MARYLAND STATE DEPARTMENT OF
EDUCATION
EQUITY AND EXCELLENCE

Partner Program Matching Guidance

Maryland Leads 2022

Maryland State Department of Education
200 West Baltimore Street
Baltimore, Maryland 21211

MARYLAND STATE DEPARTMENT OF EDUCATION

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Program Description

Maryland Leads is a Maryland State Department of Education (MSDE) initiative designed to support Local Education Agencies (LEAs) in utilizing federal funds to overcome the learning loss resulting from the COVID-19 pandemic, accelerate student learning to narrow opportunity and achievement gaps, and provide more targeted support for historically underserved students and their communities. Maryland Leads also supports LEAs in addressing short and long-term challenges related to the current labor shortage and attends to the longstanding need to establish and strengthen teacher pipelines and development. Maryland Leads is centered around seven high-leverage strategies that have been proven to be effective and transformative for schools and school systems.

Maryland's 24 LEAs will access the state's allotment of $133 million in Elementary and Secondary School Emergency Relief (ESSER) funds through a single, non-competitive grant process. MSDE provided LEAs with a series of information sessions and workshops beginning in February 2022 and continuing throughout the Spring to support LEAs through the grant submission process. The program kicks off with awards announcements in Spring 2022 followed by implementation beginning in Summer 2022 and continuing through the 2022-2023 and 2023-2024 school years.

MSDE will continue to support the Maryland Leads project internally through its Office of Grants Administration and Compliance.

PARTNER SUPPORT

MSDE identified best-in-class partners to engage and support LEAs in the implementation of their approved Maryland Leads grant program activities through the Maryland Leads Partner Program grant opportunity. LEAs can only use MSDE-approved partners for their respective Maryland Leads program implementations. LEAs will select their partner through a non-competitive approval process where each LEA will submit to the MSDE via a separate application link which vendor partners they prefer to use for their respective grant programs. See the Partner Program Matching Process section, below, for a detailed description of the partner selection process.

Requirements to Use Additional Partner Support

MSDE may require certain approved LEA plans to use a strategic or consultative partner(s) to provide additional grant program implementation coordination and assistance. The MSDE will notify LEAs where applicable and will work with the LEA's Maryland Leads grant contact(s) to support Partner Program matching and selection accordingly.

Criteria to Identify Whether or Not Utility of a Partner Program Participant is Necessary

Some Maryland Leads activities may not require the use of a Partner Program grantee and can instead be administered and determined locally. These activities will be considered supporting/reinforcing activities, not primary/lead project activities. LEAs should consider whether and to what extent the activity/service is a substantive and central component of the program's design. For example, a LEA can use a vendor partner of the LEA's choice to administer community dental services as part of its Transforming Neighborhoods through Excellent Community Schools Strategy Area program. However, the LEA must use a Partner Program grantee to coordinate, assist with, and lead the various programs and services that comprise the collective impact component of program implementation.

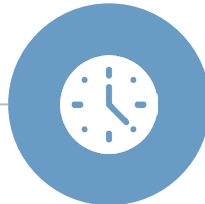# Seven High-Leverage Strategy Areas

Grow Your Own Staff

Staff Support and Retention

The Science of Reading

High-Quality School Day Tutoring

Reimagining the Use of Time

Innovative School Models

Transforming Neighborhoods through Excellent Community Schools

The Partner Program Matching Process

The Partner Program matching process begins with the MSDE's provision of approved partners to participating Local Education Agencies and culminates with the execution of Memoranda of Understanding between LEAs, the MSDE, and each LEA's selected partner(s). LEAs can make partner selections at this link. This section of the guidance outlines the process. Detailed information for each approved vendor is in the approved partner informational pages, below.

THE MSDE CONCLUDES PARTNER PROGRAM APPLICATION REVIEW

The MSDE conducted a two-stage rolling review of Partner Program applications and subsequently notified applicants of approval as batches of applications were complete.

ISSUANCE OF PARTNER PROGRAM MATCHING GUIDANCE DOCUMENT

The Department consolidated the list of approved applicants and the partner selection process into this guidance document.

PARTNER MATCHING WINDOW OPENS

Issuance of this Partner Program Matching Guidance Document constitutes the opening of the Partner Program matching and selection window.

LEAs can now directly contact approved Partner Program participants, the full list of which is in the sections below, alphabetically and by approved strategy area. Informational one-pagers that describe the services and assistance that each approved partner can provide follow the list of partners. Each one-pager includes the Maryland Leads contact for the given partner. LEAs should reach out to partners directly to schedule any meetings, demonstrations, or discussions that might inform final partner selection.

MSDE will contact awarded LEAs beginning May 25th via email about Notice of Grant Award (NOGA) issuance and C-125 verification. The Department will issue NOGAs to LEAs for the full amount awarded to each LEA. Upon completion of the Partner Program matching, MSDE will amend NOGAs and C-125s to reflect program awards that MSDE will subgrant to approved and selected Partner Program participants.

As LEAs determine their respective partner(s), LEAs should proceed to this link to make partner selections. LEAs may submit their partner selections on an ongoing basis as they are identified throughout the established window. It is not necessary to submit all partner selections at once. The initial application window closes Thursday, June 2, 2022. However, LEAs need not select all of their Maryland Leads partners during the partner matching window if the LEA's application includes either planning components or extended plans for partner vetting (e.g., the use of a District committee to select core and supplemental high-quality, content-rich, and culturally-relevant instructional materials aligned to the Science of Reading). MSDE will make subsequent partner identification available to those LEAs as needed.

PARTNER MATCHING WINDOW CLOSES

Selected/identified partners are not guaranteed and are subject to availability and final review of the MSDE. The Department will notify all LEAs of final selections and matches prior to initiating the MoU process with the LEA and approved and selected/assigned partners. The formal Partner Program matching and selection window closes **Thursday, June 2, 2022 at 11:59 PM ET**. *MSDE may extend the window at the request of LEAs should they desire additional review time.*

THE MSDE NOTIFIES LEAS AND PARTNERS OF FINAL SELECTIONS

Once an LEA completes all of its respective partner selections, the MSDE will confirm the selections with the LEA and notify the selected partners. MSDE will provide the LEA and each of the LEA's selected partners with Memoranda of Understanding (MoU) that allow for collaboration at no cost to the LEA. MSDE will issue grant payments directly to partners on behalf of LEAs.

THE MSDE EXECUTES GRANT AGREEMENTS AND ISSUES GRANTS TO SELECTED PARTNERS

The Department will issue Notices of Grant Award to approved and selected partner subgrantees at the conclusion of the partner matching process and following the execution of requisite MoUs.

Approved Partners

The tables below contain the current approved partners for the Maryland Leads program. MSDE may incorporate additional Program Partners. **Please continue to refer to the resources section of the** [Maryland Leads website](#) **to ensure this version is the most current**.

APPROVED PARTNER BY STRATEGY

Grow Your Own Staff

Allegany College of Maryland
Anne Arundel Community College
Bowie State University
Carroll Community College
Cecil Community College
Chesapeake College
Education First
Frostburg State University
Garrett College
Howard Community College
ILO Group LLC
Insight Education Group
LET'S GO Boys and Girls, Inc.
Maya Consulting
Montgomery College
Mount St. Mary's University
National Center for Teacher Residencies (NCTR)
New Teacher Center
Notre Dame of Maryland University
PDK International (PDK)
RTI International
The Literacy Architects

The National Center for GYO
The Trax Method
TNTP Inc
Towson University
University of Maryland Global Campus (UMGC)
University of Maryland, College Park
Washington College
Wor-Wic Community College

Staff Support and Retention

Anne Arundel Community College Partners
Bowie State University
Carnegie Learning
Carroll Community College
Ed Direction
Education First
Education Resource Strategies (ERS)
Everside Health
FourPoint Education Partners
ILO Group LLC
Insight Education Group

International Institute for Restorative Practices
Leading Educators
LET'S GO Boys and Girls, Inc.
New Teacher Center
Project Wayfinder
Public Impact
RTI International
SchoolKit
SREB
Team Coaching
The National Center on Education and the Economy
The Urban Alliance
TNTP Inc
Towson University
United Way
University of Delaware Professional Development Center for Educators
University of Maryland Global Campus (UMGC)
University of Maryland, College Park
Upbeat
Washington College
WestEd
YMCA of the Chesapeake

The Science of Reading (including HQIMs)

95 Percent Group
Achievement Network (ANET)
American Reading Company
Amplify
Attuned Education
Benchmark Education
Bowman Educational Services Inc (Orton-Gillingham Training and Consultation)
Carnegie Learning
Curriculum Associates
Ed Direction
Edmentum
Education First
Education Northwest
Great Minds PBC (Wit and Wisdom)
Houghton Mifflin Harcourt
Imagine Learning LLC
Istation
Lavinia Group
Leading Educators
Lexia (LETRS)
McGraw Hill
Morgan State University Reading Project
New Teacher Center
Open Up Resources
OgStar Reading
Readsters
Really Great Reading Company
Savvas Learning Company
Scholastic, Inc.

SchoolKit
Step by Step Learning
Success for All Foundation
Targeted Reading Instruction (UNC)
The Institute for Multi-Sensory Education
The Literacy Architects
TNTP Inc
Towson University
University of Delaware Professional Development Center for Educators
Voyager Sopris Learning Inc
WestEd
Wilson Language Training
Zaner-Bloser, a Highlights Company

High-Quality School Day Tutoring

Amplify
Bellwether Education Partners
Benchmark Education
Carnegie Learning
Derivita
Ed Direction
Edmentum
ILO Group LLC
Imagine Learning LLC
Innovations for Learning
Intervene K12
Littera Education
OgStar Reading
Saga Tutoring
Step by Step Learning
Success for All Foundation

The Institute for Multi-Sensory Education
The Literacy Architects
TNTP Inc
Voyager Sopris Learning Inc
Washington College
Zearn

Reimagining the Use of Time

Abl
Alvarez & Marsal Public Sector Services
Bellwether Education Partners
FourPoint Education Partners
Graduation Alliance
Hazelden Betty Ford Foundation (BARR)
ILO Group LLC
LET'S GO Boys and Girls, Inc.
Littera Education
Maryland Business Roundtable for Education: Next Generation Scholars
Public Impact
RTI International
The Literacy Architects
The National Center on Education and the Economy
The Urban Alliance
The Y in Central Maryland
United Way

Innovative School Models

Abl
Alvarez & Marsal Public Sector Services
Attuned Education Partners
Bellwether Education Partners
Edmentum
Education First
Empower Schools
FourPoint Education Partners
Harford Community College
Hazelden Betty Ford Foundation (BARR)
ILO Group LLC
INSTLL
LET'S GO Boys and Girls, Inc.
Maya Consulting
Montgomery College
RTI International
SREB
The Urban Alliance
TNTP Inc

Transforming Neighborhoods through Excellent Community Schools

Anne Arundel Community College
Communities in Schools
Education First
Elev8 Baltimore
Family Engagement Lab
FourPoint Education Partners
FSG
International Institute for Restorative Practices
LET'S GO Boys and Girls, Inc.
Maya Consulting
Scholastic, Inc.
The Y in Central Maryland
Unite Us
University of Maryland, College Park

APPROVED PARTNER, ALPHABETICAL ORDER

95 Percent Group
Abl
Achievement Network (ANET)
Allegany College of Maryland
Alvarez & Marsal Public Sector Services
American Reading Company
Amplify
Anne Arundel Community College
Attuned Education Partners
Bellwether Education Partners
Benchmark Education
Bowie State University
Bowman Educational Services Inc (Orton-Gillingham Training and Consultation)
Carnegie Learning
Carroll Community College
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Education First
Education Northwest
Education Resource Strategies (ERS)
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ILO Group LLC
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SREB
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University of Delaware Professional Development Center for Educators
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University of Maryland, College Park
Upbeat
Voyager Sopris Learning Inc
Washington College
WestEd
Wilson Language Training
Wor-Wic Community College
YMCA of the Chesapeake
Zaner-Bloser, a Highlights Company
Zearn

Approved Partner Information Pages

The MSDE asked that each approved partner provide an informational one-pager to the Department to assist with the partner matching process. The document explains the services and/or assistance each approved partner provides to LEAs. LEAs should utilize the informational one-page documents to assist with reviewing, identifying, and ultimately selecting potential partners. Each page has a designated point of contact. Use the contact information on a given partner's information page to contact a partner and schedule any consultations, interviews, or discussions required to make a partner selection. MSDE may incorporate additional Program Partners. **Please continue to refer to the posted document on the** Maryland Leads website **to ensure this version is the most current**.

UNDERSTANDING THE SCIENCE OF READING
Foundational Literacy Courses & Job-Embedded Professional Learning
Develop Educator Knowledge | Improve Instructional Practices | Drive Reading Achievement

95 Percent Group offers unique professional development opportunities to build common knowledge about the Science of Reading and the current research on reading development (the why), then we model how to incorporate these research-based findings into daily instructional practices (the how) – to improve student outcomes.

First, our comprehensive Science of Reading Foundational Literacy Series facilitates a shared understanding by exploring how researchers study reading, where reading occurs in the brain, the difference between struggling and skilled readers, and how researchers study and validate instructional strategies. The five courses are designed to build upon one another, layering the learning, as educators move through each component so that they complete the training ready to immediately and effectively implement what they learned with their students.

Second, as with our SoR training, our Job-Embedded Professional Development provides a seamless bridge from research to practice, allowing teachers to apply their new learning in the service of successful student outcomes.

Science of Reading
In-Person (PDP) | Part I: PDP17000 | Part II: PDP17001 | Parts I & II: PDP17002
Virtual (PDV) | Part I: PDV17000 | Part II: PDV17001

- Education Neuroscience and Neuromyths in Education • ELL Considerations • Classroom Application
- Models: The Simple View of Reading, 4-Part Processing, and Scarborough's Reading Rope
- Explore the 5 Reading Components: Phonological Awareness, Phonics, Fluency, Vocabulary, and Comprehension

It's All about Language
Oral Language and it's Connection to Reading
PDP17010 | PDV17010

- Development of Oral Language
- Language Transfer from L1 to L2
- Phonology, Syntax, Morphological Awareness, Pragmatics, and Semantics
- Lesson Plan Development

All the Phons
Phonological Awareness Across the Grade Levels
PDP17020 | PDV17020

- Phonological Processing
- Phonetics: Place and Manner of Articulation
- PA – Assessment to Inform Instruction
- Addressing PA Deficits for Older Students
- Connection to Orthographic Mapping

Depth and Breadth of Phonics Instruction
PDP17030 | PDV17030

- Reading Behaviors
- Supporting Orthographic Mapping
- Phonics Patterns
- Steps of an Effective Phonics Lesson
- Phonological vs Orthographic Spelling Errors
- Assessment to Inform Instruction

Advanced Word Study
PDP17040 | PDV17040

- Syllable Types
- Layers of Language and Impact of High-Level Vocabulary
- Word Origins
- Morphological Awareness
- Lesson Modeling and Practice

Job-Embedded Professional Development
Services include product training, Launching Intervention Groups, coaching, and administrator support, aligned with the principles of Structured Literacy, to continuously improve educator knowledge and application about the Science of Reading and seamlessly guide multi-tiered reading instruction at all levels.

Contact Jackie Whiteman, NE Regional Sales Manager, to support your training needs and to develop a customized **Science of Reading Professional Learning Plan** including complete course descriptions, format, and resources.
jwhiteman@95percentgroup.com | 847-496-9233

95 Percent Group LLC | www.95percentgroup.com | 95pg.info/SOR-literacy | 847-499-8200

abl.

DESIGNATED POINT OF CONTACT:
DAWN THOMPSON
DTHOMPSON@ABLSCHOOLS.COM
404-906-1984

ABL supports Maryland Leads

A better lens: Moving from insights to action to ensure each student is given the opportunity to maximize their potential by making informed choices between viable and meaningful next steps regarding their education and future.

ABL Overview & Mission

The ABL team is delighted to have been chosen as a partner for the Maryland Leads program; we look forward to supporting Maryland LEAs in their strategies to Reimagine the Use of Time, and launch Innovative School Models. ABL supports some of the largest districts in the country in examining their organizational structures to design innovative school models that accelerate student learning and narrow opportunity and achievement gaps.

ABL's unique ability and methodology helps educators make the most of their unanalyzed data and district resources to design efficient, effective, equity-enabling schedules. Our district partners are able to develop more informed budgets, policies, and priorities for guiding schools, ABL's collaborative top-down/ bottom-up approach moves education leaders from insights and ideas to action.

ABL Methodology

Our continuous improvement process addresses complex questions around, "What did you do?" "What could you do?" and "What will you do?".

Assess: Using your data, Abl derives insight from the biases that may have unintentionally impacted policies and systems over time, limiting some students' access to opportunities in their academic journey.

Bridge: To bridge what you have been doing, what you could be doing, and what you will do, Abl experts work with your district and school leaders to offer support services and coaching to scale continuous improvement and progress towards your goals - not only acquainting leaders with the Abl technology, but also tackling school design, key stakeholder alignment, and strategic action planning to pursue district/ school vision and long-term goals.

Launch: Armed with an aligned vision and action plan, the school or district team is ready to implement change. Our operational approach to improving the master schedule goes beyond just your bell schedule. optimize your resource allocation, inform your budgets, guide school priorities, and help school leaders move from idea to action to create excellence, equity, and efficiency.

ABL Solutions & Services

ABL services and solutions empower LEAs to identify and transform organizational systems and structures that are not meeting the needs of their students, particularly those historically underserved or underestimated. Our work uncovers hidden opportunities, allowing districts and schools to capitalize on short-term successes while building long-term sustainable impact. As a team of former administrators, teachers, and technology innovators, our offering and assistance are designed to meet our partners at their level of need. Districts can choose the most impactful combination of the following solutions:

- **EquitABL Opportunity Analytics**: Improve college and career readiness and narrow student opportunity gaps by understanding course taking patterns and progressions matched with a proven library of strategies and strategic consulting for intensive and collaborative action planning.
- **ABL Resource Analytics**: Inventory your assets (students, staff, courses and time) and compare their use with your core values. Understand the underlying conditions for teaching and learning, find opportunities to become more efficient and effective, and help solve complex problems like learning loss, academic acceleration, and finding time for targeted support programs.
- **VisABL Scheduling**: Enable school leaders to visualize the student experience like never before. Purposefully develop master schedules connected to district college and career readiness priorities with student-first scheduling that increases access to postsecondary opportunities.
- **SustainABL Design**: Further understand constraints with a research-based process that enables intentional decisions from a menu of possibilities to build innovative student-centered school models.
- **Strategic Consulting**: Navigate long-term change with additional support from ABL Strategic Consultants to ensure strategies and tactics are aligned to improve schedule design and postsecondary readiness and success. (Available remote or on-site upon request)

ANet & the Science of Reading

Achievement Network's methodology and approach to foundational reading instruction are aligned to research-based best practices *and* the lived experiences of what works in the schools and school systems we support. We know that supporting leaders to understand the science of reading is an essential first step in advancing equitable learning experiences for students. ANet's partnerships help districts and schools create an instructional culture in which all students can reach and exceed grade-level expectations.

ANet's Randomized Control Trial shows ANet partners receive an additional 6 months of learning over two years.

ANet schools

Control schools

6 MONTHS OF EXTRA LEARNING

While supporting leaders to build the skills of literacy development, Achievement Network works side by side with school and system leaders to activate that knowledge. Our coaches partner with leaders to co-investigate and name the strengths and needs within the literacy programming (including curriculum pedagogy, assessment, and professional learning). Then we collaborate with leaders to build an arc of coaching interactions to address the identified needs. The partnership is designed to put students first, identifying what will and should improve for students and then supports the leader and teacher development necessary to meet those student outcomes.

System Strategy & Implementation

Through a series of regular interactions over the course of several months to one year, our ANet system coaches will work with you to evaluate your current approach against a vision for equitable literacy instruction to literacy alongside your instructional priorities and evidence of impact on instruction. We will support you in making strategic decisions about high-quality materials, purposeful assessments, and meaningful professional learning. As a result, you will have clarity on what aspects of your existing approach are serving educators and students well, where to make adjustments and the opportunity for ongoing support with implementation.

Professional Learning Series

Leaders can select from several of our PL series focused on best practices in literacy and designed to support you in implementing these practices in the unique context of your school system. For example, our ELA Foundational Skills series supports you in developing a deeper understanding of how students learn to read, how phonological awareness, fluency and phonics should be incorporated into literacy instruction. These series also support leaders to facilitate successful implementation of practices using instructional materials. Sessions include content on planning, observation/feedback, and progress monitoring that provide tools for leaders to set teachers up for successful foundational skills instruction.

Job-embedded School Coaching

For school systems that are seeking deeper, embedded support at the individual school level, ANet offers a job-embedded school-based coaching partnership focused on developing exceptional instructional leaders. Throughout the school year, each school's instructional leadership team will work alongside a dedicated ANet coach, all of whom are veteran school leaders and teachers. The ANet coach and leadership team will co-construct a year-long plan for coaching and professional learning that addresses the school's instructional needs and priorities related to early literacy and foundational skills.

Want to learn more? Let's talk!
Contact Steve Strand, sstrand@achievementnetwork.org or 617-725-0000 ext. 2

ANet is a nonprofit dedicated to educational equity. We help schools boost student learning with great teaching that's grounded in standards, informed by data, and built on the successful practice of educators across the country. Learn more at www.achievementnetwork.org

The Maryland Leads Partner Program 2022
"Grow Your Own Staff"

Allegany College of Maryland is a 2-year accredited institution which has met the needs of the region for 60 years. ACM offers 2-year transfer/academic degrees and career/technical programs, including a highly effective teacher education program. From the beginning of their courses of study in Teacher Education, students take education-based courses that are focused on educational theory, early childhood education, diversity, special education, math, psychology, reading acquisition, and student success on the PRAXIS Core exam. Also, students are placed in field experiences during their first semester to connect course outcomes with teaching practices and to decide upon their age/area of focus.

The overriding goal of the ACM teacher education program is to prepare highly effective teacher candidates, and our partnership with ACPS will allow the school system to "grow [their] own staff." This expanded partnership with ACPS helps students to enroll in early college/dual enrollment classes as part of the teacher education program, with the following benefits:

- Allow dual enrollment students to complete prerequisite and teacher education courses to guide highly qualified teachers into the workforce,
- Provide degree completion within a shorter timeframe at a lower cost,
- Continue classroom field placements, interview teachers, and reflect on observed teaching practices,
- Participation in the Teacher Education Club and pairing with a mentor student,
- Receive financial resources for completion of courses,
- Access ACM resources for learning success, such as tutoring and the Reading and Writing Center,
- Organizing field placements within the ACPS system,
- Aid in the inclusion of underrepresented populations in the teacher education profession,
- Continue the increase of enrollment and retention rates in teacher education, and
- Produce teacher candidates with the necessary knowledge, skills, and dispositions indicative of highly qualified educators.

Ms. Robin Seddon
Teacher Education Chair
and Student Advisor
rseddon@allegany.edu
301-784-5362

*Organizes transfer
pathways to four-year
institutions.*

Mrs. Kate Tummino
Teacher Education
Assistant Chair and Field
Placement Coordinator
ktummino@allegany.edu
301-784-5310

*Provides field experiences
in the local school systems*

Mrs. Tracy Reese College
and Career Coach
treese@allegany.edu

301-784-5370

*Serves as liaison between
ACM and local high
schools for recruitment
and early college course*s.

The Alvarez & Marsal Public Sector Services' (A&M PSS) team has deep expertise in K-12 education policy, systems design, education, financial management, and performance improvement. Our team includes the former CFO for a network of schools, professionals who have guided the development and opening of schools to re-engage disconnected students, former school district leaders, and former classroom teachers. This distinct blend of expertise, leadership, and drive for value creation separates our team from traditional firms.

How We Can Help

A&M PSS will help Local Education Agencies (LEAs) assess their current operations, understand challenges, and craft strategies to drive student outcomes. The A&M Team will 1) assess current efforts within LEAs related to the relevant strategy, 2) catalog and present existing evidence-based models to LEA leadership for adoption or modification based on district need, 3) conduct rigorous academic, operational, and financial analysis, aligned to evidence-based models and proven by research, to drive student outcomes, 4) support LEAs to operationalize new programs, revise existing programs, and drive the implementation of investments and 5) monitor results, support continuous improvement.

A&M is equipped with proven approaches, tools, templates, and experience to facilitate the definition, design, and implementation of these revised operating models in close collaboration with LEA and School leadership.

Approved Strategies and Focus Areas

A&M PSS has been approved by MSDE to support LEAs with the following strategies and focus areas:

1. **Reimagining the Use of Time**
    i. <u>Focus Area 1</u>: Assist LEAs with the development and implementation of a strategic plan to reimagine the use of time and create opportunities that support students and their learning. The plan should include a reassessment and redesign of school schedules and calendars.
    ii. <u>Focus Area 5</u>: Partner with LEAs to conduct needs assessments, collect stakeholder feedback, evaluate programs, and plan for sustainability.

2. **Innovative School Model**
    i. <u>Focus Area 1</u>: Assist LEAs with the development and implementation of a strategic plan to launch new school model(s) designed to serve all students. LEAs may choose models related to Career and Technical Education (CTE), early/middle college, or the transformation of low performing schools.
    ii. <u>Focus Area 3</u>: Ensure school has the instructional materials, supplies, and other equipment needed to support the new model
    iii. <u>Focus Area 5</u>: Assist LEAs in partnering with or launching an intermediary in collaboration with industry partners to provide students with opportunities for career awareness, career exploration, and work-based learning
    iv. <u>Focus Area 6</u>: Partner with LEAs to conduct needs assessments, collect stakeholder feedback, evaluate implementation, and plan for sustainability.

Erin Covington
Managing Director &
Education Practice Lead

+1 617 818 8549

ecovington@alvarezandmarsal.com

ABOUT A&M'S PUBLIC SECTOR SERVICES

Alvarez & Marsal is a global management consulting firm with a dedicated Public Sector practice (A&M PSS). For over two decades, the education division within A&M PSS (A&M's Education Practice) has distinguished itself as the partner of choice for educational leaders proactively embracing as an opportunity to better serve their communities. A&M's Education Practice has supported many of the nation's largest school districts, State Departments of Education (including MSDE) in transforming organizations to put students at the center of every decision.

Strategy: The Science of Reading

American Reading Company (ARC)'s comprehensive suite of high-quality instructional materials (HQIM) aligned to Maryland's Ready to Read Act and connected science of reading professional learning (PL) bridges all four focus areas within the strategy. Through use of ARC's content-rich core curriculum, ARC Core®, LEAs are equipped to accelerate outcomes for all students, including multilingual learners, striving readers, and advanced readers. ARC's certified Executive Coaches employ an improvement-science mindset when supporting LEAs in the implementation of our HQIM to transform school culture for sustainable student achievement.

Focus Area 1:

ARC is uniquely positioned to both build teachers' knowledge and help them apply it in the classroom by anchoring HQIM in meaningful, connected PL. ARC supports LEAs to develop and implement strategic plans for targeted PL aligned to the science of reading and best practices in literacy. **Leadership Learning Series** builds organizational capacity; **Job-embedded PL** prepares teachers to implement ARC Core; and **Learning Labs** provide opportunities for LEAs to build teacher and leader knowledge in the science of reading and grow capacity to engage in improvement cycles toward results. *PL offerings are for LEAs implementing ARC Core.*

Focus Area 2:

Through ARC's **Science of Reading Webinar Series** educators gain fundamental knowledge that enhances their ability to teach foundational skills to all beginning readers. This series includes six, 90-minute webinar sessions that highlight the following facets of the science of reading: an overview of research, foundational skills, building knowledge, vocabulary, reading comprehension, text-based writing, and employing MTSS structures within a literacy framework.

Focus Area 3:

ARC Core—which includes ELA and literacy instruction (Literacy Lab® and Research Labs®), formative assessment (Independent Reading Level Assessment®), and small-group strategy lessons (IRLA Foundational Skills Toolkits®)—ensures LEAs have high-quality, content-rich instructional materials and assessment tools aligned to the science of reading and Maryland's Ready to Read Act.

Focus Area 4:

ARC Core's ecosystem of assessments, including the IRLA and curriculum-embedded assessments with student-friendly rubrics, convey to teachers and students the expectations for grade-level performance. SchoolPace®, ARC's performance management system, enables teachers to regularly evaluate and monitor the extent to which students can independently demonstrate reading proficiency and is a powerful information source for all stakeholders. *ARC's PL strengthen ARC Core implementations.*

Point of Contact:

Andrew Canterna, Account Manager, (410) 903-9560, Andrew.canterna@americanreading.com, www.americanreading.com

Amplify Tutoring
MARYLAND

Real student impact for Maryland schools

Amplify Tutoring, grounded in the Science of Reading, is designed to close the foundational literacy gap in K–5 students. This high-impact solution utilizes Amplify's gold-standard assessment mCLASS® and research-backed mCLASS Intervention.
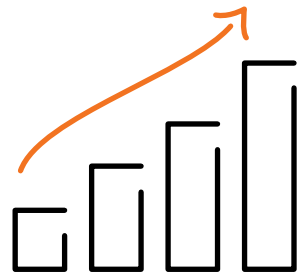
Students in Amplify Tutoring are more likely to make outsized gains and narrow their skills gaps.

Amplify Tutoring can be delivered in multiple ways, based on your district's needs:

High-Impact Tutoring Materials and Training

Amplify's High-Impact Tutoring Materials and Training is a solution designed to provide districts with tutor-friendly, high-quality instructional materials as well as initial and ongoing training and support for their tutors.

Materials

- High-quality
- Tutor-friendly
- Aligned with data
- Used in person or virtually
- Option for practice with Amplify Reading
- Option to add Tutoring Attendance platform

Training

- Comprehensive
- Self-paced, asynchronous initial course
- Ongoing professional development and support

Full-Service High-Impact Tutoring

Amplify's Full-Service High-Impact Tutoring currently serves over 5,000 K–5 students in **Baltimore City Public Schools** and **Charles County Public Schools**!

Amplify Tutoring is a comprehensive solution designed to provide districts with direct tutoring services for students. Amplify tutors provide **live, virtual** tutoring sessions **three times per week** for **30-minute sessions**. Amplify provides **tutoring, training, HQIM materials with embedded assessments, program management,** and **logistics**. There are **15-week semester cycles** and **year-long cycles** available.

Contact your Maryland Account Executive today!
Denise Donahue (410) 251-5855
ddonahue@amplify.com

Amplify.

ANNE ARUNDEL COMMUNITY COLLEGE

Maryland State Department of Education (MSDE) Maryland Leads Partner Program Summary

Grow Your Own

1. **TA to AA Pathways Project**
   a. This project is designed to assist LEAs with the development and implementation of a strategic staffing plan to grow their own personnel into highly qualified Teaching Assistants. The TA to AA Pathway opportunity is designed to engage a diverse student body, ensuring they have the access to wraparound services they need to be successful in their coursework while maintaining full-time employment.
      i. Pathway A: Early Childhood Development (A.A.S.)
      ii. Pathway B: Associate of Arts in Teaching (A.A.T.)

2. **Multilingual Teacher Assistant Certificate Program** *(Includes Paraprofessional Test Preparation)*
   a. Successful program participants will be prepared to complete the Praxis ParaPro exam, have an accurate assessment of their bilingual literacy levels in aural comprehension and oral fluency, and have a foundational understanding of the skills and theory necessary to thrive as a Teaching Assistant.

3. **Early Childhood and Elementary Resident Teacher Certifications**
   a. The Early Childhood or Elementary Resident Teacher Certification (RTC) programs are a cooperative, including the requesting school system and staff providing the realistic placements for the RTC interns to apply and practice educational theory. The teaching internship is the critical experience in the AACC teacher preparation program, and aims to have the intern develop his/her unique style of teaching and begin mastering appropriate teaching skills and behaviors.

Note: Creating Access for High School Students through Dual Enrollment
High school students can take a sequence of courses prior to high school graduation that lead to an Elementary Education (A.A.T.), Early Childhood Education/Early Childhood Special Education (A.A.T.) or Early Childhood Development (A.A.S.) degree, or they may opt to enroll in courses specific to content areas (such as STEM related fields) in alignment with AACC's new and innovative Teacher Education A.A. degree launching 2022-23.

Staff Support and Retention

1. **Professional Development Training and Certification for Staff**
   a. Effectiveness Series is a staff development program. Each certificate program is 12 hours and can be used as a development program to expand employee's roles as leaders, improve employee health and wellness, and rewards employees who successfully complete a designated series of courses.

2. **Coaching**
   a. AACC has provided coaching training to teachers, educators and school administrators across the state. The skills learned through the program have been applied throughout the educational process, directly in the classroom with students, with parents and colleagues, as well as at the administration and leadership levels of the system. The program can be used as a development training to expand employees' roles as leaders and improve employee health and wellness.

Transforming Neighborhoods Through Excellence Community

1. **Language, Parenting and Skills Training**
   a. AACC is committed to providing training and educational services to the families of students in the school system to strengthen the school-to-home relationships, as well as the schools' relationship to the community. AACC's current program provides language, parenting and pathway training for family members of students to support them in their educational and professional goals.

Anne Arundel Community College Point of Contact:
Sonja Gladwin, Director, Corporate Training Group
srgladwin@aacc.edu, 410-777-7619

ATTUNED
Education Partners

Our mission

Attuned builds the capacity of PK-12 organizations to drive educational equity and excellence for underserved students. Our team of practitioners partners with school systems to prioritize, tailor, and implement a diverse set of proven practices. We blend rigor and empathy, planning and implementation, district and charter expertise, and aspirations of quality and scale.
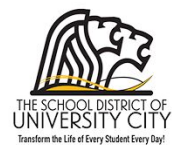
Our DEIA commitment

We commit to better serving students and families who have been marginalized and underserved by our nation's education system. We commit to fight for educational equity and excellence in order to disrupt racial and economic injustice, which both contribute to and are fueled by our current state of educational inequity. We commit to disrupting systems of oppression and strive to be an anti-racist organization.

Our services

We support school systems with 1. visioning, school model design and strategic planning, 2. implementation, and 3. progress monitoring.

Our impact

Attuned has supported 100+ PK-12 organizations with school design, strategic planning and/or implementation. In all of our engagement, we focus on building strong adult culture in all of our processes and facilitation, resulting in a Net Promoter Score of 71. Some of our partners include:

ATLANTA PUBLIC SCHOOLS   NORMANDY SCHOOLS COLLABORATIVE   CLEVELAND METROPOLITAN SCHOOL DISTRICT   THE SCHOOL DISTRICT OF UNIVERSITY CITY — Transform the Life of Every Student Every Day!

Providence Schools   myIPS.org Indianapolis Public Schools   NOLA PUBLIC SCHOOLS — EVERY CHILD. EVERY SCHOOL. EVERY DAY.

The Maryland Leads Attuned Team

Alyssa Whitehead-Bust
Co-founder + Partner

Natalie Gordon
Chief Schools Officer

Ana Menezes
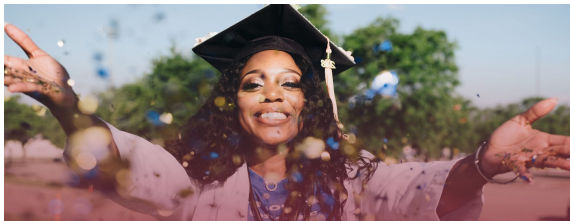Chief Learning
& Knowledge Officer

Lindsey Smith
Chief Academic Officer

Gregg Gonzales
Chief Schools Officer

Email alyssa@attunedpartners.com to learn more about Attuned

BELLWETHER
EDUCATION PARTNERS

ABOUT BELLWETHER EDUCATION

Bellwether Education Partners is a national nonprofit focused on **dramatically improving education and life outcomes for systemically marginalized young people and their communities**.

We do this by **accelerating the impact of education leaders and organizations, informing and influencing policy and program design, and sharing what we learn.**

WHY BELLWETHER?

- Verifiable track record of helping schools develop and implement innovative new school designs - including during the challenging conditions of a pandemic
- Co-led the development of the Tutoring Quality Improvement System - an independent tool to assess effectiveness
- Deep experience designing and supporting strategic planning with an emphasis on students with the most concentrated needs - including, but not limited to, students with disabilities, students who are foster or justice system-engaged, and students who have been historically systemically underserved

MEET OUR LEADER TEAM

Akeshia Craven-Howell
Email Akeshia
Tel. 980-240-2942
Expertise in collaborative stakeholder co-design processes, and systems change to support school improvement
Former Assoc. Supe. Charlotte-Mecklenburg

Rebecca Gifford Goldberg
Email Rebecca
Tel. 917-572-3641
Cross-sector planning and partnership development expertise
Alumna, Wilde Lake HS, Howard Co.
Former Student Member, Maryland State Board

Anson Jackson
Email Anson
Tel. 214-208-0858
Expertise in tutoring and continuous improvement cycles
Former Supe. and Deputy Chief of Schools

Katie Vivalo Rouse
Email Katie
Tel. 312-560-8036
Deep experience in equity-centered strategic planning and new school/program launch
Alumna, James M. Bennett HS, Wicomico Co.

HIGH-QUALITY SCHOOL DAY TUTORING *Focus Area 1* *Focus Area 5*	- Supports in the development of a multi-year strategic plan for school day tutoring - Provides ongoing implementation support and progress monitoring via ~8 week continuous improvement cycles - Incorporates equity centered-design in planning process - Leverages expertise in quality tutoring program design and external provider evaluation - Outcomes include strategic plan, implementation plan and support, stakeholder engagement, plan sustainability and program evaluation
REIMAGINING THE USE OF TIME *Focus Area 1* *Focus Area 5*	- Time is one of the most critical resources schools have; this work will support a stakeholder informed process to build a plan that reimagines holistic use of time - The work will include a comprehensive study of strengths and opportunities across a range of dimensions, with a focus on equity for all students, and that yields a stakeholder informed plan - Outcomes include: strategic plan with a theory of action, goals, priorities, and detailed implementation plans along with a second year of support to refine implementation and deploy a continuous improvement process
INNOVATIVE SCHOOL MODELS *Focus Area 1* *Focus Area 2* *Focus Area 6*	Primary components of the work include: - Planning launch: build planning team + stakeholder co-design process - Tailored coaching: bi-weekly customized, tailored support for teams to make progress - Topic specific cohort collaboration: elevate best practices, host consultancies, create mechanisms for peer thought partnership - Outcomes include comprehensive plan including needs assessment, holistic program design, PD plan, financial / funding plan, student supports + recruitment, ongoing implementation support

# Benchmark Education Is a Proud Maryland LEADS Partner!

The Science of Reading and High-Quality School Day Tutoring

Benchmark ADVANCE ADELANTE

THE PROVEN CHOICE!

Comprehensive literacy solutions work in today's culturally diverse classrooms.

Benchmark Academy — Your Professional Learning Network

A Community of Nurture and Dialogue with the Best Authors, Educators, and Experts

Benchmark PHONICS
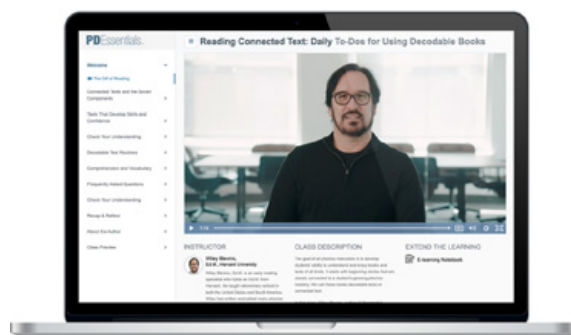
Comprehensive Tiers 1 and 2 phonics program brings phonics to life.

Benchmark PHONICS INTERVENTION

Intensive Tier 3 intervention program for explicit and systematic phonics support.

DECODABLE FLUENCY BUILDERS

Build fluency, develop comprehension, and apply phonics skills with accountable texts.

Decodable Readers

Fiction and nonfiction titles provide authentic practice with phonics skills and high-frequency sight words.

CREDITS: FAD82/SHUTTERSTOCK

Bowie State University's | BSU's Summer Institute: CLT (Conditional License Teachers) supports both Maryland Leads Partner Program 2022 intended high-leverage strategies: (1) Grow Your Own Staff and (2) Staff Support and Retention.

Specifically, under Grow Your Own Staff, BSU offers Maryland Leads Partner Program 2022 strategies and initiatives an ala carte selection of programs to choose from which are housed within two areas: (1) Paraprofessional pipeline with culturally relevant |responsive, sustaining (CRT) focus toward teaching and (2) Conditionally Licensed Teachers | CLT toward a professional license. Both areas offer several choices, services, a variety of learning modalities based on location and need along with assistance to the LEAs.

BSU's CLT Program, delivered through College of Education's (COE) | COE's Department of Teaching, Learning and Professional Development | TLPD, is particularly responsive to Maryland Leads Partner Program 2022 by growing the pipeline of teachers and other professional support and staff through The Summer Institute: CLT | Conditional License Teachers and the Weekend College Institute. The institute evolved to provide yearlong access to the successful formula of Summer Institute: CLT's intensive coursework. Conditional License Teachers (CLT) can earn up to fifteen credit hours over a five-week term collaborating with colleagues and learning from expert practitioners (some of whom may be from their individual school districts, which provides added value). CLTs are provided high-quality interactive instruction through a comprehensive learning model aligned to teacher needs. Emphases within CLT's blended learning model comprise differentiated instruction, experiential learning, reflective practices, and culturally relevant pedagogy. The meaningful learning experiences and knowledge gained from the coursework are designed for immediate implementation when teachers return to their classrooms. For every course up to twelve credit courses earned during the Summer Institute, the CLT qualifies for transfer directly into one of the COE's TLPD's Master of Education or M.Ed. Programs. This opportunity provides many CLTs to earn a graduate degree within fourteen months.

The early childhood |special education EC| SPED teacher assistant | paraprofessional |staff program offers an intense two-year course plan where candidates can complete the requirements for certification. Students will take variable credits each semester including summers and winter sessions especially arranged for students who continue to work full time. The project aims to recruit candidates who hold an AAT, AA, or sufficient transferrable college credit. University credits as specified below prepare candidates in EC and SPED learning careers. We will initiate and implement courses leading to certification in EC | SPED with activities to:

- Recruit candidates for cohorts who hold an AA, AAT or 60 transferrable College |University credits;
- Organize courses with cohort choice: online (synchronous component), hybrid, or face-to-face plan;
- Provide computers to program candidates in the program;
- Work with LEAs to share information and problem solve together through steering committee and |or additional meetings;
- Provide edTPA™ training and assessment to candidates
- Train candidates to conduct Action Research

The Bowie State Maryland Leads Program: Lynne G. Long, Ed.D. – Chair
14000 Jericho Road | COE – JEP 233F Bowie, Maryland 20715
lglong@bowiestate.edu
301.860.3304- O 301.802.5419- C

Orton-Gillingham "Plus"

Bowman Educational Services, Inc. engages educators in rigorous professional development aligned to the science of reading

Course Description

Orton-Gillingham "Plus" combines the essentials of Orton-Gillingham with phonological awareness and reading fluency exercises based on recent research from the National Institutes of Health and the National Reading Panel. Orton-Gillingham is a highly systematic, multisensory, synthetic, phonetic approach, which simultaneously builds reading, writing, and spelling skills.

When delivered appropriately, Orton-Gillingham "Plus" can prevent or effectively address and limit the severity of reading and writing problems for students with dyslexia and related learning disabilities. A large body of research shows that with appropriate, intensive instruction, all but the most severe reading disabilities can be effectively addressed.

This course provides educators with the knowledge and skills necessary to teach language, reading, and writing effectively, especially to students experiencing difficulty. Educators will implement high-quality, content-rich instructional materials and assessment tools aligned to the science of reading. They will also effectively remediate observed weaknesses and monitor progress.

Educators who successfully complete the course are eligible for 4 MSDE CPD credits and equipped to take the KPEERI exam offered through the Center for Effective Reading Instruction to become certified Structured Literacy Classroom Teachers.

Materials

Educators receive everything needed to implement Orton-Gillingham "Plus", including a multisensory materials kit and three e-books: 1. *Orton-Gillingham "Plus" Manual* complete with 131 lesson plans, 2. *Decoding Supplement*, and 3. *Stories for Fluency Practice*.

Format

This 60-hour synchronous course is offered virtually via Zoom. A hybrid model is also possible. Post-training collaborative projects are available where a dyslexia specialist supports teachers one-on-one, ensuring they become confident delivering Orton-Gillingham "Plus" with integrity. Whole-group follow-up support sessions are also available.

Contact

Ms. Stephanie Pratt, M.Ed., stephpratt3@gmail.com, (301) 707–9305
Director, Bowman Educational Services, Inc.
Dyslexia Specialist, Center for Effective Reading Instruction, IDA
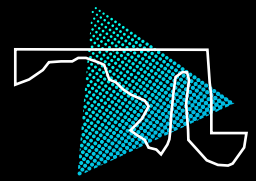
CARNEGIE LEARNING

We're thrilled that Carnegie Learning has been selected as a vendor in the Maryland Leads Partner Program.

We can't wait to support your district's unique goals and challenges. Here's a brief overview of what we offer:

STAFF SUPPORT AND RETENTION

- Needs assessment and strategic plans to support and retain staff
- Solutions based on employee feedback and thoughtful collaboration
- Customized professional learning, coaching, and mentorship
- Ongoing job-embedded support so staff will never feel stranded
- Opportunities for employees to grow as leaders

HIGH-QUALITY TUTORING

- Training, support, and evaluation of tutors for literacy, ELA, and math in grades 3-12
- On-demand 1-on-1 virtual tutoring with Carnegie Learning math tutors
- Multi-week, content-specific, high-dosage virtual tutoring for small groups with Carnegie Learning math tutors

Read about our success with tutoring in Prince George's County, MD!

THE SCIENCE OF READING

- Professional development for K-3 teachers and staff aligned to the science of reading
- High-quality, content-rich instructional materials and assessment tools aligned to Maryland's Ready to Read Act
- Access to Fast ForWord®, an adaptive, interactive reading and language solution that helps students build foundational literacy and cognitive skills and become lifelong readers
- Easy-to-use systems for progress monitoring, including universal screeners, to ensure all students are reading by the end of third grade

Joe Piazza
Account Executive
jpiazza@carnegielearning.com
(443) 686-0570

Erica Seifert
Account Manager
eseifert@carnegielearning.com
(412)-368-9221

CARROLL
COMMUNITY COLLEGE

Maryland LEADS

Strategy Area # 1 - Grow Your Own Staff: Carroll Community College provides the following high-level, professional growth programs to support LEAs in growing its own certified teachers by developing and retaining existing staff.

Degree Pathway Program for Instructional and One-on-One Assistants: Designed for participants who work full-time in schools as Instructional or One-on-One Assistants, this is the first step in the pathway to earn the necessary degrees and/or credentials to become a certified teacher. This is a credit, fourteen (14) course program that will lead to an associate degree in education that articulates to Maryland four-year institutions so that students may earn their baccalaureate in teaching/education and become fully certified. The program includes tuition, textbooks, tutoring, advising, and program management.

Program Pathway to Certification for Conditional Teachers: Designed to support Conditional Teachers, this program provides Conditional Teachers with Education coursework necessary to become certified. It also prepares Conditional Teachers for the MSDE Basic Skills Test (Praxis-CORE) using a coaching model. The total cost of this program is dependent upon individual student coursework needs with a maximum of seven (7) courses. The program includes tuition, textbooks, coaching, and program management.

Strategy Area #2 - Staff Support and Retention: Recognizing the intense pressure that educators and administrators are under, Carroll Community College provides services to support the wellbeing, efficacy, and retention of administrative leaders and teachers.

Leadership Training: Designed for employees to progress within their roles as leaders, this Leadership Training program consists of eleven (11) courses that can be delivered at times and locations convenient to the LEAs employees. An LEA can select one or more courses most useful to their staffs' development.

One-on-one Coaching: Different from coaching to support teachers in the acquisition of knowledge, skills and abilities that target student achievement, Carroll Community College delivers a 6-month, individualized, professional coaching program to help educators and administrators enhance leadership potential and personal performance. This service supports progress within roles, supports health and wellness as well as builds self-efficacy**.**

Mind/Body Wellness Cohort Training: Designed to support employee health and wellness, this 8-week course is a powerful program designed by a Harvard-trained psychiatrist and rooted in research. Participants will learn mind-body skills in the context of a group process which will help them develop self-awareness and better cope with life changes, stress, and personal and professional triggers. By experiencing and practicing a variety of perspective-shifting exercises, participants can begin to transform different aspects of their lives and become more mindful. Participants will develop self-awareness about their unique responses to stress and relaxation, the connection between this response and wellness, and the healing power of relationships. Using mind/body techniques as meditation, biofeedback, breathwork, and imagery, participants will acquire basic skills essential to personal health and professional practice. A train-the-trainer program is also available so that the LEA can continue this program on its own.

For more information contact Janet Ladd at 410-386-8113 or jladd@carrollcc.edu

Cecil College is offering two programs as part of the "Grow Your Own Staff" strategy:

- First, providing college-level coursework for students enrolled in the Teacher Academy of Maryland (TAM) program. High school junior and senior participants can take college credit courses in teacher education before graduating from the LEA. The Partner Program also offers participants school-based field experience under the guidance of an LEA tenured, mentor teacher.
- Second, providing education for paraprofessionals in Early Childhood Education who wish to pursue a teaching degree. Participants will continue to work full-time in the schools while completing college credit courses in teacher education as well as the general education courses necessary for a degree. The College will also offer school-based field experience under the guidance of an LEA tenured, mentor teacher

Cecil College will provide a tailored approach to the individual needs of their participants to ensure that all participants are prepared for success. This will include creating a special cohort of courses for participants, based on discipline-specific and scheduling needs, and significant support systems and school-based field experience opportunities, under the guidance of a mentor teacher. The Department Chair of Teacher Education will serve as a liaison to the LEA, mentor participants by scheduling regular meetings, overseeing course progress, being responsive to academic questions, and providing encouragement for all participants. Cecil College offers additional services, such as providing participants with access to academic advising, tutoring, and the testing center.

Costs:
Per LEA per Academic Year: $1,000 to cover stipend for Department Chair of Teacher Education
Per student: $75 per semester in registration fees, and $250 per year book allowance

Course	Fees	In-county tuition	Out-of-county tuition	Out-of-state tuition	Additional Capacity
PSY 101 Introduction to Psychology	$69	$390	$729	$849	30 per year
PSY 207 Educational Psychology	$69	$390	$729	$849	30 per year
EGL 101 College Composition	$69	$390	$729	$849	30 per year
EDU 131 Principles of Early Childhood	$69	$390	$729	$849	30 per year
EDU 202 Principles of Early Childhood Field Experience	$53	$130	$243	$283	30 per year
EDU 132 Early Childhood Curriculum and Methods	$69	$390	$729	$849	30 per year
MAT 133 Mathematical Concepts and Structure I	$92	$520	$972	$1,132	30 per year
BIO 101 General Biology	$45	$390	$729	$849	30 per year
Bio 111 General Biology Lab	$65	$130	$243	$283	30 per year
EDU 210 Processes and Acquisition of Reading	$69	$390	$729	$849	30 per year
PSY 203 Child Growth and Development	$69	$390	$729	$849	30 per year
MAT 134 Mathematical Concepts and Structure II	$96	$520	$972	$1,132	30 per year
EDU 250 Classroom Management	$69	$390	$729	$849	30 per year
MAT 127 Introduction to Statistics	$84	$520	$972	$1,132	30 per year
SPH 141 Public Speaking	$69	$390	$729	$849	30 per year
HST 201 US History I	$69	$390	$729	$849	30 per year
HST 202 US History II	$69	$390	$729	$849	30 per year

Note: Fees for summer courses are reduced by $8 per credit hour.
Contact: Dr. Jennifer Scott-Greenfield at jgreenfield@cecil.edu or 443-907-1384.

GROW YOUR OWN
with Chesapeake College

Pathways for Teacher Education

Teacher education is *one of the three most in demand occupations* on the Upper Shore. High school students pursuing teacher education, current Instructional Assistants, and adults considering a career change can find what they need at Chesapeake College:

- Personal **Education Coordinator** to help with the application process, financial aid, tutoring, support services and transitioning to a four-year program.

- Established teacher education pipeline

- Classes in Wye Mills, Cambridge and online

- Multiple formats for teaching candidates to earn credentials:
  - Early Childhood Education / Early Childhood Special Education (AAT)
  - Elementary Education / Elementary Special Education (AAT)
  - Secondary Education - Chemistry (AAT)
  - Secondary Education - English (AAT)
  - Secondary Education - Mathematics (AAT)
  - Secondary Education - Physics (AAT)
  - Secondary Education - Spanish (AAT)
  - Teacher Aide Certificate
  - Child Development Associate - through the Child Development Associate Council

- Eastern Shore Higher Education Center on Chesapeake's Wye Mills Campus allows students to earn Bachelor's and graduate level teaching degrees from Salisbury University (and other partner institutions) while staying close to home.

- Starting at Chesapeake College saves thousands on tuition—up to $86,000 compared to attending a private institution.

Chesapeake College
Your time. Your place. Your path.

LEARN MORE
MDLeads@chesapeake.edu

OUR APPROACH

Communities In Schools® (CIS®) is a national organization dedicated to empowering students to stay in school and walk a path to graduation. We serve 1.6 million K-12 students every year.

LICENSED PARTNERSHIP

A CIS Licensed Partnership is best suited for LEAs that would like to improve student and school outcomes through district-hired site coordinators leading the integration and coordination of community resources. LEAs who can commit to the following strategies will be poised for success:

1. Designate a program manager in the LEA who can work to integrate existing MTSS, SEL, PBIS or other district-level initiatives for students

2. Hire or re-position a staff member at each selected school to be a full-time site coordinator.

JOIN AS A LICENSED PARTNER

Local Education Agencies working with Communities In Schools combine the benefits of an evidence-based model with local control in order to achieve student and school-level success. As a licensed partner, LEAs receive:

1. Implementation Partnership – a team of dedicated professionals will help LEAs plan, execute and troubleshoot efforts to implement integrated student supports within each Community School

2. Subscriptions and Training – to the Communities In Schools Data Management System designed to guide implementation with fidelity and provide progress reports on school-level and student-level goals

3. Integrated Student Supports Resources – tools, templates, assessments and resources for site coordinators and program managers

4. Community Engagement Partnership – CIS team will partner with LEA to engage community partners and map family and community assets throughout the implementation process. CIS will help LEA align family and community feedback with school-wide goals.

OUR RESULTS

Our commitment to the students we serve keeps us focused on results. In thousands of schools across the country, we know that our approach works because it's backed by 40-plus years of experience and rigorous research.

School-Wide Impact

In a rigorous independent evaluation* of the impact of Communities In Schools on school outcomes, research shows that our model of integrated student supports is proven to improve:

Average daily attendance rates in elementary schools

4-year cohort on-time graduation rate in high schools

Individual Student Outcomes

For students who received the most intensive supports from Communities In Schools:

99%
of students stayed in school

96%
of K-11 students were promoted to the next grade

93%
of 12th grade students graduated or received a GED

83%
of students met or made progress toward at least one of their behavior goals

*Somers, M.A. & Haider, Z. (2017). Using Integrated Student Supports to Keep Kids In School. A Quasi Experimental Evaluation of Communities In Schools. Retrieved from https://bit.ly/2ZkumRL

"The Communities In Schools model provides a framework of support that all students can implement. Each school and community uses their unique strengths to help students receive the supports they need to stay in school and succeed."

Cynthia Sorsaia, Coordinator, Office of Student Support & Well-Being, West Virginia Department of Education

Questions? Contact Michael Huang, Vice President of Learning and Practice at HuangM@cisnet.org

Curriculum Associates Is an Approved Vendor Partner for the Maryland Leads Grant Initiative!

Programs and services in the following table are aligned with the Maryland College and Career Ready Standards (MCCRS).

Program/Services	Description	Approved For
i-Ready® Assessment (Grades K–12)	An adaptive assessment that provides teachers with deep and actionable insight into student needs so they can plan meaningful instructional next steps. Additional assessment tools and reports are included to monitor growth and progress, screen for reading difficulties, and support scaffolding grade-level instruction. Take a tour of *i-Ready* to see the program in action.	• Science of Reading • Tutoring
i-Ready Personalized Instruction (Grades K–8)	Driven by results from the *i-Ready Diagnostic*, these interactive lessons provide a path of Personalized Instruction tailored to the needs of each student in each Reading and/or Mathematics domain. Lessons focus on the domains that research tells us are important in order to develop reading and math proficiency. Teachers also have flexibility to assign lessons.	• Science of Reading • Tutoring
Teacher Toolbox (Grades K–8)	A digital collection of high-quality, standards-based, easily accessible instructional resources that support differentiated instruction for all learners	• Science of Reading • Tutoring
Magnetic Reading™ Foundations (Grades K–2)	A comprehensive foundational skills program grounded in the Science of Reading that includes everything educators need to deliver explicit, systematic foundational skills instruction to students in Grades K–2	• Science of Reading
Magnetic Reading (Grades 3–5)	A reading comprehension program that builds knowledge, scaffolds instruction to support all learners, and uses actionable data to help teachers support student learning for grade-level instruction	• Science of Reading
Phonics for Reading™ (Grades 3+)	Authored by expert Dr. Anita Archer, this program is designed to support older, striving readers master foundational skills with this systematic, explicit, research-based instruction for accelerated learning.	• Science of Reading • Tutoring
CORE® Science of Reading Professional Learning	CORE will offer their in-person Elementary Reading Academy (ERA) and/or Online Elementary Reading Academy (OERA). Both ERA and OERA equip Grades K–3 educators with the knowledge and skills they need to provide expert reading instruction based on the Science of Reading.	• Science of Reading
i-Ready Classroom Mathematics (Grades K–8)	A high-quality, discourse-driven comprehensive print and digital mathematics curriculum that supports students in accessing grade-level content. Rigorous practice opportunities build students' conceptual understanding and procedural fluency.	• Tutoring

Visit our website or contact your local educational sales consultant to learn more:

- **Eastern and Western Maryland:** Elynn Lewis, (202) 823-2656, ELewis@cainc.com
- **Central Maryland:** Angie Hale, (410) 530-7158, AHale@cainc.com

Curriculum Associates

DERIVITA

Create a successful and sustainable high-quality math tutoring program for grades 6-12 with Derivita

MATH COURSEWARE SOLUTION:

Designed to increase the effectiveness of the teaching/ learning process in mathematics.

Student using Derivita

PROFESSIONAL DEVELOPMENT:

Strategic planning to assist districts in the development of a high-quality math tutoring program.

FOCUSED   **TARGETED**   **PERSONALIZED**

CONNECTED + COHERENT INSTRUCTION: THE DERIVITA APPROACH

Now you can build programs for Multi-tiered Systems of Support (MTSS) with the student's actual class assessments and assignments. Both core instructors and tutors have access to the full Derivita toolbox within your LMS to create, deploy, and review all exams, assignments, student work, feedback, and grades.

Reinforce practice and build conceptual understanding of challenging concepts with the 'Regenerate Question' feature.

Gain full access to Derivita's question library of 60,000+ items to create problem-solution instruction.

Access real-time and intuitive reports for easy identification of students' learning needs.

WITH DERIVITA YOU CAN...

- Create an individualized playlist of mathematical content for each student
- Increase student engagement in/ out of the classroom
- Formatively assess and immediately respond to student needs
- Offer students auto-generated feedback specific to their submissions
- Find restructuring opportunities for efficient tutoring during school hours
- Build a strong pipeline for tutors of varying levels of experience

CONTACT:

Dr. Bonnie A. Hain
Sr. Director of Educational Solutions

✉ bonnie@derivita,com   📞 410-746-2976

www.derivita.com

ED DIRECTION

About Us

Since 2006, Ed Direction has partnered with 100+ LEAs and SEAs nationwide to **increase equitable achievement outcomes for all students**. We believe nothing is more impactful than on-the-ground, real-life experiences when doing the challenging work of leading schools and districts.

What Makes Us Unique

- Our support is personalized and customized to your LEA.
- As a team of former educators, we have deep empathy and respect for the unique challenges of educating at this time.
- Our team brings experience working and leading in the state of Maryland.
- We offer in-person, virtual, and hybrid professional learning, coaching, and consulting.

Maryland Leads Support

STAFF SUPPORT & RETENTION

We use research based practices to improve school culture, increase teacher efficacy and collaboration through PLCs, job-embedded instructional and professional coaching and more. Based on these principles, we built a beginning teacher program in Asheboro City Schools (NC) and over five years, teacher retention improved from 67% to 93%.

THE SCIENCE OF READING

We leverage research, evidence-based instruction, asset-based thinking, and brain science to ensure that all critical components of reading are implemented with fidelity across grades and contents. This year, Ed Direction's expertise led to a partnership with Utah legislators to pass SB 127, a once-in-a-generation bill to improve early literacy.

HIGH QUALITY SCHOOL DAY TUTORING

We design and support the implementation of school day tutoring programs using principles of effective group size, frequency, high-quality instructional materials and data-driven practices. Ed Direction is partnered with Donna ISD (TX) to offer job-embedded tutoring coaching and supports, and 100% of school principals agree that we have provided actionable solutions for their campuses.

For partnership contact Kerri Briggs at kbriggs@eddirection.org or visit www.eddirection.org/maryland

Edmentum + Maryland Leads Partner Program

Edmentum's award-winning, evidence-based solutions specifically target the needs of Maryland school districts, and we maintain our #educatorfirst commitment by providing guidance and support during these complicated times. We are committed to making it easy for educators to individualize learning for every student through simple technology, actionable data, quality content, and a passion for customer success. We create innovative, proven learning technology, partnering with more than one million educators to ignite student potential. To address the need for high-impact strategies to overcome learning loss, accelerate student learning to narrow opportunity and achievement gaps, provide more targeted support for historically underserved students, and strengthen teacher development, we recommend the solutions outlined within the following key strategy areas:

The Science of Reading

- **Reading Eggs, Reading Eggspress, and Fast Phonics**, our high-quality, content-rich 3-in-1 literacy solution
- Designed to develop and reinforce core reading skills aligned to the five essential pillars of reading
- Our consultants help teachers monitor progress to ensure all students are reading by the end of third grade

High Quality School Day Tutoring

- **EdOptions Academy Instructional Services** provides high quality instructional services and academic support
- **FEV Tutor** provides high impact tutoring and 1:1 academic support targeted to individual learner needs
- **Exact Path** promotes K–12 growth with diagnostic-driven, direct instruction to personalize learning

Tier	Strategies and Instructional Model
Tier 1	**Foundational Skills Instruction (FSI)** • Live virtual math and reading lessons taught by certified teacher • Promote growth through targeted supplemental instruction based on individual learner needs • Address learning loss to shore up skill gaps, as well as acceleration opportunities
Tier 2	**FEV Tutoring: Grades 3–12** • High-quality, 1:1 virtual tutoring available during the school day and 24/7 on-demand • General coursework and targeted intervention support • Tutors build personalized learning plans and deliver lessons during tutoring sessions
Tier 3	**Academic Coaching Grades K–12** • Use of Exact Path to determine students' individual ready-to-learn level • Live (via Zoom), 1:1 tutoring focused on math and ELA skills • Coaches are trained to serve as a liaison between districts, students, and families
Tier 4	**Instructional Coaching Model** • Build capacity within district teams by providing high-quality, ongoing instructional coaching and mentorship in the areas of academic coaching and virtual teaching

Innovative School Models

As Maryland LEAs launch innovative school models to flexibly address learner needs, Edmentum stands with you, providing rigorous, standards-aligned curriculum, assessments, and services to drive learner achievement:

- **EdOptions Academy Instructional Services** provides high quality instructional services and academic support
- **Courseware** provides 6–12 digital curriculum for core, credit recovery, and college & career readiness/CTE
- **Apex Learning** provides 6–12 digital curriculum and targeted tutorials to address learning gaps
- **Calvert Learning** offers K–5 project-based blended and virtual curriculum
- **Exact Path** promotes K–12 growth with diagnostic-driven instruction to personalize learning
- **Study Island** offers K–12 standards-based practice and formative assessments

Education First Consulting

We are a mission-driven strategy and policy organization dedicated to helping clients navigate through complexity to create more people-focused, equitable and inclusive initiatives, strategies and organizations. Learn more about us at www.education-first.com.

Every student, regardless of race, gender, ethnic background, ability or income, should be prepared for success in college, careers, and life. For over 15 years, Education First has partnered with districts, policymakers, funders, states, CMOs and nonprofits to make this a reality. Our partners are able to see immediate and lasting change through innovative solutions that cultivate people, knowledge, resources, policies and programs. By centering equity, diversity, coherence, and excellence through all stages of our work, leaders are able to experience greater knowledge and stronger skills to deploy systems designed to be the catalyst for improved education in America.

MARYLANDERS AT HEART

As former teachers and practitioners, our team understands the complexities and opportunities in Maryland. Our work has included multiple projects in the state and dozens of others around the nation that have all helped districts design and implement strategies aligned with Maryland Leads. We know Maryland, have staff who reside there, and who have taught and led in the Free State.

"Excellent education happens inside schools that focus on supporting teachers to deliver research based instruction within environments that affirm the dignity and worth of all students. This is the experience I received as a former Maryland student, teacher and professor and it is critical that Maryland continues to be a standard-bearer for great teaching, great students and great schools."
Josh Parker - Education First Senior Consultant, former Maryland Teacher of the Year

APPROVED MARYLAND LEADS STRATEGIES

Our expertise as a national consulting first is as broad as it is deep. We are approved by the Maryland State Department of Education to support your districts with the following strategies:

Grow Your Own Staff ▪ Staff Support and Retention ▪ The Science of Reading
Innovative School Models ▪ Transforming Neighborhoods through Excellent Community Schools

WHY COHERENCE?

Sheila Briggs
Assistant State Superintendent
Wisconsin Department of Public Instruction

HOW CAN COHERENCE ADVANCE EQUITY?

Bridgette Hood
Instructional Leadership Director
Milwaukee, WI

Learn more about Education First
and the solutions at hand

Science of Reading

Education Northwest (EdNW), in partnership with **Atlantic Seaboard Dyslexia Education Center** (ASDEC), **Boundless Expectations, Inc**. (BEI), and the **University of Maryland** have come together to provide services for each of the four focus strategy areas for the science of reading. EdNW and our partner staff members have a deep history in literacy and the science of reading, as well as experience working with schools and local education agencies (LEAs). We feel confident in meeting the expressed needs of multiple LEAs because of three major factors:

- **EdNW and our partners provide high-quality, customized professional development and technical assistance** to a wide variety of school LEAs, from large, highly diverse, urban districts to small, rural districts and everything in between.
- **We have a deep bench of highly qualified team members and partners** who have the knowledge and skills to meet LEAs and school needs for science of reading and literacy services through professional development, coaching, consultation, and progress monitoring.
- **We build trusting, positive relationships with our partner schools and LEAs**.

Work Plan

The proposed services are designed for principals, leadership teams, teachers, and other relevant staff members in planning, identifying, and implementing evidence-based literacy practices and the science of reading with these key components as drivers.

The Strategic Plan for Literacy Professional Development. Our team will engage schools in a strategic planning process to guide their literacy-focused professional development for K–3 teachers through a collaborative and inclusive process. The strategic plan for literacy professional development will assess what is and is not working within the literacy instructional system, where to focus training, and how best to deliver that training. This could include a train-the-trainer model, instructional coaches, literacy specialists, and professional learning communities.

Training for Leaders and Teachers. Our team will work with LEAs to provide leader and teacher training: the Literacy Leadership Institute, designed for principals, and the Specialized Program Individualized Reading Excellence (S.P.I.R.E.) training, designed for teachers. Both tracks include professional development sessions supported by coaching sessions for both principals and teachers to support implementation and monitoring.

Ensure LEAs Are Using High-Quality Instructional Materials and Assessments. Our team will support LEAs through the section process, in ensuring the tools selected meet the specified criteria.

Our team has experience implementing specific curricular and instructional materials such as S.P.I.R.E. and also have familiarity with many other research-based programs that a LEA may want to select based on the specific needs identified in the planning process.

Creating Systems for Progress Monitoring. Our team will work with LEAs to create a systems-based approach to screening that would include key predictors of early reading problems. A full-day professional development training workshop will be provided to teachers prior to the implementation of their science of reading training. The full-day screening training will build capacity related to knowledge and implementation of the universal screening process for reading and identification of at-risk learners and supplemented by two additional half-day sessions. Once teachers collect screening and informal assessment data, coaches will help teachers to analyze data and make informed instructional decisions within their multi-tiered support system.

Maryland Leads Partner Program 2022

About Education Resource Strategies

Education Resource Strategies (ERS) is a national non-profit that partners with district, school, and state leaders across the country to transform how they use resources – people, time, and money – so that every school prepares every child for tomorrow, no matter their race or family income. We have over a decade of experience working on strategy and resource use with over 100 districts across the country – including Baltimore City Public Schools, Montgomery County Public Schools, and Prince George's County Public Schools. Our nonprofit status enables a different kind of partnership with districts and states: one in which we participate in the transformation struggle, create insights together, and share lessons.

ERS is uniquely positioned to support Maryland LEAs to develop and implement evidence-based **Staff Support and Retention** strategies. Our work around talent strategy and management is nationally recognized for its focus on supporting district leaders to realize a more dynamic, rewarding, collaborative, and sustainable teaching profession. We recently released a suite of tools and resources focused on applying a "Do Now, Build Toward" approach to reimagining the teaching job coming out of the COVID-19 pandemic.

Proposed Supports

Because every district's context is different, we customize a scope and team based on district leaders' specific needs and objectives. In our Maryland Leads proposal, we designed a 10-month strategic planning, design, and early implementation partnership, with the option for ongoing implementation support in the 12-18 months following initial implementation. We are available to begin partnering with one or more Maryland districts in Fall 2022 to design strategies for the 2023-24 school year.

- **Develop a strategic plan for staff support and retention:** ERS would complete quantitative and qualitative analyses to understand the current district context, holding up the results against student needs, equity, and system-wide sustainability.
- **Design staffing model guidebooks and tools for all schools:** ERS would develop playbooks and staffing models to align with a district's strategic plan for improved staff support and retention. ERS would support the use of these resources at scale in the district.
- **Map out district-level enabling conditions and path to sustainability:** ERS would work with a subset of district leaders to assess the current state of critical enabling conditions for new staff support and retention approaches to ensure long-term success rather than short-term solutions.
- **Refine progress monitoring and continuous improvement process:** ERS would identify and expand upon current processes for monitoring progress and continuously improving upon innovation in the district.
- **Further implementation support:** ERS and the partner LEA could organize for deeper support that includes continued progress monitoring and/or capacity building for the school and district leaders responsible for launching new systems and models.

To Learn More…

For an example of how ERS supports district and school leaders to translate design strategies into tangible school schedules, budgets, and staffing models, see our ESSER Guidebooks for School Staffing, Spending, and Scheduling.

Please contact Rachel Black at rblack@erstrategies.org or 617-721-3063 if you are interested in further exploring working with ERS.

Transform Neighborhoods Through Excellent Community Schools (CS)

Elev8 Baltimore will use a set of experienced trainers from their own staff and from **Maryland Out of School Time Network (MOST)**, a statewide coalition providing technical assistance. Together, these organizations have a history of planning, implementing, and consulting with Maryland school districts, and state and national organizations who want to initiate or improve upon a Community School strategy. **Elev8 Baltimore** believes that providing families with the resources they need to become **economically stable** and **self-sufficient** increases the likelihood that they will engage in their child's education. Community Schools (CS) is a **hyper-local engagement strategy** that braids neighborhood and school-based family supports to **accelerate student success**. Over the past 13 years, **Elev8 Baltimore** has assisted 17 school communities in Maryland in the planning, implementation, and sustainability of a Community School strategy which **empowers families** to be leaders in their communities and partners to their children's school. **MOST's** goal is to end disparities in youth development by **improving the quality and reach of programs** that offer additional opportunities to young people beyond the traditional school day and school year. **Elev8 Baltimore** works to create **liberating opportunities for youth and communities** that have been oppressed by systematic racism, gender, gender expression and sexual orientation. We build committed partnerships with communities and organizations to provide training and tools for children, youth, and families to **advocate for themselves and bring equity** to their communities. Over two years, participating districts and schools will receive technical assistance and coaching on the *10 Community School Standards* as developed by the national advocacy alliance, *Coalition for Community Schools*. In the planning year (Year 1), work will include the creation **of key strategic planning documents**, needs assessments, and policies. A set of workshops is offered to cover all relevant Community School strategies. Principals and Community School Coordinators (CSCs) receive **monthly coaching** throughout implementation (Year 2). The relevant Community School standard is referenced for each workshop.

Action	Participants	Goals	Timeline
Initial Meeting	District	Introductions, LEA needs, services provided	Month 1
Planning Sessions 1 - 4	District	District efforts to date, future goals, resources, policy planning, target schools, school resources, student data, family engagement	Months 2-3
Staffing, Needs Assessment, Action Planning	Schools	What makes an effective CSC. NA creation and implementation. AP creation and review.	Months 4-6
Partner Development, Data & Evaluation, Planning Year Review	District, schools	Community scan, matching partners with needs. Understanding CS data. Preparation for implementation.	Months 7-10
Coaching	Instructional Leaders, CSCs, OST providers	Monthly review	Months 12-24
Workshops	Various	(See list)	Months 1-24
Implementation Year Review	District, Schools, CSCs	Review, successes, challenges, sustainability planning, transformational goals	Months 22-24

Workshops	Participants
Partnering with families (1, 9)	School staff, CSCs
Needs assessments: Creating an NA with community participation **(1,2)**	CSCs, parents, students
Action Plans: Using the needs assessment to create a community school action plan **(1, 2)**	School staff, CSCs
Leveraging resources and volunteers: Harnessing the power of the community **(3)**	School staff, CSCs
Data and evaluation: Results-based accountability, SMART goals, data informing strategy **(4, 5)**	School staff, CSCs
Marketing & Communication: Brand creation, events, aligning partner messaging **(6)**	School staff, CSCs
Policy Development: Developing community school policies **(6)**	District, school
Engaging with Elected Officials: Working with municipal and state leaders to leverage CS goals **(6)**	District, school
OST Sustainability: Braiding funding and aligning with community schools **(6)**	District, school
PD for OST providers: Best practices, inclusion, college & career, STEM, SEL **(7, 8, 9)**	District, school
OST Landscape: Landscaping & mapping current opportunities to identify strengths and gaps **(7, 8, 9)**	District, school
Community Resources: Food access, health, mental health, wellness **(8)**	District, school
Partnership development: Aligning partner organizations with community school action plan **(8)**	School staff, CSCs
Family Engagement: Privilege, authentic engagement, building relationships, core teams **(9)**	School staff, CSCs
Freedom School (5 SESSIONS): Parent leadership, child development, community assets, advocacy, conflict management **(9, 10)**	School staff, parents, community partners

Contact: **Alexandria Warrick, Executive Director, Elev8 Baltimore**
    Cell: 503.410.1882   Email: aadams@elev8baltimore.org

EMPOWER
schools

Empower Schools is a national nonprofit, catalyzing innovative solutions by partnering with educators and communities to reimagine local education systems that improve academic and life outcomes for Black, Latinx, and low socioeconomic students. To date we have supported the design and launch of 17 innovative partnerships across 5 states, serving 33,000 students.

Our Approach

We work with districts and communities to organize structures and conditions that empower educators, drive innovation, and accelerate improvement. Our work includes:

Helping district schools accelerate their success

Pioneering approaches to school improvement

Implementing new designs that push beyond traditional structures

Our Offerings

As part of Maryland Leads, Empower Schools is eager to support districts to *explore, design, and implement* the following innovative actions:

- **Turnaround Models:** We support the launch of **Empowerment Zones**, networks of district schools with increased autonomy and accountability. Zone conditions enable educators and school communities to collaborate to dramatically improve student outcomes through research-proven models and best practices, such as the ACE model or extended learning time, along with innovative approaches aligned to student needs. The Zone's independent governing board of local representatives ensures the schools meet the context of each community and continuously improve over time.

- **CTE and Early College Models:** We support districts to create **collaboratives** of multi-campus, cross-sector, regional partnerships that expand opportunities for underserved students to access robust college and career pathways and early-college opportunities. Collaboratives include formalized structures and governance through an independent **intermediary** nonprofit entity.

- **Needs Assessments:** As part of any innovative action Empower can partner with LEAs to conduct needs assessments to evaluate innovative actions being considered or evaluate the impact of current actions.

"Empower Schools is a unique type of partner. They met us where we were and helped us align around what success would look like for our schools and our region. Then, they worked collaboratively with our leadership teams to build plans that would get us to the next step in our journey to success. They helped us behind the scenes in making changes at the school and district level to provide our students with opportunities they wouldn't have otherwise had."
- Michael Gonzalez, Executive Director- Rural Schools Innovation Zone

LEARN MORE at empowerschools.org   **CONTACT** Hannah Foley at hfoley@empowerschools.org

Your Partner in Better Health

Everside Health is one of the nation's largest direct-to-employer primary care solution providers. Our intent is to serve the Local Education Agencies' (LEA) "Staff Support and Retention" initiative "Health and Wellness" component. More specifically, Everside Health will build and operate dedicated health and wellness centers which are readily and conveniently accessible to LEA employees. This solution will provide necessary health and wellness support for teachers and staff, which will not only reduce future healthcare costs, but also improve retention based upon such a recognized valuable benefit.

Everside Health can support the well-being of LEA teachers and staff, reduce burnout and solidify retention by making primary care and mental health services more accessible through its health and wellness center solutions. As an MSDE "Approved Partner", Everside Health will help LEA grant awardees manage the construction and the ongoing operation of dedicated health and wellness centers for LEA employees. Here are the services which Everside Health will deliver through its health and wellness centers:

- Availability of same day/ next day appointments
- Appointment times ranging from 30-90 minutes depending upon need
- 24/7/365 access to care resources who have access to all patient information
- Ability for patients to schedule appointments in-person or virtually for both primary care and mental health services
- Full Integration of primary care and mental health resources
- Each patient will have a comprehensive care plan which they develop with their provider. This will be managed proactively by the care team
- Coordination and management of all referrals outside of our centers, including local physicians and health systems
- The care team uses actionable data to proactively care for and engage patients based upon their individual care plans and fill unmet gaps in care
- All centers will initiate labs, vaccinations and dispense generic drugs.
- All members will have access to a user-friendly mobile app which promotes engagement, enables easy interaction with the center and care team, and facilitates self-management of health conditions, such as diabetes.
- Financial performance guarantees

Fulfillment of these elements will improve the well-being of LEA educators and staff. The model will reverse the adverse impact which has resulted from poor access to primary care and mental health services throughout many areas within the State of Maryland.

Family Engagement Lab's Families and Schools Talk (FASTalk) and Family Engagement Professional Services

Family Engagement Lab Background

Family Engagement Lab is an independent national nonprofit that catalyzes equitable family engagement and student learning by bridging classroom instruction and at-home learning. Its work builds partnerships between teachers and historically underserved families by facilitating ongoing communication and collaboration about learning.

FASTalk for Maryland's Districts and Their Families

Family Engagement Lab's service, FASTalk, shares engaging at-home activities via SMS text in each family's home language to reinforce classroom learning and curriculum, preschool through eighth grade.

FASTalk Features and Benefits
FASTalk supports the following LEA strategy focus areas:
- Connect with families at home or in the community
- Communicate in families' preferred language
- Engage families around their needs and interests
- Create opportunities to develop families as leaders and advocates

FASTalk benefits stakeholders across the education system:
- **Students experience literacy gains**, with the largest gains experienced by students furthest behind their peers and students whose parents do not share a language with their teacher
- **Families are empowered** with knowledge about what their children are learning in the classroom and how to support learning at home through weekly text messages
- **Educators meet families where they are**, with accessible technology and learning-focused activities in their home language
- **LEAs build transparency and trust with families** by inviting families into learning

Family Engagement Professional Learning Services

Family Engagement Lab offers engaging, interactive, capacity-building services for LEAs, recognizing the importance of supporting educators' knowledge, skills, and behavior as they relate to fostering authentic, meaningful partnership with families. An LEA may choose to only work with Family Engagement Lab through our professional learning services or combine it with the FASTalk service to amplify its impact on student learning outcomes.

CONTACT: Hailey Kuhn, Head of Partnerships, (415) 683-0781, hailey@familyengagementlab.org

FourPoint Education Partners - Maryland Leads Initiative

FourPoint partners with education leaders to build on existing strengths, think systemically, implement coherent strategies that accelerate learning and close opportunity gaps, and strengthen policies and practices to achieve outstanding results.

MDLeads Strategy Areas: Highlights and Links

As an approved vendor in the Maryland Leads Partner Program, we stand ready to assist LEAs in any and all of the four Strategy Areas listed below.

FourPoint Education Partners

Staff Support and Retention

Human Resources Expertise
We've partnered with HR departments across the country to identify areas of opportunity and strategies for growth. We provide customized professional development and facilitation to help pave pathways towards improvement.

Labor Market Analysis
Empowered by cutting-edge market analysis technology, we share insights into the local and regional job market and identify partners for building better teacher pipelines.

Hiring, Onboarding, Mentorship & Coaching
In collaboration with Edifying Teachers, we provide research-backed strategies to improve key staff retention processes and systems - with expertise in supporting teachers of color.

Reimagining the Use of Time

Out of School Time (OST)
We help LEAs develop, implement, and evaluate OST options including longer days & longer school years through afterschool, summer, and calendar redesign.

Sustainable Finance
We lead the field in budget tool creation, consultations and training, and the application of long-term financing strategies, as exhibited by our recent work supporting 40+ districts in Texas.

College, Career, and Life Readiness (CCLR)
Our team includes individuals with extensive research and consulting experience in this field, equipped with a suite of CCLR tools and connections.

Innovative School Models

Community Mapping and Career Development Networking
Our suite of tools, training, and resources help to identify potential partners, college & career pathways, and opportunities for expansion.

Economic Insights & Industry Research
Our team of researchers and industry experts can help develop a program strategy that is responsive to the local context and aligned with community assets.

Career Pathways Programming
Informed by field experience, our team can guide LEA leaders through planning, implementation, and continuous improvement of CTE, dual enrollment, P-TECH, and other career-focused course offerings.

Transforming Neighborhoods through Excellent Community Schools

Collective Vision and Impact Strategy
Community School design is the product of local stakeholders, partners, and school leaders. We facilitate meetings, build systems to engage students & families, and analyze community input to promote collective design.

Ecosystem Mapping
Our team can identify resources from schools and community partners, both public and private, to be used in a coordinated way, expanding LEA program capacity.

Strategic Plan Development
We work with district leaders to establish an inclusive working group to support logic model development, community school design, and implementation planning.
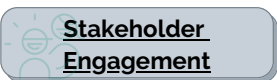
What We Do: FourPoint Focus Areas

FourPoint is equipped and prepared to support Maryland LEAs. While we feature expansive services, you can find our specialties below.
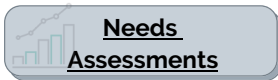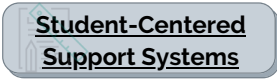
- Needs Assessments
- Communications Plans
- Stakeholder Engagement
- Sustainable Finance
- Network Development
- Student-Centered Support Systems

Want to learn more? Explore the links embedded throughout the document!

Contact Us

Fill out an interest form
Email: info@fourpointeducation.com
Website: fourpointeducation.com

Partner Organizations

THE LEARNING AGENDA

EDIFYINGTEACHERS
When teachers thrive, students win.

Clymb

eureki!
engage. discover. learn.

LET'S GET READY

Yleana Leadership Foundation

Frostburg State University Maryland Accelerates Program

The Maryland Accelerates program aims to increase the number of teachers and the quality of teaching in high-need and rural communities by offering a master's degree program individuals can complete in an accelerated 13-month program. The program also funds the student during that year with a living stipend of $30,000, so he or she can dedicate themselves to their studies and eliminate the trade-off between work and study time. The project also helps bridge opportunity and achievement gaps by supporting region-wide career ladders for improvement of teacher effectiveness, retention, and career advancement.

Frostburg State University would like to partner with LEAs under the Maryland Leads Program to sustain the work started with a federal TQP grant, and to add an additional teacher resident cohort for AY 2023-2024. The University has the capacity to work with up to three LEAs under this opportunity for 2023-24, with a cohort of up to 15 teacher residency candidates per LEA.

Under the *Grow Your Own Staff* strategy, this residency cohort would be made up exclusively of current employees of the LEA, perhaps those currently serving as instructional assistants, to provide an alternative pipeline to teaching certification. Many of these candidates may have aspired to become teachers, but did not have the financial resources, or life events may have been barriers to their progression. This program is particularly well-positioned for career-changers and nontraditional teaching candidates, as it is an accelerated MAT program, concluding in just 13 months, offering a $30,000 living stipend to account for the need for fulltime enrollment, and providing extensive clinical preparation through the year-long residency program and support through a two-year partnership between the LEA and FSU on induction.

Special Features

Teaching residents will be engaged in a 13-month co-teaching residency program with:

1. a fully integrated curriculum to ensure content mastery.
2. intensive and guided practices to ensure pedagogical mastery.
3. innovative clinical rotations to cultivate specialized competency in classroom management; and
4. comprehensive assessments with evidence-based microcredentials in computational thinking, cultural diversity and growth mindset, classroom management; and in teaching effectiveness.

For their first two years, these new teachers will receive:

1. intensive professional development in the project's specialized competency areas.
2. regular and sustained coaching; and
3. competency-based demonstration of advancement using video-stimulated recall methodology and microcredentials in academic behavior plans, high leverage practices, and culturally responsive teaching.

The components of Maryland Accelerates have been designed to reflect many of the priorities identified in the *Blueprint for Maryland's Future*, including opportunities to earn microcredentials in cultural diversity and culturally responsive teaching, a residency that spans a full school year, diverse classroom observations through clinical rounds and rotations, integration of edTPA, pairing of residents with highly qualified mentors selected by district partners, and close partnerships between the university and school districts through the residency, induction, and post-induction years.

Contact: Dr. Boyce Williams, Dean, College of Education, Frostburg State University

Phone: (301) 687-4357 Email: bcwilliams@frostburg.edu

Please visit our website to learn more: **www.frostburg.edu/marylandaccelerates**

About FSG

Founded in 2000, FSG is a mission-driven consulting firm of 150 staff worldwide supporting leaders in creating large-scale, lasting social change. Through strategy, evaluation, and research we help many types of actors – individually and collectively – make progress against the world's toughest problems. Our teams work across all sectors by partnering with leading foundations, businesses, nonprofits, and governments in every region of the globe. FSG's perspectives on strategic learning and evaluation have been featured in the *Stanford Social Innovation Review, Foundation Review,* and the *American Journal of Evaluation*, as well as at various conferences around the world.

In particular, we have expertise and experience in a number of areas that may be relevant to this work:

- **We have a dedicated Education and Youth practice area.** FSG has helped many innovative education-focused organizations internationally and across the US on a range of projects including strategy development, business planning, learning and evaluation, operational planning, research, and intellectual capital development. Our education experience spans many types of organizations, including foundations, innovative nonprofits, schools and school systems, and corporations. Our work has focused across the spectrum from pre-kindergarten to university education and has provided us with a broad view of trends, policies and practices affecting education and early years development. We have a particular depth of experience in efforts focused on the successful transition of students from secondary to postsecondary education and the supports required for that transition.

- **Focus on driving equitable outcomes:** We believe that systems change work requires a firm orientation towards equitable outcomes, and we strive to work with clients that have a recognition of and interest in the disproportionate burden of harms borne by marginalised communities. At FSG, we seek to better understand such disparities and their underlying causes, and the way those factors influence our colleagues, partners, and clients, as well as the communities we ultimately serve. In practical project terms, that means, among other things, rigorous attention paid to disaggregating data, thoughtful and inclusive assembly and review of interview lists and focus groups, building our awareness of historical context around issues, and intentionally asking questions about various dimensions of marginalisation (e.g., race, caste, gender, socioeconomic status, language) might affect how people experience a given system.

- **We understand place-based work.** FSG has supported more than two dozen collaboratives over the past ten years in communities of all shapes and sizes (large cities and counties, rural communities, small towns, regional and state-wide focused) inspired by the principles of collective impact, which FSG first codified in Stanford Social Innovation Review in 2011. Following that release, we wrote a guide to support evaluation of collective impact efforts. FSG also hosts the Collective Impact Forum, which has more than 22,000 members and provides tools and training in collective impact.

MARYLAND LEADS PARTNER PROGRAM
Education Solutions

Since 2007, Graduation Alliance has worked in partnership with educators, government agencies, and community leaders across the nation to provide pathways to economic mobility for high-risk students who left high school without a diploma. The following education solutions help students stay on track to graduation.

ENGAGE Attendance Recovery

In collaboration with education agencies and districts around the country, Graduation Alliance mobilized its substantial outreach and coaching capabilities in response to the COVID-19 pandemic to provide immediate, scalable, culturally and linguistically responsive outreach and support, with data to inform, for disengaged, chronically absent, and at-risk students across seven states and more than 400 districts.

Independent evaluation of the Attendance Recovery program by Mission Measurement in 2022 — using data from a large, highly diverse school district — **demonstrated significant gains in attendance, grades, credit earned rate, and graduation rate** when comparing students who were referred to the program and participated to those who did not.

Dropout Recovery

Graduation Alliance's primary work over the past decade and a half has focused on supporting the nation's most vulnerable youth and adults through an award-winning, data-driven, pay-for-performance online program that includes wraparound support services, comprising student outreach teams, state certified teachers, Academic Coaches, Local Advocates, and tutors in completing state standards-aligned courses that lead to an accredited high school diploma. Proprietary algorithms and student, parent, and administrator learning portal dashboards help the support team know who most needs support right now to keep them moving forward and reflect Graduation Alliance's commitment to full data transparency. The state pays ONLY when students earn credits.

Based on a 2021 study by Mission Measurement, **Graduation Alliance's Dropout Recovery programs have significantly outperformed the national benchmark for dropout recovery programs established by the Impact Genome Project** on both efficacy and cost per outcome, providing 27% more outcomes for 33% less cost.

On-Demand Course Completion

Graduation Alliance's course completion program offers graduation support for high school students who need to catch up on credits they have lost by allowing them to complete these unfinished courses through award-winning curriculum facilitated by certified teachers. Graduation Alliance combines the well-researched and evidence-based methodology of their Dropout Recovery program and its highly successful ENGAGE Attendance Recovery Program to give school districts additional student supports to keep students on track.

Quality Matters recognized Graduation Alliance in the 2021 "Outstanding Impact by a K-12 Organization" for its efforts to redesign its courses to align with learner needs, state standards, and the Quality Matters research-supported standards for online and blended learning.

Great Minds provides comprehensive English language arts curriculum materials and professional learning services for grades K-8 that improve achievement and outcomes for all students and are built from the foundational concepts of Science of Reading. Our English language arts curriculum components include

• *Wit & Wisdom*: Great Minds' core ELA curriculum for grades K-8,

• *Wit & Wisdom in Sync*: The digital companion to *Wit & Wisdom,*

• *Geodes* Classroom Library: Grade-level collections of accessible, knowledge-building books for emerging and developing readers in Grades K-2, and

• Curriculum-specific professional learning for educators and leaders.

Wit & Wisdom is built on the foundational understanding that for students to become truly literate, they must develop a deep body of knowledge rather than simply master an isolated set of strategies. Science of reading research by cognitive scientists and literacy experts shows that students can learn more deeply and quickly when they have a foundation of knowledge in place; **knowledge begets knowledge**. Students with background knowledge are equipped to tackle increasingly complex texts and ideas and have the vocabulary to learn new information and discuss their findings. Throughout *Wit & Wisdom*, deep, close reading of module texts empower students with the literary, historical, scientific, artistic, and cultural knowledge required for successful thinking and citizenship.

As a high-quality instructional material (HQIM), *Wit & Wisdom* is designed to provide districts and schools with research-based, rigorous, student-driven learning and educative teacher guidance to ensure that students—regardless of background, language development, or previous experience-- have access to standards-aligned, grade-level educational resources that set a high bar for all students to develop the knowledge and skills needed to be engaged learners.

Reflecting our belief that all children deserve rich, engaging learning opportunities, *Wit & Wisdom* students, regardless of reading level, experience, demonstrated ability, or language acquisition, all encounter and engage with the same grade-level, complex texts and topics. Instead of providing lower-level texts and lower learning expectations for some students, embedded scaffolding within lessons aids educators in supporting and engaging all students in productive struggle and shared learning with the same rigorous texts. *Wit & Wisdom* educators advance a culturally responsive-sustaining approach by ensuring that all students, regardless of current language acquisition or background, learn from a challenging curriculum that prepares them to be independent learners.

For additional information contact:

Ken Wilmers
Account Solutions Manager
ken.wilmers@greatminds.org
443-812-6546
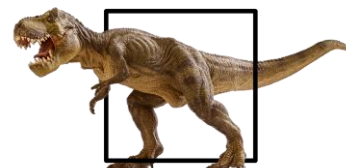
Founded in 1957, Harford Community College is a vibrant, open-access institution located on more than 350 beautiful acres near Bel Air, Maryland. The College is accredited by the Middle States Commission on Higher Education.

MISSION
Grow. Achieve. Inspire. Contribute.

VISION
Strive for:
Satisfaction: Demonstrate excellence in all we do as measured by those we serve.
Completion: Do what it takes for students to achieve their goals.
Success: Prepare all constituents to make a positive impact and inspire change in the world.

HCC is committed to the pursuit of the Innovative School Models strategy in partnership with LEAs. HCC's proposed programming will focus on the engagement of LEA students in Career and Technical Education options offered at the college, in courses designed to support the needs of high school students while preparing them for careers post-graduation. Our model will offer industry certification options and also, in some programs, college credits.

To engage with this strategy, HCC will:

- Design programming to fit the needs of the LEA's students, the needs of community employers and the availability of HCC's resources to fit with a strategic plan as developed by the LEA with HCC's input;
- Serve students in a particular school or through a particular participation process chosen by the LEA to support Career and Technical Education (CTE);
- Support the LEA in executing launching activities through career days, marketing, outreach to parents, coordination of transportation, coordination of days/times/rooms to conduct classes, and personalization of programming to fit LEA needs;
- Work with the LEA to provide initial professional development in the area of CTE to explain the career prospects and programming so LEA staff can support students and parents in making informed class choices;
- Provide, through the Maryland Leads budget, instructional materials, supplies and equipment to support the new school model and its classes;
- Design brochures and advertising materials for LEA use in schools for recruitment purposes;
- Engage community leaders, sponsors and employers in the program model; and
- Develop and execute surveys for students, parents, employers and community members to track feedback before, during and after programming so real time feedback can be used to adjust programming.
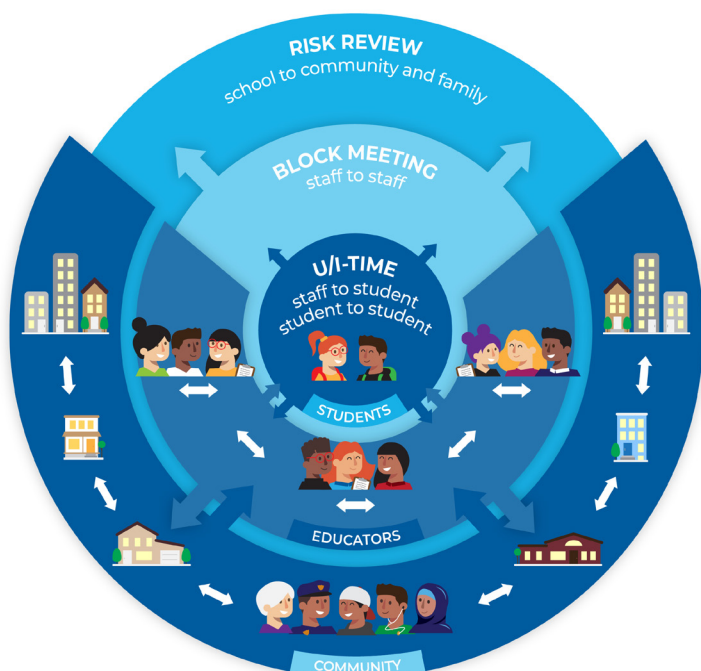
APPROVED
MARYLAND LEADS PARTNER

- **Innovative School Models**
- **Reimagining the Use of Time**

SERVING ALL GRADES
K-12

BARR

Same Students. Same Teachers.
Better Results.

BARR (Building Assets, Reducing Risks) is an innovative, strengths-based educational model that provides schools with a comprehensive approach to meeting the academic, social, and emotional needs of all students through the power of data and relationships both inside and outside the classroom.

An Innovative School Model that Fosters Real Change

By intentionally integrating the power of relationships and data into what currently exists, all things become more effective and challenges become solvable.

RISK REVIEW
school to community and family

BLOCK MEETING
staff to staff

U/I-TIME
staff to student
student to student

STUDENTS

EDUCATORS

COMMUNITY

DECREASED FAILURE RATE

On average, urban schools see a 40% reduction in failure rate after one year of BARR while rural schools see a 29% reduction.

IMPROVED MATH AND READING SCORES

78.6% of BARR students met projected math growth compared to 71.7% of non-BARR students. 73.3% of BARR students met projected reading growth compared to 67.3% of non-BARR students.

TEACHER AND SCHOOL OUTCOMES

BARR teachers have significantly more positive views about collaborating with colleagues and greater levels of self efficacy and more positive perceptions of student behavior. Teacher mindset, attitudes and behaviors are improved because the BARR Model fosters staff-to-staff relationships in an intentional way, nurturing collaboration and a sense of teamness.

INCREASED ASSETS

Students feel that their teachers are more supportive of their interests and invested in their emotional well-being; believe teachers have high expectations for their performance, provide clear guidelines, and encourage them to be successful; actively prepare for and participate in class activities, ask questions, and are interested in the lesson.

REDUCED RISKS

Students show a reduction in use of tobacco, alcohol and other drugs, behavioral issues (e.g., suspensions), suicide ideation and attempts.
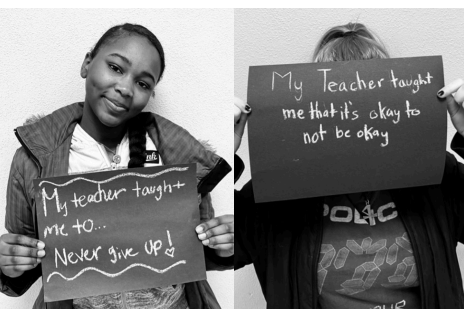
REDUCED OPPORTUNITY GAP

BARR works for all students, but especially those furthest from opportunity: students of color and low-income students.

"The first step in educational equity is access to opportunity. BARR is unique in that it builds the academic muscles of students through a network of teachers, staff, and family. When BARR becomes how we 'do school,' students have even greater access to educational opportunities. Students are more likely to feel valued and connected, learn content and skills, and graduate on time, choice ready."

Dr. Tamara Uselman, Director of Equity and Inclusion, Fargo Public Schools, ND

BREAKTHROUGH BY BARR

SERVICE PACKAGE INCLUDES TRAINING, COACHING, PROTOCOLS, TOOLS, MEMBERSHIP IN THE BARR NETWORK, AND CURRICULUM.

COACHING

Goal setting & needs analysis

On-site coaching visits

Weekly coaching calls

24/7 unlimited access

TRAINING

Year 1: Implementing BARR

Year 2: Effective Team Meetings and Addressing Trauma

Year 3: Fostering Resilience and Reducing Substance Use (Reducing Risks in elementary)

TOOLS

Curriculum and lesson plans

Student and Teacher Surveys

Online Member Portal

Meeting tools and protocols

Maryland Leads Partner Program

HMH® is pleased to help meet the goals of the Maryland Leads program with solutions founded in research and grounded in evidence and efficacy.

Professional Services for LEAs

HMH is nationally recognized as a high-quality provider of curriculum-aligned professional learning services with guided implementation support, coaching memberships, and courses including live online course modules focused on foundational reading essentials aligned to the Science of Reading.

HMH LEADS PROGRAMS

- **Comprehensive English Language Arts:** *HMH Into Reading®* (Grades K–6) is a highly rated English language arts program that incorporates reading research for systematic and explicit foundational skills instruction. hmhco.com/intoreading (S)

- **Comprehensive Spanish Literacy:** Designed for biliteracy and dual language settings, *HMH ¡Arriba la Lectura!™* (Grades K–6) is fully equitable to *HMH Into Reading* and includes features that provide comprehensive support for teachers and students. hmhco.com/intoreading (S)

- **1:1 Tutoring, Assessment, and Dyslexia Screening:** *Amira Learning®* (Grades K–5) utilizes artificial intelligence to provide 1:1 tutoring rooted in the Science of Reading, accurately assess oral reading fluency, and screen students who are at risk for dyslexia. Available in Spanish. hmhco.com/amira (S)(T)

- **Personalized Practice and Instruction for ELA and Math:** *Waggle®* (Grades K–8) provides personalized practice and instruction to support the skills-diversity in the classroom and promote a growth mindset in all students. Available in Spanish for Grades 3-8. hmhco.com/waggle (S)

- **English Language Development:** *English 3D®* (Grades 4–12) expedites language acquisition for academic language learners and long-term multilingual learners. hmhco.com/english3d (S)

- **Comprehensive Reading Intervention:** *Read 180®* (Grades 4–12) accelerates students reading two or more years below grade level to grade-level proficiency. hmhco.com/read180 *System 44®* (Grades 3–12) helps older struggling students master foundational reading skills as a prerequisite to fluent reading. hmhco.com/system44 (S)(T)(R)

- **Math Intervention for Algebra Readiness:** *Math 180®* (Grades 5–12) builds students' confidence and competence to accelerate their progress to algebra. hmhco.com/math180 (T)(R)

> **KEY:** (S) = The Science of Reading   (T) = High-Quality Day Tutoring   (R) = Reimagine the School Day

For questions or additional information:

Mike Testa, *Director of Sales*
Email: mike.testa@hmhco.com   Tel: 302.264.1093

Houghton Mifflin Harcourt | hmhco.com

Howard Community College
Maryland Leads Partner Program 2022

Proposal Revisions

In response to the request for clarification and additional information from Howard Community College (HCC) on its Maryland Leads Partner Program proposal, the college is providing the following information.

Praxis bootcamp
Howard Community College would tailor the content modules of the current math bootcamp to create a specific Praxis version for use by the LEAs. Students enrolling in this Praxis bootcamp will cover the content currently offered within HCC's existing non-credit Math Praxis Preparation course. In that course, students will: exhibit basic problem-solving techniques; solve math problems using integers, fractions, decimals, and percents; read, manipulate, and plot functions and graphs; solve equations and inequalities; classify angles and polygons; calculate areas for two-dimensional figures, and take and complete typical Praxis I Math test samples.

The college will use materials from the Educational Testing Services (ETS) and their collaboration with the Kahn Academy, which ETS also uses, to develop bootcamp modules. The existing math bootcamp model has achieved significant success, with participating students placing one or more places higher in their math placement. HCC knows this model works, and so by tailoring it to the Math Praxis content, the college anticipates similar success. HCC would request that students send their Praxis results to the college once they take the test, so that the college can review success rates and modify the bootcamp modules accordingly if necessary. HCC will also utilize dedicated advisors embedded within the Math Praxis bootcamp to support students in registering for the Praxis test. Additionally, the college will explore the possibility of becoming a Praxis testing site.

Partnership model

Howard Community College is already working effectively with the Paraeducator to Teacher program in conjunction with Towson University and with the Teacher Academy program in partnership with the Howard County Public School System. HCC will leverage this experience and process to work with any other LEA's who would wish to work with the college.

The Associate Vice President of Academic Affairs (AVPAA) would be the principal project lead for this grant, and the point of contact for any LEA's, throughout the duration of the collaboration. The AVPAA would be supported by the Dean of Math, the Dean of English and World Languages, the Chair of Education, and the Associate Vice President of Enrollment Management (AVPEM), in delivering the outcomes connected to collaborations with LEA's. Math Praxis and English bootcamps would be coordinated by their respective deans. Registration and support services would be coordinated through the AVPEM.

An initial meeting or meetings will be established to determine the needs of the LEA, scope of the project, key performance indicators, and a timeline for outcomes and outcomes assessment. Once this framework has been set up, check-in meetings with the LEA would be set up every two weeks, to assess the collaboration progress and to monitor outcomes. Grouping tasks into two-week "sprints" of work, provides for the ability to keep to the overall timeline while making any necessary changes within that timeline. The AVPAA would be the consistently available point of contact for any questions or concerns the LEA may have.

Curriculum and support needs would be tailored to the LEA; and HCC would leverage both the existing curriculum and its relationship with Maryland Online to provide the necessary content, in addition to creating and maintaining new and updated curriculum in-house.

ILO Group

About ILO Group

A women-founded education strategy and policy firm, ILO Group partners with education leaders, their teams, and education-focused organizations to move their visions forward and accelerate student outcomes with a particular focus on our nation's PK-12 education recovery. Our highly skilled team is made up of a majority of women and people of color. The values that drive Maryland's Blueprint and the Maryland Leads program are embedded in our organizational DNA.

Why ILO Group

Today's education leaders are facing unprecedented and increasingly complex challenges. From conducting safe, in-person instruction, to accelerating student learning, to advancing educational equity, the stakes have never been higher. At ILO Group, we believe in the power and importance of leaders in moving the needle as it relates to education outcomes. We also believe that for leaders to succeed, they must be supported in their work.

That's why we partner with district superintendents and their teams by rolling up our sleeves and doing whatever it takes to create sustainable solutions to move their visions forward.

Our name, ILO Group, stands for "In the Life Of": we help our clients work through the toughest challenges facing kids, parents, and school systems today–because we've been in their shoes. We currently support leaders and their teams in systems that reach 29.3 million students, representing 60% of students in our country. Our work reaches decision-makers in 182 districts representing 3,157,538 teachers and 87,496 schools.

How We Can Help

Known for our exceptional execution, high-impact track record, and excellence in service, ILO Group has deep experience in Maryland Leads's evidence-based, high-leverage strategies to support students in their learning, development, and overall success through:

- Grow your own staff
- Staff support and retention
- High-quality school day tutoring
- Reimagining the use of time
- Innovative school models

Across these strategies, our team's expertise includes:

- Management of all phases of complex projects with multiple stakeholders
- Development and implementation of strategic plans, including specific project planning
- Conducting needs assessments that include authentic and respectful stakeholder engagement
- Strategic marketing and communications
- Program evaluation
- Sustainability planning

Contact Us

Please contact Art Nevins at **anevins@ilogroup.com** or **908-303-4403** for additional information. We look forward to answering any questions and learning more about how we can support you.

Imagine Learning will provide services that advance the specific project goals of The Science of Reading and High-Quality School Day Tutoring. Imagine Learning's student-centered approach is designed to narrow opportunity and achievement gaps while providing support for underserved students. The programs outlined below supports in class instruction, remediation, and tutoring with associated professional development and support. Our digital products offer embedded assessment and monitoring tools to help educators personalize instruction and address individual needs. Tools allow users to easily measure, track, and report on the impact of all of our grant-funded services.

The Science of Reading

Imagine EL Education focuses on the Science of Reading by explicitly teaching: **foundational skills** (alphabetic principle, phonological awareness, decoding, and sight word recognition), **language-comprehension skills** (content knowledge, background knowledge, language structure, verbal reasoning, and theory of mind), **bridging skills** (print concepts, vocabulary knowledge, morphological awareness, and self-regulation skills) and **self-regulation skills that support fluent, skilled reading.** The curriculum combined with powerful, content-based professional learning for educators will support student achievement through access to high quality, rigorous, standards-aligned curriculum. Teachers will work with expert coaches to identify goals, implement, and test strategies, and reflect on results. Coaches, acting as thought partners, challenge teachers to take risks and measure student impact using a continuous feedback loop that sustains changes in mindset and practice long after initial training is over.

For Questions Contact: Kathleen Bendernagel | 410-992-2243 | kathleen.bendernagel@imaginelearning.com

Imagine Language and Literacy is an evidence-based program that aligns with the Science of Reading. The program's pedagogic approach answers the Science of Reading's call for targeted instruction across all literacy domains. Designed to complement any core literacy program, Imagine Language & Literacy provides direct systemic instruction and practice opportunities in the critical domains of literacy: phonemic awareness, phonics, fluency, vocabulary, comprehension, and oral language development to support supplemental instructional needs. Comprehensive professional development supports LEA's with a designated team to support implementation, training, and customer needs as well as a research-based professional development. Imagine Learning's experienced project team will work closely with administrators to plan ongoing implementation support and training needs.

For Questions Contact: Aaron Cole | 434-249-2907 | aaron.cole@imaginelearning.com

High-Quality School Day Tutoring

Imagine Tutoring Services delivers virtual small group instruction for students in grade 3-8 using a targeted approach. Imagine Learning's educators use data to identify students with a shared learning need in a particular skill, standard, or concept in grades 3-8 for Math or ELA. Research-based and best practices for instruction are incorporated throughout this process and focus on repeated and targeted practice with skills and concepts. Imagine Learning certified educators use pre- and post-assessments for tailoring the creation of lessons and measuring growth in specified skills and concepts. Formative and informal assessments are also used for progress monitoring and to address the pace of lessons and the need for re-teaching. Our teams work with district personnel to tailor the virtual tutoring to each district or sites needs.

For Questions Contact: Aaron Cole | 434-249-2907 | aaron.cole@imaginelearning.com

HIGH-QUALITY SCHOOL DAY TUTORING

High Dosage Tutoring from Innovations for Learning, Inc. is:
Evidence Based
Aligned to MD LEADS:
- Science of Reading
- High-Quality School Day Tutoring

Efficient and Cost Effective
IFL Recruits, Hires, Trains, and Manages Highly Qualified, College Graduates as Tutors
Provides Systematic and Explicit Phonics and Word Attack Skills Instruction to Designated Classrooms
Proven and Scalable
Extensive Reporting

Innovations for Learning (IFL), a 501c3 non-profit corporation, is uniquely positioned to provide a comprehensive model and outsourcing capability for delivery of high dosage Early Literacy tutoring for grades K-3. Our ESSA Tier I approved program (Evidence of Strong Impact) delivers one-to-one explicit systematic phonics and word attack skills instruction.

Students receive an average of 2-3, six to seven minute conferences with the IFL tutors, called Early Literacy Interventionists (ELIs) each week. During conferences, the ELI uses the IFL web-based teacher portal platform to focus on delivery of short instructional lessons to explicitly teach phonics and word attack skills following a learning progression designed for the student to continually build upon and strengthen prior knowledge. ELI's continuously monitor students' progress.

In between conferencing students receive 10 or more minutes of daily independent practice of assigned content using IFL provided tablets or their own student devices. This timely and immediate reinforcement of newly acquired skills coupled with frequency and intensity of one-to-one student conferencing allows students to learn continuously throughout the year in their proximal zone of development maximizing learning gains.

IFL manages all of the recruiting, hiring, training, background screening, placement, management, and on-going professional development of our ELI tutor team enabling districts to implement and scale in record time. Further, ELIs are assigned to schools for daily conferencing throughout the entire school year enabling strong collaboration with teachers and productive learning relationships with students to occur. They become part of the team working toward student success.
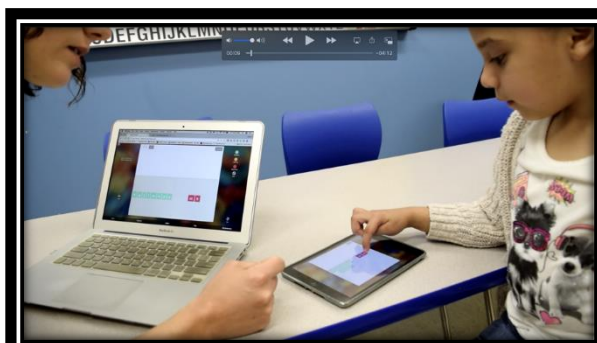
Teacher Embraced

Mutually determined scheduling of student 1:1s
No Classroom Disruption
Extensive notes and reporting provided for teachers
Independent student practice with aligned reinforcement activities
Minimal Training for Teachers

"High dosage tutoring from IFL has been a terrific addition to our campus. Our ELIs are reliable and knowledgeable when it comes to foundational literacy. Best of all, they go above and beyond to contribute positively to the culture of our school and support our students with their growth." Ethan Glemaker, Literacy Coach, Baltimore City Public Schools

Amy Wieland, M.Ed.
Chief of District Partnerships
407-462-9269
amy.wieland@innovationsforlearning.org

INSTLL, LLC
Institute for Strategic Leadership and Learning
Advancing Innovation and Transformational Change

The Institute for Strategic Leadership and Learning (INSTLL) offers to serve as a Strategic Partner to Districts and Schools aiming to develop and implement Innovative School Models to accelerate academic achievement for all students, particularly in low performing schools.

As a strategic partner, INSTLL will work collaboratively with partner districts and designated schools to:

- Design, develop and implement an innovative or school transformation model for low performing schools designed to accelerate achievement for all students.
- Partner with districts to conduct needs assessments and collect stakeholder feedback to inform the design of school models, set benchmarks and evaluate implementation, and plan for sustainability.
- Use the latest research and training to support districts and schools plan and implement strategic staffing, develop instructional excellence, extend the school day, promote social and emotional learning, and engage with parent and community organizations.

Our collaborative partner supports are provided over two years and three phases. ⟶ **Designing** Innovative or School Transformation Models for Improvement. ⟶ **Implementing** Innovative and School Transformation Models. ⟶ **Sustaining** through Networking and Capacity Building.	**Experience**. INSTLL is a Maryland-based education consulting firm with over 20 years of experience working with districts and schools. Core research includes: - Research on Practices for Accelerated Improvement: Report - Digital Resource - District Systems and Key Research.

In the **Design Phase** (~6 months), INSTLL will support the district and designated schools in an evidence-based process to ascertain needs and extant conditions that impact improvement efforts in low performing schools, leading to the selection of an innovative model or the design of a locally developed school transformation model for school improvement.

Partner Activities to Support Districts and Schools	Outcomes – Deliverables - Resources
In each school, INSTLL will administer its **School Organization and Professional Learning Assessment**, comprised of a 3-day site visit including focus groups, classroom observations, leader and staff surveys, and a facilitated self-assessment and analysis of data.	A written **portfolio of recommendations and baseline data** needed to engage in strategic identification of needs and subsequent design and/or identification of innovative or school transformation models.
INSTLL will engage each school in **Strategic Mapping and Strategy Articulation**, consisting of 2 full days of onsite design work with district and school leaders, to analyze data collected through the School Organization and Professional Learning Assessment.	Identification of **key strategic objectives and design parameters** to inform: (a) the selection of a school model or (2) the design of a model to achieve strategic objectives.
INSTLL will engage each school in **Model Design Sessions**, through which the district and school leaders (including community stakeholders) engage in a multi-step process (two full days) to design or select an innovative or school transformation model.	A **detailed strategic plan for preparing for and implementing the school model in low performing schools**, beginning in fall 2023. Key strategic objectives, actions, resources, and external partners are articulated and planned,

In the **Implementation Phase** (~12-18 months), INSTLL directly supports planning, school Implementation and ongoing progress monitoring to ensure a successful start and to maintain a positive improvement trajectory through the first two years of implementation.

Partner Activities to Support Districts and Schools	Outcomes – Deliverables - Resources
During a Summer **Strategic Planning Retreat** (for one or multiple schools), INSTLL will directly support the district and school staff in action planning to map out the first 100 days of the school year.	The **Roadmap for Success** will include actions regarding strategic staffing, professional learning, how the school will improve instruction, and scheduling and resource allocation to ensure that the conditions are in place for the school to be successful.
School-Level Strategy Sessions: During the school year, INSTLL facilitates monthly Strategies Sessions (3 hours) for school leaders to examine and reflect on the implementation of their plan, focusing on what is working, what is not working, and developing mid-course adjustments.	To support progress monitoring, each Session results in a **Strategy Session Report** that includes a running record of actions, evidence of impact, and updated implementation actions, including clarification of resources and supports needed to ensure success and "testing" of strategies through improvement cycles.
Supplemental Partner Support: (1) Direct **Leadership Coaching** to the school principal, administrative team, or Instructional Leadership and (2) **District-level** development of a theory of action for supporting accelerated improvement.	**School Leadership Teams** will develop capacities, structures, and systems for implementing and monitoring improvement efforts. **District Leaders** will operationalize a theory of action for providing support to targeted low performing schools.

In the **Sustaining Phase** (~8 months, in Year 2), INSTLL offers to **assist districts and schools in sustaining Innovative and School Transformation Models** by managing and convening an **Accelerated Improvement Network** of schools within districts. A network improvement approach, in which multiple targeted (e.g., low performing) schools meet on a regular basis to share successes and "test" improvement strategies, cultivates the collaborative relationships and improvement mindset needed to sustain improvement efforts and build coherence across the district.

Contact Information

Brett Lane, President   Email: brett.lane@instll.com   Phone: 443-635-4816   Web: www.instll.com

Since its founding in 2000, the International Institute for Restorative Practices Graduate School (IIRP) has become the leading provider of restorative practices (RP) training, coaching, and consulting. In 2020-2021 the IIRP served adult learners in 48 U.S. states and Washington, D.C., five Canadian provinces, and 21 other countries. IIRP instructors include current and former administrators, counselors, educators, and leaders in organizational change. RP helps strengthen relationships between individuals and social connections within communities. Most national education associations, agencies, and membership organizations recognize RP as a promising approach to building positive school climate.

The IIRP is approved to partner with LEAs and the MSDE in the two strategy areas listed below. Please visit the IIRP website for examples of our professional development offerings.

For more detailed information about our proposed work specific to the Maryland Leads initiative, please contact Professional Development Specialist Dinorah Foster at privateevents@iirp.edu or 610-807-9221.

Staff Support and Retention

Assist LEAs with the development and implementation of strategic plans to better support and retain staff. Plans include strategies related to professional development, coaching, and climate and culture.

- Launch initiatives to support and promote positive organizational climate and culture designed to increase staff retention.
- Redesign professional development models to increase job-embedded coaching and implementation.
- Establish systems to ensure meaningful feedback occurs among peers and/or during the appraisal process.

8-month Plan includes: 1 Restorative Leadership training event; 8 in-person coaching days; 1 online Putting Theory into Practice event; 4 seats in a public, online Restorative Practices for Educators event; 4 seats in a public, online Restorative Justice Conferencing event; 4 seats in a public, online Fundamentals of Restorative Practices Training of Trainers event.

Total Cost: $71,885.00

Transforming Neighborhoods Through Excellent Community Schools

Assist LEAs in the development and implementation of a strategic plan designed to launch a robust and high-quality community schools initiative that serves a designated community and/or neighborhood and utilizes an asset-based approach to strengthen school-to-home relationships as well as the school's relationship to the community. Support the LEA in executing all activities related to this effort.

- Design and implement a comprehensive family engagement model that provides families with a variety of ways to engage around their needs and interests, connects with families at home or in the community, communicates in families' preferred language, and establishes opportunities to develop family members as leaders and advocates.

11-month Plan includes: 1 in-person Stakeholder Summit; 4 in-person consulting days; 1 in-person Restorative Practices for Educators training event; 1 in-person Family Engagement and Empowerment training event; 3 in-person coaching days; 4 online interactive webinars.

Total Cost: $77,255.50

Istation

Empower Maryland Teachers with Professional Development

Customized coaching aligned with the Science of Reading

Istation provides targeted and customized professional development and coaching that aligns to the science of reading and provides strategies for implementing best practices for students in kindergarten through third grade. Sessions will focus on teaching foundational literacy skills, interpreting and analyzing data to drive instruction, setting measurable goals, and monitoring student reading proficiency.

Available sessions include:

- Foundations in Early Literacy Knowledge
- The Science of Teaching Reading
- Connecting Research-Based Instructional Strategies to Data
- Personalized Data Profiles
- Differentiating Instruction for All Students

Istation's professional development services...

- can be virtual or in person, via training workshops, coaching sessions, office hours, professional learning communities;
- offer a train-the-trainers model for all sessions;
- provide all resources for each professional development session;
- include surveys for participants to evaluate each session; and
- maintain a ratio of one Istation specialist to 40 participants.

info.istation.com/maryland-pd

Shellene Swamy, Account Executive

717.816.1895 | shellene.swamy@istation.com

1908 Bishops Castle Drive
Olney, MD 20832

Lavinia Group: 1-Pager - Science of Reading Strategy

Lavinia Group is thrilled to have been chosen to participate in the Maryland Leads Partner Program to provide services and support to Maryland Local Education Agencies for the strategy of The Science of Reading.

Overview of our Model

Our model for partnering with schools to achieve outstanding and lasting results is through intensive and explicit engagements that focus on developing teacher, teacher leader, school leader and any other key staff capacity to improve literacy instruction and reading achievement. These results are achieved through foundational methods directly and regularly applied. This holistic approach has yielded unparalleled results for our partner schools.

Service Specifics

- Hands-on/Immersive Support – Our experienced coaches provide hands-on, side-by-side support that includes modeling and coaching. Support focuses on intellectual preparation, data analysis, student work analysis and instructional management.
- Capacity-Building – To build sustained capacity, our team emphasizes frequent modeling, practice and reflection so that the impact of professional learning continues beyond the grant period.
- Results-driven – Setting and achieving goals is crucial in the work of student learning. Schools implementing the Lavinia Group model have achieved significant improvements in learning outcomes for their students.
- Lavinia Group Institutes - All partner schools participate in training institutes that allow them to engage in collaborative professional learning communities with educators from across the country. Institutes span a variety of topics rooted in the science of reading research to ensure students are reading on grade level by 3rd grade. Institutes are also offered as a stand-alone service to LEAs.

Lavinia Group stresses the importance of engaging, embedded, and results-oriented professional learning in every aspect of its work with LEAs and at the classroom level. We have worked with partners across the country, including Maryland, and shown that educator capacity, and resulting student growth, can be achieved through the successful implementation of this hands-on model. One of the hallmarks of our work with school systems is our flexibility and desire to meet the needs of each school system.

We encourage you to read our proposal for greater detail around the above and would be delighted to have a discussion with you to understand your needs and further explain how our offering can support you in meeting your goals.

Our designated point of contact is Jackie Taslim (email is jackie@laviniagroup.org), our Chief Program Officer. Thank you very much for your consideration.

MSDE LEADS Partner Proposal

www.letsgoboysandgirls.org

LET'S GO Boys and Girls (LETS GO) is a nonprofit organization founded in 2009. Our mission is to break the cycle of poverty through STEM education and workforce development. We partner with schools to deliver high-quality, IST and OST STEM education activities and 21-Century workforce development opportunities to diverse students in grades K-12.

Contact: Margaret Shea-Moore, Ph.D, COO   margie@letsgoboysandgirls.org   (410) 703-9487

Proposal Overview

LETS GO proposes to support LEAs with our wrap-around, capacity building, and direct delivery STEM education, workforce development, and shared measurement programs.

We address five MSDE LEADS strategies:

- Reimagining Use of Time
- Staff Support and Retention
- Innovative School Models
- Excellent Community Schools
- Grown Your Own Staff

Pricing Estimates

ES & MS STEM Programs
   $35,000 serves 60 students/school

HS Workforce Development
   $75,000 serves 40 students/school

Shared Measurement System
   $150,000 per LEA

*Pricing subject to change, pending discussion with LEAs and schools.

Services

- Strategic Planning & Coordination
- Professional Development for Teachers/Instructors
- Resource Procurement and Management
- STEM Education Programs IST and OST
- Direct Delivery and Capacity Building Methods
- Afterschool STEM teams and summer camps
- Workforce Development Internship and Apprenticeship Programs grades 9-12
- Marketing & Communications to Stakeholders
- Data Collection and Reporting
- Assessment and Evaluation
- Shared Measurement, Results-based Accountability
- Collective Impact Collaboration

Services and Deliverables

- Support new LEAs within geographical proximity to Baltimore City and Anne Arundel County
- 30+ multi-week STEM curricula IST/OST
- Teacher training workshops and 1:1 coaching
- Deliver high-quality, exploratory STEM curriculum
- Organize STEM programs and teams
- Mentor and uplift students
- Foster STEM as a career choice
- Procure and manage materials and resources
- Provide STEM kits for multi-week activities
- Report outputs and outcomes
- Support student tracking
- Integrate Shared Measurement Systems
- Foster Collective Impact Initiatives
- Submit monthly invoices

Estimated Timeline

Year One
- Assess, plan, and coordinate strategy with LEAs/schools
- Identify STEM programming
- Provide professional development
- Procure, inventory, & deliver materials
- Deliver STEM education and workforce development programs to students
- Collect and evaluate data
- Initialize shared measurement system

Year Two
- Expand number of schools served
- Continue ongoing STEM programs
- Increase internship program participation
- Comparative analysis of student data

Projected Milestones

- Expand in existing schools
- Implement STEM program in new LEAs
- 4-6 STEM Enrichment Programs IST/OST per school
- 40-60 unique students per school impacted
- 40 intern candidates in workforce program
- Professional development for participating teachers
- 80% students report positive change in STEM engagement and enjoyment as well as perseverance and critical thinking.
- 90% teachers/instructors agree they are better able to deliver STEM education programs
- 2 family engagement events per school per year
- Collective impact with community stakeholders

Science of Reading Professional Learning

LETRS provides educators with the background, depth of knowledge, and tools needed to master the fundamentals of reading and writing instruction— **phonological awareness, phonics, fluency, vocabulary, comprehension, and written language**. **lexialearning.com/letrs**

Lexia
LETRS™

Language Essentials for Teachers
of Reading and Spelling

Professional Learning Solutions

Lexia
LETRS™
ADMINISTRATORS

Lexia
LETRS™

Lexia
LETRS™
EARLY CHILDHOOD
EDUCATORS

Adaptive Blended Literacy Programs

Lexia
CORE5™
READING

Accelerates the development of literacy skills for PreK-5 students of all abilities, helping them make that critical shift from learning to read to reading to learn. Students are intrinsically motivated by their own success. **lexialearning.com/core5**

Lexia
POWERUP™
LITERACY

Accelerates literacy gains for students in grades 6–12 who are at risk of not meeting College- and Career-Ready Standards. Proven to be up to five times as effective as the average middle school reading intervention, PowerUp enables students to make multiple years of growth in a **single academic year.** **lexialearning.com/powerup**

Multilingual Learners

Lexia
ENGLISH™
LANGUAGE DEVELOPMENT

Lexia® English Language Development™ is an adaptive blended learning program that **supports English language acquisition through academic conversations.** The program integrates speaking, listening, and grammar in the subjects of math, science, social studies, general knowledge, and biographies. **lexialearning.com/lexia-english**

Lexia Point of Contact:

Amy Mozuch-Dell, Sr. Regional Manager
amy.mozuch@lexialearning.com
717-839-7703

Learn more at www.lexialearning.com/solutions/science-of-reading

High-Quality School Day Tutoring for Maryland's Students

Littera Education is an approved Maryland Leads tutoring vendor and partner, committed to helping Maryland schools design, deliver, and monitor high-impact tutoring for math.

Personalized support to underserved students

1:1 or small group instruction

Capacity to extend learning with targeted tutoring during the school day

Flexible options to serve the unique needs of each district

Tutoring Experience

LEAs can use their own staff or leverage trained, and vetted Littera tutors.

Students connect virtually with a consistent tutor in a live audio and video environment.

Integrated Curriculum

Curriculum is rated as ESSA level 1 with "strong evidence."

All curriculum is aligned to Maryland Common Core State Standards.

Data & Sustainability

Program, session, and tutor data is available in real-time online dashboards.

Simplify scheduling, tutor assignments, tutor/student matching, and attendance-tracking with our Tutoring Management Platform.

To contact Littera Education:
Email: MDLeads@LitteraEducation.com
Or fill out a request form at www.litteraeducation.com/MDLeads

Littera

www.litteraeducation.com

MARYLAND LEADS
Reimagining the Use of Time

Next Generation Scholars (NGS) started as a state grant program established by Maryland House Bill 1403 (2016), which authorized funding for the Maryland Business Roundtable for Education (MBRT) to provide college and career awareness and readiness services for low-income Maryland students. In five Maryland counties, MBRT's program offers these services to students who qualify for the Maryland Guaranteed Access (GA) Grant. MBRT has developed a scope of services in conjunction with each individual school district that helps students determine career interests, develop an awareness of how high school and career goals intersect, and learn about various career pathways through workforce volunteer learning engagements.

As an approved partner in the Maryland Leads Partner Program, MBRT is positioned to assist LEAs in Reimagining Use of Time in 10th and 11th grade classes during school year 2022-23 and follow those classes into the 11th and 12th grade the following 2023-24 school year. However, our programs can be tailored to meet the needs of grade 7 and up.

Program Focus Areas

1 Increase occurrences of tutoring, mentorship, service learning, career and college exploration, or social-emotional support.

2 Design opportunities for students to explore individual interests and passions.

3 Redesign parent-teacher conferences to increase student and parent engagement as well as provide both groups with opportunities to take more active roles in teaching and learning at home and at school.

4 Provide opportunities engaging and relevant programming directly to students through extended learning time during the school year.

5 Provide intensive and long-term support (6 - 10 years) to the most at-risk and underserved high school students to ensure they graduate from high school and aid them in pursuing additional education or entering the workforce.

6 Provide support to high performing, underrepresented high school students and their families in accessing, attending, and graduating from Tier 1 colleges and universities across the nation.

Success Factors

One premise of the NGS program is that students will be more intrinsically motivated to succeed if given a better understanding of potential careers and pathways to achieve their goals. Relevant on-track indicators include the general categories of attendance, grades, and behavior, but more specifically: how many NGS students pass English and Math, how many credits were earned, and how many disciplinary referrals were given, on average?

Maryland Scholars

- Connecting business volunteers with students to inspire and motivate them
- Completing a set of rigorous courses (closely aligned with college and career expectations that prepare them for their future

Career Focus

- Investigating career and college pathways and levels
- Understanding how student interests align with local workforce demands
- Building career skills and knowledge through real-world application of high school coursework
- Developing a plan of action - career and college focused

Plan

- Taking part in career skill development
- Connecting students with business and college communities
- Exploring college majors and other "fit" factors
- Preparing for the college application process

Take Action

- Determining next step
- Finalizing the college application process
- Completing CTE programs and certifications
- Creating a post-HS transition plan

Interested in working with us?

Email: mdleads@mbrt.org

Phone: (443) 233-6939

Website: mbrt.org

Vision

Every student a future. Every business a success.

Mission

Maryland Business Roundtable for Education is the catalyst for business, government, and education to drive high student achievement that ensures a competitive future workforce for a world-class economy.

MSDE MARYLAND LEADS & MAYA CONSULTING

MAYA's purpose is to support equity and excellence in community, so we all live a good life.

MAYA has collectively supported leaders of 94 LEAs, large and small, urban and rural across the county and is honored to be a Maryland Leads Partner. The MAYA team believes the most sustainable solutions to complex education challenges are created in community. Their most important first role as consultants is to show up, listen, and empathize. Second, they roll up their sleeves and support in response to what they hear. Finally, MAYA knows they are only successful when communities achieve results while generating agency and ownership of those involved.

Strategies Supported by MAYA Consulting*

Grow your Own Staff

MAYA Consultants helped design a district's new teacher development strategy, including a partnership with Relay Graduate School of Education, resulting in over 300 teacher residents successfully matriculating through the program.

Innovative School Models

MAYA has supported over 40 LEAs in adopting a variety of school models, including, CCMR (College Career Military Readiness), P-TECH, rural school redesign, district- or partner-managed innovation campuses, autonomous schools, and the Accelerating Campus Excellence (ACE) school turnaround model.

Transforming Neighborhoods through

Excellent Community Schools

MAYA's successful, community-centered initiatives have included a culturally congruent home visiting program, unrestricted cash transfers to families, comprehensive early childhood partnerships, and more. MAYA's CEO designed and implemented the Promise Neighborhoods program, a national cradle-to-career strategy. Additionally, MAYA will partner with the Annie E. Casey Foundation to leverage and build upon the Local Early Childhood Advisory Council work to support comprehensive system design.
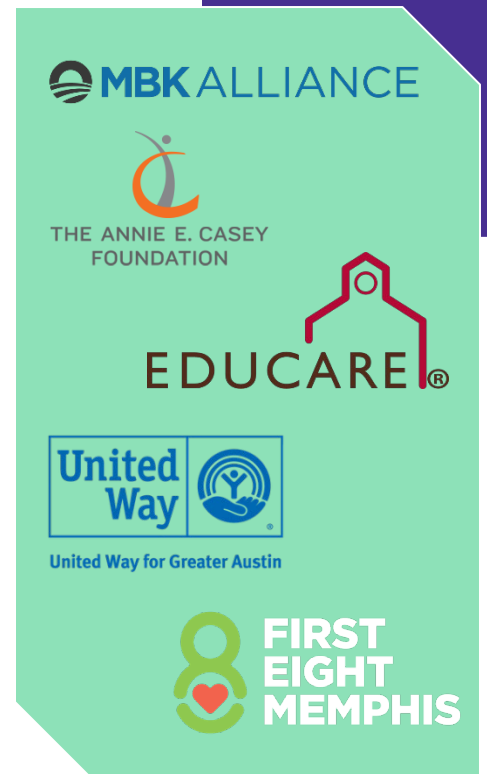
The MAYA team is made up of lifelong learners and educators, including former teachers, professors, principals, data analysts, curriculum and instruction coaches, school board members, state agency leaders, and superintendents.

We'd love to connect!

Luis Cantu | luis@mayaconsultingllc.com

Schedule a meeting

*Marketing & communications on all projects will be led in conjunction with our partners at CoSpero Consulting.

Maryland LEADS Partner

About Us

McGraw Hill is the leading education partner for millions of educators, students, and professionals around the world. Recognizing diverse needs, we build trusted content, flexible tools and powerful digital platforms to help learners achieve success on their own terms. Our learning solutions embrace those differences and empower classroom communities to teach and learn in ways that celebrate individual needs—because each student deserves to connect with the right content at the right moment in their education.

Instructional Materials

Research fuels all that we do to improve and accelerate learning. Our dedicated learning scientists study how learning happens and how the mind develops, and we apply their rigorous findings to deliver powerful, strategic, individualized instruction. As a LEADS Partner, McGraw Hill can provide instructional materials and professional development services aligned with the Science of Reading for Maryland educators.

Literacy

- *Wonders*© 2023
- *WonderWorks*© 2022
- *SRA Open Court Reading*
- *SRA Open Court Reading Foundational Skills Kits*
- *Reading Mastery Transformations*
- *SRA Early Interventions in Reading*

Science

- *Inspire Science*

Social Studies

- *IMPACT Social Studies*

For more Information, please visit: **https://mheducation.padlet.org/gregg_ritchie/marylandscienceofreading**

Professional Development

We share the same goal: To support strong teaching and learning in your District. Beginning with an executive Planning Meeting, our team will meet with District curriculum leaders to plan for the delivery of professional development related to the Science of Reading for K–3 teachers and/or implementation of McGraw Hill high-quality instructional materials. This meeting will help us bring the right specialists to work with your teachers.

Purpose: **To collaboratively develop a PD plan supportive of Science of Reading and/or implementation of McGraw Hill high-quality instructional materials.** By planning professional development opportunities and scheduling Science of Reading workshops together, McGraw Hill and the District administrative team can plan for the delivery of impactful, useful, and sustainable training events for teachers and curriculum leaders. One of the strengths of the McGraw Hill partnership is our history of working with educational organizations, large and small, in developing a mutually agreed upon PD plan to ensure the success of teachers and students.

Please contact your local Maryland representative for more information:

Nick James • Eastern Maryland
nick.james@mheducation.com

Patty O'Donnell • Central Maryland
patty.odonnell@mheducation.com

Stewart Smith • Western Maryland
stewart.smith@mheducation.com

Montgomery College Maryland Leads Partner Program

Grow Your Own Staff: Montgomery College has the expertise to assist an LEA in growing their own staff by:

1. **Creating programs for high school students to pursue careers in education:** MC has the flexibility to create programs for high school students to pursue careers in education by: engaging the LEA in targeted recruitment and outreach; directing outreach to schools for students to receive college credit; targeting advising and tracking of students receiving college credit, and providing tuition and fees for high school and community students pursuing an AAT in education, including Early Childhood Education/Special Education, Elementary Education/Special Education, or Secondary Education.
2. **Enable teaching assistants to become teachers**: MC will provide cohort members with: intrusive advising with an assigned advisor; information sessions and monitoring of the required Student Academic Plan for Completion (SAP-C) in the context of high faculty engagement; one-on-one Achieving the Promise Academy coaches to provide a real-world connection to the teaching profession; and tuition and fees for eligible employees to pursue an AAT in education, including Early Childhood Education/Special Education (critical shortage area), Elementary Education/Special Education, or Secondary Education.
3. **Building programs to support individuals in changing careers and entering the education field:** MC will expand edTPA completion supports to current teachers using a variety of delivery models to help conditional teachers to pass the edTPA certification requirements and, consequently, increase the retention of the LEA's current workforce. MC will also expand the Alternative Certification for Effective Teachers (ACET)–STEM program; collaborate with an LEA's Human Resources and Talent Management to determine staff areas of need; and provide tuition and fees for eligible community members to pursue an AAT in education, including Early Childhood Education/Special Education (critical shortage area), Elementary Education/Special Education, or Secondary Education.

Innovative School Models: Montgomery College has the expertise to assist an LEA in developing and implementing an innovative school model through:

1. **Early College High School of the Future**: Provide subject matter expertise and consultant services to develop and implement a strategic plan to launch a wall-to-wall Early College High School (ECH); facilitate opportunities for LEA to explore, choose, and scale up existing dual enrollment models; hire, orient, and develop program staff and faculty to expand existing dual enrollment programs and plan for future programs; provide initial and ongoing professional development to support implementation of dual enrollment programs; pilot college success course and pathways; develop communication and marketing plans and execution for expanded dual enrollment programs and ECH; assist LEA with identifying online degree options and other industry pathways that align with CTE programs of study and ECH pathway development.
2. **Digital Learning Center (DLC)**: Expand digital learning opportunities to launch a DLC; provide subject matter expertise and consultant services to develop and implement a plan to launch the DLC; support the goals of the ECH model; and provide all students with access to digital coursework in career programs of study and high demand industry recognized certifications.
3. **Work-Based Learning (WBL) Intermediary**: Advise and assist LEA on ways to strategically design CTE programs, including college-level courses, industry-recognized credentials, and WBL experiences that prepare students for postsecondary education and employment; and work directly with employers to scale WBL for students in college courses and collaborate with industry leaders to provide students with opportunities for career awareness, career exploration, and work-based learning.

Morgan State University Reading Project (MSURP)

The Morgan State University Reading Project (MSURP) will support Science of Reading (SoR) by providing training and on-going coaching to ensure impactful enactment of SoR for four primary groups: principals, teachers, teacher candidates (who will be recruited to work for the school system), and parents. The MSURP approach differs from most other providers in several major ways: 1) an on-going coaching model is included to help ensure effective implementation which also involves the establishment of a professional learning community; 2) embedding SoR within the existing curriculum as opposed to learning a new approach to reading as well a new curriculum; 3) taking an exploratory approach to SoR enactment within classrooms to learn what is working best for teachers and establish a model that is applicable to other teachers in this school system; 4) on-going coaching for school based administrators regarding how to best support SoR within their schools. Below is an overview of the MSURP offerings.

Principals
- SoR Training
  - Orton-Gillingham (O-G)
  - Language difference as an asset
- Coaching
  - How to provide ongoing support for teachers enacting SoR
  - How to observe teachers enacting SoR

Teachers
- SoR Training
  - Orton-Gillingham
  - Assessments and Screeners
  - Language differences as an asset
  - Small group instruction
- Coaching
  - Integrate SoR within Wit and Wisdom
  - Training parents to support reading at home
- Train the Trainer
  - Identify and train at least one teacher from each participating school (no more than 3) to pursue certification in Orton-Gillingham

Teacher Candidates (practicum with school system)
- SoR Training
  - Orton-Gillingham
  - Assessments and Screeners
- Coaching
  - Integrate SoR within Wit and Wisdom (30 hours)
  - Tutoring one on one (30 hours)
    - Student who has language-based learning differences or is underperforming by two grade levels

Parents
- SoR Training
  - Orton-Gillingham
  - Screeners
  - How to advocate for your child and school

MSURP Model
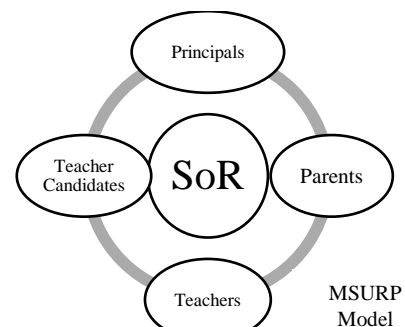
Mount St. Mary's University
Maryland Leads Partner

Mount St. Mary's University (MSMU) is an approved Maryland Leads partner for the Grow Your Own strategy providing higher education in the fields of Special Education and Applied Behavior Analysis (ABA). Drawing on an esteemed history of educator preparation and an unrelenting pursuit of evidence-based instruction, supervision, coaching, and mentoring, MSMU is a best-in-class partner to LEAs.

Adult Undergraduate Program in Elementary Education/Special Education

MSMU's adult education program (AUG) program has served the local school district community since 1996 and is fully accredited by MSDE and NCATE. The AUG Program in Elementary Education and Special Education is designed to meet the needs of individuals who have completed some/all credits toward an AAT degree. This degree completion program is a path to initial certification and includes evening and online classes in the MSMU core as well as major courses in Elementary Education and Special Education in pursuit of an accumulation of 120 credits for completion.

MAT in Elementary Education/Special Education

The Master of Arts in Teaching (MAT) program has served the community since 2003 and is fully accredited by MSDE and NCATE. The MAT in Elementary Education and Special Education is designed to meet the needs of individuals who have completed a bachelor's degree in a field of study other than education. This master's degree is a path to initial certification and includes evening and online core classes, as well as major courses in Elementary Education and Special Education. The MAT is a minimum of 54 credits.

Master of Science and Post-Master's Certificate in Applied Behavior Analysis

The Applied Behavior Analysis programs were launched in 2021 and the Association for Behavior Analysis International has designated the ABA programs as Verified Course Sequences. MSMU offers two paths for individuals to become a Board-Certified Behavior Analysts (BCBA). The Master of Science in Applied Behavior Analysis (MSABA) is a 36-credit comprehensive graduate degree in ABA, including core courses that provide fundamental knowledge, elective courses intended to encourage persistence, and advanced courses intended to extend the student's knowledge. The Post-Master's Certificate (PMC) provides fundamental knowledge for individuals who have already completed a Master's degree in another field, and seek to become BCBAs. The PMC is 21 credits and includes core courses in ABA. Classes for both programs are held in Frederick MD after work hours.

Barbara A. Marinak, Ph.D., Dean
School of Education
marinak@msmary.edu
301-447-5170

NATIONAL CENTER FOR
GROW YOUR OWN

About National Center for Grow Your Own
The National Center for Grow Your Own (NCGYO) is a 501(c)(3) non-profit organization which provides technical assistance to state and local education agencies (school districts) that are interested in launching Grow Your Own (GYO) programs and registered apprenticeships in teaching in partnership with educator preparation providers (EPPs).

What is Grow Your Own?
GYO programs address staff shortages and build long-term teacher and school leader pipelines. In addition, GYO programs remove financial barriers for aspiring educators and can lead to higher retention and increased educator workforce diversity.

Our Founders
NCGYO was founded by the former leaders of the Tennessee Department of Education's Office of Human Capital, David Donaldson and Dr. Naima Khandaker. Our team of educators have worked in districts across the country including New York City, Washington D.C., Detroit, and Baltimore. Donaldson was the lead author in establishing the occupation of a K-12 teacher to be eligible for registered apprenticeship with the U.S. Department of Labor, thus establishing the first ever federally registered apprenticeship program for K-12 teaching in the country.

Recognition
U.S. Secretary of Education Miguel Cardona referred to our work by stating, "Tennessee's leadership in expanding its 'Grow Your Own' program is a model for states across the country that are working to address shortages in the educator workforce and expand the pipeline into the teaching profession."

Our model, which is based on our work with 60+ districts (rural, urban, and suburban), 14 EPPs and more than 670 aspiring educators, has been featured in publications by New America, NPR, Associated Press, Politico, and more. In addition, our past work led Tennessee to a #1 ranking in the country for prioritizing educator diversity and equity by The Education Trust.

Board of Advisors
NCGYO is incredibly fortunate to have national experts and education champions serving on its Board of Advisors. Our board includes:

- Dr. Karen Mapp – Senior Lecturer at the Harvard Graduate School of Education
- Dr. Andrés Alonso – Former Chief Executive Officer of Baltimore City Public Schools System
- Dr. Jerri Haynes – Dean of the College of Education at Tennessee State University
- Dr. Prentice Chandler – Dean of the Eriksson College of Education at Austin Peay State University
- Dr. Jacqueline Rodriguez – VP at the American Association of Colleges for Teacher Education
- Kelly Coash-Johnson – ED of American Association of School Personnel Administrators (AASPA)
- Noelle Ellerson Ng - Assistant ED at AASA - The School Superintendents Association
- Amaya Garcia – Deputy Director of PreK-12 education at New America

To learn more, please visit www.ncgyo.org or contact info@ncgyo.org.

Build & Launch Your Teacher Residency Program with NCTR

The **National Center for Teacher Residencies (NCTR)** is the nation's leading organization committed to developing and supporting teacher residency programs that are equity-focused, community-driven, and evidence-based.

We partner with districts and institutions of higher education to build, scale and sustain teacher residency programs across the country through our Residency Design Academy. In 2021, we launched and supported teacher residency programs serving 258 U.S. school districts.

The Residency Design Academy (RDA)

We engage teacher preparation stakeholders – district members, principals, higher education staff, etc. – to collaborate together to build and launch a high-quality teacher residency program in your community. Teacher residencies are a "Grow Your Own Staff" strategy, addressing local teacher shortages, diversity, quality, and retention by recruiting, preparing and retaining diverse, culturally responsive teachers to educate students who historically have been marginalized in our society and education system.

Our programming and consulting enables participants to build a program with the core elements of the residency model: strategic partnerships; resident, mentor and training site recruitment and selection; residency year experience; and graduate support.

Guided by NCTR's Levers for Equitable Teacher Residencies, a research- and practice-based design framework, our team of diverse and knowledgeable consultants will coordinate, plan, and facilitate both virtual and in-person Residency Design Academy sessions to ensure our partners are addressing the needs of their community and fulfilling the goals of their program.

Learn More

Contact NCTR's Chief Growth Officer Jill Pitner at jpitner@nctresidencies.org to learn more about the residency model, its impact, and NCTR's programming and services, or visit our website for additional information at www.nctresidencies.org.

NCTR's consultants and research- and practice-based programming have contributed to the design, launch and impact of teacher residency programs in the U.S.:

46
Network Programs

14
Residency Design Academy (RDA) Programs

26
States where Network & RDA programs are located

258
Partner districts and CMOs

2,025
Residents enrolled in NCTR programs

7,017
graduates of current NCTR programs (cumulative)

395,408
Students estimated to be taught by Network graduates (cumulative)

New Teacher Center (NTC) is committed to disrupting the predictability of educational inequities for systemically underserved students by accelerating educator effectiveness. Working shoulder to shoulder with district and state partners, NTC's best practices yield proven results for teachers and students. NTC is an approved partner organization with capacity to support four to six Local Education Agencies (LEAs) with these three high leverage strategies:

Grow Your Own Staff: NTC will work in collaboration with each partner LEA to develop and strengthen programs that diversify the teaching corps, leading to more culturally responsive and inclusive learning experiences for students. NTC will:

- Conduct a current state analysis that will provide the foundation for a strategic staffing plan
- Develop a recruitment and retention roadmap to strengthen existing or create new pipeline programs
- Support LEA leaders to launch marketing and recruitment campaigns
- Provide ongoing consultation to support the LEA to develop and utilize systems to monitor progress, problem solve implementation challenges, and develop a sustainability plan

See our work with Osceola School District in Florida.

Staff Support & Retention: NTC will work in collaboration with each partner LEA to cultivate, sustain, and retain highly effective educators who apply equitable, culturally responsive, standards-aligned, and content-rich instructional practices tuned to the diverse needs of all students. NTC will:

- Conduct a current state analysis to help the LEA build a district-wide instructional vision
- Work at each level of the system to create job-embedded, aligned opportunities for professional learning, coaching, and feedback for teachers, their mentors, coaches, school leaders, and district leaders
- Build the capacity of LEA leaders to progress monitor implementation and impact of professional learning and support, leading to sustainable educator development systems

See our case study from Clint Independent School District in Texas.

The Science of Reading: NTC will work in collaboration with each partner LEA to deepen knowledge about the science of reading across all levels of the LEA and sharpen the skills of teachers, coaches, school leaders, and district leaders. NTC will:

- Conduct an analysis of the current state of reading in the LEA
- Support the LEA to define a long-term strategy for professional learning grounded in the science of reading and aligned to the district's overall academic strategy
- Work with LEA leaders to develop and implement a professional learning plan
- Develop systems for progress monitoring at the classroom-, school-, and district-levels

Read about our ELA-based coaching work with Baltimore City Public Schools (p32) in Maryland.

For more information about working with New Teacher Center, contact:
Victoria Hom, Director of Partnerships & Development at vhom@newteachercenter.org
www.newteachercenter.org

PROGRAMS AT A GLANCE

ACT

- **Credits:** 12–24 depending on certification area
- **Commitment:** Part Time
- **Format:** Online/Virtual Remote Instruction with Onsite Options
- **Approx. Length:** 18 Months
- **Cost:** $395 per credit
- **Includes:** Tuition, registration and technology fees, books, and academic support services
- **Admission Requirements:** Completed graduate application, Bachelor's degree, official transcripts, referral from school system

Education/Liberal Studies

- **Credits:** 60–120 depending on transfer credits
- **Commitment:** Part Time
- **Format:** Online/Virtual Remote Instruction with Onsite Options
- **Approx. Length:** 24 48 months
- **Cost:** $350 per credit
- **Includes:** Tuition, registration and technology fees, books, and academic support services
- **Admission Requirements:** Completed application, official transcripts, referral from school system

CONTACT INFORMATION
SCHOOL OF EDUCATION

4701 North Charles Street
Baltimore, MD 21210

Sarah Gruen
Admissions Counselor

- 410-532-5501
- sgruen@ndm.edu
- ndm.edu

Maryland Leads Partner Programs for Certification

ACCELERATED CERTIFICATION IN TEACHING (ACT)

The Accelerated Certification in Teaching (ACT) is a non-degree, state-approved teacher education program that prepares those with non-teaching degrees for teaching careers. Eligibility for Maryland Certification is possible in Elementary Education; Early Childhood Education; Secondary Education in: Business, Computer Science, English, History, Mathematics, Science, Social Studies, or Theatre; Special Education; PreK-12 Education in: Art, Music, ESOL or World Languages. Several dual certification options are also available.

New students may begin in any term. Students may take classes online, on campus, or at selected county school system sites.

Following completion of the program, students may apply for the MA in Leadership in Teaching degree and use coursework completed in the certification program (except for the internship) towards the master's degree. Resident teacher programs are also available.

Internship Requirements

Students will complete a one-semester, full-time student teaching internship after completing their education coursework. Students who are already full-time contracted school employees may complete a working internship in their school with approval from their system and the University.

BA IN EDUCATION/LIBERAL STUDIES

The Education/Liberal Studies major provides a balanced program of liberal arts courses in a variety of academic fields, a planned sequence of professional education courses, and practical field experiences that culminate in an extended student teaching experience. Completion of the program qualifies graduates for Maryland teaching certification in Early Childhood Education, Elementary Education, or Secondary Education. Student may also pursue dual certification with Special Education and other areas of specialization.

Students may take classes online, on campus, or at selected county school system sites.

Internship Requirements

Students will complete a one-semester, full-time student teaching internship after completing their education coursework. Students who are already full-time contracted school employees may complete a working internship in their school with approval from their system and the University.

ADDITIONAL SERVICES

Textbooks are paid for through this program. Electronic portfolio and edTPA technology fees as well as registration fees are also included. Each student will receive ongoing personalized advising and up to 4 hours per term of focused academic tutoring and writing support.

ACCREDITATION

The School of Education at NDMU is approved by the Maryland State Department of Education and nationally accredited by NCATE/CAEP.

OgStar Reading

OgStar Reading, LLC provides students with an online multisensory structured literacy application based on the Orton-Gillingham "Plus" approach and aligned with the science of reading

How does OgStar Reading Help Students?

The OgStar Reading application provides struggling readers and their teachers with an accessible digitally based literacy program using multisensory techniques that are deeply rooted in the science of reading. Students that use OgStar are actively engaged in serious skill building within a gamified format. This comprehensive program includes 106 lessons that progress from kindergarten through fifth grade level. Each lesson includes a phonological awareness activity, practice with decoding and encoding letter sounds, words, and sentences, and oral reading fluency practice. The program proceeds in a systematic and explicit way through the instruction and practice of reading, writing, and spelling skills. OgStar's immediate corrective feedback and scaffolded practice allow students to build upon foundational skills, expediate learning, and fill in gaps in their knowledge. Beginning readers and those that struggle with reading due to dyslexia, other learning differences, English language learning, and learning loss over COVID can benefit from OgStar.

How does OgStar Reading Support Teachers?

OgStar Reading can build foundational literacy skills during the school day or during high-quality tutoring time. In the classroom, OgStar can provide appropriate, meaningful independent work when teachers are not providing direct instruction to all students. OgStar requires minimal set-up from teachers and little teacher intervention during implementation. Additionally, by familiarizing themselves with our approach, teachers can reinforce their knowledge of structured literacy and tutors can learn new strategies. Further, OgStar's direct alignment with the Orton-Gillingham "Plus" method makes for a seamless transition for students from direct instruction to independent work. Finally, a powerful feature of OgStar Reading is the teacher portal which allows progress monitoring and reporting to be conducted. This data can inform classroom instruction and be shared with other team members.

How Can OgStar be Implemented?

OgStar Reading, LLC delivers training and support for all teachers via Zoom webinars. We work with your technology team to choose the best computer integration strategy for your LEA. Throughout the implementation of OgStar Reading, we are available for guidance on matters both pedagogical and technological.

Contact   Ms. Stephanie Nislow, M.Ed., stephanie@ogstarreading.com
(410) 913 – 8414 (cell) or (443) 583 – 4341 (work)
Co-founder, OgStar Reading, LLC
Structured Literacy Teacher, Center for Effective Reading Instruction, IDA

Open Up Resources Overview:

About Open Up

- Our nonprofit's mission: To improve education equity and ensure every student, in every classroom, receives a quality education. We do this by providing top-rated K-12 Math and ELA curriculum for free as open educational resources (OER) and supporting schools with key implementation services from print to professional learning.

- Open Educational Resources (OER) are freely accessible. Districts using our curricula can channel their savings on content towards investments in professional development, instructional coaching, and other teaching and learning supports.

AB CD EL Education Curriculum

- Nationally-acclaimed, EdReports top-rated program that engages students in compelling science & social studies topics

- Employs read-think-talk-write framework to promote literacy & writing skills

- Includes multi-sensory structured Foundational Skills block, based on the Science of Reading, to help students crack the alphabetic code

AB CD Bookworms Curriculum

- Built upon abundant literacy research & designed to make excellent instruction and differentiation easier

- Differentiates instruction at the foundational skills level rather than the text level to help students accelerate their reading growth

- Incorporates over 200 diverse titles of various authors, genres, and styles to engage and authentically foster students love of reading

- Fully addresses Foundational Skills, as based on the Science of Reading

Curriculum Resources

- Print & Digital Teacher Manuals
- Lesson Slide Decks
- Student Workbooks
- Digital Student Experience
- Required Trade Books
- Classroom Library Sets
- K-2 Lab Kits (EL ED)

Professional Learning

- In person and virtual
- Customized Launch Support
- National Conferences
- Virtual Academies
- 1:1 Coaching
- Planning PLCs
- Topical Workshops
- Leadership Coaching & Support
- Classroom Walk-throughs
- Free Monthly PLCs
- Free Access to Community Coaches for Real-Time Support
- Same-day Customer Service

Learn More:

Access Open Up Resources Curriculua Online:
access.openupresources.org/curricula

Contact Us:

Tabitha Savage, Ed.S.
Regional Development Director
tabitha.savage@openup.org
931.319.5331

PDK International will support Maryland LEAs in developing and implementing Grow Your Own (GYO) Programs through:

- **Network Improvement Community (NIC)** – PDK will bring together Local Education Agency (LEA) leaders and their teams to help with the development and implementation of strategic staffing plans to inspire their own students, staff, and community members to become educators. The NIC will allow LEAs to identify problems of practice in their districts and throughout the state, share and/or develop research-backed solutions to address their greatest needs, build the infrastructure to support the work both at the LEA and SEA levels, and create mechanisms to sustain the work.

- **Technical Assistance** – PDK will provide customized support to LEAs with a focus on the specific needs of the local community, developing a strategic approach to challenges, and identifying new opportunities to face those challenges. We expect these will focus on developing and implementing GYO Programs designed to recruit, prepare, support, and retain individuals in the profession. We will work with LEAs to determine the scope of their projects including the district's documentation needs such as assessments, landscape studies, and implementation and sustainability plans.

- **Educators Rising Enhancements** - Maryland students are required to maintain active membership in Educators Rising, PDK's high school GYO Program, when they take part in the Teacher Academy of Maryland (TAM). LEAs may want to consider Educators Rising enhancements such as *Micro-Credentials*, participation in the Educators Rising National Conference, and a six-part series focused on pedagogy and professionalism to inspire students to become educators called, *Teaching Fundamentals: Skillsets and Mindsets*.

Maryland LEAs may select the option(s) that will help them best meet their program needs. To learn more about partnering with PDK on GYO Programs, please contact Dana Earl, **dearl@pdkintl.org**.

ABOUT PDK INTERNATIONAL

Established in 1906, PDK International supports P-20 educators, researchers, and policy makers by strengthening their commitment to the profession throughout the entire arc of their careers. We are committed to elevating the profession through the intersection of research and practice. Through our core values of social justice, engagement, excellence, and results, we encourage educators and stakeholders to elevate the discourse and change the narrative around teaching and learning to ensure that every student has a high-quality equitable education.

Abstract

Prince George's Community College (vendor) will leverage resources and experience obtained through years of service to Prince George's County and neighboring communities. These initiatives focus on influencing the attitudes and behaviors of middle school students and parents toward academic excellence and poverty alleviation. The vendor aims to transform neighborhoods by helping families interrupt generational poverty and increase their economic capacity/knowledge. The foci for all initiatives will equip students to overcome learning deficiencies resulting from the COVID-19 pandemic, accelerate student learning, narrow opportunity and achievement gaps, and provide more targeted support for historically underserved students and their communities.

The vendor in partnership with the LEA (the team) will develop and implement a transformational strategic plan that includes promising practices that complement and align with the Maryland State Department of Education (MSDE) goals and common core standards. The Out-of-School-Time (OST) program will provide evidence-based programming to participating schools; these approaches will strengthen, accelerate and enhance the work that is already happening.

The vendor offers a two-generation approach focused on low-income children and parents from the same household, combining parent and child interventions to interrupt the cycle of poverty. The vendor, through it programs, will create an inclusive, supportive, equitable, unbiased, and identity-safe learning environment. The customized activities will develop students' social and emotional skills, such as their ability to collaborate with peers and persist through challenging tasks. The vendor will work with local education agencies to customize a middle school OST program designed to influence skills, attitudes, and behaviors of students and parents, transforming families and neighborhoods. The crux of the program is featured below:

Academic and Social Emotional Learning - *The vendor will also leverage proven early/middle college strategies and resources to prepare students for college and today's workforce. The extended community school series will focus on 21st century and interdisciplinary skills to include: critical thinking, creativity, analytic writing, effective communication, computational thinking and problem-solving through various mediums.*

Financial Literacy Component *-The Financial Empowerment Center will promote habits related to generational wealth by executing one-on-one financial counseling, small group financial coaching, one-on-one job readiness counseling, small group job readiness coaching and presentations. Many of these workshops are for youth and families.*

Wellness Component *- The project also focuses on wellness, specifically on nutrition. The vendor recommends an asset-based approach to impact food insecurity and food deserts. The knowledge and competencies acquired will foster attitudinal change that impacts the disproportionate number of underserved minorities experiencing diet-related illness.*

Accelerated Pathways Model *- Eligible parents/guardians enrolled in the program can benefit from the pathways model; this model allows parents to enroll as students in accelerated training and certification courses at the college. The program encourages eligible parents/guardians to earn academic credits, nationally recognized certifications and digital badges leading to sustainable wages and career advancement.*

WAYFINDER

Wayfinder Staff Development Course
Education on Purpose

Developed in Partnership with the
Stanford Flourishing Project

Wayfinder's staff development course, Education on Purpose, consists of 10 modules. The goal of the course is to go beyond more mechanical approaches to professional development and, instead, help educators explore the art and science of Purpose and connect their work as educators to their deeper goals, values, hopes, and intentions. The course combines the absolute best research on purpose development with practical action steps developed by education practitioners into a world-class professional development experience that supports staff retention and morale by helping educators feel purposeful and motivated in their careers, even when dealing with the adversity that will inevitably occur throughout the year. Session's are delivered in 10 modules throughout the year in a live, virtual setting with an expert Wayfinder facilitator.

+ Wayfinder currently support staff development in **Baltimore County Public Schools**

+ **Maryland Leads Strategy:** Staff Support and Retention

....

"A vibrant sense of purpose is foundational to our wellbeing and flourishing—particularly in our current cultural moment. Wayfinder's research-informed approach offers excellent practical tools for educators seeking to infuse their classrooms and the lives of their students with increased purpose."

Aneel Chima, PhD, Director of the Division of Health and Human Performance and the Stanford Flourishing Project, Stanford

All participating Educators will receive a thoughtfully designed **printed toolkit** to complete their activities in throughout the course.

All participating educators receive access to **Wayfinder's digital Activity Library**, which is an additional library of 800+ CASEL aligned activities. This library contains social emotional and purpose development activities that range anywhere from 2 to 30 minutes and can be used with students or colleagues.
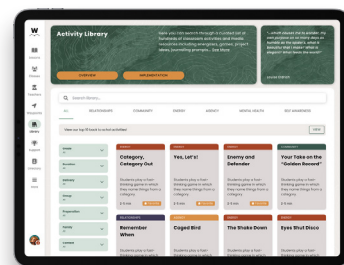
Learning Outcomes

Upon completion of this course, participants will:

1. Understand the key emotional, psychological, social, and contemplative factors that support purpose finding and wellbeing, which form the basis for living a meaningful life and career.

2. Apply the tools and skills presented in service of increasing a sense of lived purpose, managing stress more effectively, and enhancing overall wellbeing, while maintaining strong productivity.

3. Analyze and reflect on the core components of constructing meaning and purpose in one's career as an educator and develop actionable tools and strategies to enhance overall wellbeing and culture at one's respective school.

For more information, please contact: **Matthew Winn, Chief of Staff, matthew@projectwayfinder.com**

This is the moment for school staffing design that ensures *every* student has access to excellent instruction, *every* day.

In traditional school staffing…	In Opportunity Culture schools…
Excellent teachers reach a limited number of students.	Every student's learning is led by an excellent teacher.
Teachers receive little support focused on their students' immediate needs.	Team teachers receive planning support, weekly feedback rounds, modeling, and co-teaching.
Students lose excellent teachers to district jobs and careers that pay more.	Excellent teachers take on more responsibility and earn more, advancing their career while continuing to teach.
Principals have an overwhelming management span.	Principals manage through distributed leadership.
Change is incremental and difficult to scale.	Change is immediate through structures built to last.
Talent efforts are focused on plugging shortages.	Schools use available talent to maximize learning.

Public Impact's Technical Assistance Approach

Public Impact works with LEAs and schools to transform staffing structures into high-functioning teaching teams led by multi-classroom leaders. Our Opportunity Culture districts create a career ladder for teachers, encouraging top talent to continue teaching. Opportunity Culture schools work *within existing budgets* to rethink time and roles to achieve student learning goals and strengthen school culture.

Public Impact has helped 55 LEAs across 10 states put Opportunity Culture school staffing models into place, including Baltimore City Public Schools. Two third-party studies found that when on multi-classroom leader teams, teachers formerly performing at the 50th percentile in reading and math achieved the 77th percentile, on average. Opportunity Culture staffing models will help your students recover from covid learning disruptions and help educators close academic achievement gaps that are a persistent cause of inequity in society. Paired with efforts to integrate science of reading and small-group tutoring, student learning results will increase dramatically.

During SY 2022-23, we will guide your district and school design teams to develop strong Opportunity Culture plans that meet each district and school's needs. We also provide role-specific professional learning to help educators prepare for their new roles. During SY 2023-24, Opportunity Culture teaching teams will be in place and student learning results will grow. We hope you will join the Opportunity Culture community of districts to extend excellent teaching to all students!

What happens during the Opportunity Culture design year?

District Design Team:
* Decide parameters and pay for advanced roles
* Grant schools additional flexibilities in terms of funding, scheduling, and selection
* Update district selection processes to include a competency-based interview
* Devise and execute a recruitment and selection plan
* Create an evaluation specific to advanced roles
* Communicate the initiative to district stakeholders

School Design Teams:
* Choose Opportunity Culture roles to implement
* Reallocate budgets to fund new Opportunity Culture roles
* Develop a new schedule to enable Opportunity Culture collaboration and leadership
* Select high-quality candidates for new roles
* Update schoolwide practices and structures for Opportunity Culture implementation

Learn more: https://opportunityculture.org/
Contact: Stephanie Dean, SVP of Outreach and Policy, stephanie.dean@publicimpact.com

readsters

Contact Person
Linda Farrell: Linda@Readsters.com   571-213-1800

Strategy: **Science of Reading (SoR)**

All services and assistance that Readsters offers fit into Focus Areas 1, 2, or 3.

Focus Area 1. Assist with the strategic plan for professional development, including a train-the-trainer model, professional learning communities, and coaching literacy specialists and instructional coaches.

Focus Area 2. Provide training in the SoR to K-3 teachers and others.

Focus Area 3. Ensure LEAs have high-quality, content rich instructional materials and assessment tools aligned to the SoR and Maryland's Ready to Read Act.

Professional Development – can include a train-the-trainer model with a supervised practicum, if requested. All professional development is interactive and is customized to meet the needs of the school or district. Professional development is most effective when it includes modeling and coaching (described in next section).

- Science of Reading basics
- Diagnostic assessment to inform instruction
- Lesson planning based on diagnostic assessment
- Phonological and phonemic awareness
- Letter names and sounds
- Phonics-based method to teach high frequency words
- Phonics and word recognition
- Fluency (improving rate and accuracy)
- Fixing common confusions
- Adapting curriculum to meet the SoR
- Structure of the English language
- Writing
- Morphology
- Content area vocabulary
- Comprehension
- Motivation and student management

Modeling, Coaching, and Mentoring

Readsters' area of greatest impact is working with teachers and literacy coaches in the schools. This is a minimum year-long partnership and may be longer. Mentoring requires at least monthly or every-other-month visits to provide modeling and coaching for each teacher and literacy coach who is being mentored. A few parts of the mentoring model are:

- Modeling, and coaching in the classroom for teachers and paraprofessionals
- Working with teachers and literacy coaches to design intervention for students who puzzle teachers
- Working with teachers to understand diagnostic data and apply it to instruction
- Working with literacy coaches so they become experts at diagnosis of reading weaknesses and how to use the data to group students and inform instruction

Professional Learning Community Book Studies and Article Studies

Readsters can lead PLCs to understand books and articles about the SoR. A few of the important books and journal articles about the SoR are listed below. This list is not exhaustive, and it is likely new important research will be published that is worthy of study for teachers and instructional coaches.

- *Essentials of Assessing, Preventing, and Overcoming Reading Difficulties*, David A. Kilpatrick
- *Reading in the Brain*, Stanislaus Dehaene
- *Speech to Print, 3rd Edition*, Louisa Cook Moats
- *Unlocking Literacy, 2nd Edition,* Marcia Henry

Training for Materials Available through the MD Leads Grant

- **Phonics Plug-In** – Curriculum to teach foundational skills to students learning to read or struggling to read.
- **Letter Tile Sets** – Magnetic letter tiles, grapheme tiles, and colored tiles (for phonemic awareness) to use with Phonics Plug-In and other systematic, explicit early phonics program.
- **Oral Reading Practice Notebook –** Small group or one-on-one lessons to improve accuracy first, then rate. All materials, including directions, reading materials, and tracking charts are included**.**
- **Fixing Common Confusions Practice Notebook** – Instructions and materials for fixing letter confusions (e.g., b/d, m/n, y/w, g/j); high frequency word confusions (e.g., where/were, saw/was, her/here); and cvc/silent e confusions (e.g. hop/hope, kit/kite, not/note).
- **Teaching Vowel Sounds Lesson Plans** – Scripted lessons for teaching and practicing phonemic awareness, with emphasis on identifying and labeling the vowel sound.

REALLY GREAT READING COMPANY LLC

PO Box 46 • Cabin John • Maryland 20818-0046
toll free 866-401-READ (7323) • fax 240-465-0478
www.ReallyGreatReading.com

Maryland Leads Grant Program Guidance Documentation

The purpose of this document is to assist Maryland LEAs with aligning Focus Areas for the Strategy: **The Science of Reading** *with Really Great Reading's approach to the Science of Reading*

Strategy Guidance for **The Science of Reading**	
Focus Areas	**Really Great Reading Implementation**
❖ Contract with a service provider to provide training directly to all K-3 teachers, including special education teachers, principals, and other relevant staff or to a cadre of LEA staff who can provide training to other staff through a trainer-of-trainer model.	Really Great Reading offers various flavors of Science of Reading Professional Development for educators and administrators supporting grades PreK-12 *(i.e., general education, special education, title 1, ELL teachers, paraprofessional, Reading Specialist, and administrators)* **Option 1: Science of Reading Virtual Workshop (Live)** *Click* here *for full course description* Science of Reading Virtual Workshops for: • **Emerging Readers Grades** PK-1st (9 hours of content) • **Developing Readers Grades** 1st -5th (9 hours of content) Each professional learning has three parts: Part 1 = What researchers know about reading acquisition (3hrs) Part 2 = Exploration of the practical application of the Science of Reading in the classroom (3hrs) Part 3 = Best practices for assessing and differentiation (3hrs) **Option 2: Science of Reading eLearning** *Click* here *for full course description* • 9 professional development contact hours • 5 Weeks of instructional lessons **Option 3: Science of Reading for district leaders, building administrator and literacy leaders** Really Great Reading offers Science of Reading Professional Development specially designed for district leaders, building administrators, and literacy specialists. (1.5 hours)
❖ Identify and implement high-quality, content-rich instructional materials and assessment tools aligned to the science of reading.	Really Great Reading's science of reading aligned approach to reading instruction is interactive, explicit, structured, and multisensory. Really Great Reading provides a comprehensive set of tools to *diagnose*, *group* and *teach* students with weaknesses in their foundational reading skills. • **Teach*** - Our lessons **Countdown** (K-1), **Blast** (1-5), and **HD Word** (2-12) help prevent and remediate decoding weaknesses in students of all ages. Implementation Training. Teachers will leave initial implementation training with a clear understanding of how each program is structured, its key routines, how to deliver it with proper pacing, and how to use the guides to differentiate for students who need more support or practice. *Complimentary rigorous and ongoing support and professional learning available after initial implementation training. Our refined scope and sequences accelerate students learning by teaching students how to see structures in single syllable words and analyze multi-syllabic words strategically by using our practical, multisensory, and functional strategies. Download and explore scope and sequences for **Countdown**, **Blast** and **HD Word**.
❖ Create systems for progress monitoring to ensure all students are reading by the end of third grade and have the appropriate supports if still struggling with reading beyond third grade. This includes the use of universal screeners as required by Maryland's Ready to Read Act.	• **Diagnose** - Our family of complimentary assessments (PreK-12) help educators identify students with decoding issues contributing to comprehension weaknesses. • **Group** - Our complimentary private, password protected online data management system, the Grouping Matrix, uses data to group students according to their decoding strengths and weaknesses. In just 5-7 minutes, Really Great Reading's complimentary diagnostic decoding assessments answer these key questions: Which students are struggling with decoding? What types of words are they struggling with? What is the source of the underlying confusion? Explore Really Great Reading's Path to Assessment and Intervention guidance document designed to support educators working with students struggling with reading in small groups. **Download our White Paper/Research** • **Early Literacy White Paper** • **Adolescent Literacy White Paper** Click here to view Really Great Reading's Third-Party Research **For more information and support, contact Maryland's Implementation Specialist:** Joan Macenat Charles, NBCT Implementation Specialist joan@reallygreatreading.com

RTI INTERNATIONAL | Center for Education Services

THE EXPERTISE AND SUPPORT YOU NEED

RTI believes that all children, regardless of circumstances, deserve access to a quality education that empowers them to thrive. Yet educators face environments with increasing complexity, constraint, and ambiguity that make it challenging to deliver a consistent level of quality education. The goal for this partnership is to empower leaders and educators to design, plan, and implement action steps to better address learning loss and the challenges that contribute to the student achievement gap in Maryland. In support of the Maryland Leads project, RTI can partner with districts in the following high-leverage strategies: Grow Your Own Staff, Staff Support and Retention, Reimagining the Use of Time, and Innovative School Models.

Grow Your Own Staff

Collaborate with LEAs to create strategic staffing plans and pipelines of key personnel that reflect the needs and demographics of the district.

Staff Support and Retention

Design solutions to foster a culture and climate that support the growth and retention of staff.

Reimagining the Use of Time

Explore school-day alternatives that support flexible learning groups, embedded intervention and more.

Innovative School Models

Co-design and implement new school model(s) intended to serve ALL students.

Foundational to Each Strategy: Change Management

Build the capacity of LEAs to use practical tools, strategies, and techniques that create buy-in and advance the change initiative.

https://educationservices.rti.org

Stacy Costello
Education Consultant , RTI, Education Services
919.604.3288
scostello@rti.org

RTI International is an independent, nonprofit research institute dedicated to improving the human condition. Clients rely on us to answer questions that demand an objective and multidisciplinary approach—one that integrates expertise across the social and laboratory sciences, engineering, and international development. We believe in the promise of science, and we are inspired every day to deliver on that promise for the good of people, communities, and businesses around the world. For more information, visit www.rti.org.
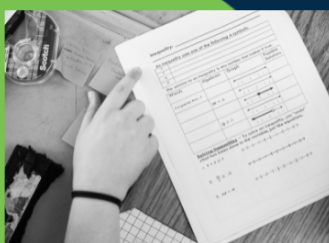
Saga
EDUCATION

Hands-on consulting for middle and high school high-dosage math tutoring programs.

Saga is a level 1 ESSA rated evidence-based organization.

Randomized control trials showed that Saga Education:

Increased learning by up to 2.5 years in one academic year

Reduced math course failures by as much as 63%

Reduced non-tutored course failures by as much as 26%

PROGRAM DESIGN

We can help you **design an effective tutoring model** fully tailored to your needs and help you understand how to address **key implementation factors** (like scheduling, logistics, student selection, and frequency) as well as how to **collaborate with stakeholders** critical to programmatic success.

STAFFING CONSULTATION

The success of your tutoring programs will depend on your ability to attract and qualify the best tutor applicants who reflect the students you serve. We can guide you on the right steps for recruitment with job descriptions, **hiring best practices**, and additional support when hiring tutors and/or tutor leaders.

PRE-SERVICE TRAINING

We offer training for **tutors and tutor leaders** as well as train-the-trainer **professional development** for tutor leaders to deliver to tutors. Tutor leaders, who oversee, manage, and coach your tutors, will receive training on topics ranging from how to lead academic debriefings to conducting quality observations. We support tutor training in two different ways. First, we offer access to our free, national portal for pre-service training of tutors, **Saga Coach**. Second, our team has trained thousands of tutors and can help directly train yours in areas ranging from relationship building to lesson planning to **Saga Connect**, our one-of-a-kind platform developed specifically for online math tutoring.

HIGH-QUALITY INSTRUCTIONAL MATERIALS

The **Saga Curriculum** has been carefully designed for a tutorial context and to be usable by all tutors, no matter their experience. All lessons have built-in **differentiation** opportunities with variable problem types, skill levels, and **rigor** that **supplement students' grade-level material** addressed in their core math classes. We offer access to both the user-friendly curriculum and training on how to deploy it.

QUALITY ASSURANCE

The most effective tutoring programs have **ongoing coaching** to analyze progress and improve methodologies. Saga tracks a wealth of internal metrics to evaluate and **maintain program fidelity and impact**. After program launch, we will work alongside you to address challenges, observe tutorials, and provide **actionable feedback** to ensure that you are implementing effective tutoring strategies throughout the school year.

OUR PARTNERS

Pittsburgh Public Schools

HopeWell

The Bridge Learning Interventions

Providence Schools

H 1911

NEW MEXICO Public Education Department

THURGOOD MARSHALL ACADEMY

Chicago Public Schools

Contact:
Maryellen Leneghan
mleneghan@sagaeducation.org

Savvas Learning Company LLC

Contact: Mario Powell, Maryland State Manager, 301.254.2184, mario_powell@savvas.com

Savvas is an approved Maryland Leads Partner for **Strategy 3: The Science of Reading** and is a good fit for LEAs facing the following challenges:

- Current elementary ELA program is not aligned to the Science of Reading

- Need an ELA program that has been reviewed "all-green" by Ed Reports

- Would like an ELA curriculum that incorporates project-based inquiry and supports student research skills and collaboration

- Need support for historically underserved groups

Savvas will assist LEAs with all four Focus Areas of the Science of Reading strategy:

- **HQIM for K-5: myView Literacy ©2020** is grounded in the science of reading and provides a student-centered approach to teaching reading, writing, speaking, listening and thinking. myView Literacy utilizes the simple view of reading approach to drive instruction that comprehensively covers each of the evidence-based skills that students need. The print and digital solution teaches foundational skills explicitly and systematically to inspire confidence within students and provide a supportive environment so they become independent learners. Drawing from the literacy research of Dr. Sharon Vaughn, Dr. Ernest Morrell, and Dr. Freddy Hiebert, the solution is based on a gradual release of responsibility model that unfolds in whole-group, small-group, and independent learning environments. Reviews by EdReports found that myView Literacy meets the expectations in all categories of a high-quality curriculum, including Text Quality, Building Knowledge, and Usability. To read their full review, visit https://edreports.org/reports/overview/myview-literacy-2020

- **Literacy Screener and Diagnostic Assessments**, developed in partnership with WestEd, consists of a universal screener that identifies proficiency in precursor skills. Its multistage adaptive diagnostic pinpoints strengths and growth opportunities for each student and provides instructional recommendations. The screener identifies student needs, while the diagnostic adaptive format limits time spent on testing while improving test reliability. LSDA provides in-depth views by district, school, class, and student.

- **Professional Development:** For schools and districts using myView Literacy, Savvas can provide training to K-3 teachers and other relevant staff in the science of reading. We provide training in onsite, virtual, and blended formats. Our workshop offerings for myView Literacy include Foundational Skills and the Science of Reading; Writing to Read and to Communicate; Unit and Lesson Planning; myView of Reading; and Enhancing Language Awareness. We also provide job embedded support for coaching and modeling, observation and feedback, and 2-3 days Anchored Learning Cycles that focus on developing student academic behaviors in literacy. Our Savvas Insight Tool includes reports that track, investigate, and support the implementation.

SCHOLASTIC EDUCATION SOLUTIONS

Contact Mary Kay Carlo 410.271.1830 mcarlo@scholastic.com

Strategy: The Science of Reading

Scholastic can support the state's emphasis on teaching literacy through a Science of Reading lens in the following ways:

- **Science of Reading workshops focused on literacy instruction**
- **Instructional coaching to build local capacity and to empower coaches to coach effectively**
- **Science of Reading aligned digital learning resources that support staff and student learning**
- **Decodable Texts**
  www.scholastic.com/professionallearning
  www.scholastic.com/digital
  www.scholastic.com/teacherstore

SCHOLASTIC F.I.R.S.T.
2020 CODiE Finalist, 2019 CODiE Winner for Best Educational App!
- Leads with phonemic awareness so students become automatic with the 44 sounds in the English language
- Personalizes instruction for each student, creating fluent readers with strong comprehension skills
- Provides actionable data to inform instructional decisions
- Program Author—Dr. Kay MacPhee

To learn more, visit **scholastic.com/FIRST**

SCHOLASTIC W.O.R.D.
2020 Tech & Learning Awards Winner, 2020 EdTech Awards Winner!
- Focuses on the 2,500 morphological word families that make up 90% of all texts
- Supercharges vocabulary acquisition and deepens reading comprehension in a new and engaging way
- Develops deep word knowledge and vocabulary skills so student become intelligent, expressive, and independent thinkers
- Program Author—Dr. Elfrieda "Freddy" Hiebert

To learn more, visit **scholastic.com/WORD**

Strategy: Transforming Neighborhoods and Community Schools

For successful work under this strategy area, we propose to partner select Scholastic Family and Community Engagement (FACE) and Learning Supports services (two areas of services that carry strong frameworks and research-based supports) to walk Maryland LEAs through a logical, systemic process of asking the right questions, analyzing answers/data, and laying a framework for a stronger approach. We call this partnered solution: Project B.U.I.L.DD. – Breaking Barriers until Improved Learning Drives our Determination:

www.scholastic.com/professionallearning

Scholastic Family and Community Engagement Offerings:
- **Family Engagement Assessment**
- **FACE Strategic Planning**
- **FACE Professional Learning Courses: (1) Reaching all Families; (2) Leading Family Engagement Initiatives for Parent Coordinators and Family Liaisons; (3) Effective Practices to Welcome all Families**
- **Family Engagement Virtual Check-In**
- **Dr. Karen Mapp's Family Engagement Workshop Series**

Scholastic Learning Supports Offerings
- **Building a Culture of Support and Equity: The Learning Supports Pathway**
- **Addressing Barriers to Learning and Student Motivation**
- **Engaged in Learning: Driving Improvement through Attendance**
- **Improving Student Achievement through Social-Emotional Foundations: Designing Supports to Address**
- **School Climate Series: Improving Adult-Student Relationships**

SchoolKit

Staff Support and Retention and The Science of Reading

Excellent teaching is the foundation of equitable schools. At SchoolKit, we improve instruction and leadership through content and curriculum-specific training and support. We offer district strategic planning, leader coaching and training, and teacher training in ELA, math, science and social studies for grades PreK-12. More information is available at www.schoolkitgroup.com.

Our Services

We offer customized partnerships and professional learning sessions based on your needs. More information about our services and the curricula we support are listed below:

We provide the following services:
- **District Strategic Planning** to select and adopt high-quality materials and improve core instruction
- **Leader Coaching and Training** on curriculum and content-area leadership and aligning core instruction with MTSS and intervention plans
- **Teacher Training** to build knowledge and skill within the curriculum and content area

We support the following high-quality curricula:
- **Math:** Zearn (K-8), EngageNY Math (K-12), Illustrative Math (K-12)
- **ELA:** Core Knowledge Language Arts (K-5), EL Education ELA (K-8), The ELA Guidebooks (3-12), the Odell High School Literacy Program (9-12)
- **Science:** OpenSciEd (6-8)

Our MD Leads Strategy Focus Areas

We are an approved Maryland Leads Partner for the strategy focus areas listed below:

Science of Reading	Staff Support and Retention
SchoolKit can support with: • Assessing the current state of early literacy instruction • Developing a district early literacy instructional vision and action plan • Delivering training for teachers and leaders on science-based reading instruction/ structured literacy • Planning to use your current high-quality materials or selecting and adopting new high-quality materials for teaching structured literacy • Coaching and training school leaders on early literacy leadership	SchoolKit can support with: • Providing guidance for district leaders to refine their vision for instruction in the content areas • Building a curriculum or content-specific training and implementation plan • Providing support to ensure systems and structures are in place to foster effective instruction • Delivering training to build teacher knowledge of curriculum and high-quality core instruction • Coaching and training school leaders on content-specific instructional leadership

To learn more, contact Ethan Mitnick, SchoolKit President at ethan@schoolkitgroup.com or at 610-858-1546.
www.schoolkitgroup.com

SCHOOL KIT

Maryland Leads Partner Program

With over 35 years of experience supporting teachers and leaders to make changes in school and classroom practices through our Making Schools Work frameworks, the Southern Regional Education Board is excited to be a partner with the Maryland State Department of Education to support schools and districts in two Strategy Areas: Staff Support and Retention and Innovative Schools Model.

Staff Support and Retention

SREB's plan to address Staff Support and Retention in the area of Orientation and Induction Experiences builds off of SREB's two Teacher Induction Programs: Teaching to Lead and SREB SMART. The two programs combine just-in-time professional learning for both teachers entering the profession through alternative routes and early career teachers. The goal is to make the first three years of teaching both effective and satisfying. When the goal is achieved, SREB has seen dramatic increases in teacher retention rates at the school, district and state levels.

A second focus area within Staff Support and Retention will use research on Teacher Efficacy. Research has shown that teacher retention improves when teachers have a sense of ownership of the problems and solutions to those problems. SREB's Making Schools Work Distributed Leadership model and problem-solving process help both teachers and leaders identify problems of practice and use teacher focus teams to build and implement plans to address the problems. This sense of ownership is a key to teacher retention.

Innovative Schools Model

SREB uses protocols and procedures that align with the Making Schools Work frameworks (High Schools That Work, Making Middle Grades Work, Elementary Schools That Work) to help schools develop a new vision for their school that will best support the student populations that they serve. SREB supports LEA's in the development of career academies and/or a career pathway approach, an emphasis on dual and articulated credit opportunities to support an early college framework, or the reorganization of teachers and students to support transformations needed for challenged schools at all levels. The support begins with an external review of practices (**Needs Assessment**), the development of a profile for success and the alignment of innovative practices to achieve the profile of success.

To further support innovation, SREB assists with the achievement of the vision through continued support in the following focus areas:

1. **Ongoing Professional Learning:** SREB transforms professional learning from a one-time event to an ongoing process of workshops and job-embedded coaching. SREB offers professional development in all content areas, project-based learning, college and career counseling, and leadership for continuous improvement.

2. **Instructional Materials:** SREB offers Ready for High School and Ready for College Courses in both literacy and mathematics, middle grades STEM projects, and Advanced Career pathways curricula. Each turnkey curriculum includes fully developed project-based learning units of study with complete daily instructional plans for teachers.

3. **Career Awareness and Exploration:** SREB helps districts to use interest and aptitude surveys and labor market data to align experiences to both student ability and community needs. SREB's Career and College counseling practices help build school-wide systems for students to connect education with achieving their goals.

For more information visit www.sreb.org or contact aimee.wyatt@sreb.org or scott.warren@sreb.org.

SREB | Southern Regional Education Board

[Science of Reading-](#) Closing Academic Gaps and Stopping Student Learning Loss
We provide comprehensive professional development to support you and your staff to understand and APPLY the science of reading to improve instructional quality and student outcomes.

- We recognize the importance of instructional leader development so that they can employ the science to plan curriculum, develop "look-fors" for instructional rounds, and support them to be able to coach staff to improve instructional practices based on evidence.
- We utilize a blended learning model that includes brief online segments that deliver the content. We then provide facilitator led workshops, followed by coaching and modeling.
  ○ The online courses utilize an adaptive assessment technology to maximize a learner's seat time by advancing content with the use of job-embedded questions and the participant responses. Content adjusts only as the participant needs to learn it.
  ○ Connecting to the Classroom® sessions and Online Learning Library are essential to support educators to transfer the science into classroom instructional practice.
  ○ Flexible modeling and coaching is recommended as part of a comprehensive professional development plan.

High Quality School Day Tutoring that Closes Academic Gaps

We offer an extensive plan of support for LEA's to implement school day tutoring to close academic gaps for children that are struggling in reading. We provide:

- Small Group Academic Improvement-Our Small Group Automation Tool streamlines the assessment - instructional loop with multi-modal lessons that are designed in an I Do, We DO, You Do format to reduce the amount of time teachers try to find the most appropriate lessons so that they can spend more time delivering targeted instruction. We connect skill inventories, skill groups, multi sensory lessons, with formative assessment to determine mastery within an online tool that empowers teachers to leverage evidence based practices.
- Guidance for leaders to review, revise and/or write a comprehensive assessment plan, along with a plan to support tiered instruction. Leaders define goals, milestones, means to monitor progress, and establish a process to evaluate and adjust the plan.
- Leaders professional development focused on the use of skill inventories, effective grouping practices, application of Structured Literacy™ prior to training staff so that the leaders are prepared to lead the implementation.
- Comprehensive professional development that includes ongoing modeling and coaching as required. This is when knowledge transforms to evidence based practice and results occur.
- LEAs in need of additional resources can partner with us and we will provide trained Intervention resources for the implementation of school day tutoring.

Benefits to Stakeholders (children, teachers, administrators, board members and community):
- We are focused to maximize instructional practice to close academic achievement gaps.
- Children dramatically improve their academic literacy.
- Teachers have the knowledge and support to improve instructional practice.
- Administrators have the tools to lead the changes in practice required to attain better academic results
- Board members are excited to see progress and results.
- Communities recognize and celebrate the increased student academic achievement.

Success for All Tutoring (focus areas 1, 2, 4)

SFA Tutoring is research-proven, high-quality, high-dosage tutoring for students in grades 1 through 8 who are reading below expectations and need additional assistance to progress.

- Students in SFA Tutoring in Baltimore City doubled their rate of growth in reading in one year.
- One tutor can work with up to 6 students at a time to maximize the number of students receiving tutoring.
- Web-based, engaging programs to keep students motivated and excited about reading and making progress.

Success for All: Science of Reading (focus areas 1, 2, 3, 4)

National Leader and Champion of Reading Science and Effective Early Literacy Instruction for Over 30 Years

- Alignment: Fully aligned to the five components of effective+ reading instruction as defined by the National Reading Panel (Phonemic Awareness, Phonics, Fluency, Vocabulary, Comprehension).
- Professional Development: We partner with districts to develop and implement strategic plans to provide rigorous professional development aligned to the Science of Reading and best practices in reading.
- Materials and Assessment Tools: We offer high-quality, content-rich and research-proven instructional materials and assessment tools to support implementation of the principles of the Science of Reading and the Maryland Ready to Read Act.
- Progress Monitoring: We partner with LEAs and schools to develop systems for progress monitoring, including universal screeners and benchmark assessments, to insure that students are meeting grade level expectations and to offer additional supports through tutoring or intervention if students are still struggling beyond the third grade.

Success for All programs were developed and evaluated in partnership with Johns Hopkins University, and are based right here in Maryland. We are ready to partner with Maryland schools to accelerate learning and achieve success for ALL of your students.

www.successforall.org • Bonnie Darby, MD LEADS Outreach Manager • bdarby@successforall.org • 520-591-0133

F00189

Targeted Reading Instruction
Applied • Proven • Flexible • Sustainable

Applied

- Teachers learn the science of reading through the act of teaching reading.
- Teachers work one-on-one with a student for 15 minutes a day for a period of 6-10 weeks.
- Student reading achievement increases while teachers deepen their understanding of the science of reading.
- TRI Coaches provide weekly virtual support, making vital connections between implementation and the latest in reading research.

Proven

- All TRI activities and strategies are research-based.
- TRI itself is an Evidence-based Practice (EBP) with impacts in letter/sound identification, word reading, comprehension, and fluency.
- Students in TRI classrooms who did not receive the TRI intervention have stronger overall reading scores than their peers in non-TRI classrooms.
- TRI has been confirmed effective by What Works Clearinghouse and Evidence for ESSA.

Flexible

- TRI helps teachers make instructional decisions designed to meet the needs of an individual student. Every student's TRI experience is slightly different.
- TRI's simple framework allows teachers to integrate effective local practices and curriculum materials into the program.
- TRI helps teachers utilize local reading assessment data to determine effective instruction for students.

Sustainable

- Positive impacts on student achievement drive teachers to continue implementing TRI practices and routines.
- Utilizing a train-the-trainer model eliminates the need for future external support.

Hear what teachers have to say about TRI:
https://go.unc.edu/tri-video

Why TRI? And how will it work?

TRI is evidence-based instruction made for teachers by teachers. We will utilize a train-the-trainer model for sustainability and cost-effectiveness across two years:

Year 1
TRI provides:
- 2-day, in-person TRI PD Institute
- 18 virtual coaching sessions
- 7 monthly support group sessions
- TRI Certification

Year 2
TRI provides:
- 1-day TRI Coaching Institute
- 8 monthly coaching sessions
- 8 monthly coaching support groups

Year 2
Trainers provide:
- 2-day, in-person TRI PD Institute for K-3 teachers
- weekly virtual coaching sessions
- monthly TRI support groups

Contact: Heather Aiken, PhD   hhaiken@unc.edu   (919) 559-2383

UNC | FRANK PORTER GRAHAM CHILD DEVELOPMENT INSTITUTE

TRI Targeted Reading Instruction
teachers learning, students growing

## Team Coaching International Partner Description

Team Coaching International (TCI) provides LEA's comprehensive team coaching training, consulting services, as well as systemic team diagnostics to ensure that leaders and teams become more positive and effective.

Teams and the generative output from team experiences form an essential support network for educators as they go about the challenging business of opening the hearts and minds of students. The skills of teaming, while universal across humanity, are often lacking compared to the needs of teams to deliver results in the level of complexity of the modern educational system. Team Coaching International's data and the research of other team performance academics suggests that only 10-20% of teams are truly maximizing their performance – which means that 80-90% are mediocre or worse. Teams who do not rate themselves as high-performing experience far more difficulty in getting things done while staying engaged with each other. If not improved, this naturally leads to team disengagement and dissolution over time.

Over the course of 17 years and thousands of deployments among its worldwide team coaching student body, TCI has perfected a high-performance team model and corresponding web-enabled assessment that catalyzes teams to be their best. The Team Diagnostic™ assessment is based on research that shows the most successful teams have the means to take productive action and to build effective relationships that motivate and sustain the action. When applied in a work setting, it has been shown to improve *productivity* (the conditions required to get the work done) and *positivity* (the conditions required to do the job together) by over 20% on average on their Team Diagnostic™ Assessment (TDA) results for teams engaging in this process across all industries, experience levels, and team types.

To deliver these impacts TCI will provide world class team coaching training to educator team coaches, psychometrically validated and reliable assessments of team performance, along with support and supervision to deliver our team coaching methodology to the LEA's internal educational teams going forward in service of helping these teams be more effective and engaged in your high performance work. TCI will partner with the LEA to design the optimal training experience by creating the right team coaching program (experiences, seat time, delivery timelines etc..) to have maximal impact on the LEA partner teams.

Team Coaching International will partner with LEAs to support and retain essential staff by improving the overall performance and sustainability of the internal teams within the district and thereby encouraging positive teaming behaviors inside the LEA's educational system. This work also provides a framework and methodology to support and nurture educators as leaders through this team coaching process.
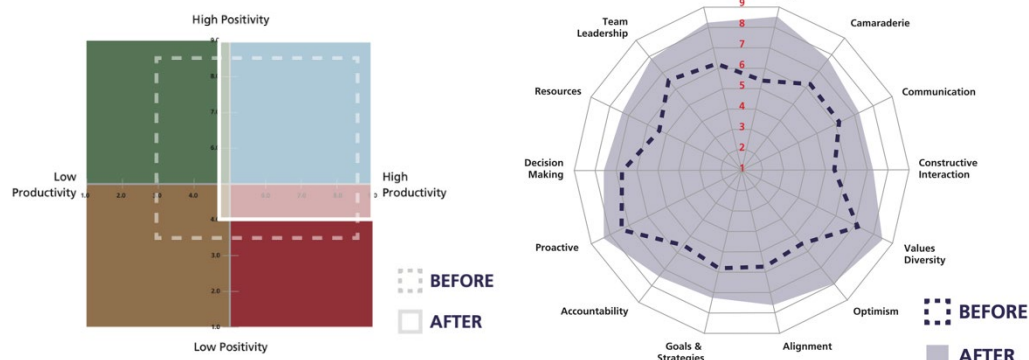
IMSE Is Your Science of Reading Solution

institute for multi-sensory education

IMSE MEETS 3 KEY AREAS FOR MARYLAND LEAS

Science of Reading Program Strategy

1. Assists LEAs with the development and implementation of strategic plans to provide rigorous professional development to K-3 teachers and other relevant staff that is aligned to the Science of Reading and best practices in literacy.

2. Provides training to K-3 teachers and other relevant staff in the Science of Reading.

High-Quality School Day Tutoring Program Strategy

3. Provides effective tutoring practices specifically in the area of reading.

IMSE IMPACT

STRUCTURED LITERACY PROFESSIONAL DEVELOPMENT

IMSE Impact Structured Literacy Programs deliver complete, evidence-based professional development and instructional programs that enable educators to implement and impact literacy day one in the classroom.

Comprehensive Orton-Gillingham+
(for teachers of students who are learning to read)

IMSE Impact Comprehensive Orton-Gillingham Plus Training is a 30-hour course geared towards foundational literacy skills and primarily focuses on:

- Phonological skill
- Phonics
- Word recognition
- Spelling

(includes an additional asynchronous video focused on fluency, vocabulary, and comprehension)

Morphology+
(for teachers of students who are reading to learn)

The IMSE Impact Morphology Plus Training is a 30-hour course designed for upper elementary educators of students reading to learn. Participants in this course will learn how to teach:

- Morphology
- Fluency
- Vocabulary
- Comprehension

(includes additional asynchronous videos focused on encoding, decoding, writing, and grammar)

Phonological Awareness
(for anyone who needs a deeper understanding of PA)

IMSE Impact Phonological Awareness Training is a 12.5-hour course that provides educators with a deeper understanding of phonological awareness and its importance in learning to read. Participants will be able to assess and teach phonological awareness.

ABOUT IMSE

IMSE (The Institute for Multi-Sensory Education) is an education pioneer and the leading provider of Structured Literacy solutions based on the Science of Reading that incorporate the Orton-Gillingham methodology and all five pillars of literacy to empower teachers from day one. IMSE's unmatched training and classroom programs deliver measurable growth for all students, enabling equity in literacy learning. As educators, the IMSE team understands the needs of teachers, schools, and districts, empowering teachers and delivering a practical approach to teaching reading that has helped millions of students across the country.

> " *IMSE has successfully trained over 1,500 Montgomery County teachers, administrators, and paraeducators in Orton-Gillingham Methodologies. Literacy data shows that the teachers who consistently used the methodologies benefited tremendously.*"
>
> **Jennifer R. Strouble** | *Instructional Specialist Department of Special Education Services, Montgomery County, Maryland*

Teachers Can Implement Day 1

Features Flexible Training Options

Learn the How & Why Behind Structured Literacy

Evidence-Based Professional Development

Provides Professional Development & Easy-to-Follow Implementation Structure

Includes Online Lesson Planning, Assessment Tools, & Digital Resource Library

Ongoing IMSE Support Includes:

- Virtual Coaching (hourly)
- In-Person Coaching (6-hour minimum)
- Virtual 1/2 Day Refresher
- In-Person Full Day Refresher
- Comprehensive OG+ or Morphology+ Fidelity Certificate (asynchronous 15-hour LMS course)
- Comprehensive OG+ or Morphology+ Practicum (additional 120 hours)
- District Trainer (train-the-trainer model)

If interested in working with IMSE, please contact:

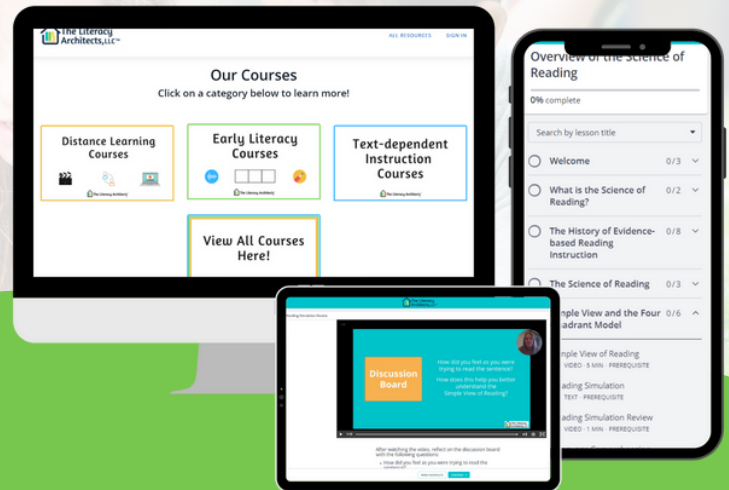**Stephanie Swanson** | *(800) 646 - 9788*
info@imse.com

Learn more at **imse.com**

WEEKLY PLCS TO SUPPORT K-12 IMPLEMENTATION OF THE SCIENCE OF READING

Sign up for an info session and learn more: www.theliteracyarchitects.com/md

ALIGNED MARYLAND LEADS STRATEGIES:

- Science of Reading
- High-Quality School Day Tutoring
- Reimagining the Use of Time
- Grow Your Own Staff

Literacy Masterminds

Weekly PLCs that support teachers with the implementation of key **literacy practices** through **synchronous and asynchronous** touchpoints.

Attend an Info Session to Find Out More!
5/24, 5/26, 5/31 @ 12PM EST

Includes:

- ✅ **Weekly synchronous PLC meetings** (virtual)
- ✅ Access to 20-30 minutes of **weekly asynchronous** on-your-own-learning content
- ✅ Access to **weekly office hours** with experienced reading specialists and classroom teachers
- ✅ **Weekly emails** to school leaders about implementation steps

Topics Include:

- ✅ Explicit & Systematic Instruction (PreK-2)
- ✅ Targeting Reading Needs with Syllable and Morphology Instruction (3-12)
- ✅ Accelerating Reading Growth Through Fluency (3-12)
- ✅ Designing Targeted Literacy Centers (K-8)
- ✅ Scaffolding Grade-level Texts (K-12)

Self-paced courses on the Science of Reading, Foundational Reading Instruction, and Adolescent Literacy also available!

Contact Us 🌐 www.theliteracyarchitects.com ✉ info@theliteracyarchitects.com

THE NATIONAL CENTER ON EDUCATION AND THE ECONOMY (NCEE)

NCEE is the leading provider of K-12 leadership support in the country, and the leading researcher of the world's top-performing K-12 systems. Third-party, rigorous studies have shown NCEE's supports not only positively impact leaders, and the systems they lead, but also improve student learning. States and districts across the country are leveraging NCEE's research of top performing education systems, NCEE's research-based design processes, and NCEE's world-class experts to support the design and implementation of significant, sustainable, and successful improvements in education systems.

NCEE will provide Maryland Leads Partner support for the following strategy areas:
- Staff Support and Retention, Focus Areas 1, 2 and 3
- Reimagining the Use of Time, Focus Area 1

NCEE will help LEAs explore research and study domestic and global examples of these areas to determine the specific strategies to pursue. Districts will gain an understanding of the design principles that underpin the effectiveness of particular strategies and determine how to design the system using those same principles in ways that fit the context of the specific LEA.

NCEE will provide highly customizable consulting support based on the LEA's needs and goals, and help the LEA analyze its current system, set priorities, and establish a vision for system redesign. Once the vision is set, NCEE's design process will guide the district as they craft a plan that fits the district context. NCEE will also help the district manage the process of implementing change. The contextual analysis feeds strategic thinking that identifies incentives, supports, and barriers to realizing the vision. Developmental evaluation is an integral part of each engagement. NCEE will work with the district to plan and iterate the work and assist with beginning implementation.

NCEE has a staff of highly knowledgeable and experienced design facilitators to serve the district. A team of two is assigned to each LEA with additional NCEE experts drawn upon as needed. A carefully designed communications plan and effective stakeholder outreach and engagement are critical elements of every system redesign; NCEE provides a communications specialist to collaborate with LEA communications staff for this purpose. NCEE staff work onsite in the LEA and through virtual meetings as appropriate and in consultation with the district leadership.

Each engagement will be tailored to each LEA's goals and context. Examples of strategies that will be considered in addressing the Maryland Leads strategy areas include developing a teacher career pathway that values classroom teaching alongside advancement in administration; scheduling and practices to support growth of a professional learning culture; creating more flexibility within the master schedule to better respond to needs of learners.

To explore how NCEE can help districts make sustainable, impactful improvements that increase staff support and retention or reimagine the use of time, please contact: David Osborne, Associate Director of Professional Learning, dosborne@ncee.org

TRAX METHOD

Educators Matter.
Attract, Prepare, & Retain the Best.

"Dr. DuPont and his associates have clearly demonstrated their ability to assist districts and their partners in developing, implementing, scaling and sustaining efforts to increase educator pipelines. Dr. DuPont has had an enormous impact on the way we work and I am very excited to recommend a group of such excellence and talent."

Sean Bulson, Ed.D. Superintendent of Schools, Harford County Public Schools

TraxMethod would like to partner with you and your district.

Please contact
Dr. Albert P. DuPont
albert@traxmethod.com
301.613.7568

traxmethod.com

OUR APPROACH

The TraxMethod team collaborates with our partners to personalize their plans by understanding their goals, context, personnel, and needs. We *co-develop a custom plan* of work for each partner that extends their resources, time, and strengths and improves their outcomes.

OUR ROLE

Access to effective teachers and principals are the first and second most important school-related factors that impact students' academic outcomes. Yet all leaders are struggling to find and retain the diverse, high quality educator workforce they need. *TraxMethod will support you* in implementing effective solutions to address staffing shortages and expand and strengthen your educator pipeline.

OUR EXPERIENCE

The TraxMethod team has *more than 200 years of combined experience* in PreK-16 education practice and policy. We are a diverse team of experienced practitioners who have served at all levels as state, district, school and classroom leaders.

GROW YOUR OWN STRATEGIES THAT WORK

- Recruit, prepare, and retain diverse, high quality candidates from within the school and community
- Establish multiple pathways for prospective educators and candidates to engage in the profession
- Build preparation partnerships between districts, community colleges, and universities
- Embed continuous support for teacher candidates

STAFF SUPPORT AND RETENTION PROGRAMS WITH IMPACT

- Develop high quality comprehensive induction support, co-teaching, and mentoring programs
- Launch a cohort model to support candidates for National Board Certification
- Expand opportunities for job-embedded, personalized professional development
- Provide opportunities for teacher leadership

- » Consulting
- » Strategic Planning
- » Project Management

- » Implementation Support
- » Research & Evaluation
- » Data Visualization

- » Data Collection & Analysis
- » Diversity and Inclusion Support
- » Marketing Communications

2022 Maryland Leads Partner Program Summary
Urban Alliance

Urban Alliance (UA) is a national youth employment nonprofit that connects high school students to equitable, inclusive careers through paid work experiences, mentorship, and professional development. We work with schools and employers to address systemic barriers to economic mobility for young adults of color and to bridge the gaps between education and workforce development for all young people. Since 2008, UA has placed more than 1,100 Maryland students in paid internships through its evidence-based, flagship High School Internship Program for 12th grade students, and reached an additional 3,800 young people through career training.

As a Maryland Leads Partner, UA proposes working with LEAs in the Baltimore region and parts of Montgomery County and Prince George's County to deliver a continuum of services to 10th – 12th grade students. Our approach includes: (1) facilitator training for 10th grade teachers, who will then deliver UA's career readiness course in classroom settings; (2) an 11th grade course featuring more intensive professional development, career exploration, and post-secondary planning, delivered by UA staff or teachers through additional facilitator training; and (3) nine-month paid internships with local companies for 12th grade students, coupled with case management, college and career planning support, and mentoring through the flagship High School Internship Program.

10th Grade Course
UA proposes training schoolteachers to deliver its 10th grade career readiness course in classroom settings. During summer, teachers will participate in a weeklong training on facilitating 8-10 workshops on career exposure and key social emotional competencies that are linked to long-term academic and professional outcomes. During the school year, teachers will implement the course in up to 3 classes each, and UA will offer ongoing support sessions, coaching, and evaluation support. In accordance with Maryland State Department of Education guidelines for teacher stipends, UA would be willing to support teacher recruitment and retention with paid incentives, contingent on additional funding available.

11th Grade Course
UA's 11th grade semester-long course features more intensive professional development, career exploration, and post-secondary planning, and is comprised of up to 86 lessons built around four learning units: 1) Goal Setting Skills, 2) Communication Skills, 3) Professional Skills, and 4) 21st Century Skills. The 11th grade course can be delivered by UA staff in school and/or community-based settings or through additional facilitator training for 11th grade teachers.

12th Grade High School Internship Program
UA's flagship program has been externally validated through a six-year Randomized Controlled Trial which found that DC and Baltimore youth who went through the program were more likely to enroll in college, particularly young men. Students will begin the program in September with "pre-work," a six-week workforce readiness bootcamp that equips them with the skills they need to be ready for their first day of work, including financial education, and digital literacy training from NPower. In November, students will be placed in paid internships with local companies in high-growth and established industries where they can apply, practice, and reinforce skills learned during training through entry-level work tasks in a safe, supportive environment. A sampling of participating employers in Maryland includes Bank of America, Byte Back, Bithgroup Technologies, Holy Cross Hospital, Keswick Multi-Care Center, and M&T Bank. Throughout their internships, students will attend weekly professional development workshops facilitated by UA Program Coordinators. Interns can earn up to $9,000 working 12 hours/week during the school year, and 32 hours/week during summer break.

We are partners for change in public education.

Who is TNTP?

A national nonprofit founded by teachers, TNTP partners with public school systems to ensure rigorous and engaging classrooms, attract and train talented teachers and school leaders, and create environments that prioritize great teaching and accelerate student learning.

Since 1997, TNTP has supported more than **591 school systems nationwide,** reaching almost **31 million students** in **43 states, Washington, D.C., and Puerto Rico**. This past year, TNTP partnered with over 300 school systems in more than 90 cities across 40 states on an array of services.

If you would like additional details about TNTP's approved MD Leads supports for the unique needs of your district and community, please reach out to Christine Love at MD.Leads@TNTP.org

To learn more about TNTP, visit www.tntp.org.

Focus Area 1: Grow Your Own

TNTP helps our partners take a student-centered approach to talent that ensures every student has access to diverse, effective educators who can help them succeed. TNTP supports districts to conduct an analysis of their current talent landscape and outline recommendations for strengthening processes; collaboratively develop a comprehensive talent strategy with concrete goals, progress monitoring systems, revised recruitment strategies, and sustainable shifts in workforce development; and develop and implement alternative route pipeline programs based on experience with over 30 Fellows programs in 20 states, recruiting and training more than 55,000 teachers since 2000. In the state of Maryland, TNTP manages the Baltimore City Teaching Residency. TNTP is an approved Alternative Teacher Preparation Program by the Maryland State Department of Education.

Focus Area 2: Staff Support and Retention

TNTP partners with districts to craft a vision of strong instruction and lead instructional coaching, provide induction and instructional coaching specifically for early career teachers, redesign comp structures, and provide school leader coaching and PD. In addition, we offer the following specialized services: academic diagnostics and equity audits; TNTP's Good to Great, which develops leaders' and teachers' instructional practice; TNTP's *Instructional Culture Insight* ("Insight") survey, which provide a roadmap for improving leadership practices; mentorship and affinity groups for beginning educators of color; and pathways to leadership aimed at top-performing educators who want to be school leaders.

Focus Area 3: The Science of Reading

Shifting instructional practice to reflect the Science of Reading is incredibly hard work that requires carefully sequenced, ongoing professional learning experiences that motivate and support teachers and leaders to align their daily work. TNTP has deep expertise in the Science of Reading, supporting districts and schools to pursue academic strategies that lead to improved literacy outcomes. TNTP is well positioned to support districts through an integrated approach, connecting research explaining reading acquisition to the critical elements of reading instruction, bridging the science of reading processes to the application of evidence-based teaching practices.

Focus Area 4: High-Quality School Day Tutoring

We support LEAs with the development and implementation of a strategic plan to enable high-quality tutoring during the school day. TNTP has experience developing high-dosage tutoring models at the state- and district-levels and experience convening tutoring sites around the country to support a national, high-impact tutoring initiative. This initiative, in partnership with America Achieves and Watershed Advisors, means that TNTP has first-hand experience with multiple models of high-dosage tutoring supports.

Focus Area 6: Innovative School Models

We have launched new schools, transformed learning environments, engaged students, improved instructional practices, and, most importantly, improved student learning outcomes. TNTP brings entire communities together to design learning experiences that will prepare students for where they want to go in life. We know from experience that school design efforts can only succeed when they are shaped by the voices and aspirations of students, families, community members, teachers, and school leaders.

GROW YOUR OWN STAFF

- **Residency and Apprenticeship Models**: A proposed residency model for initial teacher licensure programs where 2-3 interns are placed in a school as lead teachers with one full-time teacher mentor in the school dedicated to supporting those interns. This residency model will be available for several TU programs at the undergraduate level as well the Master of Arts in Teaching (MAT). It can be a single semester or full-year residency depending on the program.

- **BS/BA to MAT Program with On-The-Job-Internship**: A program to move those with a bachelor's degree to an MAT with an on-the-job internship focused on assisting conditionally certified teachers and paraprofessionals to become fully certified. The program will offer reduced tuition and direct billing to LEAs.

- **Coursework Supporting Conditional Teachers Transitioning to Licensure:** Provide courses needed for certification to conditional teachers during the summer, online, and/or in the evenings. Courses provided include content methods, human learning, child development, adolescent psychology, assessment, and introduction to special education. In addition, TU will offer a 2-credit graduate course, Teacher Performance Assessment Preparation, which is designed to support conditionally certified teachers in completing the edTPA. Teachers can take any of the above-mentioned courses needed for licensure as non-degree seeking students. A minimum of 15 enrolled conditional teachers is needed to run a course.

- **TU Teacher Scholars Program** – An on-campus program held each summer to further develop high school students' interest in teaching. Candidates are recruited from Teacher Academy of Maryland Programs with a specific focus on recruiting diverse candidates. Junior and senior high school students are invited to apply to attend the two-week, on-campus Institute, where they will enjoy a unique and free opportunity to encounter campus life, while staying overnight at TU for the duration of the institute. Students who attend will receive one-credit for completing the course, *Exploring Careers in Education*, mentorship from a TU student for one year, a stipend for attending, and more.

- **Recruiting TAM and Educator's Rising Candidates** - Work with LEAs and Community Colleges to identify TAM students who participated in dual enrollment and/or have completed an AAT. Identified students who are ready to begin in a teacher education program Fall 2022 would be offered a scholarship in the amount of $5000 per year for two years to complete their bachelor's degree in education. The partnering LEA would also be asked to support these candidates with a $5000 per year scholarship with the hopes the candidates would return to their home district. TU would partner with the LEA to host opportunities such as information sessions, benefit sessions, and early screening interviews for these candidates to connect with the district, making it more likely they will accept a future teaching position there.

STAFF SUPPORT AND RETENTION

- **Create & Implement A Cohort Model to Support National Board Certification:** Offering a 12-credit post-baccalaureate certificate (PBC) program, *Accomplished Teaching for Student Impact*, to prepare educators to submit for National Board Certification (NBC). Educators who enroll in the PBC will move through the program in a cohort of 15 teachers from their district, receiving support both through their coursework and through district programs. Not only will this initiative create a cohort model within districts to support teachers in obtaining NBC, but it will also provide opportunities for employees to progress in their roles as leaders on the career ladder by hiring National Board-Certified Teachers (NBCTs) to work as adjunct faculty at TU and to serve as Professional Learning Facilitators for their colleagues seeking NBC.

SCIENCE OF READING

- **Provide PD in Evidence-Based Writing Instruction to Support Foundational Reading Skills:** Professional Development (PD) for K-12 teachers focused on teaching students the writing skills and processes required to create texts. Learning how texts are encoded, including their phonetic, syntactic, and genre features, helps children know how to decode the texts they read. In addition, because explicit instruction is effective for struggling students, the PD will focus on strategies for explicitly teaching letter-sound relationships, sentence construction, and genre features through writing.

We Support **Transforming Neighborhoods through Excellent Community Schools**

Unite Us brings together government, health plans, providers, community-based organizations and others who believe that investing in community health improves outcomes. Our end-to-end technology solution establishes a new standard of care that identifies and predicts social care needs in communities, manages enrollment of individuals in services, and leverages meaningful outcome data and analytics to further drive community investment. Our tools can help Maryland LEAs to connect families to services to help them overcome unemployment, trauma, generational poverty, and other challenges that ultimately impact a student's academic success.

We're the only end-to-end solution for social care.

Identify — **Social Connector+** enables Unite Us to provide a risk assessment of a predetermined set of families provided by each school district that identifies the SDoH needs that affect the student's academic success.

Enroll — **Premium Support Proactive Engagement** provides LEAs with the ability to proactively engage high risk, high need families. Once families in need are identified, Unite Us' Maryland-based Social Care team will reach out to these families and work with families one on one to better understand their needs and refer them to appropriate services via the Unite Maryland network.

Serve — **Unite Us Platform:** Our team leverages a community engagement process that curates an accountable network of engaged community partners to deliver local and accessible care. This infrastructure provides our partners with real-time, actionable metrics on individuals, outcomes, and provider performance, enabling our clients to proactively address the complex needs of our most vulnerable populations and prove impact.

Measure — **Data Visualizations and Reporting** provides outcome data in real time, so LEAs will know which families are receiving services, what types of services they received, how long it took them to receive services and how their risk scores have improved. This data will be delivered to each LEA via a secure file transfer to be matched to their student's data to monitor and report the effects of these interventions in relation to their academic performance.

To learn more about our approach, go to **www.UniteUs.com/solutions**.

On Track 4 Success Overview

United Way of Central Maryland's **On Track 4 Success** (OT4S) program, developed in partnership with Johns Hopkins University's Everyone Graduates Center, is an innovative, data-driven approach that supports and engages school professionals in a highly efficient, collaborative process designed to help elementary and middle schools elevate their use of common student data to identify and rapidly support students ensuring they are on track for school success and high school graduation.

On Track 4 Success:
- Combines consistent monitoring of early warning indicators with tested interventions, enabling schools to identify struggling students quickly, before they fall too far behind, and rapidly respond with actions to get them back on-track during the school year.
- Engages cross-functional teams (grade-level teachers, admin, support staff, etc.) who share a range of insights regarding challenges facing students and their families, resulting in deeper understanding of core barriers and more effective interventions.
- Impacts overall school climate by efficiently maximizing school staff time, empowering teachers and engaging staff in problem solving at a higher level for their students.
- Builds capacity of partner schools to sustain program implementation long-term by coaching school staff to take over program implementation after a two-year period.

On Track 4 Success Results

On Track 4 Success has a statistically significant impact at both the individual and school level. The program is evaluated internally by United Way staff and externally through an annual, independent evaluation by Johns Hopkins. These evaluations found that OT4S effectively helps students get back on-track for graduation and improves the overall school climate.
- Trained more than 150 school staff from 6 schools
- Served 2,000 students and many of their families, connecting them to much-needed resources such as food and clothing pantries, housing programs, mental health support, etc.
- 77% of OT4S students at one of our partner schools improved in at least one Attendance/Behavior/Coursework "ABC" indicator (SY 2018-19)
- Changed the trajectory for 99 students at one of our partner schools during the school year from being on a path to dropping out to being on a path to graduate (SY 2018-19)
- Helped one partner middle school improve from 10th to 37th percentile (statewide) over 2 years

On Track 4 Success Program Commitments

United Way will work with schools from Central Maryland for two to three years to train staff on the OT4S model. During this time, a part-time United Way employee is at the school to implement the program and train faculty and staff. After two to three years, United Way transitions ownership of the program to the school while continuing to provide ongoing support and technical assistance.

LEA/Schools are asked to commit to:
- A process for sharing "ABC" student data with United Way in real-time during the school year. This can be accomplished through a formal MOU governing access to and use of student data.
- School faculty and staff participation in regular, bi-weekly team meetings and commit time to implement student interventions (parent-teacher conferences, 1:1 tutoring, group tutoring, etc.)

"OT4S is good because it gives us time to look at outcomes. Normally we just keep doing the same things that do not work. The data [that OT4S] pulls out is something we can see. It's a real thing, something that we perceive."
– Classroom Teacher, **OT4S Partner School**

For more information, contact: Natalie Dixon, VP of Education, United Way of Central Maryland at natalie.dixon@uwcm.org or 410.790.6958

1. Staff Support and Retention

PDCE Instructional Specialists are uniquely qualified to provide training and coaching support for LEAs choosing Bookworms K-5 Reading and Writing (Open Up Resources, 2022). The curriculum itself includes high-quality, challenging reading and writing *and* evidence-based instructional routines. It is available open-access or in print. PDCE is the only organization with full access to the revised curriculum.

PDCE training includes synchronous grade-level-specific, highly interactive virtual sessions with guidance for follow-up collaborative planning.

PDCE coaching support (in person or virtual) begins with grade-level-team implementation goal setting and lesson simulations. These team meetings are followed by confidential classroom observation and coaching.

2. Science of Reading

Bookworms contains a stand-alone skills block from the widely-adopted text *How to Plan Differentiated Reading Instruction* (Walpole & McKenna, 2017), recognized by NCTQ as exemplary in teaching the science of reading. LEAs often use this block as the tier 2 portion of their RTI/MTSS program.

PDCE Instructional Specialists provide virtual synchronous training in the assessments used to group and progress monitor and in the instructional routines used to address documented needs in small groups.

Follow-up coaching (in person or virtual) uses the same model of goal setting, lesson simulation, and observation and feedback used for the full curriculum Bookworms K-5 Reading and Writing.

3. Costs

We will work with LEAs to craft a combination of training and coaching support consistent with their needs. Note that costs below do not include the curriculum materials, required for implementation and available separately from Open Up Resources.

Access to virtual training materials will cost $100.00 per teacher per year.

Synchronous support for virtual training will cost $2000.00 per specialist per 7-hour day.

Virtual PLC and coaching support will cost $750.00 per specialist per 7-hour day.

On-site PLC and coaching support <60 miles from University of Delaware will cost $850.00 per specialist per 6-hour day.

On-site PLC and coaching support >60 miles from University of Delaware will cost $2,500.00 per specialist per 8-hour day.

If you are interested in partnering with PDCE, please call (302) 831-2560 or email swalpole@udel.edu

University of Maryland College of Education
Maryland Leads Partner Programs
Contact: Dr. Ebony Terrell Shockley
Email: marylandleads@umd.edu

Middle College Teacher Preparation
Contact: Dr. Sonya Riley / smercer1@umd.edu
Two-year program
Middle College Teacher Preparation (MCTP) is a "grow your own" pathway where students earn a Bachelor's of Science degree in Middle School Education - Mathematics and Science; Early Childhood and Early Childhood Special Education; or Special Education (Elementary/Middle School). MCTP aims to fill critical positions in Maryland.

University of Maryland-Creative Initiatives in Teacher Education (UMD-CITE)
Contact: Theresa Nebel Robinson / tnebrob1@umd.edu
Two-year program
Creative Initiatives in Teacher Education (CITE) is a Grow Your Own Staff pathway for LEA Non-Instructional Staff who have an undergraduate degree to achieve Elem 1-6 certification and a career in the LEA. Interns maintain employment during the 2-year academic program/intensive internship. A choice of special ed or TESOL instruction supports inclusive teaching.

Recruiting Career Changers into STEM Teaching
Contact: Anisha Campbell / amcamp10@umd.edu
Two-year program
We will use an online course to recruit career changers into teaching certification in math and/or science for grades 4-9 and 7-12. In our model, interns complete a paid 40 or 60% teaching load as a long-term substitute teacher employed by the LEA and supported by mentor teachers.

Math Equity
Contact: Beatriz Quintos / bquintos@umd.edu
One-year program
This year-long program focuses on math content and equitable teaching pedagogy aligned with the Middle Childhood/Generalist (with attention to mathematics) or Early Adolescence/Mathematics National Board Certification. Teachers will earn 10 CPD credits and join a professional learning community that will engage in two one-month lesson study cycles.

Collaborative Action and Results in Education (CARE) for Community Schools (CSs)
Contact: Claudia Galindo / galindo@umd.edu
One-year program
CARE supports the sustainability of Community Schools (CSs) by providing two services designed for CS/LEA leadership teams: 1) *Mentoring for implementation*, including *c*oaching sessions to guide the design, implementation, and evaluation of initiatives. 2) *Professional development training* to facilitate the successful implementation of the CS strategy and to create a community development initiative and asset-based family engagement model.

Project Management and Coordination
Center for Educational Innovation and Improvement (CEii)
Contact: Dr. Segun Eubanks / seubank2@umd.edu
The Center for Educational Innovation and Improvement (CEii) will assist LEAs with needs assessments, project evaluation, and planning for long-term sustainability of each program. CEii will organize UMD program leaders and LEA leaders to solicit stakeholder feedback and work with LEAs' and UMD staff and faculty to foster collaborative partnerships that ensure program success.

UNIVERSITY
OF MARYLAND
GLOBAL CAMPUS

Grow Your Own Staff

Strategic planning and staff training are focused on sustainability. UMGC LEADS Staff will:
- Help you to develop a strategic plan for teacher recruitment and retention
- Launch creative recruitment programming initiatives that are customized to your community

Our **fully online** program with **embedded virtual coaching** is designed to support educators who want to *spend less time commuting and more time teaching and learning*. We offer:
- Transcript review and individualized advising/career planning
- [MAT in Secondary Education](#) and undergraduate coursework
- No textbooks or hidden fees and direct billing to school systems
- **Rolling admissions** so your staff can start in February, May, or September and finish in less than 2 years

Staff Support & Retention

Early career teachers benefit from ongoing coaching and mentoring. UMGC will:
- Provide ongoing virtual coaching for program participants
- Facilitate staff professional learning communities
- Conduct a **virtual coaching academy** to help you build a cadre of highly trained mentor teachers

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UMGC LEADS Service Menu

Interdisciplinary Advisory Council	Needs Assessment and Strategic Planning	Virtual Coaching Training Academy	Recruitment Programming
Streamlined Transcript Review & Advising	Online Coursework (Cohort Model)	Ongoing Virtual Coaching	Virtual Professional Learning Communities

Contact us to learn more about partnering with UMGC:

Monica Simonsen, Ph.D., NBCT (she/her/hers),
Program Director, Education
Monica.simonsen@umgc.edu

UPBEAT

Maryland Leads Partner Program - Staff Support & Retention

Overview of Upbeat's Services

Services offered:

- Engagement Survey for Teachers
- Engagement Survey for Non-Instructional/Classified Staff
- Leadership Coaching and Strategic Planning on Data

Survey Categories

- Parent/Teacher Communication
- Resources and Facilities
- Work/Life Balance
- Student Engagement
- Well-Being
- Appreciation
- Professional Development
- Collaboration

- Developed by experts based on comprehensive analysis of teacher turnover data & overall employee engagement research
- Easy to implement and access robust reporting analytics
- Guidance from an Upbeat Leadership Coach to develop a customized action plan

Maryland Leads Focus Areas:

- Assist LEAs with the development and implementation of strategic plans to better support and retain staff
- Partner with LEAs to conduct needs assessments, collect stakeholder feedback, evaluate programs, and plan for sustainability

"Working with Upbeat is one of the best decisions I have made as a Superintendent. Upbeat's granular teacher engagement data alongside their principal leadership coaching have resulted in improvements to our teacher retention after only one year of working together."

-Samantha Fuhrey
Superintendent, Newton County Public Schools
2020 Georgia Superintendent of the Year

District Leader & Principal Upbeat Feedback
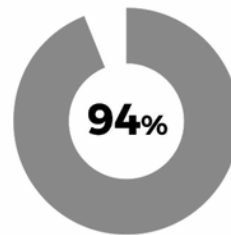
94% of principals & district leaders said that meeting with an Upbeat leadership loach helped them accomplish their goals as leaders

100% of district leaders agreed that the Upbeat survey provides useful information to address teacher retention issues

Kate Chizek | Partnerships Manager
kate@teachupbeat.com | 319-383-0688

For more information or copies of our research reports, check out
**teachupbeat.com**

Voyager Sopris Learning® is pleased to be a Maryland Leads Partner for these areas:

1. The Science of Reading: No. 3
2. High-Quality School Day Tutoring: No. 4

Voyager PASSPORT

Voyager Passport® is a reading intervention program for grades K–5 that provides comprehensive, explicit, and systematic instruction in the five essential components of reading and includes language and writing. **Voyager Passport** can be used with any core reading curriculum to accelerate reading success and get students on track. Developed based on the Science of Reading research, **Voyager Passport** follows the principles of Structured Literacy. **Voyager Passport** is packed with the essentials educators need to teach reading to elementary students reading below grade level:
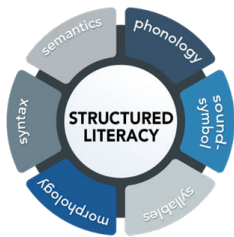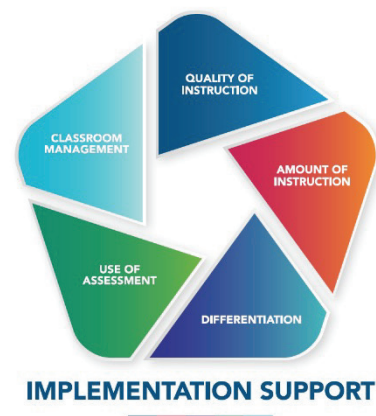
➡ 30-minute systematic lessons taught to small groups of students

➡ Students receive a variety of practice with the skills they have been taught

➡ Teachers model and provide guided support of the specific skills

➡ Immediate corrective feedback helps eliminate any misconceptions

➡ Formative assessments provide checkpoints on students' growth and help teachers make informed decisions

➡ Meaningful independent online practice with **Reading Rangers**

Proven to accelerate student achievement by targeting the priority skills and strategies learners need to be fluent, on-level readers, **Voyager Passport** meets the Every Student Succeeds Act's (ESSA) "strong" evidence criteria for demonstrating the highest level of statistically positive effects on student outcomes.

STRUCTURED LITERACY
semantics · phonology · sound-symbol · syllables · morphology · syntax

ESSA EVIDENCE
TIER 1: STRONG

We offer services that support each Maryland district in need of high-quality instructional materials and technological resources through our customizable implementation services for teachers and tutors. We will work to make sure all licenses and physical materials are received by the time and date needed to begin instruction, and we offer a wide selection of support services, including implementation training, data analysis, and ongoing support for LEA personnel. Our Customer Success team helps ensure successful implementations of our solutions in several ways:

➡ We provide teachers with initial and ongoing product training needed to move educators from novice to expert, using virtual and in-person methods for maximum flexibility

➡ We monitor and nurture implementations throughout the lifetime of the implementation with intensive commitment, sophisticated understanding, and a student-success-driven focus

➡ We provide outstanding support to teachers and other personnel through calls, emails, chats, and online meetings designed for the contemporary educator

QUALITY OF INSTRUCTION
CLASSROOM MANAGEMENT
AMOUNT OF INSTRUCTION
USE OF ASSESSMENT
DIFFERENTIATION

IMPLEMENTATION SUPPORT

For questions about **Voyager Passport** or our professional development options, please contact Kendar Fowler at kendar.fowler@voyagersopris.com or 800.547.6747 Ext. 9312

800.547.6747 | voyagersopris.com

VOYAGER SOPRIS
LEARNING®
a **cambium** company

Grow Your Own Staff (GYO)

Will work with LEAs to develop processes and procedures, key activities, assessments, and rubrics for alternatively prepared teacher candidates to demonstrate competence as classroom teachers while working in the classroom.

Will support secondary students interested in teaching though dual-enrollment and activities designed to promote and sustain an early commitment to teaching.

- Dual enrollment and direct transfer agreements with Chesapeake College to prepare future teachers during secondary school or as adult learners in full-time employment
- Multiple delivery formats and portfolio enhanced
- Support for national assessment including the Praxis and edTPA
- PDK International – Educator Rising Program in the high school

Washington College is a four-year institution of higher education on Maryland's Eastern Shore in Chestertown with state approval for teacher certification in 13 secondary content areas and elementary education.

Contact: L. Michelle Johnson
mjohnson2@washcoll.edu
(410) 810-7439
best (202) 841-1394

Model Example for candidates entering pipeline with an Associate's Degree- 3 Year Plan

	Fall Semester	Summer Semester	Spring Semester
Year 1	2 courses (8 credits)	1 or 2 Courses (4-8 credits)	2 courses (8 credits)
Year 2	2 courses (8 credits)	1 or 2 Courses (4-8 credits)	2 courses (8 credits)
Year 3	Teaching Internship (20 credits) Completed at K-12 school while working there full-time and includes methods seminars, action research, capstone work for graduation, and edTPA requirements		

For degreed career changers with a transcript audit and coursework complete, the Model Example is Year 3. Depending on transcript audit, candidates may need to take additional content coursework at Chesapeake College or Washington College.

Staff Support and Retention

Will work with LEAs to design "Career Track" programming for in-service teachers in accordance with The Blueprint for Maryland's Future.

Novice Teacher Coaching/National Board Certification (NBC) Cohort
Will support initial and ongoing training of veteran teachers to mentor pre-service and novice teachers including "a cohort model to support teachers in obtaining NBC" that includes:

- Gathering and analyzing information about individual student needs.
- Designing instruction based on data.
- Using student work samples to demonstrate growth over time.
- Writing forward moving feedback.
- Video/audio recording instruction and interactions with students for reflective analysis.
- Assessment alignment and analysis to improve instruction.

New Teacher/Induction Support
Will work with LEAs to extend beyond pre-service training to design early career teacher induction experiences. The program will provide opportunities for beginning teachers to:

- understand district curriculum standards and goals.
- strengthen content knowledge.
- strengthen knowledge of research supported instructional strategies.
- apply their understanding of students as learners.
- develop foundational teaching skill and competency.
- embrace lifelong learning and professional growth.
- use strategies to manage their time and wellbeing.

The new teacher induction program will integrate assessment products that pre-service teachers produce to complete the edTPA and that veteran teachers will need to produce to go through the NBC process including: reflective practice and analytical commentary, video/audio recording of teacher student interactions, student work sample analysis, lesson planning based on data, and analysis of information about individual student needs.

WestEd Maryland Leads Partner Program Profile

As an approved Maryland Leads Partner WestEd collaborates with Maryland district and schools to address the following strategies:
1. Staff Support & Retention
2. Science of Reading for secondary (grades 6-12)

Staff Support & Retention – Recruit, Hire, and Retain a Diverse Teacher Workforce
WestEd is your partner to systematically examine current recruiting methods, hiring practices, and approaches to teacher retention in order to recruit, hire, and retain minority teachers. We collaborate with district human resource departments to identify research-supported steps to build on existing strengths and increase hiring equity and yield (e.g., % of teaching candidates that receive an offer who accept). Another important retention strategy that WestEd helps Maryland Leads grantees implement is Employee Resource Groups (ERGs). WestEd helps districts to successfully plan, launch and sustain ERGs as part of a comprehensive teacher retention and recruitment strategy. These staff support and retention strategies are already being implemented in Maryland in partnership with Calvert County Public Schools.
Services include:
- Organizational Policy Review to Increase Minority Teacher Recruitment, Hiring and Retention
- Systems Audit to Identify Barriers to Workforce Diversification
- Educator Workforce Dashboard Development
- Developing Employee Resource Groups

Science of Reading – Accelerate Learning for Secondary Learners
In the area of Science of Reading, WestEd offers Reading Apprenticeship, an evidence-based approach to teaching disciplinary literacy at the secondary level which has been proven to accelerate student learning and narrow the achievement gap. Reading Apprenticeship strengthens literacy instruction and improves student achievement in both literacy and content area skills and knowledge, with effect sizes for achievement that constitute educationally meaningful gains. This evidence has earned Reading Apprenticeship a Strong rating in Evidence for ESSA and resulted in the approach being selected as a SELect program by the Collaborative for Academic, Social and Emotional Learning. Reading Apprenticeship has already been implemented widely with Maryland secondary schools.
Services inclue:
- Reading Apprenticeship Essentials I + II
- Reading Apprenticeship Coaching
- Leading for Literacy
- Reading Apprenticeship Academic Literacy Curriculum

Contact Us
For more information about WestEd services for Staff Support & Retention or Science of Reading contact Matthew N. Nathan at mnathan@wested.org

Wilson Language Training® is pleased to be a Maryland Leads Partner approved under the Science of Reading category for Fundations®, Just Words®, and Wilson Reading System® materials and professional learning.

Wilson Language Training is a provider of research-based reading and spelling programs for all ages. Our multisensory structured curricula have been proven to be highly effective. Our literacy instructional models meet the needs of distinct student populations; each model differs in practice, intensity, and duration, but all have been designed to help students master the appropriate level of literacy.

Fundations® is a Tiers 1 and 2 prevention/intervention program for K–3 designed to be paired with a core program to provide foundational skills**.** Informed by an extensive research base and following principles of instruction that demonstrate success for a wide variety of learners, Fundations offers a carefully structured multisensory and systematic phonics, spelling, and handwriting program that benefits all. Designed as a whole-class, general education program with 30-minutes of daily instruction for prevention (Tier 1) purposes, it is also effective as an intervention (Tier 2).

Just Words® is a Tier 2 intervention for grades 4 and higher. An accelerated word study program for students who are decoding and encoding below grade level, Just Words provides a highly explicit, multisensory, and sophisticated study of word structure. The program explicitly teaches "how English works" for both decoding and spelling automaticity in 45-minute daily lessons in a year-long curriculum.

Wilson Reading System® (WRS) is a Tier 3 intensive intervention for students in grades 2 and higher. For students who require more intensive structured literacy instruction due to a language-based learning disability, such as dyslexia, WRS covers decoding, morphology and the study of word elements, encoding and orthography, high frequency word instruction, fluency, vocabulary, and comprehension. Based on Orton-Gillingham principles and reading research, WRS lessons may be planned for 90 minutes, 3–5 times per week.

Professional Learning Support for LEA Sustainability

Wilson provides educators with the knowledge and key skills needed to help students who may benefit from a systematic, multisensory structured language approach. We work directly with LEAs to prepare and implement customized and comprehensive literacy plans called COMPASS Plans (COMprehensive Plans for Achieving Success and Sustainability). These are often multi-year plans. A Wilson Literacy Advisor and the Wilson Implementation Team will collaborate closely with LEAs to identify literacy needs and goals and determine the ideal pathway to build each school or district's self-sustaining capacity to use and support our programs.

- Initial support begins with program launch workshops and introductory courses that provide educators with the practice and guidance needed to effectively begin teaching and implementing the programs.
- Virtual Implementation Support, an online community of practice, gives educators the time and space needed to deepen skills, learn practical tips, and connect with peers across the country.
- Demonstration schools with onsite coaching can be developed to serve as model schools for a district; through the development of Fundations and Just Words Facilitators and Presenters, a district can develop in-house capacity for ongoing support and training of new teachers.
- Wilson Reading System Level I and II Certifications are accredited by the International Dyslexia Association and result in highly qualified Wilson® Dyslexia Practitioners and Wilson® Dyslexia Therapists. There is a pathway for districts to develop their own Wilson® Credentialed Trainer.
- Administrators have access to the Wilson Implementation Network® (WIN), a community for principals and administrators who are implementing Wilson programs.
- Ongoing support is provided through our online Wilson Academy®. Instructors may access the different Learning Communities for printable materials, video demonstrations, expert tips, FAQs, discussion boards, and more.

For more information about our research base, evidence of effectiveness, endorsements, materials, and professional learning opportunities, please visit our website at www.wilsonlanguage.com. For any questions or help coordinating implementation and professional learning, please contact EDUInquiries@wilsonlanguage.com.

YMCA of the Chesapeake

Contact: Rachel White (e)rwhite@ymcachesapeake.org (p)410-770-3890

In partnership with LEA's and school full time staff, the Young Men's Christian Association of the Chesapeake Inc. will leverage its 165-year history of community impact on the Eastern Shore to support staff and strengthen retention through the development of health and wellness programs and wrap around child care for teachers with children in PK-5.

Staff Support and Retention through Health & Wellness Programming at the Y

School employees will have Y membership included with full time employment. Employees can access any of the 11 YMCA of the Chesapeake locations on the Eastern Shore. The YMCA is the leading nonprofit committed to strengthening individuals and communities across the country. At the Y, we're here to help you find your "why" - your greater sense of purpose - by connecting you with opportunities to improve your health, support young people, make new friends and contribute to a stronger, more cohesive community for all. Fitness and well-being activities at the Y go well beyond just working out. In addition to fitness facilities, we provide a variety of programs let by caring staff designed to nurture a healthy spirit, mind and body. The YMCA of the Chesapeake will assist LEA's with YMCA membership and the development of employee health and wellness programs for staff support and retention.

Staff Support and Retention through Wrap Around Child Care for Employees

School staff with children at different schools with different start times is posing a challenge on them. When staff know their children are safe and cared for they will be able to focus on their job! The YMCA of the Chesapeake in partnership with LEA's will offer licensed before and after school care for school employees in need.

Our licensed program is dependable and convenient. We provide fun activities for children on school days, most holidays and as well as on early dismissal days. We offer a YMCA values-based curriculum with an emphasis on creating a balanced daily and weekly schedule with arts and humanities; character development; healthy living; homework; literacy; science, engineering, technology, and math (STEM); service-learning; and social competence; and includes free choice; small group, individual, and large group time; project time; indoor and outdoor time; and a healthy snack.

HEALTHIER EMPLOYEES, HEALTHIER SCHOOLS

As Americans spend more of our lives at the work, it's no surprise we're spending less time being active, and the pandemic has only provided more challenges and barriers. For every 100 employees at work today, 59 don't get adequate exercise, resulting in problems like high blood pressure, high cholesterol, obesity and heart disease-not to mention skyrocketing health care costs. The good news is we can help address this trend, starting with our school staff.

ZB Zaner-Bloser

The *Superkids Reading Program* proposed by Zaner-Bloser, Inc. is designed specifically for grades K–2. It recognizes that the most important ability our children need to develop in the primary grades is *learning how to read.* The entire program is organized around teaching the foundational skills for reading: phonological and phonemic awareness, phonics, fluency, vocabulary, and comprehension. This foundation gives children the skills they need to build knowledge through reading in grades 3 and beyond. Zaner-Bloser, Inc. **will** work with all Maryland LEAs that choose the "Science of Reading" strategy *to implement all three focus areas* as identified by the Maryland Department of Education in the Maryland Leads Program:

⭐ The *Superkids Reading Program* can provide DIRECT TRAINING to K-3 teachers, including special education teachers, principals, and other relevant staff which focuses on the vast body of research known as the "Science of Reading." Through our "Superkids Leaders" training, Zaner-Bloser can also provide training on the "Traveling the Neural Superhighway" session with a 'train-the-trainer' model approach. (*See our white paper* *"The Science of Reading"*)

⭐ The *Superkids Reading Program* USES THE PRINCIPLES OF THE "SCIENCE OF READING" as the foundation for teaching students how to read. (*See our* *Science of Reading Resource Hub* *for additional information.)* These principles acknowledge that:

> *A systematic and structured approach to phonemic awareness and phonics instruction is critical. This is why so much time is devoted in Superkids Phonemic Awareness and the Superkids Reading Program to teaching students that words are made up of sounds and that letters can be mapped to sounds, so that students eventually learn to blend and segment words orally and in print, as well as to decode and encode words.*

> *Instruction must be explicit, beginning with direct instruction and moving to guided practice with decreasing support—as well as systematic, following a scope and sequence that grows in complexity and includes cumulative review. Through direct instruction, the Superkids Reading Program follows a scope and sequence that also provides uniquely engaging and meaningful fiction and nonfiction decodable texts that are aligned with the phonics, structural analysis, and word recognition skills that have been explicitly taught.*

> *Fostering comprehension skills in students requires vocabulary development, building content knowledge, and mastering features of complex text. While providing ample opportunities for text reading, the Superkids Reading Program offers "Super Smart" informational 'read-alouds' in grades K–1 to build content knowledge and vocabulary.*

> *Assessments should align to instruction to monitor the progress of students and use data to differentiate instruction as needed. The Superkids Reading Program offers a variety of both formal and informal assessment opportunities aligned to instruction for teachers in each grade level.*

⭐ To ensure students are reading as they enter third grade, the *Superkids Reading Program* provides a VARIETY OF PROGRESS MONITORING opportunities. To specifically assist teachers and literacy leaders understand the progress monitoring process, tools, and data imbedded within the *Superkids Reading Program,* Zaner-Bloser, Inc. can provide professional development sessions tailored to meet the needs of participating LEAS. (*See our* *Professional Development Resources* *for additional information.)*

Help all students catch up *and* move forward.

Zearn offers complete math tutoring content that accelerates math learning with a mix of hands-on problem solving and immersive digital learning. When learning with Zearn, students have multiple opportunities to deeply explore grade-level math with just-in-time support. Check out a digital lesson in action in this **short video**.
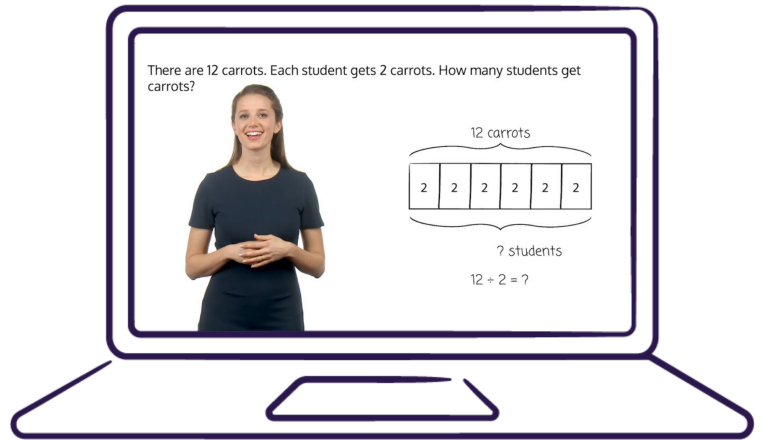
Program Materials include:

Top-rated instructional materials (HQIM) for every day of tutoring	
Digital math lessons covering every objective of K-8 math	✔
Just-in-time support & built-in Tier 1 intervention in all digital lessons	✔
Embedded daily digital diagnostic in every digital math lesson	✔
Daily instructional materials for tutors (in Spanish, too!)	✔

Resources to support tutors in creating meaningful student engagement	
On-demand PD to review instructional strategies	✔
Tutor guides (schedules, checklists, and more)	✔
Comprehensive implementation support and live trainings throughout the year	✔

Real-time data visibility	
Detailed reporting for each student, including where students need support	✔
School & district-wide reports with progress across tutoring sessions	✔

Proven to accelerate learning:

A new study of math achievement during the pandemic found consistent Zearn usage led to **2.7 years of learning gains in 2 years of pandemic learning**. Zearn was particularly effective for students *below standard;* these students experienced **2–3x growth** in assessment scores with Zearn.

Reach out to info@zearn.org to learn more about using your Maryland Leads funds to access Zearn for the '22–23 and '23–24 academic years!