

ASU[®] Prep Global

Arizona State University

Proposal Response to:
005-RFP-1660-2025 -
ASU Prep Global - Technical Proposal

Literacy Grant Support Providers for the
Iowa Comprehensive Literacy State
Development Grant



July 11, 2025
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Exhibit 1 - Transmittal Letter

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July 11, 2025

Katelyn Howells
Issuing Officer
Iowa Department of Administrative Services (DAS)
on behalf of Department of Education
Email: Katelyn.Howells@iowa.gov
Phone: 515-721-7856

Dear Ms. Howells

Subject: Transmittal of 005-RFP-1660-2025 - ASU Prep Global - Technical Proposal

I am pleased to submit for your review and consideration the enclosed proposal from ASU Prep Global for Literacy Grant Support Providers for the Iowa Comprehensive Literacy State Development Grant.

This document has been prepared in accordance with directives in RFP: 005-RFP-1660-2025. It includes a summary of response to the scope of work and all required forms / compliance documentation. We trust that it meets your expectations and provides the information needed to support your next steps.

Please feel free to contact me at (480) 766-1426 or wjmarsh@asu.edu if you have any questions or require further information.

Thank you for the opportunity to collaborate. We appreciate your time and attention.

Sincerely,

Whitney Marsh
Chief of Staff
ASU Prep Global

Exhibit 2 - Executive Summary

ASU Prep Global, a nonprofit educational organization powered by Arizona State University, proudly submits this proposal, in response to RFP 005-RFP-1660-2025, to serve as a Literacy Grant Support Provider for Iowa's CLSD Grant. With over 16 years of experience in delivering high-impact instructional models and 8 years of focused professional development and literacy support to external partners, ASU Prep Global offers a deep, evidence-based, and scalable solution to improve literacy outcomes across Iowa's diverse school systems.

ASU Prep Global operates as part of the broader ASU Preparatory Academy network, serving 8,000+ full-time K–12 students in 23 states and 25 countries. Our team of 800+ educators and staff delivers personalized, research-driven education across physical, hybrid, and digital learning environments. Our Global division supports 155 strategic partnerships, offering targeted support in professional learning, school redesign, instructional coaching, and literacy transformation.

Our professional learning and coaching model is grounded in the Science of Reading and designed to align with the Multi-Tiered System of Supports (MTSS). We specialize in helping schools strengthen Tier 1 instruction, align HQIM, and implement evidence-based literacy strategies that drive measurable student gains. Through customized, job-embedded coaching and scalable training, we have supported more than 47,000 educators across the U.S. and internationally.

Notable projects include:

- New Jersey's Statewide Science of Reading Initiative impacting over 45,000 students across 47 districts.
- Arizona Virtual Teacher Institute, training 21,200+ educators in blended and online instructional practices.
- Hawaii Culture-Based Education Initiative, delivering virtual teaching PD rooted in local values and the E Ola! Framework.

Our services for CLSD subgrantees include:

- Structured literacy PD and Science of Reading series (live, virtual, and asynchronous)
- MTSS-aligned coaching for K–12 educators and leaders
- Curriculum and assessment consulting
- HQIM evaluation frameworks
- Culturally responsive and inclusive instructional design

- Customized literacy coaching cycles and capacity-building support

ASU Prep Global has a proven track record of partnering with urban, rural, and suburban districts, including those with large populations of multilingual learners, students with disabilities, and economically disadvantaged communities. Our team brings deep expertise in supporting the full continuum of learners—from birth through grade 12—and integrates equity, accessibility, and innovation into all programming.

We are committed to helping Iowa's schools build sustainable literacy systems aligned to grant goals, elevate educator practice, and close literacy gaps across all communities. With the infrastructure, experience, and mission-aligned approach necessary for statewide implementation, ASU Prep Global is ready to serve as a trusted partner to the Iowa Department of Education in advancing high-quality, evidence-based literacy instruction for all students.

Exhibit 3 - Experience

ASU Preparatory Academy and ASU Prep Global are affiliated with Arizona State University in a joint mission to develop and scale new models for educational success. Based in Tempe, Arizona, we function as both a network of physical and digital schools and a provider of educational services, training and development, and learning assets. With an \$80+ million budget, our staff of 800+ operates 12 online, hybrid, and micro-school models, serving over 8,000 full-time K12 students in 23 states and 25 countries. Our Global team is currently serving schools and districts through 155 strategic partnerships worldwide.

We offer 16+ years of operational experience and 8 years of experience providing professional development, strategic coaching, and Multi-tiered Systems of Support (MTSS)-aligned literacy support to external partners. Since the launch of ASU Prep Digital in 2017 and the formation of ASU Prep Global shortly thereafter, we have intentionally expanded our services to include school redesign, educator training, and implementation consulting.

Our technical expertise includes system-wide professional learning, MTSS planning, structured literacy implementation, and coaching aligned to the Science of Reading. We specialize in supporting diverse school systems, including charter, urban, rural, and multilingual environments, through evidence-based instructional strategies and flexible delivery models (in-person, hybrid, and virtual).

To date, we have provided professional development (PD) to more than 47,000 educators through programs such as:

- Arizona Virtual Teacher Institute, which trained over 21,200 educators in digital and blended pedagogy
- New Jersey's statewide Science of Reading initiative, which impacted more than 45,000 students through teacher training and coaching
- Targeted coaching and literacy professional development in California, Utah, and other states, supporting site-level MTSS implementation and teacher development in reading instruction
- Culturally-based training in Hawaii to a network of rural private schools to support teachers learning to provide instruction in virtual and blended environments

Our services include:

- Structured literacy and Science of Reading training
- MTSS-aligned coaching and school improvement planning
- Curriculum and assessment consulting
- Equity-focused instructional design
- Frameworks for evaluating High-Quality Instructional Materials (HQIM)
- Customized asynchronous PD modules and blended learning facilitation

ASU Prep offers online, hybrid, and face-to-face training opportunities, covering a wide range of topics. Our catalog offers a comprehensive suite of evidence-based courses designed to support educators in blended and virtual instruction, deepen understanding of the Science of Reading, and strengthen instructional practices across diverse learning environments. Courses include:

- **Introduction to Blended Learning** – Learn to combine in-person methods with online tech for effective blended classrooms.
- **Thriving as a Digital Teacher** – Develop strategies to excel in online instruction environments.
- **Gifted Students and Education** – Understand and support gifted, twice-exceptional, and culturally diverse learners.
- **ASU Prep Science of Reading** – Deep dive into foundational reading skills with evidence-based strategies.
- **INST21 – Ensuring Quality Online Courses** – Frameworks and best practices for effective online and blended instruction. (60 min)
- **INST20 – Station Rotations** – Design small-group instructional rotations across learning environments. (60 min)
- **INST19 – Playlists & HyperDocs** – Tools for organizing engaging, individualized learning paths. (60 min)
- **INST18 – Flipped Classroom** – Apply flipped strategies in both online and in-person settings. (60 min)
- **INST15 – Supporting Students' SEL in Virtual Environments** – Integrate

social-emotional learning in digital teaching. (120 min)

- **INST14 – Project-Based Learning in Virtual/Hybrid Settings** – Plan and deliver meaningful virtual PBL experiences. (120 min)
- **INST13 – Introduction to Project-Based Learning** – Conceptual overview of PBL to enhance student engagement. (60 min)
- **INST12 – Providing Quality Feedback as an Online Teacher** – Techniques for effective, timely feedback online. (60 min)
- **INST11 – Connecting with Reluctant Learners** – Strategies for engaging disengaged students through blended learning. (60 min)

Specialized “Science of Reading” Endorsement Series

- **“*Building the Reading Brain*” Part A & B** – A 90-hour live/instructor-led PD for Arizona’s K–5 Literacy Endorsement, covering cognitive foundations of reading, decoding, fluency, comprehension, and structured literacy techniques.

Reference Letters:

- Please see below (pages 7-16)



07/03/2025

To Whom It May Concern,

Re: Reference for ASU Prep Global – B.E.S.T Academy

1. Problem

At B.E.S.T, we identified a pressing need to elevate literacy instruction and teacher confidence in foundational reading practices aligned with the Science of Reading. Although our educators were deeply committed to student success, they lacked access to consistent, high-quality professional development that addressed both state expectations and the real-world challenges of today's classrooms.

We were also eager to support our teachers in fostering stronger classroom communities through social-emotional learning (SEL) and in navigating the evolving role of technology—particularly artificial intelligence (AI)—in instruction. Yet, navigating these complex and interconnected needs without a coherent, job-embedded professional learning strategy felt overwhelming.

2. Solution

B.E.S.T. Academy emerged as a transformative partner, delivering a Literacy and SEL Professional Development Series with thoughtful AI integration. Through a multi-year collaboration (2022–2025), 73 of our educators engaged in dynamic, research-aligned professional learning across the critical areas of literacy, SEL, and AI in education.

Key components included:

2022–2023 Literacy Series: Nine virtual sessions and monthly collaborative planning meetings grounded educators in how the brain learns to read, foundational skills, language comprehension, and personalized literacy instruction. Teachers gained practical experience in analyzing student data, planning lessons, and aligning practices with the Science of Reading.

SEL Integration: Through targeted sessions on trauma-informed instruction, CASEL's five core competencies, and educator wellness, our staff gained tools to create emotionally supportive and empathetic learning environments.

2023–2024 Coaching and PD Cycles: The year's focus shifted to data-driven instruction, fluency, comprehension, and writing connections. Individualized coaching cycles—featuring observation and reflection—deepened instructional impact.

2024–2025 AI in K–12 Education Series: Educators explored AI through monthly sessions on ethics, personalized learning, and inclusion. Teachers implemented new tools to streamline instructional planning and enhance engagement while earning credentials in AI integration.

3. Results

Our partnership with B.E.S.T. Academy has driven meaningful progress in instructional quality, professional culture, and student outcomes:

Improved Literacy Practice: Teachers report increased confidence in applying structured literacy practices, with classroom observations confirming greater consistency and intentionality in reading instruction.

Enhanced SEL Impact: Educators now integrate SEL more naturally into their daily routines, fostering stronger relationships and more positive classroom climates.

AI Integration: Staff gained hands-on experience with emerging technologies and implemented AI tools to personalize instruction, increase efficiency, and model future-ready practices for students.

Elevated Professional Culture: The structure and support of B.E.S.T. Academy's program cultivated a culture of collaboration, reflection, and professional pride. Teachers felt empowered by their growth and aligned with a shared instructional vision.

Conclusion

On behalf of B.E.S.T., I strongly recommend ASU Prep Global as a high-impact partner for professional learning. Their thoughtful, research-based approach across literacy, SEL, and AI has made a lasting difference in our classrooms. The team's responsiveness, expertise, and alignment with our values have helped us create a more cohesive, future-ready school culture.

Please feel free to contact me at jmays@bestacademycs.com if you would like more information about our experience.

Thanks,



James Mayes

Executive Director of Academics, Instruction, and Finance

B.E.S.T Academy

jmays@bestacademycs.com



06/30/2025

To Whom It May Concern,

Re: Reference for ASU Prep Global – Apache Junction Unified School District

1. Problem

Our organization faced significant challenges in developing consistent and effective site-based leadership across schools. Specifically, several site principals were struggling with inconsistency in instructional leadership, lack of clear goal setting, and negative school culture characterized by low trust and fragmented staff cohesion. These issues hindered our ability to create unified school visions, foster collaborative professional communities, and drive sustained improvements in teaching and learning. Additionally, we identified a pressing need to grow teacher leadership within our buildings—not only to model evidence-based instructional practices, but also to provide authentic peer-to-peer coaching and support that is grounded in the realities of the classroom.

Recognizing that meaningful progress required a strategic and experienced partner, we sought collaboration with ASU Prep Global, whose demonstrated success in leadership development, school transformation, and instructional modeling positioned them as a strong match for this critical work.

2. Solution

ASU Prep Global partnered with Apache Junction Unified to implement a two-pronged approach that addressed both principal development and teacher leadership capacity:

Leadership Retreats and Development for Principals:

ASU Prep facilitated a series of quarterly leadership retreats designed to strengthen principal capacity in setting and achieving focused, measurable goals. Each retreat centered on establishing 90-day action plans, using backwards planning frameworks, and defining clear success indicators. Importantly, principals engaged in data-driven reflection, using climate surveys and stakeholder feedback to inform school culture improvements and build trust within their communities. These sessions provided a structured yet responsive space for leaders to align priorities, refine strategies, and collaborate across schools.

Mentor Academy to Build Teacher Leader Capacity:

To complement principal development, ASU Prep launched a Mentor Academy focused on elevating outstanding teacher leaders across each school site. These mentors received training and coaching to model best practices, provide peer support, and contribute to a cohesive, shared school vision. By empowering teachers to take on authentic leadership roles, the district built a deeper bench of

instructional leadership and reinforced a culture of collaboration and continuous improvement. This teacher-led support system also served to strengthen the overall impact and sustainability of site-based leadership.

3. Results

As a direct result of this partnership, Apache Junction Unified has seen measurable improvements in both leadership capacity and school culture:

Leadership Impact: ASU Prep Global supported 15 district leaders, including site principals and key district staff, through targeted coaching and leadership development. The retreat model provided ongoing structure and accountability, helping leaders stay focused on short-term goals that align with long-term improvement.

Mentor Teacher Growth: Ten mentor teachers across the district were identified and developed through the Mentor Academy. These teacher leaders now serve as in-building instructional models and peer coaches, contributing to stronger staff cohesion and support for instructional priorities.

Improved School Climate and Culture: Climate survey data collected before and after the leadership retreats indicated increased teacher engagement and a stronger alignment with the district's mission and vision. Teachers reported higher levels of trust in school leadership and a renewed sense of collaboration.

Instructional Improvement and Early Student Gains: While still early in implementation, schools reported observable shifts in teacher practice, more consistent instructional routines, and increased student engagement.

Conclusion

On behalf of Apache Junction Unified School District, I wholeheartedly recommend ASU Prep Global as a high-impact partner in educational improvement. Their expertise in both rural implementation and virtual professional learning communities has been invaluable to our work. Please contact me at meara.verna@goaj.org for any additional insights regarding our collaboration.

Thanks,



Meara Verna

Executive Director of Educational Services

Apache Junction Unified School District

meara.verna@goaj.org



07/02/2025

To Whom It May Concern,

Re: Reference for ASU Prep Global – Hackberry Elementary School District #3

1. Problem

At Hackberry Elementary School District #3, we faced a critical need to build foundational expertise among our elementary educators in the Science of Reading. While our teachers demonstrated deep commitment to student success, they lacked access to consistent, research-based training in effective reading instruction aligned with current state expectations.

In addition to elevating literacy outcomes, we recognized the importance of helping our educators pursue and obtain their state endorsement in the Science of Reading. However, the path to endorsement often felt overwhelming and disconnected from day-to-day classroom practice. We sought a partner who could bridge this gap—offering high-quality professional development that was not only aligned to state requirements, but also job-embedded, relevant, and supportive of our Catholic school values.

ASU Prep Global emerged as an ideal collaborator, bringing deep expertise in teacher development, a strong track record in literacy implementation, and a flexible, mission-aligned approach tailored to our school's goals and culture.

2. Solution

To address our urgent need for Science of Reading training and endorsement support, Hackberry Elementary partnered with ASU Prep Global to implement a targeted, hybrid professional learning program for our elementary educators.

Hybrid Science of Reading Endorsement Program:

ASU Prep Global designed and delivered a comprehensive training model that aligned directly with state endorsement requirements in the Science of Reading. The program combined high-impact, in-person workshops with flexible, virtual collaboration opportunities, allowing our teachers to engage deeply with research-based literacy practices while balancing their daily classroom responsibilities.

In-person sessions provided foundational knowledge, modeled instructional strategies, and offered space for shared reflection and goal setting. Between sessions, virtual learning communities allowed for peer collaboration, ongoing coaching, and scaffolded progress toward endorsement milestones. This hybrid approach not only made the pathway to endorsement more accessible and manageable, but also reinforced a professional learning culture rooted in evidence-based practice.

ASU Prep Global's support was adaptive to our school's culture, responsive to teacher needs, and deeply committed to improving literacy instruction in a sustainable and scalable way.

3. Results

As a direct result of our partnership with ASU Prep Global, Hackberry Elementary has seen significant progress in both teacher development and early literacy outcomes:

Teacher Confidence and Engagement:

Educators participating in the hybrid Science of Reading endorsement program reported increased confidence in applying structured literacy practices in their classrooms. The combination of in-person support and virtual collaboration created a safe, motivating environment for professional growth. Teachers have expressed strong enthusiasm to continue with Part B of the training model, eager to deepen their practice and complete the full endorsement pathway.

Instructional Improvement and Student Growth:

Early implementation has already produced observable shifts in classroom instruction. Teachers are using more consistent, evidence-based reading routines and demonstrating greater intentionality in lesson planning and small group instruction. Benchmark assessment data shows promising gains in foundational reading skills, with several classrooms reporting notable improvement in decoding and fluency among emerging readers.

Strengthened Professional Culture:

Beyond instructional impact, the program has helped foster a culture of collaboration and shared purpose among our faculty. Teachers feel supported, empowered, and aligned around a common vision for literacy instruction. This renewed professional energy has reinforced our broader school mission and positioned us to sustain high-quality reading instruction long after the formal training concludes.

Conclusion

On behalf of Hackberry Elementary School District #3, I enthusiastically recommend ASU Prep Global as a trusted partner in advancing high-quality literacy instruction. Their Science of Reading training has been expertly designed, thoughtfully delivered, and deeply impactful for our educators. The hybrid model provided the right balance of rigor, relevance, and support—making a complex endorsement process both accessible and meaningful. Please feel free to contact me at cramirez@hesd.net for further details about our experience.

Thanks,



Christina Ramirez

Cedar Hills Elementary School; Hackberry Elementary School District #3

cramirez@hesd.net



07/01/2025

To Whom It May Concern,

Re: Reference for ASU Prep Global – St John XXIII Catholic School

1. Problem

At St. John XXIII Catholic School, we faced a critical need to build foundational expertise among our elementary educators in the Science of Reading. While our teachers demonstrated deep commitment to student success, they lacked access to the most recent, research-based training in effective reading instruction aligned with current state expectations.

Our need for training started with the adoption of a new reading program (Amplify) that directly follows the most recent research in the science of reading. This was also paired with new requirements from the State of Arizona related to the science of reading and future teacher certification renewal requirements. We needed a partner who could provide high quality professional development to experienced teachers that was not only aligned to state requirements, but also job-embedded, relevant, and supportive of our Catholic school values.

ASU Prep Global had been vetted by the Arizona Department of Education and after consultation with other possible programming we decided they were the best fit for our needs.

2. Solution

To address our urgent need for Science of Reading training and endorsement support, St. John XXIII Catholic School partnered with ASU Prep Global to implement a targeted, hybrid professional learning program for our elementary educators.

Hybrid Science of Reading Endorsement Program:

ASU Prep Global designed and delivered a comprehensive training model that aligned directly with state endorsement requirements in the Science of Reading. The program combined high-impact, in-person workshops with flexible, virtual collaboration opportunities, allowing our teachers to engage deeply with research-based literacy practices while balancing their daily classroom responsibilities.

In-person sessions provided foundational knowledge, modeled instructional strategies, and offered space for shared reflection and goal setting. Between sessions, virtual learning communities allowed for peer collaboration, ongoing coaching, and scaffolded progress toward endorsement milestones. This hybrid approach not only made the pathway to endorsement more accessible and manageable, but also reinforced a professional learning culture rooted in evidence-based practice.

ASU Prep Global's support was adaptive to our school's culture, responsive to teacher needs, and deeply committed to improving literacy instruction in a sustainable and scalable way.

3. Results

As a direct result of our partnership with ASU Prep Global, St. John XXIII Catholic School has seen significant progress in both teacher development and early literacy outcomes:

Teacher Confidence and Engagement:

Educators participating in the hybrid Science of Reading endorsement program reported increased confidence in applying structured literacy practices in their classrooms. The combination of in-person support and virtual collaboration created a safe, motivating environment for professional growth. Teachers have expressed strong enthusiasm to continue with Part B of the training model, eager to deepen their practice and complete the full endorsement pathway. The training has also validated our faculty choice in adopting the Amplify reading program. There were elements of the program that left some teachers still unsure if they made the right choice, but the science of reading training helped them feel more confident that they made the right choice and that they are better equipped to deliver material rooted in the science of reading.

Instructional Improvement and Student Growth:

Early implementation has produced observable shifts in classroom instruction. Teachers are using consistent, evidence-based reading routines and demonstrating greater intentionality in lesson planning and small group instruction. Benchmark assessment data shows promising gains in foundational reading skills, with several classrooms reporting notable improvement in decoding and fluency among emerging readers.

Strengthened Professional Culture:

Beyond instructional impact, the program has helped foster a culture of collaboration and shared purpose among our faculty. Teachers feel supported, empowered, and aligned around a common vision for literacy instruction. This renewed professional energy has reinforced our broader school mission and positioned us to sustain high-quality reading instruction long after the formal training concludes.

Conclusion

On behalf of St. John XXIII Catholic School, I recommend ASU Prep Global as a partner in advancing high-quality literacy instruction. Their Science of Reading training has been practically designed, thoughtfully delivered, and impactful for our educators. The hybrid model provided the right balance of rigor, relevance, convenience, and support—making a complex endorsement process both accessible and meaningful. Please feel free to contact me at chess@popejohnxxiii.org for further details about our experience.

Thanks,

Carl Hess

Assistant Principal

St. John XXIII Catholic School

chess@popejohnxxiii.org

July 7, 2025

To Whom It May Concern,

Blended and Personalized Learning Support at Worthington Academy

1. Problem

Worthington Academy sought support to advance their innovative program by adopting strategies for student engagement, personalized learning, and student advisory. Worthington Academy is a student-centered program where students attend for either a morning or afternoon session. During their session they work asynchronously on course work with teachers who are available for support, small group or individual instruction, coaching, and mentoring. Student also participate in weekly advisory periods. Worthington Academy is supporting students who desire a non-traditional educational experience.

2. Solution

ASU Prep Global provided in-person and virtual professional development, 1:1 and small group coaching.

Services included:

- Virtual professional development that includes sessions on engagement, personalized learning, student agency, and thought leadership.
- In-person school visits with 1:1 and small group coaching.
- Virtual coaching sessions.

3. Results

Through this partnership, teachers strengthened teaching strategies and incorporated new strategies to support student engagement, personalized learning and student agency during advisory time.

Conclusion

On behalf of Worthington Academy, I highly recommend ASU Prep Global as a professional development partner. Their flexibility, deep instructional knowledge, and personalized approach were instrumental in achieving our student-centered goals.

Sincerely,



Dr. Sean T. Flynn

Principal

Worthington Academy

sflynn@wscloud.org | (614) 450-4100

Exhibit 4 - Relevant Experience

ASU Prep Global has extensive experience supporting children and youth from birth through grade 12 through our PD programming. Our work spans early childhood, elementary, middle, and high school settings, with expertise in instructional practices for various developmental stages and student needs.

Our experience includes:

- **Early Childhood (Birth–Age 5):**
Foundational literacy training, grounded in the Science of Reading, focuses on oral language development, print awareness, phonological skills, and early vocabulary building. We equip preschool providers and PreK–K transitional programs to lay the groundwork for reading success.
- **Elementary (Grades K–5):**
Comprehensive professional learning and coaching in structured literacy, including decoding, fluency, vocabulary, and comprehension. Our facilitators work directly with classroom educators and instructional leaders to strengthen Tier 1 and Tier 2 instruction within an MTSS framework.
- **Secondary (Grades 6–12):**
Support for disciplinary literacy, academic language development, and strategies for adolescent readers, particularly those reading below grade level. We integrate literacy practices into core content areas such as ELA, science, and social studies.

In addition to grade-level expertise, we equip teachers to support::

- **English Language Learners (ELLs):** We incorporate scaffolding techniques, vocabulary development, and oral language routines to ensure ELL students can access rigorous texts and instruction.
- **Students with Disabilities:** We train teachers to use Universal Design for Learning (UDL) and explicit, systematic instruction to meet the needs of diverse learners, including those with dyslexia and other reading challenges.

ASU Prep Global's ability to serve the full birth to grade 12 continuum is grounded in our work with our own network of charter schools in Arizona, and with district and state partners, spanning all grade levels and student populations. Through our blended coaching model, we support both classroom educators and system-level leaders in improving literacy outcomes at scale.

Exhibit 5 - Mandatory Specifications

5.1. Respondent Requirements

5.1.1 Ability to deliver coaching, professional learning, and large-scale training

Response: Yes

ASU Prep Global has a strong and proven record of delivering professional learning at scale, offering both flexibility and depth to meet the diverse needs of teachers, instructional leaders, and school systems. Our professional development model integrates high-impact adult learning theory and practices, job-embedded coaching, and strategic systems support to ensure sustained improvements in instructional quality and student outcomes.

Large-Scale Implementation Capacity

ASU Prep Global has delivered professional development to more than 21,200 educators across 1,500+ schools and 472 public and charter school districts in Arizona alone, through the Arizona Virtual Teacher Institute, which we led on behalf of the Arizona Department of Education. Our PD and literacy-focused programs—including the *Building the Reading Brain* Science of Reading (SOR) series—have been implemented in select schools across states such as New Jersey, Utah, and California. These targeted partnerships have supported teachers and leaders in rural, suburban, and urban contexts, leading to measurable gains in instructional practice and student achievement. In Hawaii, we have supported schools statewide in strengthening digital teaching practices and implementing blended learning strategies.

We provide training in multiple modalities, including:

- **In-person workshops** (for groups of up to 75+ participants)
- **Live virtual sessions** (scaling up to 250 participants)
- **Asynchronous, self-paced learning** (unlimited participants)
- **Hybrid and blended formats**
- **Communities of Practice** for long-term peer support and coaching

Training sessions are aligned with Learning Forward's Standards for Professional Learning and the KASAB model, ensuring our PD is content-rich, data-informed, collaborative, and tied to sustained educator growth.

Coaching and Job-Embedded Support

Coaching is central to our approach. We embed:

- **Live coaching cycles** that include pre-observation planning, virtual classroom observation, and post-reflection
- **One-on-one check-ins** tailored to teacher needs
- **Peer feedback and guided reflections**
- **Train-the-trainer models** that build internal leadership capacity for ongoing implementation

A key example of our impact is our statewide literacy initiative in New Jersey, developed in collaboration with the NJ RAPID Initiative. The New Jersey RAPID initiative, which stands for Reading Acceleration Professional Integrated Development, is a state-wide program designed to enhance foundational literacy skills in elementary school students. It focuses on providing free, high-quality, virtual professional development to educators in New Jersey, specifically in grades K-3. Between July 2023 and June 2024, this program reached 151 teachers across 47 districts and 133 administrators from 45 districts, supporting over 45,000 students. Through a blended learning model—including synchronous and asynchronous sessions, leadership webinars, and digital learning artifacts—we helped educators and leaders strengthen foundational literacy instruction and build system-wide capacity.

As just one example of a statewide implementation, we offer the following case study:

Enhancing Literacy Education in New Jersey

We developed this comprehensive literacy initiative for educators and administrators across New Jersey. The goal was to enhance foundational literacy instruction and build leadership capacity statewide. We structured the program around a multi-session series, with synchronous and asynchronous options to maximize flexibility. Together, these participants reached tens of thousands of students across New Jersey, demonstrating a wide-ranging impact.

- **Components and Deliverables:**
 - We provided a training series with 7 sessions (30-45 minutes each) focused on foundational literacy skills: orthography, phonological awareness, phonemic awareness, phonics, fluency, vocabulary, and comprehension. Recorded sessions were accessible through a digital platform, accompanied by materials, resources, and evaluation tools. We also provide a 180-minute live webinar (recorded for asynchronous access) to help school leaders design effective literacy instruction systems. Topics included: building a literacy system; supporting professional development; monitoring and adjusting strategies through data-informed practices;
 - In addition, we provided asynchronous resources, including recorded modules, materials, evaluations, session summaries, discussion guides, additional readings, and sample lessons. Finally, a comprehensive marketing plan raised

awareness through social media, educational networks, and New Jersey-focused press outlets.

- **Impact:**

- The collaboration across districts and roles strengthened a statewide commitment to literacy excellence. The program's reach, bolstered by marketing efforts and the provision of recorded and downloadable resources, ensured sustainability and accessibility long term. By providing system-wide approaches, the program successfully supported the professional growth of educators and leaders, laying the groundwork for long-term improvement in literacy education across the state.

Culturally Responsive and Locally Relevant Training:

We pride ourselves on adapting our delivery to local needs. In Hawaii, we have:

- Trained nearly 1,000 educators in partnership with the Hawaii DOE and Kamehameha Schools.
- At the request of our partner, we adapted and infused Hawaiian Culture-Based Education principles and the E Ola! Framework into our professional development content to ensure alignment with local values and educational priorities.
- Employed facilitators with deep ties to Hawaii, ensuring training reflects the values and context of the local communities we serve.

Our implementation model emphasizes relationship-building, community engagement, and culturally relevant pedagogy alongside rigorous literacy practices.

Measurable Results and Impact:

Our training is not only high quality—it is effective:

- Within our network immersion schools we implemented *Building the Reading Brain*. Trained teachers saw a 24.4% reduction in students scoring “Well Below Benchmark” and a 24.33% increase in students reaching “Benchmark or Above,” outperforming control groups.
- Over 91% of educators rated our trainers and sessions as “Good” or “Excellent,” with strong gains in confidence and instructional application.

We provide pre- and post-assessments, formative feedback tools, and use participant artifacts to track and support adult learning throughout the PD experience.

5.1.2 Strong knowledge and application of the Science of Reading and MTSS frameworks

Response: Yes

Our professional learning design is grounded in the Science of Reading and aligned with the components of effective literacy instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension. Our team includes literacy specialists, school leaders, and MTSS advisors who have supported system-wide implementation of structured literacy practices and tiered supports in diverse K–12 settings. We help districts use MTSS to reduce overreliance on Tier 3 services by strengthening Tier 1 and 2 instruction and aligning assessments to instructional planning.

Our Science of Reading professional development series featured the following sessions:

Session 1: Introduction to the Science of Reading

Introduces participants to the Science of Reading, structured literacy, and foundational models such as the Simple View of Reading and Scarborough’s Reading Rope. Sets the stage for the series with an overview of multisensory instruction and the first reflective artifact comparing literacy approaches.

Session 2: Phonological Awareness and Alphabetic Principle

Explores phonological awareness and the alphabetic principle through systematic, explicit instruction. Introduces instructional models (Tolman’s Hourglass, Stollar’s phonics framework) and emphasizes early literacy brain development and student writing analysis.

Session 3: Words

Focuses on word recognition and morphology, including orthography, morphemes, and vocabulary tiers. Explores how the brain processes words and begins teaching participants to use data to drive instruction through real student artifacts and diagnostic assessments.

Session 4: Scaffolding Instruction and Assessment

Covers scaffolding techniques and gradual release within explicit instruction. Participants learn to implement spelling inventories and interpret data to inform instructional decisions and feedback strategies.

Session 5: Understanding Dyslexia and Multisensory Approaches

Provides a deep dive into dyslexia, debunking myths and introducing structured literacy and multisensory instructional methods effective for all learners, including those with dyslexia.

Session 6: Fluency and Comprehension

Builds the bridge from word recognition to comprehension by focusing on fluency, lesson

design, and instructional materials. Participants design a comprehension lesson and begin evaluating their current reading programs for alignment with research.

Session 7: Vocabulary and Background Knowledge

Examines vocabulary development and the importance of background knowledge, using the Matthew Effect and Beck's tiered vocabulary framework. Participants build content-integrated vocabulary instruction plans.

Session 8: Literacy Knowledge and Language Structure

Covers genre exposure and deep language structure instruction, including syntax and semantics. Participants create a targeted, data-driven lesson plan and reflect on its effectiveness through video submissions.

Session 9: Verbal Reasoning and Closure

Concludes the series with instruction on verbal reasoning skills like inference and figurative language. Participants reflect on their learning journey, assess growth areas, and are introduced to extended learning opportunities.

Our *Building the Reading Brain* professional development series equips educators with evidence-based literacy instruction grounded in the Science of Reading. Our training integrates foundational research from the National Reading Panel (2000), Castles et al. (2018), and Dehaene (2009), emphasizing structured literacy and brain-based learning processes.

Educators develop a deep understanding of how decoding and language comprehension work together to support skilled reading. Training is built on key theoretical models, including:

- Simple View of Reading (Gough & Tunmer, 1986)
- Scarborough's Reading Rope (2001)
- Four-Part Processor Model (Seidenberg & McClelland, 1989)

Core Components of Our Training:

- **Brain-Based Reading Development:** Phonological processing, orthographic mapping, and cognitive load in literacy acquisition.
- **Structured Literacy Instruction:** Explicit, systematic, and diagnostic reading instruction with multisensory approaches.
- **Fluency as a Bridge to Comprehension:** The role of automatic word recognition in reading fluency.
- **Dyslexia and Language-Based Reading Challenges:** Targeted interventions for struggling readers, English Language Learners, and gifted learners.

- **Vocabulary & Background Knowledge:** Strengthening verbal reasoning and comprehension through language development.
- **Reading Across Disciplines:** Strategies for literacy integration in diverse subject areas.

Our PD series ensures real-world application through:

- **Action Plans & Personal Portfolios:** Educators create implementation strategies tailored to their students' needs.
- **Customizable Coaching:** Training is adapted to school-specific literacy priorities.
- **Data-Driven Decision Making:** Instructional strategies integrate assessment literacy and student progress monitoring.

Our Professional Learning Approach is:

- **Engaging** – Interactive sessions connect research to practice.
- **Collaborative** – Virtual and in-person learning communities.
- **Reflective** – Educators evaluate and refine their instruction for long-term retention.
- **Data-Focused** – Real-time student progress data guides decision-making.

We bridge theory and practice to ensure that educators are ready and inspired to bring research-backed strategies to their classrooms to enable their students to soar as readers.

Concepts and skills covered:

- The Science of Reading, Simple View of Reading, and Scarborough's Reading Rope
- *Building the Reading Brain*
- Phonological Awareness
- Phonemic Awareness
- Alphabetic Principle for both reading and spelling: Phonemes to Graphemes to Phonics Word Recognition
- Dyslexia and Other Unique Populations (ELL, Gifted, Struggling Readers, etc.)
- Language Comprehension
- Background Knowledge
- Vocabulary
- Language Structure: Syntax and Its Role in Fluency
- Literacy Knowledge
- Verbal Reasoning
- Reading Across Disciplines

Training Participants to Use Assessments in MTSS

The series emphasizes the role of assessments within a multi-tiered system of support (MTSS), providing participants with tools and strategies for:

Screening: Using universal screening to identify students at-risk students. Tools and processes for conducting screenings are modeled, ensuring participants can implement them effectively.

Diagnostic Assessments: Administering diagnostic assessments to identify specific skill gaps in phonological awareness, decoding, fluency, and comprehension. Assessments are directly linked to research-based instructional strategies, ensuring that data informs targeted and effective interventions.

Progress Monitoring: Practice in analyzing progress data to adjust instructional strategies in real time, ensuring student growth.

Supporting Assessment Data Communication: Strategies and processes for clear and effective communication of assessment data with students' families and other educators. Key components include:

Family Communication: Explaining assessment results in accessible language, focusing on how families can support literacy development at home; practice with templates, progress letters, and goal-setting frameworks to facilitate family engagement.

Collaboration with Educators: Using data within grade-level teams and across disciplines to ensure alignment of instructional goals and strategies. Structured data discussion protocols that ensure intervention decisions are grounded in evidence.

Processes for Assessment Communication

The series emphasizes the importance of consistent and organized communication systems to ensure assessment data is actionable. Teachers learn to use digital platforms to log and share data with families and colleagues. The series provides frameworks for parent-teacher conferences and communities of practice to ensure productive discussions and informed decisions about student learning and support.

The *Building the Reading Brain* series equips educators to effectively integrate assessment into a structured literacy classroom. By emphasizing pre- and post- assessments, formative checks, and robust training in MTSS processes, participants gain confidence and knowledge in using assessments to support student growth and family connections.

5.1.3 Commitment to serving diverse district types, including urban, rural, and suburban communities

Response: Yes

ASU Prep Global has experience partnering with districts across a wide range of contexts, including urban systems (e.g., Phoenix, Arizona, Clarke County, Nevada), rural schools (e.g., Hawaii, Arizona), and suburban communities (e.g., Tucson, Arizona, Salt Lake City, Utah). We tailor our services based on district demographics, resource levels, and implementation readiness. Our coaching and training models are designed to support educators to deliver high-quality, evidence-based literacy instruction.

Our organization exists to expand access to high-quality education and has consistently demonstrated the ability to deliver tailored, culturally responsive support to schools in a wide range of settings.

Diverse Reach and Responsiveness

ASU Prep operates a network of 12 schools across Arizona, including online, hybrid, and microschool models. Our Arizona-based students reflect the diversity of the state:

- 8000+ Full-time students; 2000+ Part-time students
- 72% students of color
- 55% economically disadvantaged
- 14% English language learners
- 10% students with disabilities

This mirrors the broader demographics of Arizona's K–12 public school system, where:

- 64% of students are non-white
 - 43% identify as Hispanic or Latino
 - 12% are English language learners
 - 53% qualify for free or reduced-price lunch
- (Source: Arizona Department of Education, 2023)

Because ASU Prep serves this diverse population daily within our own network of schools, our instructional frameworks and professional learning offerings provide inclusive, flexible, and real-world classroom experiences. Our Global Academy also serves partnership students from around the world, including 4,100+ Rural/Title 1 students in Arizona.

Experience Across Urban, Rural, and Suburban Contexts

We have designed and delivered professional development and coaching for teachers and leaders in:

- **Urban districts:** In Tucson Unified School District, we supported a school whose innovative Science of Reading (SOR) implementation led to their recognition through an A for Arizona grant. Our contributions were highlighted in a video honoring the school's

leadership and success in this work.

- **Rural communities:** ASU Prep Global has delivered targeted literacy support in rural Arizona communities through Science of Reading training and English Language Learner instructional support. In Hackberry Elementary School District near Kingman, AZ, we provided SOR-aligned professional development for educators serving multi-grade classrooms. In Elgin, AZ, we partnered with Sonoita Elementary School District to support ELL instructors through collaborative coaching, classroom modeling, and instructional strategy development, tailored to multilingual learners in a rural setting.
- **Suburban systems:** We supported Utah Catholic Schools and multiple school districts statewide, where our coaching and job-embedded training were tailored to mixed instructional models and diverse student needs.
- **Hawaii:** A longstanding collaboration with Kamehameha Schools and the Hawaii Department of Education highlights our ability to adapt training to local cultural contexts. We embed Hawaiian Culture-Based Education (HCBE) principles and the E Ola! Framework into instructional design and professional development.

Culturally Responsive Practices

In addition to localized delivery, we:

- Adapt training materials and examples to reflect the linguistic and cultural diversity of students
- Design supports for English learners, students with disabilities, and gifted learners
- Embed Universal Design for Learning, multisensory practices, and trauma-informed approaches across all sessions

Our instructional frameworks emphasize access and equity, ensuring that every student, regardless of geography, language, or background, receives the structured literacy support needed to become a confident reader.

Summary: ASU Prep Global’s professional development is not one-size-fits-all. We meet each community where they are—whether rural, urban, or suburban—and design our implementation to honor their context, capacity, and goals. We bring deep experience across Arizona and nationwide. Backed by a team committed to cultural responsiveness, equity, and excellence, we are fully prepared to serve the Department’s diverse districts and drive meaningful literacy gains across all communities.

Deviations:

None.

Exhibit 6 - Knowledge Areas

Understanding of the Science of Reading & Evidence-Based Practices Across Birth–Grade 12

ASU Prep Global’s approach to literacy instruction is grounded in a deep understanding of the Science of Reading and its implications across developmental stages—from early childhood through high school. Our team designs professional learning experiences that are informed by decades of cognitive science, linguistics, and reading research, Simple View of Reading and Scarborough’s Reading Rope. We emphasize explicit, systematic, and cumulative instruction, addressing phonemic awareness, phonics, fluency, vocabulary, and comprehension as interdependent components of literacy acquisition.

We emphasize explicit, systematic, and cumulative instruction, addressing phonemic awareness, phonics, fluency, vocabulary, and comprehension as interdependent components of literacy acquisition.

- Our work with early learners (birth to age 5) focuses on oral language development, phonological sensitivity, and emergent print concepts.
- Our work with K–5 educators builds capacity in foundational skills, decoding strategies, and scaffolded instruction to support diverse learners.
- At the secondary level, our work emphasizes disciplinary literacy, background knowledge development, and evidence-based strategies for adolescent readers, particularly those reading below grade level.

All PD modules and coaching strategies are built on evidence-based practices and align with state standards, ESSA requirements, and the needs of multilingual learners and students with disabilities.

Experience Supporting System-Level Literacy Improvement

ASU Prep Global has led system-wide literacy improvement efforts in multiple states, including large-scale partnerships in New Jersey and Arizona.

- New Jersey: We partnered with the state’s Department of Education to design and deliver Science of Reading training to educators across 47 districts. This included large-scale virtual PD sessions, grade-band coaching cohorts, and leadership development to drive sustained long-term change. Participating districts reported increased teacher confidence in foundational literacy instruction and more consistent

use of structured literacy practices. Several districts integrated our resources into Tier 1 instruction and used post-PD data to guide coaching and intervention strategies.

- In Hawaii, we supported schools statewide in strengthening digital teaching practices and blended learning implementation.
- In Arizona, we led the Arizona Virtual Teacher Institute (AZVTI), a four-year statewide initiative supported by the Arizona Department of Education and the Helios Foundation. The Institute equipped educators in effective digital and blended teaching practices. Educators engaged through a variety of formats, including live virtual sessions, asynchronous courses, summer boot camps, and in-person opportunities through school partnerships, all designed to provide flexible, sustained professional learning.

In each case, our role went beyond one-time PD training to include strategic planning, resource audits, and hands-on implementation support to translate professional development into lasting, system-level change.

Feedback has been positive, even from experienced teachers. Examples of actual comments we have received include:

- “Incorporating multisensory strategies has helped students develop word recognition and fluency.”
- “I’m finding ways to incorporate literacy components into my STEM lessons to support younger grades.”
- “Exploring the connections between my own teaching and phonemic awareness has provided immense insight! This information assists me with how I will run my walk-to-read groups. I feel like I am now able to better understand the gaps in literacy with a student in my group. The artifact work especially helped me break down the specific gaps such as blending, segmenting, rhyming, etc.”
- “Following the rule of ‘explicit instruction x multiple practice opportunities = automaticity,’ will help me support students in developing their reading fluency.”

Experience Supporting Literacy Growth within an MTSS Framework

At ASU Prep Global, we embed the principles of MTSS into every layer of our literacy improvement efforts, with a strong emphasis on bolstering Tier 1 core instruction as the first line of prevention. Our approach helps schools leverage universal screening data to identify instructional needs, align supports across all three tiers, and implement effective progress monitoring systems.

Our literacy coaching supports educators in conducting root cause analyses and selecting evidence-based instructional strategies aligned with the Science of Reading. We guide teams

in using high-quality instructional materials, build capacity for data-driven decision-making, and ensure intervention fidelity.

We collaborate with site and district leaders to ensure foundational literacy skills are vertically aligned across grade levels, creating coherent instructional pathways that support student progress over time. Our support includes the co-construction of MTSS implementation plans that address assessment system coherence, team-based data protocols, differentiated intervention delivery models, and family engagement strategies that support literacy development at home.

Impact Example: In one Arizona district our MTSS-aligned literacy supports reduced Tier 3 referrals by 19% within a school year. Strengthening Tier 1 decoding and phonics instruction through aligned HQIM and targeted professional development led to measurable growth in student proficiency and reduced the need for intensive interventions.

Understanding of a Comprehensive Approach to Literacy

ASU Prep Global's literacy framework supports a holistic view of literacy development. We help educators connect reading, writing, speaking, listening, and language development to understand how each contributes to deep comprehension and academic success.

Our training addresses:

- Writing instruction aligned to reading tasks
- Oral language development and discourse routines
- Academic vocabulary and syntax instruction
- Culturally responsive teaching practices
- Integration of literacy strategies into all content areas

We embed this comprehensive approach into our PD design, coaching strategies, and instructional planning tools so that literacy is not isolated to ELA blocks but infused into the entire student learning experience.

In our implementation with **Tucson Unified School District**, we helped district leaders align their literacy vision to classroom practice, build coherence between core instruction and interventions, and lead collaborative data conversations tied to HQIM. Across these engagements, schools have reported increased instructional consistency, improved literacy block structures, and greater staff investment in structured literacy practices.

Exhibit 7 - Coaching Services

ASU Prep Global has extensive experience delivering high-impact literacy coaching to educators across the birth–grade 12 continuum. Our coaching model is grounded in adult learning theory, the Science of Reading, and continuous improvement practices. We specialize in building educator capacity through personalized, job-embedded coaching aligned with system wide literacy goals.

Our coaches support a range of school roles—including classroom teachers, instructional coaches, reading interventionists, and site leaders—through engagements that may include co-planning, modeling, observation, and reflection. Each coaching partnership is tailored to the local context to ensure relevance and impact.

Our approach is closely aligned with the Plan-Do-Study-Act Model, a continuous improvement framework used for structured educational implementations and reflection.

- **Plan:** Collaborate with educators to identify literacy goals and plan aligned instructional strategies.
- **Do:** Implement strategies through coaching, modeling, and resource support.
- **Study:** Collect and analyze data (student work, observation, etc.) to evaluate effectiveness.
- **Act:** Refine instruction and coaching based on findings and scale up what works.

Rather than offering generic coaching, we build local ownership to drive long-term sustainability. Our literacy coaches are trained to work within MTSS frameworks and adjust strategies based on student data, teacher goals, and classroom realities. This makes our approach both responsive and scalable—whether supporting a single campus or multiple sites across a region.

ASU Prep Global’s coaching services align with the priorities of the U.S. Department of Education’s Comprehensive Literacy State Development (CLSD) grant, with a focus on instructional improvement, educator capacity, and equitable literacy outcomes.

ASU Prep Global is proud to support Chandler Unified School District—one of Arizona’s largest and most respected districts, serving over 44,000 K–12 students across 44 schools. Through a customized professional development hub, ASU Prep Global provides Chandler educators with flexible, high-impact training in areas such as artificial intelligence, hybrid learning, and instructional innovation. Our platform offers access to digital resources, professional learning communities, and on-demand content to support both online and in-person teaching. As Dr. Jessica Edgar, Executive Director of PreK–12 Curriculum and Instruction, shares, “We’re proud of our educators and the success that they bring to our district. ASU Prep Global’s partnership has helped strengthen our efforts and set our teachers

up for success.”

Exhibit 8 - Coaching Strategy

Our recommended coaching strategy is built around collaborative planning, embedded support, and instructional alignment. We begin each engagement with a short diagnostic process to identify school and district priorities, clarify coaching goals, and match personnel accordingly.

Coaching services can be delivered on-site, virtually, or through a hybrid model. When on-site, our coaches work alongside educators during the school week in a low-disruption, high-impact format—integrating into existing planning structures like PLCs, data team meetings, or grade-level collaborations. Virtual support may include video-based feedback, synchronous planning sessions, and resource libraries customized to school needs.

Each district or region is assigned a dedicated coaching coordinator who oversees scheduling, communication, and alignment with grant objectives. The coordinator also serves as the primary liaison between school personnel and the ASU Prep Global coaching team.

We supplement coaching with optional consulting services, including leadership development, assessment audits, MTSS implementation support, and structured literacy planning. These services are delivered directly by ASU Prep Global staff—we do not contract any third-party vendors for coaching or consulting.

The expected roles and responsibilities of Iowa school or district personnel includes:

- Participating in kickoff and planning sessions
- Coordinating site access and coaching schedules
- Providing access to relevant instructional materials and data
- Engaging in reflection or planning cycles as needed

Our approach is designed to be collaborative, not burdensome—honoring educators' time while ensuring meaningful outcomes through shared ownership of the work.

ASU Prep Global's coaching model has earned strong praise from its partners, including Ohio Council of Community Schools, where the Executive Director, Lenny Schafer, noted, "Your PD Team is the best in the nation! I base this on years of data collection from OCCS Attendees at our Convocation. The ASU Team is student driven. This makes it very easy for our 50 sponsored schools serving 40,000 students all over Ohio to buy in! They always leave our teachers wanting more!"

Through collaborative, blended- and online-learning-focused professional development,

job-embedded coaching, and digital upskilling, ASU Prep Global empowers educators and leaders to thrive. Our partners report greater teacher confidence, improved instructional quality, and stronger student outcomes. Whether working with individual teachers, leadership teams, or entire districts, our evidence-based strategies and culturally responsive approach consistently lead to sustainable growth and innovation across diverse educational landscapes.

Exhibit 9 - Approach

ASU Prep Global's approach to literacy support for students with disabilities and English Language Learners is grounded in evidence-based instructional practices, Universal Design for Learning, and differentiated support within an MTSS framework. We believe that literacy instruction for all learners should be explicit, systematic, and accessible—while being responsive to the linguistic, cognitive, and cultural assets students bring to the classroom.

Students with Disabilities

We recognize that students with disabilities often require structured, multisensory, and scaffolded instruction to access literacy content. Our coaching and PD emphasize:

- Use of diagnostic data to tailor instruction to individual student needs
- Explicit teaching of phonological awareness, phonics, and decoding strategies
- Repeated practice with decodable texts and controlled vocabulary
- Integration of assistive technology and accommodations aligned with IEP goals
- Alignment to high-leverage practices (HLPs) for special education

Our facilitators are trained to help educators design and deliver literacy instruction that supports students with dyslexia, language-based learning disabilities, and other challenges that impact reading development.

Example:

In Arizona, we partnered with a school serving a high percentage of students with IEPs. We conducted a six-month coaching cycle focused on foundational reading. Teachers implemented daily structured phonics lessons with fidelity, and the school reported a 28% increase in the number of students reaching benchmark scores on DIBELS over two assessment windows.

English Language Learners

For ELLs, we emphasize the integration of language development into all literacy instruction. Our approach includes:

- Teaching academic vocabulary in context
- Scaffolded reading instruction using visual supports, sentence frames, and oral language routines
- Focused work on morphology, syntax, and grammar aligned with grade-level texts
- Opportunities for structured speaking and listening embedded into literacy tasks
- Alignment with WIDA standards and culturally sustaining pedagogy

We coach educators to build background knowledge and create meaningful language objectives alongside reading goals, which is particularly important for multilingual students accessing grade-level content.

In Elgin, AZ, we partnered with Sonoita Elementary School District to support ELL instructors through collaborative coaching, classroom modeling, and instructional strategy development tailored to multilingual learners in a rural setting.

Exhibit 10 - Deliverables

We offer flexible reporting options to ensure transparency, track implementation progress, and support continuous improvement. Our deliverables are tailored to the goals of each engagement and aligned with the requirements of the CLSD grant. We maintain regular communication with stakeholders through structured reporting, coaching documentation, and optional data analysis summaries.

Standard Deliverables May Include:

- **Progress Monitoring Reports (Asynchronous Course Participation)**
These reports provide insight into educator engagement and completion rates within asynchronous professional learning modules. Progress reports allow leaders to identify who is on track, who needs support, and where additional resources might be helpful.
- **Coaching Logs and Notes**
We maintain detailed coaching logs to document the goals set with each educator, the strategies discussed, implementation support provided, and evidence of progress over time. Serving both as a record of coaching interactions and a tool for reflection and next steps, these logs can be aggregated by school or team to identify common themes or needs.
- **Goal Tracking Summaries**

Aligned with our coaching work, we can provide periodic summaries of teacher or school-wide progress toward agreed-upon instructional goals. Summaries highlight accomplishments, address barriers, and propose adjustments for continued growth.

- **Attendance Tracking and Participation Summaries**

For all sessions, whether virtual, in-person, or hybrid, we track attendance and can disaggregate participation by role, grade band, school, or other relevant criteria. This helps ensure equitable access and informs follow-up support.

- **Feedback and Survey Data Reports**

We administer post-session or periodic surveys to collect feedback from educators on the quality, relevance, and impact of the professional learning. We analyze and summarize results, providing key insights and recommendations for ongoing improvement.

- **Customized Reports**

We are also able to provide custom reports based on school or district needs.

Optional Add-Ons by Request:

- Student Growth Data Analysis (anonymized and aggregated)
- MTSS Tier Distribution Snapshots
- Literacy Needs Assessments & Action Plans
- Customized data dashboards for district-level stakeholders

Exhibit 11 - Personnel

Whitney Marsh

Chief of Staff

wjmarsh@asu.edu

Professional Summary

Whitney Marsh serves as the **Chief of Staff** for ASU Preparatory Academy, where she plays a critical role in advancing organizational priorities and operational excellence. In this role, she partners closely with the Managing Director and executive leadership team to drive the execution of strategic initiatives, optimize internal systems, and strengthen cross-functional communication. With a background in education policy and governance, Whitney brings a systems-thinking approach to aligning day-to-day operations with ASU Prep's long-term vision for innovation, equity, and expanded student access.

Professional Experience

Chief of Staff – ASU Preparatory Academy

Phoenix, AZ | April 2024 – Present

- Serves as a strategic partner to the Managing Director and executive leadership, overseeing key initiatives and enhancing operational efficiency.
- Leads cross-functional coordination between academic, administrative, and external stakeholder teams to ensure consistent messaging and effective implementation.
- Manages communication channels and supports system-wide alignment of goals, processes, and accountability structures.

Director of Policy Operations - Yes Every Kid Foundation

Phoenix, AZ | Dec. 2022 - April 2024

- Established a policy implementation practice to support states in adopting and executing new funding models that enable the growth and expansion of personalized education options
- Collaborated with government officials, advocacy partners, and education stakeholders to advance innovative education models and regulatory frameworks

Deputy Chief of Staff - Arizona Department of Education

Phoenix, AZ | Dec. 2019 - May 2022

- Supported the Superintendent's office in advancing statewide educational policy and operational objectives
- Led the transformation of critical agency functions, including School Finance, IT, and Data Governance, to improve operational performance and program execution

Director of Strategic Initiatives – Arizona Board of Regents

Phoenix, AZ | Nov 2017 – Dec 2019

- Led system-wide initiatives to improve student success and institutional performance, with a focus on cross-sector partnerships and data-driven decision making
- Established statewide agreements to connect data across organizations and inform policy on postsecondary pathways and attainment

Vice President of Education Policy and Budget – Arizona Chamber of Commerce and Industry

Phoenix, AZ | Nov 2016 – Nov 2017

- Directed the design and successful implementation of a statewide education funding initiative that secured new, ongoing K-12 appropriations.

- Developed funding models and fiscal forecasts to inform state and school budget decisions and support executive leadership.
- Provided strategic policy guidance to the President, CEO, and advocacy teams to advance education and budget priorities.

Executive Director – Arizona State Board for Charter Schools

Phoenix, AZ | Apr 2015 – Nov 2016

- Led Arizona’s statewide charter school authorizing agency, overseeing policy, compliance, and the growth of high-quality charter schools.
- Guided board operations, stakeholder engagement, and charter application review processes.

State Policy Director, K–12 Funding – Foundation for Excellence in Education

Phoenix, AZ | Jun 2014 – Apr 2015

- Provided technical support and policy guidance to states on K–12 funding reform and education finance policy.
- Collaborated with legislators and education leaders to advance student-centered funding models.

Services Provided

- Individual Leadership Coaching
- Large-Scale Professional Development / Training
- Curriculum Development and Instructional Design
- Assessment Design and Implementation
- Intervention Planning and Support

Areas of Expertise

- HQIMs for Literacy – Adoption and Implementation
- School Turnaround Work in High-Need Schools
- Leadership Development and Training
- Strategic Planning and Implementation
- Communication and Stakeholder Engagement
- Data-Informed Decision Making
- Equity and Inclusion Initiatives
- Organizational Culture and Climate
- Professional Learning Communities

- Multi-Tiered Systems of Support (MTSS)
- Family and Community Partnership Development
- Other: _____

Experience by District Type

- Urban
- Rural
- Suburban

Experience by District Size

- 7,500+
- 2,500–7,499
- 1,000–2,499
- 600–999
- 300–599
- Under 300
- Independent Charter

Alison Hernandez

Director of Professional Development & Learning Initiatives

anammon@asu.edu

Professional Summary

Alison Hernandez, Director of Professional Development and Learning Initiatives, moved into training after years of working as a math teacher and instructional coach. She has trained teachers at the district, state, national, and international levels. She leads training initiatives and directs professional development implementations across a range of topics, including digital teaching and learning, STEM and math instruction, blended learning strategies, and building strong professional learning communities (PLCs). She also coaches and mentors teachers to support instructional growth and build sustainable teaching practices. Her extensive experience **includes working with Hawaiian school partners, where she shaped training and content to honor local cultural practices** and values, ensuring relevance and impact. She also oversees global teacher training through The Digital School, based in Dubai, a program that provides high quality instruction in marginalized areas globally.

Certifications and Licenses

- Arizona Secondary Education Teaching Certificate Mathematics, General Science, and SEI Endorsements
- Pima Community College - Standard Academic Teaching Certification in Developmental Mathematics, Psychology, Education

Professional Experience

Director of Professional Development and Learning Initiatives – ASU Prep Digital Tempe, AZ | Jul 2020 – Present

- Lead the design and delivery of professional development aligned to district priorities, instructional goals, and strategic initiatives.
- Build and manage a high-performing team of trainers and contractors to ensure consistent, high-quality services for partner districts.
- Oversee professional learning operations, including induction, onboarding, scheduling, communications, and stakeholder engagement.
- Design and lead a yearlong induction program for new hires and create scalable resources for both internal and external use.
- Facilitate customized professional learning on curriculum, instruction, and special projects across the ASU Prep network.
- Analyze feedback and assessment data to continuously improve professional development offerings.

Lead Teacher – ASU Prep Digital

Tempe, AZ | Jan 2018 – Jun 2020

- Modeled high-impact instruction and supported teacher development through coaching and collaboration.
- Partnered with instructional leadership to align teaching practices with network goals and student learning outcomes.
- Contributed to the development and implementation of instructional strategies, curriculum resources, and assessment tools.

Instructional Coach / Teacher Mentor – Tucson Unified School District

Tucson, AZ | 2012 – 2018

- Delivered on-site coaching and mentoring for new teachers, focused on improving instructional effectiveness and student outcomes.
- Provided feedback grounded in the Danielson Framework and Professional Teaching Standards.

- Collaborated with district leaders and content specialists to support curriculum implementation and teacher development.
- Supported differentiation, assessment strategies, and reflective practice through ongoing professional learning.

Math Teacher – Aztec Middle College - Tucson Unified School District
Tucson, AZ | 2003 – 2012

- Taught a full range of high school mathematics courses through College Algebra and led standardized test preparation initiatives.
- Designed and implemented engaging, differentiated instruction tailored to students' needs and learning styles.
- Monitored student progress and adapted instructional approaches to maximize academic growth.
- Provided leadership in math literacy across all TUSD Alternative Education schools.

Services Provided

- Individual Leadership Coaching
- Large-Scale Professional Development / Training
- Curriculum Development and Instructional Design
- Assessment Design and Implementation
- Intervention Planning and Support

Areas of Expertise

- HQIMs for Literacy – Adoption and Implementation
- School Turnaround Work in High-Need Schools
- Leadership Development and Training
- Strategic Planning and Implementation
- Communication and Stakeholder Engagement
- Data-Informed Decision Making
- Equity and Inclusion Initiatives
- Organizational Culture and Climate
- Professional Learning Communities
- Multi-Tiered Systems of Support (MTSS)
- Family and Community Partnership Development
- Other: _____

Experience by District Type

- Urban
- Rural
- Suburban

Experience by District Size

- 7,500+
- 2,500–7,499
- 1,000–2,499
- 600–999
- 300–599
- Under 300
- Independent Charter

Meg Grothman

Director of National Partnerships

mmcdon10@asu.edu

Professional Summary

Meg Grothman is the **Director of National Partnerships at ASU Preparatory Academy**, where she leads strategic collaborations with schools and districts across the country. With over fifteen years of experience in the field, Meg works to align university assets and K–12 innovation to meet the evolving needs of school communities. She partners with education leaders to design solution-oriented strategies that expand access, improve outcomes, and create personalized pathways for learners. Prior to her current role, Meg served as Director of Mathematics Innovation, where she led the development of AI-powered math tools and supported the implementation of personalized learning models.

Certifications and Licenses

- Secondary Math Teacher Certification; Arizona
- Secondary Math Teacher Certification; Utah

Professional Experience

Director of National Partnerships – ASU Prep Global
Tempe, AZ | Apr 2025 – Present

- Leads national education partnerships to expand access to innovative instructional

models and digital learning solutions.

- Collaborates with district leaders and organizations across states to align solutions with local needs, improve academic outcomes, and scale learner-centered approaches.

Director of Arizona Impact & Director of Mathematics Innovation – ASU Preparatory Academy

Tempe, AZ | Jun 2022 – May 2025

- Directed statewide implementation of math transformation initiatives and leadership coaching aligned with learner-centered goals.
- Designed and facilitated professional learning on topics including AI in education, metacognition, instructional rounds, and transformative leadership.
- Partnered with districts to support MTSS-aligned math innovation and data-driven school improvement strategies.

Global Partnership Manager & Instructional Partnership Coordinator – ASU Prep Digital Remote | Oct 2020 – Jul 2022

- Managed global school partnerships, co-developing innovative learning experiences tailored to diverse educational contexts.
- Supported implementation of blended and online learning models addressing teacher shortages and expanding student opportunity.
- Ensured quality and consistency in instructional delivery across national and international partners.

Blended Learning Specialist – ASU Preparatory Academy

Phoenix, AZ | May 2020 – Oct 2020

- Developed and supported integration of blended learning strategies across classrooms to optimize engagement and achievement.

Academic Coach Coordinator – ASU Preparatory Academy

Phoenix, AZ | Jul 2019 – May 2020

- Oversaw instructional coaching programs, supporting coaches in curriculum alignment, teacher development, and student-centered practices.

Math Coach – ASU Preparatory Academy

Phoenix, AZ | Jul 2017 – Jun 2019

- Led math instruction improvement efforts through coaching, professional development, and curriculum support.

Math Teacher; Mentor Teacher – ASU Preparatory Academy
Phoenix, AZ | Jul 2014 – Jun 2017

- Taught Algebra 2, Pre-Calculus, and College Algebra; served as a mentor teacher supporting new educators in instructional design and classroom management.

Math Teacher – Ingleside Middle School
Scottsdale, AZ | Jul 2013 – Jun 2014

- Taught 7th and 8th grade mathematics in a Title I middle school

Math and Economics Teacher – Phorms Bilingual Schule
Berlin, Germany | Jul 2011 – Jun 2013

- Taught 7th-10th grade mathematics and 9th-10th grade economics in a bilingual German gymnasium program. Served 100% English learners across 5 cultures in an immersive learning environment

Services Provided

- Individual Leadership Coaching
- Large-Scale Professional Development / Training
- Curriculum Development and Instructional Design
- Assessment Design and Implementation
- Intervention Planning and Support

Areas of Expertise

- HQIMs for Literacy – Adoption and Implementation
- School Turnaround Work in High-Need Schools
- Leadership Development and Training
- Strategic Planning and Implementation
- Communication and Stakeholder Engagement
- Data-Informed Decision Making
- Equity and Inclusion Initiatives
- Organizational Culture and Climate
- Professional Learning Communities
- Multi-Tiered Systems of Support (MTSS)
- Family and Community Partnership Development
- Other: _____

Experience by District Type

- Urban
- Rural
- Suburban

Experience by District Size

- 7,500+
- 2,500–7,499
- 1,000–2,499
- 600–999
- 300–599
- Under 300
- Independent Charter

Emily Sankey

Senior Account Manager

esankey1@asu.edu

Professional Summary

Emily Sankey is a certified PreK–12 principal and experienced educational leader with a strong background in MTSS implementation, Tier 3 reading intervention, and instructional systems leadership. She currently serves as a **Senior Account Manager** for ASU Prep Global, where she oversees multi-state collaboration with schools and districts, supporting implementation of high-quality curriculum and professional development services. A former MTSS Specialist and Reading Interventionist, she has coached teachers and administrators in data-driven instructional planning, equity-focused practices, and evidence-based literacy aligned to the Science of Reading. Ms. Sankey holds a Master’s in Educational Leadership from Arizona State University, graduating with distinction, and completed the Arizona Educational Foundation’s Principal Leadership Academy. Her work reflects a deep commitment to equity, inclusive instruction, and sustainable school improvement in diverse educational settings.

Certifications and Licenses

- Arizona Department of Education (ADE)
 - Standard Professional Principal, PreK-12
 - Standard Professional Elementary, K-8

- Structured English Immersion, PreK-12

Professional Experience

Senior Account Manager – ASU Prep Global

Tempe, AZ | 2024 – Present

- Provides strategic support to school partners implementing digital and blended learning, with an emphasis on MTSS integration and data-informed literacy practices.
- Coaches and mentors partnership staff to align with organizational goals and build internal capacity.
- Coordinates professional development, stakeholder onboarding, and HQIM-aligned curriculum implementation.
- Consults with school leaders on instructional quality, change management, and community engagement.
- Collaborates with internal teams across curriculum, enrollment, and technology to ensure smooth implementation.
- Leads the design and delivery of training sessions focused on literacy and school improvement.
- Presents partnership data to inform renewal planning and program refinement.

MTSS Specialist – Scottsdale Unified School District

Scottsdale, AZ | 2021 – 2024

- Led biweekly data meetings and coached leadership teams on implementing tiered interventions aligned with MTSS-A and MTSS-B frameworks.
- Designed and facilitated professional learning in inclusive instruction, data-driven planning, and academic and behavioral supports.
- Partnered with site and district leadership to align MTSS practices with strategic goals and promote sustainable systems change.
- Piloted school-based MTSS models and served as a key liaison between classrooms and leadership teams.

Tier 3 Reading Interventionist – Scottsdale Unified School District

Scottsdale, AZ | 2021 – 2024

- Designated as school's Dyslexia Training Designee (DTD)
- Delivered intensive reading interventions grounded in the Science of Reading and structured literacy.
- Developed individualized intervention plans informed by diagnostic data and progress monitoring.
- Collaborated with ELL and special education teams to ensure inclusive, data-driven

literacy support.

- Facilitated training in foundational literacy skills, decoding, fluency, comprehension, and assessment interpretation.
- Contributed to schoolwide MTSS processes by integrating literacy expertise into tiered systems of support.

Services Provided

- Individual Leadership Coaching
- Large-Scale Professional Development / Training
- Curriculum Development and Instructional Design
- Assessment Design and Implementation
- Intervention Planning and Support

Areas of Expertise

- HQIMs for Literacy – Adoption and Implementation
- School Turnaround Work in High-Need Schools
- Leadership Development and Training
- Strategic Planning and Implementation
- Communication and Stakeholder Engagement
- Data-Informed Decision Making
- Equity and Inclusion Initiatives
- Organizational Culture and Climate
- Professional Learning Communities
- Multi-Tiered Systems of Support (MTSS)
- Family and Community Partnership Development
- Other: Instructional Supervision: Qualified Evaluator (ASU)

Experience by District Type

- Urban
- Rural
- Suburban

Experience by District Size

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Lindsay Carr

Director of Partnership Learning Design

LCarr5@asu.edu

Professional Summary

With over 15 years of diverse experience spanning teaching, leadership, and partnership development, **Lindsay Carr** plays a pivotal role as the **Director of Partnership Learning Design** at ASU Prep Global where she designs, launches, and sustains innovative partnerships with schools to transform their educational models. Her work impacts students in the United States and internationally across the globe in over 23 countries. Previously, Lindsay led the Electives Department at ASU Prep Digital, focusing on teacher development, effective online instruction, curriculum design, and student engagement. For 5 years, Lindsay served as an electives teacher in both fully online classrooms and blended learning environments. Her contributions to educational excellence earned her the distinction of being the inaugural Teacher of the Year at ASU Prep Digital in 2022.

Certifications and Licenses

- Arizona Standard Professional Secondary Certificate (6–12), Psychology – Valid through 2033
- Utah Professional Educator License, Secondary Education – Psychology Endorsement

Professional Experience

Director of Partnership Learning Design – ASU Prep Global, Arizona State University
Arizona | April 2025 – Present

- Leads national education partnerships to expand access to innovative instructional models and digital learning solutions.
- Collaborates with district leaders and organizations across states to align solutions with local needs, improve academic outcomes, and scale learner-centered approaches.

Senior Partnership Account Manager – ASU Prep Global, Arizona State University

Arizona | Aug 2024 – April 2025

- Designed and launches strategic partnerships that support schools in transforming instructional models.
- Oversaw cross-regional partner accounts to ensure alignment with educational goals and operational excellence.
- Built strong relationships with school and district stakeholders, providing consultative support tailored to each partner.

Partnership Account Manager – ASU Prep Global, Arizona State University

Arizona | Dec 2022 – Aug 2024

- Supervised partnership staff and coordinated service delivery to ensure success in online and blended learning models.
- Designed implementation plans aligned with partner goals, instructional priorities, and digital learning needs.

Lead Electives Teacher – ASU Prep Digital

Remote | Jul 2022 – Dec 2022

- Facilitated a Professional Learning Community (PLC) and supported hiring, onboarding, and training of new teachers.
- Provided coaching and mentorship around online instructional best practices to enhance student engagement.

Services Provided

- Individual Leadership Coaching
- Large-Scale Professional Development / Training
- Curriculum Development and Instructional Design
- Assessment Design and Implementation
- Intervention Planning and Support

Areas of Expertise

- HQIMs for Literacy – Adoption and Implementation
- School Turnaround Work in High-Need Schools
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- Independent Charter

Jill Loveall

Director of Teacher Development & Learning Initiatives

jloveal2@asu.edu

Professional Summary

Dr. Jill Loveall is the **Director of Teacher Development & Learning Initiatives** at ASU Preparatory Academy and has been an educator for fifteen years. She taught English as a foreign language abroad in France, high school English Language Arts, and participated in campus mentorship, school improvement teams, and pilot programs. Currently, she is providing professional development on how to leverage GenAI and technology to foster student-centered classrooms, supporting teacher leaders, coaching teachers on how to implement team-based models, and developing curriculum for teachers to obtain expertise in innovative learning environments.

Certifications and Licenses

- TEFL/TESOL - Issued April 2012

Professional Experience

Director of Teacher Development and Learning Initiatives – ASU Preparatory Academy Phoenix, AZ | Jul 2024 – Present

- Leads district wide strategy for teacher development, coaching systems, and professional learning pathways.
- Designs and implements scalable structures to support educator growth, aligned to organizational priorities and student outcomes.
- Collaborates with academic, HR, and school leadership teams to create sustainable, high-impact learning systems for staff.

Manager of Next Gen Learning – ASU Preparatory Academy Phoenix, AZ | Apr 2023 – Jul 2024

- Spearheaded initiatives to integrate next-generation learning practices across campuses, including personalized learning and digital integration.
- Developed implementation plans and resources for blended and hybrid instructional models.
- Supported site leaders and instructional coaches in adopting innovative strategies for student engagement and mastery-based progression.

Blended Learning Specialist – ASU Preparatory Academy Phoenix, AZ | Mar 2021 – Jul 2023

- Supported classroom teachers in the design and delivery of high-quality blended instruction.
- Led professional development on instructional technology, data-driven instruction, and student-centered learning.
- Facilitated instructional coaching cycles and contributed to curriculum development aligned with digital tools.

AP Literature / Secondary ELA / French Teacher – ASU Preparatory Academy Phoenix, AZ | Jan 2016 – Mar 2021

- Taught advanced and secondary-level English Language Arts and French, with a focus on critical thinking, analysis, and language acquisition.
- Designed a culturally responsive curriculum and facilitated engaging, standards-aligned instruction.
- Served in a teacher leadership capacity to support colleagues in instructional best

practices and schoolwide academic initiatives.

Services Provided

- Individual Leadership Coaching
- Large-Scale Professional Development / Training
- Curriculum Development and Instructional Design
- Assessment Design and Implementation
- Intervention Planning and Support

Areas of Expertise

- HQIMs for Literacy – Adoption and Implementation
- School Turnaround Work in High-Need Schools
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Independent Charter

Heidi Morton

Professional Learning Program Manager

hheesch@asu.edu

Professional Summary

Heidi Morton is an accomplished **Professional Learning Program Manager** at ASU Prep Digital. With a strong background in education, she has significantly impacted the training of over 41,000 teachers and successfully onboarded over 217 ASU Prep employees in the last year. Her career began at Dysart Unified School District, where she demonstrated her leadership in various educational roles. Heidi holds a Master's in School Administration and Supervision and is currently pursuing a Doctorate of Education in Innovation and Leadership at Arizona State University. She is a certified K-8 Arizona Teacher and Principal, with additional endorsements in K-5 Literacy and Structured English Immersion.

Certifications and Licenses

- Arizona Principal Certification
- Arizona K-8 Certified Teacher

Professional Experience

Professional Learning Program Manager – ASU Prep Digital

Remote | Oct 2022 – Present

- Designed and launched a comprehensive onboarding and induction process for all new ASU Prep employees; successfully onboarded over 217 staff since Jan. 2023
- Supports implementation of the Arizona Department of Education's Science of Reading certification pathway through course development and delivery
- Part of a national professional learning team that has trained over 41,000 educators across multiple states in the last three years
- Coordinates professional development efforts to ensure alignment with organizational priorities and compliance with state mandates

Project Manager – Innovation Initiatives – Dysart Unified School District

Surprise, AZ | May 2014 – Jun 2017

- Led districtwide innovation initiatives including the Flexible Learning Environments project and national STEM model implementation.
- Co-led the development of a middle school Innovation Academy and a K–8 coding

school to expand access to technology-rich, future-ready learning environments.

- Coordinated cross-departmental teams and stakeholders to execute new instructional models and pilot programs across schools.
- Supported development of a Middle School Collaborative aimed at increasing student engagement through interdisciplinary project-based learning.

Services Provided

- Individual Leadership Coaching
- Large-Scale Professional Development / Training
- Curriculum Development and Instructional Design
- Assessment Design and Implementation
- Intervention Planning and Support

Areas of Expertise

- HQIMs for Literacy – Adoption and Implementation
- School Turnaround Work in High-Need Schools
- Leadership Development and Training
- Strategic Planning and Implementation
- Communication and Stakeholder Engagement
- Data-Informed Decision Making
- Equity and Inclusion Initiatives
- Organizational Culture and Climate
- Professional Learning Communities
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- Family and Community Partnership Development
- Other: _____

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 - 300–599
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 - Independent Charter
-

Ellie Reich

Professional Development Product Manager

ereich1@asu.edu

Professional Summary

Ellie Reich is a **Professional Development Product Manager** with a 16-year educational background in teaching social studies and college preparation at the secondary level. During this time she was able to work with staff to bring best teaching practices into their classrooms, implement school action plans for improvement, and support students as they planned for their post-secondary futures. Ellie brings her love of learning and passion to support teachers in their classrooms while helping teachers thrive in multiple learning environments. Ellie earned a Master of Science degree in educational leadership from the University of Wisconsin- Oshkosh and enjoys continuing to grow as an educator.

Certifications and Licenses

- WI DPI Licensure: Principal (51), History (725), Broad Field Social Studies (701), Political Science (735), Geography (715)

Professional Experience

Product Manager – ASU Prep Digital

Remote | Jul 2022 – Present

- Leads content development and translation for an international partnership with The Digital School, supporting 1,340+ educational roles across 8 countries in 4 languages.
- Manages ASU Prep Digital's Asynchronous Training Portal, increasing course offerings by 50% through strategic product planning.
- Oversees professional development products, including budgeting, contractor onboarding, and project management.
- Gather user feedback and survey data to inform product vision, prioritization, and continuous improvement.

- Collaborates with district leaders to co-develop customized professional development plans at the school and system level.

Faculty Associate – Personalized Learning – ASU Mary Lou Fulton Teachers College
Arizona | May 2023 – Present

- Instructs graduate-level courses in personalized learning for practicing educators.
- Supports students through feedback and consultation; serves as subject matter expert in the redesign of the Possibility-Oriented Learning specialization.

Lead Training Specialist – ASU Prep Digital
Remote | Nov 2020 – Jun 2022

- Designed and facilitated professional development sessions for over 40,800 educators across domestic and international school systems.
- Partnered with administrators to design schoolwide and districtwide PD plans aligned to blended and online learning goals.
- Maintained over 90% educator satisfaction in PD delivery and implementation coaching.
- Provided instructional coaching in digital learning best practices to teachers and leaders.

AVID Site Coordinator – Denmark High School
Denmark, WI | Aug 2017 – Oct 2020

- Led the AVID Site Team and School Leadership Team to develop data-driven improvement plans and PD aligned with schoolwide goals.
- Facilitated new staff onboarding and professional learning focused on WICOR (Writing, Inquiry, Collaboration, Organization, Reading) strategies.
- Organized family engagement initiatives including AVID Family Nights and district-wide informational sessions.
- Led implementation of Academic and Career Planning and reading improvement initiatives, resulting in three consecutive years of measurable growth.

Services Provided

- Individual Leadership Coaching
- Large-Scale Professional Development / Training
- Curriculum Development and Instructional Design
- Assessment Design and Implementation
- Intervention Planning and Support

Areas of Expertise

- HQIMs for Literacy – Adoption and Implementation
- School Turnaround Work in High-Need Schools
- Leadership Development and Training
- Strategic Planning and Implementation
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- Equity and Inclusion Initiatives
- Organizational Culture and Climate
- Professional Learning Communities
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- Family and Community Partnership Development
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Experience by District Type

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Experience by District Size

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Exhibit 12 - Geographical Locations Serviced

We are well-positioned to provide services across all 325 public school districts in Iowa. With a scalable delivery model, experienced leadership, and a strong track record of statewide implementation, our team is equipped to support districts of all sizes and contexts with consistency, quality, and responsiveness.

ASU Prep Global has established a robust and far-reaching footprint across Arizona, the

nation, and internationally. In Arizona, it operates a network of in-person charter schools in locations such as Casa Grande, Mesa, and South Phoenix, while its statewide ASU Prep Digital program provides comprehensive K–12 online learning, including hybrid models like Digital+ for high school students.

Nationally, ASU Prep Global serves learners across 23 states through its Cognia accredited Global Academy and collaborates with diverse partners such as Chandler Unified School District (AZ), Canyons and Davis School Districts (UT), Clark County School District (NV), Kamehameha Schools (HI), and the Hawaii Department of Education. Internationally, ASU Prep Global supports students in over 25 countries and delivers professional development and learning solutions through partnerships with institutions in India, Indonesia, Georgia, Greece, and Dubai.

Exhibit 13 - Professional/Organizational Services Overview

Organizational Mission and Overview

ASU Prep Global is a nonprofit organization, powered by Arizona State University and designed to support schools and systems in expanding equitable access to high-quality learning. Our mission is to prepare all learners for success in college, career, and life by removing barriers, personalizing instruction, and transforming systems through innovation and research-based practices.

We serve as a national provider of instructional services, professional learning, and school design, with deep experience supporting district, charter, and independent school partners across a variety of contexts—including rural, urban, and suburban settings. Our organization directly serves more than 8,000 full-time K–12 students through our ASU Prep charter network and has delivered professional learning to more than 48,000 educators nationally and internationally.

Experience and Services Relevant to Literacy

ASU Prep Global specializes in supporting literacy transformation efforts that are grounded in the Science of Reading and aligned with MTSS frameworks. We work with subgrantees to develop sustainable systems that improve outcomes for all students, including English Language Learners and students with disabilities. Our team includes literacy specialists, school leaders, and implementation advisors with deep expertise in both foundational and adolescent literacy.

Key focus areas include:

- **HQIM Support:** Guidance on high-quality instructional materials selection, alignment, and rollout. The ASU Prep Curriculum Team consults guidance prescribed by local Department of Education teams when selecting high quality instructional materials. Key resources include Essential Standards, the Move on When Reading Program, the Science of Reading, and Assessment Blueprints. These sources, along with ASU Prep’s ed-tech partnerships, help ensure effective training and continuous professional development.
- **Structured Literacy Implementation:** Coaching and professional learning on evidence-based reading instruction, including phonemic awareness, phonics, fluency, vocabulary, and comprehension.
- **Job-Embedded Coaching:** Cycles of planning, modeling, observation, and reflection for teachers and instructional leaders.
- **MTSS-Aligned Literacy Support:** Tiered intervention planning, fidelity checks, and data-driven decision-making.
- **Assessment Literacy:** Support in using diagnostic, formative, and benchmark data to inform instruction and identify student needs.

One of our signature offerings, the *Building the Reading Brain* program, helps educators understand the neurological foundations of reading and apply this knowledge through structured literacy routines. Districts that have implemented this model have reported measurable gains in student achievement, including increased percentages of students reaching grade-level proficiency.

Services Available to Subgrantees

ASU Prep Global can offer the following services to CLSD subgrantees:

- **Professional Development Workshops**
Virtual, hybrid, or on-site sessions on Science of Reading principles, foundational skills, disciplinary literacy, instructional scaffolding, and equity in literacy.
- **Coaching Programs**
Ongoing embedded coaching for teachers, reading specialists, and school leaders. Can include one-on-one support, team-based cycles, and leadership development.
- **Curriculum Review and Implementation Support**
Assistance with evaluating, selecting, and implementing HQIM aligned to state standards and literacy frameworks.
- **Assessment and Data Consultation**
Support with interpreting student performance data, identifying root causes of learning gaps, and aligning assessments to inform instructional planning.

- **Strategic Literacy Planning**

Facilitation of district- or school-level literacy plans aligned with grant goals, MTSS, and community needs.

All services are customizable based on the needs of each subgrantee and can be delivered as stand-alone offerings or as part of a multi-year implementation strategy. Our team is well-prepared to collaborate with Iowa's diverse districts to ensure literacy success for all students.

Exhibit 14 - Supporting Documentation

In addition, the following documentation provides testimonials, along with qualitative and quantitative evidence of the efficacy of our training.

Quantitative Evidence of Impact:

Early research on *Building the Reading Brain* indicates positive student outcomes and instructional improvements for teachers who completed the training.

Student Achievement Gains:

- A 24.4% reduction in students performing Well Below Benchmark (compared to 17.7% for untrained teachers).
- A 24.33% increase in students reaching *Benchmark or Above* for trained teachers.
- A slight positive shift in the *Below Benchmark* category for trained teachers, while untrained teachers saw declines.

Instructional Efficacy:

Teachers report greater **confidence and skill application** in structured literacy, phonemic awareness, and student progress monitoring. Even experienced educators found the training reinforced key literacy concepts and introduced fresh insights. In Arizona alone, we have trained 21,200 teachers across 472 public and charter school districts in online and hybrid instructional strategies.

Feedback has been positive, even from experienced teachers. Examples of comments we have received include:

- "Incorporating multisensory strategies has helped students develop word recognition and fluency."
- "I'm finding ways to incorporate literacy components into my STEM lessons to support younger grades."
- "Exploring the connections between my own teaching and phonemic awareness has provided immense insight! This information assists me with how I will run my

walk-to-read groups. I feel like I am now able to better understand the gaps in literacy with a student in my group. The artifact work especially helped me break down the specific gaps such as blending, segmenting, rhyming, etc.”

- “Following the rule of “explicit instruction x multiple practice opportunities = automaticity,” will help me support students in developing their reading fluency.”

Collaborative Learning and Reflection:

Participants emphasized the value of collaboration and reflective practice, both for themselves and their students. One teacher reflected, “I’m finding ways to incorporate literacy components into my STEM lessons to support younger grades.”

Classroom Practice Shifts:

Interviewed teachers noted meaningful instructional changes, such as moving from whole-class instruction to small-group targeted interventions, integrating multisensory techniques, and adopting more intentional lesson planning. One teacher shared how a struggling student, initially far below grade level, reached proficiency after consistent application of multisensory reading strategies.

Key Findings:

Teacher Benchmarks	PD Completed	PD Not Completed
Well Below Benchmark	-24.40%	-17.70%
Below Benchmark	+1.60%	-2.22%
Benchmark	+7.75%	-3.58%
Above Benchmark	+16.58%	+15.71%

Overall, trained teachers saw **larger gains in student performance and more effective instructional shifts**, highlighting the program’s impact on literacy success.

In addition, positive evidence from Renaissance Star Data from our Utah implementation demonstrates that the training is having an impact. As a result, **school leaders are expanding the implementation** to include Dyslexia-specific training.

Our team has trained teachers all over the world and realized a significant impact on teacher efficacy.

- **47,000** teachers trained total
- **1,561** schools in Arizona alone
- **2,925** hours of live professional development

- Over **1,840** users in Arizona alone have enrolled in our asynchronous training portal, which offers 8 unique courses (these user numbers are included for in the total teachers impacted)

Qualitative Evidence of Impact:

Our training has been well received by teachers. More than 88% rate the quality of the PD sessions as Good or Excellent., and 91% of attendees rated both the quality of the trainers and the responsiveness of the ASU team as Good or Excellent.

Among teachers enrolled in literacy training, three sets of recent interviews revealed common themes related to the knowledge and skills they reported gaining.

What Teachers Say They are Learning		
Interview 1 Themes	Interview 2 Themes	Interview 3 Themes
Flexibility and Inclusion in Training	Positive Learning Experiences and Collaboration	Positive Experience and Enthusiasm for Learning
Validation and Reinforcement of Foundational Literacy Practices	Utilization of Multi-Sensory Techniques and Practical Strategies	Incorporation of Multi-Sensory Learning and Practical Techniques
Enhanced Confidence and Collaboration among Staff	Shift to Skill-Based Instruction and Reflective Practice	Collaborative Learning and Peer Support
Challenges in Implementing New Strategies	Challenges and Resource Limitations	Renewed Confidence and Excitement for Teaching
Impact on Student Engagement and Development		

Because the training is job-embedded, our trainers have direct insight into how teachers are applying their new knowledge and skills in the classroom. And because teachers practice the strategies as they learn, by the end of the training, we see a shift from whole classroom instruction to a far more personalized approach, where teachers engage students through small groups and even 1:1 instruction. Teachers also become adept at using data to identify challenges, shape their planning, and to guide their work with small groups and individuals.

ASU Prep has been **recognized by the Arizona Department of Education and the Helios Foundation**, both of which provided funding and appointed ASU Prep to lead the Arizona

Virtual Teacher Institute. Through the institute, more than 21,000 teachers were served in over 1,500 schools and 469 districts.

In addition, ASU Prep's PD team was **selected to support Kamehameha Schools** in Hawaii as they broadened their curricular offerings through online learning. ASU Prep became a trusted partner in the process of training and upskilling teachers in virtual learning.

Our team was also selected to develop and deliver training through **The Digital School, based in Dubai**. The Digital School is an online program designed to provide educational opportunities to marginalized communities around the globe. Our team created training modules and delivered the training to teachers worldwide, many in areas where both training and technology are scarce. Through international partnerships, we are opening doors both to teachers and students to vastly expanded learning options.

Exhibit 15 - Additional Services

ASU Prep Global consults with schools, districts, and states nationally and internationally in the realm of school and program design. We have worked with:

Arizona

Chandler Unified School District, Chandler, AZ

Maricopa Unified School District, Maricopa, AZ

Tucson Unified School District, Tucson, AZ

Casa Grande Unified High School District, Casa Grande, AZ

Tempe Elementary School District, Tempe, AZ

Tempe Union High School District – McClintock HS, Tempe, AZ

Bisbee Unified School District, Bisbee, AZ

Humboldt Unified School District, Prescott Valley, AZ

Roosevelt Unified School District, Phoenix, AZ

Yuma Union High School District, Yuma, AZ

Yuma Elementary School District – Ron Watson Middle School, Yuma, AZ

Phoenix Union High School District, Phoenix, AZ

Holbrook Unified District – Holbrook Junior High, Holbrook, AZ

Mesa Public Schools – Mesa Virtual Academy, Mesa, AZ

Creighton School District – The Creighton Academy, Phoenix, AZ

Shonto Preparatory School, Shonto, AZ

Fowler Elementary School District - Western Valley and Santa Maria Middle Schools, Phoenix, AZ

Apache Junction Unified School District, Apache Junction, AZ

Gilbert Unified District – Gilbert Global Academy, Gilbert, AZ

Littleton Elementary School District – LESD Online Academy, Avondale, AZ

Sahuarita Unified School District, Sahuarita, AZ

Avondale School District – Avondale Virtual Innovation Academy (AVIA), Avondale, AZ

Santa Cruz Valley Unified School District, Rio Rico, AZ

Hackberry Elementary School District – Cedar Hills Elementary, Kingman, AZ

Litchfield Elementary School District, Litchfield Park, AZ

Great Hearts Academy, Phoenix, AZ

St. John XXIII Catholic School, Scottsdale, AZ

Bullhead City Elementary District – Bullhead City Middle School, Bullhead City, AZ

Toltec Elementary District, Eloy, AZ

Washington Elementary School District – Desert Foothills Junior High, Phoenix, AZ

Sonoran Schools, Phoenix, AZ

Imagine Schools, Phoenix, AZ

Blue Ridge Unified School District, Pinetop-Lakeside, AZ

Miami Unified School District – Miami Junior-Senior HS, Miami, AZ

Red Mesa Unified School District, Teec Nos Pos, AZ

Nogales Unified School District, Nogales, AZ

Paradise Valley Unified School District, Phoenix, AZ

Bureau of Indian Education - JFK Day School, Ganado, AZ

Sedona Charter School, Sedona, AZ

Liberty Elementary School District – Freedom Elementary, Buckeye, AZ

Laveen Elementary School District – Paseo Pointe, Laveen, AZ

Cartwright Elementary School District – Peralta Elementary School, Phoenix, AZ

National

Canutillo Independent School District – Northwest Early College HS, Canutillo, TX

St. Austin Catholic School, Austin, TX

B.E.S.T. Academy, Atlanta, GA

Canyons School District – Canyons Virtual Academy, Sandy, UT

Davis School District – Davis Connect, Farmington, UT

Kamehameha Schools, Honolulu, HI

Hawaii Department of Education, Honolulu, HI

Utah Private Schools, Various Cities, UT

Clark County School District – Central Tech Academy and Northeast Career and Technical Academy, Las Vegas, NV

Worthington Schools – Worthington Academy, Worthington, OH

South Carolina Public Charter School District – Summit Academy, Greenville, SC

DaVinci Schools, El Segundo, CA

Archdiocese of Los Angeles, Los Angeles, CA

Shelton School District – Shelton High School, Shelton, WA

Wiseburn Unified School District, El Segundo, CA

Ohio Council of Community Schools, Toledo, OH

International

Innova Schools, Lima, Peru

Athens College, Athens, Greece

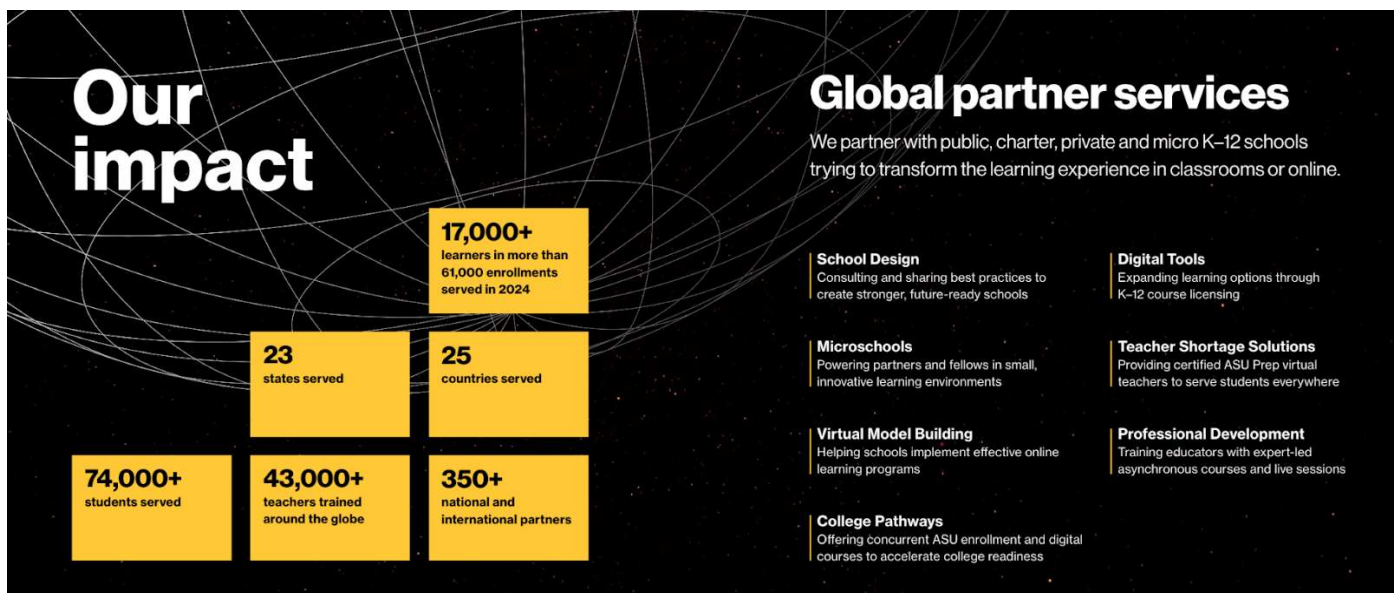
ConnectEd, India (national network based in India)

BINUS School Education, Jakarta, Indonesia

European School, Tbilisi, Georgia

CoLearn, Jakarta, Indonesia

Green Mentors, Ahmedabad, India



June 11, 2025

To: All Potential Respondents

From: Katelyn Howells, Purchasing Agent

Subject: 005-RFP-1660-2025 Literacy Grant Support Providers for the Iowa Comprehensive Literacy State Development Grant

Addendum One**Please find attached a list of attendees for the Pre-Proposal Conference held on June 9, 2025.****Please amend the subject RFP to include answers to the following timely received questions:**

- Q1. Will all schools and grade levels within a participating district be required to engage in the IA-CLSD grant activities simultaneously, or is phased or partial participation by school or grade level permitted?
- A1. All schools and grade levels that are specifically identified in a participating district's application—including those designated as part of a feeder system—will be expected to engage in the grant activities as outlined. If further clarification is needed regarding the scope of participation, we encourage applicants to contact the program officer.
- Q2. What is the anticipated duration, in years, that each participating district will be designated as a subawardee under the IA-CLSD grant?
- A2. If a participating district is selected for both the planning and implementation phase, the subawardee may receive funding for up to five years, contingent upon the continued availability of grant funds. However, if a district is selected only for the planning phase, it will receive funding for phase one of the grant only, and would not continue through years 2-5.
All districts will be notified of the grant awards once selections have been finalized.
- Q3. Is it permissible for an organization to submit a single proposal that addresses multiple age categories (e.g., Grades K-5 and Grades 6-12), provided that the proposed service will be customized for each grade level? Or does the Agency require separate proposals for each age category to be considered for both populations?
- A3. Yes, a single proposal addressing the age categories of your expertise is acceptable, and even preferred. Please specify the age categories your proposal covers (Birth - Grade 12).
- Q4. Cost Proposal on page 13 mentions hourly rates. Would it be acceptable to submit different types of pricing (e.g. hourly rate ranges, daily rates, price per service, etc)?
- A4. Hourly rates are an example. You may submit other relevant pricing structures that can be communicated to and considered by awarded school districts.
- Q5. On page three, it is noted that the IA-CLSD project emphasizes supporting literacy leadership at the district and school levels, implementing evidence-based literacy practices, aligning materials and instruction to scientifically-based reading research and providing professional learning for educators. Can you clarify who the intended recipient of the services will be for this RFP?
- A5. The Iowa Department of Education is creating a list of Literacy Leadership Grant Support Providers, and this list will be provided to awarded school districts. School districts will be required to select providers from these approved lists. School districts will contract directly with 3rd party providers on the Department's approved list.

- Q6. Our team has experience providing school districts with professional development and coaching services related to our program, which is evidence-aligned and backed by the science of reading. However, the RFP documents suggest that the school districts are responsible for providing the literacy curricula. If our services are specific to training schools in how to adopt and implement our program, does this mean we would not qualify?
- A6. Schools will be expected to share their curricula with the contracted Grant Support Provider so that the provider can learn more about the background and experience that the school is entering the partnership with, including their organizational structure. It may be desirable to incorporate some existing materials with some new materials. The purpose of the Grant Support Provider extends beyond knowledge of a specific product and providing training for those materials. Grant Support Providers will integrate literacy best practices through coaching they will offer to schools, including any instructional materials the schools or districts choose to purchase.
- Q7. On the cover page, it states that "other state agencies" are eligible to bid, but that "other states or government agencies outside the state of Iowa" are not. Are we eligible to bid?
- A7. This availability is for use of the contract, not a restriction on who may submit. The contracts resulting from this RFP will only be available to school districts and educational agencies within the state of Iowa, not to other states or their agencies. Anyone may submit a proposal for this project.

Please acknowledge receipt of this addendum by signing in the space provided below, and return this letter with your proposal (do not send back separately).

I hereby acknowledge receipt of this addendum.

Signature



Date

6/24/2025

Typed or Printed Name

Lisa Edgar



June 24, 2025

To: All Potential Respondents
From: Katelyn Howells, Purchasing Agent
Subject: 005-RFP-1660-2025 Literacy Grant Support Providers for the Iowa Comprehensive Literacy State Development Grant

Addendum Two

Please amend the subject RFP to include answers to the attached timely received questions. Questions have been assigned a category for ease of reference purposes only.

Please acknowledge receipt of this addendum by signing in the space provided below, and return this letter with your proposal (do not send back separately).

I hereby acknowledge receipt of this addendum.

Signature [Handwritten Signature]

Date 6/24/2025

Typed or Printed Name Lisa Edgar