

RFP 22-70334 for STEM & Literacy Plan Work
Attachment F: TECHNICAL PROPOSAL QUESTIONS - Detailed Scope of Services

Section	Response Page #
2	2
3	8
4	12
5	15
6 (STEM)	16
6 (Literacy)	22
7	27
8	30
9	30
10	32

SECTION 2: PROGRAM MANAGER AND PROJECT MANAGEMENT TEAM

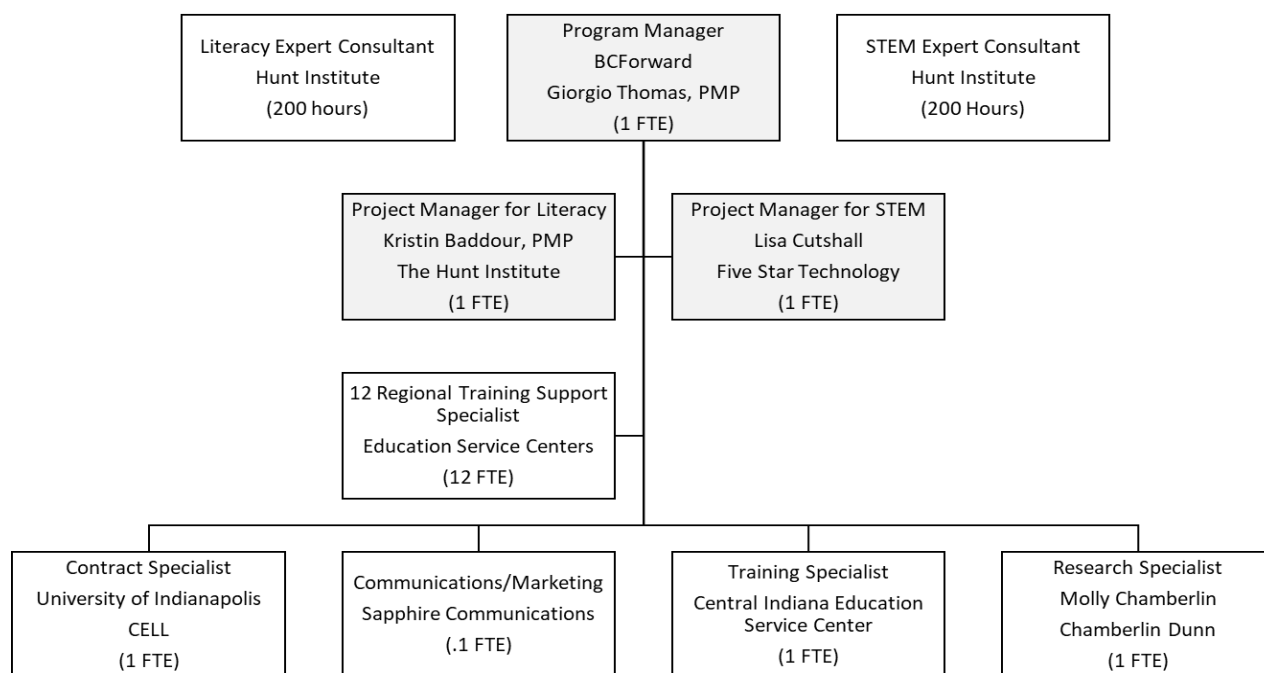
The Respondent must provide a description regarding how it will meet and address the requirements shared in Section 2 from the Scope of Work document for this RFP.

The Center for Excellence in Leadership of Learning (CELL) at the University of Indianapolis (UIndy), is excited to submit the following proposal to support schools in their approach to teaching STEM and literacy. This proposal will lay out an innovative approach to this subject matter through a unique collaboration between CELL, the Education Service Centers of Indiana, the Hunt Institute, and Five Star Technology Solutions. For the past 20 years, CELL has been a leader in organizing schools and supporting innovative educational practices. CELL's mission has been to partner with schools and communities to improve outcomes for students of all ages by leading to sustainable education innovation and transformation across Indiana. Our history of success, along with our collaborative partners, make us confident that we are uniquely suited to carrying out the RFP. This proposal will explicitly lay out our plan to support two cohorts of coaches, implementing a new pedagogical philosophy around literacy and STEM teaching.

Many students throughout the state and country have lost opportunities to learn since the onset of the global pandemic. This proposed project has the potential to help close an achievement gap that has chronically affected our schools even prior to the pandemic. More of the same is not the solution, it never has been. We need schools to think critically about their approach and use the resources being provided to fundamentally change their approach to educating students being affected by learning loss, specifically in STEM and Literacy as identified in the Indiana Department of Education's priorities for STEM and Early Literacy.

As the project leader, CELL will be responsible for project oversight and deliverables. CELL has extensive experience and resources at their disposal having successfully developed and implemented multiple statewide projects, including STEM Teach the project credentialing dual credit teachers. This project has established CELL's relationships with almost all of Indiana's institutions of higher education. CELL will leverage those relationships to recruit higher education leaders in STEM and literacy to participate in training. Overall, the CELL Executive Director, Carey Dahncke will ensure all deliverables to the Indiana Department of Education for the course of the project. The day to day, week to week operations of this project will be led by the Program Management Team (PMT). CELL has recruited the best talent for the PMT across our collaborating partners. Assigned to the Program Manager with PMP certification from BCForward, Giorgio Thomas. The Literacy Project Manager will be Kristin Baddour (also with a PMP) from the Hunt Institute. The STEM Project Manager will be Lisa Cutshall from Five Star Technology.

CELL, with its longstanding history and relationships with numerous education partners, will assume fiscal and programmatic responsibilities across the project. Providing oversight to the Program Manager, and secondary support to the two project managers, CELL will work to offer global oversight to ensure the goals of the project are met. CELL's executive director will offer guidance and support to the Program Manager and both project managers, in concert with the IDOE staff assigned to the project. CELL staff members will also work in partnership with the University's fiscal management of the project.



As the organizational chart above shows, the project management team (PMT) will oversee the 12 regional training support specialists, contract specialist, communications and marketing, training specialist, and a research specialist. Resumes for the individuals fulfilling these positions are included in Appendix A.

- Training Support Specialists (TSS)** will serve a critical role in this project. These individuals will be from the regions where the schools are recruited by the Indiana Department of Education (IDOE). This will immediately lend credibility to the project. The TSS will be licensed teachers with classroom experience and additional coaching experience. The ESCs, in coordination with the PMT, will recruit and hire the TSS as soon as possible after the start of the proposed project. The ESCs likely have people in the pipeline ready to walk into this role now. The TSS will receive training from the Hunt Institute regarding the Science of Literacy and best practices in STEM. They will provide the five-day summer training to the IDOE recruited coaches (more on this in section 6). The TSS will also provide ongoing training and monitoring of the coaches, visiting each coach at least once a month and holding virtual meetings as needed. They will also participate in the Collaboration Network with the coaches. The TSS will meet regularly with school administrators to provide progress updates.
- Contract Specialist:** UIndy and CELL will provide a contract specialist that will provide oversight of all the contracts and budgets. This position will interact regularly with UIndy's Office of Grants & Sponsored Programs, as well as the Grants Accountant in performance of their duties. This position will regularly communicate with the PMT regarding progress with contracts, payment of coaches and other subcontractors, and provide the IDOE documentation of payment for coaches by September 30th.

- **Communications and Marketing:** UIndy will subcontract with Sapphire Communications for the specialized role of communications and marketing. For the state of Indiana to truly progress in the Science of STEM & literacy, we have to clearly show the public how it can be done. This position will collect media, digital content, anecdotes and testimonials to produce social media content, white papers, ads and other marketing materials to create a portrayal of the work being done in schools (more provided in section 9)
- **Training Specialist:** Will be provided by Central Indiana Education Service Center (CIESC). We strive for consistency and coherence across all training, quality control, and accountability in the provided training. This position is an expert in adult learning and pedagogy and will guide much of the training development in collaboration with Hunt Institute.
- **Research Specialist:** CELL will subcontract with Chamberlin/Dunn Research to conduct all the research, data collection, and reporting required by the project.
- **CELL Executive Director:** Provides oversight of the entire project and ensures deliverables to the IDOE. Will also act as a key convener for school's administrators and higher education teacher preparation faculty.
- **CELL Director of Rural Education and STEM Advisor:** This individual currently hosts the Indiana Collaborative for Rural Education, a statewide network of superintendents that could be leveraged for year two recruitment. Additionally, he launched the original STEM school certification in 2014 at the IDOE when he was there as a STEM and Curriculum Director.

Core Team Oversight. It is important that the core team (CT) meet regularly to ensure everyone understands their responsibilities and performs. The Program manager will immediately create a calendar of required meetings, weekly at first- and then-time delineation could change as needed. The meeting schedule will be shared with the IDOE along with meeting agendas and meeting minutes. Agenda will be created by the PMT and shared at least 48 hours in advance of the meeting with the CT. It is expected that each member of the CT will be in attendance and participate. Meetings will likely be virtual as staff will be located around the state. It is very important that as much as possible, the CT is in the field working with school staff, coaches, administration, developing relationships and understanding about the current work and state of affairs in the classroom.

Deliverables. The following table provides an exhaustive list of all the deliverables laid out in the scope of work. While each item will likely have more detailed processes to complete, this proposal ensures all deliverables will be completed, by the specified date, from the appropriate project team member. Additionally, any document, resource, agenda, minutes, etc. will be stored in a secure Google Drive folder or another secure file sharing service that representatives from the IDOE will have real-time access to.

Deliverables	Occurrence	Performed by
Annual Project Plan and Schedule	May 1 each year	Project Management Team (PMT)

Draft schedule within 2 weeks of contract execution	2 weeks of contract execution	PMT
Project Kick Off	Within 6 weeks of the award	Core Team (CT)
Weekly updates	Every week, by Thursday noon	PMT
6-week updates and deliverables	Every week, by Thursday noon	PMT
Master schedule for 2022-2023	Proposal (Section 3)	CELL
Documentation of missed deadlines	As needed	PMT
Weekly Virtual Meetings with IDOE	Weekly	PMT
Draft IDOE Meeting Agenda	24 hours advance of the meeting	PMT
IDOE Meeting Minutes	24 hours after meeting	PMT
Decision and Action log	As decisions are made (real-time)	PMT
Develop training plan	5/20/2022	PMT, Hunt Institute
Detailed plan for training and recruitment for administration and educator preparation	Proposal (Section 6)	CELL, CT
Select training, curricula, and assessment	5/20/2022	CT, Hunt Institute
Communications plan	4/29/2022	Communications Specialist
Draft information for quarterly newsletters	4/29/2022	Communications Specialist
Research briefs	Twice Annually	Research Specialist, Communications Specialist

Approval of training and curricula	2 weeks advance of any training	PMT, Hunt Institute
Deliver training to 100 coaches, cohort 1	6/11/2022	PMT, Hunt Institute, Training Support Specialists
Deliver higher education 2-day training	6/11/2022	PMT, Hunt Institute, Training Support Specialists
Deliver school and district administration training	6/11/2022	PMT, Hunt Institute, Training Support Specialists
Deliver training to 100 coaches, cohort 2	By 7/31/2023	PMT, Hunt Institute, Training Support Specialists
Deliver higher education 2-day training	By 7/31/2023	PMT, Hunt Institute, Training Support Specialists
Deliver school and district administration training	By 7/31/2023	PMT, Hunt Institute, Training Support Specialists
Provide all training participants appropriate materials	6/11/2022	CT, Hunt Institute
Collaboration network meetings	Twice, monthly starting 8/2022	CIESC, CT
Data collection	Ongoing, starting 8/2022	Research Specialist, Five Star
Executive summary of research, quarter 1	9/15/2022	Research Specialist, PMT
Executive summary of research, quarter 2	12/15/2022	Research Specialist, PMT
Executive summary of research, quarter 3	3/15/2023	Research Specialist, PMT
Executive summary of research, quarter 4	6/15/2023	Research Specialist, PMT

Executive summary of research: year 2, quarter 1	9/15/2023	Research Specialist, PMT
Executive summary of research: year 2, quarter 2	12/15/2023	Research Specialist, PMT
Executive summary of research: year 2, quarter 3	3/15/2024	Research Specialist, PMT
Executive summary of research: year 2, quarter 4	6/15/2024	Research Specialist, PMT
Recruitment plans for 2nd Cohort	11/15/2022	CT
Documentation to IDOE for Coach payments	9/30 annually	Contract Specialist
Identify 2nd Cohort of Coaches	5/15/2023	CT
Detailed and accurate records of participation	Within 1 week of training	PMT
Monitoring plan	Proposal (Sections 3 & 6)	CELL
Feedback instrument to each coach and IDOE	Monthly	TSS
Documentation of interactions with principals	Monthly	TSS
Visit by Training Support Specialist (TSS) to school	Monthly	TSS
Summary of onsite visit to IDOE	Within a week	TSS
TSS contact with coaches	Multiple times a week	TSS
System of documentation (qualitative and quantitative)/Data	Monthly	Five Star, Research Specialist

Dashboard		
Research Agenda	Proposal (Section 7)	Research Specialist, CELL
Study #1	Within the 1 year	Research Specialist, CELL
Study #2	Within 1.5 years	Research Specialist, CELL
Study #3	Within 2 years	Research Specialist, CELL
Resumes for .2 and above FTE staff	Proposal (Appendix A)	CELL

SECTION 3: PROJECT PLANS AND SCHEDULES

The Respondent must provide a description regarding how it will meet and address the requirements shared in Section 3 from the Scope of Work document for this RFP.

CELL will employ a time series design evaluation which will require coaches to submit progress reports at regular delineated intervals. Initially, we will hold weekly progress check-ins to make sure coaches are making progress and to clear up any confusion. As the program proceeds we can decide to move to twice monthly progress meetings or even monthly, as time should be spent implementing the strategies and not in meetings. Depending on the intervention and the source of the data (e.g. NWEA, SAT, attendance, etc.) we will identify targeted dates for schools to present their progress to one another. We will create a data dashboard that will be posted in an accessible location, potentially a Google drive or in the Indiana Learning Lab, restricted to participating districts, collaborating partners, and the IDOE. It is the expectation that the coaches will maintain the data at least weekly depending on the metric.

Monitoring. Monitoring plays a very important role in the course of any project. There need to be systems and processes in place to immediately indicate whether the project is on or off course. In order to meet deliverables an accountability chart was created and provided in Section 2 and a master schedule supplied below. However, all participants need to be aware of the purpose and importance of monitoring because every individual from the PMT to the classroom teacher will provide evidence of the project progress. Thorough monitoring must control for: cost, scope (mission/vision), schedule, quality, performance (student, teacher, coach, core team).

The PMT will be responsible for progress monitoring and providing feedback to the CT, and sharing that with the IDOE. In order to appropriately monitor, metrics need to be determined. The table below identifies an example how the Project Manager can set up monitoring. Keeping it simple is usually best but each item to monitor will likely have many metrics to follow. This simplistic dashboard can easily

provide feedback on the project progress and show the IDOE what feedback is being provided to change course if needed.

Category	Responsible Party	Metric	Status	Feedback
Cost	Contract Specialist	Monthly budget remains balanced	↑ ↓ ↔	Spend less on travel for PMT
Scope	Core Team	100 coaches recruited and trained		
Schedule	PMT	Scheduled events are delivered on time		
Quality	PMT, Research Specialist	Participants rate training highly		
Performance	Coaches, TSS, CT, PMT	Students increase their formative assessment scores relative to their baseline		

As requested in the Scope of Work, the project management (Program Manager, Literacy Project Manager, STEM Project Manager) will meet regularly to discuss overall progress of key activities. They will provide progress reports on stated deliverables to IDOE weekly on Thursdays by noon EST. Holidays may be adjusted as agreed to by both parties. All schedule adjustments made to the overall schedule must be noted both in the master project plan schedule and in the weekly updates. The master project plan will be available to the PLT and IDOE with real-time access through a Google shared drive or other secure file sharing service. This will allow for changes, questions, or suggestions to be made from all participants, while providing notifications of changes and the ability to view. Below is a draft of the master schedule for the course of the project.

STEMLit Master Schedule

Respondent: CELL at the University of Indianapolis

KEY:



Year One Schedule (Tentative)												
Project Activity	1	2	3	4	5	6	7	8	9	10	11	12
Develop training for coaches & TSS	CIESC											
Finalize schedule of deliverables	PMT											
Submit communications plan	PMT											
Host STEMLit Project kickoff event	CELL											
Recruit and hire TSS		ESC										
Submit training plan		CELL										
Create content for Collaboration Network		CIESC										
Develop monitoring dashboard		Five Star										
Begin survey of schools		Hunt										
Submit Annual Project Plan		PMT										
Train newly-hired TSS			CIESC									
TSS visits at participating schools			ESC									
Finalize research agenda & schedules			C/D									
Recruit higher education participants		PMT										
8-Week Evaluation/MTSS Report			CELL		CELL		CELL		CELL		CELL	
Conduct 5-Day coaches training				Hunt								
Train higher education & administration				Hunt								
Distribute curricular resources				Five Star								
Collection of baseline data				Five Star								
Communications photos and testimonials				PMT								
Negotiate contracts with school districts		CELL										
Release 1st newsletter				PMT								
Conduct Collaboration Network (2x)					CIESC							
Coach/PLT meet weekly												
IDOE/PLT meet weekly												
TSS visits at least monthly					ESC							
Collect 3rd-party data for evaluation					C/D							
Document coaches payments						CELL						
Draft executive summary for key research						C/D						
Publish research brief							C/D					
Quarterly newsletter												
Videos summarizing training												
Executive Summary of Research (12/15)												
Year 2 recruitment												
Deliver admin follow-up training												

STEMLit Master Schedule

Respondent: CELL at the University of Indianapolis

KEY:



Year TWO Schedule (Tentative)

Project Activity	1	2	3	4	5	6	7	8	9	10	11	12
TSS monthly visitation	ESC	ESC	ESC	ESC	ESC	ESC	ESC	ESC	ESC	ESC	ESC	ESC
Collaboration network	CIESC	CIESC	CIESC	CIESC	CIESC	CIESC	CIESC	CIESC	CIESC	CIESC	CIESC	CIESC
Cohort 2 schools identified	PMT	PMT	PMT	PMT	PMT	PMT	PMT	PMT	PMT	PMT	PMT	PMT
8-week evaluations/MTSS Report	CELL	CELL	CELL	CELL	CELL	CELL	CELL	CELL	CELL	CELL	CELL	CELL
Admin follow-up training	Hunt	Hunt	Hunt	Hunt	Hunt	Hunt	Hunt	Hunt	Hunt	Hunt	Hunt	Hunt
Quarterly newsletter	PMT	PMT	PMT	PMT	PMT	PMT	PMT	PMT	PMT	PMT	PMT	PMT
Year 2 training	CELL	CELL	CELL	CELL	CELL	CELL	CELL	CELL	CELL	CELL	CELL	CELL
Executive Summary of key Research (6/15)	CELL	CELL	CELL	CELL	CELL	CELL	CELL	CELL	CELL	CELL	CELL	CELL
Documentation of coaches payment	CELL	CELL	CELL	CELL	CELL	CELL	CELL	CELL	CELL	CELL	CELL	CELL
Research Brief	CELL	CELL	CELL	CELL	CELL	CELL	CELL	CELL	CELL	CELL	CELL	CELL
Videos summarizing training	CELL	CELL	CELL	CELL	CELL	CELL	CELL	CELL	CELL	CELL	CELL	CELL
Coach/PLT meet weekly	PMT	PMT	PMT	PMT	PMT	PMT	PMT	PMT	PMT	PMT	PMT	PMT
IDOE/PLT meet weekly	PMT	PMT	PMT	PMT	PMT	PMT	PMT	PMT	PMT	PMT	PMT	PMT

STEMLit Master Schedule

Respondent: CELL at the University of Indianapolis

KEY:



Year THREE Schedule (Tentative)

Project Activity	1	2	3	4	5	6				
TSS monthly visitation	ESC	ESC	ESC	ESC	ESC	ESC				
Collaboration network	CIESC	CIESC	CIESC	CIESC	CIESC	CIESC				
Quarterly Newsletter	PMT	PMT	PMT	PMT	PMT	PMT				
8-week evaluations/MTSS Report	CELL	CELL	CELL	CELL	CELL	CELL				
Admin follow-up training	Hunt	Hunt	Hunt	Hunt	Hunt	Hunt				
Coach/PLT meet weekly	PMT	PMT	PMT	PMT	PMT	PMT				
IDOE/PLT meet weekly	PMT	PMT	PMT	PMT	PMT	PMT				
Executive Summary for key research (6/15)	CELL	CELL	CELL	CELL	CELL	CELL				
Project completion/final report	CELL	CELL	CELL	CELL	CELL	CELL				

SECTION 4: PROJECT MEETINGS

The Respondent must provide a description regarding how it will meet and address the requirements shared in Section 4 from the Scope of Work document for this RFP.

The enormity of this project is needed to move the needle in classrooms around Indiana. With all the moving parts and stakeholders involved, meeting regularly is vital. Meetings must be structured and have real deliverables and accountability. The following table shows the wide variety of meetings that will take place, who needs to attend, and what is needed for a successful meeting. The PMT will be responsible for setting up the schedule of meetings through a shared calendar. The University of Indianapolis uses Google calendar which has the capability to sync with any online calendar on the market.

Meeting Type	Deliverable	Frequency	Mode	Attendees
Project Status	<ul style="list-style-type: none">• Draft agenda• Meeting minutes• Status report• Project schedule• Decision action log	Weekly	Virtual (Preference is Microsoft Teams)	IDOE, PMT
Project Kickoff	<ul style="list-style-type: none">• Host a kickoff meeting• Likely at UIndy• Target April	Once, April 2022	In-person	All stakeholders involved with the project
Core Team	<ul style="list-style-type: none">• Draft agenda• Meeting minutes• Status report• Project schedule• Team updates	Weekly, 1 hour	Virtual	Core Team
TSS/Coach	<ul style="list-style-type: none">• Progress report• Feedback tool	Monthly	In-person	TSS, Coach
TSS/Building Admin.	<ul style="list-style-type: none">• Summary of meeting	Monthly	In-person	TSS, Building Administrator

Collaboration Network	<ul style="list-style-type: none"> ● Agenda ● Tools/resources needed 	Twice Monthly	Virtual Course in the Indiana Learning Lab	Coaches, TSS, CT
Management	<ul style="list-style-type: none"> ● Agenda ● Progress updates ● Minutes 	Weekly	In-person	PMT, CELL
Research	<ul style="list-style-type: none"> ● Agenda ● Research topics ● Available data ● Minutes 	Weekly at first, then monthly	Virtual, in person when possible	PMT, Research Specialist
Communications	<ul style="list-style-type: none"> ● Agenda ● Minutes ● Comm Plan ● Progress report ● Interaction data (social media) 	Weekly at first, then monthly	Virtual, in person when possible	PMT, Communications and Marketing

In addition to the meetings, we need agendas, minutes, and decisions logs. We found through an evaluation of the Central Indiana Education Service Center's, *In the Lead* professional development series, that the Rolling Agenda model is very well received by educational leaders around the state. The Rolling Agenda is set up in a Google Document so stakeholders have access to it and each meeting builds upon the previous meeting. This allows attendees to see what work was done previously and what work should have been done since the last meetings. It allows for quick note taking and it becomes a very collaborative approach to meetings. Multiple people have to take part in the process of recording information and to keep the meeting flowing. A decision log can be added to the agenda as well. This allows attendees to make decisions during the meeting, record them, and for the sake of simplicity, keeps the log and agenda in the same place. We need to ensure the path of least resistance for all involved in the project. If individuals need to go to multiple places to collect and record information, it could mean the information is lost or forgotten. Below is an example:

Meeting Agenda - Date

Roles:

Facilitator:

Note-taker:

Timekeeper:

Backup Note-taker:

Next Stepper:

Meeting Norms:

- Take an inquiry stance
- Ground statements in evidence
- Assume positive intentions
- Speak your truth and be open to different perspectives
- Stick to protocol and hear all voices
- Start and end on time
- Be here now

Schedule [60 min]

Time	Mins	Activity						
		Arrival, check-in, tech set-up						
		<div>Review objectives for this meeting <i>Read objectives above. Is there anything else we need to think about for this meeting?</i></div> <div>Review next steps and pluses and deltas from previous meeting <i>Paste in pluses and deltas from previous meeting here:</i></div> <div>Next Steps:</div> <div>Plusses:</div> <div>Deltas:</div>						
		Agenda Items....						
	5	<div>Discuss next steps</div> <div>Next Steps:</div>						
	5	<div>Discuss plusses (what went well) and deltas (what we might want to change next time) in this meeting.</div> <table><tr><th>Name</th><th>Plus</th><th>Delta</th></tr><tr><td></td><td></td><td></td></tr></table>	Name	Plus	Delta			
Name	Plus	Delta						
Decision/Action Log								
Item	Date	Action	Team Member	Due Date	Decision/Status			
1	2/10/22	Submit STEM/Literacy Proposal	UIndy	2/14/2022	Submitted, 2/11/22			

SECTION 5: TIMELINE FOR PROJECT

The Respondent must provide a description regarding how it will meet and address the requirements shared in Section 5 from the Scope of Work document for this RFP.

Tentative project period: April 1, 2022 - September 30, 2024

(Please also refer to the STEMLit Master Schedule in SECTION 3: Project Plans and Schedule_

Task	Deliverable	Anticipated Start	Anticipated Completion
Develop training development plan	Approved training plan	April 1, 2022	May 20, 2022
Selection of training methodology, assessment, and curriculum	Approved curriculum and assessment	April 1, 2022	May 20, 2022
Development and approval of communications plan	Approved communication plan	April 1, 2022	April 29, 2022
Deliver training	Delivery of training to 100 coaches in Summer, 2022	July 11, 2022	July 15, 2022
Deliver training	Delivery of training to 100 coaches in Summer, 2023	June 1, 2023	July 31, 2023
Collaboration network plan for sustained support	Collaboration network	Twice monthly beginning August, 2022	Ongoing
Data Collection for participating schools	Third Part Evaluation	August 2022	Ongoing
Executive summary for key research components	Summary	Quarterly beginning September 15, 2022	Ongoing

Additional details may be found provided in the Scope of work, the above table lists the key dates and deliverables for this project. We have incorporated these deadlines into our master schedule and our deliverable list. It is the responsibility of the Project Manager to ensure all deadlines and deliverables are met for this project.

SECTION 6: CONTRACTOR RESPONSIBILITIES/DELIVERABLES FOR STEM AND LITERACY

STEM

The partnership between CELL and the ESCs allows for efficient, effective state-wide implementation and sustainability. In 1976, ESCs were authorized by legislative action to provide joint services for Indiana K-12 schools (IC 20-1-11-11.3). The scope and work of this project as well as the potential for strong sustainability are directly in line with the mission of Indiana ESCs and thus assures the potential impact of this submission. Additionally, ESCs have been proven partners in the past for the IDOE in the successful execution of state-wide initiatives. One example might be the training around the RISE teacher evaluation model. Included in this submission is the request for one Training Support Specialist (TSS) at each of the nine ESCs around the state. Additional Support Specialists will be placed in regions with higher needs/participation. This model assures high quality implementation and high levels of equity and access in all areas of the state. An additional deliverable by ESCs within each region will include any required support of the recruitment process.

The TSS will participate in all training alongside participants in the initiative to support their subsequent work in districts and to ensure the knowledge that will create fidelity of implementation by way of oversight. Turnover in all areas addressed by this grant – coaches, K12 district leaders and faculty members of educator preparation programs is anticipated over the coming years. ESCs will have the ability to continue to train newly hired individuals as they advance the STEM and Literacy Priorities of the IDOE beyond these two years. All Training Support Specialists collaborate throughout this initiative alongside the Project Managers to continue to build their knowledge and ensure calibration of implementation around the state. The existing network of ESCs and the process by which they work monthly together will ensure the integrity and sustainability of the IDOE STEM and Literacy Priorities. The TSS is considered a core team member and will meet with other members of the core team weekly to provide updates and to ensure calibration of the ongoing training through the Collaboration Network. The TSS is the connection to the classroom coaches, they hold a great deal of power within this project.

1) the coordination of recruitment by local school corporations and oversight of instructional coaches approved by IDOE,

The TSS will be responsible for the monitoring and oversight of the instructional coaches. Oversight entails the fidelity of implementation, utilizing performance-based measures as well as any evaluation procedures provided by the Hunt Institute and as directed by PMT. The crux of this project is the support classroom coaches will receive by the TSS. This will be accomplished by individualized weekly check-ins, established observations, problem solving and guidance. It is anticipated there will be experienced coaches involved in these training sessions. It is also anticipated that there will be trainees involved in this initiative that have never been a coach or received training in this area. This supportive relationship that develops between TSS in each region with individual coaches and their schools is a critical sustainability piece. The TSS will be a critical partner and friend with the school-based coaches, providing ongoing feedback with a validated instructional tool and collecting concerns/information from the coaches about their needs. Communication must be open and honest, making the relationships developed between TSS and coaches very important. Coaches have to communicate their needs so we can adapt and modify training on the fly over the course of the project.

Leaning into the existing partnership relationships educational service centers have with their districts, opportunities to promote the benefits of this initiative and to support the recruitment process will be utilized at appropriate junctures over the length of the program. Profiling the benefits of the program as the work unfolds in participating districts across the regions will ensure knowledge of the IDOE priorities across the state as well as the successes of this implementation. Intentions are to champion the STEM priorities of the IDOE with the overarching goal of having immediate full enrollment of the opt-in seats in Year One. Recruitment for Year Two enrollment can begin early, thereby ensuring an efficient, immediate and streamlined enrollment process for the second year. This regional recruitment approach across the state ensures a strong partnership for this initiative.

2) training and development of instructional coaches hired by IDOE or those identified by school corporations opting into this effort,

In 2016, after 16 years as a nonpartisan leader in K-12 education policy and political leadership, The Hunt Institute evolved to broaden its policy focus to encompass the full continuum, from prenatal care and early childhood to postsecondary education and the workforce. Most recently, The Hunt Institute's suite of programs has grown to include work that focuses on policy to practice, to include district-level professional development, and state-level support for the science of reading and teacher preparation programs.

Our multi-pronged approach allows The Institute to work with a variety of stakeholders to not only develop broad consensus around priorities that achieve maximum student potential but also support how policy directly translates to practice at local and state levels. This work is best accomplished through intentional, continuous relationship and network building within and across states—and The Hunt Institute and our team excel in this space. Using our state teams' model to leverage partnership and collaboration to help transform early literacy, we will leverage our state partnerships to help guide and inform our content teams training and development for STEM. The goal for coaches, administrators and Educator Prep Program (EPP) faculty is to leverage STEM as a process of HOW to teach multiple content areas, not as an additional content. Facilitating this shift in mindset will require intentional planning and focus on building trust and collaboration.

The training and development will model research-based best practice in curriculum and content planning, instructional pedagogy and continued growth and development for STEM coaches through a train-the-trainer model. Coaches will participate in a minimum of 5 days of consecutive training in July and 2 follow up training during the subsequent school year. Beyond the initial trainings by the Hunt Institute, Training Support Specialist will utilize knowledge and feedback gleaned from collaboration meetings, guidance from the Training Specialist, as well as individualized monitoring and oversight activities from STEM Project Manager, to offer just-in-time training to support needs as they develop and to advance and deepen the knowledge and implementation of IDOE STEM priorities.

3) training and development for building/corporation administrators, 4) training and development for faculty members of educator preparation programs,

STEM coaches, administrators and Educator Preparation Program staff will all participate in the same day 1 core training designed to provide a tangible definition and experience of Indiana's Vision and Mission for STEM education. The remaining days and sessions of training and development will be customized based on the level of understanding of best practice and pedagogy for an argument-driven

inquiry, problem-based integrated approach. The training and development of STEM administrators will model research-based best practice in curriculum and content planning and instructional pedagogy through an equity lens to increase access and learning opportunities to meet the needs of all children. STEM school participating administrators will participate in the 1-day training in July, 2 days of follow up during the school year.

The training and development of STEM Educator Preparation faculty members will model research-based best practice in curriculum and content planning, and instructional pedagogy for coursework design for pre-service teachers. Educator Preparation staff will participate in a - day training in July and are free to participate in the monthly collaboration network meetings if they so choose. The Hunt Institute recently partnered with digiLearn, leveraging the opportunity to explore a microcredential for EPP participants. We believe it is important to continue to build the connections as much as possible with our higher education partners to our K-12 schools. Too often K12 and higher education function in silos and this project can work to tear down the barriers in the educational pipeline.

Based upon the training delivered by Hunt Institute, all the TSSs state-wide, along with STEM and Literacy Project Managers and Training Specialist will build the additional training, along with content experts for follow-up days for the identified STEM building/corporation administrators and faculty members of educator preparation programs to be conducted regionally around the state. This team will continue to collaborate across the initiative to reflect on the training and to ensure calibration around the state. The existing network of ESCs and the process by which they work monthly together will ensure ongoing cultivation of the IDOE STEM Priorities with these stakeholders.

5) selection of curricular materials and corresponding formative assessments associated with literacy and STEM efforts, and

Objectives	Deliverable
Gather information about the Identified and Opt-in school's current resources and assessment practices.	Create and administer a survey to school staff in grades 4-8 to determine what manipulatives and lab materials are currently available to classrooms and what assessment tools are used to measure student growth.
Determine grade level Computer Science, Literacy in Science and Technical Subjects, ELA, Math and Science standards that naturally intersect across content areas to provide authentic STEM integration.	Create an integrated standards crosswalk for grades 4-8.
Develop STEM coaches.	Create and deliver professional development that models how to scaffold building background knowledge for students through an argument-driven inquiry, problem-based integrated approach.

Develop STEM administrators.	Create and deliver professional development to build a coaching model and culture of reflection and feedback.
Develop Educator Preparation Program Faculty	Create and deliver professional development to foster a school wide culture of inquiry and integrated STEM instruction.
Equip STEM leaders, coaches and EPP staff with the skills of how to use current resources to support argument-driven inquiry and problem-based lesson planning. (There is no one perfect resource to support the learning needs of all students.	Create and deliver professional development to support teacher preparation programs fostering an argument-driven inquiry, problem-based, integrated approach to mathematics and science content fields and recognizing immediate opportunities to transform coursework for future teachers.
Determine the impact a data story can have on STEM instruction.	<p>A Playbook of STEM resources based on the integrated standards crosswalk and digital and hard copy resources to model the process of planning for STEM across the content area for all students. (Problem Based for longer integrated units and Argument-Driven Inquiry as a model approach to shorter learning experiences.)</p> <p>Include resources in the STEM Playbook on how to scaffold learning experiences for rigorous lesson planning and how to enrich rigorous lessons to meet the needs of all students.</p>
Build a pipeline for STEM School certification.	Create a succession/sustainability plan for professional development when onboarding all new staff members that enter the school upon conclusion of partnership grant year 2 and next steps to support school wide implementation.

Rote memorization of facts was once the prevailing idea of a well-educated person. A review of the national standards, or more pointedly, Indiana's Academic Standards for Computer Science, Mathematics, and Science reveals that in order to thrive in the 21st Century, one must possess a thorough understanding and working knowledge of the processes of sense-making, reasoning, modeling, argumentation, engineering and design, collaboration, and obtaining, evaluating, and communicating information as well as the disciplinary core ideas in each respective discipline.

As identified in the table above, our training will employ Argument Driven Inquiry. The ADI model requires a minimum of three days of professional learning but we recommend a five-day plan that includes a component for school administrators and provides training on Jim Knight's Instructional Coaching Model, including planning time for the coach and the administrator. Additionally, many ESC

staff have already received training on ADI will be immensely helpful in expanding this model throughout the state.

The ADI professional learning program is grounded in ten practices of effective adult learning:

1. *High-quality instructional materials: Students need repeated opportunities to use the core ideas and practices of a discipline to figure out how the world works or design solutions to problems. Instead of developing their own lesson plans, teachers receive ADI instructional materials that they can use to support ongoing changes in student thinking.*
2. *Model what instruction can look like: Teachers experience an ADI lesson just like students do, so they have a chance to see what makes it different. Taking on the student role during a lesson provides teachers with hands-on experience and concrete insights into how they can support productive interactions between students.*
3. *Make it content specific: Teachers are grouped by subject and grade, so they have opportunities to make sense of the new instructional materials together. When teachers who teach the same subject learn together, they can leverage their expertise and learn more about the core ideas and practices they are expected to teach.*
4. *Provide time for teaching rehearsals: Teachers learn by doing. Therefore, they need opportunities to practice using ADI instructional materials before they are expected to use them in their own classrooms. Teaching rehearsals build teachers' understanding and trust in the design of the approach. They also build confidence.*
5. *Encourage reflection early and often: Teachers reflect on their previous experiences and how those differ from this new type of teaching. Individually, and in small groups, teachers consider and articulate their strengths and weaknesses in light of the new materials and their aspirations for students.*
6. *Keep equity front and center: When equity is a focus of instruction, teachers strive to find ways to remove the existing structural barriers that prevent some students from having access to a meaningful and rigorous learning experience. They also learn to create more inclusive classrooms.*
7. *Address potential problems of practice: Teachers need opportunities to think about potential challenges that may arise when they use new instructional materials. Once these challenges are identified, teachers can develop a shared plan for addressing them. Teachers can then put these plans into action as they use the new instructional materials. (We would add in misconceptions in math and science and supporting students with different learning needs as well as materials management)*
8. *Provide teachers with feedback: Feedback comes from a variety of perspectives. When a professional learning specialist, peer, or coach observes a lesson and raises questions, their ideas create a foundation for conversations about goals for improved teacher practice and use of the instructional materials.*
9. *Provide adequate time to learn: Learning to teach in new ways is complicated and takes time. Teachers need enough time to make sense of new ideas in light of what they already know and do inside the classroom. They also need opportunities to try out new instructional materials, make mistakes, and refine what they do.*
10. *Examine student thinking: Student thinking is made visible when they write, talk, and draw as they attempt to make sense of phenomena. Teachers can learn a great deal about how students*

think and potential ways to support ongoing changes in student thinking when they collect and examine examples of student work.

<https://www.argumentdriveninquiry.com/professional-learning/key-features-of-our-professional-learning-experiences>

6) research and evaluation of programs at key intervals to ensure adaptation of the plans to foster success.

Training Support Specialists make site visits monthly with each instructional coach in their region. The overall program description and delivery will articulate that feedback to coaches be scheduled for the same day as site visit. If that is not possible upon occasion, the expectation is that feedback occurs within 1 -2 days. This will then ensure a timely submission of feedback to the Project Leadership Team to support weekly updates to IDOE, as well site administrators. Feedback will be formalized and shared with the IDOE and PMT through Google folders or other secure file sharing services. It will be the PMT that ensures timely reporting of feedback and support of the coaches. There will be regular spot checking of coaches to make sure they feel supported and their voices are being heard through this project.

Training sessions for school administrators will focus on identifying effective indicators associated with instruction and student activities. Understanding many school administrators have been out of the classrooms for an extended period of time, and past practice for quality instruction may have evolved since the administrator was in the classroom, great emphasis will be placed on ‘what is different now’ to help prep those supervisors understand how to support teachers and instructional coaches in the project. ESC onsite monitoring visits will include support and reinforcement for administrators, who may not have the same instructional expertise as the instructional coach. ESC staff will engage in classroom visits or walkthroughs with the administrator, to help coach the administrator on identification of effective practices and opportunities to offer reinforcing feedback to keep teachers and the coach motivated.

An escalation protocol will be included in the feedback instrument which will include the articulation of any potential problems foreseen in the performance of instructional coaches by the ESC Training Support Specialist. ESC staff will confer with building leadership to help ensure congruence with feedback being offered to the instructional coach. Additionally, site visits and feedback will increase to twice monthly until the situation indicated is resolved. If the issue persists, ESC staff will collaborate with the training specialist to develop an intervention strategy to support the instructional coach and building leadership in making the proper changes or implementation. If a resolution does not occur, the decision of corrective action lies with the Project Leadership Team, who will do so in collaboration with the district’s leadership.

Indiana Educator Preparation Programs (EPP) faculty will be invited to participate in training. Much like school administrators, most EPP university faculty have been out of the classroom and schools for an extended period of time. Training and collaboration opportunities will specifically seek to help university faculty understand current research associated with the science of reading and Indiana’s STEM priorities. A small pool of funding will be administered by CELL to offer research and implementation grants to EPP faculty that wish to help better bridge the gap between educator preparation and practical implementation in schools.

The Collaboration Network program and content will be administered by the Central Indiana Educational Service Center (CIESC) in consultation with the Project Leadership Team, the Hunt Institute and the ESC Training Support Specialists. The Training Specialist will coordinate 2 monthly virtual 90-minute meetings for the Literacy Coaches and 2 monthly virtual 90-minute meetings for the STEM Coaches. Attendance at the Collaboration Network meetings will be expected for all coaches serving schools. Should a coach miss a meeting, their ESC Training Support Specialist will meet with them to bring them up to speed. The content of the bi-monthly meetings will stem from the training materials designed by the Hunt Institute related to the STEM content and pedagogy. The STEM coaches will engage in collaborative discussions, journal readings/reflections, planning for teacher support, activities to strengthen their content knowledge and pedagogical knowledge in their assigned area. All of the training content will be housed in the Indiana Learning Lab, where the coaches will engage in interactive discussions, assessments to monitor their learning and a repository of resources for use at their schools. The ESC Training Support Specialists will also be required to attend all Collaboration Network meetings to ensure fidelity to the support they provide the coaches.

SECTION 6: CONTRACTOR RESPONSIBILITIES/DELIVERABLES FOR LITERACY

The Respondent must provide a description regarding how it will meet and address the requirements shared in Section 6 from the Scope of Work document for this RFP related to Literacy (including but not limited to Procurement of Instruction Coaches, Training Requirements, and Monitoring & Oversight).

*Because the process for training development and curriculum selection provided for Literacy and STEM are mirrored, the following section may contain duplicate language or narrative from Section 6 (STEM).

Literacy

The partnership between CELL and the ESCs allows for efficient, effective state-wide implementation and sustainability. In 1976, ESCs were authorized by legislative action to provide joint services for Indiana K-12 schools (IC 20-1-11-11.3). The scope and work of this project as well as the potential for strong sustainability are directly in line with the mission of Indiana ESCs and thus assures the potential impact of this submission. Additionally, ESCs have been proven partners in the past for the IDOE in the successful execution of state-wide initiatives. One example might be the training around the RISE teacher evaluation model. Included in this submission is the request for one Training Support Specialist (TSS) at each of the nine ESCs around the state. Additional Support Specialists will be placed in regions with higher needs/participation. This model assures high quality implementation and high levels of equity and access in all areas of the state. An additional deliverable by ESCs within each region will include any required support of the recruitment process.

The TSS will participate in all training alongside participants in the initiative to support their subsequent work in districts and to ensure the knowledge that will create fidelity of implementation by way of oversight. Turnover in all areas addressed by this grant – coaches, K12 district leaders and faculty

members of educator preparation programs is anticipated over the coming years. ESCs will have the ability to continue to train newly hired individuals as they advance the Literacy Priorities of the IDOE beyond these two years. All Training Support Specialists collaborate throughout this initiative alongside the Project Managers to continue to build their knowledge and ensure calibration of implementation around the state. The existing network of ESCs and the process by which they work monthly together will ensure the integrity and sustainability of the IDOE Literacy Priorities. The TSS is considered a core team member and will meet with other members of the core team weekly to provide updates and to ensure calibration of the ongoing training through the Collaboration Network. The TSS is the connection to the classroom coaches, they hold a great deal of power within this project.

1) the coordination of recruitment by local school corporations and oversight of instructional coaches approved by IDOE,

The TSS will be responsible for the monitoring and oversight of the instructional coaches. Oversight entails the fidelity of implementation, utilizing performance-based measures as well as any evaluation procedures provided by the Hunt Institute and as directed by PMT. The crux of this project is the support classroom coaches will receive by the TSS. This will be accomplished by individualized weekly check-ins, established observations, problem solving and guidance. It is anticipated there will be experienced coaches involved in these training sessions. It is also anticipated that there will be trainees involved in this initiative that have never been a coach or received training in this area. This supportive relationship that develops between TSS in each region with individual coaches and their schools is a critical sustainability piece. The TSS will be a critical partner and friend with the school-based coaches, providing ongoing feedback with a validated instructional tool and collecting concerns/information from the coaches about their needs. Communication must be open and honest, making the relationships developed between TSS and coaches very important. Coaches have to communicate their needs so we can adapt and modify training on the fly over the course of the project.

Leaning into the existing partnership relationships educational service centers have with their districts, opportunities to promote the benefits of this initiative and to support the recruitment process will be utilized at appropriate junctures over the length of the program. Profiling the benefits of the program as the work unfolds in participating districts across the regions will ensure knowledge of the IDOE priorities across the state as well as the successes of this implementation. Intentions are to champion the literacy and STEM priorities of the IDOE with the overarching goal of having immediate full enrollment of the opt-in seats in Year One. Recruitment for Year Two enrollment can begin early, thereby ensuring an efficient, immediate and streamlined enrollment process for the second year. This regional recruitment approach across the state ensures a strong partnership for this initiative.

2) training and development of instructional coaches hired by IDOE or those identified by school corporations opting into this effort,

In 2016, after 16 years as a nonpartisan leader in K-12 education policy and political leadership, The Hunt Institute evolved to broaden its policy focus to encompass the full continuum, from prenatal care and early childhood to postsecondary education and the workforce. Most recently, The Hunt Institute's suite of programs has grown to include work that focuses on policy to practice, to include district-level professional development, and state-level support for the science of reading and teacher preparation programs.

Our multi-pronged approach allows The Institute to work with a variety of stakeholders to not only develop broad consensus around priorities that achieve maximum student potential but also support how policy directly translates to practice at local and state levels. This work is best accomplished through intentional, continuous relationship and network building within and across states—and The Hunt Institute and our team excel in this space. Using our state teams’ model to leverage partnership and collaboration to help transform early literacy, we will leverage our state partnerships to help guide and inform our content teams training and development for Literacy. The goal for coaches, administrators and Educator Prep Program faculty is to leverage Literacy as a process of HOW to teach multiple content areas, not as an additional content. Facilitating this shift in mindset will require intentional planning and focus on building trust and collaboration.

The training and development will model research-based best practice in curriculum and content planning, instructional pedagogy and continued growth and development for Literacy coaches through a train-the-trainer model. Coaches will participate in a minimum of 5 days of consecutive training in July and 2 follow up training during the subsequent school year.

The literacy professional development, modeled after their work and partnership with the Barksdale Reading Institute in Mississippi, will be delivered by The Hunt Institute. After Mississippi ranked first for reading gains on the 2019 NAEP, by incorporating the science of reading into instruction and teacher preparation programs, the Barksdale Reading Institute, The Belk Foundation and The Hunt Institute imagined a national community of practice bringing states together to learn from each other as they work towards improving early literacy instruction. In 2020, combining their expertise and knowledge based on the work in Mississippi and North Carolina to align teacher preparation with the science of reading, The Path Forward, (TPF) initiative was born. The Hunt Institute’s literacy work has expanded the full continuum to include professional development with state and local leadership.

The literacy professional development plan begins with a survey of the current resources and assessments available in each building to try to make connections with existing resources and how they align with the science of reading, in addition to supplementing resources and materials. Beyond the initial trainings by the Hunt Institute, Training Support Specialist will utilize knowledge and feedback gleaned from collaboration meetings, guidance from the Training Specialist, as well as individualized monitoring and oversight activities from the Literacy Project Manager, to offer just-in-time training to support needs as they develop and to advance and deepen the knowledge and implementation of IDOE Literacy priorities.

3) training and development for building/corporation administrators, 4) training and development for faculty members of educator preparation programs,

Literacy coaches, administrators and Educator Preparation Program staff will all participate in a 1-day core training designed to provide a tangible definition and experience of Indiana’s Vision and Mission for Literacy education. The remaining days and sessions of training and development will be customized based on the level of understanding of the Science of Literacy. The training and development of Literacy administrators will model research-based best practice in curriculum and content planning and instructional pedagogy through an equity lens to increase access and learning opportunities to meet the needs of all children. Literacy school participating administrators will participate in the 1-day training in July, 2 days of follow up during the school year.

The training and development of Literacy Educator Preparation faculty members will model research-based best practice in curriculum and content planning, and instructional pedagogy for coursework design for pre-service teachers. Educator Preparation staff will participate in a 2-day training in July and are free to participate in the monthly collaboration network meetings if they so choose. The Hunt Institute recently partnered with *DigiLearn*, leveraging the opportunity to explore a micro-credential for EPP participants. We believe it is important to continue to build the connections as much as possible with our higher education partners to our K-12 schools. Too often K12 and higher education function in silos and this project can work to tear down the barriers in the educational pipeline.

Based upon the training delivered by Hunt Institute, all the TSSs state-wide, along with Literacy Project Manager and Training Specialist will build the additional training, along with content experts for follow-up days for the identified Literacy building/corporation administrators and faculty members of educator preparation programs to be conducted regionally around the state. This team will continue to collaborate across the initiative to reflect on the training and to ensure calibration around the state. The existing network of ESCs and the process by which they work monthly together will ensure ongoing cultivation of the IDOE Literacy Priorities with these stakeholders.

5. Selection of curricular materials and corresponding formative assessment associated with Literacy

Objective	Deliverable
Gather information about the Identified and Opt-in school's current resources and assessment practices.	Create and administer a survey to school staff in grades K-2 to determine what decodable readers, leveled text, dry erase boards, erasers, markers, letter tiles, vowel patterns, puzzles, touch and read, word match, touch and read blends and digraphs, screens, sand, blending board and phoneme/grapheme cards are currently available to classrooms and what assessment tools are used to measure student reading growth.
Build expertise in the Science of Reading to develop Literacy coaches, leaders, and educator preparation staff.	Create and deliver the professional development objectives listed below based on The Science of Reading as an evolving collection of evidence-based best practices from decades of research across various disciplines:
Describe how children learn to read.	Scientifically sound models of how we learn to read and the instructional practices that support that learning.
Create comprehensive road maps for teaching all essential components of TSOR, independent of programs	How the English language is structured at all levels
Explain what research tells us about the use of the science of reading as a basis for literacy	Early detection of reading difficulties and provide data to inform instruction and intervention.

instruction for racially, linguistically, and culturally diverse students?	How the SOR practices can ensure the needs of all diverse students are met.
Assess current curriculum resources and pedagogy for alignment to the Science of Reading.	Look-fors for Modeling and practice of structured literacy lessons. Observation, reflection, and feedback coaching cycles.
Build a pipeline with SOR evidence-based best practices for tiered-intervention.	Create a playbook of explicit guidance for criteria to support evidence-based reading instruction to include structured use of Reading Skills time, Oral Skills, Foundational Skills- Phonological Awareness, Print Concepts, Comprehension, Vocabulary, Phonics & Fluency and Look Fors. Create a succession/sustainability plan for professional development when onboarding all new staff members that enter the school upon conclusion of partnership grant year 2 and next steps to support the training and use of the SOR as a tiered intervention outside of grades K-2.

6) research and evaluation of programs at key intervals to ensure adaptation of the plans to foster success.

Training Support Specialists make site visits monthly with each instructional coach in their region. The overall program description and delivery will articulate that feedback to coaches be scheduled for the same day as site visit. If that is not possible upon occasion, the expectation is that feedback occurs within 1 -2 days. This will then ensure a timely submission of feedback to the Project Leadership Team to support weekly updates to IDOE, as well site administrators. Feedback will be formalized and shared with the IDOE and PMT through Google folders or other secure file sharing services. It will be the PMT that ensures timely reporting of feedback and support of the coaches. There will be regular spot checking of coaches to make sure they feel supported and their voices are being heard through this project.

Training sessions for school administrators will focus on identifying effective indicators associated with instruction and student activities. Understanding may school administrators have been out of the classrooms for an extended period of time, and past practice for quality instruction may have evolved since the administrator was in the classroom, great emphasis will be placed on ‘what is different now’ to help prep those supervisors understand how to support teachers and instructional coaches in the project. ESC onsite monitoring visits will include support and reinforcement for administrators, who may not have the same instructional expertise as the instructional coach. ESC staff will engage in classroom visits or walkthroughs with the administrator, to help coach the administrator on identification of effective practices and opportunities to offer reinforcing feedback to keep teachers and

the coach motivated.

An escalation protocol will be included in the feedback instrument which will include the articulation of any potential problems foreseen in the performance of instructional coaches by the ESC Training Support Specialist. ESC staff will confer with building leadership to help ensure congruence with feedback being offered to the instructional coach. Additionally, site visits and feedback will increase to twice monthly until the situation indicated is resolved. If the issue persists, ESC staff will collaborate with the training specialist to develop an intervention strategy to support the instructional coach and build leadership in making the proper changes or implementation. If a resolution does not occur, the decision of corrective action lies with the Project Leadership Team, who will do so in collaboration with the district's leadership.

Indiana Educator Preparation Programs (EPP) faculty will be invited to participate in training. Much like school administrators, most EPP university faculty have been out of the classroom and schools for an extended period of time. Training and collaboration opportunities will specifically seek to help university faculty understand current research associated with the science of reading and Indiana's Literacy priorities. A small pool of funding will be administered by CELL to offer research and implementation grants to EPP faculty that wish to help better bridge the gap between educator preparation and practical implementation in schools.

The Collaboration Network program and content will be administered by the Central Indiana Educational Service Center (CIESC) in consultation with the Project Leadership Team, the Hunt Institute and the ESC Training Support Specialists. The Training Specialist will coordinate 2 monthly virtual 90-minute meetings for the Literacy Coaches and 2 monthly virtual 90-minute meetings for the Literacy Coaches. Attendance at the Collaboration Network meetings will be expected for all coaches serving schools. Should a coach miss a meeting, their ESC Training Support Specialist will meet with them to bring them up to speed. The content of the bi-monthly meetings will stem from the training materials designed by the Hunt Institute related to the Science of Reading content and pedagogy. The Literacy coaches will engage in collaborative discussions, journal readings/reflections, planning for teacher support, activities to strengthen their content knowledge and pedagogical knowledge in their assigned area. All of the training content will be housed in the Indiana Learning Lab, where the coaches will engage in interactive discussions, assessments to monitor their learning and a repository of resources for use at their schools. The ESC Training Support Specialists will also be required to attend all Collaboration Network meetings to ensure fidelity to the support they provide the coaches.

SECTION 7: DATA COLLECTION AND RESEARCH

The Respondent must provide a description regarding how it will meet and address the requirements shared in Section 7 from the Scope of Work document for this RFP.

Research Questions

To measure the fidelity of implementation, as well as the effectiveness of various components and the overall initiative, the following research questions are proposed. The research questions (RQ) encompass process, outcomes, and impact analysis methods.

RQ1: To what extent do participants perceive training to be effective (including perceived increases in knowledge, skills, confidence, etc.) and how might this differ based on factors such as role, trainer/training session, and cohort? (type: process)

RQ2: To what extent is the initiative being implemented with fidelity to the plan, and how might this differ based on district, cohort, and other factors (to be identified through monitoring and process evaluation)? (type: process)

RQ3: To what extent has the initiative increased equity in and access to high-quality STEM courses, programs, and resources? (type: outcome)

RQ4: To what extent has the initiative increased student performance (STEM literacy) for each school and for the initiative overall, as measured by improvements in STEM literacy, disaggregated by district/school and student demographics? (type: outcome/impact)

RQ5: To what extent do outcomes (e.g., improvements in STEM literacy) differ overall by type of curriculum, student demographics, and other process factors (e.g., fidelity of implementation, remediation vs. enrichment, etc.)? (type: outcome/impact)

Data Collection and Methodology

Data collection and methods used to answer each question are described, by question, below. The research team will work collaboratively with IDOE to refine methodology, where needed, for each question, based on sample sizes and model best fit.

RQ1: Data will be collected using pre-approved pre/post training questionnaires, at the beginning and end of each training session. Questionnaires will include information that will allow for disaggregation by role and training session. Results will be analyzed using primarily descriptive methods (i.e., percentages and crosstabs, where appropriate), but may also include some inferential statistical analysis such as paired t-tests with effect size reporting to measure change.

RQ2: Data will be collected through a combination of monthly monitoring reports as well as surveys of coaches and administrators, conducted once per semester (fall/spring). Monitoring reports will capture feedback from observations, using a pre-approved monitoring form. Surveys will capture additional information and perspectives from coaches and administrators including their perceptions of the extent to which implementation is proceeding according to plan, and any identified barriers. Results will be analyzed using a combination of qualitative and quantitative methods, including thematic analysis for qualitative data collected through monitoring reports, as well as descriptive data analysis (percentages and crosstabs, where appropriate), for survey data.

RQ3: Data will be collected through surveys administered once per semester to school faculty and administrators, as well as coaches. (To reduce survey fatigue, the survey used to collect this information will include the questions for both RQ2 and RQ3). The survey will obtain school faculty/staff perceptions of the extent to which access has been increased, as well as their perceptions on the extent to which students have equitable access to programming. If deemed appropriate, parents could also be included

as survey recipients. Results will be analyzed primarily using descriptive methods (percentages and crosstabs).

RQ4: Data will be collected through pre-approved formative assessments utilized by each school/district. Formative assessments will be administered at least four times per year (two times per semester), to allow for measuring growth in areas of STEM literacy and other components once per term. Results will be analyzed using a combination of descriptive and inferential statistical methods, including percentages and crosstabs (disaggregated by factors such as student demographics, grade levels, school, etc.), as well as methodology, where appropriate, from the General Linear Model (GLM) family, which may include methods such as paired t-tests or ANOVA with effect size reporting (for individual school results), and/or, where possible, multilevel modeling for analyzing overall initiative results (assuming enough schools are using the same formative assessments and that n sizes at each level are adequate).

RQ4: This research question will utilize data collected through RQ2, RQ3, and RQ4 and will focus on identifying the differences in outcomes based on various input variables. Data will be analyzed using methodology from the GLM family, which may include multiple regression or multilevel modeling, assuming enough schools are using the same assessments and that n sizes at each level are adequate.

Deliverables and Research Reports

Data collection and methods will result in three reports:

Report 1: Rapid reports on training participants' perceptions of training effectiveness (RQ1). It is anticipated that a total of **six (6)** reports will be completed, three (3) per year.

Report 2: Research reports on fidelity of implementation, increasing access, and improving student performance (RQ2, RQ3, RQ4). It is anticipated that a total of **four (4)** reports will be completed, two (2) per year (one (1) per semester)

Report 3: Research reports on outcomes, including differences by various student and school characteristics (RQ5). It is anticipated that a total of **two (2)** reports will be completed, one (1) per year.

Data Dashboard:

Five Star Data Analytics will provide a customized data visualization tool, utilizing Google Data Studio, that will allow for private or public progress monitoring, analysis, and sharing. The data collection process will allow for both qualitative and quantitative reporting, including regional specific dashboards and filtering by program strands. A universal monitoring dashboard and map will display an overall picture of the project progress and feedback gathered from all regions to measure and analyze against Program Manager milestones and goals.

Initial training and on-going support hours will be secured for the managing teams and will be tracked and included in the monitoring plan. Quarterly data analysis and discovery sessions will be coordinated with each regional service center to ensure targeted school coach support during the first year. Modeled and accessible school coach data collection and visualization will ensure next-level implementation and continued use by school coaches in the buildings they serve beyond the grant completion.

SECTION 8: EXPERT COLLABORATION AND ENGAGEMENT

The Respondent must provide a description regarding how it will meet and address the requirements shared in Section 8 from the Scope of Work document for this RFP.

The Hunt Institute brings together people and resources to inform policymakers, state, local and district leaders about education issues encompassing the educational continuum from early childhood to the workforce. The Hunt Institute, in partnership with The Path Forward Leadership Team, will continue to collaborate with the National Advisory Group to expand the resources and partnerships available for states with people, groups, and organizations that have similar goals of embedding the science of reading in teacher preparation, educator preparation program approval, teacher licensure and evidence-based practices at the local district levels.

The Hunt Institute has a long history of offering collaborative support for educational policy makers in Indiana. Working alongside CELL, to demonstrate how to bridge policy to practice, the relationship is anticipated to outlive the project. Both Hunt & CELL have interest in ensuring that the initial efforts to transform instructional practices, translates into long term positive outcomes for students.

As organizations reach out to The Institute to identify leaders in the field of reading and teacher preparation, we will utilize our continued relationships with the state teams and the National Advisory Group to connect the appropriate experts and leaders to inform policy and practice. We will leverage these existing partnerships across states to model the advisory group to connect state, local and district leaders who have demonstrated success in transforming STEM education.

It is expected that the distributed system, using ESCs to bring the professional development closer to the local school, offers the potential for continued work with the local school districts past the project.

SECTION 9: COMMUNICATION AND MARKETING

The Respondent must provide a description regarding how it will meet and address the requirements shared in Section 9 from the Scope of Work document for this RFP.

A robust and intentional marketing and communications plan will be key to the success of this project. Through strategic communications, we will be able to drive recruitment, increase awareness, and demonstrate the impact of this initiative.

The RFP and the scope of work include:

- The creation and implementation of a communications plan that speaks to the core audiences of the identified schools, volunteer opt-in schools, and higher education institutions
- Strategy and creation of content for quarterly IDOE newsletters related to this initiative (10 quarters)
- Strategy and creation of social media messages, assets, and campaigns
- Analysis of key study data to create easily digestible research briefs semiannually (5 briefs)

- Strategy, production, editing, and coordination of two strategic videos with one focused on recruitment and another focused-on awareness/impact (2 videos)

In order to fulfill this work, we will do the following:

Robust Communications Plan

As noted in the RFP, the robust communications plan must be drafted within the first 30 days of the contract. Our marketing partner has a proprietary Marketing Lifecycle Model, which is a formulaic approach to optimizing marketing efforts. By leveraging this model, we will work collaboratively on this initiative to:

- Solidify primary goals of the campaign
- Develop key messaging and communication guidelines for the campaign that align with IDOE's brand voice and appeal to desired target audiences
- Develop key aesthetic assets to leverage for campaigns, including social graphics, graphics to be used in emails, etc.
- Create a strategy for owned, earned, paid*, and shared media, including social, content, and PR
- Create robust documentation with timelines, milestones, and recommendations for how to amplify this initiative and reach those goals

To be successful, we will need an initial conversation with stakeholders at the IDOE to ensure we are clear on goals, capabilities of the organization, target personas, and other questions that will help shape the strategy. After that conversation, our team will divide and conquer pieces of the strategy based on our subject matter expertise over the course of two weeks. This can include research, strategy development, content and design development, and more. We will regroup as a team to integrate pieces of the plan and create a cohesive document to be delivered. At the time of delivery, we would ask for a follow-up meeting to discuss in length so that we can all be on the same page. The strategy can be adjusted in real-time, then solidified for execution and implementation. The marketing partner can help manage the campaigns with the clear approval and guidelines from the IDOE.

On an ongoing basis, we will have a working calendar with timelines and milestones that will be developed with the help of feedback from the IDOE. This will include:

- Key messaging development, along with potential graphics, to be supplied in the quarterly IDOE newsletters. Before development, we will ask about any potential considerations that could change the messaging for that particular campaign and will also provide adjusted copy to keep it fresh and engaging.
- After key studies have been completed, our team will leverage our marketing analysis expertise to identify key findings. We will create easy-to-digest content that will be put into a designed report with an executive summary and more expanded insights and recommendations. We will provide these on a semiannual basis, working to identify when we will have access to the data so that we can provide timelines and delivery. We are available and happy to talk through the findings in a meeting; however, the goal will also be to create these reports in a way that anyone can read and quickly glean the primary findings.
- Strategy development for the two key videos as a part of this campaign. The first video will be focused on recruitment which will align with key approved messages. Working with a strategic video partner, we will storyboard, coordinate with interview parties, and plan the entire video

with approval. We will film, produce, and edit, then leverage a review tool to make it easy for stakeholders to provide feedback on the videos.

SECTION 10: STAFF QUALIFICATIONS

The Respondent must provide a description regarding how it will meet and address the requirements shared in Section 10 from the Scope of Work document for this RFP.

The Respondent must submit resumes of all staff dedicated for at least .5 FTE. Respondents are expected to have the following staff members address key work according to the responsibilities

Job Title	Description and Duties
Project Manager	Description: The Program Manager will serve as the main point of contact for the Indiana Department of Education staff to manage scope, schedule, and budget. The program manager must manage all subcontractor efforts to ensure successful delivery of all key deliverables. The project manager must have had other large-scale project management experience.
	Duties: <ul style="list-style-type: none"> • Attend all required meetings • Recruit required staff for the project as needed • Provide oversight of all project deadlines and deliverables • Provide oversight of all program staff and subcontractors • Develop good relationships with all stakeholders involved in the project • Provide thorough record keeping and maintenance of all documentation • Develop systems and procedures to ensure quality and accountability • Maintains the timelines and master schedule • Monitors entire project and continuous improvement • Coach, mentor, and train project management
	Credentials and Expertise: <ul style="list-style-type: none"> • Education/Certification: Minimum of a Bachelor's Degree • PMP Certification • Minimum of five years of project management experience • Proficient in Microsoft and/or Google Workspace • Advanced time management, leadership, and communication skills

Literacy Project Manager	<p>Description: The Project Manager for Literacy will manage efforts for recruitment, training, and implementation aligned to the Science of Reading. The Project Manager must review all subcontract deliverables to ensure quality of all key deliverables. The Project Manager for Literacy's must have other large-scale project management.</p> <p>Duties:</p> <ul style="list-style-type: none"> • Attend all required meetings • Maintain expertise in the Science of Literacy • Recruit literacy coaches • Provide oversight of all project deadlines and deliverables • Provide oversight of all program staff and subcontractors • Develop good relationships with all stakeholders involved in the project • Reviews all literacy coach feedback • Monitors literacy implementation and acts on data • Coach, mentor, and train the training support specialist <p>Credentials and Expertise:</p> <ul style="list-style-type: none"> • Education/Certification: Minimum of a Bachelor's Degree • PMP Certification • Minimum of five years of project management experience • Proficient in Microsoft and/or Google Workspace • Advanced time management, leadership, and communication skills
STEM Project Manager	<p>Description: The STEM Project Manager oversees and coordinates efforts for recruitment, training and implementation aligned to STEM priorities. Working closely with other members of the Program Management Team, the STEM Project Manager oversees operations, guides professional development teams and mentors, and is a lead voice in strategic planning and performance of project requirements as it relates to STEM components. Strong communication skills are necessary for developing and maintaining healthy working relationships with other members of the Management Team as well as the team at large. This role will typically work remotely, although occasional travel will be required.</p> <p>Duties</p> <ul style="list-style-type: none"> • Attend all required meetings • Maintain expertise in STEM research and best practice • Recruit STEM coaches • Provide oversight of all project deadlines and deliverables • Provide oversight of all program staff and subcontractors • Monitors literacy implementation and acts on data • Coach, mentor, and train the training support specialist <p>Credentials and Expertise:</p> <ul style="list-style-type: none"> • Education/Certification: Minimum of a Bachelor's Degree • PMP Certification • Minimum of five years of project management experience • Advanced time management, leadership, and communication skills

Regional Training Support Specialist	<p>Description: The Training Support Specialists (TSS) will support STEM and literacy coaches in each of the nine regions around the state. This role serves to provide cohesion and communication between the PLT, the coaches and district administrators and therefore is critical to the success of this effort. TSS will receive training in all areas addressed by this initiative and have the experience and ability to train others in their ESC region. Additionally, they will provide ongoing training to coaches and design collaborative experiences to build a regional cadre of mission-driven instructional coaches. They will monitor and report to the PLT as well as district administrators. These positions are grant funded for a period of two years.</p> <p>Duties:</p> <ul style="list-style-type: none"> • Be fully aware of Indiana's Vision and Mission for STEM and Literacy and remain a champion of this mission • Participate in Hunt Training for best practices in STEM and Literacy • Provide training for instructional coaches and district administrators • Participate in all collaboration and learning opportunities provided by the training specialist and IN Learning Lab • Be familiar with all curricular resources provided for districts in this initiative in both areas - STEM and Literacy • Be responsible for the monitoring and oversight of instructional coaches with tools provided by the PLT • Provide weekly check-ins, established observations, problem solving and guidance to instructional coaches • Be knowledgeable about any arising needs of coaches and ensure this is communicated to the PLT • Create open and honest relationships with coaches while being a valued critical friend around the work • Provide reports to the PLT and district administrators in a timely manner • Be efficient in the execution of the escalation protocol <p>Credentials and Expertise:</p> <ul style="list-style-type: none"> • Education/Certification: Master's Degree; Appropriate Indiana State Teaching Certification • Five years of teaching and coaching experience
Contract Specialist	<p>Description: The Contract Specialist will manage oversight and payment associated with coaching efforts. The specialist must ensure that monitoring of implementation is completed to ensure payment aligns with prescribed intent. The specialist must be familiar with contracting and fiscal efforts aligned to federal funding sources to ensure regulatory expectations are maintained and audits do not result in problematic findings.</p> <p>Duties:</p> <ul style="list-style-type: none"> • Work with schools to execute contracts • Responsible for the timely payment of all coaches • Provide documentation to the IDOE on payment of coaches • Communicate and collaborate with legal on appropriate contract language • Ensure contract language is appropriate and binding • Monitor progress of contracts and payment • Proofread and edit documents as needed

	<p>Credentials and Expertise:</p> <ul style="list-style-type: none"> • Education/Certification: Bachelor’s degree or higher in appropriate field (accounting, business, administration) • Minimum 3 years of experience
Training Specialist	<p>Description: The training specialist will oversee delivery of training efforts and the Collaboration Network. This staff member must have extensive experience in adult learning with a proven track record of large-scale implementation efforts at the corporation or state level. Sample videos or training materials created by this individual may be submitted with the proposal.</p> <p>Duties:</p> <ul style="list-style-type: none"> • Lead and collaborate on training across Project • Guide, consult, and communicate with the TSS staff • Participate and provide vision and communication for training and coaching • Manage training processes and workflow platforms to accommodate required grant responsibilities and services • Monitor and report on the progress of trainings • Share evidence-based learning strategies at state conferences • Perform other tasks as specified by PMT <p>Credentials and Expertise:</p> <ul style="list-style-type: none"> • Education/Certification: Master's Degree; Appropriate Indiana State Teaching Certification • Five years of teaching and coaching experience • Extensive knowledge of adult learning
Research Specialist	<p>Description: The research specialist will oversee research efforts and review executive summaries and studies prior to delivery to the Indiana Department of Education. Specialist is not required to conduct all research but must participate actively in the design of studies and the subsequent development of narratives.</p> <p>Duties:</p> <ul style="list-style-type: none"> • Develop the research agenda • Collect data from the project • Present/share data and research from the project • Continuously monitor the data and progress for the PMT • Provide frequent updates on what the data and research are indicating about the project • Publish research briefs/white papers • Support communications on the progress of the project and sharing of data <p>Credentials and Expertise:</p> <ul style="list-style-type: none"> • Education/Certification: Master’s Degree in appropriate field • Minimum 5 years of project evaluation or research experience • Published and/or presented research/evaluation

Equal Opportunity Commitment: This project ensures a reasonable expectation of minority, woman, and Indiana veteran business enterprises subcontracting opportunities on a contract under this solicitation. The University of Indianapolis, as required by law, makes equal employment opportunities available to all persons without regard to race, sex, age, color, religion, national origin, disability, citizenship status, military status, marital status, or any other category protected under Federal, State, or local law. This policy applies to applicants and employees and to all aspects of employment including recruitment, hiring, promotion, training, transfer, demotion, rates of pay, or other forms of compensation, and termination of employment. Further, irrespective of whether sexual orientation is a legally-protected status, the University of Indianapolis does not tolerate discrimination on the basis of an employee's sexual orientation.