

Abstract

The ND CLIMBS project aims to establish and sustain collaborative conditions for delivering high-quality, evidence-based literacy instruction across North Dakota, focusing on four key goals: 1) to set up systems to support the delivery of effective literacy instruction; 2) to equip administrative leaders to foster environments conducive to high-quality instruction; 3) to ensure educators are prepared and supported in delivering effective literacy instruction; and 4) to ensure all students achieve proficiency in literacy skills.

The objectives include supporting school teams in planning and managing effective literacy systems to achieve student proficiency, providing professional learning opportunities for administrative leaders to improve ELA leadership practices, offering high-quality professional development for educators to enhance instructional practices in line with the science of reading, and contracting with external vendors to support educators in delivering high-quality instruction.

Some of the activities include using a portion of funds to support and monitor grant implementation, establishing regular team meetings, collaborating with state entities to streamline services, collaborating monthly with early childhood partners, developing and reviewing grant-related documents, and prioritizing funding for disadvantaged children. The project addresses the four competitive priorities of the CLSD program: Priority 1- enhancing teacher education and student placement tools among institutions; Priority 2 - addressing pandemic-related educational setbacks, particularly for underserved students; Priority 3 - promoting educational equity and access to resources across all educational levels; Priority 4 - building educator capacity through professional development and supporting students through key educational transitions. The project also meets the invitational priority by designing projects that support effective transition practices for students moving through early educational stages.