

Table of Contents

I. Project Need	1
II. Project Design	5
III. NDDPI Management Plan.....	19
IV. Project Services	28
V. References	31

I. Project Need

The North Dakota Department of Public Instruction (NDDPI) (State Education Agency (SEA)) is committed to supporting and improving literacy instruction for all North Dakota (ND) children, from birth through Grade 12. The NDDPI proposes an ambitious, yet achievable, plan for the Comprehensive Literacy State Development (CLSD) Grant CFDA 84.371C. This plan will lead to measurable literacy gains for ND's learners of all ages, through a greater coordination and collaboration between Early Childhood programs and public-school districts. This plan illustrates the NDDPI's intention to coordinate statewide implementation of ND's Comprehensive Literacy Instruction Plan (ND CLIP) to improve literacy outcomes for disadvantaged children from birth through Grade 12.

A disadvantaged child is any child who is at risk of educational failure or is otherwise in need of special assistance and support, including an infant or toddler with developmental delays, a child living in poverty, a child with a disability, a child who is an English learner (EL), a dual language learner (DLL), or a child belonging to a subgroup that is otherwise underrepresented (i.e., Native American). This can also include a child who meets one or more of the following criteria: below grade level, at risk of graduating outside of their cohort, homeless, raised in foster care, and/or has a history of incarceration. These children will be referred to as disadvantaged children from this point forward.

In line with the commitment to focus, specifically, on literacy gains for disadvantaged children, this proposal meets both competitive priorities: NDDPI will award eligible subgrantees that propose high-quality comprehensive literacy instruction plans that promote literacy by engaging families and community members and empowering sites to make choice literacy activities available to disadvantaged children.

ND identified gaps and needs. ND is a rural state, where only nine cities have a population greater than 10,000 people with 23% of the state population 18 years or younger (ND Census Office, 2017). According to current enrollment data, ND had 178 public school districts and 113,649 students enrolled in 482 public schools across the state of ND for school year 2018-2019 (NDDPI, 2019).

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

- In 2017, 49,000 of ND’s children lived below 200% poverty, with 6.4% living in extreme poverty (Kids Count, 2019).
- In 2017, Grade 4 students in rural areas were more likely to score below proficient reading level (68%) than those in cities (64%) or suburban (62%) areas (Kids Count, 2019).
- In 2016-2017, 43% of ND children under age six had family members read to them less than four days a week (Kids Count, 2019).
- In 2017, only 33.4% of ND children, ages three and four, were enrolled in early education (Kids Count, 2019).
- In 2017-2018, only 46% of all ND students, K-12, were proficient in English Language Arts (Insights, 2019).
- In 2016-2017, 31% of ND students, K-12, reported being compliant and 13% reported being disengaged on a statewide student engagement survey (Insights, 2019).

Disadvantaged children in ND perform lower than their peers. In school year 2017-2018, about 31% of the 111,719 students were recipients of free or reduced-price school lunch (FRL) (Insights, 2019). In 2017, on average 37% of Grade 4 students and 34% of Grade 8 students performed at or above the National Assessment of Educational Progress (NAEP) proficient level

in reading, however, performance was not uniform across subgroups. Students in Grade 4 who were eligible for FRL had an average score 20 points lower than students not eligible for FRL, which is one point lower than in 2015. 54% percent of Grade 4 students eligible for FRL scored below proficient compared to 78% of students who did not receive FRL. Students in Grade 8 who were eligible for FRL had an average score 18 points lower than students who were not eligible for FRL (National Center for Education Statistics, 2017). In school year 2017-2018, 77.5% of ND's economically disadvantaged students graduated on time, in contrast to 92.1% of their non-economically disadvantaged peers (Insights, 2019).

There is a significant gap in reading achievement between Native American students and other students. Native American students make up approximately 9% of the total enrolled student population and constitute the second largest group of students in ND with five federally recognized tribes and one Indian community located in ND (Insights, 2019). In 2017, Native American students in Grades 4 and 8 scored, on average, 24 points lower than White students on the NAEP's assessment of reading proficiency. While 38% of White students in Grade 4 performed at or above the NAEP proficient level in reading, only 11% of Native American Grade 4 performed at the proficient level. By the time students reached Grade 8, 36% of White students and just 15% of Native American students performed at the proficient level (National Center for Education Statistics, 2017). In school year 2017-2018, about 75.8% of ND's Native American students graduated on time, in contrast to about 92.1% of their White counterparts (Insights, 2019). In 2017-2018, 50% of Native American children in ND lived in areas of concentrated poverty compared to 7% of White students (Kids Count, 2019).

EL students in ND need additional support. In school year 2017-2018, 3,885 students in 79 ND school districts, speaking 117 different languages, were ELs (NDDPI, 2019). These students

face unique challenges to reading proficiency, and there is a significant reading achievement gap between ELs and their non-EL peers. In 2017-2018, 53% of non-EL students scored below proficient in reading, while 87% of EL students performed below proficient (Insights, 2019). Native American students were 3.2% of the 3,885 EL students enrolled in ND schools in school year 2017-2018 (NDDPI, 2019). In school year 2017-2018, about 68% of EL students in ND graduated on time in contrast to 88% of non-EL students (Insights, 2019).

Students with disabilities in ND require additional literacy support. In school year 2018-2019, there were approximately 14% of students (15,902) with Individualized Education Plans (IEPs) in ND (Insights, 2019). Native American students who were on IEPs during the 2018-19 school year accounted for nearly 11% of the total count. In the 2017-2018 school year, the rates of 4th and 8th grade students with disabilities who scored proficient on the North Dakota State Assessment (NDSA) in English Language Arts were 18% and 10% respectively, compared to the State averages of 49% and 45% for the same grade levels (NDDPI, 2019). Further, in the 2017-2018 school year, about 62% of students with IEPs graduated on time, in contrast of 88% of their peers without disabilities (NDDPI, 2019).

Need for the Comprehensive Literacy State Development Grant program. In Spring 2018, the NDDPI received the results from an Early Childhood Education (Appendix A) and K-12 Literacy Needs Assessment (Appendix B). The recommendations within provide guidance and offer initial thoughts on the status of literacy in ND and ways in which literacy instruction initiatives can move forward. Upon analysis of these 2018 Literacy Needs Assessments, several areas of need emerged: a need for increased awareness and support of effective literacy strategies at all levels; professional development around current, evidence-based literacy resources and programs; opportunities for collaboration both within and outside of sites; and an understanding

of the role of family engagement in education. Based on the identified gaps and diverse needs of ND children, ND is proposing two overarching goals for the CLSD program: 1) Align resources to improve literacy outcomes for disadvantaged children from birth through Grade 12, and 2) Coordinate statewide implementation of the six essential elements of the ND CLIP.

To support these goals, the NDDPI proposes five specific, measurable, attainable, realistic, and timely objectives, presented in detail throughout this proposal. This agenda builds on the state's progress in literacy to date; emphasizes alignment to current NDDPI strategic initiatives; and will result in improved, measurable literacy outcomes for all children.

II. Project Design

Goals of the ND Comprehensive Literacy State Development program. To support literacy development for children who have previously been underserved, the NDDPI has designed a thorough implementation and coaching support model to address structural changes in comprehensive literacy instruction that will have lasting, sustainable impact on staff servicing disadvantaged children. To accomplish these goals, the NDDPI strategically began by aligning CLSD outcomes to the outcomes described in the ND PK-12 Education Strategic Framework. In January 2018, a steering committee of key education stakeholders (Appendix C) throughout ND, in an inclusive and collaborative process, put forth a PK-12 Education Strategic Vision Framework (Appendix D) with the overall vision “that all students will graduate choice ready with the knowledge, skills, and disposition to be successful” (Appendix E). To create the utmost impact on student achievement, ND is proposing two overall goals for the CLSD program, followed by five specific, measurable, attainable, realistic, and timely objectives that will contribute to the ND PK-12 Strategic Vision Outcomes (Figure 1). In addition, a clear set of comprehensive activities that align and support each objective are outlined in the Management

Plan and shown to be completed within a reasonable timeline (Figure 9) by a variety of individuals and teams (Figure 8). The NDDPI anticipates awarding subgrantees located throughout the state to LEAs partnering with ECPs, from here on referred to as “sites”, based on demonstrated need, intent to prioritize services to disadvantaged children, and the quality of its plans to align to CLSD priority goals throughout the five-year grant period.

Figure 1: Goals, Objectives, and Outcomes

Goals	PK-12 Strategic Vision Framework Outcomes
I. Improve literacy outcomes for disadvantaged children from birth through Grade 12 II. Coordinate implementation of the North Dakota Comprehensive Literacy Instruction Plan (ND CLIP)	<ul style="list-style-type: none"> • Increase students who enter kindergarten prepared to learn • Increase students who demonstrate Grade 3 reading proficiency • Increase students who meet expected learning gains each year • Increase students who engage in learning • Increase students who graduate choice ready • Reduce the disparity in achievement for students in poverty and for Native American students
Objectives	
<ol style="list-style-type: none"> 1) Increase awareness and fidelity of the ND CLIP 2) Facilitate high-quality, evidence-based professional development around the six elements of the ND CLIP: Leadership, Instruction & Intervention, Standards Alignment, Assessment & Evaluation, Professional Development, Family & Community Engagement 3) Prioritize continuous improvement processes 4) Promote education & implementation related to evidence-based family literacy engagement 5) Engage disadvantaged children in learning opportunities outside of the traditional school model by making choice literacy activities available 	

Ongoing development of the ND CLIP. The purpose of ND CLIP is to give guidance in creating a systemic approach to literacy education for all learners from birth through Grade 12. The ND State Literacy Team, established with federal funding in 2010, is comprised of ten members from various backgrounds, including literacy educators across all levels of education from early childhood to university professors, local agencies, and state officials. In 2018, the

NDDPI revised its 2010 ND Comprehensive Literacy Plan (Appendix F) according to current evidence-based practices, informed by local needs and data from the AdvancED Continuous Improvement System, the state’s school improvement platform (Appendix G).

Then, in March of 2019, the State Literacy Team convened to engage in the continuous review process. Currently, the NDDPI has a draft open for public feedback (Appendix H). It is anticipated the current draft, renamed the ND CLIP, will be finalized in June 2019. The combined expert recommendations, as described in the ND CLIP, are comprised of six essential elements: leadership, instruction and intervention, standards alignment, assessment and evaluation, professional development, and family and community engagement (Figure 2). These

Figure 2: Six Essential Elements of the ND CLIP



six areas create the basis

of all viable literacy

instruction to produce the

greatest impact.

Leadership drives the

quality of these elements.

Assessment and evaluation

enable systems to

continually monitor and adjust to ensure high-quality literacy education for all. With the CLSD project, educators will receive high-quality, evidence-based PD in all six of the essential elements, tailored to their individual needs. With alignment to the ND CLIP, they will be able to carry out the best instructional practices and programs to move the mission forward and improve outcomes. Current funding levels allow the NDDPI to provide support and measures of accountability to ensure children, birth through Grade 12, receive high-quality literacy education.

The essential resources the CLSD grant will provide, however, will allow the NDDPI to continue, refine, and expand upon these services to the most disadvantaged children in the state.

CLSD local activities. The NDDPI has designed a rigorous, high-quality, competitive process for reviewing and awarding applicants according to CLSD guidelines. The NDDPI will create a scoring formula to ensure applicants who serve a high percentage of disadvantaged children receive priority points, which will factor into the funding slate. Although priority will be given to high-need schools, every site in ND is invited to apply to address an established need in their community, relative to grant expectations and requirements. In addition, the NDDPI anticipates leaning into existing state structures, such as its collaboration with NDMTSS (Appendix I), the Teacher Support Network (Appendix J) and Regional Education Associations (REAs) to design and deliver professional development (PD) to applicants to support rural schools that may lack the level of support required to carry out a comprehensive literacy instruction plan with the highest level of fidelity. Each application will undergo an independent peer review process to determine the quality of proposed activities and a site's capacity to implement the CLSD program with fidelity. Those scoring the highest will be considered for an award, with 15% of all subgrantee funds going to ECPs, 40% to elementary schools, 20% to middle schools, and 20% to high schools.

For each applicant to appropriately plan its CLSD proposal, each site is required to create a Site-Based Implementation Team (Figure 8). This Team, made up of key stakeholders representing all levels and a variety of perspectives, birth through Grade 12, illustrates a site's capacity to collaborate with all necessary entities, most specifically ECPs. The first part of the application requires the site to create or revise its local literacy instruction plan to align to ND CLIP. This local literacy instruction plan will need to address the current reality of each of the six essential

elements at all levels, birth through Grade 12, as well as set goals to ensure effective and evidence-based implementation of the ND CLIP.

The NDDPI has allocated a significant portion of its administrative budget to support family and community engagement, the design of Literacy Coaching Academies, and the work of an external Implementation Consultant to directly impact learning gains in all learners, specifically disadvantaged children. Disadvantaged children struggle developing English language literacy for a variety of reasons, including a lack of strong models of literacy in the home, low education levels, or a culturally inappropriate curriculum at school (Thigpen, Freedberg, and Frey, 2014). The CLSD strives to close this gap by engaging community members, parents, and local/tribal colleges in this work through an ambitious family engagement strategy. The NDDPI meets the competitive priority of the CLSD program by requiring sites to: 1) promote literacy through evidence-based family engagement strategies, and 2) propose innovative projects that engage families and community members and empower sites to come up with innovative ways to offer choice literacy activities outside the traditional school model. Awarded sites will receive funding of sufficient size and scope to comply with CLSD project objectives. As such, subgrantees will meet the following assurances to fully meet the goals of their literacy instruction plan:

- Each site will be required to budget for and conduct an external literacy audit performed by qualified individuals or entities within the first year of the CLSD grant period (an excerpt from a literacy audit can be found in Appendix K). This audit completed alongside a needs assessment, may include demographics served; local literacy needs; existing literacy initiatives; current parent and community engagement activities; assessment data methods; implementation strategies; quality, fidelity, and sustainability of PD opportunities; continuous improvement processes; literacy strengths; and growth areas. The results will

inform, prioritize, and focus the goals and objectives of a site’s literacy instruction plan, coaching goals, and family and community strategies. It is expected to guide Site-Based Implementation Teams in identifying areas of strength and need specific to literacy.

- Each site is required to hire an instructional coach or train current coaching staff to support CLSD program goals. This coach will participate in the state-supported Literacy Coaching Academy (Figure 3). The goal of the Literacy Coaching Academy is to first train educators on the role and best practices of instructional coaching and the Continuous Improvement Process (Barkley, 2011; Knight, 2009; AdvancED, 2019). Then, throughout the project period, additional PD will be offered on the six essential elements of the ND CLIP, with a focus on the following topics: Early Literacy (Shonkoff and Phillips, 2000; Martinez-Beck and Zaslow, 2006), Transitions (Cook and Coley, 2017; Morningstar and Benitez, 2013), Literacy Standards across Content Areas (Brown and Kappes, 2012), Family Literacy and Parent Engagement (Steward and Goff, 2004), Supporting Disadvantaged Children (Heckman 2006; Neuman and Celano, 2006; Raudenbush, 2006)

Figure 3: Coaching Framework

Literacy Coaching Design Framework			
Provider designs and facilitates a coaching model, utilizing the Implementation Consultants, and oversees their fidelity of implementation. Provider designs and delivers professional development to instructional coaches consisting of modules that include best practices for instructional coaching and literacy-specific training. Provider offers modules in a cyclical pattern to onboard new staff throughout the grant.			
Activity	Timeline	State Budget	Local Budget
1. Designs and facilitates a coaching model, utilizing the Implementation Consultants, to oversee subgrantees and Implementation Consultants’ fidelity of implementation.	Years 1-5	\$10,000 per year	N/A
2. Design five-year Literacy Coaching Academy modules. Design phase includes	Year 1		

research and staff preparation, as well as annual updates as necessary.			
<p>3. Deliver five-year Literacy Coaching Academy modules that may include the following topics:</p> <p>General Instructional Coaching:</p> <ul style="list-style-type: none"> • Adult Learners • Coaching Roles • Supporting Teachers • Data-Based Decision Making • Continuous Improvement • Building Relationship • Team Leadership • Understanding PD <p>Literacy Instruction:</p> <ul style="list-style-type: none"> • Early Literacy • Alignment to ELA Standards • Secondary Content Literacy • Family & Community Engagement Interventions • Supporting disadvantaged children 	Years 2-5	N/A	Fee to attend academies paid to PD provider

- Each site is also required to work with an external Implementation Consultant throughout the five-year grant period (Figure 4). The Implementation Consultant will aid the Site-Based Implementation Team in analyzing the results of the literacy audit, aligning local literacy instruction plans and literacy coaching, generating action plans, participating in evaluation, and supporting fidelity of implementation to all CLSD program expectations (Arabo, 2017).

Figure 4: Implementation Consultant Framework

Implementation Consultant:			
Oversight of the fidelity to the literacy instruction plan at each site; ensure professional development is aligned to local needs and carried out.			
Activity	Timeline	State Budget	Local Budget

1. Collaborate with each site to determine coaching goals in response to outside evaluation; determine a consultation model to meet literacy improvement needs.	Years 1-5	\$60,000 per year to oversee awarded sites		
2. Collaborate with each site to determine a continuous improvement structure.				
3. Ongoing evaluation of site implementation communicated regularly to NDDPI.				
4. On site coaching and consulting.			20 consulting contacts per year, per site at \$200 per contact = \$4,000 per site per year	Coaching fee to provider
5. Assist in selection and/or provide PD to meet site-specific needs.				Fee to PD provider

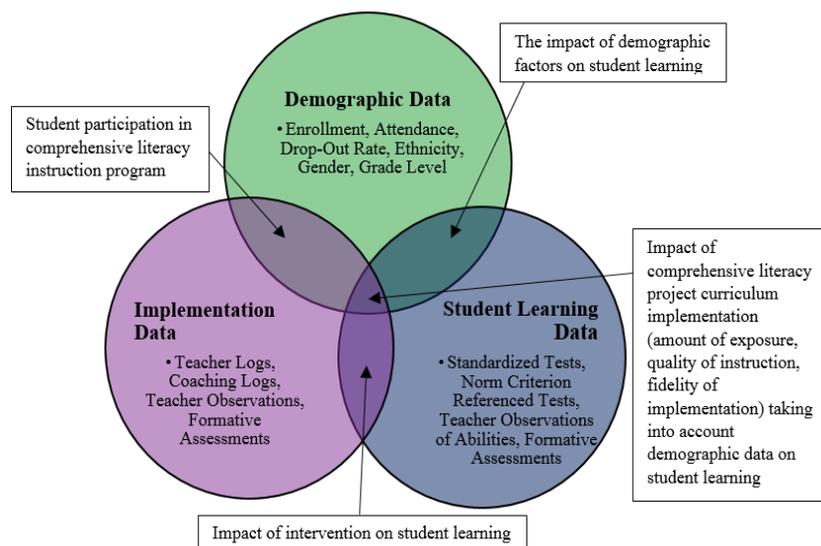
- Each site will assure to supplement and not supplant funding.
- Finally, each site will cooperate and comply with both state and national literacy evaluations, which include responding appropriately to performance feedback and engaging in a continuous improvement process.

Performance feedback and the continuous improvement process at the local level. Once awarded, the purpose of the CLSD Continuous Improvement Process (CIP) is to ensure literacy instruction at each site is implemented as intended, continuous, and improvement strategies are in place. The CIP was originally established with current NDDPI funding to reinforce quality implementation practices and to guide TA and coaching. This includes responding to recommendations and corrective actions when fidelity of implementation is not met. The external Implementation Consultant will ensure that each site is engaging in this work adequately and suggest PD where appropriate. The CLSD Implementation Team will be informed about the CIP at site visits, where formative and/or qualitative data will be collected, reported, and compared against action plans. These Feedback Reports will provide the Site-Based Implementation Team with findings and recommendations for improvement (Appendices L and

M). Each year, the CLSD Implementation Team will utilize the Grant Implementation Evaluation Tool based on the six essential elements of the ND CLIP, to evaluate a site’s processes and report a cumulative picture of implementation (Appendix N). Supported by the leadership and direction of the external Implementation Consultant and the Site-Based Implementation Team, the CIP at the local level could also involve external evaluators, ECP and LEA program administrators, instructional coaches, program staff, and, where appropriate, students and parents. Sites will be required to use data to inform the program’s continuous improvement, make decisions, improve program outcomes, and ensure disadvantaged children are served.

Data collection and analysis at the local level. Throughout the five-year grant period, a wide range of implementation data will be collected on a continuous basis to ensure the literacy instruction plan is being implemented as designed (Figure 5). Areas of deviation will be identified and recommendations for program adjustment will be made. Implementation activities and schedules are organized to focus on four phases—envisioning, planning, implementing, and sustaining – aligning to the state-supported AdvancED School Improvement system (AdvancED, 2019). During the envisioning/planning phase, the most intensive level of technical assistance and feedback will occur. Implementation will be

Figure 5: Data Collection Model



monitored and supported by the Implementation Consultant and communicated to the CLSD Implementation Team. Feedback will consist of desk reviews from the CLSD Implementation Team to assure capacity. Any issues with workflow, recruitment, coordination of model components, and completion of necessary paperwork will be documented. In subsequent project years, the CIP will be discussed during TA calls and site visits. Qualitative data will be processed by the Site-Based Implementation Team on a continuous basis and presented to members of the CLSD Implementation Team and stakeholders at regular intervals. Rapid feedback loops will assist in this process. The Site-Based Implementation Team will play a key role in reviewing Feedback Reports and realizing action plans with adherence to responsibilities and timelines (Figures 8 and 9).

Quantitative data will also be collected on demographics, implementation of fidelity, and student learning. Some outcomes and outputs will be project-specific, based on local needs. However, sites will be required to report state-level assessments on all children being served and impacted by the CLSD grant, according to Government Performance and Results Act of 1993 (GPRA) performance measures (Figure 7). All assessments will be age appropriate, including formative observation and other developmentally appropriate measures. Local evaluation is a requirement of CLSD funding and all sites will be required to submit reports in the State Automated Reporting System (STARS), Insights, and the NDDPI's Grant Management System, according to a required schedule (Appendix G).

State-Level Activities Aligned to Current Initiatives

Technical assistance and professional development. The following state-level activities are planned to offer technical assistance and professional development: 1) Guidance to applicants on the writing and development of their CLSD grant applications; 2) CLSD TA site visits are

scheduled at two per year; 3) Literacy Coaching Academies will follow a schedule with evidence-based coaching and literacy topics presented across the continuum (Figure 3); and 4) A pre-conference event, as well as literacy-specific breakout sessions, will be offered at the NDDPI Fall Educators Conference. In addition, webinars, the use of topical Communities of Practices (COPs), and the NDDPI website will be utilized to streamline communication. Additional TA will be provided in person during site visits and convenings, via telephone and email, and through digital collaboration. To increase statewide impact, state and local trainings will always prioritize CLSD subgrantees, and be available to all ND educators.

Family and community engagement. Meaningful community and family partnerships are essential to the success of literacy initiatives. Emphasis on family and community engagement directly ties to current NDDPI initiatives, which strengthens the likelihood that the strategies proposed within the CLSD plan will

directly impact those it targets and result in the projected outcomes. To respond to an emerging need and an increasing evidence base on the role that family involvement plays in a learner's educational experience, ND State Superintendent Kirsten Baesler recently formed an internal NDDPI committee to brainstorm state-level activities to strengthen family and community partnerships (Figure 6)

Figure 6: Family Engagement Logic Model



(Constantino, 2016). As a direct result of this internal committee's recommendations and

research, a Family Engagement Cabinet, made up of a representative group of ND constituents, was developed to create a forum for key stakeholders to communicate their experiences, inform needs, and share information (Appendix O). It is NDDPI's intention to leverage this Cabinet in a variety of capacities to support ND's literacy engagement initiatives. As one of the six essential elements in the ND CLIP and a component of both competitive priorities, the Project Coordinator will serve as an active member of the NDDPI's Internal Family Engagement Team to promote and share evidence-based family literacy strategies, with the expectation that the Cabinet will communicate these strategies back to their respective communities. More importantly, though, it is the NDDPI's aim to learn from Cabinet members and act on literacy recommendations where possible. Finally, as an effort to increase the literacy capacity of the Cabinet as a whole, the NDDPI is proposing to send Cabinet members, along with the Project Coordinator, to national literacy or family engagement conferences to both highlight ND's work and bring back fresh, evidence-based ideas to share.

Coordination and collaboration with higher education and early learning. The NDDPI intends to collaborate with other state entities, including the Department of Human Services and the ND University Systems, to improve preservice education for Early Learning educators. In order to fully accomplish this goal, the NDDPI plans to leverage funds and coordinate efforts to better provide PD to ECP staff. At the end of 2018, the ND was awarded a Birth-Five Preschool Development Grant (PDG). The NDDPI sees a great benefit in aligning project goals and objectives to best serve ECP staff in the areas of literacy, such as: 1) Expanding an understanding and use of a quality rating and improvement system, as well as the use of data-based decision making, to inform the CIP at the birth through kindergarten entry level; 2) Offering PD around the newly adopted ND Early Learning Standards (2018), which is one of the six essential elements of

the ND CLIP; and 4) Collaborating with the ND Center for Distance Education to access its Learning Management System to offer licensure, credentialing, and professional learning coursework for timely, sustainable, and ongoing PD to increase capacity within the early childhood workforce. NDDPI's Office of Early Learning also facilitates the ND State Advisory Council on Early Care and Education and will ensure CLSD literacy initiatives are communicated to a broader audience and will bring feedback back to the CLSD Advisory Team. Finally, the NDDPI is beginning to have conversations around a two-generational approach to address the needs of both children and adults by providing services to both parents and children (Accelerating Postsecondary Success for Parents, 2018).

Public Availability. Project and evidence-based literacy resources will be posted on the NDDPI's Open Educational Resources platform (<https://www.oercommons.org/hubs/North-Dakota>), making them easily accessible and available for public use. In addition, the NDDPI website will include information on comprehensive literacy intervention programs, as well as process and outcome assessments that will support these intervention programs. The website provides information regarding the State Literacy Team, the ND CLIP, and a collection of resources useful for parents, community members, teachers, and educational leaders to better understand literacy development at all ages (Bierman, Morris and Abenavoli, 2017).

Data collection and analysis at the state level. Both quantitative and qualitative data will be collected on demographics, implementation fidelity, and student learning (Appendix P). Some outcomes and outputs will be project-specific, based on local needs. However, sites will be required to report state-level assessments on all children being served and impacted by the CLSD grant, through STARS, according to established Government Performance and Results Act of 1993 (GPRA) performance measures (Appendix G). All assessments will be age appropriate,

including the possibility to assess children birth to kindergarten entry through formative observation and other relevant measures. The NDDPI ensures the goals and objectives aligned to the CLSD program requirements are specific, measurable, and attainable, which will be evidenced through surveys, observation, and direct child assessment methods, as outlined below (Figure 7). To measure ND’s impact on the outcomes proposed, the data outlined below will be collected, analyzed, and reported.

Figure 7: Outcome Data Collection and Analysis

Outcome	NDDPI Measurement	GPRA Performance Measures
Increase students who enter kindergarten prepared to learn	<ul style="list-style-type: none"> ▪ Approved 4-year-old formative assessment and/or observation 	1. Percentages of participating four-year-old children who achieve significant gains in oral language skills.
Increase students who demonstrate Grade 3 reading proficiency	<ul style="list-style-type: none"> ▪ NDSA ▪ Insights Dashboard 	2. Percentages of participating Grade 5 students who meet or exceed proficiency on State reading/language arts assessments under section 1111(b)(2)(B)(v)(I) of the ESEA.
Increase students who meet expected learning gains each year	<ul style="list-style-type: none"> ▪ NDSA ▪ Insights Dashboard 	3. Percentage of participating Grade 8 students who meet or exceed proficiency on State reading/language arts assessments under section 1111(b)(2)(B)(v)(I) of the ESEA.
Reduced the disparity in achievement for students in poverty and for Native American Students	<ul style="list-style-type: none"> ▪ NDSA, disaggregated by subgroup ▪ ND Student Engagement Survey Data (AdvancED) ▪ Insights Dashboard 	4. Percentage of participating high school students who meet or exceed proficiency on State reading language arts assessments under section 1111(b)(2)(B)(v)(I) of the ESEA.
Increase students who engage in learning	<ul style="list-style-type: none"> ▪ ND Student Engagement Survey Data (AdvancED) ▪ Insights Dashboard 	
Increase students who graduate choice ready	<ul style="list-style-type: none"> ▪ NDSA/ACT data ▪ Graduation Rates ▪ Insights Dashboard 	

Through analysis of the above data, two specific questions will be addressed and reported:

- 1) How do language and literacy outcomes of CLSD sites compare to non-CLSD sites for each age group (birth to kindergarten entry; K to Grade 5; Grades 6 to 8; and Grades 9 to 12)?
- 2) How do language and literacy outcomes of CLSD sites compare to non-CLSD sites for disadvantaged children (e.g., EL, children with disabilities, Native American, FRL)?

In addition, the success of state-level objectives and activities will be measured after each successful convening of stakeholders for evidence-based PD, Literacy Coaching Academies, and number of TA contacts. PD surveys will be processed and analyzed by an external evaluator to determine fidelity to project goals. Data will be collected utilizing these outcome assessments from all PD contracts at established times, approximately three times a year beginning in the second year. Comparisons with previous years' data will be made for all state-level assessments and AdvancED Engagement Survey data, with the assistance of the NDDPI's Management Information Systems team. Process and fidelity of implementation data will be analyzed as well. This evaluation design is supported by the budget which allows for a state-level independent evaluator. Fidelity of implementation and quality assurance data will be collected in established timelines, as well as self-reported by Site-Based Implementation Teams (Appendix P).

Educators, families, and other key stakeholders will receive the results on the effectiveness of the program in a timely fashion via implementation reports, ESSA Accountability Reports, and NDSA reports. Reports will also be submitted per U.S. Department of Education requirements.

III. NDDPI Management Plan

The NDDPI proposes a robust slate of activities to support the implementation of the CLSD project. Each activity thoughtfully supports the goals and objectives and includes realistic timelines, assigned roles, and measurable outcomes.

NDDPI organizational structure. NDDPI management teams, made up of highly qualified staff

members, will be in place to support CLSD activities (see Figure 8). The NDDPI teams include the CLSD Implementation Team, CLSD Administration Team, CLSD Advisory Team, and the ND Statewide Literacy Team and the NDDPI Internal Family Engagement Team. The CLSD Implementation Team will coordinate the work of both local and statewide teams. A description of each team and individual role in TA, monitoring, implementation, anticipated members, identified staff members and their current title can be seen in Appendix Q. Resumes are also included for review (Appendix R). In addition, letters of support reflect the NDDPI’s capacity to carry out project objectives (Appendix S). Each of these support teams will play important roles to ensure the CLSD is implemented with fidelity and aligned with the ND CLIP. Program Administrator (0.25 FTE), Program Coordinator (1.0 FTE), and support (3 staff totaling 1.0 FTE) and additional in-kind administrative staff have been allocated to devote the appropriate amount of time, resources, and expertise to oversee the CLSD program.

Figure 8: Organizational Team Structure

Team	Role
CLSD Administration Team	<ul style="list-style-type: none"> ▪ To oversee implementation of the ND CLSD activities ▪ Work with the Office of Elementary and Secondary Education of the U.S. Department of Education
CLSD Implementation Team	<ul style="list-style-type: none"> ▪ To oversee implementation of NDCLSD activities ▪ Provide PD and TA to sites ▪ Monitor implementation activities and expenses
CLSD Advisory Team	<ul style="list-style-type: none"> ▪ To ensure statewide support, alignment and coordination across multiple programs and departments
ND State Literacy Team	<ul style="list-style-type: none"> ▪ To update and improve ND Comprehensive Literacy Instruction Plan to address needs of children birth through Grade 12
Site-Based Implementation Team (each subgrantee will form one)	<ul style="list-style-type: none"> ▪ To implement ND CLSD activities at subgrantee level, each subgrantee will form an implementation team to manage grant activities

NDDPI Internal Family Engagement Team	<ul style="list-style-type: none"> ▪ Work to support State Superintendent Baesler’s Family Engagement Cabinet ▪ Disseminate information on family literacy
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CLSD program management. A list of project activities by objective is presented below (Figure 9). Each objective includes detailed and relevant information on key activities, timelines, responsible parties, performance, and outcome measures. Financial resources and budget information aligned to the below activities can be found in the attached budget narrative.

Figure 9: NDDPI Management Plan

Objectives
<ol style="list-style-type: none"> 1) Increase awareness and fidelity of ND CLIP 2) Facilitate high-quality, evidence-based professional development around the six essential elements of the ND CLIP: Leadership, Instruction & Intervention, Standards Alignment, Assessment & Evaluation, Professional Development, Family & Community Engagement 3) Prioritize continuous improvement processes 4) Promote education and implementation related to evidence-based family literacy engagement 5) Engage disadvantaged children in learning opportunities outside of the traditional school model by making choice literacy activities available

Objectives Alignment	Activities	Responsibility	Timeline	Outcomes/Outputs
1, 2, 3, 4, 5	Subgrant 95% of awarded funds to sites meeting established criteria set by SEA	CLSD Admin. Team CLSD Advisory Team	Year 1	<ul style="list-style-type: none"> ▪ Regional Grant Writing Workshops ▪ Webinars ▪ Q&A Document ▪ External review of applications
1, 4, 5	Give competitive priority to applicants that serve disadvantaged children through school or community outreach	CLSD Admin. Team	Year 1	<ul style="list-style-type: none"> ▪ CLSD application with complete project plan including literacy outcomes and monitoring plan
1, 4, 5	Give competitive priority to applicants	CLSD Admin. Team	Year 1	<ul style="list-style-type: none"> ▪ CLSD application has complete family engagement

Objectives Alignment	Activities	Responsibility	Timeline	Outcomes/Outputs
	with plans to implement evidence-based strategies to engage families			plan to reach disadvantaged population
1, 2, 5	Train independent reviewers for subgrantee application review	CLSD Admin. Team	Year 1	<ul style="list-style-type: none"> Reviewers attend webinar
3	Require sites to create a Site-Based Implementation Team including these roles: Grant Coordinator, Data Coordinator, Literacy Coach, Administrative Representative, ECP Representative(s)	CLSD Admin. Team Site-Based Implementation Team	Pre-Award Years 1-5	<ul style="list-style-type: none"> Job descriptions are created, and all duties assigned
1, 4, 5	Require family engagement in local literacy plan	CLSD Admin. Team	Years 1-5 Annually	<ul style="list-style-type: none"> Submitted with CLSD application Report provided with CLSD report to NDDPI's GMS
1, 3	Require a local literacy plan, aligned to ND CLIP	CLSD Admin. Team Subgrantee Implementation Team	Years 1-5 Annually	<ul style="list-style-type: none"> Local Literacy Plan in CLSD application Update document
1, 2, 3, 4	Require an external literacy audit following grant award to determine coaching goals	CLSD Admin. Team Site-Based Implementation Team External Literacy Audit Contractor Implementation Consultant	Year 1	<ul style="list-style-type: none"> Plan and assure in CLSD application that an external audit will be conducted Audit report will be made available to NDDPI
1, 2, 3, 4	Require subgrantees to implement literacy coaching services	CLSD Admin. Team Site-Based Team Implementation Consultant	Years 1-5 Ongoing	<ul style="list-style-type: none"> Targeted coaching and PD support to each site based on need, provided by local coaching staff or external contractor

Objectives Alignment	Activities	Responsibility	Timeline	Outcomes/Outputs
1, 2, 3, 4	Contract with an external provider for the design and development of a coaching framework	CLSD Implementation Team	Year 1	<ul style="list-style-type: none"> Use the State procurement process to contract training development
1, 2, 3, 4	Implement an individualized coaching plan	Site-Based Team Implementation Consultant	Years 1-5	<ul style="list-style-type: none"> Site Action Plans of selected coaching goals Coaching oversight reports
1, 2, 3, 4	Maintain ND CLIP	CLSD Admin. Team State Literacy Team	Years 1-5 Annually Ongoing	<p>Convening of State Literacy Team documented with agenda, attendance roster and minutes</p> <ul style="list-style-type: none"> Revised ND CLIP posted to NDDPI website Interim updates and/or related links published to website, as necessary
1, 2, 3, 4, 5	Build statewide awareness of ND CLIP by presenting at conference around ND	CLSD Admin. Team	Years 1-5	<ul style="list-style-type: none"> Presentations and related documents
1, 3	Require subgrantees to create and update an assessment plan for literacy improvement including schedule of formative and summative assessments, data review, and implementation plan	CLSD Admin. Team Subgrantee Implementation Team	Years 1-5 Annually/ Biannual	<ul style="list-style-type: none"> Data plan included in CLSD application Data reports submitted to NDDPI's Grants Management System (GMS) with CLSD report Interim progress report and updates to assessment plans one time per year through NDDPI's GMS
3	Respond to demonstrated subgrantee needs with appropriate assistance such as workshops, resources, and one-to-one guidance	CLSD Admin. Team	Years 1-5 Quarterly Annually Ongoing	<ul style="list-style-type: none"> Workshop/training events Informational meetings CLSD convenings Webinars Online resources and/or links on NDDPI website
1, 2, 5	Provide professional development support as needs arise for individual subgrantees	CLSD Admin. Team	Years 1-5 Ongoing	<ul style="list-style-type: none"> Gather/analyze data to determine PD needs Locate and schedule appropriate provider

Objectives Alignment	Activities	Responsibility	Timeline	Outcomes/Outputs
	and groups of subgrantees			<ul style="list-style-type: none"> Offer preconference and conference sessions at the NDDPI Fall Educators Conference
1, 2, 3	Collaborate with Early Learning institutions to support the ECP and school relationship and fidelity of birth-Grade 12 implementation	CLSD Admin. Team	Years 1-5	<ul style="list-style-type: none"> Involve entities such as the Department of Human services in planning CLSD birth-kindergarten entry PD Agenda and meeting notes
1, 2, 3	Collaborate with institutions of higher ed to improve preservice teacher instruction and licensing/credentials related to literacy	CLSD Admin. Team	Years 1-5	<ul style="list-style-type: none"> Facilitate organization of collaborative group to assist with PDG, preservice teacher instruction, and licensing/credential work
1, 3	Provide performance feedback to sites through on-site visits, virtual meetings, and observational reviews	CLSD Implementation Team Site-Based Team Implementation Consultant	Year 1: Two site visits Years 2-5: Two contacts (on site or virtually)	<ul style="list-style-type: none"> Feedback Report for each site Documentation notes
1, 2, 3, 4	Oversee contracted coaching and PD	Project Administrator	Years 1-5 Annually Biannual Ongoing	<ul style="list-style-type: none"> Evaluation review with coaching/pd provider Report detailing provider's performance and continuing service approval Universal survey of services offered at each event Biannual survey of provider services collected from subgrantees
1, 3	Complete evaluation of each subgrantee	CLSD Implementation Team	Years 1-5 Annually	<ul style="list-style-type: none"> Written evaluation document completed for each site at end of each project year
3	Aggregate evaluation data from all subgrantee	CLSD Admin and Advisory Team	Years 1-5 Annually	<ul style="list-style-type: none"> Share report at Advisory Team meetings, documented

Objectives Alignment	Activities	Responsibility	Timeline	Outcomes/Outputs
	evaluations to monitor State progress toward goals	External Evaluator		by agenda, attendance roster, and minutes
3	Contract with outside evaluator to monitor State performance through a CIP	CLSD Admin. Team External Evaluator	Years 1-5 Annually	<ul style="list-style-type: none"> ▪ Meet with evaluator in person/virtually (frequency determined by need) ▪ Grant Implementation Evaluation Tool
3	Meet to ensure quality implementation of CLSD plan	CLSD Admin. Team	Years 1-5 Biweekly	<ul style="list-style-type: none"> ▪ Agenda and minutes
1, 3, 4, 5	Collaborate with State entities to streamline services and policies through CLSD Advisory Team structure to maximize impact on literacy delivery in ND	CLSD Admin. Team CLSD Advisory Team	Years 1-5 Monthly reports with minimum of two meetings annually	<ul style="list-style-type: none"> ▪ Meeting memos, agendas, and minutes ▪ Attend other state entities events, gathering data and/or presenting information documented through memos, calendars, agendas, presentation materials, and attendance rosters
1, 3, 4, 5	Collaborate with ND Advisory Council on Early Childhood Education and Care	CLSD Admin. Team	Years 1-5	<ul style="list-style-type: none"> ▪ Attends Council meetings and supports agenda items, documented through meeting minutes
1, 3, 4, 5	Collaborate with ND Regional Education Associations	Project Administrator	Years 1-5 Monthly	<ul style="list-style-type: none"> ▪ Attends REA monthly meetings to support and participate in agenda documented through meeting minutes, calendars, and agendas
1, 4, 5	Support the ND State Superintendent's State Family Engagement Cabinet	CLSD Admin. Team	Years 1-5	<ul style="list-style-type: none"> ▪ Support evidence-based Cabinet initiatives with available resources ▪ Provide annual funding for two members of the cabinet to attend a national conference ▪ Promote Cabinet membership to sites
1, 4, 5	Participate in NDDPI internal Family Engagement Team	Project Coordinator	Years 1-5, Monthly	<ul style="list-style-type: none"> ▪ Participate as a member of the NDDPI Internal Team's research, education and team

Objectives Alignment	Activities	Responsibility	Timeline	Outcomes/Outputs
				outputs documented through meeting minutes
1, 3	Monitor projects for performance outcomes	CLSD Implementation Team	Years 1-5 Ongoing	<ul style="list-style-type: none"> Attendance and performance reports due quarterly to the NDDPI's GMS
1, 2, 3, 4, 5	Provide TA related to CIP as needed	CLSD Implementation Team	Years 1-5 Ongoing	<ul style="list-style-type: none"> Site visit feedback notes Documentation notes
1, 4, 5	Establish a community of practice format for subgrantees	CLSD Admin. Team	Years 1-5 Ongoing	<ul style="list-style-type: none"> Regularly scheduled virtual meetings will be determined Embedded book studies and guest presentations

Steps and proposed timeline for awarding subgrants. The CLSD Funding Opportunity will be announced one month after the NDDPI receives approval from the Legislative Emergency Commission. Throughout the fall of 2020, the NDDPI will communicate to the field and conduct Grant Writing workshops and webinars. The steps and timeline are delineated below (Figure 10).

Figure 10: Steps and Proposed Timeline for Awarding Subgrants

Process Steps	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.
Announcement of Funding Opportunity	X					
Conduct Grant Writing Workshops and Webinars		X				
Subgrant Proposals Due				X		
Independent Peer Review Process					X	
Announcement of Subgrantees and Procurement Process Initiated						X

Grant writing support provided by the NDDPI. To provide support for sites applying for the CLSD, the NDDPI Administration Team will offer regional Grant Writing workshops and webinars. Regional Grant Writing workshops and webinars will include an introduction to the newly updated ND CLIP and a presentation on the importance of applicants and other entities

being committed to meeting the goals outlined in the funding opportunity. Each webinar will be recorded and made available for viewing on the NDDPI website. Webinars will include the following topics: 1) Eligibility and CLSD Requirements; 2) Developing and Implementing a Literacy Instruction Plan; 3) Applying through the NDDPI Grants Management System; and 4) Assessments, Reporting, and Evaluation of the CLSD. In addition, the Program Coordinator will create and maintain a publicly available Question and Answer document, to be fully transparent throughout the competitive process. Through these processes, applicants will understand how the NDDPI plans to effectively implement the CLSD program and how to draft their application.

Ensuring alignment to CLSD project goals throughout the five-year period. The CLSD Implementation and Administration Teams will be responsible for ensuring subgrantee project activities are aligned to CLSD project goals by ensuring the following requirements:

1. The State Literacy Team will update the ND CLIP. Each Site-Based Implementation Team will receive updates and update local plans to comply, with the assistance of a member from the State Literacy Team. The CLSD Implementation Team will oversee this process.
2. The Site-Based Implementation Team is required to update its Local Literacy Instruction Plan annually and submit it for review to the CLSD Implementation Team. Program Coordinator will oversee this submission.
3. The CLSD Implementation Team will review annual local updates and reports from each Site-Based Implementation Team to ensure adherence to the CLSD program.
4. The CLSD Implementation Team will approve and oversee all evaluation, implementation, and outcome activities prior to the start of implementation.

The CLSD Implementation Team, collaborating with Implementation Consultants, will be responsible for reviewing reports, addressing concerns, and documenting results. If non-

compliant, the CLSD Implementation Team will work to assist sites through a CIP process.

IV. Project Services

Targeting traditionally underserved participants exhibiting the greatest need. The NDDPI has designed a rigorous, high-quality, and competitive process to award subgrantees. In selecting among eligible subgrantees, ND will give priority points and funding advantages to eligible subgrantees serving the greatest percentages of disadvantaged children. To ensure awards are given to the appropriate subgrantees, the NDDPI will ensure the following:

1. Working with the NDDPI Management Information Systems department, the CLSD Administration Team will create ranking criteria to ensure applicants who serve the highest percentage of disadvantaged children receive a personal invitation to apply for CLSD funding. Any ND site can apply, with a detailed justification as to why and how its needs meet eligibility requirements.
2. Award priority points to applicants who serve large percentages of disadvantaged children.
3. Provide training to independent reviewers to ensure an understanding of the disadvantaged children eligibility criteria of the application.
4. Require specific assurances from applicants to comply and align with CLSD program expectations.

Independent Peer Review Process. The NDDPI will utilize an independent peer review process in the selection of subgrantee recipients. Potential reviewers will sign a conflict of interest form prior to selection. Reviewers will be comprised of state-level experts who: 1) Demonstrate knowledge of literacy research supported by various levels of evidence, according to ESSA definitions; 2) Have experience improving language and literacy practices of teachers and other instructional staff; 3) English Language Arts teaching experience; 4) Have experience in

instructional leadership or administration; 5) Have experience or expertise in early childhood; or 6) Are familiar with screening, diagnostic, progress monitoring, and outcome literacy assessment instruments. Reviewers will be trained on essential elements of the application and the process for scoring, which will include defining the terms in the scoring rubric.

Subgrant Application Scoring Rubric. Grant reviewers will use a scoring template to assign points to each subgrant section described above. Awards will be considered based on the total application score (on a 100-point scale) as determined by the reviewers. Applications will be ranked using the mean scores from all readers. If a great discrepancy exists between reviewers, NDDPI staff will review the application to determine the discrepancy. The total must equal to or be greater than 75 to be considered for funding.

Allocation of Funds. Using the scoring formula, funding will be allocated for up to 15 sites, based on the reasonable, realistic, justifiable, and appropriateness of the funding request and available dollars. During this phase, the NDDPI may work with applicants to clarify and negotiate costs. All evaluation plans will be approved by the CLSD Administration Team.

Awarding of subgrants. The following plan will be used to ensure awards are of sufficient size to fully and effectively implement its local plan. The CLSD Administration Team will create a funding slate to specify allocations based on statutory funding requirements: 1) 15% to serve children from birth through kindergarten entry; 2) 40% to serve students in kindergarten through Grade 5; and 3) 40% to serve students in middle and high school through Grade 12.

Supplementation. The NDDPI will use awarded funds to supplement efforts already underway in ND. Sites must also describe how they will assure funds do not supplant existing initiatives.

Evidence-based comprehensive literacy PD. Sites will be required to demonstrate the comprehensive literacy programs, practices, or PD they intend to use are supported by strong,

moderate, or promising evidence. Early childhood literacy instruction PD will promote language development, including vocabulary building and verbal expression to help young children come to kindergarten prepared. Elementary school level literacy instruction PD will include evidence-based instructional strategies identified in the planning stage within a variety of contexts, based on principles of responsive instruction. Middle and high school level literacy instruction PD will include evidence-based instructional strategies that utilize direct, explicit instruction proven to build students' fluency, vocabulary, and comprehension skills across all contents. Sites and contractors will be offered clear guidance and ongoing TA through site visits, calls, communities of practice, etc., in this area.

Sustainability and impact. The NDDPI will continue its spirit and action of collaboration between entities, departments, state and local resources with the CLSD program. The quality of the project design, strategically aligned to state and NDDPI initiatives and measurable outcomes, will lead to sustainability, system building, and literacy gains. The CLSD program will also build significant capacity throughout ND by providing evidence-based PD opportunities to educators, as well as developing an infrastructure for instructional coaching through its Literacy Coaching Academies and Continuous Improvement Processes. The NDDPI will coordinate with various partners to ensure that project participants align literacy activities to state standards, program objectives, and initiative goals funded by other state and federal sources. ND is well positioned to help sites integrate these various funding streams to build sustainable literacy programs that improve outcomes, align with the ND CLIP, address local needs, and provide for quality PD.

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