

U.S. Department of Education
Washington, D.C. 20202-5335



**APPLICATION FOR GRANTS
UNDER THE**

Striving Readers Comprehensive Literacy Program

CFDA # 84.371C

PR/Award # S371C170010

Grants.gov Tracking#: GRANT12453111

OMB No. , Expiration Date:

Closing Date: Jul 17, 2017

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424

* 1. Type of Submission:

- Preapplication
- Application
- Changed/Corrected Application

* 2. Type of Application:

- New
- Continuation
- Revision

* If Revision, select appropriate letter(s):

* Other (Specify):

* 3. Date Received:

07/17/2017

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name:

Minnesota Department of Education

* b. Employer/Taxpayer Identification Number (EIN/TIN):

416007162

* c. Organizational DUNS:

9335613180000

d. Address:

* Street1:

1500 Highway 36 West

Street2:

* City:

Roseville

County/Parish:

* State:

MN: Minnesota

Province:

* Country:

USA: UNITED STATES

* Zip / Postal Code:

55113-4035

e. Organizational Unit:

Department Name:

Division Name:

f. Name and contact information of person to be contacted on matters involving this application:

Prefix:

Ms.

* First Name:

Beth

Middle Name:

* Last Name:

Aune

Suffix:

Title:

Director

Organizational Affiliation:

* Telephone Number:

651-582-8795

Fax Number:

* Email:

Beth.Aune@state.mn.us

Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

A: State Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.371

CFDA Title:

Striving Readers

*** 12. Funding Opportunity Number:**

ED-GRANTS-051617-001

* Title:

Office of Elementary and Secondary Education (OESE): Striving Readers Comprehensive Literacy Program CFDA Number 84.371C

13. Competition Identification Number:

84-371C2017-1

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

*** 15. Descriptive Title of Applicant's Project:**

MDE's SRCL project will develop sustainable system processes and coaching supports for educators and educational leaders to increase the literacy skills of disadvantaged children in Minnesota.

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424**16. Congressional Districts Of:*** a. Applicant * b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

17. Proposed Project:* a. Start Date: * b. End Date: **18. Estimated Funding (\$):**

* a. Federal	<input type="text" value="21,150,093.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="21,150,093.00"/>

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?** a. This application was made available to the State under the Executive Order 12372 Process for review on b. Program is subject to E.O. 12372 but has not been selected by the State for review. c. Program is not covered by E.O. 12372.*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)** Yes No

If "Yes", provide explanation and attach

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

 ** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:Prefix: * First Name: Middle Name: * Last Name: Suffix: * Title: * Telephone Number: Fax Number: * Email: * Signature of Authorized Representative: * Date Signed:

**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 06/30/2017

Name of Institution/Organization

Minnesota Department of Education

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	166,410.00	213,633.00	220,041.00			600,084.00
2. Fringe Benefits	75,540.00	98,572.00	101,529.00			275,641.00
3. Travel	2,516.00	2,516.00	2,516.00			7,548.00
4. Equipment	0.00	0.00	0.00			0.00
5. Supplies	0.00	0.00	0.00			0.00
6. Contractual	20,004,500.00	0.00	0.00			20,004,500.00
7. Construction	0.00	0.00	0.00			0.00
8. Other	21,489.00	27,779.00	28,612.00			77,880.00
9. Total Direct Costs (lines 1-8)	20,270,455.00	342,500.00	352,698.00			20,965,653.00
10. Indirect Costs*	51,657.00	65,418.00	67,365.00			184,440.00
11. Training Stipends	0.00	0.00	0.00			0.00
12. Total Costs (lines 9-11)	20,322,112.00	407,918.00	420,063.00			21,150,093.00

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2016 To: 06/30/2017 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify):

The Indirect Cost Rate is 19.10%.

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? Yes No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages? Yes No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? Or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %.

PR/Award # S371C170010

Name of Institution/Organization Minnesota Department of Education	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
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**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	0.00	0.00	0.00			0.00
2. Fringe Benefits	0.00	0.00	0.00			0.00
3. Travel	0.00	0.00	0.00			0.00
4. Equipment	0.00	0.00	0.00			0.00
5. Supplies	0.00	0.00	0.00			0.00
6. Contractual	0.00	0.00	0.00			0.00
7. Construction	0.00	0.00	0.00			0.00
8. Other	0.00	0.00	0.00			0.00
9. Total Direct Costs (lines 1-8)	0.00	0.00	0.00			0.00
10. Indirect Costs	0.00	0.00	0.00			0.00
11. Training Stipends	0.00	0.00	0.00			0.00
12. Total Costs (lines 9-11)	0.00	0.00	0.00			0.00

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL <input type="text" value="Amanda L Sroka"/>	TITLE <input type="text" value="Grant Writer"/>
APPLICANT ORGANIZATION <input type="text" value="Minnesota Department of Education"/>	DATE SUBMITTED <input type="text" value="07/17/2017"/>

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB
4040-0013

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name: Minnesota Department of Education * Street 1: 1500 Highway 36 West Street 2: _____ * City: Roseville State: MN: Minnesota Zip: 55113 Congressional District, if known: MN-004		
5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:		
6. * Federal Department/Agency: U.S. Department of Education	7. * Federal Program Name/Description: Striving Readers CFDA Number, if applicable: 84.371	
8. Federal Action Number, if known: _____	9. Award Amount, if known: \$ _____	
10. a. Name and Address of Lobbying Registrant: Prefix _____ * First Name N/A Middle Name _____ * Last Name N/A Suffix _____ * Street 1 _____ Street 2 _____ * City _____ State _____ Zip _____		
b. Individual Performing Services (including address if different from No. 10a) Prefix _____ * First Name N/A Middle Name _____ * Last Name N/A Suffix _____ * Street 1 _____ Street 2 _____ * City _____ State _____ Zip _____		
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure. * Signature: Amanda L. Sroka * Name: Prefix Ms. * First Name Amanda Middle Name _____ * Last Name Sroka Suffix _____ Title: Grant Writer Telephone No.: 651-582-5368 Date: 07/17/2017		
Federal Use Only:		Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005
Expiration Date: 04/30/2020

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

(4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

MDE_SRCL_GEPA.pdf

Add Attachment

Delete Attachment

View Attachment



General Education Provisions Act (GEPA) Statement

The Minnesota Department of Education (MDE) is committed to equal opportunity for all and adheres to GEPA standards. Our mission statement is, “Leading for educational excellence and equity. Every day for every one.” Addressing barriers to equity and inclusion is core to MDE’s work in order to ensure full participation in our programs and services.

To ensure equal access to and participation in this federally-assisted program, MDE will conduct extensive outreach to inform eligible applicants of Striving Readers Comprehensive Literacy (SRCL) Grant Program sub-grant opportunities including: 1) Posting a Request for Proposal (RFP) on the Minnesota Grants Management webpage, 2) Notifying school districts and nonprofit early learning providers through various related and regularly utilized listservs such as early childhood coordinators, Head Start, and superintendents, 3) Announcing the RFP in the weekly Superintendent’s Memo, and 4) Highlighting the SRCL Program in the MDE newsletter, which is distributed weekly by e-mail to all Minnesota school districts and state employees. MDE will follow this initial communication with a detailed webinar information session that will provide further information to interested applicants on the requirements of the subgrant competition and the literacy work to be carried out in Minnesota. A question and answer document will also be posted on the MDE website for review.

The State of Minnesota’s hiring policies meet Federal Equal Opportunity guidelines for hiring staff without regard to gender, race, national origin, color, disability, or age. MDE staff will follow these guidelines as well as the procedures and requirements of the MDE Human Resources office when hiring and contracting with project personnel.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION Minnesota Department of Education	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: Ms.	* First Name: Amanda Middle Name:
* Last Name: Sroka	Suffix:
* Title: Grant Writer	
* SIGNATURE: Amanda L Sroka	* DATE: 07/17/2017

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

OMB Number: 1894-0007
Expiration Date: 08/31/2017

1. Project Director:

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2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?
 Yes No Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?
 Yes No

b. Are ALL the research activities proposed designated to be exempt from the regulations?
 Yes Provide Exemption(s) #: 1 2 3 4 5 6

No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

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Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

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Striving Readers Comprehensive Literacy (SRCL) Grant Program Application Abstract

Minnesota's Theory of Action, aligned with the State Literacy Plan and vetted 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 increasing the literacy skills of disadvantaged children in Minnesota. The following objectives have been established for the MDE SRCL project:

- Objective #1: As a result of the effective use of LOCAL LITERACY COACHES and increasing FIDELITY to identified EVIDENCE-BASED LITERACY PRACTICES, SRCL SUBGRANTEES will demonstrate improved STUDENT outcomes in literacy.
- Objective #2: MDE will support LOCAL LITERACY COACHES to in turn support EDUCATORS and FAMILIES.
- Objective #3: SRCL SUBGRANTEES will develop SUSTAINABLE processes and supports to MAINTAIN and BUILD upon results.
- Objective #4: MDE will support SRCL SUBGRANTEES to build INFRASTRUCTURE and CAPACITY in order to IMPLEMENT and SUSTAIN identified EVIDENCE-BASED LITERACY PRACTICES.

This grant project has support at the very highest levels in the state and will be part of an existing statewide approach to using data to make decisions and allocate funds to ensure that children benefit from families, communities, and learning environments that are safe, stable, and nurturing. **The MDE SRCL project meets the Absolute Priority and both Competitive Preference Priorities.**

Project Narrative File(s)

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Striving Readers Comprehensive Literacy (SRCL) Program

Project Narrative

July 2017

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A. State-level Activities

1. Support and provide technical assistance to subgrantees

The Minnesota Department of Education (MDE)'s mission is, "Leading for educational excellence and equity. Every day for everyone." Many of the strategies and activities contained in this project grew out of state-level leadership conversations convened by the Lt. Governor's office over the last several years with the leaders of multiple state agencies that centered on how to best work together to ensure that every student in Minnesota has access to an excellent education. The genesis of this effort was passage of the World's Best Workforce (WBWF) legislation in 2013, Minnesota signature accountability framework.

WBWF ensures every school district is making strides to meet five goals: 1) All children are ready for school; 2) All third-graders can read at grade level; 3) All racial and economic achievement gaps between students are closed; 4) All students are ready for career and college; 5) All students graduate from high school. Minnesota districts craft local WBWF plans with the input of community stakeholders and support and resources from MDE. Plans set SMART goals and identify areas for growth and attention. Districts (charters schools are also considered districts in Minnesota) must annually update their local communities and MDE regarding progress toward these goals. The annual report also includes strategies and initiatives employed in working to meet the goals. The Commissioner has the authority to intervene with districts that are not meeting their WBWF targets. Minnesota believes that local education associations (LEAs) and charter schools should engage with local communities to design strategic plans that lead to shared outcomes for the state. This is one reason why Minnesota appreciates the local control emphasized in the Every Student Succeeds Act (ESSA), allowing Minnesota to align our ESSA state consolidated plan to our state efforts under WBWF.

Minnesota's State Literacy Plan is designed to support LEAs' efforts and, in the case of early childhood, community efforts, to develop sustainable structures and processes for the provision of a standards-based education system and experiences. The overarching goal for this effort is to provide coherent experiences for children that lead to improved learner outcomes in order to advance the literacy skills of disadvantaged children in Minnesota. *MDE's Theory of Action for the SRCL project 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 and thereby increase the literacy skills of disadvantaged children in Minnesota.* **The project meets the Absolute Priority and both Competitive Preference Priorities.** Further information on MDE's qualifications to meet these priorities is found later in this application in Sections B and D.

MDE has established the following objectives to assist in meeting state literacy goals:

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

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

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

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

More information on the supports to be provided and the associated data collection and dissemination plan can be found later in this section. The monitoring plan, with frequent opportunities for intervention and continuous improvement, that will ensure the project is implemented with fidelity (a measure of adult implementation of the critical features of literacy instruction and intervention delivered to students in the target schools) and in alignment with literacy plans is in Section C. A timeline with more detailed tasks (including who is responsible for completing them and how they are budgeted for) is in Section E. A logic model for the project is in Section F. **The evidence-based practices and systems that will be implemented through this grant project have support at the very highest levels (as evidenced by a letter of support from the Lt. Governor provided in the Appendix) and will be part of an existing statewide approach to using data to make decisions and allocate funds to ensure that children benefit from families, communities, and learning environments that are safe, stable, and nurturing.**

Minnesota's SRCL project would join, complement, and strengthen local work as well as state level work being done in the Academic Standards and Instructional Effectiveness (ASIE) division at MDE. The ASIE division has two Literacy Specialists on staff and provides leadership and support for the development and implementation of the statewide expectations for educational achievement known as the Minnesota K-12 Academic Standards. The state standards identify the knowledge and skills that are to be mastered by all students by the end of a grade level or grade band, help define the requirements for course credit and graduation from high school, and guide educators in the adoption and design of curricula. State standards are in place for English language arts, mathematics, science, social studies and physical education. State standards also are available in the arts or districts may choose to develop their own. Local

standards must be developed by districts for health and career and technical education. Districts must also develop local world language standards based on the most recent American Council on the Teaching of Foreign Languages (ACTFL) world language standards.

The Director and a Reading Specialist in the ASIE division partnered with the Director and Early Childhood Education Policy Specialist in MDE's Early Learning Services division and also worked closely with the Special Education, Charter Schools, State Library Services, Student Support/Federal Programs, School Support, College and Career Success, Student Testing (including Data Analytics), and Agency Finance (including Grant Services) divisions at MDE when planning for this project and completing the application, as they would in the implementation of the SRCL project. Coordination and cooperation of this sort is nothing new to this division; externally, their staff works with district curriculum coordinators, administrators and instructional leaders, and state and national standards groups and professional content organizations on a regular basis. Within MDE, staff collaborate with other divisions to support work related to online learning applications, assessment item review panels, school curriculum audits, world languages education, health and physical education, special education reviews of the standards, English language learners and World-Class Instructional Design and Assessment (WIDA) standards, and early learning standards.

The Early Learning Services division recently completed a total restructure and revision of the Early Childhood Indicators of Progress: Minnesota's Early Learning Standards (ECIPs) as part of the Race to the Top – Early Learning Challenge grant. The ECIPs now include the aligned kindergarten standards in the base document for the use of early educators, kindergarten teachers, coaches and parents. Also developed are thirteen briefs designed to help early educators embed and expand the use of their standards throughout their programs. Early Learning Services

is now working to familiarize early educators with the revision and enhance their understanding of the learning domains, the indicators, and the revised structure. Minnesota requires that the ECIPs be used in school-based and child care programs by choosing curricula and assessments aligned to the standards. Parent Aware, the state's Quality Rating and Improvement System, also aligns curricula and assessments to the standards. Under the Race to the Top grant the state also revised the comprehensive assessment system so that the assessment eligible to be used for the state's Kindergarten Entry Profile have all been aligned to the ECIPs.

There are existing resources in place at MDE to support disadvantaged children and the practices that assist them that will be leveraged for the SRCL project. 8% of students in Minnesota are English Learners, 15% are participating in Special Education, 38% are eligible for free and reduced price lunch, and 1% are homeless. Internal monthly meetings among all divisions support greater collaboration and sharing of best practices to serve all students in the most effective manner. For example, ASIE staff work closely with Regional Centers of Excellence (RCE) staff in the School Support division that offer effective and award-winning (2015 Harvard Ash Center Top 25 Innovations in Government) approaches to improving struggling schools. Every three years, MDE releases a list of Priority and Focus district and charter schools. Priority schools are the 5% most persistently low-performing Title I schools. Focus schools are the 10% of schools with the largest achievement gaps. The designations, part of Minnesota's school accountability system, look at students' scores on state tests, student academic growth from year to year, reduction in achievement gaps, and graduation rates.

Once designated, Priority and Focus schools must create a plan to increase student achievement and are eligible to receive assistance from RCEs to build school infrastructures, create meaningful and sustainable change, and benefit students. RCEs support effective

implementation of evidence-based instructional practices that will improve school infrastructures, create meaningful and sustainable change, support a district's WBWF plan and, most importantly, benefit students. Many of the subgrantees selected for SRCL funds may be districts with Focus and Priority schools due to their demographics and high need for assistive services. SRCL staff to be hired for this project will work in collaboration with RCE staff (including a Dyslexia Specialist and Reading Specialists).

SRCL staff will also work with the Homeless, Neglected, and Delinquent Youth Coordinator and EL Coordinator in MDE's Student Support/Federal Programs division in order to address the specific challenges these students must face. Minnesota funds an Early Learning Scholarship program, which extends automatic eligibility to children three and four years of age who are homeless, in child protective services, or in the foster care services. The Student Support/Federal programs division at MDE also includes a Family Engagement Specialist who will be consulted when SRCL staff are working with subgrantees on best practices for development of strong collaborations among schools, families, and communities - an essential component for student academic success. Minnesota is a leader in parent education for parents of young children, having established the universal parent education program, Early Childhood Family Education (ECFE), over thirty years ago. ECFE is delivered in all districts, with parent education classes and home visiting included, and was recently expanded to include kindergarten to third grade.

SRCL staff will coordinate with MDE's Special Education Specialists, including Part B and Part C services and programs in Early Childhood Special Education, in order to serve all students in the most effective and appropriate manner. The Special Education division provides leadership to ensure children and youth with disabilities have access and make progress in the general curriculum by including: Use of Implementation Science to advance practitioner use of

evidence-based practices; Guidance, training, and the sharing of evidence-based practices and methods by specialists; Expertise and technical assistance in a variety of highly technical and specialized areas such as assistive technology, educational programs in care and treatment facilities, secondary transition, statewide assessment for students in special education, behavioral interventions, and prevention strategies; Support to students, parents, educators, administrators and state and local government.

The Special Education division also leads the implementation of School-Wide Positive Behavioral Interventions and Supports (SW-PBIS), Check and Connect to increase graduation rates of Native and African American students with disabilities, and the Pyramid Model with Early Childhood Special Education. These are comprehensive, data-driven, and educational sets of practices ensuring all students, staff, and families are working from the same playbook when it comes to supporting positive behavior and academic achievement. On a related note, MDE's School Safety division includes staff with expertise in restorative practices, Social and Emotional Learning, and school climate. The elimination of disproportionate discipline to students of color and the implementation of practices that prioritize relationship building and keep students in the classroom is central to their work and could be helpful in this project.

Minnesota is a part of the [State Implementation and Scaling-up of Evidence-based Practices Center \(SISEP\)](#) at The University of North Carolina at Chapel Hill's FPG Child Development Institute. MDE has an active Implementation Team that provides leadership and guidance agency-wide regarding Implementation Science and the use of Active Implementation Frameworks. Implementation is defined as a specified set of activities designed to put into practice an activity or program of known dimensions (Fixsen, Naoom, Blase, Friedman & Wallace, 2005). MDE puts an emphasis on implementation because, "Students cannot benefit

from innovations they do not experience” (Fixsen). Implementation Science is the study of factors that influence the full and effective use of innovations in practice. In order for educationally significant outcomes to occur, there must be effective innovations, effective implementation methods, and enabling contexts. Active Implementation Frameworks are the purposeful and proactive use of implementation practices in order to make change happen. MDE staff will use these frameworks, practices, and tools to assist SRCL subgrantees to support the full, effective, and sustained use of identified practice.

All public school students must be assessed in reading in grades 3-8 and once in high school through one of two tests: 1) Minnesota Comprehensive Assessments (MCA) and 2) Minnesota Test of Academic Skills (MTAS). MTAS is for students with the most significant cognitive disabilities and is available in every grade in which the MCA is available. Only students whose IEP team determines that they are eligible may take the MTAS. Approximately 97% of Minnesota students take the MCA.

Special assistance is clearly needed for disadvantaged children in many areas, including literacy, as indicated by the assessment outcomes below. They provide a snapshot of some of the ways in which disadvantaged children are at risk of educational failure and why additional supports are so greatly needed for these students in particular as compared to Minnesota students overall. It is important to remember that many of these students may fall into multiple categories, intensifying their risk level.

Student Group	% Not Meeting State Academic Reading Standards (as measured by MCA in 2016)	% Graduated from High School (2016)
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Students Experiencing Homelessness	53%	Not available
Students Who are English Learners	62%	63%
Students Participating in Special Education	52%	61%
Students Who Qualify for Free and Reduced Priced Lunch	36%	68%
All Minnesota Students	21%	82%

Minnesota’s youngest students also have a great need for additional literacy supports. 43% of children in the eighth week of kindergarten are not meeting ECIP Language and Literacy Standards as measured by the Kindergarten Entrance Profile in 2017.

Minnesota’s comprehensive literacy plan has recently been revised with these needs in mind. The plan was informed by a recent comprehensive needs assessment and information on the findings of that assessment are included in the revised plan. **Minnesota’s State Literacy Plan is included in full in the Appendix.** The plan was vetted by the State Literacy Team, whose membership has committed to reviewing and updating it annually. The State Literacy Team is headed by two Project Co-owners at MDE - the Director of ASIE and the Director of Early Learning Services. The team is comprised of twenty members from divisions at MDE, school districts, institutions of higher education, early childhood education providers, and nonprofit literacy organizations. These members represent the following: ASIE, Early Learning Services, Special Education, Student Support, School Support, Library Services, University of Minnesota,

Bethel University, University of St. Thomas, St. Louis Park Public Schools, Hopkins Public Schools, Mounds View Public Schools, Minnesota Reading Corps, Head Start, and Blue Water Associates. Representatives from the MDE Charter Center, Data Analytics, and Indian Education division as well as the Family Engagement Specialist are available for consultation and review as needed. **A full list of the team members is provided in the Appendix.** MDE will ensure that experts, providers, and subgrantees are knowledgeable about the State Literacy Plan by providing up-to-date information during the subgrant application process (both in the application materials and during the webinar) and posting plan information on the MDE website.

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1) *Lists of evidence-based practices are provided by MDE.* Infants and Toddlers, Pre-Kindergarten, K-5, and 6-12 lists will be provided. SRCL subgrantees must agree to implement selected practices from the appropriate list for the student age group they intend to serve. Lists were designed to be limited in the number of practices, 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. **Please see more detailed information on the research base for each practice as well as a summary of the broader practices that tie the lists together in the Appendix.**

Practices will 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).

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While noting that effective coaching was the most

critical factor in successful implementation, they cautioned that effective coaching depended upon the availability of coaches who are expert in the content, techniques, and rationales of the program. Fixsen, Naoom, Blase, Friedman, & Wallace found that with experience and effective coaching, a practitioner develops a personal style that is comfortable for the practitioner while still incorporating the core intervention components of the evidence-based practice (2005). One role of a coach is to prepare the practitioner for potential reactions and support the practitioner through the early stages of implementation until the new behavior is more skillfully embedded in the clinical environment (Joyce & Showers, 2002). Bierman et al. (2002) describe this as a

counter-control function of a coach. That is, to help the practitioner engage in the new behavior even though they are not yet proficient and despite the negative reactions to using the new behavior (sometimes poorly). Coaches can help practitioners see how their personal beliefs and attitudes can be integrated with the skills, knowledge, philosophy, values, and principles of the program as well as other aspects of the clinical context (Smart et al., 1979). In addition to helping to establish new behavior in the clinical environment, emotional and personal support is another role for a coach (Spouse, 2001). In human services, *practitioners are the intervention* (Fixsen, Naoom, Blase, Friedman, & Wallace 2005).

3) *MDE provides system level installation supports, supports for coaches and leaders, and gains an evidence base to support the utility of coaching.* The value of on-the-job coaching repeatedly appeared in the overall implementation evaluation literature. The results of the Joyce & Showers meta-analysis were presented showing that implementation in educational settings occurred primarily when training was combined with coaching in the classroom (Fixsen, Naoom, Blase, Friedman, & Wallace 2005).

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The local Literacy Coaches will receive technical assistance from both the MDE Literacy Coach and Literacy Systems Coach as they are working with existing teachers at the school/organization level. They will also receive support from the previously mentioned existing MDE staff (literacy staff and others) and resources such as the Minnesota Standards Portal that will provide content to support each of the following bulleted items. Support will be provided in the following areas:

- Implementing a standards-based education system.
 - Supporting LEAs/organizations in developing processes and support structures.
 - Develop a continuous improvement process (effective plan, do, study, act cycles using effort, fidelity, and outcome data).
 - Conduct needs assessments and root cause analyses to prioritize adoption of targeted practices.
 - Develop effective teacher teams to implement practices.
 - Establish policies, procedures, and organizational supports that support teachers' use of the practices.

- Develop a professional learning system to strengthen teachers' competent use of the practices.
 - Supporting LEAs in engaging families in literacy outreach and education.
 - Develop communication and outreach plans
 - Ensuring students receive evidence-based practices that increase their proficiency in the state standards.
- Building subgrantee's capacity to support coaching by developing organizational supports, defining, building, and measuring capacity for effective coaching, and evaluating and improving coaching practices and systems to support coaches.
- Building educator competency around literacy, assessment, and data
 - Understand standards and benchmarks
 - Understand developmental processes of learning to read
 - Using data to inform daily instructional practices
- Supporting educators in implementing effective literacy practices to foster student achievement.
 - PLCs, evidence-based best practices, coaching and job-embedded training and supports
 - Fidelity data on practices to further target and differentiate ongoing professional development
 - Fidelity of systems and organizational supports to enable educators to effectively implement the practices
- Developing capacity for continuous improvement of a standards-based education system that will persist beyond the duration of the grant.

- Assisting subgrantees to maintain funding, organizational, and competency supports as a result of using effort, fidelity, and student outcome data.

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For the prekindergarten, K-5, and 6-12 lists, Minnesota has chosen to adapt 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). The instructional practices have been well-researched and supported. Where strong or moderate evidence is not available, there is a body of research that confirms the essential-nature of the practice. For infants and toddlers, support of the State Literacy team and research have resulted in a strong set of literacy instructional practices.

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Support and technical assistance for subgrantees will be provided by existing MDE staff listed previously as well as the following new staff who will be compensated with SRCL funds:

- **1 FTE SRCL Grant Administrator (State Program Administrator Tech Specialist).** .75 FTE in first year to allow time for the hiring process. Provide coordination and administrative assistance to ensure timely and successful completion of all grant activities and requirements.
- **1 FTE SRCL Literacy Coach. (Education Program Specialist).** .75 FTE in first year to allow time for the hiring process. Develop, implement, and support professional development, tools, and technical and consultative assistance related to the SRCL Program with subgrantees. Work with local Literacy Coaches on building educator

competency around literacy, assessment, and data including understanding standards and benchmarks and the development processes of learning to read. Establish processes for gathering and using fidelity data to improve adherence to literacy practices. This will be done through Professional Learning Communities (PLCs), evidence-based best practices, coaching, and job-embedded training and supports.

- **1 FTE SRCL Literacy Systems Coach. (Education Program Specialist).** .75 FTE in first year to allow time for the hiring process. Support subgrantees to build infrastructure and capacity for literacy through implementing a standards-based education system. Assist districts to develop a continuous improvement process, conduct needs assessments and root cause analyses, develop effective teacher teams, establish policies and programs, establish practice for measuring fidelity of both systems and literacy practices, develop a professional learning system and family communication and outreach plans.

State of Minnesota job classification specifications including the knowledge, skills, and abilities required for the above positions are included in the Appendix.

The following additional SRCL-funded existing MDE staff will also provide necessary support to subgrantees in a behind-the-scenes capacity:

- **.10 FTE Grant Specialist Coordinator.** Provide subgrant support to ensure funds subgranted are appropriately dispersed and managed.
- **.05 FTE Data Analyst.** Pull data for the elements in the data and monitoring plans. Participate in the SEA comprehensive needs assessment when data is needed. Assist with any subgrant implementation tasks that relate to the data.

- **.05 FTE Federal Program Accountant.** Provide fiscal support in order to ensure completion of accurate financial reporting, federal fund draws, compliance with federal and state financial management policies, etc.
 - **.02 FTE Grant Specialist Supervisor.** Develop, review, and publish the subgrant application and set up and run the electronic review process, including screening applications and providing technical assistance to reviewers.
2. *Collect data and other information to inform the continuous improvement, and evaluate the effectiveness and impact, of local projects*

Student mastery of standards is measured through state and local assessments. Students earn one of four achievement levels: Does Not Meet the Standards, Partially Meets the Standards, Meets the Standards, and Exceeds the Standards. Students earning an achievement level of Meets the Standards or Exceeds the Standards are classified as proficient on the accountability test. Student testing data is provided to the U.S. Department of Education at the summary level. MDE and local school districts (including charter schools) retain control over student assessment data and comply with all state and federal laws and regulations with regard to the protection of student privacy. The Data Analytics group in the Student Testing division analyzes agency data for internal and external requests and will assist with compiling, analyzing, and reporting on the required performance measures. MDE will be looking at not only the percentage of students who meet or exceed proficiency, but also for indications of growth as defined under ESSA to gain the fullest picture of the impact of the SRCL project. For early childhood, the state does not collect child assessment data. SRCL subgrantees will be required to collect and provide assessment data in a MDE-developed secure website; the data will be maintained and analyzed with the support

demonstrate improved STUDENT outcomes in literacy.	students at SRCL subgrantee sites 3) Coaching effectiveness data that includes observations on the fidelity of the implementation of evidence-based practices, use of effective coaching practices, protected time for coaching	Quarterly	MDE Literacy Coaches will provided guidance to Local Literacy Coaches on interpreting the fidelity of implementation and outcome changes.
SRCL Project Objective	Related Data Collection	Frequency of Data Collection	Data Dissemination Plan
Objective #2: MDE will support LOCAL LITERACY COACHES to in turn support EDUCATORS and FAMILIES.	1) Survey data on the effectiveness of the coaching supports from educators and families 2) Coaching effectiveness data that includes observations on the fidelity of the	Annually Quarterly	MDE staff will gather and interpret results and communicate lessons learned and any related changes to local literacy coaches, who will be coached by MDE

	effectiveness, and systems fidelity data		SRCL subgrantees will be coached by MDE staff on how to interpret and make adjustments in order to continuously improve project outcomes and how to best communicate these changes to educators and leaders
SRCL Project Objective	Related Data Collection	Frequency of Data Collection	Data Dissemination Plan
Objective #4: MDE will support SRCL SUBGRANTEES to build INFRASTRUCTURE and CAPACITY in order to IMPLEMENT and	1) Survey data on the effectiveness of infrastructure and capacity supports implemented from educators and district/organization leaders	Annually	MDE staff will gather and interpret results and communicate lessons learned and any related changes to district/organization

SUSTAIN identified EVIDENCE-BASED LITERACY PRACTICES.			leaders, who will be coached by MDE staff on how to best present information to educators
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Many districts and non-profit early childhood education organizations are 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 staff working with Implementation Science have extensive experience using effort, fidelity, and outcome data to remove barriers to implementation, increase capacity, and achieve outcomes as evidenced by work with School-Wide Positive Behavioral Supports and increasing graduation rates of students on IEPs. SRCL subgrantees will provide baseline information and receive assistance from MDE staff to set appropriate growth targets and outcomes for objectives.

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will be subgranted to eligible and prioritized applicants. The costs at the state-level have been very carefully considered in order to meet this threshold and to maximize the SRCL funds that go out to eligible applicants, while providing them with the supports they will need to be successful. A detailed budget narrative is provided and includes a rationale for each project cost in order to support the significant scope of work and objectives proposed by MDE.

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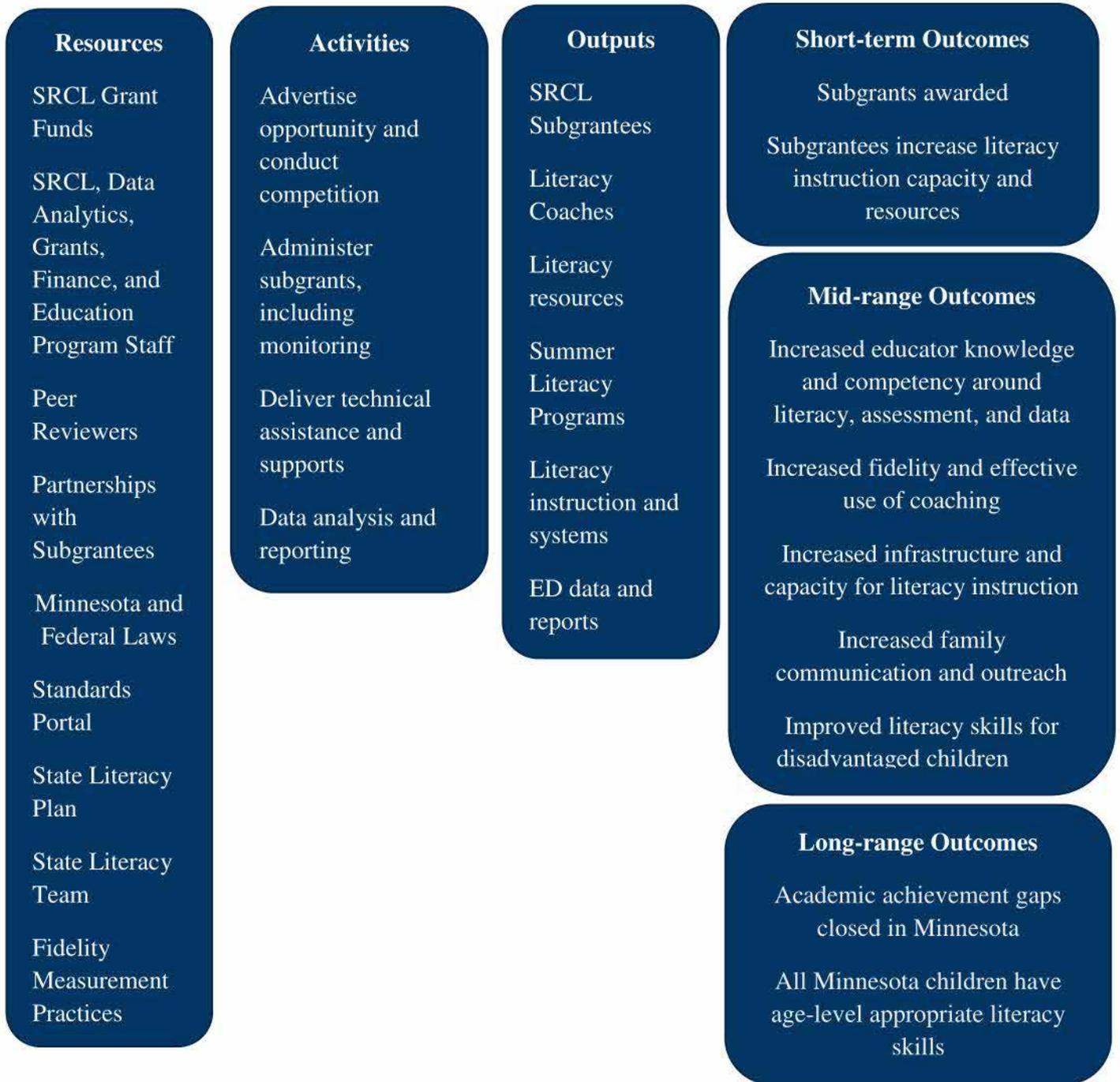
Personnel and fringe costs for existing MDE staff who are unable to be leveraged in-kind were provided by the Agency Finance division. Personnel and fringe costs for new SRCL hires were determined by Agency Finance staff following looking at the salary and fringe amounts currently paid to existing MDE employees in the same job classification as those new ones proposed. 3% was projected for annual cost of living and step increases for all employees. Travel costs are based on maximum reimbursement rates in Minnesota's Commissioner's Plan: federal mileage rate of .54/mile, \$36/day for meals, and lodging costs that are reasonable and consistent with the facilities available. Out of state trips also include airfare, airport transportation, and event registration, as applicable. In-state travel was included to allow Literacy Coaches to visit subgrantees in person. Out of state travel was included to allow the Grant Administrator and a subgrantee representative to attend the Annual SRCL Project Director Meeting in Washington, D.C., as required. Stipends for independent peer reviewers were included at the advice of the Grants Specialist Supervisor as is MDE's standard practice in order to assist in recruiting the best possible reviewers. Rent is included at the current rate of \$8,700 per grant-funded FTE with a projected annual increase of \$200 per FTE, per year. Indirect costs, calculated on applicable total direct costs at MDE's federally approved rate of 19.1%, are also included. MDE's approved

indirect cost rate agreement is attached to this application. The next indirect cost rate agreement is currently under negotiation. The remaining funds requested (95%) are committed to SRCL subgrants as previously stated.

MDE's SRCL project costs have been designed with cost effectiveness in mind, using available and current resources as much as possible (including current MDE staff) without neglecting the important role MDE will play in awarding, supporting, and monitoring subgrant projects and the additional capacity and expertise necessary to do so well. MDE has therefore proposed a sufficient number of new personnel (3) to carry out the project objectives and support subgrantees in their work.

2. *Costs are reasonable in relation to the number of persons to be served and to the anticipated results and benefits.*

The following logic model lays out a set of cohesive actions, outputs, and outcomes for the MDE SRCL project and the anticipated results and benefits 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 disadvantaged children.



MDE estimates that up to 30,000 children could be served by this project based on district enrollment and the number and size of subgrants to be awarded.

F. Quality of the Project Design

MDE's SRCL project is designed to build capacity and yield results that will extend beyond the period of federal financial assistance. MDE coaches and other instructional specialists will be working with local coaches and leadership throughout the SRCL project in order to ensure they have a plan for sustaining the practices they are implementing through existing staff and the use and integration of existing federal (such as 21st Century Community Learning Centers and Title) and state (Targeted Services) funds.

Staff at MDE strive for excellence, equity, and opportunity by focusing on closing the achievement gap, supporting high-quality teaching, using innovative strategies to improve educational outcomes, and ensuring all youth graduate from high school well-prepared for college, career, and life as outlined in the WBWF legislation. MDE has the needed expertise, infrastructure, capacity, and existing relationships with diverse groups of stakeholders from a wide variety of sectors and related channels for information dissemination - as well as significant successful experiences providing financial and administrative oversight, management, monitoring, and reporting on large grant projects. The MDE executive leadership team as well as the Governor's Office fully supports innovative and targeted projects such as this to bolster education turnaround and improvement efforts for those students who need it most. A team comprised of staff from nearly every division at MDE with a multitude of relevant experience as previously described in this application was formed over a year ago to begin planning for this grant opportunity. MDE is both excited and prepared to continue to work in collaboration internally and externally on the important work proposed in this SRCL project.

Other Attachment File(s)

* Mandatory Other Attachment Filename:

To add more "Other Attachment" attachments, please use the attachment buttons below.

STATE PROGRAM ADMINISTRATOR TECHNICAL SPECIALIST

KIND OF WORK

Administrative and technical work in support of advanced level scientific and technical professionals.

NATURE AND PURPOSE

Under general supervision, maintains administrative and scientific information databases and records, collects data and organizes reports based on data gathered, coordinates schedules and time sensitive activities or functions; performs related duties as required.

EXAMPLES OF WORK (A position may not include all the work examples given, nor does the list include all that may be assigned.)

Administer and maintain scientific or technical data bases for use by advanced technical professionals by developing data collection forms, constructing and administering data bases, reviewing data for accuracy, precision and compliance with quality standards, documenting changes and revisions to records.

Prepare reports from databases by extracting requested data, formatting data for use and interpretation by others; may train others to access or extract data.

Maintain information systems software to meet department information management requirements by preparing automation plans, performing a variety of system and network administration duties such as backups, security, configuration, contracting for program modification or redesign services, establishing and coordinating record retention schedules and participating in other information systems operations as assigned.

Schedule and assign workloads for unit operations so that customer needs are met by receiving customer requests, scheduling work and ensuring that deadlines are met, arranging for equipment testing, responding to complaints and taking action to resolve specific complaints and problems.

All unlimited classified positions in this class must have options. Options currently used with this class include: Forensic Evidence (FRSCEV 1852) and Security/Telecommunications (SECTEL 1681).

KNOWLEDGE, SKILLS AND ABILITIES REQUIRED

Knowledge of:

A particular body of science such as environmental sciences, chemistry, mathematics and statistics, or metrology with related laboratory operations, standards and document control procedures sufficient to support professional needs, perform work independently and respond to non-technical or other interested parties inquiries and requests.

State Program Administrator Technical Specialist
Class Specification
Page 2

Administrative operations or fiscal record systems sufficient to interact with others internally and externally in coordinating complete record systems, adhere to documentation requirements and timelines and maintain and update records.

Computer software programs and applications that support the scientific or technical work functions sufficient to use them to maintain and administer work, to train others in accessing or extracting information, to make corrections to data and to work with information systems technical professionals on program or applications upgrades or installations.

Business culture, organization and relevant operations for the department and or program sufficient to maintain internal and external relationships particular to the work unit.

Skill in:

Effective oral and written communications, sufficient to present ideas, explain procedures, and achieve cooperation to meet deadlines.

Ability to:

Resolve problems within program guidelines and know when to refer problems or issues to supervisor for resolution.

Schedule and coordinate work for others sufficient to maintain production standards and meet customer needs.

Organize, plan, monitor and coordinate multiple and complex activities while operating within the constraints of business administrative requirements and or scientific regulations.

Est.: 1/27/2000
Rev.: 7/07

T.C.: 7/07
Former Title(s): State Programs
Administrator Technical
Specialist

EDUCATION SPECIALIST 2

KIND OF WORK

Professional educational consultative, program development, implementation and evaluation work.

NATURE AND PURPOSE

Under limited supervision, provides consultation and professional advice to educational personnel, institutions, organizations and policymakers in the design, selection and/or development of appropriate instructional content, methods, materials and delivery systems; develops and applies evaluation instruments and methodology to determine the progress of learners, teaching effectiveness, and/or the effectiveness of educational programs; plans and develops comprehensive curricula for educational programs to attain specific educational objectives in one or more subject areas, for pre-school, K-12, post-secondary or adult public and non-public educational programs on a statewide basis; performs related work as required.

EXAMPLES OF WORK (A position may not include all the work examples given, nor does the list include all that may be assigned.)

Consults with local school administrators, instructional and support staff at the pre-school, K-12, post-secondary and adult levels on methods to plan, develop, implement and/or evaluate educational programs in one or more subject areas by assessing need, presenting in-service programs and workshops, and directing the work of advisory committees.

Develops and publishes curriculum guides, expected learner outcomes, instructional materials and teaching/learning models to guide and advise school administrators, instructional and support staff in one or more academic areas by researching instructional content areas, synthesizing findings into appropriate reference materials and by providing interpretations of research findings to curriculum developers and education program managers.

Informs diverse client population including parents, the general public, governmental agencies, professional organizations, educational institutions and other public and private client groups to promote educational program development and improvement by preparing and disseminating information about the acquisition of educational program resources and program operations and by directly involving them through advisory task forces.

Plans and implements in-service and pre-service staff development activities for school administrators, teachers and support staff to improve instructional effectiveness by assessing individual and group needs, and planning, developing, implementing and evaluating activities to meet identified needs.

Monitors school educational practices and evaluates educational programs to comply with state or federal laws and/or State Board of Education rules by performing program evaluations, summarizing evaluation data, and instructing school administrators and instructional staff on methods for the improvement of educational programs and practices.

Assesses student achievement and evaluates specific educational issues, trends or developments to determine the effectiveness of the teaching/learning process by designing and implementing research studies, analyzing research findings and writing analytical reports to present findings for the purpose of educational program improvement.

Plans, develops, implements and evaluates statewide educational programs in one or more subject areas to determine the effectiveness of the educational program by guiding the activities of advisory committees, consulting with program staff, providing technical assistance to school district personnel and selecting, implementing and evaluating resources and materials.

KNOWLEDGE, SKILLS AND ABILITIES REQUIRED

Knowledge of:

Theory and practice of curriculum development, implementation and evaluation processes sufficient to apply them at the pre-school, elementary, secondary, post-secondary and/or adult levels of education.

Principles and practices of educational program evaluation and the assessment of student achievement sufficient to design and implement evaluation programs, analyze evaluation data and utilize findings to improve instructional programs.

Principles and practices of the teaching/learning process sufficient to design and implement instructional methods, program models and delivery systems at the pre-school, elementary, secondary, post-secondary and/or adult levels.

Educational theory, administrative fundamentals and the psychology of teaching and learning for specific learner groups sufficient to provide solutions to programmatic problems and to recommend alternative program methods.

Educational trends, issues and developments occurring at the pre-school, elementary, secondary, post-secondary and/or adult program levels sufficient to be able to appraise and incorporate potentially effective developments into statewide programs.

The structure and function of Minnesota's educational system sufficient to provide solutions to policy and operational questions.

Laws, rules and policies which govern the operation of Minnesota's public and non-public schools sufficient to apply and interpret them to local education agency staff, Department of Education personnel and other clientele.

Ability to:

Design and/or implement research projects sufficient to assess the teaching/learning process or other educational issues and developments.

Assess the educational program planning process sufficient to determine or verify program budget allocations.

Write reports, publications and correspondence sufficient to clearly communicate technical subjects to a diverse audience.

Speak in public sufficient to conduct workshops and to make effective presentations to explain and promote educational programs.

Est.: 07/05/87
Rev.: 10/29/69
09/10/87

T.C.:
Former Title(s):

INDIRECT COST RATE AGREEMENT
STATE EDUCATION AGENCY

Organization

Minnesota Department of Education
1500 West Highway 36
Roseville, MN 55113-4266

Date: JUL 12 2016

Agreement No: 2016-093

Filing Reference: Replaces previous Agreement No. 2015-072

Dated: 9/4/2015

The approved indirect cost rates herein are for use on grants, contracts, and other agreements with the Federal Government. The rates are subject to the conditions included in Section II of this Agreement and regulations issued by the Office of Management and Budget (OMB) Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards under 2 CFR 200.

Section I - Rates and Bases

<u>Type</u>	<u>From</u>	<u>To</u>	<u>Rate</u>	<u>Base</u>	<u>Applicable To</u>
Fixed	07/01/2016	06/30/2017	19.1%	MTDC	APwR

Distribution Base:

MTDC Modified Total Direct Cost - Total direct costs excluding equipment, capital expenditures, participant support costs, pass-through funds and the portion of each subaward (subcontract or subgrant) above \$25,000 (each award; each year).

Applicable To:

APwR The rates herein are applicable to All Programs including those that require a restricted rate per 34 CFR 75.563 and 34 CFR 76.563.

Treatment of Fringe Benefits:

Fringe benefits applicable to direct salaries and wages are treated as direct costs. Pursuant to 2 CFR 200.431, (b), (3), Paragraph (i), unused leave costs for all employees are allowable in the year of payment. The treatment of unused leave costs should be allocated as an indirect cost except for those employee salaries designated as a direct cost for the restricted rate calculation.

Capitalization Policy: Items of equipment are capitalized and depreciated if the initial acquisition cost is equal to or greater than \$5,000.

Section II - Particulars

Limitations: Application of the rates contained in this Agreement is subject to all statutory or administrative limitations on the use of funds, and payments of costs hereunder are subject to the availability of appropriations applicable to a given grant or contract. Acceptance of the rates agreed to herein is predicated on the following conditions: (A) that no costs other than those incurred by the Organization were included in the indirect cost pools as finally accepted, and that such costs are legal obligations of the Organization and allowable under the governing cost principles; (B) the same costs that have been treated as indirect costs are not claimed as direct costs; (C) that similar types of information which are provided by the Organization, and which were used as a basis for acceptance of rates agreed to herein, are not subsequently found to be materially incomplete or inaccurate; and (D) that similar types of costs have been accorded consistent accounting treatment.

Accounting Changes: The rates contained in this agreement are based on the organizational structure and the accounting systems in effect at the time the proposal was submitted. Changes in organizational structure or changes in the method of accounting for costs which affect the amount of reimbursement resulting from use of the rates in this agreement, require the prior approval of the responsible negotiation agency. Failure to obtain such approval may result in subsequent audit disallowance.

Provisional/Final/Predetermined Rates: A proposal to establish a final rate must be submitted. The awarding office should be notified if the final rate is different from the provisional rate so that appropriate adjustments to billings and charges may be made. Predetermined rates are not subject to adjustment.

Fixed Rate: The negotiated fixed rate is based on an estimate of the costs that will be incurred during the period to which the rate applies. When the actual costs for such period have been determined, an adjustment will be made to a subsequent rate calculation to compensate for the difference between the costs used to establish the fixed rate and the actual costs.

Notification to Other Federal Agencies: Copies of this document may be provided to other Federal agencies as a means of notifying them of the agreement contained herein.

Audit: All costs (direct and indirect, federal and non-federal) are subject to audit. Adjustments to amounts resulting from audit of the cost allocation plan or indirect cost rate proposal upon which the negotiation of this agreement was based may be compensated for in a subsequent negotiation.

Reimbursement Ceilings/Limitations on Rates: Awards that include ceiling provisions and statutory/regulatory requirements on indirect cost rates or reimbursement amounts are subject to the stipulations in the grant or contract agreements. If a ceiling is higher than the negotiated rate in Section I of this agreement, the negotiated rate will be used to determine the maximum allowable indirect cost.

Section III - Special Remarks

Alternative Reimbursement Methods: If any federal programs are reimbursing indirect costs by a methodology other than the approved rates in this agreement, such costs should be credited to the programs and the approved rates should be used to identify the maximum amount of indirect costs allocable.

Submission of Proposals: New indirect cost proposals are necessary to obtain approved indirect cost rates for future fiscal years. **The next indirect cost rate proposal is due six months prior to the expiration dates of the rates in this agreement.**

Section IV - Approvals

For the State Education Agency:

Minnesota Department of Education
1500 West Highway 36
Roseville, MN 55113-4266

For the Federal Government:

U.S. Department of Education
OCFO / FIO / ICG
550 12th Street, SW
Washington, DC 20202-4450

(b)(6)

Andre Prah
Name

Agency Finance Director
Title

7/18/16
Date

Frances Outland
Name

Director, Indirect Cost Group
Title

JUL 12 2016
Date

Negotiator: Andre Hylton
Telephone Number: (202) 245-7568



State Literacy Team Membership

Project Co-owners

Bobbie Burnham, MDE, Early Learning

bobbie.burnham@state.mn.us

Beth Aune, MDE, Acad. Standards / Instructional Effectiveness

beth.aune@state.mn.us

Stakeholder Representatives

Higher Education (4)

Lori Helman, Professor, University of Minnesota

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Keitha-Gail Martin-Kerr, Lecturer, University of Minnesota

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Gwen Berry, St. Thomas & Minnesota State Univ., Mankato

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Jolene Pearson, Bethel University

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District Representatives (2)

Kari Ross, SLP Director of Teaching and Learning

ross.kari@slpschools.org

Jennifer Behnke, Hopkins Secondary Literacy Coordinator

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Literacy Specialists / Coaches / Teachers (6)

Angele Passe, Blue Waters, B-3 and Dual Language Learners

aspasse@earthlink.net

TBD, TBD (Elem. Ed.)

Martha Harsch, Mounds View, middle school ELA teacher

martha.harsch@moundsvIEWSchools.org

Jane Olson, retired, SPED literacy coach / Intervention teacher

olsonjc@hotmail.com

Sadie O'Conner, Minnesota Reading Corps

sadie@serveminnesota.org

Monshari Chandler, Head Start Literacy Specialist

mchandler@picaheadstart.org

Department of Education Staff Representatives

Academic Standards and Instructional Effectiveness (2)

Cory Stai, MDE, Acad. Standards & Instr. Effectiveness

cory.stai@state.mn.us

Literacy Specialist, MDE, Acad. Standards & Instr. Effectiveness

TBD

Early Learning (1)

Eileen Nelson, MDE, Early Learning

eileen.nelson@state.mn.us

Special Education (2)

Vicki Weinberg, MDE, Spec. Ed.

vicki.weinberg@state.mn.us

Jenny Moses, MDE, Early Childhood Spec. Ed.

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English Learner Education (2)

Michael Bowlus, MDE, English Learners / Migrant Ed.

michael.bowlus@state.mn.us

Michelle Niska, MDE, English Learners

michelle.niska@state.mn.us

Additional MDE Representatives (2)

Pam Tomassoni, MDE, Regional Centers/Lit. Spec. (School Support)

ptomassoni@mnce.org

Jennifer Verbrugge, MDE, Library Services

jennifer.verbrugge@state.mn.us

Additional staff and stakeholders will be consulted, as appropriate.

- Indian education,
- family engagement,
- charter schools
- others



STATE OF MINNESOTA

Office of Governor Mark Dayton

130 State Capitol ♦ 75 Rev. Dr. Martin Luther King Jr. Boulevard ♦ Saint Paul, MN 55155

July 13, 2017

Dear U.S. Department of Education Striving Readers Comprehensive Literacy Grant Reviewers:

I am pleased to write this letter of support for Minnesota's Striving Readers Comprehensive Literacy (SRCL) grant application. Many of the strategies and activities contained in this important project grew out of state-level leadership conversations convened by my office over the last several years with the leaders of multiple state agencies that centered on how to best work together to ensure that every student in Minnesota has access to an excellent education. The genesis of this effort was passage of Minnesota's signature state accountability framework set forth in the 2013 World's Best Workforce law that requires every school district to set goals and measure progress in five key areas:

- 1) All children are ready for school;
- 2) All third-graders can read at grade level;
- 3) All racial and economic achievement gaps between students are closed;
- 4) All students are ready for career and college;
- 5) All students graduate from high school.

The SRCL project will help Minnesota to continue making progress toward achieving these goals, particularly for our most disadvantaged children, including children living in poverty, English learners, and children with disabilities. The Minnesota Department of Education will work with local school districts and nonprofit early childhood education providers who serve the most disadvantaged children to develop intensive coaching supports and sustainable system processes that will improve the capacity of teachers and education leaders to fully implement evidence-based literacy practices, engage families, and build educator competency and efficacy. We believe this comprehensive strategy has the potential to significantly improve the literacy skills of disadvantaged children in Minnesota. The evidence-based practices and systems that will be implemented through this grant project have support at the very highest levels, including my office, and will be part of an approach to using data to make decisions and allocate funds to ensure that children benefit from families, communities, and learning environments that are safe, stable, and nurturing.

Thank you for your consideration of this grant application. Minnesota looks forward to continuing our work in this area in partnership with the U.S. Department of Education, to help all of our children learn, succeed and thrive.

Sincerely,

A handwritten signature in black ink that reads "Tina Smith".

Tina Smith
Lieutenant Governor

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Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

To add more Budget Narrative attachments, please use the attachment buttons below.



United States Department of Education
Striving Readers Comprehensive Literacy (SRCL) Grant Program

Budget Narrative

July 2017

1. Personnel=\$600,084

Positions are budgeted by job classification, with 3% projected for annual cost of living and step increases.

- **1 FTE SRCL Grant Administrator (State Program Administrator Tech Specialist).** New Hire. .75 FTE in first year to allow time for the hiring process. The SRCL Grant Administrator will provide coordination and administrative assistance to ensure the timely and successful completion of all grant activities and requirements. Tasks will include reviewing expenditure reimbursement requests, working with MDE Grant Services staff to organize the competitive sub-grant competition and resulting sub-contracts, reviewing budget modification requests, organizing monitoring visits, coordinating State literacy team meetings, data collection, reporting, and other assistance as needed to support SRCL Literacy Coaches and other involved MDE staff.
- **1 FTE SRCL Literacy Coach. (Education Program Specialist).** New Hire. .75 FTE in first year to allow time for the hiring process. The SRCL Literacy Coach will develop, implement, and support professional development, tools, and technical and

consultative assistance related to the SRCL Program with subgrantees. He/she will work with local Literacy Coaches on building educator competency around literacy, assessment, and data including understanding standards and benchmarks and the development processes of learning to read. He/she will establish processes for gathering and using fidelity data to improve adherence to literacy practices. This will be done through Professional Learning Communities (PLCs), evidence-based best practices, coaching, and job-embedded training and supports.

- **1 FTE SRCL Literacy Systems Coach. (Education Program Specialist).** New Hire. .75 FTE in first year to allow time for the hiring process. The SRCL Literacy Systems Coach will support subgrantees to build infrastructure and capacity for literacy through implementing a standards-based education system. He/she will assist districts to develop a continuous improvement process, conduct needs assessments and root cause analyses, develop effective teacher teams, establish policies and programs, establish practice of measuring fidelity of both systems and literacy practices, develop a professional learning system, and develop family communication and outreach plans.
- **.10 FTE Grant Specialist Coordinator.** Existing MDE employee. The Grant Specialist Coordinator in the Agency Finance division will provide sub-grant support to the SRCL Grant Administrator to ensure funds sub-granted are appropriately dispersed and managed.

- **.05 FTE Data Analyst.** Existing MDE employee. The Data Analyst in the Data Analytics division will pull data for the monitoring plan outlined in this grant application, participate in the SEA comprehensive needs assessment when data is needed, and assist with any subgrant implementation tasks as they relate to the data.
- **.05 FTE Federal Program Accountant.** Existing MDE employee. The Federal Program Accountant in the Agency Finance division will provide fiscal support to the SRCL Grant Administrator in order to ensure completion of accurate financial reporting, federal fund draws, compliance with federal and state financial management policies, etc.
- **.02 FTE Grant Specialist Supervisor.** Existing MDE employee. The Grant Specialist Supervisor in the Agency Finance division will, in coordination with the SRCL Grant Administrator, develop, review, and publish the sub-grant application and set up and run the electronic review process, including screening applications and providing technical assistance to reviewers.

Personnel	Base Salary	Year One		Year Two		Year Three	
		Wages	FTE	Wages	FTE	Wages	FTE
SRCL Grant Administrator	\$60,000	\$45,000	.75	\$61,800	1.00	\$63,654	1.00

SRCL Literacy Coach	\$70,000	\$52,500	.75	\$72,100	1.00	\$74,263	1.00
SRCL Literacy Systems Coach	\$70,000	\$52,500	.75	\$72,100	1.00	\$74,263	1.00
Grant Specialist Coordinator	\$75,000	\$7,500	.10	0	0	0	0
Data Analyst	\$73,200	\$3,660	.05	\$3,770	.05	\$3,883	.05
Federal Program Accountant	\$75,000	\$3,750	.05	\$3,863	.05	\$3,978	.05

Grant Specialist Supervisor	\$75,000	\$1,500	.02	0	0	0	0
TOTAL		\$166,410	2.47	\$213,633	3.10	\$220,041	3.10

2. Fringe Benefits=\$275,641

Fringe benefits are determined based on the State position classification for all grant funded personnel listed in the chart above. A 3% annual increase is included. Fringe benefits include the employer's portion of health, dental, and life insurance, social security and medicare tax, and retirement contributions.

Personnel	Year One	Year Two	Year Three
SRCL Grant Administrator	\$22,500	\$30,900	\$31,827
SRCL Literacy Coach	\$24,000	\$32,960	\$33,949
SRCL Literacy Systems Coach	\$24,000	\$32,960	\$33,949
Grant Specialist Coordinator	\$3,000	0	0

Data Analyst	\$950	\$979	\$1,008
Federal Program Accountant	\$750	\$773	\$796
Grant Specialist Supervisor	\$340	0	0
TOTAL	\$75,540	\$98,572	\$101,529

3. Travel=\$7,548

Costs are based on maximum reimbursement rates in Minnesota’s Commissioner’s Plan: federal mileage rate of .54/mile, \$36/day for meals, and lodging costs that are reasonable and consistent with the facilities available. Out of state trips also include airfare, airport transportation, and event registration, as applicable.

- In-state travel is required to provide support and technical assistance (including monitoring) to sub-grantees and engage with the Minnesota literacy community. Schools that are located in the metro area will require only mileage. Schools located in greater Minnesota may require a hotel stay (estimated at \$100/night) and meal reimbursement in addition to mileage. Additional support and technical assistance will be provided electronically; greater Minnesota subgrantees will received the same amount of support and technical assistance as metro area subgrantees. Estimate at \$500 or 926 miles/year for three years.

- Out-of-state travel is required for the Annual SRCL Project Director Meeting in Washington, D.C. (2 days meeting, 1 day travel/2 nights, 2 people – Director and Subgrantee Representative). Air: \$400. Hotel: \$200/night=\$400. Food: \$36/day=\$108. Ground Transportation: \$100. Estimate \$2,016/year for three years.

Year One= \$2,516

In-state= \$500

Out-of-state= \$2,016

Year Two= \$2,516

In-state= \$500

Out-of-state= \$2,016

Year Three= \$2,516

In-state= \$500

Out-of-state= \$2,016

4. Equipment=\$0

5. Supplies=\$0

6. Contractual=\$20,004,500

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Year One= \$20,004,500

Year Two= \$0

Year Three= \$0

7. Construction= \$0

8. Other=\$77,880

- **Rent.** \$8,700 per grant-funded FTE, includes projected annual increase of \$200 per FTE, per year.

Year One= \$21,489

Year Two= \$27,779

Year Three= \$28,612

9. Total Direct Costs=\$20,965,653

10. Indirect Costs= \$184,440

Calculated on applicable total direct costs at federally approved rate of 19.1%. Approved indirect cost rate agreement is attached.

Year One= \$51,657

Year Two= \$65,418

Year Three= \$67,365

11. Training Stipends= \$0

12. Total Costs= \$21,150,093 (95% to Sub-grants)