U.S. Department of Education

Washington, D.C. 20202-5335

APPLICATION FOR GRANTS UNDER THE

STRIVING READERS COMPREHENSIVE LITERACY GRANT PROGRAM
CFDA # 84.371C
PR/Award # S371C110018
Grants.gov Tracking#: GRANT10864681

Closing Date: MAY 09, 2011

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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.).

OMB Number: 4040-0004
Expiration Date: 01/31/2009

Application for Federal Assistance SF-424

Version 02

* 1. Type of Submission:
- [ ] Preapplication
- [x] Application
- [ ] Changed/Corrected Application

* 2. Type of Application:
- [x] New
- [ ] Continuation
- [ ] Revision

* If Revision, select appropriate letter(s):

* Other (Specify)

* 3. Date Received: 05/06/2011

4. Applicant Identifier:

5a. Federal Entity Identifier:

* 5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name: Minnesota Department of Education

* b. Employer/Taxpayer Identification Number (EIN/TIN): 416007162

* c. Organizational DUNS: 9335613180000

d. Address:

* Street1: 1500 Highway 36 West
Street2:
* City: Roseville
County:
* State: MN: Minnesota
Province:
* Country: USA: UNITED STATES
* Zip / Postal Code: 55113-4266

e. Organizational Unit:

Department Name:

Division Name: Office of Innovation

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

Prefix: Ms.
* First Name: Bobbie
Middle Name:
* Last Name: Burnham
Suffix:

Title: Coordinator for Statewide Literacy Programs

Organizational Affiliation:

* Telephone Number: 651-582-8414
Fax Number:

* Email: bobbie.burnham@state.mn.us

Application for Federal Assistance SF-424 Version 02

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:**

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.371

CFDA Title:

Striving Readers

*** 12. Funding Opportunity Number:**

ED-GRANTS-031011-002

* Title:

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

13. Competition Identification Number:

84-371C2011-1

Title:

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

State of Minnesota

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

Minnesota Striving Readers Comprehensive Literacy Project

Attach supporting documents as specified in agency instructions.

Add Attachments | Delete Attachments | View Attachments

OMB Number: 4040-0004
Expiration Date: 01/31/2009

Application for Federal Assistance SF-424 Version 02

16. Congressional Districts Of:

* a. Applicant: MN-4
* b. Program/Project: MN-All

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

Add Attachment | Delete Attachment | View Attachment

17. Proposed Project:

* a. Start Date: 09/01/2011
* b. End Date: 08/31/2016

18. Estimated Funding ($):

* a. Federal	75,000,000.00
* b. Applicant	0.00
* c. State	0.00
* d. Local	0.00
* e. Other	0.00
* f. Program Income	0.00
* g. TOTAL	75,000,000.00

*** 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.)**

☐ Yes ☒ No

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: Ms.
* First Name: Jessie
Middle Name:
* Last Name: Montano
Suffix:

* Title: Deputy Commissioner of Education, MDE

* Telephone Number: 651-582-8207
Fax Number:

* Email: jessie.montano@state.mn.us

* Signature of Authorized Representative: Bobbie Burnham
* Date Signed: 05/06/2011

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Standard Form 424 (Revised 10/2005)
Prescribed by OMB Circular A-102

Application for Federal Assistance SF-424 Version 02

*** Applicant Federal Debt Delinquency Explanation**

The following field should contain an explanation if the Applicant organization is delinquent on any Federal Debt. Maximum number of characters that can be entered is 4,000. Try and avoid extra spaces and carriage returns to maximize the availability of space.

U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:
Minnesota Department of Education

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

SECTION A - BUDGET SUMMARY

U.S. DEPARTMENT OF EDUCATION FUNDS

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	$ 278,500	$ 286,855	$ 295,461	$ 304,326	$ 313,455	$ 1,478,597
2. Fringe Benefits	$ 97,475	$ 100,399	$ 103,411	$ 106,514	$ 109,709	$ 517,508
3. Travel	$ 20,500	$ 20,500	$ 20,500	$ 20,500	$ 20,500	$ 102,500
4. Equipment	$ 2,000	$ 2,000	$ 2,000	$ 2,000	$ 2,000	$ 10,000
5. Supplies	$ 3,900	$ 3,900	$ 3,900	$ 3,900	$ 3,900	$ 19,500
6. Contractual	$ 191,625	$ 180,346	$ 168,728	$ 156,760	$ 144,436	$ 841,895
7. Construction	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
8. Other	$ 14,250,000	$ 14,250,000	$ 14,250,000	$ 14,250,000	$ 14,250,000	$ 71,250,000
9. Total Direct Costs (lines 1-8)	$ 14,844,000	$ 14,844,000	$ 14,844,000	$ 14,844,000	$ 14,844,000	$ 74,220,000
10. Indirect Costs*	$ 156,000	$ 156,000	$ 156,000	$ 156,000	$ 156,000	$ 780,000
11. Training Stipends	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
12. Total Costs (lines 9-11)	$ 15,000,000	$ 15,000,000	$ 15,000,000	$ 15,000,000	$ 15,000,000	$ 75,000,000

***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? [X] Yes [ ] No
(2) If yes, please provide the following information:
Period Covered by the Indirect Cost Rate Agreement: From: 7/1/2010 To: 6/30/2011 (mm/dd/yyyy)
Approving Federal agency: [X] ED [ ] Other (please specify): _____
(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:
[X] Is included in your approved Indirect Cost Rate Agreement? or, [ ] Complies with 34 CFR 76.564(c)(2)?

ED Form No. 524

U.S. DEPARTMENT OF EDUCATION BUDGET INFORMATION NON-CONSTRUCTION PROGRAMS	OMB Control Number: 1890-0004 Expiration Date: 06/30/2005
Name of Institution/Organization: Minnesota Department of Education	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION 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	$ 0	$ 0	$ 0	$ 0	$ 0
2. Fringe Benefits	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
3. Travel	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
4. Equipment	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
5. Supplies	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
6. Contractual	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
7. Construction	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
8. Other	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
9. Total Direct Costs (lines 1-8)	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
10. Indirect Costs	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
11. Training Stipends	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
12. Total Costs (lines 9-11)	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0

OMB Approval No.: 4040-0007
Expiration Date: 07/30/2010

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.

* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	* TITLE
Bobbie Burnham	Deputy Commissioner of Education, MDE
* APPLICANT ORGANIZATION	* DATE SUBMITTED
Minnesota Department of Education	05/06/2011

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

DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB
0348-0046

1. * Type of Federal Action:
- [ ] a. contract
- [x] b. grant
- [ ] c. cooperative agreement
- [ ] d. loan
- [ ] e. loan guarantee
- [ ] f. loan insurance

2. * Status of Federal Action:
- [ ] a. bid/offer/application
- [x] b. initial award
- [ ] c. post-award

3. * Report Type:
- [x] a. initial filing
- [ ] b. material change

4. Name and Address of Reporting Entity:

[x] Prime [ ] SubAwardee

** Name* Minnesota Department of Education

** Street 1* 1500 Highway 36 West *Street 2*

** City* Roseville *State* MN: Minnesota *Zip* 55113

Congressional District, if known: CD-4

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

6. * Federal Department/Agency:
U.S. Department of Education

7. * Federal Program Name/Description:
Striving Readers

CFDA Number, *if applicable:* 84.371

8. Federal Action Number, *if known:*

9. Award Amount, *if known:*
$

10. a. Name and Address of Lobbying Registrant:

Prefix ** First Name* Brian *Middle Name*

** Last Name* Shekleton *Suffix*

** Street 1* *Street 2*

** City* *State* *Zip*

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

Prefix ** First Name* Brian *Middle Name*

** Last Name* Sheklton *Suffix*

** Street 1* *Street 2*

** City* *State* *Zip*

11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

*** Signature:** Bobbie Burnham

***Name:** *Prefix* ** First Name* Jessie *Middle Name*

** Last Name* Montano *Suffix*

Title: Deputy Commissioner, MDE **Telephone No.:** 651-582-8207 **Date:** 05/06/2011

Federal Use Only:

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Standard Form - LLL (Rev. 7-97)

NOTICE TO ALL APPLICANTS

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.

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. The valid OMB control number for this information collection is **1894-0005**. The time required to complete this information collection is estimated to average 1.5 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to**: U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202-4537.

Optional - You may attach 1 file to this page.

Add Attachment | Delete Attachment | View Attachment

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 $10,00 0 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 subjec t to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

* APPLICANT'S ORGANIZATION

Minnesota Department of Education

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

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

* Last Name: Montano Suffix:

* Title: Deputy Commissioner of Education, MDE

* SIGNATURE: Bobbie Burnham * DATE: 05/06/2011

Close Form

SUPPLEMENTAL INFORMATION
REQUIRED FOR
DEPARTMENT OF EDUCATION GRANTS

1. Project Director:

Prefix: | * First Name: Bobbie | Middle Name: | * Last Name: Burnham | Suffix:

Address:

* Street1: 1500 Highway 36 West
Street2:
* City: Roseville
County:
* State: MN: Minnesota
* Zip Code: 55113
* Country: USA: UNITED STATES

* Phone Number (give area code): 651-582-8414
Fax Number (give area code):

Email Address: bobbie.burnham@state.mn.us

2. Applicant Experience:

Novice Applicant ☐ Yes ☐ No ☒ Not applicable to this program

3. Human Subjects Research

Are any research activities involving human subjects planned at any time during the proposed project Period?

☐ Yes ☒ No

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

☐ Yes Provide Exemption(s) #:

☐ No Provide Assurance #, if available:

Please attach an explanation Narrative:

Add Attachment | Delete Attachment | View Attachment

Project Narrative

Abstract Narrative

Attachment 1:
Title: Pages: Uploaded File: **1234-Abstract.pdf**

Minnesota Department of Education (MDE) SRCL Abstract

Minnesota has the second largest achievement gap in the United States. The national literacy crisis is reflected in Minnesota by the continuing lack of some student subpopulations achieving the literacy skills needed for college. In Minnesota, 84% of White students met the ACT College Readiness Benchmark scores in English Composition; only 37% of the state's Black students were deemed "college ready." The Commissioner of Education reminds us that even though our NAEP scores are respectable, we can do better to close the achievement gap for our African American students, and ensure that all students have equal access to rigorous courses and innovative educational practices. We continue to be challenged in meeting the needs of our young learners as only 51% of our incoming kindergarteners are fully ready for the demands of academic achievement. In working to achieve our state literacy goals, our combined efforts will focus on increasing access and cultural competency to meet the needs of disenfranchised learners and families.

The MDE state literacy goals are to ***develop a cohesive state B-12 literacy plan, increase teacher and leader effectiveness, and align literacy policies and practices*** within various divisions, other state agencies and external partners. The MDE has identified three priorities areas that will support the on-going development and implementation of the State literacy goals: (1) developing and infrastructure that can be used to implement and sustain high-quality, evidence-based literacy practices statewide, (2) providing a high quality State Professional Development Plan for implementing our B-12 State Literacy Plan and will support the development of a seamless B-12 delivery system by infusing innovation and integrating technology into teaching and learning and (3) enhancing the use of the State's Longitudinal Data System to ensure data is used for decision-making al all levels.

Sustainable outcomes include statewide use of data driven decision, a focus on evidence based, culturally relevant literacy practices, and intentional inclusion of innovative use of technology. The MDE anticipates implementing three cohorts of SRCL sub-grants in the five year funding period. Each co-hort will serve 15-18 LEA and Early Learning Partnerships and approximately 50,000 learners and 4,500 educators statewide.

Project Narrative

Project Narrative

Attachment 1:
Title: Pages: Uploaded File: **1240-FINALNarrative.pdf**

Attachment 2:
Title: Pages: Uploaded File: **1241-FINALAppendices.pdf**

Minnesota Striving Readers Comprehensive Literacy Program (SRCL)

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A. Quality of State Level Activities

A (i) How will the SEA carry out the required State-level activities (described in the Additional Requirements section of this notice) and how it will align those activities with its comprehensive State Literacy plan.

To improve learner outcomes and implement state-level activities that meet the needs of our state's most disadvantaged learners, the Minnesota Department of Education (MDE) has developed a comprehensive B- 12 literacy plan that will align the work of the Department of Education as well as other state agencies, external literacy partners and institutions of higher education.

The Minnesota Comprehensive B-12 Literacy Plan builds upon the college- and career-ready literacy expectations for 21st century learners, as outlined in the *2010 Minnesota Academic English Language Arts Standards* and the *Early Childhood Indicators of Progress: Minnesota's Early Learning Standards.* As a state agency we work in partnership to support literacy development across disciplines by aligning our policies and practices and focus on providing guidance and support to enhance literacy opportunities for all learners. This alignment of policies and practices will benefit Minnesota schools, districts and early learning providers by applying the research and evidence behind effective implementation and scientifically based practices in literacy education that have shown to be effective in closing the achievement gap.

The MDE has identified three priorities areas that will support the on-going development and implementation of their State literacy plan: (1) developing an infrastructure that can be used to implement and sustain high-quality, evidence-based literacy practices statewide; (2) creating a seamless B-12 delivery system by providing a high quality State professional development plan for Striving Readers Comprehensive Literacy (SCRL) and integrating technology into teaching and learning, and (3) enhancing the use of the State's Longitudinal Data System to ensure data is used for decision-making.

Priority 1:

Develop an infrastructure to implement and sustain high quality literacy practices statewide. MDE has partnered with the *National Center on State Implementation and Scaling Up of Evidence-based Practices (SISEP)*. This partnership will provide the support necessary to ensure we incorporate the

science and research behind effective implementation so that communities and districts have the support and resources necessary to actively manage the sustainable implementation of the Minnesota Comprehensive B-12 Literacy Plan.

Oftentimes, states implement evidence-based educational practices and other innovations by periodically funding pilot projects and demonstration sites. While pilot projects and demonstration sites are a necessary part of a system change effort, they rarely lead to sustained use. In part, this is due to the fact that most pilot projects and demonstration sites projects are focused only on the intervention or the program. They do not include making system-wide changes (e.g., policy, funding, regulatory decisions) or establishing an infrastructure to implement and sustain innovations on a large-scale basis (Fixsen, Naoom, Blase, Friedman, Wallace, 2005). It is the goal of the MDE to operationalize systemic change from within that allows us to intentionally connect the science of implementation to our literacy work in order to better serve and support districts, schools and early learner providers as they work to build capacity and be better equipped to meet the needs of their disadvantaged learners – all learners. Implementation is synonymous with coordinated change at the system, organization, program and practice levels. This is done by examining and understanding educational practices *(the what)* and developing the capacity *(the how)* to support those practices system-wide (Fixsen, Blase, Horner & Sugai, 2009). Awareness that implementation occurs in stages underscores an understanding that change is a *process* (not an event). By attending to each of the stages of implementation we will increase the likelihood of sustained implementation of educational practices. Core implementation components are the strategies for improving and ensuring *competence and confidence* of individuals (e.g., teachers, coaches, administrators) and for aligning and improving *organizational and systems support* (e.g., early learning providers, school, district, state policies, regulations, funding). The *competency drivers* systematically attend to professional development to build competence and confidence and include: staff selection, training, consultation and coaching, and evaluation of staff related to implementation of the educational practice to ensure fidelity. The *organization drivers* promote hospitable environments for evidence-based educational programs and innovations and include: *data-based decision-making,* which

includes collecting and using reliable and valid process data (fidelity) and outcome data (student academic and behavioral outcomes) to make decisions; *facilitative administration* to create policies and procedures at the school and district level that promote high-fidelity implementation; *systems intervention processes* to create a hospitable state education system (e.g. policies, procedures, and funding streams) designed to support, improve and sustain the new educational programs and practices.The MDE will be taking full advantage of our partnership with SISEP these next three years as we continue to build our B-12 Comprehensive Literacy Framework and work to develop a thoughtful road map for implementation.

Maintaining a ***State Literacy Team*** and ***Literacy Advisory Council*** as well as the ***Minnesota Early Learning Council*** (Birth through age 8) will provide ongoing guidance on the implementation and enhancement of the State Literacy Plan. Also serving as a foundation for our State Plan development and implementation is the continued collaboration with the ***Minnesota Literacy Collaborative***. Literacy leadership from the MDE work closely with statewide partners to ensure both children and adults benefit from a strong system of support for literacy planning, implementation and monitoring. The continuation of these partnerships will allow MDE to:

- Coordinate efforts within MDE offices and divisions to ensure that understanding, implementation and monitoring of the MN B-12 State Literacy Plan are consistent for communities, districts, schools, and early learning providers.
- Collaborate with the Minnesota Board of Teaching to provide guidance on ensuring educator preparation programs teach literacy in an integrated way, including evidence-based approaches; support to teacher preparation programs and beginning teachers; incorporate a literacy focus in leadership development program; and incorporate and communicate the Minnesota B-12 literacy plan implementation and monitoring into preparation and certification programs consistent with Licensure Rule 8710.4725
- Collaborate with Center for Reading Research and Center for Early Education and Development, at the University of Minnesota, to provide professional development in effective literacy teaching and

learning strategies and resources, develop and provide materials to communities and district partners to promote cohesion among home, school and community

- Use existing Quality Rating and Improvement System (QRIS) to designate quality preschool programs
- Collaborate with early learning agencies and partners (e.g., Head Start, Regional Early Childhood Initiatives)
- Strengthen coordination among districts, schools, early learning providers, family literacy programs, alternate school programs, public libraries and out-of-school time programs that provide services to children and students though sharing strategies, curricula, interventions and assessments
- Collaborate with professional partners focused on K-12 literacy (e.g., MN Reading Association, MN Literacy Council) to promote literacy planning and to support school and district literacy teams with resources and guidance
- Partner with philanthropic foundations (United Way, Target Foundation and McKnight Foundation) to align their current literacy related initiatives to the MN B-12 State Literacy Plan
- Partner with faith-based community, medical community, businesses, community organizations to provide resources and materials to deepen their knowledge on research based literacy practices.

This coordinated and collaborative effort at all levels, will ensure both children and adults benefit from this collaborative effort as well as inform the ongoing development and implementation of our Minnesota State Literacy Plan.

Priority 2:

Create a seamless B-12 delivery system by providing high-quality professional development and integrating technology into teaching and learning. As a state agency we know learners cannot benefit from evidence-based programs and practices that they do not receive. Teachers and principals must receive the training, consultation, coaching and data they need to inform their instructional and behavioral practices. MDE recognizes high quality, job-embedded professional development, both at the state level as well as the local level as a core component to our state literacy plan. Through the implementation of

our ***State Professional Development Plan*** **(Appendix A),** we will provide the on-going professional development and technical assistance for the implementation of the core components of the Minnesota B-12 Literacy Plan to SRCL sub-grantees and other districts. It is important to note, each core component of our B-12 state literacy plan encompasses the expectation for all B-12 educators to *use data driven decision making model, cultural relevance, evidence-based literacy practices and innovative technology.* As a state agency we will provide professional development to B-12 educators and school staff as they participate in the use of Minnesota's ***Data Driven Decision Making Model*** **(Appendix B)** which means they will be continuously gathering, examining, and discussing a range of data that indicate what instructional practices are working and what is not, who is achieving and who is not, why things work, and why students are not achieving. The *data driven decision making* model will include the use of educator-led inquiry groups to examine student and school data to determine how best to adapt and improve literacy instruction, school activities, schedules, and professional development, as well as community/parent involvement to promote improved learner outcomes. B-12 educators will be expected to provide learning environments that are text rich, equitable, culturally responsive and respectful by communicating high expectation for ALL learners. By providing relevant professional development and technical assistance at the state level, MDE will support B-12 educators in using evidence-based literacy practices. The use of evidence-based literacy practices is recognized as a critically important key to increasing the achievement of children and youth across the nation. An evidence-based practice is a component of instruction and intervention that has been studied and found to make a positive difference in learner outcomes (student performance or achievement). Schools that systematically select and implement evidence-based practices are more effective in reaching established goals. The MDE has included five core evidence-based practices in their Minnesota B-12 State literacy plan and will provide professional development on the implementation of each:

- Curriculum, instruction, and assessment aligned with the Minnesota B-12 State and Local Academic Standards and World Class Instructional Design and Assessment (WIDA) standards

- Use of a multi-tiered system of support that differentiates and accelerates the learning of all consistent with MN Statute 120B.12
- Literacy leadership at all levels that builds capacity for school change through a collaborative process
- High-quality, job-embedded professional development consistent with MN Statute 122A.06
- Family and community partnerships that promote relationships between schools, families and communities and that supports positive learner outcomes

MDE will ***provide state-wide professional development and technical assistance*** to SRCL sub-grantees and other districts to ensure they incorporate all components of effective literacy instruction to use curriculum and instruction materials that are aligned with State standards. Minnesota recently adopted new English Language Arts academic standards that include the totality of the Common Core State Standards and are based on the tenets of college and career readiness for all students. Minnesota schools and districts will be implementing these standards in the 2012-13 school year. Providing language and text rich classroom, school, and early learning program environments is also essential. A high quality literacy rich environment, fostered by a culture of literacy throughout the school or program includes:

- Providing a caring and safe language rich environment.
- Providing parent input and feedback to young children.
- Allowing for differences, teachable moments and individualization.
- Contributing to learners' self-efficacy as competent, flexible and capable readers and writers.
- Access to diverse texts, which include texts at a variety of difficulty levels and on a variety of topics.
- Expecting learners to write in a variety of contexts and for a variety of tasks necessary for preparation for college, careers, and beyond.
- Providing innovative use of technology

The MDE will provide a program mapping tool (in development) and guidance on conducting a community and district-wide literacy needs assessment to identify which components of effective literacy instruction are lacking and need immediate attention across the B-12 learning continuum. Once needs are assessed, The MDE will support SRCL sub-grantees in the implementation of the SRCL **state professional development plan**.

Priority 3:

Data based decision-making. MDE will support communities and districts in improving learner outcomes by enhancing the use of the **State's Longitudinal Data System (SLDS)** to ensure data is available for analysis and decision making for all B-12 educators. In Minnesota, information collected about preschool students is currently limited to those who receive special education services-only about three percent of the total preschool population. Under the proposed expansion, enrollment and demographic data would be added for children attending the state's Early Childhood Family Education (ECFE) programs, School Readiness programs, and Head Start. Information about the specific sites and the teachers at those sites will also be collected. Data on kindergarteners will be expanded to include children's developmental assessment results at kindergarten entry. In its application, the MDE stated it would use this information to evaluate the quality and understand the impact of early childhood services. Additionally, the SLDS grant will fund the development of a "dashboard" – a password-protected website that early childhood educators can use to analyze data on children in their care. The dashboard will maintain information on health factors, development (screening, special education, and preparedness for kindergarten), and parent education (involvement in ECFE or Head Start programs).

Data Based Decision Making also involves the use of a ***coherent assessment system*** aligned to standards and uses a valid and reliable screening, diagnostic, and progress monitoring tool and ensures appropriate accommodations are available for ALL learners to be reliably and accurately assessed. **An effective assessment plan has four main objectives**:

1. To identify students who are at-risk or who are experiencing difficulties on an ongoing basis and who may need extra instruction or intensive interventions if they are to progress toward grade-level by the end of the school year.

2. To monitor students' progress during the year to determine whether students in intervention are making adequate progress in literacy development.

3. To inform instructional planning in order to meet the instructional needs of individual students.

4. To evaluate whether the instruction or intervention provided is intensive enough to help students achieve grade-level standards by the end of each year.

A required component of the assessment system will be quarterly Data Review meetings in which all grade level and support staff, alongside the principal and literacy coach review student data in order to make informed instructional and intervention decisions. These Data Review meetings will also provide valuable data in determining the professional development needs of each sub-grantee to ensure continuous program improvement. As a state agency our goal is to ensure every learner receives instruction that meets their learning need. Tiered levels of support represent a system in which multiple tiers of increasingly intense interventions are directed at correspondingly smaller population segments so that a continuum of supports are available to students based on their needs (Mellard & Johnson, 2008). *Multi-tiered system of Support that accelerate the learning of all students* has been identified as one of the five core components of effective practice that the MDE recognizes as an integral component of a systemic framework needed to support and sustain educational innovations and improve learner outcomes.

The MDE will implement a continuous improvement monitoring protocol that will provide the state as well as sub-grantees, with ongoing data to ensure implementation fidelity. This protocol will include:

- Evaluating professional development by administering pre- and post-assessments

- Requiring sub-grantees to submit bi-annual formative and summative evaluation reports on student achievement progress. *Implementation Checklists* will be used to monitor implementation fidelity at the classroom and school level
- Twice a year sub-grantees will complete a *school-change in literacy survey* to measure implementation of the core components of the B-12 state literacy plan
- Collaborating with a MDE Literacy Coordinator who will be on-site once a week to provide support and guidance. This person will offer evidence-based professional development in literacy, attend Leadership and Implementation Team meetings as well as Professional Learning Communities (PLC) and quarterly data review meetings.

In addition, the data from the formative and summative evaluation reports will form the basis of Minnesota's annual SRCL reports and also Minnesota's midpoint progress report for the MDE. The formative data will provide the database for reporting on additional performance indicators and ongoing achievement information showing the reading progress of Minnesota SRCL students. All data will be reported at the state, Lead Education Agency (LEA) and sub-grant levels disaggregated into the nine categories currently used to report all Minnesota test score information.

Formative and summative evaluation information will be reviewed regularly at the school, LEA and state level in order to determine appropriate future action and needed interventions. The process for sharing information will include the school leadership and implementation team meetings, Board of Education meetings, and district, community and school-wide publications and meetings in participating LEAs; trainings sponsored by the MDE and ; the staff of the University of Minnesota Center for Reading Research and Center for Early Education and Development; and the Minnesota Commissioner of Education, the Minnesota State K-12 Reading Specialist, the Minnesota State LiteracyTeam, other Minnesota Department of Education staff. Summative evaluation information will be broadly distributed and studied, particularly by the Commissioner of Education and the Minnesota Reading Leadership Committee.

Minnesota SRCL sub-grantees making exemplary progress will be identified and publicly

recognized by the Minnesota Commissioner of Education and the and the Minnesota SRCL Leadership and Implementation Team. These schools will be used as state "best practice" models and publicized through the media. Minnesota SRCL schools not making annual progress will be required to submit a plan to the Commissioner of Education and the Minnesota SRCL Leadership and Implementation Team describing the corrective actions that will be taken in their instructional program. The plan will be reviewed by the MDE and appropriate interventions will be put in place. The Commissioner of Education upon the review and recommendation of the Minnesota SRCL Leadership and Implementation Team will make decisions regarding the continuation of SRCL programs that fail to show progress annually.

In addition, MDE will ***align current state and federal literacy-related initiatives and repurpose state and federal funding streams*** to support building a statewide infrastructure as well as support SRCL sub-grantees and other districts with the implementation of the Minnesota B-12 Literacy Plan. The MDE is currently developing a funding structure (see Chart 1) so that each of these state and federal funding sources will contribute to the on-going support and guidance that districts, schools and early learning providers receive from MDE to effectively implement the state literacy plan. This will allow districts, schools and early learning providers who currently are receiving these funds to align their funding streams as well to develop a seamless delivery system to effectively implement the MN Comprehensive B-12 Literacy Plan district-wide.

Chart 1

Federal Resource	Alignment to SRCL and the MN Comprehensive B-12 Literacy Plan
Title I Part A – Regular and stimulus funds (schoolwide or targeted assistance programs)	Provide support for implementing a research-based instructional literacy program that is aligned vertically across grade levels beginning at PreK and is aligned to the state standards and to the state B-12 literacy plan
1003(a) Statewide System of Support (AYP)	Assist with improvement plan design in the area of literacy and implementation, including high-quality job-embedded professional development designed to assist schools in implementing all components of the B-12 State Literacy Plan
Title II, Part A	Recruit teaching staff with the skills and experience to operate effectively within a school-wide reform effort, such as implementing the core components of the state B-12 literacy plan
Title II , Part D – Ed Tech	Provide B-12 staff online job-embedded professional development in all areas of B-12 literacy development and instruction and promote the continuous use of student data through electronic means
Title III, Part A – LEP (Limited English	Provide B-12 staff job-embedded professional development aligned

Proficiency)	to SRCL grant goals and core components of the B-12 state literacy plan to assist them in serving English Language Learners
Special Education Part C-Infants and Toddlers with Disabilities	Provide families, early childhood educators and child care providers caring for infants and toddlers with disabilities with the skills, knowledge and competencies needed to improve child outcomes. This includes the acquisition and use of knowledge and skills to promote early language and communication aligned with core components of the state literacy plan.
Special Education Part B (Section 619) – Preschool Grants	Special Education Funds to assist states in providing special education and related services in accordance with Part B of IDEA. Provide early childhood educators and child care providers in settings serving young children with disabilities 3 to 5 with the skills, knowledge and competencies needed to improve child outcomes. This includes the acquisition and use of knowledge and skills to promote early language, communication and early literacy aligned with core components of the State Literacy Plan.
Special Education Part B (Coordinated Early Intervening Service Funds a subset if funds)	To ensure that all children with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for employment and independent living including; assisting States, localities, educational service agencies, and Federal agencies to provide for the education of all children with disabilities. . . Funds from Part B may be reallocated to provide early intervention and prevention services (part of a multi-tiered system of support). This would align with core components of the State Literacy Plan.
Special Education Funds for State Personnel Development Grant (SPDG)	Funds are targeted with the goal of improving outcomes for students with disabilities. Largest allocation of funds directed towards improving literacy outcomes in a cohort of urban districts. Funds are also directed at teacher preparation and professional development for improving literacy outcomes of students who are severely cognitively challenged.
ARRA Funding for Early Childhood State Advisory Councils.	Ensure effective professional development that prepares and builds early childhood professionals' proficiency in teaching children school readiness skills, knowledge and behaviors. Specific contract activities for implementation of early learning standards and coaching and mentoring align with the core components of the State Literacy Plan.
Child Care and Development Fund Plan	Provide core knowledge for child care providers identified through the Minnesota Professional Development System for Early Childhood &School-Age Care Practitioners. Regional training and e-learning is implemented by the Minnesota Child Care Resource & Referral Network system. Child care providers will be provided with the knowledge and skills of evidence-based practice identified in the State Literacy Plan.
State Resources (suggested resources may include, but are not limited to the following)	**Alignment to SRCL and the MN Comprehensive B-12 Literacy Plan**
Q Comp – Minnesota's educator alternative compensation program	Identify and reward school leaders, teachers and other staff who have increased student achievement and graduation. Recruit, place and retain staff with the necessary skills using financial incentives and increased opportunities for promotion and career growth. Provide high quality job-embedded professional development designed to assist B-12 educators in implementing the MN Comprehensive B-12 State Literacy Plan
ADSIS – Alternative Delivery of Specialized	Funds are from targeted state aid to fund special education services.

Services	A portion of funds are allocated to provide direct service and targeted interventions for students needing early intervention and preventions services. There is opportunity to align core components of State Literacy Plan in area of multi-tiered systems of support.
Professional Development Set –aside – 2% of state general revenue for professional development	Provide B-12 staff with high-quality job-embedded professional development designed to assist them in implementing the MN Comprehensive B-12 State Literacy Plan
Early Childhood Health and Developmental Screening (M.S. 121A.16-17 and 121A.19)	Detects early developmental and health problems including cognitive skills development and language and speech concerns .Provides referral and follow-up and can reduce need for later remediation for literacy.
Early Childhood Family Education (M.S. 124D.13-.135)	Provides parenting education to support children's learning and development. Parents of children birth to kindergarten entrance will be primary recipients of the State Literacy Plan outreach campaign.
School Readiness (M.S. 124D.15-.16)	Promotes the school readiness of low-income children. Early childhood teachers will be provided with the knowledge and skills of evidence-based practice identified in the State Literacy Plan.
Head Start (M.S. 119A.50-.54)	Promotes the school readiness of low-income children birth to kindergarten entrance and includes family literacy. Head Start teachers will be provided with the knowledge and skills of evidence-based practice identified in the State Literacy Plan.
Educate Parents Partnership (M.S. 124D.129)	Provides trusted parenting information on how children grow, develop and learn through an interactive website with various media and in multiple languages. Aligns with State Literacy Plan as an effective strategy for a Statewide Literacy Campaign.
Kindergarten Readiness Assessment (M.S. 124D.162	Reports what children know and can do when entering kindergarten based on a representative sample. Tracks readiness overtime and is predictive of the Minnesota Comprehensive Assessment (MCA) proficiency outcomes of grade three, especially in reading and math. Provides a measure of progress for Minnesota's goals in the State Literacy Plan.

In order to publically announce the SRCL sub-grant competition, the MDE will post the Request for Proposals (RFP) on the Grants Management webpage and publically notify school districts and early learning providers through the various listservs including: early childhood coordinators, Head Start, superintendents, and other relevant listservs. Then the MDE will announce the RFP in the weekly Superintendent's Memo and include directions for submission; a frequently asked question document will be posted part way through the application process. The MDE will provide Web-ex and live information sessions that will be available on the content requirements of the grant. The MDE will publically post award notices on the MDE Grants Management webpage for public viewing. The Grants Management Division will handle any requests for additional information regarding individual grant applications upon request.

The design of our sub-grant competition supports the implementation of a seamless B-12 delivery system by requiring districts to partner with their community-based early learning providers to design a district-wide implementation plan for ensuring the Minnesota B-12 Literacy Plan is implemented as intended. Sub-grantees will identify an elementary school(s) that serves the most disadvantage students, determine the middle/junior and high school that will serve these same students and calculate early childhood population numbers based on attendance boundaries for the elementary school chosen in order to build their comprehensive literacy plan to ensure that students from birth through grade 12 are served by each. It is important to note that while implementing our state's comprehensive B-12 plan in these high need communities, it is the intent of theMDE to use lessons learned from this implementation process ***to scale-up, refine and further develop our comprehensive B-12 literacy plan*** to implement state-wide and increase learner outcomes for all Minnesota learners.

To build on our goal of creating a seamless delivery system for B-12 literacy instruction, the MDE has developed a cohesive state literacy plan that includes providing clear academic content standards that ensure equity of opportunity and academic achievement for all learners, guidance and support on evidenced-based literacy instruction, and an expectation that schools and districts use multiple data points to assess whether learners have achieved the knowledge and skills necessary to be successful readers and writers. MDE has included in their B-12 Comprehensive Literacy Plan resources and a ***B-12 Standards Implementation Plan*** **(Appendix C)** for aligning and fully implementing the ***Early Childhood Indicators of Progress: Minnesota's Early Learning Standards to the 2010 Minnesota Academic Standards in English Language Arts (ELA) K-12 (which include the Common Core State Standards) as well as with World-Class Instructional Design and Assessment (WIDA) standards.***

The MDE is dedicated to using ***innovative technology*** and ***Universal Design for Learning (UDL)*** to increase learning opportunities for all students and teachers. We are committed to supporting individuals in gaining new knowledge and skills while maintaining enthusiasm for learning. UDL provides a blueprint that supports learners having multiple ways to engage in, respond to and be evaluated on their

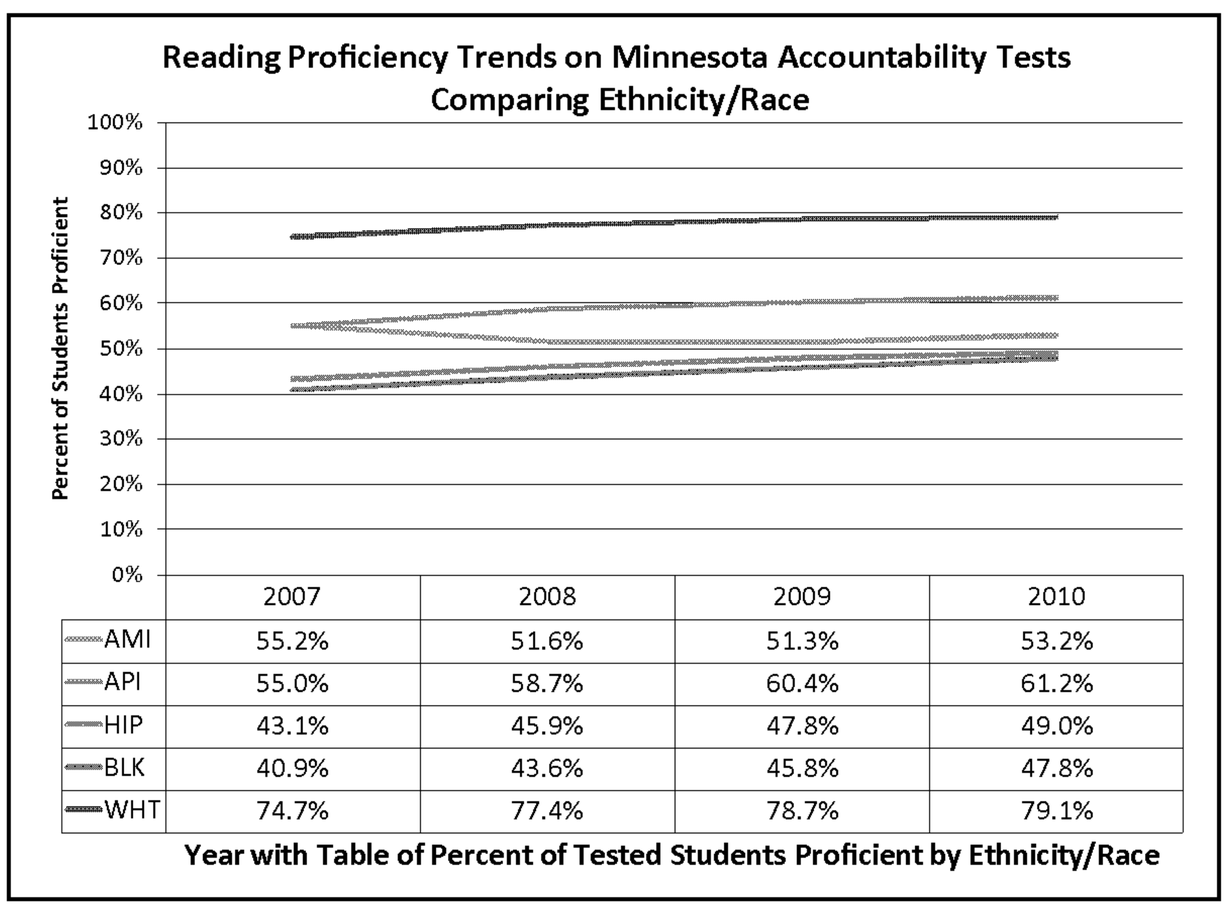
comprehension of materials. This creates an opportunity for the instructor to establish goals, and to employ methods, materials, and assessments that work for everyone--not a single, one-size-fits-all solution but rather flexible approaches that can be customized and adjusted for individual needs. Educational researchers and practitioners alike assert that the potential of new technologies for learning is likely to be found not in the technologies themselves but in the way these technologies are used as tools for learning (Means & Olson, 1995; Owston, 1997; Valdez et al., 1999). In literacy instruction, technology has both traditional and authentic uses (see Singh & Means, 1994).

Through the federally funded SPDG, the MDE has worked with the Center for Applied Special Technology (CAST) to increase knowledge and awareness of universal UDL in schools across the state. Over 25 school districts have participated in this initiative, and new schools are recruited to participate as cadre schools. These schools receive targeted professional development on the principals of UDL, have been given access to tools to promote implementation of UDL principals and have developed a plan unique to that school for implementation. We are continuing to develop strategies for fidelity of implementation through the development of a Faculty Cohort, who will be available as mentors and coaches to participating schools.

Students in a universally designed classroom, for example can complete a writing assignment by using a full range of technologies, including pen and paper, word processing software on a computer, perhaps with supports such as a word prediction program, or, even use a comic book generating software program to generate a graphic novel. Students in the universally designed classroom can also use technology to interact with curricular materials in a range of ways, including use of traditional print based materials, digital text delivered on a computer, sometimes with the option of speech output, text highlighting and scaffolded supports, use of an MP3 player for audio format, or taking the digital file and converting to refreshable braille for a student who is blind. Students can reinforce what they have learned with the use of technology by using a smart pen to replay an appropriate section from a class lecture, by preparing a multi-media presentation, or demonstrating their new skill in an interactive computer chat with a peer in another school- perhaps in another state or country.

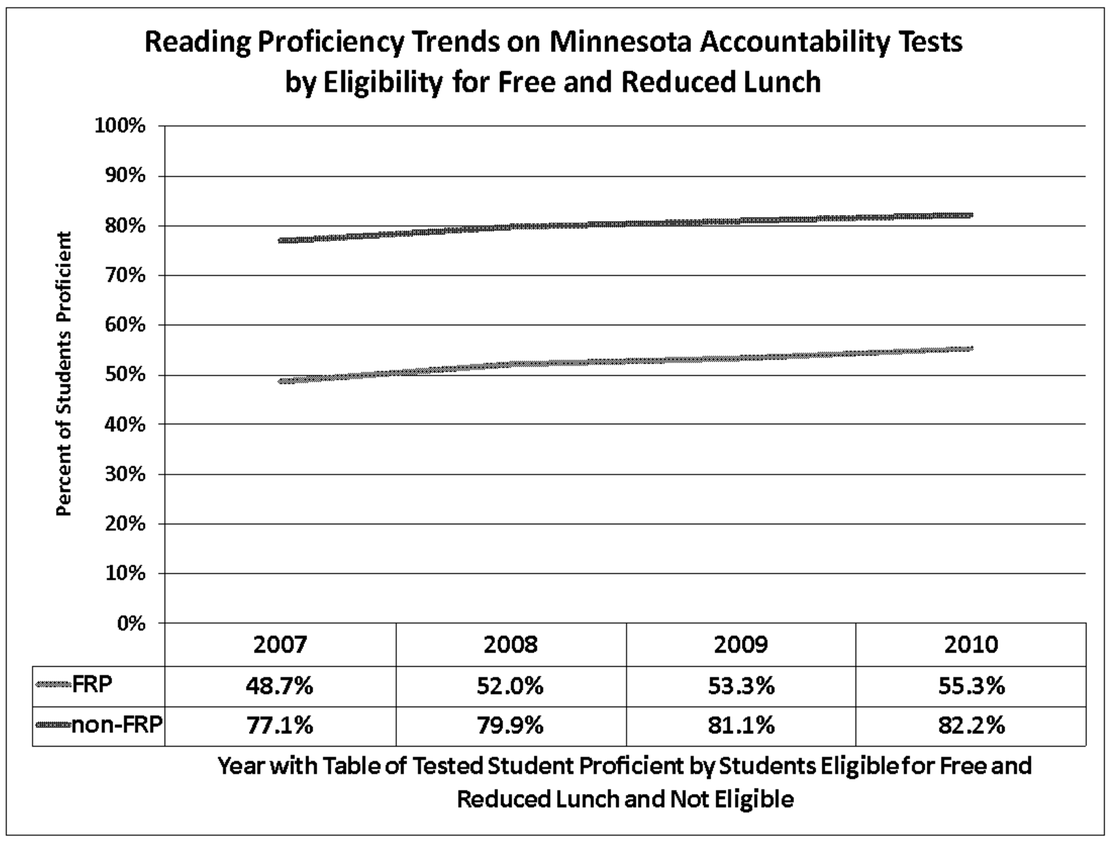
A (ii) The SEA's goals for improving student literacy outcomes throughout the State for all students including a description of data (which may include data gathered through a needs assessment) that the SEA has considered or will consider and a clear and credible path that the SEA will take to achieve these goals with the support of its LEAs (8 points).

Minnesota students in grades 3 through 8 and grade 10 participate in the Minnesota accountability tests for reading each spring. The majority of students take the MCA-II test administered as a paper-pencil multiple choice tests at each grade level. Students earn one of four achievement levels: Does Not Meet the Standards, Partially Meets the Standards, Meets the Standards, and Exceeds the Standards. Students earning an achievement level of Meets the Standards or Exceeds the Standards are classified as proficient on the accountability test. The analysis of reading proficiency trends by grade level does not show consistent gains at all grade levels. Grade three has decreased in the past four years (-3.1%) while the other six grades have increased in proficiency. Grade ten has shown the largest increase (13.3%), especially from 2007 to 2008 when the test became part of high school graduation requirements. Grades four and six have shown decreases in proficiency from 2009 to 2010.

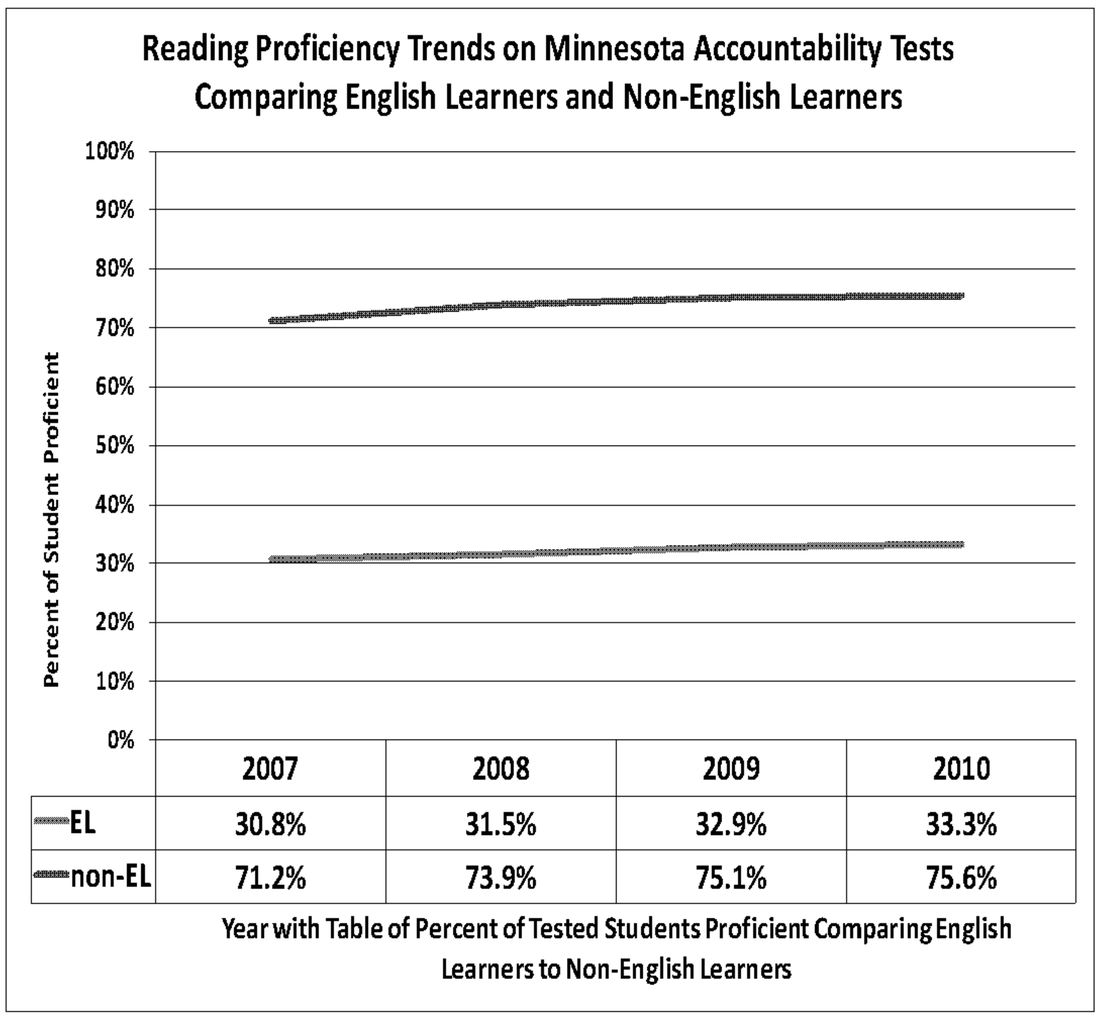


	2007	2008	2009	2010
AMI	55.2%	51.6%	51.3%	53.2%
API	55.0%	58.7%	60.4%	61.2%
HIP	43.1%	45.9%	47.8%	49.0%
BLK	40.9%	43.6%	45.8%	47.8%
WHT	74.7%	77.4%	78.7%	79.1%

Disaggregating the data by ethnicity/racial subgroups (see figure 1), the results indicate increased proficiency rates for four of the five subgroups over the four year period Asian/Pacific Islander (API), 6.2%; Hisanic (HIS), 5.9%; Black (BLK), 6.8%; White (WHT), 4.4%). These results indicate a gradual closing of the achievement gap between the subgroup and the White student population for three of the four minority subgroups: Asian Pacific Islander, Hispanic, and Black.

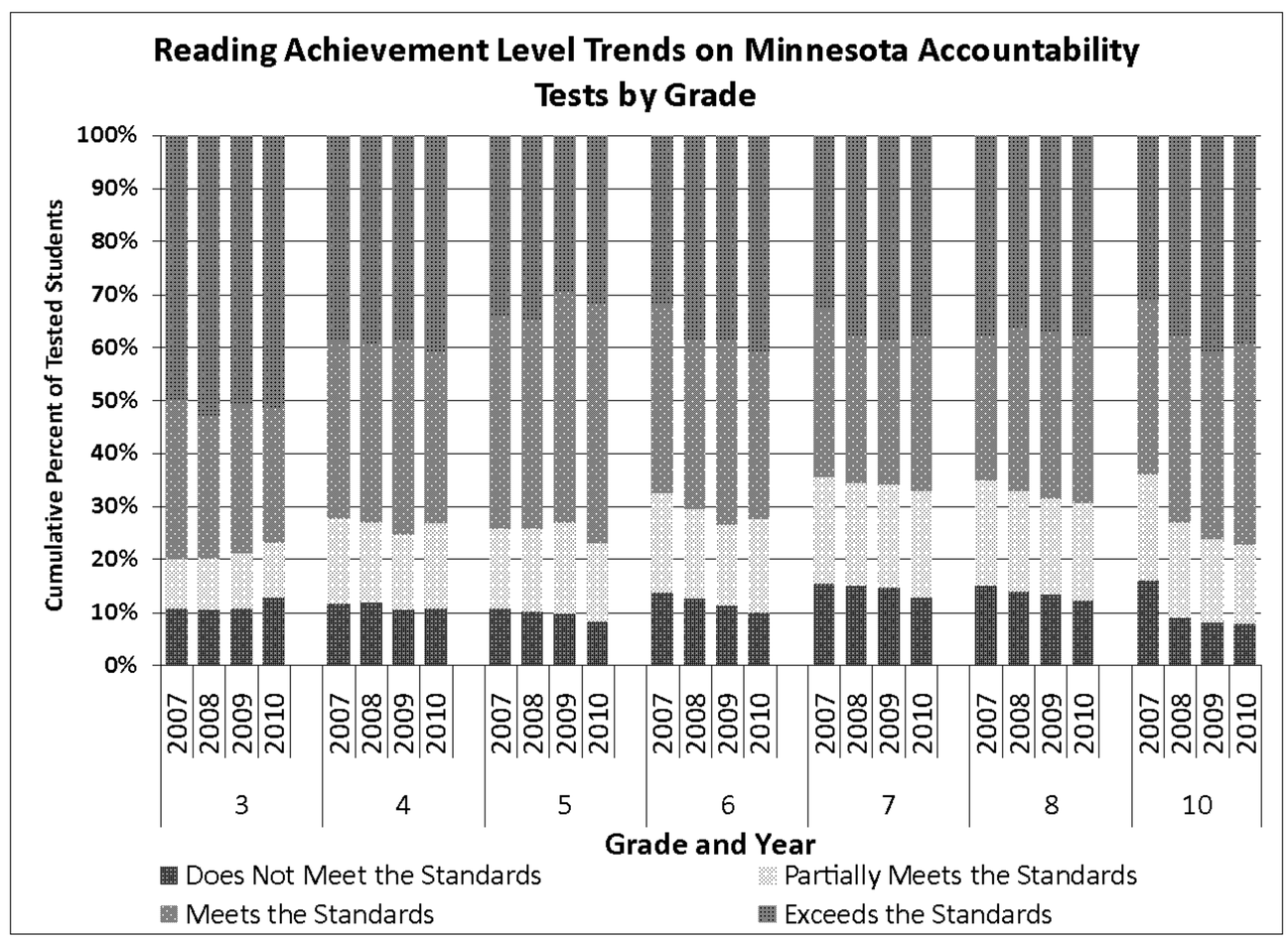


The reading achievement gap between students who are eligible for the free and reduced lunch program (FRP) and those who are not eligible for the program has decreased slightly over the past four years from 28.4% in 2007 to 26.9% in 2010 (see figure 2). The FRP subgroup had a large increase in 2008 and appears to continue to grow at a faster rate than the non-FRP subgroup.



The English Learners (EL) subgroup has an increase in the reading achievement gap over the past four years (see figure 8 at the left). In 2007, the gap was 40.4% between English Learners and non-English Learners while it had increased to 42.3% in 2010. The proficiency rate for English Learners has only increased 2.5% over the four year period while the non-English Learners have increased the proficiency rate by 4.4%.

The distribution of students among reading achievement levels for all grades over the past four years appears to suggest slow positive changes: increases in the Meets the Standards and Exceeds the Standards achievement levels with decreases in the proportion of students in the Partially Meets the Standards and Does Not Meet the Standards (see figure 10). But this positive change does not appear across all grade levels (see figure 11 on the following page). Grades six, seven, and eight, the grades with the lower proficiency rates, show the desired positive changes in the achievement level trends needed to increase overall proficiency in literacy while grades three, four, and five, grades with greater proficiency rates, show inconsistent patterns over the four years. Grade ten appears to have approached a plateau.



Through the thoughtful analysis of our student data, MDE has identified three goals for improving student literacy outcomes throughout the state for all students:

Goal #1: Improve literacy outcomes for our state's most disadvantaged learners by developing a cohesive state literacy plan highlighting instructional practices for reading, writing and oral language grounded in evidence and scientifically based research. To build coherent systems of education that improves literacy outcomes for all students, several key factors need to be incoporated. Guiding principles include a

data-driven decision making process, a focus on evidence based practices, intentional inclusion of technology and innovation, and culturally responsive pedagogy. These guiding principles are considered the foundation to building coherent alignment of curriculum, instruction and assessment practices, instructional leadership, job-embedded professional development plans, and multi-tiered systems of support to fully meet the needs of all learners from birth through grade 12.

Core state level activities for reaching this goal:

1) MDE will provide an B-12 Standards Implementation Plan to communicate awareness of standards and how to embed them in daily instruction to assist districts and early learning providers with the alignment of Early Childhood Indicators of Progress: Minnesota's Early Learning Standards (2005) to the 2010 Minnesota Academic Standards in English Language Arts (ELA) K-12 (which include the Common Core State Standards) and with World-Class Instructional Design and Assessment (WIDA)
2) MDE will provide an Implementation Guide and Program Mapping Tool that will assess current literacy needs and provide guidance and support for the implementation of the core components of the Minnesota Comprehensive B-12 Literacy Plan
3) Data to be collected to measure growth will include both student and school/program level data. Student data collected will include Kindergarten Readiness, emergent literacy benchmarks required under state statue 120B.12, and Grades 3-5-8 state accountability measures. SRCL sub-grantees will be submitting quarterly progress monitoring reports to MDE.

   Classroom/School/Program will complete a *School Implementation Survey/Checklist* twice a year to measure implementation fidelity of the core components of the MN B-12 State Literacy Plan as well as educator satisfaction.

Goal #2: Increase teacher effectiveness and instructional leadership for ALL B-grade 12 educators in using evidence and scientifically-based reading and writing research to improve instructional literacy practices at all levels. MDE will require that all SRCL sub-grantees use a comprehensive literacy program built on evidence and scientifically-based research, which addresses all five essential

components of reading instruction and uses a coherent instructional process that leads to reading, writing and oral language proficiency of all students, including those most disadvantaged. As a state agency we accept the responsibility to provide well-defined professional development standards, effective state-level oversight of teacher licensing and teaching standards, and innovative supports and incentives for professional learning such as teacher induction, curriculum support, professional learning communities focused on a literacy, and mentoring programs for beginning teachers. Therefore, we have developed a high-quality state professional development plan for improving the literacy outcomes for our state's disadvantaged learners. This plan will include clearly articulated state policies, funding earmarked specifically for job-embedded professional development, accountability systems that include guidance and oversight by the MDE, effective program monitoring tools such as surveys and implementation checklists that will provide data to gauge teacher satisfaction and fidelity of implementation. The design and implementation of a successful, comprehensive, researched-based job-embedded professional development plan depends on strong administrative leadership both at the state and local level. The MDE's state professional development plan will include training and support for administrators in the areas of instructional leadership and management. MDE will facilitate a clear, consistent, statewide approach to teaching literacy through statewide training and ongoing professional development and support. In doing so, MDE will partner with national and local literacy experts including faculty and staff from the University of Minnesota's Center for Reading Research and the Center for Early Education and Development. It is our expectation that all B-12 educators, including principals and program directors, ***will complete at least 60 hours of professional learning*** each year in the area of literacy.

Data to be collected to measure teacher and leader effectiveness will again be the *School Implementation Survey/Checklist* twice a year to measure implementation fidelity of the core components of the MN B-12 State Literacy Plan as well as educator satisfaction. Areas to be surveyed will include leadership, alignment of curriculum, instruction and assessments to academic standards, use of a multi-tiered system of support, job-embedded professional development, B-12 collaboration, use of evidence-

based literacy practices, use of data-driven decision-making model, innovative use of technology and family and community partnerships.

Goal #3: Build capacity at the state level to implement the Minnesota Comprehensive Birth-Grade 12 Literacy Plan as intended by coherently aligning the policies and procedures related to the literacy work of MDE and its various divisions as well as other state agencies and external partners.

Core State Level Activities:

1) Embed the work of the MDE's partnership with the Center for State Implementation and Scaling-Up of Evidence-based Practices to ensure the sustainable implementation of the Minnesota Comprehensive B-12 Literacy Plan.MDE will provide an Implementation Guide for Schools and Early Learning Providers for communities, districts and schools to follow as they work to build readiness and move toward full implementation of the Minnesota Comprehensive B-12 Literacy Plan
2) Align current state and federal literacy-related initiatives and funding streams to support the implementation of the Minnesota Comprehensive B-12 Literacy Plan
3) Implement a State Professional Development Plan that includes the development *of* ***Regional Professional Development and Leadership Networks*** and the establishment of a Literacy Coaching delivery plan
4) Maintain a State Literacy Team and Literacy Advisory Council as well as the Minnesota Early Learning Council (Birth through grade 3)
5) Enhance the use of the SLDS to ensure data is available for decision making and analysis
6) Communicate a clear and cohesive message regarding literacy by embedding components of Minnesota Governor Mark Dayton's ***"Better School for a Better Minnesota" - 7-Point Education Plan for Achieving Excellence*** **(Appendix E)** in the Minnesota Comprehensive B-12 Literacy Plan

Data to be collected to measure growth will include the SISEP Implementation Assessment Tools , the results from the LEA / Early Learning Partnership program mapping tool/needs aassessment, evidence of

Partnerhips aligning funding streams though their budget narrative, use of data driven-decision making model to inform instructional decisions, and quarterly progress monitoring reports.

A (iii) How the SEA will provide technical assistance and support to its SRCL sub-grantees to enable them to implement a high quality comprehensive literacy program and to improve student achievement in core academic subjects

Technical assistance at the early learning provider, school, district and state level is a critical element in the effective implementation of the Minnesota Comprehensive B-12 Literacy Plan for SRCL sub-grantees and other districts throughout Minnesota.

1) Technical assistance will be provided to schools receiving SRCL sub-grants by the MDE SRCL Leadership and Implementation Team and divisional staff, faculty from the Center for Reading Research and Center of Early Education and Development, University of Minnesota, and approved national and state literacy experts. In addition, each participating district is required to have a full-time B-12 Literacy Coordinator who will meet monthly with University of Minnesota faculty and MDE SRCL Leadership and Implementation Team to support SRCL implementation
2) Statewide and regional technical assistance sessions for application guidance will be provided by the Minnesota SRCL Leadership and Implementation Team
3) The Minnesota SRCL Leadership and Implementation Team will provide ongoing technical assistance at the early learning provider, school, district, community and statewide level
4) The three statewide *Regional Professional Development and Leadership Networks*, co-managed by the MDE SRCL Leadership Team will each be staffed with a *K-12 Literacy and Implementation Specialist* and will provide research-based instruction and leadership training across the start.

The MDE SRCL Leadership and Implementation Team will be staffed with three full time and one half time literacy specialists and will partner with an existing network of literacy leaders, vendors and higher education faculty. This statewide unit will be coordinated and directed by the SRCL Project Director who and serves as the leader of the Minnesota SRCL Leadership and Implementation Team. The team leader will supervise Minnesota SRCL Leadership and Implementation Team members, provide leadership

regarding federal and state requirements, plan, coordinate and conduct statewide reading professional development, serve as a liaison to the state K-12 Reading Specialist and the intradepartmental team members to ensure all SRCL activities operate in a coherent, seamless fashion.

In addition to the 3.5 full-time equivalent (FTE) literacy specialist's positions whose major responsibility will be statewide professional development planning and implementation, there will be 2.0 FTE technical literacy advisors who are staffed in the MDE divisions of Early Learning Services and Academic Standards and will be part of the Minnesota SRCL Leadership and Implementation Team. The technical literacy advisors and literacy specialists will have major responsibility for the planning and implementation of the SRCL sub-grants to LEAs, interpreting the tenets and requirements of the grant, developing selection criteria and communicating the process, providing staff development training and technical support for implementing the individual school grants and quarterly onsite visits to sub-grant schools. The Minnesota SRCL Leadership and Implementation Team members will have responsibility for ensuring that SRCL sub-grantees and schools follow a strong research- based literacy plan and work collaboratively in the coordination and alignment of SRCL sub-grant programs, the statewide literacy plan and state literacy standards.

Minnesota SRCL Leadership and Implementation Team members will possess deep knowledge in early learning, primary and adolescent literacy instruction; will possess knowledge and skills in scientifically and evidence based instruction; and will have demonstrated success in improving literacy achievement. They will hold at least a master's degree in reading, a Minnesota K-12 Reading Licensure and current Minnesota teaching licensure in K-12. In addition, MDE intends to hire an early learning literacy specialist in the summer of 2011.

The technical assistance plan builds on a wide variety of existing statewide literacy partnerships. These partnerships represent linkages with statewide literacy leaders in community organizations, school districts, institutions of higher learning and various departments of the MDE such as Title I, Special Education and English Language Learners. Included in is a detailed **Technical Assistance and**

Implementation Timeline for SRCL sub-grant programs which, will identify goals, timelines, activities & benchmarks for each of the four stages of implementation.

A (iv) How the SEA will evaluate the State's progress in improving achievement in literacy for children and youth from B-12, including disadvantaged students.

The evaluation component of the Minnesota SRCL program will include formative and summative evaluation reports to document both child achievement and growth in teachers' use of literacy instruction. Student reading achievement data will be reported by school, district and state, using disaggregated data including grade level, poverty level indicator, racial/ethnic status, gender, special education status, English Language Learner status, reading disability, geographical location and migrant status. Evaluation data will document increases and/or decreases in the percentage of children reading at, above or below grade level, by school, by district and statewide.

Formative evaluation data will be collected and processed by MDE staff; summative evaluation reports will be completed by an independent evaluator. Formative evaluation date, along with additional summative evaluation data will be used to complete a yearly SRCL summative evaluation report. The Summative evaluation reports, completed by an independent external evaluator will summarize gains made at the school, district and state levels, and will be disaggregated by the nine categories required in No Child Left Behind (NCLB). The independent evaluator will be selected through a Request for Proposal process conducted by the MDE through a formal contract procurement process. The selected independent evaluator must demonstrate expertise both in program evaluation techniques and high quality literacy instruction. The criteria for selection is included as **Appendix F.**

An independent evaluator will produce yearly summative evaluation reports for each participating school based on formative evaluation data collected by MDE staff. These summative evaluation reports will be comprehensive, and will include analysis of student diagnostic and screening assessments, student progress monitoring, and level of implementation of research based literacy instruction. The summative evaluation reports will be used on a yearly basis by the Minnesota State Literacy Team to make decisions regarding the continuance of sub-grant awards as well as the continuous improvement

and implementation of the Minnesota Comprehensive B-12 Literacy Plan. In addition, each SRCL sub-grantee will monitor the implementation of the Minnesota Comprehensive B-12 Literacy Plan by completing bi-annual implementation checklists that will measure the level of implementation of each essential element and core component of the plan. The evaluation will measure the extent to which the teachers have improved classroom instruction in reading as a result of the SRCL professional development activities. The evaluation will determine if observed changes in classroom practice are consistent with current literacy research and represent a new base of knowledge and skills. The evaluation will explore the differences in knowledge and skills among the different adults responsible for reading instruction in the buildings, including principals, support teachers (ELL, Title I, special education teachers) and literacy coordinators. The evaluation will also determine if teachers and instructional leaders have used assessment information to make decisions about instruction, both for large groups of students and individuals. The summative evaluation will address the same questions, with data collected through teacher self-reporting checklists and/or interviews developed by the external evaluator. A sample population is acceptable. The responder should propose a sampling plan.

Other questions for the evaluation of program implementation will help MDE determine how to support replication in other schools and districts around the state. The evaluation must explore the quality of the professional development activities in each school (and the alignment of those opportunities to the needs of the teachers and students). The role of the school literacy leadership teams in supporting the on-going reform efforts of the school must also be determined, along with the impact of any external technical assistance providers. The evaluation will also measure the sufficiency of resources in the buildings and classrooms, with particular attention given to whether or not schools and districts have aligned on-going resources with their efforts under the SRCL program. The evaluation will determine the types of interventions that were used by teachers and schools to meet the needs of students not succeeding despite improved classroom instruction. The evaluator will conduct focus groups with a smaller sample of teachers to determine the impact of the program upon instruction and

the obstacles that may have hindered implementation. The focus groups will be conducted during regularly scheduled quarterly meetings and upon request by the external evaluator.

A (v) How the SEA will disseminate information on project outcomes, disaggregated by student subgroup, and in formats that are easily understood by, and accessible to, the public, and how the SEA will make that information useful to varied groups (such as families, educators, researchers, other experts, early childhood education providers, and State leaders).

The objective of the Minnesota SRCL formative and summative evaluation reports is to advance specific recommendations that might further improve B-12 literacy achievement in Minnesota, identify systemic changes at the early learning provider, school, district and state level made in the course of program implementation, which led to discernible improvements and effective reform in order to meet the SRCL goals as well as inform the continued development of our MN Comprehensive B-12 State Literacy Plan. The MDE will make public the external annual evaluation report by posting it on the MDE SRCL webpage, as well as provide each sub-grantee with an annual report. In addition reports will be given to the State Literacy and Advisory Council and to members of our Minnesota Literacy Collaborative ensuring it reached all statewide literacy stakeholders.

(B) Quality of the State subgrant competition

B (i) The extent to which the SEA will run a rigorous, high-quality competition for subgrants, including how it will review and judge:

LEAs will be notified in September 2011 of the SRCL sub-grant availability through a letter to superintendents from the Commissioner, Dr. Brenda Casselius. This letter will explain the purposes of the SRCL grant, the maximum award amounts for each applicant, and the application process. Information regarding SRCL requirements and eligibility will also be described in the Minnesota Department of Education newsletter, which is distributed weekly by e-mail to all Minnesota school district and state employees. We anticipate awarding between 12 to 15 sub-grants of up to $850,000 each. Awards will only be made to LEAs proposing to work collaboratively with the early childhood learning provider(s) in their district so that the entire B-12 continuum is participating.

The letter announcing the availability of SRCL funds will be followed by a webinar to further explain eligibility and application requirements. While all LEAs and early education providers will be eligible to apply for SRCL funds, sub-grant awards will be based on three considerations: 1) Greatest numbers or percentages of disadvantaged students; 2) A demonstrated track record of effectiveness in improving the literacy development of disadvantaged students, and, 3) A demonstrated track record of effectiveness in providing professional development and support for evidence-based literacy instruction. An eligibility rubric, based on data from the 2010-2011 school year, will be provided to help applicants rate their relative positions in each of these three categories. The rubric will provide statewide information about numbers and percentages of students in poverty, ELL enrollment, students with disabilities, students scoring below proficient on accountability assessments, etc. The rubric will also detail possible sources of evidence about effectiveness with student achievement and with professional development and support.

Personnel from the MDE will host a two-day proposal preparation workshop in October 2011 for the LEAs and early education providers who choose to write applications. On the first day of the workshop, MDE staff will introduce the state literacy plan, *Minnesota Plan for Literacy: Achieving Success for 21st Century Learners*. Workshop participants will review the four guiding principles of the plan that support literacy development at all ages curriculum, instruction, and assessment aligned with the Minnesota B-12 state and local standards, evidence of scientifically-based literacy practices and multi-tiered systems of support and equitable and culturally-responsive teaching and pedagogy. In addition, participants will learn about the five core implementation components of the B-12 literacy plan: collective leadership for all, job-embedded professional development, instructional leadership at all levels, home/school/community partnerships, and technology and innovation. Participants will conduct a needs assessment on the current level of implementation of those components and begin to develop a specific plan to align policies and practices to strengthen those components to ensure implementation is as intended. Personnel from the MDE will share a process (see below for more detailed information) for selecting materials and strategies that are supported by the strongest evidence base available as

documented in resources from the What Works Clearinghouse and Doing What Works websites. Day two of the workshop will focus on developing a plan for providing professional development and support for implementing assessments and evidence-based instruction.

The MDE has several technical assistance providers, including personnel from the Minnesota Center for Reading Research and the Center for Early Education and Development, both housed at the University of Minnesota, who have, for several years, worked with schools in each of the LEAs. The technical assistance providers will participate in the subgrant process in several ways. They will provide information to help develop the eligibility rubric. They will provide support during the proposal workshops and will provide technical assistance to applicants following the workshops. Based on their ongoing work with the schools and LEAs in each region, during the second stage of the review process the technical assistance providers will provide valuable information to the State Literacy Team about the capacity and commitment of the LEAs to implement the proposed program with fidelity.

Sample Sub-grant Application

Purpose:

The purpose of the Striving Readers Comprehensive Literacy (SRCL) grant program is to advance literacy skills (including pre-literacy skills, oral language, reading, and writing) for students from B-12, including Limited-English-Proficient students and students with disabilities. Minnesota's sub-grant competition will identify selected LEAs and early education providers who demonstrate the capacity and commitment to target SRCL funds in order to:

- Significantly increase the amount of time that disadvantaged students are engaged in literacy instruction and intervention.
- Significantly increase the quality of literacy instruction for all students through professional development and ongoing support for teachers.
- Collect, analyze, and make timely use of high-quality data to improve instructional practices and student literacy outcomes.

Outcomes:

More children will enter kindergarten with the early literacy skills needed to be successful learners as evidenced by significant gains by participating 4-year-old children in oral language skills.

- Disadvantaged students will have more high-quality literacy instruction and intervention so that they stay on track to graduate college and/or career ready as evidenced by:
    - A significant increase in the percentage of participating Grade 3, Grade 5 and Grade 8 students who meet or exceed proficiency on the MCA 11, and
    - A significant increase in the percentage of participating high school students who meet or exceed proficiency on the language and reading portions of the Minnesota High School Graduation Exam.
- Teachers will have professional development, materials, and ongoing support to deliver more high-quality instruction and intervention as evidenced by implementation data.
- Literacy stakeholders will collaborate to provide high-quality literacy experiences for all learners from Birth through Grade 12 as evidenced by implementation data.

Eligibility: In awarding SRCL sub-grants, the MDE must give priority to LEAs partnered with early education providers and other community partners that have:

1. A demonstrated track record of effectiveness in improving literacy development and closing the achievement gap for children from birth through kindergarten entry and in school age children.
2. A demonstrated track record of effectiveness in providing professional development in early literacy and K-12 systems.
3. Greater numbers or percentages of disadvantaged*students.
4. Existing structures in place on which to build college and career readiness
5. A demonstrated track record of engaging students at risk for not graduating from high school

**Disadvantaged students* is defined in the SRCL application as children and students at risk of educational failure, such as children and students who are living in poverty, who are limited-English-

proficient, who are far below grade level or who are not on track to becoming college- or career-ready by graduation, who have left school before receiving a regular high school diploma, who are at risk of not graduating with a diploma on time, who are homeless, who are in foster care, who are pregnant or parenting teenagers, who have been incarcerated, who are new immigrants, who are migrant, or who have disabilities.

The MDE must ensure that at least:

- *15% of its SRCL sub-granted funds are used to serve children from birth through age 5.*
- *40 % of its sub-granted funds are used to serve students in kindergarten through Grade 5.*
- *40 % of its sub-granted funds are used to serve students in middle and high schools with an equitable distribution of funds between middle and high schools.*

Part A: Considering these eligibility requirements, provide the following information for either the early learning providers(s) or schools that have been identified for SRCL funding. (10 points)

1. List the early learning providers(s) associated with your district that were selected to receive SRCL funds.
    - Give evidence of this provider's record of effectiveness in improving the literacy development of children from birth through kindergarten entry.
    - Give evidence of this providers's record of effectiveness in providing professional development in early literacy.
    - For this provider, give the specific criteria used to identify disadvantaged students (e.g., students living in poverty, ELL students, and students with disabilities). Include the numbers and percentages of students for each of the criteria used in the selection.
    - Considering all of the early education providers associated with your district; if this provider does not have the highest numbers or percentages of disadvantaged students, give your rationale for selecting this provider.
2. List the school(s) and grade levels in your LEA that have been selected to receive SRCL funds.

- Give evidence of this school's record of effectiveness in improving the literacy development of students.
- Give evidence of this school's record of effectiveness in providing professional development in literacy.
- Give the specific criteria used to identify disadvantaged students (e.g., students receiving free or reduced lunch, ELL students, Special Education students). Include the numbers and percentages of students for each criteria used in the selection.
- If this school does not have the highest numbers or percentages of disadvantaged students in your LEA, give your rationale for selecting this school.

3. **A competitive edge (5 points)** will be given to those LEAs that commit to using SRCL funds as well as other state and federal funding to braid the initiatives together to design and implement a comprehensive and coherent literacy program that serves students from B- 12.
    - Describe your process to identify and/or leverage community resources in support of local literacy activities.
    - Describe your process to provide common learning opportunities for all local literacy stakeholders to ensure supportive transitions from one literacy setting to the next.
    - Describe your process to ensure that assessment results are available when students transition from one literacy setting to the next.
    - Describe your process to identify children who are likely to need intervention services when they transition from one literacy setting to the next.

Part B : Program Description (25 points)

Write a concise summary describing your proposal to improve the language and literacy development of disadvantaged students served by this partnership.

- Include specific details about the amount of instructional time that will be provided for disadvantaged students, and cite the evidence base for the activities you have selected.

- Include specific details about how you will ensure that the quality of instruction for disadvantaged students is increased. Cite the evidence base for the activities you have selected.
- Include specific details about how students in need will receive additional instruction in a multi-tiered system of support.
- Include specific details about your process to equip educators and other stakeholders to collect, analyze, and make timely use of high-quality data to improve instructional practices and student literacy outcomes. Cite the evidence base for the activities you have selected.
- Include specific details on the use of technology and universal design.

Part C : Improving Learning Outcomes (50 points)

Improving the language and literacy development of disadvantaged students is essential to improving academic achievement for these students in all content areas. Meeting the language and literacy needs of disadvantaged students, including limited-English-proficient students and students with disabilities, is a particular focus of the SRCL program.

1. Needs Assessment
    - Describe your needs assessment process and the student- and teacher-level data that were considered.
    - List, by grade or age level, the needs revealed by these data.
    - Describe your process for selecting the activities to meet these identified needs.
    - Explain how faculty and staff from the selected school(s) or early learning provider(s) were involved in the needs assessment process.
    - Explain how faculty and staff from the selected school(s) or early learning provider(s) were involved in the selection process for program activities to address the identified needs.
2. More Time for Instruction
    - Describe how SRCL funds will be used to significantly increase the amount of instructional time for disadvantaged students.

3. Professional Development

- Explain how funds will be used to provide effective professional development in literacy to teachers of reading, English, language arts, content area teachers, or early learning teachers to increase the quality of literacy instruction for disadvantaged students.
- Include specific details that address the SRCL definition of professional development that is included in sample Appendix A of this subgrant application.
- Describe how you will use specific technology tools and strategies to enhance professional development opportunities.
- Explain the process to monitor and document the effectiveness of professional development activities.

4. Curriculum and Instructional Materials

- Describe the curriculum and instructional materials that will be used in the implementation of your SRCL grant. Cite the evidence base for all materials.
- Explain your process for ensuring that these materials are aligned with state standards.
- Explain how you will incorporate the components of effective literacy instruction (sample Appendix A) in order to support children and youth with diverse learning needs.
- Explain the process you will use to ensure the effective use of technology as an instructional tool or strategy.

5. Assessment System

- Describe your assessment system including which assessment measures or strategies will be used for screening, diagnosing student difficulties and progress monitoring for students at all levels..
- Explain your process to ensure that these assessments are aligned to state standards and assessments.
- Describe any assessment accommodations necessary for the reliable and accurate assessment of disadvantaged students.

- Describe the process that you will use to ensure that assessment data are used to inform instruction, interventions, professional development and continuous program improvement.
- Explain the structures that you will have in place (e.g., problem solving teams, meeting schedules, data-analysis protocols, reporting procedures) to support the effective and timely use of data by all stakeholders.

6. Intervention

- Describe your intervention plan, including the intervention schedule, intervention providers, and the intervention materials and/or strategies that will be used for students who are struggling to meet academic standards.
- Describe the intervention materials and/or strategies that will be used for students who have mastered the material ahead of their peers.
- Describe the process for selecting the teachers who will deliver the intervention instruction. Include the data that demonstrate the effectiveness of the selected teachers.
- Describe the professional development that is provided to intervention teachers for all evidence-based materials and strategies used to provide intervention instruction.
- Explain the process for monitoring the implementation of the intervention plan and include details for entering and exiting intervention.
- Explain the process for monitoring the progress of students receiving intervention instruction.

7. Environment

- Describe your plan to establish and/or maintain language- and text-rich learning environments.
- Tell how you will ensure that students, especially disadvantaged students, are engaged throughout the day in speaking, listening, reading, and writing.

8. Monitoring and Evaluation

- Describe how you will monitor program implementation and outcomes, including how you will monitor and support the effectiveness of professional development.
- Explain how you will use implementation and outcome data from the school, classroom and student levels to inform continuous improvement.
- Explain how you will use data to document the effectiveness of the implementation of the core components outlined in the MN Comprehensive B-12 literacy plan to improve instruction across all literacy settings and alignment to academic standards.
- Explain how you will report evaluation data and plans for improvement to all stakeholders.

9. Describe your plan to leverage existing resources (federal, state, and local) to coordinate SRCL activities with all local literacy efforts. Include all resources that will be used in the Budget Summary.
10. Describe your process to involve all literacy stakeholders, including families, caregivers, local businesses, organizations and other agencies in planning and implementing SRCL activities in order to strengthen community partnerships in support of disadvantaged students.

Part D: Program Budget and Budget Narrative (20 Points)

Sub-grant funds must be used to implement a comprehensive and coherent literacy program that addresses each of the parts described in this sub-grant application. The Budget Summary (Appendix B) should include all projected implementation costs for personnel (salaries and benefits), professional development, materials, equipment, and supplies. It should also include any other costs associated with activities that are conducted outside school hours such as transportation, janitorial support, etc. Provide a budget narrative detailing the justification for each budget item requiring SRCL funds.

Sample Appendix A - Definitions

The complete definitions given in the SRCL discretionary grant application for 1) effective literacy instruction; 2) evidence-based; 3) professional development; and, 4) universal design will be included in the subgrant application.

Sample Appendix B – Budget Summary

Sample Budget Summary for Each Selected School or Early Education Provider			
Category	Description	SRCL Funds Requested	Leveraged Funds
Personnel	Salaries and fringe benefits for all participating personnel including • Classroom Teachers • Intervention Teachers • Para-professionals	List the amount of funding requested from SRCL funds	List the amount and source of funding to be provided through other sources (federal, state, or local) for implementation of SRCL activities
Professional Development for all B-12 educators	List the costs of consultants, substitutes, stipends, equipment, materials, and supplies		
Materials and Supplies	List the costs of classroom materials, library materials, assessment materials and supplies required to implement SRCL activities		
Equipment	List the costs of specific equipment required to implement SRCL activities		
Other	List other specific costs such as those that might be associated with activities outside of school hours		

B (ii) The extent to which the SEA will give priority to LEAs or providers of early childhood education that propose to serve high-poverty schools or a high-poverty population, based on a definition of poverty and process for applying the priority provided by the State.

All applications will be rank ordered based on the numbers of disadvantaged students served by grade span (e.g; birth-5, elementary schools, middle schools and high schools). In order to receive an award the LEA and early childhood provider partnership must have one of the highest percentages of disadvantaged students as defined in the SRCL RFP. Additionally, the application must have received a numerical score based on their application that is in the Meets Standard or Exemplary range from the expert reviewers (see below for expert review process).

B (iii) The extent to which the SEA will give priority to LEAs or providers of early childhood education whose applications are supported by the strongest available evidence.

Applications will be due December 31, 2011. After all of the applications have been rank ordered by age/grade-span based on numbers of disadvantaged students, expert reviewers will evaluate each of the applications. The reviewers will be identified with assistance from Dr. Shari Butler, Director of the

Austin RMC office and a member of the National Reading Technical Assistance Center. Reviewers will be selected with specific literacy expertise in early childhood, in the elementary grades and in working with adolescents. All expert reviewers will meet the following qualifications:

- Be knowledgeable of evidence-based literacy practices and materials
- Have experience implementing and training others to implement evidence-based literacy practices
- Have completed an advanced degree in reading
- Have published scientifically-based research articles and/or contributed to recognized summaries of scientific research

Each application will be read and evaluated by two different reviewers using a scoring rubric that will be provided. The rubric specifies that each of the four parts must be evaluated and scored separately. Each of the parts must receive a numerical score that falls in the Meets Standard or Exemplary Plan range in order for the applicant to receive a sub-grant award. The total number of points awarded for all questions will be used to further distinguish relative strengths of the applications. Along with the numerical score, each reviewer will list the strengths and weaknesses of the responses to each part of the subgrant application.

In the second stage of the review process, the MDE personnel and members of the state literacy team familiar with the state context for literacy improvement will review each application, taking into account the ratings and written reviews of the expert reviewers as well as the percentages of disadvantaged students within the LEA. They will discuss it and make recommendations for awards of funds.

B (iv) The extent to which the SEA will develop or update a process, or use an existing process, to review and judge the evidence base and alignment with State standards for the curricula and materials that LEAs propose to use in implementing their subgrants, and how the SEA will make the process and results of any such review publicly available (5 points).

Personnel from MDE will share with LEAs and early childhood providers a process for selecting for selecting materials and strategies that are supported by the strongest evidence base available as documented in resources from the What Works Clearinghouse and Doing What Works websites. We will

use the process outlined in the IES report: ***Identifying and Implementing Educational Practices Supported by Rigorous Evidence: A User Friendly Guide*** to develop a rubric that will include the MN state standards. The rubric that is developed will be similar to the *Consumer's Guide to Analyzing a Core Reading Program Grades K-3: A Critical Elements Analysis* but will incorporate indicators for early childhood and adolescent literacy using the current research base. LEAs will be required to provide a copy of this completed rubric and alignment with the evidence base as part of their application. The MDE will post the selection process and rubric on the MDE webpage for public viewing. The Grants Management Division will handle any requests for additional information regarding individual grant results upon request.

(C) Project Management

C (i) The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks (6 points).

The Minnesota Department of Education has developed a *Technical Assistance and Implementation Timeline* for the SRCL sub-grant programs. This state project management plan includes goals, timeline, activities, and benchmarks. This document outlines the time table for which the MDE will implement the SRCL sub-grant program as well as describe specific activities and benchmarks to monitor and measure the implementation process. Thereby, informing any future implementation efforts as well as identifying the necessary refinements needed to improve our Minnesota Comprehensive B-12 Literacy Plan.

Technical Assistance and Implementation Timeline for SRCL Sub-grant Programs
Goals, Timelines, Activities and Benchmarks

Cohort I – September, 2011		**Cohort II – September, 2013**	**Cohort III September, 2015**
SRCL Goal	**Timeline**	**Activity**	**Benchmark**
	August 2011	• State SRCL application approved.	
The Minnesota Department of	September 2011	• Minnesota SRCL Leadership and Implementation Team is finalized.	• Highly qualified team members are selected as measured by the match

Education's goal is for every child to make at least a year's literacy growth, in a year's time.		• LEAs notified of eligibility. • LEA regional informational meetings begin.	between the selection criteria and qualifications. • 100% of eligible LEAs are notified and attend informational workshops as measured by attendance records. • 100% of participants demonstrate knowledge of SRCL as measured by technical assistance questionnaire and workshop evaluations.
	October/ November 2011 ***Implementation Stage I: Exploration***	• LEA regional informational meetings continue. • SRCL two-day application workshops begin. • Technical assistance for application process continues. • Districts initiate partnerships with community early learning providers. • Community/District Leadership and Implementation Team (DLIT) are identified. • SRCL sub-grant application reviewers are identified and trained.	• 100% attendance of eligible schools at workshops as measured by attendance records. • 100% of participants demonstrate a high level of SRCL knowledge as measured by technical assistance questionnaire and workshop evaluations. • Individual school requests for technical assistance are met in a timely and appropriate manner as measured by site visit logs, telephone records and technical assistance questionnaires. • Community / Districts partnerships are formed. • DLIT analyzes student data to determine B-12 literacy needs and selects areas of need to target (considers not just the features of the practices, but how they will be implemented). • DLIT reviews and discusses selected evidence-based literacy practices and interventions that match student needs. • DLIT develops a plan to promote further exploration and assess buy-in from key stakeholders (at least 85% staff buy-in is required). • Highly qualified review team members who are experts in Scientifically Based Reading Research are selected as measured by the

			match between selection criteria and qualifications. 100% of expert review team demonstrates a high level of knowledge regarding the sub-grant application review process and SBRR as measured by two-day workshop participation, evaluations and technical assistance questionnaire.
	December 30, 2011 ***Implementation Stage I: Exploration***	• LEA subgrant applications due to MDE by 4 pm Friday, December 30, 2011 • Applications reviewed; recommendations for SRCL subgrants submitted by expert review teams to State Literacy Team and MDE SRCL Leadership and Implementation Team. • DLIT develops selection protocols for "first implementers". • DLIT Select "first implementers".	• 100% of LEAs submit their proposals on time and meet the submission criteria as measured by the rubric. • Applications meet all grant requirements and the exemplary content evaluation criteria as measured by the scoring rubric.
			• Implementation sites are identified that meet the selection criteria and support a B-12 delivery continuum.

SRCL Goal	Timeline	Activity	Benchmark
The MDE's goal is for every child to make at least a year's literacy growth, in a year's time.	January 2012 ***Implementation Stage II: Installation***	• Final selection of sub-grant awards by State Literacy Team and MDE SRCL Leadership and Implementation Team completed; LEAs notified. • DLIT identifies all literacy stakeholders (B-12 staff); informs them about the new comprehensive B-12 state literacy plan and engages them in assuring its success. • Analyze and problem-solve around the sustainability of training, coaching, and data systems. • Evaluate readiness and sustainability of fidelity data system.	• Selected sub-grant proposals meet all grant requirements and exemplary criteria as measured by the review process described above. • LEAs are notified in a timely manner as measured by telephone and postmark records. • Structural and functional changes are implemented (policies, schedules, space, time, and materials, reallocation of roles and responsibilities, and new positions hired). • Training, resources, logistics, coaching and support plans for teachers are identified.
	February-April, 2012 ***Implementation Stage II:***	• Winter Leadership Team (DLIT) Workshop conducted. • Ongoing technical assistance provided by Minnesota State SRCL Team. • University of Minnesota Winter	• 100% of Leadership and Implementation Team members attend the workshop as measured by attendance records.

	Installation	Literacy Institute and SRCL subgrant implementation workshop conducted.	• 100% of Leadership and implementation Team members demonstrate improved knowledge of their role as SRCL leaders and SBRR application as measured by a pre-post survey and SBRR application.
			• Training, resources, logistics, coaching and support plans for teachers are implemented and impact is measured.
			• 100% of subgrant members attend Winter Literacy Institute as measured by attendance records.
			• 100% of Institute participants demonstrate improved knowledge of scientifically and evidence based literacy instruction as measured by a pre-post-survey and by the completion of school work plans.
Increased knowledge and skills related to scientifically and evidence based literacy instruction.	June 2012 ***Implementation Stage II: Installation***	• University of Minnesota professional development Summer Institutes conducted.	• 100% of subgrant members attend Institute as measured by attendance records. • 100% of Institute participants demonstrate improved knowledge of scientifically and evidence based literacy instruction as measured by a pre-post-survey and by the completion of school work plans.
Increased knowledge and skills related to scientifically and evidence based literacy instruction.	September, 2012 through June, 2013 ***Implementation Stage III: Initial***	• Initial implementation of sub-grant programs begins. • University of Minnesota Fall, winter and Spring Leadership Institutes are conducted. • Literacy Coordinator / Literacy Coach workshops begin and are held monthly. • DLIT conducts quarterly data review and submits report to the MDE	• 100% of sub-grant teachers participate in bi-monthly literacy professional learning communities as shown by attendance records, PLC action plans, and minutes. Teachers will video share at least twice a year as well as look at student work twice per month during PLCs. • 100% of participating

Improved instruction in PreK-12 classrooms. **Improved quality of professional development.**	***Implementation***		sites show evidence of applying leadership improvement processes and strategies in PLCs and classrooms as measured by PLC questionnaires, teacher interviews and literacy coach daily work logs. • 100% of school leadership teams attend Leadership Institutes as measured by attendance rosters. • 100% of District Literacy Coordinators attend all workshops as measured by attendance rosters. • 100% of Literacy Coordinators and Literacy Coaches demonstrate the use of SBRR instructional practice as measured by meeting participation records, teacher interviews, PLC questionnaires and weekly work logs. • Student progress is monitored by DLIT submitting of quarterly student data.
	September ,2012 through June, 2013 ***Implementation Stage III: Initial Implementation***	• Principal and coach begin providing active supervision of the implementation to encourage and support staff and to see where more training or support is needed. • The DLIT helps develop effective ways of monitoring both implementation and its results and works with staff to interpret results and plan strategic adjustments. • Revisions and enhancements made to MN Comprehensive B-12 Literacy Plan. • Plan for Cohort II implementation.	• The implementation provides feedback to district leaders to allow development of systems-level support. • The data system enables a continuous improvement cycle of monitoring implementation, results and making needed adjustments. • Recruitment and selection • Inservice and booster training processes • Coaching processes and data • Student achievement and progress measures • Fidelity measures and reporting Processes, and • Administrative policies and procedures. • State B-12 Literacy Plan is refined and enhanced for

			Cohort II implementation. • Next cohort of implementers is identified

SRCL Goal	Timeline	Activity	Benchmark
Embed the new practices and the implementation components into teacher practices and support systems respectively to maintain implementation and positive results by operationalizing systemic change from within to better serve and support districts, schools, and early learner providers as they work to build capacity and be better equipped to meet the needs of our state's disadvantaged learners – all learners.	June 2013 ***Implementation Stage IV: Full Implementation*** September 2013 through June 2014 ***Implementation Stage IV: Full Implementation***	• University of Minnesota professional development Summer Institutes conducted. • Full implementation of sub-grant programs begins. • University of Minnesota Fall, Winter and Spring Leadership Institutes are conducted. • Literacy Coordinator/Literacy Coach workshops and are held monthly. • Program elements and supports are in place and are working at the individual and organizational levels. • Ongoing training, coaching, leadership, data monitoring, etc. occurs. • DLIT conducts quarterly data review and submits report to the MDE. • Revisions and enhancements made to MN Comprehensive B-12 Literacy Plan • Plan for Cohort III implementation ****Activities that fall under "Full Implementation" will repeat for the 2013, 2014, 2015 years of SRCL***	• 100% of subgrant members attend Institute as measured by attendance records. • 100% of Institute participants demonstrate improved knowledge of scientifically and evidence based literacy instruction as measured by a pre-post survey, and by the completion of school work plans. • 100% of subgrant teachers participate in bi-monthly literacy professional learning communities as shown by attendance records, PLC action plans, and minutes. Teachers will video share at least twice per year as well as look at student work twice a month during PLCs. • 100% of participating sites show evidence of applying leadership improvement processes and strategies in PLCs and classrooms as measured by PLC questionnaires, teacher interviews and literacy coach daily work logs. • 100% of school leadership teams attend Leadership Institutes as measured by

			attendance rosters. • 100% of District Literacy Coordinators and Literacy Coaches attend all workshops as measured by attendance rosters. • 100% of Literacy Coordinators and Literacy Coaches demonstrate the use of SBRR instructional practice as measured by meeting participation records, teacher interviews, PLC questionnaires and weekly work logs. • Changes in instruction, assessment, and program support are now well under way. • Feedback process from teachers to building administrators/community in place and functional. • School Leadership and Implementation teams use data to make decisions (student achievement, behavior, fidelity). • Improvement processes are employed to address issues through the use of data, development of plans, monitoring of plan execution and assessment of results. • State B-12 Literacy Plan is refined and enhanced for Cohort II implementation. • Next cohort of implementers is identified. • Student progress is monitored by DLIT submitting of quarterly student data.

C (ii) The qualifications, including relevant training and experience, of key personnel

The overall day-to-day project management will be facilitated by the Project Director and the MDE SRCL Leadership and Implementation Team.

Ms. Bobbie Burnham, Project Director for SRCL, has over eight years of experience coordinating the implementation of Minnesota's *Reading First* grants, has a Masters degree in K-12 Literacy Education and a K-12 Reading Specialist License, as well as a K-12 Professional Development certification. The last two years while at MDE she has co-coordinated the partnership with the National Center or Scaling up Evidence Based Practices initiative and brings a wealth of knowledge on the research behind effective implementation strategies. As the Project Director she will oversee the hiring of three full-time and one half-time MDE SRCL Literacy Coordinators. The MDE SRCL Literacy Coordinators will oversee the on-site facilitation of the SRCL sub-grant program for the department. They will also assist in the planning and implementation of professional development both at the site level as well as the state level, and will serve on the SRCL Leadership and Implementation Team. The MDE SRCL Literacy Coordinators will be expected to be **on-site at each of their three to five implementation sites at least once a week.** Each new hire will meet specific selection criteria as outlined in **Appendix G**. The MDE SRCL Leadership and Implementation Team **will meet bi-monthly** to plan, monitor and refine the SRCL implementation process and make adjustments to the Minnesota Comprehensive B-12 Literacy Plan when necessary.

Ms. Kari Ross, K-12 Reading Specialist, is also part of the The MDE SRCL Leadership and Implementation Team. Prior to coming to MDE, Kari was a classroom teacher, and district literacy coordinator. Kari completed her Master's Degree and Reading Licensure coursework at the University of Minnesota and her administrator's licensure requirements at St. Mary's University in Minneapolis, MN. Kari works closely with Minnesota schools and districts on standards implementation, curriculum alignment, intervention programs, and research-based practices in reading instruction. Kari was an active member on the Common Core Standards Work Group, serves as MDE liaison to the Minnesota Reading Association, and is an active member of ASCD and the International Reading Association. Other members of the MDE SRCL Leadership and Implementation Team are current staff members who will continue to consult on this project.

MN Department of Education SRCL Leadership and Implementation Team		
SRCL Project Director *Bobbie Burnham*	Special Education Specialist *Vicki Wienberg*	Early Learning Specialist *Michele Bedor*
Literacy Coordinator (3.5 FTE's) *(Yet to be determined)*	English Language Learner Specialist *Leigh Schleicher*	Assessment /LDS Coordinator for Literacy *(yet to be determined)*

C (iii)The extent to which the State will ensure a diversity of perspective in the design and implementation of the proposed project, including those of families, teachers, early learning education professionals, officials from other state and local agencies, Head Start Advisory Councils, professional organizations, institutions of higher education, community-based organizations, and libraries.

The MDE SRCL Leadership and Implementation Team will work closely with the *State Literacy Team* and *State Literacy Advisory* Council as well as the newly formed (May, 2011) *Early Literacy Council*, which serves learners ages 3 to 8. **The Early Learning Council (ELC),** formerly known as the Early Childhood Advisory Council, makes recommendations to the Governor, Children's Cabinet and Minnesota Legislature, including proposing legislation on how to effectively create and manage a high-quality early childhood system in Minnesota to ensure all children arrive at kindergarten school-ready. The Council is responsible for fulfilling the duties required by federal and state statutes and was recently reauthorized by Governor Dayton's Executive Order. The Council is staffed by the MDE Early Learning Services Division staff working in partnership with Minnesota Departments of Human Services and Health agencies as well as with several external early literacy stakeholders from around the state. The Council holds the goal that by 2020, all Minnesota children will be school-ready as they enter kindergarten.

The State Literacy Team and both Advisory Councils represent a wide array of diverse perspectives (families, teachers, early learning education professionals, officials from other state and local agencies, legislators, Head Start Advisory Councils, professional organizations, institutions of higher education, community-based organizations and libraries) that have informed and will continue to inform the development and implementation of the state's literacy plan as well as the SRCL sub-grant program. Together, this multi-level team of literacy stakeholders will collaborate to reach the goal of implementing

a coordinated, collaborative state B-12 literacy plan that is aligned to the MN B-12 standards, is fueled by data-driven decision-making, use of evidence-based literacy practices, culturally-relevant practice and innovative use of technology – all with the goal of improving literacy outcomes of all learners as well as strengthen teacher and leader effectiveness.

(D) Adequacy of Resources

D (i) The extent to which the costs described in the SEA's budget are reasonable in relation to the number of objectives, design, and potential significance of the proposed project.

This application requests $15,000,000 for the first year. The detailed budget and budget narrative are provided in Part 2 and Part 5 of this application and provide a rational for project costs to meet the state's scope of work. The project costs have been designed with cost effectiveness in mind, using available and current technologies.We believe that we have proposed a sufficient number of personnel to carry out the project objectives. In addition, we budgeted a sufficient amount to engage consultants with additional expertise in implementation research and evidenced-based practices on an as needed basis. The MDE intends to implement three cohorts of SRCL subgrants. Each cohort will serve 15-18 LEA / Early Learning Partnerships developing a total of 45-50 seamless B-12 school systems and reaching approximately up to 50,000 B-12 learners statewide in a five year implementation period. The number of B-12 educators benefiting from this grant, including early learning, school, district and community educators, as well as literacy coordinator and coaches is estimated at 1,500 per cohort, making a total of 4,500 total staff during the five year period. Given the significance of the project, the costs related to Minnesota's SRCL grant are very reasonable.

D (ii) The quality of the SEA's plan to ensure that SRCL subgrant funds are allocated as follows:

- **At least 15 percent to serve children from birth through age five.**
- **At least 40 percent to serve students in kindergarten through grade five.**
- **At least 40 percent to serve students in middle and high school, through grade 12, including an equitable distribution of funds between middle and high schools.**

LEA and Early Learning Partnerships who receive a SRCL sub-grant must budget their award within the federally mandated allocations of 15 percent to birth through age 5, 40 percent to kindergarten through grade 5, 20 percent to middle school/junior high, and 20 percent to high school. These monies

will be for the implementation of the components of effective literacy instruction outlined in the Minnesota Comprehensive B-12 State Literacy Plan. Budget expenditures will be strictly monitored by the MDE SRCL Leadership and Implementation Team as well as an assigned MDE grants manager. LEAs will be required to provide bi-annual reports on how allocated monies have been spent within B-5, K-5, and 6-12 programs as mandated by United States Department of Education (USDE). A well-designed literacy budget narrative must include short-term and long-term goals with indicators of success of how allocations will be spent across all core component areas and within establish age and grade level criteria. The MDE SRCL Leadership and Implementation Team will monitor their implementation of the SRCL grant funds and provide constructive feedback so that goals and funding are aligned to ensure increased learner outcomes.

Each LEA and Early Learning Partnership will receive a base of up to $250,000.

- $60,000-100,000 funding for minimum 1.0 FTE SRCL literacy coordinator (including benefits).
- $60,000-100,00 for purchasing professional development from Minnesota Center for Reading Research (MCRR) and Center for Early Education and Development (CEED).
- Up to $50,000 for ensuring literacy-rich learning environments, including non-print texts.

LEA and Early Learning Partnerships will receive additional money based on their child count in each disadvantaged area multiplied by the rate for additional resources. They will receive $100.00 for each point generated.

Disadvantaged Area	Total Number of Students
Free and Reduce Priced Lunch	
Limited English	
Ethnicity with the highest Discrepancy	
Students with Disabilities Birth to 21	
High School Drop Out Rate	

By following these steps, LEA and Early Learning Partnerships will identify a set of schools (elementary, middle and high school) and community early learning providers (that service children who typically would attend these schools) creating a B-12 continuum of service that will identify their sub-grant population.

1) Identify elementary school that serves the most disadvantage students (categories listed above).
2) Determine middle/junior and high school that will serve these same students using information provided on the "School Report Card" located on the MDE website.
3) Calculate early childhood population numbers based on attendance boundaries for the elementary school chosen. For early childhood, use kindergarten disadvantaged number reported on the schools using the Minnesota Automated Reporting Student System (MARSS) numbers.
4) Calculate numbers of students in each disadvantages category for each grade/age level.

Example: (an urban, high poverty area):

Disadvantaged Area	Early Childhood	Elementary	Middle School/ Junior High	High School	Total
Free and Reduce priced lunch	604.31	279.9	413.96	812.63	2110.8
LEP	43.61	18.66	94.32	285.76	431.84
Racial group with largest disparity	461.02	248.8	241.04	500.08	1511.96
Students with Disabilities	62.3	59	120.52	151.81	393.63
High School Drop out	NA	NA	NA	32	32
Total number of students	750.73	606.36	1089	17822.28	4648.88

Total $ for disadvantaged learners X $ 100 per learner	$464,888
Maximum base allotment as indicated above	$250,000
Total Funds available for this birth through grade 12 collaborative	$714,888

Therefore, this district would be required to allocate SRCL funding as follows:

Birth – age 5= 15%	Kndg.- Grade 5= 40%	Grades 6-8 = 20%	Grades 9-12 = 20%	Administrative Costs= 5%	Total = 100% of SRCL Funds
$107,233.20	$285,955.20	$142,977.60	$142,977.60	$35,744.40	$714,888.00

If awarded a grant, LEAs will be required to submit interim expenditure and progress reports, as well as an annual expense and progress report by the timeframe/date and in the form and manner indicated in the Official Grant Award Notification (OGAN).

A desk review will be performed on the SRCL Grant at least once a year during the grant period. The desk review will be conducted on all object code line items for one reimbursement request. When you are contacted for a desk review, you will be sent a *MDE Expense Review* form to be completed and returned. A general ledger plus all source documents to support the line items identified will need to be provided to MDE. Source documentation includes, but is not limited to:

- payroll report for the reporting period of interest;
- allocations by age and grade band;
- time and effort reports for employees paid with grant funds;
- copies of written agreements with subcontractors [detailing purpose, duties, dates of service or dates of employment, rate of pay, etc.];
- copies of invoices [detailing purpose, duties, dates of service, type of purchase/merchandise, rate of pay if from subcontractor, etc.];
- receipts; and
- copies of *cancelled* checks, etc.

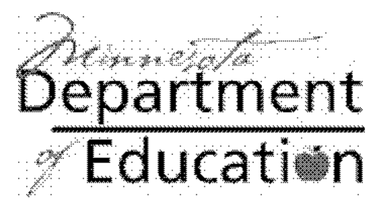
D (iii) The extent to which the SEA will use the grant to leverage other State and Federal funds in order to maximize the impact of the grant and how it will support LEAs and early childhood education providers in integrating funds with other local, State, and Federal funds and in developing a plan for sustaining funding after the end of the subgrant

In order to support a coherent approach to funding and implementing effective literacy instruction for disadvantaged learners MDE will **align current state and federal literacy related initiatives and repurpose state and federal funding streams** in order to support SRCL sub-grantees and other districts with the implementation of the Minnesota Comprehensive B-12 Literacy Plan. The MDE is currently developing a funding structure (provided in Section A) so that each of these state and federal funding sources will contribute to the on-going support and guidance districts, schools and early learning

providers receive from the MDE in order to effectively implement the state literacy plan. This will allow districts, schools and early learning providers who currently are receiving these funds to align their funding stream in addition to developing a seamless delivery system in order to implement the MN Comprehensive B-12 Literacy Plan district wide.

D (iv) The extent to which the SEA will award SRCL sub-grants of sufficient size to support projects that improve instruction for a significant number of students in the high need schools or early learning programs serving children birth through five that the SRCL sub-grantee would serve.

The subgrants allocated for schools are generous and will ensure that schools will be able to accomplish the goals of Minnesota's SRCL program. The MDE anticipates being able to fund three SRCL cohorts over the five year funding period, approximately 13 to15 district- community partnerships in year one, another 13 to15 in year 3 and another 8 to 10 in year five, allocating approximately $500,000 to $950,000 (depending on size of district) to each partnership, each year during its two year grant cycle.



SRCL

Appendices

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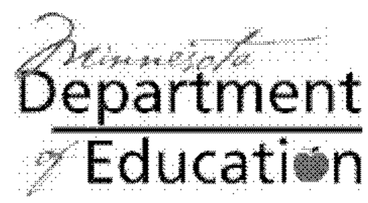
Appendix A



Striving Readers Comprehensive Literacy Program
State Professional Development Plan

We believe that the requirement to provide ongoing, high quality, job-embedded professional development to staff in a school is clearly tied to improving instruction in multiple ways. The requirement that professional development be "job-embedded" connotes a direct connection between a teacher's work in the classroom and the professional development the teacher receives (National Archives and Records Administration, 2009, p. 58479).

The Minnesota Department of Education is developing a **state professional development plan** that will include clearly articulated state policies, funding earmarked specifically for job-embedded professional development, accountability systems that include guidance and oversight by the Department of Education, and effective program monitoring tools such as implementation checklists that will provide data to gauge teacher satisfaction and fidelity of implementation. The state professional development plan will include partnerships with universities, such as the University of Minnesota, and independent professional development providers who offer innovative coaching and support services, such as our regional education service cooperatives. In addition, our intent is to develop *Regional Professional Development and Leadership Networks* throughout the state that will support the implementation of evidence-based practices at all levels. This plan includes support at all levels, including preschool and preK-12 administrators, teachers, librarians, coaches, guidance counselors, pediatricians, directors, and educators in community and cultural programs outside of school time, to develop ALL students' knowledge and literacy skills.

With the adoption of the new Minnesota standards for English language arts and literacy, standards must be addressed district-wide to include all students and therefore require the support of informed leadership from teacher leaders, directors, principals, superintendents, and community leaders. Our goal is to increase Teacher Effectiveness and Instructional Leadership for ALL Birth-Grade 12 Educators in using evidence and scientifically-based reading and writing research to improve instructional literacy practices at all levels.

Key State Level Action Steps:

I. Develop statewide *Regional Professional Development and Leadership Networks* that will serve as a hub for regional technical support, professional development, leadership training, and research-based literacy resources.

II. Provide professional development modules around the new standards and research-based approaches to literacy tailored to a number of different audiences (e.g., superintendents, principals, curriculum coordinators, school and public librarians, B-12 teachers, preschool and daycare providers, coaches, before and after-school program providers, pediatricians and health care workers and others). Collaborate with the early childhood initiative coordinators, Readiness Centers and district early learning coordinators to provide ongoing opportunities to reach these groups with consistent messages about how all B-12 educators should be supporting literacy.

III. Partner with the *Center for Reading Research* and the *Center for Early Education and Development*, both located at the University of Minnesota. In addition, partner with other nationally respected literacy experts to provide evidenced-based professional learning opportunities for educators at all levels.

A key outcome of these partnerships will be the development of modules to provide support, materials, and structure for professional learning communities for literacy within schools and regionally across schools, districts, preschool centers, and within home –based daycare providers. It is expected that PreK- 12 educators will participate in literacy focused PLCs on a bi-monthly basis at their school site. Modules will be provided in evidence-based reading strategies. Including:

- Phonemic Awareness
- Emergent Literacy
- Phonics
- Fluency
- Word Recognition
- Vocabulary
- Comprehension
- Data Driven Decision Making
- Scaffolded Reading Experiences
- Technology
- Content Areas Reading
- Motivation and Engagement
- English Language Learners

- Instructional Leadership
- Writing to support reading comprehension
- Multi-Tiered System of Support Implementation (RtI)

IV. Collaborate with the Minnesota Board of Teaching to use licensure, credentialing, and re-licensure requirements to effect change in pre-service and in-service programming. Set higher requirements for knowledge of literacy pedagogy, theory, and research for directors and teachers in birth to age five programs and K-12 programs.

V. Develop criteria for examining the qualifications of professional development providers and effectiveness of professional development in literacy components including reading, writing, speaking, listening, and oral language development.

VI. Minnesota Department of Education will require that all SRCL sub-grantees, districts, schools, and early learning providers to use a comprehensive reading program built on evidence and scientifically-based reading research. This requirement addresses all five essential components of reading instruction and uses a coherent instructional process that leads to reading proficiency of all students, including those most disadvantaged. It is our expectation that all B-12 educators, including principals and program directors will complete at least sixty hours of professional learning in the area of literacy a year. To support B-12 educators in reaching this expectation MDE and partners will:

- Provide quarterly Literacy Leadership and Implementation Team trainings facilitated by the Minnesota Center for Reading Research and Minnesota Center for Early Learning
- Provide Literacy Learning Forums during the summer for educators facilitated by the Minnesota Center for Reading Research and Minnesota Center for Early Learning. Topics will include research proven strategies for teaching the five elements of reading and writing, creating systems for success for PreK-Grade 3 alignment, data driven decision making, standards based education, instructional leadership for literacy reform
- Promote and support the role of literacy coaches (PreK-12) in teacher professional learning
- Provide monthly trainings at MDE for site-based literacy coordinators and literacy coaches
- Provide on-site support (resources, materials, book study guides, online modules, protocols, etc.) for the implementation of bi-monthly, literacy focused professional learning communities for PreK through grade 12. In their PLC, educators will be expected to video share at least twice a year and look at student work at least twice a month

- Provide e-learning professional development opportunities specific to increasing knowledge of birth to grade 12 literacy development. As a state agency we have developed partnerships with *Twin Cites Public Television* and *iTunes U* to create multiple professional development offerings. In addition, as a state agency we intend to develop various other e-learning opportunities. These e-learning opportunities will include:
    1. Online professional development courses
    2. Webinars / Webex
    3. Online learning forums
    4. Online Book Clubs
    5. Implementation Learning Forums
- Collaborate with other school and community collaborative initiatives to coordinate professional learning opportunities for B-12 educators
    - Childcare Resource and Referral Network
    - Other options…

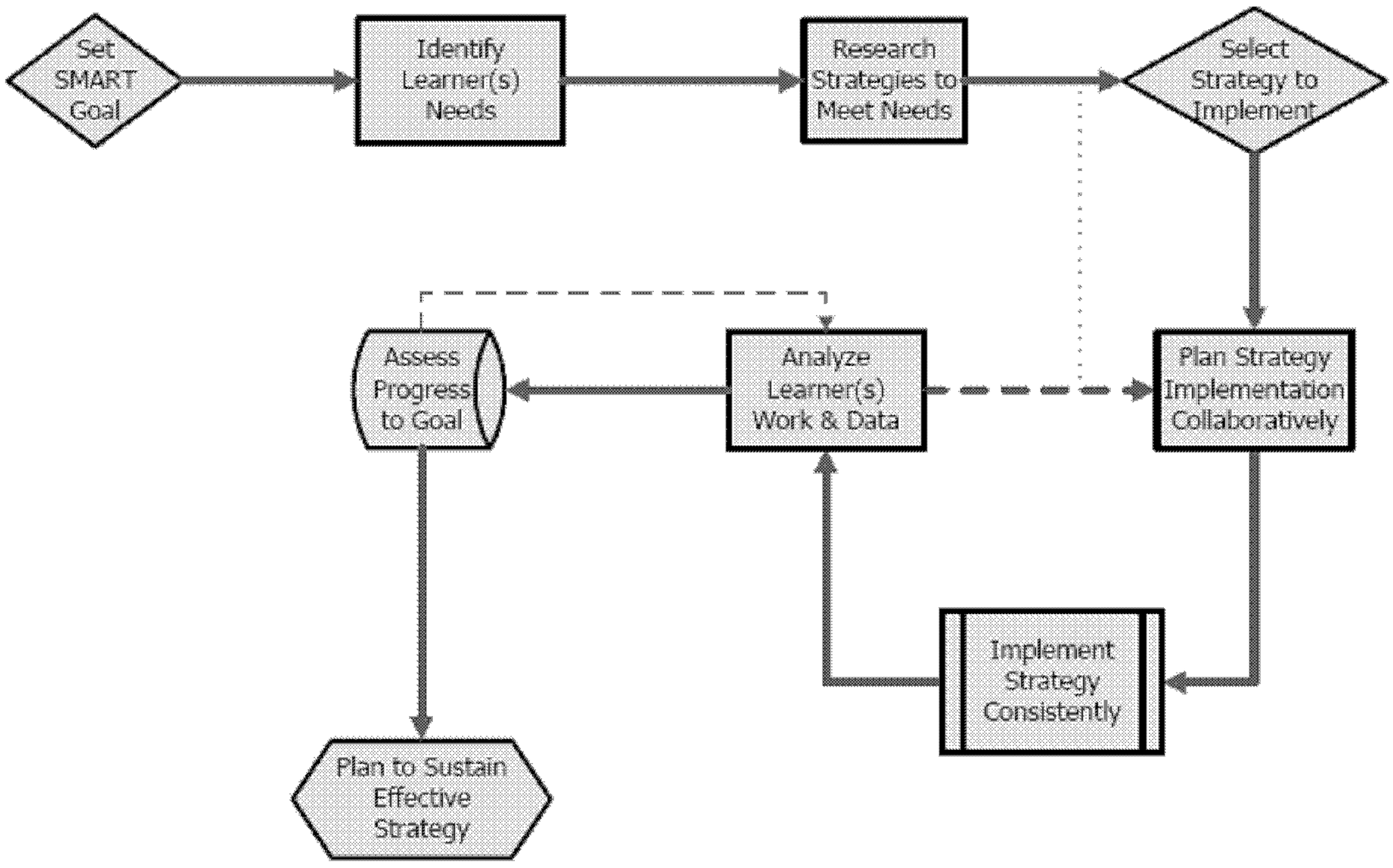
If implemented and supported effectively, job-embedded professional development has the potential to contribute to the development of all teachers within a team or school by generating conversations among teachers about concrete acts of teaching and student learning (Wei, Darling-Hammond, Andree, Richardson, & Orphanos, 2009).

Appendix B

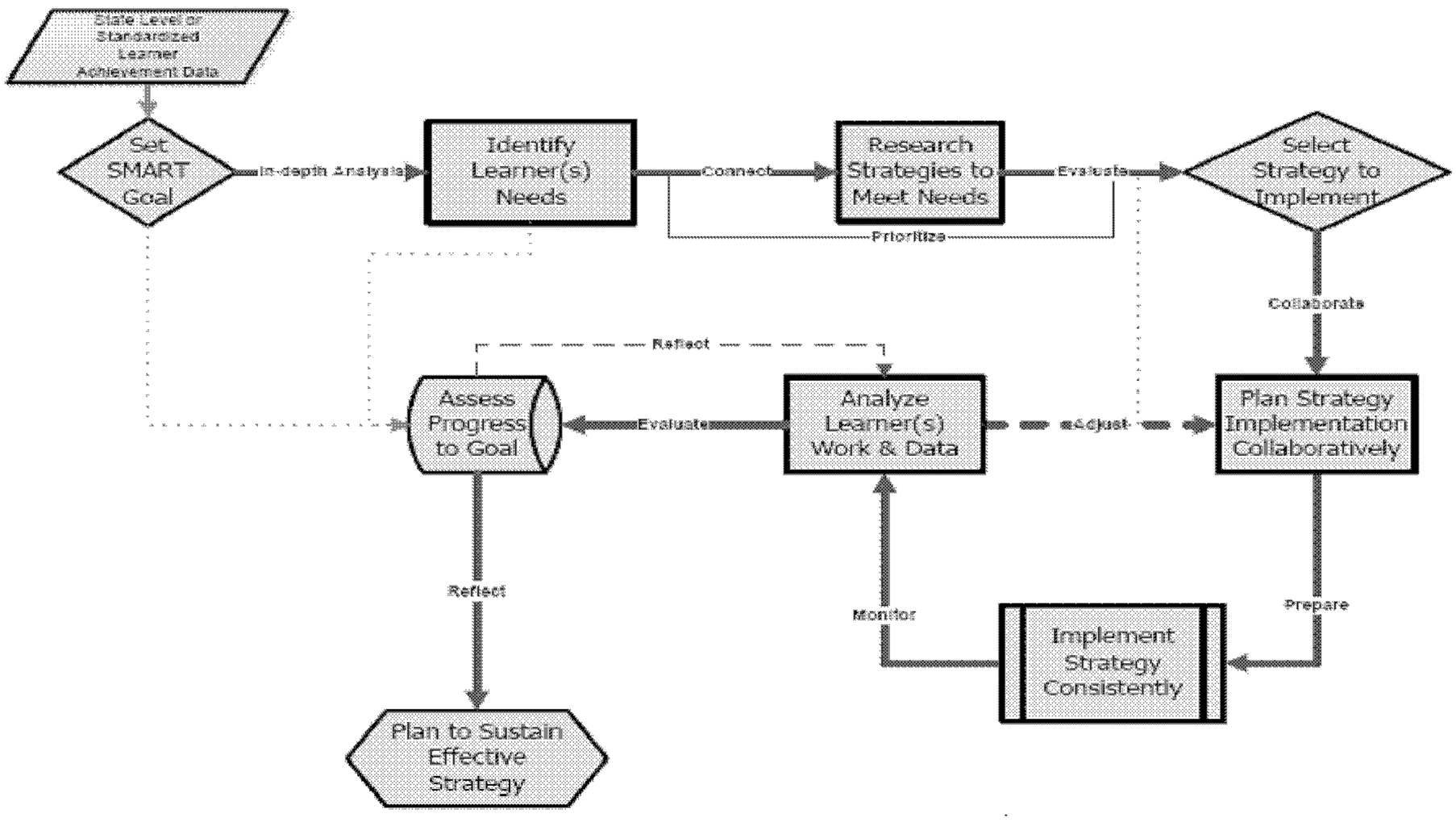
Improving Learning Outcomes through Data-Driven Decision-Making

Learning is a dynamic process; thus, improving learning outcomes for all learners needs to be a dynamic process. Using a data-driven decision making (DDDM) model regularly provides evidence to guide selection and deep implementation of new strategies to improve the learning process at multiple decision making levels including policy, program, subgroups in schools, classroom, or individual student. The DDDM process begins with SMART goal setting related to a learning outcome such as improved performance on statewide or standardized assessment. Through the accumulation and analysis of data, linking of student needs to research, and evaluation of the feasibility of implementation, teams of educators or caregivers move from the unknown to a strategic, relevant strategy to meet a prioritized student need. Collaborative or shared planning and implementation of a strategy focused on a specific learner need and designed to change the way we interact with the learner provides the basis for further data collection and analysis. Continuous reflection and evaluation of process toward the goal allows educators or caregivers to adjust their work with the learner and maximize the effectiveness of the strategy and to develop a planned structure for sustained successful improvement of the learning environment. By using a data driven decision model routinely, the effectiveness of the improvement process becomes ongoing and dynamic.

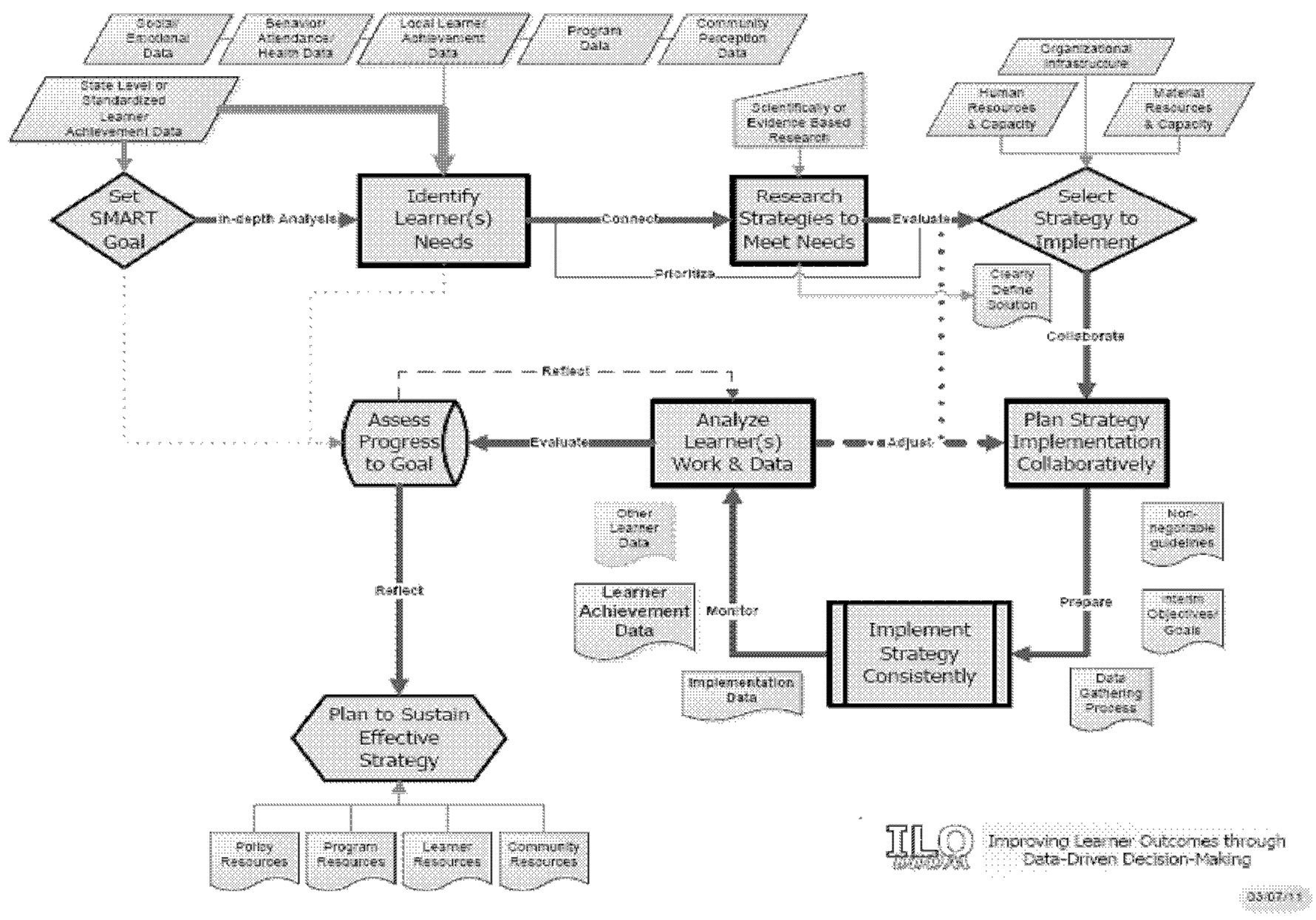
This diagram illustrates the major components of a DDDM



By adding more specificity, using the model can further define the context for decision making and highlight critical elements to consider at each step.



Lastly, a more sophisticated diagram further illustrates the complex nature of comprehensive decision making. All together, these influences impact the selection and implementation of research based practices to best meet the needs of all learners.



Minnesota Comprehensive Birth to Grade12 Literacy Plan:
Implementation Guide for Schools and Early Learning Providers

This guide is meant to support the planning and implementation of the Minnesota Comprehensive Birth through Grade 12 Literacy Plan by indicating essential components of a research-based framework that maximizes the learning potential for all students. The success of any initiative such as this is dependent on the commitment of all partners to develop a shared vision and support structure that is focused on learner outcomes from the early stages of development to high school graduation.

Literacy is the cornerstone of all learning. Supporting the development of capable readers and writers at every level is our goal as educators, parents, and as a community.

Based on the principles of the Science of Implementation, The Minnesota Comprehensive B-12 Literacy Plan will establish the foundation for school districts and early learning providers to collaborate as a community to develop their own district-wide comprehensive literacy plan of action that will inform sustainable implementation of effective literacy instruction and policy in their local community as well as statewide.

The Minnesota Comprehensive Birth through Grade12 Literacy Plan Implementation Guide is a comprehensive tool for schools and early learning provides that outlines the five essential elements of creating and maintaining a developmentally appropriate framework for all learners to reach their fullest potential. These elements are complemented by four foundational principles synonymous with coordinated change at the systems, organizational, programmatic and practice levels. This is done by examining and understanding educational practices *(the what)* and developing the capacity *(the how)* to support those practices system wide. The following model illustrates these essential elements.

(b)(6)

Evidence based curriculum, instruction, and assessments are aligned from the MN Indicators of Progress for Infants and Toddlers to the 2010 Minnesota K-12 English Language Arts standards and WIDA standards to prepare all students for the rigorous coursework.

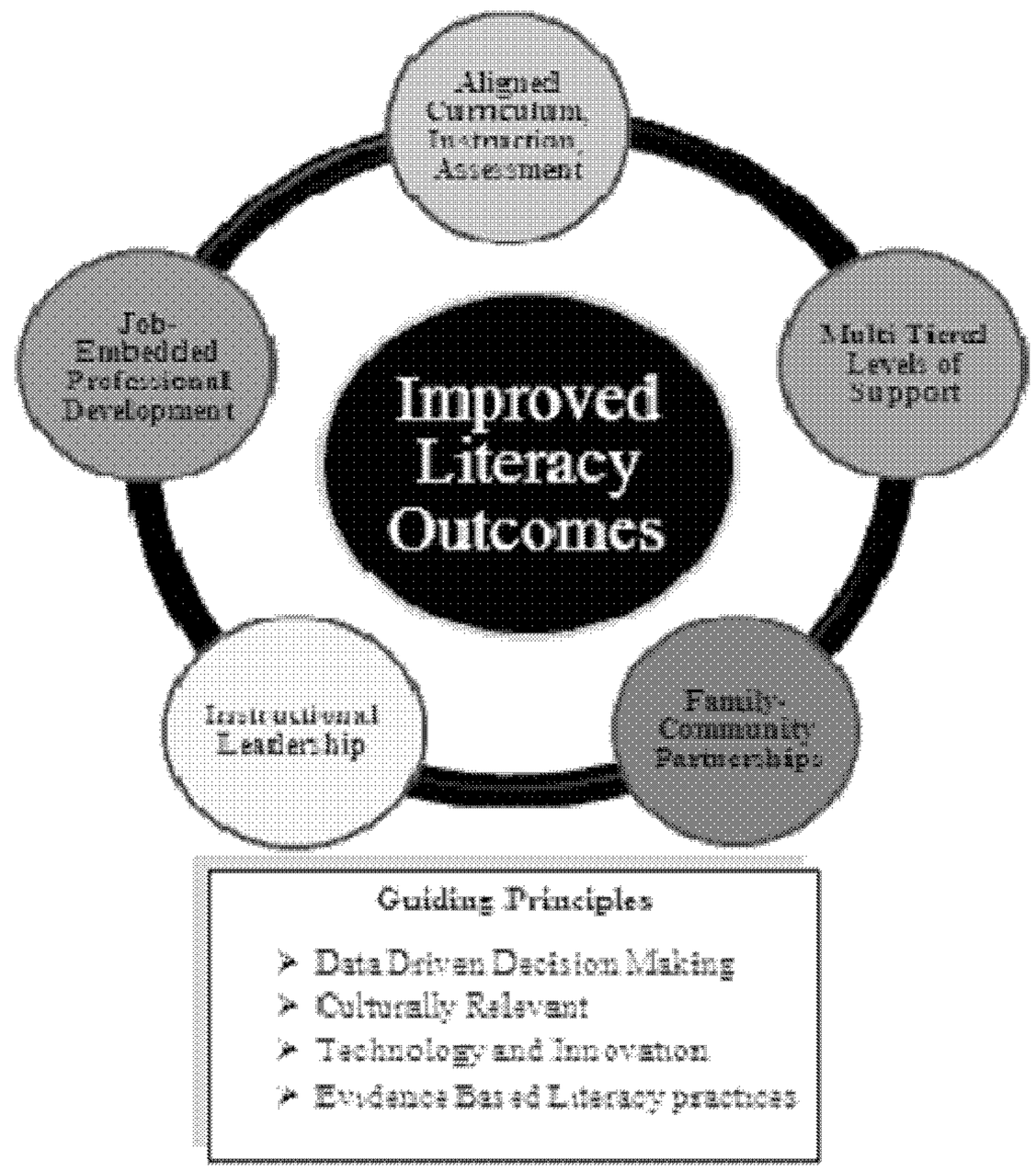
Systems of support for students in tiered instruction are extended from early learning through high school to support all learners in rigorous and relevant learning environments.

Partnering with families, community and faith based organizations to provide literacy opportunities for parents of youth during the school day and beyond extends learning and creates a culture of literacy.

Leadership creates and maintains environment that supports powerful learning and high expectations for all learners.

Professional development that is job-embedded, data-driven, on-going and is inclusive of all educators within a school community will be integral to successful implementation of the B-12 plan.

Data Driven Decision Making, Culturally Relevant Pedagogy, Technology and Innovation, and Evidence-based Literacy Practices are the guiding principles to which all programmatic choices are based. These principles are imperative for creating a comprehensive literacy plan to meet the needs of all learners from birth to grade 12 and beyond.



Aligned Curriculum, Instruction, and Assessment

	Infants and Toddlers	Pre-K to Grade 3	Grades 4-8	Grades 9-12
Aligned Curriculum, Instruction, and Assessment *Alignment of teaching and learning is necessary to ensure that all students are literate strategic thinkers who are college and career ready.*	**CURRICULUM** **For Teachers/Caregivers** **Evidenced based curriculum** that is specifically aligned to the MN Indicators of Progress for Infants and Toddlers. **For Parents:** Reach out to parents to help them understand how to facilitate emergent literacy skills in infants and toddlers including talking and singing to them. Partner with Faith based organizations to help deliver Literacy message.	**CURRICULUM** **Evidence based curriculum** is specifically aligned to Early Childhood Indicators of Progress: MN Early Learning Standards, as well as grade level benchmarks in the K-12 ELA standards.	**CURRICULUM** **Evidence based curriculum** is aligned from elementary to the middle **level grade benchmarks in the 2010 K-12 English Language Arts standards and WIDA standards** to prepare all students for the rigorous coursework in high school.	**CURRICULUM** **Evidence based curriculum** is aligned from lower grades to the **high school literacy benchmarks in the 2010 K-12 English Language Arts standards, as well as WIDA standards**, to prepare all students for the demands of college and the work place.

	Infants and Toddlers	Pre-K to Grade 3	Grades 4-8	Grades 9-12
Aligned Curriculum, Instruction, and Assessment *Alignment of teaching and learning is necessary to ensure that all students are literate strategic thinkers who are college and career ready.*	**Curriculum is designed to:** • Create a common language for working with young children • Include all developmental domains. • Focus on increasing the oral language development of infants and toddlers • Focus on improving expressive and receptive language skills of infants and toddlers • Incorporate strong family involvement in development • Match activities to child's needs and ability level. • Is culturally sensitive and values cultural knowledge • Include multiple strategies to enhance development	**Curriculum is coherent, aligned to core academic standards, and designed to:** • Create common instructional language from Pk-K • Focus on differentiated instruction matched to learner's needs and abilities • Provide literacy instruction through and developmental domains for preschoolers and through cognitive engagement for k-3rd grade learners • Increase oral vocabulary for preschoolers • Teach word recognition and comprehension as • Is culturally sensitive and values cultural knowledge	**Curriculum is coherent, aligned to core academic standards, and designed to:** • Create common instructional language from elementary to middle school • Focus on literacy applicable in core subject areas • Provide differentiated instruction matched to students' needs • Use authentic and relevant discussions and writing opportunities to expand literacy • Explicitly teach vocabulary and comprehension and expect students apply these strategies to a wide range of texts • Includes use of technology to gather, organize, manipulate and express ideas and information • Is culturally sensitive and values cultural knowledge	**Curriculum is coherent, aligned to core academic standards, and designed to:** • Create common instructional language across content areas • Focus on literacy applicable in core subject areas • provide differentiated instruction matched to students' needs • Use authentic and relevant discussions and writing opportunities to expand literacy • Explicitly teach vocabulary and comprehension and expect students apply these strategies to a wide range of texts • Includes use of technology to gather, organize, manipulate and express ideas and information • Is culturally sensitive and values cultural knowledge

Aligned Curriculum, Instruction, and Assessment *Alignment of teaching and learning is necessary to ensure that all students are literate strategic thinkers who are college and career ready.*	Infants and Toddlers	Pre-K to Grade 3	Grades 4-8	Grades 9-12
	High Quality Literacy Rich Environments that foster positive relationships by: • Providing a caring and safe language rich environment • Providing parent input and feedback to young children • Fostering independence and self-regulation • Promoting cooperative learning and social-emotional development including friendships. • Allowing for differences, teachable moments, and individualization.	**High Quality literacy rich environments** foster a positive classroom atmosphere by: • Providing effective classroom management • Providing effective feedback to students • Fostering positive attitudes toward learning • Fostering independence and self-regulation • Promoting cooperative learning experiences • Creating open and responsive classrooms that are open to diverse ideas, demonstrate teamwork, and treat others with respect	**High Quality literacy rich learning environments foster positive classrooms that are:** • Text-based (both print and digital), • Inclusive of regular student interactions focused on communications around a variety of texts for relevant and authentic purposes throughout the school day • Built on the philosophy that a culture of literacy contributes to learners' self-efficacy as competent, flexible, and capable readers and writers. • Where writing instruction is connected to the kinds of writing tasks students will do in high school and beyond.	**A High Quality literacy rich environment, fostered by a culture of literacy** throughout the school: • That contributes to learners' self-efficacy as competent, flexible and capable readers and writers • Where all students have access to diverse texts, which include texts at a variety of difficulty levels and on a variety of topics. • Where all students are expected to write in a variety of contexts and for a variety of tasks necessary for preparation for college, careers, and beyond. • Where a culture of literacy contributes to learners' self-efficacy as competent, flexible, and capable readers and writers
	Assess the quality of early learning environments.	Assess the quality of early learning environments.		

Aligned Curriculum, Instruction, and Assessment *Alignment of teaching and learning is necessary to ensure that all students are literate strategic thinkers who are college and career ready.*	Infants and Toddlers	Pre-K to Grade 3	Grades 4-8	Grades 9-12
	Motivation and self-directed learning facilitated by effective parents, teachers, and caregivers: • Provide play experiences that are intentional in providing experiences children need (individualized) • Provide opportunities for young children to interact with books and adult directed book exploration • Provide print-rich choices for teachers, parents, caregivers, and young children. • Provide parents, teachers, and caregivers with access to suggestions outlined in the Early Childhood Indicators of Progress	**Motivation and self-directed learning is facilitated by:** • Providing lessons and learning activities that engage students in cognitively challenging learning experiences • Providing opportunities to learn from high-quality digital and print texts • Providing choice in terms of activities and materials focused to literacy learning	**Motivation and self-directed learning is facilitated by:** • Including building motivation to read and learn for all students • Providing students with the instruction and supports needed for high levels of reasoning • Providing choice reading opportunities regularly • Expecting students to read widely across all genres in print and digital text regularly • Encouraging students to take academic risks, navigate difficult text, and apply critical reading strategies to deepen learning • Where learners work together collaboratively; value diverse perspectives, manage conflict, and efficiently use time in order to maximize learning	**Motivation and self-directed learning is facilitated by:** • Including building motivation to read and learn for all students • Providing students with the instruction and supports needed for high levels of reasoning • Providing choice reading opportunities regularly • Expecting students to read widely across all genres in print and digital text regularly • Encouraging students to take academic risks, navigate difficult text, and apply critical reading strategies to deepen learning • Where learners work together collaboratively; value diverse perspectives, manage conflict, and efficiently use time in order to maximize learning

Aligned Curriculum, Instruction, and Assessment *Alignment of teaching and learning is necessary to ensure that all students are literate strategic thinkers who are college and career ready.*				
	Infants and Toddlers	**Pre-K to Grade 3**	**Grades 4-8**	**Grades 9-12**
	INSTRUCTION **Effective instructional principles** include parents as "primary instructors" and focus on: • Oral language development • Whole child development including social emotional • Beginning understanding of book knowledge including page turning • Learning needs to be active, sensory, engaging, and guided by a trusted caring adult, through everyday routines and experiences	**INSTRUCTION** **Effective instructional principles are embedded throughout the school day** and include the explicit and systematic instruction in: • phonemic awareness • phonics and word recognition • oral language development • vocabulary • fluency • comprehension (explicit strategy instruction and high level talk and writing about text) • writing • authentic speaking and listening tasks	**INSTRUCTION** **Effective instructional principles** are : • Embedded in content, including language arts • Include use of literature, informational and digital texts • Focused on literacy strategies appropriate for content-area reading and writing practices • Specific to matching texts and instructional strategies to meet the needs of all learners .	**INSTRUCTION** **Effective instructional principles** are : • Embedded in content, including language arts • Include use of literature, informational and digital texts • Focused on literacy strategies appropriate for content-area reading and writing practices • Specific to matching texts and instructional strategies to meet the needs of all learners • Aligned to preparing students for the demands of college and the work place.
		Active teaching methods include the use of fiction and nonfiction texts of varying genres that focus on many cultures and different parts of the world.	All classrooms and programs employ **active teaching methods** involving students in a variety of reading, writing, listening, speaking, and viewing experiences including reading for enjoyment	All classrooms and programs employ **active teaching methods** involving students in a variety of reading, writing, listening, speaking, and viewing experiences including reading for enjoyment

Aligned Curriculum, Instruction, and Assessment *Alignment of teaching and learning is necessary to ensure that all students are literate strategic thinkers who are college and career ready.*	Infants and Toddlers	Pre-K to Grade 3	Grades 4-8	Grades 9-12
	For Parents: Parents will be guided on how to help their infants and toddlers grow based on a developmental approach to pre-literacy skills and oral vocabulary acquisition **For Teachers/Caregivers: Direct, explicit comprehensive instruction** when deemed necessary based on screening and evaluation results.	**Direct, explicit comprehension instruction** will support students in using strategies flexibly when reading independently for comprehension. Research-based examples include: • summarizing • comprehension monitoring • use of graphic and semantic organizers • connecting reading to writing • higher-level question answering about text • question generation before, during, and after reading	**Direct, explicit comprehension instruction** will support students in using strategies flexibly when reading independently for comprehension in core subject areas Instruction in all content areas have **clear literacy objectives** and expectations that consistently challenge students, regardless of ability, to engage with academic content at high levels of reasoning	**Direct, explicit comprehension instruction** will support students in using strategies flexibly when reading independently for comprehension in core subject areas Instruction in all content areas has **clear literacy objectives** and expectations and consistently challenges students, regardless of ability, to engage with academic content at high levels of reasoning
	Extended time for literacy, when deemed necessary based on screening and evaluation results.	**Extended time for literacy,** for Pre-K, when deemed necessary based on screening and evaluation results. K-3 a 90 minute block of uninterrupted literacy instruction including a balance between whole group and small group instruction. In addition we recommend another 30 minutes of independent reading and writing in response to text totaling 120 minutes of literacy instruction per day	**Extended focus on literacy,** which includes embedding literacy beyond language arts instruction into all core academic areas authentically and purposefully to build capacity for all students to read and write independently	**Extended focus on literacy,** which includes embedding literacy beyond language arts instruction into all core academic areas authentically and purposefully to build capacity for all students to read and write independently

Aligned Curriculum, Instruction, and Assessment *Alignment of teaching and learning is necessary to ensure that all students are literate strategic thinkers who are college and career ready.*	Infants and Toddlers	Pre-K to Grade 3	Grades 4-8	Grades 9-12
	Instruction will be delivered by **balancing foundational literacy skills and strategy instruction** **For Parents:** an understanding of foundational skills necessary for future literacy. Resources available on Parent Aware website. **For Teachers/Caregivers:** instruction delivered in a balance approach focusing on oral language and vocabulary development	Instruction will be delivered by **balancing foundational literacy skills and strategy instruction** Effective teachers provide culturally responsive instruction by building on students' cultural strengths. Effective teachers have **high expectations for all learners,** engage in high-level thinking, and make connections between students' experiences at home and school	Instruction is **designed across content areas to develop student knowledge of essential literacy skills for college and the work place** including the ability to: • Read and write in many genres including technical materials using a variety of media and formats • Make meaning of domain-specific vocabulary • Compile, organize, analyze, synthesize, and present information • Draw conclusions and make generalizations • Be self-directed learners • Collaborate and cooperate in team efforts	Instruction is **designed across content areas to develop student knowledge of essential literacy skills for college and the work place** including the ability to: • Read and write in many genres including technical materials using a variety of media and formats • Make meaning of domain-specific vocabulary • Compile, organize, analyze, synthesize, and present information • Draw conclusions and make generalizations • Be self-directed learners • Collaborate and cooperate in team efforts

	Infants and Toddlers	Pre-K to Grade 3	Grades 4-8	Grades 9-12
Aligned Curriculum, Instruction, and Assessment	Use of **technology to reach parents** regarding pre-literacy and developmentally appropriate skills through Parents Know website. Guidelines for parents on screen time usage for infants and toddlers.	**A technology component,** which includes technology as a tool for and a topic of literacy. Instruction is effectively and intentionally designed to engage students in learning and promote literacy development for all students.	Instruction includes **innovate instructional methods** that integrate the use of supportive technologies, student centered learning, and higher order thinking skills. Students are engaged in digital learning for authentic, creative, and relevant instructional expectations.	Instruction includes **innovate instructional methods** that integrate the use of supportive technologies, student centered learning, and higher order thinking skills. Students are engaged in digital learning for authentic, creative, and relevant instructional expectations.
Alignment of teaching and learning is necessary to ensure that all students are literate strategic thinkers who are college and career ready.	**For Teachers:** A differentiated approach to literacy instruction includes **direct teaching, small group instruction, and independent learning time** that provides students with opportunities to increase emergent literacy skills	A differentiated approach to literacy instruction includes **direct teaching, small group instruction, and independent learning time** that provides students with opportunities to apply skills and strategies to texts through reading, writing, and discussing in authentic contexts	**Differentiated instruction** includes using various forms of grouping including whole group, small group, and individual learning opportunities to meet the needs of all learners	**Differentiated instruction** includes using various forms of grouping including whole group, small group, and individual learning opportunities to meet the needs of all learners
	Classroom Libraries represent a wide variety of literature types in the classroom, home, and childcare libraries. Include public libraries as a way to communicate literacy to families of infants/toddlers.	**Classroom Libraries** represent a wide variety of text and multiple reading levels.	**Classroom libraries** represent a wide variety of text (a minimum of 50 print materials and classroom access to digital text) and multiple reading levels with an emphasis on high interest text selections.	**Classroom libraries** represent a wide variety of text (a minimum of 20 print materials and classroom access to digital text) and multiple reading levels with an emphasis on high interest text selections

Aligned Curriculum, Instruction, and Assessment	Infants and Toddlers	Pre-K to Grade 3	Grades 4-8	Grades 9-12
	ASSESSMENT Assure infants and toddlers are screened regularly and when concerns arise referral is made appropriately.	**ASSESSMENT** **Assessments include a balance of ongoing formative and summative assessments** of student learning	**ASSESSMENT** **Assessments include a balance of ongoing formative and summative assessments** of student learning	**ASSESSMENT** **Assessments include a balance of ongoing formative and summative assessments** of students learning
Alignment of teaching and learning is necessary to ensure that all students are literate strategic thinkers who are college and career ready.	**Teachers/Caregivers:** Both **formal and informal assessments** are used to provide data that drives instruction, supports differentiation, and documents alignment of instruction to academic standards **For Parents:** Developmental check-ups with pediatrician with a special focus on emergent literacy	Both **formal and informal assessments** are used to provide data that drives instruction, supports differentiation, and documents alignment of instruction to academic standards	Both **formal and informal** assessments are used to provide data that drives instruction, supports differentiation, and documents alignment of instruction to academic standards	Both **formally and informally** are used to provide data that drives instruction, supports differentiation, and documents alignment of instruction to academic standards
	Families and educators **collaboratively identify learning goals** and measure progress towards goals regularly	Families, students, and educators **collaboratively identify learning goals** and measure progress towards goals regularly	Families, students, and educators **collaboratively identify learning goals** and measure progress towards goals regularly	Families, students, and educators **collaboratively identify learning goals** and measure progress towards goals regularly

	Infants and Toddlers	Pre-K to Grade 3	Grades 4-8	Grades 9-12
Aligned Curriculum, Instruction, and Assessment *Alignment of teaching and learning is necessary to ensure that all students are literate strategic thinkers who are college and career ready.*	Explore the possibility of using a **language screening tool** that is sensitive to the home language of the family	Explore the possibility of using a **language screening tool** that is sensitive to the home language of the family		
	Assist early learning providers with **framework for assessment** of infants and toddlers.	Assessments allow students to **demonstrate learning in varied and differentiated ways** that includes self reflection	Assessments allow students to **demonstrate learning in varied and differentiated ways** that includes self reflection	Assessments allow students to **demonstrate learning in varied and differentiated ways** that includes self reflection
		Informal assessments are designed in a collaborative process and embedded within instruction	**Informal assessments** are designed in a collaborative process and embedded within instruction	**Informal assessments** are designed in a collaborative process and embedded within instruction
	Work to re-align the current Indicators of Progress new 2010 ELA standards	**Summative assessments are aligned to 2010 MN Academic Standards in English Language Arts**	**Summative assessments are aligned to 2010 MN Academic Standards in English Language Arts**	**Summative assessments are aligned to 2010 MN Academic Standards in English Language Arts**
		Ensure **screening happens for 3 year olds** and make appropriate referral when necessary		

	Infants and Toddlers	Pre-K to Grade 3	Grades 4-8	Grades 9-12
Aligned Curriculum, Instruction, and Assessment *Alignment of teaching and learning is necessary to ensure that all students are literate strategic thinkers who are college and career ready.*	**Market Indicators of progress** so that parents, child care providers and other community members know how to understand early literacy development of infants and toddlers. Use family, caregiver, teacher, and policy maker suggestions already embedded into the Indicators of Progress. Use Early Childhood Indicators of Progress to assist parents and caregivers in knowing when to be concerned and what to do about concerns.	Work with districts to develop a **seamless PreK and K-3 integrated assessment system** that is aligned with state and local standards that will assess children three times a year at grades kindergarten, first and second to determine if they met grade level benchmark and are on track to meet proficiency on the third grade MCA assessment.		
	For Teachers: Assessments must also regularly **evaluate and review systemic implementation** of curricula and instructional practices	Assessments must also regularly **evaluate and review systemic implementation** of curricula and instructional practices by providing evidence that teachers' units and/or lesson plans show intentional planning to foster students' use of literacy and thinking skills	Assessments must also regularly **evaluate and review systemic implementation** of curricula and instructional practices by providing evidence that teachers' units and/or lesson plans show intentional planning to foster students' use of literacy and thinking skills	Assessments must also regularly **evaluate and review systemic implementation** of curricula and instructional practices by providing evidence that teachers' units and/or lesson plans show intentional planning to foster students' use of literacy and thinking skills

Use of Multi-Tiered Systems of Support that Differentiates and Accelerates the Learning of ALL

	Infants and Toddlers	Pre-K to Grade 3	Grades 4-8	Grades 9-12
Use of Multi-Tiered Systems of Support that Differentiates and Accelerates the Learning of ALL Students *All learners can experience academic growth when supported by scientifically and evidenced-based literacy practices shown to impact student achievement.*		**Match systems from preschool to kindergarten** to assist alignment of tiered intervention practices.	**Systems of support** for students in tiered instruction are extended from elementary school and include all of the elements outlined in the Adolescent Literacy Model Plan provided by MDE	**Systems of support** for students include all of the elements outlined in the Adolescent Literacy Model Plan provided by MDE
	Partner with philanthropic organizations, medical staff, and other organizations to **ensure that parents and care givers understand developmentally appropriate pre literacy skills** for infants and toddlers.	Multi-tiered instructional plan is **based on the Data Driven Decision Making model provided by MDE**	Multi-tiered instructional plan is **based on the Data Driven Decision Making model provided by MDE**	Multi-tiered instructional plan is **based on the Data Driven Decision Making model provided by MDE**

Use of Multi-Tiered Systems of Support that Differentiates and Accelerates the Learning of ALL Students *All learners can experience academic growth when supported by scientifically and evidenced-based literacy practices shown to impact student achievement.*	Infants and Toddlers	Pre-K to Grade 3	Grades 4-8	Grades 9-12
	For Teachers/Caregivers: Differentiation for all infants and toddlers to match the needs of the learner.	**Intervention plan emphasizes differentiation in core instruction** and includes extended time for literacy instruction in and outside of the school day (must be in addition to core instruction)	**Intervention plan emphasizes differentiation in core instruction** and includes extended time for literacy instruction in and outside of the school day (must be in addition to core instruction)	**Intervention plan emphasizes differentiation in core instruction** and includes extended time for literacy instruction in and outside of the school day (must be in addition to core instruction)
	For Teacher/Caregivers: Intervention will accelerate and support student literacy development by focusing on: • Research-based intervention practices that are designed for infants and toddlers • Additional support when needed Accomplished in partnership with parents and other caregivers.	**Intervention will accelerate and support student literacy** development by focusing on: • Research-based intervention practices that are developmentally appropriate • Assumes all struggling readers can succeed if they receive supplemental instruction to accelerate their learning • Provides additional instruction in skill development • Pays attention to higher-level talk about text (K-5)and includes comprehension	**Effective adolescent literacy interventions** must address: • Reading comprehension • Skill acquisition based on diagnostic data • Vocabulary acquisition • Progress toward proficiency • Specific needs of adolescent struggling learners and assume all students in intervention can accelerate learning • Intervention supports by families and communities beyond the school day	**Effective adolescent literacy interventions** must address: • Reading comprehension • Skill acquisition based on diagnostic data • Vocabulary acquisition • Progress toward proficiency • Specific needs of adolescent struggling learners and assume all students in intervention can accelerate learning • Intervention supports by families and communities beyond the school day
		• Accomplished in connection with student's parents and other caregivers		

Use of Multi-Tiered Systems of Support that Differentiates and Accelerates the Learning of ALL Students *All learners can experience academic growth when supported by scientifically and evidenced-based literacy practices shown to impact student achievement.*		• Includes regular assessment of pupil progress through progress monitoring and running records		
		Intervention is balanced, fast-paced, engaging instructional routines **provided by well-trained teachers as defined in Rule 8710.3000 and 8710.3200** and interventions are evidence-based practices designed to meet the needs of students and have demonstrated reliability to accelerate student achievement	Specific reading instruction **provided by well-trained teachers as defined in Rule 8710.3200 and licensed Teacher of Reading as required by Rule 8710.4725** in grades 7-8 and interventions are evidence-based practices designed to meet the needs of students and have demonstrated reliability to accelerate student achievement	Specific reading instruction **provided by licensed Teacher of Reading as required by Rule 8710.4725** and interventions are evidence-based practices designed to meet the needs of students and have demonstrated reliability to accelerate student achievement

Use of Multi-Tiered Systems of Support that Differentiates and Accelerates the Learning of ALL Students *All learners can experience academic growth when supported by scientifically and evidenced-based literacy practices shown to impact student achievement.*	Infants and Toddlers	Pre-K to Grade 3	Grades 4-8	Grades 9-12
	Learner **placement in intervention is determined by examination of multiple data points** (including entrance and exit criteria).	Learner **placement in intervention is determined by examination of multiple data points** (including entrance and exit criteria).	Student **placement in intervention is determined by examination of multiple data points** (including entrance and exit criteria).	Student **placement in intervention is determined by examination of multiple data points** (including entrance and exit criteria).
		Teacher will identify and support **students reading at or above grade level**. Students will be provided additional instruction and learning activities that supplement their core lessons, especially in the areas of vocabulary and comprehension.	**Students performing above grade level** will have learning opportunities to enrich and expand their literacy development.	**Students performing above grade level** will have learning opportunities to enrich and expand their literacy development.

Job-Embedded Professional Development

	Infants and Toddlers	Pre-K to Grade 3	Grades 4-8	Grades 9-12
Job-Embedded Professional Development *High-quality job-embedded professional development enables teachers, administrators, literacy leaders and early learning providers to provide the evidence-based instruction and assessments students need to be successful 21st Century Learners.*	Professional development that is **data-driven, ongoing and is inclusive of all educators within a school community** will be integral to successful implementation of the B-12 plan.	Professional development that is **data-driven, ongoing and is inclusive of all educators within a school community** will be integral to successful implementation of the B-12 plan.	Professional development is **data-driven, ongoing and inclusive of all educators with a school community** will be an integral to successful implementation of the B-12 plan.	Professional development is **data-driven, ongoing and inclusive of all educators with a school community** will be an integral to successful implementation of the B-12 plan.
	For Teachers/Caregivers: Learning teams or Professional Learning Communities will use a team-oriented approach to improving the instruction to promote better literacy instruction. meet at least bi-monthly to reflect on student progress, review student work, review data, and align instruction to academic standards and desired learner outcomes	**Learning teams or Professional Learning Communities** will use a team-oriented approach to improving the instruction to promote better literacy instruction, including grade level teams as well as cross grade and interdisciplinary groups, and meet at least bi-monthly to reflect on student progress, review student work, review data, and align instruction to academic standards and desired student outcomes	**Learning teams or Professional Learning Communities** take a team-oriented approach to improving the instruction and institutional structures that promote better adolescent literacy. Teams include cross interdisciplinary groups, who meet at least bi-monthly to discuss student progress, review student work, review data, and align instruction to academic standards and desired student outcomes	**Learning teams or Professional Learning Communities** take a team-oriented approach to improving the instruction and institutional structures that promote better adolescent literacy. Teams include cross interdisciplinary groups, who meet at least bi-monthly to discuss student progress, review student work, review data, and align instruction to academic standards and desired student outcomes

	Infants and Toddlers	PreK to Grade 3	Grades 4-8	Grades 9-12
Job-Embedded Professional Development *High-quality job-embedded professional development enables teachers, administrators, literacy leaders and early learning providers to provide the evidence-based instruction and assessments students need to be successful 21st Century Learners.*	**Coaching** is focused on increasing teacher, early learning providers, and administrator capacities to positively impact student language and literacy development, use information to design and adapt literacy services, and programs. Proficiency for all students, using and collecting data, building home-school-community connections	**Coaching** is focused on increasing teacher and administrator capacities to positively impact student literacy development and proficiency for all students, using and collecting data, building home-school-community connections and is consistent with expectations of Reading Leader standards as cited in Rule 8710.4925	**Coaching** is focused on increasing teacher and administrator capacities to positively impact student literacy development and proficiency for all students, using and collecting data, building home-school-community connections and is consistent with expectations of Reading Leader standards as cited in Rule 8710.4925	**Coaching** is focused on increasing teacher and administrator capacities to positively impact student literacy development and proficiency for all students, using and collecting data, building home-school-community connections and is consistent with expectations of Reading Leader standards as cited in Rule 8710.4925

	Infants and Toddlers	Pre-K to Grade 3	Grades 4-8	Grades 9-12
Job-Embedded Professional Development *High-quality job-embedded professional development enables teachers, administrators, literacy leaders and early learning providers to provide the evidence-based instruction and assessments students need to be successful 21st Century Learners.*	Ensure that **teachers and caregivers understand research and best practice** with regards to infant toddler language and pre-literacy development including benchmarks, child observation skills, and sources for referral Ensure teachers and caregivers know how to support the literacy and language development in parents and how to refer parents to adult learning opportunities	Ensure that **teachers and caregivers understand research and best practice** with regards to preschooler language and pre-literacy development including benchmarks, child observation skills, and sources for referral	Ensure that **teachers and administrators understand research and best practice** with adolescent learners	Ensure that **teachers and administrators understand research and best practice** with adolescent learners
	Professional development opportunities should be **embedded into the jobs of early learning providers**, with consistent opportunities to learn about new research and practices as well as opportunities to implement and reflect upon new ideas.	Effective professional development will use data from research studies of adult learning, the conditions needed to effect sustained change, and **build structures for ongoing development and growth of educators** who are new to the school or program as well as veteran teachers so that a common understanding of goals and outcomes is maintained	Effective professional development will use data from research studies of adult learning, the conditions needed to effect sustained change, and **build structures for ongoing development and growth of educators** who are new to the school or program as well as veteran teachers so that a common understanding of goals and outcomes is maintained	Effective professional development will use data from research studies of adult learning, the conditions needed to effect sustained change, and **build structures for ongoing development and growth of educators** who are new to the school or program as well as veteran teachers so that a common understanding of goals and outcomes is maintained

	Infants and Toddlers	Pre-K to Grade 3	Grades 4-8	Grades 9-12
Job-Embedded Professional Development *High-quality job-embedded professional development enables teachers, administrators, literacy leaders and early learning providers to provide the evidence-based instruction and assessments students need to be successful 21st Century Learners.*	Explore the creation of a **Master Cadre of literacy leaders/coaches** who can train early care providers and teachers in literacy development of infants and toddlers and spread the state wide message.	Explore the creation of a **Master Cadre of Literacy Coaches** and trainers who can train early care providers and teachers in literacy development of preschoolers and who can spread the state wide message.	Professional development includes the creation of a collaboration of **Adolescent Literacy Coaches** and trainers who can train secondary educators in the needs of adolescent learners.	Professional development includes the creation of a collaboration of **Secondary Literacy Coaches** and trainers who can train secondary educators in the needs of adolescent learners.
		Effective professional development will model the idea that improving student proficiency, using and collecting data, building home-school-community connections is consistent with expectations of current teacher licensure standards	**Effective professional development** will model the idea that improving student proficiency, using and collecting data, building home-school-community connections is consistent with expectations of current teacher licensure standards for reading in K-6 and all content areas	**Effective professional development** will model the idea that improving student proficiency, using and collecting data, building home-school-community connections is consistent with expectations of current teacher licensure standards for reading in all content areas
	Professional development opportunities should be **embedded into the jobs of early learning providers**, with consistent opportunities to learn about new research and practices as well as opportunities to implement and reflect upon new ideas.	Professional development opportunities should be **built into the regular school schedule**, with consistent opportunities to learn about new research and practices as well as opportunities to implement and reflect upon new ideas	Professional development opportunities should be **built into the regular school schedule**, with consistent opportunities to learn about new research and practices where Teachers collaborate with department and school-wide colleagues to reflect on instruction and enhance learning	Professional development opportunities should be **built into the regular school schedule**, with consistent opportunities to learn about new research and practices where Teachers collaborate with department and school-wide colleagues to reflect on instruction and enhance learning

	Infants and Toddlers	PreK to Grade 3	Grades 4-8	Grades 9-12
Job-Embedded Professional Development *High-quality job-embedded professional development enables teachers, administrators, literacy leaders and early learning providers to provide the evidence-based instruction and assessments students need to be successful 21st Century Learners.*	**Effective professional development** will model the idea that improving student proficiency, using and collecting data, building home-school-community connections is consistent with expectations of current teacher and child care licensing requirements.	Effective PD will **model the idea that improving student proficiency**, using and collecting data, building home-school-community connections is consistent with expectations of current teacher licensure standards for reading elementary and early childhood.	Effective PD will **model the idea that improving student proficiency**, using and collecting data, building home-school-community connections is consistent with expectations of current teacher licensure standards for reading in all content areas.	Effective PD will **model the idea that improving student proficiency**, using and collecting data, building home-school-community connections is consistent with expectations of current teacher licensure standards for reading in all content areas.
			Professional development is designed to **align with school-wide literacy goals and delivered in a variety of formats** (including regionally and digitally) to best meet the needs of adult learners	Professional development is designed to **align with school-wide literacy goals and delivered in a variety of formats** (including regionally and digitally) to best meet the needs of adult learners.

Job-Embedded Professional Development *High-quality job-embedded professional development enables teachers, administrators, literacy leaders and early learning providers to provide the evidence-based instruction and assessments students need to be successful 21st Century Learners.*	**Infants and Toddlers**	**Pre-K to Grade 3**	**Grades 4-8**	**Grades 9-12**
		School teams work together to **examine systematic problems and comprehensive solutions**. School leaders such as principles, literacy coaches and master teachers share goals and strategies to coordinate efforts	School teams work together to **examine systematic problems and comprehensive solutions**. School leaders such as principles, literacy coaches and master teachers share goals and strategies to coordinate efforts	School teams work together to **examine systematic problems and comprehensive solutions**. School leaders such as principles, literacy coaches and master teachers share goals and strategies to coordinate efforts
		Professional Development focuses on **research-based core literacy instruction** with a special focus on meeting the needs of underserved students	Professional Development focuses on **research-based core literacy instruction** with a special focus on meeting the needs of underserved students	Professional Development focuses on **research-based core literacy instruction** with a special focus on meeting the needs of underserved students
		Educators become consumers of **informal and formal assessment data,** learning the purposed and information provided for each given assessment. Professional development leads to greater understanding of how to use data to improve teaching in large and small group settings	Educators become consumers of **informal and formal assessment data,** learning the purposed and information provided for each given assessment. Professional development leads to greater understanding of how to use data to improve teaching in large and small group settings	Educators become consumers of **informal and formal assessment data,** learning the purposed and information provided for each given assessment. PD leads to greater understanding of how to use data to improve teaching in large and small group settings

Instructional Leadership

	Infants and Toddlers	Pre-K to Grade 3	Grades 4-8	Grades 9-12
Instructional Leadership *Collective leadership significantly increases the likelihood of improved literacy outcome.*	Site-based Literacy Leadership and Implementation Teams (including early learning providers) will **provide ongoing support and monitoring of the implementation of the B-12 Literacy Plan.**	Literacy Leadership Implementation Teams will **provide ongoing support and monitoring of the implementation of the B-12 Literacy Plan.**	In-house literacy leaders regularly engage in classroom observations, and discuss curriculum, instruction and assessment with teachers **to provide ongoing support for the implementation of the B-12 Literacy Plan**.	In-house literacy leaders regularly engage in classroom observations, and discuss curriculum, instruction and assessment with teachers to **provide ongoing support for the implementation of the B-12 Literacy Plan**.
	Leadership Teams will: • Include classroom teachers, literacy coach, principal, child care practitioners, parent, district administration, and other support staff • Will **meet monthly** to review data on learners, reading instruction, school climate to plan for whole-group meetings, professional learning communities and data meetings	Leadership Teams will: • Include classroom teachers, literacy coach, principal, parent, district administration, child care practitioners, and other support staff • Will **meet monthly** to review data on learners, reading instruction, school climate to plan for whole-group meetings, professional learning communities and data meetings	Leadership Teams will: • Include classroom teachers, literacy coach, principal, parent, district administration, child care practitioners, and other support staff • Will **meet monthly** to review data on learners, reading instruction, school climate to plan for whole-group meetings, professional learning communities and data meetings	Leadership Teams will: • Include classroom teachers, literacy coach, principal, parent, district administration, child care practitioners, and other support staff • Will **meet monthly** to review data on learners, reading instruction, school climate to plan for whole-group meetings, professional learning communities and data meetings

	Infants and Toddlers	Pre-K to Grade 3	Grades 4-8	Grades 9-12
Instructional Leadership *Collective leadership significantly increases the likelihood of improved literacy outcome.*	Effective Leadership teams provide guidance and support for: • **Innovative practices** including integration of technology for engaging all learners in meaningful and relevant learning activities • Creating **literacy rich high quality learning environments** for infants and toddlers	Effective Leadership teams provide guidance and support for: • **Innovative practices** including integration of technology for engaging all learners in meaningful and relevant learning activities • Creating **literacy rich high quality learning environments**	Effective Leadership teams provide guidance and support for: • **Innovative practices** including integration of technology for engaging all learners in meaningful and relevant learning activities • Creating **literacy rich high quality learning environments**	Effective Leadership teams provide guidance and support for: • **Innovative practices** including integration of technology for engaging all learners in meaningful and relevant learning activities • **Creating literacy rich high quality learning environments**
	Literacy leadership promotes family-community partnerships	Literacy leadership promotes family-school-school-community partnerships	Literacy leadership promotes family-school-community partnerships	Literacy leadership promotes family-school-community partnerships
		Leadership limits new initiatives, resources and activities that are not clearly linked to increasing student literacy achievement	Leaders limits new initiatives, resources and activities that are not clearly linked to increasing student literacy achievement	Leaders limits new initiatives, resources and activities that are not clearly linked to increasing student literacy achievement
	Leadership creates and maintains environments that supports powerful learning and high expectations for all learners and ensures alignment of all professional development activities	Leadership creates and maintains environments that supports powerful learning and high expectations for all learners and ensures alignment of all professional development activities	Leadership creates and maintains environments that supports powerful learning and high expectations for all learners and ensures alignment of all professional development activities	Leadership creates and maintains environments that supports powerful learning and high expectations for all learners and ensures alignment of all professional development activities

	Infants and Toddlers	Pre-K to Grade 3	Grades 4-8	Grades 9-12
Instructional Leadership *Collective leadership significantly increases the likelihood of improved literacy outcome.*	Leadership **creates and maintains a plan** for improving family and community engagement by clearly defining communication feedback loops, avenues for parents and community members to express their needs and concerns and to identify clear pathways for families to stay informed of ways they can support their child's literacy development	Leadership **creates and maintains a plan** for improving family and community engagement by clearly defining communication feedback loops, avenues for parents and community members to express their needs and concerns and to identify clear pathways for families to stay informed of ways they can support their child's literacy development	Leadership **creates and maintains a plan** for improving family and community engagement by clearly defining communication feedback loops, avenues for parents and community members to express their needs and concerns and to identify clear pathways for families to stay informed of ways they can support their child's literacy development	Leadership **creates and maintains a plan** for improving family and community engagement by clearly defining communication feedback loops, avenues for parents and community members to express their needs and concerns and to identify clear pathways for families to stay informed of ways they can support their child's literacy development
		Building and district leaders **sustain and enhance the implementation** of the literacy plan	Building and district leaders **sustain and enhance the implementation** of the literacy plan	Building and district leaders **sustain and enhance the implementation** of the literacy plan
		Leadership **participates in and is knowledgeable of developmental literacy best practices and pedagogy** and regularly attends training and network sessions to collaborate with other leaders	Leadership **participates in and is knowledgeable of adolescent literacy best practice pedagogy** and regularly attends training and network sessions to collaborate with other leaders	Leadership **participates in and is knowledgeable of adolescent literacy best practice pedagogy** and regularly attends training and network sessions to collaborate with other leaders to better meet the needs of high school students

	Infants and Toddlers	Pre-K to Grade 3	Grades 4-8	Grades 9-12
Instructional Leadership *Collective leadership significantly increases the likelihood of improved literacy outcome.*		Leadership provides **guidance and support for**: • **innovative practices** including integration of technology for engaging all students in meaningful and relevant learning activities • creating school day **schedules that focuses on literacy practices**, meaningful instructional time and resources for intervention and enrichment **promoting family school-community literacy partnerships**	Leadership provides **guidance and support for**: • **innovative practices** including integration of technology for engaging all students in meaningful and relevant learning activities • creating school day **schedules that focuses on literacy practices**, meaningful instructional time and resources for intervention and enrichment • **promoting family school-community literacy partnerships**	Leadership provides **guidance and support for**: • **innovative practices** including integration of technology for engaging all students in meaningful and relevant learning activities • creating school day **schedules that focuses on literacy practices**, meaningful instructional time and resources for intervention and enrichment • **promoting family school-community literacy partnerships**
	Leadership **limits new initiatives,** resources and activities that are not clearly linked to increasing student literacy achievement	Leadership **limits new initiatives,** resources and activities that are not clearly linked to increasing student literacy achievement	Leadership **limits new initiatives,** resources and activities that are not clearly linked to increasing student literacy achievement	Leadership **limits new initiatives**, resources and activities that are not clearly linked to increasing student literacy achievement
	Leadership creates and maintains **environment that supports powerful learning and high expectations** for all learners	Leadership creates and maintains **environment that supports powerful learning and high expectations** for all learners	Leadership creates and maintains **environment that supports powerful learning and high expectations** for all learners	Leadership creates and maintains **environment that supports powerful learning and high expectations** for all learners

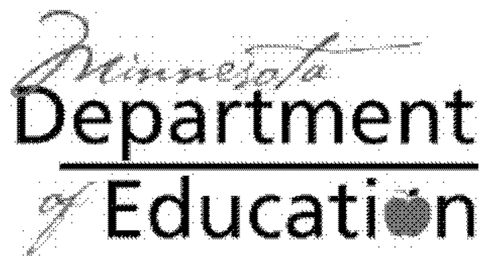
	Infants and Toddlers	Pre-K to Grade 3	Grades 4-8	Grades 9-12
Instructional Leadership	School administration, Early Childhood Administrators, coach, and other literacy leaders **regularly discuss implementation of plan and use data** to enhance, refine, and reflect on practices.	School administration, Early Childhood Administrators, coach, and other literacy leaders **regularly discuss implementation of plan and use data** to enhance, refine, and reflect on practices.	School administration, coach, and other literacy leaders **regularly discuss implementation of plan and use data** to enhance, refine, and reflect on practices.	School administration, coach, and other literacy leaders **regularly discuss implementation of plan and use data** to enhance, refine, and reflect on practices.

Family-Community Partnerships

	Infants and Toddlers	Pre-K to Grade 3	Grades 4-8	Grades 9-12
Family-Community Partnerships *Research shows a consistent relationship between parent/community engagements produces positive outcomes for students.*	Create and maintain a plan for **improving parent and community engagement** by clearly defining communication feedback loops, avenues for families and community members to express their needs and concerns and to identify clear pathways for families to stay informed of ways they can support their child's literacy development (align and market Parents Know website with SCRL work)	Create and maintain a plan for **improving parent and community engagement** by clearly defining communication feedback loops, avenues for families and community members to express their needs and concerns and to identify clear pathways for families to stay informed of ways they can support their child's literacy development	All school staff and leadership **have high expectations for all students** as they develop the literacy appropriate to their ages and abilities by fostering positive relationships with families and community	All school staff and leadership have **high expectations for all students** as they develop the literacy knowledge necessary to be successful in college and careers
	Partner with community and faith based organizations to provide literacy opportunities for parents of youth during the school day or learning day and beyond.	**Partner with community and faith based organizations** to provide literacy opportunities for parents of youth during the school day and beyond.	**Partner with community and faith based organizations** to provide literacy opportunities for parents of youth during the school day and beyond.	**Partner with community and faith based organizations** to provide literacy opportunities for parents of youth during the school day and beyond.
	Provide **opportunities for adults to read and write with infants and toddlers** frequently.	Provide **opportunities for adults to read and write with learners** frequently.	Provide **opportunities for adults to read and write with students** frequently.	Provide **opportunities for adults to read and write with students** frequently.

	Infants and Toddlers	Pre-K to Grade 3	Grades 4-8	Grades 9-12
Family-Community Partnerships *Research shows a consistent relationship between parent/community engagements produces positive outcomes for students.*	**Connection and collaboration with public libraries and community based organizations** that support literacy and are specific to the needs of infant and toddler learners.	**Connection and collaboration with public libraries and community based organizations** that support literacy and are specific to the needs of prek-grade 3 readers and writers.	Foster **connection and collaboration with public libraries and community based organizations** that support literacy and are specific to the needs of adolescent readers and writers.	Foster **connection and collaboration with public libraries and community based organizations** that support literacy and are specific to the needs of adolescent readers and writers in order to help students prepare for the demands of college and the workplace.
	Educate and provide information to parents on how to effectively interact with their child when using technology to advance literacy prior to beginning formal education.	**Educate and provide information to parents** on how to effectively interact with their child when using technology to advance literacy outside of school.	**Educate and provide information to parents** on how to effectively interact with their child when using technology to advance literacy outside of school.	**Educate and provide information to parents** on how to effectively interact with their child when using technology to advance literacy outside of school.
	Develop a **community wide message** on the importance of infant and toddler language development and its impact on later school success. Identify ways in which community members can get involved.	Develop a **community wide message** on the importance of infant and toddler language development and its impact on later school success. Identify ways in which community members can get involved.		

Appendix D



B-12 Academic Standards Implementation Plan

Minnesota has a strong history of supporting standards-based education, dating back to the late 1990's. By statute, the Minnesota Legislature requires state academic standards in mathematics, language arts, science, social studies, and physical education; and further mandates state or locally developed academic standards in the arts; and locally developed standards in vocational and technical education and world languages.[1] The legislature required these new academic standards in order to maintain Minnesota's commitment to rigorous educational expectations for all students, as well as to comply with the re-authorization of the ESEA, now widely known as the No Child Left Behind Act of 2001 (Pub. L. 10-110).[2]

Legislation passed in 2006 requires that Minnesota's academic standards be revised to reflect an increased level of rigor that prepares students with the knowledge and skills needed to succeed in college and the skilled workplace. This legislation also establishes a timetable and requirements for revising state academic standards in each subject and directs the Minnesota Department of Education to revise these state academic standards.[3]

Subject Area	Revision	Implementation	Next Revision
Mathematics	2007	2010-2011	2015-2016
Arts	2008	2010-2011	2016-2017
Science	2009	2011-2012	2017-2018
Language Arts (including Reading)	2010	2012-2013	2018-2019
Social Studies	2011	2013-1024	2019-2020

1 2003 Minnesota Laws, chapter 129, article 1, section 3.
2 Pub. L. 107-110 (2001).
3 Minn. Stat. § 120B.023, Subd. 2.

Academic content standards serve as the foundation of state and district education systems. They communicate to teachers, parents and learners the knowledge and skills students are expected to master in each grade and subject. They also provide the underpinning for decisions regarding curriculum, instruction and assessment.[4]

Standards also provide the same set of expectations for all students. Perhaps the most important reason for clear and specific academic standards is that they provide the foundation upon which effective high school reading or language arts, mathematics, and science curricula and instruction can be built, delivered, evaluated, and continuously improved. The Minnesota Department of Education strives to support standards-based instruction by providing guidance and resources for the implementation of academic standards. This information is not meant to be an exhaustive list of all the considerations a school or district might consider as part of the implementation process, but a starting point to build consistency and capacity of schools and districts to begin the necessary discussions around key for successful implementation of standards. Implementation is a process, and further content specific information can be provided by MDE staff as needed.

Minnesota's Plan for Supporting Implementation of Academic Standards

Year 1/ Stage 1	• Schedule regional information sessions to disseminate information on the standards and considerations for implementation • Provide web-based information sessions to disseminate information on the standards with viewing guides • Host face-to-face and virtual conversations with district leaders on considerations for implementation • Post a Frequently Asked Questions document • Compose the Statement of Needs and Reasonableness for the Rulemaking Process • Partner with professional organizations to provide information on standards and resources applicable to the content areas related to the standards • Work cross-agency to communicate information on standards and align common initiatives related to standards-based instruction • Determine resources and other tools needed for schools and districts to fully implement standards • Provide targeted professional development as needed
Year 2/ Stage 2	• Schedule regional information sessions to support implementation of the standards • Provide web-based information sessions on standards implementation with viewing guides • Create resources on technical aspects of the standards to support schools and districts with implementation • Partner with professional organizations to provide content specific information on standards implementation and alignment to best practices • Work cross-agency to align common initiatives related to standards-based instruction and deliver consistent message to stakeholders • Determine resources and other tools needed for schools and districts to fully implement standards • Provide targeted professional development as needed

4 Closing the expectations gap 2011, Achieve, pg. 9

Year 3/ Stage 3	• Provide on-going information as needed for full implementation of standards regionally and virtually • Continue to provide resources on technical aspects of the standards to support schools and districts with on-going implementation considerations • Partner with professional organizations to provide content specific information on standards implementation and alignment to best practices • Work cross-agency to align common initiatives related to standards-based instruction and deliver consistent message to stakeholders • Determine resources and other tools needed for schools and districts to fully implement standards
Years 4-9	• Provide on-going information as needed for full implementation of standards regionally and virtually • Continue to provide and update resources on technical aspects of the standards to support schools and districts with on-going implementation considerations • Partner with professional organizations to provide content specific information on standards implementation and alignment to best practices • Work cross-agency to align common initiatives related to standards-based instruction and deliver consistent message to stakeholders

For additional information, visit the Academic Standards webpage

Resources:

Achieve, Inc. (2009) Closing the expectations gap. http://www.achieve.org/files/50-state-2009.pdf

Achieve, Inc. (2011) On the road to implementation: Achieving the promise of the common core state standards. http://www.achieve.org/achievingcommoncore_implementation

Minnesota Office of the Revisor of Statues: https://www.revisor.mn.gov/

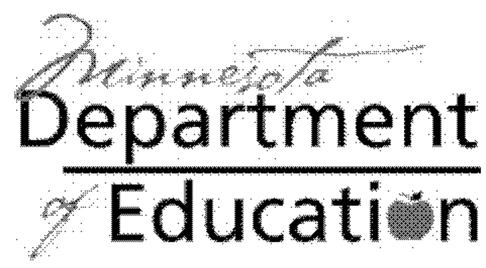
The Minnesota Department of Education has recently adopted the 2010 English Language Arts standards. As new standards are adopted in all core content areas it will be important to continuously update and re-align *Early Childhood Indicators of Progress: Minnesota's Early Learning Standards* for 3-5 year olds and the *Early Childhood Indicators of Progress: Minnesota's Early Learning Guidelines for Birth to 3.* These two documents contain the full range of development for early childhood children including the developmental domains of; social and emotional development, language development and communication, cognitive development, and physical and motor development for 0-3 and social emotional development, approaches to learning, language and literacy development, creativity and the arts, cognitive development, and physical and motor development for 3-5. The Indicators of

Progress give helpful information to parents, caregivers, early learning providers, and community members on what expected development should look like and how to facilitate growth in each developmental domain. Continuous alignment of all standards is the first step in helping districts to provide a seamless birth to grade 12 systems for learners. The following steps are recommended to support full implementation and seamless delivery of standards based education for all learners.

Alignment Plan

1. Adoption of 2010 ELA Standards
2. Align of Early Childhood Standards to ELA Summer 2011
3. Publish Alignment Document on MDE website
4. Host face-to-face and virtual conversations with district leaders on considerations for implementation
5. Partner with professional organizations to provide information on standards and resources applicable to the content areas related to the standards
6. Work cross-agency to communicate information on standards and align common initiatives related to standards-based instruction
7. Provide targeted professional development as needed

Appendix E



Criteria for Selecting External Evaluator for SRCL

The independent evaluator will be selected through a Request for Proposal process conducted by the Minnesota Department of Education through a formal contract procurement process. The selected independent evaluator must demonstrate expertise both in program evaluation techniques and high quality reading instruction based on SBRR. The criteria for selection will include:

- Demonstrated expertise in large-scale education program evaluation for a multi-year period. Potential evaluators will be required to demonstrate successful completion of these large-scale projects and submit examples of their deliverables.

- Proposed staffing plan for the project, including extensive involvement of personnel with expertise in SBRR instructional programs, birth through grade 12. The independent evaluator must provide evidence that the team has extensive understanding of SBRR instruction and programs; literacy development; and the operation of early learning centers, elementary, middle and high schools and early learning and PreK-12 classrooms.

- Capacity to work with diverse schools and experience with multiple school populations (racial, ethnic, socio-economic, geographic and educational backgrounds), and the capacity to work with Minnesota Department of Education staff.

- Demonstrated technical expertise in data analysis and reading assessment, especially familiarity with the formative evaluation instruments.

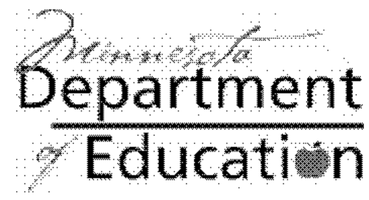
- Demonstrated expertise in multiple measures of data collections, including survey and questionnaire design, focus groups and teacher observations and interviews.

- Capacity to use technology to support evaluation.

- Statement of assurance regarding Conflict of Interest; ability to meet Minnesota contract requirements (Affirmative Action, Liabilities, State Audits, Intellectual Property Rights, Subcontractors, etc.)

A request for proposals will be published in the State Register. Potential bidders will complete an extensive application, which will be scored by a team of ***internal*** expert reviewers using a rubric. Expert reviewers will be selected based on

demonstrated expertise in evaluation processes and knowledge of SBRR, reading instructional programs and materials and the operation of elementary schools and K-3 classrooms.



Minnesota Department of Education
Selection Criteria for SRCL Literacy Coordinator Position (3.5 FTE's)

- A master's degree with a concentration in reading and writing education
- A valid K-12 Reading Specialist License
- A valid Minnesota licensure in K-12 education
- A minimum of **five years** of successful teaching experience at the K-12 level
- Demonstrated knowledge, understanding, and skill in applying the *2010 International Reading Association's Standards for Reading Professionals*
    - **Standard 1:** Candidate understands the theoretical and evidence-based foundations of the instruction and reading and writing processes **Standard 2:** Candidate uses instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing
    - **Standard 3:** Candidate uses a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction
    - **Standard 4:** Candidate creates and engages their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society
    - **Standard 5:** Candidate creates a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and appropriate use of assessments
    - **Standard 6:** Candidate recognizes the importance of being able to demonstrate and facilitate professional learning and leadership as a career-long effort and responsibility
- Demonstrated ability to collaborate and coach effective reading instruction
- Knowledge of research, applied best practice, and demonstrated ability to plan and lead effective professional development in reading
- Knowledge of SBRR based on B-12 materials
- Knowledge of child growth and development and its application to the process of language acquisition and learning to read
- Demonstrated ability to lead a reading change process
- Demonstrated ability to work as part of a team
- Willingness to actively support the implementation of statewide B-12 Literacy Plan
- Access to a car
- Willingness to travel
- Willingness to work on a year round assignment
- Willingness to commit at least five years to this position

Appendix G

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Project Narrative

Other Narrative

Attachment 1:
Title: Pages: Uploaded File: **1236-BobbieBurnhamResume.pdf**

Attachment 2:
Title: Pages: Uploaded File: **1237-KariRossResume.pdf**

Attachment 3:
Title: Pages: Uploaded File: **1238-IndirectRateMDE20102011.pdf**

Attachment 4:
Title: Pages: Uploaded File: **1239-LettersofSupport.pdf**

BOBBIE BURNHAM

(b)(6)

SUMMARY Of QUALIFICATIONS: Twenty-five years of experience in the K-8 education market as a teacher, school administrator, coach and staff developer. Expertise includes organizational management, community relations, design and facilitation of professional learning. Recognized for the ability to creatively problem-solve, build cohesive teams, and develop solid rapport with staff and community.

EDUCATION:

2008-2009 **The University of Minnesota** **Minneapolis, MN**
College of Education and Human Development
Department of Educational Policy and Administration
- Certificate in Professional Development

2003-2007 **The University of Minnesota** **Minneapolis, MN**
College of Education and Human Development
Department of Curriculum and Instruction
- Master of Education: Literacy Education

2003-2005 **The University of Minnesota** **Minneapolis, MN**
College of Education and Human Development
Leadership in K-12 Reading
- K-12 Reading Specialist Licensure

1980-1985 **The University of Nebraska** **Lincoln, NE**
College of Education
- Bachelor of Science: Elementary Education and Physical Education

PROFESSIONAL EXPERIENCE:

2009-present **Minnesota Department of Education**
Education Specialist
- Coordinator for the state department's literacy related initiatives including the *Striving Readers Comprehensive Literacy* project
- Coordinator for *Minnesota Reading First Statewide Model for Scaling Up K-3 Reading Instruction.* Planned for the implementation of a K-3 literacy reform effort including monthly coaches training, quarterly Leadership Team meetings, bi-monthly PLC content and quarterly data meetings
- Co-Coordinator for *Minnesota's Common Principles of Effective Practice.* Provided technical assistance for building capacity to scale up of evidence based practices state wide
- Advisory board member for *Literacy Leaders Network*

2008-2009 **The University of Minnesota**
Center for Reading Research
Reading Specialist
- Planned and facilitated professional development sessions on *Tested Techniques for Coaching: Fostering Self-Reflection That Leads To Change in Reading Instruction* and *Providing Effective Reading Instruction: A Recent Review of Research and the Translation of Research into Practice*
- Provided consultation and coaching to *Reading First* elementary schools in the areas of effective reading instruction, use of data and differentiated instruction

2002-2008 **The University of Minnesota**
Center for Reading Research
Minnesota Reading First Coordinator (2003 – 2008)
State Reading Academy Coordinator (2006 – 2008)

- Assisted schools in implementing Scientifically Based Reading Research
- Facilitated school based professional development and study groups
- Conducted classroom observations and school visits
- Modeled researched-based practices in classrooms
- Assisted schools in interpreting data and end-of-year school report
- Presented research-based practices at Professional Development Institutes
- Performed data analysis
- Coordinated *Minnesota State Reading Academy* activities including teacher and literacy coach training, quarterly Leadership Team meetings and consultant visits

Reading Consultant (2003-2008)
Minnesota Reading First / State Reading Academy

- Provided guidance to school administrations and leadership teams statewide
- Conducted classroom observations and feedback sessions with teachers
- Modeled reading lessons in classrooms and assisted with study groups

Minnesota Reading Excellence Act and Reading First External Facilitator (2002 – 2004)

- Facilitated building level professional development and study groups
- Observed classrooms during reading instruction and modeled research-based practices
- Assisted teachers with interpreting classroom observation data
- Served on school-level leadership teams
- Analyzed grant related artifacts
- Mentored new Reading First facilitators

1998-2000 **TesseracT School Eagan, MN**
Executive Director

- Managed annual budget
- Hired, supervised and evaluated 50 staff members
- Spearheaded the development of a School / Community Outreach program
- Planned and implemented staff development for PreK – 8th grade (250 students)
- Supervised curriculum implementation for PreK – 8th grade
- Managed the before and after school extended care program
- Designed and facilitated enrichment programs for PreK – 8th grade
- Planned and implemented Summer School programs
- Facilitated the process for achieving North Central Association Accreditation for Grades K-8
- Facilitated the renewal process for accreditation from the National Association for the Education of Young Children for Preschool (110 students)

Assistant Executive Director (July 1998 to September 1998)

- Responsible for daily operations of the Preschool and Kindergarten programs
- Hired, supervised, and evaluated 22 staff members
- Maintained the State of Minnesota Licensing requirements
- Planned and implemented Summer School programs

TEACHING EXPERIENCE:

1992-1998 **TesseracT School Eagan, MN**
Kindergarten Teacher 1992 -1998

- Mentor teacher in team taught full-day Kindergarten classroom
- Kindergarten Team Leader: supervised four Kindergarten teachers, directed weekly planning sessions; performed administrative and mentoring duties, designed and implemented in-service sessions

TEACHING EXPERIENCE *continued*:

1989-1990 ***Kindergarten Teacher***

- Torah Academy St. Louis Park, MN

1985-1988 ***Kindergarten Teacher***

- Murdock Consolidated School Murdock, NE

PRESENTATIONS:

2004-2009 ***The University of Minnesota Center for Reading Research***
Reading Excellence Act, Reading First and
Statewide Reading Academy Professional Development Program

- **National Presentations:**
  - *Reflective Coaching Conversations,* International Reading Association, Minneapolis, MN
  - *Skillful Peer Coaching,* International Reading Association, Atlanta, GA
- **Minnesota Reading First Presentations:**
  - *Elements of an Engaging Kindergarten Classroom*
  - *Sustainability*
  - *The Reading First School Change Process*
  - *Effective Leadership*
  - *Designing the Kindergarten Literacy Block*
  - *Digging Deeper in Study Groups*
  - *Comprehension Instruction: Meeting the Needs of All Learners*
  - *Vocabulary and Comprehension Instruction*
  - *Phonemic Awareness and Emergent Literacy K-1*
  - *Advanced Video Sharing Protocol/Effective Instruction Kindergarten*
  - *Comprehension Strategy Instruction K-3*
- **Minnesota Statewide Reading Academy Presentations:**
  - *Peer Coaching Conversations*
  - *Making Good Instructional Choices*
  - *Skills verses Strategy Instruction*
  - *Time Spent on Reading, Delivery Models, Reading verses Language Arts*
  - *The School Change Process*
  - *Building Effective Study Groups*

PUBLICATIONS:

Peterson, D.S., Taylor, B.M., Burnham, B., & Schock, R. (2009). Reflective Coaching Conversations: A Missing Piece. *The Reading Teacher, 52(6,) 500-509.*

PROFESSIONAL ORGANIZATIONS:

International Reading Association
Minnesota Reading Association
Minnesota Literacy Leaders Network
Association for Supervision and Curriculum Development
National Staff Development Council
Minnesota Staff Development Council

Kari D. Broin Ross

(b)(6)

Objective

To provide leadership and expertise in literacy initiatives that will enable schools and districts to better meet the needs of students and increase reading proficiency using applications acquired throughout my educational and professional experiences.

Administrative Skills and Experience

Education Specialist, Reading, Minnesota Department of Education 2009-present

- Provide comprehensive support for Minnesota educators in development of instructional systems to meet the needs of all learners Preschool-Grade
- Create trainings and guidance for implementation of the Minnesota Academic Standards in English Language Arts K-12
- Serve on national work group to develop Common Core Standards in English Language Arts
- Analyze legislation and policies related to reading achievement
- Promote effective assessment practices in Reading and Language Arts K-12
- Communicate reading and literacy best practices to all stakeholders

Curriculum Facilitator, Centennial School District, Circle Pines, MN 2005-present

- Provide instructional leadership and training on evidence-based literacy instruction for teachers and other district staff K-12
- Facilitate curriculum adoption committees and coordinate selection of curriculum materials related to curriculum review cycles
- Collect, evaluate, and assist staff with analysis of student achievement data for the purpose of improving instruction including AIMSWeb, MAP, MCA-II, NAEP, etc.
- Support and promote effective instructional practices in Language Arts K-12

Title I Service Coordinator

- Provide in-service training on evidence-based instruction for teachers and other district staff in the areas of reading and math
- Collect, evaluate, and assist staff with analysis of student achievement data for the purpose of improving instruction
- Collect and assess Title 1 verification forms from building staff
- Support building Title 1 staff with programming and other grant requirements
- Support and promote effective instructional practices in reading and math

Literacy Specialist

- Provide resources and training to school staff on scientifically based reading research and evidence-based practices
- Provide ongoing training and support for district programs such as Early Intervention in Reading (EIR), Read Naturally, Reading Academy, for new teachers and other staff
- Coach (e.g. co-teach, model, demonstrate, observe, and provide feedback) classroom teachers on the implementation of: supplemental, and intensive intervention approaches for K-12 reading, writing, and English programs and the use of data from valid and reliable assessments as the basis for instructional decision making
- Provide support for the implementation of the Centennial Early Literacy Program, coordinated with Elementary Reading Coaches, Teachers and building administrators including: paraprofessional training, data analysis, intervention instruction and teacher resources
- Support Building School Improvement Goals related to Literacy and Reading through participation in PLCs, providing resources to leadership teams and staff development committees, conferred with administrators and teachers on course of action to attain stated goals
- Provide resources and support for content area teachers to implement classroom structures that support struggling learners K-12
- Interpret diagnostic reading assessments and make instructional recommendations

Educational Experience

Elementary Teacher, Blue Heron Elementary School, Lino Lakes, MN 2002-2005

- Established clear objectives for all lessons, units, and projects, and communicate those objectives to students
- Instructed students individually and in groups, using various teaching methods such as lectures, discussions, and demonstrations
- Prepared, administered, and assessed assignments and other measures in order to evaluate students' progress
- Adjusted teaching methods and instructional materials to meet students' varying needs and interests
- Conferred with other staff members to plan and schedule lessons promoting learning, following approved curricula
- Conferred with parents or guardians, teachers, counselors, and administrators in order to resolve students' behavioral and academic problems
- Enforced administration policies and rules governing students
- Established and enforce rules for behavior and procedures for maintaining order among the students for whom they are responsible
- Maintained accurate and complete student records as required by laws, district policies, and administrative regulations
- Participated in site leadership team, Parent Teacher Organization, Math Curriculum Advisory Committee

Licensures

K-12 Administration
K-6 Elementary Education
K-12 Reading Specialist
5-8 Social Studies

Education

Administrative Licensure Program June 2007
St. Mary's University – Minneapolis, MN

Master of Education in Elementary Education March 2003
University of Minnesota – Minneapolis, MN

Bachelor of Science in Business Administration and Management June 1987
Southwest State University – Marshall, MN

Professional Affiliations

National Association of Elementary School Principals
Association of Supervision and Curriculum Development
International Reading Association
Minnesota Reading Association
Minnesota Council of Teachers of English

References

Dr. Daniel Bittman, Superintendent of Schools, Sauk Rapids-Rice Public Schools
1833 Osauka Rd, Sauk Rapids, MN, 56379, 320-253-4703 daniel.bittman@isd47.org

Dr. Lyle Koski, Advisor, St. Mary's University, 2500 Park Avenue Minneapolis, MN 55404, 651-462-2027 koskiinc@ad.com

Mr. Scott Johnson, Curriculum Coordinator, Centennial School District
4707 North Road, Circle Pines, MN 55014 763-792-6007 srjohnson@isd12.org

RECEIVED
MN DEPT OF EDUCATION

2010 DEC 27 AM 11:49

INDIRECT COST RATE AGREEMENT
STATE EDUCATION AGENCY

ORGANIZATION:

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

DATE: DEC 10 2010

AGREEMENT NO. 2010-161
FILING REFERENCE: This replaces previous Agreement No. 2009-159 (A) dated June 22, 2010

The purpose of this Agreement is to establish indirect cost rates for use in awarding and managing of Federal contracts, grants, and other assistance arrangements to which Office of Management and Budget (OMB) Circular A-87 applies. The rates were negotiated by the US Department of Education pursuant to the authority cited in Attachment A of OMB Circular A-87.

This agreement consists of four parts: Section I - Rates and Bases; Section II - Particulars; Section III - Special Remarks; and, Section IV -Approvals.

Section I - Rate(s) and Base(s)

	Effective Period				Coverage	
TYPE	From	To	Rate	Base	Location	Applicability
Fixed	07-01-09	06-30-10	20.7%	1/	All	All Programs
Fixed	07-01-10	06-30-11	20.8%	1/	All	All Programs

1/ Total direct costs less items of equipment, alterations and renovations, stipends, and sub-award expenditures in excess of $25,000.

Treatment of Fringe Benefits: Fringe benefits applicable to direct salaries and wages are treated as direct costs, however, pursuant to OMB Circular A-87-Attachment B, Paragraph 8.d. (3), terminal leave payments for separating employees will be allocated as an indirect cost and will not be charged as a direct cost to Federal programs.

Capitalization Policy: Items of equipment costing $5,000 or more with a useful life in excess of one year are capitalized.

Section II - Particulars

SCOPE: The indirect cost rate(s) contained herein are for use with grants, contracts, and other financial assistance agreements awarded by the Federal Government to the Organization and subject to OMB Circular A-87.

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

ACCOUNTING CHANGES: Fixed or predetermined rates contained in this agreement are based on the accounting system in effect at the time the agreement was negotiated. When changes to the method of accounting for cost affect the amount of reimbursement resulting from the use of these rates, the changes will require the prior approval of the authorized representative of the cognizant negotiation agency. Such changes include, but are not limited to, changing a particular type of cost from an indirect to a direct charge. Failure to obtain such approval may result in subsequent cost disallowances.

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

NOTIFICATION TO OTHER FEDERAL AGENCIES: Copies of this document may be provided to other Federal agencies as a means of notifying them of the agreement contained herein.

AUDIT: If a rate in this Agreement contains amounts from a cost allocation plan, future audit adjustments, which affect this cost allocation plan will be compensated for during the rate approval process of a subsequent year.

Section III - Special Remarks

1. This agreement is effective on the date of approval by the Federal Government.

2. Questions regarding this agreement should be directed to the Negotiator.

3. Approval of the rate(s) contained herein does not establish acceptance of the State Education Agency's total methodology for the computation of indirect cost rates for years other than the year(s) herein cited.

Section IV Approvals

For the State Education Agency:

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

Signature

Name

SIGNED BY
JAN 28 2011
Al Louismet
MDE Manager of Accounting Operations

Title

Date

For the Federal Government:

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

Signature

for Mary Gougisha
Name

Director, Indirect Cost Group
Title

DEC 10 2010
Date

Nelda V. Barnes
Negotiator

(202) 245-8005
Telephone Number

AMY KLOBUCHAR
MINNESOTA

COMMITTEES:
AGRICULTURE, NUTRITION, AND FORESTRY
COMMERCE, SCIENCE, AND TRANSPORTATION
JOINT ECONOMIC COMMITTEE
JUDICIARY

United States Senate

WASHINGTON, DC 20510

April 21, 2011

The Honorable Arne Duncan
Secretary of Education
U.S. Department of Education
400 Maryland Avenue Southwest
Washington, D.C. 20202

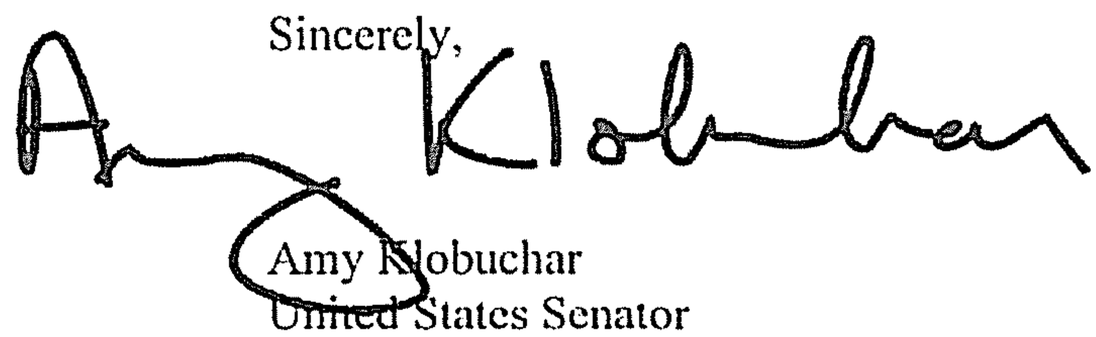
Dear Secretary Duncan:

I am writing to express my support for the application submitted by the Minnesota Department of Education for funding from the United States Department of Education's Striving Readers Comprehensive Literacy (SRLC) Plan to support the Minnesota Blueprint for Literacy: Achieving Success for 21st Century Learners which is being developed by the Minnesota Department of Education.

The State of Minnesota recognizes that investing in early education is crucial to achieving long term economic growth. With the development of the Minnesota Blueprint for Literacy, the Minnesota Department of Education aims to improve literacy among children from birth through twelfth grade in the State of Minnesota. The outline includes the comprehensive alignment of policies and the adoption of effective strategies to address instructional practices in order to obtain better learner outcomes.

I encourage you to support the State of Minnesota as it works towards improving the literacy rate of its residents. If you have any questions or need any additional information, please contact Erick Garcia Luna in my Minnesota office at (612) 727-5249 or by email at Erick_Garcia_Luna@Klobuchar.senate.gov.

Sincerely,



Amy Klobuchar
United States Senator

THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

FPG CHILD DEVELOPMENT INSTITUTE

SHERYL-MAR NORTH
CAMPUS BOX 8040
CHAPEL HILL, NC 27599-8040
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FPG. Advancing knowledge. Enhancing lives.

April 19, 2011

Dear Commissioner Cassellius:

As Directors of the OSEP Technical Assistance Center on State Implementation and Scaling Up of Evidence-Based Practices (SISEP) we have worked with partners in the state of Minnesota and in the Minnesota Department of Education for several years to build implementation and scale-up capacity in education. We enthusiastically support the Minnesota Blueprint for Literacy: Achieving Success for 21st Century Learners. This comprehensive literacy framework was developed with considerable thought and attention to detail to better inform literacy instruction for all students in the great state of Minnesota from birth through high school graduation. We have been impressed with the state's attention to both the effective literacy practices and frameworks *and* to effective implementation and scale-up strategies. This attention to both the "what" and the "how" is an effective approach for ensuring success of such an important initiative.

By relying on the best science related to literacy, and by attending to sound implementation strategies, aligning policies to support effective literacy frameworks, and engaging in true collaboration, Minnesota has developed the foundation for ensuring that effective instructional practices will be adopted and will result in learner outcomes.

We believe that this application exemplifies all of the priorities and processes necessary for schools, communities, and early learning educators to support Minnesota children to reach their full potential and become life-long learners. This plan is exemplary and warrants our full support. We look forward to participating in the collaborative efforts that will foster both the implementation and scalability of strong strategies for literacy success.

Sincerely,

Karen A. Blase

Karen A. Blase, PhD
Senior Scientist
Co-Director, SISEP

Dean L. Fixsen, PhD
Senior Scientist
Co-Director, SISEP

UNIVERSITY OF MINNESOTA

Twin Cities Campus

Minnesota Center for Reading Research
College of Education and Human Development

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St. Paul, MN 55108

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4-15-11

Dr. Brenda Cassellius
Commissioner, Minnesota Department of Education
1500 Highway 36 West
Roseville, MN 55113-4266

Dear Dr. Cassellius:

The Minnesota Center for Reading Research, a college-wide research center aimed at advancing research-based practices in schools, is an enthusiastic supporter of the Minnesota Blueprint for Literacy: Achieving Success for 21st Century Learners. This comprehensive literacy framework was developed with considerable thought and will lead to improved literacy instruction for all students in Minnesota from birth through high school graduation.

As a participant in the development process, we agree that by aligning our policies and practices, we can work together to improve learner outcomes. We look forward to participating in collaborative efforts with all partners in the project to continue to develop strong pathways for literacy success.

We believe that this application exemplifies all of the priorities and processes necessary for schools, communities, and early learning educators to support Minnesota children reach their full potential and become life-long learners. This plan has our full endorsement and support.

Sincerely,

Matthew Burns, Ph.D.
Co-Director

Lori Helman, Ph.D.
Co-director

Greater Twin Cities
United Way

404 South Eighth Street
Minneapolis, MN 55404-1084

(612) 340-7400

April 27, 2011

Dear Striving Readers Comprehensive Literacy Plan Review Committee:

Greater Twin Cities United Way is pleased to support the Minnesota Blueprint for Literacy: Achieving Success for 21st Century Learners. As an active participant in the development process, we are confident that this comprehensive literacy framework was developed with considerable thought and integrity to fully inform quality literacy instruction for all students in Minnesota from birth through high school graduation.

United Way agrees that it is our collective responsibility as a community and as a state to close the achievement gap. By aligning policies and practices, we can work together to improve outcomes for *all* students. We look forward to participating in collaborative efforts with all partners in the project to continue to develop strong pathways for literacy success.

We believe that this application exemplifies all of the priorities and processes necessary for schools, communities, and early learning educators to support Minnesota children reach their full potential and become life-long learners. This plan has our full endorsement and support.

Sincerely,

Sarah Caruso, CEO

THE MCKNIGHT FOUNDATION

710 Second Street South
Suite 400
Minneapolis,
Minnesota 55401
612-333-4220
612-332-3833 fax
www.mcknight.org

March 25, 2011

Commissioner Brenda Cassellius
Minnesota Department of Education
1500 Highway 36 West
Roseville, MN 55113

Re: Comprehensive Literacy Plan
Review Committee

Dear Commissioner Cassellius:

On behalf of The McKnight Foundation, I am pleased to endorse the Minnesota Department of Education's "Striving Readers" grant application, Minnesota Blueprint for Literacy: Achieving Success for 21st Century Learners.

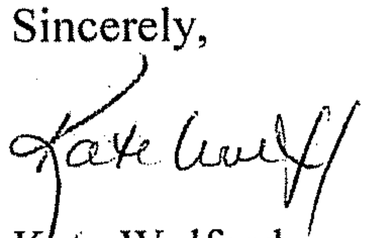
For more than 50 years, The McKnight Foundation has sought to improve the quality of life for present and future generations. Our primary geographic focus is Minnesota, where our grantmaking priorities include support for child and youth development, the region and communities, the arts, and the environment. Among our interests, McKnight seeks to increase the percentage of Twin Cities students reading at grade level by the end of third grade.

The comprehensive Minnesota Blueprint for Literacy was developed with considerable thought and attention to detail to better inform literacy instruction for all Minnesota students, from birth through high school graduation. Additionally, this foundational framework aligns with McKnight's own literacy goals, as well as a number of statewide partners and initiatives in Minnesota — including Governor Mark Dayton's seven-point plan for educational excellence entitled, "Better Schools for a Better Minnesota."

Having participated in the Blueprint's development, McKnight's staff agrees that aligning policies and practices will enable stakeholders in our state to work more effectively to develop systems that improve learner outcomes and address our pervasive achievement-gap issues. We look forward to collaborating with all project partners to continue developing strong pathways for literacy success.

We wholeheartedly support the Minnesota Department of Education's application, because it exemplifies the priorities and the processes necessary for schools, communities, and early learning educators to help Minnesota's children reach their full potential and become life-long learners. Thank you for consideration of McKnight's perspective on this important decision.

Sincerely,



Kate Wolford
President

KFW:kjo

Budget Narrative

Budget Narrative

Attachment 1:
Title: Pages: Uploaded File: **1235-BudgetNarrative.pdf**

Minnesota Department of Education

Striving Readers Comprehensive Literacy Program

Budget Narrative

The Minnesota Department of Education is please to submit this proposed budget in response to the U.S. Department of Education Striving Readers Comprehensive Literacy Program project. MDE's proposed budget included in this application is for a 5-year period of support with a projected period of performance from September 1, 2011 to August 31, 2016.

I. Key Personnel (Salary and Wages):

Salaries and wages for MDE employees are based on the current annual salary rate for each proposed individual. Annual merit/cost of living salary increases of 3% have been calculated for each employee, consistent with MDE practice in recent years. Salaries for the total grant period have been calculated by applying the annual rate for each employee to the level of effort proposed for their role or position in the project. Time commitments and responsibilities for all staff are outlined below.

Project Director (1.0 FTE) will supervise members of the MDE SRCL Leadership and Implementation Team, provide leadership regarding federal and state requirements, plan, coordinate and conduct statewide reading professional development, serve as a liaison to the State Literacy Team and Advisory Council, the state K-12 Reading Specialist and the Early Learning Literacy Specialist as well as the intradepartmental team members who consult on all state and SRCL literacy activities in a coherent, seamless fashion.

MDE Literacy Coordinators (2.5 FTE) will serve as the on-site SRCL implementation specialists. These positions will be home-based initially at the

Minnesota Department of Education and will later be assigned to field-based regional centers in locations where there are large number of sub-grant SRCL schools. The MDE Literacy Coordinators will be responsible for ensuring that LEAs, schools and early learning providers implement the Minnesota Comprehensive B-12 State Literacy Plan as intended. In addition they will provide on-site support and professional development as well as monitor effective implementation of the SRCL sub-grant process. Each MDE Literacy Coordinator will be assigned 3-6 sub-grant schools and be expected to be on site at each one of them once a week.

Grant Specialist (0.1 FTE) will oversee the finance and budgeting portion of the SRCL sub-grant process including the bi-annual budget audits to ensure SRCL sub-grantees are appropriately allocating and spending according to federal guidelines.

II. Fringe Benefits

MDE has calculated the fringe benefits were calculated at 35% of total salaries. Fringe benefits include health insurance, dental insurance, life insurance, sick leave, and vacation leave. Optional benefits are also available.**Travel**

Travel costs have been determined with cost efficiency in mind. All airline fares are based on economy class travel and advanced ticket purchases in order to obtain any promotional fares or discounts offered by airlines. Ground transportation rates have been calculated based on current MDE rates. Per diem costs include lodging, tax, meals, and incidental travel expenses, and are based on agreement per Minnesota Association of Professional Employees and the State of Minnesota. The Project Director and MDE Literacy Coordinators will travel to the SRCL sub-grantee sites on

a **weekly basis** to support and monitor implementation of the SRCL sub-grant program. We will not know exact cots until the sub-grantee locations are identified therefore we cannot calculate an exact in-state mileage at this time. We approximated 2000 miles at $.50 per mile. One out-of-state travel expenses will cover the cost of the Project Director and the MDE Literacy Coordinators to attend the annual International Reading Association Conference to stay up to date on current research and best practice in literacy education. Estimated cost is $2000 per attendee based on past cost to attend this conference.

III. Equipment

The only estimated new purchase will be for four Flip Cameras ($200 each) to video tape professional development sessions and SRCL sub-grantee activities in year 1. The rest of the estimated cost is for durable goods for project staff. This will allow SRCL staff to video tape SRCL activities to bring back to the leadership and implementation team in order to assess implementation activities and plan further technical assistance and professional development accordingly.

IV. Supplies

MDE has budgeted for any materials beyond standard supplies that will be needed in conducting the professional development sessions or for providing technical assistance to SRCL sub-grantees based on experience with projects of similar scope and activity, such as Minnesota's Reading First project. Light refreshments and snacks will be provided at SRCL training sessions, meetings and events. We are budgeting $1,400 for this purpose per year.

V. Contractual

MDE will be utilize the services of external subcontractors and/or consultants during the performance of activities under this project. The primary task of the subcontractor and/or consultant will be to draw on their unique knowledge and expertise to support and assist MDE in implementing our MN Comprehensive B-12 State Literacy Plan in SRCL sub-grantee sites. Such service may include providing quarterly trainings for SRCL sub-grantee Leadership and Implementation Teams as well as summer Literacy Learning Forums for B-12 staff, and monthly Literacy Coordinator / Literacy Coach training. We intend to partner with the University of Minnesota Center for Reading Research (MCRR) and Center for Early Education and Development (CEED). MCRR and CEDD will serve as consultants to the MDE SRCL team to collaboratively plan research-based professional development for all staff, principals and directors as well as develop professional learning modules. The estimated cost in this budget line will cover the costs of any consulting cost that is incurred, such as space rental for meetings and contracts with MCRR and CEED. In addition, we will bring in national and local literacy experts to provide professional learning to the SRCL sub-grantees as well as serve as consultants on the development of our State B-12 Literacy Plan.

Each MDE SRCL full time employee will need to pay a space rental fee at the Department of Education of $7,500 per FTE.

VI. Construction

Not applicable.

VII. Other

Other direct costs are costs directly attributable to SRCL sub-grant awards to LEAs and Early Learning Partnerships the implementation of the SRCL sub-grant project. We are budgeting to award 15-18 sub-grants at an amount up to $850,000 each.

VIII. Total Direct Costs

Reflects the total costs of the project, minus indirect costs.

IX. Indirect Cost

As per MDEs Negotiated Indirect Cost Rate Agreement, MDE's approved indirect cost rate of 20.8% is applied to labor costs. MDE's current rate was approved on July 1, 2010 by the U.S. Department of Education, MDE's cognizant federal audit agency.

X. Training Stipend

Not applicable

XI. Total Costs

Sum total of direct costs and indirect costs equals $75,000,000 ($15,000,000 per year for the 5 year grant period).