

**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 # S371C170003**

**Grants.gov Tracking#: GRANT12452190**

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: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
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* 3. Date Received: <input type="text" value="07/14/2017"/>	4. Applicant Identifier: <input type="text" value="MT OPI"/>
--	---

5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>
--	---

**State Use Only:**

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>
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**8. APPLICANT INFORMATION:**

\* a. Legal Name:

* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="81-0302402"/>	* c. Organizational DUNS: <input type="text" value="8095887000000"/>
--	---

**d. Address:**

\* Street1:   
Street2:   
\* City:   
County/Parish:   
\* State:   
Province:   
\* Country:   
\* Zip / Postal Code:

**e. Organizational Unit:**

Department Name: <input type="text" value="Office of Public Instruction"/>	Division Name: <input type="text" value="EOE"/>
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**f. Name and contact information of person to be contacted on matters involving this application:**

Prefix:  \* First Name:   
Middle Name:   
\* Last Name:   
Suffix:

Title:

Organizational Affiliation:

* Telephone Number: <input type="text" value="406-444-0753"/>	Fax Number: <input type="text" value="406-444-"/>
---	---

\* Email:

**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:**

Montana Striving Readers Comprehensive Literacy Project

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.

Add Attachment

Delete Attachment

View Attachment

**17. Proposed Project:**

\* a. Start Date:

\* b. End Date:

**18. Estimated Funding (\$):**

* a. Federal	<input type="text" value="24,111,419.00"/>
* 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="24,111,419.00"/>

**\* 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

Add Attachment

Delete Attachment

View Attachment

**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

Montana Office of Public Instruction

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	116,754.00	120,255.00	123,863.00			360,872.00
2. Fringe Benefits	47,414.00	48,836.00	50,301.00			146,551.00
3. Travel	20,000.00	40,000.00	40,000.00			100,000.00
4. Equipment	0.00	0.00	0.00			0.00
5. Supplies	72,400.00	54,400.00	49,400.00			176,200.00
6. Contractual	135,000.00	98,000.00	98,000.00			331,000.00
7. Construction	0.00	0.00	0.00			0.00
8. Other	7,600,000.00	7,600,000.00	7,600,000.00			22,800,000.00
9. Total Direct Costs (lines 1-8)	7,991,568.00	7,961,491.00	7,961,564.00			23,914,623.00
10. Indirect Costs*	70,817.00	62,983.00	62,996.00			196,796.00
11. Training Stipends						
12. Total Costs (lines 9-11)	8,062,385.00	8,024,474.00	8,024,560.00			24,111,419.00

**\*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: 07/01/2017 To: 06/30/2018 (mm/dd/yyyy)

Approving Federal agency:  ED  Other (please specify):

The Indirect Cost Rate is 17.00%.

(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 # S371C170003

Name of Institution/Organization Montana Office of Public Instruction	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						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

**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.

<p>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Jay S Phillips</p>	<p>TITLE</p> <p>State Superintendent</p>
<p>APPLICANT ORGANIZATION</p> <p>Montana Office of Public Instruction</p>	<p>DATE SUBMITTED</p> <p>07/14/2017</p>

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

<b>1. * Type of Federal Action:</b> <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	<b>2. * Status of Federal Action:</b> <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	<b>3. * Report Type:</b> <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
--	--	--

**4. Name and Address of Reporting Entity:**

Prime     SubAwardee

\* Name:

\* Street 1:     Street 2:

\* City:     State:     Zip:

Congressional District, if known:

**5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:**

<b>6. * Federal Department/Agency:</b> <input type="text" value="Department of Education"/>	<b>7. * Federal Program Name/Description:</b> <input type="text" value="Striving Readers"/> CFDA Number, if applicable: <input type="text" value="84.371"/>
--	---

<b>8. Federal Action Number, if known:</b> <input type="text"/>	<b>9. Award Amount, if known:</b> \$ <input type="text"/>
--	--

**10. a. Name and Address of Lobbying Registrant:**

Prefix  \* First Name  Middle Name

\* Last Name  Suffix

\* Street 1  Street 2

\* City  State  Zip

**b. Individual Performing Services** (including address if different from No. 10a)

Prefix  \* First Name  Middle Name

\* Last Name  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:

\* Name: Prefix  \* First Name  Middle Name   
\* Last Name  Suffix

Title:  Telephone No.:  Date:

**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](mailto:ICDocketMgr@ed.gov) and reference the OMB Control Number 1894-0005.

**Optional - You may attach 1 file to this page.**

GEPA Section 427.pdf

Add Attachment

Delete Attachment

View Attachment

## Section 427: General Education Provisions Act (GEPA)

In accordance with Section 427 of the Department of Education's General Provision Act (GEPA), the OPI ensures equal access and participation in the SRCL project to all persons regardless of their gender, race, national origin, color, disability, or age. The Office of Public Instruction identifies and implements strategies to ensure that all of its population has equitable access to, and participation in, its federally assisted programs for students, teachers, and other program beneficiaries with special needs. The largest minority population in Montana is the Native American population. Efforts to ensure coordination and collaboration with agencies from Native American communities are reflected in all OPI activities. These proactive steps will ensure that project services are available to eligible students, families, and providers in communities throughout the state.

## Applicable elements:

Documents are translated, using translators and interpreters; and other formats (e.g., large print, Braille, text to speech software) at the state or local level, as needed.

Meet individual child needs that result from a disability to enable the child to be involved in and make progress in the general education curriculum.

Standard testing accommodations will be made for identified students with disabilities.

The OPI Implementation Team will ensure schools are using and have access to curriculum resources that are accessible and nonbiased to students, teachers, and other program beneficiaries with special needs.

Community and family involvement will reflect equitable access to all populations of the state of Montana and will not be limited by gender, race, national origin, color, disability, or age.

All professional development will be located in accessible facilities and necessary adaptive accommodations will be made to make the content of workshop accessible to all participants (e.g., large print, Braille, speech to text software, adaptive technology).

## 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**

Montana Office of Public Instruction

**\* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE**

Prefix:  \* First Name:  Middle Name:

\* Last Name:  Suffix:

\* Title:

\* SIGNATURE:

\* DATE:

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

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

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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.

	Add Attachment	Delete Attachment	View Attachment
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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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## You may now Close the Form

**You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.**

\* Attachment:

## The Montana Striving Readers Comprehensive Literacy Program (MSRCLP) Abstract

The Montana Striving Readers Comprehensive Literacy Program (MSRCLP) will award competitive subgrants to local educational agencies to advance literacy skills, including pre-literacy skills, reading, and writing for children from birth through Grade 12, with an emphasis on disadvantaged children. To meet the Absolute Priority, the MSRCLP will only award SRCL subgrants to subgrantees who propose a high-quality comprehensive literacy instruction program that is supported by moderate or strong evidence and aligns with the Montana Comprehensive Literacy Plan (MCLP) as well as local needs. The Montana Office of Public Instruction (OPI) will prioritize these awards by using a thoroughly conceived independent peer review process.

To meet the Competitive Preference Priority for Serving Disadvantaged Children, MSRCLP proposes a high-quality plan to award subgrants that will serve the greatest numbers or percentages of disadvantaged children, including establishing criteria for eligibility of subgrantees who must demonstrate they will serve children in Montana who are living in poverty (>50 percent of students eligible for free and reduced school lunch in K-12 and >50 percent of children at the 200 percent poverty level), are English learners, who are primarily American Indian in Montana (>20 percent of identified English learners), and are children with disabilities (>15 percent or 1,000 students identified with disabilities). To meet the Competitive Preference Priority for Alignment within a Birth through Fifth Grade Continuum, the OPI will provide TA using the revised MCLP that includes a continuum which aligns early language and literacy projects that serve children from birth to age 5 with programs and systems that serve students in kindergarten through Grade 5. The ultimate outcome of the MSRCLP is improved literacy skills of disadvantaged children and students across Montana.

## Project Narrative File(s)

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\* **Mandatory Project Narrative File Filename:**

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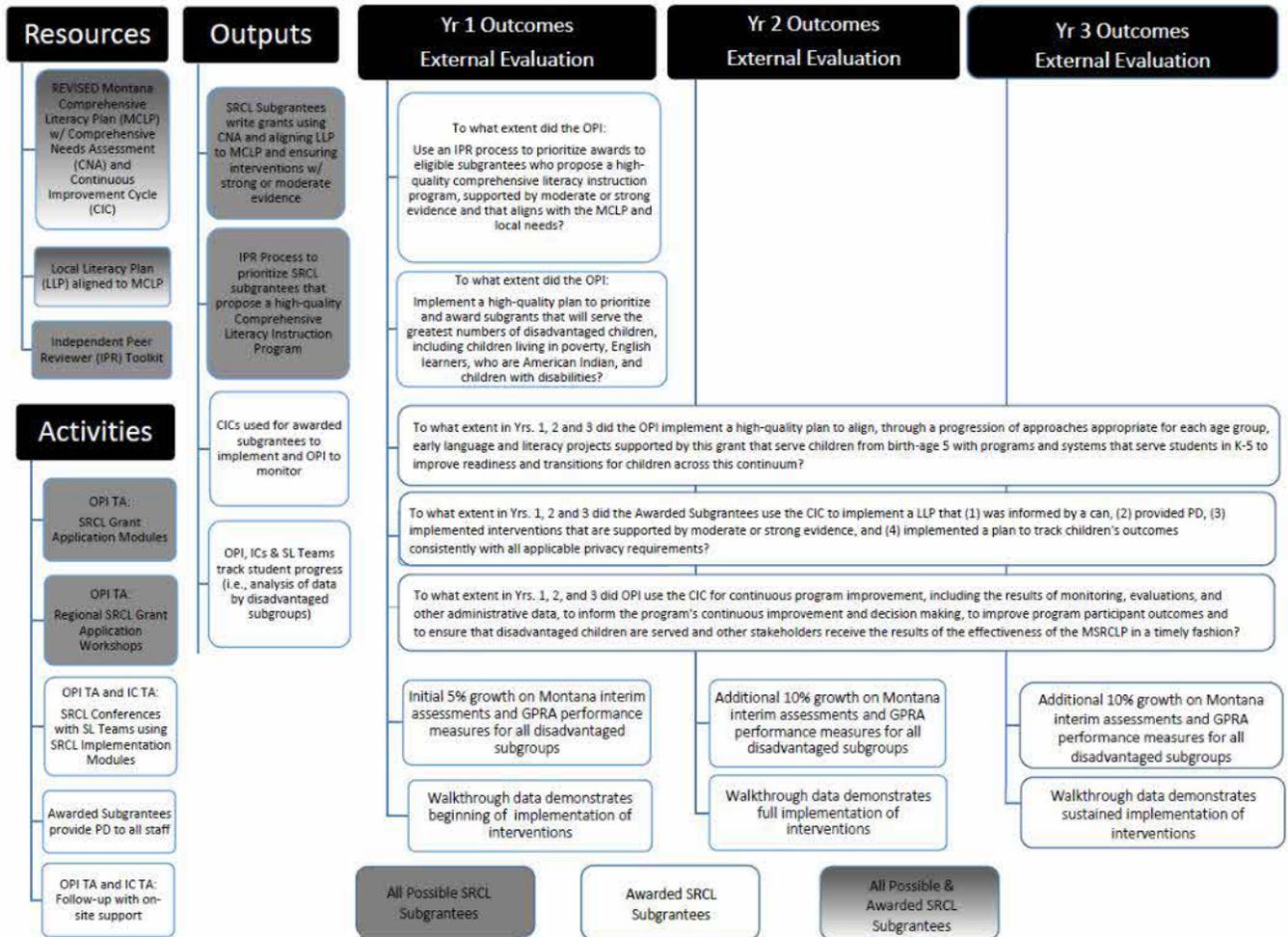
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# The Montana Striving Readers Comprehensive Literacy Project

## MSRCLP



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## The Montana Striving Readers Comprehensive Literacy Program (MSRCLP) Abstract

The Montana Striving Readers Comprehensive Literacy Program (MSRCLP) will award competitive subgrants to local educational agencies to advance literacy skills, including pre-literacy skills, reading, and writing for children from birth through Grade 12, with an emphasis on disadvantaged children. To meet the Absolute Priority, the MSRCLP will only award SRCL subgrants to subgrantees who propose a high-quality comprehensive literacy instruction program that is supported by moderate or strong evidence and aligns with the Montana Comprehensive Literacy Plan (MCLP) as well as local needs. The Montana Office of Public Instruction (OPI) will prioritize these awards by using a thoroughly conceived independent peer review process.

To meet the Competitive Preference Priority for Serving Disadvantaged Children, MSRCLP proposes a high-quality plan to award subgrants that will serve the greatest numbers or percentages of disadvantaged children, including establishing criteria for eligibility of subgrantees who must demonstrate they will serve children in Montana who are living in poverty (>50 percent of students eligible for free and reduced school lunch in K-12 and >50 percent of children at the 200 percent poverty level), are English learners, who are primarily American Indian in Montana (>20 percent of identified English learners), and are children with disabilities (>15 percent or 1,000 students identified with disabilities). To meet the Competitive Preference Priority for Alignment within a Birth through Fifth Grade Continuum, the OPI will provide TA using the revised MCLP that includes a continuum which aligns early language and literacy projects that serve children from birth to age 5 with programs and systems that serve students in kindergarten through Grade 5. The ultimate outcome of the MSRCLP is improved literacy skills of disadvantaged children and students across Montana.

**(a) State-level activities**

**(a)(1)** Montana is a vast (147,000 square miles), beautiful state defined by its diverse terrain ranging from the Rocky Mountains to the Great Plains. Our wide-open spaces offer many advantages, including Glacier National Park and Yellowstone National Park. The vastness of our state also offers challenges, including providing the needed support to our most disadvantaged children and students, especially American Indians living on the seven Indian Reservations across Montana. This SRCL grant, in collaboration and alignment with our Title I School Support program will greatly increase our capacity to support our most disadvantaged students, including children living in poverty, English learners, children with disabilities, and American Indian students. These children and students continue to perform well below proficiency on our state assessments.

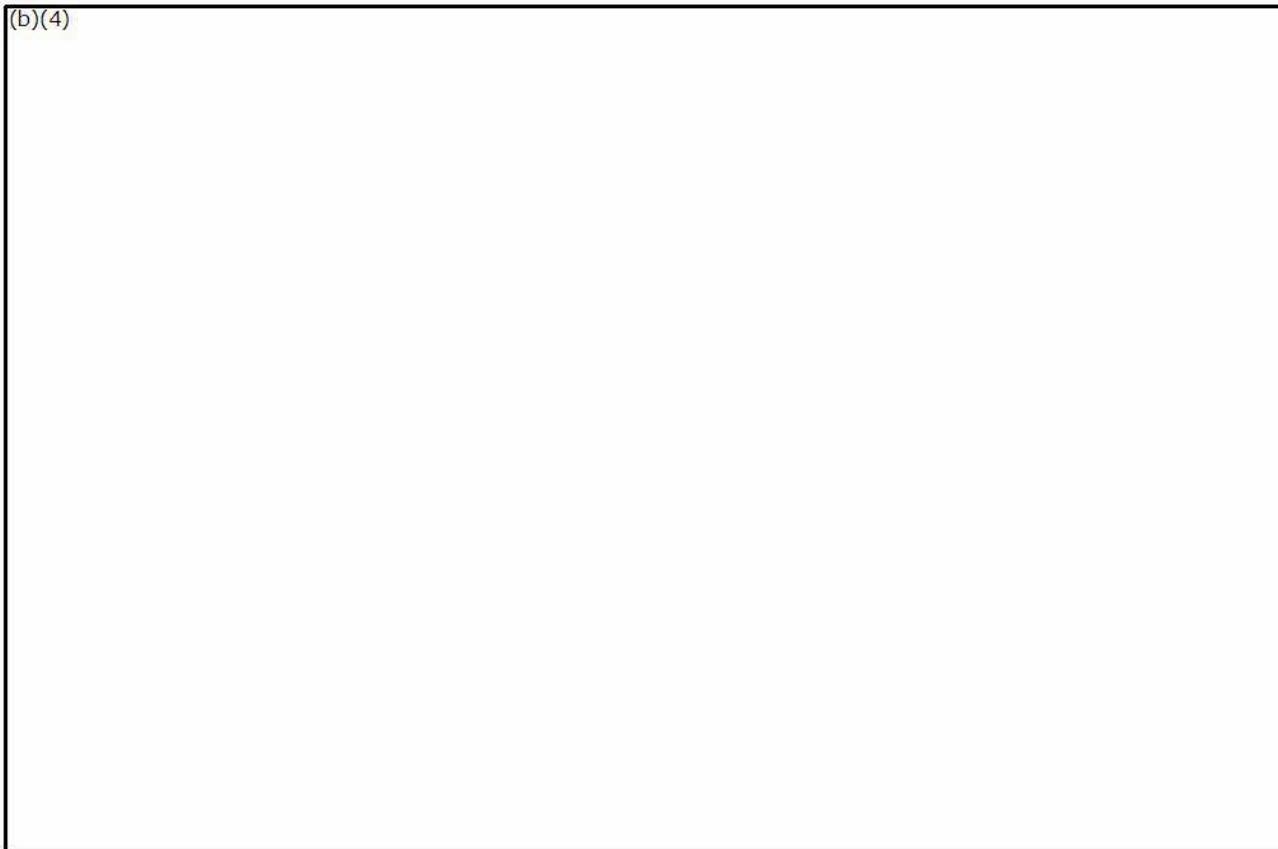
Montana's Office of Public Instruction (OPI) will support and provide technical assistance to its SRCL subgrantees to ensure they have a local literacy plan aligned with local needs that is designed to implement a high-quality comprehensive literacy instruction program that will improve student achievement. The OPI will also provide technical assistance to identify and effectively implement with interventions with fidelity supported by moderate or strong evidence.

**Montana Comprehensive Literacy Plan (MCLP)**

For the past five years, the OPI has been using the Montana Literacy Plan (MLP) published in November 2012 to implement the 2011 SRCL program and the Title I School Support program. Beginning in August 2017, the revised Montana Comprehensive Literacy Plan (MCLP) will replace the 2012 MLP. The MCLP was

developed with the assistance of a Statewide Literacy Team (Appendix, p. 38) that included key stakeholders (e.g., practitioners, universities, tribal representatives) that will review and update the MCLP annually. The revised MCLP (Appendix, p. 34-146) will be the foundation for all Technical Assistance (TA) provided by the Montana OPI to SRCL Subgrantees. See Appendix, p. 144 for overall graphic of the revised MCLP. The MCLP includes Comprehensive Literacy Instruction Components that provide information to districts, schools, and early childhood centers on addressing the pre-literacy and literacy needs of children from birth through Grade 12, with special emphasis on disadvantaged students. In addition, the MCLP contains a continuum of comprehensive literacy instruction for children from birth through Grade 12, with a special emphasis on the continuum from birth through Grade 5 (Appendix, p. 43, 52-57).

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The Montana Continuous Improvement Cycle (CIC) (Appendix, p. 147-148) is one of the School Improvement essentials. The CIC supports SRCL subgrantees in assessing local needs; in identifying, implementing, and monitoring interventions that are supported by strong or moderate evidence; in delivering effective Professional Development (PD) for implementing the interventions; and in tracking student progress to ensure strong outcomes for children and students. In the MCLP, the definition of comprehensive literacy instruction is the same as in this SRCL Grant and ESSA. Below is an overview of the Comprehensive Literacy Instruction Components within the MCLP.

## **MCLP COMPREHENSIVE LITERACY INSTRUCTION**

### **Curriculum Standards** (Appendix, p. 45-67)

#### **Children from Birth through Age 5** (Montana Early Learning Standards)

- Communication and Language Development
- Literacy
  - Shared Storybook Reading
  - Shared Informational Text Reading

#### **Students in Kindergarten through Grade 5** (Montana Common Core Standards for English Language Arts)

- Foundational Skills
- Literature (Print and Digital)
  - Using comprehension strategies
- Informational Text (Print and Digital)
  - Using comprehension strategies
- Language (Vocabulary)

- Writing
- Speaking and Listening

**Students in Middle and High School (Montana Common Core Standards)**

- Literature (Print and Digital)
  - Using comprehension strategies
- Informational Text (Print and Digital)
  - Using comprehension strategies
  - Using disciplinary literacy strategies in content area classes
- Writing
- Language (Vocabulary)
- Speaking and Listening

**Evidence-Based Interventions (Appendix, p. 67-72)**

- Research and identify interventions that are supported by moderate or strong evidence.
- Determine if an intervention that is supported by moderate or strong evidence is differentiated, appropriate, and relevant to proposed project and identified needs.
- Determine capacity to implement possible intervention.
- Choose whether or not to select the intervention. (Appendix, p. xx)

**Assessment and Data-Driven Decision Making (Appendix, p. 72-79)**

- Four Types of Assessments
- Comprehensive Assessment System
- Valid and Reliable Assessments

- Data Collection Systems
- Using Data to Inform Instruction
- State Assessments

**Amount and Quality of Instruction** (Appendix, p. 79-98)

- Bell-to-Bell Instruction
- Quality Instruction (children from birth to age 5, students in kindergarten through Grade 5, students in middle school and high school)
- Universal Design: Differentiated Instructional Approaches
- Explicit and Systematic Instruction
- Multi-Tiered Systems of Support
- Technology and Digital Media

**Literacy Instruction for Supporting Disadvantaged Students** (Appendix, p.98-110)

- Disadvantaged Children: Birth to Age 5
- Disadvantaged Students: Kindergarten through Grade 5
- Disadvantaged Students: Middle School and High School

**Motivation for Teaching and Learning** (Appendix, p. 110-114)

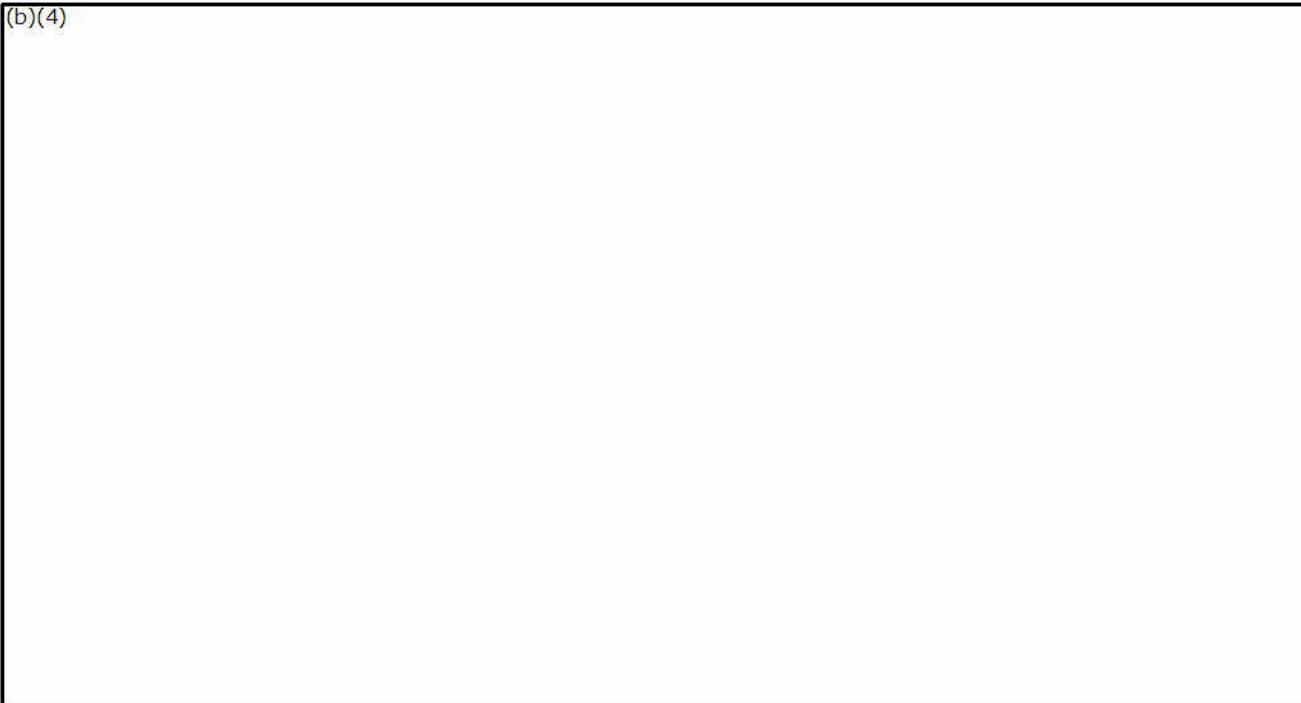
- Motivation for Teaching
  - Mindset
  - Teaching Goals
- Motivation for Learning
  - Self-Efficacy
  - Learning Goals

## **MONTANA OPI TECHNICAL ASSISTANCE**

Technical Assistance (TA) delivered by Montana OPI will ensure SRCL Subgrantees implement a high-quality comprehensive literacy instruction program that will improve student achievement by identifying and implementing interventions that are supported by moderate or strong evidence, and are aligned to local needs.

The OPI will provide two general categories of TA: (1) TA for all possible SRCL Subgrantees to assist in the development of their SRCL Subgrant Applications and (2) TA for Awarded SRCL Subgrantees on the implementation with fidelity of selected evidence-based interventions and on the development of a local plan for professional development. Two teams will be responsible for providing TA: the OPI Team and the Instructional Consultant (IC) Team. See (Appendix, p. 173) for a list of roles and responsibilities of the teams, including the School Leadership (SL) Teams that will provide professional development to all staff.

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## **Technical Assistance for Awarded SRCL Subgrantees: Implementation and Support for High-Quality Comprehensive Literacy Instruction**

The OPI and IC Teams will provide TA to each subgrantee's School Leadership (SL) team, which includes the building principal and instructional coach. The SL Team, in turn, will provide high-quality professional development to school staff. The TA includes three components: SRCL Conferences, SRCL Grant Implementation Modules, and follow-up with on-site support. The OPI will host two, 2-day SRCL Conferences each year in Helena, the state capital.

**SRCL Grant Implementation Modules** Each SRCL Grant Implementation Module contains both online and print resources, including PowerPoint presentations, step-by-step presenter notes that include content information and active engagement strategies for educators, participant notes, related media (e.g., audio clips, video clips, and slideshows), and handouts and resources for educators.

Through SRCL Conferences with follow up, on-site support, the OPI and IC Teams will deliver TA using the SRCL Grant Implementation Modules. During the conferences, the modules will be presented and then given to the SL Teams. The OPI, ICs, and SL Teams will work together to determine the parts of the modules that address previously identified local needs as determined by the Montana Comprehensive Needs Assessment. Then the SL Teams with TA from the OPI and ICs will write clear next steps in their implementation plans to ensure implementation of a comprehensive literacy instruction program. The OPI, ICs, and SL Teams will provide follow-up, on-site PD using the modules to ensure all staff receive high-quality PD that is differentiated

and based on local needs. Based on student population and needs of subgrantee, the OPI will provide one to two days of on-site support and the ICs three to six days.

### **SRCL Conference 1**

**Day 1:** Comprehensive Literacy Instruction

**Day 2:** Montana's Comprehensive Improvement Cycle (CIC) (Appendix, p. 147, 148)

### **SRCL Conference 2**

**Day 1:** Implementation of Selected, Relevant Evidence-Based Interventions with Fidelity

**Day 2:** Implementation of CIC with Fidelity

### **SRCL CONFERENCE 1**

#### **Day 1: Comprehensive Literacy Instruction Aligned to Local Needs**

##### Objectives

- To develop a deeper understanding of the components of comprehensive literacy instruction.
- To ensure local needs align with components of comprehensive literacy instruction.
- To have in-depth knowledge about SRCL Grant Implementation Module.

#### SRCL Grant Implementation Module: Comprehensive Literacy Instruction Aligned to

##### Local Needs

This SRLC Subgrant Application and Implementation Module will include using the MCLP for the what, why, when, and how of comprehensive literacy instruction.

(Appendix, p. 42-114).

#### **Follow-Up, On-Site Support**

- Support for development of PD on implementation of high-quality comprehensive literacy instruction.

- Support for development of PD on implementation of selected interventions that are supported by moderate or strong evidence.

## **Day 2: Montana Continuous Improvement Cycle (CIC)**

### Objectives

- To develop a deeper understanding of the five steps in the CIC.
- To become familiar with SRCL Grant Implementation Module.

### SRCL Grant Implementation Module: CIC

This module will include using the MCLP for the what, why, when, and how of the CIC (Appendix, p. 147, 148).

### **Follow-Up, On-Site Support**

- Support for implementation of selected interventions (Local Literacy Plan) with fidelity using the CIC.
- Support for development of plan to track progress of student outcomes on effectiveness of interventions.

## **SRCL CONFERENCE 2**

### **Day 1: Implementation of Evidence-Based Interventions with Fidelity**

#### Objectives

- To refine and improve the implementation of LLPs to ensure evidence-based interventions are being implemented with fidelity.
- To understand how to use the MCLP Alignment Tool to ensure components of comprehensive literacy instruction are still aligned to the Local Literacy Plan and implemented with fidelity.
- To become familiar with SRCL Grant Implementation Module.

## SRCL Grant Implementation Module: Implementation of Evidence-Based Interventions with Fidelity

This module will include using the MCLP for the what, why, when, and how of implementing interventions with fidelity (Appendix, p. 67-72).

### **Follow-Up, On-Site Support**

- Support for development of PD on implementing with fidelity high-quality comprehensive literacy instruction.
- Support for development of PD on implementing with fidelity selected interventions that are supported by moderate or strong evidence.

## Day 2: Implementation of Continuous Improvement Cycle (CIC) with Fidelity

### Objectives

- To allow School Leadership (SL) Teams to dig deeper into their implementation of the five steps of the CIC.
- To become familiar with SRCL Subgrant Implementation Module.

## SRCL Grant Implementation Module: Implementation of CIC with Fidelity

This module will include using the MCLP for the what, why, when, and how of implementing CIC (Appendix, p. 132-134).

### **Follow-up, On-Site Support**

- Implementing with fidelity selected evidence-based interventions using the five steps of the CIC.

- Support in implementing with fidelity a plan to track progress of student outcomes to determine effectiveness of interventions and make needed changes based on analyzing and refining Gap Analysis from SRCL Subgrant Application.

Note: In Years 2 and 3, the OPI will continue to develop SRCL Grant Implementation Modules based on the external evaluation to ensure the OPI is making data-driven decisions and supporting subgrantees in implementing comprehensive literacy instruction to meet the needs of disadvantaged children and students.

**(a)(2)** Education Northwest, a nonprofit educational research organization, will conduct an independent evaluation of MSRCLP. Its Center for Research, Evaluation, and Analysis includes professional researchers and evaluators with expertise in formative and summative evaluation, experience in the collection, management, and analysis of quantitative and qualitative data, and over 15 years of experience evaluating literacy initiatives in Montana (e.g., Reading Excellence Act, Reading First, Early Reading First, Striving Readers, and Preschool Development Grant) and other states (e.g., Reading First evaluations in Alaska, Arizona, Idaho, Washington, and Wyoming; Striving Readers in Washington).

The evaluation will employ a comprehensive mixed-methods design, using quantitative and qualitative data. A variety of methods will be employed and are detailed below.

While Education Northwest will conduct the evaluation independently of the OPI, they will collaborate with the OPI throughout the grant period to ensure instruments have content validity and provide valuable formative feedback. The evaluation addresses eight research questions that are also identified as objectives and outcomes in the MSRCLP Logic Model (Appendix, p. 149) and Section E.

1. To what extent did the OPI use an independent peer review process to prioritize awards to eligible subgrantees who propose implementing a high-quality comprehensive literacy instruction program, supported by moderate evidence or strong evidence, and that aligns with the MCLP as well as local needs?
2. To what extent did the OPI implement a high-quality plan to prioritize and award subgrants that will serve the greatest numbers or percentages of disadvantaged children, including children living in poverty, English learners who are primarily American Indian in Montana, and children with disabilities?
3. To what extent in did the OPI implement a high-quality plan to align, through a progression of approaches appropriate for each age group, early language and literacy projects supported by this grant that serve children from birth to age 5 with programs and systems that serve students in kindergarten through Grade 5 to improve readiness and transitions for children across this continuum?
4. To what extend did the Awarded SRCL Subgrantees submit and use the CIC to implement a local literacy plan that (1) was informed by a comprehensive needs assessment and that was aligned with the MCLP, (2) provided professional development, (3) included interventions and practices that are supported by moderate or strong evidence, and (4) included and used a plan to track children's outcomes consistent with all applicable privacy requirements?
5. To what extent did the Awarded SRCL Subgrantees and the OPI (1) use the CIC for continuous program improvement to inform the program's decision making, to improve program participant outcomes, and to ensure that disadvantaged children are served and other stakeholders receive the results of the effectiveness of the

MSRCLP in a timely fashion, (2) advance the literacy skills (including preliteracy skills, reading, and writing) of all students, (3) advanced the literacy skills of disadvantaged students (children living in poverty, English learners who are primarily American Indian in Montana, and children with disabilities) in particular, and (4) what percentage of students served by MSRCLP are disadvantaged?

6. To what extent do Awarded SRCL Subgrantees' meet short-, mid-, and long-term outcomes as defined in the MSRCLP Logic Model (Appendix, p. 149)?
7. How has the OPI addressed sustainability and to what extent are Awarded SRCL Subgrantees' Local Literacy Plans sustainable beyond the life of the grant?

In answering the evaluation questions, Education Northwest will engage in a number of activities. These activities are displayed in the following table along with their alignment to the research questions. Following the table, each activity is described in more detail.

### Evaluation Activities and Research Questions

Activities	Research Question						
	1	2	3	4	5	6	7
Montana Comprehensive Needs Assessment analysis			X	X	X	X	X
Montana's Student Assessments analysis including GPRA			X	X	X	X	X
Ongoing surveys of SRCL TA and PD	X	X	X	X	X		X
Annual OPI Team interviews	X	X	X	X	X	X	X

Annual Awarded SRCL subgrantee staff (teachers, principals, etc.) survey	X	X	X	X	X	X	X
Document review	X	X	X	X	X	X	X

The OPI will share data with Education Northwest as needed for reporting. Data from Awarded SRCL Subgrantees will be collected through a secure site following the OPI Data Governance Process. The Awarded SRCL subgrantees will engage in the Montana Comprehensive Needs Assessment process, at least annually. Education Northwest will describe the needs assessment data using descriptive statistics (i.e., frequencies, means, standard deviations) at least once a year.

To assess infant and toddlers, Education Northwest will add a question on the annual SRCL survey that will identify results of local data and transition activities. The results will be reported qualitatively on the GPRA. Three times a year (fall, winter, and spring), schools will assess students using Montana’s interim assessments. They will use Montana’s State Assessments once a year.

The table below summarizes the administration of student assessments. Montana’s interim assessments will include the Expressive and Receptive One Word Picture Vocabulary Test (E/ROWPVT), Istation’s Indicators of Progress (ISIP), and the Dynamic Indicators of Basic Early Literacy Skills (DIBELS). Montana’s statewide assessments will include the ACT (reading and writing) and the Smarter Balanced Assessment (SBA) for reading and writing. After each assessment window, Education Northwest will

analyze data at the state, school, and grade levels (including prek) and return these analyses to the state (and the sites) in a timely manner for staff to use in the CIC.

For ongoing student assessment data analyses (fall, winter, and spring), Education Northwest will calculate and report the percentages of children and students proficient for all disadvantaged subgroups. For the annual report, Education Northwest will analyze data within and across years, as appropriate. We will use nonparametric tests to compare the proportion of students in tiers from fall to spring. Additionally, these data, and others that are only available annually (i.e., ACT and SBA), will be analyzed by comparing data from the current year to that from the previous year (i.e., fall to fall and/or spring to spring). We will use appropriate statistical tests to analyze scale/standard scores from the E/ROWPVT, ACT, and SBA. For GPRA, Education Northwest will calculate the percentage of children aged 3 to 5 who make significant gains on the E/ROWPVT from fall to spring and the percentage of fifth- and eighth-grade students proficient on the SBA and tenth-grade students proficient on the ACT.

**Child and Student Assessments Administration**

<b>Student Assessment</b>	<b>Children age 3 to 5</b>	<b>K-5</b>	<b>6-12</b>
E/ROWPVT*	F/W/S	F/W/S	
ISIP	F/W/S	F/W/S	
DIBELS		F/W/S	
ACT*			S
SBA*		S	S

F = Fall; W = Winter; S = Spring; \* = GPRA

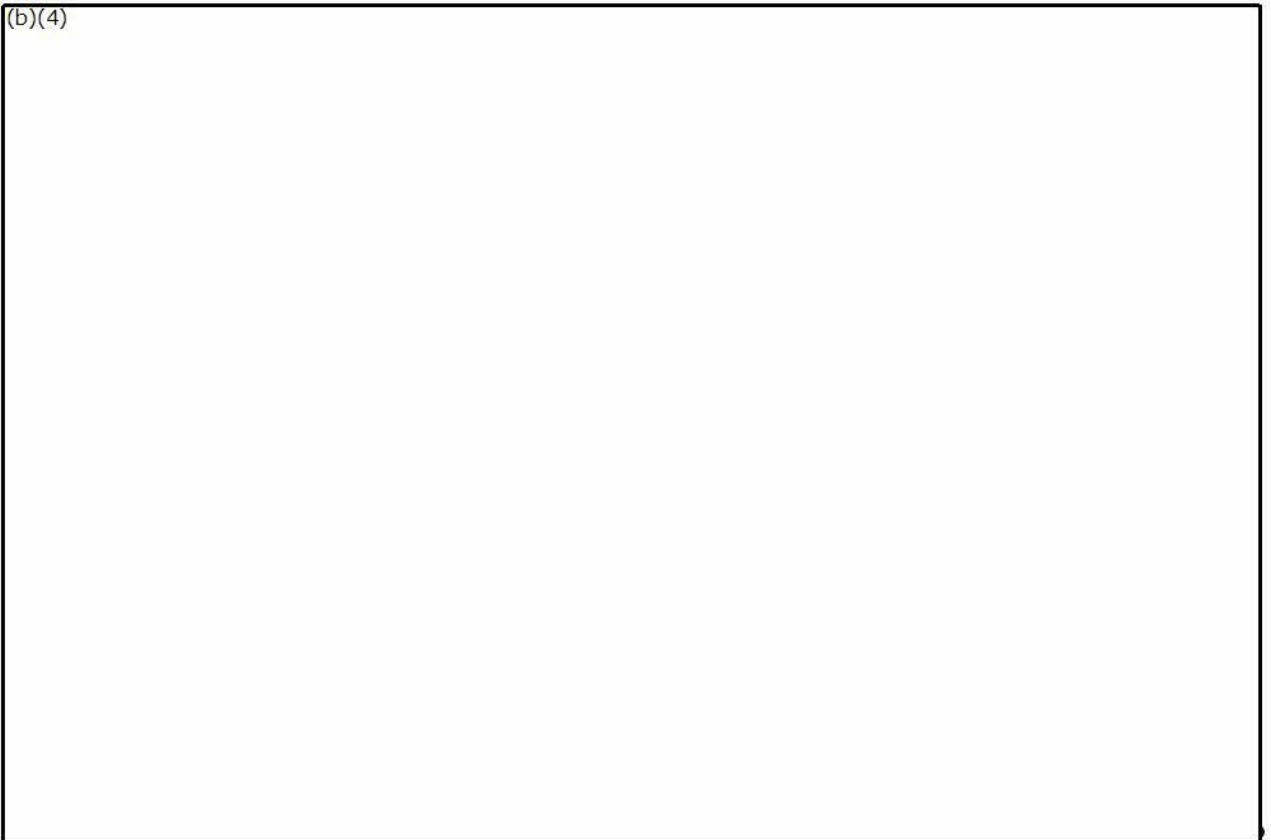
Education Northwest will develop an online survey for Awarded SRCL Subgrantee staff members attending Regional SRCL Subgrant Application Workshops and SRCL Conferences and receiving onsite support, TA, and PD from the OPI, IC, and SL Teams. Staff members will complete the survey following each event. Education Northwest will analyze these data monthly, by school, grade level (infant/toddler, PreK, K-5, 6-12), and provider (OPI, IC or SL Team). Education Northwest will return descriptive statistic results (frequencies) to the OPI. The OPI can use these results to strengthen the CIC.

Education Northwest will review a variety of project documents, including documents used for the peer-review process, workshop and conference agendas, local literacy and implementation plans, and minutes from the OPI Team meetings. Reviewing these resources will provide contextual information important to developing the interview protocols and surveys.

Each spring, Education Northwest will conduct telephone interviews with the OPI and IC Team members. The focus of the interviews will be about selection of subgrantees; activities, support, and technical assistance provided to subgrantees; subgrantees' short-, mid-, and long-term goals and the extent to which team members estimate subgrantees have accomplished them; challenges encountered by Awarded SRCL Subgrantees implementing local projects; and sustainability. Qualitative data will be content analyzed for common themes. These data will support the interpretation of quantitative data while providing a vivid picture of implementation.

Education Northwest will regularly communicate with the OPI to stay apprised of project activities. Each summer, Education Northwest will compile an annual report summarizing all data collected (i.e., needs assessment data; student assessment data in preliteracy, reading and writing for all students, especially disadvantaged students; interviews; and ongoing and annual survey data), in addition to the annual, triannual, and monthly reporting of the Montana Comprehensive Needs Assessment, student assessment, and survey data (respectively). All reporting will be user-friendly for a lay audience and will incorporate graphic representations throughout, as appropriate. Education Northwest will analyze GPRA data annually. The reports (shared publicly) will support the OPI in using the CIC to collect data and other information to inform continuous improvement and evaluate the effectiveness and impact of the local projects.

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### **(c) SEA monitoring plan**

Since problems are more likely to occur during the implementation of a new intervention, the OPI's plan for monitoring local projects will emphasize evaluating an intervention's fidelity of implementation. In addition, the OPI is aware that the monitoring plan for the first year of the grant will be different from the monitoring plan for the second and third years. In the first year, OPI will monitor the program to determine whether or not the proposed local project described in SRCL Subgrantee Grant Application is being implemented. This monitoring plan will align with the last two steps of Montana Continuous Improvement Cycle (CIC). In the second or third years, it is possible that, based on the local monitoring plan, a subgrantee may need to select a new evidence-based intervention to replace the one they originally chose. Therefore, this OPI monitoring plan will use the CIC to ensure for ongoing continuous improvement. See Appendix, p.132-134 and 147-148 for complete description of the CIC.

### **Montana Continuous Improvement Cycle (CIC)**

Step 1: Assess Needs

Step 2: Select Relevant, Evidence-Based Interventions

Step 3: Create Plan for Implementation

Step 4: Implement and Monitor Plan

Step 5: Reflect and Revise Plan

Education Northwest, the external evaluator, will also evaluate the extent to which the OPI was successful in monitoring local projects. For additional clarification, refer to the MSRCLP Logic Model (Appendix, p. 149), which provides a conceptual framework and describes the relationships among the key components and outcomes in the MSRCLP.

### **(c)(1) High-Quality Plans for Monitoring Local Projects**

The OPI has a high-quality monitoring plan to ensure that interventions that are part of a subgrantee's local project are aligned with both the Montana Comprehensive Literacy Plan (MCLP) and the Local Literacy Plan (LLP).

## **Year 1 of Montana Striving Readers Comprehensive Reading Program (MSRCLP)**

### **Activity 1: Conduct an On-site Audit of Selected Interventions**

The OPI will conduct an on-site audit (e.g., classroom walkthroughs) to validate that a subgrantee purchased/selected and is using the intervention(s) they proposed in their SRCL Subgrant Application. In the SRCL Subgrant Application, the alignment of proposed interventions to the MCLP and LLP was carefully reviewed by Independent Peer Reviewers using the MCLP Alignment Tool Process described in (b)(2)(ii). If the audit reveals that a proposed intervention was not purchased or implemented, future SRCL subgrant funding (i.e., years 2 and 3) will be in jeopardy. Rationale: To ensure that the SRCL Subgrant is being implemented as awarded.

Timeline: Year 1, Party Responsible: OPI

## **Years 2 and/or 3 of MSRCLP**

If a subgrantee determines that a particular intervention is not producing desired results, the subgrantee must then determine if the problem is with the intervention itself or if the intervention is not being implemented with fidelity, a requirement of (c)(4). If it is determined that the problem is with the intervention itself, a subgrantee can decide to replace the intervention they originally chose with a newly selected one.

### **Activity 1: Determine Alignment of Newly Proposed Intervention to MCLP and LLP**

As described in the CIC's Step 4: Implement and Monitor Plan, a subgrantee may determine the need to implement a different intervention from the one originally proposed in their SRCL Grant Application. To determine if a newly proposed intervention is aligned with the MCLP and LLP, the OPI will incorporate the same MCLP Alignment Tool Process originally used by Peer Reviewers as described in (b)(2)(ii).

Rationale: To ensure newly proposed interventions are aligned with the MCLP and LLP.

Timeline: Years 2 and/or 3, Party Responsible: OPI

**(c)(2)** The OPI has a high-quality monitoring plan to ensure that interventions that are part of a subgrantee's local project are supported by moderate or strong evidence to the extent appropriate and available.

### **Year 1 of MSRCLP**

#### **Activity 1: Conduct an On-site Audit of Selected Interventions**

The OPI will conduct an on-site audit (e.g., classroom walkthroughs) to validate that a subgrantee purchased/selected and is using the intervention(s) they proposed in their SRCL Subgrant Application. In the SRCL Subgrant Application, the extent to which a proposed intervention is supported by moderate or strong evidence was carefully

reviewed by Peer Reviewers using the Independent Peer Reviewer Toolkit described in (b)(2)(i). If the audit reveals that a proposed intervention was not purchased or implemented, future SRCL Subgrant funding (i.e., years 2 and 3) will be in jeopardy.

Rationale: To ensure that a SRCL Subgrant is being implemented as awarded.

Timeline: Year 1, Party Responsible: OPI

### **Years 2 and/or 3 of MSRCLP**

If a subgrantee determines that a particular intervention is not producing desired results, the subgrantee must then figure out if the problem is with the intervention itself or if the intervention is not being implemented with fidelity, as described in (c)(4). If it is determined that the problem is with the intervention itself, a subgrantee might decide to replace the intervention they originally chose with a newly selected one.

### **Activity 1: Determine If Any Newly Proposed Intervention Is Supported by Moderate or Strong Evidence**

According to the CIC's Step 4: Implement and Monitor Plan, a subgrantee may determine the need to implement a different intervention from the one originally proposed in their SRCL Subgrant Application. To determine if a newly proposed intervention is supported by moderate or strong evidence, the OPI will incorporate the same Peer Review Toolkit and process originally used by Peer Reviewers as described in (b)(2)(i). Rationale: To ensure that any newly proposed interventions are supported by moderate or strong evidence.

Timeline: Years 2 and/or 3, Party Responsible: OPI

## **Activity 2: Determine Relevance of Research Studies Used to Support Selection of Newly Proposed Evidence-Based Interventions**

According to the CIC's Step 4: Implement and Monitor Plan, a subgrantee may determine the need to implement a different intervention from the one originally proposed in their SRCL Subgrant Application. To determine the relevance of research studies used to support selection of newly proposed evidence-based interventions, the OPI will incorporate the same process originally used by Peer Reviewers as described in (b)(2)(iv). In addition, OPI will monitor the program to confirm that teachers and other school staff actually understand the studies that support each evidence-based intervention. Rationale: To ensure the relevance and knowledge of research studies used to support the selection of evidence-based interventions thus increasing buy-in for implementation.

Timeline: Years 2 and/or 3, Party Responsible: OPI

**(c)(3)** The OPI has a high-quality monitoring plan to ensure that interventions proposed by the local project are age-appropriate for children from birth through age 5 or students in kindergarten through Grade 5 as well as differentiated for children and students who live in poverty, have a disability, or are English learners who in Montana are primarily American Indian. The OPI team has extensive experience in supporting children and students in birth through age 5 and students in kindergarten through Grade 5. See Resumes in Appendix for evidence of expertise.

### **Year 1 of MSRCLP**

#### **Activity 1: Conduct an On-site Audit of Selected Interventions**

The OPI will conduct an on-site audit (e.g., classroom walkthroughs) to validate that a subgrantee purchased/selected and is using the intervention(s) they proposed in their SRCL Subgrant Application. In the Subgrant Application, the extent to which a proposed intervention is age-appropriate and differentiated was carefully reviewed by Peer Reviewers using the SRCL Subgrant Scoring Rubric in the Peer Reviewer Toolkit as described in (b)(2)(iii). If the audit reveals that a proposed intervention was not purchased or implemented, future SRCL Subgrant funding (i.e., years 2 and 3) will be in jeopardy. Rationale: To ensure that a SRCL Subgrant is being implemented as awarded. Timeline: Year 1, Party Responsible: OPI

### **Years 2 and/or 3 of MSRCLP**

If a subgrantee determines that a particular intervention is not producing desired results, the subgrantee must then figure out if the problem is with the intervention itself or if the intervention is not being implemented with fidelity, a requirement of (c)(4). If it is determined that the problem is with the intervention itself, a subgrantee might decide to replace the intervention they originally chose with a newly selected one.

### **Activity 1: Determine If Use of Intervention Is Appropriate and Differentiated**

According to the CIC's Step 4: Implement and Monitor Plan, a subgrantee may determine the need to implement a different intervention from the one originally proposed in their SRCL Subgrant Application. To determine if a newly proposed intervention is age-appropriate and differentiated, the OPI will incorporate the same Peer Reviewer Toolkit and process originally used by Peer Reviewers as described in

(b)(2)(iii). Rationale: To ensure that any newly proposed interventions are age-appropriate and differentiated. Timeline: Years 2 and/or 3, Party Responsible: OPI

**(c)(4) Note**: Monitoring of the alignment of interventions to the MCLP and LLP is described in (c)(1). The OPI defines *fidelity of implementation* as “the extent to which an intervention is delivered in accordance with the intended (and tested) design.” Dane and Schneider (1998) have identified five aspects of fidelity of implementation: (1) adherence, (2) exposure or duration, (3) quality of program delivery, (4) program differentiation, and (5) student responsiveness. Using a Fidelity of Implementation Checklist (to be developed), the OPI will use these five aspects to monitor an intervention’s fidelity of implementation.

#### **Implementation Activity 1: Monitor for Adherence**

To monitor for adherence, the OPI and Instructional Consultants (ICs) will meet with the teachers during weekly planning time to provide support in planning lessons to ensure all components of an intervention are being taught. The OPI and ICs will also conduct classroom walkthroughs to check for adherence and usage of all components of an intervention. Many interventions contain more than one instructional component, which is especially true for core reading programs. The OPI will monitor the program to determine that the instructional component of an intervention being implemented is a component that aligns with the LLP and local project. For example, if an identified local need is instruction in phonological awareness, the OPI will monitor the program to make sure that the subgrantee has not confused phonological awareness instruction with phonics instruction. Rationale: To ensure teachers are implementing the relevant and appropriate components of an intervention.

Timeline: Year 1; Years 2, and/or 3 if a newly selected intervention is purchased and/or any new teachers are hired, Parties Responsible: OPI and ICs

### **Implementation Activity 2: Monitor for Exposure or Duration**

The OPI and ICs will monitor pacing of instruction and lesson length of interventions through classroom walkthroughs. They will observe if pacing is keeping students engaged and if it allows for lesson(s) to be completed as designed. Rationale: To ensure teachers are implementing an intervention for the appropriate length of time (i.e., days and minutes) and that a teacher's pace is on target.

Timeline: Years 1, 2, 3, Parties Responsible: OPI and ICs

### **Implementation Activity 3: Monitor for Quality of Program Delivery**

The OPI and ICs will monitor the quality of intervention program delivery through classroom walkthroughs and teacher planning meetings. They will observe for explicit vs. implicit language, scaffolding during instruction, corrective feedback, clear and consistent instructions, and that groups and transitions are effectively managed within lesson planning and the teaching of the lesson. Rationale: To ensure teachers are providing the necessary delivery methods that support increased child and student outcomes, especially children living in poverty, English learners, and children with disabilities. Timeline: Years 1, 2, 3, Parties Responsible: OPI and ICs

### **Implementation Activity 4: Monitor for Program Differentiation**

The OPI and ICs will monitor for intervention program differentiation (when an element of the program is missing or not being implemented, the program is differing from the original design) through daily classroom walkthroughs and weekly teacher planning meetings, when on-site. They will observe to make sure teachers are implementing (i.e.,

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planning and teaching) all components of an intervention and are not inserting resources which are not part of the intervention. Rationale: To ensure components of the intervention are not being added, deleted, or changed and, thus, moving further away from a high degree of fidelity.

Timeline: Years 1, 2, 3, Parties Responsible: OPI and ICs

### **Implementation Activity 5: Monitor for Student Responsiveness**

The OPI and ICs will monitor for student responsiveness through daily classroom walkthroughs and student assessment data. They will observe for student's time on task with the lesson and analyze student assessment data with teachers during teacher planning meetings. Child and student assessments will help determine how well the intervention is being implemented to meet child and student needs and improve outcomes, especially for children living in poverty, English learners, and children with disabilities. Rationale: To ensure that teacher planning is adequate to deliver an intervention that keeps children and students on task and results in improved outcomes.

Timeline: Years 1, 2, 3, Parties Responsible: OPI and ICs

This SRCL grant, in collaboration and alignment with our Title I School Support program will greatly increase our capacity to monitor and support districts and schools that are serving the most disadvantaged students, including children living in poverty, English learners, children with disabilities, and American Indian students, who, overall, continue to perform well below proficiency on our state assessments. In addition, MT will be able to provide unique knowledge and experience to the National Evaluation for the SRCL Program about rural schools and Indian Education.

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**(e) Adequacy of resources**

**(e)(1)** The OPI considers that *objectives* are the goals and outcomes of the proposed project, *design* is the purpose, planning, or intention that exists behind the objective, and *potential significance* is the importance or consequence of the objective and design.

**MSRCLP Objectives, Design, and Potential Significance of the Proposed Project**

**Objective 1** To use an independent peer review process to prioritize awards to eligible subgrantees who propose implementing a high-quality comprehensive literacy instruction program, supported by moderate or strong evidence, and that aligns with the MCLP as well as local needs. **Design** The OPI will provide TA through SRCL Grant Application Modules and Regional SRCL Grant Application Workshops to support SRCL

subgrantees with their subgrant application. Independent Peer Reviewers will use the Independent Peer Reviewer Toolkit to score the applications. The OPI will announce Subgrantees who have been awarded. **Significance** The Independent Peer Review process will ensure Awarded SRCL Subgrantees implement interventions that are proven to work, which will strengthen their high-quality comprehensive literacy instruction programs, and will improve child and student literacy outcomes. **Number of persons to be served:** The OPI estimates (based on past experiences) 40 of the 80 districts will apply, comprised of 100 to 120 schools, each with a School Leadership Team of three to five people. Therefore, a total of 300 to 500 educators will view the SRCL Subgrant Application Modules, attend Regional SRCL Subgrant Application Workshops, and write a SRCL Subgrant Application. **Results and benefit:** All possible subgrantees will receive TA on how to develop a high-quality comprehensive literacy instruction program, identify interventions supported by moderate or strong evidence, and learn how to align their Local Literacy Plans (LLPs) with the MCLP as well as with local needs.

**Objective 2:** To implement a high-quality plan to prioritize and award subgrants that will serve the greatest numbers or percentages of disadvantaged children, including children living in poverty, English learners, and children with disabilities. **Design:** The OPI will set eligibility criteria to ensure only subgrantees that have high percentages of children living in poverty, English learners, and children with disabilities are eligible to apply for a subgrant. **Significance:** The MSRCLP will serve high percentages and numbers of children and students that need the most support, including children living in poverty, English learners, and children with disabilities. **Number of persons to be**

**served:** The OPI estimates that there possibly 25 to 35 SRCL Subgrants to be awarded, which will serve 15,000 children and students (approximately 40 percent will be American Indian) and over 2,000 educators. **Results and benefit:** Montana's most disadvantaged children and students will receive the support needed in comprehensive literacy instruction to improve their literacy outcomes.

**Objective 3:** To implement a high-quality plan to align, through a progression of approaches appropriate for each age group, early language and literacy projects serving children from birth to age 5 with programs and systems to improve readiness and transitions for children across this continuum. **Design:** The OPI will support Awarded Subgrantees with TA during SRCL Conferences and follow-up, on-site support using the continuum of resources within the MCLP that are designed for birth to Grade 5. **Significance:** The OPI and the Awarded SRCL Subgrantees will develop and implement plans within and across settings that build on a shared vision, a common foundation and mutual understanding of comprehensive literacy instruction programs, leadership, policies, and continuous improvement through the use of the CIC. **Number of persons to be served:** The OPI estimates that within the group of 25 to 35 Awarded SRCL Subgrantees are 7,500 children from birth through Grade 5 (approximately 40 percent will be American Indian) and over 1,000 educators who teach children from birth through Grade 5. **Results and benefit:** Awarded SRCL Subgrantees and the OPI will develop stronger alignment and continuity across systems to create positive, high-quality experiences and environments for children from birth through Grade 5.

**Objective 4:** To ensure all Awarded SRCL Subgrantees submit and implement a local literacy plan that (1) is informed by a comprehensive needs assessment aligned with the MCLP, (2) provides professional development, (3) includes interventions and practices that are supported by moderate or strong evidence, and (4) includes a plan to track children's outcomes consistent with all applicable privacy requirements. **Design:** The OPI will provide TA for Awarded SRCL Subgrantees on using the CIC to implement Local Literacy Plans that are aligned with the MCLP. **Significance:** The Awarded SRCL Subgrantees will strengthen their LLPs by improving the implementation of interventions supported by moderate or strong evidence, which will result in improved outcomes for children and students living in poverty, English learners, and children with disabilities. **Number of persons to be served:** The OPI estimates that the group of 25 to 35 Awarded SRCL Subgrantees will include 15,000 children and students (approximately 40 percent will be American Indian) and over 2,000 educators. **Results and benefit:** Awarded SRCL Subgrantees will have stronger LLPs that will ensure sustainability of local projects beyond federal financial assistance.

**Objective 5:** The OPI will use the CIC and the results of monitoring and evaluations and other administrative data to inform the continuous improvement and decision making, to improve program participant outcomes, and to ensure that disadvantaged children are served and other stakeholders receive the results of the effectiveness of the MSRCLP in a timely fashion. **Design:** The OPI will use the CIC as the foundation for TA and monitoring to ensure that Awarded SRCL Subgrantees are improving the outcomes for disadvantaged students. Education Northwest will conduct an external evaluation to ensure outcomes are being measured and accomplished, and the OPI has

the data to make decisions about continuous program improvement. **Significance:** The Awarded SRCL Subgrantees will utilize the CIC to build sustainability for their LLPs by building systems to sustain the implementation of interventions supported by moderate or strong evidence. This will result in improved outcomes over time for children and students living in poverty, English learners, and children with disabilities. The OPI will also utilize the CIC to build capacity across programs that will result in improved outcomes for all students. **Number of persons to be served:** Countless. **Results and benefit:** Systems for continuous improvement will be sustained for Awarded SRCL Subgrantees and the OPI.

**Objective 6:** To implement the revised version of the MCLP that is informed by a comprehensive needs assessment and developed with the assistance of the State Literacy (SL) Team, who will review and update the MCLP annually. **Design:** See Revision Process for MCLP (Appendix, p. 34-146). **Significance:** The revised version of the MCLP will support Awarded SRCL Subgrantees, as well as all Montana districts, schools, and early childhood centers, as they address the preliteracy and literacy needs of children from birth through Grade 12, with special emphasis on children living in poverty, English learners, and children with disabilities. The MCLP will also provide guidance to districts, schools, and early childhood centers on developing and implementing their own LLPs. **Number of persons to be served:** All 814 schools in Montana. **Results and benefit:** All schools in Montana will be able to use the MCLP to improve comprehensive literacy instruction for children and students and to develop and implement their LLPs.

**(e)(2)** The OPI is confident that the costs listed in the table below and in the budget narrative are reasonable in relationship to the MSRCLP objectives, design, and potential significance. The budget narrative provides details of required MSRCLP activities and a detailed budget for subgrantees with both small and large enrollments.

<b>Overview of MSRCLP Costs and Title I School Support Funds to Support MSRCLP</b>			
MSRCLP Objectives	OPI MSRCLP Funds	OPI Budget: Title I School Support	Awarded Subgrantee Funds
Objective 1:	\$200,000		
Objective 2:	(personnel, travel, contractual)	\$600,000 (personnel)	
Objective 3:			
Objective 4:	\$500,000 (personnel)	\$50,000 (printing of MCLP, including birth through age 5 continuum resources)	\$7,600,000 (personnel, travel, PD, supplies and materials, and contractual)
Objective 5:	\$500,000 (TA supplies, travel, contractual, and indirect costs)		
Objective 6:			
Objective 7:			

The budget narrative provides exact costs of required MSRCLP activities and a detailed budget for subgrantees that have both small and large child and student populations.

**(f) Quality of the project design**

The MSRCLP is designed to build capacity and yield results that will extend beyond the period of Federal financial assistance in a number of ways. (1) The MSRCLP Logic Model provides a clear pathway for implementation and ensures with the use of the External Evaluation by Education Northwest that project objectives and outcomes will be measured and achieved. (2) OPI will continue to build on its successful use of the OPI and IC Teams to provide differentiated and targeted support to subgrantees. This support will be aligned to the MCLP and the Awarded SRCL Subgrants and will be specifically targeted to support implementation of Local Literacy Plans (LLP) through the use of the CIC. This same model will be used within ESSA for Comprehensive Support and Improvement. (3) The OPI and ICs will model for the SL Teams how leadership should engage in activities to support continuous improvement through the use of the CIC. They will gradually turn these responsibilities over to the SL Team members and support them as they build capacity for sustaining their LLPs and comprehensive-literacy instruction. (4) The OPI will use the CIC to identify subgrantees who need additional support, as identified on the MSRCLP Logic Model. This has been a past practice with the 2011 SRCL grant and a current practice with the Title I School Support Program. OPI's experience doing this will lend itself to providing effective support to Awarded Subgrantees. (5) The OPI's development of the SRCL Subgrant Implementation Modules provides ongoing access for all Montana educators when grant funding has ended. The modules also build capacity by helping subgrantees to understand how to identify and select programs and interventions supported by moderate or strong evidence of effectiveness using the What Works Clearinghouse and IES Practice Guides. Building capacity in using these resources will allow subgrantees

to continue, beyond the Federal financial assistance, to adopt interventions supported by moderate or strong evidence that meet the needs of disadvantaged students. The OPI has already demonstrated how previous Federal financial assistance has extended well beyond the life of grant funding. Over the past 15 years, the OPI has received numerous federal literacy grants (e.g., Reading Excellence Act, Reading First, Early Reading First, Striving Readers Comprehensive Literacy, and Preschool Development). With each grant, the OPI has refined the way it supports subgrantees, building on previous success and further honing problematic areas. The OPI has expanded these programs by taking the resources and systems developed within the Federal literacy grants to implement a strong program for Title I School Support. In the budget narrative, under OPI Team salaries a small percentage of SRCL funds are shown to be allocated to staffing compared to the amount of time and effort the OPI is dedicating to the MSRCLP. This provides additional evidence of the OPI building capacity that will extend beyond the Federal financial assistance the SRCL grant provides. The resources (MCLP and online training modules) and systems (CIC) honed in the 2011 SRCL program have become the foundation for Comprehensive and Targeted Support and Improvement within Montana OPI's Every Student Succeeds Act Plan, and will continue with the MSRCLP.

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## Comprehensive-Literacy Gap Analysis

### Step 1: Gather Child and Student Data

Gather both local and Montana State Assessment data, including disaggregated by disadvantaged subgroups. Examples of possible local assessments and the Montana State Assessments are listed below. List the data you will be using in the chart below.

Assessments	Birth through age 5	Students in grades K through 5	Students in MS and HS
Local assessments	ISIP, Dial, Expressive and Receptive One Word Picture Vocabulary Test (E/ROWPVT),	That is, ISIP, DIBELS, MAP, SBAC Interim	That is, ISIP, MAP, SBAC Interim
Montana State Assessments	Dial (Montana Preschool Development Grant)	SBAC-Student data reports can be found on the Student Achievement data domain in the Montana Statewide Longitudinal Data System (GEMS) at <a href="http://gems.opi.mt.gov/StudentAchievement/Pages/Overview.aspx">http://gems.opi.mt.gov/StudentAchievement/Pages/Overview.aspx</a> Reading Writing	ACT SBAC-Student data reports can be found on the Student Achievement data domain in the Montana Statewide Longitudinal Data System (GEMS) at <a href="http://gems.opi.mt.gov/StudentAchievement/Pages/Overview.aspx">http://gems.opi.mt.gov/StudentAchievement/Pages/Overview.aspx</a> English Reading Science

### Step 2: Analyze Child and Student Data

Analyze student data by reviewing data reports. Then, complete the chart below by identifying ideas for improving student outcomes (i.e., more instructional time, regular attendance, improved parent engagement for disadvantaged subgroups). An example has been provided in the English learners.

<b>GAPS IN DATA FOR DISADVANTAGED SUBGROUPS'</b>			
Disaggregated Data compared to State and Local Data			
<b>Disadvantaged Subgroups</b>	<b>Gaps in Data (compared to school or state average data)</b>	<b>Barriers to Success (specific deficits in data)</b>	<b>Next Steps for Improvement</b>
Living in poverty			
Disability			
English learners	Vocabulary in ISIP School average 75% AI average 23%	Vocabulary is not being explicitly taught so students are guessing at meanings	Provide explicit instruction on vocabulary Provide more opportunities for students to respond Provide feedback
Homeless			
Foster care			
Incarcerated			
Left school before receiving a regular high school diploma			
At risk of not graduating with a diploma on time			

### Step 3: Complete the Montana Comprehensive Needs Assessment (CNA)

Each School Leadership Team member will independently complete the CNA for each of the components and subcomponents in the Montana Comprehensive Literacy Plan to determine strengths and weaknesses of their comprehensive literacy instruction program.

### Step 4: Analyze the Results from the Montana Comprehensive Needs Assessment

Review the CNA Report and fill in the chart below. An example has been provided for Professional Development.

MCLP Components	What are the weaknesses?	Next Steps for Improvement
<b>Comprehensive Literacy Components</b>		
Curriculum Standards		
Assessment and Data-Driven Decision Making to Inform Instruction in Curriculum Standards		
Amount and Quality of Instruction		
Literacy Instruction for Disadvantaged Children		
Motivation in Teaching and Learning		
Evidence-Based Interventions and Practices		
MCLP Components	What are the weaknesses?	Next Steps for Improvement
<b>Improving Instruction Components</b>		
Academic Leadership to Improve Instruction		
Professional Development to Improve Comprehensive Literacy Instruction	PD is provided monthly during half-day early outs PD doesn't align to students' needs	Create a PD plan that aligns to student data and the CNA
Community and Family Engagement to Support		

Comprehensive Literacy Instruction		
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### Step 5: Compare and Connect the Student Data and CNA to Identify Needs for Interventions

Correlate the Student Data and CNA Next Steps together and complete the first two columns of the chart below. Review the results and make correlations to determine how the next steps from the CNA can positively impact the gap in student data for all students or with disadvantaged subgroup(s).

Determine which next steps with the student data correlates to the components in the CNA? Ensure that the next steps with the student data are steps within your control. (i.e., improving instruction in vocabulary) and not within your control (i.e, parents not as engaged in student learning as you would like).

Determine which next steps from the CNA would help improve the next steps identified with the student data (i.e., students are scoring low in vocabulary overall, especially American Indian students. From the CNA, we identified that regular meetings and time for professional development are not focused on vocabulary and especially not on improving vocabulary for American Indian students. Maybe we should target our teacher meetings and PD to focus on how to improve instruction and student outcomes in vocabulary).

An example has been provided.

Student Data Results	Correlating CNA Results	Next Steps	Additional questions to determine
Vocabulary in ISIP School average 75% AI average 23%	Create a PD plan that aligns to student data and the CNA	Create a PD plan focused on effective vocabulary strategies especially for AI students	What PD is available that has moderate or strong evidence? Who will provide the PD? How much time is needed and when? What will be the expectation at the conclusion of the PD? Who will provide PD to ensure implementation? Who will monitor the impact of the implementation?

### Step 6: Use Gap Analysis Results for Selecting Relevant, Evidence-Based Interventions

Gather all of your materials from conducting your Comprehensive-Literacy Gap Analysis and move onto the Process for Selecting Relevant, Evidence-Based Interventions. You will be using the needs you identified from the Comprehensive-Literacy Gap Analysis to select interventions that have strong or moderate evidence, are differentiated and appropriate, and relevant to your Local Project.

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Tuesday, July 11, 2017

To Whom It May Concern,

I am the Director of Curriculum and Instruction at Browning Public Schools District #9 in Montana and I wanted to express my appreciation and gratitude for our district and schools' involvement with the Montana Striving Readers Project (MSRP) from 2011-2016. The support we received from Montana's Office of Public Instruction (OPI) staff was superb. Their assistance to our schools and staff in making sustainable gains in not only the schools' culture, but also in how we look at students' needs and approach teaching and learning was clearly the change agent.

Throughout the five years of MSRP, our district administration, campus administration and teachers were provided with excellent professional development, hands on coaching, and essential literacy materials and interventions. The OPI staff had a well laid out process for providing support needed in: building school leadership teams, the continuous improvement process, action plans and data decision making. Our district and schools are all speaking the same language and sharing the same goals due to the Montana Striving Readers Project. In addition, our students have shown growth in literacy proficiency.

Our district resides on the Blackfeet Indian Reservation with high poverty and very little literacy in the homes. Many of our students enter Kindergarten one to two years behind. With support from OPI and the Striving Readers Project, we can continue to provide professional development to our administrators and teachers and receive the support needed to help meet our challenges. Support from a future Striving Readers grant would enable us to sustain our gains in the improvement process and provide the needed assistance to ensure all our students are successful.

Sincerely,

(b)(6)

Jeri Matt  
Director of Curriculum & Instruction  
Browning Public School District No. 9



## Great Falls Public Schools

Assistant Superintendent for Secondary Education • 1100 4<sup>th</sup> Street South • P.O. Box 2429  
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U.S. Department of Education  
400 Maryland Ave. South  
Washington, D.C. 20202

July 12, 2017

Dear Grant Committee,

I am writing in support of the continued funding for The Striving Readers grant project for Montana public schools. Great Falls Public Schools has been the recipient of SRG resources for the past six years. At Great Falls High School in particular, the additional resources have provided resources and structures for truly changing the culture of learning for both teachers and students. The desired outcomes of the project; to raise middle and high school students' literacy levels in Title I-eligible schools with significant numbers of students reading below grade-levels and to build a strong, scientific research base for identifying and replicating strategies that improve adolescent literacy skills are being attained in our school district. There is evidence that school-wide instructional literacy strategies have resulted in improved reading performance on standardized test scores and ongoing progress monitoring of those students who were not reading at grade level when they entered ninth grade.

The primary work at Great Falls High to improve reading performance has focused on; Job-imbedded professional development for all teaching staff, Instructional coaching for content area teachers, implementation of a common instructional framework for teaching, placement of students in tiered course offerings for pacing and relevance, parent engagement through home visits and technology enhanced communication.

The faculty and administration have committed to professional learning communities to support the implementation of best practices in data based decision making. Three times each month, groups of teachers and administrators meet to review data and student progress on assessments. The analysis of the annual student data, teacher's performance and parent survey information is reviewed at a leadership meeting at the end of each school year. The School Improvement Plan for the following year is the culminating product of this meeting.

I strongly encourage your continued support for the Striving Readers Grant to Montana. A project is showing some measurable results in improving the literacy of High School students in Great Falls.

Sincerely,

(b)(6)

Tom Moore



## Great Falls Public Schools

Great Falls High School • 1900 2<sup>nd</sup> Avenue South • Great Falls, Montana 59405  
406.268.6250 • Fax 406.268.6256 • www.gfps.k12.mt.us

Heather Hoyer, Principal  
Great Falls High School  
1900 2<sup>nd</sup> Avenue South  
Great Falls, Montana 59405  
July 10, 2017

U.S. Department of Education  
400 Maryland Avenue, Southwest  
Washington, D.C. 20202

Dear Sirs:

It is with great honor that I write this letter of support for the *Striving Readers Grant*. As beneficiary of previous Montana Striving Readers Project grant cycles, the advantages gained and improvements made in my school have been integral to improving student achievement.

Great Falls High School is one of Montana's largest Title I High Schools. While Title I brings diversity and richness to our student body, it also highlights needs specific to our school community and the necessity of specialized training for my professional educators. When Great Falls High School first received the MSRP (Montana Striving Readers Project) grant, we were experiencing decreasing proficiencies in reading, specifically for our sub-populations of "free and reduced lunch", "special education", and "minority students". The gap between those who could perform well on standardized tests and those who struggle was widening. While we have not closed the gap completely, we are making significant gains. The MSRP grants have given us the tools, professional capabilities and confidence to think differently about educating students for their future; for their life beyond our public high school that we deeply believe in.

Great Falls High School focused on sustainable professional development of best practices. The strength of the MSRP grant is twofold; a lack of mandated curriculum (which often cannot be afforded outside a grant, and thus is not sustainable) allowed us to customize and sustain practice in addition to also providing multi-level embedded professional development that could never be afforded on a yearly school budget. This approach has allowed us to truly shift how we think about education. Because we can't "take it (our practice) off a shelf", we are able to implement it daily, across all curricular areas in a model of true disciplinary literacy immersion. The following are the examples of the benefits we have received:

1. *High School appropriate progress monitoring for literacy. ISIP scores have shown steady growth for all sub groups.*
2. *Support for tiered level instruction for all learners allows us to meet students where they are at academically. This included materials/technology, focused professional development and pained collaboration time for teachers guided by national recognized coaches.*
3. *Instructional Framework development. Our BLUE framework drives all that we do. It is evident in lesson delivery, assessment design and evaluation and behavior/disciplinary statistics.*
4. *Relevant methodologies to reach “hard to reach” families/guardians. Technology for texting, app design and implementation, and home visits are helping us bridge the gap between the school and generations of Great Falls families.*
5. *Understanding that literacy exists beyond the English Language Arts classroom. Reading, writing and reflection must happen every day, in every class to truly see gains that will impact citizenship and preparation for life beyond grade 12. Every teacher, in every subject area offered received content specific training on how to do this.*

It is hard to summarize the positive and lasting impacts that this grant has had for my school. My teachers are confident in teaching literacy within their content areas, which is not always easy for high school teachers to internalize. Students are achieving more and parents are understanding more about their child’s learning. The grant has changed the way we teach and lead, and has improved education for all learners, at all levels.

I encourage you to support progressive grants such as the Striving Readers Project (which should be more aptly named the Striving Learners Project). In order to sustainably move the dial on student achievement in literacy, we must change the way we teach and this grant does this.

If you have any questions or concerns, please contact me anytime. I am available via my direct phone line at (406) 268-6313 or via email at [heather\\_hoyer@gfps.k12.mt.us](mailto:heather_hoyer@gfps.k12.mt.us) . It has been a pleasure sharing my experiences with you.

Sincerely,

(b)(6)

A rectangular box with a black border, used to redact the signature of Heather S. Hoyer. The text "(b)(6)" is written in the top left corner of the box.

Heather S. Hoyer  
Principal, Great Falls High School

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## Process to Select Relevant, Evidence-Based Interventions

### Prerequisite: Complete Comprehensive-Literacy Gap Analysis

After you have completed the Comprehensive-Literacy Gap Analysis and have identified needed interventions for improving comprehensive literacy instruction, use the steps below as the Process to Select Relevant, Evidence-Based Interventions. The steps will help you choose an intervention that aligns with your Local Literacy Plan, that is supported by moderate evidence or strong evidence, that is differentiated and appropriate for your children and students, and that is relevant to your Local Project and identified needs.

### Step 1: Research and Identify Interventions That Are Supported by Strong or Moderate Evidence

Refer to research necessary to identify relevant interventions that are supported by moderate or strong evidence. The Montana Office of Public Instruction (OPI) recommends What Works Clearinghouse or the Practice Guides from the Institute on Education Sciences. These two sources provide an easy way to justify moderate or strong evidence in your SRCL Subgrantee Grant Application. If subgrantees choose to use other sources to select relevant, evidence-based interventions, additional validation demonstrating moderate or strong evidence will be required (i.e., attaching the study as an appendix).

- What Works Clearinghouse (WWC) <http://ies.ed.gov/ncee/wwc/>
- Institute on Education Sciences Resources such as their Practice Guides <http://ies.ed.gov>
- Or other reputable sources for interventions. Be sure the research study from these sources demonstrates moderate evidence or strong evidence.
  - ERIC: <http://www.eric.ed.gov>
  - JSTOR: <http://www.jstor.org/action/showAdvancedSearch>
  - Google Scholar: [www.google.com/scholar](http://www.google.com/scholar)
  - Blueprints for Healthy Youth Development Database: <http://www.blueprintsprograms.com/>
  - Results First Clearinghouse: <http://www.pewtrusts.org/en/research-and-analysis/issues-briefs/2014/09/results-first-clearinghouse-database>

#### Definitions of Evidence

- Is there at least one well-designed and well-implemented experimental study and a summary of the research included? [Strong evidence—meets SRCL Grant priority]
  - Is there moderate evidence from at least one well-designed and well-implemented quasi-experimental study? [Moderate evidence—meets SRCL Grant priority]
- or
- Was there promising evidence from at least one well-designed and well-implemented correlational study with statistical controls for selection bias? [Promising evidence—does not meet SRCL Grant priority]

**Step 2:** Determine if an intervention that is supported by moderate or strong evidence is differentiated, appropriate, and relevant to your proposed project and identified needs.

After determining that an intervention is supported by moderate or strong evidence, determine if the intervention is differentiated and appropriate for the grade-level and relevant to the proposed Local Project and identified needs. Use the following questions to help guide your selection:

**Differentiated and Appropriate**

- Was the Montana Continuum of Comprehensive Literacy Instruction reviewed to ensure the intervention is differentiated and appropriate for that grade level?
  - For example, if vocabulary is identified in the Comprehensive-Literacy Gap Analysis and student data reflects it as an area for improvement, did the intervention ensure the skill is addressed?
    - Was it appropriate for the grade level on the Montana Continuum of Comprehensive Literacy Instruction?
- Is the intervention appropriate for children birth through age 5?
  - Is the intervention differentiated for the disadvantaged subgroup(s) (e.g., children living in poverty, English Learners, and children with disabilities) as identified on the instructional continuum with a red X for children birth through age 5?
  - Does the study support the need for differentiated instruction with additional time to ensure effectiveness of the intervention?
  - Does the study support the need for differentiated instruction with more teacher support leading with a gradual release of responsibility to ensure effectiveness of the intervention?
  - Does the study support the need for differentiated instruction with more opportunities to respond to ensure effectiveness of the intervention?
  - Does the study support the need for differentiated instruction with immediate feedback to ensure effectiveness of the intervention?
- Is the intervention appropriate for students in kindergarten through fifth grade?
  - Is the intervention differentiated for the disadvantaged subgroup(s) (e.g., children living in poverty, English learners, and children with disabilities) as identified on the instructional continuum with a red X for students kindergarten through fifth grade?
  - Does the study support the need for differentiated instruction with additional time to ensure effectiveness of the intervention?
  - Does the study support the need for differentiated instruction with more teacher support leading with a gradual release of responsibility to ensure effectiveness of the intervention?
  - Does the study support the need for differentiated instruction with more opportunities to respond to ensure effectiveness of the intervention?
  - Does the study support the need for differentiated instruction with immediate feedback to ensure effectiveness of the intervention?
- Is the intervention appropriate for middle school students?

- Is the intervention differentiated for the disadvantaged subgroup(s) (e.g., children living in poverty, English learners, and children with disabilities) as identified on the instructional continuum with a red X for middle school students?
- Does the study support the need for differentiated instruction with additional time to ensure effectiveness of the intervention?
- Does the study support the need for differentiated instruction with more teacher support leading with a gradual release of responsibility to ensure effectiveness of the intervention?
- Does the study support the need for differentiated instruction with more opportunities to respond to ensure effectiveness of the intervention?
- Does the study support the need for differentiated instruction with immediate feedback to ensure effectiveness of the intervention?
- Is the intervention appropriate for high school students?
  - Is the intervention differentiated for the disadvantaged subgroup(s) (e.g., children living in poverty, English learners, and children with disabilities) as identified on the instructional continuum with a red X for high school students?
  - Does the study support the need for differentiated instruction with additional time to ensure effectiveness of the intervention?
  - Does the study support the need for differentiated instruction with more teacher support leading with a gradual release of responsibility to ensure effectiveness of the intervention?
  - Does the study support the need for differentiated instruction with more opportunities to respond to ensure effectiveness of the intervention?
  - Does the study support the need for differentiated instruction with immediate feedback to ensure effectiveness of the intervention?

### Relevancy

- Does the study address the additional gaps identified from the Comprehensive-Literacy Gap Analysis such as:
  - Did the study include similar disadvantaged subgroup(s) (e.g., children living in poverty, English learners, and children with disabilities) as yours?
  - Did the study include similar populations as yours with strong or moderate evidence that the intervention will be effective? (i.e., high English learners population)
  - Did the study include a similar sized school as yours with strong or moderate evidence that the intervention will be effective? (i.e., one room schoolhouse, multiple classrooms per grade level)
  - Did the study include similar geographical areas as yours with strong or moderate evidence that the intervention will be effective? (i.e., rural, urban)
  - Did the study include a similar schedule design as yours with strong or moderate evidence that the intervention will be effective? (i.e., four-day or five-day/week or 20 minutes intervention time three times/week or 30 minutes every day of the week)

### Step 3: Determine Capacity to Implement Possible Intervention

Once you have identified interventions that are supported by strong or moderate evidence, differentiated and appropriate for age or grade level, and relevant for your school population, determine the local capacity for implementing the intervention.

- Is there enough funding?
- Is there enough staff to implement the intervention?
- Do current staff have the skills necessary to implement the intervention with fidelity?
- Is there buy-in and support from stakeholders (i.e., teachers, parents, school board, administration, and support staff) for implementing the intervention?
- Is the criteria of the intervention (technology, space, materials, etc.) feasible to implement with fidelity?
- What professional development will be necessary to implement the intervention with fidelity?

### Step 4: Choose whether or not to select the intervention

In reviewing all of the questions from steps 1-3, decide if the intervention will work for the needs identified in your Comprehensive-Literacy Gap Analysis.

- Yes, write it into your SRCL Subgrantee Grant Application.
- If not, begin the Process to Select Relevant, Evidence-Based Interventions.

### **How to Use What Works Clearinghouse (WWC)**

The following is an example of how to identify the effectiveness of a current intervention for a disadvantaged subgroup(s) or to determine which intervention best meets the needs of a disadvantaged subgroup(s) using the WWC:

- a) Go to the WWC website: <https://ies.ed.gov/ncee/wwc/>.
- b) Select topics to find what works based on strong or moderate evidence.  
That is, literacy
- c) Review the list of interventions and ensure the grade is in the range of grades for the students examined in the studies that met WWC design standards.
- d) Check the icon to ensure the evidence of effectiveness in the topics selected have a colored icon with a box indicating a positive (strong evidence) or potentially positive (moderate evidence) effect on outcome for that topic. A grey icon with no box indicates a lack of positive effects. The interventions are listed in order based on the amount of evidence.
- e) Select the intervention being considered to best meet the needs of the students requiring the intervention.  
That is, Fast ForWord
- f) Reflect on the Reviewed Research tabs to determine if the skills you are intending to provide has been studied. The table below indicates the outcome domains reviewed in the subcategories for identified:

Beginning Reading	Adolescent Literacy	English Language Learners
Alphabetics	Alphabetics	English language development
Comprehension	Comprehension	Reading achievement
Reading fluency	Literacy achievement	
	Reading fluency	

- g) Identify what outcome domain you are reviewing for a particular group of students and review the effectiveness of the outcome domain which is a group of closely related outcomes.  
That is, English learners for English language development
- h) Review the effectiveness rating for the outcome domain based on the quality of research, the statistical significance of findings, the magnitude of findings, and the consistency of findings across studies. The Effectiveness Rating Key includes:
- *Positive* (++) indicating strong evidence that intervention had a positive effect on outcomes.
  - *Potentially positive* (+) indicating evidence that intervention had a positive effect on outcomes with no overriding contrary evidence.
  - *Mixed* (+ -) indicating the intervention’s effect on outcomes is inconsistent.
  - *No Discernible* (0) indicating no evidence the intervention had an effect on outcomes.
  - *Potentially negative* (-) indicating evidence the intervention had a negative effect on outcomes with no overriding contrary evidence.
  - *Negative* (- -) indicating strong evidence that intervention had a negative effect on outcomes. Positive and potentially positive correlate to strong or moderate evidence in this proposal.  
That is, *Potentially Positive* (+)
- i) Review the studies meeting standards. This is the number of studies that met WWC design standards and provide evidence of effectiveness that can then be reviewed.  
That is, Studies of Fast ForWord for English language development K-5 indicate there was 1 study that met standards done by Scientific Learning Corporation.
- j) To find the details of the findings, click on the study.
- That is, Scientific Learning Corporation. (2004).
- To find the details of the review; the findings, the sample characteristics, the study details, and additional resources are all available in one snapshot, click the camera icon.
- That is, Fast ForWord intervention report—Beginning Reading.
- k) Review the snapshot of the study to ensure it is relevant to your group of disadvantaged subgroup(s).
- That is, in 2006, Scientific Learning Corporation did a randomized controlled trial examining 426 students in Grades K-5. The details of the review indicated that Fast ForWord Language was found to have potentially positive effects on English language development and no discernible effects on the reading achievement of elementary school English language learners. The data shows that it was based on 100 percent Hispanic students, 53 percent male and 47 percent female, and all English learners. Since it is a computer-based reading program, it was individually delivered. The improvement index was +31, which is an indicator of the size of the effect from using the intervention. It is the expected change in percentile rank for an average comparison

group student if the student had received the intervention, ranging from -50 to +50. At the domain level, the improvement index is only shown if the effectiveness rating is positive, potentially positive, potentially negative, or negative; dashes are displayed for mixed or no discernible effects. At the study level, the improvement index is only shown if the findings are characterized as statistically significant or substantively important (greater than +10 or less than -10); dashes are displayed for an indeterminate effect.

# Deborah Kaye Hunsaker

(b)(6)

## Education

### BA | 1994 | SOUTHERN UTAH UNIVERSITY CEDAR CITT, UTAH

- Major: Elementary Education
- Minor: Reading and Language Arts

### MA | 2000 | LESLEY COLLEGE CAMBRIDGE, MASSACHUSETTS

- Major: Literacy
- Minor: Diversity and Curriculum

## AWARDS

### GRANTS WRITTEN AND AWARDED

- 2015 Preschool Development Grant
- 2014 Governor's Award for Excellence in Performance
- 2011 Montana Striving Readers Project
- 2009 Early Reading First
- 2002 Montana Reading First
- 2000 Technology Literacy Challenge Fund
- 1999 Learn and Serve
- 1997-1998 School wide Bookstore Reading Incentive
- 1997 Washington Country Education Foundation- Writing Center
- 1996 Washington Country Education Foundation- Reading and Writing Center

## Current Experience

### DIVISION OF EDUCATIONAL OPPORTUNITY AND EQUITY DIVISION ADMINISTRATOR, STATE OF MONTANA 2016-PRESENT

In my current position I provide leadership, direction, supervision and administration of federally-funded programs in elementary and secondary education in Montana; administer and allocate funds for programs including ESEA Title I, Part A, Part C, and Part D, Title I School Support, Title II Part A, Title V Rural and Low Income Schools, Title IX Homeless Education; Striving Readers Comprehensive Literacy Grants, the Montana Preschool Development Grant. I provide specialist/consultant services in curricular subjects and school improvement strategies for Montana public schools; gather and analyze information regarding teacher needs and development of appropriate in-service responses to those needs; manage grants in all curricular areas and at all levels of educational attainment and related educational activities under the general direction of the State Superintendent and applicable policies, procedures, laws and rules of the state of Montana and such Federal laws as are appropriate.

## Previous Experience

### INSTRUCTIONAL INNOVATIONS UNIT DIRECTOR | STATE OF MONTANA | 2001-2016

In my previous position I oversaw statewide programs including Title I School Support, the Montana Striving Readers Project, Reading Excellence, Reading First, and Early Reading First. I conducted and supported a team of instructional coordinators in implementing numerous activities to improve teaching and learning. In addition, to supporting a team of instructional coordinators, my job description identified many other responsibilities, which I had been completing since becoming the Reading First Director. I developed, directed, managed and supervised all aspects of each program across a broad range of professional areas including school-wide program development, implementation, and evaluation; identification of personnel issues including staffing patterns, training requirements and evaluation criteria; fiscal responsibility including budget development, identification and solicitation of potential funding, and fiscal management.

**CLASSROOM TEACHER | 1998-2001**

I taught 3<sup>rd</sup> and 4<sup>th</sup> grade at Radley Elementary in East Helena. During that time, I was involved in writing three grants for the school and the district: The Eisenhower Grab Bag Math grant from the OPI, the Learn and Service Grant to create a walking history tour of East Helena and the final Technology Literacy Challenge Fund Grant. All grants were awarded.

**JOSEPH LEHMAN**

(b)(6)

**EDUCATION****UNIVERSITY OF COLORADO DENVER**Denver, CO  
2012-2016*Master of Public Administration*

- GPA: 3.85
- Focus Areas: Public Finance; Public Policy Analysis; Project Management, Early Childhood Education

**UNIVERSITY OF MONTANA**Missoula, MT  
1998-2005*Bachelor of Arts in History***RELEVANT EXPERIENCE****MONTANA OFFICE OF PUBLIC INSTRUCTION – EDUCATIONAL OPPORTUNITY & EQUITY** Denver, CO*Preschool Specialist*April 2015 - Present  
February 2015

- Member of the steering team guiding the implementation of the Montana Preschool Development Grant (MPDG).
- Lead and coordinate a team of assessors to gather outcome data from programs participating in the MPDG.
- Analyze related data to monitor and review the attainment of MPDG goals and objectives.
- Monitor and report on grant activities and outcomes to relevant stakeholders and Federal oversight.
- Use effective communication processes to deliver information to programs and grant support staff.
- Provide technical assistance to early childhood education teachers and administrators.
- Train and evaluate the performance of assessors.
- Advise and collaborate with early learning program centers and Head Start programs regarding program planning and reporting requirements.

**Supervisor:** Tara Ferriter-Smith, Preschool Development Grant Director, 406-444-0758, tferriter@mt.gov**Reason for leaving:** N/A - Currently employed in this position.**Hours worked per week:** 40 / full-time**COLORADO DEPARTMENT OF EDUCATION - EARLY LEARNING AND SCHOOL READINESS** Denver, CO*Professional Development Information System Coordinator*April 2015 - Present  
February 2015*Professional Development Information System Credential Technician*

- Led a team in the ongoing development and implementation of a state-wide, web-based system designed to support professional development in the field of Early Childhood Education in Colorado.
- Analyzed related data to monitor and review the attainment of program goals and objectives.
- Developed effective communication processes and state-wide stakeholder networks to access and disseminate information.
- Evaluated grant applications for funding.
- Served as a resource and liaison for early learning schools and Head Start programs.
- Provided technical assistance to early childhood education teachers and administrators.
- Trained and evaluated the performance of Credential Technicians.
- Participate in local and regional coalitions and committees.
- Developed quality assurance protocols for credentialing process.

**Supervisor:** Jennifer O'Brien, Data & Communications Manager, 303-866-4214, obrien\_jennifer@cde.state.co.us**Reason for leaving:** Accepted position in Montana.**Hours worked per week:** 40 / full-time**CHILDREN'S OUTREACH PROJECT**

Denver, CO

*Lead Early Childhood Education Teacher*

October 2012 – July 2014

- Managed a diverse early childhood education classroom in a therapeutic early learning center with at-risk and special needs students.
- Worked with therapists, teachers, and parents to implement and coordinate occupational and speech therapies.
- Managed Head Start slots to ensure program goals were met.
- Used assessment tools to monitor growth and development, inform teaching practice, and identify early intervention needs of students.
- Ensured instruction was culturally appropriate in accordance with Colorado's Preschool Program standards.

**Supervisor:** Danielle Meir, Director of Programming & Therapeutic Services, 303-429-0653, danielle.meir@cop-denver.org**Reason for Leaving:** Program closed for the Summer of 2014 to restructure.**Hours worked per week:** 40 / full-time

**JOSEPH LEHMAN**



**WARREN VILLAGE**

*Lead Early Childhood Education Teacher*

*Assistant Early Childhood Education Teacher*

Denver, CO  
August 2008 – July 2011  
June 2005 – June 2007

- Managed a Pre-Kindergarten classroom under the guidelines and supervision of the Colorado Preschool Program.
- Worked with at-risk population to achieve school readiness.
- Developed and implemented a standards-based curriculum utilizing teaching methodology and learning theory with emphasis in language, art, and science to ensure instruction met or exceeded Colorado Preschool Program standards.

**Supervisor:** Brett Dabb, Assistant Director, 303-866-6282, Dabb\_B@cde.state.co.us

**Reason for leaving:** Left to start a graduate degree in Public Administration.

**Hours worked per week:** 40 / full-time

**CHILDREN’S MUSEUM OF DENVER**

*Family Learning Program Developer*

Denver, CO  
July 2007 – July 2008

- Developed the Go!Play program in conjunction with United Way’s Born Learning Initiative to promote age appropriate, early childhood education teaching practices at the Museum and at home.
- Collected and analyzed data on Museum programs.
- Conducted research of early education practices and standards to inform Museum programming to better support member families and the community at large.
- Collaborated with education specialists to improve Museum programming.
- Implemented family and community outreach efforts and promoted Museum programming to community organizations and other children’s museums regionally and nationally.

**Supervisor:** Gwen Kochman, Giving Manager, 720-933-3053, gwenk@cmdenver.org

**Reason for leaving:** Grant funding for program concluded.

**Hours worked per week:** 40 / full-time

**COLORADO STATE SENATE**

*Legislative Aide*

Denver, CO  
January 2000 – January 2001

- Worked as staff to Senator Mary Ellen Epps; Primary duties included Constituent Relations and Legislative Research.

**Supervisor:** Senator Mary Ellen Epps. Sadly, Senator Epps passed away in June of 2014.

**Reason for leaving:** Position period came to an end.

**Hours worked per week:** 40 / full-time

**ADDITIONAL EDUCATION AND CREDENTIALS**

**COMMUNITY COLLEGE OF DENVER**

*Early Childhood Education Coursework*

Denver, CO  
January 2009 – May 2009

**COLORADO DEPARTMENT OF EDUCATION**

Colorado Early Childhood Professional Credential 2.0

*Early Childhood Professional III*

Awarded on 10/12/2010 | Valid to 11/01/2019

**COMPUTER SKILLS**

Microsoft Office, Microsoft Excel, Microsoft PowerPoint, SPSS, Salesforce.

**ADDITIONAL REFERENCES**

Dr. Jane Hansberry, Masters of Public Administration Program Director, University of Colorado Denver  
303-315-0177, janehansberry@live.com

Monique Shevlin-Davis, Assistant Principal at Elkhart Elementary in Denver, CO  
303-340-3050, mashevlin-davis@aps.k12.co.us

Kim Nagel, Second Grade Teacher at Cory Elementary in Denver, CO  
720-334-7076, kimberly\_nagel@dpsk12.org

# Gwen J. Poole

“Throughout lessons, Gwen is able to scaffold instruction for all students while maintaining high levels of student engagement...”  
Courtney Peterson,  
Reading First Specialist

“She has become an expert in systematic, explicit instructional techniques and has assisted teachers with implementing these ideas in their classrooms.” Holly Bailey, Pine Butte Elementary Principal

2475 Kens Circle,  
Worden, MT 59088  
406.672.3022  
[gpoole@mt.gov](mailto:gpoole@mt.gov)

## *Education*

2013-2015  
Masters of Education, Instructional Design, Western Governors University  
1991-1996  
Bachelor of Science in Elementary Education with a K-12 Spanish Language Teaching Endorsement-Montana State University-Billings

## *Employment*

2011-Present	Instructional Specialist, Montana Office of Public Instruction
2011-Present	Instructional Consultant, Jill Jackson Consulting
2009-2011	Response to Instruction Consultant, Montana Office of Public Instruction
2010-2011	SRA Consultant-Corrective Reading & Reading Mastery
2006-2011	Title 1 (K-5) Instructor, Pine Butte Elementary, Colstrip, MT
2006-2007	Gifted and Talented Instructor (K-5), Pine Butte Elementary, Colstrip, MT
2005-2006	Reading First Reading Coach, Lame Deer Elementary, Lame Deer, MT
1998-2005	First Grade Teacher, Lame Deer Elementary, Lame Deer, MT
1996-1998	Kindergarten Teacher, Lame Deer Elementary, Lame Deer, MT

## *Award*

2014	Governor’s Award for Excellence in Performance
2002-2003	Lame Deer Schools Teacher of the Year

## *Presenting Experience*

2005	Texas Teacher Reading Academy First Grade, Montana Office of Public Instruction
2006	Texas Teacher Reading Academy Second/Third Grades, Montana Office of Public Instruction
2006	Flexible Student Grouping, Sopris West
2007	Flexible Student Grouping, Montana Office of Public Instruction
2008-2010	Introduction to Response to Intervention, Montana Office of Public Instruction
2009	Introduction to Response to Intervention, Montana Comprehensive System for Personnel Development
2009-2010	Response to Intervention, Montana Comprehensive System for Personnel Development
2010	SRA Corrective Reading, Reading Mastery Signature Edition, MacGraw-Hill
2011	Curriculum Fidelity, Montana Comprehensive System for Personnel Development
2011-2013	District-wide Core Program Implementation, Sweet Water #1 District, Wyoming
2012-2013	Preschool Literacy and Language and CCSS Reading Foundational Skills, Alaska State Literacy Institutes

**EDUCATION**

---

**UNIVERSITY OF COLORADO DENVER**

Denver, CO

*Master of Public Administration*

2012-2016

- GPA: 3.85
- Focus Areas: Public Finance; Public Policy Analysis; Project Management, Early Childhood Education

**UNIVERSITY OF MONTANA**

Missoula, MT

*Bachelor of Arts in History*

1998-2005

**RELEVANT EXPERIENCE**

---

**MONTANA OFFICE OF PUBLIC INSTRUCTION – EDUCATIONAL OPPORTUNITY & EQUITY** Denver, CO*Preschool Specialist*

April 2015 - Present

February 2015

- Member of the steering team guiding the implementation of the Montana Preschool Development Grant (MPDG).
- Lead and coordinate a team of assessors to gather outcome data from programs participating in the MPDG.
- Analyze related data to monitor and review the attainment of MPDG goals and objectives.
- Monitor and report on grant activities and outcomes to relevant stakeholders and Federal oversight.
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- Provide technical assistance to early childhood education teachers and administrators.
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April 2015 - Present

*Professional Development Information System Credential Technician*

February 2015

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- Analyzed related data to monitor and review the attainment of program goals and objectives.
- Developed effective communication processes and state-wide stakeholder networks to access and disseminate information.
- Evaluated grant applications for funding.
- Served as a resource and liaison for early learning schools and Head Start programs.
- Provided technical assistance to early childhood education teachers and administrators.
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- Participate in local and regional coalitions and committees.
- Developed quality assurance protocols for credentialing process.

**Supervisor:** Jennifer O'Brien, Data & Communications Manager, 303-866-4214, obrien\_jennifer@cde.state.co.us**Reason for leaving:** Accepted position in Montana.**Hours worked per week:** 40 / full-time**CHILDREN'S OUTREACH PROJECT**

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October 2012 – July 2014

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- Worked with therapists, teachers, and parents to implement and coordinate occupational and speech therapies.
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**WARREN VILLAGE**

Denver, CO

*Lead Early Childhood Education Teacher*

August 2008 – July 2011

*Assistant Early Childhood Education Teacher*

June 2005 – June 2007

- Managed a Pre-Kindergarten classroom under the guidelines and supervision of the Colorado Preschool Program.
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**Supervisor:** Brett Dabb, Assistant Director, 303-866-6282, Dabb\_B@cde.state.co.us

**Reason for leaving:** Left to start a graduate degree in Public Administration.

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- Collaborated with education specialists to improve Museum programming.
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**Supervisor:** Gwen Kochman, Giving Manager, 720-933-3053, gwenk@cmdenver.org

**Reason for leaving:** Grant funding for program concluded.

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*Legislative Aide*

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**Supervisor:** Senator Mary Ellen Epps. Sadly, Senator Epps passed away in June of 2014.

**Reason for leaving:** Position period came to an end.

**Hours worked per week:** 40 / full-time

**ADDITIONAL EDUCATION AND CREDENTIALS**

---

**COMMUNITY COLLEGE OF DENVER**

Denver, CO

*Early Childhood Education Coursework*

January 2009 – May 2009

**COLORADO DEPARTMENT OF EDUCATION**

Colorado Early Childhood Professional Credential 2.0

Awarded on 10/12/2010 | Valid to 11/01/2019

*Early Childhood Professional III*

**COMPUTER SKILLS**

---

Microsoft Office, Microsoft Excel, Microsoft PowerPoint, SPSS, Salesforce.

**ADDITIONAL REFERENCES**

---

Dr. Jane Hansberry, Masters of Public Administration Program Director, University of Colorado Denver  
303-315-0177, janehansberry@live.com

Monique Shevlin-Davis, Assistant Principal at Elkhart Elementary in Denver, CO  
303-340-3050, mashevlin-davis@aps.k12.co.us

Kim Nagel, Second Grade Teacher at Cory Elementary in Denver, CO  
720-334-7076, kimberly\_nagel@dpsk12.org

“...her positive attitude and demeanor are infectious, not to mention her genuine care and concern for the children...”  
Angela Knaur  
Former Parent

“...academically amazing but even more importantly has the ability to teach real life skills to her students.”  
Teresa Slobojan-Monaco  
Special Education  
Anaconda High School

“...a motivated team player and a constant driving force for professional development.”  
Sue Sweeney  
Principal  
Broadwater Elementary

### **Professional Profile**

*Use all of my skills and education to contribute to the motivation and learning of all, as well as to the success of Montana schools.*

- Hold Masters Degree in Educational Technology and Bachelors Degree in Elementary Education and an Endorsement in Business Education.
- 16 years teaching experience; eight at the elementary level and eight at the high school level..
- A dedicated educator who strives to ensure the success of students, peers, and school.

### **Education, Honors, and Certifications**

SIM Learning Strategies National Trainer  
Started June 2013 completed May 2014

CRISS Certified Trainer  
Started July 2013 completed March 2014

National Board Certified Career and Technical Education  
Fall 2012

Business Endorsement  
University of Montana Western, Dillon, MT. 2007

M.S. Education  
Lesley University, Cambridge, MA. 2005

B.A. Elementary Education  
University of Montana Missoula, MT 1999

### **Employment**

***MONTANA OFFICE OF PUBLIC INSTRUCTION*** – 1300 11th Ave,  
PO Box 202501 Helena, MT 59620-2501

**Instructional Coordinator**  
June 2015 to Present

Supervisor Debbie Hunsaker (406) 444-0733

***ANACONDA SCHOOL DISTRICT*** – 515 Main Street - Anaconda, MT 59711

**Instructional Coach / Reading Specialist**  
August 2012 to June 2015

Supervisor Paul Furthmyre (406) 563-5269

***MONTANA OFFICE OF PUBLIC INSTRUCTION, PROFESSIONAL DEVELOPMENT DESIGNER / PRESENTER***

February 2014 to Present

Supervisor Debbie Hunsaker (406) 444-0733

***MONTANA TECH OF THE UNIVERSITY OF MONTANA/  
ADJUNCT PROFESSOR OF PSYCHOLOGY AND SOCIOLOGY***

September 2012 to Present  
Supervisor Bernice Phelps (406) 496-4565

***ANACONDA SCHOOL DISTRICT – 515 Main Street - Anaconda, MT  
59711 BUSINESS/TECHNOLOGY TEACHER, BUILDING  
SYSTEM OPERATOR, WEB PAGE DEVELOPER***

August 2007 to 2012  
Supervisor Paul Furthmyre (406) 563-5269

***OFFICE OF PUBLIC INSTRUCTION – PO Box 202501 – Helena, MT  
59620***

**Scholastic Review Team Member**

Fall 2008  
Supervisor Cheryl Heldt (406) 444-0686

***PHILIPSBURG SCHOOL DISTRICT – 407 Schnepel – Philipsburg, MT  
59858***

**1<sup>st</sup>/2<sup>nd</sup> Grade Teacher, Assistant Technology Coordinator, Head Girl's  
Basketball Coach, Jr. High Track Coach**

August 2001 – June 2007  
Supervisor Sue Sweeney (406) 324-1130

***SALMON SCHOOL DISTRICT – 907 Sharkey – Salmon, ID 83467  
Reading Teacher, 5<sup>TH</sup> Grade Teacher, Jr. High Track Coach, Volleyball  
Assistant***

February 2000 – June 2001  
Supervisor Gary Pflueger (208) 756-4271

***UNITED STATES FOREST SERVICE - #4 Whitetail Rd –  
Whitehall, MT 59759***

**Firefighter**

Seasonal Summer 1994 - 2002  
Supervisor Kevin Smith (406) 287-3223

***Community, Leadership, and Volunteer Experiences***

**National Honor Society Leader** – This position requires the planning and carrying out of community service projects for all members, holding meetings and checking on students' academic eligibility and fundraising for the scholarship fund.

**Anaconda Leadership Team** – Meeting before school, after school and on weekends to ensure the vision of the school is being met. The team plans all professional development, reviews student data and tries to move our school in a positive direction.

**Instructional Coach** – Work with teachers on best practices and differentiating instruction to meet the needs of all students

**KATHI TIEFENTHALER**

(b)(6)

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**PROFESSIONAL WORK EXPERIENCE**

**Title I School Support Unit Director**

Office of Public Instruction – Helena, Montana

Aug 2010-Current

Responsibilities

- *Project Manager/Supervisor*
  - Supported and supervised thirty School Improvement Consultants, Scholastic Review Team Members and office staff throughout the implementation of the program
  - Visited schools in improvement with School Improvement Consultants to ensure alignment of activities, effective communication and support for all school staff
  - Collect, analyze and create action plans based on information and data collected at the schools to improve the quality of support for all schools
  - Coordinated schedules, time and travel for employees to ensure fiscal responsibility
- *Trainer/Presenter*
  - Provided trainings to establish consistent and effective support of schools in improvement
  - Presented at the state Title I conference as a keynote speaker
- *Coordinator*
  - Coordinated efforts between other state agency units including Instructional Innovations, Licensure, Indian Education for All and Special Education to promote common language and approaches for schools in improvement

**Montana Reading First Specialist**

Office of Public Instruction - Helena, Montana

Dec 2003-Aug 2010

Responsibilities:

- *Technical Support*
  - Ensure alignment of nine Montana schools' activities to the Montana Reading First grant and to the local Reading First grant during monthly visits and conference calls
- *Trainer/Presenter*
  - Provide training for teachers, reading coaches, and principals based on need including DIBELS training, early literacy concepts, instructional strategies and more
  - Present information at state meetings and Reading First meetings

- *Data Manager*
  - Supervise administration, quality control, and demographic accuracy for all DIBELS Data for Reading First Schools
  - Manage the coordination of data with the external evaluators of the program and troubleshoot when necessary
  - Analyze DIBELS data to assist schools and project in determining the next step of instruction
  - Used and managed the data using University of Oregon or AIMSweb throughout the program
  - Oversaw the projects data creating various reports and analyses used to present our state's data
- *Reporter*
  - Provide the Director of Reading First written reports of school visitations including reflections on school data
- *Assistant*
  - Helped schools develop data meetings to discuss the project, district, school, grade and individual student data and what the analysis determines

**Sixth Grade Teacher**

East Valley Middle School - East Helena, Montana

Fall 1997 - Winter 2003

**Reading Fellow for the REA Grant**

Helena, Montana

Spring 2002 – Spring 2004

**Fifth Grade Teacher**

Lincoln Elementary - Glendive, Montana

Fall 1995 – Spring 1997

**EDUCATION**

Master of Education in Literacy:

Lesley University – Online Program – 2000

Bachelor of Science in Elementary Education:

Moorhead State University – Moorhead, MN - 1990

# TERRI A. BARCLAY

3942 TOPAZ CT. • HELENA, MT 59602  
PHONE (406) 214-1985 • E-MAIL TBARCLAY2@MT.GOV

## EDUCATION

---

University of Idaho-Moscow, ID ; *Masters of Education Curriculum & Instruction 2011*  
Montana State University-Billings Billings, MT- *Special Education Endorsement: 2005*  
Continuing Education: *UM Missoula, Missoula, MT ; UI-Couer d'Alene, ID;*  
*MSU Bozeman Bozeman, MT; City University, Spokane, WA*

Master Teacher for Student Teachers; 1998-1999 , 1999-2000, and 2002-2003

University of Montana-Missoula: BA in Elementary Education; 1995

Superior High School Superior, Montana; 1984-1987

## PROFESSIONAL EXPERIENCE

---

- Instructional Innovations Unit Team Leader, Montana OPI Helena, MT. January 2017-current
- Early Grades Instructional Specialist, Montana Office of Public Instruction Helena, MT. March 2010-January 2017
- Special Education Teacher (K-12), St. Regis Elementary. Aug. 2006-July 2009
- Second Grade, St. Regis Elementary. Aug. 2003-2006
- On-site Technology Coordinator, St. Regis Aug. 2004-June 2009
- Second/Third Grade Combination, St. Regis Elementary Aug. 2002-2003
- Master Teacher, Student Teacher placements from UM-Missoula, MSU-Bozeman, UM-Western
- Third Grade, St. Regis Elementary Sept. 1995-2002
- Title 1, St. Regis Elementary. May 1995-June 1995; End of Year paperwork
- Student Teaching; Superior Elementary, Superior, MT 9weeks/1<sup>st</sup> Grade Jan-Mar 1995)
- St. Regis Elementary, St. Regis, MT 9weeks/4<sup>th</sup> Grade (Mar-May 1995)
- Internship; Lowell Elementary, Missoula, MT. One Semester to co-teach thematic unit on "Space".
- Volunteer; Superior Elementary. Kindergarten and Special Ed. Classrooms.

## PROFESSIONAL EXPERIENCE

---

- Adjunct Professor; University of Montana Western
- Montana Early Learning Standards Work Group; participant 2014
- National Title I Conference Presenter on Technology Integration; 2012 Nashville, 2013 San Diego
- Consultant for Special Education: St. Regis Schools; 2010-2011
- Instructional Technology Trainer/Consultant: Smart Board, Best Practices; 2008-2011
- TIC TOC; PSATT Grant; participant 2003-2010
- Instructional Coaching; Jim Knight training; participant 2008
- Communications Arts Curriculum; St. Regis, MT Fall 2008
- Montana Full-Time Kindergarten Model Curriculum Project; OPI March 2008-October 2008
- ITSC Technology Conference; presenter 2007
- Reading Excellence Grant; Grant writer and teacher; 2002-2004
- Montana Tales Grant; participant
- NEW (NASA Educational Workshop) Participant; JPL, Summer 1999
- 

## OUTSTANDING ACHIEVEMENTS

---

*Governor's Award for Excellence in Performance. 2014*

*Nomination for Montana Teacher of the Year. 2006-2007*

*Nomination of Sallie Mae First Class Teacher Award for first year teachers. 1995-1996*

## References:

Dr. Patty Kero~ Educational Leadership; University of Montana (406) 243-5623

Becky Aaring~ Superintendent; Highwood School District Highwood, MT (406) 733-2393

Jenifer Cline~ Special Education Services; Great Falls Public Schools (406) 396-3699

Don Almquist~ Principal, Wallace High School; Wallace, ID 406-280-0225/208-753-5315

## **Process for Revising the Montana Comprehensive Literacy Plan (MCLP)**

The Instructional Innovations Unit (IIU) of the Educational Opportunity and Equity (EOE) Division within the Montana Office of Public Instruction began the process of revising the current MCLP that originated in 2012. This document will continually be reviewed and revised with the assistance of a state literacy team based on a comprehensive needs assessment.

### **Steps for Revision**

1. Comprehensive needs assessment was conducted following the state education agency's (SEA) use and implementation of the current MCLP for five years and local education agencies (LEAs) implementation within the Montana Striving Readers Project and Title 1 School Support. Each year, an external evaluation was conducted and informed the SEA on needs for improvement.
2. The MCLP went through several reviewers for areas of strengths and needs for improvement with national experts, Dr. Timothy Shanahan and Dr. Anita Archer, IIU team members, and various units of the SEA.
3. The IIU team developed a plan and timeline for a revision process. Revision began in November 2016.
4. The IIU team developed an application process to secure a team of Montana educators with expertise in the following areas:
  - a. Implementing literacy instruction at the following age/grade levels: Birth through age 5, kindergarten through Grade 5, Grades 6 through 8, and Grades 9 through 12.
  - b. Selecting and evaluating comprehensive literacy programs.
  - c. Planning for and implementing effective literacy interventions particularly for disadvantaged students, children living in poverty, struggling readers, English learners, and children with disabilities.
  - d. Implementing literacy assessments.
  - e. Implementing professional development focused on literacy instruction and development.
5. The IIU team developed the application process to also include the following criteria for the state literacy team that is critical to Montana's vast geographical challenges and unique characteristics:
  - a. Educators from across Montana to include all five regions.
  - b. Educators from the various district sizes.
  - c. Educators to represent the Montana American Indian population.
6. The Call for Participants was sent to every district within Montana in the search for applicants to serve on the state literacy team. Seventeen educators were selected from the 35 applicant pool.
7. The state literacy team came together for two days to review and begin to propose revisions to the MCLP followed by a month of virtual work.
8. The revised MCLP will be available to all schools by August 2017.

<b>Before Awarded Grants</b>	<b>OPI Team</b>	<b>IC Team</b>	<b>SL Team</b>
Comprehensive Needs Assessment			X
SRCL Grant Application Modules	X		
Regional SRCL Grant Application Workshops	X		
Independent Peer Review Process to prioritize awards to eligible Subgrantees who propose a high-quality comprehensive literacy instruction program, supported by moderate or strong evidence and that aligns with the MCLP and local needs.	X		
Implement a high priority plan to prioritize and award Subgrants to serve the greatest numbers of disadvantaged children	X		
<b>During Grant Implementation</b>	<b>OPI Team</b>	<b>IC Team</b>	<b>SL Team</b>
Implement a high-quality plan to align, through a progression of approaches for each age group, early language and literacy projects supported by this grant that serve children birth-age 5 with programs and systems to serve students in K-5 to improve readiness and transitions for children across this continuum	X	X	X
Awarded Subgrantees use the Continuous Improvement Cycle to implement a Local Literacy Plan that was informed by a Comprehensive Needs Assessment	X	X	X
Awarded Subgrantees use the Continuous Improvement Cycle to implement a Local Literacy Plan that provided Professional Development	X	X	X
Awarded Subgrantees use the Continuous Improvement Cycle to implement a Local Literacy Plan that implemented interventions that are supported by moderate or strong evidence	X	X	X
Awarded Subgrantees use the Continuous Improvement Cycle to implement a Local Literacy Plan that implemented a plan to track children’s outcomes consistently with all applicable privacy requirements	X	X	X
Use the Continuous Improvement Cycle for continuous program improvement including the results of monitoring evaluations, and other administrative data, to inform the program’s continuous improvement and decision making, to improve program participant outcomes and to ensure the disadvantaged children are served and other stakeholders receive the results of the effectiveness of the Montana Striving Readers Comprehensive Literacy Project (MSRCLP) in a timely fashion	X		
Walkthrough data collection to determine level of implementation of interventions	X	X	
Walkthrough data analysis to determine level of implementation of interventions	X	X	X
SRCL Conferences using Implementation Modules	X	X	X
Follow-up with on-site support OPI: 1 to 3 days depending on size of student population IC: 3 to 6 days depending on size of student population	X	X	
Track student progress to ensure Year 1 results in 5% growth on Montana interim assessments and GPRA performance measures for all disadvantaged subgroups	X		X
Track student progress to ensure Year 2 results in 10% growth on Montana interim assessments and GPRA performance measures for all disadvantaged subgroups	X		X
Track student progress to ensure Year 3 results in 10% growth on Montana interim assessments and GPRA performance measures for all disadvantaged subgroups	X		X

(b)(4)

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### **Budget and Budget Narrative**

This section requires an itemized budget breakdown for each project year and the basis for estimating the costs of personnel salaries, benefits, staff travel, materials and supplies, consultant's, indirect costs, and any other projected expenditures. The budget narrative provides an opportunity for you to identify the nature and amount of the proposed expenditures.

To facilitate the review of your Budget Narrative, we encourage each applicant to include the following information for each year of the project:

#### **1. Personnel**

- Provide the title and duties of each position to be compensated under this project.
- Provide the salary for each position under this project.
- Provide the amounts of time, such as hours or percentage of time, to be expended by each position under this project.
- Explain the importance of each position to the success of the project.
- Provide the basis for cost estimates or computations.

#### **2. Fringe Benefits**

- Give the fringe benefit percentages of all personnel included under Personnel.
- Provide the rate and base on which fringe benefits are calculated.

#### **3. Travel**

- Explain the purpose of the travel, how it relates to project success, how it aligns with the project goals and objectives, and which program participants or staff will participate.
- Submit an estimate for the number of trips, points of origin and destination, and purpose of travel.
- Submit an itemized estimate of transportation and/or subsistence costs for each trip.

- Provide the basis for cost estimates or computations.

#### **4. Equipment**

- Indicate the estimated unit cost for each item to be purchased.
- Identify each type of equipment.
- Provide adequate justification of the need for equipment items to be purchased.
- Explain the purpose of the equipment and how it relates to the project's success.
- Provide the basis for cost estimates or computations.

#### **5. Supplies**

- Provide an itemized estimate of materials and supplies by nature of expense or general category (e.g., instructional materials, office supplies).
- Explain the purpose of the supplies and how they relate to the project's success.
- Provide the basis for cost estimates or computations.

#### **6. Contractual**

- Provide the purpose and relation to project success.
- Describe the products to be acquired and/or the professional services to be provided.
- Provide a brief justification for the use of the contractors selected.
- Identify the name(s) of the contracting party, including consultants, if available.
- Provide the cost per contractor.
- Provide the amount of time that the project will be working with the contractor(s).
- For professional services contracts, provide the amounts of time to be devoted to the project, including the cost estimates or computations.

*Note: see Important Information Regarding Professional Service Contracts below.*

#### **7. Construction**

- Not applicable.

#### **8. Other**

- List and identify items by major type or category (e.g., communications, printing, postage, equipment rental).
- Provide the cost per item (printing = \$500, postage = \$750).
- Provide the purpose for the expenditures in relation to project success.
- Provide the basis for cost estimates or computations.

**9. Total Direct Costs**

- The sum of expenditure, per budget category, of lines 1-8.

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# Deborah Kaye Hunsaker

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(b)(6)

## Education

### **BA | 1994 | SOUTHERN UTAH UNIVERSITY CEDAR CITT, UTAH**

- Major: Elementary Education
- Minor: Reading and Language Arts

### **MA | 2000 | LESLEY COLLEGE CAMBRIDGE, MASSACHUSETTS**

- Major: Literacy
- Minor: Diversity and Curriculum

## AWARDS

### **GRANTS WRITTEN AND AWARDED**

- 2015 Preschool Development Grant
- 2014 Governor's Award for Excellence in Performance
- 2011 Montana Striving Readers Project
- 2009 Early Reading First
- 2002 Montana Reading First
- 2000 Technology Literacy Challenge Fund
- 1999 Learn and Serve
- 1997-1998 School wide Bookstore Reading Incentive
- 1997 Washington Country Education Foundation- Writing Center
- 1996 Washington Country Education Foundation- Reading and Writing Center

## Current Experience

### **DIVISION OF EDUCATIONAL OPPORTUNITY AND EQUITY DIVISION ADMINISTRATOR, STATE OF MONTANA 2016-PRESENT**

In my current position I provide leadership, direction, supervision and administration of federally-funded programs in elementary and secondary education in Montana; administer and allocate funds for programs including ESEA Title I, Part A, Part C, and Part D, Title I School Support, Title II Part A, Title V Rural and Low Income Schools, Title IX Homeless Education; Striving Readers Comprehensive Literacy Grants, the Montana Preschool Development Grant. I provide specialist/consultant services in curricular subjects and school improvement strategies for Montana public schools; gather and analyze information regarding teacher needs and development of appropriate in-service responses to those needs; manage grants in all curricular areas and at all levels of educational attainment and related educational activities under the general direction of the State Superintendent and applicable policies, procedures, laws and rules of the state of Montana and such Federal laws as are appropriate.

## Previous Experience

### **INSTRUCTIONAL INNOVATIONS UNIT DIRECTOR | STATE OF MONTANA | 2001-2016**

In my previous position I oversaw statewide programs including Title I School Support, the Montana Striving Readers Project, Reading Excellence, Reading First, and Early Reading First. I conducted and supported a team of instructional coordinators in implementing numerous activities to improve teaching and learning. In addition, to supporting a team of instructional coordinators, my job description identified many other responsibilities, which I had been completing since becoming the Reading First Director. I developed, directed, managed and supervised all aspects of each program across a broad range of professional areas including school-wide program development, implementation, and evaluation; identification of personnel issues including staffing patterns, training requirements and evaluation criteria; fiscal responsibility including budget development, identification and solicitation of potential funding, and fiscal management.

**CLASSROOM TEACHER | 1998-2001**

I taught 3<sup>rd</sup> and 4<sup>th</sup> grade at Radley Elementary in East Helena. During that time, I was involved in writing three grants for the school and the district: The Eisenhower Grab Bag Math grant from the OPI, the Learn and Service Grant to create a walking history tour of East Helena and the final Technology Literacy Challenge Fund Grant. All grants were awarded.

# Gwen J. Poole

## *Education*

2013-2015  
Masters of Education, Instructional Design, Western Governors University  
1991-1996  
Bachelor of Science in Elementary Education with a K-12 Spanish Language Teaching  
Endorsement-Montana State University-Billings

## *Employment*

“Throughout lessons,  
Gwen is able to  
scaffold instruction for  
all students while  
maintaining high levels  
of student  
engagement...”  
Courtney Peterson,  
Reading First Specialist

2011- Present Instructional Specialist, Montana Office of Public Instruction  
2011- Present Instructional Consultant, Jill Jackson Consulting  
2009-2011 Response to Instruction Consultant, Montana Office of Public Instruction  
2010-2011 SRA Consultant-Corrective Reading & Reading Mastery  
2006-2011 Title 1 (K-5) Instructor, Pine Butte Elementary, Colstrip, MT  
2006-2007 Gifted and Talented Instructor (K-5), Pine Butte Elementary, Colstrip, MT  
2005-2006 Reading First Reading Coach, Lame Deer Elementary, Lame Deer, MT  
1998-2005 First Grade Teacher, Lame Deer Elementary, Lame Deer, MT  
1996-1998 Kindergarten Teacher, Lame Deer Elementary, Lame Deer, MT

## *Award*

2014 Governor’s Award for Excellence in Performance  
2002-2003 Lame Deer Schools Teacher of the Year

“She has become an  
expert in systematic,  
explicit instructional  
techniques and has  
assisted teachers with  
implementing these  
ideas in their  
classrooms.” Holly  
Bailey, Pine Butte  
Elementary Principal

## *Presenting Experience*

2005 Texas Teacher Reading Academy First Grade, Montana Office of Public  
Instruction  
2006 Texas Teacher Reading Academy Second/Third Grades, Montana Office of P  
Instruction  
2006 Flexible Student Grouping, Sopris West  
2007 Flexible Student Grouping, Montana Office of Public Instruction  
2008-2010 Introduction to Response to Intervention, Montana Office of Public Instructi  
2009 Introduction to Response to Intervention, Montana Comprehensive System fo  
Personnel Development  
2009-2010 Response to Intervention, Montana Comprehensive System for Personnel  
Development  
2010 SRA Corrective Reading, Reading Mastery Signature Edition, MacGraw-Hill  
2011 Curriculum Fidelity, Montana Comprehensive System for Personnel Develop  
2011-2013 District-wide Core Program Implementation, Sweet Water #1 District, Wyom  
2012-2013 Preschool Literacy and Language and CCSS Reading Foundational Skills, Alas  
State Literacy Institutes

2475 Kens Circle,  
Worden, MT 59088  
406.672.3022  
[gpoole@mt.gov](mailto:gpoole@mt.gov)

**EDUCATION****UNIVERSITY OF COLORADO DENVER**Denver, CO  
2012-2016*Master of Public Administration*

- GPA: 3.85
- Focus Areas: Public Finance; Public Policy Analysis; Project Management, Early Childhood Education

**UNIVERSITY OF MONTANA**Missoula, MT  
1998-2005*Bachelor of Arts in History***RELEVANT EXPERIENCE****MONTANA OFFICE OF PUBLIC INSTRUCTION – EDUCATIONAL OPPORTUNITY & EQUITY** Denver, CO*Preschool Specialist*April 2015 - Present  
February 2015

- Member of the steering team guiding the implementation of the Montana Preschool Development Grant (MPDG).
- Lead and coordinate a team of assessors to gather outcome data from programs participating in the MPDG.
- Analyze related data to monitor and review the attainment of MPDG goals and objectives.
- Monitor and report on grant activities and outcomes to relevant stakeholders and Federal oversight.
- Use effective communication processes to deliver information to programs and grant support staff.
- Provide technical assistance to early childhood education teachers and administrators.
- Train and evaluate the performance of assessors.
- Advise and collaborate with early learning program centers and Head Start programs regarding program planning and reporting requirements.

**Supervisor:** Tara Ferriter-Smith, Preschool Development Grant Director, 406-444-0758, tferriter@mt.gov**Reason for leaving:** N/A - Currently employed in this position.**Hours worked per week:** 40 / full-time**COLORADO DEPARTMENT OF EDUCATION - EARLY LEARNING AND SCHOOL READINESS** Denver, CO*Professional Development Information System Coordinator*April 2015 - Present  
February 2015*Professional Development Information System Credential Technician*

- Led a team in the ongoing development and implementation of a state-wide, web-based system designed to support professional development in the field of Early Childhood Education in Colorado.
- Analyzed related data to monitor and review the attainment of program goals and objectives.
- Developed effective communication processes and state-wide stakeholder networks to access and disseminate information.
- Evaluated grant applications for funding.
- Served as a resource and liaison for early learning schools and Head Start programs.
- Provided technical assistance to early childhood education teachers and administrators.
- Trained and evaluated the performance of Credential Technicians.
- Participate in local and regional coalitions and committees.
- Developed quality assurance protocols for credentialing process.

**Supervisor:** Jennifer O'Brien, Data & Communications Manager, 303-866-4214, obrien\_jennifer@cde.state.co.us**Reason for leaving:** Accepted position in Montana.**Hours worked per week:** 40 / full-time**CHILDREN'S OUTREACH PROJECT**

Denver, CO

*Lead Early Childhood Education Teacher*

October 2012 – July 2014

- Managed a diverse early childhood education classroom in a therapeutic early learning center with at-risk and special needs students.
- Worked with therapists, teachers, and parents to implement and coordinate occupational and speech therapies.
- Managed Head Start slots to ensure program goals were met.
- Used assessment tools to monitor growth and development, inform teaching practice, and identify early intervention needs of students.
- Ensured instruction was culturally appropriate in accordance with Colorado's Preschool Program standards.

**Supervisor:** Danielle Meir, Director of Programming & Therapeutic Services, 303-429-0653, danielle.meir@cop-denver.org**Reason for Leaving:** Program closed for the Summer of 2014 to restructure.**Hours worked per week:** 40 / full-time

**JOSEPH LEHMAN**

(b)(6)

**WARREN VILLAGE**

Denver, CO

*Lead Early Childhood Education Teacher*

August 2008 – July 2011

*Assistant Early Childhood Education Teacher*

June 2005 – June 2007

- Managed a Pre-Kindergarten classroom under the guidelines and supervision of the Colorado Preschool Program.
- Worked with at-risk population to achieve school readiness.
- Developed and implemented a standards-based curriculum utilizing teaching methodology and learning theory with emphasis in language, art, and science to ensure instruction met or exceeded Colorado Preschool Program standards.

**Supervisor:** Brett Dabb, Assistant Director, 303-866-6282, Dabb\_B@cde.state.co.us

**Reason for leaving:** Left to start a graduate degree in Public Administration.

**Hours worked per week:** 40 / full-time

**CHILDREN'S MUSEUM OF DENVER**

Denver, CO

*Family Learning Program Developer*

July 2007 – July 2008

- Developed the Go!Play program in conjunction with United Way's Born Learning Initiative to promote age appropriate, early childhood education teaching practices at the Museum and at home.
- Collected and analyzed data on Museum programs.
- Conducted research of early education practices and standards to inform Museum programming to better support member families and the community at large.
- Collaborated with education specialists to improve Museum programming.
- Implemented family and community outreach efforts and promoted Museum programming to community organizations and other children's museums regionally and nationally.

**Supervisor:** Gwen Kochman, Giving Manager, 720-933-3053, gwenk@cmdenver.org

**Reason for leaving:** Grant funding for program concluded.

**Hours worked per week:** 40 / full-time

**COLORADO STATE SENATE**

Denver, CO

*Legislative Aide*

January 2000 – January 2001

- Worked as staff to Senator Mary Ellen Epps; Primary duties included Constituent Relations and Legislative Research.

**Supervisor:** Senator Mary Ellen Epps. Sadly, Senator Epps passed away in June of 2014.

**Reason for leaving:** Position period came to an end.

**Hours worked per week:** 40 / full-time

**ADDITIONAL EDUCATION AND CREDENTIALS**

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**COMMUNITY COLLEGE OF DENVER**

Denver, CO

*Early Childhood Education Coursework*

January 2009 – May 2009

**COLORADO DEPARTMENT OF EDUCATION**

Colorado Early Childhood Professional Credential 2.0

Awarded on 10/12/2010 | Valid to 11/01/2019

*Early Childhood Professional III*

**COMPUTER SKILLS**

---

Microsoft Office, Microsoft Excel, Microsoft PowerPoint, SPSS, Salesforce.

**ADDITIONAL REFERENCES**

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Dr. Jane Hansberry, Masters of Public Administration Program Director, University of Colorado Denver  
303-315-0177, janehansberry@live.com

Monique Shevlin-Davis, Assistant Principal at Elkhart Elementary in Denver, CO  
303-340-3050, mashevlin-davis@aps.k12.co.us

Kim Nagel, Second Grade Teacher at Cory Elementary in Denver, CO  
720-334-7076, kimberly\_nagel@dpsk12.org

**KATHI TIEFENTHALER**

161 Colter Loop  
Helena, Montana 59602  
Cell (406) 459-4618

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**PROFESSIONAL WORK EXPERIENCE**

**Title I School Support Unit Director**

Office of Public Instruction – Helena, Montana

Aug 2010-Current

Responsibilities

- *Project Manager/Supervisor*
  - Supported and supervised thirty School Improvement Consultants, Scholastic Review Team Members and office staff throughout the implementation of the program
  - Visited schools in improvement with School Improvement Consultants to ensure alignment of activities, effective communication and support for all school staff
  - Collect, analyze and create action plans based on information and data collected at the schools to improve the quality of support for all schools
  - Coordinated schedules, time and travel for employees to ensure fiscal responsibility
- *Trainer/Presenter*
  - Provided trainings to establish consistent and effective support of schools in improvement
  - Presented at the state Title I conference as a keynote speaker
- *Coordinator*
  - Coordinated efforts between other state agency units including Instructional Innovations, Licensure, Indian Education for All and Special Education to promote common language and approaches for schools in improvement

**Montana Reading First Specialist**

Office of Public Instruction - Helena, Montana

Dec 2003-Aug 2010

Responsibilities:

- *Technical Support*
  - Ensure alignment of nine Montana schools' activities to the Montana Reading First grant and to the local Reading First grant during monthly visits and conference calls
- *Trainer/Presenter*
  - Provide training for teachers, reading coaches, and principals based on need including DIBELS training, early literacy concepts, instructional strategies and more
  - Present information at state meetings and Reading First meetings

- *Data Manager*
  - Supervise administration, quality control, and demographic accuracy for all DIBELS Data for Reading First Schools
  - Manage the coordination of data with the external evaluators of the program and troubleshoot when necessary
  - Analyze DIBELS data to assist schools and project in determining the next step of instruction
  - Used and managed the data using University of Oregon or AIMSweb throughout the program
  - Oversaw the projects data creating various reports and analyses used to present our state's data
- *Reporter*
  - Provide the Director of Reading First written reports of school visitations including reflections on school data
- *Assistant*
  - Helped schools develop data meetings to discuss the project, district, school, grade and individual student data and what the analysis determines

**Sixth Grade Teacher**

East Valley Middle School - East Helena, Montana

Fall 1997 - Winter 2003

**Reading Fellow for the REA Grant**

Helena, Montana

Spring 2002 – Spring 2004

**Fifth Grade Teacher**

Lincoln Elementary - Glendive, Montana

Fall 1995 – Spring 1997

**EDUCATION**

Master of Education in Literacy:

Lesley University – Online Program – 2000

Bachelor of Science in Elementary Education:

Moorhead State University – Moorhead, MN - 1990

**Elizabeth A. Tuss**  
1021 Jefferson Way, Anaconda MT 59711  
406-560-7076  
ltuss@mt.gov

“...her positive attitude and demeanor are infectious, not to mention her genuine care and concern for the children...”  
Angela Knaur  
Former Parent

“...academically amazing but even more importantly has the ability to teach real life skills to her students.”  
Teresa Slobojan-Monaco  
Special Education  
Anaconda High School

“...a motivated team player and a constant driving force for professional development.”  
Sue Sweeney  
Principal  
Broadwater Elementary

### **Professional Profile**

*Use all of my skills and education to contribute to the motivation and learning of all, as well as to the success of Montana schools.*

- Hold Masters Degree in Educational Technology and Bachelors Degree in Elementary Education and an Endorsement in Business Education.
- 16 years teaching experience; eight at the elementary level and eight at the high school level..
- A dedicated educator who strives to ensure the success of students, peers, and school.

### **Education, Honors, and Certifications**

SIM Learning Strategies National Trainer  
Started June 2013 completed May 2014

CRISS Certified Trainer  
Started July 2013 completed March 2014

National Board Certified Career and Technical Education  
Fall 2012

Business Endorsement  
University of Montana Western, Dillon, MT. 2007

M.S. Education  
Lesley University, Cambridge, MA. 2005

B.A. Elementary Education  
University of Montana Missoula, MT 1999

### **Employment**

***MONTANA OFFICE OF PUBLIC INSTRUCTION*** – 1300 11th Ave,  
PO Box 202501 Helena, MT 59620-2501

**Instructional Coordinator**  
June 2015 to Present

Supervisor Debbie Hunsaker (406) 444-0733

***ANACONDA SCHOOL DISTRICT*** – 515 Main Street - Anaconda, MT 59711

**Instructional Coach / Reading Specialist**  
August 2012 to June 2015

Supervisor Paul Furthmyre (406) 563-5269

***MONTANA OFFICE OF PUBLIC INSTRUCTION, PROFESSIONAL DEVELOPMENT DESIGNER / PRESENTER***

February 2014 to Present

Supervisor Debbie Hunsaker (406) 444-0733

***MONTANA TECH OF THE UNIVERSITY OF MONTANA/  
ADJUNCT PROFESSOR OF PSYCHOLOGY AND SOCIOLOGY***

September 2012 to Present  
Supervisor Bernice Phelps (406) 496-4565

***ANACONDA SCHOOL DISTRICT – 515 Main Street - Anaconda, MT  
59711 BUSINESS/TECHNOLOGY TEACHER, BUILDING  
SYSTEM OPERATOR, WEB PAGE DEVELOPER***

August 2007 to 2012  
Supervisor Paul Furthmyre (406) 563-5269

***OFFICE OF PUBLIC INSTRUCTION – PO Box 202501 – Helena, MT  
59620***

**Scholastic Review Team Member**

Fall 2008  
Supervisor Cheryl Heldt (406) 444-0686

***PHILIPSBURG SCHOOL DISTRICT – 407 Schnepel – Philipsburg, MT  
59858***

**1<sup>st</sup>/2<sup>nd</sup> Grade Teacher, Assistant Technology Coordinator, Head Girl's  
Basketball Coach, Jr. High Track Coach**

August 2001 – June 2007  
Supervisor Sue Sweeney (406) 324-1130

***SALMON SCHOOL DISTRICT – 907 Sharkey – Salmon, ID 83467  
Reading Teacher, 5<sup>TH</sup> Grade Teacher, Jr. High Track Coach, Volleyball  
Assistant***

February 2000 – June 2001  
Supervisor Gary Pflueger (208) 756-4271

***UNITED STATES FOREST SERVICE - #4 Whitetail Rd –  
Whitehall, MT 59759***

**Firefighter**

Seasonal Summer 1994 - 2002  
Supervisor Kevin Smith (406) 287-3223

***Community, Leadership, and Volunteer Experiences***

**National Honor Society Leader** – This position requires the planning and carrying out of community service projects for all members, holding meetings and checking on students' academic eligibility and fundraising for the scholarship fund.

**Anaconda Leadership Team** – Meeting before school, after school and on weekends to ensure the vision of the school is being met. The team plans all professional development, reviews student data and tries to move our school in a positive direction.

**Instructional Coach** – Work with teachers on best practices and differentiating instruction to meet the needs of all students

# TERRI A. BARCLAY

3942 TOPAZ CT. • HELENA, MT 59602  
PHONE (406) 214-1985 • E-MAIL TBARCLAY2@MT.GOV

## EDUCATION

---

University of Idaho-Moscow, ID ; *Masters of Education Curriculum & Instruction 2011*  
Montana State University-Billings Billings, MT- *Special Education Endorsement: 2005*  
Continuing Education: *UM Missoula, Missoula, MT* ; *UI-Couer d'Alene, ID* ;  
*MSU Bozeman Bozeman, MT* ; *City University, Spokane, WA*

Master Teacher for Student Teachers; 1998-1999 , 1999-2000, and 2002-2003

University of Montana-Missoula: BA in Elementary Education; 1995

Superior High School Superior, Montana; 1984-1987

## PROFESSIONAL EXPERIENCE

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- Instructional Innovations Unit Team Leader, Montana OPI Helena, MT. January 2017-current
- Early Grades Instructional Specialist, Montana Office of Public Instruction Helena, MT. March 2010-January 2017
- Special Education Teacher (K-12), St. Regis Elementary. Aug. 2006-July 2009
- Second Grade, St. Regis Elementary. Aug. 2003-2006
- On-site Technology Coordinator, St. Regis Aug. 2004-June 2009
- Second/Third Grade Combination, St. Regis Elementary Aug. 2002-2003
- Master Teacher, Student Teacher placements from UM-Missoula, MSU-Bozeman, UM-Western
- Third Grade, St. Regis Elementary Sept. 1995-2002
- Title 1, St. Regis Elementary. May 1995-June 1995; End of Year paperwork
- Student Teaching; Superior Elementary, Superior, MT 9weeks/1<sup>st</sup> Grade Jan-Mar 1995)  
St. Regis Elementary, St. Regis, MT 9weeks/4<sup>th</sup> Grade (Mar-May 1995)
- Internship; Lowell Elementary, Missoula, MT. One Semester to co-teach thematic unit on "Space".
- Volunteer; Superior Elementary. Kindergarten and Special Ed. Classrooms.

## PROFESSIONAL EXPERIENCE

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- Adjunct Professor; University of Montana Western
- Montana Early Learning Standards Work Group; participant 2014
- National Title I Conference Presenter on Technology Integration; 2012 Nashville, 2013 San Diego
- Consultant for Special Education: St. Regis Schools; 2010-2011
- Instructional Technology Trainer/Consultant: Smart Board, Best Practices; 2008-2011
- TIC TOC; PSATT Grant; participant 2003-2010
- Instructional Coaching; Jim Knight training; participant 2008
- Communications Arts Curriculum; St. Regis, MT Fall 2008
- Montana Full-Time Kindergarten Model Curriculum Project; OPI March 2008-October 2008
- ITSC Technology Conference; presenter 2007
- Reading Excellence Grant; Grant writer and teacher; 2002-2004
- Montana Tales Grant; participant
- NEW (NASA Educational Workshop) Participant; JPL, Summer 1999
- 

## OUTSTANDING ACHIEVEMENTS

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*Governor's Award for Excellence in Performance. 2014*

*Nomination for Montana Teacher of the Year. 2006-2007*

*Nomination of Sallie Mae First Class Teacher Award for first year teachers. 1995-1996*

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## References:

Dr. Patty Kero~ Educational Leadership; University of Montana (406) 243-5623

Becky Aaring~ Superintendent; Highwood School District Highwood, MT (406) 733-2393

Jenifer Cline~ Special Education Services; Great Falls Public Schools (406) 396-3699

Don Almquist~ Principal, Wallace High School; Wallace, ID 406-280-0225/208-753-5315

**From:** Williams, Damien [<mailto:Damien.Williams@ed.gov>]  
**Sent:** Wednesday, July 05, 2017 10:16 AM  
**To:** Phillips, Jay  
**Subject:** RE: ICR Proposal

Hi Jay,

Thanks for the quick response. Yes, the 18% and 17% respectively are after all adjustments. The only possible outstanding adjustment is the associated costs. Was the attachment helpful to help determine the associated costs?

Very respectfully,

Damien Williams  
Cost Negotiator  
U.S. Department of Education  
Office of the Chief Financial Officer  
(202) 245-8250  
[damien.williams@ed.gov](mailto:damien.williams@ed.gov)

**From:** Phillips, Jay [<mailto:JPhillips3@mt.gov>]  
**Sent:** Wednesday, July 05, 2017 12:13 PM  
**To:** Williams, Damien  
**Subject:** RE: ICR Proposal

Damien,

Thanks for the quick response. So yes the ECM costs will be on-going so the exclusion of that amount will negatively impact us.

One question, so the 17% restricted is AFTER all discounts, correct? So my approved rate to apply to all applicable funding sources would be 18% unrestricted and 17% restricted? If this is the case and the ECM costs are excluded then I think I can make that work. If there is further discounted amounts then I would have a problem meeting my obligations.

Thank you for all the hard work on this!



**Jay Phillips**

Centralized Services Administrator, Montana Office of  
Public Instruction

- Phone: 406-444-4523
- Mobile: (b)(6)
- TTY: 406-444-0235
- Website: <http://opi.mt.gov/>
- Email: [jphillips3@mt.gov](mailto:jphillips3@mt.gov)



UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF THE CHIEF FINANCIAL OFFICER

JUN 30 2016

Mr. Ken Bailey  
Assistant Superintendent of Operations  
Montana Office of Public Instruction  
PO. Box 202501  
Helena, MT 59620-2501

Reference: Agreement No. 2016-050

Dear Mr. Bailey:

The original and one copy of the Indirect Cost Rate Agreement are enclosed. These documents reflect an understanding reached by your organization and the U.S. Department of Education. The rates agreed upon should be used for computing indirect cost grants, contracts and applications funded by this Department and other Federal Agencies.

After reviewing the Rate Agreement, please confirm acceptance by having the original signed by a duly authorized representative of your organization and returned within thirty (30) calendar days from the date of this letter to:

U.S. Department of Education  
OCFO / FIO / ICG  
Attention: Frances Outland, Rm. 6059  
550 12th Street, SW  
Washington, DC 20202-4450

The enclosed copy of this agreement should be retained for your files. If there are any questions, please contact Andre Hylton at (202) 245-7568 or [Andre.Hylton@ed.gov](mailto:Andre.Hylton@ed.gov).

The next indirect cost rate proposal based on actual data for the year ending June 30, 2016 is due by December 31, 2016. This proposal should be sent to the above address.

Sincerely

(b)(6)

Frances Outland  
Director, Indirect Cost Group  
Financial Improvement Operations

Enclosures

550 12th St. S.W., WASHINGTON, DC 20202  
[www.ed.gov](http://www.ed.gov)

INDIRECT COST RATE AGREEMENT  
STATE EDUCATION AGENCY

**Organization**

Montana Office of Public Instruction  
PO. Box 202501  
Helena, MT 59620-2501

**Date:**

**Agreement No:** 2016-050

**Filing Reference:** Replaces previous Agreement No. 2013-117

Dated: 7/18/2013

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>
Predetermined	07/01/2013	06/30/2016	15.2%	MTDC	Restricted
Predetermined	07/01/2013	06/30/2016	15.7%	MTDC	Unrestricted
Predetermined	07/01/2016	06/30/2017	17.1%	MTDC	Unrestricted
Predetermined	07/01/2016	06/30/2017	16.0%	MTDC	Restricted

**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:**

Unrestricted Unrestricted rates apply to programs that do not require a restricted rate per 34 CFR 75.563 and 34 CFR 76.563.

Restricted Restricted rates apply to programs 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 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:

Montana Office of Public Instruction  
PO. Box 202501  
Helena, MT 59620-2501

For the Federal Government:

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

(b)(6)

Signature

*Kenneth L. Bailey*

Name

*Assistant Superintendent  
of Operations*

Title

*7/13/2016*

Date

Signature

*Frances Outland*

Name

*Director, Indirect Cost Group*

Title

*JUN 30 2016*

Date

Negotiator: Andre Hylton

Telephone Number: (202) 245-7568

## Budget Narrative File(s)

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\* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

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

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Budget Narrative for the MSRCLP

Budget Narrative

See Section D and E in narrative for full description of Alignment and Adequacy of Resources for the Montana Striving Readers Comprehensive Literacy Program (MSRCLP). Table 1 provides additional information about the OPI Team implementing the MSRCLP. Funds are requested by the OPI Team include: Terri Barclay, MS Ed., Kathi Tiefenthaler MS Ed., Gwen Poole, MS Ed., Liz Tuss, MS Ed., and Jody Lehman, M.P.A., who will serve as team members. 20% is included for fringe benefits and a 3% increase for Year 2 and 3 for inflationary costs.

<b>Table 1: Personnel and Fringe Benefits</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Total</b>
Terri Barclay .50 FTE (.50 MSRCLP & .50 Title I School Support) <b>100% of Terri's time</b> will be committed to MSRCLP. 50% of her salary will be paid with MSRCLP funds and 50% with Title I School Support funds.	\$38,517	\$39,672	\$40,862	\$119,051
Jody Lehman 1.00 FTE (1.00 MSRCLP) <b>100% of Jody's time</b> will be committed to MSRCLP. 100% of his salary will be paid with MSRCLP funds	\$42,318	\$43,587	\$44,895	\$130,800
Debbie Hunsaker .25 FTE (.25 MSRCLP & .75 Title I) <b>50% of Debbie's time</b> will be committed to MSRCLP. 25% of her salary will be paid with MSRCLP funds and 75% with Title I funds.	\$22,506	\$23,181	\$23,877	\$69,564
Kathi Tiefenthaler .25 FTE (.25 MSRCLP & .75 Title I School Support) <b>50% of Kathi's time</b> will be committed to MSRCLP. 25% of her salary will be paid with MSRCLP funds and 75% with Title I School Support funds.	\$20,786	\$21,409	\$22,051	\$64,246
Gwen Poole .25 FTE (.25 MSRCLP & .75 Title I School Support) <b>75% of Gwen's time</b> will be committed to MSRCLP. 25% of her salary will be paid with MSRCLP funds and 75% with Title I School Support funds.	\$18,810	\$19,374	\$19,955	\$58,139
Liz Tuss .25 (.25 MSRCLP & .75 Title I School Support) <b>50% of Liz's time</b> will be committed to MSRCLP. 25% of her salary will be paid with MSRCLP funds and 75% with Title I School Support funds.	\$21,231	\$21,868	\$22,524	\$65,623
<b>Total Personnel</b>	<b>\$164,168</b>	<b>\$169,091</b>	<b>\$174,164</b>	<b>\$507,423</b>
<b>MSRCLP Objectives: 1, 2, 3, 4, 5, 6, 7</b> , Refer to the MSRCLP Logic Model and section (a) (2) for Objective/Outcomes <b>Activities:</b> All activities listed throughout Section A-F in the narrative will be implemented by the above personnel.				

For the OPI Team to conduct all MSRCLP activities for SRCL Subgrantees and Awarded SRCL Subgrantees (see Section A: State-level activities), funds are requested to cover state travel (mileage, lodging, and meals).

<b>Table 2: Travel local mileage rate .54</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Total</b>
240 miles/week, the OPI Team for 40 weeks/year, state motor pool car services, state per diem for meals and lodging at state rate costs. Each OPI Team member will be supporting 5-7 Awarded SRCL Subgrantees' programs. See Table X in Section X of the narrative for the number of support days. Additional costs for Year 1 travel (see Table X for on-site support days) will be covered by Title I and Accreditation.	\$20,000	\$40,000	\$40,000	\$100,000
<b>Total Travel</b>	<b>\$20,000</b>	<b>\$40,000</b>	<b>\$40,000</b>	<b>\$100,000</b>

Budget Narrative for the MSRCLP

Funding was based on actual on-site expenditures from the 2011 SRCL Program.

**MSRCLP Objectives: 1, 2, 3, 4, 5, 6, 7** Refer to the MSRCLP Logic Model and section (a) (2) for Objective/Outcomes  
**Activities:** Travel of the OPI Team members to subgrant workshops, on-site support for Awarded SRCL Subgrantees, and statewide workshops.

<b>Table 3: General Supplies</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Total</b>
Office Supplies (\$100/month/OPI Team member for paper, toner cartridges, binders, etc.) Funding was based on actual on-site expenditures from the 2011 SRCL Program.	\$7,200	\$7,200	\$7,200	\$21,600
<b>Total General Supplies</b>	<b>\$7,200</b>	<b>\$7,200</b>	<b>\$7,200</b>	<b>\$21,600</b>

Funding was based on actual on-site expenditures from the 2011 SRCL Program.

**MSRCLP Objectives: 1, 2, 3, 5, 7** Refer to the MSRCLP Logic Model and section (a) (2) for Objective/Outcomes  
**Activities:** Supplies necessary for implementation of TA.

<b>Table 4: Supplies for TA</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Total</b>
Office Supplies (\$100/month/OPI Team member for paper, toner cartridges, binders, etc.)	\$7,200	\$7,200	\$7,200	\$21,600
Year 1: Supplies for Regional SRCL Subgrant Application Workshops identified in section (a) (1) in the narrative. \$3,000 for each of the 6 meeting days. Year 2 & 3: Supplies for SRCL Conferences. \$2,500 per conference	\$23,000	\$5,000	\$5,000	\$33,000
Printing for SRCL Grant Application (Year 1) and SRCL Implementation Modules (Years 1, 2, and 3). See section (a) (1). \$1,000 per estimated 35 Awarded SRCL Subgrantees and meeting space for the SRCL Conferences	\$35,000	\$35,000	\$35,000	\$105,000
<b>Total Supplies for TA</b>	<b>\$65,200</b>	<b>\$47,200</b>	<b>\$42,200</b>	<b>\$154,600</b>

Funding was based on actual on-site expenditures from the 2011 SRCL Program.

**MSRCLP Objectives: 1, 2, 3, 4, 5, 6, 7** Refer to the MSRCLP Logic Model and section (a) (2) for Objective/Outcomes  
**Activities:** Supplies necessary for printing and creating materials including Regional SRCL Grant Application Workshops and all SRCL Conferences.

The external evaluator will ensure the MSRCLP objectives and outcomes are met and provide critical data to be shared with the SL Team, OPI, and ICs to strengthen the Continuous Improvement Cycle. The OPI will contract with a hotel for meeting space for the workshops and conferences.

<b>Table 5: Contractual</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Total</b>
External Evaluation (Angela Roccograndi) Education Northwest includes \$25,000/year for indirect costs	\$60,000	\$80,000	\$80,000	\$220,000
Room rental, and AV support, and catering services for PD @ \$4,500/ day Yr. 1 – three 3-day Regional SRCL Grant Application Workshops and two 2-day SRCL Conference Yr. 2 and 3 – two 2-day SRCL Conferences	10 days \$45,000	4 days \$18,000	4 days \$18,000	\$81,000
Independent Peer Review of SRCL Subgrant Applications. 15 reviewers at \$2,000/day	\$30,000	\$0	\$0	\$30,000
<b>Total Contractual</b>	<b>\$135,000</b>	<b>\$98,000</b>	<b>\$98,000</b>	<b>\$331,000</b>

Budget Narrative for the MSRCLP

Funding was based on actual on-site expenditures from the 2011 SRCL Program.

**MSRCLP Objectives: 1, 2, 3, 4, 5, 6, 7**

**Activities:** Contractual services are necessary for external evaluations, to ensure the MSRCLP is meeting the objective and outcomes, to run a rigorous and competitive Regional SRCL Grant Application Workshop, section (d) and to run a quality Independent Peer Review of SRCL Subgrant Applications.

**Table 6: Awarded SRCL Subgrantees**

Approximately 35 Awards	Year 1	Year 2	Year 3	Total
Awarded SRCL Subgrantees	\$7,600,000	\$7,600,000	\$7,600,000	\$22,800,000

**Table 7: Total MSRCLP Costs**

	Year 1	Year 2	Year 3	Total
MSRCLP Administrative Costs (< 5% of Project Total)	\$391,568	\$361,491	\$361,564	\$1,114,623
Indirect Costs for the OPI is 17%	\$70,817	\$62,983	\$62,996	\$196,796
Direct Costs including Awarded SRCL Subgrantee Amounts	\$7,600,000	\$7,600,000	\$7,600,000	\$22,800,000
<b>Project Total MSRCLP Administrative Costs</b>	<b>\$8,062,385</b>	<b>\$8,024,474</b>	<b>\$8,024,560</b>	<b>\$24,111,419</b>

Table 8: The Funding and Support Table is also listed in section (d). It shows the amount of funding the Awarded SRCL Subgrantees will receive based on student and child populations. The Funds Needed Yearly column represents the overall amount they will receive each year. The Funds for Interventions column represent the funds they can spend in those two areas based on student and child populations. The chart was developed based on experiences of Subgranting through RF, ERF, MPDG, 2011 SRCL, and the RTI projects to ensure adequate resources are available to meet the MSRCLP goals identified in section (a) (2) of the narrative. The MSRCLP estimates to award 25 to 35 SRCL Subgrantees for a total of \$7,600,000 in Year 1, Year 2 and Year 3.

**Table 8: Funding and Support (also Table is in Alignment of Resources)**

# of students or children	Funds needed yearly	# of on-site support days/month from OPI Team member (September-May)	# of on-site support days/month from Instructional Consultant (October-April)	Funds for Required MSRCLP Activities	Funds for Comprehensive Needs Assessment identified in SRCL Subgrantee Grant Application
1-200	\$250,000	1	2	\$100,000	\$150,000
201-500	\$300,000	2	3	\$125,000	\$175,000
500-750	\$375,000	3	4	\$150,000	\$200,000
751-1000	\$400,000	3	5	\$175,000	\$225,000
1000+	\$450,000	3	6	\$175,000	\$250,000

Budget Narrative for the MSRCLP

SRCL Subgrantees Awarded will be required to fill out the Awarded SRCL Subgrantees Budget Table below and provide a budget narrative. The budget narrative demonstrates that the costs relate to the activities and objectives of their SRCL Grant Application, are reasonable and allowable, and align to the guidelines of the Funding and Support Table and the categories listed in the Awarded SRCL Subgrantees Budget Table below.

<b>Table 9: Awarded SRCL Subgrantees Budget</b> <b>Required Costs for MSRCLP Activities are highlighted below in gray</b>			
Category	Description	Project Year 1 Example for Large SRCL Subgrantees (750+ students)	Project Year 1 Example for Small SRCL Subgrantees (< 200 students)
1) Personnel	Personnel Costs (only allowed if directly supports implementation of required MSRCLP activities and if sustainability of those supports can be justified, including the instructional coach).	Based on CNA identified in SRCL Subgrantee Grant Application	Based on CNA identified in SRCL Subgrantee Grant Application
2) Travel and PD	<ul style="list-style-type: none"> <li>Regional SRCL Grant Application Workshop</li> <li>SRCL Conferences</li> </ul> (Costs to send SL Team to a 2-day Regional SRCL Grant Application Workshops and two 2-day SRCL Conferences at approximately \$2,000/SL team/day)	\$34,000	\$34,000
3) Supplies and Materials	<ul style="list-style-type: none"> <li>Interventions with strong or moderate evidence</li> </ul>	Based on CNA identified in SRCL Subgrantee Grant Application	Based on CNA identified in SRCL Subgrantee Grant Application
	<ul style="list-style-type: none"> <li>Assessments</li> </ul>	1,000 x \$5=\$5,000	200 x \$5=\$1,000
	<ul style="list-style-type: none"> <li>Additional supplies and materials in SRCL Grant Application</li> </ul>	Based on CNA identified in SRCL Subgrantee Grant Application	Based on CNA identified in SRCL Subgrantee Grant Application
	Approximate Total – varies		
4) Contractual	Instructional Consultant \$2,500/day	6 days/7 months=42 days x \$2,500 = \$105,000	2 days/7 months=14 days x \$2,500 = \$35,000
5) Total Direct Costs	\$250,000-\$400,000	Will vary based on child/student population	Will vary based on child/student population
Indirect Costs		TBD	TBD
<b>Total Costs</b>		<b>TBD</b>	<b>TBD</b>