



Massachusetts Department of  
**ELEMENTARY & SECONDARY  
EDUCATION**

## **Early and Adolescent Literacy**

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This report summarizes the activities funded by the state budget line item 7010-0033 for a consolidated literacy program. The report covers activities from July 1, 2009 to December 31, 2009, the period of setting up the new program and making the initial grant awards.

February 2010

**Massachusetts Department of Elementary and Secondary Education**  
75 Pleasant Street, Malden, MA 02148-4906  
Phone 781-338-3000 TTY: N.E.T. Relay 800-439-2370  
[www.doe.mass.edu](http://www.doe.mass.edu)



This document was prepared by the  
Massachusetts Department of Elementary and Secondary Education  
Mitchell D. Chester, Ed.D.  
Commissioner

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# Massachusetts Department of Elementary & Secondary Education

75 Pleasant Street, Malden, Massachusetts 02148-4906

Telephone: (781) 338-3000  
TTY: N.E.T. Relay 1-800-439-2370

Mitchell D. Chester, Ed.D.  
Commissioner

February 2010

Dear Members of the General Court:

I am pleased to submit to you the report *Early and Adolescent Literacy* pursuant to line item 7010-0033 of Chapter 27 of the Acts of 2009. The new consolidated literacy line item has afforded the Department an exceptional opportunity to provide comprehensive literacy professional development opportunities throughout the state. It is also enabling the Department to expand its reach to many more districts than has previously been possible. With an expanded pool of external partners, including several partnerships with Reading Recovery and Bay State Reading Institute, to support the work of the Department we now have dedicated resources to assist districts in addressing identified literacy priorities for both elementary and adolescent literacy based upon ongoing data analysis.

While the appropriations for the three line items in the FY09 budget (John Silber Early literacy, \$3,740,000; Early Intervention Tutorial, \$2,900,000; and Bay State Reading Institute, \$1,450,000) provided over \$8 million for literacy programs, the consolidation in FY10, and the economic climate, led to an appropriation of \$4,175,000, roughly half of what had been available for literacy support the prior year. Nevertheless, as discussed more fully in the report, the consolidated literacy line item has helped the Department to:

- Fund professional development projects in 108 districts with identified literacy proficiency gaps;
- Support adolescent literacy professional development for the first time using state funding; and
- Enable districts to choose their professional development providers with identified expertise in particular areas of need as identified through data analysis.

To consolidate, integrate, and strengthen literacy professional development in FY2010, the Department prepared a plan with the following goals: support more districts and schools; provide literacy grants directly to districts; work more closely with districts and literacy partner organizations; exercise more oversight; engage more directly in strategic thinking about professional development; target resources to students with the greatest needs; and support adolescent literacy professional development.

The Department is distributing grant funds through three competitive programs in FY2010: 1) \$237,433 of remaining federal Reading First funds targeted to six high-needs districts; 2) \$786,381 of state Consolidated Literacy funds targeted to the ten Commissioner's Districts; and 3) \$2,550,143 of state Consolidated Literacy funds for grants to other districts in corrective action or with schools in corrective action or restructuring. Eligibility was based on FY2008 performance results because FY2009 results were not available when the Requests for Proposals were issued. Due to the large number of districts that qualified for grants, a maximum amount per district was set. Districts were free to use the award for one or more partnership activities. Awards are included in Appendices A, B, and C.

The two state-funded grant programs allowed priority points for designating Reading Recovery and the Bay State Reading Institute as partners, as well as priority points for serving high needs schools designated by their poverty, literacy proficiency gaps, English learners, or students from underachieving populations. The size of a district's K-12 student population determined the maximum amounts for grant

awards. The competitive grant process resulted in awards of state and/or federal funds to 108 districts and charter schools to support literacy partnerships. The grants target the teachers of almost 10 percent of the state's total student enrollment in the 108 participating districts. All grants that include partnerships with Bay State Reading Institute and Reading Recovery (representing 39 districts and charter schools) were funded at the level requested.

Partnership grants addressed four priority areas identified by the Department, but with a clear majority addressing tiered curriculum for core and intervention education for elementary literacy, and content learning and literacy for adolescent literacy. Close to half the grants support literacy professional development for adolescents, a previously unmet need.

The Consolidated Literacy budget line also allows the Department to provide professional development opportunities and literacy resources to all districts in the state regardless of their accountability status. These efforts are intended to help all districts access current, research-informed information on best literacy practices to guide instructional decision making. In the fall of 2009, the Department launched a new statewide system of district support through regional assistance centers. Through the regional centers, Department staff and external partners will offer professional development programs open to all districts including those with literacy partnership grants.

The Department will sponsor three statewide professional development meetings in FY2010 on literacy planning, closing the early literacy proficiency gap, and literacy and college readiness. Details are included in the report.

Central to the literacy professional development is an effort to collect information on how the professional development provided impacts educator knowledge and practice. Given that the grants will be implemented for less than a full academic year, it is unlikely that the effort will result in substantial measurable impact on student proficiency in language development, reading and writing by the end of the fiscal year. Nevertheless, we are committed to collecting relevant student assessment data in order to capture any impact on student skills and establish baselines for measuring impact of literacy professional development activities in future years.

Recognizing the importance of evaluation, the Department has contracted with the UMass Donahue Institute (UMDI) to serve as statewide evaluation consultant for the partnership grant programs. In this role, UMDI provides technical assistance to grantees as they plan and execute their local evaluations.

I sincerely appreciate the consolidated literacy funding in FY2010 to assist districts in addressing identified literacy priorities for both elementary and adolescent literacy based upon ongoing data analysis. I request your continued support of this stable source of revenue to assist districts in their efforts to close literacy proficiency gaps across the Commonwealth. I would be pleased to respond to any questions you may have.

Sincerely,

Mitchell D. Chester, Ed.D., Commissioner

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## I. Overview of Line Item #7010-0033 - Consolidated Literacy

The Department of Elementary and Secondary Education respectfully submits this Report to the Legislature for line item 7010-0033 in the FY2010 Massachusetts State Budget, Chapter 27 of the Acts of 2009:

*For the literacy and early literacy programs including, but not limited to, the Bay State Reading Institute program, the John Silber early literacy program, and the Reading Recovery program; provided that said programs shall provide ongoing evaluation of the outcomes thereof and shall document said outcomes annually to the department and to the house and senate committees on ways and means; provided further, that the Bay State Reading Institute may be administered under contract to Middlesex Community College in programmatic collaboration with Framingham State College and Fitchburg State College; and provided further, that funds appropriated to this item for said Institute may be expended through June 30, 2011....\$4,175,489*

In a June 2009 report to the Legislature, *Statewide Assistance in the Preparation and Implementation of Professional Development Plans*<sup>1</sup>, the Department of Elementary and Secondary Education (ESE) requested a consolidation of funding in several line items in order to develop a more integrated and effective approach to supporting literacy in districts throughout the state. This request resulted in part from the significant reorganization of the Department done by Commissioner Mitchell Chester after joining ESE in May 2008. A key feature of his reorganization was the creation of a Center for Curriculum and Instruction; on numerous occasions, Commissioner Chester has stated that he views the Center as a hub of the Department's efforts. Central to the Center's mission is a commitment to reach out to all public school districts and schools in Massachusetts through the Office of Literacy to provide a range of supports and services that support the implementation of research-informed literacy teaching practices for grades K-12.

The Legislature restructured the literacy funding and the Office of Literacy has spent the first half of FY2010 developing new priorities and program structures, and a new grant program for districts. This legislative report covers the work completed to date, the recently awarded literacy professional development grants for districts and their external partners, the new statewide and regional professional development programs, and program evaluation.

As discussed more fully in the following legislative report, the consolidated literacy line item has helped the Department to:

- Fund professional development projects in 108 districts with identified literacy proficiency gaps. Districts applied individually or in a group with a designated district as the fiscal agent. Four collaboratives submitted proposals on behalf of groups of districts.
- Support adolescent literacy professional development for the first time using State funding; and

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<sup>1</sup> <http://www.doe.mass.edu/research/reports/0609pdplans.pdf>

- Enable districts to choose their own professional development providers with identified expertise in particular areas of need as identified through data analysis.

## II. A Consolidated Literacy Program

To consolidate, integrate, and strengthen literacy professional development in FY2010, the Office of Literacy prepared a plan with the following goals:

- Support many more districts and schools than previously;
- Provide literacy grants directly to districts rather than to partners;
- Work more closely with districts and literacy partner organizations to improve literacy achievement;
- Exercise more oversight of literacy activities to ensure consistency with Department priorities;
- Engage more directly with district staff and their partner organizations in strategic thinking about state supports for professional development;
- Target resources to students with the greatest needs; and
- Support adolescent literacy professional development.

With the Consolidated Literacy program, the Office can now target districts with identified literacy proficiency gaps for grants and develop new statewide and regional professional development opportunities for staff from all districts. The new funding terms allow the Office to expand its focus from grades K-3 to the equally important adolescent component (grades 4-12)<sup>2</sup> which was insufficiently supported in the past. In FY2010, the Consolidated Literacy funding and the balance of the state's Reading First grant are supporting 60 K-3 projects and 46 adolescent literacy professional development projects in 108 public school districts and charter schools. The Office of Literacy affirms its commitment to working with a wide range of professional development partners with literacy expertise both as district partners and as partners to the Office in providing statewide and regional professional development activities open to all districts.

In addition to supervising the literacy partnership grants awarded to districts, the Office of Literacy is providing expert support to districts through its own professional development staff and through external literacy partner organizations and individuals. Office of Literacy staff includes the director, the statewide manager of the regional professional development network, two education specialists coordinating grants and professional development activities, and a program coordinator. The staff also includes six professional development providers assigned regionally across the Commonwealth. The regional staff provides ongoing professional development linking research, curriculum content, and instructional practices, and encourages participants to work together to implement research-based practices. The six professional development providers also work directly with the highest-needs districts in Massachusetts to

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<sup>2</sup> The US Department of Education currently defines adolescent literacy as grades 4-12.

support implementation of new literacy instructional practices in the ten Commissioner's Districts and three additional Underperforming Districts.

The Office also relies heavily on external partners as well to achieve its mission of providing literacy professional development and resources to every district in the state. The combined funding from Consolidated Literacy grants and the remaining federal Reading First funds supports 30 university, collaborative, and consulting partners across the state who advise and support statewide, regional, and district-based professional development. The external partners bring considerable knowledge and expertise at both the elementary and secondary levels in literacy professional development to add to the Office's efforts. Together, the Office's staff and partners are intent on reaching the goal of serving all of Massachusetts's public school districts and schools with high quality, ongoing, and sustained literacy professional development. These joint efforts will build educators' capacity to help students become proficient readers and writers, ready for college and the workforce.

### **III. Grant Programs for Literacy Professional Development**

The Office of Literacy is distributing grant funds through three competitive programs in FY2010: 1) **Fund Code 728** (\$237,433) of remaining federal Reading First funds targeted to six high-needs districts; 2) **Fund Code 737** (\$786,381) of state Consolidated Literacy funds targeted to the ten Commissioner's Districts (urban districts in corrective action and with more than three schools in correction action or restructuring) and three Underperforming Districts; and 3) **Fund Code 738** (\$2,550,143) of state Consolidated Literacy funds for grants to other districts in corrective action or with schools in corrective action or restructuring. Eligibility was based on FY2008 performance results because FY2009 results were not available when the Requests for Proposals were issued. Due to the large number of districts that qualified for the Fund Code 738 grants, a maximum amount per district was set. Districts were free to use the award for one or more partnership activities. With this exception, the requirements for Fund Code 738 grants were identical to those of Fund Code 737 grants.

The Office of Literacy made innovations across all three grant programs aligned with the new goals of the consolidated literacy program. The primary purpose of all three grant programs was to support professional development in critical K-12 literacy issues. The Office created rubrics for evaluating proposals and shared them with districts to guide the development of proposals. The Office identified four priority areas, consistent across all grade levels, based on its analysis of statewide literacy data for elementary, middle and high schools, and asked districts to prioritize their proposed professional development activities according to these areas:

1. Providing tiered systems of curriculum delivery including the use of data to inform instruction, core and intervention instruction, and enhancements to core instruction;
2. Embedding language and literacy skills in content learning with a focus on vocabulary instruction including oral language development for English learners and reading comprehension, especially of science content;
3. Teaching writing; and

4. Developing literacy plans at the district and school level to encourage the strategic use of literacy resources to help all students become proficient readers and writers.

A unique feature of the Requests for Proposals (RFPs) was the emphasis on using data analysis to identify a critical literacy issue in the district. The intent was to encourage districts to examine their data carefully and identify an appropriate focus for ongoing professional development that would result in improved instructional practices in the classroom and ultimately improvements in students' literacy proficiency. The focus should determine the selection of a professional development partner with the expertise to address specific professional development needs. The district(s) and partner(s) were asked to provide a literacy plan, research that supported the selected practices to be covered in professional development, and an action research plan to determine the impact of the professional development on teaching and learning. A major requirement of the grant program was to collect consistent data on instructional practices and their impact on student achievement, and external partners were expected to provide support and expertise in developing this data. An outside evaluator, the UMASS Donahue Institute, would support and monitor the development and analysis of such data.

The Office of Literacy invited districts to submit proposals individually or with other districts. Districts with more than 2,500 students were allowed to apply for more than one partnership grant, with an established maximum per partnership and/or per district. The office encouraged multiple partnerships based on the various and specific needs identified through data analysis by districts. The office required districts to match a grant award with other state, federal, or local funds to establish "in kind" contributions from other funding sources as investments that directly support the effort to build educators' capacity to deliver high quality literacy instruction. Districts could match the grants using, for example, staff salaries or professional development materials associated with the grant-supported professional development activities.

The two state-funded grant programs (737 and 738) allowed priority points for designating Reading Recovery and the Bay State Reading Institute as partners, as well as priority points for serving high needs schools designated by their poverty, literacy proficiency gaps, English learners, or students from underachieving populations. The size of a district's K-12 student population determined the maximum amounts for grant awards.

The competitive grant process resulted in awards of state and/or federal funds to 108 districts and charter schools to support literacy partnerships. The grants target the teachers of almost 10 percent of the state's total student enrollment.

**Table 1: Summary of Consolidated Literacy Grants in FY2010**

<b>Fund Code/Description</b>	<b>Funds</b>	<b>Students</b>	<b>Teachers</b>	<b>Schools</b>
728: Reading First	\$237,434	3,200	193	11
737: Commissioner's and Underperforming Districts	\$786,381	25,000	1,624	95
738: Other districts with corrective action status or schools with corrective action or restructuring status	\$2,550,143	90,000	5,117	274

Partnership grants addressed all four priority areas identified by the Office of Literacy, but with a clear majority addressing tiered curriculum for core and intervention education for elementary literacy, and content learning and literacy for adolescent literacy. Close to half the grants support literacy professional development for adolescents, a previously unmet need.<sup>3</sup>

**Table 2: FY2010 Literacy Partnerships by Priority Area and Grade Level**

Priority Area	Early Elementary (Grades K-3)	Adolescent (Grades 4-12)	Total
1: tiered curriculum	42	3	45
2: content learning & literacy	15	33	48
3: writing	2	8	10
4: literacy planning	1	2	3
<b>Total</b>	<b>60</b>	<b>46</b>	

Districts receiving grant awards selected 30 external partners including universities, collaboratives, and consultants to work on professional development, with Reading Recovery/Leveled Literacy/Literacy Collaborative and Bay State Reading Institute chosen by many. In addition to working with districts, a number of these partners and some additional organizations are working with the Office directly on statewide and regional programs (see section V.) Note: Many districts are working with more than one partner.

**Table 3: External Partners for Districts**

Professional Development Partners	Number of Districts	Funding
Reading Recovery, Leveled Literacy Initiative, Literacy Collaborative (Lesley University and Hampshire Education Collaborative)	27	\$694,920
Keys to Literacy	24	\$562,533
Teachers 21	15	\$466,500
Bay State Reading Institute	12	\$442,000
Strategic Education Research Partnership (SERP) (Harvard University)	11	\$145,700
Tufts University Center for Applied Child Development	8	\$228,521
Hampshire Education Collaborative (not Reading Recovery)	7	\$77,625
Hanson Initiative for Language and Literacy (HILL)	5	\$72,500
IDEAL Consulting	5	\$125,000
Collins Education Associates	2	\$24,984
Framingham State College: D. Lowe, Y. Gunzberger	2	\$43,325

<sup>3</sup> Strategic literacy planning is a focus of FY2010 professional development, and the Office of Literacy intends to support and encourage more grants for this purpose in FY2011.

Professional Development Partners	Number of Districts	Funding
Houghton Mifflin-Harcourt Company	2	\$105,000
University of Massachusetts Lowell: J. Simmons	2	\$30,000
Six Traits Writing	2	\$19,998
Empowering Writers	2	\$10,000
Boston University: J. Paratore	1	\$51,437
Education Development Center	1	\$19,037
Grimes Reading Institute	1	\$35,000
Harvard University (not SERP): N. Lesaux	1	\$20,000
Independent Contractor: M. Arguelles	1	\$10,000
Independent Contractor: S. Hewitt and R. Trafillo	1	\$20,000
Independent Contractor: I. King	1	\$30,000
Lesley University (not Reading Recovery): M. Capiella	1	\$9,000
Public Consulting Group - Center for Resource Management	2	\$92,500
Salem State: F. Pomerantz	1	\$45,000
University of Massachusetts Amherst: Fede	1	\$10,000
University of Massachusetts Boston: P. Paugh	1	\$30,000
VoyagerU	1	\$85,996
Writers Express	1	\$21,381

The following section describes the new grant process with links to supporting documents. Details of grant awards are provided in the appendices.

## IV. Consolidated Literacy Grants Process

### Requests for Proposals

The Office of Literacy developed two Requests for Proposals to distribute state grant funds as competitive grants supporting K-12 literacy professional development partnerships. **Fund Code 737** grants targeted the Commissioner's and Underperforming Districts only (<http://finance1.doe.mass.edu/Grants/grants10/rfp/737.html>). All other districts with corrective action status, or schools in corrective action or restructuring, based on FY2008 results were eligible for **Fund Code 738** grants (<http://finance1.doe.mass.edu/Grants/grants10/rfp/738.html>). The two Requests for Proposals were posted on the Department's website in mid-August 2009 and responses were due in late September. The Request for Proposals for **Fund Code 728**, the Reading First grants, went out in the same timeframe with a similar process, but will not be covered in detail here.

## Technical Assistance Session

The Office of Literacy provided a technical assistance session for eligible districts on August 25, 2009, attended by about 80 individuals. The session included a presentation about the Consolidated Literacy grant program by Dr. Cheryl Liebling, Director of the Office of Literacy, as well as a question-and-answer session facilitated by Dot Earle, Education Specialist and Coordinator of the Consolidated Literacy grant program. Dr. Julie Andrade, Coordinator of Elementary Literacy in the Brockton Public Schools, presented on her recent successful proposal for a similar grant offered to previous Reading First districts. The session also included time for a facilitated discussion organized by region regarding potential literacy partnerships.

## Grant Review Process

Dot Earle, Coordinator of the Consolidated Literacy grant program, managed the grant review process, and reviewers consisted of nine ESE staff members and four consultants from the New England Comprehensive Center. Dr. Liebling did not participate in the initial grant review. Two people read each proposal and scored it independently on the rubric, then met to arrive at a consensus scoring. Dot Earle compiled the reviewers' recommendations, and members of the Office of Literacy's core staff then reviewed all proposals and recommendations and identified the final set of fundable proposals.

Proposals receiving a score of 70 or higher on the rubric were fully funded. Those receiving scores of 60-69 were funded at levels slightly below the requests. With the exception of proposals from districts partnering with Reading Recovery or the Bay State Reading Institute, proposals receiving scores of less than 60 were not funded. Those districts that identified the Bay State Reading Institute as their partner received 100 percent of the requested funding. Districts that identified Reading Recovery/Leveled Literacy Intervention/Literacy Collaborative with Lesley University or the Hampshire Educational Collaborative as their partner received 100 percent of the requested funding, with the one exception of a district that did not follow the funding requirements.

## Grant Awards

Grant awards were announced in November 2009. Table 1 above presents a summary of the awards, and Appendices A, B and C provide detailed information on awards made to districts and partners under all three grant programs. **Fund Code 737** awarded \$786,381 to 12 of the 13 Commissioner's and Underperforming Districts that submitted proposals, with grant awards ranging from \$25,000 to \$110,000. The grants will support 10 K-3 literacy partnerships and 10 partnerships for grades 4-12 literacy. Partners include Reading Recovery, the Bay State Reading Institute, Teachers 21, Keys to Literacy, the Strategic Education Research Partnership, and many others. For additional information on these awards, please see <http://finance1.doe.mass.edu/grants/grants10/awards/737.html> and Appendix A.

**Fund Code 738** awarded \$2,554,143 to 67 of the 92 proposals received, with grant awards ranging from \$2,000 to \$310,000. The grants support 43 literacy partnerships for K-3 and 36 partnerships for grades 4-12. In addition to the partners identified above, Fund Code 738 awards support Tufts University Center for Applied Child Development, IDEAL Consulting, and many university faculty partners. For information on these awards, please see <http://finance1.doe.mass.edu/grants/grants10/awards/738.html> and Appendix B.

The Department is funding a small number of K-3 literacy partnership grants with the balance of the state's Reading First award under **Fund Code 728**. In FY2010, \$237,433 was awarded to six high need districts including one charter school with grant awards ranging from \$25,000 to \$85,996. Partners include faculty at Boston University, Clark University, Ideal Consulting, the Hanson Initiative for Language and Literacy (HILL), Teachers 21, and VoyagerU. For further information on these awards, please see <http://finance1.doe.mass.edu/grants/grants10/awards/728.html> and Appendix C.

## **V. Statewide and Regional Professional Development Programs and Resources**

The Consolidated Literacy budget line allows the Department to provide professional development opportunities and literacy resources to all districts in the state regardless of their accountability status. The Office of Literacy sees this as an opportunity to serve many more districts and schools than in previous years, and to support more networking and conversations about professional development among districts independent of the Department's efforts.

With the help of the FY2010 Consolidated Literacy funding, the Office has embarked on statewide professional development meetings and the development of resources to be shared with districts across the state. These efforts are intended to help all districts access current, research-informed information on best literacy practices to guide instructional decision making.

In the fall of 2009, ESE launched a new statewide system of district support through regional assistance centers. Through the regional centers, Office of Literacy staff and external partners will offer professional development programs open to all districts including those with literacy partnership grants.

### **Statewide Professional Development Meetings**

The Office of Literacy will sponsor three statewide professional development meetings in FY2010 on literacy planning, closing the early literacy proficiency gap, and literacy and college readiness. The first two-day meeting on literacy planning was held on December 8 and 10, 2009. The early literacy and college readiness meetings will be on March 3<sup>rd</sup>, and April 28<sup>th</sup>. Planning has also begun for summer professional development institutes similar to those offered in previous years. A new offering will be a week-long summer institute on *New Literacies* led by Dr. Donald Leu of the University of Connecticut, supported jointly by funds from the Instructional Technology Unit and the Office of Literacy. In addition, the Consolidated Literacy Funding supported the 2<sup>nd</sup> Annual Curriculum and Instruction Summit held in October 2009. Over 800 Massachusetts educators participated in this two-day meeting.

The importance of offering professional development on literacy planning emerged in the course of reviewing Consolidated Literacy grant proposals, which revealed wide disparities in the quality of literacy planning across Massachusetts school districts. While some districts have comprehensive and thoughtful literacy plans to guide their decision making, many have limited or non-existent plans. The Office of Literacy invited Dr. Julie Meltzer from the Public Consulting Group/Center for Resource Management (PCG/CRM) to be the keynote speaker for two days on literacy planning offered on December 8<sup>th</sup> and 10<sup>th</sup>. The Office invited several external partners with expertise in school-level literacy planning to present breakout sessions:

Dr. Sandra Jones, Director of the Hanson Initiative for Language and Literacy at the Massachusetts General Hospital's Institute for Health Professions; Dr. Martha Colwell of School Rise; Joan Sedita, Founding Partner of Keys to Literacy; and Dennis Jackson of PCG/CRM.

The response to this literacy planning workshop was overwhelmingly positive. One hundred and thirty-seven districts participated or 35 percent of all Massachusetts districts. Districts from all regions were well represented, as were charter schools and the Commissioner's Districts. Notably, 20 percent of districts attending were not eligible for Consolidated Literacy grants, helping to meet the Office's goal of reaching all districts regardless of status. Each district sent a literacy team of four district and school leaders involved with literacy education, totaling 650 participants. As noted above, the Office of Literacy will embark on district literacy planning projects in 2010. A total of 12 districts will engage in literacy planning and will produce planning documents by the end of the 2009-2010 school year. The Office of Literacy intends to encourage professional development grants for literacy planning in future grant opportunities.

The March meeting will be co-sponsored by the Department of Early Education and Care (EEC), and presentation topics will be aligned with policy recommendations for closing the early literacy proficiency gap. The targeted audience will include leaders of programs for children, ages 0-5 as well as K-3 educators. A primary purpose will be building bridges between early childhood providers and K-3 educators to establish a continuum of curriculum, instruction, and assessment for children ages 0-8. The conference will accommodate up to 400 participants with breakout sessions highlighting districts successfully linking literacy programs for children ages 0-5 with K-3 instruction.

The April meeting on literacy and college readiness will be targeted to middle and high school educators and university and college faculty to build collaborations that ensure that students graduating from high school have the literacy skills they need to be successful in college and the work force.

### **Regional Professional Development Meetings**

The Department's six literacy professional development staff will provide follow-up professional development after each statewide meeting through the regional centers. The February meeting will follow-up on literacy planning and provide opportunities for districts and their professional development partners to share their progress in implementing research-based practices. These regional meetings will allow districts to network and problem-solve together. The May regional meetings will follow-up on both the March and April statewide meetings, and provide additional networking and mutual support opportunities to districts.

### **Development of Literacy Resources**

Dr. Meltzer, keynote speaker at the December literacy planning meeting, wrote *Guidelines for Developing an Action District Literacy Action Plan for Massachusetts* as a resource available to all districts through the Department's website. Along with Dr. Sandra Jones from the Hansen Initiative for Language and Literacy and Ms. Joan Sedita of Keys to Literacy, Dr. Meltzer will manage 12 pilot projects during the winter and spring of 2010, working with the Office of Literacy's professional development providers on training district staff to use the guide. The Office's staff will lead sessions on school literacy planning sessions at regional meetings. The Office anticipates that literacy planning will be a continuing priority.

Office of Literacy staff is currently creating professional development materials for eight modules for training district and school literacy leaders on research-based practices for early literacy. Content for these modules is derived from seven years of Massachusetts Reading First and John Silber Early Reading Initiative projects. Topics include: 1) tiered curriculum delivery including formative and summative assessment and interventions for struggling readers; 2) literacy coaching; 3) foundations of literacy; 4) reading literary text; 5) reading informational text; 6) writing in response to reading; 7) oral language and vocabulary development; and 8) leadership for literacy. The modules provide materials for presenters and participants and ancillary resources. Several modules will be ready for the summer 2010 Professional Development Institutes, with the balance completed by the fall of 2010.

The Office’s staff is developing similar materials for five professional development modules targeting upper elementary, middle, and high school educators. Content for these modules is being developed by external partners with expertise in adolescent literacy, and topics include: 1) overview of adolescent literacy; 2) tiered curriculum delivery including formative and summative assessment; 3) integrating language and literacy skills and content learning in middle and high schools; 4) interventions for struggling readers in middle and high schools; and 5) leadership for literacy and literacy coaching in middle and high schools. The adolescent literacy modules will be piloted in the spring of 2010 and ready for widespread training in the summer of 2010.

A third project for Office of Literacy staff involves building a collection of instructional resources aligned with expected revisions to the English Language Arts Curriculum Framework, in collaboration with ESE’s Office of Humanities. A future project will be to develop resources that assist districts in aligning local curriculum with state standards and assessments.

**Statewide External Partners for Professional Development**

Over 25 professional development partners are working with the Office of Literacy to develop programs and materials for literacy professional development in FY2010.

**Table 4: External Partners for the Office of Literacy**

<b>FY2010 Professional Development Partners</b>
Reading Recovery, Leveled Literacy Initiative, Literacy Collaborative (Lesley University and Hampshire Education Collaborative)
Keys to Literacy
Teachers 21
Bay State Reading Institute
Tufts University Center for Applied Child Development
Strategic Education Research Partnership (SERP) (Harvard University)
Hanson Initiative for Language and Literacy (HILL)
Clark University: S. Michaels

<b>FY2010 Professional Development Partners</b>
Grimes Reading Institute
Harvard University (not SERP): J. Lawrence
Harvard University: Three to Third Project
Harvard University: N. Lesaux
Landmark School
LETRS
LETRS Foundations
Literacy Consultants of Cambridge: F. Hurley
Public Consulting Group - Center for Resource Management
Reach Out and Read
RMC Research
Salem State: J.C. Ippolito
Scholastic Red
SchoolRise
Strategies for Children
University of Connecticut: D. Leu
VoyagerU
Writers Express

## **VI. Evaluation of the Consolidated Literacy Grants Program**

Central to the literacy professional development partnerships this year is an effort to collect information on how the professional development provided through these grants impacts educator knowledge and practice. Given that the grants will be implemented for less than a full academic year, it is unlikely that the effort will result in substantial measurable impact on student proficiency in language development, reading and writing by the end of the fiscal year. Nevertheless, the Office of Literacy is committed to collecting relevant student assessment data in order to capture any impact on student skills and, perhaps more importantly, establish baselines for measuring impact of literacy professional development activities in future years.

In support of this effort, each partnership will be required to submit a local evaluation report using a common template provided by the Department. Given the level of funding available, grantees are not expected to hire an external evaluator but rather to use expertise provided by one or more of the partners. For their evaluations, partnerships are required to pose and address key research questions. Their data sources must include pre/post measures of teacher knowledge and/or practice, measures of student achievement, and results of a standardized participant feedback survey.

Recognizing the importance of evaluation, the Department has contracted with the UMass Donahue Institute (UMDI) to serve as statewide evaluation consultant for the partnership grant programs. In this role, UMDI provides technical assistance to grantees as they plan and execute their local evaluations. The first step in this technical assistance process was a mandatory evaluation workshop held on December 2, 2009. More than 125 representatives from partnership districts and provider organizations attended the workshop, at which UMDI provided a detailed overview of the local evaluation requirements as well as some guidance on measuring educator and student outcomes.

The partnerships' first evaluation deliverable is a grantee evaluation worksheet, which must be completed and submitted to UMDI by December 23, 2009. The purpose of the worksheet is to assist partnerships in planning for their evaluation and to facilitate UMDI's work of reviewing evaluation plans and providing appropriate technical assistance. The objective is to quickly identify and address any concerns. UMDI staff are "on-call" to help partnerships complete their worksheets and once they are submitted, will proactively follow-up to strengthen local evaluation plans as necessary. The worksheet requires each partnership to:

- List their identified research questions and describe the information that will be used to address each of them, including how that information will be obtained, when and by whom.
- Identify the instrument(s) that will be used to measure changes in teachers' knowledge and/or practice and describe how and when they will be administered.
- Identify the assessment(s) to be used to measure student achievement and describe when and how those data will be obtained.

UMDI is also responsible for developing a common report template for the local evaluations. Templates will be provided to partnerships in January and completed reports are due by June 30, 2010. Submission of the completed template will fulfill each partnership's local evaluation report requirement. The following content will be required:

- A narrative description of the professional development provided including topics covered and the manner of delivery;
- Basic statistics such as participating districts and schools; number of educators participating including the hours of PD received by each; and number of students impacted by those teachers;
- Findings for each of their identified research questions;
- Results of their pre/post assessment of participating educators;
- Results of their student achievement measures; and
- Response frequencies for standardized participant feedback survey questions (to be developed by UMDI).

As an additional source of information, UMDI will conduct a web-based survey of all district contacts in the spring to obtain feedback on the professional development and support provided by their partners and by the Office of Literacy.

UMDI will synthesize local evaluation reports and data from the district-contact survey into a final evaluation report on the impact of this initiative on teaching and learning, which the Department will use to direct future programming, as well as to provide required reporting to the Legislature. The final report will be completed by August 31, 2010.

## **VII. Conclusion**

The Consolidated Literacy line item in the Massachusetts state budget for FY2010 has afforded the Department an exceptional opportunity to provide comprehensive literacy professional development opportunities throughout the state. This funding is enabling the Office of Literacy to expand its reach to many more districts across Massachusetts than has previously been possible. With the help of an expanded pool of external partners to support the work of the Office of Literacy's staff, the Department now has the resources to assist districts in addressing identified literacy priorities for both elementary and adolescent literacy based upon ongoing data analysis. Continuation of the consolidated literacy funding in FY2011 will provide the Department with a stable source of revenue to assist districts in their efforts to close literacy proficiency gaps across the Commonwealth.

## Appendix A. Fund Code 737-UPD Literacy Partnership Profiles

District or Grantee	Number of Schools	Award	Partner Organizations/Individuals	Partner Amount	Priority Area	Grades K-3	Grades 4-12
Boston	25	\$110,000	Reading Recovery (Lesley)	\$55,000	1	x	
			SERP: Word Generation (Claire White)	\$25,000	2		x
			UMass Boston (Patricia Paugh)	\$30,000	2	x	
Brockton	8	\$90,000	Bay State Reading Institute	\$45,000	1	x	
			Keys to Literacy	\$45,000	2		x
Gill-Montague	1	\$25,000	Keys to Literacy	\$25,000	2		x
Holyoke	7	\$35,000	Reading Recovery (Hampshire Educational Collaborative)	\$35,000	1	x	
Lawrence	9	\$86,381	Bay State Reading Institute	\$45,000	4		x
			Writers Express	\$21,381	3		x
			Harvard Grad School of Education (Nonie Lesaux)	\$20,000	2		x
Lowell	9	\$45,000	Keys to Literacy	\$45,000	3		x
Lynn	1	\$45,000	Salem State (Francesca Pomerantz, Michelle Pierce)	\$45,000	2	x	
New Bedford	12	\$90,000	Teachers 21	\$45,000	2	x	
			SERP: Word Generation (Claire White)	\$45,000	2		x
Randolph	4	\$70,000	Bay State Reading Institute	\$35,000	1	x	
			Grimes Reading Institute	\$35,000	1	x	
Southbridge	3	\$25,000	Teachers21	\$25,000	2		x
Springfield	11	\$55,000	Reading Recovery (Lesley)	\$55,000	1	x	
Worcester	4	\$110,000	SERP: Word Generation (Claire White)	\$55,000	2		x
			Houghton Mifflin Harcourt (Shane Templeton)	\$55,000	1	x	

## Appendix B. Fund Code: 738-PD Literacy Partnership Profiles

District or Grantee	Number of Schools	Award	Partner Organizations/Individuals	Partner Amount	Priority Area	Grades K-3	Grades 4-12
Cape Cod Collaborative		\$134,972	Keys to Literacy (7 districts)	\$121,772	2		x
			SERP: Word Generation (Claire White) (7 districts)	\$ 13,200	2		x
<i>Barnstable</i>	2						
<i>Barnstable Community</i>	1						
<i>Horace Mann Charter</i>							
<i>Bourne</i>	3						
<i>Brewster</i>	1						
<i>Falmouth</i>	6						
<i>Harwich</i>	2						
<i>Nauset</i>	1						
Hampshire Educational Collaborative		\$190,500	Reading Recovery (HEC) (9 districts)	\$130,500	1	x	
			Lindamood Bell (HEC) (3 districts)	\$23,812	1		x
			Writing (HEC) (3 districts)	\$23,813	1		x
<i>Agawam</i>	4		Reading Recovery				
<i>Amherst</i>	4		Reading Recovery				
<i>Easthampton</i>	2		Reading Recovery				
<i>Ludlow</i>	1		Reading Recovery				
			Lindamood Bell				
<i>South Hadley</i>	1		Reading Recovery				
<i>Southampton</i>	1		Reading Recovery				
<i>Ware</i>	1		Lindamood Bell				
			HEC Writing				
<i>West Springfield</i>	6		Reading Recovery				
			Lindamood Bell				
			Writing				
<i>Westhampton</i>	1		Reading Recovery				
<i>Berkshire Hills</i>	1		Reading Recovery				
<i>New Leadership Charter School</i>	1		Writing				
North River Collaborative		\$49,998	IDEAL Consulting	\$30,000	2	x	
			6 Traits	\$19,998	3		x
<i>Hanover</i>	3						
<i>Rockland</i>	3						
READS Collaborative		\$146,000	Teachers 21 (5 districts)	\$146,000	1	x	
<i>Bridgewater-Raynham</i>	3						
<i>Dighton-Rehoboth</i>	2						
<i>Freetown-Lakeville</i>	1						
<i>Lakeville</i>	1						
<i>Taunton</i>	6						
Revere (fiscal agent)	4	\$310,000	Bay State Reading Institute (8 districts)	\$310,000	1	x	
<i>Malden</i>	2						
<i>Attleboro</i>	2						
<i>Beverly</i>	2						
<i>Fitchburg</i>	2						
<i>Quabog Regional</i>	2						

District or Grantee	Number of Schools	Award	Partner Organizations/Individuals	Partner Amount	Priority Area	Grades K-3	Grades 4-12
<i>Orange</i>	2						
<i>Westfield</i>	1						
Academy of Strategic Learning Charter	1	\$10,000	Collins Education Associates	\$10,000	3		x
Amesbury	4	\$29,967	Collins Education Associates	\$14,984	3		x
			Tufts University Center for Applied Child Development	\$14,983	1	x	
Athol-Royalston	4	\$20,000	Sarah Hewitt and Rae-Ann Trifilo	\$20,000	1	x	
Auburn	2	\$30,000	Teachers 21	\$30,000	2	x	
Bellingham	4	\$30,000	Teachers 21	\$18,000	2		x
			Reading Recovery (Lesley)	\$12,000	1	x	
Berkshire Arts and Technology Charter	1	\$9,962	Keys to Literacy	\$9,962	2		x
Billerica	7	\$50,000	Reading Recovery (Lesley)	\$50,000	1	x	
Boston Renaissance Charter	1	\$19,332	Keys to Literacy	\$19,332	2		x
Brewster	1	\$ 2,000	Keys to Literacy	\$ 2,000	2		x
Cambridge	8	\$50,000	Reading Recovery (Lesley)	\$50,000	1	x	
Canton	2	\$13,325	Framingham State College (Yvonne Gunzburger)	\$13,325	2		x
Carver	2	\$20,000	Hanson Initiative for Language and Literacy	\$20,000	2		x
Chelmsford	4	\$50,000	Teachers 21	\$50,000	1	x	
Chelsea	4	\$50,000	Keys to Literacy	\$50,000	2		x
Chicopee	2	\$50,000	IDEAL Consulting	\$50,000	1		x
Clinton	2	\$30,000	Teachers 21	\$30,000	2		x
Community Day Charter	1	\$10,000	Maria Elena Arguelles	\$10,000	2	x	
Danvers	2	\$30,000	Ilda Carreiro King	\$30,000	1		x
Dennis-Yarmouth	5	\$30,000	Reading Recovery (Lesley)	\$28,500	1	x	
			Keys to Literacy	\$ 1,500	2		x
Dracut	3	\$ 4,000	Reading Recovery (Lesley)	\$ 4,000	1	x	
Everett	3	\$50,000	Keys to Literacy		2		x
Framingham	3	\$50,000	Public Consulting Group	\$50,000	4		x
Gardner	3	\$30,000	Tufts University Center for Applied Child Development	\$30,000	1	x	
Gloucester	3	\$27,000	Reading Recovery (Lesley)	\$27,000	1	x	
Greater Lawrence Regional Voc Tech	1	\$20,000	Keys to Literacy	\$20,000	2		x
Greenfield	3	\$20,000	IDEAL Consulting	\$20,000	2	x	
Haverhill	1	\$50,000	Literacy Collaborative (Lesley)	\$50,000	1	x	
Leominster	2	\$45,000	Tufts University Center for Applied Child Development	\$45,000	1	x	
Lowell Community Charter School	1	\$10,000	Empowering Writers	\$10,000	3	x	x
Marlborough	5	\$50,000	Public Consulting Group	\$42,500	4	x	
			SERP	\$ 7,500	2		x
Martha's Vineyard (Oak Bluffs)	1	\$ 2,000	Reading Recovery	\$ 2,000	1	x	

District or Grantee	Number of Schools	Award	Partner Organizations/Individuals	Partner Amount	Priority Area	Grades K-3	Grades 4-12
Maynard	1	\$20,000	Keys to Literacy	\$20,000	2		x
Medfield	1	\$20,000	Teachers 21	\$20,000	1	x	
Medford	6	\$50,000	Houghton Mifflin Harcourt	\$50,000	1	x	
Milford	2	\$30,000	Teachers 21	\$30,000	2		x
Nantucket	1	\$20,000	Reading Recovery (Lesley)	\$13,000	1	x	
			Bay State Reading Institute	\$ 7,000	1	x	
Narragansett	5	\$20,000	Tufts University Center for Applied Child Development	\$20,000	1	x	
Nauset	1	\$ 4,000	Keys to Literacy	\$ 4,000	2		x
Neighborhood House Charter	1	\$10,000	Reading Recovery (Lesley)	\$10,000	1	x	
Newburyport	3	\$30,000	Reading Recovery (Lesley)	\$30,000	1	x	
North Adams	4	\$20,000	Keys to Literacy	\$ 20,000	2		x
North Central Charter Essential School	1	\$ 9,000	Keys to Literacy	\$ 9,000	2		x
Northampton	4	\$30,000	Hampshire Educational Collaborative (Jenny Bender)	\$30,000	3	x	
Northbridge	1	\$30,000	Framingham State College (Diane Lowe)	\$30,000	3		x
Peabody	1	\$39,655	Keys to Literacy	\$39,655	2		x
Pioneer Valley	4	\$20,000	Reading Recovery (HEC)	\$20,000	1	x	
Prospect Hill Academy Charter	1	\$10,000	Hanson Initiative for Language and Literacy	\$10,000	2		x
Quincy	12	\$50,000	Keys to Literacy	\$50,000	2		x
Salem	7	\$49,545	Reading Recovery (Lesley)	\$49,545	1	x	
Sandwich	3	\$27,000	Reading Recovery (Lesley)	\$27,000	1	x	
Seven Hills Charter	1	\$10,000	UMass Amherst (Fede)	\$10,000	1	x	
Smith Leadership Academy	1	\$ 9,000	Lesley University (Mary Ann Cappiello)	\$ 9,000	1		x
Somerville	7	\$38,075	Tufts University Center for Applied Child Development	\$19,038	1	x	
			Education Development Center	\$19,037	2		x
South Shore Charter	1	\$30,000	Hanson Initiative for Language and Literacy	\$30,000	2		x
Holbrook	2						
Stoneham	4	\$30,000	Tufts University Center for Applied Child Development	\$30,000	1	x	
Tewksbury	4	\$30,000	UMass Lowell (Dr. Jay Simmons)	\$30,000	3		x
			UMass Lowell (Dr. Jay Simmons)		2	x	
Tyngsboro	1	\$30,000	Reading Recovery	\$30,000	1	x	
Wachusett	5	\$49,500	Tufts University Center for Applied Child Development	\$49,500	1	x	
Wareham	3	\$60,000	Teachers 21	\$60,000	2		x
Middleborough	2						
Winchendon	1	\$20,000	Tufts University Center for Applied Child Development	\$20,000	1	x	
Woburn	2	\$30,312	Keys to Literacy	\$30,312	2		x

### **Appendix C. Fund Code: 728-RF Literacy Partnership Profiles**

District or Grantee	Number of Schools	Award	Partner Organizations/Individuals	Partner Amount	Priority Area	Grades K-3	Grades 4-12
Boston	3	\$51,437	Boston University (Jeanne Paratore)	\$51,437	2	x	
Brockton	1	\$25,000	Clark University (Sarah Michaels)	\$25,000	2	x	
Fall River	1	\$25,000	Clark University (Sarah Michaels)	\$25,000	2	x	
Greenfield	1	\$25,000	IDEAL Consulting	\$25,000	2	x	
Lawrence Family Development Charter	1	\$25,000	Hanson Initiative for Language and Literacy Teachers 21	\$25,000	2	x	
Worcester	4	\$85,996	VoyagerU	\$85,996	2	x	

## Appendix D. External Partners at District and Statewide Levels

FY2010 Professional Development Partners	Number of Districts	Statewide
Reading Recovery, Leveled Learning Initiative, Literacy Collaborative (Lesley University and Hampshire Education Collaborative)	27	x
Keys to Literacy	22	x
Teachers 21	16	x
Bay State Reading Institute	12	x
Tufts University Center for Applied Child Development	8	x
Hampshire Education Collaborative (not Reading Recovery)	6	
Strategic Education Research Partnership (SERP) (Harvard University)	5	x
Hanson Initiative for Language and Literacy (HILL)	4	x
IDEAL Consulting	3	
Collins Education Associates	2	
Clark University: S. Michaels	2	x
Framingham State College: D. Lowe, Y. Gunzberger	2	
Houghton Mifflin-Harcourt Company	2	
University of Massachusetts Lowell: J. Simmons	2	
Six Traits Writing	2	
Boston University: J. Paratore	1	
Education Development Center	1	
Empower Writers	1	
Grimes Reading Institute	1	x
Harvard University (not SERP): N. Lesaux, J. Lawrence (statewide), Three to Third Project (statewide)	1	x
Independent Contractor: M. Arguelles	1	
Independent Contractor: S. Hewitt	1	
Independent Contractor: I. King	1	
Landmark School		x
Lesley University (not Reading Recovery): M. Capiella	1	
LETRS		x
LETRS Foundations		x
Literacy Consultants of Cambridge: F. Hurley		x
Public Consulting Group - Center for Resource	1	x

<b>FY2010 Professional Development Partners</b>	<b>Number of Districts</b>	<b>Statewide</b>
Management		
Reach Out and Read (statewide)		X
RMC Research		X
Salem State: F. Pomerantz and J.C. Ippolito (statewide)	1	X
Scholastic Red		X
SchoolRise		X
Strategies for Children (statewide)		X
University of Connecticut: D. Leu		X
University of Massachusetts Amherst: Fede	1	
University of Massachusetts Boston: P. Paugh	1	
VoyagerU	1	X
Writers Express	1	X