



***Comprehensive Literacy State Development Project***

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**A. Need for Project:** *Specific gaps or weaknesses in services, infrastructure, or opportunities that have been identified and will be addressed.*

*The Minnesota Blueprint for Literacy, our state literacy plan (attached), was initially developed in 2010 and most recently revised in 2017. The comprehensive B-12 literacy plan was created, adopted, and revised by the State Literacy Team (membership list attached), whose membership has committed to reviewing and updating it as necessary annually. The team is headed by two Project Co-owners at the Minnesota Department of Education (MDE) - the Director of the Division of Academic Standards and Instructional Effectiveness (ASIE) and the Director of Early Learning Services (ELS). The team is comprised of twenty members from applicable divisions of MDE, school districts, institutions of higher education, early childhood education providers, and nonprofit literacy organizations.*

The plan currently identifies three priority need areas: **(1) Develop an infrastructure that can be used to implement and sustain high-quality, evidence-based literacy practices statewide, (2) Provide a State Professional Development Plan for implementing Minnesota’s B-12 State Literacy Plan that will support the development of a seamless B-12 delivery system and, (3) Enhance the use of comprehensive data systems to ensure appropriate information is used for decision-making at all levels.** These needs were identified through *a recent comprehensive needs assessment* that analyzed literacy needs across Minnesota and in high-need schools and LEAs that serve high-need schools. Minnesota’s Comprehensive State Literacy Plan is attached and contains more detailed information on those findings and the state needs assessment data supporting them.

One important piece of Minnesota’s comprehensive literacy needs assessment was a close examination of students’ reading assessment scores – both overall and by student group. The most recent data available shows either no or very little change from the 2016 data used in the needs assessment. Results from the latest (2017) National Assessment of Education Progress (NAEP), sometimes called the Nation’s Report Card, show that while Minnesota students perform significantly higher than the national public average, only 39% of students in grade 4 and 39% in grade 8 scored proficient or advanced (2016: 39% and 39%). Trends show minimal, but mostly statistically insignificant, gains on the assessment over time. Minnesota’s statewide testing system tests students in reading in grades 3-8 and grade 10 using the Minnesota Comprehensive Assessment (MCA) in Reading. Results for the 2018 administration reveal that 60.4% of students scored in the proficient or exceeds proficiency performance level (2016: 60%). Trends reveal that students are making incremental, but small gains over time. **At this rate of growth, Minnesota will not reach full proficiency until 2064. This trajectory is unacceptable and warrants sustained, focused, and intentional action.**

Examination of achievement gaps shows that Minnesota schools have shown steady progress in recent years in increasing achievement for all racial/ethnic student groups. NAEP and MCA data also show that Minnesota is closing achievement gaps between some sets of student groups. In addition to racial/ethnic student groups, slightly positive performance trends have also been seen for other students, including students on free and reduced price lunch (FRL) and students experiencing homelessness, but of less significance.

### Reading Proficiency Trends by Student Group

	2016	2017	2018
<b>FRL</b>	41.4	41.3	41.5
<b>SPED</b>	30.5	30.6	30.2
<b>Migrant</b>	28.6	28.0	22.9
<b>EL</b>	17.4	15.1	14.9
<b>Homeless</b>	26.2	26.5	26.6

However, Minnesota continues to demonstrate significant opportunity gaps that need attention. **Minnesota is consistently ranked as having the second worst racial inequities in the nation in terms of employment and economic outcomes and those inequities can be seen starkly in metrics of early childhood health and wellbeing.** Minnesota will work in partnership with its most impacted communities to understand the literacy needs of our most diverse cultural and geographic communities in order to ensure our CLSD sub-grant program reaches those most at-risk communities and interrupts the systems that perpetuate these gaps.

**Minnesota’s priority need areas, and the strategies that have been employed to address them, have been very recently further informed by the award and implementation of a U.S. Department of Education Striving Readers**

**Comprehensive Literacy (SRCL) grant in late 2017.** Grant funds were sub-awarded to 36 sites across the state through a competitive grant process. Selected recipients (including birth through age 5 early childhood settings and kindergarten through grade 12 public schools) who served a high percentage of disadvantaged children, including

children living in poverty, English learners, and children with disabilities, received [REDACTED] (based on number of students served) over a period of 2 years in order to address Minnesota's achievement gap and continued flat line reading outcomes and ensure all students are performing at high levels. 58% of students at the sites served are Native Hawaiian or Pacific Islander, American Indian, Hispanic, Asian, Black, or two or more race students; nearly 60% of students qualify for free or reduced lunch; 17% of students are receiving special education services; and 19% of students have limited English proficiency.

*MDE SRCL work is based on the knowledge that every student is capable of academic achievement given the appropriate system of supports with foundational core instruction that is aligned to academic standards, evidence-based pedagogical practices, and a student-centered emphasis on lifelong learning. The current SRCL work in Minnesota, and the frequent and detailed feedback we have received from SRCL subgrantees, has given MDE an even clearer vision of existing needs, opportunities, and the best ways in which to address them.* Further detail on the identified needs and how they will be addressed (with recent feedback and lessons learned incorporated) follows:

***NEED ONE: Develop an infrastructure that can be used to implement and sustain high-quality, evidence-based literacy practices statewide.***

***ADDRESSED BY: Assist sub-grantees to identify and adopt evidence-based literacy and family engagement for literacy practices that are based on strong evidence, sustainable, and aligned with academic standards.***

1. Under the current SRCL grant, MDE developed a **multi-faceted coaching model**

**focused on teacher growth and support through job-embedded professional development.** Local SRCL coaches (funded by the subgrant) work collaboratively with Tier 1 teachers to implement evidence-based practices in their classrooms. There is more detailed information on the coaching model later in this section under Need Two.

**Subgrantees agreed to implement selected evidence-based practices from an appropriate list provided by MDE for the student age group they intended to serve.** MDE created the list by adapting some of the practices developed by the Michigan Essential Instructional Practices Early Literacy Task Force, a subcommittee of the Michigan Association of Intermediate School Administrators (MAISA) General Education Leadership Network (GELN). **Culturally sustaining pedagogy and their practices**, which “seeks to perpetuate and foster - to sustain - linguistic, literate, and cultural pluralism as part of the democratic project of schooling”, **were then also added to the support and training provided** based on the work of Django Paris. Culturally sustaining pedagogy, “embodies some of the best past and present research and practice in the resource pedagogy tradition and as a term supports the value of our multiethnic and multilingual present and future” (Paris, Django. “Culturally Sustaining Pedagogy: A Needed Change in Stance, Terminology, and Practice”. *Educational Researcher*, Volume 41, No. 3, pp. 93-97: 2012). *Detailed information on the research base for each literacy practice, as well as a summary of the broader practices that tie the lists together, is attached.*

**Practices were vetted by the State Literacy Team and designed to be limited in number, aligned across the age bands (B-3, PreK, K-5, 6-12), based on strong or moderate evidence as defined by the U.S. Department of Education (ED), and**

**written to allow subgrantees to prioritize according to their particular needs and capacity.** The instructional practices also align with the state English Language Arts academic standards k-12 and the early childhood standards (ECIPs) align with the kindergarten standards. The ECIPs are structured with indicators at each calendar year of a child's life and the kindergarten standards are provided as a "next" age range. Aligned state standards lie at the heart of this work for classroom practices. Practices focus explicitly on Tier 1/Core instruction that may include class-wide and small group intervention classroom processes and are appropriate for English Learners and as well as those receiving special education services (students on standards-based IEPs). Teams and individual teachers, supported by quality coaching as outlined further below, strengthen instructional practices leading to high quality evidence-based practices in every classroom, for every student, every day.

**Under the proposed Comprehensive Literacy State Development (CLSD) project, MDE will continue what has thus far proved to be a well-received and successful literacy coaching model to implement evidence-based literacy practices as described above - with feedback and lessons learned incorporated in order to further impact and outcomes.** Current work has highlighted the need to *more closely connect across contiguous age bands* to assist with vertical alignment and allow for the most growth, sustainability, and productivity. In order to further impact on Minnesota's work toward ensuring effective transitions for children and families in both program and policy areas, three subgrant application opportunities will be provided: birth to grade five, kindergarten to grade eight (or nine), or grades six to 12. Several of the current SRCL subgrantees applied system-wide and working strategically and

incrementally toward a goal of system-wide alignment has proved to be the most successful.

**Not less than 95% of the requested CLSD funds will be competitively subgranted in the manner and proportions specified by CLSD program requirements to up to an estimated 15 eligible entities in a diversity of geographic areas. Priority will be given to eligible entities serving low-income and high need students. MDE estimates a smaller number of subgrantees than SRCL with larger award amounts and more students and families served due to the CLSD project's focus on multiple contiguous age bands and district and community sites for each subgrantee, a subgrant period of 4 years rather than 2 years for SRCL, and an increased focus on family engagement for literacy work (detailed further below).** Based on the number of sites and students being served by MDE's current Striving Readers Comprehensive Literacy grant project, **we estimate serving up to 35,000 children and families with the proposed CLSD project.**

**MDE will ensure that subgrant funds are awarded in accordance with the not less than 15% birth-kindergarten/not less than 40% allocated equitably among kindergarten-grade 5/not less than 40% allocated equitable among grades 6-12 ED requirement.** Subgrantees will again hire a local literacy coach with subgrant funds. Districts/organizations serving a larger number of students may receive funds for multiple coaches. Local coaches will (as in the SRCL project) work collaboratively with Tier 1 teachers at participating sites to increase capacity and knowledge during, as well as beyond, the grant period. Subgrant funds may also be used for supplies to provide a literacy rich environment and software to support data collection, reporting, and

coaching as necessary and approved by MDE. The resources each subgrantee will receive will be sufficient in size to implement the local plan as MDE will take the number of students to be served by each applicant into consideration when planning the distribution of funds.

**2.** An additional opportunity for increasing impact in the implementation and sustaining of evidence-based literacy practices need area (as well as in the professional development need area) is leveraging and building upon Minnesota’s current SRCL family engagement work as well as our state’s long history of work in the implementation of two-generation strategies *to add more evidence-based practices, supports, and partnerships for promoting family engagement for literacy.* Family engagement for literacy is a collaborative and strengths-based process through which educators, families, and children build positive and goal-oriented relationships to foster literacy development in young learners and sustained academic success in school-aged learners that leads to college and career readiness. It requires making a commitment to creating and sustaining an ongoing partnership that supports family and community well-being and ongoing learning for adults and children. **This work aligns with Competitive Preference Priority 1: Promoting Literacy.**

The adapted Michigan practices identified above reference family engagement and MDE’s Literacy Specialists have provided SRCL subgrantees with webinars focused on developing and strengthening family partnerships in collaboration with MDE’s Indian Education, School Support, and Library Services divisions. However, **Minnesota has a long and rich history in prioritizing a two-generation (2-Gen) approach to engaging family and care givers in their child’s education that could have a huge**

**impact on MDE’s CLSD project.** 2-Gen approaches take into account the whole family—children and their caregivers—to advance equity and improve outcomes long-term, building generational family wellbeing. MDE’s CLSD project will support a 2-Generation approach to the academic success of students by providing families with evidence-based practices for promoting literacy that are culturally-specific and will ensure supports - including strategies for the whole family in partnership with districts, and local service providers, as determined by the local community.

**MDE will hire a highly qualified 1.00 FTE Family Engagement Specialist for Literacy who will support family and community networks and schools with coordination engagement opportunities and collaborate with schools and community agencies around ongoing literacy efforts that are based on CLSD evidence-based practices.** More detailed information on the duties associated with this new position can be found in Section C: Quality of the Management Plan. Subgrantees will be awarded funds to hire a local Family Engagement Specialist for Literacy. Subgrant funds may also be used locally for purchasing books or other physical or digital materials or content about how to support children’s reading development or for providing family engagement for literacy activities.

**MDE will involve a variety of other partners in the new CLSD family engagement for literacy work who will provide additional technical assistance and opportunities for literacy education,** increasing the proportion of disadvantaged (children with disabilities, English learners, and children or students who are or were previously in foster care) and rural students who have access to high-quality educational services that meet their needs, including out of school time learning. **This**

**work will align with Competitive Preference Priority 2: Empowering Families and Individuals to Choose a High-Quality Education That Meets Their Unique Needs.**

**The MDE Family Engagement Specialist for Literacy will assist CLSD subgrantees with identifying appropriate partnership opportunities for the age bands served, making connections, and formalizing the partnership agreement in order to implement 2-Gen literacy partnerships that use evidence-based practices to engage and support families and promote literacy and language development.**

The partnerships will assist families to: Create literacy-friendly, language-rich home environments; Have ongoing and engaging conversations with their children; Hold high expectations for their children's learning; Make reading enjoyable; Use their home language; Communicate with their children's teacher; and Visit libraries (Casper, Margaret and Lopez, M. Elena. "Seven Research-Based Ways That Families Promote Early Literacy." *Global Family Research Project*. September 2017).

Potential *public, nonprofit, and private partnerships* that promote parent-child and teen book reading, building home libraries, and providing additional options for literacy education during out of school time include local libraries, Community Education, Early Childhood Family Education (ECFE), and groups such as Reading Is Fundamental, First Book, the Minnesota Literacy Council, Ignite Afterschool, and 21<sup>st</sup> Century Community Learning Centers. MDE's State Library Services division offers a number of resources and supports a range of projects that connect students and their caregivers to literacy opportunities. They also provide a connection to public libraries across the state that are developing new methods and techniques for reaching families with literacy activities and messages. *Public awareness campaigns* targeting early brain

development and literacy; families reading aloud and engaging with their infants, toddlers, and preschoolers; and parent involvement at school include Little Moments Count, Reach Out and Read, and Think Small Parent Power Texting. *Home visiting programs* that promote school readiness and effective parenting practices through MDE's established cross-agency partners in the Departments of Health and Human Services target high-need, rural counties and offer evidence-based early literacy support.

***NEED TWO: Provide a State Professional Development Plan for implementing Minnesota's B-12 State Literacy Plan that will support the development of a seamless B-12 delivery system.***

***ADDRESSED BY: Offer subgrantees targeted coaching, technical assistance, and professional development for coaches, teachers, and leaders implementing evidence-based literacy instructional practices.***

Learners cannot benefit from evidence-based practices they do not receive. Teachers, administrators, and other connected educators must receive the training, coaching, and support they need to inform their practices. **MDE recognizes high quality, job-embedded professional development, both at the state level as well as at the local level, as a core component of student academic achievement in literacy.** Teachers set goals for implementations and coaches help them work toward those goals through co-planning, coaching conversations, modeling, co-teaching, observation, goal setting, etc. Practice profiles and evidence-based practices support leaders, coaches, and teachers by identifying best possible outcomes for each component of the practice. Using practice profiles helps teams monitor and adjust the

effectiveness of the implementation model and can be used for collaborative inquiry and professional development in a variety of ways. Leadership teams increase their capacity to maintain focus on student literacy development at the site with an intentional, multi-year focus, and ensure quality professional learning that is sustained through coaching and accountability. The value of on-the-job coaching repeatedly appears in implementation evaluation literature.

The engagement and support of leadership is critical for these efforts to be implemented with fidelity and to be sustained. Based on MDE SRCL work thus far, the MDE CLSD project will provide *more required technical assistance and support for subgrantee leadership surrounding literacy goal setting, systems for sustainability, time for professional development, conditions that support coaching, and agreements with teacher bargaining units to support coaches as Teachers on Special Assignment*. MDE has also found that SRCL districts can struggle when they are participating in a large variety of external training that is not intentionally linked specifically to the project coaching model and evidence-based and sustainable practices. MDE will therefore ask *subgrant applicants to outline any related external training partners, including professional partners, higher education, etc. that they are engaged in in order to know how to best approach our potential joint work.*

**NEED: Enhance the use of comprehensive data systems to ensure appropriate information is used for decision-making at all levels.**

**ADDRESSED BY: Support subgrantees' efforts to implement evidence-based literacy instructional practices with feedback and continuous improvement assistance.**

**Subgrantees will be required to commit to working with MDE to develop and implement a coaching service delivery plan informed by student progress, fidelity, and capacity data.** Each subgrantee will use the same fidelity measure throughout the grant period and report on all required measures as requested.

Therefore, subgrantees should be able to maintain a data system useful for generating reports of professional development efforts, fidelity of practices, and student outcomes. Grant funds may be used to support the data system in order to produce reports that track fidelity and outcome trends by core instruction and intervention at the school and group level.

**MDE will assist subgrantees in this area throughout the grant period by developing their capacity for continuous improvement of a standards-based education system that will persist beyond the duration of the grant.** The Data Analytics group in the Student Testing division at MDE analyzes agency data for internal and external requests and assisted with both the SRCL and CLSD data and evaluation plans. *Several helpful tools to support subgrantees with the data portion of implementing, sustaining, and continuously improving systems level work were created by MDE during implementation of the SRCL grant* including a Continuous Improvement Appraisal Form (attached) for sites to engage in a gap analysis of their own system needs, a companion follow-up Progress Monitoring Components Worksheet that provides related resources for identified needs from across MDE, and – for MDE use - a matrix of qualitative and quantitative data from progress monitoring forms, site visits, coaching logs, student data, and other indicators.

Many subgrantees will be familiar with using data to make decisions about the best ways to move forward in order to positively impact student outcomes. However, MDE realizes that some have more experience with this than others. **MDE is prepared to meet district/organization staff where they are and move them forward in using data to inform decision making.** MDE's experience, expertise, and resources will assist CLSD subgrantees to implement evidence-based literacy based instruction across the birth-grade 12 continuum in order to advance the literacy skills of all children, with an emphasis on disadvantaged children.

***B. Quality of the Project Design.***

*(1) Goals, objectives, and outcomes are clearly specified and measurable.*

**Minnesota's Theory of Action, aligned with the State Comprehensive Literacy Plan, informed by a recent comprehensive needs assessment, and approved by the State Literacy Team, is to develop sustainable system processes and coaching supports for educators and educational leaders to improve their capacity to fully implement evidence-based literacy practices, engage families, and build educator competency and efficacy – thereby meeting our ultimate goal of increasing the literacy skills of all Minnesota students, with an emphasis on disadvantaged children.**

MDE has established the following objectives and related outcomes to assist in meeting our state literacy goal:

***Objective #1: As a result of the effective use of LOCAL LITERACY COACHES and increasing FIDELITY to identified EVIDENCE-BASED LITERACY PRACTICES, CLSD SUBGRANTEES will demonstrate improved STUDENT outcomes in literacy.***

- Outcome 1.1: Participating four-year-old children achieve significant gains in oral language skills as measured by a State-approved measure.
- Outcome 1.2: Participating fifth-grade students meet or exceed proficiency as measured by State reading/language arts assessments.
- Outcome 1.3: Participating eighth-grade students meet or exceed proficiency as measured by State reading/language arts assessments.
- Outcome 1.4: Participating high school students meet or exceed proficiency as measured by State reading/language arts assessments.

**Objective #2: MDE will support LOCAL LITERACY COACHES to in turn support EDUCATORS and FAMILIES.**

- Outcome 2.1: Participating teachers increase and achieve a high level of capacity to use evidence-based practices with fluidity, meeting the needs of each and every learner in their classroom, as measured by fidelity data collected at each site.
- Outcome 2.2: Participating schools, early learning sites, communities, and families increase and achieve a high level of collaboration and support as measured by fidelity data collected at each site.

**Objective #3: CLSD SUBGRANTEES will develop SUSTAINABLE processes and supports to MAINTAIN and BUILD upon results.**

- Outcome 3.1: Administrators increase and achieve a high level of capacity to be instructional leaders as measured by resulting capacity data (establishing procedures, process, and evidence of implementation for coaching) and progress in completing Action Plans based on assessment, capacity, effectiveness, and systems fidelity data.

**Objective #4: MDE will support CLSD SUBGRANTEES to build INFRASTRUCTURE and CAPACITY in order to IMPLEMENT and SUSTAIN identified EVIDENCE-BASED LITERACY PRACTICES.**

- Outcome 4.1: CLSD subgrantees have a functioning system for literacy instruction using clearly defined processes and evidence-based practices as measured by implementation data collected at each site on the effectiveness of infrastructure and capacity supports implemented from educators and district/organization leaders.

*(2) Performance feedback and continuous improvement are integral to the design of the proposed project.*

The Minnesota State Comprehensive Literacy Plan utilizes the frameworks identified by the State Implementation and Scaling-up of Evidence-based Practices Center (SISEP) and the National Implementation Research Network (NIRN) at The University of North Carolina at Chapel Hill's Frank Porter Graham Child Development Institute. **MDE will support subgrantees with operationalizing systemic change that intentionally connects the science of implementation to culturally sustaining evidence-based literacy practices.** The stages of implementation science (adapted from Fixen and Blase 2011) include coaching, evidence-based practices, evaluation and feedback, continuous improvement, and eventually institutionalization. *MDE staff have extensive experience using effort, fidelity, and outcome data to remove barriers to implementation, increase capacity, and achieve outcomes.*

Implementation is synonymous with coordinated change at the system, organization, program, and practice levels. This is done by examining and understanding educational practices (*the what*) and developing the capacity (*the how*) to

support those practices system-wide (Fixsen, Blase, Horner & Sugai, 2009).

Implementation Drivers are the engine of change (Fixsen et al., 2005). Drivers are dynamic and interact in interesting ways to produce consistent uses of innovations and reliable outcomes for students and others. These interactive processes are integrated to maximize their influence on behavior and the organizational culture. Within MDE's CLSD project, there are three primary drivers (items that influence our beliefs, our outcomes, and our systems): Literacy Leadership and Coaching, Data, and Evidence Based Practices. The interplay and balance between these drivers is critical for sustainability and overall success. MDE will continually refer to these, as well as reflect on participant feedback, as we plan technical assistance, support, and guidance.

***C. Quality of the Management Plan.***

*(1) The management plan will achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.*

**MDE's CLSD project is designed with cost effectiveness in mind, using available resources as much as possible [including current MDE staff – primarily the Directors of the Academic Standards and Instructional Effectiveness (ASIE) and Early Learning Services (ELS) divisions and their related staff], without neglecting the critical role MDE will play in awarding, supporting, monitoring, and evaluating subgrant projects - and the additional capacity and expertise that will be necessary to do so well.** MDE has therefore proposed a sufficient number of CLSD grant-supported personnel to carry out the project objectives and support subgrantees in their work.

- **1.00 FTE Literacy Coach Specialist (LCS).** A job description including duties and qualifications is attached to the application.
- **0.50 FTE Literacy Coach Specialist (LCS).** A job description including duties and qualifications is attached to the application.
- **1.00 FTE Family Engagement Specialist for Literacy (FESL).** A job description including duties and qualifications will be finalized that includes: Establish and maintain an effective and timely partnership plan with CLSD sites and families and communities consistent with evidence-based practices; Support CLSD sites with building relationships that foster strong partnerships with community organizations and enhance the effectiveness of communication between families, networks, and schools; Identify resources, activities, and dispositions that connect and engage families in support of literacy learning for children and adults; Work with CLSD site leadership and coaches to coordinate programming and goal setting consistent with program outcomes; Monitor family outcomes report, analyze data results and identified target goals with CLSD stakeholders; Train and support CLSD site educators on implementing family engagement with fidelity; Serve as a resource to principals and community members regarding community agency events and activities.
- **0.05 FTE Grants Specialist (GS).** An existing Grants Specialist in the Agency Finance division will work with the Directors of the Academic Standards and Instructional Effectiveness and Early Learning Services divisions to finalize and publish subgrant competition applications and instructions; respond to subgrant applicant questions; set up and run the electronic review process, including

screening applications and providing training and technical assistance to reviewers; execute subgrant agreements; and provide subgrant support and monitoring to ensure subgranted funds are appropriately dispersed and managed.

- **0.05 FTE Data Analyst (DA).** An existing Data Analyst in the Data Analytics unit will assist with project implementation tasks related to data.
- An existing **Federal Program Accountant** in the Agency Finance division will provide fiscal support to ensure completion of accurate financial reporting, federal fund draws, and compliance with federal and state financial management policies. Her time is a part of MDE’s indirect costs.

A summary of the responsibilities, timelines, and milestones necessary for achieving the objectives of the MDE CLSD project on time and within budget is provided below. The timeline assumes a September 1, 2019 grant period start date.

<p style="text-align: center;"><b>Tasks, Including Milestones</b></p>	<p style="text-align: center;"><b>Completed By</b></p>	<p style="text-align: center;"><b>Completion Date/Frequency</b></p>
<p style="text-align: center;">Finalize draft CLSD subgrant applications and instructions and post the RFP with a January deadline.</p>	<p style="text-align: center;">ASIE and ELS Directors and GS</p>	<p style="text-align: center;">November 2019</p>
<p style="text-align: center;">Respond to subgrant applicant questions.</p>	<p style="text-align: center;">ASIE and ELS Directors and GS</p>	<p style="text-align: center;">January 2019</p>

Qualified and trained peer reviewers review and rank subgrant applications and subgrant agreements are prepared.	ASIE and ELS Directors, GS, and Peer Reviewers	April 2020
Selected subgrantees are notified and subgrant agreements are executed with a September 1, 2020 start date.	GS	May 2020
Conduct a risk assessment on subgrantee financial capacity as well as prior performance in accordance with state policy.	GS	July 2020
Hire/transition Literacy Coach Specialists and Family Engagement Specialist for Literacy to begin work in September 2020.	ASIE and ELS Directors and HR	August 2020
Hold State Literacy Team Meetings to review CLSD subgrantee progress as it relates to statewide implementation of the literacy plan.	ASIE and ELS Directors, DA, LCS, and FESL	Annually
Convene all leadership teams from subgrantees for technical assistance and professional development.	ASIE and ELS Directors, LCS, and FESL	September 2020 and twice per year thereafter

Provide subgrantees with evidence-based literacy and family engagement for literacy practices and partnerships and support to implement them.	LCS and FESL	Monthly
Provide subgrantees with related coaching, leadership practice profiles, and additional technical assistance and professional development.	LCS and FESL	Monthly
Partner schools establish baseline data and effective and efficient procedures and tools to track and collect data related to program and project performance measures and receive hands-on coaching on continuous improvement and data-based decision making.	DA, LCS, and FESL	Quarterly
Individual coaching log feedback provided on time/effort logs CLSD coaches submit.	LCS and FESL	Monthly
Provide customized technical assistance on demand through Coaching Conversations and Canvas - a platform CLSD local Leadership, Coaches, and Family Engagement Specialists will be able to access and submit documents on as well as find videos and resources.	LCS and FESL	Ongoing

<p>Phone-in Fridays or Google Hangouts offer an opportunity for local CLSD staff and leaders to connect and build community as well as engage in learning around literacy practices, coaching techniques, family engagement, and other topics related to CLSD Implementation.</p>	<p>LCS and FESL</p>	<p>Weekly</p>
<p>Leadership in Reading Network (LiRN) full-day professional development events hosted in partnership with the Minnesota Center for Reading Research and the Minnesota Reading Association.</p>	<p>LCS and FESL</p>	<p>Three times per year</p>
<p>Provide site visits to subgrantees to monitor the progress of each site and support their individual needs. A written follow-up report is provided with successes and considerations for implementation next steps.</p>	<p>LCS and FESL</p>	<p>Two times per year</p>
<p>Provide subgrant/subgrantee monitoring.</p>	<p>GS and FPA</p>	<p>Annually</p>
<p>Review expenditure reimbursement requests from subgrantees for accuracy and appropriateness under executed subgrant agreement.</p>	<p>GS</p>	<p>Two times per year</p>

Review action plans from subgrantees, noting progress made and any questions or concerns, and acting on them with appropriate and timely interventions and support as needed.	LCS and FESL	Two times per year
Programmatic, financial, and national evaluation reporting submitted to U.S. Department of Education.	DA, ASIE and ELS Directors, LCS, FESL, and FPA	Annually and as requested

*(2) Procedures for ensuring feedback and continuous improvement in the operation of the proposed project.*

**MDE developed a detailed data collection and dissemination plan associated with each of the previously stated project objectives** (attached).

Following that plan will be essential in order to: know what growth is being made, inform continuous improvement and decision making, improve program participant outcomes, establish progress markers in fidelity that reflect lasting changes in achievement data, build necessary partnerships and awareness for sustainability, assess the effectiveness of local literacy coaches, ensure that disadvantaged children are served, complete comprehensive annual reports to the U.S. Department of Education, and provide MDE with a clear and credible path forward to achieve the stated objectives.

MDE implemented a similar plan for the SRCL project. As part of MDE’s comprehensive support for SRCL subgrantees, we are currently receiving feedback

from subgrantees at all points of contact including written feedback in a variety of ways from subgrantees to MDE and from MDE to subgrantees, the previously mentioned Progress Monitoring Components Worksheet, and in-person feedback at two site visits each year. These visits have been very successful (100% of sites participated in both rounds of site visits this year) and would be replicated for the CLSD project. MDE Literacy Coach Specialists meet with the site/district leadership and coaches to review timely priorities for implementation such as project start up, initial implementation, and plans for future work. With the plethora of priorities eligible entities must manage, they need regular, repeated guidance and support for effective implementation in order to meet their targets and create opportunities for systems and structures that will lead to sustainability beyond the grant period. At the conclusion of each site visit, the MDE Literacy Coach Specialists created a follow up report for the site that highlights successes discussed at the visit, as well as recommendations that the Leadership Team should act on in order to meet the indicators of sustainability.

***D. Quality of Project Services.***

*(1) Strategies for ensuring equal access and treatment for eligible project participants who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability.*

**MDE has crafted a high-quality plan for the CLSD subgrant competition that is in compliance with all of the Minnesota Office of Grant Management’s policies – including diversity and inclusion in state grant making and management.** This plan was developed in close consultation with the MDE Grants Services division and a similar plan was highly successful when recently used with the SRCL grant. MDE will

ensure that all eligible entities are aware of the opportunity by *collaborating with the Minnesota Department of Human Services (the State agency responsible for administering child care programs that is collaborating on the early childhood education portion)* and working with MDE's Educational Equity Specialist to identify ways to specifically target eligible entities who serve students that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability.

**A peer review process will be used to award subgrants to eligible entities as defined by ED that propose high-quality comprehensive literacy instruction programs.** Grant Services staff will oversee the reviewer recruitment and training process. Reviewers will be assigned to applications that align with their grade/age level expertise and will be trained on conflict of interest, unconscious bias, grant components, the scoring rubric (which will contain all of the ED subgrantee application, priority, and use of funds requirements as well as required features specific to the essential elements of the MDE CLSD initiative such as coaching model requirements, evidence-based practices, comprehensive data systems, family engagement for literacy, and the involvement of leadership), and application instructions.

**In awarding CLSD subgrants, MDE will give priority to eligible entities who serve the greatest percentage of disadvantaged children.** Priority will be given to eligible entities serving low-income and high need students. *Specifically, priority points will be assigned to eligible entities in the following areas using the student and site data submitted in their applications: Percentage of Children from Low-Income Families, Percentage of English Language Learners, Percentage of Students with Disabilities, Percentage of Students who are or were Previously in Foster Care, Serving Rural Sites,*

*Serving Schools in Need of Support under Minnesota’s ESSA plan, and – for applicants applying to serve children from birth through kindergarten entry – Demonstrated Partnership with Head Start.* Drawing on prior experience, MDE does not anticipate having any issues awarding subgrants with all the funds requested and ensuring that funds are assisting the most disadvantaged children across the state as defined by ED.

*(2) The impact the services to be provided by the proposed project will likely have on the intended recipients of those services;*

**Minnesota’s CLSD project would join, complement, strengthen, and increase the impact of local literacy work as well as state level literacy work at MDE and other state agencies.** For almost two decades, Minnesota advocates and state agencies have been dedicated to building a comprehensive, cohesive birth through grade twelve early care and education system. Our robust systems offer multiple layers of quality programming and interventions to support positive child and family outcomes for all.

The ASIE division at MDE has two Literacy Specialists on staff and provides leadership and support for the development and implementation of the Minnesota K-12 Academic Standards. To support schools’ efforts at building a standards-based education, MDE developed the Minnesota Standards Portal. The heart of standards-based education is a system that supports effective instruction and learning for all students. The Standards Portal helps teams of educators implement policies, programs, and practices that systematically impact teaching, learning, and assessment so that all students achieve Minnesota’s K-12 academic standards. The Portal provides research-based guidance in four areas: 1. Getting Started - Building Foundational Knowledge, 2.

Support Structures - Building Capacity for Change, 3. Instruction - Implementing Effective Practices, and 4. Curriculum - Planning for and Assessing Learning.

MDE's Early Learning Services division, in partnership with the Minnesota Departments of Health and Human Services and the Minnesota Children's Cabinet, creates better coordinated policies, programs, and resources across agencies and communities to support improved outcomes for Minnesota children. Minnesota has demonstrated this commitment to continuous improvement in early childhood care and education through successful completion of an ED Race to the Top-Early Learning Challenge grant; implementing current ED Striving Readers Comprehensive Literacy and HHS Preschool Development grants; expanding Minnesota's Help Me Grow system; advancing policies around voluntary pre-kindergarten, early learning scholarships, home visiting, health and well-being; and ensuring all Minnesota children have access to foundational education opportunities.

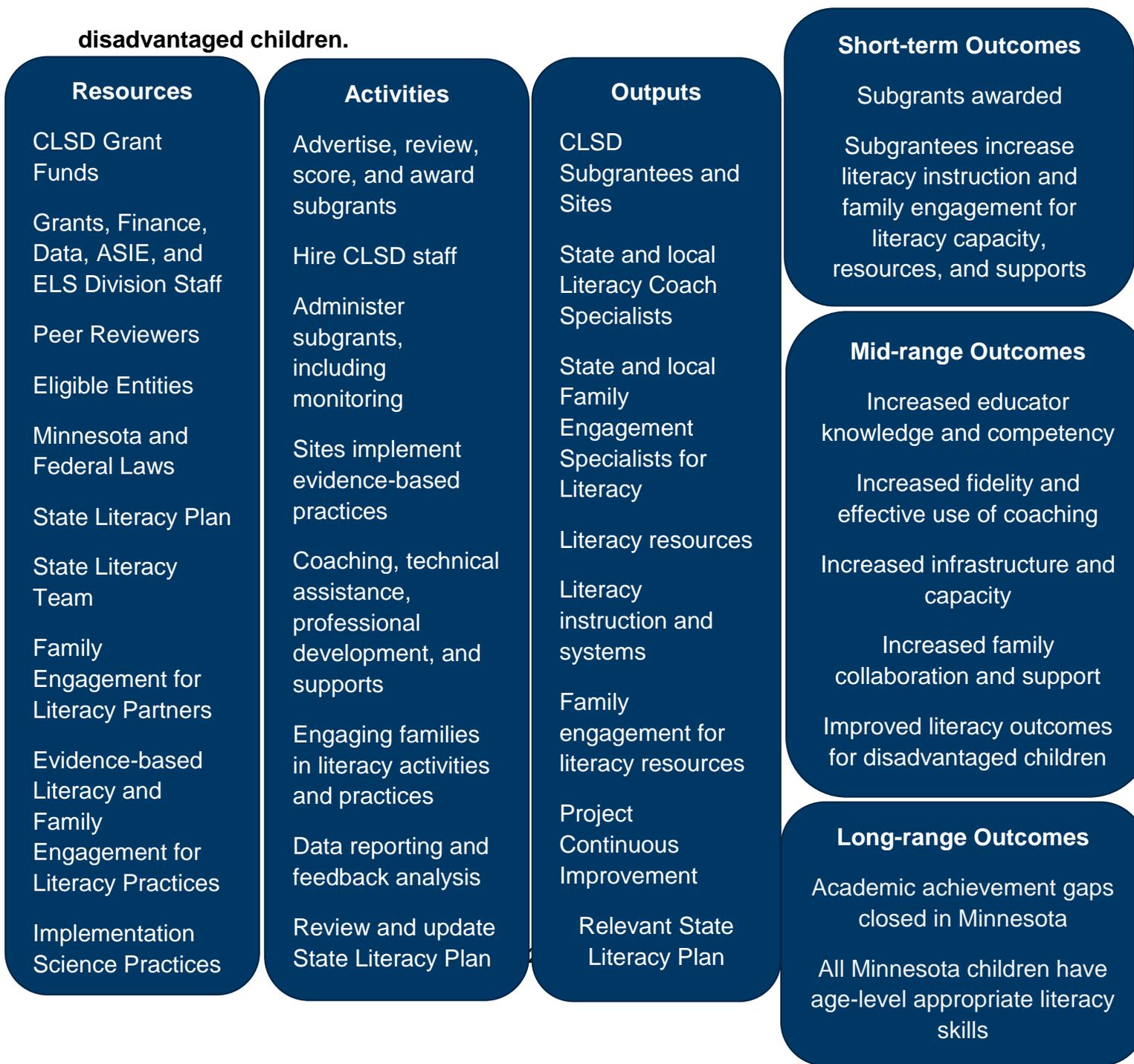
The ASIE and Early Learning Services divisions came together to plan for and implement MDE's current SRCL project. As we approach the end of the 2018-2019 school year, MDE looks forward to receiving a wealth of information on how the SRCL project has impacted: student literacy outcomes; teacher use of evidence-based practices; collaboration and support among schools, early learning sites, communities, and families; administrator capacity to be instructional leaders; and literacy system infrastructure and overall capacity at SRCL sites. **The high level of participation and positive feedback received thus far during MDE's SRCL project are encouraging for a high level of impact.** 1,562 individuals participated in 25 coaching, evidence-based practice, leadership, and academic standards support meetings. 346 of those

who participated in technical assistance sessions such as these rated the session on a scale of 1 to 4 (with 1 being not worth my time and 4 being definitely worth my time); 54% (198) rated their session a 4 and 42% (156) rated their session a 3. There has been 100% or near 100% attendance at face-to-face meetings and site visits. 34/36 sites completed progress monitoring this winter and 35/36 sites completed it this spring. *Local coaches at SRCL sites reported spending 80% of their time on activities that will directly affect students' literacy outcomes: modeling, co-teaching, observing, and providing feedback regarding the implementation of evidence-based practices in literacy.* **MDE would like to deepen this impact, building on what we have learned, with the proposed CLSD project.**

Many of the subgrantees selected for CLSD funds may also be schools that have been identified as in need of support under Minnesota's ESSA plan and be therefore receiving services from MDE's Regional Centers of Excellence (Centers offer effective and award-winning - 2015 Harvard Ash Center Top 25 Innovations in Government - approaches to improving struggling schools). CLSD staff will work in collaboration with RCE staff to coordinate this work with schools to allow for the greatest impact. CLSD staff will also coordinate their work with the MDE Homeless, Neglected, and Delinquent Youth Coordinator; EL Coordinator; Educational Equity Specialist; Family Engagement Specialist; Special Education Specialists (including Part B and Part C services and programs in Early Childhood Special Education); School-Wide Positive Behavioral Interventions and Supports Specialists; Social and Emotional Learning, School Climate, and Restorative Practices Specialists; Check and Connect (to increase graduation rates of Native and African American students with disabilities) staff; and the Pyramid Model

staff with Early Childhood Special Education in order to serve all students in the most effective, appropriate, and impactful manner.

The following logic model lays out a set of cohesive actions, outputs, and outcomes for the MDE CLSD project and the anticipated results, benefits, and impact it could provide in achieving Minnesota’s overarching goal of providing coherent experiences for children that lead to improved learner outcomes in order to advance the literacy skills of all students – and in particular disadvantaged children.



*(3) The training or professional development services are of sufficient quality, intensity, and duration to lead to improvements in practice among the recipients of those services.*

MDE's CLSD delivery model targets improvement of core instruction by building teacher capacity to deliver evidence-based literacy practices through literacy coaching and continuous improvement. MDE staff will support local literacy coaches and family engagement for literacy specialists to:

1. Construct a coaching service delivery system based on the comprehensive needs assessment, local literacy plan, and school and district improvement goals.
2. Identify and prioritize, from a specified list, the evidence-based practices staff will be coached to implement using results of the needs assessment.
3. Establish baseline data on the delivery of targeted literacy practices, set improvement goals, and gather and analyze data to improve delivery of practices.
4. Provide coaching that includes planning, modeling, observing, and specific feedback.
5. Establish and facilitate teacher team meetings with the express purpose of increasing knowledge and skills in data analysis, interpretation of assessment data, planning differentiated lessons, and increasing adherence to evidence-based practices.
6. Facilitate data analysis and interpretation to support decision making by leadership and implementation teams for effective instruction for every learner every day.

The frequency and variety of support will provide many opportunities for intervening with subgrantees not making sufficient progress. **MDE staff is committed to meeting all CLSD subgrantees where they are and providing them with the technical assistance, professional development, and coaching they need to sustain literacy practice improvements for disadvantaged students.**