

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 # S371C110042

Grants.gov Tracking#: GRANT10865559

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.).

Application for Federal Assistance SF-424

Version 02

* 1. Type of Submission:

- Preapplication
- Application
- Changed/Corrected Application

* 2. Type of Application:

- New
- Continuation
- Revision

* If Revision, select appropriate letter(s):

* Other (Specify)

* 3. Date Received:

05/09/2011

4. Applicant Identifier:

5a. Federal Entity Identifier:

* 5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

05/04/2011

7. State Application Identifier:

ND110504-0141

8. APPLICANT INFORMATION:

* a. Legal Name:

North Dakota Department of Public Instruction

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

45-0309764

* c. Organizational DUNS:

803755057

d. Address:

* Street1:

600 E. Boulevard Ave., Dept. 201

Street2:

* City:

Bismarck

County:

* State:

ND: North Dakota

Province:

* Country:

USA: UNITED STATES

* Zip / Postal Code:

58505-0440

e. Organizational Unit:

Department Name:

ND Dept. of Public Instruction

Division Name:

Title I

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

Prefix:

* First Name:

Laurie

Middle Name:

* Last Name:

Matzke

Suffix:

Title:

Title I Director

Organizational Affiliation:

* Telephone Number:

701-328-2284

Fax Number:

701-328-0203

* Email:

lmatzke@nd.gov

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.):

North Dakota

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

North Dakota Striving Readers Comprehensive Literacy Program

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

Version 02

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

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

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="5,999,952.64"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="5,999,952.64"/>

*** 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: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

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:
North Dakota Department of Publi...

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	\$ 55,600	\$ 57,824	\$ 60,136	\$ 62,542	\$ 65,044	\$ 301,147
2. Fringe Benefits	\$ 20,572	\$ 21,394	\$ 22,250	\$ 23,140	\$ 24,066	\$ 111,424
3. Travel	\$ 23,250	\$ 21,000	\$ 19,000	\$ 18,500	\$ 22,250	\$ 104,000
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 5,000	\$ 2,700	\$ 2,000	\$ 2,000	\$ 2,000	\$ 13,700
6. Contractual	\$ 177,000	\$ 178,500	\$ 178,000	\$ 174,500	\$ 167,000	\$ 875,000
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 5,700,000	\$ 5,700,000	\$ 5,700,000	\$ 5,700,000	\$ 5,700,000	\$ 28,500,000
9. Total Direct Costs (lines 1-8)	\$ 5,981,422	\$ 5,981,418	\$ 5,981,387	\$ 5,980,683	\$ 5,980,360	\$ 29,905,272
10. Indirect Costs*	\$ 18,530	\$ 18,350	\$ 18,406	\$ 18,741	\$ 19,603	\$ 93,632
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 5,999,952	\$ 5,999,769	\$ 5,999,794	\$ 5,999,425	\$ 5,999,963	\$ 29,998,904

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

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

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

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

Period Covered by the Indirect Cost Rate Agreement: From: 7/1/2008 To: 6/30/2011 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify): _____

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

Is included in your approved Indirect Cost Rate Agreement? or, Complies with 34 CFR 76.564(c)(2)?



U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:
North Dakota Department of Publi...

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

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.

<p>* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Deb Pilon</p>	<p>* TITLE</p> <p>Admin. Staff Officer</p>
<p>* APPLICANT ORGANIZATION</p> <p>North Dakota Department of Public Instruction</p>	<p>* DATE SUBMITTED</p> <p>05/09/2011</p>

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

DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB
0348-0046

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input checked="" type="checkbox"/> a. bid/offer/application <input type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name: <input type="text" value="NA"/> * Street 1: <input type="text" value="NA"/> Street 2: <input type="text"/> * City: <input type="text" value="NA"/> State: <input type="text"/> Zip: <input type="text"/> Congressional District, if known: <input type="text"/>		
5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime: 		
6. * Federal Department/Agency: <input type="text" value="NA"/>	7. * Federal Program Name/Description: <input type="text" value="Striving Readers"/> CFDA Number, if applicable: <input type="text" value="84.371"/>	
8. Federal Action Number, if known: <input type="text"/>	9. Award Amount, if known: \$ <input type="text"/>	
10. a. Name and Address of Lobbying Registrant: Prefix: <input type="text"/> * First Name: <input type="text" value="NA"/> Middle Name: <input type="text"/> * Last Name: <input type="text" value="NA"/> Suffix: <input type="text"/> * Street 1: <input type="text"/> Street 2: <input type="text"/> * City: <input type="text"/> State: <input type="text"/> Zip: <input type="text"/>		
b. Individual Performing Services (including address if different from No. 10a) Prefix: <input type="text"/> * First Name: <input type="text" value="NA"/> Middle Name: <input type="text"/> * Last Name: <input type="text" value="NA"/> Suffix: <input type="text"/> * Street 1: <input type="text"/> Street 2: <input type="text"/> * City: <input type="text"/> State: <input type="text"/> Zip: <input type="text"/>		
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: <input type="text" value="Deb Pilon"/> * Name: Prefix: <input type="text" value="Dr."/> * First Name: <input type="text" value="Wayne"/> Middle Name: <input type="text" value="G."/> * Last Name: <input type="text" value="Sanstead"/> Suffix: <input type="text"/> Title: <input type="text" value="ND Superintendent of Public Instruction"/> Telephone No.: <input type="text" value="701-328-4570"/> Date: <input type="text" value="05/09/2011"/>		
Federal Use Only:		Authorized for Local Reproduction 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.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

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

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

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

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

Statement for Loan Guarantees and Loan Insurance

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

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

* APPLICANT'S ORGANIZATION North Dakota Department of Public Instruction	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: Ms.	* First Name: Deb Middle Name:
* Last Name: Pilon	Suffix:
* Title: Admin. Staff Officer	
* SIGNATURE: Deb Pilon	* DATE: 05/09/2011

Close Form

SUPPLEMENTAL INFORMATION
REQUIRED FOR
DEPARTMENT OF EDUCATION GRANTS

1. Project Director:

Prefix:	* First Name:	Middle Name:	* Last Name:	Suffix:
Ms.	Laurie		Matzke	

Address:

* Street1:	600 E. Boulevard Ave., Dept. 201
Street2:	Floor 9
* City:	Bismarck
County:	
* State:	ND: North Dakota
* Zip Code:	58505
* Country:	USA: UNITED STATES

* Phone Number (give area code) Fax Number (give area code)

701-328-2284	701-328-0203
--------------	--------------

Email Address:

lmatzke@nd.gov

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
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Project Narrative

Abstract Narrative

Attachment 1:

Title: Pages: Uploaded File: **1235-110506 ND Striving Readers Abstract.pdf**

North Dakota Striving Readers Comprehensive Literacy Program Abstract

“Literacy is a responsibility shared by all stakeholders that allows students to develop their knowledge and potential” (ND Comprehensive State Literacy Plan). The North Dakota Department of Public Instruction as the State Education Agency is applying for a Striving Readers Comprehensive Literacy Grant Program (CFDA Number: 84.371C) from the US Department of Education, Office of Elementary and Secondary Education. The title of the project is the **North Dakota Striving Readers Comprehensive Literacy** project (NDSRCL). NDSRCL is designed to meet the federal purpose to advance literacy skills of students from birth through grade 12, including limited-English-proficient students and students with disabilities. *The goal of the NDSRCL is Improving Literacy for All.* The project targets the *10% lowest performing schools* in the state and students living in the *highest poverty areas* of the state. For North Dakota, these students are by and large Native American students living in reservation communities. To accomplish the project’s goal of improving literacy for all, the NDSRCL program proposes to establish the following provisions: 1) subgrant opportunities for eligible LEAs and Early Childhood Providers (ECPs) to fund well-constructed, research-based comprehensive literacy programs; 2) extensive technical assistance to LEAs and ECPs when developing and implementing the NDSRCL program; 3) support LEAs and ECPs in coordinating birth through grade 12 literacy activities based on achievement data for all students, including minority students, students with disabilities, and students with limited English proficiency; and 4) extensive professional development and technical assistance to ensure optimum support for teachers.

A central focus of this proposal is to complement and build upon recent statewide initiatives, such as school improvement grants, NDMILE/NATIVE Star, Head Start and 21st Century Community Learning Centers (21st CCLC), to meet the needs of disadvantaged students from birth through high school who struggle with literacy. It will provide resources and technical assistance to align these building-based initiatives into a unified community-wide program that reduces silos of education and is based on the ND Comprehensive State Literacy Plan. This comprehensive birth through high school literacy program for selected LEAs and ECPs will improve literacy instruction and academic achievement across the state.

The NDSRCL program anticipates it will improve learning outcomes for over 5,500 children in 15 or more school districts and communities. This will be accomplished by engaging community members, parents, and local/tribal colleges in Local Literacy Teams. The project encourages a Literacy Data Coordinator for each subgrant who will coordinate comprehensive literacy data trends for children from birth through high school. The data will help teachers make instructional decisions, help administrators organize resources to support school improvement and teachers, and help the Local Literacy Team make decisions. This community based approach will help ensure student success and increased literacy for students.

Project Narrative

Project Narrative

Attachment 1:

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ND Striving Readers Comprehensive Literacy Program: Selection Criteria

Introduction

The North Dakota Department of Public Instruction as the State Education Agency (SEA) is applying for a Striving Readers Comprehensive Literacy Grant Program (CFDA Number: 84.371C) from the US Department of Education. The title of the project is the North Dakota Striving Readers Comprehensive Literacy project (NDSRCL). NDSRCL is designed to meet the federal purpose to advance literacy skills of students from birth through grade 12, including limited-English-proficient students and students with disabilities. ***The goal of the NDSRCL is Improving Literacy for All.*** The project targets the ***10% lowest performing schools*** in the state and students living in the ***highest poverty areas*** of the state. For North Dakota, these students are by and large Native American students living in reservation communities.

A central focus of this proposal is to complement and build upon recent statewide initiatives to meet the needs of disadvantaged students who struggle with literacy. It will provide further resources and technical assistance to align these building-based initiatives into a unified community-wide program that reduces silos of education and is inclusive of children and students of all ages through high school. This comprehensive birth through high school literacy program for selected LEAs and Early Childhood Providers will improve literacy instruction and academic achievement across the state.

To accomplish the project's goal of improving literacy for all, the NDSRCL program plan proposes to establish the following provisions: 1) subgrant opportunities for eligible LEAs and Early Childhood Providers to fund well-constructed, research-based comprehensive literacy programs; 2) extensive technical assistance to LEAs and Early Childhood Providers when developing and implementing the NDSRCL program; 3) support LEAs and Early Childhood Providers in coordinating birth through grade 12 literacy activities based on achievement data for

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all students, including minority students, students with disabilities, and students with limited English proficiency; and 4) extensive professional development and technical assistance to ensure optimum support for teachers.

North Dakota is a very rural state with almost 24% of the state population 18 years or younger. North Dakota has 185 public school districts serving approximately 95,000 students in the public and tribal school systems (EdFacts, 2010), 32% of which are economically disadvantaged. There is a significant population of Native Americans in North Dakota. Native Americans constitute 6.7% of North Dakota's population (US Census). There are over 8,700 Native American children in the state, many of whom live in counties with high poverty rates. Very few large school districts exist with 56% of the state's students served by rural school districts. Some of the districts with the greatest challenges are located on Native American Indian reservations. There are five Indian reservations located wholly or in part in North Dakota: Spirit Lake, Fort Berthold, Turtle Mountain, Standing Rock, and Sisseton Wahpeton. These are located in the poorest areas of the state with unemployment rates ranging from 57%-63%. The economic conditions and remote locations of the reservations in North Dakota present notable hardships for schools and students that are different from other rural areas of the state. Teachers often commute from the closest urban areas because housing is typically not available for them on the reservations. Many Native American children spend hours on school buses commuting from home to school. These conditions and environmental stressors also impact the amount and quality of parent involvement at the schools. Parents may lack reliable transportation to traverse to school events or have difficulty paying high fuel costs to get to the school. Only community members truly understand the challenges presented so it makes sense that community members help to develop strategies to meet these challenges.

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North Dakota, as a state, did not meet Annual Yearly Progress (AYP) for reading for school year 2009-2010. Thirty-three school districts in North Dakota are in Title I program improvement status. Ten of the districts are in Year 5 of Title I program improvement. Seven of the ten districts in Year 5 of Title I program improvement are located in counties on reservations with the highest percentages of children ages birth to 17 living in poverty (Kids Count, 2008). Of the 33 districts in program improvement for 2010-2011, 13 are located on Native American reservations and in Native American service areas in counties with the highest poverty rates in the state. There are 23 schools located in these 13 districts. Native American students constitute the second largest group of students in North Dakota.

Sunderman and Kim (2004) and other researchers have accumulated evidence of the significant and permanent contributions that poverty related non-instructional factors and family background have on student literacy (see also Hodgkinson, 2003; Oakes, 2005; Skrtic, 2005, Sunderman et al., 2005). Wood (2004) observed that in 1965, ESEA “staked out the earliest claims that the achievement gap between rich and poor students could be closed in schools with the right supports and interventions” (p. vii). This research also revealed that children raised in economically segregated communities demonstrate impaired social and cognitive development as a result of poverty’s negative influence (Books, 2004; Johnson & Johnson, 2006; Lee & Burkham, 2002). In their seminal research collection, *Consequences of Growing Up Poor*, Duncan and Brooks-Gunn (1997) documented that the increased costs to educate children raised in poverty would correspond to the number of years they spent in poverty (Books, 2004; Children’s Defense Fund, 2005; Hodgkinson, 2004; Johnson & Johnson, 2006).

Head Start programs in North Dakota include the traditional Head Starts that serve children ages three to five years and Early Head Starts that serve children birth to age three as

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well as expectant mothers. In Head Start programs in North Dakota, Native American children constitute 37% of the children enrolled. Spirit Lake and Standing Rock each operate birth to age five programs. The Spirit Lake 0-5 program serves 100 children in 6 centers and home-based programs. Standing Rock straddles the North Dakota-South Dakota border. The Standing Rock 0-5 program serves 195 children in centers and home-based programs just on the North Dakota side of the Standing Rock Sioux reservation. The Three Affiliated Tribes Head Start program located on the Fort Berthold Reservation serves 166 children in 10 centers across the reservation. The Turtle Mountain Band of Chippewa Indian Head Start program located on the Turtle Mountain Reservation serves 330 three- and four-year-old children in 17 centers across the reservation. Eligibility for Head Start and Early Head Start is determined, in part, based upon income eligibility.

Education is a high priority on the reservations. In addition to locally controlled schools, early childhood and Head Start programs, there is also a tribal college located in each of these communities. The tribal colleges are working diligently to support the education efforts across their communities and will be essential and critical partners in the success of the NDSRCL program in those communities. Tribal colleges are very interested in the literacy outcomes of community members partly because that is where they draw their student body. Students are entering these tribal colleges with as low as fourth grade equivalent reading levels, according to TABE and ACT entrance assessments. In addition to the reservation-based tribal colleges, there is an intertribal college, United Tribes Technical College (UTTC). All of the reservations in North Dakota have a vested interest in UTTC. UTTC is governed by the leaders of the five reservations located wholly or in part in North Dakota. It serves as a hub for intertribal forums and an advocate for strategies towards self-determination and quality education. Centrally

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located in Bismarck, ND, UTTC also serves as a meeting center for tribal activities statewide.

Three of the tribal colleges in North Dakota have early childhood centers on their campuses and each of the colleges offers degree programs in education. The teacher education programs and early childhood services offered at each of the North Dakota tribal colleges are displayed in

Table 1:

Tribal College	Location	Degrees Offered	Onsite ECP
Sitting Bull College	Standing Rock Sioux Reservation (Standing Rock Nation)	<ul style="list-style-type: none"> • AAS Early Childhood Ed. • BS Early Childhood Ed. • BS Elementary Ed. • BS Elementary / Special Ed. • BS Secondary Science 	Yes
Fort Berthold Community College	Fort Berthold Community College (Three Affiliated Tribes: Mandan, Hidatsa, Arikara Nation)	<ul style="list-style-type: none"> • AA Early Childhood Ed. • AA Elementary Ed. • BS Elementary Ed. 	Yes
Turtle Mountain Community College	Turtle Mountain Reservation (Turtle Mountain Band of Chippewa)	<ul style="list-style-type: none"> • BS Elementary Ed. • BS Secondary Science 	No
Cankdeska Cikana Community College	Spirit Lake Reservation (Spirit Lake Nation)	<ul style="list-style-type: none"> • AAS Early Childhood Ed. • BS Early Childhood Ed. (through Mayville State University) 	Yes
United Tribes Technical College	Bismarck, ND (Intertribal)	<ul style="list-style-type: none"> • AAS Early Childhood Education • AAS Elementary Education • BS Elementary Education 	Yes

Table 1: Tribal College Education Programs in North Dakota

These educational programs can contribute to the support systems for participating LEAs and Early Childhood Programs. Support may include providing professional development, assisting with teacher support, teacher education students volunteering in the classrooms, and engaging a range of community members in the project.

Priority 1: Improving Learning Outcomes

Native American children living in poverty in North Dakota struggle in developing English language literacy because of either their lack of proficiency in language, lack of strong models of literacy in the home, low education levels, or a culturally inappropriate curriculum in

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the school. Hart & Risely's (1995 and 2003) two related research studies determined the influence of preschool language experiences on the development of children raised in poverty. Their first investigation uncovered a 30 million word gap by age three between children raised in professional homes and those raised in poverty (Hart & Risley, 1995, 2003). Later research conducted by Champion et al. (2003) found receptive vocabulary to be the strongest predictor of a kindergartner's fourth and seventh grade reading levels, another confirmation of the Hart and Risley findings. According to Champion et al., the mismatch between a low-income child's home language experiences and the required language skills and experiences "upon which tests are based" resulted in their poor performance (pp. 121-122; see also Hart & Risley, 2003; Johnson & Johnson, 2006, Oakes, 2005; Qi et al., 2006; Rothstein, 2004a, 2004b). The importance of providing children with language rich preschool experiences as highlighted by the ND Early Learning Standards is intended to improve these students' future academic success and reduce the persistent achievement gap (Johnson & Johnson, 2006).

Success of this project requires family and community involvement. Native American children have experienced limited success since the advent of academic education on the reservations in North Dakota. In particular, in the early 1900's, the boarding school practice of forcing children to abandon their language and culture created a lasting impression that educational pursuits were not compatible with Indian life. This can be addressed through intentional strategies. Research has shown that Native American children learn and retain information at a much higher rate when the material is presented in a culturally relevant manner. Culturally relevant methods for teaching include the use of place-based materials that represent concepts and contexts with which children are familiar as well as the use of role models in the curriculum. Examples of culturally relevant strategies include allowing time to reflect upon

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learning and not timing tests, promoting discussions of how plants are used in traditional ways as well as western scientific ways. The use of literature that highlights cultural stories or Native American heroes will assist in providing role models for students and will enhance strategies that build reading skills (Alaska RSI).

According to Rothstein (2004b), differences in childrearing practices between disadvantaged and advantaged families may influence “how children learn, at what rate they learn, and what instructional approaches will be more effective in schools” (p. 24). Furthermore, Rothstein believed these social class differences explained why the lower grades and their heavy reliance on direct instruction to teach basic skills made it easier to narrow the achievement gap “only to see it widen later on” when “inquiry learning is more important to academic success in upper grades” (p. 24). When children begin to *read to learn* in third grade, as opposed to *learning to read* in earlier grades, children who have a broad range of experiences tend to achieve better than children who have been exposed to broad experiences. Children from disadvantaged families tend to have had fewer experiences than children from advantaged families. For this reason, the NDSRCL places a high priority on a strong parent involvement component.

Students who fall behind in the very early years do not catch up to become fluent readers. There is a .88 correlation that a poor reader at the end of first grade will turn out to be a poor reader at the end of fourth grade (Torgesen, Wagner, & Rashotte, 1997; Juel, 1988). Children with limited reading skills are also at a high risk for being referred for special education services. The majority of school-age children who are evaluated for special education services are referred because of unacceptable progress in reading (Lentz, 1988; Vaughn, Moody & Shuman, 1998). By third grade, Native American students already rank below all other North Dakota ethnic

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groups in norm-referenced reading tests. Only 53.61% of Native American students achieved proficiency for reading on the state assessment. Further, results from the National Institutes of Child Health and Development (NICHD) studies show that 10-15% of children with serious reading difficulties will drop out of high school and only 2% will complete a four-year college program. Surveys of adolescents and young adults with criminal records reveal that 50% have reading difficulties and that about half of youths with a history of substance abuse also have reading problems (Alexander & Entwisle, 1996; Lyon, 2000). It is clear that low literacy rates contribute to other problems that exist in reservation communities in the state.

The North Dakota Striving Readers Comprehensive Literacy Program (NDSRCL) program anticipates it will improve learning outcomes for over 5,500 children in 15-20 school districts and communities. This will be accomplished by implementing comprehensive and intentional literacy instruction across the continuum of childhood beginning with early childhood all the way through high school. “Literacy is a responsibility shared by all stakeholders that allows students to develop their knowledge and potential” (ND Comprehensive State Literacy Plan). Community involvement, parent involvement, and the involvement of higher education, specifically, tribal colleges for those projects located on or near reservations, will help ensure project success.

Early childhood literacy instruction will promote language development, including vocabulary building and verbal expression to help young children come to kindergarten prepared. Elementary school level instruction will include research based instructional strategies identified in the planning stage within a variety of contexts, based on principles of responsive instruction. Middle school and high school level instruction will include research based instructional strategies that utilize direct, explicit strategies that build students’ fluency,

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vocabulary, and comprehension skills. These activities will be supported and enhanced by the involvement of the Local Literacy Team and higher education institutions located in these communities. Local colleges or tribal colleges will provide support in a variety of forms, including professional development, technical assistance, student teachers serving as role models in the classroom, project promotion in the community, and other methods as deemed appropriate. This will help in building a truly community-based birth through high school comprehensive literacy program designed to improve learning outcomes for children in these communities.

Priority 2: Enabling More Data-Based Decision-Making

The NDSRCL project builds upon current efforts and initiatives to help districts, schools, and teachers make system-wide data-based decisions regarding literacy programming and instruction. A key component of the NDSRCL program is the literacy data analysis required by the SEA for each subgrant project. This analysis can be accomplished through the work of multiple team members. However, the coordination of the data will be encouraged to be completed by one team member. The role of the Literacy Data Coordinator is to analyze project-wide student achievement data in reading and literacy and monitor student outcomes using the assessment tools chosen by the project. The Literacy Data Coordinator will analyze trends in literacy data for children from early childhood through high school and help teachers understand what the data means for their work. Data trends will also help administrators as they organize resources to meet their schoolwide improvement goals and to support the work of the teachers. In addition, the Literacy Data Coordinator will be responsible for communicating disaggregated student learning outcomes in literacy to the Local Literacy Team and sharing data across age and grade levels participating in the project. The data will also be useful in facilitating conversations about transitions from early childhood programs into the K-12 system.

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The project also encourages subgrants that serve over 400 children to support Literacy Coach who will work closely with the Literacy Data Coordinator. The role of the Literacy Coach is to work with teachers and instructional teams to help them use student learning data to make instructional decisions and develop responsive strategies for intervention. The Literacy Coach will be responsible for researching and providing resources on a range of research-based effective and innovative practices to enhance the curriculum and increase student achievement.

This project will create further meaningful discussions regarding literacy outcomes across the spectrum of ages and grade levels to look at literacy data more holistically. Elementary schools currently use tools such as DIBELS and NWEA MAP to derive student performance data. Head Start and early childhood provider programs use tools such as the Early Head Start Development Framework, Galileo and PPVT to measure student progress. Middle schools and high schools use tools such as NWEA MAP to determine student performance through the eleventh grade. Teachers and administrators will use the data in conjunction with NDSA data to aid in planning and inform decisions regarding programming and instruction based on this holistic view of student outcomes. The project's evaluation plan further outlines collection and analysis of several categories of data that will be used to make program and instruction decisions. The project coordinates data-driven activities conducted through the School Improvement Grant (SIG) projects, including Response to Intervention (RTI), positive behavior support programs and other SIG grant efforts, with early childhood education to improve academic achievement across grade levels and ages from birth to grade twelve. It extends the efforts of the SIG projects towards building knowledge and expertise among teachers and administrators about how to use data to make instructional decisions across traditional boundaries.

Competitive Preference Priority: Effective Use of Technology

Competitive preference will be given for projects proposed by LEAs and Early Childhood Providers that propose to effectively embed the use of technology within an instructional design framework that incorporates the principles of Universal Design for Learning (UDL). UDL seeks to make instruction and instructional materials accessible to the widest possible range of learners. Technology represents a tool within Universal Design that can be used to support all students' access, participation and progress within the general education curriculum.

LEAs/ECPs will be encouraged to integrate the use of technology that is designed to increase student engagement and literacy achievement. There are many ways that technology can be integrated into the classroom. One way is to increase student access to technology. This can be accomplished by adding computers or tablet PCs to the classroom environment. The Title I and Title IID program administrators have historically worked collaboratively. Most recently, Title IID competitive program funds were offered to North Dakota schools, with priority given to schools in Title I program improvement. Many of these schools may already have the technology in place, but are in need of professional development to help them more effectively integrate technology into the classroom to improve student literacy. There are several commercially developed software programs that are aligned with Common Core Standards and endorsed by the Center for Applied Special Technology. In addition, Edyburn's (2011) Intervention guide provides free applications to support struggling readers. Providing increased access to technology or software alone is not enough. It is critical that professional development and support are provided to teachers in effective use of the technology and software in the classrooms.

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The State will provide professional development in the tenets of how to use technology effectively in the classroom. Subgrant applicants that propose to integrate technology in the classroom must describe how their strategy will increase student engagement and achievement and how they will provide ongoing professional development and support for teachers in using technology effectively in the classroom. In addition, subgrant applicants will understand that teachers' effective use of technology in the classroom will be a part of the project evaluation conducted by the external evaluation team. Level of preference awarded to the subgrant application will be based on rigorous review of the plans to use technology and the support proposed by the applicant.

Statutory Requirements: (a) *Must subgrant no less than 95% of funds received under this competition to LEAs;* (b) *Ensure that at least (1) 15% of funds subgranted used to serve children birth-age 5, (2) 40% of funds subgranted used to serve students in kindergarten-grade 5, (3) 40% of funds subgranted used to serve students in middle and high school, including an equitable distribution of funds between middle and high schools.*

The State guarantees that the statutory requirement will be met that 15% of the funds subgranted will be used to serve children birth-age 5, 40% will be used to serve students in grades K-5, and 40% will be used to serve students in middle and high school with an equitable distribution between middle and high schools. The subgrant process described in Section B is the means to meeting this requirement.

(A) Quality of State-level activities (37 points) *In determining the quality of State-level activities, the Secretary considers:*

- (i) How the SEA will carry out the required State-level activities and how it will align those activities with its comprehensive State literacy plan (10 points)*

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The Administrator for this project is Lodee Arnold, Assistant Director for Title I. She is responsible for the Literacy Initiative for the State and has been working with the Literacy Team to develop the ND Comprehensive State Literacy Plan. As such, she is very well informed about the State Literacy Plan, the challenges faced by the State, and the context of many of the LEAs and Early Childhood Providers (ECPs) across the state. The activities described in this proposal are directly aligned to the State Literacy Plan as are the requirements for subgrantees outlined in the application process for receiving subgrants. The subgrant application process will also help ensure that the LEA/ECP has thoughtfully considered the aspects of an effective literacy program appropriate for its students. It ensures the LEAs/ ECPs commitment to the essential elements of the Comprehensive State Literacy Plan. These elements include effective leadership for the program, curriculum standards alignment, research-based instruction and assessment, professional development, and developing family and community partnerships. The Administrator will be responsible for administering and managing the subgrant application process for LEAs/ECPs interested in applying, including providing technical assistance and guidance in the application process. She will coordinate the process for reviewing and selection of subgrant recipients, ensuring that the statutory requirement regarding subgrant fund allocations are met.

Once the subgrants are funded, the Administrator will meet regularly with subgranted LEAs/ECPs onsite and via telecommunications to provide ongoing technical assistance or provide guidance as necessary. She will also coordinate ongoing professional development. Because of the rural nature of the state and the costs incurred with travel, some of the professional development and technical assistance will be provided using WebEx and conference calls. The Administrator will also meet with Local Literacy Teams in order to better understand

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the context of the project within these communities. The Administrator will work with the Project Evaluator and the State Literacy Team to monitor the effectiveness of the projects and evaluate how well the Comprehensive State Literacy Plan is meeting the needs of the users. This process of continual feedback will assist in identifying and addressing challenges for subgrant sites and inform ongoing State and local activities for the NDSRCL project, including professional development and technical assistance.

- (ii) *The SEA's goals for improving student literacy outcomes throughout the State for all students including a description of the data considered and a clear and credible path that the SEA will take to achieve these goals with the support of its LEAs (8 points)*

The NDSRCL program addresses the critical need to improve literacy skills for all children, particularly children living on Indian reservations which are the highest poverty areas in North Dakota. The goal of the project is to improve literacy outcomes for these students by building on the lessons learned through the Reading First program, expanding efforts of School Improvement Grants (SIG), and engaging key stakeholders for education in those communities. Implementing the NDSRCL program will allow educators in the state to not only build on the connection between research and instruction, but to extend that connection to include efforts from birth through high school in culturally relevant ways to help disadvantaged students develop the necessary pre-literacy and literacy skills needed to read, comprehend, and use language effectively. Data considered in this project included poverty rates and AYP achievement data as well as data from North Dakota State Assessment (NDSA) that documents the lack of reading proficiency for these students. With the funding provided by the Striving Readers Comprehensive Literacy grant, North Dakota will focus on these disadvantaged students' needs and offer all students the opportunity for academic excellence.

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The State will provide support, technical assistance, and professional development opportunities to all schools interested in implementing the ND Comprehensive State Literacy Plan. This will be accomplished through WebEx presentations; the Title I, Special Education, 21st CCLC Fall Conference; the NDDPI website and other meetings and conferences as deemed appropriate. The State will provide targeted support for NDSRCL subgrantees. Technical assistance and professional development for subgrant recipients will include information about the ND Comprehensive State Literacy Plan as well as the elements of an effective comprehensive literacy program. The subgrant LEAs/ECPs will commit to providing time for teachers to work in instructional teams. The work of instructional teams will be: 1) to determine essential learning outcomes and framework for each level; 2) align curriculum to core standards and early learning guidelines; 3) work together to map the essential learnings across the grade levels to ensure a cohesive plan; 4) plan research-based instruction including supports for children with disabilities and limited English proficiency; 5) determine appropriate assessments; 6) discuss student learning data; 7) develop appropriate strategies for re-teaching and responsive intervention based on the data; and 8) access professional development. These commitments build on the indicators of best practices of effective schools delineated in the NDMILE/NATIVE Star Project, developed by the Center on Innovation and Improvement (CII) used by all targeted schools and discussed later in the proposal.

The Local Literacy Team will review the local data system-wide from pre-k through high school and make decisions regarding literacy programming and instruction based on the data. They will also help to facilitate the home-school connection and work to promote literacy throughout the community served. This approach to instruction and planning is fundamentally different from historical approaches. It breaks down the historical silos that exist between

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different educational levels and facilitates communication across the spectrum of education from pre-kindergarten through high school. The projected outcomes are improved school readiness and reduced academic achievement gaps in reading and writing resulting in improved literacy for all students. The logic model in Figure 1 illustrates the path for how the State’s goal for improving literacy outcomes throughout the state will be achieved.

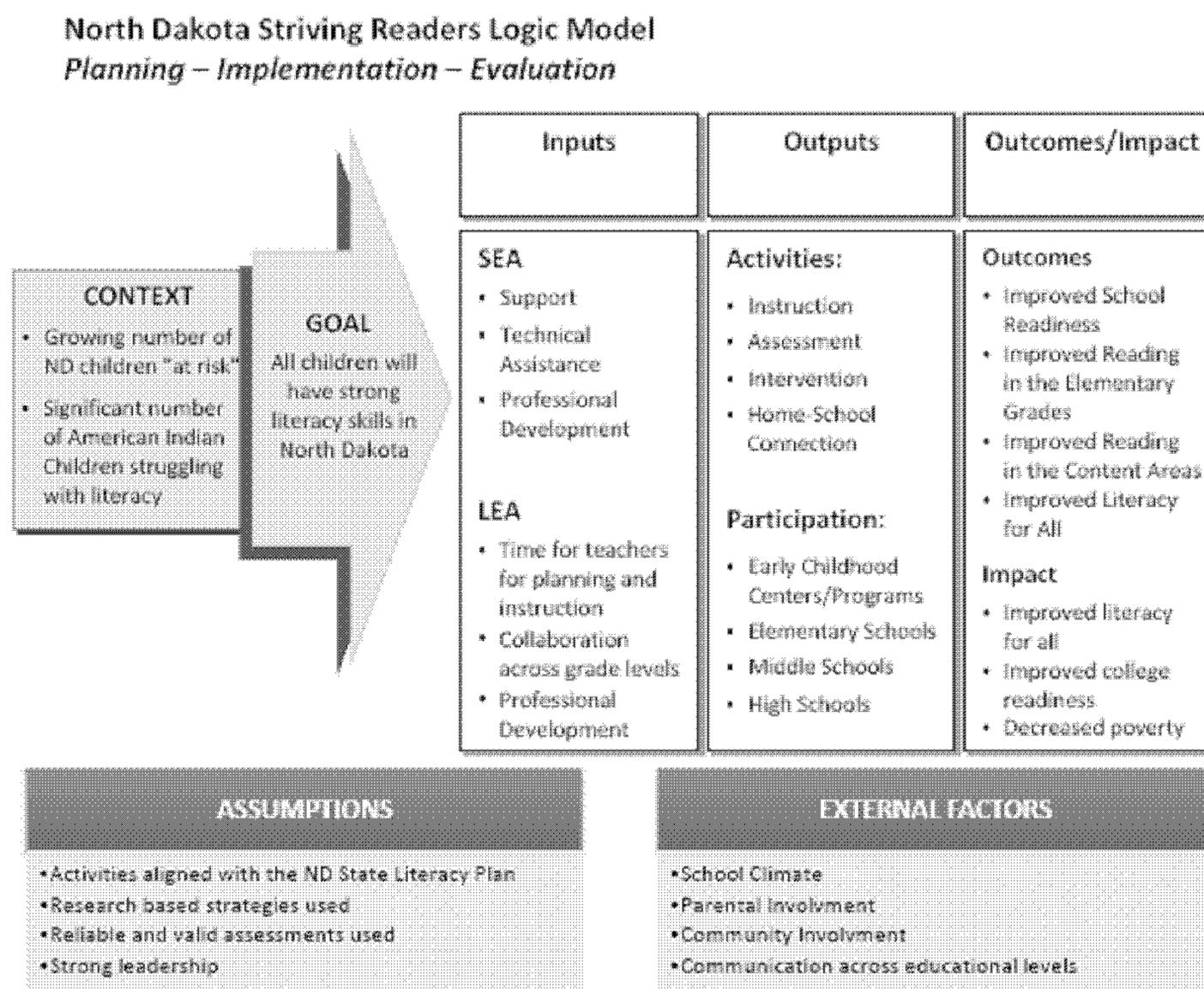


Figure 1: Logic Model for ND Striving Readers Comprehensive Literacy program

(iii) How the SEA will provide technical assistance and support to its SRCL subgrantees to enable them to implement a high-quality comprehensive literacy program and to improve student achievement in core academic subjects (5 points)

The NDDPI will provide technical assistance in a variety of ways. First, it will provide pre-application technical assistance to eligible schools interested in applying for the NDSRCL

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subgrant. The eligible schools will receive a letter informing them of the NDSRCL program and the grant application process. The school personnel will also be invited to attend a grant-writing and programming-planning workshop specifically on the NDSRCL subgrant. At this workshop, they will receive information on the NDSRCL program, the grant application process, all requirements for NDSRCL programs, research-based strategies, early learning guidelines and core standards for K-12, the ND Comprehensive State Literacy Plan, the four types of assessments, how to analyze assessment data, and how to use the data to inform instruction. The NDDPI will provide professional development regarding strategies for effective integration of technology in the classroom. This professional development will be tailored to the specific needs and goals of the school regarding technology integration. Teacher progress toward effective technology integration will be monitored by the evaluation team. Additional support for the application development will be provided as requested using web and telephone conferencing as requested or needed.

The NDDPI will also serve as a resource for subgrantees to address issues and answer questions once awarded. The State will maintain regular contact with school and early childhood personnel and administration. NDDPI will monitor program progress by reviewing quarterly progress reports, conducting onsite visits regularly, and providing technical assistance as needed. Assistance will be provided via onsite meetings, email, WebEx, or telephone conversations. The State will conduct training and provide guidance as needed, coordinating appropriate services through higher education resources, such as the tribal colleges. Some professional development may be provided via WebEx due to the rural nature of the state.

Project and literacy resources will be posted on the NDDPI website and made available at professional development and project workshops. The website already includes information

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regarding various assessments and how to analyze them. While it is not a list of ‘approved’ assessments, it does provide a sort of one-stop-shop for educators. The assessments listed range from pre-school through grade 12. Educators are recommended to research assessments prior to choosing one to be sure it is appropriate for the intended use, is reliable and valid, and is aligned to the Early Learning Guidelines and English/Language Arts Core Curriculum Standards. The website provides contact information for people who can provide additional assistance regarding the use of technology, best practices, or other guidance. The website also currently includes a section designated to the Literacy Initiative in the state and is designed to allow for continual updates and additions. There is also information regarding the State Literacy Team, the ND Comprehensive State Literacy Plan, general information about the State Literacy Initiative, and a collection of resources useful for parents, community members, teachers, and educational leaders to better understand literacy development at all levels. Updated research regarding effective teaching strategies, State Literacy Initiative news, and new tools discovered will be shared with project participants through a Literacy Initiative Listserv. Subgrant project personnel and administrators will automatically be members of the Listserv, but anyone interested may apply to become members of the Listserv.

(iv) How the SEA will evaluate the State’s progress in improving achievement in literacy for children and youth from birth through grade 12, including disadvantaged students, including (1) whether the evaluation will be conducted by an independent evaluator (whose role in the project is limited solely to conducting the evaluation); (2) whether the evaluation will use methods that are thorough, feasible, and appropriate to the objectives of the proposed project; and (3) how the SEA will use evidence to inform and continuously improve the design and implementation of its activities (10 points)

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The evaluation will be conducted by an independent evaluation team who are certified by the ROI Institute as measurement and evaluation professionals. The evaluation plan is based on the constructs of a model for Return on Investment for training programs that was developed specifically to consider the cultures of organizations (Janecek-Hartman, 2007), which includes eight categories of assessment within the evaluation framework and builds upon the work of Phillips and Phillips (2005). The purpose of this evaluation is to measure student growth in literacy, teacher effectiveness and growth, and overall project effectiveness. The four questions guiding this evaluation plan are: 1) How effective is the NDSRCL program in increasing literacy for preschool, elementary, middle school, and high school children? 2) How well does the NDSRCL program meet the needs of disadvantaged children and families? 3) What strategies are effective for engaging community members in disadvantaged and tribal communities? 4) What is the overall impact of the NDSRCL program?

There are seven categories of data collected to measure overall outcomes of the NDSRCL program. The first, and most basic, category of assessment is participant count, which collects information about how many participants access the program. The data collected in this category include number of children served, number of teachers receiving professional development, and number of schools, early childhood programs, and districts served. This data will be collected annually on the regularly scheduled State-designated census date.

The second category of assessment is participant reaction and satisfaction. Positive reactions and high levels of satisfaction with the program can be predictors of participant level of engagement and success. Positive participant reactions are also indicators that participant learning styles and expectations are addressed and that their social needs are met because they feel respected and accepted (Woodke, 2006). Data in this category will be collected through

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family surveys and teacher surveys. Family surveys will be distributed every September and March. Family survey development will be completed by the project evaluator in conjunction with input from the Project Coordinator, the Local Literacy Teams and the State Literacy Team. Distribution will be determined by LEAs/ECPs in a means that will likely produce high return rates. Teachers will be asked to complete a satisfaction survey evaluation at the end of each professional development activity. The project will use the evaluation form typically used by the State for professional development activities.

The third category is participant learning. Participant learning is used to help determine program effectiveness and participant success. Student learning data will be collected by teachers on an ongoing basis through assessments such as DIBELS, NWEA MAP, early learning literacy measures such as Galileo and PPVT, and technology-based programs. Annually, specific statewide measures will be collected regarding achievement of participating students for 4-year-olds using the Head Start tools. Statewide measures will be collected at third grade, fifth grade, eighth grade and eleventh grade using the North Dakota State Assessment (NDSA) data.

For teachers, learning data will be collected after each professional development activity using the same survey as in category two for teacher reaction and satisfaction. Teachers will use what they learn about how to integrate technology and other strategies for improving literacy instruction through professional development to help inform their practice and develop professional instructional goals for the classroom. These goals will be identified and described in a formal action plan that will be used to determine how well teachers apply what they have learned in the classroom. Program evaluators and project personnel will provide a format and training on how to utilize the action plans. Action plans are a strength-based method of

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formalizing reflective teaching and professional development that builds on individual strengths in order to improve teaching.

The fourth category is one of the aspects that set this model apart from many of the other evaluation models. This category addresses organizational or local culture. Analysis of this data provides program management with indicators about how well the program helps the organization to meet its mission and the needs of its stakeholders (Janecek-Hartman, 2007). Data for this category include qualitative data collected through family and community focus groups (talking circles) as well as from the Local Literacy Team. Questions asked in the focus groups will center around perspectives of teaching and program strategies, perceived impact of the program on the community, perceived effect of the program on student literacy, and how well the program is integrated into the educational culture of the community. Focus groups will be conducted each year in April or May. Local Literacy Team meeting minutes will provide documentation of activities and discussions of the Local Literacy Team. In addition, they will also be asked about their observations of the program's impact.

The fifth category is application and implementation. The data collected in this category provide program personnel with key information regarding program effectiveness in terms of how well participants, including children and instructional personnel, apply the knowledge and skills they have learned to authentic situations. Student outcomes are determined similarly to the learning data, but will include teacher observations of student application of literacy skills across the curriculum. Teachers will document their observations on student records and in Instructional Team meeting minutes. Teacher data regarding application of research-based strategies will be collected through action plans and observations completed by principals. Teachers will document increased proficiency with using research-based strategies in the action plans. The aggregated

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data from the action plans will be triangulated with the aggregated data from formal principal observations. Results from this category will be used to drive continuous professional development and instructional support.

The sixth category is business impact. Data collection for this category includes the business results that occur as a result of the program and training. For this project, this step in the evaluation process is where the costs of the program are calculated in relation to the number of participants. Per participant costs are considered with regard to number of students, teachers, schools, early childhood providers, and districts. Costs will also be disaggregated according to subgrant use (professional development, technology, direct services to children, etc) in order to better understand potential areas of investment that might produce the strongest results. Business impact is calculated annually.

The seventh category of assessment in this evaluation plan includes intangibles, which are results that may not be monetarily quantifiable (Phillips, 2005). Examples of intangibles include stories about a family's experience with the program or people involved with the program, the communities becoming more involved due to the program's existence, or other pieces of information that help tell the story of the program's impact. Data for this category are collected through several tools used throughout the evaluation process. Action plans, focus groups, surveys, meeting minutes, and other sources can provide additional information that helps to tell the humanistic story of the program. All of the data elements together will help project personnel answer the four evaluation questions regarding program effectiveness, program quality, effective strategies for engagement, and program impact. (See Table 2.)

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Category	Objective	Data Source	Measures	Timing
1 Count	Number of participants involved in the project	<ul style="list-style-type: none"> • Subgrant Records • Professional Development Records 	<ul style="list-style-type: none"> • Number of children • Number of parents/families • Number of teachers 	Annually
2 Reaction/ Satisfaction	<ul style="list-style-type: none"> • Family perspective of literacy project • Satisfaction with PD events for teachers 	<ul style="list-style-type: none"> • Students/Parents • Teachers 	<ul style="list-style-type: none"> • Family Surveys • Teacher PD Surveys 	Every 6 months After each PD Event
3 Learning	<ul style="list-style-type: none"> • % of participating 4-year old children who achieve significant gains in oral language skills • % of participating 5th grade students who meet or exceed proficiency on State English language arts assessments • % of participating 8th grade students who meet or exceed proficiency on State English language arts assessments • % of participating high school students who meet or exceed proficiency on State English language arts assessments • Improved teaching skills • Improved use of technology 	<p>Annual Assessments</p> <ul style="list-style-type: none"> • EC/Head Start Assessment Records • State Assessments • Teacher Records <p>Ongoing Learning Assessments may include:</p> <ul style="list-style-type: none"> • Galileo, PPVT, PALS or other for Early Literacy (Pre-K) • DIBELS, MAP, NWEA or other for school-aged students (K-12) 	<ul style="list-style-type: none"> • ECP Assessments • North Dakota State Assessment / North Dakota Alternative Assessment • Teacher Action Plans 	Annually and according to state assessment schedules Ongoing for learning assessments After each PD Event
4 Culture	<ul style="list-style-type: none"> • Teaching methods appropriate to culture of the learners • Literacy Initiative part of community culture 	<ul style="list-style-type: none"> • Parent and Community Focus Groups • Local Literacy Team Observations 	Qualitative Data	Annually in April-May
5 Application	<ul style="list-style-type: none"> • Literacy skills utilized across the curriculum and skills transferred into authentic situations • Teachers apply research-based strategies to the classroom 	<ul style="list-style-type: none"> • Teachers • Instructional Leaders 	<ul style="list-style-type: none"> • Instructional Team Meeting Minutes • Principal Observations • Teacher Action Plans 	Ongoing Every 6 months
6 Business Impact	Costs per participant	State Budget Information	Program and Training Costs	Annually
7 Intangibles	<ul style="list-style-type: none"> • Parent Stories • Teacher Stories • Community Stories 	<ul style="list-style-type: none"> • Parent and Community Focus Groups • State Literacy Team Observations • Action Plans 	Qualitative Data	Annually

Table 2: ROI Data Management Plan

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- (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 (4 points)*

The ND Department of Public Instruction will disseminate all information regarding the NDSRCL project, project outcomes, and lessons learned throughout the state's educational community using a variety of means. Information regarding project outcomes will be distributed through the Statewide Title I Newsletter, which has an expansive circulation throughout North Dakota. It is distributed to an extensive Listserv that includes every elementary, middle, and high school principal, all superintendents, all special education teachers, and others. It is also posted on the NDDPI website.

NDSRCL program outcomes will be included on the state and district report cards required by No Child Left Behind legislation. Data reported on the district report cards currently includes achievement data disaggregated by demographics by grade level as well as other data regarding school performance. The State will add the outcomes of the NDSRCL to the state and district report cards for all participating groups, including pre-school. It will also include project evaluation data as described in the evaluation plan deemed appropriate for inclusion on the report. The state and district report cards and the Statewide Title I Newsletter are posted on the state website.

The North Dakota State Literacy Team has a particular interest in project outcomes as it continues its work to continue to develop and enhance the Comprehensive State Literacy Plan. The Comprehensive State Literacy Plan is a living document that can change as lessons are learned and new research findings for best practices become available. Project outcomes and findings for best practices, particularly with historically low performing populations and school

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districts, will help inform revisions and modifications to the plan. The membership of this team represents early childhood, elementary, and high school teachers, principals, reading experts and coaches, higher education, special education, libraries, community-based organizations, professional organizations, and state government.

Local project outcomes will be reported through local literacy teams developed at the LEA sites. These teams will be comprised of a variety of stakeholders, including teachers, administrators, parents, community members and tribal college education representatives. The Local Literacy Teams will also receive information about overall project outcomes in order to learn from the experiences of other sites. The data collected throughout the project will aid all stakeholders in advancing meaningful data-driven educational best practices. The NDDPI will also report project outcomes and findings through formal written reports completed in conjunction with the project evaluator which will be made available on the Department of Public Instruction's web site and in the Title I Newsletter. Outcomes will also be shared at the various state conferences and meetings. These include the Title I, Special Education, 21st CCLC Fall Conference; Title I Program Improvement Conference; Title I summer trainings; Career and Technical Education Conference; ND Association for the Education of Young Children Annual Conference; the North Dakota Indian Education Association Annual Conference; ND Education Association Conference; ND Association of School Administrators Annual Conference; ND Council of Educational Leaders Annual Conference; and other identified events where information can be disseminated to increase understanding of and generate support for the project. The team will work with the project director and project evaluator to optimize other reporting options.

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(B) *Quality of the State subgrant competition (28 points)* *In determining the quality of the applicant's proposed SRCL subgrant competition, the Secretary considers:*

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

The State has developed a rigorous LEA/ECP application process. Each NDSRCL application submitted will undergo a three phase screening process. The initial screening will be conducted by the NDSRCL program staff to ensure that applicants have submitted all the necessary information, met the eligibility criteria, and fulfilled the application requirements. NDSRCL program staff will use the "NDSRCL NDDPI Reviewer's Checklist" to ensure that all applications are reviewed consistently and that the initial screening process is equitable to all applicants.

The second phase of this screening process involves the review of the applications by a three-member Grant Review Panel. The Grant Review Panel will include at least one member from the ND State Literacy Team with experience and knowledge of reading and scientifically-based reading research. A pool of other potential committee members will be identified and developed. Staff from the NDDPI, tribal college faculty, Title I Committee of Practitioners, teachers and administrators will be invited to participate. All members on the Grant Review Panel will be required to be knowledgeable of standards-based reading research as verified by the state Title I staff after a review of potential candidates and their qualifications. Those selected to serve on the Grant Review Panel will receive additional training on the Striving Readers Comprehensive Literacy grant, an update on scientifically-based reading research and what is happening in North Dakota, the ND Comprehensive State Literacy Plan, and the NDSRCL subgrant scoring rubrics and form.

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The Grant Review Panel will evaluate and rate the LEA's/ECP's grant application by completing a rating form and scoring rubric. This rating form and scoring rubrics is currently being developed. Using a scoring rubric and completing the scoring form, committee members will evaluate each of the applications. The scoring rubric will be designed to assess how well the applicants propose to address each of the criteria and budgetary issues relative to resource integration and re-allocation.

The third and final phase of the screening process will be conducted by the NDDPI to determine if the selected applicants qualify for priority points. NDDPI staff will validate and ensure correct points are awarded according to applications that serve high-poverty schools or populations and provide strong evidence and research-based strategies in their plans. The SEA will ensure that only high-quality, well-defined, and well-documented NDSRCL programs will be funded through this process. All forms, including the NDSRCL subgrant application, technical assistance information, scoring rubrics, and selection process will be published on the NDDPI website and distributed electronically to potential applicant LEAs and ECPs.

(a) The LEA's or ECP's capacity to successfully implement its proposal (3 points)

Each LEA or Early Childhood Provider (ECP) will be required to guarantee, in its application, sufficient time and expertise to provide the instructional leadership needed to ensure the success of the NDSRCL program and achieve the goal of improving literacy for all students at their site. LEAs and ECPs will be encouraged to develop consortium applications for NDSRCL funds from the State in order to enhance smaller entities' capacity for program participation and implementation. The LEA/ECP will identify stakeholders that will serve on the Local Literacy Team at their site and describe how this membership will promote literacy in the community. Partnerships with higher education institutions and community-based organizations

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will be supported by letters of support and/or memorandums of agreement. The LEA/ECP will further describe the training and ongoing support for administrators and NDSRCL personnel as it relates to their role in understanding standards-based reading research, its application to instructional programs and assessment tools, and providing progress monitoring related to the program. Specific information regarding commitment to authentic shared leadership and data-driven decision-making is also an element addressed through the application process.

The LEA/ECP will identify who will be responsible for coordinating NDSRCL activities, how the person was selected, the duties and responsibilities of this person, and the knowledge they have on scientifically-based reading research. It is important that this person also possesses the skills required to work with various community members as well as people across the spectrum of educational services, including early childhood, elementary, middle and high schools. Each LEA/ECP selected for NDSRCL subgrant funds is encouraged to identify one qualified Literacy Data Coordinator for each project and one Literacy Coach if the project serves over 400 students. The Literacy Data Coordinator and Literacy Coach must be experienced teachers who have a reading credential and proven ability to teach reading. The Literacy Data Coordinator will be responsible for managing, analyzing and reporting student learning and achievement data project-wide. The Literacy Coach will help to coach teachers in implementing the selected comprehensive literacy program strategies and work with teachers in a supportive, professional manner. The Literacy Data Coordinator and Literacy Coach will attend Instructional Team meetings and assist teachers in using student learning data to inform instruction and develop strategies and materials for responsive instruction and interventions. The LEA/ECP NDSRCL Coordinator will work closely with the Literacy Data Coordinator and Literacy Coach to carry out program strategies.

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(b) The extent to which each SRCL subgrant application has proposed a comprehensive high-quality literacy program that meets all of the requirements set out in paragraph (d) of the Additional requirements section (8 points)

1. Addresses the needs of disadvantaged students and proposes to implement activities in schools and early learning programs with the highest levels of need and capacity for improvement

The NDSRCL program directly addresses the needs of disadvantaged students by targeting schools and districts with the highest identified needs. The districts are located on or near Native American reservations with extremely high poverty rates evidenced by high unemployment, median income rates at or near national rates for poverty, and almost 100% participation in free or reduced lunch programs. These districts also have some of the lowest performing schools. Large Head Start and Early Head Start programs exist in these areas. The project specifically targets these schools and early childhood providers through culturally relevant and appropriate approaches. The LEAs/ECPs will be required to describe the schools and early childhood programs included in the project and the demographics of the population served by the schools in the project. Further, the applicant will be required to describe the successes of the schools and early childhood programs thus far and how the district will use the subgrant to enhance and bridge the efforts towards improving literacy for all students in schools participating. The panel will score the application on the rubric based on the number of disadvantaged students they are proposing to serve, how well the plan addresses the needs of the students served, and the capacity for the applicant to achieve the goals defined in the application.

2. Is informed by needs assessment described in the application and is designed to support effective teaching and improve student achievement of struggling readers

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The first question on the LEA/ECP subgrant application is about needs assessment data. As part of the application process, the LEA/ECP will be required to describe the needs assessment process they used to demonstrate an analysis of the needs for each school or provider included in the application. This may include demographics of the population they serve; the achievement levels of the population they serve; and information regarding parent, student, or community perspectives. In addition, the application process specifically requires the LEA or ECP to supply data regarding indicators of poverty based on free and reduced meal counts, achievement data for school aged children and developmental level data for early childhood children, and whether or not the building receives SIG funding.

The application process for schools is directly aligned with the ND Comprehensive State Literacy Plan. LEAs and ECPs are required to address each of the essential elements identified in the plan to develop a culture of literacy at the site and in the community. The application also requires the school to provide a plan for improving student literacy achievement that is based on the Comprehensive State Literacy Plan. The plan addresses six essential elements of a strong culture of literacy. Three of the elements directly support this requirement: Professional Development, Instruction and Intervention, and Assessment. Schools must demonstrate a commitment to supporting research-based instruction and intervention. The plan will include evidence of support towards professional development for teachers in research-based instruction, use of technology to support literacy instruction, use of student learning assessment data, and responsive intervention. It also must include evidence that time will be allocated to teachers so they can meet in instructional teams to develop strategies for meeting the needs of struggling readers while also meeting the needs of readers who excel.

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3. *Involves other agencies, nonprofit organizations, community-based organizations, and families in activities that promote the implementation of effective literacy instruction for disadvantaged students*

The application of the LEA/ECP must identify its Local Literacy Team in accordance with the ND Comprehensive State Literacy Plan. The members of the Local Literacy Team must consist of representatives from school instructional personnel across the ages and grades involved in the subgrant, early childhood providers and educators, families, special educators, libraries or community book services, higher education (tribal college), Indian Education and other community-based organizations that can promote the project throughout the community. The Local Literacy Team will provide advisory assistance, guidance and support for the subgrant project in that community. Meaningful community and parent involvement, particularly with Native American communities, is essential for the success of educational projects or programs. It allows the school to better understand how parents already support their children's education and bridges culture and school environments to better support learning (NMHU CESDP, nd).

- (c) *The extent to which each SRCL subgrant applicant demonstrates that it will implement a coherent strategy to improve literacy instruction that aligns activities under the SRCL subgrant with literacy instruction supported with other Federal funds, including with funds the entity receives under Title I, Title II-A, and Title III of the ESEA and, as appropriate, the Head Start Act, the IDEA, and the Carl D. Perkins Career and Technical Education Act of 2006, and State and local funds (2 points)*

The North Dakota Department of Public Instruction has taken on a leadership role in an effort of systemic change for the public schools of North Dakota since 1986. NDDPI will continue to do so with this project. The most recent initiative marries the efforts of Special

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Education and Title I in terms of planning and reporting school improvement processes using a web-based instrument developed by the Center on Innovation and Improvement (CII) called IndiStar. NDDPI has adopted the use of this instrument under the title of North Dakota Moving to Improve Learning for Everyone (NDMILE) and the Bureau of Indian Education (BIE) has adopted the same instrument under the title of National Assessment Tool for Innovation, Validation, and Education (NATIVE Star). IndiStar is a customizable system that is used to inform, coach, sustain, track, and report improvement activities. This tool includes indicators of evidence-based practices at the district and school and classroom levels to improve student learning. The tool also includes a comprehensive collection of research, called the Wise Ways, coded to each indicator to support each of the indicators. NDDPI and BIE provide support in the form of capacity builders and coaches for schools using this instrument. Capacity builders and coaches provide targeted technical assistance and guidance for schools with regard to candid self-assessment, understanding the Wise Ways research base, and developing strategies and tasks for addressing school challenges.

The LEAs that apply will be required to explain how they are using the tenets of the NDMILE or NATIVE Star tool in this project so that literacy efforts are coordinated with, rather than disjointed from, the overall school improvement processes. The LEAs that apply for subgrant funding will be required to explain how they are using the tenets of the NDMILE or NATIVE Star tool in this project so that literacy efforts are coordinated with, rather than disjointed from, their overall school improvement processes. The IndiStar project has been in place in North Dakota for just over a year. Schools and districts in North Dakota who receive Title I schoolwide funds are required to use the IndiStar tool and all BIE schools are required to use NATIVE Star. On May 6, 2011 Dr. Wayne G. Sanstead, North Dakota State Superintendent,

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announced that districts and schools in North Dakota may use the NDMILE tool to fulfill several planning and reporting requirements. The result is a unified method for reporting using a rigorous, research-based tool.

There are several other existing initiatives that will be leveraged to support the NDSRCL program in North Dakota. One is the North Dakota Curriculum Initiative (NDCI), funded by NDDPI. NDCI is a long-term professional development program for North Dakota public and non-public school curriculum administrators and teachers. It works toward bringing high-quality professional development aligned to content and performance standards to North Dakota educators. The Title I program also offers a wide menu of support including program improvement technical assistance and School Support Teams which are comprised of experts from the field available free-of-charge to schools to assist with Title I schoolwide and targeted assistance program issues.

Many of the potential recipients participate in the BIE Project Child Find. Project Child Find is a public awareness campaign that seeks to locate and assist in the identification of unserved/under-served children suspected of having developmental delays or exceptionalities that may need special education and related services. Such children, regardless of the severity of their disability, may be eligible for services from birth through twenty-one years of age. The LEAs/ECPs will describe in their application how these funds and resources will be used to support, enhance, and coordinate the literacy activities proposed.

Head Start programs are natural partners in this project. The Head Start Collaboration Office works to enhance the capacity of Head Start and other early childhood programs to improve outcomes and opportunities for young children. In fact, the Collaboration Office promotes widespread collaboration and partnership between Head Start and other appropriate

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programs, services, and initiatives to support all low-income children and families. Communities and counties with the highest poverty rates have Head Start and Early Head Start programs that will be eligible to be included as subgrant recipients. ECPs, including Head Start programs and tribal college childcare providers, will be required to explain how the partner agencies and organizations will be leveraged for this project. It will also be required to describe linkages, either existing or planned, to K-12 schools to support the project.

Parent and community involvement groups and projects will also provide support to the project. The ND State Parent Information Resource Center (PIRC) is a federally funded program designed to provide parents, schools and community organizations with information and assistance to understand how children develop and what they need to succeed in school. The PIRC works closely with parents, educators and community organizations to provide training and resources as well as strengthen partnerships so children can reach high academic standards through parent involvement. PIRC is collaborating with NDDPI and aligning its efforts with the IndiStar (NDMILE and NATIVE Star) project for school improvement by providing a Parent Involvement Resource Tool designed to provide ideas for activities, games, and ideas to support parent involvement programs. Another organization that will provide support is the Pathfinder Parent Center, a statewide non-profit organization started with federal grant funds in 1987 and now functions to serve parents of children that are at-risk due to learning challenges or disabilities from birth to age 21. The NDSRCL program, if funded, will also help to build upon lessons learned and continue the progress resulting from the Reading First and Even Start Family Literacy programs which have come to an end.

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- (ii) *The extent to which SEA will give priority to LEAs or ECPs that propose to serve high-poverty schools or high-poverty population, based on a definition of poverty and process for applying the priority provided by the State (6 points)*

The NDSRCL program will specifically target high-poverty schools and populations in North Dakota. Priority points will be assigned on the scoring rubric for schools that are located in the highest 10% poverty areas in the state. These areas are primarily Native American Indian reservations. Priority will be based on the LEA's/ECP's level of poverty determined by free and reduced school lunch participation, Head Start participation, and/or Title I funding.

- (iii) *The extent to which the SEA will give priority to LEAs or ECPs whose applications are supported by the strongest available evidence (4 points)*

The subgrant application process for the NDSRCL program includes a means for applicants to describe the approach they will take for the literacy project at their site. The reviewer panel will score subgrant applicants based on the evidence presented. Strategies proposed in the application must be research-based and aligned with their comprehensive needs assessment. The IndiStar (NDMILE and NATIVE Star) projects are grounded in research on teaching and learning as well as school improvement. It is based on the work of Sam Redding through CII. The LEA/ECP application will be scored according to its alignment with the Wise Ways research and IndiStar indicators, which is the tool currently used to document the program improvement process, as well as any other evidence presented. Therefore, in essence, the applicants will be scored according to how well their NDSRCL application is aligned to their program improvement plan.

- (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 curricula*

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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)

The SEA has a strong and rigorous subgrant application review process in place, which requires subgrant applicants to include evidence that research-based materials are used and curricula is aligned with state standards. This process has been successfully used in projects similar to NDSRCL, such as in the Reading First program. The evidence base and standards alignment will be evaluated by the review panel using the SRCL guidelines and the ND Comprehensive State Literacy Plan tenets for a culture of literacy as a guide. The subgrant review process will be published on the NDDPI website and presented at the technical assistance meetings held for potential subgrant applicants. The LEAs/ECPs selected as a result of the panel reviews will be published on the NDDPI website and included in the Title I Newsletter.

(C) *Project Management (15 points)* *The Secretary considers the following factors in determining the quality of the management plan:*

- (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 management plan is designed to achieve the objectives of the NDSRCL program on time and within budget. The State believes it has put a strong management team in place to successfully implement the project. Laurie Matzke, the North Dakota Title I Director, will assume overall project management duties for the NDSRCL project. The Director of Title I oversees all the programs within the Title I unit, including the Literacy Initiative, NDMILE, and 21st Century Community Learning Centers, that will work collaboratively with the NDSRCL project.

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Lodee Arnold is an Assistant Director in the Title I unit whose portfolio includes the Statewide Comprehensive Literacy Initiative. She has been responsible for assembling and organizing the State Literacy Team and has led the development of the ND Comprehensive State Literacy Plan. Lodee has background and experience in business and education that directly align with the elements in the NDSRCL grant. If the State is successful in securing a SRCL grant, her duties will be reassigned so that 75% of her time is designated toward the NDSRCL project. Her responsibilities will be: 1) Assist in the administration and oversight of the NDSRCL program; 2) Identify and coordinate training and technical assistance providers for the NDSRCL program; 3) Provide leadership and oversight for the State Literacy Team; 4) Work collaboratively with other program administrators in the Title I unit and the NDDPI; 5) Organize and facilitate workshops and meetings relating to the ND Comprehensive State Literacy Plan; 6) Coordinate submission of all NDSRCL reporting requirements; 7) Work collaboratively with the external NDSRCL evaluator; 8) Plan and coordinate statewide professional development activities; 9) Collaborate with the Title I Committee of Practitioners and Title I School Support Team; and 10) Monitor on-going progress of NDSRCL schools and teachers.

The project also provides administrative support as well as the grants manager support. The administrative support position is funded at .5 FTE and will help ensure that the project administrator has adequate support to carry out program activities. This person will assist with scheduling and organizing technical assistance events, professional development activities, and ensure that project documentation is in place and completed in a timely manner. The grants manager is funded at .25 FTE and will help to ensure strong fiscal management of the grant. The grants manager who will be assigned to the NDSRCL project also manages the 21st CCLC grant. She is knowledgeable about U.S. Department of Education requirements and has strong skills in

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financial management. She will provide detailed records for timely reporting to the U.S. Department of Education.

The Title I Director, the Title I Assistant Director/Literacy Grant Administrator, Schoolwide Program Administrator, and Even Start Administrator are all in the same unit and will all work together with the support of the State Literacy Team to implement the NDSRCL goals. The NDSRCL project has a cadre of collaborative supporters. Administrators of Title IID, Title VII (Bilingual), Title IX (American Indian Education), Special Education will work together towards meeting the goals of this project. Additionally, ND Head Start Collaboration Office, tribal colleges, state universities, and the ND Career and Technical Education Department will work closely with the NDSRCL administrator to implement the proposed plan.

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TIME-FRAME	ACTIVITY	MILESTONES	RESPONSIBLE
July 2011	Notification of funding for 5-year project	\$6,000,000 for Year 1	US Dept. Education
August - November 2011	<ul style="list-style-type: none"> Initiate Subgrant Application Process: Advertise NDSRCL Program Provide TA for LEAs/Early Childhood Providers (ECPs) regarding the subgrant application process and requirements Review, evaluate, and score applications Notify LEAs of selection for funding 	<ul style="list-style-type: none"> TA Session for LEA/ECP subgrant application conducted by September 30, 2011 LEAs/ECPs selected for subgrant funding by November 30, 2011 	Project Coordinator
January 2012	<ul style="list-style-type: none"> Subgranted LEAs/ECPs begin coordinating resources for program implementation 	<ul style="list-style-type: none"> ≥15 LEAs/ECPs participating Local Literacy Teams in place Local Program Leaders identified Literacy Data Coordinator identified LEA/ECP Instructional Teams in place 	<ul style="list-style-type: none"> Project Coordinator LEA/ECP Administration
January -May 2012	<ul style="list-style-type: none"> Subgranted LEAs/ECPs receive beginning professional development regarding research-based best practices for technology integration and high quality literacy instruction Subgranted LEAs/ECPs have a plan for communication across grade levels Subgranted LEAs/ECPs have identified literacy program components and assessment tools Subgranted LEAs/ECPs have a plan for involving families and communities Quarterly reports from LEAs/ECPs completed 	<ul style="list-style-type: none"> Subgranted LEAs/ECPs understand the basics of research-based best practices for technology integration and high quality literacy instruction Local instructional teams are in place with plan for sharing information Local Comprehensive Literacy Plan based on the ND Comprehensive State Literacy Plan in place Quarterly Report submitted by April 30, 2012 to State 	<ul style="list-style-type: none"> LEA/ECP Administration LEA/ECP Local Program Leader Local Literacy Team LEA/ECP Instructional Teams Program Evaluator
Summer 2012	<ul style="list-style-type: none"> Subgranted LEAs/ECPs prepare classrooms and environments, acquire necessary instructional supplies for program Teachers receive continuing professional development regarding research-based best practices for high quality literacy instruction Subgranted LEAs/ECPs begin to disseminate information about the Comprehensive Literacy Initiative to parents and community 	<ul style="list-style-type: none"> Technology and literacy program supplies in place Teachers understand application of research-based reading strategies Community is aware of the NDSRCL at their school 	<ul style="list-style-type: none"> Program Coordinator LEA/ECP Administration LEA/ECP Local Program Leader

ND Striving Readers Comprehensive Literacy Program: Selection Criteria

TIME-FRAME	ACTIVITY	MILESTONES	RESPONSIBLE
August 2012	<ul style="list-style-type: none"> Quarterly Reports from LEAs/ECPs completed Subgranted LEAs/ECPs begin NDSRCL Program 	<ul style="list-style-type: none"> Quarterly Report submitted by July 31, 2012 to State ≥15 Sites implement NDSRCL 	<ul style="list-style-type: none"> Program Evaluator LEA/ECP Local Program Leader
Every September 2012-2015	<ul style="list-style-type: none"> Subgranted LEAs/ECPs distribute family surveys Quarterly Reports from LEAs/ECPs completed 	<ul style="list-style-type: none"> Information about home literacy and perceptions about literacy collected Quarterly Report submitted by October 31, 2012 to State 	<ul style="list-style-type: none"> LEA/ECP Local Program Leader LEA/ECP Local Program Leader Program Evaluator
Every October 2012-2015	<ul style="list-style-type: none"> Subgranted LEAs/ECPs submit participant counts 	<ul style="list-style-type: none"> Information about number of participants collected 	<ul style="list-style-type: none"> LEA/ECP Local Program Leader
Every October-December 2012-2015	<ul style="list-style-type: none"> Subgranted LEAs/ECPs submit baseline literacy and literacy development data for 4-year-olds and grades 3, 5, 8, and 11 	<ul style="list-style-type: none"> Baseline literacy scores are in place for project participants 	<ul style="list-style-type: none"> LEA/ECP Local Program Leader NDSRCL Evaluator
Every December 2012-2015	<ul style="list-style-type: none"> Quarterly Reports from LEAs/ECPs 	<ul style="list-style-type: none"> Quarterly Report submitted by January 31, 2013 to State 	<ul style="list-style-type: none"> LEA/ECP Local Program Leader NDSRCL Evaluator
Every Feb. 2013-2016	<ul style="list-style-type: none"> Annual Report 	<ul style="list-style-type: none"> Year 1 Annual Report to State by February 28, 2013 	<ul style="list-style-type: none"> NDSRCL Evaluator
Every March 2013-2016	<ul style="list-style-type: none"> State Literacy Team meets to discuss results reported in the Quarterly Report Submitted Subgranted LEAs/ECPs distribute family surveys 	<ul style="list-style-type: none"> Recommendations based on data Information about home literacy and perceptions about literacy collected 	<ul style="list-style-type: none"> Project Coordinator NDSRCL Evaluator LEA/ECP Local Program Leader
Every April-May 2013 - 2016	<ul style="list-style-type: none"> Quarterly Reports from LEAs/ECPs 	<ul style="list-style-type: none"> Quarterly Report submitted by April 30, 2013 to State 	<ul style="list-style-type: none"> LEA/ECP Local Program Leader NDSRCL Evaluator
Summers 2013	<ul style="list-style-type: none"> Teachers receive continuing professional development regarding research-based best practices for technology integration and high quality literacy instruction 	<ul style="list-style-type: none"> Teachers understand application of research-based reading strategies 	<ul style="list-style-type: none"> Program Coordinator
2014	<ul style="list-style-type: none"> Subgranted LEAs/ECPs revise plan as necessary for involving families and communities 	<ul style="list-style-type: none"> Increased parent and community involvement 	<ul style="list-style-type: none"> LEA/ECP Local Program Leader
2015			
2016			

ND Striving Readers Comprehensive Literacy Program: Selection Criteria

(ii) The qualifications, including relevant training and experience of key personnel (5 points)

The Project Director will be Laurie Matzke, Title I Director at the NDDPI. Laurie's background and experience in reading, early childhood education and curriculum and instruction directly align with the elements of the NDSRCL grant. Her bachelor's degree is in elementary education with minors in both early childhood education and reading. She has a master's degree in curriculum and instruction from California State University at Fullerton. Laurie has served as the Title I Director for 14 years and is very knowledgeable on federal programs and regulation. She has a history of successfully implementing federal programs including Reading First, Early Reading First, Comprehensive School Reform Demonstration Programs, and School Improvement Grants. She is also experienced in conducting e-learning courses and audio presentations on federal programming for LRP.

The Project Administrator at the State will be Lodee Arnold. Lodee's bachelor's degree is in elementary education and her master's degree is in education administration. Lodee is an experienced teacher and has experience with administering Department of Education and other federal grants and working with tribes. She has provided training and workshops on a variety of topics, including how to use technology. Her experience at the State office and success in working with diverse groups will help ensure project success.

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

ND Striving Readers Comprehensive Literacy Program: Selection Criteria

The North Dakota State Literacy Team was established with federal funding authorized as part of the FY 2010 Consolidated Appropriations Act (Pub. L. No. 111-117) under the Title I demonstration authority (Part E, Section 1502 of the Elementary and Secondary Education Act). The State Literacy Team is comprised of fourteen members from diverse backgrounds. This team was intentionally selected to provide a diverse representation of perspectives. The State Literacy Team includes educators balanced across all levels of education from early childhood to high school; university professors who are experts in literacy; representatives from Head Start and special education; libraries; families; and officials from state and local agencies. These team members also represent a variety of community-based and professional organizations. The State Literacy Team composition helps to ensure that a variety of perspectives are considered in ongoing project implementation. In addition, the Local Literacy Teams will be required to have similar composition from their respective communities. Higher education will be represented by state college or tribal college faculty who can provide a culturally relevant perspective of teaching practices.

(D) *Adequacy of resources (20 points)* *The Secretary considers the following factors in determining the adequacy of the resources for the proposed project:*

- (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 (10 points)*

The SEA's budget for the project is reasonable. The largest cost for the NDSRCL project is for the subgrants (95%). The SEA anticipates funding between 15-20 LEAs/ECPs. That means that the average subgrant would be approximately \$300,000 per year per subgrant, ranging from approximately \$200,000 to \$350,000, depending on the size of the subgrant applicant, number of

ND Striving Readers Comprehensive Literacy Program: Selection Criteria

children served, and activities planned. The subgrants allow participants to intentionally align literacy instruction across traditionally disparate grade levels and ages and involve parents and community members in ways never before directly pursued. The subgrant also provides support in aligning and building on existing initiatives, including the IndiStar (NDMILE and NATIVE Star) project developed by CII and the SIG grants.

The SEA project expenses are reasonable. Project personnel and fringe costs are aligned to the North Dakota state salary schedule and consistent with salaries of positions similar to the Project Coordinator for this project. The Project Coordinator will dedicate 75% of her time towards the NDSRCL project. Travel costs are primarily for project personnel to connect with subgrantees across the state. North Dakota is very rural and some schools are up to five hours from Bismarck, where the Project Coordinator and Evaluators are located. Funds for the SEA Project Coordinator to travel to national conferences or federally-mandated meetings once per year are included in the travel budget. Contractual costs include those for evaluation services and state-required professional development for participants. The professional development activities sponsored by the SEA's project budget will not only be open to NDSRCL participants, but to all schools who are interested in learning more about the ND Comprehensive State Literacy Plan, community engagement strategies for improving literacy, and other project activities. In this way, the project may impact many more North Dakota children, not just students at project schools.

- (ii) *The quality of the SEA's plan to ensure that SRCL subgrant funds are allocated as follows: 15% to serve children birth-age five; 40% to serve students in K-5th grade; 40% to serve students in middle and high schools through grade 12, including an equitable distribution of funds between middle and high schools (4 points)*

ND Striving Readers Comprehensive Literacy Program: Selection Criteria

The SEA plans to ensure that subgrant funds are allocated according to the statutory requirements. The SEA will assign priority to projects that propose projects that includes children from birth through grade 12. NDDPI strongly believes that this model is appropriate for the target population. Programs that currently operate in isolation would be greatly enhanced by this collaborative model. All of the target communities have K-12 schools and early childhood providers that can benefit from this model of collaboration. The project subgrant application will require applicants to describe how they will use the funds to meet the needs of each level (birth-five, K-5th grade, and middle/high school) they intend to serve. In addition, applicants will be required to indicate distribution of costs of materials, equipment, training, and other non-personnel costs across the various levels according to the required distribution.

(iii) Extent to which the SEA will use the grant to leverage other State and Federal funds 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 (3 points)

North Dakota is unique in its relationship with tribally controlled schools. Almost all of the tribal schools in North Dakota are also considered state schools. They receive State funding and are eligible for state and federal funds managed by the State. Collaboration already exists with several programs and initiatives at the State level. Title I programs require outreach to preschool children and families as well as collaboration with Special Education, which serves birth through age 21. The State is also collaborating with the Bureau of Indian Education (BIE) in the school improvement process using the IndiStar tool (NDMILE and NATIVE Star) developed by the Center on Innovation and Improvement for K-12 schools to conduct needs assessments and track progress towards indicators of best practice. The indicators for successful

ND Striving Readers Comprehensive Literacy Program: Selection Criteria

schools include the areas of school leadership, planning, instruction, assessment, and community involvement. NDDPI has recently coordinated the planning requirements to be aligned with the IndiStar tool so that reporting for school improvement, state accreditation, Title I schoolwide, and program improvement can all be completed using the one tool. NDDPI currently collaborates with BIE to share IndiStar professional development and technical assistance resources as well as strategies for best practices. Literacy and standards-based education is at the core of these programs.

North Dakota is also unique to other states in that the Title I unit also oversees other initiatives. Programs supervised by Title I include Education for Homeless Children and Youth, Even Start, Literacy Initiative, Migrant Education, Neglected and Delinquent, Private School Programs, and 21st Century Community Learning Centers. In addition, the State provides staff liaisons to Title III, Title IID, State RTI Team, and the NDMILE project. Therefore, there is a natural collaborative relationship between Title I and these programs in the state. The State will assist project participants in integrating other funding sources available from these programs as appropriate.

The NDDPI Office of Special Education and Title I programs collaborate by funding a joint position within the NDDPI to develop a Title I and Special Education joint conference, assist with monitoring and program improvement activities, develop a communication system to reach teachers in both programs, and coordinate joint professional development. The North Dakota Head Start State Collaboration Office under the North Dakota Department of Human Services has been working with different entities throughout the state, including the Office of Special Education, Child Care Resource and Referral, parent resource centers, social services, and tribal agencies. It is working with early childhood programs to align the Head Start Program

ND Striving Readers Comprehensive Literacy Program: Selection Criteria

Outcomes Framework with the Early Learning Guidelines. Additionally, the Collaboration Office is working with NDDPI to align the Early Learning Guidelines with the North Dakota kindergarten standards to help ensure smooth transition to kindergarten. Finally, it is working with the Indian Health Service to implement the American Academy of Pediatric Dentistry Head Start Dental Home Initiative. The State will continue this spirit and action of collaboration with the NDSRCL program. NDDPI will work with various stakeholders and decision-makers to ensure that project participants can align the birth through high-school literacy activities to standards, program objectives, and initiative goals funded by other state and federal sources. The State is positioned well to help LEAs/ECPs integrate these varied sources of funding and support to build a sustainable literacy program that produces positive outcomes. A list of collaborative partners which can be utilized in the project are provided in Figure 2:

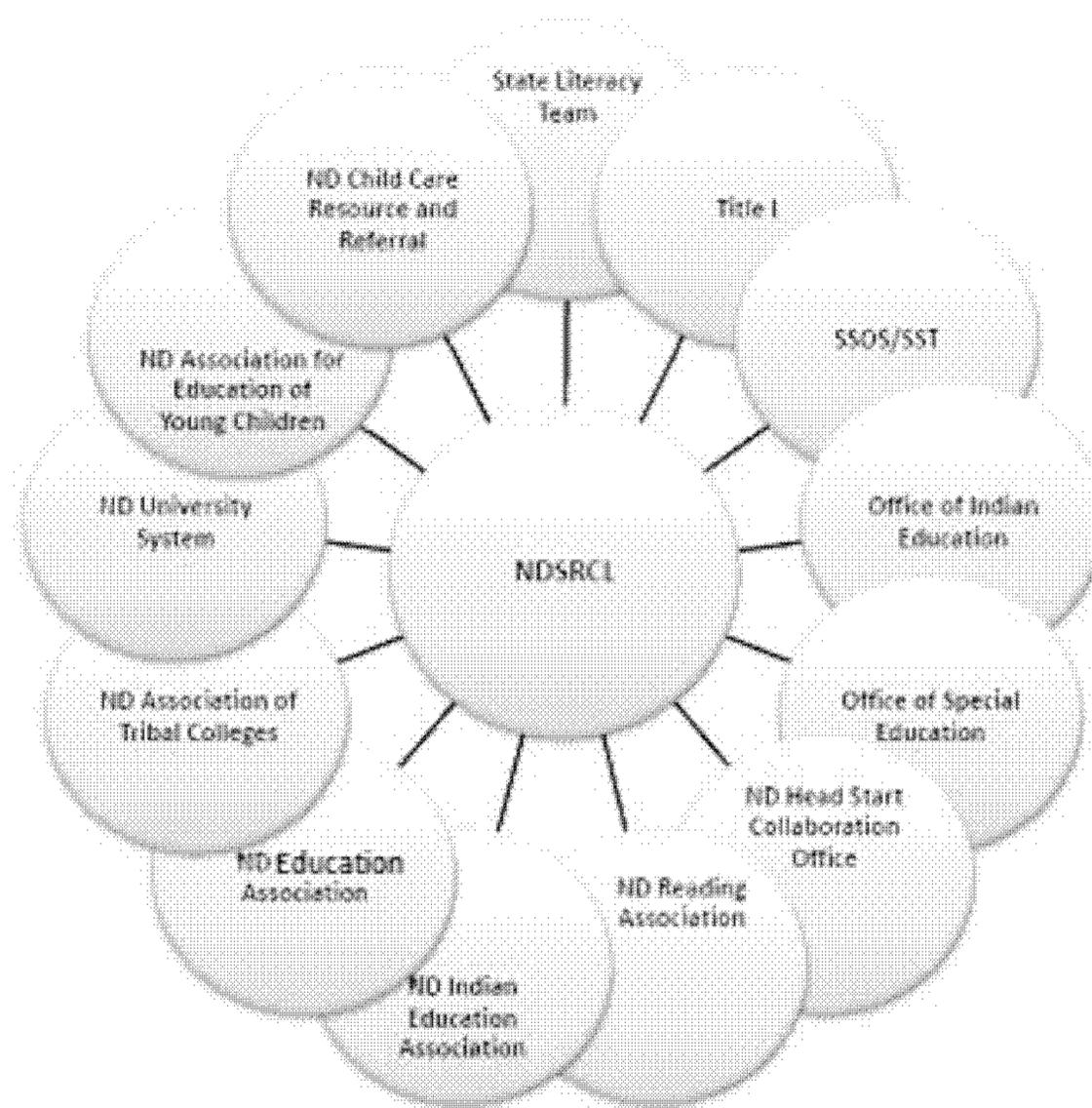


Figure 2: NDSRCL Circle of Collaboration

ND Striving Readers Comprehensive Literacy Program: Selection Criteria

- (iv) *The extent to which the SEA will award SRCL subgrants 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 age five that the SRCL subgrantee would serve (3 points)*

The SEA will ensure that the subgrants awarded are of sufficient size to support the proposed subgrant projects. The allocations expected will support the local project coordinator, the Literacy Data Coordinator, and if needed, the Literacy Coach. Projects will also be of sufficient size to support Local Literacy Team expenses, professional development, and educational services. Projects will be encouraged to involve tribal colleges in delivering professional development and educational services in order to leverage community resources and minimize costs. Allowable expenses may also include project equipment, local travel for state training, supplies to support assessment and instruction, evaluation costs, Local Literacy Team support, and other relevant project costs tied to project goals.

ND Striving Readers Comprehensive Literacy Program: Selection Criteria

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ND Striving Readers Comprehensive Literacy Program: Selection Criteria

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Project Narrative

Other Narrative

Attachment 1:

Title: Pages: Uploaded File: **1236-ND ICR.pdf**

Attachment 2:

Title: Pages: Uploaded File: **1237-Lodee Arnold Resume Current.pdf**

Attachment 3:

Title: Pages: Uploaded File: **1238-SFN - ND Striving Readers Sub-Grant Application.pdf**

**INDIRECT COST RATE AGREEMENT
STATE EDUCATION AGENCY**

ORGANIZATION:

DATE: OCT - 8 2008

ND Department of Public
Instruction
600 E. Boulevard Avenues
Department 201
Bismarck, ND 58505-0440

AGREEMENT NO. 2008-078
FILING REFERENCE: This replaces
previous Agreement No. 2006-098(A)
dated July 21, 2008

The purpose of this Agreement is to establish indirect cost rates for use in award and management of Federal contracts, grants, and other assistance arrangements to which Office of Management and Budget (OMB) Circular A-87 applies. The U.S. Department of Education negotiated the rates 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)

TYPE	Effective Period		Rate	Base	Coverage	
	From	To			Location	Applicability
Predetermined	07-01-08	06-30-11	12.00%	<u>1/</u>	All	All Programs

1/ Total direct costs less items of equipment, alterations and renovations, flow through funds, and each sub-contract 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 with a cost of \$5,000 or more, and 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 ND Department of Public Instruction 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 ND Department of Public Instruction were included in the indirect cost pools as finally accepted, and that such costs are legal obligations of the Organization and applicable 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 Organization, and which were used as a basis for acceptance of rates agreed to herein, are not subsequently found to be materially incomplete or inaccurate; and (D) that similar types of costs have 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 costs 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 that will be incurred during the period to which the rate applies. When the actual costs for such period have been determined, an adjustment will be made in a subsequent negotiation to compensate for the difference between the costs used to establish the fixed rate and the actual costs.

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

AUDIT: 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 Organization'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:

ND Department of Public
 Instruction
 600 E. Boulevard Avenues
 Department 201
 Bismarck, ND 58505-0440

Wayne G. Sanstead
 Signature

Dr. Wayne G. Sanstead
 Name

ND State Superintendent
 Title

October 13, 2008
 Date

For the Federal Government:

U.S. Department of Education
 OCFO / FIPAO / ICG
 830 First Street, NE
 Washington, DC 20202-4450

Mary Gougisha
 Signature

Mary Gougisha
 Name

Director, Indirect Cost Group
 Title

OCT - 8 2008
 Date

Nelda V. Barnes
 Negotiator

(202) 377-3876
 Telephone Number

EDUCATION: MA ELEMENTARY ADMINISTRATION : University of Mary
BSEd: University of North Dakota
Continuing Education – Bismarck State University, Minot State University, Sitting Bull College, Sinte Gleska University

PROFESSIONAL EXPERIENCE: **Assistant Director, Title I** – ND Department of Public Instruction – Bismarck, ND
Aug. 2010-Current

- Administer Title I schoolwide programs
- Oversee Striving Readers Comprehensive Literacy Initiative
- Provide technical support and guidance to schools and districts regarding Title I issues
- Research and compile information for the public
- Support Title I/Program Improvement efforts for the State of North Dakota

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

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

Site Coordinator – Mandan Kid’s Club – Mandan Public Schools – Mandan, ND
Oct 2004-Sept 2005

- Provided leadership and management to implement this after school program
- Supervised staff of seven including training and evaluations
- Maintained data records to meet grant requirements
- Incorporated a Mini-society program and Girl Scout troop within the program

Teacher (Substitute K-12)

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

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

- Assisted and counseled clients on components of business start-up
- Planned and instructed training sessions and seminars on aspects of small business
- Organized and completed tasks to meet strategic plan objectives

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

- Researched, compiled and presented accurate loan packages to clients
- Explained documents to clients to ensure understanding through the closing process

Loan Service Representative, Personal Banker – BNC National Bank – Bismarck, ND

June 1996-Apr. 1999, Summers 1993-1995

- Reviewed commercial loan files for completion and accuracy
- Assisted lenders with customer correspondence and documentation
- Participated in numerous community events to positively promote the organization

Teacher – Math Grades 8 and 6 – Sam Rayburn Middle School – Bryan, TX

Aug. 1993-May 1996

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

Banquet Supervisor – College Station Hilton – College Station, TX – Nov. 1993-May 1996
(Part-time while teaching)

- Managed and coordinated a staff of 5-50 to follow through with the sales and marketing team efforts to create an event that achieved “above and beyond customer satisfaction”

**AWARDS &
ACTIVITIES:**

Coach: girls' basketball 4th-5th grade, tee ball, little league, softball

Church Altar Society member, CCD teacher

Bismarck Women's Slow-pitch Softball Association Board of Directors

YMCA Association of Y Professionals Program Director of the Year 2009

YMCA Dakota Alliance Membership & Program Council Member 2009-10; Plan conferences and training events

Iyuwaste Committee Chairperson

American Institute of Banking Chairperson 2002- 2005

Hilton Hotels Employee of the Month



STRIVING READERS LITERACY GRANT APPLICATION

DEPARTMENT OF PUBLIC INSTRUCTION

TITLE I

SFN (05-2011)

A. Applicant Information

Applicant/Fiscal Agent			
Mailing Address	City	State	Zip Code
Name of Authorized Representative	Telephone	Fax	E-mail Address
Contact Person (If other than Authorized Rep.)	Title		
Telephone	Fax	E-mail Address	

B. Building Information

Complete the following information for each building to be included in application. Duplicate this page as necessary

Building		Grade Span	
Mailing Address	City	State	Zip Code
Name of Principal	Telephone	Fax	E-mail Address
Contact Person (If other than Principal)	Title		
E-mail Address	Telephone	Fax	
Ages/Grades served by this building	Number of children served in this building	Poverty rate for this building based on free and reduced lunch count	
# or % of students below grade/developmental level based on most current assessment	Name of Core Reading/Literacy Program	Does this building receive SIG funding?	

To the best of my knowledge, the information in this application is accurate and complete, and the board of the appropriate agency has approved this application and authorized me as its representative to file this application.

Signature of Principal/Administrator	Title	Date
--------------------------------------	-------	------

Signature of Authorized Representative of School District/Fiscal Agent	Date
--	------

C. For Department Use Only

Date Received	Approved <input type="checkbox"/> Yes <input type="checkbox"/> No
Amount Approved	Administrator Signature
Date Approved	Title I Director Signature

Part F – Budget

Fiscal Agent	Program Year
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Section 1 – Budgetary Figures

Object Code	Administrative Budget Items	Year One	Year Two	Year Three	Year Four	Year Five
100	Salaries					
200	Benefits					
500	Other Purchases					
600	Supplies					
	Total Administration					
Object Code	Instructional Budget Items	Year One	Year Two	Year Three	Year Four	Year Five
110	Professional					
120	Non-Professional					
200	Benefits					
300	Purchased Professional and Technical Services (Contracted Services)					
400	Purchased Property Services (Maintenance of Equipment)					
500	Other Purchases (Travel)					
600	Supplies and Materials					
700	Property (Equipment)					
800	Other Objects (Dues, Membership, Registration Fees)					
900	Other Uses of Funds - Indirect Cost					
	Total Instruction					
Total (Administrative + Instructional)						

Part G – Assurances

General Assurances

The Fiscal Agent assures that it will:

1. Comply with the requirements outlined in the publication “General Requirements for Federal Programs” compiled by the Department of Public Instruction, including those concerning non-discrimination; prohibitions against lobbying, suspension, and disbarment; the provision of a drug-free workplace; access for persons with disabilities; and any applicable fire, safety, and health provisions/regulations.
2. Distribute sufficient funding to eligible buildings to implement effective literacy programs.
3. Control the funds and administer the funds and any property purchased with the funds to the extent required by the authorizing statutes.
4. Adopt and use proper methods of administering the Striving Readers Comprehensive Literacy grant program, including the enforcement of any obligations imposed by law for carrying out the program and correcting any deficiencies in the program operations that may be identified through audits, monitoring or evaluations.
5. Apply for and accept State Striving Readers Lit Comprehensive Literacy grant eracy funds (and if approved will accept Striving Readers Comprehensive Literacy grant funds) only if it is not receiving Striving Readers Comprehensive Literacy grant funds through the Bureau of Indian Affairs.

Reading Instruction

Each Building assures that it will:

1. Implement a comprehensive literacy program for children ages birth through grade twelve that is based on scientifically-based reading research (SBRR) and employ instructional strategies to teach the five essential components of reading instruction.
2. Utilize data to drive instruction and intervention strategies.
3. Monitor student progress regularly and provide an intervention program with additional supports for students who lag behind.
4. Select and implement instructional materials based on SBRR for the classroom reading program, supplementary materials, and intervention materials that are integrated into the comprehensive reading program.
5. Use such materials for their intended purpose and align materials with a coordinated instructional sequence, practice opportunities, and explicit instruction.
6. Provide district-based technical assistance to teachers by monitoring and supporting in the implementation of the reading program.

Assessments

Each Building assures that it will:

1. Administer screening, diagnostic, and classroom instruction assessments with scientifically-based reading research, make sure all assessments are valid and reliable, and align the assessments with the instruction program.
2. Administer screenings and assessments that are appropriate for the skills and goals of each age/grade level.
3. Include children with disabilities and English language learners when administering the screenings and assessments.
4. Have a clear schedule for screenings and assessments based on the North Dakota guidelines for assessments.
5. Use the screening/assessment results to inform instruction and make decisions about appropriate interventions, programs and strategies.
6. Provide the resources (funding and time) for purchasing and administering screenings/assessments including sufficient time to provide training to school personnel who will be administering the assessments and sufficient time to students and teachers to administer the assessments.

Part G – Assurances (continued)

Professional Development

Each Building assures that it will:

1. Actively participate in the North Dakota Striving Readers Comprehensive Literacy grant program and any Striving Readers training for school personnel as required by the North Dakota Department of Public Instruction.
2. Provide meaningful professional development in the essential components of literacy instruction; scientifically-based reading research (SBRR); SBRR based instructional programs, materials, and strategies; and SBRR-based assessments, including screening, diagnostic, ongoing classroom instructional assessments for K-12 teachers, birth to age 5 teachers, para-professionals, other staff in the buildings, and administrators as it relates to the benefit of the students.
3. Articulate a full range of professional development experiences with sufficient time for teachers to study, observe, practice, apply, and evaluate their implementation of strategies and methodologies.

Instructional Leadership

Each Building assures that it will:

1. Establish a Literacy Team that may include teachers, caregivers, reading coaches, special education teachers, Title I teachers, administrator(s), parents, and community members. This Literacy Team may also include others that are interested in helping children learn to read.
2. Identify instructional leadership in literacy including: designated individuals with sufficient time and expertise to provide leadership; authority to make decisions; provide training for principals.
3. Provide training for principals and other building leaders in the essential components of learning to read, as well as the specific instructional programs and materials used in the buildings.
4. Provide school building leadership in the selection, implementation, and support of a scientifically-based reading research comprehensive literacy program that will be used in all classrooms.

Evaluation of the Program

Each Building assures that it will:

1. Use scientifically-based researched measures that are valid and reliable to assess and report the effectiveness of the Striving Readers Comprehensive Literacy grant program.
2. Systematically collect assessment data, maintain appropriate records and submit all progress reports to the North Dakota Department of Public Instruction in a timely manner.
3. Outline the outcome goals for the end of each year in order to reach the final goal of every child improving their literacy ability.
4. Comply with state and national reporting requirements, including submitting data from screenings/assessments as necessary.

The authorized representative of the above-named Fiscal Agent/School District/ECP certifies (page 1) that he/she has read and understands the assurances contained in this document and that the Fiscal Agent/School District/ECP complies with these assurances.

Budget Narrative

Budget Narrative

Attachment 1:

Title: Pages: Uploaded File: **1234-110507 ND Striving Readers Budget Narrative.pdf**

**North Dakota Striving Readers Comprehensive Literacy Program
(NDSRCL)
CFDA: 84.371C**

Budget Narrative

Total Year 1 Budget: \$5,999,952.64

Total Project Budget: \$29,998,904.80

Personnel

Personnel for the project include the Project Administrator, Administrative Support, and Grants Manager. The Project Director/PI Laurie Matzke, Title I Director for the North Dakota Department of Public Instruction (NDDPI), will devote 10% of her time as an in-kind contribution. The Project Administrator, responsible for carrying out the proposed activities, will be 0.6 FTE. Administrative Support will be a 0.5 FTE and will assist the Project Administrator in scheduling statewide events, managing logistics for events, and assisting with documentation and timely reporting. The Grants Manager will be 0.25 FTE and will assist with fiscal responsibilities of the grant, including ensuring that the financial requirements and reporting are met. An annual 4% COLA is included.

Personnel	Year 1	Year 2	Year 3	Year 4	Year 5	TOTAL
Director	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Administrator	\$30,600.00	\$31,824.00	\$33,096.96	\$34,420.84	\$35,797.67	\$165,739.47
Support	\$15,000.00	\$15,600.00	\$16,224.00	\$16,872.96	\$17,547.88	\$81,244.84
Grants Manager	\$10,000.00	\$10,400.00	\$10,816.00	\$11,248.64	\$11,698.59	\$54,163.23
Total:	\$55,600.00	\$57,824.00	\$60,136.96	\$62,542.44	\$65,044.14	\$301,147.54

Fringe

Fringe is calculated at 37% for the NDDPI.

Fringe	Year 1	Year 2	Year 3	Year 4	Year 5	TOTAL
Total:	\$20,572.00	\$21,394.88	\$22,250.68	\$23,140.70	\$24,066.33	\$ 111,424.59

Travel

The travel allocations for the project are primarily for state-wide travel for project personnel and external evaluators to conduct onsite visits, consultations, and professional development. There is provision for project personnel to attend national meetings or conferences sponsored by DOE.

Travel	Year 1	Year 2	Year 3	Year 4	Year 5	TOTAL
Project Local	\$8,000.00	\$10,000.00	\$8,000.00	\$7,500.00	\$7,000.00	\$40,500.00
Evaluator Local	\$7,000.00	\$7,000.00	\$7,000.00	\$7,000.00	\$7,000.00	\$35,000.00
Natl. Conference	\$8,250.00	\$4,000.00	\$4,000.00	\$4,000.00	\$8,250.00	\$28,500.00
Total:	\$23,250.00	\$21,000.00	\$19,000.00	\$18,500.00	\$22,250.00	\$104,000.00

Equipment

There is no equipment budgeted for this project.

Supplies

The supplies budgeted for this project include general office supplies and other supplies that will be necessary to carry out the State level activities.

Supplies	Year 1	Year 2	Year 3	Year 4	Year 5	TOTAL
Total:	\$5,000.00	\$2,700.00	\$2,000.00	\$2,000.00	\$2,000.00	\$13,700.00

Contractual

Contractual costs for the project include fees for external evaluation services and for professional development and training from instructional experts. The external evaluation includes several levels of data collection described in the proposal. Professional development and training include topics such as how to use data to improve literacy instruction and how to integrate technology effectively in the classroom to improve literacy instruction. Specific topics of professional development will be guided in part by the evaluation process and subgrant participant feedback.

Contractual	Year 1	Year 2	Year 3	Year 4	Year 5	TOTAL
Evaluation	\$37,000.00	\$38,500.00	\$40,000.00	\$41,500.00	\$43,000.00	\$200,000.00
Prof. Dev.	\$140,000.00	\$140,000.00	\$138,000.00	\$133,000.00	\$124,000.00	\$675,000.00
Total:	\$177,000.00	\$178,500.00	\$178,000.00	\$174,500.00	\$167,000.00	\$875,000.00

Other

The Other line item is strictly reserved for subgrant costs. The State expects to award fifteen or more subgrants to LEAs/ECPs who serve high numbers of disadvantaged children impacting more than 5,500 students throughout the state. This line item constitutes 95% of the total amount requested. It is budgeted for **\$5,700,000 per year** for a total of \$28,500,000 over the 60 month period.

Indirect Costs

The Indirect Cost rate approved by the Department of Education for NDDPI is 12%. Indirect costs are charged against Personnel, Fringe, Travel, Supplies, and up to \$25,000 per contract under Contractual. At least two contracts are expected to be executed for the NDSRCL project, one for the external evaluation and at least one other for training.

Indirect (12%)	Year 1	Year 2	Year 3	Year 4	Year 5	TOTAL
Total:	\$18,530.64	\$18,350.27	\$18,406.52	\$18,741.98	\$19,603.26	\$93,632.67