>

MILEST ONE FINAL May 2025	Final evaluation of success <ol style="list-style-type: none"> 1. Teacher Knowledge and Mindset Survey completed. 2. 90% mastery teacher knowledge surveys 3. Vendor Final evaluation 4. Diagnostic data will show an 80% on track rating in each grade PreK, K, 1 and 2. 5. Achievement data will show five percent aggregate increase in grades 3 through high school and ACT data will show a 10 percent increase in college and career ready students as measured by the ACT reading assessment. Student group data will report an increase by 5% at the district level. 6. Districts will demonstrate sustainability through mastery demonstrated in the mentor performance tasks.
--	--

LEAID	NAME_LEA19	TRACT	COUNT	county	type
4700090	Anderson County School District	47001020500	12	Anderson	Low-Income Community
4703240	Oak Ridge City School District	47001020500	16	Anderson	Low-Income Community
4700090	Anderson County School District	47001021000	12	Anderson	Low-Income Community
4703240	Oak Ridge City School District	47001021000	16	Anderson	Low-Income Community
4700180	Bedford County School District	47003950500	9	Bedford	Low-Income Community
4700240	Benton County School District	47005963200	5	Benton	Low-Income Community
4700270	Bledsoe County School District	47007953100	3	Bledsoe	Low-Income Community
4700060	Alcoa City School District	47009010100	11	Blount	Low-Income Community
4700300	Blount County School District	47009010200	24	Blount	Low-Income Community
4700060	Alcoa City School District	47009010200	11	Blount	Low-Income Community
4700300	Blount County School District	47009010301	24	Blount	Low-Income Community
4700060	Alcoa City School District	47009010301	11	Blount	Low-Income Community
4700300	Blount County School District	47009010302	24	Blount	Low-Income Community
4700060	Alcoa City School District	47009010302	11	Blount	Low-Income Community
4700690	Cleveland City School District	47011010700	17	Bradley	Low-Income Community
4700450	Cannon County School District	47015960200	3	Cannon	Low-Income Community
4704490	West Carroll Special District	47017962100	5	Carroll	Low-Income Community
4702010	Huntingdon Special School District	47017962100	5	Carroll	Low-Income Community
4703900	South Carroll Special School District	47017962100	3	Carroll	Low-Income Community
4700510	Carter County School District	47019071200	16	Carter	Low-Income Community
4701110	Elizabethton City School District	47019071200	11	Carter	Low-Income Community
4700570	Cheatham County School District	47021070104	9	Cheatham	Low-Income Community
4700630	Claiborne County School District	47025970300	9	Claiborne	Low-Income Community
4700660	Clay County School District	47027955000	2	Clay	Low-Income Community
4703210	Newport City School District	47029920200	3	Cocke	Low-Income Community
4700750	Cocke County School District	47029920200	9	Cocke	Low-Income Community
4747029	Cocke County School District in Newport	47029920200	3	Cocke	Low-Income Community
4700750	Cocke County School District	47029920700	9	Cocke	Low-Income Community
4700850	Crockett County School District	47033961100	5	Crockett	Low-Income Community
4747033	Crockett County School District in Alamo	47033961100	2	Crockett	Low-Income Community
4700210	Bells City School District	47033961100	3	Crockett	Low-Income Community
4747034	Crockett County School District in Bells	47033961100	3	Crockett	Low-Income Community
4700030	Alamo City School District	47033961100	2	Crockett	Low-Income Community
4700900	Cumberland County School District	47035970400	14	Cumberland	Low-Income Community
4700900	Cumberland County School District	47035970800	14	Cumberland	Low-Income Community
4703180	Metropolitan Nashville Public School District	47037010401	161	Davidson	Low-Income Community
4703180	Metropolitan Nashville Public School District	47037012600	161	Davidson	Low-Income Community
4703180	Metropolitan Nashville Public School District	47037013601	161	Davidson	Low-Income Community
4703180	Metropolitan Nashville Public School District	47037013602	161	Davidson	Low-Income Community
4703180	Metropolitan Nashville Public School District	47037013700	161	Davidson	Low-Income Community
4703180	Metropolitan Nashville Public School District	47037013800	161	Davidson	Low-Income Community
4703180	Metropolitan Nashville Public School District	47037013900	161	Davidson	Low-Income Community
4703180	Metropolitan Nashville Public School District	47037014200	161	Davidson	Low-Income Community
4703180	Metropolitan Nashville Public School District	47037014800	161	Davidson	Low-Income Community
4703180	Metropolitan Nashville Public School District	47037015628	161	Davidson	Low-Income Community
4703180	Metropolitan Nashville Public School District	47037015900	161	Davidson	Low-Income Community
4703180	Metropolitan Nashville Public School District	47037016000	161	Davidson	Low-Income Community
4703180	Metropolitan Nashville Public School District	47037016100	161	Davidson	Low-Income Community
4703180	Metropolitan Nashville Public School District	47037016200	161	Davidson	Low-Income Community
4703180	Metropolitan Nashville Public School District	47037016300	161	Davidson	Low-Income Community
4703180	Metropolitan Nashville Public School District	47037017300	161	Davidson	Low-Income Community
4703180	Metropolitan Nashville Public School District	47037019200	161	Davidson	Low-Income Community
4703180	Metropolitan Nashville Public School District	47037019300	161	Davidson	Low-Income Community

4700990	DeKalb County School District	47041920200	4 DeKalb	Low-Income Community
4701020	Dickson County School District	47043060602	10 Dickson	Low-Income Community
4701080	Dyersburg City School District	47045964300	5 Dyer	Low-Income Community
4701050	Dyer County School District	47045964300	8 Dyer	Low-Income Community
4701170	Fayette County School District	47047060300	11 Fayette	Low-Income Community
4701230	Fentress County School District	47049965300	4 Fentress	Low-Income Community
4701400	Gibson County School District	47053966900	13 Gibson	Low-Income Community
4701950	Humboldt City School District	47053966900	2 Gibson	Low-Income Community
4701950	Humboldt City School District	47053967000	2 Gibson	Low-Income Community
4701400	Gibson County School District	47053967000	13 Gibson	Low-Income Community
4701470	Greene County School District	47059090100	15 Greene	Low-Income Community
4701500	Greeneville City School District	47059090100	6 Greene	Low-Income Community
4701470	Greene County School District	47059091200	15 Greene	Low-Income Community
4701530	Grundy County School District	47061955300	4 Grundy	Low-Income Community
4700001	Hamblen County School District	47063100300	12 Hamblen	Low-Income Community
4700001	Hamblen County School District	47063100800	12 Hamblen	Low-Income Community
4701590	Hamilton County School District	47065000400	82 Hamilton	Low-Income Community
4701590	Hamilton County School District	47065001600	82 Hamilton	Low-Income Community
4701590	Hamilton County School District	47065001900	82 Hamilton	Low-Income Community
4701590	Hamilton County School District	47065002000	82 Hamilton	Low-Income Community
4701590	Hamilton County School District	47065003100	82 Hamilton	Low-Income Community
4701590	Hamilton County School District	47065012300	82 Hamilton	Low-Income Community
4701590	Hamilton County School District	47065012400	82 Hamilton	Low-Income Community
4701620	Hancock County School District	47067960600	2 Hancock	Low-Income Community
4701650	Hardeman County School District	47069950300	6 Hardeman	Low-Income Community
4747073	Hawkins County School District in Rogersville	47073050400	4 Hawkins	Low-Income Community
4703660	Rogersville City Schools	47073050400	4 Hawkins	Low-Income Community
4701740	Hawkins County School District	47073050400	13 Hawkins	Low-Income Community
4701740	Hawkins County School District	47073050601	13 Hawkins	Low-Income Community
4702190	Kingsport City School District	47073050601	27 Hawkins	Low-Income Community
4701770	Haywood County School District	47075930500	6 Haywood	Non-LIC Contiguous
4702460	Lexington City School System	47077975400	3 Henderson	Low-Income Community
4701800	Henderson County School District	47077975400	6 Henderson	Low-Income Community
4747077	Henderson County School District in Lexington	47077975400	3 Henderson	Low-Income Community
4701830	Henry County School District	47079969000	8 Henry	Low-Income Community
4701860	Hickman County School District	47081950302	6 Hickman	Low-Income Community
4701920	Houston County School District	47083120200	3 Houston	Low-Income Community
4702070	Jackson County School District	47087960400	4 Jackson	Low-Income Community
4702160	Johnson County School District	47091956300	5 Johnson	Low-Income Community
4702220	Knox County School District	47093000100	112 Knox	Low-Income Community
4702220	Knox County School District	47093000800	112 Knox	Low-Income Community
4702220	Knox County School District	47093001900	112 Knox	Low-Income Community
4702220	Knox County School District	47093002400	112 Knox	Low-Income Community
4702220	Knox County School District	47093003500	112 Knox	Low-Income Community
4702220	Knox County School District	47093006502	112 Knox	Low-Income Community
4702220	Knox County School District	47093006700	112 Knox	Low-Income Community
4702220	Knox County School District	47093006800	112 Knox	Low-Income Community
4702280	Lake County School District	47095960100	2 Lake	Low-Income Community
4702310	Lauderdale County School District	47097050504	9 Lauderdale	Low-Income Community
4702310	Lauderdale County School District	47097050505	9 Lauderdale	Low-Income Community
4702340	Lawrence County School District	47099960300	11 Lawrence	Low-Income Community
4702340	Lawrence County School District	47099960501	11 Lawrence	Low-Income Community
4702490	Lincoln County School District	47103975300	9 Lincoln	Low-Income Community
4701200	Fayetteville City School District	47108975300	3 Lincoln	Low-Income Community

4702490	Lincoln County School District	47103975400	9 Lincoln	Low-Income Community
4701200	Fayetteville City School District	47103975400	3 Lincoln	Low-Income Community
4702520	Loudon County School District	47105060202	10 Loudon	Low-Income Community
4702400	Lenoir City School District	47105060202	5 Loudon	Low-Income Community
4702520	Loudon County School District	47105060600	10 Loudon	Low-Income Community
4747107	McMinn County School District in Athens	47107970101	6 McMinn	Non-LIC Contiguous
4702820	McMinn County School District	47107970101	10 McMinn	Non-LIC Contiguous
4700120	Athens City Schools	47107970101	6 McMinn	Non-LIC Contiguous
4701140	Etowah City School District	47107970600	2 McMinn	Low-Income Community
4702820	McMinn County School District	47107970600	10 McMinn	Low-Income Community
4747108	McMinn County School District in Etowah	47107970600	2 McMinn	Low-Income Community
4702550	Macon County School District	47111970300	4 Macon	Low-Income Community
4702580	Jackson-Madison County School System	47113000200	27 Madison	Low-Income Community
4702580	Jackson-Madison County School System	47113000500	27 Madison	Low-Income Community
4702580	Jackson-Madison County School System	47113000600	27 Madison	Low-Income Community
4702580	Jackson-Madison County School System	47113000700	27 Madison	Low-Income Community
4702580	Jackson-Madison County School System	47113000800	27 Madison	Low-Income Community
4702580	Jackson-Madison County School System	47113000900	27 Madison	Low-Income Community
4703540	Richard City Special School District	47115050301	2 Marion	Low-Income Community
4702640	Marion County School District	47115050301	6 Marion	Low-Income Community
4702670	Marshall County School District	47117955300	6 Marshall	Low-Income Community
4702910	Meigs County School District	47121960200	3 Meigs	Low-Income Community
4703000	Monroe County School District	47123925000	6 Monroe	Non-LIC Contiguous
4703000	Monroe County School District	47123925501	6 Monroe	Low-Income Community
4703030	Clarksville-Montgomery County School System	47125100100	38 Montgomery	Low-Income Community
4703030	Clarksville-Montgomery County School System	47125100200	38 Montgomery	Low-Income Community
4703030	Clarksville-Montgomery County School System	47125100800	38 Montgomery	Low-Income Community
4703030	Clarksville-Montgomery County School System	47125100900	38 Montgomery	Low-Income Community
4703270	Obion County School District	47131965400	10 Obion	Low-Income Community
4704260	Union City School District	47131965500	4 Obion	Low-Income Community
4703270	Obion County School District	47131965500	10 Obion	Low-Income Community
4703330	Overton County School District	47133950302	7 Overton	Low-Income Community
4703420	Pickett County School District	47137925100	1 Pickett	Low-Income Community
4703450	Polk County School District	47139950400	5 Polk	Low-Income Community
4703480	Putnam County School District	47141000600	15 Putnam	Low-Income Community
4703480	Putnam County School District	47141000800	15 Putnam	Low-Income Community
4703480	Putnam County School District	47141001100	15 Putnam	Low-Income Community
4747143	Rhea County School District in Dayton	47143975401	4 Rhea	Low-Income Community
4703510	Rhea County School District	47143975401	6 Rhea	Low-Income Community
4700930	Dayton City Elementary School District	47143975401	4 Rhea	Low-Income Community
4703590	Roane County School District	47145030600	10 Roane	Low-Income Community
4703150	Murfreesboro City School District	47149041800	29 Rutherford	Low-Income Community
4703690	Rutherford County School District	47149041800	42 Rutherford	Low-Income Community
4747149	Rutherford County School District in Murfreesboro	47149041800	29 Rutherford	Low-Income Community
4703150	Murfreesboro City School District	47149041900	29 Rutherford	Low-Income Community
4747149	Rutherford County School District in Murfreesboro	47149041900	29 Rutherford	Low-Income Community
4703690	Rutherford County School District	47149042100	42 Rutherford	Low-Income Community
4747149	Rutherford County School District in Murfreesboro	47149042100	29 Rutherford	Low-Income Community
4703150	Murfreesboro City School District	47149042100	29 Rutherford	Low-Income Community
4703720	Scott County School District	47151975200	5 Scott	Low-Income Community
4703750	Sequatchie County School District	47153060101	3 Sequatchie	Non-LIC Contiguous
4703780	Sevier County School District	47155080101	18 Sevier	Low-Income Community
4703780	Sevier County School District	47155080400	18 Sevier	Low-Income Community
4700148	Shelby County School District	47157000200	20 Shelby	Low-Income Community

4700148	Shelby County School District	47157000300	201 Shelby	Low-Income Community
4700148	Shelby County School District	47157000400	201 Shelby	Low-Income Community
4700148	Shelby County School District	47157001900	201 Shelby	Low-Income Community
4700148	Shelby County School District	47157002000	201 Shelby	Low-Income Community
4700148	Shelby County School District	47157002100	201 Shelby	Low-Income Community
4700148	Shelby County School District	47157002400	201 Shelby	Low-Income Community
4700148	Shelby County School District	47157002500	201 Shelby	Low-Income Community
4700148	Shelby County School District	47157002700	201 Shelby	Low-Income Community
4700148	Shelby County School District	47157002800	201 Shelby	Low-Income Community
4700148	Shelby County School District	47157003000	201 Shelby	Low-Income Community
4700148	Shelby County School District	47157003600	201 Shelby	Low-Income Community
4700148	Shelby County School District	47157003700	201 Shelby	Low-Income Community
4700148	Shelby County School District	47157003800	201 Shelby	Low-Income Community
4700148	Shelby County School District	47157003900	201 Shelby	Low-Income Community
4700148	Shelby County School District	47157004500	201 Shelby	Low-Income Community
4700148	Shelby County School District	47157004600	201 Shelby	Low-Income Community
4700148	Shelby County School District	47157005000	201 Shelby	Low-Income Community
4700148	Shelby County School District	47157005900	201 Shelby	Low-Income Community
4700148	Shelby County School District	47157006600	201 Shelby	Low-Income Community
4700148	Shelby County School District	47157006700	201 Shelby	Low-Income Community
4700148	Shelby County School District	47157007000	201 Shelby	Low-Income Community
4700148	Shelby County School District	47157007300	201 Shelby	Low-Income Community
4700148	Shelby County School District	47157007400	201 Shelby	Low-Income Community
4700148	Shelby County School District	47157011200	201 Shelby	Low-Income Community
4700148	Shelby County School District	47157011300	201 Shelby	Low-Income Community
4700148	Shelby County School District	47157011400	201 Shelby	Low-Income Community
4700148	Shelby County School District	47157011600	201 Shelby	Low-Income Community
4700150	Millington Municipal School District	47157020210	8 Shelby	Non-LIC Contiguous
4700150	Millington Municipal School District	47157020300	8 Shelby	Low-Income Community
4700148	Shelby County School District	47157022111	201 Shelby	Low-Income Community
4700148	Shelby County School District	47157022500	201 Shelby	Low-Income Community
4703870	Smith County School District	47159975300	5 Smith	Low-Income Community
4703870	Smith County School District	47159975400	5 Smith	Non-LIC Contiguous
4703960	Stewart County School District	47161110600	4 Stewart	Low-Income Community
4703990	Sullivan County School District	47163040200	31 Sullivan	Low-Income Community
4702190	Kingsport City School District	47163040200	27 Sullivan	Low-Income Community
4700360	Bristol City School District	47163042701	13 Sullivan	Low-Income Community
4703990	Sullivan County School District	47163043000	31 Sullivan	Low-Income Community
4700360	Bristol City School District	47163043000	13 Sullivan	Low-Income Community
4703990	Sullivan County School District	47163043302	31 Sullivan	Low-Income Community
4704020	Sumner County School District	47165020300	42 Sumner	Low-Income Community
4704020	Sumner County School District	47165020700	42 Sumner	Low-Income Community
4704080	Tipton County School District	47167040700	13 Tipton	Low-Income Community
4704080	Tipton County School District	47167041000	13 Tipton	Low-Income Community
4704230	Unicoi County School District	47171080100	4 Unicoi	Low-Income Community
4704230	Unicoi County School District	47171080200	4 Unicoi	Low-Income Community
4704290	Union County School District	47173040201	4 Union	Low-Income Community
4704320	Van Buren County School District	47175925200	2 Van Buren	Low-Income Community
4704350	Warren County School District	47177930800	9 Warren	Low-Income Community
4702130	Johnson City School District	47179060100	20 Washington	Low-Income Community
4702130	Johnson City School District	47179060800	20 Washington	Low-Income Community
4702130	Johnson City School District	47179060900	20 Washington	Low-Income Community
4702130	Johnson City School District	47179062000	20 Washington	Low-Income Community
4704440	Wayne County School District	47181950200	4 Wayne	Low-Income Community

4704470 Weakley County School District
4704500 White County School District

47183968101
47185935300

11 Weakley
6 White

Low-Income Community
Low-Income Community

TDoe Vendor Capacity Rubric

Criteria	Does Not Qualify (0)	Acceptable (3)	Exemplary (5)
Experience coaching with high-quality materials	The professional learning is not aligned to high-quality instructional materials on the state-approved K-12 ELA Adoption List and effective professional learning practices and research	The professional learning is somewhat aligned to high-quality instructional materials on the state-approved K-12 ELA Adoption List and effective professional learning practices and research.	Professional learning is fully aligned to high-quality instructional materials on the state-approved K-12 ELA Adoption List and focuses on utilizing both lessons and units allowing teachers to internalize the outcomes of high-quality instructional materials.
Builds leaders' content knowledge and coaching skills	The vendor's plan has limited focus on classroom walk throughs and teacher feedback.	The vendor's plan has a clear design using classroom walkthroughs and teacher feedback to build leader's ability to support material-specific teacher feedback.	Professional learning develops leaders' content knowledge, walk-through practices and ability to provide teachers with actionable material-specific feedback.
Demonstrated results in high needs school	The vendor does not have documented experience providing coaching support in high needs schools (comprehensive support and improvement schools as defined by USDOE) or experience does not demonstrate positive student results aligned to vendor support.	The vendor has some documented experience providing coaching in high needs schools (comprehensive support and improvement schools as defined by USDOE) AND experience is aligned to student success measures. (partial =1 point)	The vendor has multiple documented experiences providing coaching in high-need schools (comprehensive support and improvement schools as defined by USDOE) AND the vendor can demonstrate how the support has directly impacted teacher classroom practice as measured by the IPG AND student success measures. (partial 4 points)
Demonstrated use of Instructional Practice Guide (modified)	The vendor cannot demonstrate the use of the Student Achievement Partners Instructional Practice Guide (IPG) (or adapted tool) beyond "testimonial" documentation.	The vendor demonstrates use of the IPG with "testimonial" documentation, strong vendor norming and expertise with the IPG, and documents verifying use with districts. (partial =1 point)	Vendor uses the IPG to measure the effectiveness of PL and report progress. Ongoing PL for leaders equips them to conduct content- and curriculum-specific walkthroughs using the IPG. The focus of the leader PL is to help them to identify next steps for individual teachers as well as trends using the IPG. The identification of next steps in implementation becomes the driving factor for providing feedback to teachers. (partial 4 points)

n to report implementation progress using IPG	The vendor does not have a tracking system to demonstrate teacher progress on effective implementation of high-quality instructional materials.	The vendor provided evidence of a tracking system that demonstrates teacher progress on effective implementation of high-quality instructional materials.	The vendor uses a system to track teacher progress on effectively implementing high-quality instructional materials AND demonstrates ability to adjust professional learning as needed when teachers/schools experience challenges in implementation.
approach consistently addresses teachers and leaders	The vendor does not have clear evidence of a plan to support principals' knowledge and support AS WELL AS teachers' knowledge and ability to implement HQIM materials.	The vendor has evidence and a clearly articulated plan to support principals' knowledge AS WELL AS support teachers' knowledge and the ability to implement HQIM materials. (partial =1 point)	The vendor has extensive evidence and defined plan to support principals' knowledge AS WELL AS support teachers' knowledge and ability to implement HQIM materials. (partial 4 points)

References

- Agodini, R., Harris, B., Thomas, M., Murphy, R., & Gallagher, L. (2010). *Achievement effects of four early elementary school math curricula: Findings for first and second graders*. National Center for Education Evaluation and Regional Assistance.
- Bhatt, R., & Koedel, C. (2012). Large-scale evaluations of curricular effectiveness: The case of elementary mathematics in Indiana. *Educational Evaluation and Policy Analysis, 34*(4), 391–412.
- Bhatt, R., Koedel, C., & Lehmann, D. (2013). Is curriculum quality uniform? Evidence from Florida. *Economics of Education Review, 34*, 107–121.
- Bjorklund-Young, A. (2016). *High-quality curricula: A cost-effective way to increase student learning*. Johns Hopkins University.
- Blazar, D., Heller, B., Kane, T. J., Polikoff, M., Staiger, D., Carrell, S., Goldhaber, D., Harris, D., Hitch, R., Holden, K., & Kurlaender, M. (2019). *Learning by the Book: Comparing Math Achievement Growth by Textbook in Six Common Core States*. Harvard University Center for Education Policy Research.
- Brownell, M. T., Yeager, E., Rennells, M. S., & Riley, T. (1997). Teachers working together: What teacher educators and researchers should know. *Teacher Education and Special Education, 20*(4), 340–359.
- Chingos, M. and Whitehurst, R. (2012). *Choosing Blindly: Instructional Materials, Teacher Effectiveness, and the Common Core*. Brown Center on Education Policy at Brookings.
- Cohen, D. K. (2011). *Teaching and its predicaments*. Cambridge, MA: Harvard University Press.
- Cohen, D. K., & Spillane, J. P. (1992). Chapter 1: Policy and Practice: The Relations Between Governance and Instruction. *Review of Research in Education, 18*(1), 3–49.

Darling-Hammond, L. (2017). *Effective Teacher Professional Development*. Learning Policy Institute.

Goddard, R., Goddard, A., Sook Kim, E., & Miller, R. (2015). A Theoretical and Empirical Analysis of the Roles of Instructional Leadership, Teacher Collaboration, and Collective Efficacy Beliefs in Support of Student Learning. *American Journal of Education*, 121(4), 501–530.

Guskey, T., & Yoon, K. S. (2009). *What Works in Professional Development*. Phi Delta Kappan.

Harris, D. N. & Sass, T. (2011). Teacher training, teacher quality and student achievement. *Journal of Public Economics*, 95(7–8), pages 798–812.

Instruction Partners (2018). *What Does It Take to Implement a Strong Curriculum Effectively?*

Jackson, K. & Makarin, A. (2018). Can online off-the-shelf lessons improve student outcomes? Evidence from a field experiment. *American Economic Journal: Economic Policy*, 10(3), pages 226–254.

Kane, T. J. (2016). *Never Judge a Book by Its Cover—Use Student Achievement Instead*. Brookings.

Kane, T. J., Owens, A. M., Marinell, W. H., Thal, D. R. C., & Staiger, D. O. (2016). *Teaching Higher: Educators' Perspectives on Common Core Implementation*. Center for Education Policy Research at Harvard University.

Kaufman, J. H., Thompson, L.E., and Opfer, V. D. (2016). *Creating a Coherent System to Support Instruction Aligned with State Standards: Promising Practices of the Louisiana Department of Education*. RAND Corporation.

Kaufman, J. H., Tosh, K., and Mattox, T. (2020). *Are U.S. Teachers Using High-Quality Instructional Materials?* RAND Corporation.

- Kilpatrick, D. A. (2016). *Equipped for reading success: A comprehensive, step-by-step program for developing phonemic awareness and fluent word recognition*. Casey & Kirsch.
- Kilpatrick, D. A. (2019, February). Recent advances in understanding word-level reading skills: Implications for reading instruction and for understanding reading difficulties. Presentation at International Dyslexia Association conference, Austin, TX.
- Kennedy, M. M. (2016). How Does Professional Development Improve Teaching? *Review of Educational Research*, 86(4), 945–980.
- Koedel, C., Li, D., Polikoff, M. S., Hardaway, T., & Wrabel, S. L. (2017). Mathematics curriculum effects on student achievement in California. *AERA Open*, 3(1).
- Koedel, C., & Polikoff, M. (2017). *Big Bank for Just a Few Bucks: The Impact of Math Textbooks in California*. Brookings.
- Kraft, M. A., Blazar, D., & Hogan, D. (2018). The Effect of Teacher Coaching on Instruction and Achievement: A Meta-Analysis of the Causal Evidence. *Review of Educational Research*, 88(4), 547–588.
- Ronfeldt, M., Farmer, S. O., McQueen, K., & Grissom, J. A. (2015). Teacher collaboration in instructional teams and student achievement. *American Educational Research Journal*, 52(3), 475–514.
- Scarborough, H. S. (2001). Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. In S. Neuman & D. Dickinson (Eds.), *Handbook for research in early literacy* (pp. 97–110). Guilford.
- Steiner, D. (2017). *Curriculum Research: What We Know and Where We Need to Go*. StandardsWork.

Taylor, J. A., Getty, S. R., Kowalski, S. M., Wilson, C. D., Carlson, J., & Van Scotter, P. (2015).

An efficacy trial of research-based curriculum materials with curriculum-based professional development. *American Educational Research Journal*, 52(5), 984–1017.

Whitehurst, G.J. (2009). *Don't Forget Curriculum*. Brookings Institute: Brown Center Letters on Education.

Wiener, R., & Pimentel, S. (2017). *Practice What You Teach: Connecting Curriculum & Professional Learning in Schools*. Aspen Institute.

Professional Experience

Chief, Standards and Materials

Nashville, TN (June 2019-present)

- Serve on the Commissioner of Education cabinet.
- Oversee birth to grade 12 academic programming including early childhood education, Voluntary PreK, Head Start, K-12 English Language Arts, mathematics, science, fine arts, learning management systems, instructional supports, textbook adoption, teacher and leader academic supports, and additional academics.
- Manage two divisional teams, 50 employees, multi-million budget including state funds, multiple grants, and philanthropic services.
- Provide statewide academic support to instructional supervisors, superintendents, and external stakeholders.
- Coordinate with the assessment division, special populations division, regional support offices, human capital and operations division.
- Coordinate educator preparation programming, professional learning strategy, and teacher/leader evaluation with PreK-12 initiatives.

Priority Schools Executive Officer, Metro Nashville Public Schools (MNPS)

Nashville, TN (August 2017-June 2019)

- Re-designed the MNPS priority school division from an office that supported nine priority schools to a division that supported 23 priority schools in September 2019.
- Oversaw grants managements management of \$5.6 million dollars, supervised a team of ten staff members including principal supervisors, student support coordinators, and literacy and math specialists to provide intensive supports for 25 schools that serve 10,400 students and include over 850 staff members.
- Re-visioned the MNPS priority schools strategic plan to focus on implementing rigorous literacy and math curricula, designing intensive teacher and leader supports, building deep community partnerships and creating a robust wrap-around social and emotional support system for students.
- Coordinated community partner relationships with Communities in Schools, Nashville Public Education Foundation, United Way, and PencilFoundation.
- Served as an advisory member to the Mayor's Kitchen Cabinet for Priority Schools and coordinated community planning with existing school improvement strategies as well as established relationships with multiple city council members to support initiatives with priority schools.
- Cultivated partnerships with John Hopkins University (Attendance Works), TNTP, Vanderbilt University, and Lipscomb University to provide national experts in coaching and supporting school turnaround.

Lipscomb University, Adjunct Instructor *Nashville, TN* (August 2017-present)

- Taught face to face course for principal preparation programs including Instructional Leadership, Instructional Supervision, Human Capital and

Organizational Management, and Evaluating Instructional Practice.

- Taught in TTLA online model and provided feedback to course design and support as Lipscomb developed online programs.

Independent Education Consultant, Nashville, TN (November 2016-July 2017)

- Develop teacher leader academy model for State Collaborative on Reforming Education (SCORE) to use for eight regional teacher leader conferences.
- Serve as school improvement expert with national school improvement company, SchoolWorks, in formative school reviews in Colorado.

Served as Managing Director for Content at District to District

Tennessee Department of Education, Executive Director of Instructional Leadership Support Nashville, TN (October 2014-August 2016)

- Oversaw visioning, content sequencing, and module development for quarterly statewide leadership courses designed to provide systematic professional development for over 2100 superintendents, assistant superintendents and principals throughout the state of Tennessee.
- Tailored the leadership professional development for urban school districts to create sustainable change models for over 300 principals and assistant principals.
- Designed and managed professional learning community modules used for supervisor and principal groups in all eight regions of Tennessee.
- Provided oversight for all content delivered at 2015 statewide leadership conference serving over 2300 attendees with 89% highly satisfied customer rating.
- Coordinated hiring of content designers and 70 facilitators including logistical planning for 23 sites for the integrated leadership course series.
- Managed professional learning for district instructional supervisors through a regional problem of practice model. Using improvement science techniques resulted in 70 percent of districts to analyze literacy practices and participate in action research for the 2015-2016 2016-2017 school year.
- Organized and facilitated quarterly professional learning for large district Chief Academic Officers in Tennessee.
- Successfully designed and delivered mandated statewide elementary student intervention system roll out training to 125 district leaders in regional training series impacting all students across the state.
- Collaborated with national research team to produce mandated statewide secondary school intervention model and support initiatives for statewide rollout of high school intervention programs.
- Served as collaborating team member on TDOE (Tennessee Department of Education) Instructional Coaching Task Force, TDOE Student Intervention Task Force, TDOE Literacy Task Force, and TDOE Reading Committee.

Sumner County Schools, Middle School Supervisor *Gallatin, TN* (July 2013 – September 2014)

- Supervised and coordinated instructional programming for 13 diverse county wide middle school programs and served as co-chair for Countywide Student Intervention Implementation Committee and facilitated the implementation of RTI programming.
- Coached principals in curriculum planning, revising master schedules to ensure consistent intervention time, and designed cohesive intervention curriculum in math and reading.
- Supported county goal setting and school goal setting process with professional development on SMART Goals, achievement data, and growth data projections through school-based coaching on data-based decision making.
- Facilitated countywide Professional Learning Communities for principals, assistant principals, teacher leaders, librarians and guidance counselors.

LEAD Public Schools, Director of Academics *Nashville, TN* (April 2012 – July 2013)

- Designed, oversaw, and provided direct support for instructional leadership staff, instructional coaches, special education staff, ELL services, teacher development, instructional technology oversight, and special education programs.
- Created and implemented cohesive instructional model for middle and high schools resulting in an application of Common Core standards as well as designed rigorous college preparation and remediation time for students with large academic barriers and gaps.
- Retooled teacher evaluation to include weekly walk through observations and teacher coaching that resulted in a clear continuum of teacher development around statewide teacher evaluation indicators.
- Coordinated and supported 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.

Ross Local Schools, Assistant Superintendent *Hamilton, OH* (Aug. 2009–April 2012)

- Directed strategic planning and budgeting process for the Race to Top Grant, Formative Assessment Middle School project, Federal Grants programs and the district Continuous Improvement Plan.
- Supervised K-12 instructional programming including gifted, ELL, technology and library media services.
- Provided School Board communications and advisement monthly including school performance updates, detailed academic reports, and action item recommendations as well participated in executive session discussions regarding personnel and contract negotiations.
- Guided all K-12 building administrators in teacher action planning, teacher termination and contentious teacher evaluation situations.

Monroe Local Schools, Junior High Principal *Monroe, OH* (July 2007 - August 2009)

- Managed building operations, administrative duties, academic programming,

and extracurricular events for a 400 student and 25 staff member junior high school.

- Participated in Crisis Management Planning Team for district as well as created and operated crisis management plan for junior high including implementing a research-based bullying prevention program, Olweus.
- Created teacher leadership opportunities by using teacher led teams to develop response-to-intervention system, behavior support teams, data analysis teams and building operations teams.

Education

Ed. D., Learning Organizations and Strategic Change
David Lipscomb University, December 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., Collaborative Professional Learning
David Lipscomb University, December 2014

Project Title: Improving Literacy for all Adolescents
Advisor: Dr. Tammy Shutt

Instructional Coaching Certificate
David Lipscomb University, July 2014

Licensure, Superintendent License
University of Cincinnati/Wright State University, August 2011

Licensure, Principal License
University of Cincinnati/Wright State University, August 2006

Licensure, Administrative Specialist License: Curriculum and Instruction
Wright State University, August 2003

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

B.S., Secondary Education,
Wright State University, Dayton, OH, June 1998

Publications

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

Coons, Lisa. (2015). Response to instruction and intervention: Middle school and high school strategies for implementation.

Coons, Lisa (2014). Response to instruction and intervention: Core instruction strategies for secondary learners.

State Level Presentations

Coons, Lisa (2013). TCAP writing assessment. Co-presented with TDOE staff at the LEAD Conference in Nashville, TN.

Coons, Lisa (2013). Panel presentation: Leveraging writing assessments. Presented at LEAD Conference Nashville, TN.

Coons, Lisa (2012). Creating digital communities of practice. Presented at eTech Ohio in Columbus, Ohio.

Coons Lisa (2011). Data-driven instructional planning round table, co-presented at eTech Ohio in Columbus, Ohio.

Coons, Lisa (2011). RTI reflections. Presented at Regional SERC in Hamilton County, Ohio.

Hodits, Lisa (2010). Response for intervention: Merging special education and general education practice, Poster presentation at the National Council for Exceptional Children Conference in Nashville, TN.

RACHEL BRADSHAW

111 Acklen Park Drive #444 | Nashville, TN 37203 | 808-389-4755 | rachel.k.bradshaw@gmail.com

EDUCATION AND CREDENTIALS

Doctor of Education, Leadership and Policy Spring 2017 Boston University	<ul style="list-style-type: none">• Glenn Fellowship (merit scholarship)• Dissertation: “Improvement in Tripod Student Survey Ratings of Secondary School Instruction over Three Years”• Certificate in Program Planning, Management, Monitoring, and Evaluation• Massachusetts (MA) principal’s license, grades 9–12
Master of Education, Teaching and Curriculum Spring 2008 Harvard University	<ul style="list-style-type: none">• Teacher Education Program, focused on urban public schools• MA teaching license, English language arts (ELA) grades 5–12
Bachelor of Arts, English Spring 2007 Yale University	<ul style="list-style-type: none">• Phi Beta Kappa; Magna Cum Laude; distinction in the English major; Paine Memorial, Mifflin, and Curtis Prizes for thesis and other writing• Thesis: “The Threat of Truth: Uses and Limitations of G. E. Moore’s Philosophy in Understanding Virginia Woolf”

PRIMARY WORK EXPERIENCE

Senior Director, Literacy and Humanities Winter 2020 – Present Tennessee Department of Education (TDOE)	<ul style="list-style-type: none">• Lead team of content specialists responsible for TDOE’s English language arts, literacy, and social studies work• Lead TDOE’s early literacy supports, a strategic priority; contribute substantively to strategic priority initiatives focused on high-quality instructional materials and online learning tool development• Serve on TDOE Executive Leadership team and Office of Standards and Materials leadership team
Manager, Instructional Policy Summer 2018 – Winter 2020 MA Department of Elementary and Secondary Education (DESE)	<ul style="list-style-type: none">• Led MA team’s work with multi-state network promoting effective implementation of high-quality, standards-aligned curricular materials• Led Instructional Materials and Professional Development focus area, one of Center for Instructional Support’s two priority project portfolios• Served as DESE’s liaison to district curriculum directors statewide
Instructional Policy Lead Summer 2017 – Summer 2018 MA DESE	<ul style="list-style-type: none">• Led development and launched implementation of multi-year strategic plan to improve written, taught, and learned curriculum across state• Led projects supporting implementation of state curriculum frameworks (which include learning standards) across content areas
Urban Literacy Coordinator Fall 2015 – Summer 2017 MA DESE	<ul style="list-style-type: none">• Led review of ELA/literacy curriculum framework, Urban Literacy Leaders Network, and Writing Standards in Action project showcasing student work

- Supported ELA/literacy work in state's ten largest urban districts
- Doctoral Fellow**
Fall 2012 – Spring 2015
Boston University
- Served as teaching fellow for undergraduate and graduate courses
 - Curated, presented, and interpreted research findings for district leaders
 - Helped redesign leadership licensure programs to meet new state standards
- Team Leader and Teacher**
Fall 2008 – Summer 2012
Boston Public Schools
- Led school's grades 7–12 humanities team with focus on vertical alignment
 - Developed and piloted curricula in collaboration with external partners
 - Supervised student teachers; advised senior essays; coached debate team

OTHER PROFESSIONAL EXPERIENCE

- Instructor, Public Policy**
Spring 2018 – Spring 2019
University of California at Los Angeles Extension School
- Developed syllabus and curriculum for public policy certificate program's introductory course: Public Policy in the Real World
 - Taught fully online, open-enrollment course enrolling diverse group of post-baccalaureate working professionals
- Assessment Consultant**
Summer 2015 – Spring 2016
Houghton Mifflin Harcourt
- Wrote reading comprehension passages and test items targeting grade-level skills and vocabulary for ELA benchmark assessments aligned with college- and career-ready standards
- Communications Consultant**
Summer 2014 – Fall 2015
Tripod Education Partners
- Distilled research literature into user-friendly briefs for practitioners and policymakers
 - Wrote teacher evaluation rubrics and training and marketing materials
- Researcher**
Spring 2015
Harvard University
- Worked with Achievement Gap Initiative to design and implement mixed-methods study evaluating seven years of efforts to close opportunity gaps in Lexington, MA
- Teacher Development Consultant**
Spring – Fall 2013
Boston Public Schools
- Compiled district handbook on new teacher induction and mentoring
 - Helped implement and evaluate pilot initiative gathering student feedback on teaching, supporting internal and external partnerships
- Curriculum Consultant**
Summer 2011 – Summer 2013
Boston Debate League
- Edited and introduced book series on Evidence-Based Argumentation in ELA, history, science, mathematics, and language acquisition courses
 - Developed and piloted curriculum for use district-wide

PUBLICATIONS

- Bradshaw, R., & Zorich, L. (2019).** When complexity isn't enough: Focusing on content in ELA curriculum. Guest post for Center on Standards, Alignment, Instruction, and Learning blog, available at [https://www.c-sail.org/resources/blog/when-complexity-isn't-enough-focusing-content-ela-curriculum](https://www.c-sail.org/resources/blog/when-complexity-isn-t-enough-focusing-content-ela-curriculum)

- Ferguson, R., Ballantine, A., **Bradshaw, R.**, & Krontiris, C. (2015). Narrowing achievement gaps in Lexington public schools. Report prepared by the Achievement Gap Initiative at Harvard University.
<http://www.ribasassociates.com/images/Professional/Administration/LexingtonAchievementGapReport6-26-2015.pdf>
- Bradshaw, R.** (2014–2015). Sailing the 7Cs: Reflections on teaching. Series of posts for Tripod Education Partners blog, available at http://tripoded.com/author/rachel_bradshaw/
- Bradshaw, R.** (2014). Democratic teaching: An incomplete job description. *Democracy and Education*, 22(2).
<https://democracyeducationjournal.org/home/vol22/iss2/3/>
- Bradshaw, R.** (2012). Using debate to strengthen academic writing. *TESL Reporter*, 44(1), pp. 57–60.
http://lir.byuh.edu/jspui/bitstream/123456789/4278/1/32412_TESL_v45_i1_2012.pdf



May 26, 2020

Office of Elementary and Secondary Education
United States Department of Education
400 Maryland Avenue SW
Washington, DC 20202-6450

Dear Reviewer,

Please accept this letter of strong support on behalf of the Early Childhood Education Division for the proposal the Tennessee Department of Education has submitted for a Comprehensive Literacy State Development grant. We have the unique position to sit within the K-12 space in the department. We are deeply committed to ensuring all children not only have a strong early literacy foundation, but one that prepares them well for kindergarten and beyond. We also must ensure that children's early and elementary grade teachers are well trained, equipped, and supported in implementation of high-quality literacy resources to support continued literacy growth.

This grant opportunity couldn't have come at a better time for Tennessee. Access to high-quality teachers and high-quality materials matter, but access with ongoing implementation supports is the game changer. In early childhood, we are often heard quoting the African proverb, "it takes a village to raise a child." This grant opportunity would allow us to strengthen our village of literacy supports through a comprehensive approach that otherwise wouldn't be possible, especially given the current pandemic context.

Thank you for your consideration of Tennessee and for the tremendous difference this grant opportunity will make in the lives of children, families, and communities across our state. I am confident that if selected for this grant, the benefits will be lasting from pre-K through adulthood, particularly for our most vulnerable populations.

Sincerely,

Darlene Estes Asst. Commissioner EC

Darlene Estes-Del Re, PhD | Assistant Commissioner of Early Childhood Education
Early Childhood Education Division
Andrew Johnson Tower, 11th Floor
710 James Robertson Parkway, Nashville, TN 37243
(615) 313-3188
Darlene.DelRe@tn.gov

Early Childhood Education Division • 710 James Robertson Parkway • Nashville, Tennessee 37206
Tel: (615) 393-0353-1234 • Fax: (615) 000-1234 • tn.gov/education



Head Start State Collaboration Office

710 James Robertson Parkway, 11th Floor

Nashville, Tennessee 37243

(615) 741-4849

Office of Elementary and Secondary Education
United States Department of Education
400 Maryland Avenue SW
Washington, DC 20202-6450

May 27, 2020

Dear Reviewer:

I am writing today to express my strong support for the proposal the Tennessee Department of Education has submitted for a Comprehensive Literacy State Development grant. The proposed project's comprehensive and strategic approach ensures that, if funded, it will dramatically improve literacy and life outcomes for Tennessee's million students. This grant opportunity will help ensure the gains made in Head Start literacy skills will be sustained in kindergarten and beyond, providing needed continuity of learning and access to high quality early literacy teachers and materials.

Research has shown clearly that increasing access to excellent curriculum materials can make a world of difference for teachers and students—but only if materials are accompanied by ongoing implementation supports that help teachers use them in ways that work for students. Tennessee has spent the past 18 months working to put high-quality materials in schools across the state; now it is time to support their implementation.

As the state collaboration director who is charged to facilitate collaboration and leverage common interests of young children and formulate, implement, and improve state and local policy and practice, I can affirm that this is a critical time for Tennessee to invest in high-quality curriculum implementation supports for districts and early childhood education providers that would otherwise be unable to procure them. Tennessee's most impoverished rural districts stand to gain the most from the proposed project. These districts, especially but not only in times of pandemic, struggle to bring nationally recognized curriculum experts to their small and often remote schools. If they can come together to create economies of scale, take advantage of ability to coordinate with vendors across the country, then their teachers and students will enjoy levels of support otherwise unattainable given financial and logistical constraints.

Thank you for your consideration of the tremendous need, opportunity, and potential that exist in Tennessee. I have no doubt that selecting this application for funding will have broad and lasting impact across the state.

Sincerely,

BK Weathersby

Belva K. Weathersby, Director

Office of Elementary and Secondary Education
United States Department of Education
400 Maryland Avenue SW
Washington, DC 20202-6450

May 27, 2020

Dear Reviewer:

I am writing today to express my strong support for the proposal the Tennessee Department of Education has submitted for a Comprehensive Literacy State Development grant. The proposed project's comprehensive and strategic approach ensures that, if funded, it will dramatically improve literacy and life outcomes for Tennessee's million students.

This is a critical time for Tennessee to invest in high-quality curriculum implementation supports for districts and early childhood education providers that would otherwise be unable to procure them. Research has shown clearly that increasing access to excellent curriculum materials can make a world of difference for teachers and students—but only if materials are accompanied by ongoing implementation supports that help teachers use them in ways that work for students. Tennessee has spent the past 18 months working to put high-quality materials in schools across the state; now it is time to support their implementation.

Tennessee's poorer rural districts stand to gain the most from the proposed project. These districts, especially but not only in times of pandemic, struggle to bring nationally recognized curriculum experts to their small and often remote schools. If they can come together to create economies of scale, take advantage of technology to connect virtually with coaches, and benefit from the state education agency's ability to liaise with vendors across the country, then their teachers and students will enjoy levels of support otherwise unattainable given financial and logistical constraints. This is what the grant could make happen.

Thank you for your consideration of the tremendous need, opportunity, and potential that exist in Tennessee. I have no doubt that selecting this application for funding will have broad and lasting impact across the state.

Sincerely,



Carmen W O'Connor
President, International Dyslexia Association, Tennessee Branch
Certified Dyslexia Specialist
cwoconnor@mac.com



LENOIR CITY SCHOOLS

200 East Broadway
Lenoir City, Tennessee 37771

Phone (865) 986-8058

Fax (865) 988-6732

May 28, 2020

Office of Elementary and Secondary Education
United States Department of Education
400 Maryland Avenue SW
Washington, DC 20202-6450

Dear Reviewer:

I am writing today to express my strong support for the proposal the Tennessee Department of Education has submitted for a Comprehensive Literacy State Development grant. The proposed project's comprehensive and strategic approach ensures that, if funded, it will dramatically improve literacy and life outcomes for Tennessee's million students.

This is a critical time for Tennessee to invest in high-quality curriculum implementation supports for districts and early childhood education providers that would otherwise be unable to procure them. Research has shown clearly that increasing access to excellent curriculum materials can make a world of difference for teachers and students—but only if materials are accompanied by ongoing implementation supports that help teachers use them in ways that work for students. Tennessee has spent the past 18 months working to put high-quality materials in schools across the state; now it is time to support their implementation.

Tennessee's poorer rural districts stand to gain the most from the proposed project. These districts, especially but not only in times of pandemic, struggle to bring nationally recognized curriculum experts to their small and often remote schools. If they can come together to create economies of scale, take advantage of technology to connect virtually with coaches, and benefit from the state education agency's ability to liaise with vendors across the country, then their teachers and students will enjoy levels of support otherwise unattainable given financial and logistical constraints. This is what the grant could make happen.

Thank you for your consideration of the tremendous need, opportunity, and potential that exist in Tennessee. I have no doubt that selecting this application for funding will have broad and lasting impact across the state.

Sincerely,

Dr. Jeanne K. Barker
Director of Schools for Lenoir City

Building Lenoir City's Future One Student at a Time

LIBEN EDUCATIONAL CONSULTING, L.L.C.

Office of Elementary and Secondary Education
United States Department of Education
400 Maryland Avenue SW
Washington, DC 20202-6450

May 29, 2020

Dear Reviewer:

We are writing to express our support for the proposal the Tennessee Department of Education has submitted for a Comprehensive Literacy State Development grant. The proposed project's comprehensive and strategic approach ensures that, if funded, it will dramatically improve literacy and life outcomes for Tennessee's million students.

This is a critical time for Tennessee to invest in high-quality curriculum implementation supports for districts and early childhood education providers that would otherwise be unable to procure them. A growing body of research is demonstrating the fact that increasing access to excellent curriculum materials can make a world of difference for teachers and students—but only if materials are accompanied by ongoing implementation supports that help teachers use them in ways that work for students. Tennessee has spent the past 18 months working to put high-quality materials in schools across the state; now it is time to support their implementation and now is a more challenging context than ever.

Tennessee's rural districts, which are its most impoverished, stand to gain the most from the project for which support is being requested. These districts always struggle to bring nationally recognized curriculum experts to their small and often remote schools. If they can come together to create economies of scale, take advantage of the technology they currently have no choice but to operate within to connect virtually with coaches, and thereby benefit from the state education agency's ability to liaise with vendors across the country, then their teachers and students will enjoy levels of support otherwise unattainable given financial and logistical constraints. This is what the grant could make happen should you see this as a worthy investment. We certainly believe it is and know the funds would be well-stewarded and well-spent.

Thank you for considering the tremendous need, opportunity, and potential that exist across Tennessee. I have no doubt that selecting this application for funding will have broad and lasting impact across the state.

Sincerely,

David and Meredith Liben

David and Meredith Liben – Reading Done Right/Liben Education Consulting, LLC

48 RICE ROAD • WINDSOR, VT • 05089-9543
PHONE: 917.575.3108 •
E-MAIL: MEREDITHLIBEN@READINGDONERIGHT.ORG



**NATIONAL
RURAL
EDUCATION
ASSOCIATION**
ESTABLISHED 1907

National Rural Education Association
University of Tennessee at Chattanooga
Hunter Hall 205
615 McCallie Ave
Chattanooga, TN 37403
423-425-4539

Allen Pratt, Ed.D.
Executive Director
423-667-2165 cell

May, 29, 2020

Office of Elementary and Secondary Education
United States Department of Education
400 Maryland Avenue SW
Washington, DC 20202-6450

Dear Reviewer:

I am writing today to express my strong support for the proposal the Tennessee Department of Education has submitted for a Comprehensive Literacy State Development grant. The proposed project's comprehensive and strategic approach ensures that, if funded, it will dramatically improve literacy and life outcomes for Tennessee's million students.

This is a critical time for Tennessee to invest in high-quality curriculum implementation supports for districts and early childhood education providers that would otherwise be unable to procure them. Research has shown clearly that increasing access to excellent curriculum materials can make a world of difference for teachers and students—but only if materials are accompanied by ongoing implementation supports that help teachers use them in ways that work for students. Tennessee has spent the past 18 months working to put high-quality materials in schools across the state; now it is time to support their implementation.

Tennessee's poorer rural districts stand to gain the most from the proposed project. These districts, especially but not only in times of pandemic, struggle to bring nationally recognized curriculum experts to their small and often remote schools. If they can come together to create economies of scale, take advantage of technology to connect virtually with coaches, and benefit from the state education agency's ability to liaise with vendors across the country, then their teachers and students will enjoy levels of support otherwise unattainable given financial and logistical constraints. This is what the grant could make happen.

Thank you for your consideration of the tremendous need, opportunity, and potential that exist in Tennessee. I have no doubt that selecting this application for funding will have broad and lasting impact across the state.

Sincerely,



OUNCE OF PREVENTION FUND

33 West Monroe Street
Suite 1200
Chicago, IL 60603
P. 312.922.3863
F. 312.346.2981

theOunce.org

May 29, 2020

Office of Elementary and Secondary Education
United States Department of Education
400 Maryland Avenue SW
Washington, DC 20202-6450

Dear Reviewer:

I am writing today to express my strong support for the proposal submitted by the Tennessee Department of Education (TDOE) for a Comprehensive Literacy State Development grant. The proposed project's comprehensive and strategic approach ensures that, if funded, it will dramatically improve literacy and life outcomes for Tennessee's million students.

Our organization, the Ounce of Prevention Fund, has worked for the past four years with TDOE'S Early Childhood Education Division (ECED) through the Partnership for Pre-K Improvement, a small community of state agency leaders, advocates and researchers advancing a vision for high-quality, equitable pre-k systems. The Ounce has served as a grant maker, consultant, and facilitator of a multi-state learning community, supporting ECED in their efforts to improve program practices and build systems infrastructure essential to pre-k quality.

From this vantage point, we have witnessed TDOE's significant progress in ensuring all pre-k programs are using a high-quality, research-based curriculum. Research has clearly shown that increasing access to excellent curriculum materials is critical for teachers and students—but only if materials are complemented by supports for implementation that aid leaders and teachers in using them effectively. The Ounce has worked with TDOE to begin building out these implementation supports, such as launching a coaching pilot focused on pre-k curriculum implementation. This



OUNCE OF PREVENTION FUND

33 West Monroe Street
Suite 1200
Chicago, IL 60603
P. 312.922.3863
F. 312.346.2981

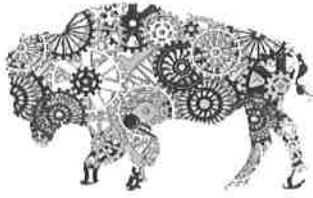
theOunce.org

grant would provide TDOE with the opportunity to build on these efforts and scale implementation supports across the state to districts and early childhood education providers that would otherwise be unable to access them.

We agree with TDOE that this grant is an opportunity to take advantage of lessons learned through the Partnership for Pre-K Improvement and TDOE's response to the COVID-19 pandemic and extend implementation supports through new and creative ways across the state. Thank you for your consideration of the potential and opportunity that we see in the state of Tennessee. We are excited to see the impact that this funding could have for early childhood and the broader education system in Tennessee.

Sincerely,

Diana Mendley Rauner, Ph.D.
President



STRATEGIES THAT ENGAGE
ALL MINDS

Station Camp Elementary

1020 Bison Trail | Gallatin, TN, 37066

Phone: 615.230.0387

Fax: 615.230.8518

Dr. Racheal Mason, Principal

Mrs. Tonya Devore, Assistant Principal

Dr. Karen Jarratt, Assistant Principal

May 28, 2020

Office of Elementary and Secondary Education
United States Department of Education
400 Maryland Avenue SW
Washington, DC 20202-6450

Dear Reviewer:

I am writing today to express my strong support for the proposal the Tennessee Department of Education has submitted for a Comprehensive Literacy State Development grant. The proposed project's comprehensive and strategic approach ensures that, if funded, it will dramatically improve literacy and life outcomes for Tennessee's million students.

As a principal of a K-5 Tennessee public school that recently purchased a high-quality literacy curriculum, I have witnessed firsthand the power and impact it has had for our students. I have watched teachers drastically improve their instruction and students build content knowledge that has increased their interest and creativity.

Recently our school, Station Camp Elementary, was featured in the Knowledge Matters Campaign national tour which highlighted the journey, implementation and instruction of high-quality literacy curriculums. Not only were the testimonies of teachers and students included, but parent highlights as well. To hear a parent gloat about the progress they have seen in their child's content and comprehension was both motivating and encouraging for our teachers.

This is the right time for Tennessee to invest in high-quality curriculum implementation supports for districts and early childhood education providers that would otherwise be unable to procure them! Our district has placed an emphasis on this implementation, but I often think about the opportunities missed by so many students across the state due to funding. Tennessee's poorer rural districts stand to gain the most from the proposed project. These districts, especially but not only in times of pandemic, struggle to bring nationally recognized curriculum experts to their small and often remote schools. This grant could help make that happen and support all districts across the state.

Thank you for your consideration of the tremendous need, opportunity, and potential that exist in Tennessee. I have no doubt that selecting this application for funding will have broad and lasting impact across the state.

Sincerely,

Dr. Racheal Mason, SCE Principal

Member of the TN Early Literacy Advisory Council

Sumner County Schools ELA Rollout Team Member

2013-2014 Sumner County Teacher of the Year



*Warner Arts Magnet Elementary
626 Russell St.
Nashville, TN 37206*

*Dr. Ricki Gibbs II, Principal
School 615-291-6395
Fax 615-291-6312*

Office of Elementary and Secondary Education
United States Department of Education
400 Maryland Avenue SW
Washington, DC 20202-6450

Dear Reviewer:

I am writing today to express my full support for the proposal the Tennessee Department of Education has submitted for a Comprehensive Literacy State Development grant. If funded, this project's comprehensive and strategic approach ensures it will dramatically improve literacy and life outcomes for all of the scholars across our great state.

With everything that our school-aged children are currently facing, now is the time for Tennessee to invest in high-quality curriculum implementation supports for districts and early childhood education providers that would otherwise be unable to procure them. Research has shown clearly that increasing access to excellent curriculum materials can make a statistical difference for improving educational outcomes—but only if materials are accompanied by ongoing implementation supports that help educators use them in ways that work for students. Tennessee has spent the past 18 months working to put high-quality materials in schools across the state; now it is time to support their implementation.

Tennessee's economically disadvantaged rural districts stand to gain the most from the proposed project. These districts, especially but not only in times of a pandemic, struggle to bring nationally recognized curriculum experts to their small and often remote areas. If they can come together to create economies of scale, take advantage of technology to connect virtually with coaches, and benefit from the state education agency's ability to communicate with vendors across the country, then their teachers and students will enjoy levels of support otherwise unattainable given financial and logistical constraints. This is what the grant could make happen.

As the current Metro Nashville Public Schools Elementary Principal of the Year, past state and federal liaison and current membership director for the Tennessee Principals Association and current member of the Tennessee Early Literacy Council, I thank you for your consideration of this proposal on behalf of students and educators across Tennessee. There is a tremendous need, opportunity, and potential that exist in Tennessee for early literacy support and this proposal addresses that. I have no doubt that selecting this application for funding will have broad and lasting impact across our state and will set the stage for all of educators to be successful.

Respectfully,

Ricki Gibbs II, Ed.D.

Principal
Warner Arts Magnet Elementary
626 Russell St.
Nashville, TN 37206
615-291-6395 (school)
615-947-8313 (cell)
615-291-6312(fax)
ricki.gibbs@mnps.org

StandardsWork

Working for a better standard of practice

May 28, 2020

Office of Elementary and Secondary Education
United States Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-6450

Dear Reviewer:

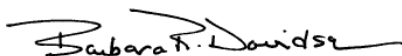
I am pleased to endorse the Tennessee Department of Education's proposal for a grant under the Comprehensive Literacy State Development (CLSD) program. For over 25 years, StandardsWork has supported state and local education agencies in their efforts to elevate standards-based school reform measures. It has been a long time since I have been so excited about the potential of a single program to produce real academic improvement.

StandardsWork focuses on literacy and the vital role that well-implemented high-quality curriculum can play in generating positive results. Our motto (in the words of that great Tennessean, Alex Haley) is to "find the good and praise it." It is in that context that, over the past year, we have visited a handful of districts in Tennessee that have begun to turn around stagnant, persistently low, English language arts performance. These districts have done so through very deliberate district-wide strategies that include adoption of high-quality curriculum and significant investments in curriculum-based professional learning.

Tennessee has recently emerged as a leader in a network of states that comes together, under the auspices of the Council of Chief State School Officers, to learn from one another about how to better support high-quality curriculum implementation. The CLSD grant they have requested will support work that is evidence-based and has a successful track record. Their plan, which this grant would make possible, is to spread that success to the many smaller, poorer districts in the state.

In all my years in K-12 education, I do not believe I have been more confident about the prospects for scalable, systematic literacy improvement than what I am seeing unfold in Tennessee. This project has the potential to really turn the literacy tide in the state.

Sincerely,



Barbara R. Davidson
President



May 28, 2020

Office of Elementary and Secondary Education
United States Department of Education
400 Maryland Avenue SW
Washington, DC 20202-6450

Dear Reviewer:

I am writing today to express my strong support for the proposal the Tennessee Department of Education has submitted for a Comprehensive Literacy State Development grant. Tennessee has developed a strong comprehensive literacy plan built upon learning from the state's past literacy improvement efforts and was poised to move swiftly on this plan pre-COVID 19 pandemic conditions. This proposed strategic approach ensures that, if this grant application is funded, the state will be able to move forward with its strong literacy plan with a strategy that has a proven track record and will dramatically improve literacy outcomes for Tennessee's million students.

My organization has spent the past five years working to support the LIFT (Leading Innovation for Tennessee) network made up of select districts who implemented high quality instructional materials coupled with strong professional learning supports across the vertical spine (for teachers, school leaders, and district leaders). Based upon the learning of this network and due to the current conditions, this is a critical time for Tennessee to invest in high-quality curriculum implementation supports for districts and early childhood education providers that would otherwise be unable to procure them. Research has shown clearly that increasing access to excellent curriculum materials can make a world of difference for teachers and students—but only if materials are accompanied by ongoing implementation supports that help teachers use them in ways that work for students. Tennessee has spent the past 18 months working to put high-quality materials in schools across the state; now it is time to support their implementation.

It is obvious that some of Tennessee's most underserved students in economically-disadvantaged rural districts will benefit the most from the proposed project. These districts have challenges in bringing national level literacy experts to their small and often remote schools. We learned through the LIFT network that when small district and rural educators can come together to learn from each other and a high quality technical assistance provider, there are economies of scale that allow them to connect virtually with coaches and vendors from across the state and country. This grant request could expand the work of LIFT to a larger percentage of Tennessee districts, ultimately serving a vastly larger number of students.

Thank you for your consideration of this proposal and its impact on Tennessee's current and future students. I have no doubt that selecting this application for funding will have lasting impact on students, families, and Tennessee's economy.

Sincerely,

Dr. Sharon Roberts

1207 18th Avenue South, Suite 326 // Nashville, TN 37212
Office: 615.727.1545 // Fax: 615.727.1569

www.tnscore.org



May 26, 2020

Office of Elementary and Secondary Education
United States Department of Education
400 Maryland Avenue SW
Washington, DC 20202-6450

Dear Reviewer:

On behalf of the Tennesseans for Quality Early Education (TQEE) board of directors, our 23,000 coalition members and our 120-member Tennessee mayors coalition, I am writing to express my strong support for the proposal the Tennessee Department of Education has submitted for a Comprehensive Literacy State Development grant. The proposed project's comprehensive and strategic approach ensures that, if funded, it will dramatically improve literacy and life outcomes for Tennessee's million students.

This is a critical time for Tennessee to invest in high-quality curriculum implementation supports for districts and early childhood education providers that would otherwise be unable to procure them. Research has shown clearly that increasing access to excellent curriculum materials can make a world of difference for teachers and students—but only if materials are accompanied by ongoing implementation supports that help teachers use them in ways that work for students. Tennessee has spent the past 18 months working to put high-quality materials in schools across the state; now it is time to support their implementation.

Tennessee's poorer rural districts stand to gain the most from the proposed project. These districts, especially but not only in times of pandemic, struggle to bring nationally recognized curriculum experts to their small and often remote schools. If they can come together to create economies of scale, take advantage of technology to connect virtually with coaches, and benefit from the state education agency's ability to liaise with vendors across the country, then their teachers and students will enjoy levels of support otherwise unattainable given financial and logistical constraints. This is what the grant could make happen.

Thank you for your consideration of the tremendous need, opportunity, and potential that exist in Tennessee. I have no doubt that selecting this application for funding will have broad and lasting impact across the state. Please don't hesitate to call on me if I can provide further information or support.

Sincerely,

A handwritten signature in blue ink, appearing to read "Blair Taylor", with a long, sweeping underline that extends to the right.

Blair Taylor
Executive Chair and Interim CEO
901-210-5537

TROUSDALE COUNTY BOARD OF EDUCATION

Dr. Clint A. Satterfield, Director of Schools

www.tcschools.org

Office of Elementary and Secondary Education
United States Department of Education
400 Maryland Avenue SW
Washington, DC 20202-6450
May 28, 2020

Dear Reviewer:

Please accept this letter as my strong support for the proposal the Tennessee Department of Education has submitted for a Comprehensive Literacy State Development grant. This proposal for literacy support networks of school districts implementing high quality instructional materials ensures that, if funded, it will dramatically improve literacy and life outcomes for Tennessee's students.

My district has been engaged in a smaller network of districts called Leading Innovation for Tennessee (LIFT) for five years, and we have seen tremendous improvement in the quality and rigor of teaching and in student outcomes. As our state is adopting and implementing higher quality ELA instructional materials this year, it is critical time for Tennessee to invest in high-quality curriculum implementation supports for districts and early childhood education providers that would otherwise be unable to procure them. Research has shown clearly that increasing access to excellent curriculum materials can make a world of difference for teachers and students—but only if materials are accompanied by ongoing implementation supports that help teachers use them in ways that work for students. Because Tennessee has spent the past 18 months working to put high-quality materials in schools across the state, it is now time to support their implementation.

As my own district is the smallest and one of the most economically disadvantaged districts in the state, I know that Tennessee's poorer rural districts stand to gain the most from the proposed project. Such districts as mine, especially but not only in times of pandemic, struggle to bring nationally recognized curriculum experts to our small and often remote schools. I know that when we can come together to create economies of scale, take advantage of technology to connect virtually with coaches, and benefit from the state education agency's ability to liaise with vendors across the country, then our teachers and students will enjoy levels of support otherwise unattainable given financial and logistical constraints. This is what the grant could make happen.

Thank you for your consideration of the tremendous need, opportunity, and potential that exist in Tennessee. I have no doubt that selecting this application for funding will have broad and lasting impact across the state.

Sincerely,

A handwritten signature in black ink that reads "Clint A. Satterfield". The signature is written in a cursive style with a large initial 'C' and 'S'.

Clint A. Satterfield, Ed.D
Director of Schools

(615) 374-2193 Fax (615) 374-1108
103 Lock Six Road Hartsville, Tennessee 37074

"Accelerating and Graduating All Students for the Careers of Tomorrow"

May 28, 2020

Office of Elementary and Secondary Education
United States Department of Education
400 Maryland Avenue SW
Washington, DC 20202-6450

Dear Reviewer:

As Director of the Tennessee Young Child Wellness Council (TNYCWC) at the Tennessee Commission on Children and Youth, I am pleased to express the council's strong support for the proposal the Tennessee Department of Education has submitted for a Comprehensive Literacy State Development grant. The proposed project's comprehensive and strategic approach ensures that, if funded, it will dramatically improve literacy and life outcomes for Tennessee's million students.

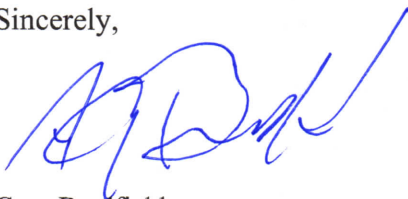
The Tennessee Department of Education has been a valued partner of the TNYCWC since the council's inception. The TNYCWC focuses on children prenatally through age eight, and has long recognized the importance of link between literacy in those formative years and success later in life.

This is a critical time for Tennessee to invest in high-quality curriculum implementation supports for districts and early childhood education providers that would otherwise be unable to procure them. Research has shown that increasing access to excellent curriculum materials can make an impact on teachers and students, but only if materials are accompanied by ongoing implementation supports that help teachers use them in ways that work for students. Tennessee has spent the past 18 months working to put high quality materials in schools across the state; now it is time to support their implementation.

Tennessee state government is placing a great emphasis on supporting our many rural communities. These often poorer or distressed districts struggle to bring nationally recognized curriculum experts to their small and often remote schools, and this is particularly true during the current pandemic. This grant would enable them to come together to create economies of scale, take advantage of technology to connect virtually with coaches, and benefit from the state education agency's ability to liaise with vendors across the country. Their teachers and students would then enjoy levels of support otherwise unattainable given financial and logistical constraints.

Thank you for your consideration of the tremendous need, opportunity, and potential that exist in Tennessee. Selecting this application for funding will have broad and lasting impact across the state.

Sincerely,



Cory Bradfield
Director, Tennessee Young Child Wellness Council
Tennessee Commission on Children and Youth
Andrew Jackson Building, 9th Floor
502 Deaderick Street, Nashville, TN 37243-0800
615-313-3754

June 1, 2020

Office of Elementary and Secondary Education
United States Department of Education
400 Maryland Avenue SW
Washington, DC 20202-6450

Dear Reviewer:

Please accept this letter of support for the Tennessee Department of Education's proposal for a Comprehensive Literacy State Development grant. The proposed project's comprehensive and strategic approach, if funded, could dramatically improve literacy for Tennessee's million students.

Tennessee has worked hard to invest in high-quality curriculum implementation for districts and early childhood education providers, and the department is now seeking to provide support for these districts and providers who would otherwise be unable to procure them. Research has shown clearly that increasing access to excellent curriculum materials can make a world of difference for teachers and students if those materials are accompanied by the appropriate implementation support. Tennessee has spent the past 18 months working to put high-quality materials in schools across the state; now it is time to support their implementation.

Tennessee's more rural districts stand to gain the most from this proposed project. These districts would struggle to bring nationally recognized curriculum experts to their small and sometimes remote schools. If they can collaborate to create economies of scale, take advantage of technology to connect virtually with coaches, and benefit from the state education agency's ability to liaise with vendors across the country, then their teachers and students will enjoy levels of support they could not otherwise access given financial and logistical constraints. This is what the grant could make happen.

Thank you for your consideration of the need, opportunity, and potential for this grant in Tennessee. Funding this application provides the opportunity for broad impact across the state.

Sincerely,

Deborah M. Boyd
Deborah M. Boyd, Dean



LIPSCOMBLEADS
A FAITH-DRIVEN, FORWARD-THINKING CAMPAIGN.