

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 # S371C170011

Grants.gov Tracking#: GRANT12453174

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.).

There were problems converting one or more of the attachments. These are: [1236-FINAL Budget Narrative.docx](#)

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="07/17/2017"/>	4. Applicant Identifier: <input type="text"/>
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5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>
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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: <input type="text" value="North Dakota Department of Public Instruction"/>	
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="45-6002426"/>	* c. Organizational DUNS: <input type="text" value="8037550570000"/>

d. Address:

* Street1: <input type="text" value="600 E. Boulevard Ave. Dept. 201"/>
Street2: <input type="text"/>
* City: <input type="text" value="Bismarck"/>
County/Parish: <input type="text"/>
* State: <input type="text" value="ND: North Dakota"/>
Province: <input type="text"/>
* Country: <input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code: <input type="text" value="58505-004"/>

e. Organizational Unit:

Department Name: <input type="text" value="Office of Academic Support"/>	Division Name: <input type="text" value="Student Support & Innovation"/>
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f. Name and contact information of person to be contacted on matters involving this application:

Prefix: <input type="text" value="Mrs."/>	* First Name: <input type="text" value="Peg"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Wagner"/>	
Suffix: <input type="text"/>	

Title: <input type="text" value="Asst. Director, Academic Support"/>
--

Organizational Affiliation: <input type="text"/>

* Telephone Number: <input type="text" value="701-328-3545"/>	Fax Number: <input type="text" value="701-328-0203"/>
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* Email: <input type="text" value="pswagner@end.gov"/>
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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:**

NDSRCP is a collaborative effort to improve literacy throughout the entire state for all children birth through grade 12.

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="28,800,000.00"/>
* 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="28,800,000.00"/>

*** 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

North Dakota Department 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	140,500.00	144,715.00	149,055.00	0.00	0.00	434,270.00
2. Fringe Benefits	63,225.00	65,123.00	67,082.00	0.00	0.00	195,430.00
3. Travel	27,548.00	46,482.00	46,482.00	0.00	0.00	120,512.00
4. Equipment	7,000.00	0.00	0.00	0.00	0.00	7,000.00
5. Supplies	7,450.00	6,700.00	6,700.00	0.00	0.00	20,850.00
6. Contractual	234,197.00	114,060.00	107,761.00	0.00	0.00	456,018.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	10,640,000.00	8,360,000.00	8,360,000.00	0.00	0.00	27,360,000.00
9. Total Direct Costs (lines 1-8)	11,119,920.00	8,737,080.00	8,737,080.00	0.00	0.00	28,594,080.00
10. Indirect Costs*	80,080.00	62,920.00	62,920.00	0.00	0.00	205,920.00
11. Training Stipends	0.00	0.00	0.00	0.00	0.00	0.00
12. Total Costs (lines 9-11)	11,200,000.00	8,800,000.00	8,800,000.00	0.00	0.00	28,800,000.00

***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: 06/30/2020 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify):

The Indirect Cost Rate is 14.30%.

(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 14.30%.

PR/Award # S371C170011

Name of Institution/Organization North Dakota Department 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	0.00	0.00	0.00	0.00	0.00	0.00
2. Fringe Benefits	0.00	0.00	0.00	0.00	0.00	0.00
3. Travel	0.00	0.00	0.00	0.00	0.00	0.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	0.00	0.00	0.00	0.00	0.00	0.00
6. Contractual	0.00	0.00	0.00	0.00	0.00	0.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	0.00	0.00	0.00	0.00	0.00	0.00
9. Total Direct Costs (lines 1-8)	0.00	0.00	0.00	0.00	0.00	0.00
10. Indirect Costs	0.00	0.00	0.00	0.00	0.00	0.00
11. Training Stipends	0.00	0.00	0.00	0.00	0.00	0.00
12. Total Costs (lines 9-11)	0.00	0.00	0.00	0.00	0.00	0.00

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524

ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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

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

<p>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Deb Pilon</p>	<p>TITLE</p> <p>Superintendent of Public Instruction</p>
<p>APPLICANT ORGANIZATION</p> <p>North Dakota Department of Public Instruction</p>	<p>DATE SUBMITTED</p> <p>07/17/2017</p>

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

NOTICE TO ALL APPLICANTS

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

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

To Whom Does This Provision Apply?

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

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

What Does This Provision Require?

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

be discussed in connection with related topics in the application.

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

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

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

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

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

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

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

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

Estimated Burden Statement for GEPA Requirements

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

Optional - You may attach 1 file to this page.

GEPA_427.pdf	Add Attachment	Delete Attachment	View Attachment
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GEPA (General Education Provisions Act), Section 427

The North Dakota Department of Public Instruction provides leadership, resources, assistance, and oversight in partnership with school districts and others, to support student achievement and future success. As the state education agency, it is our right and responsibility to advocate for educational gains and lifelong literacy in an environment that seeks to respect differences while fostering caring relationships, cross-cultural understanding, and common educational commitments. State staff are held responsible not only for greater efforts on behalf of diversity and excellence, but for results; the subsequent integration of curriculum, discipline, academic and academic support groups, and the integration of ethnically and racially diverse groups which comprise 19% of North Dakota's K-12 enrollment, and persons with disabilities are foremost to our goals.

In accordance with Section 427 of the Department of Education's General Provision Act (GEPA), the North Dakota Department of Public Instruction (NDDPI) ensures equal access and participation to all persons regardless of their race, color, ethnicity, religion, national origin, gender, age, citizenship status, or disability to the programs and services offered pursuant to the Every Students Succeeds Act (ESSA). For state-level activities as well as all other activities supported by federal assistance under this application, NDDPI will fully enforce all federal and state laws and regulations designed to ensure equitable access to all program beneficiaries and to overcome barriers to equitable participation. NDDPI will take all steps necessary, whether by required notices, complaint procedures, appointment of liaisons, outreach activities, pursuit of conforming state legislation, or otherwise, to achieve these goals.

The NDDPI seeks to ensure a work environment free of discrimination, intimidation, coercion, or retaliation. The state of North Dakota and this hiring agency do not discriminate on the basis of an applicant's or an employee's race, color, religion, sex, national origin, age, genetics, sexual orientation, physical or mental disability, status with regard to marriage or public assistance, political opinions or affiliations, or participation in lawful activity off the employer's premises during non-working hours that is not in direct conflict with the essential business related interests of the employer. For inquiries regarding nondiscrimination policies, contact Robert Marthaller, Assistant Superintendent, Department of Public Instruction, 600 East Boulevard Avenue, Dept. 201, Bismarck, ND 58505-0440, phone: 701-328-2267.

Materials will be available for visually impaired. The NDDPI will provide the necessary equipment to create documents in accessible formats and ensure that physical space is accessible for individuals with disabilities and developed in accordance with industry standards. Additionally, any materials for district staff, parents or participating community members will be available in alternate formats including large print, audio, or Braille as needed. Videotapes developed by the project work will be appropriately captioned. Any conference or meeting spaces must be accessible in accordance with the ADA to ensure full participation of individuals with disabilities.

Information from disaggregated groups of students is valuable in targeting resources where needed.. The disaggregated groups for Pre-K through grade 12 students in North Dakota are racial/ethnic groups (Native American, White, Black, Hispanic non-white, and Asian); students

having limited English proficiency; students with disabilities; and, low-income students. There is coordination with other NDDPI federal programs as applicable to include the Department staff for the McKinney-Vento Homeless Assistance Act, Perkins, IDEA and the Indian Education offices.

The NDDPI student assessment system is accountable for all students. Whether students take the state assessment test or the alternate assessment, all student needs are addressed; students may take the state assessment with accommodations.

Finally, the NDDPI conducts numerous activities to ensure compliance with GEPA requirements including, but not limited to, assurances regarding curriculum equity, funding via school improvement plans to address and support students with the greatest needs, professional development on instructional and classroom management and discipline as it relates to gender, ethnicity/race, multi-tiered systems of support and quality intervention systems.

The NDSRCL Administration Team for the proposed NDSRCL grant has intentionally and consciously addressed the selection of committee members to have equal representation equal to that of the state for gender, race/ethnicity and location. As comparison, the unit and Department representation assimilates to that equal of the state diversity rates. For the SRCL Grant, the participating LEA's may include those with higher than average Native American populations. The coaches utilized for those predominately Native American schools and communities will be of the same race as available to ensure cultural relevance is addressed with respect and fairness to the history and community culture of those served. As necessary, the Department is able to translate materials for diverse populations. To the best of our ability, the cultural needs of both staff and students and their families will be met timely for those participating in training, interviews, screenings, etc.

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

North Dakota Department of Public Instruction

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Ms. * First Name: Kirsten Middle Name:

* Last Name: Baesler Suffix:

* Title: Superintendent of Public Instruction

* SIGNATURE: Deb Pilon

* DATE: 07/17/2017

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

1. Project Director:

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2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

Yes No Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

Yes No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #: 1 2 3 4 5 6

No Provide Assurance #, if available:

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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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ABSTRACT. Priorities. The North Dakota Department of Public Instruction (NDDPI) is committed to literacy for all North Dakota (ND) children, from birth to Grade 12. This proposal for the North Dakota Striving Readers Comprehensive Literacy (NDSRCL) Grant CFDA 84.371C focuses on eight measurable goals that advance literacy skills in 5,500 children (375 teachers in 275 classrooms). Priority in selection of subgrantees will be given to programs that serve the greatest percentage of Disadvantaged Children along the age continuum. This application meets the absolute and both competitive priorities: NDDPI will be using an independent peer review process to award eligible subgrantees that propose high-quality comprehensive literacy instruction programs by moderate or strong evidence that aligns with local needs and the ND State Comprehensive Literacy Plan (Appendix 4).

Proposed Objectives and Activities. The NDDPI is proposing an ambitious, yet achievable plan to implement comprehensive literacy instruction programs with moderate to strong evidence of efficacy, with fidelity and differentiation of instruction for children from birth to age three, four- and five-year-old's, kindergarten through Grade 5, and middle and high school. Every goal includes information on key activities, timelines, responsible parties, financial resources, and performance/outcome measures (Appendix 2). Five separate teams will support the NDSRCL activities (i.e., coaching, monitoring, quality assurance/continuous improvement and TA) focused on interventions supported by moderate or strong evidence and align with local needs.

Proposed Project Outcomes. The state's overall goal for NDSRCL is that ND will integrate and align resources and policies to support the literacy skills of Disadvantaged Children birth to Grade 12 to *graduate Choice Ready with the knowledge, skills, and disposition to be successful in whatever they choose to do*. The overall goal of the NDSRCL is that by January 2020, ND will increase literacy skills of approximately 5,500 children.

Project Narrative File(s)

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I. State-level Activities

The North Dakota Department of Public Instruction (NDDPI) (ND State Education Agency (SEA)) is committed to literacy for all North Dakota (ND) children, from birth to Grade 12. This proposal for the Striving Readers Comprehensive Literacy (SRCL) Grant CFDA 84.371C focuses on eight measurable goals (see Exhibit 1) that advance literacy skills in 5,500 children with 375 teachers in 275 classrooms. The NDDPI proposes an ambitious, yet achievable, plan to implement comprehensive literacy instruction programs supported by moderate to strong evidence of efficacy with fidelity and differentiation of instruction for children from birth to age 3, four- and 5-year-olds, kindergarten through Grade 5, and middle school through Grade 12. Priority in selection of subgrantees will be given to programs serving the greatest percentage of Disadvantaged Children. A disadvantaged child is any child from birth to Grade 12 who is at risk of educational failure or is otherwise in need of special assistance and support, including a child living in poverty, a child with a disability, or a child who is an English learner (EL). This term also includes infants and toddlers with developmental delays or a child who is far below grade level, who has left school before receiving a regular high school diploma, who is at risk of not graduating with a diploma on time, who is homeless, who is in foster care, or who has been incarcerated (from here on referred to as Disadvantaged Children due to space limitations). In line with this commitment, this application meets the absolute and both competitive priorities: NDDPI will be using an independent peer review process to award eligible subgrantees that propose high-quality comprehensive literacy instruction programs supported by moderate or strong evidence that aligns with local needs and the ND State Comprehensive Literacy Plan (Appendix 4).

ND Identified Gaps and Needs. ND is a rural state (only nine cities have population greater

than 10,000) (North Dakota Census Office, 2015) with 23% of the state population 18 years or younger (see Appendix 1). In 2016-2017 school year, ND had 178 public school districts with 373 public schools (North Dakota Department of Public Instruction, 2017). The State served a total of 109,525 students in the public-school system (North Dakota Department of Public Instruction, 2017).

A substantial number of children in ND live in poverty, struggle with literacy skills, and are considered “at risk.”

- In 2015, 63% of Grade 4 students and 66% in Grade 8 students were not proficient in reading compared to 66% and 67% respectively nationally (Kids Count, 2017).
- In 2015, Grade 4 students in rural areas were more likely to score below proficient reading level (65%) than those in cities (62%) or suburban (55%) areas (Kids Count, 2017).
- In 2015, 80% of Grade 4 students and 73% of Grade 8 students were not proficient in writing compared to 73% and 69% respectively nationally (Kids Count, 2017)
- In the years spanning 2011-2015, 57% of Native American children in ND lived in areas of concentrated poverty compared to 8% of Black students, 4% of Hispanic and Latino students, and 2% of White students (Kids Count, 2017).

Disadvantaged Children in ND perform lower than their peers. In 2016, about 33% (n=37,928) of students in ND were recipients of free or reduced-price lunch (no comparable national data available) (Kids Count, 2017). In 2015 in ND, an average 37% of Grade 4 students and 34% of Grade 8 students performed at or above the National Assessment of Educational Progress (NAEP) proficient level in reading, but performance was not uniform across subgroups (National Center for Education Statistics, 2017). Students in Grade 4 who were eligible for free/reduced-price school lunch (FRL) had an average score 19 points lower than students not

eligible for FRL (17 points in 2013) (National Center for Education Statistics, 2017). Fifty-six percent of Grade 4 students eligible for FRL scored below proficient compared to 77% of students who did not receive FRL (National Center for Education Statistics, 2017). Students in Grade 8 who were eligible for FRL had an average score 18 points lower than students who were not eligible for FRL (National Center for Education Statistics, 2017). In the 2015-2016 school year, 71% of ND's economically disadvantaged students graduated on time, in contrast to 93% of their non-economically disadvantaged peers (North Dakota Department of Public Instruction, 2016). Overall, closer examination reveals significant gaps in reading achievement for students who are disadvantaged. Subgrantees will be required to service the greatest number of Disadvantaged Children who perform lower than their peers.

There is a significant gap in reading achievement between Native American students and other students. Native American students make up approximately 8% of the total enrolled student population and constitute the second largest group of students in ND with 5 federally recognized tribes and one Indian community located in ND (Kids Count, 2017). In 2015, Native American students in the fourth and eighth grades scored 25 points lower than White students on the NAEP's assessment of reading proficiency (North Dakota Department of Public Instruction, 2017). While 41% of White students in Grade 4 performed at or above the NAEP proficient level in reading, only 18% of Native American Grade 4 performed at the proficient level (North Dakota Department of Public Instruction, 2017). By the time students reached Grade 8, 37% of White students and just 16% of Native American students performed at the proficient level (North Dakota Department of Public Instruction, 2017). In the 2015-2016 school year, about 65% of ND's Native American students graduated on time, in contrast to about 91% of their White counterparts (North Dakota Department of Public Instruction, 2017). It is also notable, in

the years spanning 2011-2015, more than half (57%) of ND's Native American students lived in areas of **concentrated poverty** in contrast to just 2% of the White student population (Kids Count, 2017). Native Americans were about 7% of the 3,170 EL students enrolled in ND schools in the 2016-2017 school year (Arnold, 2017). NDDPI is unique in its relationship with tribally controlled schools. They receive state funding and are eligible for state and federal funds managed by the State. Collaboration already exists with several programs and initiatives at the state level.

EL Students in ND need additional support. In the 2016-2017 school year, nearly 4,000 students in 81 ND districts were ELs (North Dakota Department of Public Instruction, 2016). These students faced unique challenges to reading proficiency, and there has been a significant reading achievement gap between ELs and their non-EL peers. In 2011 (the year of the most recent available data), 64% of non-ELs scored below proficient in reading, while 91% of EL students performed below the proficient level (National Center for Education Statistics, 2017). In the 2015-2016 school year, about 68% of EL students in ND graduated on time in contrast to 87% of students proficient in English (North Dakota Department of Public Instruction, 2016).

Students with disabilities in ND require additional literacy support. In the 2014-2015 school year, there were about 13% of students (13,617) with Individualized Education Plans (IEPs) in ND (Kids Count, 2017). In the 2015-2016 school year, about 68% of students with IEPs graduated on time, in contrast to about 90% of their peers without IEPs (North Dakota Department of Public Instruction, 2017).

Many ND schools face additional challenges, including insufficient number of LEAs (Local Education Agency) and Early Childhood Programs (ECP) using evidence-based models of literacy. In the 2016-2017 school year, 71% percent (n=265) of schools received Title I funding

(North Dakota Department of Public Instruction, 2017). About 66% (n=117) of school districts were identified as Title I Program Improvement Districts in the 2015-2016 school year. Many LEAs and ECPs (ECPs- Early Head Start, Head Start, public pre-k, and other ECPs), do not have resources to use literacy interventions with moderate or strong evidence. Overall, ND data demonstrates significant gaps in reading achievement, especially for Disadvantaged Children. The North Dakota Striving Readers Comprehensive Literacy (NDSRCL) Program will help ND bridge this gap and will provide services to Disadvantaged Children most in need (Bredekamp & Copple, 1997; Friedman-Krauss, Barnett, & Nores, 2016; Lentini, Vaughn, & Fox, 2004; Shonkoff & Phillips, 2000).

Goals of the ND Striving Readers Comprehensive Literacy Program. The overall goal for SRCL is for the state and locally to integrate and align resources and policies to support Disadvantaged Children, birth to Grade 12, to be Choice Ready (i.e., with the knowledge, skills, and disposition to be successful in whatever they choose to do, whether they pursue a post-secondary degree, enroll in a technical college, enter the workforce or join the military). To support this goal ND proposes eight specific, measurable, attainable, realistic, and timely goals that reflect the ND educational system priorities to service Disadvantaged Children (see Exhibit 1). The specific goals of the NDSRCL include, by January 2020, an increase in literacy skills, including pre-literacy skills, reading, and writing, as evidenced by age appropriate assessments (see Appendix 11 for the NDSRCL logic model). Each goal has a clear set of activities to be implemented within a reasonable timeline by a variety of teams (see Appendices 2 and 3). The goals are presented in detail throughout the proposal. This agenda builds on the state's progress in literacy to date, emphasizes the state's priorities in supporting Disadvantaged Children in eight goal areas, and will result in improved measurable outcomes for all children, including

Disadvantaged Children. The NDSRCL anticipates awarding between 10 to 15 subgrantees

Exhibit 1. ND Striving Readers Comprehensive Literacy

Program Goals

located throughout the state to

Local Education Authorities

(LEAs), ECPs, and LEAs

partnering with ECPs

including those on or near

the five federally recognized

Indian tribes, benefiting over

5,500 children and youth and

375 teachers in 275

classrooms.

North Dakota's Striving Readers Comprehensive Literacy Plan				
GOAL AREAS	1.	Prioritize serving Disadvantaged Children	2.	Prioritize literacy instruction alignment within the birth to age 3, 4- and 5-year-olds, and kindergarten to Grade 5 continuum
	3.	Implement high-quality comprehensive literacy instruction programs supported by moderate or strong evidence	4.	Implement the ND Comprehensive Literacy Plan
	5.	Implement a data-based decision-making process	6.	Provide technical assistance and professional development to support teachers
7.	Improve literacy outcomes	8.	Evaluate the efficacy and impact of local projects	
Goal 1	Prioritize serving Disadvantaged Children		Goal 2	Prioritize literacy instruction alignment within the birth to age 3, 4- and 5-year-olds, and kindergarten to Grade 5 continuum

Applying for Absolute and Both Competitive Priorities. With a clear set of activities guided by eight goals and a focus on serving the greatest percentages of Disadvantaged Children reflected in these activities (through a subgrantee selection process, evaluation, implementation, professional development (PD), monitoring/TA, and coaching), the NDSRCL meets the absolute priority. It targets LEAs, ECPs, or LEAs partnering with ECPs with high poverty rates evidenced by high unemployment, median income rates at or near national rates for poverty, and participation in free or reduced lunch programs. The NDSRCL meets both competitive priorities as well. It will provide: (1) subgrant opportunities for eligible LEAs, ECPs, or LEAs partnering with ECPs to fund the implementation of comprehensive literacy instruction programs to be supported by moderate or strong evidence; 2) extensive quality assurance (QA) and continuous

improvement and monitoring to LEAs and ECPs when developing and implementing NDSRCL; 3) support to LEAs and ECPs in coordinating birth through Grade 12 literacy activities based on achievement data for all students, prioritizing Disadvantaged Children; and 4) extensive PD and technical assistance (TA) to ensure optimum support for teachers. NDSRCL has a high-quality plan to ensure local projects serve the greatest percentages of Disadvantaged Children, along with serving children from birth to at least Grade 5 to improve literacy and transitions for children across this continuum (Duke, & Pearson, 2002; Dunst, Simkus & Hamby, 2012; Kaplan, & Mead, 2017).

Project Innovations

- LEAs, ECPs, or LEAs partnering with ECPs to develop comprehensive literacy instruction programs that at minimum span birth through Grade 5 and align with the ND State Comprehensive Literacy Plan, and are based on interventions with moderate or high levels of evidence where applicable and available.
- TA and PD (see Appendix 15 for a plan of PD events and topics proposed) based in the areas (as supported by evidence-based instructional strategies) of Early Literacy (Bailet, Repper, Murphy, Piasta, & Zettler-Greeley, 2013; Drummond, Holod, Perrot, Wang, Munoz-Miller, & Turner, 2016; Shonkoff & Phillips, 2000; Zaslow & Martinez-Beck, 2006;), Transitions (Cook & Coley, 2017; Morningstar & Benitez, 2013, Ostrosky, Jung, & Hemmeter, 2002), Implementing Updated ND Literacy Standards (Brown & Kappes, 2012), Family Literacy and Parent Engagement (Baker, Vernon-Feagans, & the Family Life Project Investigators, 2015; Steward & Goff, 2004;), Supporting Disadvantaged Children (Heckman 2006; Neumann & Celano, 2006; Raudenbush, 2006), and Implementing Literacy Strategies throughout the Continuum provided to subgrantees by state-level staff (three regional PD

trainings per year) and coaches/consultants who will work with subgrantees at the local level.

- An Annual Conference for all subgrantees where they will have the opportunity to network, explore evidence-based practices, and receive support from the NDDPI and the NDSRCL community.
- Improvement Awards for sub-grantees with the greatest change in outcomes or excellence in implementation (5% of their budget in Years 2 and 3).
- Use of an aligned ESSA database portal as a "one stop" for continuous quality improvement.
- Development of a state-level sustainable system to support high quality literacy instructional programs that will continue beyond grant funding.

A list of project activities by goal is presented in Appendix 2. Each of the eight goals includes information on key activities, timelines, responsible parties, financial resources, and performance and outcome measures. Five separate teams will be in place to support the NDSRCL activities (i.e., coaching, monitoring/QA, continuous improvement, and TA focused on implementing interventions supported by moderate evidence or strong evidence and aligned with local needs, see Appendix 3 for a list of teams). All activities are coordinated with the grant requirements, NDSRCL goals, ND State Comprehensive Literacy Plan, the work and activities of the Subgrantee SRCL Implementation Teams, and have a schedule by Quarter/Year (see Appendix 2) that supports ongoing TA, PD, monitoring, QA, and Continuous Performance Improvement (CPI).

Goal 4

Implement the ND State Comprehensive Literacy Plan

ND State Comprehensive Literacy Plan. The NDDPI revised the comprehensive ND State

Comprehensive Literacy Plan in 2017 according to current practices (see Appendix 4). The changes were informed by local needs, data from the AdvancED Continuous Improvement

System (see Appendix 7), current practices, and interactions with LEAs. The ND State Literacy Team was established with federal funding authorized as part of the FY 2010 Consolidated Appropriations Act (Pub. L. No. 111-117) under the Title I demonstration authority (Part E, Section 1502 of the Elementary and Secondary Education Act). The State Literacy Team is comprised of 7 members from diverse backgrounds, including educators across all levels of education from early childhood to high school; university professors who are experts in literacy; and officials from state and local agencies. This team was intentionally selected to ensure a diverse representation of perspectives. Local Literacy Teams are required to have similar composition to their respective communities.

As described in the revised ND State Comprehensive Literacy Plan, the culture of ND literacy is comprised of six essential elements: leadership and sustainability, instruction and intervention, standards alignment, assessment and evaluation, PD, and family and community partnerships. Key changes to the revised ND State Comprehensive Literacy Plan are listed below.

- **Leadership & Sustainability:** Emphasis on the importance of highly qualified teachers, principals, and superintendents. The new state evaluation system, Principal Teacher Evaluation Support System (PTESS), is aligned with the statewide accreditation process with AdvancED. This uniform system promotes accountability and school effectiveness.
- **Instruction & Intervention:** Replacement of Response to Intervention (RTI) with Multi-tiered systems of support (MTSS) (see Appendix 7). MTSS, a currently existing infrastructure, focuses on providing high-quality instruction and interventions matched to student need through progress monitoring. Some of the state-level PD provided to subgrantees will utilize MTSS.
- **Standards Alignment:** The newly revised ND State Standards, which were finalized in Spring

2017 have an emphasis on developmentally appropriate practices; Pre-kindergarten Content Standard, ELCs Head Start Frameworks are mentioned in conjunction with school districts/state educational standards. These standards went through a formal revision process with ND teachers and content specialists.

- **Assessment & Evaluation:** The revised ND State Comprehensive Literacy Plan explains the purpose of the ND Kindergarten Entry Assessment (NDKEA), rationale for the State's accountability system, and an explanation of NDDPI's collaboration with AdvancED.
- **PD:** The revised ND State Comprehensive Literacy Plan describes the necessary elements for effective ongoing professional learning and reiterates ND's commitment to PD.
- **Family & Community Partnerships:** Dr. Joyce Epstein's six types of parental involvement were merged with a suggested list of desired family outcomes and eight strategies for achieving them (Epstein & Clark-Salinas, 2004).

Local literacy plans also exist throughout ND. Currently not all plans are fully aligned with the updated ND State Comprehensive Literacy Plan. The NDSRCL funding will support the alignment of subgrantee plans to the ND State Comprehensive Literacy Plan as well as an alignment along birth to Grade 12 continuum. All subgrantees will be required to submit a local literacy plan that: 1) is informed by a comprehensive needs assessment and is aligned with the ND State Comprehensive Literacy Plan; 2) provides for effective PD; 3) includes comprehensive literacy instruction programs supported by moderate or strong evidence; 4) includes a plan to track children's outcomes consistent with all applicable privacy requirements, and 5) includes local literacy experts to provide advisory assistance and support for the subgrant project in that community. Meaningful community and parent involvement, particularly in Native American communities, is essential for the success of the NDSRCL. LEAs, ECPs, or LEAs partnering with

ECPs are required to address each of the essential elements identified in the ND State Comprehensive Literacy Plan to develop a culture of literacy at the site and in the community.

Goal 6	Provide technical assistance and professional development to support teachers	Goal 4	Implement the ND State Comprehensive Literacy Plan
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TA and PD. About 375 teachers in 275 classrooms will be served through the NDSRCL with 15% of all subgrantee funds going to ECPs, 40% to elementary schools, 40% to middle and high schools. TA/PD activities address SRCL goals 1, 2, 3, 5, and 6 (see Exhibit 1 and Appendix 2) and provide support to staff at the state and local levels. The following TA/PD state-level activities are budgeted: 1) Statewide NDSRCL Grant Writing Workshops will be held across ND based on applicant letters of intent. It is anticipated four workshops will be needed. 2) Writing Your SRCL Grant Webinar Series will be created providing details and guidance to applicants on the writing and development of their local NDSRCL applications. 3) NDSRCL Statewide Monitoring and TA Visits are scheduled at 2 in Year 1 and 4 visits in Years 2 and 3. 4) PD activities will follow a schedule with evidence-based literacy topics presented across the continuum including children zero to 3 (see Appendix 15). They are budgeted at 10 regional trainings in Year 1, 6 in Year 2, and 3 in Year 3 through SEA funds (see budget narrative) in addition to the Annual Conference, webinars, pre-application support, the use of a listserv, and the web site. The goal of these PD trainings is to educate SRCL teachers and staff on various evidence-based literacy practices along the continuum (i.e., Early Literacy; Shonkoff & Phillips, 2000; Zaslow & Martinez-Beck, 2006), Transitions (Cook & Coley, 2017; Morningstar & Benitez, 2013), Implementing Updated ND Literacy Standards (Brown & Kappes, 2012), Family Literacy and Parent Engagement (Steward & Goff, 2004), Supporting Disadvantaged Children (Heckman 2006; Neumann & Celano, 2006; Raudenbush, 2006; see Appendix 15). At the local

level TA/PD activities will link to the local needs, the local literacy plan and will include coaches and PD consultants with a goal of supporting subgrantees on the implementation of their subgrantee action plans, participate in evaluation, and implement with highest level of fidelity (Arabo, 2017). State and local trainings could be attended by some number of non SRCL teachers. TA/PD will be provided in person, via telephone, and other electronic means. A system of benchmarks will be developed to identify specific categories for coaching and CPI. Percentage of goals met will be tracked and monitored. All local PD/TA activities will be pre-approved in Quarters 2 and 3 of Year 1 prior to the start of implementation.

Website. Project and literacy resources will be posted on the NDDPI's Open Educational Resources platform making them easily accessible and available for public use. It will also be made available at PD events. The website will include information on comprehensive literacy intervention programs with moderate or strong evidence of efficacy/effectiveness as well as process and outcome assessments that will support these intervention programs. Educators are recommended to research these models prior to choosing one (i.e., determine appropriate use, assess reliability, validity, and alignment to the ND Pre-K Standards and English/Language Arts ND State Standards). The website provides contact information for staff who can provide additional TA regarding best practices or other guidance. The website has information regarding the State Literacy Team, the ND State Comprehensive Literacy Plan, and a collection of resources useful for parents, community members, teachers, and educational leaders to better understand literacy development at all levels including young children (Bierman, Morris & Abenavoli, 2017).

Listserv. Using a Literacy Initiative Listserv, updated research regarding effective teaching strategies, State Literacy Initiative news, and new literacy assessments will be shared with SRCL

participants. Subgrantees will automatically be members of the Listserv, but membership will also be open to the public.

Goal 7	Improve literacy outcomes	Improving Literacy Outcomes. Disadvantaged Children struggle developing English language
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literacy because of either their lack of proficiency in language, lack of strong models of literacy in the home, low education levels, or a culturally inappropriate curriculum in the school. The NDSRCL anticipates closing the gap by improving learning outcomes for 5,500 children in 10 to 15 LEAs, ECPs, and communities. The SRCL Logic model is presented in Appendix 11. It clearly identifies how literacy outcomes could be improved for Disadvantaged Children along the continuum. This will be accomplished by engaging community members, parents, and local/tribal colleges in Subgrantee SRCL Implementation Teams (Thigpen, Freedberg, & Frey, 2014). Teams will work to ensure that comprehensive literacy instruction programs with moderate or strong evidence of efficacy/effectiveness (where applicable and available) are implemented with fidelity. (b)(4)

(b)(4)

Goal 3	Implement high-quality comprehensive literacy instruction programs supported by moderate or strong evidence	Implementing Comprehensive Literacy Implementing Programs with Moderate or Strong Evidence
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(where applicable and available). Implementation evaluation will ensure comprehensive literacy instruction programs are implemented as designed and will provide vital information about fidelity. Early childhood comprehensive literacy instruction programs will promote language development, including vocabulary building and verbal expression to help young children come to kindergarten prepared. Elementary school level comprehensive literacy instruction programs will include research based instructional strategies identified in the planning stage within a variety of contexts, based on principles of responsive instruction. Middle school and high school level comprehensive literacy instruction will include research based instructional strategies that utilize direct, explicit strategies proven to build students' fluency, vocabulary, and comprehension skills across the content areas. (b)(4)

(b)(4)



(b)(4)

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Local Needs. A Subgrantee Self-Assessment Tool (see Appendix 9) will be used to guide local subgrantee applicants in identifying areas of strength and need at the local level. This may include demographics of the population they serve; local literacy needs, existing literacy initiatives, parent engagement activities, literacy outcomes a subgrantee collects, implementation strategies, ongoing assessments, scheduling, PD related to literacy instruction, and strength and areas of growth. Using a standard form to assess local literacy needs and needs of each subgrantee will improve the panel of reviewers’ scoring accuracy and create an opportunity to compare information across applicants. Given strong local control practices in ND, a part of the self- assessment tool will encourage applicants to report on data they consider to be important for their region.

(b)(4)

(b)(4)

Goal 5**Implement** a data-based decision-making process**Continuous Performance Improvement (CPI)****Process.** The purpose of the CPI process is to

ensure that literacy instruction at each LEA or ECP is implemented as intended (with fidelity), and continuous, cyclical, and iterative monitoring and improvement strategies are in place.

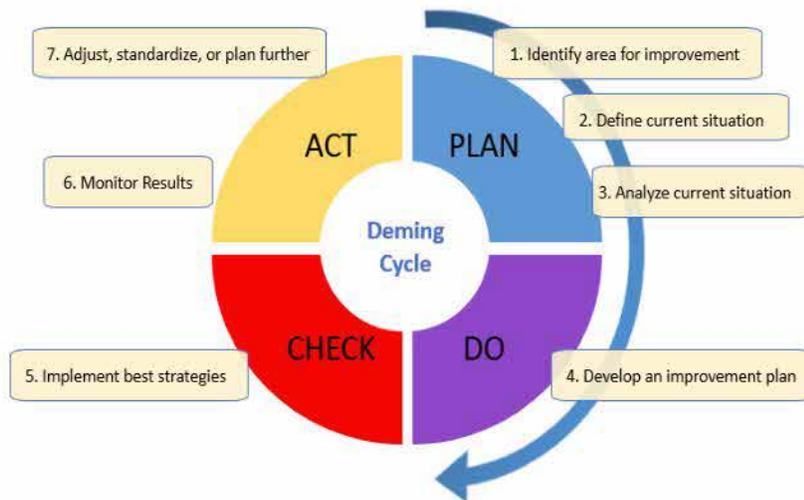
Consistent with the Back-mapping Model for Professional Learning which is a part of the ND State Comprehensive Literacy Plan, Exhibit 2 presents on the main stages that comprise the CPI process this project will follow. NDDPI had other federally funded projects that used CPI (e.g., Reading First) and can set up necessary processes and procedures in Year 1. Given a three-year funding stream, a CPI will need to be established quickly. The Project Coordinator, a member of the NDDPI Grant Administration Team, will oversee the CPI process. This position is at 1.0 FTE in the state-level budget responsible for providing 4 monitoring site visits per year for each subgrantee in years 2 and 3 and 2 visits in Year 1, (a minimum of 150 site visits over 3 years) in addition to local QA procedures and protocols. QA process will be established within each Subgrantee SRCL Implementation Team that will be trained to conduct QA reviews, administer QA data collection protocols, and prepare and present feedback reports. Subgrantee SRCL Implementation Team members will adhere to NDDPI and federal policies on data confidentiality during all aspects of the QA process. The State External Evaluator will collect QA data from LEAs, ECPs, or LEAs partnering with ECPs together with other members of the

NDDPI Grant Administration Team, analyze data, and produce cumulative QA Feedback reports at specified intervals. Local Feedback Reports will provide the Subgrantee SRCL Implementation Team with findings and recommendations for improvement.

The CPI process is developed to assist with feedback loops through Subgrantee and Classroom Action Plans and dashboards in ESSA to provide timely data-driven feedback to all staff implementing the model. During all years a wide range of fidelity of implementation data will be collected on a continuous basis to ensure the literacy model is being implemented as designed. Areas of deviation will be identified and recommendations for program adjustment will be made. The CPI process at the local level will involve evaluators, program administrators, program staff, and, where appropriate, students and parents. Implementation feedback will be incorporated into supervision and other subgrantee specific CPI procedures. Improvement modifications will also be monitored by the members of the Subgrantee SRCL Implementation Team. The goal of the NDSRCL is to have a solid QA and CPI in place by the end of Year 1. Subgrantees will be required to use data, including results of monitoring and evaluations and other administrative data, to inform the program's continuous improvement and decision making, to improve program participant outcomes, and to ensure Disadvantaged Children are served. Subgrantees, educators, families, and other key stakeholders will receive the results of the evaluations conducted on the effectiveness of the program in a timely fashion via implementation reports and ESSA Accountability Reports and Measure of Academic Progress (MAP) reports (all those databases are specifically built for CPI).

Data for CPI. Implementation activities and schedules including CPI and QA are organized to focus on four phases—exploration, preparation, implementation, and sustainment following the *Exhibit 2. Continuous Performance Improvement Cycle* National Implementation Research

Network framework. Year 1 will require the most intensive level of QA monitoring and feedback. During this phase, LEAs and ECPs staff will get trained in CPI. Implementation will be monitored and any issues with workflow, recruitment, coordination of model components, and completing necessary paperwork will be worked through. Feedback will consist of bi-monthly QA reports and briefings from the subgrantee QA, coaches, and Subgrantee SRCL Implementation Team Project Administrator. This intense level of monthly monitoring and feedback is critical because of the need to ensure usability before the intervention can move forward to the full implementation phase. In Year 2 QA and CPI processes will have been tested and refined and will be discussed bi-monthly during QA calls and through feedback mechanisms (supervision).



The CPI process will be established in a way to reinforce good implementation practices and guide TA and coaching with recommendations and corrective actions when fidelity of implementation to the Model is not met. Data will be processed

by the Subgrantee SRCL Implementation Team on a continuous basis and presented to the members of the NDSRCL Administrative Team and to subgrantee staff in a timely fashion. Rapid feedback loops will be established to assist in the QA process. The Performance Improvement planning process will be directed by the Subgrantee Program Director and guided through Subgrantee Self-assessment Tool, Subgrantee and Classroom Action Plans, surveys,

attendance data, Fidelity Monitoring logs, Observation Fidelity, training observations, training attendance and pre-post Questionnaire, PD, QA, and Coaching Forms (see Appendix 8). The Subgrantee SRCL Implementation Team will play a key role in reviewing QA Feedback Reports and developing Action Plans with appropriate action steps. Examples of action steps to be utilized in Action Plans include: TA, additional coaching, increased clinical supervision, additional PD opportunities, meetings, and other strategies.

Literacy model essential elements and a Subgrantee Self-assessment (see Appendix 9) will guide the development of QA measures, analysis, and feedback related to the QA of implementation fidelity and Continuous Improvement Process. The QA Process will also include periodic examination of Key Implementation Drivers to assess how the competency, organizational, and leadership supports will be used for effective implementation (the theoretical model was developed by the National Implementation Research Network (NIRN) on the use of drivers to help integrate necessary supports (such as staff selection, training, and coaching) into the work to support implementation of the Standards of Practice.¹ Tools, such as the Stage-Based Measures of Implementation Components: Installation Stage Self-Assessment will be utilized in the QA process to assess the current status of the drivers and other frameworks to plan for future development.²

<h2>Goal 8</h2>	Evaluate the efficacy and impact of local projects	Evaluate Effectiveness and Impact of Local Projects. If implemented, all subgrantees will be required to cooperate with a potential U.S.
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Department of Education National Evaluation of the SRCL (should it occur) including random

¹ National Implementation Research Network, <http://nirn.fpg.unc.edu>.

² National Implementation Research Network, <http://nirn.fpg.unc.edu>, Stage-Based Measures of Implementation Components: Installation Stage Self-Assessment, November 2011.

assignment to evaluate the efficacy and impact of their local literacy program. The NDSRCL evaluation plan is presented below. It includes both the outcome and process/fidelity of implementation evaluation. Subgrantees will also be encouraged to identify an additional set of evaluation questions, measures, evaluation processes to support their local needs and the uniqueness of their program. NDSRCL has also identified the necessary processes and systems to comply with all reporting requirements set forward by the Secretary of Education/funding agencies including performance measures, performance reports, financial reports and other deliverables, as directed by the Secretary. Applicants will be required to develop evaluation plans that address the following evaluation questions.

Outcome Evaluation Questions

1. Is the implemented comprehensive literacy instruction program efficacious?
2. Is NDSRCL reaching the most disadvantaged students from birth through Grade 12?
3. How do outcomes of NDSRCL subgrantees compare to non-SRCL districts and ECPs for each age group (birth to age 3, 4 and 5-year old's; K to Grade 5; Grades 6 to 8; and Grades 9 to 12)?
4. For those students participating in the NDSRCL, how do language and literacy outcomes differ by subgroup (e.g., EL, children with disabilities) across time?
5. Are more students in ND choice ready by the end of Year 3?

Performance Measures

1. What are the percentages of participating four-year-old children who achieve significant gains in oral language skills?
2. What are the percentages of participating Grade 5 students who meet or exceed proficiency on State reading/language arts assessments under section 1111(b)(2)(B)(v)(I) of the ESEA, as

amended by the ESSA?

3. What are the percentages of participating Grade 8 students who meet or exceed proficiency on State reading/language arts assessments under section 1111(b)(2)(B)(v)(I) of the ESEA, as amended by the ESSA?
4. What are the percentages of participating high school students who meet or exceed proficiency on State reading/language arts assessments under section 1111(b)(2)(B)(v)(I) of the ESEA, as amended by the ESSA?

Process Evaluation Questions

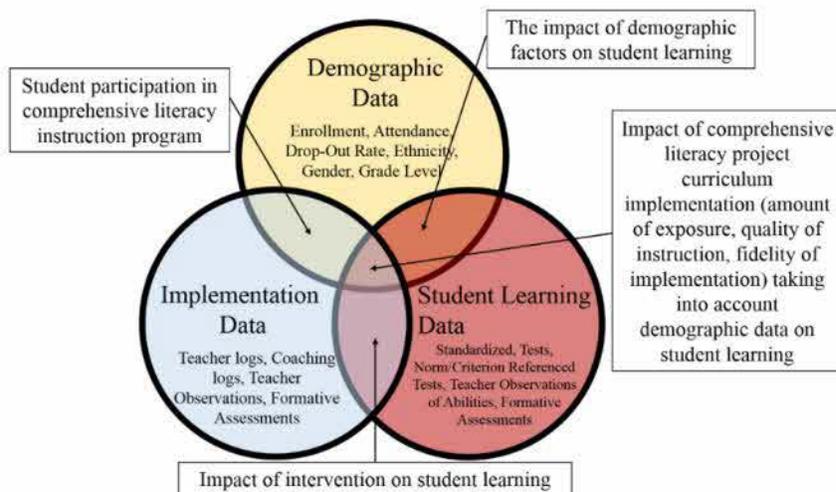
1. How many students were served and how much of the model did they receive (dosage)?
2. How often did students participate in the comprehensive literacy instructional program?
What percentage of students successfully completed all the components of the program?
3. Was curriculum implemented with a high level of fidelity/quality of delivery?
4. How engaged were students during implementation?
5. What other literacy services have students been participating in?
6. How satisfied are students and families as well as teachers and staff with the comprehensive literacy instructional program?
7. How do demographics of subgrantee districts compare to statewide ND demographics?
8. How do demographics of the serviced students within each subgrantee district compare to the demographics of the district?
9. How much training did teachers receive and how was this training conducted? Was training conducted with fidelity?
10. What are specific challenges and successes of program implementation?
11. To what degree has NDSRCL aligned literacy instruction along at a minimum birth to Grade

5 continuum (with preference given to birth to Grade 12)?

12. To what degree did the ND Improvement Incentive improve satisfaction and literacy outcomes?

Data Collection and Analyses. Both quantitative and qualitative data will be collected (see Appendices 5 and 8 and Exhibit 3) on demographics, implementation/fidelity, and student learning. A complete list of measures and methods to be used for data collection will be finalized and approved by the Project Administrator after the finalization of evaluation plans occurs (Quarters 2-3 Year 1). Some outcomes and outputs will be project specific based on local needs. There will also be state-level assessments that all sub-grantees will have to complete (Teaching Strategies Gold for 0-pre-K and NWEA for K-12) on all kids participating in the NDSRCL (see Attachment 5). Assessments will be age appropriate including the possibility to assess children birth to age three (Teaching Strategies Gold is what most ND Early Head Starts currently use). Assessments will be conducted through surveys, observation, and direct child assessment methods. Process and fidelity of implementation data will be

Exhibit 3. Proposed SRCL Data Collection



analyzed as well. The budget includes these costs at the subgrantee level (i.e., local evaluation is a requirement of NDSRCL funding) and state levels (e.g., with state-level PD and QA provided by the

members of the NDSRCL Implementation Team (with expertise in literacy and EL, early

childhood, servicing children with disabilities) and the NDDPI Grant Administration Team). Data will be collected utilizing these outcome assessments from all subgrantees every year starting in Quarters 3-4 of Year 1 and then three times a year in Years 2 and 3. Comparisons with previous years' data will be made for other state level assessments and Advanced Continuous Improvement System as well as ESSA portal (e.g., Year 1 spring data will be compared to Years 2 and 3 spring data and to historic data of available). The importance of using the same assessment across all subgrantees will be emphasized heavily in Year 1. This evaluation design is supported by the budget which allows for a state-level independent evaluator within the Evaluation Team and a literacy data coordinator at the local level. To assess efficacy of local projects, subgrantees will be encouraged to establish a control or a comparison group (e.g., using propensity score analysis) in Year 3. All subgrantees must develop evaluation plans to address process and outcome evaluation questions of interest. Instrumentation, coding, and analytic techniques by subgrantee will be finalized in Quarters 2 and 3 of Year 1 to ensure compliance with statutes. The state-level evaluator will assist in Internal Review Board (IRB) approval. All subgrantees will sign a written agreement to participate in National and state-level evaluation activities. Fidelity of implementation and quality assurance data will be collected by evaluators in Years 1-3 as well as self-reported by teachers and ECP staff (see Appendix 8). All collected implementation data will be used for CPI and rapid feedback as specified in Exhibit 2. Implementation, continuation and annual reports as well as fiscal reports will be submitted per U.S. Department of Education requirements.

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Allocation of Funds. Upon completion of the peer review process the NDDPI Grant Administration Team will create a funding slate to determine recipients of subgrantee funds based on the rank order of applications and the statutory funding requirement of allocating: 1) 15% of subgranted funds serve children from birth through age five; 2) 40% of subgranted funds serve students in kindergarten through Grade 5; and 3) 40% of subgranted funds serve students in middle and high school, through Grade 12, including an equitable distribution of funds between middle and high schools.

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III. SEA Monitoring Plan

The NDDPI has developed a plan to manage this NDSRCL and all LEA subgrantee recipients. Management will consist of five NDSRCLP teams, working together to oversee subgrantees (see Appendix 3 for details). The NDDPI Grant Administration Team will oversee the work of the various teams. The teams include the NDDPI Grant Administration Team, NDSRCL Implementation Team, ND State Comprehensive Literacy Team, Subgrantee SRCLP

Implementation Teams, and the NDSRCL Evaluation Team. Figure 1 presents the organizational chart indicating how the teams will work together. A description of each of the management teams and their roles in the monitoring and implementation, anticipated members, identified staff

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members and their current title can be seen in Appendix 3. Each of these support teams will play important roles in supporting the Subgrantee SRCLP Implementation Team to ensure the comprehensive literacy instruction program is 1) aligned with the ND State Comprehensive Literacy Plan; 2) supported by moderate or strong evidence, to the extent appropriate and available; 3) differentiated and

appropriate for children from birth through age 3, 4- and 5-year-olds, and in kindergarten through Grade 5; and 4) implemented with fidelity and aligned with the ND State

Comprehensive Literacy Plan and local literacy plan. Monitoring site visits will take place twice per subgrantee in Year 1 and 4 times in years 2 and 3 to make sure adequate resources are allocated at the state level to provide the needed oversight. Program Administrator (.5FTE), Program Coordinator (1.0 FTE), and admin support (3 staff – total of 1 FTE) and nine additional in-kind administrative staff all have appropriate time and resources allocated to oversee the subgrantees. Specifics for each of these monitoring activities follow.

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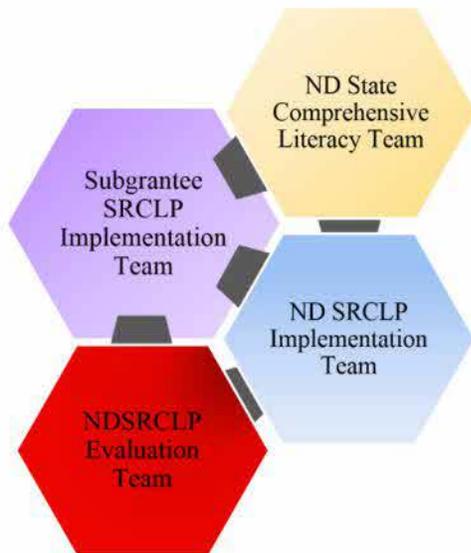


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Monitoring to Ensure the Interventions and Practices are Implemented with Fidelity and With Differentiated Instruction. The NDSRCL Administration and Evaluation Teams with the help of coaches and an evaluator at the local level will be responsible for monitoring the

intervention and practices of each subgrantee SRCL to ensure they are implemented with fidelity and include differentiation of instruction for children birth through age 3, 4- and 5-year-olds, and in kindergarten through Grade 12 (Figure 4).

Figure 4. Teams Responsible to Ensure Fidelity of Implementation



1. If a model prescribes fidelity monitoring to be completed a certain way, a subgrantee will adhere to the model. This will be preapproved by Project Administrator prior to implementation.
2. All fidelity of implementation and differentiated instruction plans and activities will be guided by the process questions set forth in the RFP and as described in Section 1 of this proposal.
3. Applicants will be required to respond to how they will collect data to address process and outcome

evaluation questions of interest. These plans will be approved and monitored by administration teams at the local and state levels through site-visits, QA, CPI, working with coaching and PD subcontractors.

4. Appendix 8 provides a suggested list of data collection forms that applicants may consider using to address evaluation questions and to reach SRCL goals.
5. Monitoring will focus on three dimensions of fidelity adherence, exposure, and the quality of delivery. It will also include important dimensions of differentiation of instruction and activities including student readiness, interest, and/or learning styles.

Differentiation of instruction is closely tied to implementation fidelity. It requires teachers, teaching at different age/grade levels, to understand and use different students' readiness,

interests, and/or learning styles to inform practice. Teachers can differentiate in many different methods, including matching assignments to readiness levels, offering appropriate intervention or extension activities, allowing children to select activities based on areas of interest, offering choices, or using different learning formats (i.e., individual and small group instruction, etc.). It will require the use of Data Informed Decision Making (i.e., plan, implement, assess, analyze data and reflect) as a precursor to more planning and a refined implementation.

Monitoring activities to ensure implementation of fidelity and differentiated/appropriate practices will focus on adherence, dosage, exposure, differentiation, quality of delivery, and child responsiveness. It will include both quantity measures (how often something occurs) and quality measures (the skill level of implementation and the quality of differentiation). Exhibit 7 indicates potential measurement methods. Specific measures will be determined and monitoring plans will be developed upon completion of the subgrantee SRCL competitive competition.

Exhibit 7. Measurement Methods of Implementation of Fidelity & Differentiation of Instruction

Topic Area	Measurement Example
Adherence	<p><u>Teacher logs/reports</u> of how often they implement intervention components <i>as intended</i> (reported in Fidelity Monitoring Log).</p> <p><u>Independent observations</u> of delivery of intervention components delivered as intended (using Observation Fidelity Form).</p>
Dosage	<p><u>Teacher logs/reports</u> of how <i>often</i> intervention components are implemented (reported in Fidelity Monitoring Log).</p>
Exposure	<p><u>Teacher logs/reports</u> of how often children participate in intervention components (reported in Fidelity Monitoring Log).</p>
Differentiation	<p><u>Teacher logs/reports</u> of differentiation of matching student</p>

Topic Area	Measurement Example
	<p>characteristics (i.e., readiness, interests, and/or learning styles) to instructional techniques (reported in Fidelity Monitoring Log).</p> <p><i>Independent observations</i> of differentiation of intervention components delivered to match student characteristics (using Observation Fidelity Form or other measure to be determined).</p>
<p>Quality of Delivery</p>	<p><i>Independent observations</i> of teacher behaviors & instructional practices, ability to engage participants, pacing, developmental appropriateness, ability to individualize, generalization to other types of tasks (using Observation Fidelity Form or other measure to be determined).</p> <p><i>Independent observations</i> of classroom quality (using Observation Fidelity Form or other measure to be determined).</p>
<p>Child Responsiveness</p>	<p><i>Independent observations</i> of children’s engagement in intervention components (measurement to be determined).</p>

Monitoring activities will include:

1. Upon completion of the subgrantee SRCL competitive competition the NDSRCL Administrative Team, the external evaluator and the NDSRCL Evaluation Team will develop a CPI/QA plan to document the LEAs, ECPs, or LEAs partnering with ECPs implementation fidelity and differentiation of instruction. The CPI/QA plan will include the development of monitoring templates for each LEA (including methods of measurement described above), a schedule for data collection, defined foci of fidelity measurement, and a measurement strategy.
2. Subgrantees will be required to submit reports in STARS and ESSA databases according to

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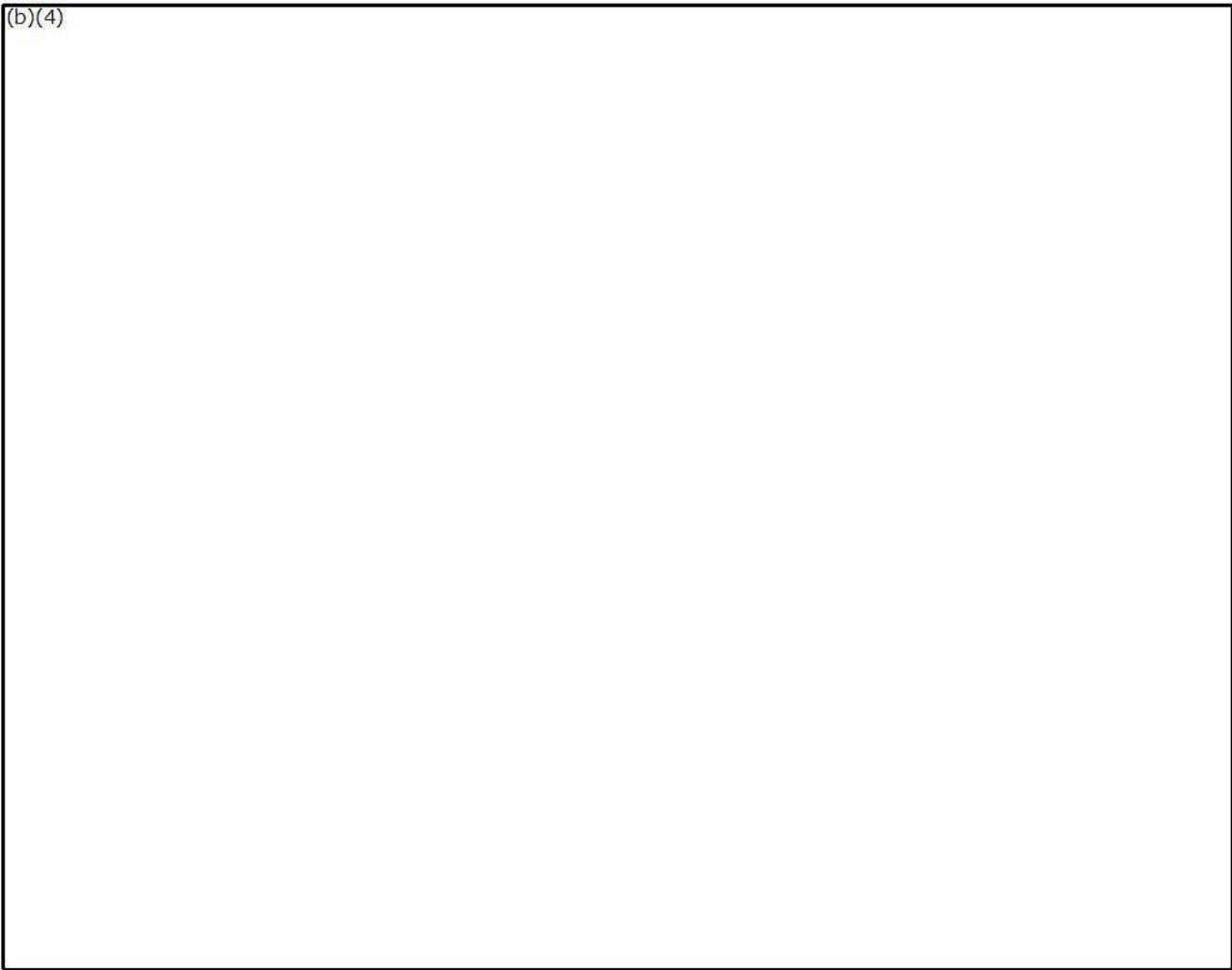
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V. Adequacy of Resources

Reasonable Costs to Objectives, Design, and Significance. The total requested budget for SRCL servicing about 5,500 Disadvantaged Children with 375 teachers in 275 classrooms across all 3 years is \$28,800,000.00. About 10 to 15 applicants will be selected with preference given to servicing the greatest percentage of Disadvantaged Children and providing services along the continuum. The largest cost for the NDSRCL project is for the subgrants (95%, \$27,360,000.00). The subgrants allow participants to intentionally align literacy instruction across traditionally disparate grade levels and ages and involve parents and community members in ways never directly pursued. Resources are adequate for the following reasons:

- 1) **Alignment with Goals and Objectives.** Appendix 2 highlights activities, timeline, and outcomes/outputs for each of the eight NDSRCL goals. Every activity has been included in the budget with at least 95% of allocations going to subgrants. The budget narrative provides detailed rationale for funding allocations for goals and by budget category.
- 2) **Project personnel and fringe costs are aligned to ND state salary schedules.** The **Project Administrator** (Peg Wagner) reporting to **Director of Academic Support Ann Ellefson** (whose FTE on NDSRCL is 1.0 FTE in-kind) will be .5 FTE dedicated to NDSRCL and duties will include: 1) Assist in the administration and oversight of the NDSRCL program; 2) Provide leadership and oversight for PD, TA, QA and continuous improvement, coaching and monitoring of subgrantees; 3) Work collaboratively with other program administrators in the NDDPI; 4) Organize and facilitate meetings with the ND State Literacy Team, Implementation Team, and Evaluation Team; 5) Coordinate submission of all NDSRCL reporting requirements including performance measures, evaluation data, and fiscal and annual reports; 6) Work collaboratively with the external NDSRCL evaluator, MTSS, and other subcontractors; and 7) Ensure funding requirements are followed (e.g., local literacy plans align with the state plan, offer PD, track outcomes; state funding allocations ratios; data based continuous program improvement). The **Project Administrator** TBH, also reporting to Director of Academic Support Ann Ellefson, will dedicate 1.0 FTE of her time towards the NDSRCL project. Responsibilities will include oversight of monitoring, PD, TA, and data collection.
- 3) **Alignment of SEA and local budgets.** There has been a thoughtful plan in place on how and why to keep certain allocations in the SEA budget versus local budgets (e.g., PD activities are in both budgets, coaching is mostly in local budgets with some MTSS coaching provided at the state level; see Appendix 16 for further details on the split).

4) **Adequacy of Management Plan.** Funds are allocated to support personnel to provide direct assistance and oversight of the SRCL: Academic Support Director Ann Ellefson (.10 FTE), Project Administrator Peg Wagner (.5 FTE), Project Coordinator (1 FTE, TBH), and Administrative Support of Jane Gratz, Jill Frohlich, and Angela Thomas (1.0 FTE collectively for 3 administrative support positions). These staff with in-kind support from the Division of Student Support and Innovation with nine administrative support staff available in a variety of capacities and Director of Academic Support (Ann Ellefson) (.10 FTE in-kind committed to NDSRCL) is well positioned to oversee all aspects of the work to achieve project objectives. Administrative support will assist with scheduling and organizing TA events, PD activities, and ensure project documentation is in place and completed in a timely manner. Project Administrator Peg Wagner (.5 FTE) will ensure strong CPI, QA, monitoring, assistance with PD, subgrantee plans, data collection, and tracking.

5) **Budget reflects ND's rural nature of the state.** Allocated travel costs are primarily for project personnel to connect with subgrantees across the state. ND is rural and some schools are up to five hours from Bismarck, where the SRCL Project Administrator and NDSRCL Implementation Team, and evaluators are located. Funds for staff to travel to national conferences or federally-mandated assistance meetings once per year are included in the budget.

6) **Contractual costs support design and projected activities.** Contractual costs include those for evaluation services, Multi-Tiered System of Supports, and state-required PD/coaching for participants. The PD activities sponsored by the SEA's project budget will be open to both NDSRCL participants as well as any school and ECPs who are interested in learning more about the ND State Comprehensive Literacy Plan, community engagement strategies for improving literacy, and other project activities. In this way, the project may impact many more ND

children, not just students at project schools.

7) **All resources will be used to supplement (i.e., add to, enhance, expand) not supplant (i.e., replace)** any non-federal funds to advance literacy skills. NDDPI will use funds to leverage other funding (e.g., providing administrative support, see budget narrative for details).

Reasonable Costs in Relation to the Number of Children Served. The NDDPI has categorized the LEAs, ECPs, or LEAs partnering with ECPs based upon the size of the students/children to be served by each subgrantee (less than 150 students, 150-500 students, and more than 500 students). NDDPI projected potential number of Disadvantaged Students benefitting from SRCL. Smaller subgrantees had different budget allocations than larger grantees (e.g., 2 coaching events a month for 7 months for smaller subgrantees and 5 coaching events a month for 7 months a year for larger subgrantees). All subgrantees will be required to include costs in the budget as specified in Appendix 16. The ND SEA anticipates funding between 10 to 15 LEAs, ECPs, or LEAs partnering with ECPs. Based on budget predictions, the average subgrant would range from approximately \$200,000 to \$550,000, depending on the size of the subgrant application, number of children served, and types of programs implemented.

Quality of Project Design

Building Capacity and Yielding Results. Through sustainability activities, NDDPI will aim to maintain the benefits to be achieved through NDSRCL and build the capacity of the state to continue the program, mostly through education of partnering organizations, their staff, and community members who can support or provide programming after the end of the funding cycle, building state capacity instead of hiring out of state vendors, balancing local needs and capacity, and investing in local and state level infrastructure. The sustainability plan has been developed for NDSRCL (see Appendix 14). It identifies clear objectives based on an established

framework for promoting sustainability. These objectives have clear action steps that will ensure the program continues after the funding period, and support the overarching sustainability goals:

1. Continue to build, support, and strengthen infrastructure capacity to ensure comprehensive literacy instruction programs with moderate or strong evidence of efficacy/effectiveness continues being offered, and

2. Implement not only comprehensive literacy instruction programs with moderate or strong evidence but also sustainable programs that benefit all children in ND including

Disadvantage Children along the continuum and diverse stakeholders over an extended time.

The NDDPI SRCL will build significant capacity for the State of ND by providing PD to SRCL staff and other interested parties through PD opportunities, the Annual Conference, and develop an infrastructure for ongoing coaching/CPI. The long history of collaboration between entities, departments, state and local resources also leads to sustainability and system building. NDDPI is unique in its relationship with tribally controlled schools. Almost all the tribal schools in ND are also considered state schools. They receive state funding and are eligible for state and federal funds managed by the State. Collaboration already exists with several programs and initiatives at the state level. Title I programs require outreach to preschool children and families as well as collaboration with Special Education, which serves birth through age 21. ND will continue this spirit and action of collaboration with the NDSRCL program. NDDPI will work with various stakeholders to ensure that project participants can align the literacy activities to standards, program objectives, and initiative goals funded by other state and federal sources. ND is well positioned to help LEAs, ECPs, or LEAs partnering with ECPs integrate these varied sources of funding and support to build sustainable literacy programs that improve outcomes, align with the ND State Comprehensive Literacy Plan, address local needs, and provide for PD.

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Appendix 1. North Dakota Demographics

Population	ND	US
Total population	756,927	321,418,820
Population per square mile	9.7	87.4 ¹
Persons aged birth to 4 years, percent	31.0%	27.0%
Persons under 18 years, percent	23.0%	23.0%
Race and Ethnicity (children under 18 years old)	ND	US
White alone, percent	78.0%	52.0%
Black or African American alone, percent	3.0%	14.0%
American Indian and Alaska Native alone, percent	8.0%	1.0%
Native Hawaiian and Other Pacific Islander alone, percent	<0.5%	<0.5%
Hispanic or Latino, percent	6.0%	25.0%
Multiracial, (non-Hispanic) percent	4.0%	4.0%
Education and Literacy	ND	US
Reading below proficiency (fourth grade)	63.0%	66.0%
Reading below proficiency (eighth grade)	66.0%	67.0%
Students with disabilities reading below proficiency (fourth grade)	89.0%	88.0%
Writing below proficiency (fourth grade)	80.0%	73.0%
Writing below proficiency (eighth grade)	73.0%	69.0%
College readiness rate ²	22.0%	26.0%

In 2016, 33% (n=37,928) of students were eligible for free and reduced lunch². About 13% (n=14,426) of students between 3 and 21 were enrolled in special education, and almost 3% (n=3,140) of students were classified as LEP/ ELL students in 2016³. In the 2016-2017 school year, 71% percent (n=265) of schools received Title 1 funding⁴. About 66% (n=117) of school districts were identified as Title I Program Improvement Districts in the 2015-2016 school year⁵. In 2015, 63% of fourth graders and 66% of eighth graders scored below proficient in reading⁶.

¹ <https://www.census.gov/2010census/data/apportionment-dens-text.php>

² <https://nces.ed.gov/programs/stateprofiles/sresult.asp?mode=full&displaycat=1&s1=38>

³ <https://nces.ed.gov/programs/stateprofiles/sresult.asp?mode=full&displaycat=1&s1=38>

⁴ <https://www.nd.gov/dpi/uploads/1368/201617TitleISchools.pdf>

⁵ <https://www.nd.gov/dpi/uploads/1285/PIdistricts.pdf>

⁶ <http://datacenter.kidscount.org/data/tables/5117-eighth-grade-reading-achievement-levels?loc=36&loct=2#detailed/2/36/false/573,36,867,38,18/1185,1186,1187,1188/11573>

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Appendix 3. ND SRCLP Teams

Team	Anticipated Members	Identified Staff Members/Title	Role
1. NDDPI Grant Administration Team	<ol style="list-style-type: none"> 1. Project Administrator 2. Project Coordinator 3. Administrative Assistant 	<ol style="list-style-type: none"> 1. Peg Wagner 2. TBD 3. Jane Gratz 	<ol style="list-style-type: none"> 1. To oversee implementation of the ND SRCL activities. 2. Work with the Office of Elementary & Secondary Education of the U.S. Department of Education
2. NDDPI Implementation Team	<p>Representatives from each of the following NDDPI units:</p> <ol style="list-style-type: none"> 1. Academic Support 2. Title I Representative 3. Special Education 4. Early Childhood 5. Native American Education 6. EL Advisory Committee 7. Data Coordinator 	<ol style="list-style-type: none"> 1. Ann Ellefson, Director, Academic Support 2. Stefanie Two-Crow, Director, Federal Title Programs 3. Mary McCarvel-O'Connor, Assistant Director, Special Education 4. Tara Fuhrer, Director, Office of Early Learning 5. Lucy Fredericks, Director, Indian/Multicultural Education 6. Lodee Arnold, Assistant Director, Indian/Multicultural Education 	<ol style="list-style-type: none"> 1. To ensure statewide support & alignment & coordination across multiple programs & departments
3. ND State Comprehensive Literacy Team		<ol style="list-style-type: none"> 1. Pamela Beck, Associate Professor, University of ND 2. Vicki Held, Elementary Principal, North Star School District, Cando, ND 3. Brenda Nilson, Elementary Principal, Park River Public School, Park River, ND 4. Lisa Borden-King, Director, Office of Teacher Advisement 	<p>Update & improve ND Comprehensive Literacy Plan to address needs of children birth through Grade 12</p>

Team	Anticipated Members	Identified Staff Members/Title	Role
		<ul style="list-style-type: none"> and Field Replacement, Minot State University 5. Heather Lee, Special Education Department, Minot State University 6. Tina Pletan, District Literacy Coordinator, Bismarck Public Schools 7. Leslee Thorpe, ECE Program Coordinator, Minot State University 	
4. NDSRCLP Implementation Team (each subgrantee will form one)	<ul style="list-style-type: none"> 1. Project Administrator 2. Literacy Data Coordinator 3. Early Childhood representative 4. Community partners/stakeholders 	Determined locally	To implement ND SRCL activities at subgrantee level, each subgrantee will form an implementation team to manage grant activities.
5. NDSRCLP Evaluation Team	<ul style="list-style-type: none"> 1. State-level Project Administrator 2. Local Literacy Data Coordinator one per subgrantee 3. External State-level independent evaluator 	<ul style="list-style-type: none"> 1. Project Administrator 2. Local data coordinators will be determined by subgrantees 3. TBD via an RFP 	<ul style="list-style-type: none"> 1. To develop & implement a coherent comprehensive evaluation plan. 2. Oversee data collection of the efficacy & impact of projects at the local level. 3. Assess fidelity of implementation & differentiation.

Appendix 4. North Dakota Literacy Plan



Components	Activities: To ensure a coherent statewide approach to funding and effective implementation of literacy instruction for disadvantaged students.
1. Leadership & Sustainability	The NDDPI Grant Administration Team and the State Partner Implementation Team will meet quarterly to review project data and progress toward grant goals. Analyses of data will determine further supports needed from each division. This collaborative effort will greatly enhance buy-in and a statewide approach to effectively implementing the NDSRCLP. Improvement of literacy instruction will be supported by PD for superintendents, principals, teachers, paraprofessionals, parents, and students and job-embedded support. New professional collaborations will also support literacy instruction. Collegial teams will integrate instructional leadership components related to literacy into existing collaborative processes.
2. Instruction and Intervention	The NDDPI Grant Administration Team and the State Partner Implementation Team will meet quarterly with the NDDPI Statewide Divisions Team to ensure a coherent approach to funding and implementing effective literacy instruction for all students, especially disadvantaged students. Evidence-based strategies, a standards-aligned curriculum framework, 21 st Century literacy skills including digital learning, and multi-tiered systems of support (MTSS) will improve literacy instruction and foster a learning environment that supports students' individual needs.
3. Standards Alignment	The NDDPI Grant Administration Team and the NDDPI Implementation Team will meet quarterly to ensure that all NDSRCP funded schools have aligned materials and curricula to the ND Standards for English Language Arts and have incorporated their Action Plan into the State School Improvement Plan through AdvancED. Early childhood programs will align with the ND Early Learning Guidelines Birth-3 and Ages 3-5, Head Start Early Outcomes Framework, Pre-kindergarten Content Standards, and Early Language Development Standards. PD, assessments, and instruction will also be standards-aligned.
4. Assessment and Evaluation	The NDDPI Grant Administration Team and the State Implementation Team will meet monthly to discuss the support needed for all funded schools and programs to effectively use the required NDDPI data systems. Summative assessment of learning will occur through ND State Assessment along with end-of-year, end-of-course, end-of-unit, and end-of-chapter assessments. Formative assessment for learning will occur



Components	Activities: To ensure a coherent statewide approach to funding and effective implementation of literacy instruction for disadvantaged students.
	through screening, curriculum-based and benchmark progress monitoring, and diagnostic assessments. The implementation team will work collaboratively and systematically with teachers to routinely guide instructional decisions to meet the learning needs of their students. ND schools will locally decide which assessments best evaluate their instructional practices and students.
5. Professional Development	The NDDPI Grant Administration Team will meet with NDDPI State Partner Implementation Team (quarterly) and ND Statewide Literacy Team (twice a year) to ensure a collaborative and coherent approach to PD for educators who teach children from birth through Grade 12. Professional learning will be intensive, collaborative, job-embedded, and data driven. Educators will develop long-term professional learning plans using a back-mapping model composed of the following steps: (1) analyze student learning (e.g., assessments, teacher evaluations); (2) identify educator learning needs; (3) development improvement goals; (4) review research-based professional development interventions; (5) select intervention and plan implementation and evaluation; (6) implement, sustain, and evaluate professional development intervention. Professional learning communities such as a mentoring program, common planning time with other instructors, and tools for self-reflection, will further support PD.
6. Family and Community Partnerships	The NDDPI Grant Administration Team and the NDDPI Implementation Team will meet quarterly to review program initiatives and data to ensure all stakeholders are collaborative partners in creating choice-ready students for the 21 st Century. Family and community involvement will be promoted and sustained by using data to set priorities and focus strategies, providing relevant on-site professional development, building collaborations with community partners, using targeted outreach to focus on high-needs communities, schools, and students, building one-on-one relationships between families and educators that are linked to learning, setting, communicating and supporting high and rigorous expectations, addressing cultural differences, and connecting students to the community.

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Appendix 7. Accountability and Monitoring

“The AdvancED Continuous Improvement System provides a comprehensive solution to guide and empower institutions through their unique and customized improvement journey. This solution includes a continuous improvement framework with proven processes, protocols and personalized professional services, as well as, a suite of research-based tools and resources aligned with the AdvancED Performance Standards and School/System Quality Factors. This aligned and interrelated suite of tools and resources are provided to institutions via AdvancED’s award-winning technology platform, eProve™, further empowering institutions to observe students in the learning environment, gather and analyze stakeholder feedback, diagnose areas of need and ultimately identify and implement evidence-based strategies and plans for improvement (coming later in 2017 and 2018)”⁸.

Tool	Description	Purpose
The Effective Learning Environments Observation Tool (eleot)	Observation tool that measures and quantifies active student engagement with a focus on <ul style="list-style-type: none"> • Equitable learning • High expectations • Supportive learning • Active learning • Progress monitoring and feedback • Well-managed learning • Digital learning 	<ul style="list-style-type: none"> • Evaluate classroom environments by focusing on students • Reveal strengths and weaknesses using measurable data • Analyze formative trends by comparing observations across subjects, grade levels and other filters • Ensure quality and reliability in an intuitive and easy-to-use tool • Implement a powerful tool for professional development, peer learning and ongoing improvement
Surveys for continuous improvement	Engagement of communities and families is essential to driving continuous improvement in education institutions.	Surveys address: <ul style="list-style-type: none"> • parent, student and staff perceptions • school climate and culture • teaching & learning pedagogy • student engagement

⁸ <http://www.advanc-ed.org/services/continuous-improvement-system>

Tool	Description	Purpose
		<ul style="list-style-type: none"> • teacher and leadership peer perceptions • professional learning • school improvement monitoring
Diagnostics	Diagnostics to analyze institutional performance and student learning	<ul style="list-style-type: none"> • Engage internally to embrace continuous improvement • Initiate discussions on institution performance and student learning • Collaborate on rating school quality factors • Consolidate multi-modal evidence of actions taken to support your efforts • Identify areas of strength and areas in need of improvement • Drive your improvement journey strategy using a data-driven approach
Workspace	Assemble and manage collaborative teams for engagement reviews.	
Strategies	Identify goals, define and monitor strategies and allocate resources to create workable improvement plans.	
Analytics	Synthesize, report and benchmark results accessing data across the entire platform.	

North Dakota’s Multi-Tier System of Supports (NDMTSS) is a framework to provide all students with the best opportunities to succeed academically and behaviorally in school. NDMTSS focuses on providing high-quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals. Data are used to allocate resources to improve student learning and support staff implementation of effective practices⁹.

Tool	Description	Purpose
Assessment (training notes – formative {tier 1 instruction inclusive} and summative assessment should be described)	Assessment is the process of collecting, reviewing, and using information to make educational decisions about student learning. The type of information collected is determined by the intended use of the results or type of decision that is needed.	<p>Four purposes of assessments</p> <ul style="list-style-type: none"> • Universal Screening – all students assessed to determine which students may need additional supports – high or low and the effectiveness of the core curriculum • Diagnostic –identify skill deficits and inform instructional match at all tiers • Progress Monitoring – frequent assessment to determine whether students are making adequate progress toward a specific preset goal • Outcome – measures performance of the educational system – e.g. NDSA, ACT
Data-Based Decision Making	“optimize the use of data for purposes of informing individual student instruction, identifying strengths and weaknesses in a classroom, and illuminating trends and gaps across a school district ¹⁰ ”	An ongoing team process that begins with identified questions with clear established protocols to evaluate and inform decisions and actions at student, classroom, grade level, school, and system levels. (need to come back to this)

⁹ <https://www.nd.gov/dpi/uploads/194/ImprovingStudentSuccessthroughNDMultiTierSystemofSupportsFINAL.pdf>

¹⁰ <http://aea365.org/blog/ed-eval-tig-week-nathan-anderson-and-amy-engelhard-on-transforming-data-frustration-into-data-utopia/>

<p>Multi-tier Instruction</p>	<p>A multi-tier approach is used to efficiently differentiate instruction for all students. The model incorporates increasing intensities of instruction and assessments offering specific, research-based interventions matched to student needs driven by data.</p>	<p>Tier 1 Focus - All Students</p> <ul style="list-style-type: none"> • Instruction and Supports - district curriculum and instructional practices that are evidence-based; aligned with state or district standards; incorporate differentiated instruction • Setting – General classroom (small and large group) • Assessment – Screening, continuous progress monitoring, and outcome measures <p>Tier 2 Focus - Students identified through screening as at risk of performing below expected outcomes</p> <ul style="list-style-type: none"> • Instruction and Supports - Targeted, supplemental instruction practices that are evidence-based (large or small group); additional layer to Tier 1 • Setting – General education and/or optimal setting for need of students • Assessment – Diagnostic, Progress monitoring <p>Tier 3 Focus – Students who present with very low academic or behavior achievement, or who have not responded to Tier 1 and Tier 2 instruction, or students with disabilities who do not meet their IEP goals; additional layer to Tier 1 and Tier 2</p> <ul style="list-style-type: none"> • Instruction – Intensive intervention adapted to address individual student needs through the systematic use of assessment data, validated interventions, and research-based instruction or behavior support strategies • Setting – General or special education depending on the needs of the student
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		<ul style="list-style-type: none"> • Assessment – Diagnostic and progress monitoring
Infrastructure and Support Mechanisms	Knowledge, resources, and organizational structures necessary to operationalize components of NDMTSS in a unified system to meet established goals	Alignment of resources and supports necessary to implement an effective system includes, but is not limited to: Shared Vision, Prevention Focus, Culture, Leadership, Professional Development, Schedules, Resources, Communication, Leadership Teams (training note reasonable, practical and doable)
Fidelity and Evaluation	Fidelity is the degree of exactness with which something is implemented or conducted; and Evaluation is a measure of the effectiveness of individual resources and practices	<ul style="list-style-type: none"> • Fidelity happens across multiple points within NDMTSS framework; system, process, and multi-tiered instruction. Did you do what you said you would? • Evaluation occurs frequently and helps to determine the effectiveness of the system, process, or multi-tiered instruction. Did it work? How can it be improved?

STARS: The NDDPI will monitor the progress of all schools of enrolled English learners using the STARS data reports. These reports will be reviewed annually to determine which schools are successfully meeting the goals and interim progress measures for English learners. Those schools not meeting the goals will be notified and provided with technical assistance and suggestions for improvement¹¹.

Topic	Report
Annual Compliance	<ul style="list-style-type: none"> • LEA Annual Compliance Report • School Annual Compliance Report
Compensation	<ul style="list-style-type: none"> • Employee Compensation
Enrollment	<ul style="list-style-type: none"> • Enrollment • Enrollment for Direct Certification

¹¹ http://www.avid.org/_documents/Funding/NDESSA.pdf

	<ul style="list-style-type: none"> • Homeless • Immigrant • Access Non-Participation • Refugee • Section 504 • Migrant • Special Education Membership • Summer School • Early Childhood
Federal Title Reports	<ul style="list-style-type: none"> • Consolidated Application • Consolidated Budget Revision • Title I Targeting
Financial Reports	<ul style="list-style-type: none"> • School District Financial Report • Regional Education Association Report • Special Education Unit Report • Vocational Education Center Report
MIS Reports	<ul style="list-style-type: none"> • MIS01 - LEA Fall Report • MIS01 - LEA Directory • MIS02 - School Fall Report • MIS02 - School Directory • MIS03 - Regular School Year Licensed Personnel Rollover • MIS03 - Regular School Year Licensed Personnel Attributes • MIS03 - Regular School Year Licensed Personnel Record • MIS03 - Summer School Licensed Personnel Record • PER02 - Nonlicensed Personnel Report

Other Reports	<ul style="list-style-type: none">• Graduation Rate• Professional Development• Suspension Expulsion• Scholarship• ACT Non-Participation
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Appendix 8. Data Sources for Assessment and Evaluation

Data Source	Respondent	Timing	Data Collection Mode
ND State assessment- MAP Skills (NWEA)	Students	Subgrantees will be required to complete 3 times a year in years 2 and 3, 1 in Year 1	State Assessments, teacher records
ND Early Childhood Program Assessment	Students; ECP teachers	Annually and according to state assessment schedule	EC/Head Start Assessments
Ongoing Learning Assessments as chosen by Subgrantees (Galileo, PPVT, PALS, NDKEA, DIBELS)	Students; ECP and LEA teachers	Ongoing for learning assessments	EC/Head Start Assessments; ongoing learning assessments could be paper, online entered into a vendor software or entered into ESSA database

Process/Fidelity of Implementation/Monitoring

Data Source	Respondent	Timing	Data Collection Mode
Participant Attendance data	LEA Teachers and LEA staff, ECP teachers and staff	Daily	Teacher records
Subgrantee Self-Assessment Form	LEA/ECP Project Program Directors	Year 1: Quarter 3 Year 2: Quarters 1-2 Year 3: Quarters 1-2	Online survey, administered by state independent evaluator
Staff Survey	LEA Teachers and LEA staff, ECP teachers and staff	At the end of each cohort	Online survey, administered by state independent evaluator
LEA/ECP Program Director Survey	LEA and ECP Project Program Director	Once per year	Online survey, administered by state independent evaluator

Fidelity Monitoring Log	LEA Teachers and ECP providers	Weekly	TBD
Subgrantee and Classroom Action Plan	LEA management team, LEA Teachers and ECP providers	Twice a year	Paper
Observation Fidelity Form	LEA/ECP staff, coaches, or other staff trained in observation of the model	3% of classes	Direct observation
Training Attendance Roster	LEA Teachers and LEA staff, ECP teachers and staff	At each training session	Paper
Training Pre-Post Questionnaire	Teachers and LEA staff, ECP teachers and staff	Before and at the end of training	Paper or online
Training Observation Form	LEA/ECP staff, state independent evaluator, or other staff trained in observation of the model	One of the training sessions will be observed for 2 hours	Direct observation during training
Demographic info	Administrative and demographic data on students, guardians, and teachers	At program/school enrollment annually	Logged through the LEA database
PD Form	Teachers and LEA staff, ECP teachers and staff	At each PD event	Paper and online
Coaching Form	Teachers and LEA staff, ECP teachers and staff	At each coaching event	Paper
Quality Assurance Form	Teachers and LEA staff, ECP teachers and staff	At each Quality Assurance event	Excel form
State Team Meeting Minutes	State team members	At each meeting	Paper
Monitoring Log	State-level QA position	Quarterly	Excel form
LEA/ECP specific forms	Teachers and LEA staff, ECP teachers and staff	Will vary	Will vary depending on local needs and comprehensive

			literacy instruction programs chosen
PD Form	Teachers and LEA staff, ECP teachers and staff	At each PD event	Paper and online

Appendix 9. Subgrantee Self-assessment Tool

District Level and School Level Data	Birth to Age 5	Kindergarten to Grade 5	Grade 6 to Grade 12
Demographics			
<ul style="list-style-type: none"> ▪ Enrollment ▪ Attendance ▪ Reading and writing proficiency in 4th grade and 8th grade ▪ Drop-out rate ▪ Race/ ethnicity ▪ % Poverty ▪ % Free and reduced lunch ▪ % ELL/ LEP ▪ % Native American ▪ % Rural ▪ % Special education 	By program: <ul style="list-style-type: none"> ▪ Early Head Start ▪ Head Start ▪ District pre-K ▪ Licensed Child Care Centers 	By school	By school
Community needs (literacy-related)			
Existing Literary Initiatives	<ul style="list-style-type: none"> ▪ By program, by school, or child care center (if applicable) ▪ Identify programs supported by strong or moderate evidence 	Identify programs supported by strong or moderate evidence	Identify programs supported by strong or moderate evidence
Family Literacy/Parent Engagement Activities			
<ul style="list-style-type: none"> ▪ Family Literacy Partnership ▪ Parent Engagement 	<ul style="list-style-type: none"> ▪ Family literacy collaborators 	<ul style="list-style-type: none"> ▪ Level of parent involvement 	<ul style="list-style-type: none"> ▪ Level of parent involvement by school

District Level and School Level Data	Birth to Age 5	Kindergarten to Grade 5	Grade 6 to Grade 12
	<ul style="list-style-type: none"> ▪ Times and locations of parent classes ▪ Parent activities 	<ul style="list-style-type: none"> by school ▪ By classroom (if available) 	<ul style="list-style-type: none"> ▪ By classroom (if available)
Literacy Outcomes (most recent)	List what is used by classroom	List what is used by school and classrooms	List what is used by school and classroom
Implementation Strategies	<ul style="list-style-type: none"> ▪ North Dakota Early Learning Guidelines ▪ ND Pre-K Standards ▪ EELP Standards 	<ul style="list-style-type: none"> ▪ Academic standards ▪ ESSA standards ▪ ELP standards 	<ul style="list-style-type: none"> ▪ Academic standards ▪ ESSA standards ▪ ELP standards
Ongoing Assessments			
<ul style="list-style-type: none"> ▪ Summative ▪ Formative ▪ Benchmarked ▪ Diagnostic 	<ul style="list-style-type: none"> ▪ By program ▪ Oral language ▪ Print awareness ▪ Phonemic awareness ▪ Alphabetics 	<ul style="list-style-type: none"> ▪ By school ▪ By grade ▪ Alphabetics ▪ Vocabulary ▪ Fluency comprehension 	<ul style="list-style-type: none"> ▪ By school ▪ By grade ▪ Vocabulary ▪ Fluency comprehension
Language and Literacy Curriculum	<ul style="list-style-type: none"> ▪ By Program 	<ul style="list-style-type: none"> ▪ Reading curriculum ▪ Language arts curriculum ▪ ESSA implementation ▪ State literacy plan implementation ▪ Local literacy plan 	<ul style="list-style-type: none"> ▪ Reading curriculum ▪ Language arts curriculum ▪ ESSA implementation ▪ State literacy plan implementation ▪ Local literacy plan

District Level and School Level Data	Birth to Age 5	Kindergarten to Grade 5	Grade 6 to Grade 12
Instructional Scheduling	<ul style="list-style-type: none"> Number of full-day and half-day classes by program 	<ul style="list-style-type: none"> Kindergarten (full- day or half-day) Classes in a day Minutes in a class Block scheduling 	<ul style="list-style-type: none"> Classes in a day Minutes in a class Block scheduling
PD Related to Language and Literacy	<ul style="list-style-type: none"> Target group / number of hours/ topic 	<ul style="list-style-type: none"> Target group / number of hours/ topic 	<ul style="list-style-type: none"> Target group / number of hours/ topic
Interventions	<ul style="list-style-type: none"> ND MTSS ELL Early Intervention UDL 	<ul style="list-style-type: none"> ND MTSS ELL UDL 	<ul style="list-style-type: none"> ND MTSS ELL UDL
Materials and Resources			
<ul style="list-style-type: none"> Classroom environment Availability of print Use of technology 	<ul style="list-style-type: none"> By program By classroom 	<ul style="list-style-type: none"> By program By classroom 	<ul style="list-style-type: none"> By program By classroom
Strengths			
Areas of Growth			

Appendix 10. Staff Resumes

Name	Position/Title NDDPI
Ann Ellefson	Deputy Director
Peg Wagner	Assistant Director of Academic Support
Tara Fuhrer	Director of Early Learning
Stefania Two Crow	Federal Title Program Director
Lucy Fredericks	Director, Office of Indian/Multicultural Education,
Lodee Arnold	Assistant Director, Office of Indian/Multicultural Education,
Mary McCarvel-O'Connor	Assistant Director, Special Education Officer

Ann Ellefson

3205 East Avenue C, Bismarck, ND 58501 (701) 224-5070
Email: aellefson@nd.gov

EDUCATION	<p>Bachelor of Science In Elementary Education, Moorhead State University, Moorhead, MN</p> <p>Master of Education In Educational Leadership, University of North Dakota, Grand Forks, ND</p>
ADMINISTRATIVE EXPERIENCE	<p>Director, Office of Academic Support, North Dakota Department of Public Instruction, July 2015–present</p> <ul style="list-style-type: none"> • Oversee Office of Academic Support • Oversee programs including: Leveraging the Senior Year, Standards Implementation, Advanced Placement, Dual Credit, college remediation, civics education, and other content related initiatives • National Math and Science Initiative (NMSI) in North Dakota • Staff supervision • Provide technical assistance and guidance to school districts regarding federal statutes, regulations, policy issues, and program activities <p>Deputy Director, North Dakota Department of Public Instruction, July 2009–July 2015</p> <ul style="list-style-type: none"> • Provide technical assistance and guidance to school districts regarding federal statutes, regulations, policy issues, and program activities • Research and compile information for the public • Prepare and review reports and grant applications for federal programs • Develop guidance and resources to assist schools and agencies implement federal programs and requirements • Monitor federal Title programs • Coordinate, oversee and update Title I website • Present information regarding resources available to schools and agencies • Assist with the implementation of statewide program improvement plans and sanctions • Assist with the 2011, 2013, and 2015 legislative process • Supervise, mentor and develop staff <p>Assistant Director, North Dakota Department of Public Instruction, August 2008–July 2009</p> <ul style="list-style-type: none"> • Assist with the approval and accreditation of North Dakota public and nonpublic schools • Communicate information to administrators and families involved with or interested in home education • Approve and oversee secondary and remedial elementary summer school • Provide technical assistance to schools through workshops, individualized meetings and statewide conferences • Oversee and ensure implementation of technological advances in the unit • Assist with the 2009 legislative process <p>Assistant Director, North Dakota Department of Public Instruction, February 2005–August 2008</p> <ul style="list-style-type: none"> • Provide technical assistance and guidance to school districts regarding Title I statutes, regulations, policy issues, and program activities • Administer Title I schoolwide programs • Research and compile information for the public • Prepare and review reports and grant applications for federal programs • Develop guidance and resources to assist schools and agencies implement federal programs and requirements • Monitor federal Title programs (Title I targeted, Title I schoolwide, program improvement) • Design and disseminate the monthly Title I newsletter • Coordinate, oversee and update Title I website • Present information regarding resources available to schools and agencies • Assist with the implementation of statewide program improvement plans and sanctions



Program Administrator, North Dakota Department of Public Instruction, July 2002–February 2005

- Administer and budget the federal McKinney-Vento Homeless Assistance program and Even Start program
- Prepare and review reports, contracts, and grant applications for federal programs
- Monitor federal Title programs (McKinney-Vento, Even Start, Title I, Title I schoolwide)
- Assist Title I schoolwide programs in meeting the ten required components and planning year requirements
- Design and disseminate the monthly Title I newsletter
- Coordinate and implement conferences and meetings
- Present information regarding resources available to schools and agencies
- Assist with the implementation of statewide program improvement plans and sanctions

TEACHING EXPERIENCE

Sixth Grade Teacher, Fort Yates Public School, August 2000 – July 2002

- Taught sixth grade curriculum in all discipline areas
- Adapted and modified materials to meet students' Individual Education and 504 Plans
- Encouraged the use of hands on manipulatives and cooperative groups for learning
- Collaborated in team teaching atmosphere for math and reading
- Conducted after school tutoring
- Participated as a School Improvement Reading Team member
- Served as elementary school 504 Coordinator

ADDITIONAL EDUCATIONAL EXPERIENCES

- Member of the Special Education State Systemic Improvement Plan (SSIP) Leadership Team
- Certified for *AdvancED* visitations and *edgort* observations
- Member of the North Dakota Moving to Improve Learning for Everyone (NDMILE) Leadership Team
- Member of the North Dakota Positive Behavioral Support Leadership Team
- Member of the High Risk Schools Task Force
- Supervisory Management Development

LICENSURE AND CREDENTIAL

- North Dakota Educator's Professional License
- North Dakota Elementary Principal Credential



Peggy Wagner

(b)(6)

Profile

Highly motivated Assistant Director of Academic Support/Educational Administrator offering 33 years of educational achievement in developing productive data driven resources to maximize learning experiences. Provide team building with best practices for educators and achievement based on data from North Dakota State Standards and Assessments for students. Obtained professional development through mentoring, memberships in professional organizations, professional journal reading, state and national networking conferencing opportunities with other teachers and administrators throughout the state as well as project management in the state of North Dakota.

Education

M.S. Educational Administration, University of Mary	1999
B.S. Elementary Education, Dickinson State University	1983
A.A. Mental Health, University of Mary	1980

Certification

Elementary Principal Credential (EP01)
North Dakota Educator's Professional License (Tier III)

Professional Experiences

Department of Public Instruction, Bismarck, ND June 2014 to Present

Assistant Director of Academic Support

- Assist, guide, and monitor schools in implementation of ND standards
- Served as the state's board member on Learning Forward, State Design Team, and North Dakota Teacher Network Center board
- State's REA Liaison
- Coordinated and facilitated the states Math Leadership Project for gr. 6-12
- Coordinator for current State ND Watch Us Grow Survey
- Coordinated grants for para training and pre-service teacher training with North Dakota State Standards
- Title I Support Contact for Consolidated Application
- Principal Teacher Evaluation Workshop Presenter
- NDDPI/ADI State Coaching Project Facilitator/Mentor
- Literacy and Math Content Specialist
- Coordinator for ND Electronic Course Delivery
- ICCS Workgroup Facilitator/Consultancy in Virginia
- ESSA – Teacher Leader Planning Committee
- Technology Conference Presenter



Jamestown Public School

August 2012 – June 2014

Wm. S. Gussner Elementary Principal: Preschool-Gr. 5

- AdvancEd District Committee Member/Co-Chair
- K-1 Math & Reading Facilitator
- District Wide Director of Marketplace for Kids
- District Elementary SARB Representative
- District Strategic Planning Committee
- District Teacher/Principal Evaluation Committee
- Gussner Elementary RTI/MTSS Committee
- Gussner 504 Coordinator
- District Assessment Coordinator

Killdeer Public School

August 1984-2012

Elementary Principal: Preschool-Gr. 6

- Elementary Instructor: 1, 2, 4, 5, 6
- Curriculum Coordinator/Writer
- RTI Coordinator/Facilitator
- School Improvement Chair

Affiliations

- Learning Forward Board Member
- North Dakota Teacher Network Center Board Member
- ND REA Liaison
- North Dakota Council of Educational Leaders
- North Dakota Association of Elementary School Principals
- Past Regional Representative & President of SW Principal's Association
- ND United (North Dakota Education Association)

References

Ann Ellefson	Director, Academic Support- North Dakota Department of Public Instruction (701) 328-2488
Sherry Houdek	University of North Dakota Instructor & (Former Director Academic Support NDDPI)
	(b)(6)
Rhoda_Young	James River Special Service Director (701) 252-3376
Nancy_Walker	Retired Teacher/Former Employee (701) 290-4867

TF

TARA FUHRER

(b)(6)

EXPERIENCE

**DIRECTOR, OFFICE OF EARLY LEARNING • NORTH DAKOTA
DEPARTMENT OF PUBLIC INSTRUCTION • JANUARY 2017 – PRESENT**

- Pre-kindergarten Approval
- Early Childhood Education grants administration
- Title I Preschool
- Facilitated the writing of the Pre-kindergarten Content Standards
- Collaboration with DHS Early Childhood Education
- Facilitate the Early Childhood Data System
- Legislative Assembly
- Kindergarten Entry Assessment
- Oversee the Office of Head Start/Early Head Start
- Supervise staff
- Review consolidated applications
- Put on Early Childhood Education Annual Spring Conference

**ASSISTANT DIRECTOR, ACADEMIC SUPPORT • NORTH DAKOTA
DEPARTMENT OF PUBLIC INSTRUCTION • 2015 – 2016**

- Pre-kindergarten Approval
- Early Childhood Education grants administration
- Title I Preschool
- Facilitated the writing of the Pre-kindergarten Content Standards
- Collaboration with DHS Early Childhood Education
- Facilitate the Early Childhood Data System
- Legislative Assembly
- Kindergarten Entry Assessment
- Supervise staff
- Review consolidated applications

TF

TARA FUHRER

(b)(6)

- Put on Early Childhood Education Annual Spring Conference

ASSISTANT DIRECTOR, FEDERAL TITLE PROGRAMS • NORTH DAKOTA DEPARTMENT OF PUBLIC INSTRUCTION • 2010 – 2015

- Correspondence
- Technical assistance
- Review of consolidated applications
- Presentations
- Provide TA to assigned list of school districts
- Review AYP dissemination letters
- Review Program Improvement Plans and reporting
- Title I Preschool
- Pre-kindergarten Approval
- Facilitated the writing of the Pre-kindergarten Content Standards
- Collaboration with DHS Early Childhood Education
- Facilitate the Early Childhood Data System
- Legislative Assembly

HOMELESS CHILDREN AND YOUTH PROGRAM ADMINISTRATOR • NORTH DAKOTA DEPARTMENT OF PUBLIC INSTRUCTION • 2008 – 2010

- Grant applications and awards
- Monitor and provide technical assistance
- Subgrantee correspondence and guidance

EARLY CHILDHOOD SPECIALIST • LUTHERAN SOCIAL SERVICES • 2004 – 2007

- Provide on-site training and technical assistance to licensed family/center child care providers
- Research latest trends in Early Childhood Education

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Withheld pursuant to exemption

(b)(4)

of the Freedom of Information and Privacy Act



Stefania Two Crow

(b)(6)

Work Email: stwcrow@nd.gov

EDUCATION HISTORY

University of Mary
Bismarck, ND
Degree Completed: Masters In Management
Degree Completed: Bachelor of University Studies (Business & Healthcare Concentrations)

University of Phoenix
Online courses
Degree Not Completed: Bachelors of Science Information Technology

McLaughlin School District
McLaughlin, SD
Degree Completed: High School Diploma

EMPLOYMENT HISTORY

Department of Public Instruction
600 E. Blvd. Ave., Bismarck, ND 58505-0440
Title: Federal Title Program Director
From Date: 07/05/2013 To: Present
Supervisor: Laurie Matzke
Job Duties: Phone: 7013282284

- Attend, present, and host local, state, and national conferences concerning Title I and Title II programs.
- Provide technical assistance to schools in planning year and schoolwide programs.
- Interpret federal and state regulations, crosswalk guidance to write toolkits for guidance.
- Review Title I, Title II, Title III, and Title IV consolidated applications and provide guidance and trainings.
- Monitor schools and districts for compliance in meeting state and federal regulations.
- Review and provide technical assistance for monitoring and reporting of Title I program.
- Present on Title I schoolwide programs by providing information sessions and trainings.
- Review schoolwide plans, school improvement plans, and revisions to plans annually.
- Coordinate partnership with Title I and School Improvement such as AdvancED and SInet.
- Provide written correspondence to school administrators regarding issues.
- Hold portfolios for Title I, Title II, Schoolwide, Private School, Turnaround Arts, and SIG.
- Assist with ESSA teams, conference calls, webinar sessions, and team lead for school improvement.
- Review and revise all information, guidance, and websites for Title I, Title II, Title I schoolwide programs, school improvement, and private schools.
- Supervisory responsibilities for staff in the Office of Federal Title Programs.
- Use of excellent written and verbal communication skills.
- Work experience in writing and delivering presentation and resource materials.
- Program management experience.
- Experience working with school districts, interagency collaboration, and external organizations or providers.

Education Consultant
8401 Northwood Dr., Bismarck, ND 58503



Title: Education Consultant
Starting Salary: \$30 / Per Hr.
Supervisor: Self Employed
Job Duties:

From Date: 8/01/2013 To: Present
Ending Salary: \$30 / Per Hr.
Phone: 7014716596

- To provide School Improvement Grant (SIG) technical assistance to the school districts.
- To participate as a School Support Team member, stay educated and current on the Title I program and issues.
- To provide technical assistance to the STATE, schools and district that have been identified in need of improvement.
- To provide technical assistance in areas of expertise which includes Title I programs, data review, program improvement, Title I monitoring, collaborative work groups, parental involvement, grant writing, SIG, Schoolwide Programming, Consolidated Applications, and team building.
- Respond to telephone inquiries related to SIG and Federal Title programs.
- Present on Federal Title I related topics at before and after school meetings.
- Assist in the creation of school compacts, policies and professional development plans by providing resources and information.
- Assist schools with improvement process and initiatives relating to Federal Title Programs.
- Provide Title I staff, administrators, schools and districts with technical assistance on issues pertaining to Federal Title Programs.
- May be asked by the STATE to attend national/regional/state school improvement meetings and trainings and complete projects, webinars and resource materials as requested (per contract agreement).
- Present on information from workshops and trainings.

Department of Public Instruction (promotion)

600 E. Blvd. Ave., Bismarck, ND 58505-0440

Title: Assistant Director Title I/Schoolwide

Starting Salary: 3288 / MTH

Supervisor: Laurie Matzke

Job Duties:

From Date: 10/15/2008 To: 06/30/2013

Ending Salary: 4000 / MTH

Phone: 7013282284

- Attend and present at local, state, and national conferences concerning Title I programs
- Provide technical assistance to schools in planning year and schoolwide programs
- Interpret federal and state regulations, crosswalk guidance to write toolkits for guidance
- Review Title I and ARRA consolidated applications and provide technical assistance to schools for reporting
- Monitor schools and districts for compliance in meeting state and federal regulations
- Review and provide technical assistance for monitoring and reporting of Title I program
- Present on Title I schoolwide programs by providing information sessions and trainings
- Review schoolwide plans, program improvement plans, and revisions to plans annually
- Coordinate partnership with ND PIRC and Title I for parental involvement projects
- Provide written correspondence to school administrators regarding issues
- Hold portfolios for parent involvement, LEP for Title I, RTI/PBS, NDMILE, and SIG
- Assist with School Support Team initiatives, conference calls, webinar sessions
- Review and revise all information, guidance, and websites for schoolwide programs, school choice, and parent involvement
- Supervisory responsibilities for administrative assistant.
- Use of excellent written and verbal communication skills.
- Work experience in writing and delivering presentation and resource materials.
- Program management experience.
- Experience working with school districts.

Department of Public Instruction

600 E. Blvd. Ave., Bismarck, ND 58505-0440

Title: Program Administrator Title I/Homeless

Starting Salary: 3082 / MTH

Supervisor: Laurie Matzke

From Date: 07/15/2008 To: 10/15/2008

Ending Salary: 3082/MTH

Phone: 7013282284



Job Duties:

- Prepare and disseminate program guidelines, proposals, reports, and grant awards
- Review and rank application proposals to Director for approval
- Prepare grant awards to Homeless sites
- Provide technical assistance to local sites
- Interpret federal and state regulations
- Analyze and report data
- Attend local, state, and national meetings/conferences concerning Homeless issues
- Hold portfolios for parent involvement and LEP for Title I
- Review consolidated applications for Title I
- Review program improvement applications
- Oversee National Distinguished Schools Program and Committee of Practitioners
- Assist with School Support Team initiatives and conference calls
- Review, analyze, and interpret Title I statues, regulations, and policies
- Monitor Homeless and Title I programs for compliance and use of funds
- Use of excellent written and verbal communication skills.
- Work experience in writing and delivering presentation and resource materials.
- Program management experience.
- Experience working with school districts

Smee School District

PO Box B, Wakpala, SD 57658

Title: Federal Programs Director/Grant Writer

Starting Salary: 36,000 / YR

Supervisor: Keith McVay

Job Duties:

From Date: 08/15/2007 To: 7/1/2008

Ending Salary: 36,000/YR

Phone: 6058453040

- Maintain grant budgets on spreadsheets and request funding per policies and procedures
- Write grants and maintain budgets within deadlines
- Collect student and staff data annually
- Public speaking and develop training materials
- Follow all grant guidelines and regulations for budgeting, spending, and hiring
- Supervise and evaluate all staff funded by federal programs
- Provide and attend continuing education to meet federal program requirements
- Project planning, implementation, and evaluation
- Coordinate and implement all student testing per state requirements
- Work effectively in team oriented environment
- Team Leader for Admin Team/Leadership Team/Data Technology Team.
- School Improvement Coordinator/Program Management
- Coordinate and implement professional development for staff as needed.
- Research on internet, use of email, and use of Microsoft Office
- Use of excellent written and verbal communication skills.
- Work experience in writing and delivering presentation and resource materials.
- Program management experience.
- Experience working with school districts.

Bismarck State College

1500 Edwards Ave, Bismarck, ND 58501

Title: Accounts Payable Associate

Starting Salary: 19,600 / YR

Supervisor: Greg Ross

Job Duties:

From: 01/06/2005 To: 8/10/2007

Current Salary: 24,270 / YR

Phone: 7012242427

- Data Entry/Accounts Payables/IRS Reporting-1099s & W-9s/Maintain Filing System



- Communication oral & written/Resolve Conflicts
- Maintain Accounting System: PeopleSoft/Vendor Registry
- Balance statements, Process Checks, and Spreadsheets
- Supervise/Evaluate Work Study Student

Norman Public Schools

131 South Flood, Norman, OK

Title: Federal Programs Bookkeeper

From: 05/28/2004 To: 12/19/2004

Starting Salary: 18000 / YR

Ending Salary: 18000 / YR

Supervisor: Carol Caywer

Phone: 4053665868

Job Duties:

- Account for grant budgets on software system and spreadsheets
- Process all grant expenditures/Purchase Orders/Payables
- Assist with grant writing and budgeting of all federal programs
- Maintain account system OCAS and AS400 database

McLaughlin School District

PO Box 880, McLaughlin, SD 57642

Title: Asst. Federal Programs Director

From Date: 01/05/2000 To: 05/21/2004

Starting Salary: 16500 / YR

Ending Salary: 13.72 / HR

Supervisor: Tom Frankenhoff

Phone: 6058234484

Job Duties:

- Maintain student information database
- Maintain grant budgets on spreadsheets and request funding per policies and procedures
- Submit grant applications and budgets within deadlines
- Collect student and staff data annually
- Public speaking and develop training materials
- Follow all grant guidelines and regulations for budgeting, spending, and hiring
- Supervise and evaluate all staff funded by federal programs
- Provide and attend continuing education to meet federal program requirements
- Project planning, implementation, and evaluation

Wells Fargo (Norwest) Bank

405 South Main, Mobridge, SD

Title: Bank Teller

From: 07/15/1997 To: 12/30/1999

Starting Salary: 6.50 / HR

Ending Salary: 7.70 / HR

Supervisor: Carol Zimosky

Phone: 6058453651

Job Duties:

- Good positive customer service skills/Maintain confidentiality
- Process all business and personal transactions of accounts
- Balance, maintain, and repair all ATM transactions
- Process wire transfers between banks/Provide back up for vault teller
- Public speaking and sales
- Follow and meet all rules and regulations

Prairie Knights Casino

7932 Highway 24, Fort Yates, ND

Title: Cashier

From: 11/10/1995 To: 07/03/1997

Starting Salary: 8.50 / HR

Ending Salary: 9.50 / HR

Supervisor: Cheryl Feist

Phone: 7018547777

Job Duties:



- Excellent customer service skills
- Accountable for cash and paper transactions
- Knowledge of policies, procedures, rules, and regulations
- Count all cash and coin in window
- Document all transactions for federal requirements
- Work in stressful fast-paced environment

SUMMARY/DESCRIPTION

My educational experience is diversified with a Bachelors of University Studies with concentrations in Business and Health Care. My Master's In Management Degree exemplifies my knowledge of management in the areas of leadership, finance, human resources, marketing, and communication. Due to my work experience and continued education, my leadership, communication, and conflict resolution skills are mature and dynamic. I have an extensive background in working with various computer programs, spreadsheets, databases, ipads, and Microsoft Office. I enjoy exploring new opportunities and challenges. I have experience in monitoring federal and state rules and regulations to meet compliance, planning and implementation, providing technical assistance, school leadership, and coaching. I have led multiple projects, collaborative partnerships, and supervise employees. My work ethic is to foster a positive attitude, work smarter, pay attention to detail, and meet deadlines. I am a professional person with excellent communication skills, dependable and enjoy professional learning opportunities. I enjoy working in a positive work environment that offers flexibility and creativity.

REFERENCES

Peg Portchellar	Parachute, CO	81635	720-480-8688
Lodee Arnold	Wilton, ND	58503	701-220-5901
Dave Steckler	Mandan, ND	58554	701-663-4202
Miranda Grayson	Bismarck, ND	58501	701-202-1249



Lucy K Fredericks

(b)(6)

lkfredericks@nd.gov

EMPLOYMENT

Director of Indian/Mult Education ND Department of Public Instruction	2012-2017 Bismarck,ND
Elementary Principal/Administrator Standing Rock Community Elementary School	2005-2012 Ft. Yates, ND
Title 1 Teacher/Coordinator Twin Buttes Elementary School	2002-2005 Halliday, ND
Title VII Coordinator/Teacher Twin Buttes Elementary School	1999-2002 Halliday, ND
Title VII Resource Teacher Twin Buttes Elementary School	1998-1999 Halliday, ND
Paraprofessional/ Teachers Aide Twin Buttes Elementary School	1990-1998 Halliday, ND

EDUCATION

Associate of Science Associate of Arts Degree in Liberal Arts Fort Berthold Community College Emphasis in Special Education	1997 New Town, ND
Bachelor of Science in Education College of Education and Human Development University of North Dakota Major: Elementary Education	1999 Grand Forks, ND
Master of Science in Elementary Education University of North Dakota Major: Elementary Education/Educational Leadership	2004 Grand Forks, ND



CREDENTIALS

Elementary Principal Credential
ND Educator's Professional License

PROFESSIONAL ORGANIZATIONS

Member: North Dakota Council of Educational Leaders
National Indian Education Association

REFERENCES

Robert Marthaller, Assistant Superintendent
ND Department of Public Instruction
600 E. Boulevard Ave. Dept. 201
Bismarck, ND 58505
701-328-2267

Laurie Matzke, Assistant Superintendent DSSI
ND Department of Public Instruction
600 E. Boulevard Ave. Dept. 201
Bismarck, ND 58505
701-328-2284

Dr. Wayne J. Trottier, Jr., Superintendent
105 14th Street SW
Rugby, ND 58368
701-776-9042 / (b)(6)



Lodee Arnold

600 East Boulevard Ave
Bismarck, ND 58505
w) 701-328-1876
Email: laarnold@nd.gov

EDUCATION: M.Ed. – Elementary Administration: University of Mary
B.S.Ed. – University of North Dakota
ELL Endorsement – University of North Dakota/VCSU

**PROFESSIONAL
EXPERIENCE:**

Assistant Director, Office of Indian/Multicultural Education – Department of Public Instruction – Bismarck, ND
Aug. 2010 – Current

- Current Title III/EL Administrator
- Former Title I Schoolwide Administrator
- Provide technical support and guidance to schools and districts regarding Federal Title issues
- Research and compile information for the public
- Support Title I/program improvement efforts for the State of North Dakota
- Conduct training sessions for school professionals
- Manage the Title III administrative budget and related grants
- Administered the Striving Readers Comprehensive Literacy Initiative

Director of Children & Family Services – Missouri Valley Family YMCA – Bismarck, ND
Sept. 2005 – Jan. 2010

- Administered budgets aggregated to just over one million dollars.
- Administered programs including: 21st Century Community Learning Centers, Infant-Toddler-Preschool, Jr. Kindergarten, After-school/Summer School Age, Day Camp, and Kindercamp.
- Provide leadership to over 60 full and part-time staff including training and evaluations.
- Successfully wrote and received grants to establish a Teen Enrichment Program and AmeriCorps Program for the organization. Administered 21st Century Community Learning Centers Grant.
- Established a community collaboration to expand after school programming enrollment by 35%.
- Facilitated the creation and execution of a long-range strategic plan.

Site Coordinator – Mandan Kid’s Club – Mandan Public Schools/Bismarck YMCA – Mandan, ND
Oct. 2004 – Sept. 2005

- Administered the establishment of this after school program.
- Provided leadership and management to staff of seven including training and evaluations.
- Constructed and maintained data records to meet program goals and grant requirements.
- Incorporated a Mini-society program and Girl Scout troop within the program.

Teacher (Substitute K-12)

Wilton Public School – Wilton, ND Aug 2002-Sept 2004
Fort Yates Public School – Fort Yates, ND Mar 2002-June 2002 Full-time teaching position

Director – Tribal Business Information Center – Sitting Bull College – Fort Yates, ND
Apr. 2000 – Mar. 2002

Closing Officer – North Dakota Guarantee & Title Company – Bismarck, ND
Apr. 1999 – Apr. 2000

Loan Service Representative, Personal Banker – BNC National Bank – Bismarck, ND
June 1996-Apr. 1999, Summers 1993-1995

Teacher – Math Grades 8 and 6 – Sam Rayburn Middle School – Bryan, TX
Aug. 1993 – May 1996

- Taught Algebra I, Eighth Grade Math, Sixth Grade Math, and Multi-cultural Education
- Assisted in writing a district-wide Math curriculum.
- Coached approximately 75 cheerleaders
- Volunteered to chaperone a 3-day seventh grade field trip to the Gulf for 3 years.



AWARDS &

ACTIVITIES:
(past/present)

Chairman - State Commission on National & Community Service 2013 – current
School Board President: Wilton Public School District - 2012-current
School Board Vice President: Wilton Public School District - 2011-12
Church Altar Society member, CCD teacher
Bismarck Women's Slow-pitch Softball Association Board of Directors 2010-12
YMCA Association of Y Professionals Program Director of the Year 2009
YMCA Dakota Alliance Membership & Program Council Member 2009-10
Coach: girls' basketball 4th-5th grade, tee ball, little league, softball
Iyuwaste Committee Chairperson
American Institute of Banking Chairperson 2002- 2005



Mary McCarvel-O'Connor

(b)(6)

- Work History**
- 2009-Current North Dakota Department of Public Instruction Special Education Office
Assistant Director
- Serve as unit team lead for the compliance and performance monitoring process as required by IDEA. Work with unit team to identify local, regional and state programming issues and to monitor special education units for compliance with state and federal regulations
 - Conduct a critical analysis of need for training and technical assistance which synthesizes supporting data from a variety of sources
 - Serving as a regional team leader in collaborative efforts amount numerous state and local agencies, interest groups, and individuals in planning, development, implementation, and evaluation of integrated program services for student with disabilities
- 2004-2008 Cooperative Educational Service Agency #5
Teacher for the Deaf and Hard of Hearing
- Prepare Interpreter's and teacher's schedule for the school year
 - Modify schedules to match changes in regular education schedule
 - Develop and implement appropriate goals and objectives
 - Prepare and instruct lesson plans for K-12 deaf and hard of hearing students
- 2002-2004 Cooperative Educational Service Agency #8
Teacher for the Deaf and Hard of Hearing
- Develop a self-contained program
 - Prepare and instruct lesson plans for students who are deaf using manual communication
 - Prepare and instruct lesson plans for students who are hard of hearing in three districts
 - Inservice school personnel and team members on hearing loss, accommodations, modifications, and amplification devices
- 1999-2002 Northern Trails Area Education Agency
Itinerant Teacher for the Deaf and Hard of Hearing
- Prepare and instruct lesson plans for students who are deaf and hard of hearing K-12 in the communication system most appropriate for the students
 - Inservice school personnel and team members on hearing loss, accommodations, modifications, and amplification devices
 - Administer home instruction for birth to three children who are deaf and hard of hearing
 - Coordinate with professionals in the hearing discipline a quarterly newsletter for parents and school personnel
- Education**
- 1997-1998 *Master of Science in Special Education, Minot State University*
1994-1997 *Bachelor's of Science Degrees in Education of the Deaf and Elementary Education, Minot State University*
- References**
- Available upon request



Ross Roemmich

(b)(6)

JOB OBJECTIVE Information Technology Director

EDUCATION Bismarck State College- Bismarck, North Dakota
A.A. Business Administration
Graduation Date - May 1978

University of Mary - Bismarck, North Dakota
B.S. Physical Education & Health Major
Business, Secondary & Coaching Minor
Graduation Date - May 1983

University of Mary - Bismarck, North Dakota
Masters of Education in Administration
Graduation Date - June 1993

SKILLS Management skills including accounting, personnel selection and assignment, and inventory control gained as Secondary Principal.

The ability to make responsible decisions promptly, to be assertive when necessary, and to establish the support needed to gain the cooperation of those involved and developed while officiating high school and collegiate sports.

The capacity to individualize classroom activities, develop departmental goals and stimulate the continued growth of all students in team and individual classroom and extra-curricular activities because of my experience gained as Secondary Principal.

HUMAN RELATIONS AND COMMUNICATIVE SKILLS

Ability to communicate in speaking and writing clearly, concisely and effectively.

Seasoned interview skills developed as Secondary Principal.
Develop warm rapport quickly and easily -- able to put others at ease.

EXPERIENCE

2016 - 2017 MIS - Director - NDDPI



State Capitol - Bismarck

2012 - 2016	PowerSchool Specialist - EduTech ITD Building - Bismarck
1993 - 2012	Secondary Principal, Computer Technology Bottineau High School
1990 - 1993	Secondary Principal, Computer Technology Beach High School
1988 - 1990	Secondary Principal, Business & Computer Technology Gackle High School
1986 - 1988	Secondary Principal, Business & Computer Technology Almont High School
1984 - 1985	Secondary Business & Physical Education Teacher Emmons Central High School

HONORS

All Conference Basketball 74 - 75 - 76
Most Valuable Player - Basketball 74 - 75 - 76

All Conference Football 74 & 75 (QB)
Most Valuable Player - Track 75 - 76

Honorary Chapter FFA Degree:
Gackle 90, Beach 93 and Bottineau 99

Region II Principal of the Year 1999
ND State Principal of the Year 2000

INTERESTS AND ACTIVITIES

NDASSP member since 1988
Attended ND LEAD seminars since 1988
Badlands Conference President 1991 - 1993
Beach Jaycee President 1992 - 1993
President of South West Principals - 1992 - 1993
Nominated for Principal of the Year - 1993 & 1997
Bottineau Chamber of Commerce - 1993 - 1998
President of Region II Principals - 1994 - 1997
NDASSP State Board member - 1994 - 1998
North West Technology Leaders 1994 - 1998

Parish Education President - 1994 - 1997
Boys Ranch Board Member - 1994-1998
ND LEAD Mentor - 1996 - 1998
NDASSP President Elect - 1997 - 1998
NDASSP President - 1998 - 1999
NASSP National Board member - 1999 - 2003
PowerSchool Leader at BHS - 2009 - 2012
RTI Leader at BHS - 2009 - 2012
ND SLDS Member - 2016 -2017
ND ETC Board Member - 2016 - 2017



Stefania Two Crow

(b)(6)

Work Email: stwocrow@nd.gov

EDUCATION HISTORY

University of Mary
Bismarck, ND
Degree Completed: Masters In Management
Degree Completed: Bachelor of University Studies (Business & Healthcare Concentrations)

University of Phoenix
Online courses
Degree Not Completed: Bachelors of Science Information Technology

McLaughlin School District
McLaughlin, SD
Degree Completed: High School Diploma

EMPLOYMENT HISTORY

Department of Public Instruction
600 E. Blvd. Ave., Bismarck, ND 58505-0440
Title: Federal Title Program Director
From Date: 07/05/2013 To: Present
Supervisor: Laurie Matzke
Job Duties: Phone: 7013282284

- Attend, present, and host local, state, and national conferences concerning Title I and Title II programs.
- Provide technical assistance to schools in planning year and schoolwide programs.
- Interpret federal and state regulations, crosswalk guidance to write toolkits for guidance.
- Review Title I, Title II, Title III, and Title IV consolidated applications and provide guidance and trainings.
- Monitor schools and districts for compliance in meeting state and federal regulations.
- Review and provide technical assistance for monitoring and reporting of Title I program.
- Present on Title I schoolwide programs by providing information sessions and trainings.
- Review schoolwide plans, school improvement plans, and revisions to plans annually.
- Coordinate partnership with Title I and School Improvement such as AdvancED and SInet.
- Provide written correspondence to school administrators regarding issues.
- Hold portfolios for Title I, Title II, Schoolwide, Private School, Turnaround Arts, and SIG.
- Assist with ESSA teams, conference calls, webinar sessions, and team lead for school improvement.
- Review and revise all information, guidance, and websites for Title I, Title II, Title I schoolwide programs, school improvement, and private schools.
- Supervisory responsibilities for staff in the Office of Federal Title Programs.
- Use of excellent written and verbal communication skills.
- Work experience in writing and delivering presentation and resource materials.
- Program management experience.
- Experience working with school districts, interagency collaboration, and external organizations or providers.

Education Consultant
8401 Northwood Dr., Bismarck, ND 58503



Title: Education Consultant
Starting Salary: \$30 / Per Hr.
Supervisor: Self Employed
Job Duties:

From Date: 8/01/2013 To: Present
Ending Salary: \$30 / Per Hr.
Phone: 7014716596

- To provide School Improvement Grant (SIG) technical assistance to the school districts.
- To participate as a School Support Team member, stay educated and current on the Title I program and issues.
- To provide technical assistance to the STATE, schools and district that have been identified in need of improvement.
- To provide technical assistance in areas of expertise which includes Title I programs, data review, program improvement, Title I monitoring, collaborative work groups, parental involvement, grant writing, SIG, Schoolwide Programming, Consolidated Applications, and team building.
- Respond to telephone inquiries related to SIG and Federal Title programs.
- Present on Federal Title I related topics at before and after school meetings.
- Assist in the creation of school compacts, policies and professional development plans by providing resources and information.
- Assist schools with improvement process and initiatives relating to Federal Title Programs.
- Provide Title I staff, administrators, schools and districts with technical assistance on issues pertaining to Federal Title Programs.
- May be asked by the STATE to attend national/regional/state school improvement meetings and trainings and complete projects, webinars and resource materials as requested (per contract agreement).
- Present on information from workshops and trainings.

Department of Public Instruction (promotion)

600 E. Blvd. Ave., Bismarck, ND 58505-0440

Title: Assistant Director Title I/Schoolwide

Starting Salary: 3288 / MTH

Supervisor: Laurie Matzke

Job Duties:

From Date: 10/15/2008 To: 06/30/2013

Ending Salary: 4000 / MTH

Phone: 7013282284

- Attend and present at local, state, and national conferences concerning Title I programs
- Provide technical assistance to schools in planning year and schoolwide programs
- Interpret federal and state regulations, crosswalk guidance to write toolkits for guidance
- Review Title I and ARRA consolidated applications and provide technical assistance to schools for reporting
- Monitor schools and districts for compliance in meeting state and federal regulations
- Review and provide technical assistance for monitoring and reporting of Title I program
- Present on Title I schoolwide programs by providing information sessions and trainings
- Review schoolwide plans, program improvement plans, and revisions to plans annually
- Coordinate partnership with ND PIRC and Title I for parental involvement projects
- Provide written correspondence to school administrators regarding issues
- Hold portfolios for parent involvement, LEP for Title I, RTI/PBS, NDMILE, and SIG
- Assist with School Support Team initiatives, conference calls, webinar sessions
- Review and revise all information, guidance, and websites for schoolwide programs, school choice, and parent involvement
- Supervisory responsibilities for administrative assistant.
- Use of excellent written and verbal communication skills.
- Work experience in writing and delivering presentation and resource materials.
- Program management experience.
- Experience working with school districts.

Department of Public Instruction

600 E. Blvd. Ave., Bismarck, ND 58505-0440

Title: Program Administrator Title I/Homeless

Starting Salary: 3082 / MTH

Supervisor: Laurie Matzke

From Date: 07/15/2008 To: 10/15/2008

Ending Salary: 3082/MTH

Phone: 7013282284



Job Duties:

- Prepare and disseminate program guidelines, proposals, reports, and grant awards
- Review and rank application proposals to Director for approval
- Prepare grant awards to Homeless sites
- Provide technical assistance to local sites
- Interpret federal and state regulations
- Analyze and report data
- Attend local, state, and national meetings/conferences concerning Homeless issues
- Hold portfolios for parent involvement and LEP for Title I
- Review consolidated applications for Title I
- Review program improvement applications
- Oversee National Distinguished Schools Program and Committee of Practitioners
- Assist with School Support Team initiatives and conference calls
- Review, analyze, and interpret Title I statues, regulations, and policies
- Monitor Homeless and Title I programs for compliance and use of funds
- Use of excellent written and verbal communication skills.
- Work experience in writing and delivering presentation and resource materials.
- Program management experience.
- Experience working with school districts

Smee School District

PO Box B, Wakpala, SD 57658

Title: Federal Programs Director/Grant Writer

Starting Salary: 36,000 / YR

Supervisor: Keith McVay

Job Duties:

From Date: 08/15/2007 To: 7/1/2008

Ending Salary: 36,000/YR

Phone: 6058453040

- Maintain grant budgets on spreadsheets and request funding per policies and procedures
- Write grants and maintain budgets within deadlines
- Collect student and staff data annually
- Public speaking and develop training materials
- Follow all grant guidelines and regulations for budgeting, spending, and hiring
- Supervise and evaluate all staff funded by federal programs
- Provide and attend continuing education to meet federal program requirements
- Project planning, implementation, and evaluation
- Coordinate and implement all student testing per state requirements
- Work effectively in team oriented environment
- Team Leader for Admin Team/Leadership Team/Data Technology Team.
- School Improvement Coordinator/Program Management
- Coordinate and implement professional development for staff as needed.
- Research on internet, use of email, and use of Microsoft Office
- Use of excellent written and verbal communication skills.
- Work experience in writing and delivering presentation and resource materials.
- Program management experience.
- Experience working with school districts.

Bismarck State College

1500 Edwards Ave, Bismarck, ND 58501

Title: Accounts Payable Associate

Starting Salary: 19,600 / YR

Supervisor: Greg Ross

Job Duties:

From: 01/06/2005 To: 8/10/2007

Current Salary: 24,270 / YR

Phone: 7012242427

- Data Entry/Accounts Payables/IRS Reporting-1099s & W-9s/Maintain Filing System



- Communication oral & written/Resolve Conflicts
- Maintain Accounting System: PeopleSoft/Vendor Registry
- Balance statements, Process Checks, and Spreadsheets
- Supervise/Evaluate Work Study Student

Norman Public Schools

131 South Flood, Norman, OK

Title: Federal Programs Bookkeeper

Starting Salary: 18000 / YR

Supervisor: Carol Caywer

Job Duties:

From: 05/28/2004 To: 12/19/2004

Ending Salary: 18000 / YR

Phone: 4053665868

- Account for grant budgets on software system and spreadsheets
- Process all grant expenditures/Purchase Orders/Payables
- Assist with grant writing and budgeting of all federal programs
- Maintain account system OCAS and AS400 database

McLaughlin School District

PO Box 880, McLaughlin, SD 57642

Title: Asst. Federal Programs Director

Starting Salary: 16500 / YR

Supervisor: Tom Frankenhoff

Job Duties:

From Date: 01/05/2000 To: 05/21/2004

Ending Salary: 13.72 / HR

Phone: 6058234484

- Maintain student information database
- Maintain grant budgets on spreadsheets and request funding per policies and procedures
- Submit grant applications and budgets within deadlines
- Collect student and staff data annually
- Public speaking and develop training materials
- Follow all grant guidelines and regulations for budgeting, spending, and hiring
- Supervise and evaluate all staff funded by federal programs
- Provide and attend continuing education to meet federal program requirements
- Project planning, implementation, and evaluation

Wells Fargo (Norwest) Bank

405 South Main, Mobridge, SD

Title: Bank Teller

Starting Salary: 6.50 / HR

Supervisor: Carol Zimosky

Job Duties:

From: 07/15/1997 To: 12/30/1999

Ending Salary: 7.70 / HR

Phone: 6058453651

- Good positive customer service skills/Maintain confidentiality
- Process all business and personal transactions of accounts
- Balance, maintain, and repair all ATM transactions
- Process wire transfers between banks/Provide back up for vault teller
- Public speaking and sales
- Follow and meet all rules and regulations

Prairie Knights Casino

7932 Highway 24, Fort Yates, ND

Title: Cashier

Starting Salary: 8.50 / HR

Supervisor: Cheryl Feist

Job Duties:

From: 11/10/1995 To: 07/03/1997

Ending Salary: 9.50 / HR

Phone: 7018547777



- Excellent customer service skills
- Accountable for cash and paper transactions
- Knowledge of policies, procedures, rules, and regulations
- Count all cash and coin in window
- Document all transactions for federal requirements
- Work in stressful fast-paced environment

SUMMARY/DESCRIPTION

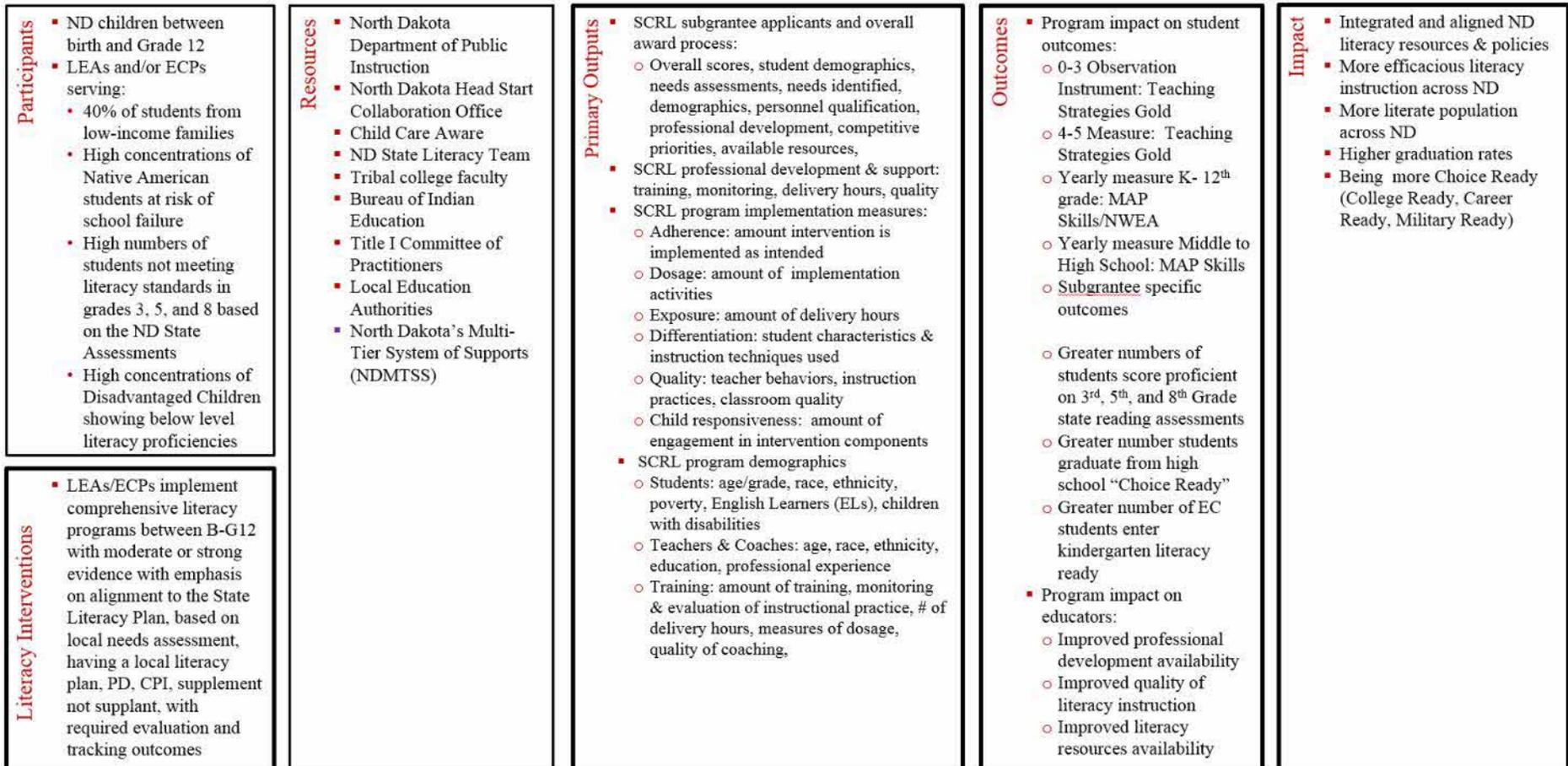
My educational experience is diversified with a Bachelors of University Studies with concentrations in Business and Health Care. My Master's In Management Degree exemplifies my knowledge of management in the areas of leadership, finance, human resources, marketing, and communication. Due to my work experience and continued education, my leadership, communication, and conflict resolution skills are mature and dynamic. I have an extensive background in working with various computer programs, spreadsheets, databases, ipads, and Microsoft Office. I enjoy exploring new opportunities and challenges. I have experience in monitoring federal and state rules and regulations to meet compliance, planning and implementation, providing technical assistance, school leadership, and coaching. I have led multiple projects, collaborative partnerships, and supervise employees. My work ethic is to foster a positive attitude, work smarter, pay attention to detail, and meet deadlines. I am a professional person with excellent communication skills, dependable and enjoy professional learning opportunities. I enjoy working in a positive work environment that offers flexibility and creativity.

REFERENCES

Peg Portchellar	Parachute, CO	81635	720-480-8688
Lodee Arnold	Wilton, ND	58503	701-220-5901
Dave Steckler	Mandan, ND	58554	701-663-4202
Miranda Grayson	Bismarck, ND	58501	701-202-1249

Appendix 11. SRCL Logic Model

ND Striving Readers Comprehensive Literacy Program Evaluation Logic Model



Appendix 12. Letters of Support

Organization
Bismarck Public Schools
Lewis & Clark Elementary School
North Dakota Head Start
Minot State University



806 N Washington Street
Bismarck, ND 58501
701.323.4000
701.323.4001 (Fax)
www.bismarckschools.org

June 30, 2017

Peg Wagner, SRCL Grant Manager
Office of Academic Support
North Dakota Department of Public Instruction
600 East Blvd. Ave. Dept 201
Bismarck, ND 58505

Dear Ms. Wagner,

Thank you for the opportunity to share the successful partnership between North Dakota Department of Public Instruction (NDDPI) and the Bismarck School District.

The NDDPI is submitting a federal application for the Striving Readers Comprehensive Literacy Grant CFDA 84.371C. The department is committed to literacy for all North Dakota children, from birth – grade twelve.

The NDDPI propose an ambitious, yet achievable plan to implement early language and literacy interventions, with fidelity and differentiation of instruction for children from birth to age five, kindergarten through grade five, and middle and high school.

The state's overall goal for the Striving Reader's Comprehensive Literacy Grant is that North Dakota will integrate and align resources and policies to support North Dakota school districts, early care and education programs for children, particularly disadvantaged children, to be ready to succeed in school and in life. These are achievable goals aligned to the Bismarck School District's literacy plan.

The Bismarck School District supports the NDDPI, Office of Academic Support's application for the Striving Readers Comprehensive Literacy Grant.

Sincerely,

Tina Pletan

(b)(6)

Elementary Literacy Staff Developer
Bismarck Public Schools
701-323-4052
tina_pletan@bismarckschools.org



LEWIS & CLARK ELEMENTARY
1729 16th Street South
Fargo, ND 58103
701.446.4800 • FAX: 701.446.4899
www.fargo.k12.nd.us/lewis&clark

Mr. Jason Cresap, *Principal* • 701.446.4804
Mrs. Cheryl Janssen, *Assistant Principal* • 701.446.4805
Mrs. Jane Gunderson, *Administrative Assistant* • 701.446.4806

June 29, 2017

Peg Wagner, SRCL Grant Manager
Office of Academic Support
North Dakota Department of Public Instruction
600 East Blvd. Ave. Dept 201
Bismarck, ND 58505

Dear Ms. Wagner,

Thank you for the opportunity to share the successful partnership between North Dakota Department of Public Instruction (NDDPI) and the Fargo Public School district.

The NDDPI is submitting a federal application for the Striving Readers Comprehensive Literacy Grant CFDA 84.371C. The department is committed to literacy for all North Dakota children, from birth – grade twelve.

The NDDPI propose an ambitious, yet achievable plan to implement early language and literacy interventions, with fidelity and differentiation of instruction for children from birth to age five, kindergarten through grade five, and middle and high school.

The state's overall goal for the Striving Reader's Comprehensive Literacy Grant is that North Dakota will integrate and align resources and policies to support North Dakota school districts, early care and education programs for children, particularly disadvantaged children, to be ready to succeed in school and in life. These are achievable goals aligned to the Fargo Public Schools literacy plan.

Fargo Public Schools supports the NDDPI, Office of Academic Support's application for the Striving Readers Comprehensive Literacy Grant.

Sincerely,

Lori Nappe
ELPAC Member
EL Teacher – L&C Elementary
Fargo Public Schools



Allison Dybing-Driessen, President
1401 College Drive North
Devils Lake, ND 58301
701-665-4431
allison.driessen@k12.nd.us

June 29, 2017

Peg Wagner, SRCL Grant Manager
Office of Academic Support
North Dakota Department of Public Instruction
600 East Blvd. Ave. Dept 201
Bismarck, ND 58505

Dear Ms. Wagner,

Thank you for the opportunity to share the successful partnership between North Dakota Department of Public Instruction (NDDPI) and ND Head Start and Early Head Start programs.

The NDDPI is submitting a federal application for the Striving Readers Comprehensive Literacy Grant CFDA 84.371C. The department is committed to literacy for all North Dakota children, from birth – grade twelve.

The NDDPI propose an ambitious, yet achievable plan to implement early language and literacy interventions, with fidelity and differentiation of instruction for children from birth to age five, kindergarten through grade five, and middle and high school.

The state’s overall goal for the Striving Reader’s Comprehensive Literacy Grant is that North Dakota will integrate and align resources and policies to support North Dakota school districts, early care and education programs for children, particularly disadvantaged children, to be ready to succeed in school and in life. These are achievable goals aligned to the Head Start and Early Head Start literacy plans.

Children’s vocabulary skills are linked to their economic backgrounds. By 3 years of age, there is a 30 million word gap between children from the wealthiest and poorest families. A recent study shows that the vocabulary gap is evident in toddlers. By 18 months, children in different socio-economic groups display dramatic differences in their vocabularies. By 2 years, the disparity in vocabulary development has grown significantly. The implementation of early language and literacy interventions through the Striving Readers Comprehensive Literacy Grant will support the work of Head Start and Early Head Start Programs to eliminate this inequality.

The North Dakota Head Start Association supports the NDDPI, Office of Academic Support’s application for the Striving Readers Comprehensive Literacy Grant.

Sincerely,

(b)(6)

Allison Dybing-Driessen, President
North Dakota Head Start Association

A positive voice, a powerful advocate, and promoter of quality programs for children and families.



June 30, 2017

Peg Wagner, SRCL Grant Manager
Office of Academic Support
North Dakota Department of Public Instruction
600 East Blvd. Ave., Dept. 201
Bismarck, ND 58505

Dear Ms. Wagner,

Thank you for the opportunity to share the successful partnership between North Dakota Department of Public Instruction (NDDPI) and the Minot State University Teacher Education program.

The NDDPI is submitting a federal application for the Striving Readers Comprehensive Literacy Grant CFDA 84.371C. The department is committed to literacy for all North Dakota children, from birth – grade twelve.

The NDDPI propose an ambitious, yet achievable plan to implement early language and literacy interventions, with fidelity and differentiation of instruction for children from birth to age five, kindergarten through grade five, and middle and high school.

The state's overall goal for the Striving Reader's Comprehensive Literacy Grant is that North Dakota will integrate and align resources and policies to support North Dakota school districts, early care and education programs for children, particularly disadvantaged children, to be ready to succeed in school and in life. These are achievable goals aligned to the InTASC Standards for pre-service teachers entering the field of Birth to Grade 12 education.

The administration and staff of Minot State University Teacher Education Program supports the NDDPI, Office of Academic Support's application for the Striving Readers Comprehensive Literacy Grant.

Sincerely,

Leslee Thorpe

Leslee Thorpe, ECE Coordinator
Teacher Education and Human Performance
Minot State University
500 University Avenue West
Minot, North Dakota 58707
Office: (701) 858-3153

Appendix 13. Assessing the Evidence¹²

The Striving Readers program requires that literacy improvement plans be based on a needs assessment and include a comprehensive literacy instruction program based on strong or moderate evidence. One of the most challenging steps for many subgrantees will be evaluating the research that they collect to determine whether the proposed comprehensive literacy program is supported by either strong or moderate evidence. This appendix provides some general guidance on how to determine the level of evidence for a study.

Applicants should choose evidence-based interventions that best meet the needs identified in the school-level needs assessment and that address the root causes of underperformance and achievement gaps. While the level of evidence should be as strong as possible, it is just as important that the strategies and interventions meet the needs identified in step one. In addition, the guidance encourages applicants to look at the overall body of relevant evidence rather than just one study when selecting interventions. Moreover, the evidence base should reflect a preponderance of statistically significant, positive effects rather than statistically significant, negative effects.

Selecting Relevant, Evidence-Based Comprehensive Literacy Instruction Programs

To be considered for an award under the Striving Readers program, subgrantees will be required to demonstrate the comprehensive literacy instruction program(s) they propose are supported by strong or moderate evidence. By using rigorous and relevant evidence and assessing the local capacity to implement the intervention (e.g., funding, staff, staff skills, stakeholder support), subgrantees are more likely to implement the comprehensive literacy instruction program(s) successfully. Those concepts are briefly discussed below:

- While ESEA requires “at least one study” on an intervention to provide strong evidence or moderate evidence, subgrantees should consider the entire body of relevant evidence.
- The relevance of the evidence – specifically the setting (e.g., elementary school) and/or population (e.g., students with disabilities, English Learners) of the evidence – may predict how well an evidence-based intervention will work in a local context. Subgrantees should look for interventions supported by strong evidence or moderate evidence in a similar setting and/or population standards to review evidence of effectiveness on a wide range of interventions and to the ones being served.
- Local capacity also helps predict the success of an intervention, so the available funding, staff resources, staff skills, and support for interventions should be considered when selecting an evidence-based intervention.

¹² Note. Adapted from “An LEA Guide for Identifying Evidence-Based Interventions for School Improvement,” by L. Lee, J. Hughes, K. Smith, & Foorman, B., 2016, Florida Center for Reading Research. http://www.fcrr.org/documents/essa/essa_guide_lea.pdf

- Some questions to consider about using evidence:
 1. Are there any interventions supported by *strong evidence* or *moderate evidence*?
 2. What do most studies on this intervention find? Does the intervention have positive and statistically significant effects on important student or other *relevant outcomes*, or are there null, negative, or not statistically significant findings?
 3. Were studies conducted in settings and with populations relevant to the local context (e.g., students with disabilities, English Learners)?
 4. How can the success of the intervention be measured?

Figure 1. Resources for Assessing Evidence

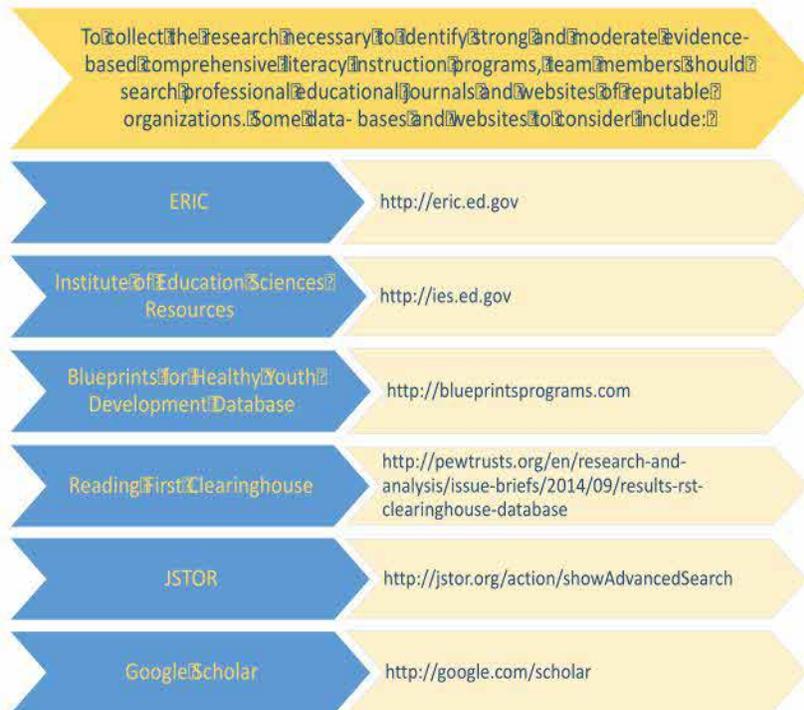


- Some questions to consider about local capacity:
 1. What resources are required to implement this intervention?
 2. Will the potential impact of this intervention justify the costs, or are there more cost-effective interventions that will accomplish the same outcomes?
 3. What is the local capacity to implement this intervention? Are there available funds? Do staff have the needed skills? Is there buy-in for the intervention?
 4. How does this intervention fit into larger strategic goals and other existing efforts?
 5. How will this intervention be sustained over time?

This appendix provides some general guidance on how to determine the level of evidence for a study and details the process for accessing and utilizing peer-reviewed research in assessing the strength of evidence supporting comprehensive literacy instruction programs. In addition, many organizations exist that can help subgrantees with support in evaluating research. Federally funded organizations such as the Regional Comprehensive Centers are well-suited to provide this kind of support. Applicants can partner with universities that have centers and individual faculty with expertise in these topics. The National Network of Education Research–Practice Partnerships can provide support to applicants that want to explore these kinds of research–practice partnerships.

One of the first steps in reviewing any research is to check one of the research guides in Figure 1 to see if the comprehensive literacy instruction program has been rated. However, even if a

Figure 2. Resources for Collecting Research



comprehensive literacy program has not been rated by a literacy research organization, it is still possible to determine the appropriate level of evidence. In this circumstance, applicants can independently research the comprehensive literacy program to assess the level of evidence supporting the program. To collect the research necessary to identify strong and moderate evidence-based comprehensive literacy instruction programs, team members should search professional educational journals and websites of reputable organizations. Some data-bases and websites to

consider are described in Figure 2.

What are the ESSA levels of evidence?

ESSA recognizes four levels of evidence; however, only applicants proposing a comprehensive literacy intervention programs supported by strong and moderate evidence will be considered for an award under the Striving Readers program. This section will focus the strong and moderate levels of evidence so that subgrantees can apply them to research in selecting a comprehensive literacy instruction intervention. To be considered for an award under the Striving Readers Program, subgrantees will be required to demonstrate that their proposed comprehensive literacy instruction program is supported by strong or moderate evidence. A summary of strong and moderate levels of evidence is shown in Figure 3

For strong and moderate levels of evidence, the research studies must demonstrate a “statistically significant effect on improving student outcomes or other relevant outcomes.” Statistically significant means that the difference observed in the study is not likely due to chance. Implied by this requirement is that the results are positive and not overridden by statistically significant negative results from other studies with moderate or strong levels of evidence. In many cases,

multiple studies of the same intervention will yield different results and it is possible that some could be positive and others negative while all still being statistically significant.

A result can be statistically significant but not substantively important. That is, a positive effect can be statistically significant but the effect may be so small as to be unimportant in practical terms. The impact is often described as an effect size, which is the magnitude of the difference between intervention groups measured as the proportion of a standard deviation. For example, an effect size of 0.25 means that an average student in one intervention group

would be expected to have scored 0.25 standard deviation more had they participated in the other intervention group. The WWC considers an effect size of greater than or equal to 0.25 to be a substantively important difference. While not specifically required under ESSA, it is strongly recommended that when reviewing research, the effect size should be considered along with the statistical significance.

In addition, strong and moderate evidence levels each expect that the studies have large and multi-site samples and that the samples reflect populations or settings similar to those proposed to receive the intervention. These are critical considerations. A well-designed study with strong evidence for an intervention for early grade students may not be suitable for adolescents. Similarly, an intervention from a study conducted in an urban school may not be appropriate for a rural school. Ensuring that the sample was large, from multiple sites, and similar to the target population will increase the chances of success.

Experiments

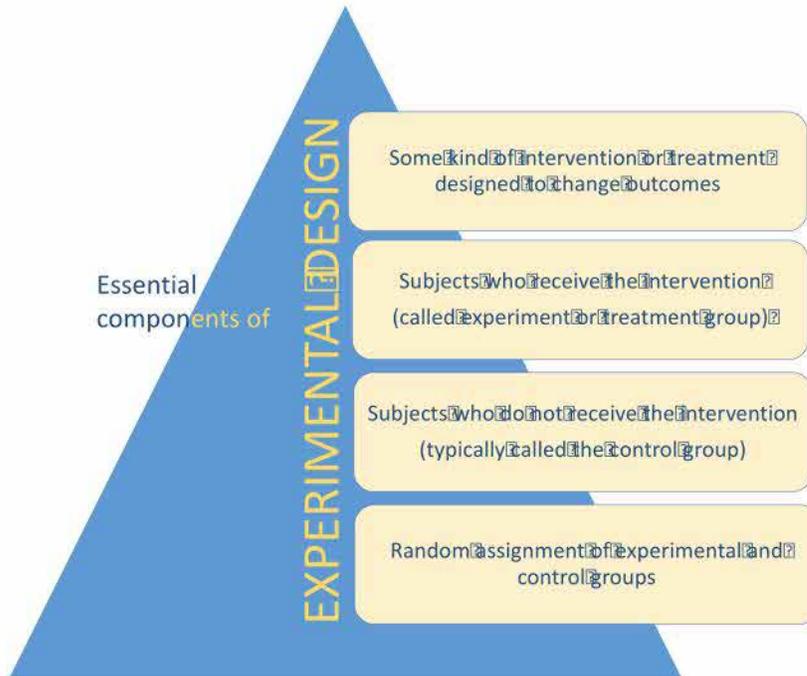
To qualify as an experiment, there must be some factor that is manipulated. This is called the *treatment* and could be a curriculum, a teaching strategy, a school policy, or anything similar. For example, a district might implement a new math intervention. This would be provided to some students at some schools but not to others. Thus, an educational aspect is changed for some individuals and held constant for others. The students (or teachers or schools) that receive the intervention or are part of the factor that is manipulated are the *experimental* or *treatment* group (and possibly a comparison group). Those for whom instruction is unchanged are part of the *control* group. Note, however, that random assignment is particularly critical. Whenever two

Figure 3. Strong and Moderate Evidence

Strong Evidence	Moderate Evidence
Based on at least one well-designed and well-implemented experimental study	Based on at least one well-designed and well-implemented quasi-experimental study
Both demonstrate statistically significant effect on improving student outcomes or other relevant outcomes	

different groups receive different treatments, changes in outcomes could be a result of the different treatment but also because of differences in the groups. For example, if a school wanted to test a new reading program it might decide to give some classrooms the new program but other classrooms use the original reading program. This creates two groups to compare but if the

Figure 4. Essential Components of Experimental Design



students in the classes are different (maybe one group is more advanced than the other), differences in outcomes might be due to differences in the students and not the new program. The best way to overcome this risk is to randomly assign students (or teachers or schools) to either the treatment or control group. True random assignment helps ensure that the two groups are likely to be like each other and that any

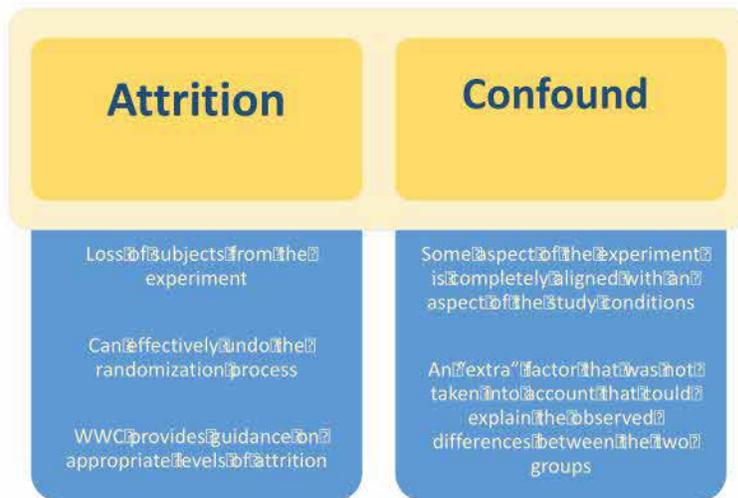
differences in outcomes are due to the treatment and not to differences between the subjects in the two groups. See Figure 4 for a summary of the essential components of experimental design.

Whether an experiment is well-designed and well-executed is not simple to determine. There are numerous factors that could weaken confidence in an experiment's results, more than can be described here. Readers should look at resources such as the What Works Clearinghouse, which has developed standards to help judge the level of rigor for many educational studies.

For this guide, there are two critical limitations to focus on that can help identify studies that were not well designed or well executed. The first limitation is *attrition*. Attrition is the loss of subjects from the experiment. Even if the subjects are randomly assigned at the beginning, if enough members of either group leave the experiment, it can effectively undo the randomization process. The individuals who leave are likely to differ from those who stay, and, thus, if enough leave the results could be biased. The WWC provides guidance on appropriate levels of attrition.

The second limitation is any kind of *confound*. A confound occurs when some aspect of the experiment is completely aligned with one aspect of the study conditions, even if all subjects were randomly assigned. A confound can be thought of as an “extra” factor that was not considered that could explain the observed differences between the two groups. The most

Figure 5. Limitations of Studies Not Well Designed



common confound occurs when there is only one unit (that is, teacher, classroom, school, or district) assigned to each group. For example, consider two classrooms taught by different teachers. One classroom comprises the intervention group and the other comprises the control group (Figure 5).

The teachers could be randomly assigned to the treatment or control conditions but there would still be a confound because there was only one teacher in

each condition. If the study found that the intervention classroom performed better than the control classroom, an alternative explanation for the observed difference could be related to differences between the classroom teachers and not the intervention. Another example of a confound is overalignment of the outcome measure and the intervention. If the outcome measure is a direct measure of the intervention, then the results are confounded. An intervention that teaches specific spelling words and then measures the results with a test of those same words would be overaligned. Inclusion of a norm-referenced spelling test would be necessary to prove the intervention’s effectiveness beyond a taught spelling list. Like an experimental design, a regression discontinuity design (RDD) can meet WWC standards without reservations and can be considered strong evidence. An RDD determines causal impacts by examining interventions that occur just above and below a cut-off of some kind. In these cases, the cut-off, such as a cut-score on a test, splits the population of interest into two groups that can be compared. The logic is that subjects just above and just below the cut-off are likely very similar and so can be compared. An RDD study must meet several requirements to qualify as strong evidence, including establishing the equivalence between the two groups and avoiding confounds.

Summary of key things to look for in an experimental design:

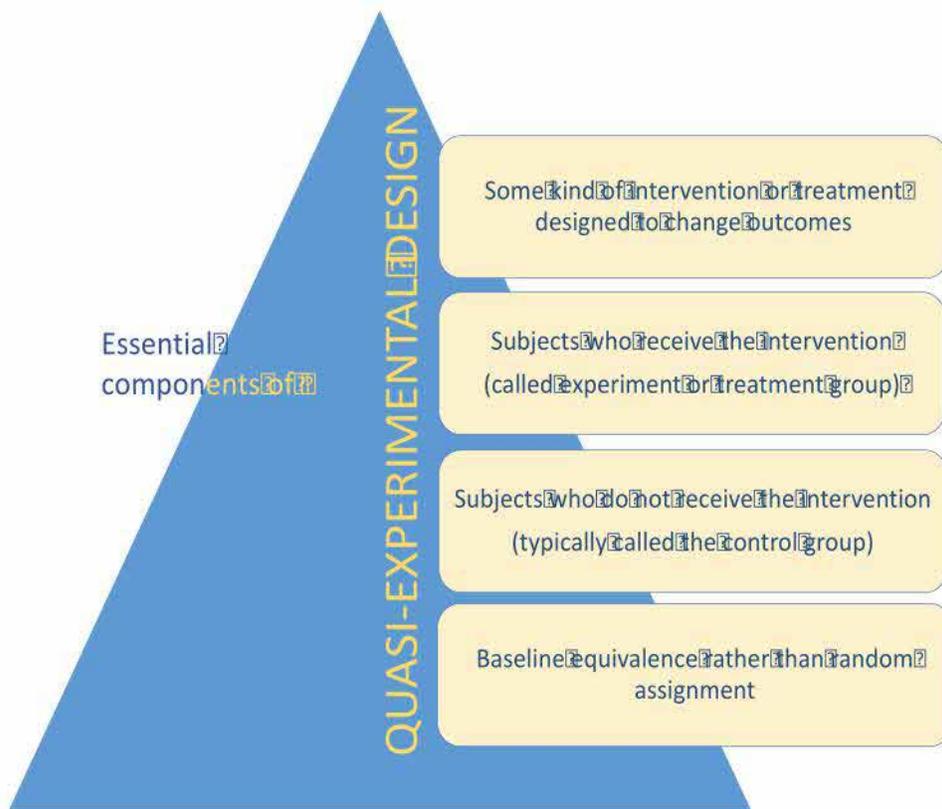
- Control group that doesn’t receive the treatment,
- Experimental of treatment group,
- Absence of confounds,
- Meets WWC standards without reservation.

- low attrition
- groups formed by random assignment or discontinuity

What is moderate evidence?

Moderate evidence is based on at least one study using a quasi-experimental design (QED). What is the difference between an experiment and a quasi-experiment? The major difference is that a QED lacks random assignment of subjects to groups and instead, a QED leverages some natural change, such as implementation of a new program, to create treatment and control groups (see Figure 6). QED studies are common because many educational policies and practices are implemented across the board or with a small pilot group that was not randomly assigned. For example, a few school principals might volunteer their schools to participate in a new initiative.

Figure 6. Essential Components of Quasi-Experimental Design



Results from those schools might then be compared to schools that did not volunteer. This creates a *treatment* and a *control* group but lacks random assignment. As noted above, when subjects are not randomly assigned it increases the risk that any observed differences in outcomes are due to other

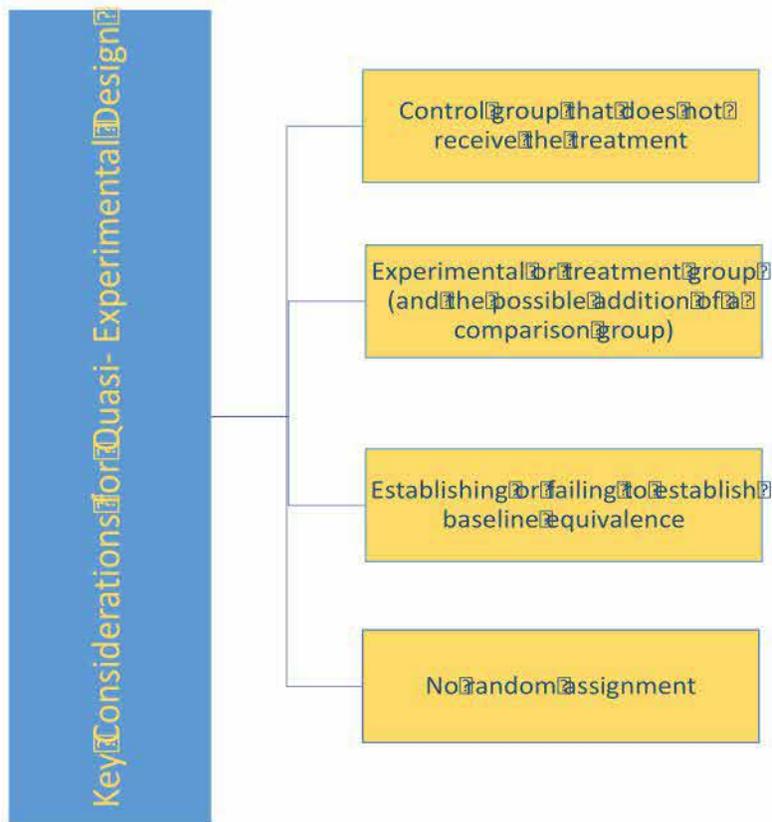
factors. In this example one might wonder if the principals who volunteered were especially excited or interested in the intervention, or perhaps more creative leaders, and that it was their leadership and interest that drove changes in outcomes. A common QED is to compare changes in the pre-test and post-test scores for students in two different groups. This looks like an experiment except that the two groups were not randomly assigned. The researchers would try to select groups that are similar on key criteria, such as English learner status or economic status,

so that the groups can be compared. A related approach is to statistically match students. One way this is done is by taking each student who received an intervention and finding a statistical “twin” who did not receive the intervention and then comparing results. As with experiments, deciding whether a QED is well-designed and well-executed is not simple to determine. Again, readers should look at resources such as the What Works Clearinghouse, which provides information about the level of rigor for many educational studies. A study that meets WWC standards with reservations qualifies as moderate evidence. Note that an RDD is a type of quasi-experimental design but it can still meet WWC standards without reservations and thus potentially can qualify as strong evidence.

Baseline Equivalence

Perhaps the single most critical factor to consider in a QED is whether the study established *baseline equivalence* between the two groups. As noted above, experiments use random assignment to try to ensure that the two groups studied are as equal as possible and often include pretest scores as covariates to improve analytic precision. Without random assignment,

Figure 7. Key Considerations for Quasi-Experimental Design



researchers use other ways to ensure that groups are similar, such as comparing them on key variables like race, economic status, and test scores. Verifying that two groups are comparable on pre-test scores is an excellent way to establish baseline equivalence.

Without randomized assignment, there will remain a concern about unobservable group differences that weaken confidence in the results. For example, two students with the same pre-test scores could have very different levels of motivation, which could in turn result in one improving more than

another. Concerns about unobserved differences are why even a well-executed QED is rated as only having moderate evidence.

Summary of key things to look for:

- Experimental or treatment group (and the possible addition of a comparison group),
- Control group,
- Establishing or failing to establish baseline equivalence,
- No random assignment.

Appendix 14. Sustainability Plan

Objectives	Sustainability Activities	Barriers/Plans	Results/Indicators
Strengthen linkages to sustain NDSRCLP	<ul style="list-style-type: none"> ▪ Assess structure ▪ Strategically build linkages for program ▪ Evaluate & reassess 	<ul style="list-style-type: none"> ▪ Actions may compete with existing programs ▪ Build a community-wide sustainability perspective 	<ul style="list-style-type: none"> ▪ # of new linkages created ▪ Documentation of the plans
Strengthen leadership actions to sustain NDSRCLP	<ul style="list-style-type: none"> ▪ Assess existing roles of program advocates ▪ Cultivate additional leaders ▪ Build new relationships 	<ul style="list-style-type: none"> ▪ Planning requires time & effort ▪ Provide specifics to create a time efficient process 	<ul style="list-style-type: none"> ▪ Documentation of actions taken ▪ Identified linkages between leaders & stakeholders
Increase or maintain resources to sustain NDSRCLP at the local levels	<ul style="list-style-type: none"> ▪ Assess resources available ▪ Develop a resource acquisition plan ▪ Build stronger awareness of program 	<ul style="list-style-type: none"> ▪ Responsible staff must be able to assess resources ▪ Utilize expertise of NDDPI in collaboration in managing other programs of this magnitude 	<ul style="list-style-type: none"> ▪ Documented plan for resource development ▪ # of new resources identified/ obtained
Build expertise to sustain literacy programs	<ul style="list-style-type: none"> ▪ Assess & build upon existing level of expertise 	<ul style="list-style-type: none"> ▪ Requires time/effort ▪ Devote program time toward building expertise 	<ul style="list-style-type: none"> ▪ # of teachers & staff trained in model
Increase program alignment with stakeholder needs	<ul style="list-style-type: none"> ▪ Assess local needs & the perceived effectiveness, compatibility & benefit of the literacy program 	<ul style="list-style-type: none"> ▪ Time required to build buy-in from key stakeholders ▪ Involve stakeholders in all aspects of process 	<ul style="list-style-type: none"> ▪ Documentation of alignment & perceived impact
Maintain positive relationships among the program's key stakeholders	<ul style="list-style-type: none"> ▪ Identify new stakeholders ▪ Assess network among stakeholders ▪ Develop plan to promote relationships with stakeholders 	<ul style="list-style-type: none"> ▪ Access to key stakeholders can be challenging ▪ Plan activities to promote more contact with stakeholders 	<ul style="list-style-type: none"> ▪ # of new stakeholders ▪ Documentation of plan to promote relationships with stakeholders

Objectives	Sustainability Activities	Barriers/Plans	Results/Indicators
Ensure fidelity of implementation to the program model	<ul style="list-style-type: none"> ▪ Routinely assess fidelity of implementation ▪ Develop plan to utilize process results 	<ul style="list-style-type: none"> ▪ Limited resources for process evaluation ▪ Add appropriate support from program staff, look for additional funding 	<ul style="list-style-type: none"> ▪ Documentation of process evaluation results, improved implementation
Study literacy program effectiveness & outcomes	<ul style="list-style-type: none"> ▪ Assess outcomes & impact ▪ Develop a plan to utilize outcome results 	<ul style="list-style-type: none"> ▪ Limited resources for evaluation ▪ Allocate sufficient funds for outcome evaluation 	<ul style="list-style-type: none"> ▪ -Documentation of outcome evaluation, improved implementation
Dissemination of results at the local, state, national levels	<ul style="list-style-type: none"> ▪ Present outcomes & lessons learned through posters & presentations ▪ Publish articles in scholarly journals ▪ Present outcomes to potential funders 	<ul style="list-style-type: none"> ▪ Cannot present outcomes until after analyses are complete ▪ Begin dissemination with earliest process-related lessons learned 	<ul style="list-style-type: none"> ▪ # of articles submitted to scholarly journals ▪ # of conference presentations ▪ # of new funders engaged

Appendix 15. Professional Development Topics

To provide support for LEAs, ECPs, or LEAs partnering with ECPs applying for the NDSRCL, the NDDPI Administration Team will offer both region trainings and webinars on the topics listed below for applicants interested in applying for a subgrant.

Title	Goal Area	Timeline	Provider	Type of Training	Audience	Cost Breakdown	Total Cost
Applicants		Year					
Eligibility, Budgeting, School Selection & Formation of Site-based Literacy Team	Applications	1	NDDPI	Regional ¼ day and Webinar	Potential Applicants	4 regional trainings provided by the NDDPI	
Conducting a Comprehensive Needs Assessment & Developing a Site-based Literacy Plan	Applications	1	NDDPI	Regional ¼ day and Webinar	Potential Applicants		
Identifying & implementing with fidelity a comprehensive literacy instruction program supported by moderate or strong evidence	Applications	1	NDDPI	Regional ¼ day and Webinar	Potential Applicants		
Assessments, Reporting, & Evaluation of the NDSRCL	Applications	1	NDDPI	Regional ¼ day and Webinar	Potential Applicants		

Subgrantee PD topics indicated below are based on evidenced based literacy interventions found beneficial for teachers working with Disadvantaged Children (Bredekamp & Copple, 1997; Friedman-Krauss, Barnett, & Nores, 2016; Lentini, Vaughn, & Fox, 2004; Shonkoff & Phillips, 2000; Duke, & Pearson, 2002; Dunst, Simkus & Hamby, 2012; Kaplan, & Mead, 2017; Bailet, Repper, Murphy, Piasta, & Zettler-Greeley, 2013; Drummond, Holod, Perrot, Wang, Munoz-Miller, & Turner, 2016; Martinez-Beck & Zaslow, 2006; Cook & Coley, 2017; Morningstar & Benitez, 2013, Ostrosky, Jung, & Hemmeter, 2002; Baker, Vernon-Feagans, & the Family Life Project Investigators, 2015; Steward & Goff, 2004;), Supporting Disadvantaged Children (Heckman 2006; Neumann & Celano, 2006; Raudenbush, 2006).

Title	Goal Area	Year	Provider	Type of Training	Audience	Cost Breakdown	Total Cost
Subgrantees							
Requirements, Assessments, Reporting, & Evaluation of the NDSRCL		1	PD Contractor	1/2-day training	<ul style="list-style-type: none"> ▪ Administration ▪ Leadership Team ▪ Lead Teachers ▪ Coaches 	2 locations \$2,500 per session + travel \$2,000 = \$7,000	\$7,000
Implementing the Updated ND Literacy Standards	4	1	PD Contractor	1/2-day training	<ul style="list-style-type: none"> ▪ Administration ▪ Leadership Team ▪ Lead Teachers ▪ Coaches 	2 locations \$2,500 per session + travel \$2,000 = \$7,000	\$7,000
Assessment & Data Informed Decision Making in Literacy Instruction	5	1	PD Contractor	2-day training	<ul style="list-style-type: none"> ▪ Administration ▪ Leadership Team ▪ Lead Teachers ▪ Coaches 	4 locations \$2,500 per site + travel \$2,000 = \$12,000	\$12,000
Implementation meetings	7.b.	1	PD Contractor		<ul style="list-style-type: none"> ▪ Subgrantee Implementation Teams 	\$1,500 x 27 = \$40,500	\$40,500
Literacy Coaching Based on LEA/ECP Needs Assessment and Literacy Plan	6.c.-e.	1	PD Contractor	4-7 times per year depending on applicants' size	<ul style="list-style-type: none"> ▪ Literacy Teachers 		\$48,500
Continuous Performance Improvement	5, 6. b.	1	PD Contractor	1-day training	<ul style="list-style-type: none"> ▪ Subgrantee Implementation Teams 	4 locations \$2,500 per site + travel \$2,000 = \$12,000	\$12,000
Transitions and Literacy	2	2	PD Contractor	1/2-day training	<ul style="list-style-type: none"> ▪ Administration ▪ Leadership Team ▪ Lead Teachers ▪ Coaches 	2 locations \$2,500 per session + travel \$2,000 = \$7,000	\$7,000

Title	Goal Area	Year	Provider	Type of Training	Audience	Cost Breakdown	Total Cost
Implementing Literacy Strategies throughout the Continuum							
▪ Children Birth to Age 3	2	2	PD Contractor	1-day training	▪ Appropriate teachers for each age group ▪ Coaches	2 locations \$2,500 per session + travel \$2,000 = \$7,000	\$7,000
▪ Preschool age children		2	PD Contractor	1-day training	▪ Appropriate teachers for each age group ▪ Coaches	2 locations \$2,500 per session + travel \$2,000 = \$7,000	\$7,000
▪ Kindergarten through age 5		2	PD Contractor	1-day training	▪ Appropriate teachers for each age group ▪ Coaches	2 locations \$2,500 per session + travel \$2,000 = \$7,000	\$7,000
▪ Middle through High School		2	PD Contractor	1-day training	▪ Appropriate teachers for each age group ▪ Coaches	2 locations \$2,500 per session + travel \$2,000 = \$7,000	\$7,000
Family Literacy and Parent Engagement	2	2	PD Contractor	1-day training	▪ Administration ▪ Leadership Team ▪ Lead Teachers ▪ Coaches	2 locations \$2,500 per session + travel \$2,000 = \$7,000	\$7,000
Supporting Disadvantaged Children in Literacy Instruction	1	3	PD Contractor	1-day training	▪ Administration ▪ Leadership Team ▪ Lead Teachers ▪ Coaches	2 locations \$2,500 per session + travel \$2,000 = \$7,000	\$7,000
Other topics based on subgrantee needs	TBD	3	PD Contractor	1-day training	▪ Administration ▪ Leadership Team ▪ Lead Teachers	2 locations \$2,500 per session + travel \$2,000 = \$7,000	\$7,000

Title	Goal Area	Year	Provider	Type of Training	Audience	Cost Breakdown	Total Cost
					<ul style="list-style-type: none"> ▪ Coaches 		
Other topics based on subgrantee needs	TBD	3	PD Contractor	1-day training	<ul style="list-style-type: none"> ▪ Administration ▪ Leadership Team ▪ Lead Teachers ▪ Coaches 	2 locations \$2,500 per session + travel \$2,000 = \$7,000	\$7,000

Appendix 16. NDSRCL Subgrantee Budget Requirements

NDSRCL Subgrantee Budget Requirements

North Dakota Budget Narrative SRCL: Subgrantee Budget Requirements		Year 1	Year 2	Year 3
Subgrantee Budget	Each awarded subgrantee is required to create a three-year budget including the following required SRCL grant items. The required years are denoted by an "*".			
Subgrantee Allocations	<p>The subgrantees will receive 30% of the grant funds the first year with another 5% added the 2nd and 3rd year for incentive awards. Each subgrantee will be awarded base on the number of disadvantaged students (ages birth-grade 12) being served. Disadvantaged students are those students living in poverty (free/reduced lunch), students with disabilities, and English learners. The allocation is determined by a per disadvantaged student allocation of \$1065, which gives LEAs and ECPs large and small a reasonable grant award to implement effective practices, hire staff, conduct a needs assessment, and participate in professional development. In the 2nd and 3rd year the subgrantee budget allows for implementation incentives for LEAs/ESPs that have shown success in implementation and literacy growth. The incentives will be determined by the number of LEA/ECPs included and then their number of disadvantaged students. (ex. 7 subgrantees show success in implementation and literacy growth, of those subgrantees there are 2700 disadvantaged students so $\\$976,000/2700 = \\361 per student additional incentive will be awarded to those subgrantees.) Literacy growth will be calculated using the NDMAP and Teaching Strategies assessments.</p>			

North Dakota Budget Narrative SRCL: Subgrantee Budget Requirements		Year 1	Year 2	Year 3
Personnel and Fringe Benefits				
Project A	The Subgrantee Project Director must be a 1.0 FTE to oversee NDSRCL activities and deliverables within their LEA/ECP for the NDSRCL project. Responsibilities include oversight of grant goals, implementation team, creation of the literacy plan and needs assessment, participation in professional development, establishing contracts and providers, working with the State technical assistance provider and evaluator, and compiling and submitting outcome data.	*	*	*
Fiscal Grant Manager	The Fiscal Grant Manager will oversee the budget and allowability of grant expenditures, submit financial reports to the State, and participate in fiscal monitoring.	*	*	*
Implementation Team	Develop implementation team to advise the Project Director on implementation of SRCL Grant. Suggested members: school administration, reading professionals, EL teacher, Sped teacher, ECE teacher, counselor.	*	*	*
Other Staff as Needed to Carry Out Grant Objectives	Suggested positions: Literacy Coach, Interventionist, Social Worker, Counselor, Reading Specialist	*	*	*
Professional Development	Each Subgrantee must plan and budget annually for travel, stipends, and substitutes to attend required trainings according to the professional development chart in Appendix 15.	*	*	*

North Dakota Budget Narrative		Year 1	Year 2	Year 3
SRCL: Subgrantee Budget Requirements				
Travel				
Annual Conference	Subgrantees must plan and budget annually for attendance at the NDDPI Fall Educator's Conference, attending the SRCL Grant track.	*	*	*
MTSS	The Subgrantee Project Director will coordinate with the ND Project Administrator for State MTSS training according to the matrix in Appendix 15. The subgrantee will be responsible for all travel costs and stipends for all MTSS training events.	*	*	*
Professional Development	Each Subgrantee must plan and budget annually for travel and stipends to attend required trainings according to the professional development chart in Appendix 15.	*	*	*
Equipment				
	Equipment is defined as a purchase of over \$750 and all computer equipment-all equipment must be identified and inventoried as purchased by SRCL funds			
Supplies				
	There is no specific requirement to purchase supplies; if purchasing, it must be reasonable and applicable to the SRCL Grant.			
Contractual				
Needs Assessment	There is no specific requirement to contract with a vendor to assist with the development of an LEA/ECP literacy needs assessment.			
Coaching	There is no specific requirement to contract with a vendor to provide coaching for LEA/ECP teachers.			
Assessments	The Subgrantee must contract with the required assessment vendor as described in the grant guidelines.	*	*	*

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

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

Budget Narrative

Total Year 1 Administrative Budget:	\$ 479,920.00
Total Requested Budget:	\$ 28,800,000.00

The budget supports each of the eight goals put forward by SRCL.

PERSONNEL/FRINGE: \$629,700.00

The narrative below summarizes the personnel salary and fringe benefits supporting the North Dakota Striving Leaders program. Tables below provide additional information, including an itemized breakdown of funds, for each year of the proposal.

Funds are requested to support personnel within the NDDPI to provide direct assistance and oversight of the initiative including program management. These staff include Academic Support Director Ann Ellefson (.10 FTE), Project Administrator Peg Wagner (.50 FTE), Project Coordinator to be hired (1.0 FTE), and Administrative Support Jane Gratz, Jill Frohlich, and Angela Thomas (1.0 FTE collectively). Employee salary and benefits (45%) and an assumed 3% increase in salary/benefits are incorporated for years 2 and 3 of the proposal.

Additional in-kind support will be provided by:

- Support Staff: The Division of Student Support and Innovation has nine support staff available in a variety of capacities. Each of the nine have strengths in various areas and are utilized according to their strengths. As indicated above, three support staff will have dedicated NDSRCL time and the other six will be utilized as needed. Services provided through in-kind support are paid by other state and federal funds.
- Implementation Team: NDDPI leaders primarily funded by other federal and state funds will participate on the NDRCL implementation team and have direct connections in their field of expertise. The team, facilitated by Project Administrator Peg Wagner, meets monthly to review grant activity, provide guidance to the professional development and program management, and provide ongoing technical assistance to grantees. These individuals include:
 - o Ann Ellefson, Director of Academic Support (1.0 FTE state/federal) (.10 FTE committed to NDSRCL). Ann's responsibilities include overall supervision of grant staff, grantee signature authority, ensuring appropriate use of state and local funds and a member of the NDSRCL implementation team.
 - o Tara Fuhrer, Director of Early Learning (1.0 FTE state/federal) (.05 FTE committed to NDSRCL)
 - o Lodee Arnold, Assistant Director of Indian/Multicultural Education and English Learner Program Administrator (1.0 FTE state/federal) (.05 FTE committed to NDSRCL)
 - o Lucy Fredericks, Director of Indian/Multicultural Education (1.0 FTE state/federal) (.05% FTE committed to NDSRCL)
 - o Mary McCarvel-O'Connor, Assistant Director of Special Education (1.0 FTE state/federal) (.05 FTE committed to NDSRCL)
 - o Ross Roemmich, Director of Management Information Systems (1.0 FTE state/federal) (.10 FTE committed to NDSRCL data coordination)

By supporting the program with the NDSRCL and in-kind funds and support, the state can ensure a high quality management plan and oversight to ensure high-quality implementation meeting the project objectives.

Name/Position	NDSRCL Responsibilities	Year 1	Year 2	Year 3	Total
(b)(4) r housed in the Office of Academic Support and will oversee NDSRCL activities and deliverables.	Responsibilities include NDSRCL high level activities and deliverables to ensure goals and timelines are met and serve as facilitator of the NDSRCL implementation and state literacy teams. This position also manages all NDSRCL subcontractors and will ensure all financial and reporting requirements are fulfilled.	\$47,125.00	\$48,540.00	\$50,000.00	\$145,665.00
(b)(4)	Responsibilities include management of monitoring, professional development, contracts and providers, technical assistance, and outcome data.	\$84,100.00	\$86,623.00	\$89,222.00	\$259,945.00
Jane Gratz will be a .50 FTE Fiscal Officer in the Office of Academic Support	Responsibilities include NDSRCL fiscal administration and overseeing budget management.	\$36,250.00	\$37,337.00	\$38,457.00	\$112,044.00
Jill Frohlich will be a .25 FTE Administrative Staff Officer in the Office of Indian/Multicultural Education	Responsibilities include the English Learner (EL) support, publishing and programming aligned to NDSRCL (English Learner comprehensive literacy alignment, annual conference, professional development).	\$18,125.00	\$18,669.00	\$19,229.00	\$56,023.00

Angela Thomas will be a .25 FTE Administrative Assistant in the Office of Early Learning	Responsibilities include Early Learning support, correspondence, proofing, event planning, and early learning data collection.	\$18,125.00	\$18,669.00	\$19,229.00	\$56,023.00
NDSRCL Goal Alignment:	Goals: 1, 2, 3, 4, 5, 6 (see Appendix 2) Activities: All activities listed throughout the narrative will be implemented by the above personnel.				

Travel: \$120,512.00

North Dakota recognizes the importance of supporting applicants and grantees in the NDSRCL. Since the state is comprised of over 70,000 square miles, offering multiple opportunities to get together at various venues is critical. All travel has been budgeted and will be paid based on North Dakota state rates. Funds are requested to cover state travel (mileage, meals, and lodging) for the NDDPI staff to conduct all NDSRCL activities and onsite visits to grantees.

After entities indicate their intent to apply for a NDSRCL grant, the NDSRCL Project Administrator and Project Coordinator will review the demographic data and arrange up to four Statewide NDSRCL Grant Writer Workshops. The final number and exact locations of these events will be determined based on the responses collected. The purpose of the event will be to provide an overview and technical assistance on the NDSRCL program. Additionally, a no cost support option will be provided for interested entities through a webinar series. This series will have short webinars outlining specific grant requirements and possible strategies and key concepts for potential NDSRCL applicants. These events will take place during year one of the NDSRCL program.

After grants are established, providing additional support and technical assistance to grantees is critical. The Project Administrator or Project Coordinator will conduct two onsite visits to each grantee (estimated 15 grantees) during the first year of the grant cycle. The purpose of the visits are to provide support and technical assistance as well as to monitor implementation and conduct an evaluation for sustaining the grant in subsequent years (years two and three). During years two and three of the grant cycle, the Project Administrator or Project Coordinator will conduct four onsite visits to each grantee (estimated 15 grantees) to ensure the NDSRCL programs are implemented with fidelity.

Professional learning opportunities for the NDSRCL Project Administrator and Project Coordinator are also budgeted. Travel costs will be reimbursed based upon established GSA travel rates.

During the initial year of the grant the NDDPI NDSRCL leaders, Project Administrator and Project, will have a formal face-to-face meeting with the state procured professional development/technical assistance vendor. The purpose of this meeting will be to establish and reaffirm the scope of work that will be provided to grantees, delivery methods, and annual reporting of professional development progress and participation. In years two and three, the vendor will meet onsite in Bismarck, ND and the NDSRCL program will not incur travel costs.

Event/Primary Role	Description	Year 1	Year 2	Year 3	Total
Statewide NDSRCL Grant Writers Workshops <ul style="list-style-type: none"> • Peg Wagner, NDSRCL Project Administrator • TBH, NDSRCL Project Coordinator 	<p>These regionally based workshops will be held across North Dakota based on applicant letters of intent. It is anticipated 4 workshops will be needed.</p> <ul style="list-style-type: none"> • Mileage: 200 miles x 2 ways x \$0.535 = \$214 • Meals: \$35 day x 2 days = \$70 • Lodging: \$81.90 x 1 night = \$81.80 • \$214 + \$70 + \$81.90 x 2 staff = \$728.20 <p>\$728.20 x 4 workshops = \$2,912.80</p>	\$2,912.00	\$0.00	\$0.00	\$2,912.00
Writing Your Striving Readers Comprehensive Literacy grant Webinar Series <ul style="list-style-type: none"> • TBH, NDSRCL Project Coordinator 	<p>A webinar series will be created providing details and guidance to applicants on the writing and development of their local NDSRCL program.</p>	\$0.00	\$0.00	\$0.00	\$0.00
NDSRCL Statewide Monitoring and Technical Assistance Visits <ul style="list-style-type: none"> • Peg Wagner, NDSRCL Project Administrator • TBH, NDSRCL Project Coordinator • Other NDSRCL Committee Members 	<p>These onsite visits will be held onsite for each grantee.</p> <ul style="list-style-type: none"> • Mileage: 200 miles(one way) x 2 x \$0.535 = \$214 • Meals: \$35 day x 2 days = \$70 • Lodging: \$80.10 x 1 night = \$80.10 • \$214 + \$70 + \$80.10 = \$364.10 per staff member <p>Year One: \$364.10 x 15 site x 2 visits x 2 staff = \$10,977.00 Years Two and Three: \$364.10 x 15 sites x four visits x 2 staff = \$21,846.00</p>	\$21,846.00	\$43,692.00	\$43,692.00	\$109,230.00

Annual SRCL National Conference <ul style="list-style-type: none"> • Peg Wagner, NDSRCL Project Administrator • TBH, NDSRCL Project Coordinator 	It is projected the USDE will host an annual technical assistance meeting for all SRCL state leaders. <ul style="list-style-type: none"> • Airline Travel: \$800 • Meals: \$65 day x 3 days = \$195 • Lodging: \$200 x 2 nights = \$400 • \$800 + \$195 + \$400 = \$1,395 per staff member x 2 staff = \$2,790 per year 	\$2,790.00	\$2,790.00	\$2,790.00	\$8,370.00
NDSRCL Goal Alignment:	Goals: 1, 2, 3, 4, 5, 6 (see Appendix 2) Activities: All activities listed throughout the narrative will be implemented by the above personnel.				

Equipment: \$7,000

North Dakota anticipates NDSRCL staff equipment costs to be purchased with award funds. Equipment is defined as a purchase of over \$750 and all computer equipment.

The Project Administrator and Project Coordinator will purchase a MS Surface Workstation for each NDSRCL staff member to allow for efficient performance of scope of work. These devices are multifunctional and will serve well when conducting site visits in the field. This cost will be incurred in the first year only.

Printing and other technology services will be provided as in-kind match.

Equipment	Description	Year 1	Year 2	Year 3	Total
MS Surface Work Station <ul style="list-style-type: none"> • Peg Wagner, NDSRCL Project Administrator • TBH, NDSRCL Project Coordinator 	Each computer package will include state approved hardware such as computer, dual monitors, keyboard, mouse, presentation remote, headset, and carrying bag. State packages are estimated at \$3,500.00 per FTE.	\$7,000.00	\$0.00	\$0.00	\$7,000.00
NDSRCL Goal Alignment:	Goals: 1, 2, 3, 4, 5, 6 (see Appendix 2) Activities: All activities listed throughout the narrative will be implemented by the above personnel.				

Supplies \$20,850.00

North Dakota anticipates NDSRCL staff supply costs will be provided through state funds and considered in-kind. This may include, but are not limited to, daily use office supplies and some computer software.

The supplies budgeted below include those needed for trainings and supplemental software costs needed for NDSRCL staff.

Supply	Description	Year 1	Year 2	Year 3	Total
Office Supplies	The NDDPI will provide daily use office supplies (pens, pencils, paper clips, notepads, file folders, labels, etc.).	\$0.00	\$0.00	\$0.00	\$0.00
Printing for Trainings	This cost includes printing for the Grant Writers' Workshops and the NDSRCL conference including handouts, nametags, and signs.	\$2,850.00	\$2,500.00	\$2,500.00	\$7,850.00
Supplies for Trainings	This cost includes annual supplies for the Grant Writers' Workshops and the NDSRCL conference including educational books (90@ \$40) and other supplies for both events such as folders, notepads, easel pads, markers, highlighters, nametags(\$400).	\$4,000.00	\$3,600.00	\$3,600.00	\$11,200.00
Software	Updated/current software will be purchased for the Project Director and Project Manager to allow for efficient performance and communication capability, including Microsoft Office and Adobe Acrobat Pro (\$300/FTE).	\$600.00	\$600.00	\$600.00	\$1,800.00
NDSRCL Goal Alignment:	Goals: 1, 2, 3, 4, 5, 6 (see Appendix 2) Activities: All activities listed throughout the narrative will be implemented by the above personnel.				

Contractual: \$ 456,018.00

It is recognized that several items will be secured contractually to serve the NDSRCL program. The NDDPI is required to utilize the North Dakota state procurement process to secure contractors to serve the state.

To review grant applications, the state will solicit external grant application evaluators. These individuals will be selected through the state's procurement process. These individuals will be contracted to review and score the applications submitted to the NDDPI. Each NDSRCL grant applicant will have two external

reviews provide comments and feedback. This is only an expense during the first year of the grant. Additionally the NDSRCL Project Administrator and Project Coordinator will solicit NDDPI staff to will review and score the grants; however, no additional cost will be incurred for their time as this is an in-kind match.

Additional contractual costs for the project include fees for external, independent evaluation services and for professional development and training from instructional experts, tribal colleges, and other interested agencies. The state’s procurement process prohibits us from identifying contractors without pursuing a public bid; however, entities that have worked with North Dakota educators include Wayne Calendar or Shannon Laaken through the state’s MTSS efforts. A framework similar to this would provide support while empowering subgrantees to enhance their efforts in the areas of literacy through complimentary services.

NDDPI is committed to following through on doing literacy statewide needs assessment. Funds requested to complete a comprehensive needs assessment and implemented at the state level. The Project Administrator will coordinate the needs assessment effort with the assistance of the State Literacy Team.

The Office of Academic Support will collaborate with The Office of Management Information Systems to design the State Automated Reporting System (STARS) to provide a “one stop” database portal for the LEA/ECs’ continuous quality improvement. The estimated data processing and programming time is estimated at 50 hours for the first year, 30 hours the second year, and 25 hours the third year anticipating less time needed as the SRCL system gets developed.

Vendor/Contractor	Description	Year 1	Year 2	Year 3	Total
North Dakota External Grant Application Evaluators	Utilizing the ND state procurement process application evaluators will be secured to score and select the top 10-15 NDSRCL grant applications. <ul style="list-style-type: none"> • 15 applications x 2 external evaluator reviews x \$150 = \$4,500 	\$4,500.00	\$0.00	\$0.00	\$4,500.00
North Dakota Internal Grant Application Evaluators • NDDPI Staff	NDSRCL staff will secure internal grant application evaluators to score and select the top 10-15 SRCL grant applications.	\$0.00	\$0.00	\$0.00	\$0.00

	This is an in-kind match as their time will be covered via existing funds.				
North Dakota State Comprehensive Literacy Needs Assessment	Utilizing the ND state procurement process an external contractor will be secured to conduct a comprehensive literacy needs assessment for the ND within six months of the NDSRCL award.	\$25,000.00	\$0.00	\$0.00	\$25,000.00
NDSRCL External Evaluator	Utilizing the ND state procurement process an external contractor will secure a contractor to annually evaluate the NDSRCL project and report these findings to the NDDPI. Additional cost is anticipated during year one as the data collection system and metrics is built.	\$40,000.00	\$30,000.00	\$30,000.00	\$100,000.00
Professional Development/Technical Assistance Contractor	Utilizing the ND state procurement process an external contractor will secure a NDSRCL aligned contractor to provide professional	\$127,000.00	\$50,000.00	\$30,000.00	\$207,000.00

	development and technical assistance to subgrantees.				
Multi-Tiered Systems of Support Statewide Professional Development	The Project Administrator and Project Coordinator will utilize the ND state procurement process to secure a contractor to provide professional development on Multi-Tiered Systems of Support. The state contract will include regional trainings according to the program model (see Appendix XXX)	\$32,400.00	\$31,050.00	\$45,000.00	\$108,450.00
State Automated Reporting System (STARS)	The STARS system will be designed to house the "one stop" database portal for continuous quality improvement.	\$5,297.00	\$3,010.00	\$2,761.00	\$11,068.00