

# Literacy Coaching K-8

## Scope of Work

### 1.0 Purpose and Background

Through generous funding from the Lilly Endowment, the Indiana Department of Education (IDOE) launched the Indiana Literacy Cadre Initiative in 2022 as a central component of the state's comprehensive strategy to improve early literacy outcomes. Grounded in the science of reading as outlined in [Indiana Code 20-18-2-17.5](#), the initiative directly supported Indiana's goal of achieving 95 percent third-grade literacy proficiency by 2027, with a deliberate focus on expanding access to high-quality foundational reading instruction for all Hoosier students.

The Indiana Literacy Cadre leverages strategic efforts for comprehensive support aligned with science of reading through job-embedded classroom coaching for K-3 educators. Four years after the state of Indiana and the Lilly Endowment began their partnership to address early literacy, statewide literacy rates have increased for four consecutive years. Notably, 2025 marked the largest single-year gain in literacy outcomes in the state's history, reflecting measurable progress toward statewide goals.

Given the success from the Indiana Literacy Cadre efforts, the state commits to expanding job-embedded literacy coaching to strategically improve K-8 literacy outcomes. A core strategy for achieving this goal involves a critical investment in literacy coaches to build and strengthen educator capacity across all districts in Indiana. The need for evidence-based, job embedded professional learning for literacy coaches to provide robust support to classroom educators in the field.

The selected respondent will serve as a partner with IDOE to coordinate, implement, and monitor literacy coaching program initiatives.

### 1.1 Compliance and State Standards

The Contractor agrees that all hardware, software, services, and digital content provided under this engagement will conform to the State's Information Security Framework, Assistive Technology requirements (WCAG 2.1 AA / Section 508), and State architectural standards. Any deviation requires prior written approval from IOT. Respondent will sign an NDA to access the Information Security Framework and ensure the proposed solution meets all applicable standards.

## 2.0 Contractor Responsibilities and Deliverables

### 2.1 Overview

The Respondent shall provide comprehensive support to the Department to coordinate, implement, and evaluate a statewide literacy coaching professional development program that:

- Supports up to 100 participating schools serving kindergarten through grade eight
- Provide job-embedded literacy coaching provided by a school-based instructional literacy coach. Coaches shall be employed by the participating school corporation and assigned at 1.0 full-time equivalent per participation school.
- Is fully aligned with the science of reading and incorporates evidence-based literacy instructional practices
- Includes ongoing continuous monitoring, evaluation, and continuous improvement processes.

NOTE: Participation in the program is voluntary (opt-in). IDOE will provide a maximum number of participating schools but does not guarantee a minimum number of schools.

#### 2.1.1 Literacy Coaching and Job-Embedded Professional Learning

The Respondent shall coordinate job-embedded literacy coaching that includes, at a minimum:

- Professional Learning for Educators to Strengthen Implementation
  - Strengthening implementation of evidence-based literacy instruction aligned to the science of reading.
  - Use of data-based decision making to guide instructional practices.
  - Support for improving the overall effectiveness of literacy instruction and coherence of literacy instruction within participating schools.
- Job Embedded Coaching Supports
  - Demonstration lessons in emphasizing explicit instruction
  - Co-teaching with educators
  - Modeling of evidence-based literacy instructional practices
  - Observation and feedback cycles focused on continuous improvement

#### 2.1.2 Recruitment, Coordination, and Oversight of Literacy Coaches

The Respondent shall support statewide coordination efforts, including:

##### Recruitment Support

- Assisting IDOE in coordinating recruitment activities with participating schools

- Support IDOE with screening school-based literacy coaches based on IDOE's using criteria established by IDOE.

## 2.2 Oversight and Management

### 2.2.1 Oversight of instructional literacy coaches approved by the Department

The Respondent's proposal must include details on how they will provide:

#### 1) Site Visits

- Frequency and format of site visits
- IDOE requires at least one on-site visit per month during the school year

#### 2) Feedback and Communication

- Schedule and structure for coordinated feedback conversation
- Provision of Witten summary documentation to IDOE following each visit.

#### 3) An Escalation Protocol

- Clear procedures for identifying, escalating, and resolving issues.
- Communication pathways among the Respondent, instructional coach, school administration, and IDOE.

#### 4) A Feedback Instrument

- A standardized feedback instrument provided monthly to each instruction coach and shared with IDOE.

The Respondent shall also establish a method to document and highlight monthly key interactions with building principals to ensure alignment with IDOE expectations and fidelity of implementation.

#### Communication Expectation

- The Respondent shall communicate with each instructional coach multiple times per week for check-ins and support.
- Each monthly onsite visit must include IDOE-approved discussion points with both the instructional coach and a building-level administrator.
- A written summary of each onsite visit must be submitted to IDOE within one week. The format of the summary will be mutually agreed upon by the Respondent and IDOE.
- The Respondent shall establish an approved process for instructional coaches and school staff to communicate urgent needs to the Respondent.

- These issues may include but are not limited to failure of the instructional coach to perform, an illness, or issues specific to the local context.

#### Independent verification and Validation Engagement

If the State decides to add Independent Verification & Validation (IV&V) services as part of this engagement, the contractor will copy the Indiana Department of Administration (IDOA) – Independent Verification & Validation (IV&V) team member(s) on all project related communications (emails, meeting invites, collaboration tools, etc.) and will grant access to all documents and deliverables throughout the term of the contract.

#### IV&V Payment Approval

If IDOA elects to deploy Independent Verification and Validation (IV&V) services in connection with this engagement, the IV&V Team shall review and assess all Deliverables to determine compliance with the State's requirements as set forth in the Contract and/or applicable Statement(s) of Work. For contracts entered into, renewed, or amended after June 30, 2026, IV&V shall serve as an approving authority, and no payment shall be issued to the Vendor unless and until IV&V has provided such approval.

#### Security Incident Response

The Contractor shall provide incident response process documentation covering ticketing, escalation, timelines for State notification, and reporting of resolved incidents including root cause analysis and lessons learned for major incidents.

#### Local Employment and Assurance Requirement

IDOE acknowledges that evaluation models are determined by local corporations. Coaches identified through this process may continue to serve the local corporation per local policy. Coaches deficient in implementing the literacy model as overseen by the State will be removed from this capacity but will retain a position locally.

Assurances will be signed by each corporation to ensure adherence to expected practices with delivery and personnel.

The Respondent may include necessary provisions in the contract with participating corporations as defined locally.

## 2.2.2 Contract and Ongoing Communication

The Respondent shall establish contracts with each participating school corporation that clearly define:

- Program processes and expectations
- Evaluation and documentation requirements
- Financial compensation and reimbursement for 1.0 FTE literacy coaches
- Data-sharing protocols

- A copy of each executed contract must be provided to IDOE

The Respondent is responsible for All weekly status reports, monthly site-visit summaries, and feedback instruments shall follow State-approved templates (headers, KPIs, decision/action logs, issues/risks, schedule variance). The Contractor shall provide draft templates for State approval during project startup.

#### Data Exchange & Collaboration Standards

The Contractor's solution and project operations must support the State's standard API and file transfer methods (MuleSoft API Management and GoAnywhere MFT) for secure data transmission. For nonconfidential collaboration, use Teams/SharePoint; OneDrive only for ad hoc collaboration with known parties. Use of external Internet storage (e.g., Dropbox, Box, Google Drive) is prohibited without express authorization.

## 2.3 Training and Development of Instructional Coaches

The Respondent shall provide five (5) to (10) Regional Literacy Coaching Specialists who will be assigned to specific geographical areas around the state and will be responsible for visiting their assigned coach (s) at least once a month and conducting ongoing, weekly touchpoints (e.g., virtual call, email, face to face), as necessary.

The Regional Literacy Coaching Specialists shall deliver professional learning for literacy coaches that includes:

- Initial onboarding and orientation for instructional coaches
- Ongoing training aligned to the science of reading
- Use of sequenced, open-access professional learning modules from ExcelinEd (<https://excelined.org/fundamentals-of-literacy-coaching/>) to provide collaborative and professional development for literacy coaches.
- Opportunities for engagement, collaboration, and reflection
- Differentiated support based on coach experience and school needs

#### Accessibility of Training & Materials

All training materials (slides, PDFs, LMS modules, videos, assessments) and digital content must conform to WCAG 2.1 AA and be maintained accordingly. The DOJ's Title II rule is effective for state government in April 2026; the Contractor must evidence regular accessibility auditing and remediation workflows.

#### Modality Standards

Define delivery modality for onboarding/ongoing training (in-person, virtual, asynchronous) with documented recording/hosting standards (codec, captioning, storage in Teams/SharePoint). All recordings must include accurate captions and accessible transcripts.

## 2.4 Training and Development for Administrators

The Respondent shall provide professional learning for building-level and corporation administrators at least twice annually that focuses on:

- Increasing instructional literacy leadership capacity aligned with science of reading
- Supporting and supervising literacy coaches effectively
- Using data to support instructional improvement and decision making
- Reinforcing expectations for full participation and fidelity of implementation

## 2.5 Financial Coordination and Coach Compensation

To support a full-time (1.0 FTE) instructional coach at each participating school, the Respondent shall:

- Arrange and administer payments to participating schools for identified instructional staff
- Reimburse seventy-five percent (75%) of each instruction coach's salary, up to a maximum reimbursable amount of \$100,000 per coach per year
- Navigate individual corporation payment structures and collective bargaining requirements in accordance with Indiana code.
- Ensure that benefits, retirement contributions, and other locally managed compensation elements are included in agreements with each corporation.
- Maintain accurate and transparent financial documentation and reporting aligned with Department requirements

Instructional coaches will be identified by each school and approved by IDOE.

### Payment Controls & Auditability

The Contractor shall maintain auditable reimbursement records (salary, benefits, retirement contributions, local compensation elements) and provide standardized monthly financial reports summarizing reimbursements by coach, school, and corporation, including exception handling.

## 2.6 Research, Evaluation, and Continuous Improvement

The Respondent shall design and implement a comprehensive research and evaluation strategy, including:

- Developing an evaluation framework aligned to program goals
- Collecting data at key intervals (e.g., beginning of the year, middle of the year, end of year)
- Use of qualitative and/or quantitative documentation systems completed by instructional coaches
- Integration of documentation with onsite visit findings

- Regular reporting to IDOE with findings, insights, and recommendations for program improvement.

#### System Architecture and Data Storage Deliverable

Prior to project acceptance, provide a full system architecture document (annual review/update required) covering data sources, storage locations, integrations, security controls, and backup/DR alignment.

## 2.7 Project Management and Continuous Monitoring

The Respondent must facilitate virtual weekly status meetings with IDOE to address all aspects of the project. The Respondent must complete the following tasks for each meeting:

- Establish and facilitate weekly project status meetings. Meetings are virtual and should be held using virtual conferencing software. Microsoft Teams is preferred, but not required.
- Draft a meeting agenda and provide it to IDOE for review and approval at least 24 hours in advance of each meeting.
- Provide meeting minutes for IDOE's review and approval within 24 hours of the meeting completion.

The Respondent shall also be responsible for providing weekly status reports (e.g., written notes and other applicable documentation) from the weekly status meetings to IDOE within 24 hours of each meeting, using a format approved by IDOE. The Respondent must ensure that weekly written status reports provided to IDOE include, but are not limited to, the status of ongoing activities, decisions made, decisions pending, activities completed, activities that are behind schedule (including planned action steps to rectify the deviation from agreed upon timeline), and timelines for scheduled activities. The Respondent will also maintain a decision and action log to track any outcomes from meetings held with IDOE. The decision log must note any decisions that require a contract amendment. The Respondent is responsible for providing the following deliverables to IDOE each week:

- Updated project schedule;
- Updated decision/action log.

During the initial start-up phase of this project, Respondent must facilitate a project Kickoff meeting with IDOE. There may also be a need for additional planning meetings.

These will be at the Respondent's expense with dates and times to be mutually agreed upon by the vendor and IDOE. Meetings will be virtual.

## 2.8 Deliverables

The Respondent shall produce, at a minimum:

- Project plan and implementation timeline
- Training materials and professional learning resources
- Documentation of coaching activities and participation
- Weekly monitoring and oversight reports

All deliverables must be reviewed and approved by IDOE before being considered final. Any proposed schedule/timeline should allow at least five (5) days for IDOE to review each deliverable. Up to three (3) review rounds may be needed for complex deliverables (including but not limited to the project plan/implementation timeline, training materials, and professional learning resources).

All deliverables should be provided to IDOE in a “final” form (i.e., free of any defects, including spelling/grammar errors, missing content, or design issues). IDOE will review deliverables for content, tone, alignment with program goals, etc.

## 2.9 Business Continuity/Disaster Recovery (BC/DR)

The Contractor shall maintain and share with the State a Disaster Recovery Plan and a Business Continuity Plan for operations supporting this program, updating annually. Plans may include trade-secret content protected under APRA and are exempt from public disclosure per IC 5-14-3-4(a),(b)(10),(11),(19).

## 3.0 Timeline for Project

The anticipated start date for the project is May 1, 2026. Contract end date for the contract is June 30, 2028. Maintaining project timelines are critical to cost and project completion.

Task	Deliverable	Anticipated Start Date	Anticipated Completion Date
Develop Project Plan	Project Plan and Schedule	May 2026	May 2026
Develop Monitoring Plan	Oversight and Monitoring Plan	May 2026	May 2026
Develop Professional Learning Training Plan	Approved Training Plan	May 2026	May 2026
Deliver Training to up to 100 coaches	Documentation of coaching activities	June 2026	June 2028



	and participation		
Collect data from Participating schools	Coaching data summary provided at key intervals throughout the program	August 2026	Ongoing through June 2028
Deliver Administration Training to up to 100 administrators at least twice annually	Documentation of coaching activities and participation	June 2026	June 2028
Payment reimbursement process	Documentation to IDOE of coaches reimbursement	June 2026	Ongoing through July 2028
Create Quarterly Research Summaries	Quarterly Research Reports	October 2026	June 2028

## 4.0 Staff Qualifications

IDOE will be provided with resumes or job descriptions of all staff dedicated to at least .5 Full-Time Equivalents (FTE).

Program Director of Literacy (DL) at 1.0 FTE. The DL will oversee the project and guide the teams in coordinating efforts to achieve the program's goals. Staff member must have extensive experience in science of reading with a proven track record of large-scale implementation efforts at the corporation or state level. Sample videos or training materials created by this individual may be submitted with the proposal.

Program Manager (PM) at 1.0 FTE. The Program Manager will be the main contact for IDOE staff to manage the scope and schedule. The Program Manager will oversee all subcontractor efforts to deliver all key deliverables. PMP certification is preferred for the individual managing these efforts and proven track record of managing large-scale projects.

Regional Literacy Coaching Specialists (LCS) 5 to 10 specialists at 1.0 FTE (IDOE will work with the vendor to determine the number of specialists needed based on the number of schools participating). The LCSs will provide ongoing training and implementation efforts aligned with the science of reading. The LCS will directly support the school-based literacy coaches. Each LCS is responsible for visiting their assigned coach at least once a month and conducting ongoing, weekly touchpoints (e.g., virtual call, email, face to face), as necessary. Staff member

must have extensive experience in science of reading and be located in various regions around the state to provide statewide coverage. Sample videos or training materials created by this individual may be submitted with the proposal.