NORTH DAKOTA DEPARTMENT OF
PUBLIC INSTRUCTION

Contents

I.   State-level Activities

The North Dakota Department of Public Instruction (NDDPI) (ND State Education Agency

(SEA)) is committed to literacy for all North Dakota (ND) children, from birth to Grade 12. This

proposal for the Striving Readers Comprehensive Literacy (SRCL) Grant CFDA 84.371C

focuses on eight measurable goals (see Exhibit 1) that advance literacy skills in 5,500 children

with 375 teachers in 275 classrooms. The NDDPI proposes an ambitious, yet achievable, plan to

implement comprehensive literacy instruction programs supported by moderate to strong

evidence of efficacy with fidelity and differentiation of instruction for children from birth to age

3, four- and 5-year-olds, kindergarten through Grade 5, and middle school through Grade 12.

Priority in selection of subgrantees will be given to programs serving the greatest percentage of

Disadvantaged Children. A disadvantaged child is any child from birth to Grade 12 who is at risk

of educational failure or is otherwise in need of special assistance and support, including a child

living in poverty, a child with a disability, or a child who is an English learner (EL). This term

also includes infants and toddlers with developmental delays or a child who is far below grade

level, who has left school before receiving a regular high school diploma, who is at risk of not

graduating with a diploma on time, who is homeless, who is in foster care, or who has been

incarcerated (from here on referred to as Disadvantaged Children due to space limitations). In

line with this commitment, this application meets the absolute and both competitive priorities:

NDDPI will be using an independent peer review process to award eligible subgrantees that

propose high-quality comprehensive literacy instruction programs supported by moderate or

strong evidence that aligns with local needs and the ND State Comprehensive Literacy Plan

(Appendix 4).

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

than 10,000) (North Dakota Census Office, 2015) with 23% of the state population 18 years or

younger (see Appendix 1). In 2016-2017 school year, ND had 178 public school districts with

373 public schools (North Dakota Department of Public Instruction, 2017). The State served a

total of 109,525 students in the public-school system (North Dakota Department of Public

Instruction, 2017).

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

- In 2015, 63% of Grade 4 students and 66% in Grade 8 students were not proficient in reading

  compared to 66% and 67% respectively nationally (Kids Count, 2017).

- In 2015, Grade 4 students in rural areas were more likely to score below proficient reading

  level (65%) than those in cities (62%) or suburban (55%) areas (Kids Count, 2017).

- In 2015, 80% of Grade 4 students and 73% of Grade 8 students were not proficient in

  writing compared to 73% and 69% respectively nationally (Kids Count, 2017)

- In the years spanning 2011-2015, 57% of Native American children in ND lived in areas of

  concentrated poverty compared to 8% of Black students, 4% of Hispanic and Latino students,

  and 2% of White students (Kids Count, 2017).

Disadvantaged Children in ND perform lower than their peers. In 2016, about 33%

(n=37,928) of students in ND were recipients of free or reduced-price lunch (no comparable

national data available) (Kids Count, 2017). In 2015 in ND, an average 37% of Grade 4 students

and 34% of Grade 8 students performed at or above the National Assessment of Educational

Progress (NAEP) proficient level in reading, but performance was not uniform across subgroups

(National Center for Education Statistics, 2017). Students in Grade 4 who were eligible for

free/reduced-price school lunch (FRL) had an average score 19 points lower than students not

eligible for FRL (17 points in 2013) (National Center for Education Statistics, 2017). Fifty-six

percent of Grade 4 students eligible for FRL scored below proficient compared to 77% of

students who did not receive FRL (National Center for Education Statistics, 2017). Students in

Grade 8 who were eligible for FRL had an average score 18 points lower than students who were

not eligible for FRL (National Center for Education Statistics, 2017). In the 2015-2016 school

year, 71% of ND's economically disadvantaged students graduated on time, in contrast to 93%

of their non-economically disadvantaged peers (North Dakota Department of Public Instruction,

2016). Overall, closer examination reveals significant gaps in reading achievement for students

who are disadvantaged. Subgrantees will be required to service the greatest number of

Disadvantaged Children who perform lower than their peers.

**There is a significant gap in reading achievement between Native American students and

other students**. Native American students make up approximately 8% of the total enrolled

student population and constitute the second largest group of students in ND with 5 federally

recognized tribes and one Indian community located in ND (Kids Count, 2017). In 2015, Native

American students in the fourth and eighth grades scored 25 points lower than White students on

the NAEP's assessment of reading proficiency (North Dakota Department of Public Instruction,

2017). While 41% of White students in Grade 4 performed at or above the NAEP proficient level

in reading, only 18% of Native American Grade 4 performed at the proficient level (North

Dakota Department of Public Instruction, 2017). By the time students reached Grade 8, 37% of

White students and just 16% of Native American students performed at the proficient level

(North Dakota Department of Public Instruction, 2017). In the 2015-2016 school year, about

65% of ND's Native American students graduated on time, in contrast to about 91% of their

White counterparts (North Dakota Department of Public Instruction, 2017). It is also notable, in

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

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

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

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

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

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

Disadvantaged Children. The NDSRCL anticipates awarding between 10 to 15 subgrantees located throughout the state to Local Education Authorities (LEAs), ECPs, and LEAs partnering with ECPs including those on or near the five federally recognized Indian tribes, benefiting over 5,500 children and youth and 375 teachers in 275 classrooms.

Exhibit 1. ND Striving Readers Comprehensive Literacy Program Goals

North Dakota's Striving Readers Comprehensive Literacy Plan

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

Goal 1	**Prioritize** serving **Disadvantaged Children**	Goal 2	**Prioritize literacy instruction alignment** within the birth to age 3, 4- and 5-year-olds, and kindergarten to Grade 5 continuum

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

improvement and monitoring to LEAs and ECPs when developing and implementing NDSRCL;

3) support to LEAs and ECPs in coordinating birth through Grade 12 literacy activities based on

achievement data for all students, prioritizing Disadvantaged Children; and 4) extensive PD and

technical assistance (TA) to ensure optimum support for teachers. NDSRCL has a high-quality

plan to ensure local projects serve the greatest percentages of Disadvantaged Children, along

with serving children from birth to at least Grade 5 to improve literacy and transitions for

children across this continuum (Duke, & Pearson, 2002; Dunst, Simkus & Hamby, 2012; Kaplan,

& Mead, 2017).

Project Innovations

- LEAs, ECPs, or LEAs partnering with ECPs to develop comprehensive literacy instruction
  programs that at minimum span birth through Grade 5 and align with the ND State
  Comprehensive Literacy Plan, and are based on interventions with moderate or high levels of
  evidence where applicable and available.

- TA and PD (see Appendix 15 for a plan of PD events and topics proposed) based in the areas
  (as supported by evidence-based instructional strategies) of Early Literacy (Bailet, Repper,
  Murphy, Piasta, & Zettler-Greeley, 2013; Drummond, Holod, Perrot, Wang, Munoz-Miller,
  & Turner, 2016; Shonkoff & Phillips, 2000; Zaslow & Martinez-Beck, 2006;), Transitions
  (Cook & Coley, 2017; Morningstar & Benitez, 2013, Ostrosky, Jung, & Hemmeter, 2002),
  Implementing Updated ND Literacy Standards (Brown & Kappes, 2012), Family Literacy
  and Parent Engagement (Baker, Vernon-Feagans, & the Family Life Project Investigators,
  2015; Steward & Goff, 2004;), Supporting Disadvantaged Children (Heckman 2006;
  Neumann & Celano, 2006; Raudenbush, 2006), and Implementing Literacy Strategies
  throughout the Continuum provided to subgrantees by state-level staff (three regional PD

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

- An Annual Conference for all subgrantees where they will have the opportunity to network, explore evidence-based practices, and receive support from the NDDPI and the NDSRCL community.

- Improvement Awards for sub-grantees with the greatest change in outcomes or excellence in implementation (5% of their budget in Years 2 and 3).

- Use of an aligned ESSA database portal as a "one stop" for continuous quality improvement.

- Development of a state-level sustainable system to support high quality literacy instructional programs that will continue beyond grant funding.

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

Goal 4	**Implement** the ND State Comprehensive Literacy Plan

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

System (see Appendix 7), current practices, and interactions with LEAs. The ND State Literacy

Team was established with federal funding authorized as part of the FY 2010 Consolidated

Appropriations Act (Pub. L. No. 111-117) under the Title I demonstration authority (Part E,

Section 1502 of the Elementary and Secondary Education Act). The State Literacy Team is

comprised of 7 members from diverse backgrounds, including educators across all levels of

education from early childhood to high school; university professors who are experts in literacy;

and officials from state and local agencies. This team was intentionally selected to ensure a

diverse representation of perspectives. Local Literacy Teams are required to have similar

composition to their respective communities.

As described in the revised ND State Comprehensive Literacy Plan, the culture of ND literacy is

comprised of six essential elements: leadership and sustainability, instruction and intervention,

standards alignment, assessment and evaluation, PD, and family and community partnerships.

Key changes to the revised ND State Comprehensive Literacy Plan are listed below.

- Leadership & Sustainability: Emphasis on the importance of highly qualified teachers,

  principals, and superintendents. The new state evaluation system, Principal Teacher

  Evaluation Support System (PTESS), is aligned with the statewide accreditation process with

  AdvancED. This uniform system promotes accountability and school effectiveness.

- Instruction & Intervention: Replacement of Response to Intervention (RTI) with Multi-tiered

  systems of support (MTSS) (see Appendix 7). MTSS, a currently existing infrastructure,

  focuses on providing high-quality instruction and interventions matched to student need

  through progress monitoring. Some of the state-level PD provided to subgrantees will utilize

  MTSS.

- Standards Alignment: The newly revised ND State Standards, which were finalized in Spring

2017 have an emphasis on developmentally appropriate practices; Pre-kindergarten Content

Standard, ELCs Head Start Frameworks are mentioned in conjunction with school

districts/state educational standards. These standards went through a formal revision process

with ND teachers and content specialists.

- Assessment & Evaluation: The revised ND State Comprehensive Literacy Plan explains the

  purpose of the ND Kindergarten Entry Assessment (NDKEA), rationale for the State's

  accountability system, and an explanation of NDDPI's collaboration with AdvancED.

- PD: The revised ND State Comprehensive Literacy Plan describes the necessary elements for

  effective ongoing professional learning and reiterates ND's commitment to PD.

- Family & Community Partnerships: Dr. Joyce Epstein's six types of parental involvement

  were merged with a suggested list of desired family outcomes and eight strategies for

  achieving them (Epstein & Clark-Salinas, 2004).

Local literacy plans also exist throughout ND. Currently not all plans are fully aligned with the

updated ND State Comprehensive Literacy Plan. The NDSRCL funding will support the

alignment of subgrantee plans to the ND State Comprehensive Literacy Plan as well as an

alignment along birth to Grade 12 continuum. All subgrantees will be required to submit a local

literacy plan that: 1) is informed by a comprehensive needs assessment and is aligned with the

ND State Comprehensive Literacy Plan; 2) provides for effective PD; 3) includes comprehensive

literacy instruction programs supported by moderate or strong evidence; 4) includes a plan to

track children's outcomes consistent with all applicable privacy requirements, and 5) includes

local literacy experts to provide advisory assistance and support for the subgrant project in that

community. Meaningful community and parent involvement, particularly in Native American

communities, is essential for the success of the NDSRCL. LEAs, ECPs, or LEAs partnering with

ECPs are required to address each of the essential elements identified in the ND State

Comprehensive Literacy Plan to develop a culture of literacy at the site and in the community.

Goal 6	**Provide technical assistance** and **professional development** to support teachers	Goal 4	**Implement** the ND State Comprehensive Literacy Plan

TA and PD. About 375 teachers in 275 classrooms will be served through the NDSRCL with

15% of all subgrantee funds going to ECPs, 40% to elementary schools, 40% to middle and high

schools. TA/PD activities address SRCL goals 1, 2, 3, 5, and 6 (see Exhibit 1 and Appendix 2)

and provide support to staff at the state and local levels. The following TA/PD state-level

activities are budgeted: 1) Statewide NDSRCL Grant Writing Workshops will be held across ND

based on applicant letters of intent. It is anticipated four workshops will be needed. 2) Writing

Your SRCL Grant Webinar Series will be created proving details and guidance to applicants on

the writing and development of their local NDSRCL applications. 3) NDSRCL Statewide

Monitoring and TA Visits are scheduled at 2 in Year 1 and 4 visits in Years 2 and 3. 4) PD

activities will follow a schedule with evidence-based literacy topics presented across the

continuum including children zero to 3 (see Appendix 15). They are budgeted at 10 regional

trainings in Year 1, 6 in Year 2, and 3 in Year 3 through SEA funds (see budget narrative) in

addition to the Annual Conference, webinars, pre-application support, the use of a listserv, and

the web site. The goal of these PD trainings is to educate SRCL teachers and staff on various

evidence-based literacy practices along the continuum (i.e., Early Literacy; Shonkoff & Phillips,

2000; Zaslow & Martinez-Beck, 2006), Transitions (Cook & Coley, 2017; Morningstar &

Benitez, 2013), Implementing Updated ND Literacy Standards (Brown & Kappes, 2012), Family

Literacy and Parent Engagement (Steward & Goff, 2004), Supporting Disadvantaged Children

(Heckman 2006; Neumann & Celano, 2006; Raudenbush, 2006; see Appendix 15). At the local

level TA/PD activities will link to the local needs, the local literacy plan and will include

coaches and PD consultants with a goal of supporting subgrantees on the implementation of their

subgrantee action plans, participate in evaluation, and implement with highest level of fidelity

(Arabo, 2017). State and local trainings could be attended by some number of non SRCL

teachers. TA/PD will be provided in person, via telephone, and other electronic means. A system

of benchmarks will be developed to identify specific categories for coaching and CPI. Percentage

of goals met will be tracked and monitored. All local PD/TA activities will be pre-approved in

Quarters 2 and 3 of Year 1 prior to the start of implementation.

Website. Project and literacy resources will be posted on the NDDPI's Open Educational

Resources platform making them easily accessible and available for public use. It will also be

made available at PD events. The website will include information on comprehensive literacy

intervention programs with moderate or strong evidence of efficacy/effectiveness as well as

process and outcome assessments that will support these intervention programs. Educators are

recommended to research these models prior to choosing one (i.e., determine appropriate use,

assess reliability, validity, and alignment to the ND Pre-K Standards and English/Language Arts

ND State Standards). The website provides contact information for staff who can provide

additional TA regarding best practices or other guidance. The website has information regarding

the State Literacy Team, the ND State Comprehensive Literacy Plan, and a collection of

resources useful for parents, community members, teachers, and educational leaders to better

understand literacy development at all levels including young children (Bierman, Morris &

Abenavoli, 2017).

Listserv. Using a Literacy Initiative Listserv, updated research regarding effective teaching

strategies, State Literacy Initiative news, and new literacy assessments will be shared with SRCL

participants. Subgrantees will automatically be members of the Listserv, but membership will

also be open to the public.

Goal 7	**Improve** literacy outcomes

Improving Literacy Outcomes. Disadvantaged Children struggle developing English language literacy because of either their lack of proficiency in language, lack of strong models of literacy in the home, low education levels, or a culturally inappropriate curriculum in the school. The NDSRCL anticipates closing the gap by improving learning outcomes for 5,500 children in 10 to 15 LEAs, ECPs, and communities. The SRCL Logic model is presented in Appendix 11. It clearly identifies how literacy outcomes could be improved for Disadvantaged Children along the continuum. This will be accomplished by engaging community members, parents, and local/tribal colleges in Subgrantee SRCL Implementation Teams (Thigpen, Freedberg, & Frey, 2014). Teams will work to ensure that comprehensive literacy instruction programs with moderate or strong evidence of efficacy/effectiveness (where applicable and available) are implemented with fidelity. The subgrantee process requires LEAs and ECPs to provide a plan for improving student literacy achievement based on the ND State Comprehensive Literacy Plan. The plan addresses six essential elements of a strong culture of literacy (see Exhibit 1). Three of the elements directly support improving school achievement 1) PD, 2) Instruction and Intervention, and 3) Assessment. LEAs, ECPs, or LEAs partnering with ECPs showing the greatest change in outcomes will receive Improvement Awards in Years 2 and 3 of 5% of their budget.

Goal 3	**Implement high-quality comprehensive literacy** instruction programs supported by **moderate or strong evidence**

Implementing Comprehensive Literacy Implementing Programs with Moderate or Strong Evidence

(where applicable and available). Implementation evaluation will ensure comprehensive literacy instruction programs are implemented as designed and will provide vital information about fidelity. Early childhood comprehensive literacy instruction programs will promote language development, including vocabulary building and verbal expression to help young children come to kindergarten prepared. Elementary school level comprehensive literacy instruction programs will include research based instructional strategies identified in the planning stage within a variety of contexts, based on principles of responsive instruction. Middle school and high school level comprehensive literacy instruction will include research based instructional strategies that utilize direct, explicit strategies proven to build students' fluency, vocabulary, and comprehension skills across the content areas. For their proposal to be funded, subgrantees will be required to demonstrate that the comprehensive literacy programs they intend to use are supported by strong or moderate evidence. Subgrantees will be offered clear pre-award guidance in selecting a comprehensive literacy instruction program supported by strong or moderate evidence as specified in Appendix 13 through four regional on-site Statewide Grant Writer's workshops (see Budget Narrative). Subgrantees will also be provided with TA in the form of a series of webinars in Year 1, Quarter 1 to assist them in selecting comprehensive literacy instruction programs supported by moderate or strong evidence where applicable and available (see Appendix 15 for a complete outline of information to be covered in the webinars).

To ensure that local districts have the flexibility necessary to allow them to serve the unique needs of their student populations, applicants will demonstrate the proposed comprehensive literacy instruction programs are based in strong or moderate evidence in one of two ways: 1) to utilize the four existing resources that rate the strength of evidence supporting comprehensive literacy instruction programs, as outlined in Appendix 13 and 2) to collect the necessary research

to validate the evidence base of a program through professional education journals and websites of reputable organizations in accordance with best practices outlined in Appendix 13.

In order to ensure that only subgrantees who propose a comprehensive literacy instruction program supported by strong or moderate evidence are selected, NDDPI will assemble a panel of independent reviewers selected for their expertise in education, literacy, assessment, early childhood, and evaluation who will be trained to assess the strength of the evidence supporting comprehensive literacy instruction programs across a variety of dimensions including: what domains of literacy are addressed; what assessments are used to support the efficacy of the program; the degree to which the program is culturally and linguistically appropriate; and how much time the assessment process requires. Reviewers will also be selected for their expertise regarding the unique literacy needs of different age groups and trained to assess the strength of the evidence supporting comprehensive literacy programs directed at both younger and older students. They will receive a small stipend ($150 per application, see budget narrative).

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

addition, local literacy plans will have to be submitted during the RFP application process that

align with the State Literacy Plan, provide for PD, and include comprehensive literacy

intervention programs supported by moderate or strong evidence with an evaluation and

collection of child outcomes. Action Plans for Subgrantee and by classroom will be developed

after award announcements based on this self-assessment tool and local needs assessment.

Goal 5	**Implement** a data-based decision-making process

Continuous Performance Improvement (CPI)

Process. The purpose of the CPI process is to

ensure that literacy instruction at each LEA or ECP is implemented as intended (with fidelity),

and continuous, cyclical, and iterative monitoring and improvement strategies are in place.

Consistent with the Back-mapping Model for Professional Learning which is a part of the ND

State Comprehensive Literacy Plan, Exhibit 2 presents on the main stages that comprise the CPI

process this project will follow. NDDPI had other federally funded projects that used CPI (e.g.,

Reading First) and can set up necessary processes and procedures in Year 1. Given a three-year

funding stream, a CPI will need to be established quickly. The Project Coordinator, a member of

the NDDPI Grant Administration Team, will oversee the CPI process. This position is at 1.0 FTE

in the state-level budget responsible for providing 4 monitoring site visits per year for each

subgrantee in years 2 and 3 and 2 visits in Year 1, (a minimum of 150 site visits over 3 years) in

addition to local QA procedures and protocols. QA process will be established within each

Subgrantee SRCL Implementation Team that will be trained to conduct QA reviews, administer

QA data collection protocols, and prepare and present feedback reports. Subgrantee SRCL

Implementation Team members will adhere to NDDPI and federal policies on data

confidentiality during all aspects of the QA process. The State External Evaluator will collect

QA data from LEAs, ECPs, or LEAs partnering with ECPs together with other members of the

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

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

Data for CPI. Implementation activities and schedules including CPI and QA are organized to focus on four phases—exploration, preparation, implementation, and sustainment following the

Exhibit 2. Continuous Performance Improvement Cycle   National Implementation Research

Network framework. Year 1 will require the most intensive level of QA monitoring and feedback. During this phase, LEAs and ECPs staff will get trained in CPI. Implementation will be monitored and any issues with workflow, recruitment, coordination of model components, and completing necessary paperwork will be worked through. Feedback will consist of bi-monthly QA reports and briefings from the subgrantee QA, coaches, and Subgrantee SRCL Implementation Team Project Administrator. This intense level of monthly monitoring and feedback is critical because of the need to ensure usability before the intervention can move forward to the full implementation phase. In Year 2 QA and CPI processes will have been tested and refined and will be discussed bi-monthly during QA calls and through feedback mechanisms (supervision).
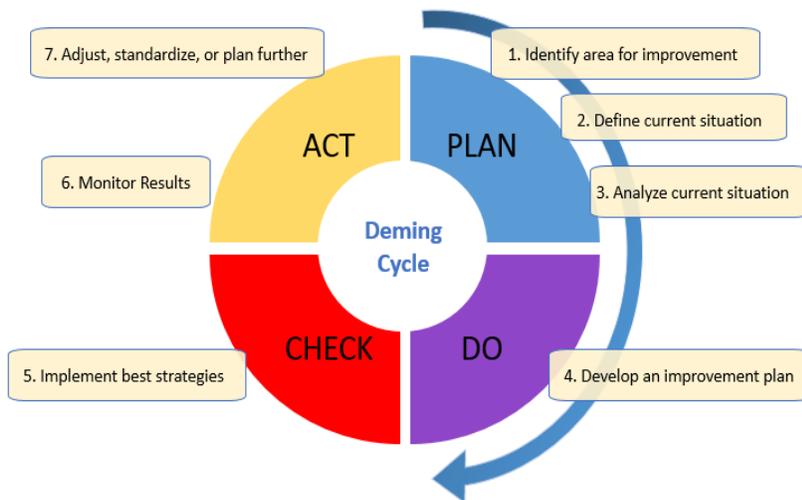
The CPI process will be established in a way to reinforce good implementation practices and guide TA and coaching with recommendations and corrective actions when fidelity of implementation to the Model is not met. Data will be processed by the Subgrantee SRCL Implementation Team on a continuous basis and presented to the members of the NDSRCL Administrative Team and to subgrantee staff in a timely fashion. Rapid feedback loops will be established to assist in the QA process. The Performance Improvement planning process will be directed by the Subgrantee Program Director and guided through Subgrantee Self-assessment Tool, Subgrantee and Classroom Action Plans, surveys,

attendance data, Fidelity Monitoring logs, Observation Fidelity, training observations, training

attendance and pre-post Questionnaire, PD, QA, and Coaching Forms (see Appendix 8). The

Subgrantee SRCL Implementation Team will play a key role in reviewing QA Feedback Reports

and developing Action Plans with appropriate action steps. Examples of action steps to be

utilized in Action Plans include: TA, additional coaching, increased clinical supervision,

additional PD opportunities, meetings, and other strategies.

Literacy model essential elements and a Subgrantee Self-assessment (see Appendix 9) will guide

the development of QA measures, analysis, and feedback related to the QA of implementation

fidelity and Continuous Improvement Process. The QA Process will also include periodic

examination of Key Implementation Drivers to assess how the competency, organizational, and

leadership supports will be used for effective implementation (the theoretical model was

developed by the National Implementation Research Network (NIRN) on the use of drivers to

help integrate necessary supports (such as staff selection, training, and coaching) into the work to

support implementation of the Standards of Practice.[1] Tools, such as the Stage-Based Measures

of Implementation Components: Installation Stage Self-Assessment will be utilized in the QA

process to assess the current status of the drivers and other frameworks to plan for future

development.[2]

Goal 8	**Evaluate** the **efficacy and impact** of **local projects**	

Evaluate Effectiveness and Impact of Local Projects. If implemented, all subgrantees will be required to cooperate with a potential U.S.

Department of Education National Evaluation of the SRCL (should it occur) including random

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

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

Outcome Evaluation Questions

1. Is the implemented comprehensive literacy instruction program efficacious?

2. Is NDSRCL reaching the most disadvantaged students from birth through Grade 12?

3. How do outcomes of NDSRCL subgrantees compare to non-SRCL districts and ECPs for each age group (birth to age 3, 4 and 5-year old's; K to Grade 5; Grades 6 to 8; and Grades 9 to 12)?

4. For those students participating in the NDSRCL, how do language and literacy outcomes differ by subgroup (e.g., EL, children with disabilities) across time?

5. Are more students in ND choice ready by the end of Year 3?

Performance Measures

1. What are the percentages of participating four-year-old children who achieve significant gains in oral language skills?

2. What are the percentages of participating Grade 5 students who meet or exceed proficiency on State reading/language arts assessments under section 1111(b)(2)(B)(v)(I) of the ESEA, as

amended by the ESSA?

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

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

Process Evaluation Questions

1. How many students were served and how much of the model did they receive (dosage)?

2. How often did students participate in the comprehensive literacy instructional program? What percentage of students successfully completed all the components of the program?

3. Was curriculum implemented with a high level of fidelity/quality of delivery?

4. How engaged were students during implementation?

5. What other literacy services have students been participating in?

6. How satisfied are students and families as well as teachers and staff with the comprehensive literacy instructional program?

7. How do demographics of subgrantee districts compare to statewide ND demographics?

8. How do demographics of the serviced students within each subgrantee district compare to the demographics of the district?

9. How much training did teachers receive and how was this training conducted? Was training conducted with fidelity?

10. What are specific challenges and successes of program implementation?

11. To what degree has NDSRCL aligned literacy instruction along at a minimum birth to Grade

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

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

outcomes?

Data Collection and Analyses. Both quantitative and qualitative data will be collected (see

Appendices 5 and 8 and Exhibit 3) on demographics, implementation/fidelity, and student

learning. A complete list of measures and methods to be used for data collection will be

finalized and approved by the Project Administrator after the finalization of evaluation plans

occurs (Quarters 2-3 Year 1). Some outcomes and outputs will be project specific based on

local needs. There will also be state-level assessments that all sub-grantees will have to

complete (Teaching Strategies Gold for 0-pre-K and NWEA for K-12) on all kids participating

in the NDSRCL (see Attachment 5). Assessments will be age appropriate including the

possibility to assess children birth to age three (Teaching Strategies Gold is what most ND

Early Head Starts currently use). Assessments will be conducted through surveys, observation,

and direct child assessment methods. Process and fidelity of implementation data will be

Exhibit 3. Proposed SRCL Data Collection
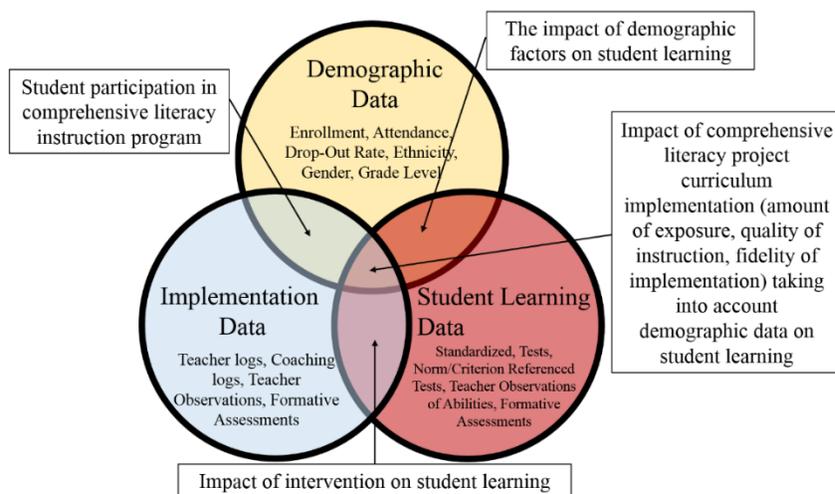
analyzed as well. The budget includes these costs at the subgrantee level (i.e., local evaluation is a requirement of NDSRCL funding) and state levels (e.g., with state-level PD and QA provided by the

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

childhood, servicing children with disabilities) and the NDDPI Grant Administration Team).

Data will be collected utilizing these outcome assessments from all subgrantees every year

starting in Quarters 3-4 of Year 1 and then three times a year in Years 2 and 3. Comparisons

with previous years' data will be made for other state level assessments and AdvancED

Continuous Improvement System as well as ESSA portal (e.g., Year 1 spring data will be

compared to Years 2 and 3 spring data and to historic data of available). The importance of

using the same assessment across all subgrantees will be emphasized heavily in Year 1. This

evaluation design is supported by the budget which allows for a state-level independent

evaluator within the Evaluation Team and a literacy data coordinator at the local level. To

assess efficacy of local projects, subgrantees will be encouraged to establish a control or a

comparison group (e.g., using propensity score analysis) in Year 3. All subgrantees must

develop evaluation plans to address process and outcome evaluation questions of interest.

Instrumentation, coding, and analytic techniques by subgrantee will be finalized in Quarters 2

and 3 of Year 1 to ensure compliance with statutes. The state-level evaluator will assist in

Internal Review Board (IRB) approval. All subgrantees will sign a written agreement to

participate in National and state-level evaluation activities. Fidelity of implementation and

quality assurance data will be collected by evaluators in Years 1-3 as well as self-reported by

teachers and ECP staff (see Appendix 8). All collected implementation data will be used for

CPI and rapid feedback as specified in Exhibit 2. Implementation, continuation and annual

reports as well as fiscal reports will be submitted per U.S. Department of Education

requirements.

II.   NDDPI Plan for Subgrants

ND plans to award between 10 to 15 subgrants through a rigorous, high-quality competitive

process. Any LEA, ECP, or LEAs partnering with ECPs proposing to service Disadvantaged

Children will apply meeting RFP requirements (see section below on Subgrant RFP

Requirements). Applicants will be required to implement a comprehensive literacy instruction

program supported by moderate or strong evidence, conduct a needs assessment, have a local

literacy plan aligned to the ND State Comprehensive Literacy Plan, use data for continuous

program improvement, supplement and not supplant funding, and cooperate with both a state and

potential national literacy evaluations. Applicants will be required to propose a local literacy plan

that: 1) is informed by a comprehensive needs assessment, is based on identified local needs, and

aligned with the ND State Comprehensive Literacy Plan; 2) provides for PD; 3) includes

instruction programs supported by moderate or strong evidence, 4) includes a plan to track

children's outcomes; and 5) participate in the NDSRCL external evaluation. Each application

will undergo an independent peer review process to determine the quality of the proposed

activities and the capability of the subgrantee to implement the program (see Appendix 6). Those

scoring the highest will be considered for an award.

Steps and Proposed Timeline for Awarding Subgrants. It is anticipated the announcement of

the RFP will occur within a month of the award. The announcement will include a requirement

that LEAs, ECPs, or LEAs partnering with ECPs who are interested in applying will provide a

letter of intent. During Month 1, the NDDPI through an independent review process will

determine those districts which have the qualifications and the capacity to implement a SRCLP;

invite them to submit full applications. Full proposals will be due by the end of Month 2. Four

weeks will be allotted for the full peer review process, Month 3. Award announcements as well

as the procurement process will be initiated during Month 4. The steps and timeline are

delineated in Exhibit 4.

Exhibit 4. Steps and Proposed Timeline for Awarding Subgrants

Process Steps	Month 1	Month 2	Month 3	Month 4
Announcement of RFP for subgrants	X			
Letter of intent to respond to RFP	X			
Regional Grant Writing Workshops as well as Grant writing webinars provided to LEAs, ECPs, or LEAs partnering with ECPs	X	X		
Subgrant proposals due		X		
Independent peer review process		X	X	
Announcement of subgrant recipients and procurement process initiated				X

Required Letter of Intent. All LEAs, ECPs, or LEAs partnering with ECPs interested in applying for a NDSRCL subgrant must submit a letter of intent within Month 1 of the NDSRCL RFP announcement. The NDSRCL Administrative Team will use this letter to assess a district's capacity to submit for and implement a grant of this magnitude. Requirements will be assessed in a question and answer mode. Initial questions/requirements of the letter are delineated in Exhibit 5. Question/requirements will include a description of potential sites, a description of the at-risk population to be served, district capacity, potential evidence-based curricula to be used, assessment and evaluation. Based upon the evaluation of this letter districts will be invited to submit a full RFP.

Exhibit 5. Letter of Intent Requirements

Questions Required in Letter of Intent
1. Describe LEA or early childhood program (ECP).
2. Describe the at-risk population in the district or ECP using needs assessment data.
3. Describe literacy needs using needs data.
4. Describe potential sites in which the district or ECP plans to implement the program.
5. Describe how the district or ECP will serve the most-at risk children based on needs data.
6. What is the district or ECP's capacity to implement the proposal?
7. Which (moderate or strong evidence of efficacy) literacy instruction programs, products, and/or practices does the district plan to use?
8. What is the district or ECP's capacity to participate in state-designated evaluation of your program?
9. What valid and reliable evaluation tools will the district or ECP plan to use to evaluate the instructional practices in classroom?
10. Is the district or ECP willing to agree to participate in a potential U.S. Department of Education National Evaluation of the SRCL that might involve random assignment?

Grant Writing Support Provided by NDDPI. To provide support for LEAs, ECPs, or LEAs

partnering with ECPs applying for the NDSRCL, the NDDPI Grant Administration Team will

offer Regional Grant Writing Workshops and webinars. Each webinar will be provided one time but

will be recorded and made available for viewing on the NDDPI website. Webinars will include

but are not limited to topics identified in Exhibit 6 such as: 1) Eligibility, Budgeting, School

Selection & Formation of Site-based Literacy Team; 2) Conducting a comprehensive needs

assessment and developing a site-based literacy plan; 3) Identifying & implementing with

fidelity a comprehensive literacy instruction program supported by moderate or strong evidence;

and 4) Assessments, Reporting, & Evaluation of the NDSRCL. Regional Grant Writing Workshops

webinars will include an introduction to the new ND Standards for English Language Arts, the

updated ND State Comprehensive Literacy Plan, and a presentation on the importance of

applicants and other entities being committed to meeting the goals outlined in the RFP. At the

end of the workshops/webinars, applicants will understand how NDDPI plans to effectively

implement the statewide ND State Comprehensive Literacy Plan and how to use their local needs

assessments to draft their subgrant application and to identify proposed interventions.

Exhibit 6. Regional Grant Writing Workshops and Webinar Topics for Subgrantee Applicants

Webinar Topics
1. Eligibility, Budgeting, School Selection & Formation of Site-based Literacy Team
2. Conducting a Comprehensive Needs Assessment & Developing a Site-based Literacy Plan
3. Identifying & implementing with fidelity a comprehensive literacy instruction program supported by moderate or strong evidence
4. Assessments, Reporting, & Evaluation of the NDSRCL

Eligibility. LEAs, ECPs, or LEAs partnering with ECPs eligible to apply for the NDSRCL

subgrants must meet one or more of the following criteria:

1. LEAs or LEAs partnering with ECPs with schools serving attendance areas in which at least

   40% of students are from low-income families or in which such students account for at least

   40% of enrollment (Title I, Part A allocations).

2. LEAs or LEAs partnering with ECPs with high concentrations of Native American students

   at risk of school failure.

3. LEAs or LEAs partnering with ECPs with the highest number of students not meeting

   literacy standards in Grades 3, 5, and 8 based on the ND State Assessments.

4. LEAs or LEAs partnering with ECPs with high concentration of Disadvantaged Children
   showing below level literacy proficiencies.

ECPs eligible to apply for the NDSRCL must meet one or more of the following criteria:

1. ECPs whose students are at least 40% from low-income families or in which such students
   account for at least 40% of enrollment.

2. ECPs with high concentrations of Native American students at risk of school failure.

3. ECPs located in LEAs with the highest number of students not meeting literacy standards in
   Grades 3, 5, and 8 based on the ND State Assessments.

4. ECPs located in LEA with high concentration of Disadvantaged Children showing below
   level literacy proficiencies.

In selecting among eligible subgrantees, ND will give priority to eligible subgrantees serving the
greatest percentages of Disadvantaged Children and those serving them along the continuum.

Subgrant RFP Requirements. LEAs, ECPs, or LEAs partnering with ECPs who submit full
applications for the NDSRCL subgrant will respond to the items outlined and described. Each
category will be assigned a point value; those applicants with the highest scores will be
considered for funding.

Eligibility – 10 points: Using the results of a needs assessment, the proposal must describe the
criteria for eligibility as specified in the Eligibility Section above. Information provided must
include demographics, achievement/proficiency data, local needs data regarding parents,
students, programs, and/or community identified needs, and what proposed needs will be
addressed.

Need – 10 points: Using the results of a literacy related local needs assessment, the proposal
must demonstrate LEAs, ECPs, or LEAs partnering with ECPs gaps and needs including: 1) The

magnitude or severity of problems to be addressed supported by data; and 2) The extent to which these problems (gaps, barriers, or weaknesses) have been identified and will be addressed through the proposed literacy program across the continuum while servicing Disadvantaged Children. Information provided must include a needs assessment, a Subgrantee Self-assessment Tool (see Appendix 9), demographics, achievement/proficiency data, local literacy needs data regarding parents, students, programs, and/or community, identified needs, and what proposed needs will be addressed.

Capacity -10 points: LEAs, ECPs, or LEAs partnering with ECPs must demonstrate capacity for implementing its proposal including a strong leadership component, an on-site Subgrantee SRCLP Implementation Team, a SRCL coach, Literacy Data Coordinator, Community Partner representatives and others as determined by the LEAs/ECPs. The proposal must describe the LEAs, ECPs, or LEAs partnering with ECPs:

1. Management plan & key personnel including:

   a. The quality of LEAs, ECPs, or LEAs partnering with ECPs personnel including qualification, experience, & certifications of employees & the quality & experience of any external consultants.

   b. The roles & responsibilities of key personnel.

   c. The ability of management & key personnel to manage resources across sites & agencies.

2. Ability to use Data Informed Decision Making (U.S. Dept. of Education, 2009) including:

   a. Appropriate data systems, tools, & technical support for generating data (see Appendix 8) and establishing a continuous process of improvement and QA.

   b. Time for educators to engage in reflection, planning, assessment, and data analysis.

   3. Project procedures & supports including:

a. A completion of the local literacy needs assessment

b. A completion of the Subgrantee Self-assessment Tool (Appendix 9).

c. A specific & comprehensive action plan describing all activities along with a timeline of implementation and personnel responsible for tasks.

d. A description of project procedures which will be developed to ensure full implementation with fidelity to the proposed program.

e. Any specific & unique supports available within the LEA or agency to assist with implementation activities.

f. A description of monitoring activities to ensure educators have the necessary support, materials, and PD to ensure full implementation with fidelity to the proposed program.

g. A description of project procedures which will be developed to ensure full implementation with fidelity to the proposed program.

h. Any specific & unique supports available within the LEAs, ECPs, or LEAs partnering with ECPs to assist with implementation activities.

i. A description of the CPI plan to ensure educators have the necessary support, materials, and PD to ensure full implementation with fidelity to the proposed program.

Project goals and objectives - 10 points: RFP applicants must clearly define: 1) The project goals & objectives and how they align with eight project goals of the NDSRCL; and 2) Activities to be implemented that support each of the eight goals; and 3) The alignment of the project to the ND State Comprehensive Literacy Plan as well as to the LEA local literacy plan.

Literacy intervention - 10 points: Applicants must describe the comprehensive literacy instruction program supported by moderate or strong evidence where evidence is applicable and available. The plan must include a description of:

1. The comprehensive literacy instruction program to be used that is supported by moderate or strong evidence where evidence is applicable and available including the rationale for literacy program chosen (i.e., based on local needs). Including the differentiation of the intervention & practices for 0-3- and 4- and 5-year-olds, and Grades K-12 (Kosanovich, 2012).

2. Applicants must describe the comprehensive literacy instruction program supported by moderate or strong evidence where evidence is applicable and available. The plan must include a description of:

   a. The comprehensive literacy instruction program to be used that is supported by moderate or strong evidence where evidence is applicable and available including the rationale for literacy program chosen (i.e., based on local needs).

   b. The differentiation of the intervention & practices for 0-3- and 4-5-year-olds and Grades K-12.

   c. A description of how intervention for improving student literacy achievement is aligned with ND State Comprehensive Literacy Plan.

   d. How the Subgrantee SRCLP Implementation Team will ensure meaningful community & parental involvement.

Additionally, the application must describe how the Subgrantee SRCLP Implementation Team will ensure: 1) The evidence-based literacy program is being utilized with fidelity; and 2) There are appropriate strategies & materials to support the comprehensive literacy plan (existing & proposed).

PD - 10 points: Applicants must clearly describe the PD plan for administrations & educators including but not limited to PD on: 1) Language & literacy development & effective instruction

techniques along birth to Grade 12 continuum. 2) Literacy models with moderate or strong

evidence. 3) Assessing fidelity of implementation to the chosen curricula. 4) Data Informed

Decision Making (to inform teachers' daily instruction[1]). (Phillips, Lipsey, Dodge, Haskins,

Bassok, Burchinal, Duncan, Dynarski, Magnuson, & Weiland, 2017). 5) Early Literacy,

Transitions, Implementing Updated ND Literacy Standards, Family Literacy and Parent

Engagement, Supporting Disadvantaged Children, and Implementing Literacy Strategies

throughout the Continuum (Van Voorhis, Maier, Epstein, & Lloyd, 2013; Hutton, Horowitz-

Kraus, Mendelsohn, DeWitt, & Holland, 2015; Montag, Jones, & Smith, 2015; Ross, 2015;

Morgan, Farkas, Hillemeier, Hammer, & Maczuga, 2015). Additionally, the application must: 1)

Ensure support of implementation including on-going observations, coaching and problem

solving; 2) Ensure allocation of funding & time for PD opportunities; and 3) Participation in the

Annual State level SRCL Conference.

Absolute and competitive priorities - 5 points: LEAs, ECPs, or LEAs partnering with ECPs

must demonstrate their intent to include the absolute priority of the NDDPI SRCL and how they

will address it. Additional points will be given to LEAs, ECPs, and LEAs partnering with ECPs

who demonstrate serving the largest percentage of Disadvantaged Children across the

continuum.

Assessment - 5 points: The proposal must include a plan to ensure the fidelity of implementation

as well as the impact of the intervention. This includes: 1) On-going monitoring & evaluation of

instructional practices in classrooms per model requirements and as established by the

Subgrantee SRCLP Implementation Team; 2) Tracking of student outcomes using the state

SRCL student assessments as specified in Appendix 8; and 3) Using ongoing learning

assessments along the continuum as specified in Appendix 8.

Evaluation -10 points: LEAs, ECPs, or LEAs partnering with ECPs must provide a written plan to conduct an annual evaluation as well as an assurance they will participate in the National Literacy Evaluation through the U.S. Department of Education. This potential evaluation may include adhering to the result of a random assignment process to select school or providers as well as agreeing to implement the literacy intervention proposed to be funded.

Resources -5 points: Subgrantee applicants must provide: 1) A list of current Federal, State, & local fund that impact literacy & how those funds will support specific activities in their application; 2) A description of how they will ensure adequate resources to complete the scope of work; and 3) A description of how LEAs, ECPs, or LEAs partnering with ECPs will coordinate the use of Federal, state, & local resources to ensure funds used under this program will supplement, & not supplant any non-federal funds used to advance the literacy skills of students.

Sustainability - 3 points: The application must demonstrate a coherent strategy for: 1) Leveraging subgrant funds & align proposed literacy activities with other Federal, State, & local funds; 2) Retention of teachers; and 3) Ensuring the on-going sustainability of the intervention after completion of the grant period.

Dissemination - 2 points: LEAs, ECPs, or LEAs partnering with ECPs must describe how local stakeholders will receive the results of the evaluation on the effectiveness of the program in a timely manner, consistent with all applicable Federal, State, & other privacy requirements.

Budget - 10 points: The extent to which the budget includes project costs that are reasonable, realistic, justifiable, & appropriate for objectives & results stated in the application. Applicants must use each criterion & address budgetary issues relative to resource integration.

Review: Independent Peer Review Process. The NDDPI will utilize an independent peer

review process in the selection of subgrantee recipients. There will be three readers for each

grant application. For each application, one reviewer will be a member of the ND State Literacy

Team who has experience and knowledge in literacy and scientifically-based research. Staff from

the NDDPI, tribal college faculty, Title I Committee of Practitioners, and administrators and

teachers will be invited to participate. Potential reviewers will be screened to ensure a conflict of

interest does not exist. They 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. 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.

Knowledge of the ND Standards and the ND State Comprehensive Literacy Plan. Grant

reviewers will be trained on essential elements of the RFP and the process for scoring which will

include defining the terms in the scoring rubric. Reviewers will practice scoring applications to

ensure understanding of criteria as well as ensuring as much consistency and fairness as possible.

Subgrant Application Scoring Rubric. Grant reviewers will use a scoring template to assign

points to each subgrant section described above. Scoring criteria are delineated in Eligibility – 10

points: Using the results of a needs assessment, the proposal must describe the criteria for

eligibility as specified in the Eligibility Section above. Information provided must include

demographics, achievement/proficiency data, local needs data regarding parents, students,

programs, and/or community identified needs, and what proposed needs will be addressed.

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 75 to be considered for funding.

Allocation of Funds. Upon completion of the peer review process the NDDPI Grant

Administration Team will create a funding slate to determine recipients of subgrantee funds

based on the rank order of applications and the statutory funding requirement of allocating: 1)

15% of subgranted funds serve children from birth through age five; 2) 40% of subgranted funds

serve students in kindergarten through Grade 5; and 3) 40% of subgranted funds serve students

in middle and high school, through Grade 12, including an equitable distribution of funds

between middle and high schools.

Funding will be allocated to 10 to 15 LEAs, ECPs, or LEAs partnering with ECPs applicants

based on application, score and rank, 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 and projects will be approved in

Quarter 4 Year 1.

III.   SEA Monitoring Plan

The NDDPI has developed a plan to manage this NDSRCL and all LEA subgrantee recipients.

Management will consist of five NDSRCLP teams, working together to oversee subgrantees (see

Appendix 3 for details). The NDDPI Grant Administration Team will oversee the work of the

various teams. The teams include the NDDPI Grant Administration Team, NDSRCL

Implementation Team, ND State Comprehensive Literacy Team, Subgrantee SRCLP

Implementation Teams, and the NDSRCL Evaluation Team. Figure 1 presents the organizational

chart indicating how the teams will work together. A description of each of the management

teams and their roles in the monitoring and implementation, anticipated members, identified staff

Figure 1. NDDPI Project Management Teams
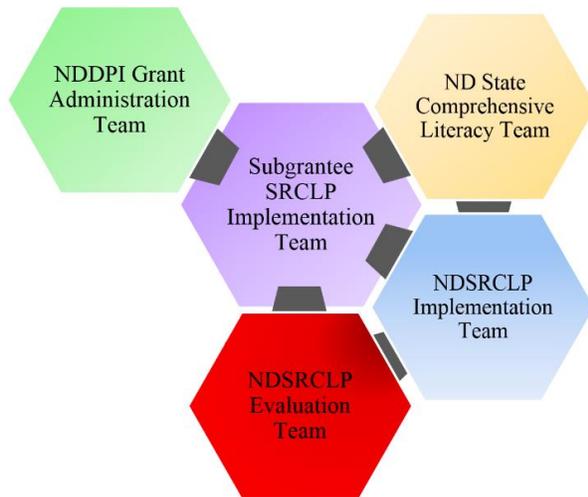
members and their current title can be seen in

Appendix 3. Each of these support teams will

play important roles in supporting the

Subgrantee SRCLP Implementation Team to

ensure the comprehensive literacy instruction

program is 1) aligned with the ND State

Comprehensive Literacy Plan; 2) supported by

moderate or strong evidence, to the extent

appropriate and available; 3) differentiated and

appropriate for children from birth through age 3, 4- and 5-year-olds, and in kindergarten

through Grade 5; and 4) implemented with fidelity and aligned with the ND State

Comprehensive Literacy Plan and local literacy plan. Monitoring site visits will take place twice

per subgrantee in Year 1 and 4 times in years 2 and 3 to make sure adequate resources are

allocated at the state level to provide the needed oversight. Program Administrator (.5FTE),

Program Coordinator (1.0 FTE), and admin support (3 staff – total of 1 FTE) and nine additional

in-kind administrative staff all have appropriate time and resources allocated to oversee the

subgrantees. Specifics for each of these monitoring activities follow.

Monitoring to Align with the ND State Comprehensive Literacy Plan. The NDSRCL

Implementation and NDSRCL Administration Teams will be responsible for ensuring the

interventions and practices that are part of each subgrantee SRCL instruction program will be

aligned with both the ND State Comprehensive Literacy Plan and a local subgrantee Literacy

Plan (Figure 2).

Figure 2. Teams Ensuring Interventions Align with the ND State Comprehensive Literacy Plan
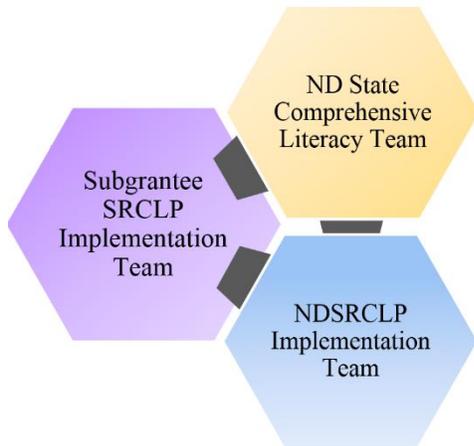
The alignment monitoring process will include:

1. During the subgrant application and review process, members of the ND State Comprehensive Literacy Team will participate in reviewing each subgrant application. The Administrative Team will work with each subgrantee SRCL Implementation Team Director and Managers to review and discuss the intervention, practices, and expectations to fully align SRCL comprehensive literacy instruction program with the State Literacy Plan.

2. Each subgrantee will be required to update their Literacy Plan annually and submit it for review to the ND State Implementation Team. Program Coordinator will oversee this submission.

3. The NDSRCL Implementation Team will be responsible for reviewing annual local updates and reports from coaches and each subgrantee SRCL Implementation Team to ensure the district is compliant with planned interventions and practices.

4. The State Literacy Team will work with local literacy plans and update the State Literacy Plan. If non-compliant, the Team will work to assist subgrantees to become compliant through a CPI process identified in Exhibit 2.

5. Each subgrantee will receive state-level PD to learn about changes to the state literacy plan. Subgrantees will then work on updating their local plans to comply. The Program

Coordinator will oversee the process of timely submission of plans. Administrative staff will

assist in scheduling PDs, MTSS services, and monitoring site visits.

Monitoring to Ensure Intervention and Practices are Supported by Moderate or Strong

Evidence. NDDPI Grant Administration Team, as well as the Evaluation Team and a member of

the ND State Comprehensive Literacy Team (Figure 3) will implement a competitive subgrant

application process that will require LEAs, ECPs, or LEAs partnering with ECPs to propose a

comprehensive literacy instruction program supported by moderate or strong evidence. Other

criteria include: the application (1) is informed by a comprehensive needs assessment and

aligned with the state comprehensive literacy plan; (2) provides for PD; and (3) includes a plan

to track children's outcomes. The complete competitive process is described in Section 2:

NDDPI Plan for Subgrants.

In the application process, subgrantees will be required to provide data or research that

demonstrates their proposed comprehensive literacy instruction programs are supported by

strong or moderate evidence. Subgrantees will be offered clear pre-award guidance in selecting a

comprehensive literacy instruction program supported by strong or moderate evidence with

content specified in Appendix 13. Subgrantees will also be provided with TA in the form of a

series of webinars and 4 regionally based trainings in Year 1, Quarter 1 to assist them in

selecting comprehensive literacy instruction programs supported by moderate or strong evidence

where applicable and available (see Appendix 15 for a complete outline of information to be

covered in the webinar).

Applicants will demonstrate that proposed comprehensive literacy instruction programs are

based in strong or moderate evidence in one of two ways: 1) to utilize the four existing resources

Figure 3. Teams Responsible for

Interventions and Practices
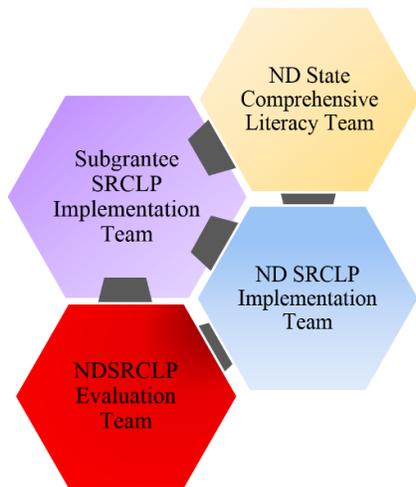
that rate the strength of evidence supporting comprehensive

literacy instruction programs, as outlined in Appendix 13,

and 2) to collect the necessary research to validate the

evidence base of a program through professional education

journals and websites of reputable organizations in

accordance with best practices outlined in Appendix 13.

Monitoring activities will include:

1. During the subgrant application and review process,

application reviewers consisting of one reviewer who is a

member of the NDSRCL Grant Administrative Team, one

who is a member of ND State Literacy Team, and a third selected from other potential

readers (i.e., NDSRCL state partners, staff from the tribal college faculty, Title I Committee

of Practitioners, and teachers and administrators, etc.) will be convened. This panel, selected

for their expertise in education, literacy, assessment, early childhood, and evaluation will

select from subgrant applications that demonstrate the comprehensive literacy instruction

program they intend to use is supported by moderate or strong evidence. Application

reviewers will be trained to assess the strength of evidence supporting comprehensive

literacy instruction programs across a variety of dimensions including: what domains of

literacy are addressed; what assessments are used to support the efficacy of the program; the

degree to which the program is culturally and linguistically appropriate; and how much time

the assessment process requires. Reviewers will also be selected for their expertise regarding

the unique literacy needs of different age groups and trained to assess the strength of the

evidence supporting comprehensive literacy programs directed at both younger and older

students.

2. In the subgrant application and as a part of the Subgrantee letter of intent as well as the

    Subgrantee Self-assessment Tool, applicants must describe why the program is being chosen

    and what evidence exists to indicate the comprehensive literacy intervention program meets

    the criteria of moderate or strong evidence. Additionally, they must indicate why the chosen

    model meets the needs of the Disadvantaged Children in their communities and how the

    continuum of services is upheld.

3. From among the applications who indicate the use of curricula/practices supported by

    moderate or strong evidence, reviewers will also score the proposals for their plan to ensure

    the evidence-based literacy program will be implemented with fidelity.

4. TA will be provided to all interested applicants about levels of evidence.

5. All evaluation, implementation and outcome activities will have to be approved prior to the

    start of implementation. The NDDPI Grant Administration Team has allocated time to

    review all the plans to make sure comprehensive literacy intervention programs with

    moderate or high evidence when applicable and available are approved.

6. Letters of Support will allow NDDPI to manage the flow of applicants to be able to quickly

    identify and work with those potential applicants who have the capacity and propose

    comprehensive literacy intervention programs that satisfy RFP subgrantee requirements.

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

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

Figure 4. Teams Responsible to Ensure Fidelity of Implementation
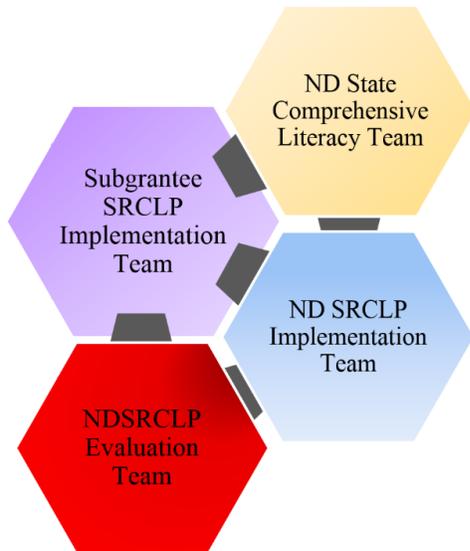
1. If a model prescribes fidelity monitoring to be completed a certain way, a subgrantee will adhere to the model. This will be preapproved by Project Administrator prior to implementation.

2. All fidelity of implementation and differentiated instruction plans and activities will be guided by the process questions set forth in the RFP and as described in Section 1 of this proposal.

3. Applicants will be required to respond to how they will collect data to address process and outcome evaluation questions of interest. These plans will be approved and monitored by administration teams at the local and state levels through site-visits, QA, CPI, working with coaching and PD subcontractors.

4. Appendix 8 provides a suggested list of data collection forms that applicants may consider using to address evaluation questions and to reach SRCL goals.

5. Monitoring will focus on three dimensions of fidelity adherence, exposure, and the quality of delivery. It will also include important dimensions of differentiation of instruction and activities including student readiness, interest, and/or learning styles.

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

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

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

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

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

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

Monitoring activities will include:

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

2. Subgrantees will be required to submit reports in STARS and ESSA databases according to

the required schedule.

3. The NDSRCL Administrative Team and the NDSRCL Evaluation Team will be responsible for reviewing monitoring reports and addressing any concerns. The Team will work with LEAs, ECPs, or LEAs partnering with ECPs and implementation coaches to address areas of concern and document improvement in implementation fidelity and differentiation following CPI process.

IV. Alignment of Resources

Targeting of Subgrants. The NDDPI will create a rigorous, high-quality competitive process to award subgrants to ND LEAs, ECPs, or LEAs partnering with ECPs with the greatest percentages of Disadvantaged Children (i.e., children living in poverty, high concentrations of Native American students, English learners, with the highest number of students not meeting literacy standards in Grades 3, 5, and 8 based on the ND State Assessment, and children with disabilities). Such applicants will have priority for funding. To ensure awards are given to the appropriate subgrantees the NDDPI will:

1. Require all potential applicants to submit a letter of intent which includes a description of the at-risk population to be served. Based upon the evaluation of this letter districts with large numbers or percentages of Disadvantaged Children will be invited to submit a full RFP.

2. Provide training for independent reviewers to ensure an understanding of the Disadvantaged Children eligibility criteria of the subgrantee application requirements.

3. Award specific points to applicants who can demonstrate that they serve large numbers or percentages of Disadvantaged Children.

4. Require comprehensive needs assessment from each applicant to document the needs of the applicants.

Awarding of Subgrants. The following plan will be used to ensure subgrants awards are of sufficient size to fully and effectively implement the local plan.

1. **Funding Slate.** NDDPI will create a funding slate to determine recipients of subgrantee funds based on the rank order of applications (which includes percentage of Disadvantaged Children and Serving along the Continuum).

2. **Applicant education**. Pre-award activities (four statewide grant writing workshops, series of webinars) will educate applicants on priorities and resource alignment.

3. **Scoring of subgrantee applications.** The subgrantee application scoring system will include focus on ensuring applicants with large populations of Disadvantaged Children are served.

4. **Subgrantee applications.** Additional points will be given to subgrantee applicants who demonstrate serving the largest percentage of Disadvantaged Children and include a plan to align at least across the birth through Grade 5 continuum.

5. **Allocations.** Allocations will support a project administrator and coordinator, support staff, an evaluator, PD costs, and SRCL implementation coaches among other costs (see budget narrative for full details and Appendix 16). Projects will also be of sufficient size to support Subgrantee SRCL Implementation Team expenses, PD, and educational services. Projects will be encouraged to involve tribal colleges in delivering PD and coaching to leverage community resources and minimize costs. Allowable expenses will include project equipment, local travel for state training, supplies to support assessment and instruction, evaluation costs, Subgrantee SRCL Implementation Team support, and other relevant project costs tied to project goals (see budget narrative for details).

6. **Collaborations.** Collaboration will further aid in resource allocation (see Appendix 12 for letters of support). There is a long history of collaboration between entities, departments,

state and local resources that leads to sustainability and efficient resource allocation.

Examples include the NDDPI Office of Special Education and federal Title programs

collaborating by funding a joint position within the NDDPI to oversee the ND Fall Educators

Conference. The ND Head Start State Collaboration office works with different entities

throughout the state, including the Office of Special Education, Child Care Aware, parent

resource centers, county and state social services, and tribal agencies to align the Head Start

Program Outcomes Framework with the Prekindergarten Content Standards (Appendix 2).

7. **Supplementation.** The NDDPI will use funds awarded to supplement efforts already

    underway in the State of ND. Subgrantees must describe how they will that funds do not

    supplant any currently existing initiatives.

8. **Grant Manager.** NDDPI has dedicated a .50 FTE in the Office of Academic Support (Jane

    Gratz) whose responsibilities will include NDSRCL fiscal administration and oversight of

    budget management. This will ensure that subgrantees are adhering to the 15%, 40%, and

    40% funding criteria.

V.   Adequacy of Resources

Reasonable Costs to Objectives, Design, and Significance. The total requested budget for

SRCL servicing about 5,500 Disadvantaged Children with 375 teachers in 275 classrooms across

all 3 years is $28,800,000.00. About 10 to 15 applicants will be selected with preference given to

servicing the greatest percentage of Disadvantaged Children and providing services along the

continuum. The largest cost for the NDSRCL project is for the subgrants (95%, $27,360,000.00).

The subgrants allow participants to intentionally align literacy instruction across traditionally

disparate grade levels and ages and involve parents and community members in ways never

directly pursued. Resources are adequate for the following reasons:

1) **Alignment with Goals and Objectives.** Appendix 2 highlights activities, timeline, and outcomes/outputs for each of the eight NDSRCL goals. Every activity has been included in the budget with at least 95% of allocations going to subgrants. The budget narrative provides detailed rationale for funding allocations for goals and by budget category.

2) **Project personnel and fringe costs are aligned to ND state salary schedules**. The **Project Administrator** (Peg Wagner) reporting to **Director of Academic Support Ann Ellefson** (whose FTE on NDSRCL is 1.0 FTE in-kind) will be .5 FTE dedicated to NDSRCL and duties will include: 1) Assist in the administration and oversight of the NDSRCL program; 2) Provide leadership and oversight for PD, TA, QA and continuous improvement, coaching and monitoring of subgrantees; 3) Work collaboratively with other program administrators in the NDDPI; 4) Organize and facilitate meetings with the ND State Literacy Team, Implementation Team, and Evaluation Team; 5) Coordinate submission of all NDSRCL reporting requirements including performance measures, evaluation data, and fiscal and annual reports; 6) Work collaboratively with the external NDSRCL evaluator, MTSS, and other subcontractors; and 7) Ensure funding requirements are followed (e.g., local literacy plans align with the state plan, offer PD, track outcomes; state funding allocations ratios; data based continuous program improvement). The **Project Administrator** TBH, also reporting to Director of Academic Support Ann Ellefson, will dedicate 1.0 FTE of her time towards the NDSRCL project. Responsibilities will include oversight of monitoring, PD, TA, and data collection.

3) **Alignment of SEA and local budgets.** There has been a thoughtful plan in place on how and why to keep certain allocations in the SEA budget versus local budgets (e.g., PD activities are in both budgets, coaching is mostly in local budgets with some MTSS coaching provided at the state level; see Appendix 16 for further details on the split).

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

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

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

children, not just students at project schools.

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

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

Quality of Project Design

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

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

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

2. Implement not only comprehensive literacy instruction programs with moderate or strong evidence but also sustainable programs that benefit all children in ND including Disadvantage Children along the continuum and diverse stakeholders over an extended time.

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

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