

U.S. Department of Education
Washington, D.C. 20202-5335

APPLICATION FOR GRANTS
UNDER THE

Comprehensive Literacy State Development (CLSD) Program

CFDA # 84.371C

PR/Award # S371C240004

Grants.gov Tracking#: GRANT14191077

OMB No. , Expiration Date:

Closing Date: Jun 24, 2024

PR/Award # S371C240004

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Application for Federal Assistance SF-424

☐ Preapplication

☒ Application

☐ Changed/Corrected Application

☒ New

☐ Continuation

☐ Revision

* If Revision, select appropriate letter(s):

* Other (Specify):

* 3. Date Received:

06/20/2024

4. Applicant Identifier:

PK7NX62L2QL2

5a. Federal Entity Identifier:

PK7NX62L2QL2

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name:

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

* c. UEI:

d. Address:

* Street1:

600 E Boulevard Ave

Street2:

Dept 201

* City:

Bismarck

County/Parish:

Burleigh

* State:

ND: North Dakota

Province:

* Country:

USA: UNITED STATES

* Zip / Postal Code:

e. Organizational Unit:

Department Name:

Division Name:

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

Prefix:

* First Name:

Brenda

Middle Name:

* Last Name:

Ehrmantraut

Suffix:

Title:

Organizational Affiliation:

North Dakota Department of Public Instruction

* Telephone Number:

Fax Number:

* Email:

PR/Award # S371C240004

Page e3

Application for Federal Assistance SF-424

* 9. Type of Applicant 1: Select Applicant Type:

A: State Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

* 10. Name of Federal Agency:

Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.371

CFDA Title:

Comprehensive Literacy Development

* 12. Funding Opportunity Number:

ED-GRANTS-042324-001

* Title:

Office of Elementary and Secondary Education (OESE): Well Rounded Education: Comprehensive Literacy State Development (CLSD) program, Assistance Listing Number 84.371C

13. Competition Identification Number:

84-371C2024-1

Title:

Comprehensive Literacy State Development (CLSD) Program

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

Add Attachment

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* 15. Descriptive Title of Applicant's Project:

Comprehensive Literacy Improvement through Measured Building Systems

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

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Application for Federal Assistance SF-424**16. Congressional Districts Of:*** a. Applicant * b. Program/Project

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

Add Attachment

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17. Proposed Project:* a. Start Date: * b. End Date: **18. Estimated Funding (\$):**

* a. Federal	<input type="text" value="448,887,444.18"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="448,887,444.18"/>

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

- ☐ a. This application was made available to the State under the Executive Order 12372 Process for review on
- ☐ b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- ☒ c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**☐ Yes ☒ No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

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21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 18, Section 1001)**

☒ ** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title: * Telephone Number: Fax Number: * Email: * Signature of Authorized Representative: * Date Signed:

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

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

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

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

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

Statement for Loan Guarantees and Loan Insurance

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

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

* APPLICANT'S ORGANIZATION

North Dakota Department of Public Instruction

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: * First Name: Middle Name:
* Last Name: Suffix:
* Title:

* SIGNATURE:



* DATE:

Abstract

An abstract is to be submitted in accordance with the following:

1. Abstract Requirements

- Abstracts must not exceed one page and should use language that will be understood by a range of audiences.
- Abstracts must include the project title, goals, and expected outcomes and contributions related to research, policy, and practice.
- Abstracts must include the population(s) to be served.
- Abstracts must include primary activities to be performed by the recipient.
- Abstracts must include subrecipient activities that are known or specified at the time of application submission.

For research applications, abstracts also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that the investigation builds upon and that provides a compelling rationale for this study).
- Research issues, hypotheses and questions being addressed.
- Study design including a brief description of the sample including sample size, methods, principals, and dependent, independent, and control variables, as well as the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment:

Abstract

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

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

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

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

Add Mandatory Project Narrative File

Delete Mandatory Project Narrative File

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To add more Project Narrative File attachments, please use the attachment buttons below.

Add Optional Project Narrative File

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I. Need for the Project

North Dakota is characterized by its rural landscape, with only nine cities boasting over 10,000 and 23.5% of the state's population 18 years or younger (U.S. Census Office, 2023). The educational landscape in 2023 included 118,875 students distributed across 505 schools in 168 school districts, highlighting the state's commitment to education despite its sparse population. A significant number of children in North Dakota live in poverty, face challenges with literacy skills, and are considered "at risk."

North Dakota educational leaders, especially at the building level, are eager to meet today's literacy challenges but require PD to do so effectively. It is important for school staff to have greater involvement from leaders in prioritizing literacy and developing a "culture of learning and coaching." They should also create a resource-rich environment to support instructional goals through teamwork, identify targets for systemic improvements, develop well-staffed systems to support students in transition and foster strong family and community engagement (NDDPI Needs Assessment, 2024) (Appendix A).

To support North Dakota educators, greater collaboration between higher education teacher education programs and field practitioners is essential to ensure alignment with current educational research, North Dakota content standards, and legislative expectations. Evaluating the impact and effectiveness of teacher preparation programs and providing quality placement for beginning educators to refine their craft will help us understand the gaps between teacher preparation programs and classroom application.

Established educators need access to diverse and ongoing PD opportunities. Coaching strategies remain critical, especially in helping educators effectively use assessment data to tailor

instruction. This need is particularly pronounced for educators working with children as they learn to read, but ongoing support is also necessary for educators serving all grade levels.

North Dakota's students require a guaranteed and viable curriculum, ensuring that every student in the same grade or course is exposed to a consistent and challenging curriculum complemented with high-quality instructional practices. It is crucial for teams of teachers to work together to build a shared understanding of learning goals and assessments. Current assessment and response systems require review, with plans for implementing necessary improvements. To ensure progress, North Dakota needs a systematic approach for monitoring and evaluating the effectiveness of literacy instruction. A comprehensive evaluation plan should be developed to track individual student progress and system-level effectiveness. Regular reporting between schools and the state is necessary for effective monitoring. Successful outcomes can be measured by decreasing the number of students requiring intervention and increasing relevant staff training.

The North Dakota Department of Public Instruction (NDDPI) is committed to thoroughly evaluating and addressing the needs of school instructional leaders, educators, and early childhood and K-12 students. The State Education Agency (SEA), the NDDPI, is dedicated to enhancing literacy instruction across all stages of childhood and adolescence, from birth through grade 12. The NDDPI has meticulously developed an ambitious yet attainable action plan under the Comprehensive Literacy State Development (CLSD) Grant CFDA 84.371C to achieve this. This plan aims to bring about significant improvements in literacy for North Dakota's learners by fostering collective efficacy among building staff and increasing instructional leaders' and educators' knowledge and skills to implement best practices for literacy instruction. The NDDPI

will identify and facilitate acquiring high-quality, job-embedded PD support for early childhood and public-school educators and instructional leaders.

Pandemic Disruption “Learning Loss”

In May 2022, the NDDPI and the North Dakota University System Institutional Research staff presented a comprehensive report to the North Dakota General Legislative Assembly. This report, mandated by law, detailed the extent of students’ learning loss due to COVID-19 disruptions and analyzed how school districts utilized emergency relief funds. The study tracked individual students' proficiency longitudinally, from the pre-pandemic Spring of 2019 to one year after the disruptions in the Spring of 2021. It also examined cohorts from before the pandemic to estimate what their proficiency levels would likely have been without the disruption, offering a refined understanding of the impact on learning.

The analysis focused on statewide summative assessment data collected during the undisturbed period of Spring 2017 to Spring 2019, primarily involving students in grades 3-8, where the English Language Arts (ELA) assessments could be consistently compared. Students' proficiency was categorized into four levels: Novice, Partially Proficient, Proficient, and Advanced. Furthermore, a detailed analysis was conducted on the mode of learning delivery—whether face-to-face, distance education, or hybrid—during the 2020-21 academic year.

The findings indicated significant differences in proficiency between students who experienced traditional face-to-face education and those who engaged in any form of distance education during the 2020-21 school year. Specifically, among students who were not proficient in ELA before the pandemic, those with no distance education during 2020-21 were overwhelmingly less proficient, with a high percentage remaining at the novice level.

Conversely, students who continued face-to-face education showed slightly better proficiency outcomes, aligning closely with expected levels had there been no pandemic disruption.

For students who were proficient in ELA in 2019, the disruption had a uniformly negative impact, regardless of the mode of education during the pandemic. These students generally displayed lower proficiency levels in 2021 than predicted based on pre-pandemic trends. This suggests that the disruptions had lasting motivational impacts, particularly for students who previously enjoyed and thrived in school settings, and these impacts persisted despite a return to face-to-face education.

Additionally, the report highlighted that the negative impacts of the pandemic were more pronounced among students from low-income families, Native American students, students with disabilities, and English language learners. These findings underscore the urgent need for targeted and effective literacy instruction to address the heightened needs of these vulnerable student groups, emphasizing the critical role of tailored educational interventions to mitigate the long-term effects of the pandemic on educational outcomes.

Since the onset of the COVID-19 pandemic, students' average reading performance has experienced a notable decline. North Dakota, however, managed a relatively swift transition back to face-to-face learning compared to other states. This prompt return has mitigated the severest academic impacts of the pandemic for North Dakotan students, yet the repercussions on reading proficiency remain apparent. In contrast, students in grades 6-12 have shown more resilience and recovery in their writing and language skills post-pandemic disruptions. This recovery suggests that while there are improvements, the need for intensive reading support persists, especially among younger students. For students in grades five and below, and extending from birth

through age 5, all aspects of literacy require significant attention and resources to address ongoing deficits and ensure a well-rounded educational recovery.

Professional Development

Between fall 2020 and fall 2023, four comprehensive surveys were conducted to assess the experiences and needs of school and district staff regarding PD related to literacy instruction. The participants, drawn from 27 districts across North Dakota, provided insights into their PD experiences over the past school year and expressed their future needs. The surveys sought detailed information on various themes of literacy-related PD, including Leadership, Instruction and Intervention, Educational State Content Standards, Assessment and Evaluation, and Family and Community Engagement.

Respondents were also asked about their participation and interest in these PD themes through various formats such as webinars, seminars, workshops, conference sessions, classes, courses, professional learning communities (PLCs), mentorships, professional observations, book studies, instructional coaching, and accessing information independently through professional readings or internet sources.

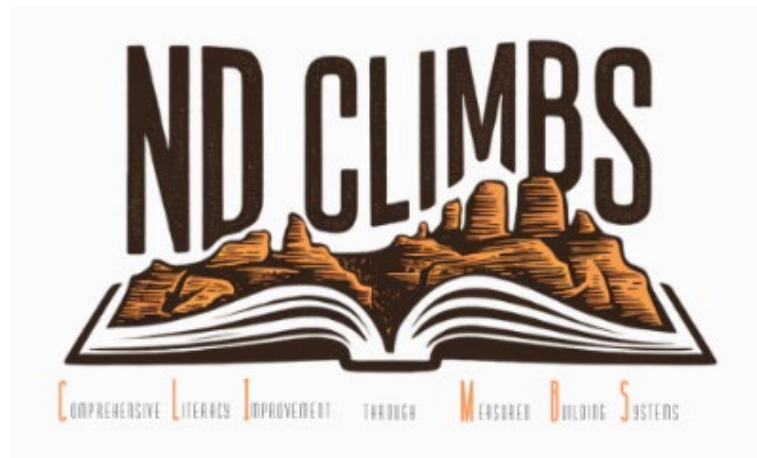
The findings revealed that literacy-related PD is prevalent, with 87.9% of respondents participating. However, the distribution of PD across the themes was uneven. The most common focus was instruction and intervention, as 69.7% of respondents reported. This was followed by assessment and evaluation (39.5%) and educational state content standards (29.3%). Professional development on family and community engagement was the least frequent, occurring in only 24.3% of cases, and its prevalence has decreased. Leadership-focused PD was also relatively uncommon overall, reported by 25.1% of respondents, though it was more frequent among administrators (57.7%).

The survey also explored the respondents' interest in receiving additional PD in literacy-related themes. The highest demand was for PD on instruction and intervention (53.5%) and assessment and evaluation (39.0%). These were the themes most accessed by the respondents, indicating some alignment between available PD and actual demand.

Interestingly, the third most in-demand theme was family and community engagement (28.5%), despite being the least common area of PD. This gap suggests a significant unmet need for PD that leverages family and community engagement to enhance literacy outcomes. Additionally, the declining trend in family and community engagement PD in recent years highlights an area where the demand is not adequately addressed. Finally, 22.1% of respondents expressed interest in PD focused on state content standards, while 21.0% were interested in leadership development. These findings underscore the necessity of broadening and diversifying the themes and formats of PD to meet the evolving needs of educators in North Dakota.

II. Quality of Project Design

The NDDPI has assigned this grant opportunity an operational nickname of ND CLIMBS (North Dakota Comprehensive Literacy Improvement through Measured Building Systems) to



emphasize continuous measurement of building systems improvement as the main driver. This initiative underscores the importance of systematic evaluation and data-driven decision-making to enhance literacy outcomes. By focusing on

measured building systems, ND CLIMBS aims to create a structured and accountable framework

for comprehensive literacy improvement across the state, ensuring that all efforts are aligned with evidence-based practices and continuously monitored for effectiveness.

To effectively support school buildings in systems improvement work, it is imperative that NDDPI utilize the early months following notification of a SEA grant award for the development and identification of high-quality programs and resources, followed by communication and education on the grant application opportunity, with targeted communication to schools with a high percentage of disadvantaged students. The careful design and awarding of contracts and subgrant awards will ensure that the buildings demonstrating the greatest need also receive the highest quality of carefully designed services. This phase is projected to be about six to nine months of development. The LEA subgrantees will be awarded four funded years for implementation. Within the four years, each awarded building will take specific steps to reach milestones in building collective efficacy for reaching system effectiveness by training and supporting building administrative leaders and educators in implementing high-impact instructional strategies in literacy and designing and implementing elements of a local literacy plan that drive continuous improvement to reach high levels of student proficiency in literacy.

Goals and Performance Measures of the ND CLIMBS Grant

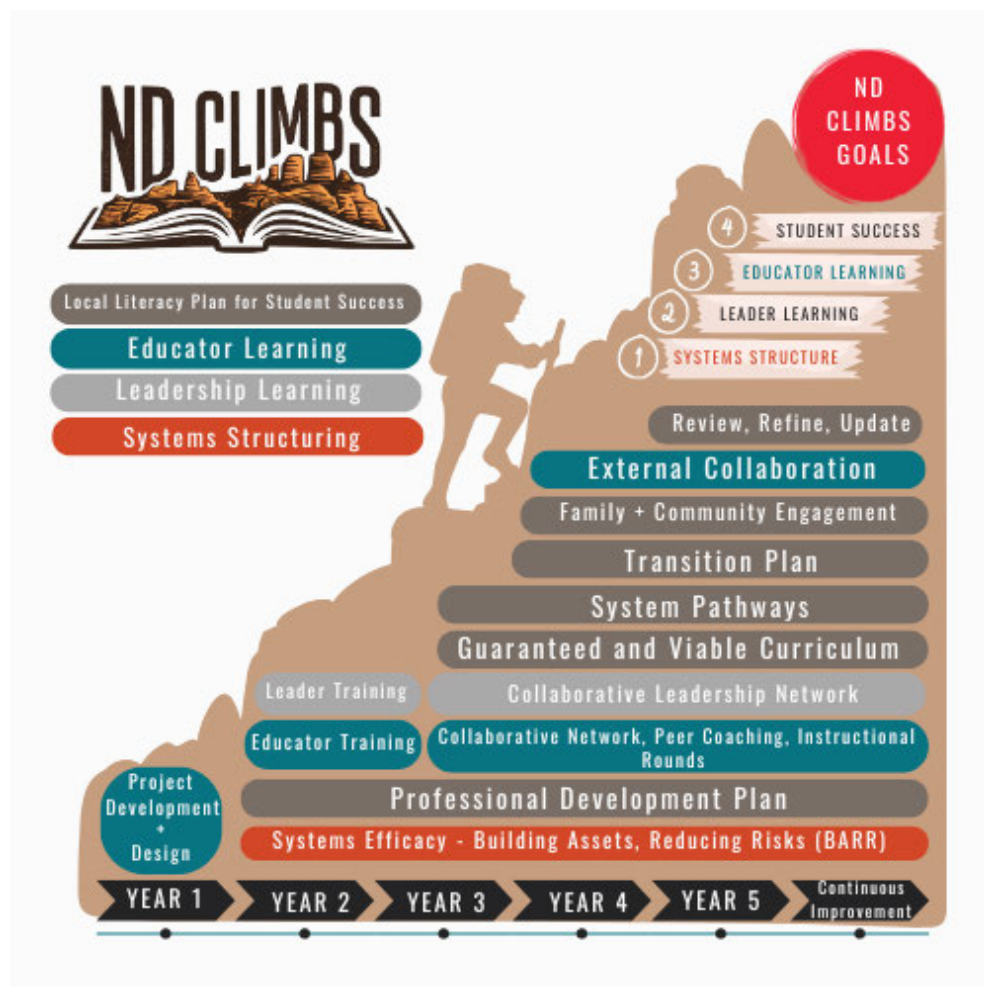
The North Dakota PK-12 Education Strategic Vision (Appendix B) aims to create a robust and equitable educational system by focusing on several key objectives that align with the goals of CFDA 84.371C. These objectives include increasing the number of students who enter kindergarten prepared to learn, enhancing the proficiency of students in grade 3 reading, and ensuring that students achieve expected learning gains each year. Additionally, the vision emphasizes increasing student engagement in learning, preparing students to graduate ready for

their chosen paths, and reducing the achievement disparity for students in poverty and Native American students.

The NDDPI intentionally utilizes resources and designs comprehensive guidance to support the realization of the North Dakota PK-12 Education Strategic Vision. The goals, objectives, and projects outlined in the North Dakota Comprehensive Literacy State Development (ND CLSD) grant have been meticulously selected to leverage evidence-based literacy improvement strategies to meet these objectives and address needs from birth through grade 12.

Figure 1

ND CLIMBS Visual Goals



To maximize the impact of these efforts, the NDDPI has established four overarching goals for the ND CLIMBS grant as shown in Table 1. These goals are strategically prioritized with a central focus on systemic improvements. Each goal is further supported by specific, measurable, achievable, relevant, and time-bound objectives, projects, and activities. To ensure the effective implementation and completion of these goals, the Implementation Management Plan includes a series of comprehensive activities. These activities are meticulously designed to support each objective and are assigned to various individuals and teams, each with a clear timeline for completion. This structured approach guarantees that all initiatives are aligned with the overall mission of the ND CLIMBS grant, promoting accountability and ensuring measurable progress toward the set goals.

Table 1

ND CLIMBS Goals and Objectives

ND CLIMBS Goals and Objectives	
Goals	
<ol style="list-style-type: none"> 1. All systems are established to sustain collaborative conditions for the delivery of high-quality, evidence-based literacy instruction. 2. All administrative building instructional leaders (ABIL) are equipped to create and sustain collaborative conditions for educators to deliver high-quality, evidence-based literacy instruction. 3. All educators are prepared and continually supported to deliver high-quality, evidence-based literacy instruction to students. 4. All students receive high-quality, evidence-based literacy instruction to achieve proficiency in literacy skills. 	
Objectives	
<ol style="list-style-type: none"> 1. School team members plan and manage effective literacy systems. The state will identify support structures for local school teams to build collective efficacy to establish and improve data-informed systems to achieve student proficiency in literacy. 2. Administrative building instructional leaders learn and improve ELA leadership practices. The state will identify high-quality, job-embedded professional learning opportunities appropriate for leadership personnel and contract to design, develop, and facilitate a high-quality, job-embedded, ongoing leadership network. 3. Educators learn and improve instructional practices. The state will identify high-quality, job-embedded professional learning opportunities appropriate for educator roles and align 	

with the science of reading and contract to design, develop, and facilitate a high-quality, job-embedded, ongoing network learning community.

4. School team members deliver effective instruction. The state will contract to provide support structures for educators to deliver high-quality, evidence-based instruction that leads to student proficiency in literacy skills. The support structures will help schools build implementation plans aligned with the North Dakota Literacy Plan.

GOAL 1

All systems are established to sustain collaborative conditions for delivering high-quality, evidence-based literacy instruction.

Objective

School team members plan and manage effective literacy systems. The state will identify support structures for local school teams to build collective efficacy to establish and improve data-informed systems to achieve high student proficiency in literacy.

Build Collective Efficacy: Each local grantee building will employ a support framework to build collective efficacy and drive improvement actions. Elementary and secondary grantees will enter contracts with an approved vendor to establish schoolwide structures to foster collective efficacy and build systemwide processes to improve student literacy outcomes. North Dakota identifies Building Assets, Reducing Risks (BARR) as the program schools will utilize to establish an implementation support framework. The BARR framework provides three years of PD and intensive coaching support for teams to engage in high-impact processes for systemic change. BARR is particularly well-suited to North Dakota's needs as it aims to build the capacity of current staff. It is critical that rural and highly disadvantaged schools receive support and

resources to ensure highly effective instructional systems regardless of challenges such as staff shortages and turnover.

Establish a Local Grant Implementation Team: Each local grantee building will establish a local grant implementation team by identifying personnel to carry out core leadership roles and responsibilities for successful systemwide literacy implementation. These team members will carry out the required programmatic and business elements of grant implementation. This team must carry out the assurances set forth in the grant, with focal responsibilities being the leadership of the state-approved literacy plan adoption framework to map literacy improvement milestones and report on progress measures as detailed under goal #3. The framework will include developing data review and response processes to address building improvement measures systematically. Each local team is responsible for cooperating with state and federal monitoring requests.

Early Learning Grantee Coordinators Will Participate in the Statewide Cohort: Birth-5 community coordinators will participate in the statewide Early Learning Coordinator Cohort for skill-building and transitions, which includes participating in cohort learning events and facilitating community action based on this learning. This involves facilitating events, providing information, and fostering collaborative efforts between transitional groups, such as parents and kindergarten providers, encompassing Birth-3 information, not just preschool. The initiative will expand to additional communities as the grant timeline progresses.

Measure Progress of Systemic Improvement: By the end of the first school year of implementation, 100% of grantee elementary and secondary buildings will be enrolled in the BARR program to enhance collective efficacy. Annually, each building will provide evidence of schoolwide implementation through BARR site visit reports. To ensure consistent progress

toward program objectives in refining ELA instructional systems to reach target student proficiency, each building implementation team and will demonstrate progress toward completion of local literacy plan development and implementation as determined through evidence of milestones on the CLSD grant status report. Each early learning grantee will demonstrate through 75% attendance that the coordinator is engaged in the Early Learning Cohort. Each early learning grantee will demonstrate progress on communication and transition plans as determined through evidence of milestones on the CLSD grant status report.

GOAL 2

All administrative building instructional leaders (ABILs) are equipped to create and sustain collaborative conditions for educators to deliver high-quality, evidence-based literacy instruction.

Objective

All administrative building instructional leaders will attend identified events to learn and improve leadership of systemic ELA delivery. The state will identify high-quality, job-embedded professional learning opportunities appropriate for leadership personnel and contract to design, develop, and facilitate a high-quality, job-embedded, ongoing leadership network.

Professional Development for Administrative Building Instructional Leaders: Each ABIL will verify the completion of grant-approved high-quality professional learning in evidence-based literacy delivery system leadership. Building administrators may enter the work with different training experiences. The leadership training project contractor will work with each

leader to review grant-approved requirements and help determine appropriate and necessary training opportunities to meet this implementation requirement.

Facilitated Improvement Network for Administrative Building Instructional Leaders: In

years two through five, ABILs will participate in the facilitated network leadership cohort to identify, implement, and improve policy and resources critical to highly effective ELA systemic leadership. The purpose of this network is for ABILs to meet to address problems of practice, access expert facilitator and coaching support, and share resources. Minimum attendance is required but may be earned in either live or virtual events or by accessing asynchronous lessons on the North Dakota Educational Hub and completing an exit ticket. The North Dakota Educational Hub is the state's learning management system for online PD delivery.

Measure Progress of Administrative Building Instructional Leader's Impact on Building

Literacy Implementation: Within the first year of local grant implementation, 100% of designated leaders will have completed or be enrolled in project-certified literacy leadership training. By the end of year two of local grant implementation ABIL's will be engaged in system network-provided coaching to establish a consistent and effective literacy approach. The number and percentage of leaders completing the training and those participating in ongoing network support will be tracked to achieve a minimum attendance average of 70%. By providing accessible, structured training and dedicated coaching, leaders will be equipped to create and implement literacy-focused tools and processes with their teams, aiming for measurable improvements in literacy outcomes. Continuous support and evaluation will ensure ongoing development and success.

GOAL 3

All educators are prepared and continually supported to deliver high-quality, evidence-based literacy instruction to students.

Objective

Each local building educator will access learning opportunities and continuously improve the delivery of evidence-based, scientifically aligned programs and practices. The state will identify high-quality, job-embedded professional learning opportunities appropriate for educator roles and align with the science of reading. The state will contract to design, develop, and facilitate peer coaching training and implementation support, followed by needs-based learning opportunities and a network structure for improvement.

Professional Development for Educators: Educators will verify the completion of grant-approved high-quality professional learning in evidence-based literacy instruction specific to their roles and differentiated needs. Educators may enter the work with different experiences in literacy instruction training. The educator training project contractor will work with building leads to review grant-approved requirements and help determine appropriate and necessary training opportunities to meet this individual implementation requirement. Additionally, educators will have ongoing opportunities to attend professional learning aligned with their needs, provided through grant-approved contractors. Formats may include webinars, face-to-face training, summer literacy summits, and asynchronous classes. Buildings may select specific projects to address their instructional gap needs.

Facilitated Improvement Network for Educators: Educators will participate in facilitated network learning to develop a peer coaching model that utilizes instructional rounds and supports the acquisition and delivery of high-impact instructional strategies. With the goal of building local staff capacity, contracted facilitators will support the training and coaching of each local building staff to learn collaborative improvement methods and employ those protocols to increase knowledge and capacity to implement high-impact strategies to help students achieve reading proficiency through increased content standard mastery. Each building administrator will identify a staff leader for this work. This role could be a current coach or an identified teacher leader. A contractor will establish the framework, including training, protocols, tools, and evaluation measures. The contractor will provide the ongoing training and implementation support structures. The contractor will ensure that a high percentage of facilitators are North Dakota Regional Education Association (NDREA) staff or local educators trained and supported through the contractor to build literacy expertise capacity throughout North Dakota for sustainable literacy support. Evidence-based, high-impact instructional learning events supporting the instruction of ND ELA content standards will utilize improvement protocols, including goal setting, implementation of evidence-based practices, and reflection to support educators in enhancing instructional effectiveness. Both synchronous and asynchronous events and resources will be developed.

Optional School and Teacher Prep Program Collaborative Project: This optional initiative invites elementary school applicants to partner with a North Dakota Teacher Preparation Program to create a collaborative project to improve student teaching experiences specifically related to reading instruction. This project builds on the recently updated Student Teacher Standards, crafted by a collaborative group of representatives from the Institutes of Higher

Education (IHEs) and K-12 education. The team identified a significant need to better align practices between teacher preparation programs and K-12 schools to enhance the effectiveness of student teacher placements. The goal of the project is for the partners to develop and test tools and protocols designed to align the student teacher experience by ensuring that both the IHE and the local school are informed and employing evidence-based, scientifically validated programs and practices. Participants in the project will be responsible for creating a comprehensive toolkit of guidelines and assurances that will serve as a resource that outlines best practices and provides a framework for effective collaboration between teacher preparation programs and local schools. Once completed, the toolkit will be shared statewide, providing a valuable resource to support new teacher experiences in all North Dakota teacher preparation programs.

Teacher Prep Program Project: IHEs will be invited to apply for state CLSD funds to provide professional reading tests to graduating early childhood and elementary education students to evaluate the quality of their teacher preparation program in literacy instruction and make adjustments to improve implementation of the newly written Standards. Educators will evaluate test results to determine the effectiveness of the newly aligned standards written and approved by North Dakota IHEs as facilitated by North Dakota's Path Forward workgroup between 2022 and 2024. This project includes a two-year testing process, evaluating results, adjusting to address weak areas, and testing the next class. Project insights and results must be shared in a report for the benefit of colleagues.

Measuring Progress: By the end of year one of local grant implementation, 100% of educators will be engaged in or have completed project-certified literacy instruction training. By January of year two of local grant implementation all educators will be engaged in a network model to enhance literacy strategies. The number of grantees completing project-approved training will be

tracked. Structured training and ongoing support will ensure educators are equipped to collaboratively improve instructional delivery, with continuous support and evaluation for sustained progress. Ongoing cohort attendance and exit ticket completion will be tracked and utilized for continuous improvement of decision processes. Educator perception surveys administered at the beginning and end of year, and evaluations of professional learning opportunities will inform improvement steps.

GOAL 4

All students receive high-quality, evidence-based instruction to achieve proficiency in literacy skills.

Objective

School team members deliver effective literacy instruction. The state will contract to provide support structures for educators to deliver high-quality, evidence-based instruction leading to student proficiency in literacy skills. The support structures will help schools identify team processes to build literacy plan documents that align with the North Dakota State Literacy Plan (Appendix C). Early learning grantees will develop and implement communication and transition plans that align with the ND Early Learning Standards and provide evidence of milestones on the CLSD grant status reports.

The North Dakota State Literacy Team will Update the State Literacy Plan: The ND State Literacy Team members are selected by competitive application (Appendix D). Their role is to research and update the State Literacy Plan annually to provide current guidance to field

practitioners. Local literacy teams use the State Plan to examine current practices and update their local approaches to implement best practices for all students.

Increase Opportunities for Disadvantaged 4-Year-Olds to Receive High-Quality Literacy

Instruction: Birth-5 grantees will increase opportunities for disadvantaged 4-year-olds to receive high-quality, explicit literacy instruction focusing on oral language, listening skills, background knowledge, letter-sound knowledge, and letter formation (or standards-aligned content) (Appendix E). Grant funds may be utilized for professional learning, coaching and improvement structure supports, parent and community connections, supplies, student scholarships to current facilities, or new instructional opportunities.

Evaluate, Research, Revise and Implement Core Sections of Local Literacy Plan: Each building team will utilize grant-approved resources to develop and implement an evidence-based local literacy plan that includes the following sections: Professional Development Plan, Guaranteed and Viable Curriculum (GVC), Assessment, Instruction and Intervention Pathway Plan, Transition Plan, and Family and Community Engagement Plan. NDDPI will contract support to develop guidance modules that teams can access to learn about writing and implementing each section plan. The modules will be published on the North Dakota Educational Hub, an online learning management system for PD courses. Additional training and support opportunities may also be provided.

1. **Professional Development Plan:** Identified building representatives will collaborate with the administrative building instructional leader to develop an ongoing professional learning approach that ensures continuous opportunities to meet the learning needs of new and veteran staff. The plan will identify methods for matching PD to needs,

allocating resources of time and money, setting minimum expectations for team members, and evaluating learning opportunities.

2. Guaranteed and Viable Curriculum (GVC): A GVC ensures that all students, regardless of their teacher or school, have access to a consistent, high-quality education. It guarantees that the curriculum is uniformly taught across all classrooms and is achievable within the given time frame. It also focuses on essential content and skills, ensuring every student can learn and succeed in critical academic areas. This approach emphasizes alignment with standards, equitable access to learning resources, and systematic support for teachers and students to achieve the intended learning outcomes. Identified building representatives will attend training on selecting high-quality instructional materials and lead the review and refinement of resources and instructional approaches.
3. Assessment, Instruction, and Intervention Pathway Plan: Identified building representatives engage in learning and research to establish a schoolwide Multi-tiered System of Supports by selecting appropriate assessments, evaluation tools, intervention materials, and practices and collaborating with the ABIL to consider policy and resources as they develop a systemwide assessment and intervention pathway implementation plan. Critically important is the process of identifying appropriate, evidence-based intervention supports for students at all levels to address gaps in learning and accelerate skill acquisition for grade-level proficiency, effectively scheduling for high-impact implementation of identified resources.
4. Transition Plan: Identified building representatives are dedicated to implementing evidence-based practices to facilitate the smooth transition of students between different educational settings. The primary focus is on supporting disadvantaged students. By

partnering with the institutions that students are sent to and those that receive students, this team collaborates to develop effective systems and processes. These efforts aim to ensure that students are provided with consistent and comprehensive support throughout their key educational transitions.

5. Family and Community Engagement Plan: Identified building representatives engage in learning and research to understand evidence-based, effective strategies for involving stakeholders in student learning. They lead the development and implementation of a local family engagement plan, which includes training local educators on effective family engagement strategies.

Measuring Progress: By the end of the first semester of grant implementation, the contractor will have the support modules for PD and GVC available on the North Dakota Educational Hub for all grantees to access. All grantees can access structured support to evaluate and refine their literacy instruction systems as defined in their Local Literacy Plan. Additional modules will be completed by the end of implementation year one. The number of grantees meeting milestone indicators for literacy plan development and implementation will be tracked to ensure annually each grantee makes 25% progress toward full plan completion of core sections. Grantees can engage in structured learning sessions and access resources to systematically develop and implement their literacy plans. Grantees will strive to complete one section of the plan every six months until full implementation is achieved, aligning with the goal of improving student proficiency through evidence-based approaches.

Performance Measurements

A robust set of performance measures has been established to evaluate the program's effectiveness comprehensively. These measures include utilizing the North Dakota Academic

Progression of Learning and Understanding of Students (ND A-PLUS or NDA+) suite of assessments (Appendix F) to monitor student proficiency levels and to track the progress and stability of four-year cohorts. An external evaluator will play a critical role in objectively assessing the program's impact through various metrics, ensuring a thorough and unbiased evaluation. An Educator Survey will also be administered at the beginning and end of each school year. This survey aims to gather educators' perceptions of their confidence in their knowledge of content standard clusters and their ability to teach these standards effectively, leading to student mastery of skills. The survey responses will be analyzed to determine progress and identify areas of need. The results will pinpoint areas for improvement and tailor future PD to meet educators' needs, ensuring that the opportunities remain relevant and effective. The external evaluator will employ a comprehensive set of measures to assess the program's impact, including student performance data, educator retention rates, and literacy outcomes. This objective evaluation will ensure accountability and provide valuable insights for ongoing program enhancement and improvement.

Alignment with Priorities

The NDDPI addresses the four competitive priorities of the CLSD program by offering two pivotal opportunities for IHEs with teacher preparation programs. These opportunities are designed to enhance the design, practice, and sharing of teacher education and student teacher placement tools among various institutions involved in training and hosting student teachers, aligning with Priority 1 of the CLSD program. This initiative builds upon the existing efforts in North Dakota surrounding Higher Education Teacher Preparation Competencies. The goal is to modernize and implement updated educator preparation teaching standards. To achieve this, the NDDPI requires participating sites to focus on three additional key priorities.

Priority 2 emphasizes the need for projects that specifically address the educational setbacks caused by the pandemic, with a strong focus on supporting underserved students and the educators who serve them. This involves developing and implementing innovative strategies to mitigate learning loss and enhance educational outcomes for these students. Under Priority 3, projects are required to promote educational equity by ensuring that underserved students have adequate resources and opportunities across all educational levels, including elementary, middle, and high school. The emphasis is on creating an equitable learning environment that supports all students' academic and personal growth, particularly those who have historically been marginalized.

Priority 4 centers on building educator capacity through high-quality, job-embedded PD opportunities. These projects also aim to support students and their families during critical educational transitions, such as moving from early learning programs to elementary school and transitioning between elementary, middle, and high school. The focus is on providing continuous and comprehensive support to ensure students are well-prepared for each stage of their educational journey. The NDDPI also meets the invitational priority by requiring sites to design projects that support effective transition practices, continuity of services and supports, and aligned instruction for students as they move from preschool and other early childhood settings into kindergarten and from kindergarten into the early grades.

Assurances

Awarded sites will receive funding of sufficient size and scope to meet the objectives of the ND CLIMBS project. To fully achieve the goals of their literacy plans, subgrantees will adhere to the following actions and assurances, as shown in Table 2:

Table 2

Local Grantee Actions and Assurances

Local Grantee Actions and Assurances			
Action	Early Learning	Elementary	Secondary
Conduct a needs assessment for the application	Required	Required	Required
Business managers must attend program administration and financial oversight training.	Required	Required	Required
Contract with BARR for new or continuing services		Required	Required
Administer NDA+ suite of assessments.		Required	Required
Ensure a 75% minimum response to an educator survey.		Required	Required
Maintain administrative instructional leader engagement in network improvement community.		Required	Required
Maintain birth-5 community coordinator engagement in network improvement community.	Required		
Maintain educator participation in peer coaching and instructional rounds model.		Required	Required
Accomplish educators and administrative instructional leaders' achievement of professional development thresholds.		Required	Required
Four-year-old demonstration of increased opportunities for disadvantaged children plan-develop and demonstrate implementation.	Required		
Professional development plan-develop and demonstrate implementation.		Required	Required
GVC-develop and demonstrate implementation		Required	Required
Assessment, Instruction, and Intervention Pathway Plan-develop and demonstrate implementation.		Required	Required
Family engagement plan-develop and demonstrate implementation.		Required	Required
Transition plan-develop and demonstrate implementation.	Required	Required	Required
Participation in statewide evaluation measures and surveys	Required	Required	Required
Higher Ed School/Prep Program		Optional Application Opportunity	
Submit annual review and reapplication documentation.	Required	Required	Required

Schools must integrate the NDA+ suite of assessments into their student progress monitoring while establishing clear instructional pathways to support diverse learning needs. Mandatory training for business managers is essential to ensure proper program administration and financial oversight. Before applying, schools must conduct a comprehensive needs assessment to identify specific focus areas, including efforts to reduce disparities for disadvantaged students. Achieving over 75% participation from educators in the bi-annual educator support survey is crucial for continuous improvement and educator support. Each building must submit a report and reapplication form to justify continuing funding.

Projects aimed at bolstering literacy initiatives will include the development of an Early Learning Resource Bank and an awareness campaign to provide valuable resources and information to educators and families. Vendors and contractors will undergo vetting to ensure they meet high standards. A state literacy team will update the State Literacy Plan annually, and monthly Communities of Practice (CoPs) will facilitate discussions among educators. An annual literacy conference will be organized to showcase successes and foster collaboration. At the local level, schools must define roles, develop a local literacy plan, and engage in systemic implementation with the help of a grant-approved external consultant.

Literature Review

The proposed project is meticulously designed to include a thorough review of pertinent literature related to school leaders, educators, and early childhood and K-12 students. This comprehensive approach ensures the project is grounded in robust, interdisciplinary research, providing a solid foundation for informed and effective educational practices.

Empowering Leaders to Foster Collaborative Excellence in Education

Administrative leaders must be equipped with the necessary skills and resources to cultivate and sustain collaborative environments that empower educators to deliver high-quality, evidence-based instruction. Establishing robust support structures is crucial for enabling local school teams to build collective efficacy. As Jenni Donohoo (2017) described, collective efficacy is the shared belief among staff members that they can positively influence student outcomes, even for those facing disadvantages. By fostering a culture of collaboration and providing the appropriate tools, these teams can develop and enhance data-informed systems that drive significant improvements in student literacy proficiency. Achieving this goal requires a dedicated effort to support educators and leaders in their quest for educational excellence, ultimately

leading to higher levels of student achievement in literacy. This effort aligns with Goal 1 of ND CLIMBS. The introduction of the BARR model serves as a strategic framework to support collective efficacy, and it is central to how ND CLIMBS addresses this objective. The BARR model provides a systematic structure that enhances collaboration and supports the development of data-driven systems, which are vital for advancing literacy outcomes and fostering educational success across the state.

A recent report titled “School Leadership that Cultivates Collective Efficacy: Emerging Insights 2022” by Elliott et al. (2022) highlights five essential leadership domains crucial for fostering collective efficacy in schools. These domains include Understanding Collective Efficacy, Systems Leadership, Change Leadership, Team Leadership, and Collaborative Capacity. The report emphasizes that effective school leadership is critical in enhancing schools' collaborative capacity, thereby enabling them to harness diverse expertise and focus on improving student learning outcomes.

The authors highlight that schools can better navigate increasingly complex and challenging contexts when leaders prioritize building collaborative capacity. This process involves aligning diverse areas of expertise toward a unified goal of enhancing student learning outcomes. Currently, the education system primarily focuses on developing individual leaders, but to foster collective efficacy, a more holistic approach is needed—one that includes the development of self-leadership, leadership of others, and leadership within systems. This comprehensive approach is integral to achieving Goals 1 and 2. It emphasizes the importance of incorporating training for leaders and underscores their active engagement in the rollout of the BARR model.

Furthermore, administrative building instructional leaders ABILs play a critical role in the successful implementation of BARR. After completing their training and engaging with the system's structure, these leaders can effectively champion the initiative and drive its success. Their involvement is essential for embedding the BARR framework into school practices, thereby fostering a culture of collaboration and continuous improvement that is crucial for achieving long-term educational success.

Stephen Jacobson (2010) argues that although teacher quality plays the most significant role in influencing student motivation and achievement, leadership quality is crucial in motivating teachers and enhancing the quality of their teaching. Effective school leaders focus on developing the capabilities of their staff and fostering an environment where collective efficacy can flourish.

Preparing and Supporting Educators for Excellence in Literacy Instruction

To ensure that educators can deliver high-quality, evidence-based literacy instruction to students, providing them with adequate preparation and consistent support is crucial. Achieving this objective requires establishing robust support structures for educators and administrative instructional leaders. These structures are essential for cultivating an environment that promotes continuous learning and effectively implementing evidence-based, scientifically aligned programs and practices. Administrators play a pivotal role in facilitating structured literacy by ensuring teachers have access to high-quality curricula and comprehensive training programs. Moreover, ongoing PD and resources are vital for enhancing the skills and knowledge of educators and leaders, ensuring they are well-equipped to address the diverse literacy needs of all students effectively. Goal 3 emphasizes the importance of high-quality teacher training, focusing on using teacher surveys to identify and meet the ongoing support needs of educators.

Additionally, the Guaranteed and Viable Curriculum (GVC) project under Goal 4 plays a significant role in this framework. The GVC project requires schools to examine and align their curricula and supports professional learning focused on reviewing and improving the existing curriculum. This alignment work is essential for ensuring that all instructional practices are consistent, effective, and grounded in current research.

Instructional leadership is a collaborative effort between the school leader and the school team to understand the fundamental reasons and methodologies behind the school's improvement agenda. This agenda may encompass various elements of the curriculum or pedagogical approaches. The leader's role is not to be the ultimate authority but to act as a knowledgeable collaborator who works alongside the school team, creating an environment where continuous learning and improvement are encouraged. The research underscores the importance of establishing shared expectations as the most influential instructional practice for school leaders (Hallinger, 2005). This practice prioritizes student learning, achievement, and progress in school decision-making processes, thereby building a positive and effective school culture (Robinson & Timperley, 2007). This approach is closely related to the responsibilities of the ABIL outlined in Goal 2, reinforcing the importance of collaborative leadership in fostering educational excellence.

The more frequently administrative leaders engage with teachers on instructional improvement, the better positioned they are to provide valuable advice on best practices and help teachers stay connected to the core of their work. An effective approach to achieving this connection involves establishing support structures that promote collaboration. Collaboration is vital for enabling teachers to concentrate on instruction and enhancing their PD. When teachers work in isolation without collaborative opportunities, their chances for professional growth are

significantly reduced (Pounder, 1999). Successful collaboration requires allocated time and clear, defined goals (Friend & Cook, 2009). While teachers can influence some aspects of these factors, administrative leaders are crucial in creating the support structures necessary for effective collaboration.

One effective method for fostering such collaboration is through instructional rounds, where educator teams participate in peer coaching. This practice allows teachers to improve their craft through constructive feedback and observing their colleagues in action. The State plans to contract for work around instructional rounds to provide a structured approach that helps teams develop the skills necessary to give and receive empowering feedback and foster a culture of continuous improvement. To further support this initiative, the state will ensure that teachers are trained and equipped with the tools needed to implement a framework that aligns with their school's goals.

Additionally, the BARR system supports these efforts through structured PLCs that keep the focus on data-driven and student-centered practices. These PLCs facilitate ongoing collaboration among educators, ensuring that teaching practices are continually informed by the latest data and centered on improving student outcomes.

By building the capacity of educator teams to engage in these collaborative practices, schools can create an environment of continuous improvement and professional growth, ultimately leading to better instructional practices and student outcomes.

Ensuring Literacy Proficiency Through High-Quality Instruction for All Students

Every student deserves access to high-quality, evidence-based literacy instruction to achieve proficiency in literacy skills. To accomplish this, it is crucial to establish robust support systems for educators, empowering them to deliver such instruction effectively. These support

structures enable educators to implement and sustain high-quality, evidence-based teaching practices, ultimately leading to enhanced student literacy proficiency.

Integrating evidence-based core instruction with evidence-based supplemental interventions is fundamental for students' literacy development, particularly those needing additional support (Petscher et al., 2020). This comprehensive approach ensures that foundational literacy skills are built through high-quality, research-supported teaching methods while providing targeted interventions to address specific needs. By utilizing evidence-based practices in core instruction and supplemental interventions, educators can effectively support all students, especially those struggling with literacy, creating a more inclusive and successful learning environment. This approach aligns with Goal 4 of the Local Literacy Plan project, which has a portion focused on building robust assessment and intervention pathways within the literacy plan. By integrating evidence-based strategies and ensuring continuous support for educators, we can foster a literacy-rich environment that supports the diverse needs of all students and enhances overall educational outcomes.

Researchers have identified five critical areas essential for establishing a comprehensive, school-wide focus on literacy instruction. The literacy plan project encompasses these areas through a structured approach. First, the Professional Development Plan directly prioritizes literacy by focusing on improving teachers' and administrators' skills and knowledge. This plan ensures that literacy remains a top priority in professional growth efforts. Second, the GVC ensures the delivery of evidence-based, high-quality literacy instruction to all students by aligning educators with the same standards and outcomes. This alignment guarantees that every student benefits from consistent and rigorous instruction aimed at achieving literacy proficiency. Third, the Intervention and Assessment Plan is designed to establish a balanced assessment

system that provides individualized interventions and resources for students who require additional learning opportunities. This plan ensures that students receive the specific support they need to succeed.

Fourth, the Transition Plan fosters a collective sense of responsibility for the literacy development of all children. It works with partners to support students transitioning between different educational settings, ensuring they receive the necessary supports and meet the established expectations as they move from one building to another. Finally, the Family and Community Engagement Plan enhances the capability of school teams to involve parents and community members as indispensable partners in literacy efforts and student success. This plan builds a foundation for meaningful conversations and collaborations, integrating community involvement in the drive for improved student literacy outcomes. (Taylor, 2011; Murphy, 2010). By addressing these areas, schools can create an environment that supports and promotes literacy for all students, ultimately leading to higher reading proficiency levels and academic success.

High-quality literacy instruction is rooted in consistent, evidence-based PD for teachers, further supported by effective coaching and guidance. This professional growth should be aligned with a cohesive reading program that integrates standards, curriculum, instruction, and assessments. Implementing a balanced assessment system is crucial for promoting continuous improvement, enabling schools to provide targeted interventions tailored to students' individual needs through collaborative efforts among teachers, resource educators, and specialists. Moreover, engaging families and communities is essential as it acknowledges their critical role in fostering students' identities as readers and writers and creating a supportive literacy environment both within and outside the school. These collective efforts help to advance literacy practices across the school, ensuring a comprehensive approach to literacy development (Okello,

2021). A practical method for schools to integrate peer coaching and build staff capacity is through instructional rounds. This approach allows schools to leverage the expertise of existing staff and continuously build on their learning.

The Significance of Professional Development Related to Literacy Instruction

To achieve a lasting and sustainable impact on instructional practices, quality PD must extend beyond sporadic workshops or isolated training sessions. The National Staff Development Council, in a report by Wei et al. (2009), identified several critical components for effective teacher PD. The report highlights that effective PD involves coaching that bridges the gap between formal training and practical classroom application. It emphasizes the need for ongoing, specific follow-up support to help teachers integrate new knowledge and skills into their teaching practices, both in the short term and over time. Experienced peers should conduct successful coaching, including continuous classroom modeling, constructive feedback, and targeted observations.

Furthermore, PD is most beneficial when it focuses on concrete teaching tasks rather than abstract theoretical discussions. It should aim to enhance teachers' knowledge of specific instructional methods and how to teach particular content to students effectively. Additionally, PD should emphasize student learning, equipping teachers with a clear understanding of the skills students are expected to demonstrate (Wei et al., 2009). This grant application underscores the importance of coaching through the systems coaching provided by the BARR model and the integration of peer-coaching methods via instructional rounds training for each subgrantee. The grant also aims to support schools in an ongoing manner by offering continuous support through a contracted partner in building effective instructional round tools and structures for each

subgrantee. This includes opportunities for collaboration with educators from other schools working on similar skills and goals.

Regarding literacy, PD initiatives are more effective when integrated into comprehensive school reform plans rather than as isolated, one-time workshops. As part of their local literacy plan development, teams will create a detailed and comprehensive PD plan that aligns with broader school improvement efforts. This approach ensures that PD is continuous and sustainable and directly supports the overarching goals of improving literacy outcomes across the school community. Engaging entire grade levels, schools, or departments fosters a broader base of understanding and support. This collective involvement creates a critical mass for instructional improvement, enabling teachers to support each other's professional growth and practice. Effective PD emphasizes the importance of teacher collaboration and forming CoPs within schools. These collaborative efforts create a supportive environment for inquiry and reflection on teaching practices. Teachers learn best by working with colleagues in PLCs, engaging in continuous dialogue, and critically examining their practice and student performance to develop and implement more effective instructional strategies. The research further showed that PD should include opportunities for active learning, such as modeling desired practices and allowing teachers to practice and reflect on new strategies. Active engagement helps teachers internalize and apply new skills more effectively (Sailors, 2009).

Methodological Tools

The primary objective is for all students to achieve proficiency in reading. When students are not making sufficient progress with the core or supplemental reading supports provided, it is essential to intensify their instruction to ensure they are on the path to reading success. Intensifying instruction for students with reading difficulties can be complex and challenging.

Numerous evidence-based strategies are available to enhance reading instruction, but determining which strategies will be most effective for each student can be a nuanced process. Tailoring the approach to meet the unique needs of each student requires careful evaluation and a willingness to adjust methods until the optimal strategy for reading success is found.

As of 2019, only 35% of fourth-grade students in the United States were deemed proficient in reading according to the National Center for Educational Statistics reading metrics (National Assessment Educational Progress [NAEP], 2019). This data also highlights a persistent and pervasive achievement gap in reading development, which disproportionately affects Black, Indigenous, and People of Color (BIPOC) students, as well as those from low socioeconomic backgrounds and urban settings (U.S. Department of Education: IES, 2016). One significant factor contributing to this achievement gap is the insufficient use of empirically rigorous reading practices (Binks-Cantrell et al., 2012; Castles et al., 2018; Kilpatrick, 2015; Seidenberg, 2017; Hanford, 2019).

In response to this challenge, researchers have increasingly examined reading development and achievement through the Science of Reading (SoR) framework. The SoR, an important component of North Dakota's literacy education, is a comprehensive body of empirical research conducted over 40 years across multiple disciplines, advocating for evidence-based reading techniques (The Reading League [TRL], 2022; Solari et al., 2020). The overwhelming evidence from these studies (Spear-Swerling & Sternberg, 2001) has established a consensus on highly effective reading instruction practices that should be adopted to address and mitigate the literacy achievement gap. By leveraging these evidence-based practices, educators can significantly improve reading outcomes for all students, particularly those historically underserved.

The body of research constituting the SoR has pinpointed five crucial areas of reading instruction: phonemic awareness, phonics, fluency, vocabulary, and reading comprehension (National Institute of Child Health and Human Development [NICHD], 2000; National Research Council [NRC], 1998; Rose, 2006). These components, often referred to as the "Big Five," are foundational to effective reading instruction. Studies indicate that these elements should be taught through systematic, explicit, cumulative, and diagnostic methods (Kilpatrick et al., 2019; Moats, 2019; NICHD, 2000). Implementing specific instructional approaches within these five core areas has been shown to significantly enhance students' reading outcomes, ensuring a comprehensive and effective literacy education.

In response to the underperformance in student reading scores, school districts have increasingly recognized the necessity of explicitly teaching the five essential areas of reading instruction—phonemic awareness, phonics, fluency, vocabulary, and reading comprehension—when working with children learning to read (Bazzaz, 2022; Fofaria, 2020). Additionally, there is a growing awareness of the need to address gaps in teacher knowledge to effectively implement these instructional strategies (The Reading League [TRL], 2022). The State plans to address this growing need within the elementary systems participating in this grant. Grant-approved training for educators under Goal 3 will first and foremost need to be high-quality and evidence-based around practices to support educators in integrating the five elements of the Science of Reading into an explicitly instructed GVC.

A valuable tool for school improvement found on WWC that will be incorporated in this grant is the BARR model, which is a comprehensive, whole-school approach designed to address the developmental, academic, and structural challenges that school systems face in building collective efficacy. BARR can be implemented across all subjects in both the elementary and

secondary levels to boost student achievement by enhancing social-emotional skills, fostering positive relationships between students and teachers, and addressing non-academic barriers to learning such as truancy and behavioral issues.

BARR schools utilize real-time data analysis to closely monitor student achievement and behavior, allowing for timely interventions and support. The model employs block or team scheduling to strengthen connections among students and teachers, creating a supportive and engaging learning environment. Teachers convene regularly to discuss the progress of all students, with a particular focus on those at risk, and to develop strategic plans to tackle academic and behavioral issues.

Furthermore, the BARR model emphasizes the importance of extensive PD and coaching for teachers and school leaders. This ongoing training equips administrators and educators with the skills and knowledge necessary to implement the BARR approach effectively, ensuring that all students receive the support they need to succeed academically and personally. Through these comprehensive measures, BARR aims to create a positive, inclusive school culture that promotes academic achievement and well-being for all students.

The State also plans to lean on evidence from the following practice guides from WWC in guiding grantees toward literacy improvements:

- *Preparing young children for school: A practice guide*
- *Foundational skills to support reading for understanding in kindergarten through 3rd grade*
- *Teaching elementary school students to be effective writers*
- *Providing reading interventions for students in grades 4-9*
- *Teaching secondary students effectively*

The strong evidence provided in the recommendations from these guides will help the State produce a rubric for determining grant-approved professional learning for grantees.

III. Quality of Management Plan

The NDDPI is well-prepared and experienced in implementing federal grants. As a former recipient of the 2017 SRCL and 2019 CLSD grants, NDDPI staff are adept at managing the processes and overcoming the challenges associated with literacy improvement initiatives. Lessons learned include the importance of identifying specific, evidence-based programs and practices that are allowable and identifying requirements that engage the broad staff and, specifically, the instructional leader of a system in the improvement work. Without the support of a firm structured approach, grantees in high-needs buildings can flounder to work as a team and find specific, effective improvement approaches. Expecting high needs schools to discover and implement effective practices worthy of the change process is unrealistic. For that reason, this project is designed to identify literacy experts and proven programs for the schools, to set them on a positive path without wasting time and energy on low or no impact methods. North Dakota also learned that some buildings are ready and willing to do the improvement work within a district while others are not. Awarding the funds at the building level will eliminate the funds going to a disinterested subgrantee. These past challenges and examining successful district examples have informed the development of a multi-level improvement approach in which each grantee building will engage.

Management Plan for ND CLSD Grant

Introduction

This management plan outlines the structure and procedures for the administration, monitoring, and evaluation of the Comprehensive Literacy State Development Grant (CLSD) over a five-year

period. The plan ensures effective management and oversight by NDDPI and delineates the roles and responsibilities of the administrative team, partner teams, contractors, and local school buildings. (A detailed Timeline of Activities is documented in Appendix G).

Administrative Structure

Table 3

Organizational Team Structure (See Appendix H for full Team Structure Description)

Organizational Team Structure	
NDDPI Teams	Role
Administrative Team	<ul style="list-style-type: none"> • Oversee Implementation of ND CLSD activities and administrative budget • Work with the Office of Elementary and Secondary Education of the U.S. Department of Education to ensure grant fidelity
Implementation Team	<ul style="list-style-type: none"> • Oversee implementation of ND CLSD activities • Provide technical assistance to grantees • Monitor implementation activities • Manage fiscal elements
Partner Teams	Role
Advisory Team	<ul style="list-style-type: none"> • Ensure statewide support, alignment, coordination and understanding across multiple programs and departments including assessment, special education, English learners, early childhood, Indian and multicultural, Title I and other pertinent topics.

Early Childhood Collaboration Team	<ul style="list-style-type: none"> • Provide insight and recommendations to guide the Birth to 5 project design and implementation of the early childhood coordinator network. • Provide monitoring and technical assistance support to the CLSD implementation related to early childhood grantees.
State Science of Reading Collaboration Team	<ul style="list-style-type: none"> • Provide guidance, technical assistance, and professional development to North Dakota schools on scientifically based literacy instruction.
State Literacy Team	<ul style="list-style-type: none"> • Provide guidance and content for the North Dakota Literacy Plan annual update and related materials and duties.
Site-based Local Implementation Teams	<ul style="list-style-type: none"> • Lead the implementation of local grant activities • Manage local reports • Manage local expenses

Administrative and Implementation Teams:

Program Administrator: Manages state-level grant funds and oversees the entire grant implementation. Ensures compliance with federal regulations and serves as the primary point of contact with the U.S. Department of Education. Oversees state evaluation efforts and coordinates with the external evaluator.

Project Coordinator: Manages the monitoring and evaluation of the grantees. Develops and implements the monitoring plan, conducts site visits, and ensures timely progress reporting. (Appendix I).

Financial Manager and Procurement Officers: Manages the grant funds at the state level, oversees budget allocations, and ensures expenses are allowable. Provides financial records for federal reporting purposes. Provides procurement guidance and technical support.

Administrative Support Staff: Assists with logistics, documentation, and communication.

Partner Teams: Partner teams at the SEA level will collaborate with the administrative team to provide specialized support in areas such as early childhood planning, curriculum development, resource development, professional development, and technical assistance. These teams will include experts in literacy education, disadvantaged target groups, and data analysis.

Contractor Procurement and Management

Professional Development and Implementation Support: NDDPI will procure contractors through a competitive bidding process to provide professional development and implementation support to the grantees. Contractors will offer training, coaching, and technical assistance to school staff to ensure effective literacy instruction and program implementation. The administrative team will monitor contractor performance and ensure they meet the outlined deliverables and objectives.

External Evaluator: An external evaluator will be contracted to collect and analyze data, review program results, and report on the implementation of the grant. The

evaluator will work independently to provide unbiased assessments and recommendations for program improvement.

Budget Management

Fund Allocation: Each grantee will receive funds based on their needs and proposed plans. Grantees must manage their budgets within allowable expenses as defined by the federal guidelines.

Financial Oversight: The Program Administrator will oversee the state allocation and use of grant funds, ensuring compliance with all federal and state regulations. The Project Coordinator will oversee the management of financial reports including claims, amendments, justification forms, and other items required from grantees to monitor expenditures and ensure fiscal responsibility.

Monitoring and Technical Support

Monitoring Progress: The Project Coordinator will develop a comprehensive monitoring plan to track the progress of each grantee. Site visits, progress reports, and regular communication will be employed to assess program implementation and effectiveness.

Technical Support: The Project Coordinator will provide ongoing technical support to grantees, including guidance on best practices, troubleshooting, and resource allocation. A dedicated web portal will be established to offer continuous support, resources, and updates to grantees.

Data Collection and Evaluation (See Indicators in Appendix J)

Data Collection: Grantees will be required to collect data on student literacy outcomes, program implementation, and professional development activities. The external evaluator will standardize data collection methods to ensure consistency and reliability.

Evaluation and Reporting: The external evaluator will analyze the collected data and prepare annual reports on the grant's progress and impact. These reports will be shared with the SEA, grantees, and relevant stakeholders to inform decision-making and program adjustments.

Communication and Dissemination

Communication Plan: A clear communication plan will be established to ensure timely and effective dissemination of information to all stakeholders supported with a central website. Regular updates, newsletters, and meetings will keep grantees informed about grant requirements, deadlines, and resources. Meeting agendas, notes and written communication with team members will provide transparency and project documentation.

Dissemination of Best Practices: Successful strategies and practices identified through the grant will be documented and shared with other schools and districts. Workshops, webinars, and publications will be used to disseminate these best practices widely. A webpage/website dedicated to best practices for public information will be developed.

NDDPI has a detailed understanding of the steps and resources necessary to manage a high-quality project and has envisioned five phases of implementation for the grant summarized in table 4.

Table 4

ND Grant Implementation Phases

Management and Implementation Timeline of Events	
Phase 1	Preparation and Vetting
Year 1	NDDPI engages in all activities to prepare for awarding subgrant funds, establishing guidance and communication processes, procuring contractors and evaluator, building team frameworks, and establishing calendar of events.
Phase 2	Application and Awarding
Year 1	NDDPI enacts processes to award funds to schools and early learning partners including communication of funding opportunity, guidance webinars for grant writing assistance, application collection, review processes, award selection and notification, and award calls. NDDPI establishes and enacts processes, timelines and responsibilities with teams and team members.
Phase 3	Local Project Initiation
Year 2	NDDPI provides communication, resources and technical assistance to grantees as they establish their grant processes, identify local implementation team members, budget, enter contract with systemic support provider (BARR), and begin professional development review.
Phase 4	Implementation & Improvement
Years 2-5	NDDPI engages in technical assistance and monitoring activities to ensure that local grantees are informed and implementing the grant budget and programmatic requirements as established in the application phase. Opportunities for learning as well as required engagement elements will be supported in an ongoing manner. Evaluation processes will be followed, and all data will inform continuous improvement steps.

Phase 5	Sustainability
Year 5	NDDPI, with contracted support, leads evaluative activities to support subgrantees in recognizing the value gained through grant processes, identifying high impact processes, and planning for the continuation of highly effective literacy instruction systems through local resources with the completion of the CLSD project.

The grant will be overseen by SEA staff in the Office of Academic Support, with dedicated full-time equivalents (FTEs) assigned to its implementation. The administrative team will lead the consultation and collaboration with partner state offices and organizations. The team's comprehensive list of partners highlights the range of stakeholders previously invested in the grant's implementation and their commitment to continuing this important work. With dedicated staff, strong leadership in partnerships, and effective processes for contracting professional support, the North Dakota team is fully confident in implementing this plan to benefit disadvantaged students in the state.

A critical partnership is one with the ND Regional Education Agencies (REAs). This professional development arm of state resources provides research, development, and professional learning to local educators. Additionally, they work tirelessly to provide guidance and support to schools in interpreting law and current research into actionable work. NDDPI and NDREA together established the ND Science of Reading (NDSor) work team following the setbacks from the COVID-19 pandemic. North Dakota allocated a significant portion of federally available funds to literacy recovery and improvement. These funds were used to build capacity in the state through Regional Education Agencies (REAs) to design and implement professional learning services to improve literacy instruction. The partnership established with the REAs

continues to flourish. The NDSOR work team builds on and utilizes this impressive bank of evidence-based learning opportunities aligned with the science of reading in instruction, intervention, curriculum evaluation and selection, and data use to continue to serve North Dakota educators to impact student success.

The infrastructure and offerings developed through the REAs will serve as a strong asset for the grant implementation. With continued federal funding, North Dakota will maintain its commitment to providing essential training for educators and administrators in our most underserved schools. High-quality professional learning, embedded practice, and collaborative system building are critical needs for North Dakota's schools with the greatest needs.

The NDDPI will ensure timely, well-informed, and transparent execution throughout the life of the grant as the administrative lead team. These leaders are skilled and experienced at partnering with and consulting various teams and will build on partnerships developed over previous grants to ensure the completion of all activities outlined in the management plan to keep the grant on track, on budget, and in a state of continual improvement.

A contracted evaluator will provide ongoing feedback to inform the implementation process. The project administrator and project coordinator consult with NDDPI leadership and various office directors when upper-level decisions and expertise are required. To maintain transparency, the administrative team will provide information formally and informally to all stakeholders, including NDDPI leadership, partners, grantees, and the North Dakota public. Communication avenues, such as direct one-on-one communication, reports, public website postings, evaluator reports, and public notices will be used to keep all relevant stakeholders informed.

IV. Quality of the Project Services

The NDDPI has established a rigorous, high-quality, and competitive process for awarding subgrants for the ND CLIMBS project. The NDDPI will utilize a targeted funding approach, offering grants at the building level. This strategy will consist of separate and distinct categories of funding (birth-5, elementary, and secondary levels), each dedicated to specific approved activities. This approach will ensure that funding provides impactful support to buildings demonstrating a need and readiness to take on the challenging systemic improvement work this grant opportunity proposes. This approach aims to enhance the effectiveness and efficiency of grant distribution and align resources with the specific needs of each applicant. In selecting eligible subgrantees, North Dakota will prioritize and provide funding advantages to those serving the highest percentages of disadvantaged children. To ensure that awards are granted to the most deserving subgrantees, the NDDPI will implement the following measures:

1. In collaboration with the NDDPI Management Information Systems department, the CLSD Administration Team will develop ranking criteria for all school buildings in North Dakota (Appendix K). This will ensure that applicants serving the highest percentage of disadvantaged children receive a personal invitation to apply for CLSD funding. Any site in North Dakota can apply, provided it submits a detailed justification demonstrating how and why its needs meet eligibility requirements.
2. Award priority points to applicants who serve large percentages of disadvantaged children, ensuring these applicants receive preferential consideration. Priority points will be assigned to high-needs applicants according to determined building needs.
3. Provide thorough training to independent reviewers to ensure they fully understand the eligibility criteria for disadvantaged children as outlined in the application.

4. Require applicants to provide specific assurances of compliance and alignment with CLSD program expectations.

Independent Peer Review Process

The NDDPI will implement an independent peer review process to select subgrantee recipients. Potential reviewers will sign a conflict-of-interest form before selecting to ensure objectivity. The reviewers will be experts who meet the following criteria:

1. Demonstrate knowledge of literacy research supported by various levels of evidence, as defined by Every Student Succeeds Act (ESSA).
2. Have experience in improving language and literacy practices among teachers and other instructional staff.
3. Possess English Language Arts teaching experience.
4. Have experience in instructional leadership or administration.
5. Have expertise in early childhood education.
6. Are familiar with screening, diagnostic, progress monitoring, and outcome literacy assessment instruments.

Reviewers will undergo training on the application's essential elements and the scoring process. This training will clearly define the terms used in the scoring rubric, ensuring a consistent and fair evaluation of all applications.

Subgrant Application Scoring Rubric

Grant reviewers will use a scoring template to assign points to each section of the subgrant application. Based on a 100-point scale, the total application score will determine the awards, as evaluated by the reviewers. Applications will be ranked according to the mean scores

from all reviewers. In cases where there is a significant discrepancy between reviewers' scores, the NDDPI staff will review the application to identify and address the inconsistency.

Allocation of Funds

Funding will be allocated to approximately 30 grants per grade span each at the elementary and secondary levels and approximately 20 at the Birth to age 5 level using the established scoring formula, with consideration given to the reasonableness, realism, justification, and appropriateness of the funding requests and the availability of funds. During this phase, the NDDPI may collaborate with applicants to clarify and negotiate costs.

Awarding of Subgrants

The following plan ensures that awards are sufficient to fully and effectively implement each local plan. The CLSD Administration Team will create a funding slate that specifies allocations based on statutory funding requirements. These allocations are as follows:

1. 15% to serve children from birth through kindergarten entry.
2. 40% to serve students in kindergarten through grade 5.
3. 40% to serve students in middle and high school through grade 12.

This allocation strategy ensures that resources are distributed equitably across different age groups, allowing for comprehensive literacy support from early childhood through the end of high school.

Evidence-Based Comprehensive Literacy PD

Sites must demonstrate that the comprehensive literacy programs, practices, and PD they intend to implement are supported by strong evidence. NDDPI will use a procurement process to review and approve all professional development contracts.

- Early Childhood Literacy Instruction PD: This will emphasize promoting language development, including vocabulary building and verbal expression, to ensure young children are well-prepared for kindergarten.
- Elementary School Literacy Instruction PD: This will encompass evidence-based instructional strategies identified during the planning stage and applied in various contexts, grounded in the principles of responsive instruction.
- Middle and High School Literacy Instruction PD: This will feature evidence-based instructional strategies that employ direct and explicit instruction to enhance students' fluency, vocabulary, and comprehension skills across all content areas.

Grant Writing Support Provided by the NDDPI

To assist potential applicants for the CLSD grant, the NDDPI's Administration Team will conduct virtual Grant Writing webinars. These sessions will introduce the State Literacy Plan and emphasize the importance of commitment to the objectives of the funding opportunity. Each webinar will cover critical topics, such as eligibility and CLSD requirements, the development and implementation of a local literacy plan, application procedures through the NDDPI's Grants Management System, and the assessments, reporting, and evaluation processes within the CLSD grant. To ensure accessibility and inclusiveness, all webinars will be recorded and made available on the NDDPI's website. Moreover, to enhance transparency during the competitive process, the Program Coordinator will compile and update a Question-and-Answer document, which will be publicly accessible. These efforts aim to clarify the application process and foster a thorough understanding among applicants of effectively engaging with and benefitting from the CLSD program.

Sustainability and Impact

The NDDPI will maintain its collaborative spirit and proactive engagement with various entities, departments, and state and local resources. The quality of the project design, strategically aligned with state and NDDPI initiatives and focused on measurable outcomes, will foster sustainability, system-building, and literacy gains.

The ND CLIMBS program will significantly enhance capacity across North Dakota by offering evidence-based PD opportunities to educators and embedding continuous improvement systems that will outlast the grant period. Additionally, state capacity in literacy knowledge and implementation will increase as literacy facilitators are trained to lead the network groups and new leaders emerge from the work. The NDDPI will collaborate with various partners to ensure that project participants align literacy activities with state standards, program objectives, and initiative goals funded by other state and federal sources.

North Dakota is well-positioned to help sites integrate these diverse funding streams to create sustainable literacy programs that improve outcomes, align with the North Dakota Comprehensive Literacy Plan, address local needs, and provide high-quality PD. This coordinated approach will ensure that literacy initiatives are cohesive, impactful, and capable of producing long-term benefits for students across the state.

V. Quality of the Project Evaluation

A detailed and methodical evaluation plan will be implemented to ensure the ND CLIMBS project achieves its intended goals, objectives, and outcomes. This plan will be meticulously developed in collaboration with a contractor to align with the project's goals and objectives, defining measurable outcomes that can be tracked over time. The evaluation will employ quantitative and qualitative data collection methods, including pre-and post-program surveys, standardized assessments, and regular feedback from participants and stakeholders.

These methods will provide a comprehensive understanding of the program's impact on literacy development.

Integrating systematic data collection processes and using established tools and protocols supports the evaluation plan's feasibility. Pre- and post-program surveys will measure changes in literacy skills and attitudes, while standardized assessments will provide objective data on student progress. Regular interviews and focus groups with educators, students, and parents will offer qualitative insights into the program's effectiveness and areas for improvement. Additionally, site visits and observations will provide real-time feedback on the implementation process.

The plan will be tailored to the specific contexts of the participating sites to ensure the appropriateness of the evaluation methods. This customization will account for varying local needs and resources, ensuring that the methods used are relevant and sensitive to each site's unique challenges and opportunities. The evaluation framework will be flexible enough to adapt to ongoing feedback and changing circumstances, maintaining relevance throughout the project.

Moreover, the evaluation methods will provide continuous performance feedback and permit periodic assessment of progress. Data will be collected and analyzed at regular intervals, enabling the identification of trends and the timely addressing of any issues. This ongoing assessment will include interim reports that summarize findings and recommend adjustments to enhance program effectiveness. By employing these thorough, feasible, and appropriate evaluation methods, the project will ensure that it remains on track to achieve its intended outcomes, continually improving its impact on literacy development across North Dakota.

APPENDIX

A

ND Literacy Needs Assessment June 2024

North Dakota Literacy Needs Assessment: From Birth to Grade 12

June 2024

Prepared by the North Dakota Department of Public Instruction &
North Dakota University System Institutional Research



NORTH DAKOTA DEPARTMENT OF
PUBLIC INSTRUCTION



ACCESS. INNOVATION. EXCELLENCE.

Executive Summary

In the current report, the North Dakota Department of Public Instruction assesses the needs of early childhood and K-12 students, educators, and school/district leaders regarding literacy instruction. The report compiles and analyzes discussions with educators, surveys, and student data from recent years. Needs and recommendations are presented for students, educators, educational leadership, and progress monitoring.

Student Needs & Recommendations. North Dakota's students need a guaranteed and viable curriculum (Marzano 2003). All students enrolled in the same grade or course should be exposed to the same rigorous curriculum. Students need teams of teachers building shared understanding of learning goals and assessment. The Multi-Tier System of Supports model also needs further refinement and a clearly defined reading strategy. Current assessment and response systems need review and plans for implementing refinements.

Educator Needs & Recommendations. More collaboration is needed between higher education teacher education programs and those working in the field is essential to ensure that training is aligned to content standards. After university training, educators also need diverse and ongoing professional development. Instructional coaching also remains essential. Educators particularly need support when it comes to properly using assessment data to tailor instruction. The need is especially pronounced for educators working with learners in early childhood. Furthermore, educators serving all grades also need more implementation support.

Educational Leader Needs & Recommendations. Leaders want to rise to today's literacy challenges, but they need professional development. Importantly, school staff need greater leader involvement in literacy prioritization and the development of a "culture of coaching." Altogether, leaders need to engage in system coaching, training, and implementation of rapid-cycle improvement; to implement hubs of tools for instructional goals through teamwork; to identify targets for systemic improvements; to develop intentional, well-staffed systems for students in transition; and to foster and support family/community engagement.

Monitoring & Evaluating Progress. North Dakota needs a systematic approach for monitoring and evaluating systemic progress on literacy instruction. It is recommended that there be a system evaluation plan that is developed for monitoring individual student progress as well as system-level effectiveness. Regular reporting between schools and the state is needed for such monitoring. Successful outcomes can be measured as decreases in students requiring interventions and increases in relevant staff training.

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Introduction

The North Dakota Department of Public Instruction (NDDPI) periodically assesses the needs of early childhood and K-12 students and educators regarding literacy instruction. These periodic assessments assist NDDPI with meeting the needs of educators and the students they serve through grants and other programs and opportunities.

As a follow-up to the needs assessment efforts from spring 2018, the current report reviews the priorities and goals of the 2023 North Dakota Literacy Plan, identifies gaps between those goals and school realities, and articulates the resulting needs of students, educators, and their school/district leaders. The 2024 North Dakota Literacy Needs Assessment compiles and analyzes discussions with educators, surveys, and student data from recent years. Insights gathered from these reports, surveys, and stakeholder consultations are interpreted and conveyed through the North Dakota Literacy Plan. The plan's Six Essential Elements of Literacy Practices – as well as the Literacy Skills Continuum for speaking and listening, reading, and writing is – are as follows.

1. **Leading for Impact.** Leaders work to influence school culture and build systems that ensure all learners receive an effective, high-quality literacy education.
 2. **Supporting Professional Learning.** Leaders and teams align resources and develop processes to support instructional staff in improving knowledge and delivering literacy instruction.
 3. **Engaging All Stakeholders.** Leaders and teams work to build system capacity to ensure all educators recognize and encourage student, family, and community member empowerment to shape a highly effective educational experience for each learner.
 4. **Planning Standards-Aligned Curriculum.** Leaders and teams ensure the selection and use of methods, resources, and assessments to achieve the desired student outcomes defined in the North Dakota English Language Arts and Early Learning Content Standards.
 5. **Assessing to Inform.** Leaders and teams facilitate data use and feedback to monitor and adjust all decisions impacting literacy.
 6. **Instruction with Precision.** Leaders and teams define a precise, scientifically based system of literacy instruction to meet individual learner needs through a multi-layered system of support.
- **Skills Continuum:** Birth to Age 3 | Ages 3-5 | Grades K-3 | Grades 4-6 | Grades 7-12

Additionally, a key component of literacy instruction in North Dakota – and a recurring theme in the current needs assessment – is the *Multi-Tier System of Supports* (MTSS), a framework for providing students with the best opportunities to succeed. This approach provides core-content instruction and tailored interventions to meet student needs. It also involves frequent and ongoing progress monitoring for adjusting instruction and student goals. In MTSS, data are utilized to determine the resources allocated to improve student learning and staff's implementation of effective practices. Within the MTSS, Tier 1 represents core classroom instruction. Tier 2 represents targets small group instruction. Finally, Tier 3 represents intensive individual intervention.

Another important component of North Dakota's literacy education is the *Science of Reading*. This framework represents extensive scientific evidence as to how people learn to read. Drawing from education, linguistics, psychology, and neuroscience, the framework fosters understanding of how brains process sound and print symbols. This understanding helps educators understand proven efficient, explicit instructional methods. Importantly, the framework also offers guidance for instruction for students who are struggling to learn to read. Use of the framework of the Science of Reading is supported by state legislation and NDDPI resources.

Methodologies and Results Overview

The following is a description of the data sources, surveys, and stakeholder consultations used in creating this needs assessment. The methodologies used – including statistical analyses, survey processes, listening sessions, and focus groups – and basic findings are described for each resource that was generated and used in the current needs assessment report.

Literacy Proficiency on Statewide Summative Assessments

Statewide summative assessments in English Language Arts (ELA) are administered every spring to grades 3-8 and to grade 10 in districts that choose statewide summative assessments as their high school testing for accountability.¹ Following are several analyses using statewide summative assessments that shed light on the literacy needs of North Dakota's students.

Pandemic Disruption “Learning Loss.” In May 2022, NDDPI and North Dakota University System Institutional Research staff provided a report to legislative management of the North Dakota General Assembly regarding students’ “learning loss” resulting from COVID-19 learning disruptions and school districts’ uses of emergency relief funds. In this report, individual students’ proficiency was observed longitudinally from pre-pandemic to one year after pandemic disruptions, namely from spring 2019 to spring 2021. Additionally, cohorts of students from prior to pandemic disruptions were studied to estimate what proficiency levels would have likely been had the pandemic not occurred, allowing for a more precise understanding of pandemic-disrupted learning.

Mirroring the two-year timespan from spring 2019 to spring 2021, staff retrieved statewide summative assessment data from spring 2017 and spring 2019 to observe trends in a non-disrupted period. The consistency and comparability of ELA assessments of students in grades 3-8 restricted analyses to these grades. To be included in the analysis, a student must have had proficiency data from both 2019 and 2021 or both 2017 and 2019. The sample included the following students:

- 7,461 students moving through grades 3 to 5, 2018-19 to 2020-21 (pandemic disruption)
- 7,465 students moving through grades 4 to 6, 2018-19 to 2020-21 (pandemic disruption)
- 7,328 students moving through grades 5 to 7, 2018-19 to 2020-21 (pandemic disruption)
- 7,361 students moving through grades 6 to 8, 2018-19 to 2020-21 (pandemic disruption)
- 7,776 students moving through grades 3 to 5, 2016-17 to 2018-19 (comparison period)
- 7,776 students moving through grades 4 to 6, 2016-17 to 2018-19 (comparison period)
- 7,483 students moving through grades 5 to 7, 2016-17 to 2018-19 (comparison period)
- 7,215 students moving through grades 6 to 8, 2016-17 to 2018-19 (comparison period)

In statewide summative assessments, students are either proficient or not, and this binary outcome is also recorded at four levels: 1-Novice, 2-Partially Proficient, 3-Proficient, 4-Advanced. Additionally, staff gathered data on learning delivery mode (face-to-face, distance education, or hybrid education) in 2020-21. Delivery mode data were analyzed extensively. Analyses revealed stark differences in proficiency between:

¹ Some districts choose 11th-grade ACT scores as their high school testing for accountability.

- students experiencing traditional/face-to-face education in the 2020-21 school year, and
- students experiencing any form of distance education for any period of the 2020-21 year.

Results are reported according to whether a student was proficient in ELA prior to the pandemic. Among students who were *not* proficient in 2019, those who relied on any distance education in the 2020-21 school year ($N = 10,898$) fared the worst. In 2021, this group of students was 51.0% novice, 30.8% partially proficient, 16.9% proficient, and 1.3% proficient. Meanwhile, those who experienced traditional/face-to-face instruction for 2020-21 ($N = 4,576$) fared better with proficiency rates of 46.2% novice, 33.9% partially proficient, 18.4% proficient, and 1.5% advanced. Importantly, data from the non-disruption comparison period (2016-17 to 2018-19) revealed that this latter group did not perform meaningfully worse than would have been expected without a pandemic disruption. In other words, pandemic disruptions had negative impacts on literacy for students with prolonged reliance on forms of distance education – *if* the student was non-proficient prior to the pandemic.

Among students who *were* proficient in ELA in 2019, the picture is quite different. There were no meaningful differences between the proficiency levels of those experiencing any distance education for 2020-21 ($N = 9,662$) and those experiencing traditional/face-to-face instruction for 2020-21 ($N = 4,479$). However, such students did display poorer proficiency than would have been expected without a pandemic disruption. Based on data from the non-disruption comparison period (2016-17 to 2018-19), this student group would have likely been 5.4% novice, 15.9% partially proficient, 47.5% proficient, and 31.3% advanced in 2021, had the pandemic disruptions not occurred. Instead, this previously proficient student group was 7.2% novice, 18.8% partially proficient, 48.0% proficient, and 26.0% advanced in 2021. Altogether, this means that students who were proficient prior to the pandemic experienced setbacks in their literacy regardless of their level of usage of distance education. As these students were performing well in – and likely enjoying – school prior to the pandemic, perhaps the disappointing experience of the spring 2020 school disruption left lasting motivational impacts that were not easily fixed by simply returning to traditional/face-to-face instruction.

Importantly, these proficiency trends were poorer for students from low-income families, Native American students, students with disabilities, and English language learners. As such, these student groups have heightened needs for effective literacy instruction.

Literacy Trends, 2019-2023. The North Dakota State Automated Reporting System (STARS) was used to identify student literacy trends in recent years. Table 1 shows the counts of students participating in the North Dakota State Assessment (NDSA) per grade. Some changes in student counts are due to COVID-19 pandemic-related disruptions while others are due to more districts opting to use 11th-grade ACT results for accountability in place of 10th-grade NDSA results. Finally, some changes in student counts are due to demographic change in North Dakota. In any case, the NDSA provides a useful, broad snapshot of student literacy over recent years. This allows for the identification of points of struggle or success.

Tables 2-4 show students' average scores on the NDSA for reading literary text, reading informational text, and writing and language, respectively.

Table 1. Student Counts for English Language Arts State Assessment

Age/Grade Group	Grade	Spring 2019	Spring 2021	Spring 2022	Spring 2023	2019-2023 Overall Trend
Gr. K-3	3	9,301	9,242	9,337	9,480	↑
Gr. 4-6	4	9,377	8,897	9,360	9,312	Varies
	5	9,360	8,889	8,909	9,445	Varies
	6	9,314	9,007	8,995	8,956	↓
Gr. 7-12	7	9,001	9,144	9,081	9,049	Varies
	8	8,612	8,997	9,145	9,075	↑
	10	3,765	2,889	2,450	2,516	↓

Table 2. Average Scores for Reading Literary Text by Grade

Age/Grade Group	Grade	Spring 2019	Spring 2021	Spring 2022	Spring 2023	2019-2023 Overall Trend
Gr. K-3	3	579	568	565	567	↓
Gr. 4-6	4	594	589	588	588	↓
	5	613	615	613	614	Steady
	6	633	630	631	631	↓
Gr. 7-12	7	633	627	625	627	↓
	8	650	644	640	643	↓
	10	647	649	650	652	↑

Table 3. Average Scores for Reading Informational Text by Grade

Age/Grade Group	Grade	Spring 2019	Spring 2021	Spring 2022	Spring 2023	2019-2023 Overall Trend
Gr. K-3	3	578	571	566	568	↓
Gr. 4-6	4	590	587	588	587	↓
	5	617	611	611	608	↓
	6	637	625	626	625	↓
Gr. 7-12	7	629	634	629	630	Varies
	8	654	643	638	641	↓
	10	663	655	657	655	↓

Table 4. Average Scores for Writing and Language by Grade

Age/Grade Group	Grade	Spring 2019	Spring 2021	Spring 2022	Spring 2023	2019-2023 Overall Trend
Gr. K-3	3	574	567	569	572	Rebound
Gr. 4-6	4	596	575	585	578	↓
	5	615	614	614	609	↓
	6	632	624	633	636	Rebound
Gr. 7-12	7	623	617	628	627	Rebound
	8	642	643	638	640	Varies
	10	648	643	655	650	Rebound

For the most part, students' average reading performance has been on the decline since the COVID-19 pandemic disruptions (see Tables 2-3). Although many North Dakotan students returned to face-to-face learning more swiftly than students in other states – protecting North Dakota students from the worst academic outcomes in the pandemic era – disruptions to reading-based proficiency are evident. Meanwhile, grades 6-12 students' writing and language proficiency shows more recovery from pandemic-related disruptions (see Table 4). Altogether, these findings suggest that when it comes to average student needs, reading proficiency may need more assistance for continual recovery from pandemic disruptions. However, all facets of literacy represent a clear need for grades 5 and below and, by extension, from birth to age 5.

Weaknesses on State Standards. Results of the 2023 NDSA were examined to determine areas of weakness within each grade assessed. Cambium, the test's vendor, flags state standards where student performance reflects an area of weakness. Table 5 shows the content standards that reflect areas of weakness within literacy.

Table 5. Areas of Weakness on 2023 NDSA (Based on 2017 Content Standards)

Grade 3, Areas of Weakness	Reading Info. Text	3.RI.2 Determine the main idea of a text and recount the key details to explain how they support the main ideas.
		3.RI.6 Identify first and third-person points of view.
		3.RI.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
	Reading Lit. Text	3.RL.2 Recount stories, including fables, folktales, and myths from diverse cultures to determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
		3.RL.6 Distinguish their own point of view from that of the narrator or those of the characters.
	Writing	3.W.1 Write opinion pieces on familiar topics or texts, supporting a point of view with reasons.
		3.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Grade 4, Areas of Weakness	Reading Info. Text	4.RI.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
	Writing	4.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
		4.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
Grade 5, Areas of Weakness	Reading Info. Text	5.RI.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
	Writing	5.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
		5.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
Grade 6, Areas of Weakness	Reading Info. Text	6.RI.5 Describe how a paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
		6.RI.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
		6.RI.7 Integrate information presented in different media or formats (e.g., visuals, tables, charts, and graphs) as well as in written text to develop a coherent understanding of a topic/issue.
		6.RI.9 Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
	Reading Lit. Text	6.RL.2 Determine a theme or central idea of a text and explain how it is conveyed through particular details.
		6.RL.3 Describe how a particular story or drama's plot unfolds as well as how the characters respond or change as the plot moves toward a resolution.
		6.RL.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. (Figurative language may include simile, metaphor, hyperbole, and personification; sounds may include onomatopoeia, rhyme, and rhythm).
	Language	6.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	Writing	6.W.1 Write arguments to support the claim(s) (thesis statement) with clear reasons and relevant evidence.

		6.W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
Grade 7, Areas of Weakness	Reading Info. Text	7.RI.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound, and the evidence is relevant and sufficient to support the claims.
	Reading Lit. Text	7.RL.5 Analyze how an author uses an entire text's (e.g., short story, drama, poem) form or structure to develop ideas.
		7.RL.7 Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version.
	Writing	7.W.1 Write arguments to support the claim(s) (thesis statement) with clear reasons and relevant evidence.
		7.W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
Grade 8, Areas of Weakness	Reading Info. Text	8.RI.7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
	Reading Lit. Text	8.RL.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot.
	Writing	8.W.1 Write arguments to support the claim(s) (thesis statement) with clear reasons and relevant evidence.
		8.W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
Grades 9-10, Areas of Weakness	Reading Info. Text	9-10.RI.3 Analyze how and why individuals, events, and ideas develop and/or interact over the course of a text.
	Reading Lit. Text	9-10.RL.6 Analyze how cultural experiences influence particular points of view in diverse works of literature.
		9-10.RL.9 Find connections between texts to analyze and evaluate how effectively an author draws on other texts in a specific work (e.g., through allusions, prequels, sequels; transforming an earlier story).
	Writing	9-10.W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
		9-10.W.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

Professional Development Surveys

Four surveys conducted from fall 2020 to fall 2023 examined school and district staff experiences with, and needs for, professional development related to literacy instruction. Staff recruited to participate were employed by one of the 27 districts from around the state that were participating in a literacy grant opportunity during the relevant time period, resulting in 4,048 responses in total. In Table 6, response rates are provided.

Table 6. Staff Recruited for Literacy PD Surveys & Response Rates

Staff Types	2019-20	2020-21	2021-22	2022-23	All Years
Licensed Personnel					
N Recruited	6,401	6,037	6,105	6,212	24,755
Response Rate	22.0%	17.4%	6.8%	14.2%	15.2%
Aides/Paraprofessionals					
N Recruited	2,323	233	n/a	n/a	2,556
Response Rate	10.0%	24.9%	n/a	n/a	11.3%
All Personnel					
N Recruited	8,724	6,270	6,105	6,212	27,311
Response Rate	18.8%	17.7%	6.8%	14.2%	14.8%

Recruitment of aides/paraprofessionals to participate in the surveys was discontinued after two rounds of data collection because access to these non-licensed personnel's emails was limited. Licensed personnel included administrators (e.g., principals), teachers, and other non-licensed personnel (e.g., instructional coaches). Counts of types of respondents can be found in the table immediately below.

Table 7. Respondents of Literacy PD Surveys

Staff Types	2019-20	2020-21	2021-22	2022-23	All Years
Administrators	102	104	12	30	248
Teachers	1,141	781	378	818	3,118
Other Licensed Personnel	166	168	24	34	392
Aides/Paraprofessionals	232	58	n/a	n/a	290
All Personnel	1,641	1,111	414	882	4,048

Survey questions asked respondents about professional development related to literacy instruction. Respondents provided information about both the professional development they received over the last school year and what they want in the future. Namely, respondents were asked about their participation and interest in the following literacy-related professional development themes:

- *Leadership (organizational structures, processes, roles, & teams within a building or district)*
- *Instruction & intervention (program & practice implementation)*
- *Educational state content standards (including curriculum alignment)*
- *Assessment & evaluation (processes to monitor students or systems)*

- *Family & community engagement (understanding intentional work with families for student success)*

Respondents were also asked about their participation and interest in the literacy-related professional development via the following formats:

- *Webinar, seminar, workshop, conference session, class, or course*
- *Professional learning community (PLC), mentorship, professional observation of a colleague/site, or book study with colleagues*
- *Using instructional coaching*
- *Accessing information on your own (professional reading of books or internet sources)*

Table 8 reveals that literacy-related professional development is common (reported in 87.9% of responses), but not all themes are equally common. Professional development on instruction and intervention is most common (reported in 69.7% of responses), followed by assessment and evaluation (39.5%) and educational state content standards (29.3%). Professional development focused on family and community engagement was the least common across years overall (24.3%), and the rates decreased in recent years. Professional development focused on leadership was also not very common overall (25.1%), but common among administrators (57.7%).

Table 8a. Reported Rates of Staff Receiving Any Literacy-Related PD

Staff Types	2019-2020	2020-2021	2021-2022	2022-2023	All Years
Administrators	90.2%	92.3%	91.7%	100.0%	92.3%
Teachers	88.1%	88.1%	87.3%	92.9%	89.3%
Other Licensed Personnel	87.3%	89.9%	100%	97.1%	90.1%
Aides/Paraprofessionals	66.8%	63.8%	n/a	n/a	66.2%
All Personnel	85.1%	87.5%	88.2%	93.3%	87.9%

Table 8b. Rates of Literacy-Related PD on Leadership

Staff Types	2019-2020	2020-2021	2021-2022	2022-2023	All Years
Administrators	63.7%	51.0%	50.0%	63.3%	57.7%
Teachers	23.6%	19.7%	17.7%	17.6%	20.3%
Other Licensed Personnel	44.0%	39.3%	62.5%	47.1%	43.4%
Aides/Paraprofessionals	25.9%	15.5%	n/a	n/a	23.8%
All Personnel	28.5%	25.4%	21.3%	20.3%	25.1%

Table 8c. Rates of Literacy-Related PD on Instruction & Intervention

Staff Types	2019-2020	2020-2021	2021-2022	2022-2023	All Years
Administrators	58.8%	72.1%	83.3%	90.0%	69.4%
Teachers	72.0%	67.0%	67.7%	75.9%	71.2%
Other Licensed Personnel	73.5%	70.8%	83.3%	85.3%	74.0%
Aides/Paraprofessionals	49.6%	37.9%	n/a	n/a	47.2%
All Personnel	68.1%	66.5%	69.1%	76.8%	69.7%

Table 8d. Rates of Literacy-Related PD on Educational State Content Standards

Staff Types	2019-2020	2020-2021	2021-2022	2022-2023	All Years
Administrators	25.5%	20.2%	41.7%	30.0%	24.6%
Teachers	30.9%	27.5%	36.2%	32.2%	31.0%
Other Licensed Personnel	30.7%	23.8%	62.5%	38.2%	30.4%
Aides/Paraprofessionals	14.2%	12.1%	n/a	n/a	13.8%
All Personnel	28.2%	25.5%	37.9%	32.3%	29.3%

Table 8e. Rates of Literacy-Related PD on Assessment & Evaluation

Staff Types	2019-2020	2020-2021	2021-2022	2022-2023	All Years
Administrators	40.2%	32.7%	41.7%	63.3%	39.9%
Teachers	42.6%	35.9%	39.7%	44.0%	40.9%
Other Licensed Personnel	39.8%	33.3%	54.2%	52.9%	39.0%
Aides/Paraprofessionals	25.9%	20.7%	n/a	n/a	24.8%
All Personnel	39.8%	34.4%	40.6%	45.0%	39.5%

Table 8f. Rates of Literacy-Related PD on Family & Community Engagement

Staff Types	2019-2020	2020-2021	2021-2022	2022-2023	All Years
Administrators	46.1%	36.5%	25.0%	23.3%	38.3%
Teachers	24.2%	31.1%	15.3%	15.3%	22.5%
Other Licensed Personnel	30.1%	33.3%	41.7%	14.7%	30.9%
Aides/Paraprofessionals	21.6%	25.9%	n/a	n/a	22.4%
All Personnel	25.8%	31.7%	17.1%	15.5%	24.3%

Table 9 shows the extent to which respondents are interested in receiving more professional development in the five literacy-related themes. The most in-demand literacy-related professional development themes are instruction and intervention (53.5%) and assessment and evaluation (39.0%). These themes were also those most commonly reported among respondents who received literacy-related professional development. This suggests that there is some degree of alignment of what professional development is available with actual demand.

However, the third most in-demand professional development theme was family and community engagement (28.5%), despite it being the least common theme for professional development that has been accessed. This suggests that there is a distinct need for more professional development focused on leveraging family and community engagement to further literacy. Furthermore, the fact that such professional development has been less common in recent years suggests the need for it is not being met.

Finally, 22.1% of respondents were interested in professional development focused on state content standards and 21.0% of were interested in the leadership theme. Although the degree of interest in the various themes varies, there is enough interest in each one to consider each theme in-demand.

Table 9a. Interest in More Literacy-Related PD on Leadership

Staff Types	2019-2020	2020-2021	2021-2022	2022-2023	All Years
Administrators	43.1%	51.6%	66.7%	48.1%	48.1%
Teachers	16.0%	19.6%	14.0%	15.1%	16.4%
Other Licensed Personnel	34.1%	47.3%	42.9%	32.1%	39.9%
Aides/Paraprofessionals	21.1%	16.4%	n/a	n/a	20.2%
All Personnel	20.3%	26.8%	16.7%	16.9%	21.0%

Table 9b. Interest in More Literacy-Related PD on Instruction & Intervention

Staff Types	2019-2020	2020-2021	2021-2022	2022-2023	All Years
Administrators	51.0%	66.3%	66.7%	55.6%	58.4%
Teachers	47.7%	61.7%	55.0%	48.5%	52.1%
Other Licensed Personnel	57.3%	71.3%	71.4%	64.3%	64.3%
Aides/Paraprofessionals	47.6%	61.8%	n/a	n/a	50.4%
All Personnel	48.9%	63.7%	56.0%	49.3%	53.5%

Table 9c. Interest in More Literacy-Related PD on Educational State Content Standards

Staff Types	2019-2020	2020-2021	2021-2022	2022-2023	All Years
Administrators	13.7%	15.8%	22.2%	14.8%	15.0%
Teachers	18.8%	24.3%	21.3%	23.3%	21.5%
Other Licensed Personnel	26.8%	34.0%	35.7%	35.7%	30.9%
Aides/Paraprofessionals	22.0%	21.8%	n/a	n/a	22.0%
All Personnel	19.8%	24.8%	22.0%	23.5%	22.1%

Table 9d. Interest in More Literacy-Related PD on Assessment & Evaluation

Staff Types	2019-2020	2020-2021	2021-2022	2022-2023	All Years
Administrators	37.3%	38.9%	55.6%	44.4%	39.5%
Teachers	37.0%	42.7%	40.3%	35.6%	38.4%
Other Licensed Personnel	42.1%	56.7%	64.3%	46.4%	49.4%
Aides/Paraprofessionals	31.3%	32.7%	n/a	n/a	31.6%
All Personnel	36.8%	43.9%	41.8%	36.3%	39.0%

Table 9e. Interest in More Literacy-Related PD on Family & Community Engagement

Staff Types	2019-2020	2020-2021	2021-2022	2022-2023	All Years
Administrators	34.3%	42.1%	33.3%	33.3%	37.3%
Teachers	26.5%	28.8%	26.7%	23.7%	26.4%
Other Licensed Personnel	33.5%	40.0%	42.9%	50.0%	37.9%
Aides/Paraprofessionals	30.0%	34.5%	n/a	n/a	30.9%
All Personnel	28.2%	32.1%	27.6%	25.1%	28.5%

Given school and district staff interest in further literacy-related professional development, it is important to support staff access to professional development in the favored formats. Table 10

reveals which formats for delivering literacy-related professional development are more popular.

Table 10a. Interest in Webinar/Seminar/Workshop/Conference/Class Formats

Staff Types	2019-2020	2020-2021	2021-2022	2022-2023	All Years
Administrators	60.8%	71.6%	88.9%	77.8%	68.2%
Teachers	60.3%	70.2%	63.3%	64.4%	64.0%
Other Licensed Personnel	79.3%	86.7%	92.9%	82.1%	83.1%
Aides/Paraprofessionals	59.9%	67.3%	n/a	n/a	61.3%
All Personnel	62.2%	72.7%	65.3%	65.5%	65.9%

Table 10b. Interest in PLC/Mentorship/Professional Observation/Book Study Formats

Staff Types	2019-2020	2020-2021	2021-2022	2022-2023	All Years
Administrators	57.8%	68.4%	44.4%	55.6%	61.4%
Teachers	46.8%	57.3%	56.7%	58.0%	53.2%
Other Licensed Personnel	49.4%	65.3%	57.1%	75.0%	58.4%
Aides/Paraprofessionals	35.7%	41.8%	n/a	n/a	36.9%
All Personnel	46.2%	58.7%	56.3%	58.6%	52.9%

Table 10c. Interest in Using Instructional Coaching

Staff Types	2019-2020	2020-2021	2021-2022	2022-2023	All Years
Administrators	38.2%	45.3%	33.3%	29.6%	39.9%
Teachers	27.1%	35.8%	27.7%	30.0%	30.0%
Other Licensed Personnel	34.8%	40.7%	42.9%	32.1%	37.4%
Aides/Paraprofessionals	27.3%	34.5%	n/a	n/a	28.7%
All Personnel	28.6%	37.4%	28.5%	30.0%	31.2%

Table 10d. Interest in Accessing Information on One's Own (Reading Books/Web Sources)

Staff Types	2019-2020	2020-2021	2021-2022	2022-2023	All Years
Administrators	27.5%	28.4%	22.2%	37.0%	28.8%
Teachers	30.7%	36.1%	37.3%	35.2%	33.8%
Other Licensed Personnel	36.6%	38.7%	35.7%	42.9%	37.9%
Aides/Paraprofessionals	28.6%	30.9%	n/a	n/a	29.1%
All Personnel	30.8%	35.4%	36.8%	35.5%	33.5%

The most popular format of literacy-related professional development is a *webinar, seminar, workshop, conference session, class, or course* (65.9% overall interest), followed by a *professional learning community (PLC), mentorship, professional observation of a colleague/site, or book study with colleagues* (52.9% overall interest). There is still a considerable amount of interest in the remaining formats; namely, 33.5% responses indicated interest in *accessing information on your own (professional reading of books or internet sources)* and 31.2% of responses indicated interest in *using instructional coaching*.

Furthermore, the 31.2% interest in instructional coaching may underestimate the degree of need for professional development in this format. Conversations with literacy instructional coaches

often reveal a reluctance on the part of some teachers to welcome instructional coach input despite the potential to significantly benefit from it. When relationships between coaches and teachers are developed, interest in instructional coach support tends to further develop as well.

Literacy Coach Cadre and Teacher Surveys

In February 2024, ninety-eight literacy instructional coaches in North Dakota gathered for a Literacy Coach Cadre professional development event. A brief survey was conducted during the gathering in which seventy-nine coaches participated, resulting in a response rate of 80.6%. Respondents identified the age/grades of students who their work supports and answered two other questions. First, they selected from a list of needs which met the following criteria: *What does your district or building system need more of (compared with what is already available) in order to help your students achieve literacy proficiency?* Next, they were invited to provide an open-ended response to the following question: *Is there more you'd like to share about your district or building system's needs when it comes to helping your students achieve literacy proficiency?*

Teachers were also invited to respond to the same survey questions via emails from NDDPI in April-May 2024, and 364 teachers responded. Due to uncertainty regarding how many teachers noticed the opportunity to participate in the survey, the response rate is undetermined.

Table 11 displays how instructional coaches responded in the survey, revealing the percentage of respondents who selected the need from the list provided. Most instructional coach respondents serve multiple age/grade groups. Those who serve children from birth to age 3 (whether exclusively or alongside other ages/grades) reported the largest number of needs, followed by those serving ages 3-5 or grades 7-12.

Overall, the most frequently selected need for the sample was *implementation support for educators*. Additional staff and professional development were also top needs. However, top needs within student age/grade groups varied. *Implementation support for educators* was also the most frequently selected need for coaches serving grades k-12, but top needs differed for coaches serving ages 0-5. The top needs for those serving ages 0-3 are *improved systems for instructional outcomes (scheduling, Multi-Tiered System of Supports, etc.)* and *assessment & data supports*. Meanwhile, the top need for those serving ages 3-5 was *professional development knowledge for leaders*.

Table 11. Literacy Coach Cadre Survey Results

<i>What does your district or building system need more of in order to help your students achieve literacy proficiency?</i>	Full Sample (N=79)	Serving Ages 0-3 (N=7) Highest Need Group	Serving Ages 3-5 (N=16) High Need Group	Serving Gr. K-3 (N=50) Moderate Need Group	Serving Gr. 4-6 (N=58) Moderate Need Group	Serving Gr. 7-12 (N=37) High Need Group
1) Implementation support for educators	87.3%	85.7%	87.5%	88.0%	86.2%	91.9%
2) Staff	84.8%	71.4%	75.0%	78.0%	82.8%	91.9%
3) Professional development	79.7%	85.7%	87.5%	74.0%	81.0%	86.5%

knowledge for educators						
4) Professional development knowledge for leaders	79.7%	85.7%	93.8%	78.0%	79.3%	89.2%
5) Improved expectations for instructional fidelity	78.5%	85.7%	81.3%	72.0%	75.9%	83.8%
6) Higher-quality staff	78.5%	85.7%	81.3%	70.0%	72.4%	89.2%
7) Improved family communication, support, and engagement	77.2%	71.4%	81.3%	68.0%	74.1%	83.8%
8) Resources for struggling students (books, tutoring, technology, etc.)	68.4%	85.7%	75.0%	70.0%	63.8%	67.6%
9) Improved systems for instructional outcomes (scheduling, MTSS, etc.)	62.0%	100%	62.5%	54.0%	56.9%	67.6%
10) Dedicated collaboration time	62.0%	85.7%	75.0%	60.0%	56.9%	56.8%
11) Facility improvements	57.0%	71.4%	62.5%	58.0%	60.3%	56.8%
12) Updated curriculum and intervention materials	54.4%	71.4%	56.3%	48.0%	56.9%	70.3%
13) Building leader dedicated to literacy improvement	50.6%	42.9%	43.8%	44.0%	46.6%	51.4%
14) Assessment & data supports	46.8%	100%	62.5%	42.0%	44.8%	54.1%
15) Increased school board priority on literacy	44.3%	42.9%	37.5%	40.0%	41.4%	43.2%
16) Other supplies and materials	41.8%	71.4%	62.5%	48.0%	44.8%	40.5%

Table 12 displays how teachers responded to their survey, revealing the percentage of respondents who selected the need from the list provided. Teachers who serve children from birth

to age 3 (whether exclusively or alongside other ages/grades) reported the largest number of needs, followed by those serving ages 3-5.

Overall, the most frequently selected need for the sample was *implementation support for educators*, similar to what instructional coach respondents reported. Top needs within student age/grade groups did vary somewhat. Teachers serving ages 0-5 near-uniformly reported *professional development knowledge for educators* as a major need. Meanwhile, the top need for teachers serving grades 7-12 was *resources for struggling students (books, tutoring technology, etc.)*.

Table 12. Teacher Survey Results

<i>What does your district or building system need more of in order to help your students achieve literacy proficiency?</i>	Full Sample (N=374)	Serving Ages 0-3 (N=32) Highest Need Group	Serving Ages 3-5 (N=69) High Need Group	Serving Gr. K-3 (N=187) Moderate Need Group	Serving Gr. 4-6 (N=123) Moderate Need Group	Serving Gr. 7-12 (N=99) Moderate Need Group
1) Implementation support for educators	85.3%	96.9%	88.4%	87.7%	87.8%	76.8%
2) Resources for struggling students (books, tutoring, technology, etc.)	84.0%	96.9%	91.3%	81.8%	85.4%	80.8%
3) Staff	77.3%	93.8%	81.2%	82.9%	82.1%	66.7%
4) Improved family communication, support, and engagement	72.7%	90.6%	87.0%	69.0%	69.9%	67.7%
5) Professional development knowledge for educators	71.1%	100.0%	94.2%	72.7%	77.2%	55.6%
6) Dedicated collaboration time	68.7%	93.8%	85.5%	61.0%	67.5%	69.7%
7) Updated curriculum and intervention materials	66.3%	84.4%	75.4%	59.9%	65.9%	61.6%
8) Other supplies and materials	64.7%	90.6%	82.6%	64.2%	62.6%	57.6%
9) Professional development knowledge for leaders	61.8%	96.9%	79.7%	62.0%	63.4%	56.6%

10) Improved expectations for instructional fidelity	61.0%	84.4%	65.2%	62.6%	61.0%	59.6%
11) Higher-quality staff	59.9%	87.5%	71.0%	58.3%	61.8%	58.6%
12) Improved systems for instructional outcomes (scheduling, MTSS, etc.)	59.1%	84.4%	73.9%	59.4%	61.0%	59.6%
13) Increased school board priority on literacy	52.4%	84.4%	60.9%	47.1%	48.8%	48.5%
14) Building leader dedicated to literacy improvement	51.6%	87.5%	66.7%	48.7%	46.3%	50.5%
15) Assessment & data supports	50.0%	81.3%	66.7%	48.1%	49.6%	44.4%
16) Facility improvements	47.1%	75.0%	65.2%	42.8%	39.8%	43.4%

Twenty-eight of the instructional coach respondents and 111 of the teacher respondents provided open-ended responses regarding their building or system needs for furthering student literacy. Following is a summary of the themes that emerged within these responses:

1. Literacy Education

- a. Concerns about the sustainability of literacy initiatives, particularly after the expiration of the CLSD grant.
- b. The need for consistent explanations of proficiency and literacy across disciplines.
- c. Challenges in implementing and integrating literacy resources into the curriculum.

2. Teacher Training and Support

- a. Lack of support for teachers in implementing provided materials and resources.
- b. Desire for more training for teachers, administrators, and coaches in literacy.
- c. Recognition of the need for time for teachers to learn and plan for implementation.

3. Impact of Grants and Funding

- a. Worries about the potential loss of momentum and growth in teacher development without effective coaches after current grant funding ends.
- b. Questions about sustaining progress beyond the grant period and concerns about a lack of long-term capacity building.

4. Staffing Challenges

- a. Shortages of teachers, aides/paraprofessionals, and special education staff.
- b. Issues with attracting and retaining qualified staff, with suggestions that higher pay could help address the shortages.

5. Resource Management

- a. Challenges in aligning and effectively using the multitude of resources available in

- elementary schools.
 - b. The need for intervention resources that address comprehension and encoding, beyond decoding.
- 6. Facility Improvements and Curriculum Coordination**
- a. Requests for facility improvements and a full-time curriculum coordinator.
 - b. Emphasis on clear expectations and focus during a period of transition with new schools and leadership.
- 7. State Support and Prioritization**
- a. Calls for state support to emphasize the priority of literacy initiatives for administrators.
 - b. Concerns about how decisions based on surveys may impact educational strategies and priorities.
- 8. Sports vs. Literacy Priorities**
- a. Criticism of spending on sports-related roles instead of allocating resources to literacy supplies, materials, and libraries.
- 9. Student and Behavior Challenges**
- a. Recognition of the impact of student behaviors on effective instruction.
 - b. Acknowledgment of difficulties in resolving behavior challenges, impacting overall student proficiency.
- 10. Community Engagement and Mental Health Support**
- a. Calls for more support staff, including paraprofessionals, and the need for intervention resources that address various student needs.
 - b. Requests for support from the state in emphasizing the importance of literacy initiatives to administrators.
- 11. Access to Resources and Materials**
- a. Teachers face bureaucratic hurdles in acquiring necessary literacy materials due to strict grant management.
 - b. There is a need for students to have access to quality literacy materials at home, not just at school.
 - c. Teachers express a need for updated and consistent curricular materials, particularly those aligned with the Science of Reading and the Northwest Evaluation Association (NWEA) student assessments used by some districts.
 - d. Educators need specific materials, such as phonics books, small group intervention materials, and spelling/writing resources.
- 12. Professional Development and Training**
- a. Teachers report insufficient professional development on new curricula and literacy strategies, including a need for Lexia Language Essentials for Teachers of Reading and Spelling (LETRS) training for all educators.
 - b. New teachers struggle with a lack of support, while seasoned teachers purchase materials themselves and seek additional training on their own.
- 13. Systemic and Administrative Support**
- a. There's a need for cohesive implementation and buy-in across departments and content areas.
 - b. Reduction of Bureaucratic Red Tape: The process of justifying expenses and navigating paperwork is time-consuming and counterproductive.
 - c. Smaller Class Sizes and More Staffing: Teachers call for smaller class sizes and additional support staff, such as interventionists and paraprofessionals, to better address individual student needs.

14. Parental and Community Engagement

- a. Increased efforts are needed to involve parents and the community in literacy development, emphasizing the importance of reading at home.
- b. Respondents emphasized the importance of early childhood education and support for parents and caregivers in promoting literacy from birth to five years.

15. Intervention and Support for Struggling Students

- a. There is a need for effective interventions for students who struggle with literacy but do not qualify for special education.
- b. Interventions should not be limited to early grades but should more often extend through middle and high school.

16. Consistency and Alignment

- a. Teachers express a need for consistent and aligned literacy curriculum and instruction across grade levels.
- b. There is a call for vertical alignment in phonics and writing instruction from early grades through high school.

17. Classroom Management and Administrative Policies

- a. Behavioral supports are needed for classroom management and addressing student behavior. This is critical to creating an environment conducive to learning.
- b. Respondents see a need for more accountability for implementing literacy programs and greater collaboration time among teachers to plan and deliver effective literacy instruction.

18. Technology and Digital Literacy

- a. Educators emphasized the need to teach students how to evaluate and use digital information effectively.
- b. Respondents suggested that better integration and use of technology tools provided by school districts is needed.

19. Funding and Equity

- a. It is necessary to ensure equitable access to high-quality literacy instruction and resources across all schools and districts, particularly for schools with higher poverty rates.
- b. Respondents stressed the importance of sustained funding to support ongoing professional development, curricular updates, and literacy interventions.

Stakeholder Consultations

A series of stakeholder consultations/conversations were facilitated to gather further insight into literacy instruction needs. Listening sessions with North Dakota teams focused on literacy were facilitated in March and April 2024. Additionally, three focus groups were facilitated at the NDDPI Literacy Convening & Showcase event in April 2024.

Listening Session: Comprehensive Literacy State Development (CLSD) Grant Advisory Team. This team includes NDDPI staff who work directly with the field to further education and with each other to implement and coordinate educational programs throughout the state. A dozen team members participated in a facilitated discussion in March 2024. The discussion focused on needs related to literacy instruction that they observe in their roles. The discussion highlighted several key points that are described below.

Schools Identified by NDDPI for Improvement. These schools struggle with delivering

grade-level content to students, particularly students with an Individualized Education Program (IEP). Interventions are often remedial rather than providing exposure to grade-level material, hindering progress.

Multi-Tiered System of Supports (MTSS). There is concern that students identified within Tier 2 (needing small group instruction) and Tier 3 (needing intensive individual intervention) spend too much time in interventions, leading to a separate curriculum and a feeling of being tracked instead of “mainstreamed” or caught-up on grade-level standards. The focus should be on providing interventions outside of/in addition to regular instruction.

Section 504. Parents are frustrated with the lack of accommodations in general education classrooms, leading to overreliance on interventions and specialist teachers. There's a need for more training on accommodations and adherence to U.S. Department of Education Office for Civil Rights (OCR) requirements.

Alignment to State Standards. Better alignment of MTSS to state standards, and utilizing funds effectively to improve outcomes, were discussed as needs in the field.

After-School Programming. There is a need for better support and professional development for staff involved in after-school and summer programs, especially in addressing core academics and student needs.

Dyslexia Screening and Assistive Technology. Concerns were raised about the effectiveness of some forms of dyslexia screening and the integration of assistive technology into instruction to support students with language-based disorders.

Socioemotional Needs. COVID-related disruptions have exacerbated socioemotional needs, especially in early childhood education, leading to challenges in addressing basic behaviors and preparing students for school. When children develop better language skills, they are less emotionally reactive and engage in less conflict because they can understand others and be better understood.

Secondary School Focus. There is a need to ensure that secondary students receive exposure to grade-level instruction, with a clear understanding of the distinction between interventions and core instructional materials.

Overall, the discussion of the CLSD Advisory team highlighted the importance of aligning interventions with grade-level content, providing effective accommodations, addressing socioemotional needs, and integrating quality dyslexia screening and assistive technology to support student learning.

Listening Session: North Dakota State Literacy Team. The State Literacy Team includes thirteen educators and administrators serving and supporting students from around the state. Positions include various program coordinators and directors, literacy coaches, principals, and interventionists. Additionally, two faculty members of the Mayville State University Teacher Education Program serve on the State Literacy Team. This group develops and updates the North Dakota Literacy Plan and is directly involved in instruction and administration related to student literacy.

In April 2024, a listening session was facilitated for the purpose of the current needs assessment. Team members were asked to share what needs related to literacy instruction they observed in their work in the field. Following are themes that emerged.

Early Childhood Needs. Meeting young children’s literacy needs is a challenge given that Kindergarten is not legally required. Students who miss Kindergarten ultimately miss many opportunities for neurological and cognitive growth that is supportive of literacy. Importantly, when early childhood literacy needs are met, other positive academic and behavioral outcomes are achieved. Students are more prepared to learn and engage in socially appropriate behavior when

their language is understood, due to their emerging proficiency in spoken language. Because they can be understood instead of misunderstood and frustrated, as they seek to communicate with educational staff and peers, they are more prepared to learn.

Family/Community Engagement and Early Childhood/Elementary Education Needs.

The State Literacy Team has found that the CLSD grant has been instrumental in generating family and engagement that is supportive of children's literacy, including creative approaches that better target the intended families. The increase in direct opportunities and support for young families regarding literacy allows for more kindergarten readiness. Maintaining this programming and its literacy benefits requires ongoing financial support. There was some interest in partnering with organizations such as Parents Lead for further emphasis upon parental support and communicating the importance of engaging parents in literacy education.

Secondary Education Needs. The listening session revealed distinct challenges with fostering literacy in secondary education. Implementing the MTSS is more challenging with secondary school students who have a more structured school day. Requiring additional courses can unfortunately contribute to absenteeism, showing that other solutions are needed. Some solutions proposed include greater coordination and collaboration among teachers of differing content areas. There is a need for a shared framework and common language among such teachers so the relevance of literacy across subjects is evident. Non-ELA teachers need training in literacy as it relates to their subject area content and ELA teachers need training in working with students who display literacy proficiency below their grade level.

Role of Technology. The role of technology in students' lives also poses a challenge to literacy, and one that educators, administrators, and families need to better appreciate. Screen time has replaced time that could otherwise be spent reading, both outside of and inside the classroom. Young children may know how to scroll on a touch screen but not how to turn a page. Parents provide children with screen time that they believe is educational or otherwise beneficial when it is not supportive of literacy or learning in general. Educators need professional development to differentiate helpful versus unhelpful use of technology and to support more digital literacy for themselves and their students.

Professional Development and Instructional Coaching. Even when highly relevant professional development can be made available, *implementing* the ideas and insights from professional development remains a challenge. Instructional coaches are essential for ensuring that professional development received by teachers can be effectively implemented such that learners benefit. A culture of coaching and cyclical feedback within a school building greatly supports the application of professional development and the acceptance of feedback by teachers. A need was expressed for an education hub with resources for various aspects of instruction, coaching, information on learning initiatives, and other learner supports.

Maintaining and Leveraging Existing Progress for More Literacy Gains. The CLSD grant has empowered North Dakota's schools to build infrastructure in terms of staff, materials, and teaching methods for student literacy. The challenge moving forward is making this continuing work sustainable and ever improving. Administrators need help understanding how the work of supporting student literacy will continue. Additionally, instructional coaches can be most effective when resources are allocated such that they are specialists (serving a specific building or grade span) rather than generalists (serving multiple buildings or all grades, being an interventionist and a coach at the same time, etc.).

English learner and special education intervention collaboration with coaches is also a challenge due to differing lenses and expertise. Communication is essential in helping bridge the gaps.

Teacher Preparation Programs/Licensure Considerations. Possible shortcomings were

noted in teacher preparation programs. Teachers may also not have adequate training on implementing MTSS programs with fidelity. There may also be inadequate training for teachers on how to effectively use technology in instruction. Implementation science, mental health, and classroom management related to behavioral concerns were also referenced as concerns that teacher preparation programs may have a role in addressing. Concern was raised about the move to a K-8 licensure to enhance flexibility in filling teaching positions and removing emphasis upon specialized skills needed for the earlier grades.

Focus Groups: Literacy Needs for Ages 0-5, Grades K-6, and Grades 7-12. Three focus groups were facilitated at the NDDPI Literacy Convening & Showcase event in April 2024, each focusing on an age/grade group of literacy needs. Focus group participants were literacy instructional coaches, teachers, and administrators. Some participants participated in more than one focus group, with approximately forty individuals participating in total across the three focus groups.

There was a strong consensus among focus group attendees that the CLSD grant has had an extremely beneficial effect on student literacy. The grant has also empowered school districts to build an infrastructure of staff and instructional methods/materials that will continually improve and accomplish more and more gains in literacy – *if* financial support for resources and staff can continue to be provided.

Literacy Needs for Serving Ages 0-5. The conversation with staff serving learners from birth to age 5 indicated that some schools have established which assessment tools are providing helpful assessment data. Improvements in resources due to existing grant funding has resulted in improved teacher retention, which had previously been a severe struggle. The grant has also helped by bringing understanding and support through instructional coaching. Existing grant funding has additionally increased support for early childhood training opportunities that were more scarce previously due to funding limitations.

There continued to be room to grow in terms of communication of early childhood training opportunities. It has been a struggle to fully establish mentorship and guidance for staff serving learners from birth to age 3. Meanwhile, the Lexia Language Essentials for Teachers of Reading and Spelling (LETRS) training was lauded and recommended for wider usage.² Literacy leaders in schools and districts continue to research areas of opportunity for early childhood.

One ongoing early-learning project involves getting books to the in-home daycares in the area. The plan is to rotate in new books every quarter. There are also plans to provide backpacks with literacy resources for families to check out. There is a desire for continued funding for books to read with their families to foster family engagement. Another strategy at present involves “story time” with families on Fridays when there is no school. This involves busing learners in the community to attend the story time.

Another project highlighted by a district involves working with childcare providers to provide free literacy training to childcare staff. There is also a family partnership entity that collaborates with the grant’s staff also to facilitate family engagement.

Another district has worked to build capacity in the early childhood area. They are using the Science of Reading, LETRS training, and mentoring for instructors of early childhood through high school. This is their first experience with instructional coaching of staff working with learners in early childhood.

² Through funding set aside during the 68th ND Legislative Assembly, NDDPI has offered each public school district an opportunity to receive \$2,000 per elementary building serving K-3 students for LETRS training. This will ensure that one educator is fully trained in LETRS.

One participant in the conversation remarked that in many cases, the legislature sees preparing kids for kindergarten as the parents' responsibility. However, the reality is that without intervention, many children are not ready for kindergarten. One district has used current grant funding to hire two retired teachers to help in work with daycares and identify development delays in students.

Once the current grant funding ends, it will not be possible to sustainably continue such programming unless new funding is provided. Small districts tend to "braid" funding as a necessity, which makes some grant requirements challenging to follow for both current and potential future funding.

Literacy Needs for Serving Grades K-6. Positive outcomes stemming from current funding were reported; however, continued growth is needed. English Learners and lower-income students at the elementary level need additional support. After about second grade, student engagement in reading programs decreases due to competing activities. More staff, time, and guidance are needed to support Native American students with literacy. There may need to be more collaboration with higher education to help prepare teachers and address teacher turnover.

Existing grant funding has helped build leadership's capacity to brainstorm solutions. For one district, current grant funding has the purchase of manipulatives and other resources and programming that helps students learn encoding, decoding, and other learning functions.

Early in the current grant stream, some districts made training very available that focused on building professional learning communities (PLCs) to support MTSS utilization. The MTSS process in the early grades helps focus attention on the core skills, emphasizing prevention instead of intervention. This is significant because if a student has not mastered decoding skills by 5th grade, they are substantially less likely to become fluent readers.

Some educators have had to cancel student interventions due to inadequate availability of substitute teachers. Common interventions can be handled by some substitute teachers, but specialists are needed for less common interventions.

Momentum is building around coaching practices with the current grant funding. Gains have been made in supporting teachers in the classroom by educating coaches on coaching strategies. It is noted that teachers must have a say in conceptualizing and measuring their growth, with coaches meeting them where they are.

One district that began with three coaches at the beginning of the current grant has since decreased to two coaches and may decrease to only one should additional funding not be available. A second district stressed that they are having a harder time retaining teachers with the teacher shortage worsening. Altogether, funding is necessary for adequate staffing and for essential training, such as the LETRS training. One particular district currently provides LETRS training for all new teachers, but sustaining such widespread training requires sustainable support.

Literacy Needs for Serving Grades 7-12. An important focus for staff serving students in grades 7-12 is building disciplinary understandings of literacy across content areas. This involves shifting mindsets as to what counts as literacy. It can be challenging to get teachers of some disciplines to see their role in literacy. In high school in particular, resources are less available and there is only so much available and literacy-relevant professional development. Freedom and flexibility with available classroom resources is important so teachers have more flexibility for instruction.

Once students get to high school, it is challenging to close those gaps in literacy due to competition with the graduation requirements, among other deadlines. Further, some teachers are simply not trained to do the interventions. Special Education teachers have a wide range of specialties, but they still may not help all students. Teachers need additional resources to aid in scaffolding student learning. It was suggested that making literacy coaches part of school

improvement teams may help build understanding of disciplinary literacy and arranging for the right resources to be available.

It was mentioned that there is a common misconception that secondary students come to high school already inherently literate. Professional development and teacher preparation programs can do more to ensure that secondary teachers have relevant knowledge of how to serve students who struggle with literacy.

Focus group participants identified that principals need more training and support to address literacy and develop a 5-year vision for improving literacy. Ultimately, it is harder to move the needle on literacy district leadership and coaches and teachers are not on the same page.

Finally, more grant funding can help support disciplinary literacy and supplemental resources. It could also support summer and after-school programs for struggling readers, including English learners.

Key Findings: Literacy Goals, Gaps, and Needs

Within the 2023 North Dakota Literacy Plan, the North Dakota State Literacy Team identifies six focus goal areas or “essential elements” to be harnessed to shape the literacy instruction experiences for all students in early education programs through grade 12. Namely, the essential elements are *leading for impact*, *supporting professional learning*, *engaging all stakeholders*, *planning standards-aligned curriculum*, *assessing to inform*, and *instruction with precision*. All six focus areas are conceptualized to be incorporated simultaneously in a school system and curriculum. In the following section, essential elements goals are reviewed and findings from data reports, surveys, and stakeholder consultations are used to determine relevant needs. Kept in mind are target groups and levels of need as conceptualized by Witkin and Altschuld (1995):

- Level 1 (primary) – *service receivers*: students
- Level 2 (secondary) – *service providers*: educators and leaders
- Level 3 (tertiary) – *resources and solutions*: working conditions, collaborative and evidence-based culture, coaching and other professional development, etc.

Leading for Impact

Leaders work to influence school culture and build systems that ensure all learners receive an effective, high-quality literacy education.

Leaders are responsible for creating, managing, and supporting teams that share the goal and responsibility of every learner achieving proficient literacy skills. They train and expect all team members to understand individual and team responsibilities toward reaching that common goal.

A leader is someone who has influence. Some leaders, such as superintendents, principals, instructional coaches, and school board members, are assigned by employment or appointment. But others rise naturally from roles such as teachers, mentors, media specialists, family, community members, and even students.

Great leaders support collaborative and innovative strategies to meet the needs of all learners, including students and adults.

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School leaders need professional development in order to lead for impact. Over half of Literacy Coach Cadre survey respondents indicated that having more of a *building leader dedicated to literacy improvement* would be necessary to move student literacy forward.

Many leaders want to rise to the challenge. In the literacy professional development surveys, 57.7% of responses from school/district administrators indicated a desire for more professional development on *leadership* themes such as *organization structures*, *process*, *roles*, and *teams within a building or district*. Staff working under the administrators feel even more strongly. Specifically, 79.7% of Literacy Coach Cadre survey respondents and 71.1% of teacher survey respondents reported that *professional development knowledge for leaders* was essential to improve student literacy in their building or district.

Surveys further revealed several school-culture features that can be supported by leaders. Importantly, several resources can be sought by leaders and are understood as critical for moving student literacy forward. Among survey respondents, 62.0% literacy coaches and 68.7% of teachers reported that *dedicated collaboration time* among staff was needed to improve student literacy. Leaders can help support a culture of collaboration by structuring time and expectations in ways that make room for collaboration. In terms of resources, a significant majority of these same

survey respondents reported needs for more staff, resources for struggling students (e.g., tutoring technology), and facility improvements. Additionally, among those surveyed who support students from birth to age 3, 71.4% of literacy coaches and 90.6% of teachers said that *other supplies and materials* beyond those already listed within the survey are necessary to move literacy forward.

Supporting Professional Learning

Leaders and teams align resources and develop processes to support instructional staff in improving knowledge and delivering literacy instruction.

Professional development and learning may be defined as the key to continuous improvement. North Dakota legislation, NDCC 15.1-21.12.1, requires that all teachers and principals serving students in grades K-3 will receive training in scientifically based reading instruction practices. However, professional learning should not be limited to a specific role or category of teacher. “Research shows that no in-school factors matter more than teaching and leadership, and educators, like students, need continual opportunities to gain new knowledge and skills to enable all students to reach [transition readiness]” (Learning Forward & Education Counsel, 2017).

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Instructional coaches and teachers desire more training for teachers, administrators, and coaches in literacy. Indeed, 79.7% of literacy coaches and 71.1% of teachers reported in their respective surveys that *professional development knowledge for educators* was needed to move student literacy forward in their building or district. Additionally, the professional development surveys revealed substantial interest in additional professional development among educators and leaders. There is demand for all topics offered in the survey, but demand can be ranked in the following order:

1. Instruction & intervention (program & practice implementation)
2. Assessment & evaluation (processes to monitor students or systems)
3. Family & community engagement (understanding intentional work with families for student success)
4. Educational state content standards (including curriculum alignment)
5. Leadership (organizational structures, processes, roles, & teams within a building or district)

Additionally, the CLSD team identified that professional development is needed for school staff who are involved in after-school and summer programming, particularly with regard to core academic needs of students.

In order to meet staff needs for professional development, it is important to support the professional learning being made available in popular formats. All formats are fairly popular and thus will have their audience, but formats can be ranked in terms of popularity in the following order:

1. Webinar, seminar, workshop, conference session, class, or course
2. Professional learning community, mentorship, professional observation of a colleague/site, or book study with colleagues
3. Accessing information on your own (professional reading of books or internet sources)
4. Using instructional coaching

While using instructional coaching is the least popular format, it is still fairly popular with 31.2% of survey responses indicating interest in the format. Additionally, leaders and coaches can help develop a “culture of coaching” in which instructional coaching for educators becomes familiar, normalized, constructive and enjoyable. Such a culture helps educators realize the benefits of coaching and, according to stakeholders in the field, this results in increased interest in using coaching in a continual fashion. Also relevant is the fact that 78.5% of Literacy Coach Cadre survey respondents indicated that *improved expectations for instructional fidelity* was necessary to move literacy forward in their building or district.

Engaging All Stakeholders

Leaders and teams work to build system capacity to ensure all educators recognize and encourage student, family, and community member empowerment to shape a highly effective educational experience for each learner.

A stakeholder is any person or entity invested in a school's and its students' welfare and success. Research indicates three overlapping, mutually reinforced “spheres of influence” that positively influence students’ social, emotional, cognitive, and educational development (Epstein et al., 2019):

- *School (administrators, personnel, students)*
- *Family (immediate and extended caregivers)*
- *Community (all potential partners-organizations, agencies, elected officials, etc.)*

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Across various audiences consulted or surveyed for this needs assessment, past and existing funding that has been supportive of student literacy has been instrumental. Of particular note, this funding has generated family engagement that is conducive to early childhood literacy, including creative approaches that target often marginalized families.

Stakeholders report that increasing opportunities and support for young families for literacy promotion allows young learners to be more kindergarten-ready. It is believed that maintaining such programming and its literacy benefits requires ongoing state and federal financial support.

Other opportunities for growth and improvement exist. In the literacy professional development surveys, 38.3% of responses from administrators, 22.5% of responses from teachers, and 30.9% of responses from other licensed personnel indicated a desire for more professional development focused on *family and community engagement*.

Another opportunity identified by the CLSD team relates to the frustration among parents when Section 504 accommodations are not made in general education programs. More fidelity to Section 504 designations and more collaboration between students’ families and educators is warranted.

Worth noting, the topic of *family and community engagement* was the third most popular professional development topic in the professional development surveys. However, it was ranked last in terms of professional development that has been accessed. This mismatch between popularity and accessibility reflects a clear need. This impression is further reinforced by the fact that 77.2% of Literacy Coach Cadre survey respondents and 72.7% of teacher respondents reported that *improved family communication, support, and engagement* is critical for improving student literacy.

Planning Standards-Aligned Curriculum

Leaders and teams ensure the selection and use of methods, resources, and assessments to achieve the desired student outcomes defined in the North Dakota English Language Arts and Early Learning Content Standards.

Learners receive instruction that delivers state-approved standards to proficiency within a guaranteed and viable framework. Mastery of these standards and learning outcomes ensures students obtain literacy skills along a continuum presented in a developmentally appropriate sequence to access lifelong leisure, informational, and practical literacy skills and strategies.

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Literacy coaches and teachers surveyed pointed toward the need for consistent explanations of proficiency and literacy across disciplines, as there are challenges in implementing and integrating literacy resources into the curriculum. Relatedly, the need for better alignment between MTSS and state standards was shared by the CLSD team in describing what they had observed while supporting educators in the field.

Plenty of school staff members embrace the idea of improving their depth of understanding of curriculum and standards. In the literacy professional development surveys, 24.6% of responses from administrators, 31.1% of responses from teachers, and 30.4% of responses from other licensed personnel indicated a desire for more professional development focused on *educational state content standards*.

These statistics may underestimate the need given that 2017 standards are being phased out and 2023 standards are being phased in, necessitating some efforts to ensure a smooth transition. Indeed, 87.3% of coaches and 85.3% of teachers surveyed reported that *implementation support for educators* was needed for their district or building to help students achieve literacy proficiency. *Updated curriculum and intervention materials* were reported as necessary by over half of these literacy coaches and nearly two-thirds of said teachers. Implementation support is surely always helpful, but in a time of transition, this is especially true.

Finally, the CLSD team also identified that the schools identified for improvement particularly struggle with providing students – especially those receiving special education – instruction based on grade-level standards. Too many students spend a majority of instructional time in remedial instruction. Such schools’ staff need more support with embracing the “core plus more” approach to instruction in which all students receive core instruction even if they need to receive “more” (i.e., interventions and remedial instruction).

Assessing to Inform

Leaders and teams facilitate data use and feedback to monitor and adjust all decisions impacting literacy.

According to North Dakota's Multi-Tier System of Supports (MTSS), assessments are used to perform two functions:

- *Measure and improve student achievement.*
 - *Use results and indicators to adjust instruction to guide student learning.*
 - *Use results to engage students and families in goal setting.*
- *Evaluate and improve systemic practices.*
 - *Identify trends in student achievement across grade levels and student growth over time to inform decisions.*
 - *Identify areas needing intervention and acceleration.*

- *Identify where support, staffing, or professional development is needed.*

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Around half of Literacy Coach Cadre and teacher surveys respondents reported that greater *assessment data and supports* are essential for moving forward on student literacy. In the literacy professional development surveys, 39.5% of responses indicated an interest in professional development on *assessment and evaluation*. Administrators, teachers, and other license personnel were roughly equally interested, showing a broad need and area of interest for professional development. Furthermore, 62.0% of Literacy Coach Cadre survey respondents and 59.1% of teacher respondents reported that *improved systems for instructional outcomes (scheduling, MTSS, etc.)* are needed to improve student literacy.

The need appears to be especially intense for advancing literacy in the youngest children. Among Literacy Coach Cadre survey respondents who support students from birth to age 3, 100% said that more *assessment and data supports* are necessary to move literacy forward. Among the teacher respondents serving this age group, 81.3% felt the same.

Instructing with Precision

Leaders and teams define a precise, scientifically based system of literacy instruction to meet individual learner needs through a multi-layered system of support.

Instructing with precision starts with understanding the progression of literacy development, science-based practices, strategies, and interventions that promote active student engagement while meeting the literacy needs of all. The North Dakota Literacy Plan provides resources to support understanding these critical components to plan effective literacy instruction for all age levels.

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Disruptions stemming from the COVID-19 pandemic have had lingering impacts around the nation. The impacts in North Dakota are highly dependent on whether a student was proficient prior to the pandemic and how swiftly they returned to face-to-face or otherwise standard instruction. Sensitivity to individual students’ “learning loss” recovery needs is essential.

Broadly speaking, students’ average reading performance has been declining since the COVID-19 pandemic disruptions. In contrast, for students in grades 6-12, writing and language proficiency has shown more recovery from pandemic disruptions. For younger students, all facets of literacy represent a clear need for “learning loss” recovery.

Standards-level results from the 2023 NDSA add to the nuance of the picture of student literacy. While writing and language proficiency has seen more recovery from pandemic disruptions, writing proficiency remains a weak point for students overall. Two key writing standards were identified as points of weakness for every grade assessed by the NDSA. The standards can be summarized as follows, although the standards are properly tailored to each grade level in practice:

- Write opinion pieces, or make arguments, while providing reasons or evidence.
- Write informative/explanatory texts to examine a topic and convey ideas and information clearly through relevant content.

Altogether, reading and writing both remain important areas of need for students. While writing proficiency has experienced some post-pandemic recovery, it remains a challenging area for students. Various facets of reading both literary and informational text also reveal students need

precision in instruction in order to make reading proficiency games.

The CLSD team identified that students identified within Tiers 2-3 within the MTSS are spending too much time in interventions, leading to a separate curriculum from core instruction. This keeps students from catching up on grade-level instruction. The team also shared that effective dyslexia screenings and the integration of assistive technology into instruction are key to supporting literacy for students with learning disabilities.

Importantly, educators and leaders recognize their need for professional development to support instruction in their schools. In the literacy professional development surveys, 53.5% of responses indicated a desire for more professional development on *instruction and intervention*. This interest in instruction and intervention professional development is driven by all staff types, with 58.4% of administrators, 52.1% of teachers, 64.3% of other licensed personnel (e.g., instructional coaches), and 50.4% of aides/paraprofessionals reporting such interest.

Monitoring and Meeting Needs: Recommendations

There was a strong consensus among of the stakeholders consulted for this needs assessment that past and existing funding for literacy has had an extremely beneficial effect on student literacy. Funding has also empowered school districts to build a staff and instructional methods/materials infrastructure that will continually improve and accomplish more and more gains in literacy – *if* financial support for resources and staff can continue to be provided from the state and federal government. Altogether, a variety of needs have been identified for furthering student literacy and they can be addressed through the continued provision of financial support. Following, needs and recommendations are identified with regard to students, educators, educational leadership, and progress monitoring.

Students

Guaranteed and Viable Curriculum. North Dakota's students need a guaranteed and viable curriculum or GVC (Marzano 2003). Within the idea of a GVC, *guaranteed* refers to all students who are enrolled in the same grade or course be exposed to the same rigorous curriculum. If the curriculum varies per teacher or classroom, then the high-quality, rigorous curriculum is not guaranteed as it should be. *Viable* refers to the fact that teaching the curriculum and covering the curriculum are not the same. Content may be covered but it is not truly taught unless and until students learn what the teachers are teaching. If the content assigned is inappropriate for the time allotted for learning it, then the curriculum fails to be viable. Ultimately, a GVC requires that teams of teachers work together to build a shared understanding of what students should learn and how they should be able to demonstrate said learning. Age and grade-appropriate guaranteed, viable curricula will meet the needs of North Dakota's learners.

From Birth to Age 5. North Dakota's youngest learners need a GVC that is aligned with the state's Early Learning Standards and the Science of Reading from birth to age 5. The elimination of contrary practices and materials and fidelity to the implemented GVC are necessary steps.

There are particular issues for this age group that warrant special attention as well. For instance, the CLSD and state literacy teams noted that COVID-related disruptions have exacerbated socioemotional needs for the youngest learners, leading to challenges in addressing basic behavioral expectations and preparing students for the demands of school. Further, the fact that kindergarten is not legally required leads to a major missed opportunity for neurological and cognitive growth that supports literacy. The teams also emphasized that literacy plays an underappreciated role in children's behavior. This is because, when children develop better language skills, they are less emotionally reactive because they can understand others and they can articulate their own needs better. This leads to more communication that is understood and, in turn, less frustration. Thus, literacy and student behavior affect one another bidirectionally.

Additionally, holistic and culturally informed approaches when serving learners in early childhood are important. The North Dakota Department of Health & Human Services details in its 2023 preschool development grant's final report that acknowledgement of Native American cultural values can be supportive of Native American children in early childhood. In this cultural framework, peers can be teachers and leaders too. For instance, toddlers can be motivated to engage in more speaking to keep up with their peers who are talkative. Leaving room for culturally diverse conceptualizations of learning and leadership can support peer-driven developmental growth.

Kindergarten to Grade 6. North Dakota's elementary students need a GVC that is aligned with the state's English Language Arts Standards and the Science of Reading for grades K-3 and 4-6.

As with early learners, the elimination of contrary practices and materials and fidelity to the implemented GVC are key steps.

Naturally, there are particular issues for this age group that warrant special attention as well. Stakeholder conversations and assessment data reveal that English learners, Native American students, and lower-income students in these grades continue to particularly need additional support. Educators also find that student engagement in reading programs competes with other activities, suggesting that creative approaches to fitting reading programs into busy schedules are necessary.

Importantly, the stakeholders consulted for this needs assessment shared that elementary school represents a critical period that determines whether a student can truly advance their literacy in secondary education. For instance, experience has taught some educators that if students have not developed decoding skills by grade 5, they may lose interest and motivation in reading moving forward into grades 6-12. Given the critical nature of decoding in reading, the continuation of programs and resources dedicated toward necessary related interventions is key.

Grades 7-12. North Dakota's secondary school students need a GVC that is aligned with the state's literacy-relevant standards across all disciplines. A properly aligned curriculum will identify the right practices for incorporating disciplinary literacy skills across all content areas. Indeed, stakeholder consultations emphasized the need for more collaborative and systemic coordination across content areas so that student literacy is the project of all secondary educators.

Multi-Tier System of Supports. The MTSS model needs further refinement and a clearly defined reading strategy, *MTSS-R*. Current assessment processes and response systems need review and plans for implementing refinements. Staff training is an essential need and a recommended goal moving forward.

Educators

Teacher Preparation. Starting with the training that educators-to-be receive at their universities, shortcomings were noted during stakeholder consultations. More collaboration between higher education teacher education programs and those working in the field is essential to ensure that university students receive teacher preparation that is connected to current standards, needs, and expectations. In particular, the teacher preparation curriculum and practicum need to be aligned to the Science of Reading.

Professional Development. After university training, educators also need diverse and ongoing professional development. Of particular need is professional development on instruction and intervention (program and practice implementation), assessment and evaluation (processes to monitor students or systems), family and community engagement (understanding intentional work with families for student success), educational state content standards (including curriculum alignment), and after-school and summer programming with regard to the core academic needs of students participating.

Many educators prefer to receive their professional development in the form of a webinar, seminar, workshop, conference session, or course. Many also prefer utilizing a professional learning community, mentorship, professional observation of a colleague/site, or book study with colleagues.

Multiple stakeholders have also expressed how technology in students' lives also poses a challenge to literacy, and one that educators, administrators, and parents need to appreciate. For instance, screen time has replaced a lot of reading time. Educators need professional development

to differentiate when technology is and is not helpful and to support digital literacy for students.

Instructional Coaching and Implementation Support. While the use of instructional coaching is not the most favored form of professional development among teachers, it remains essential. Educators particularly need support when it comes to properly using assessment data to tailor instruction. The need is especially pronounced for educators working with learners in early childhood. Furthermore, educators serving all grades also need more implementation support. Indeed, even when highly relevant professional development can be made available, *implementing* the ideas and insights is not always straightforward.

While instructional coaching is very important for addressing these needs, educators would also benefit from more streamlined “hubs” of resources for various aspects of instruction, coaching, information on learning initiatives, and other learner supports.

Leaders

Professional Development. School leaders need professional development in order to lead for impact. Over half of Literacy Coach Cadre and teacher survey respondents indicated that having more of a *building leader dedicated to literacy improvement* would be necessary to move student literacy forward. A large majority of Literacy Coach Cadre and teacher survey respondents reported that *professional development knowledge for leaders* was essential to improve student literacy in their building or district.

Leaders want to rise to these challenges, but they need professional development opportunities to be made available. Within the professional development surveys, a majority of responses from school/district administrators indicated a desire for more professional development on *leadership* themes such as *organization structures, process, roles, and teams within a building or district*.

Coaching and Systems Development. Teachers and literacy coaches want support from the state in emphasizing to administrators the prioritization of literacy initiatives. Generally, survey and stakeholder discussions pointed toward a desire for greater leader involvement in literacy prioritization. Further, they identified resource management as important for literacy. Essentially, school staff need leaders to structure district and school building decisions to optimize resources dedicated to literacy. Often, this comes in the form of school staff needing their leaders to secure additional staff in order to improve the work environment.

Staff look to leaders to build a school culture that moves student literacy forward. Around two-thirds of Literacy Coach Cadre and teacher surveys’ respondents want their school culture to include *dedicated collaboration time* to improve student literacy. Through professional learning and dedicated effort, leaders can foster such a culture of collaboration by structuring time and expectations accordingly. Furthermore, developing a “culture of coaching” within a district or building system helps educators realize the benefits of coaching and, in turn, use coaching in a continual fashion.

The Literacy Coach Cadre survey demonstrated children in early childhood have some distinct heightened needs when it comes to literacy instruction and support. There is a particular need for more resources for struggling students, such as special books and tutoring technology. Additionally, these youngest students need their educational systems improved for fostering better literacy outcomes (e.g., better scheduling on the part of systems and better usage of MTSS).

Altogether, leaders need to:

- engage in system coaching, training, and implementation of rapid-cycle improvement,
- create and implement hubs of tools for specific instructional goals through teamwork,
- identify targets for systemic improvements on student literacy, and
- develop intentional, well-staffed systems for students in transition between systems, buildings, classrooms, or programs.

Family and Community Engagement. Stakeholder consultations revealed that literacy grant funding has been instrumental in forming and facilitating family engagement for children in early childhood and early elementary education. The continuation of such family engagement is essential for continually leveraging family-school collaboration to further literacy from the youngest leaders and on.

Monitoring and Evaluating Progress

North Dakota needs a systematic approach for monitoring and evaluating systemic progress on literacy instruction. It is recommended that there be a system evaluation plan that is developed for monitoring individual student progress as well as system-level effectiveness. Regular reporting between schools and the state is needed for such monitoring. Successful outcomes can be measured as decreases in students requiring MTSS Tier 2 or Tier 3 interventions. Further evidence of successful outcomes includes widespread training of school staff and leaders and implementation of training content.

Conclusions

The current literacy needs assessment showcases the educational needs and highlights recent performance on the North Dakota Literacy Plan priorities. This report compiles and analyzes discussions with educators, surveys, and student data from recent years. All stakeholders consulted reported the beneficial impact that existing literacy initiative funding has had on improving student literacy outcomes and enhancing school district capacity for leveraging instructional personnel and resources for literacy education. Confidence was expressed that recent gains can continue with sustained financial resources.

It is recommended that North Dakota pursues a guaranteed and viable curriculum (GVC; Marzano, 2003), ensuring that all educators deliver consistently rigorous curricular content aimed at meeting the educational needs of all learners. Achieving this requires educators within and across learner age groups collaborating to eliminate inconsistent materials and practices while ensuring educational success.

While all learners have literacy education needs, distinct needs exist for each age group. The youngest learners need additional social-emotional learning supports to instill appropriate social behaviors and preparation for the demands of school. Educators and policymakers should continue efforts to make kindergarten legally required to strengthen opportunities for neurological development, cognitive growth, cultural awareness (especially with Native American cultures), and literacy development for learners. Importantly, literacy fosters ready-to-learn behavior and such behavior, in turn, fosters greater literacy.

Stakeholder feedback and assessment results for kindergarten to grade 6 noted English learners, Native American students, and lower-income students as needing greater support. Based upon recent findings of research and experience relating to decoding skills and future literacy learning development, the programs, resources, interventions, and assessments related to decoding skills attainment should be a focus for kindergarten to grade 6.

Stakeholders emphasized the importance of enhanced systemic coordination across all disciplines in grades 7-12 to ensure that literacy development is a priority. A GVC is especially important in this effort, along with collaboration between K-12 and higher education teacher preparation programs so future educators exhibit the appropriate knowledge, skills, and dispositions for literacy instruction.

North Dakota should focus on differentiated instructional coaching and implementation support as an essential resource for fostering student success. Effective use of assessment data in tailored instruction was highlighted by educators, especially those working in early childhood. North Dakota should also continue to pursue more readily accessible resources within educational “hubs” tailored to instruction, coaching, information on learning initiatives, and other learner supports.

Recent gains in literacy have been made through enhancing family and community engagement, especially for children in early childhood and early elementary education. North Dakota districts should continue this engagement focus as an essential part of an overall collaborative approach to foster literacy for children of all ages.

School leaders should leverage specifically tailored support and resources for prioritizing a “culture of coaching” through strategic, data informed resource management. This includes ensuring staff have sufficient dedicated collaboration time, adequate literacy instructional resources, access to quality professional development opportunities, intentional support of MTSS systems, and adding new staff members as necessary.

Stakeholders broadly agreed that further refinement and development of the MTSS model is

needed, toward development of *MTSS-R* specific reading strategies. To achieve this, North Dakota should facilitate enhanced staff training that focuses on assessment processes, response systems, and systematically evaluating the impact of these systems on student learning.

Stakeholders identified education preparation programs weaknesses in ensuring that educators are adequately equipped for literacy instruction. North Dakota needs enhanced collaboration with educator preparation programs to ensure that educators possess the knowledge, skills, and dispositions to facilitate instruction aligned to current standards, needs, and expectations, including the Science of Reading.

The state should also continue to leverage differentiated professional development as a central tenet in the effort to improve student literacy. These opportunities should showcase experiential learning, mentorship, and professional learning communities as appropriate to enhance value and impact. School leaders need experiential learning opportunities on topics such as optimal organization structures, process management, roles, and teams within a building or district that can positively impact student literacy. Classroom educators need professional development on topics such as instruction and intervention, assessment and evaluation, family and community engagement, educational state content standards, appropriate technology implementation, and after-school and summer programming.

North Dakota should implement a systematic approach for regularly monitoring student and school-level progress on literacy outcomes through regular reporting that can inform student interventions. The training of school staff in literacy topics should be monitored as well.

The analysis, findings, and recommendations contained within this report will help North Dakota develop impactful leadership, support professional learning, engage stakeholders, implement standards-aligned curriculum, effectively use assessment to inform instruction, and differentiate instruction to meet specific needs of learners. Stakeholders are universally appreciative of the recent funding received and acknowledge its crucial role in helping achieve literacy learning gains. North Dakota stakeholders can enthusiastically pursue growth in literacy for all learners through intentional collaboration, GVC implementation, and tailored professional development by responsibly leveraging financial and stakeholder resources.

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APPENDIX

B

PK-12 Education Strategic Vision Framework

PK-12 Education Strategic Vision Framework

**Our vision is that all students will graduate
choice ready with the knowledge, skills,
and disposition to be successful**

**We will make progress toward this vision by
achieving these long-term outcomes for students**

- *Increase students who enter kindergarten prepared to learn, and increase the number of kindergarten classrooms that meet the needs of every learner*
- *Increase students who demonstrate reading proficiency in 3rd grade*
- *Increase students who meet expected learning gains each year*
- *Increase students who engage in learning*
- *Increase students who graduate Choice Ready*
- *Reduce the disparity in achievement for students with disabilities, students in poverty, and Native American students*

**We will drive improvement on these outcomes through
focused effort within these strategic themes**

- *Quality early childhood experiences*
- *Support for safe and healthy behaviors*
- *Career awareness, exploration, and development*
- *Quality education personnel*
- *Quality student-centered instruction*

APPENDIX

C

ND Literacy Plan Final

April 2023

North Dakota Literacy Plan

*A Guide to Building Local Excellence in
Literacy Education*



**Revised
April 2023**



Foreword

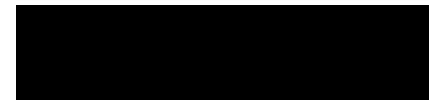
Literacy skills are essential for our students to succeed in their career paths after high school, whether their plans include post-secondary education, immediate entry into the workforce, military service, or other career advancement. The ability to read, write, speak, listen, and communicate effectively is also indispensable to forming successful relationships, personal fulfillment, and success in every aspect of life. For these reasons, North Dakota prioritizes the development of strong literacy skills in all students.

The North Dakota literacy plan provides a framework for schools to build and maintain learning opportunities that support every student at every grade level to become fluent in reading, writing, speaking, and listening.

This year's revisions were influenced by state and national literacy data, conversations with local educators, resources developed and vetted by experts, and national conversations and research about the importance of science-based literacy instruction.

I extend my profound thanks to the literacy team overseeing this update. It includes members from diverse backgrounds, including teachers and experts who work in all levels of education – from early childhood to higher education – and advisers from the North Dakota Department of Public Instruction.

I am especially grateful to our North Dakota educators, families, and taxpayers who take an interest in this plan and support and recognize the importance of literacy instruction and learning.



Kirsten Baesler
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How to Use the North Dakota Literacy Plan

This document is designed as a tool for school leaders and teams to strengthen their understanding of literacy skills on a continuum of learning from birth through grade 12. Early literacy skills are critical to school success and should be integrated into a district's literacy plan. This document emphasizes building systems of literacy practices across all content areas to achieve optimal student outcomes. It is divided into sections based on the Six Essential Elements the ND State Literacy Team identified as critical in systemic development for highly effective literacy instruction. In this update, an indicator chart has been added to each section to assist local teams in evaluating their current literacy practices and enhancing their local plans. The indicator charts suggest examples but are not all-inclusive plans.

The following steps outline a practical strategy for using this State Literacy Plan to evaluate and strengthen local literacy practices.

STEP 1: Identify a Local Literacy Team

Establish a district literacy team that includes building-level representation. All team members can engage in the following steps.

STEP 2: Read or Review the Six Essential Elements

Become familiar with the Six Essential Elements of the North Dakota Literacy Plan by reviewing the summary chart on page 5 and reading the body information presented as a short chapter for each element. The North Dakota State Literacy Team acknowledges that this summary of the elements is only an orientation and overview. Readers will be at different points of knowledge and implementation experience with the elements and may require additional learning opportunities to fully understand and respond to the six organizing topics for the plan. Evidence-based resources are linked in the document for additional support.

STEP 3: Engage with the Indicator and Evaluation Charts for Each Element

Engage in a team review process to evaluate strengths and weaknesses in the current local approach to literacy instruction. Teams may want to break into subgroups to explore the elements from the building- or grade-level perspectives; then come together to examine districtwide trends and needs. Each element section includes a multi-page indicator chart with three main topics: leadership, culture, and process. The **action** column provides examples of things a team might do. The **artifact** column provides examples of items a team might produce or consider as evidence of the goal. Examples of actions and deliverables are provided to support and spur team discussions but must be written as a comprehensive checklist. Three lenses can help teams interact with the indicator charts.

1. What is currently happening? Identify and confirm work occurring in the local district.
2. What is not happening, and why is it not happening? Identify gaps in implementation.
3. What could happen next? Draw inspiration from the examples to plan for the next steps.

STEP 4: Create or Update a Local Literacy Plan

Update an existing plan or develop a new literacy plan as the local need dictates. Use the information gathered through the indicator charts to create a document highlighting the approaches and beliefs that are the backbone of literacy instruction in your district/building.

STEP 5: Develop a Continuous Improvement Process

Develop plans for sustainable district work. All systems have fluid elements. Administrator and staff turnover and unforeseen disruptions can occur for individuals or groups of students. Curriculum and assessments change, new research emerges, and resources ebb and flow. The plan aims to create a system that can withstand and be flexible with these changes by establishing baseline practices monitored through a continuous improvement mindset and approach. Teams stay effective by scheduling review processes for data evaluation, goal setting, and action planning.



The Six Essential Elements

The purpose of this literacy plan is to support districts and schools in identifying, evaluating, refining, and monitoring the essential literacy practices of their system. The ND State Literacy Team has identified six focus areas for schools that can be designed to shape the literacy educational experience for each learner in the system to be highly effective. All elements occur simultaneously in a well-functioning system. The plan includes tools, links to research-based strategies, and resources to guide local schools in building systems to reach excellence in literacy outcomes.

LEADING FOR IMPACT
<i>Leaders work to influence school culture and build systems that ensure all learners receive an effective, high-quality literacy education.</i>
SUPPORTING PROFESSIONAL LEARNING
<i>Leaders and teams align resources and develop processes to support instructional staff in improving knowledge and delivering literacy instruction.</i>
ENGAGING ALL STAKEHOLDERS
<i>Leaders and teams work to build system capacity to ensure all educators recognize and encourage student, family, and community member empowerment to shape a highly effective educational experience for each learner.</i>
PLANNING STANDARDS-ALIGNED CURRICULUM
<i>Leaders and teams ensure the selection and use of methods, resources, and assessments to achieve the desired student outcomes defined in the North Dakota English Language Arts and Early Learning Content Standards.</i>
ASSESSING TO INFORM
<i>Leaders and teams facilitate data use and feedback to monitor and adjust all decisions impacting literacy.</i>
INSTRUCTING WITH PRECISION
<i>Leaders and teams define a precise, scientifically based system of literacy instruction to meet individual learner needs through a multi-layered system of support.</i>

North Dakota Literacy Skills Continuum

The North Dakota Literacy Continuum illustrates typical progress in literacy skill development from birth through grade 12. This continuum can be a tool for observing group and individual progress related to typical age and grade level development. However, it is not intended to be used independently as a diagnostic tool.



Resources: Lent R. C. & Voigt M.M. (2019) This is Disciplinary Literacy in Action. Corwin Press; Simms, J.A. & Marzano R. (2019) The New Art and Science of Teaching Reading. ASCD/Solution Tree; Burkins, J. and Yates, K. (2021) Shifting the Balance. Stenhouse Publishers, Scarborough, H. (2001) Handbook of Early Literacy. Guilford Press; North Dakota State Literacy Standards 2017; ND Early Learning Standards 2018

Leading for Impact

Leaders work to influence school culture and build systems that ensure all learners receive an effective, high-quality literacy education.



Literacy Leadership Defined

Leaders are responsible for creating, managing, and supporting teams that share the goal and responsibility of every learner achieving proficient literacy skills. They train and expect all team members to understand individual and team responsibilities toward reaching that common goal.

A leader is someone who has influence. Some leaders, such as superintendents, principals, instructional coaches, and school board members, are assigned by employment or appointment. But others rise naturally from roles such as teachers, mentors, media specialists, family, community members, and even students.

Great leaders support collaborative and innovative strategies to meet the needs of all learners, including students and adults.

Local Literacy Leadership Teams in Practice

A local literacy team is a group of leaders who come together to study and guide the work of the system focused on literacy instruction and achievement. This team should have representation from the abovementioned roles and focus on the complete literacy journey from birth through grade 12. Teams can have core and advisory members. Teams should have a strong communication plan to ensure all stakeholders are informed and included in work concerning local literacy.

The size of a system determines which support teams are necessary to carry out literacy work. Systems might consider additional building, age/grade level, content, and community teams. Examples of specific work teams based on need might include vertical alignment teams, literacy coaching models, Professional Learning Communities (PLC), Multi-Tiered System of Support (MTSS) teams, or an early childhood task force. All teams should share literacy goals and align their work and leadership focus on reaching literacy outcomes.

Leading for Impact Indicator Charts

Leadership

Building and literacy team leaders develop and manage systemic approaches to advance literacy achievement.

Leaders Value:	Actions May Include:	Artifacts May Include:
Team structures	<ul style="list-style-type: none"> • Identify appropriate team representation across grades, disciplines, and roles • Define team purpose • Set team goals • Define member roles and responsibilities • Establish timelines and regular meeting schedules • Establish regular agendas • Establish communication avenues among the team and with all system stakeholders 	<ul style="list-style-type: none"> • Team rosters • Team documents outlining the purpose and role responsibilities • Team goals document • Annual schedule of meetings • Meeting agenda format • Meeting notes • Communication plan • Team platforms or shared document locations • Examples of communications among team members • Examples of two-way communication with stakeholders outside of the team
Rigorous standards	<ul style="list-style-type: none"> • Establish systemwide literacy goals which focus on outcomes • Identify accountability measures • Enact policies and structures that ensure equitable access to high-quality instruction for all learners 	<ul style="list-style-type: none"> • Goal documents • Policies • Data documents related to decision-making
Resource Alignment	<ul style="list-style-type: none"> • Recognize, seek, and develop exemplary literacy instructional talent • Support staff leadership development • Allocate and align time and fiscal resources to literacy improvement • Ensure literacy representation at curricular and strategic meetings 	<ul style="list-style-type: none"> • Job application sections that relate to literacy skills and experience • Contract incentives for learning advancement related to literacy

Culture

School community members value literacy and support it across all content areas within the system.

Team members hold attitudes and beliefs that are:	Actions May Include:	Artifacts May Include:
Outcome-based & Growth-minded	<ul style="list-style-type: none"> Ensure curriculum and instruction are aligned to standards and skills (see related elements: Standards and Instruction) Establish frameworks that view literacy as a systemwide responsibility Value literacy for both skill attainment and joyful engagement Train and coach staff on growth mindset tools and approaches 	<ul style="list-style-type: none"> Curriculum documents Library and classroom library inventory lists Event agendas, promotional material, summary documents PLC collaboration documentation Professional learning records
Learner-centered & Inclusive	<ul style="list-style-type: none"> Establish decision-making protocols that consider individual literacy needs, including academic and social-emotional considerations Review and select resources that are inclusive and honor individual differences Promote reading through varied opportunities and events Enact policies supporting choice reading material Establish processes for students to be a part of system decision making 	<ul style="list-style-type: none"> Decision-making protocol documents Tools for lesson and material equity review PLC agendas Course/Elective list Library and classroom library inventory lists Event agendas, promotional material, summary documents Student engagement and interest surveys
Transparent & Collaborative	<ul style="list-style-type: none"> Co-develop transitional policies with staff (Ex: fifth to sixth grade) Create structures that allow all staff to work together to review literacy scores and set longitudinal goals Establish systemwide vocabulary Build teams with clear goals and transparent communication processes 	<ul style="list-style-type: none"> Observational tools include literacy look-for items in all contents Professional Learning Community (PLC) agendas Districtwide professional learning agendas MTSS documentation Cognia data

Process

Systemwide processes are planned, implemented, and evaluated for evidence of continuous improvement in literacy attainment for all learners.

Teams adhere to processes for:	Actions May Include:	Artifacts May Include:
Planning	<ul style="list-style-type: none"> • Develop a local literacy plan • Establish a literacy framework • Align literacy to a strategic plan 	<ul style="list-style-type: none"> • Literacy plan document • Literacy framework • District Strategic Plan
Implementing	<ul style="list-style-type: none"> • Gather evidence across initiatives • Educate stakeholders, such as school board members, on literacy goals systemwide • Implement collaborative time between leaders and teachers to work toward literacy goals 	<ul style="list-style-type: none"> • Goals • Budgets • District Surveys (High-Reliability Schools) • Cognia evidence • School Board Reports • MTSS Pathway documents • Schedules that include cooperative planning time for literacy • Collaboration time documentation
Evaluating	<ul style="list-style-type: none"> • Use and share data and feedback effectively to monitor growth and inform change • Establishing processes for data transparency • Establish clear MTSS/RTI processes inclusive of PLC and student assistance teams • Support flexible schedules to allow for collaborative data review • Review literacy goals and measurement metrics regularly 	<ul style="list-style-type: none"> • Data review schedules documentation • Review protocols • Publishing avenues for data transparency • PLC agendas • Schoolwide/districtwide academic data • Qualitative data sources • Schedule of team goal reviews • Meeting or review notes • Measurement metrics • MTSS documents

Leading for Impact Resources

See <https://www.nd.gov/dpi/education-programs/literacy> or scan the QR code below to access links to resources.



Leadership Growth and Support

- [Lead Teacher Role Guidance](#) (ND Systemwide Literacy Improvement Grant)
 - [https://www.nd.gov/dpi/sites/www/files/documents/Academic Support/NDSLILead Teacher Role Guidance.pdf](https://www.nd.gov/dpi/sites/www/files/documents/Academic%20Support/NDSLILeadTeacherRoleGuidance.pdf)
- [North Dakota Professional Development](#)
 - <https://northdakotapd.com/>
- [North Dakota Council for Educational Leaders](#)
 - <https://www.ndcel.us/>
- [North Dakota Education Standards and Practices Board](#)
 - <https://www.nd.gov/espb/>
- [NTC Instructional Coaching Practice Standards](#)
 - <https://lfp.learningforward.org/handouts/Dallas2018/8237/1454%20NTC%20Instructional%20Coaching%20Program%20Standards%20Overview%202018.pdf>
- [NELP Standards](#)
 - <https://www.npbea.org/nelp/>
- [Plan-Do-Study-Act Toolkit \(nd.gov\)](#)
 - <https://www.nd.gov/dpi/sites/www/files/documents/Division%20of%20SS%26I/ESSA/Accountability/NDSchoolRenewalHandbook2.0.pdf>

Literacy Resources

- [ND Science of Reading](#)
 - <https://www.nd.gov/dpi/education-programs/nd-science-reading>
- [North Dakota Regional Education Association](#)
 - <https://ndrea.org/>
- [NDMTSS- Leads/Coaches](#)
 - <https://ndmtss.org/leads/coaches/>
- [North Dakota Literacy Coaching Cadre](#)
 - <https://sites.google.com/bismarckschools.org/literacycoachingcadre/home?authuser=0>
- [Self-Study Guide for Evidence-Based Literacy Coaching](#)
 - https://drive.google.com/file/d/1h_IOKWarJTJ7fOGIfDbWvZqHgm8MvYfg/view?usp=sharing
- [Michigan 6-12 Schoolwide Literacy Practices](#)
 - https://www.gomaisa.org/downloads/literacy_essentials/school-wide_6-12_literacy_practices_052722.pdf

Leadership Articles

- [Harvard Business Review: Building Your Leadership Team](#)
 - <https://hbr.org/2022/01/reinventing-your-leadership-team>
- [Instructional Leadership for Disciplinary Literacy](#)
 - <https://www.ascd.org/el/articles/instructional-leadership-for-disciplinary-literacy>
- [Linking Continuous Improvement and Adaptive Leadership](#)
 - <https://www.ascd.org/el/articles/linking-continuous-improvement-and-adaptive-leadership>
- [Becoming a Warm Demander](#)
 - https://drive.google.com/file/d/1lwY4AojkHSYMykqhY8f_k1S95uhvLgrp/view?usp=sharing

Leading for Impact Evaluation Continuum

After considering the indicator charts, what evidence does your building or district reveal about your stage of implementation related to literacy leadership? Check the boxes with your answer to get a picture of your strengths and areas for literacy leadership growth.

Critical Indicators:	1. Learning	2. Developing	3. Embedding	4. Innovating
	<ul style="list-style-type: none"> Specific ideas have been brought forth for consideration. Research and discussions are happening. 	<ul style="list-style-type: none"> A plan exists Some action has occurred. 	<ul style="list-style-type: none"> Consistent, systemwide actions are occurring at a sustainable level. The continuous improvement process is occurring. 	<ul style="list-style-type: none"> Continual monitoring and reviews of data are occurring. Strategic improvement of programming is reaching or exceeding the targeted outcomes.
Leadership: Building and literacy team leaders develop and manage systemic approaches to advance literacy achievement.	1	2	3	4
Culture: School community members value literacy and support it across the system within all content areas.	1	2	3	4
Process: Systemwide processes are planned, implemented, and evaluated for evidence of literacy attainment for all learners.	1	2	3	4



Supporting Professional Learning

Leaders and teams align resources and develop processes to support instructional staff in the improvement of knowledge and delivery of literacy instructional methods.

Professional Learning Defined

Professional development and learning may be defined as the key to continuous improvement. North Dakota legislation, [NDCC 15.1-21.12.1](#), requires that all teachers and principals serving students in grades K-3 will receive training in scientifically based reading instruction practices. However, professional learning should not be limited to a specific role or category of teacher. "Research shows that no in-school factors matter more than teaching and leadership, and educators, like students, need continual opportunities to gain new knowledge and skills to enable all students to reach [transition] readiness." Learning Forward & Education Counsel, 2017.

Professional Learning in Practice

Quality professional development aligns resources and processes to support all staff in the continuous growth of understanding of literacy knowledge and evidence-based instructional practices. This is accomplished by promoting opportunities for all stakeholders to engage deeply in learning, infusing a literacy culture, and cultivating lasting change across systems for student-centered literacy achievement. ESSA defines key features of effective professional development programs as structured professional learning that results in changes in teacher practices and improvements in student learning outcomes and incorporates the following elements:

- **Data Informed:** Uses learner evidence to determine needs.
- **Emotional and Culturally Responsive Practices:** Creates emotionally and intellectually safe learning environments.
- **Supported Implementation:** Instructional and peer coaching implement new learning with fidelity.
- **Collaborative & Reflective:** Offers ongoing opportunities for implementation, collaboration, and reflective practices to improve literacy instruction (for example: Professional Learning Communities).
- **Sustained:** Opportunities are provided for new learnings to be practiced and refined. Follow-up training to expand knowledge of previous understandings are reflexive to teacher needs and is data informed.
- **Job Embedded:** New learning addressed in a timely and relevant manner.
- **Focused:** Clearly defined learning outcomes and expectations are provided.

See Appendix B, Figure 1 for the North Dakota Continuous Improvement Coaching Model

Supporting Professional Learning Indicator Charts

Leadership

Buildings and literacy team leaders work in partnership to advance teacher effectiveness in impacting student literacy outcomes.

Leaders Value:	Actions May Include:	Artifacts May Include:
Team structures	<ul style="list-style-type: none"> Develop and maintain a professional learning structure that includes opportunities to learn, practice, and reflect 	<ul style="list-style-type: none"> Building rosters and schedules of assigned personnel shows the instructional coach Professional learning calendars or platforms Communication documents such as emails and files accessible to all staff Literacy Plan Team rosters and agendas indicating literacy representation
Rigorous standards	<ul style="list-style-type: none"> Establish professional learning expectations for staff and building leaders Create walk-through tools Align expectations with evaluation processes Establish times for PLC and coaching cycles 	<ul style="list-style-type: none"> Degrees, certifications, continued learning credits, classes, book studies, independent reading, and studies Individual learning growth plans Professional learning policies Coaching schedule PLC schedule and agendas
Resource Alignment	<ul style="list-style-type: none"> Align professional learning with systemwide vision, mission, and literacy goals Align professional learning to growth goals Engage in Learning Inquiry Cycles to inform the next steps 	<ul style="list-style-type: none"> Building level literacy goals District and building professional development catalog Instructional coach agendas Data review cycles Professional learning offerings Professional learning attendance

Culture

School community members value literacy and cooperatively engage in continuous professional improvement efforts.

Team members hold attitudes and beliefs that are:	Actions May Include:	Artifacts May Include:
Outcome-based & Growth-minded	<ul style="list-style-type: none"> Align professional learning with systemwide literacy goals Support Action Research Cycles Establish models for self-evaluation and reflection 	<ul style="list-style-type: none"> Building level literacy goals Schedule of goal review, documents of review questions, and decisions Staff research, projects, suggestions, and experiments related to literacy for system or individual improvement Data triangulation of professional development participation and student growth
Transparent & Collaborative	<ul style="list-style-type: none"> Establish clear avenues for two-way feedback Ensure coaching is confidential and unrelated to individual evaluation Model learning behaviors at all levels of leadership Establish schedules that support coaching Promote job-embedded professional development such as PLC, collaborative studies, learning walks, and peer coaching Establish regular meetings for similar role work groups (coaches, admins, grade-level teachers) 	<ul style="list-style-type: none"> Coach/principal agreements Professional development offerings, locations, times, participation data Office hours Coaching schedules & logs Documented peer and mentor pairing Schedules and notes or feedback from learning walks
Learner-centered & Inclusive	<ul style="list-style-type: none"> Create personalized professional learning plans Establish flexible/choice learning opportunities with varied schedules and topics 	<ul style="list-style-type: none"> Personal learning plans Professional learning menu

Process

Systemwide processes exist for all staff to engage in learning and access ongoing support for literacy-focused professional learning to impact student outcomes.

Teams adhere to processes for:	Actions May Include:	Artifacts May Include:
Planning	<ul style="list-style-type: none"> Review data regularly to determine the effectiveness of current instructional approaches and determine professional learning needs Address systemwide needs based on data triangulation Address individual staff needs through professional learning offerings 	<ul style="list-style-type: none"> Building-level literacy goals Schedule of goal review, documents of review questions, and decisions Staff research, projects, suggestions, and experiments related to literacy for system or individual improvement Data triangulation of professional development participation and student growth
Implementing	<ul style="list-style-type: none"> Allocate funds to literacy improvement Prioritize funds for literacy learning opportunities Create schedules that prioritize professional learning for collaboration and individual growth Employ an instructional coach or literacy leader to focus on literacy instructional improvement Align professional learning with systemwide literacy goals Support individual and group pursuits to improve knowledge and skill in literacy instruction Align systems to support job-embedded curriculum-based learning 	<ul style="list-style-type: none"> Coach/principal agreements Professional development offerings, locations, times, participation data Office hours Coaching schedules & logs Documented peer and mentor pairing Schedules and notes or feedback from learning walks
Evaluating	<ul style="list-style-type: none"> Regularly review data to identify areas of need for professional learning 	<ul style="list-style-type: none"> Personal learning plans Professional learning menu

Supporting Professional Learning and Coaching Resources

See <https://www.nd.gov/dpi/education-programs/literacy> or scan the QR code below to access links to resources.



Coaching Growth and Support

- [Self-Study Guide for Evidence-Based Literacy Coaching](#)
 - https://drive.google.com/file/d/1h_IOKWarJTJ7fOGIfDbWvZqHgm8MvYfg/view?usp=sharing
- [North Dakota Literacy Coaching Cadre](#)
 - <https://sites.google.com/bismarckschools.org/literacycoachingcadre/home?authuser=0>
- [NTC Instructional Coaching Practice Standards](#)
 - https://lfp.learningforward.org/handouts/Dallas2018/8237/1454%20NTC%20Instructional%20Coaching%20Progam%20Standards%20overview%209_2018.pdf
- [North Dakota Education Standards and Practices Board](#)
 - <https://www.nd.gov/espb/>
- [ND MTSS Playbook](#)
 - <https://www.ndrea.org/index.php?id=40>
- [Planning Emergent Literacy PLC](#)
 - https://drive.google.com/file/d/1lalHgF1V33MXA_E3xQOf0mdHwdOaaKi2/view?usp=sharing
- [Coaching Tools Folder](#)
 - https://drive.google.com/drive/folders/1JvEk_YsDMcaFDC2OOLikZ6Ovd271QKv7?usp=sharing

State Literacy and Training Resources

- [North Dakota Professional Development](#)
 - <https://northdakotapd.com/>
- [ND Science of Reading](#)
 - <https://www.nd.gov/dpi/education-programs/nd-science-reading>
- [North Dakota Regional Education Association](#)
 - <https://ndrea.org/>
- [NDMTSS-Leads/Coaches](#)
 - <https://ndmtss.org/leads/coaches/>
- [ND State Library Resources](#)
 - <https://www.ndrea.org/index.php?id=40>
- [ND Literacy Association](#)
 - <https://ndlit.wildapricot.org/>
- [ND Council of Teachers of English](#)
 - <http://www.ndcte.org/>



Supporting Professional Learning Evaluation Continuum

After considering the indicator charts, what evidence does the building or district reveal about implementation related to professional learning?
Check the boxes with your determination to see your strengths and areas for literacy professional learning growth.

Critical Indicators:	1. Learning	2. Developing	3. Embedding	4. Innovating
	<ul style="list-style-type: none"> Specific ideas have been brought forth for consideration. Research and discussions are happening. 	<ul style="list-style-type: none"> A plan exists Some action has occurred. 	<ul style="list-style-type: none"> Consistent, systemwide actions are occurring at a sustainable level. The continuous improvement process is occurring. 	<ul style="list-style-type: none"> Continual monitoring and reviews of data are occurring. Strategic improvement of programming is reaching or exceeding the targeted outcomes.
Leadership: Buildings and literacy team leaders work in partnership to advance teacher effectiveness in impacting student literacy outcomes.	1	2	3	4
Culture: School community members value literacy and cooperatively engage in continuous professional improvement efforts.	1	2	3	4
Process: Systemwide processes exist for all staff to engage in learning and access ongoing support for literacy-focused professional learning to impact student outcomes.	1	2	3	4



Engaging All Stakeholders

Leaders and teams work to build system capacity to ensure all stakeholders recognize and encourage student, family, and community member empowerment to shape a highly effective educational experience for each learner.

Stakeholders Defined

A stakeholder is any person or entity invested in a school's and its students' welfare and success. Research indicates three overlapping, mutually reinforced “*spheres of influence*” that positively influence students' social, emotional, cognitive, and educational development (Epstein et al., 2019).

- School (administrators, personnel, students)
- Family (immediate and extended caregivers)
- Community (all potential partners-organizations, agencies, elected officials, etc.)

Engagement in Practice

Partnership and collaboration are essential for student improvement. Stakeholder engagement involves co-developed, shared action steps to engage, empower, and support students, families, and partners. The Dual Capacity-Building Framework for Family-School Partnerships can be used as a compass to chart a path toward effective engagement efforts linked to student achievement and school improvement (Mapp & Bergman, 2019). See Appendix B, Figure 2.

- Identify potential stakeholders, and facilitate opportunities to engage in discussion
- Establish essential conditions, community identity, and potential outcomes
- Create action steps for the implementation of a community engagement system
- Evaluate the impact (See Appendix B, Figure 3, Relative Impact of Family Engagement Strategies on Student Learning)

Engaging All Stakeholders Indicator Charts

Leadership

Building and literacy team leaders establish and promote systems and opportunities to develop community and family partnerships to benefit student literacy achievement.

Leaders Value:	Actions May Include:	Artifacts May Include:
Team structures	<ul style="list-style-type: none"> Identify an appropriate team with extensive school, family, and community representation Build engagement plans that include opportunities for all to be involved Establish timelines and a regular meeting schedule Define team purpose Set team goals Establish communication structures that consider all stakeholder access Establish communication avenues among team and with all system stakeholders Define member roles and responsibilities Establish regular agenda to drive teamwork 	<ul style="list-style-type: none"> Team rosters Team documents outlining the purpose and role responsibilities Team goal documents Annual meeting schedules Meeting agenda formats Meeting notes Communication plans Examples of communications among team members Team platforms or access to meeting documents Examples of two-way communication with stakeholders
Rigorous standards	<ul style="list-style-type: none"> Link family engagement practices to systemwide literacy goals and desired outcomes Set expectations for all staff to learn and apply highly effective family engagement practices 	<ul style="list-style-type: none"> Document showing family engagement goals
Resource Alignment	<ul style="list-style-type: none"> Provide teacher supports to learn and grow in evidence-based family engagement practices Provide research-based practices for families and communities to support literacy development Allocate funds for family engagement staff, training, projects, and activities Organize schedules in consideration of family engagement planning and family needs 	<ul style="list-style-type: none"> Professional learning opportunities data Photos or flyers from district literacy development events Budget records Community resource lists Agendas and planning documents related to collaboration Schedules

Culture

School community members promote multiple and varied opportunities to engage with one another to enhance literacy achievement.

Team members hold attitudes and beliefs that are:	Actions May Include:	Artifacts May Include:
Learner-centered & Inclusive	<ul style="list-style-type: none"> • Conduct empathy interviews/surveys • Build learner profiles into practice • Build welcoming environments • Access tools to determine levels of bias, fairness, and cultural responsiveness in programs and practices 	<ul style="list-style-type: none"> • Interview records and compiled information • Learner profiles • Cultural bias tools • Checklists for inclusion when planning events
Outcome-based & Growth-minded	<ul style="list-style-type: none"> • Seek opportunities for authentic family and community participation to build learner success • Honor the family's wealth of resources toward learner success • Infuse families and community culture and language into collective goals, partnerships, and actions 	<ul style="list-style-type: none"> • Communication plans • Communication platforms • Physical evidence from the building, such as signage • Membership rosters that show the school committees • Policies co-created with family representation
Transparent & Collaborative	<ul style="list-style-type: none"> • Establish two-way communication avenues • Connect families to opportunities and resources to foster a robust support • Network for language and literacy development • Plan and execute <i>with</i> families, not <i>for</i> them • Value, access, and promote community resources 	<ul style="list-style-type: none"> • Resource banks for educators and families • Meeting and communication opportunities for family and community input • Multilingual learners support • Community resources and contact lists

Process

Systemwide processes exist to plan, implement, and evaluate family and community engagement systems and opportunities to maximize student literacy outcomes.

Teams adhere to processes for:	Actions May Include:	Artifacts May Include:
Planning	<ul style="list-style-type: none"> • Develop a system plan for family engagement • Select family engagement activities that will impact literacy outcomes at various age levels • Plan family engagement approaches specific to literacy learning outcomes 	<ul style="list-style-type: none"> • Family Engagement Plan • Needs analysis
Implementing	<ul style="list-style-type: none"> • Intentionally build relationships with family and community members, organizations, and businesses • Provide educator training in evidence-based family engagement approaches • Provide family training in literacy practices • Consistently provide family support to improve literacy outcomes • Develop consistent, collaborative approaches to ensure smooth transitions from one literacy setting to another 	<ul style="list-style-type: none"> • Evidence of guaranteed curriculum • Calendar of events supporting literacy • Menu of resources supporting family engagement to improve literacy • Transition meetings and processes • Events and resource plans for transitions (Kindergarten round-up, spring classroom visit, schedules to next year's setting, mentor pairings)
Evaluating	<ul style="list-style-type: none"> • Establish and maintain a review process for family engagement philosophy and measurements for evidence of progress • Discontinue and adjust programs and practices not demonstrating literacy improvement support 	<ul style="list-style-type: none"> • Records and data on engagement • Meeting agendas • Annual reports, budgets, results

Engaging All Stakeholders' Resources

See <https://www.nd.gov/dpi/education-programs/literacy> or scan the QR code below to access links to resources.



Understanding Family and Community Engagement

- [North Dakota Department of Public Instruction Family Engagement and Toolkits](#)
 - <https://www.nd.gov/dpi/familiescommunity/families/family-engagement>
- [ND MTSS Family Engagement](#)
 - <https://ndmtss.org/family-engagement/>
- [Framework of Six Types of Involvement](#)
 - <https://organizingengagement.org/models/framework-of-six-types-of-involvement/>

Early Learning Resources

- [Center on the Social and Emotional Foundations for Early Learning \(CSEFEL\) Family Tools](#)
 - <http://csefel.vanderbilt.edu/resources/family.html>
- [Early Childhood Learning & Knowledge Center – Family Engagement](#)
 - <https://eclkc.ohs.acf.hhs.gov/family-engagement>
- [Principals of Effective Family Engagement – NAEYC.org](#)
 - <https://www.naeyc.org/resources/topics/family-engagement/principles>



Classroom Level Resources

- [ND Choice Ready](#)
 - <https://www.nd.gov/dpi/districtsschools/essa/accountability-support-improvement/choice-ready>
- [Teaching of our Elders NDNAEU](#)
 - <https://teachingsofourelders.org/ndnaeu-aligned-lessons/>
- [Access for ELs](#)
 - <https://www.nd.gov/dpi/districtsschools/assessment/access-ells>
- [Communication Tools](#)
 - <https://padlet.com/nesc/FamilyEngagementSpring2022/wish/2079633118>
- [Building Successful Relationships with Every Family](#)
 - <https://drive.google.com/file/d/1ivLYhPON2o-yWZBk66ITrklbCv--GrP7/view>

Family Engagement Tools

- [Dual Capacity Model for Family Partnerships](#)
 - <https://www.dualcapacity.org/>

Engaging All Stakeholders Evaluation Continuum

After considering the indicator charts, what evidence does your building or district reveal about your implementation stage related to stakeholder engagement? Check the boxes with your determination to see your strengths and areas for growth.

Critical Indicators:	1. Learning	2. Developing	3. Embedding	4. Innovating
	<ul style="list-style-type: none"> Specific ideas have been brought forth for consideration. Research and discussions are happening. 	<ul style="list-style-type: none"> A plan exists Some action has occurred. 	<ul style="list-style-type: none"> Consistent, systemwide actions are occurring at a sustainable level. The continuous improvement process is occurring. 	<ul style="list-style-type: none"> Continual monitoring and reviews of data are occurring. Strategic improvement of programming is reaching or exceeding the targeted outcomes.
Leadership: Building and literacy team leaders establish and promote systems and opportunities to develop community and family partnerships for the benefit of student literacy achievement	1	2	3	4
Culture: School community members promote multiple and varied opportunities to engage with one another to enhance literacy achievement.	1	2	3	4
Process: Systemwide processes exist to plan, implement, and evaluate family and community engagement systems and opportunities to maximize student literacy outcomes.	1	2	3	4

Planning Standards-Aligned Curriculum

Leaders and teams ensure the selection and use of methods, resources, and assessments to achieve the desired student outcomes defined in the ND English Language Arts and Early Learning Content Standards.



Standards-Aligned Curriculum Defined

Learners receive instruction that delivers state-approved standards to proficiency within a guaranteed and viable framework. Mastery of these standards and learning outcomes ensures students obtain literacy skills along a continuum presented in a developmentally appropriate sequence to access lifelong leisure, informational, and practical literacy skills and strategies.

Standards-Aligned Curriculum in Practice

State Role

- Leads the design of early learning and instructional standards in all content areas to move children along a continuum of developmentally appropriate, rigorous skill progressions from birth through grade 12.
- Identifies committees of selected content experts at all levels to develop the state content standards.
- Ensures the Early Learning Content Standards outline appropriate language, communication, and literacy skills.
- Ensures the English Language Arts (ELA) standards outline appropriate reading, writing, speaking, and listening skills.
- Supports the local development of ELA Prioritized Standards, Proficiency Scales, and WIDA Framework to support the implementation of the most critically important literacy skills identified by state content experts.
- Communicate and support districts in meeting legislative requirements.

Local Districts

- Select High-Quality Instructional Materials (HQIM) that provide rigorous, grade-level application, are grounded in research-based teaching strategies, and align with prioritized state standards.
- Provide Professional development and continue to support teachers on the use of the HQIM.
- Establish, communicate, and maintain clear guidelines on local and individual teacher creation of instructional resources to ensure rigor.

North Dakota State Standards can be accessed [here](#). English Language Arts (ELA) Standards are revised periodically, with the current version being adopted in 2017 and under revision to be updated and finalized in 2023.

Planning Standards-aligned Curriculum Indicator Charts

Leadership

Building and literacy team leaders guide instructional curriculum selection and implementation based on a scope and sequence for a continuum of learning to reach identified literacy outcomes.

Leaders Value:	Actions May Include:	Artifacts May Include:
Team structures	<ul style="list-style-type: none"> Identify qualified educators and form a curriculum and standards review team 	<ul style="list-style-type: none"> Team rosters Role descriptions Document outlining tasks to be completed Review cycle calendar and other timelines
Rigorous standards	<ul style="list-style-type: none"> Certify a vertically aligned literacy scope and sequence aligned to ND content standards to inform curriculum resources and instructional decisions Align curriculum with high-quality instructional materials and evidence-based instructional approaches Integrate disciplinary literacy standards and the WIDA Framework (formerly World-Class Instructional Design and Assessment) in the content curriculum 	<ul style="list-style-type: none"> Alignment documents Scope and Sequence Curriculum Resource and Adoption Form
Resource Alignment Fidelity to standards and curriculum implementation	<ul style="list-style-type: none"> Train educators in standards-aligned instruction and assessment Establish protocol to ensure the curriculum is being implemented with fidelity 	<ul style="list-style-type: none"> Workshop agendas, syllabi addressing content area standards information Observational tools Curriculum use protocols Literacy non-negotiable agreement for teams

Culture

School community members know and use literacy standards to guide instruction.

Team members hold attitudes and beliefs that are:	Actions May Include:	Artifacts May Include:
Learner-centered & Inclusive	<ul style="list-style-type: none"> • Differentiation is planned to support learners showing evidence of different levels of proficiency • Include culturally responsive resources 	<ul style="list-style-type: none"> • Lesson plans • Targets and scales • Small group instructional plans • Equity evidence • Language policy
Outcome-based & Growth-minded	<ul style="list-style-type: none"> • Implement appropriate tools and processes for determining content and skill mastery • Establish student-friendly scales and learning targets 	<ul style="list-style-type: none"> • Evidence of grading practices that align with a standards-based mindset • Student and staff reflections
Transparent & Collaborative	<ul style="list-style-type: none"> • Publish student-friendly scales and learning targets • Establish communication avenues for family awareness 	<ul style="list-style-type: none"> • Learners explain or demonstrate their progress toward standards • Communications and events (email, letters, web articles) • Student-led conferences • Translated documents • Teacher websites • Course overviews shared on a school website

Process

Systemwide processes are in place for planning, implementing, and evaluating high-quality instructional materials and evidence-based instructional practices aligned to the ND English Language Arts and Early Learning Content Standards.

Teams adhere to processes for:	Actions May Include:	Artifacts May Include:
Planning	<ul style="list-style-type: none"> • Develop priority standards • Develop proficiency scales • Develop system documents, tools, and resources for planning and instruction 	<ul style="list-style-type: none"> • Scope and sequence documents • Vertical alignment process and results • Priority standards and proficiency scale documents for all grade levels • Common assessments
Implementing	<ul style="list-style-type: none"> • Develop and deliver professional development for all content staff to learn and implement disciplinary literacy utilizing ELA standards • Implement system-wide priority standard use • Collaborate to refine and revise instruction based on outcome evidence 	<ul style="list-style-type: none"> • Grade-level resources, playbooks • Student-friendly scales • Content literacy plan for the site • WIDA framework integration plan • PLC self-evaluation
Evaluating	<ul style="list-style-type: none"> • Regularly review the effectiveness of curriculum and instructional choices about student achievement of standard identified skills • Collect ongoing evidence of curriculum alignment and misalignment with standards for updating the cycle • Address misalignment with supplements and curricular adjustments 	<ul style="list-style-type: none"> • Curriculum review schedule • Review tools • Review documentation and decisions • PLC notes • Districtwide “dashboard” for student outcome transparency and review • Data dive notes and trends

Planning Standards-Aligned Curriculum Resources

See <https://www.nd.gov/dpi/education-programs/literacy> or scan the QR code below to access links to resources.



Standards

- [ND ELA and Literacy Standards](#)
 - <https://www.nd.gov/dpi/districtsschools/k-12-education-content-standards>
- [NDREA Prioritized Standards and Scales](#)
 - <http://www.ndrea.org/index.php?id=112>
- [ND Early Learning Standards](#)
 - [https://www.nd.gov/dpi/sites/www/files/documents/Academic Support/EL2018.pdf](https://www.nd.gov/dpi/sites/www/files/documents/Academic%20Support/EL2018.pdf)
- [ND Literacy in CTE, Science, and Social Studies](#)
 - <https://www.nd.gov/dpi/districtsschools/k-12-education-content-standards>
- [WIDA Standards](#)
 - <https://wida.wisc.edu/teach/standards>
- [Center on Instruction-Building the Foundation](#)
 - [https://www.readingrockets.org/sites/default/files/Building the Foundation.pdf](https://www.readingrockets.org/sites/default/files/Building%20the%20Foundation.pdf)
- [ND Learning Continuum](#)
 - <https://www.nd.gov/dpi/districtsschools/learning-continuum>



Curriculum Guides and Resources

- [EdReports](#) (Selecting for Quality: 6 Key Adoption Steps)
 - <https://www.edreports.org/resources/adoption-steps>
- [ND Childcare Aware](#)
 - <https://ndchildcare.org/>
- [ZERO to THREE](#)
 - <https://www.zerotothree.org/>
- [CSEFEL](#)
 - <http://csefel.vanderbilt.edu/>
- [NAEYC](#)
 - <https://www.naeyc.org/>
- [Head Start Early Learning Curriculum Guide](#)
 - <https://eclkc.ohs.acf.hhs.gov/curriculum>
- [Head Start Early Learning Outcomes Framework](#)
 - <https://eclkc.ohs.acf.hhs.gov/interactive-head-start-early-learning-outcomes-framework-ages-birth-five>
- [EL Norms](#)
 - <https://www.ndseec.com/programs-and-services/professional-development/english-learners.html>
- [What Works in Education Clearinghouse](#)
 - <https://ies.ed.gov/ncee/wwc/>
- [Teaching of our Elders](#)
 - <https://teachingsofourelders.org/ndnaeu-aligned-lessons/>

Planning Standards-Aligned Curricular Evaluation Continuum

After considering the indicator charts, what evidence does your building or district reveal about your stage of implementation related to standards-aligned curricula? Check the boxes with your determination to see your strengths and areas for growth.

Critical Indicators:	1. Learning	2. Developing	3. Embedding	4. Innovating
	<ul style="list-style-type: none"> Specific ideas have been brought forth for consideration. Research and discussions are happening. 	<ul style="list-style-type: none"> A plan exists Some action has occurred. 	<ul style="list-style-type: none"> Consistent, systemwide actions are occurring at a sustainable level. The continuous improvement process is occurring. 	<ul style="list-style-type: none"> Continual monitoring and reviews of data are occurring. Strategic improvement of programming is reaching or exceeding the targeted outcomes.
Leadership: Building and literacy team leaders guide instructional curriculum selection and implementation based on a scope and sequence for a continuum of learning to reach identified literacy outcomes.	1	2	3	4
Culture: School community members know and use literacy standards to guide instruction.	1	2	3	4
Process: Systemwide processes are in place for planning, implementing, and evaluating HQIM and evidence-based instructional practices aligned to the ND English Language Arts and Early Learning Content Standards.	1	2	3	4

Assessing to Inform

Leaders and teams facilitate data use and feedback to monitor and adjust all decisions impacting literacy.



Assessing to Inform Defined

According to NDMTSS, assessments are used to perform two functions:

- Measure and improve student achievement.
 - Use results and indicators to adjust instruction to guide student learning.
 - Use results to engage students and families in goal setting.
- Evaluate and improve systemic practices.
 - Identify trends in student achievement across grade levels and student growth over time to inform decisions.
 - Identify areas needing intervention and acceleration.
 - Identify where support, staffing, or professional development is needed.

Assessment in Practice

A comprehensive assessment plan outlines the literacy outcomes of students. It is a meaningful, manageable, measurable, and sustainable process. It includes:

- Procedures to screen, diagnose, and monitor progress.
- Assessment methods utilized to demonstrate the achievement of each outcome.
- Timeframe for collecting and reviewing the data.
- Individual(s) responsible for the collection and review of the data.
- Response to review processes.



Assessing to Inform Indicator Charts

Leadership

Building and literacy team leaders establish a comprehensive assessment plan to monitor and impact literacy outcomes.

Leaders Value:	Actions May Include:	Artifacts May Include:
Team structures	<ul style="list-style-type: none">• Create district- or building-level data/assessment teams• Identify a comprehensive assessment plan• Create an assessment calendar• Establish common assessments	<ul style="list-style-type: none">• District-, building- or grade-level assessment plans• Assessment lists and appropriate uses
Rigorous standards	<ul style="list-style-type: none">• Ensure that all assessments have a purpose• Ensure results are used for instructional decisions• Ensure assessments are aligned with prioritized standards• Evaluate the rigor level of assessments (comparing performance to standardized testing)	<ul style="list-style-type: none">• MTSS literacy pathway chart• Common summative assessments• Common formative assessments• NDSA/ACT results• Data analysis charts
Resource Alignment	<ul style="list-style-type: none">• Provide professional learning around assessment• Use valid, reliable, and unbiased evidence• Review assessment practices• Designate resources for assessment practices• Ensure building assessments can screen, diagnose, and monitor progress• Create an assessment/curriculum crosswalk	<ul style="list-style-type: none">• Professional Learning Plan• Assessment use reports• Assessment/curriculum crosswalk

Culture

School community members are invested in student-centered decision-making based on data.

Team members hold attitudes and beliefs that are:	Actions May Include:	Artifacts May Include:
Learner-centered & Inclusive	<ul style="list-style-type: none"> • Develop and use student-friendly scales • Examine and refine scales as necessary to align with student skill • Create a process for students to self-monitor • Select assessment approaches that minimize interruption of instructional time • Identify assessments that are non-Inclusive 	<ul style="list-style-type: none"> • Evidence of data triangulation • Observation data • Student interviews/self-monitoring tools • Student-friendly scales
Outcome-based & Growth-minded	<ul style="list-style-type: none"> • Select assessments and practices that support student growth • Use formative assessments to drive instruction • Establish a systematic MTSS framework and process • Establish a process for intervention and extensions at the building and classroom levels. 	<ul style="list-style-type: none"> • MTSS pathways • Assessment selection tools • Documentation of assessment reviews • Evidence of data triangulation and meeting notes • Classroom interventions and extensions
Transparent & Collaborative	<ul style="list-style-type: none"> • Inform students of the purpose of the assessment • Establish PLC processes • Provide an opportunity for student self-evaluation • Create collective efficacy for student achievement 	<ul style="list-style-type: none"> • Language protocols for testing introduction • Tools for student goal-setting and self-tracking use • PLC documents, schedules

Process

Systemwide processes are in place for planning, implementing, and evaluating the use of data for continuous improvement.

Teams adhere to processes for:	Actions May Include:	Artifacts May Include:
Planning	<ul style="list-style-type: none"> • Build schedules with time dedicated to PLC work • Identify grade-level literacy assessment tools for each purpose: screen, diagnose, and monitor progress 	<ul style="list-style-type: none"> • PLC protocols • PLC schedules • PLC agendas and notes • Assessment master lists • District positions dedicated to MTSS/RTI professional learning time and training
Implementing	<ul style="list-style-type: none"> • Assess to inform according to the schedule • Maintain assessment-related communication with all stakeholders • Review and respond to results • Engage in problem-solving/student assistance teams 	<ul style="list-style-type: none"> • Assessment schedules • Family communications and training notes, notices, agendas • Result tracking documents • Assessment results plans • MTSS/RTI structures • Notes and agendas • Published protocols
Evaluating Review & Respond	<ul style="list-style-type: none"> • Established regular data review days • Review assessment goals and measurement metrics 	<ul style="list-style-type: none"> • Identified assessment tools document • Meeting notes • Goal documents

Assessing to Inform Resources

See <https://www.nd.gov/dpi/education-programs/literacy> or scan the QR code below to access links to resources.



Online Assessment Protocols/Tools

- [RTI Network Fidelity Protocols](#)
 - <http://www.rtinetwork.org/getstarted/evaluate/treatment-integrity-protocols>
- [National Center of Intensive Intervention](#)
 - <https://charts.intensiveintervention.org/ascreening>
- [Really Great Reading Diagnostics](#)
 - <https://www.reallygreatreading.com/diagnostics>
- [Foundations of Reading Instruction and Intervention Links](#)
 - <https://drive.google.com/file/d/1zH6KQfWuvqd7uAPaHfIGRcwRpnVpRTa-/view?usp=sharing>



Resources/Organizers

- [Essential Diagnostic Questions](#)
 - https://docs.google.com/document/d/1PZrilgBrIvBSRXowz_KM1ZvWn_2OtLC5DOG5nCaNgNI/edit?usp=sharing
- [Quick Phonics Screener](#)
 - <https://drive.google.com/file/d/1LJAm9CQcHkLuTiV3voGMutsXLRjLQqTI/view?usp=sharing>
- [Diagnostic Flowchart-Iowa](#)
 - <https://drive.google.com/file/d/1y9nOO-GTmPYZLfAXJcLKUXPdOZJaQ5FW/view?usp=sharing>
- [Quick Guide for Reading Assessment](#)
 - https://drive.google.com/file/d/1P7ZIfRG84njWzxTeAdDa5LnStv04TI_O/view?usp=sharing
- [Progress Monitoring Chart](#)
 - <https://docs.google.com/document/d/19jiLpkfsgrlc-AI8dQ9dBqyAMCzawT23DipC-CWLrmM/edit?usp=sharing>

Assessing to Inform Evaluation Continuum

After considering the indicator charts, what evidence does your building or district reveal about your stage of implementation related to literacy assessment? Check the boxes with your determination to see your strengths and areas for growth.

Critical Indicators:	1. Learning	2. Developing	3. Embedding	4. Innovating
	<ul style="list-style-type: none"> Specific ideas have been brought forth for consideration. Research and discussions are happening. 	<ul style="list-style-type: none"> A plan exists Some action has occurred. 	<ul style="list-style-type: none"> Consistent, systemwide actions are occurring at a sustainable level. The continuous improvement process is occurring. 	<ul style="list-style-type: none"> Continual monitoring and reviews of data are occurring. Strategic improvement of programming is reaching or exceeding the targeted outcomes.
Leadership: Building and literacy team leaders establish a comprehensive assessment plan to monitor and impact literacy outcomes.	1	2	3	4
Culture: School community members are invested in student-centered decision-making based on data.	1	2	3	4
Process: Systemwide processes are in place for planning, implementing, and evaluating the use of data for continuous improvement.	1	2	3	4



Instructing with Precision

Leaders and teams define a precise, scientifically based system of literacy instruction to meet individual learner needs through a multi-tiered system of support.

Instructing with precision starts with understanding the progression of literacy development, science-based practices, strategies, and interventions that promote active student engagement while meeting the literacy needs of all. The North Dakota Literacy Plan provides resources to support understanding these critical components to plan effective literacy instruction for all age levels.

Critical Components of Instructing with Precision

- All students are engaged in explicit, systematic reading, writing, speaking, and listening instruction.
- Instruction is provided with educational integrity. Integrity ensures that fidelity (commonly understood to mean a word-for-word implementation) to the intent and philosophy of the program is managed through an evaluative approach. This means considering student and teacher needs to apply appropriate, data-informed adjustments.
- Key literacy skills are identified for all age levels with an understanding of when the skills should be introduced and at what age those skills should be mastered.
 - The *ND Literacy Continuum*, located on page 6, focuses on capturing the critical literacy connections to success, applying to all key learning areas, and cannot be left to chance.
- A multi-tier approach is used to differentiate instruction for all students efficiently.
 - The MTSS model incorporates increasing intensities of instruction and assessments, offering specific, research-based interventions matched to student needs driven by data. See the NDMTSS website listed in the resources.
- Sufficient time is allocated to provide effective instruction for all age levels. See Appendix B, Figure 6.
- Basic components and independent skills required to achieve skilled reading are considered when planning instruction. See Appendix B, Figures 4 and 5.
- Evidence-based strategies and HQIMs are prioritized. See the ND Science of Reading website listed in the resources.
- Literacy is not a subject in its own right but is fundamental to all content areas.
 - Disciplinary literacy is defined as content knowledge, experiences, and skills merged with the ability to read, write, listen, speak, think critically, and perform meaningfully within a given field's context.

Instructing with Precision Indicator Charts

Leadership

Building and literacy team leaders ensure literacy instruction addresses the evidence-based progression of skill development essential to reach learning outcomes.

Leaders Value:	Actions May Include:	Artifacts May Include:
Team structures	<ul style="list-style-type: none">• Select a structural model for instructional implementation	<ul style="list-style-type: none">• MTSS Plan
Rigorous standards	<ul style="list-style-type: none">• Establish or identify a literacy continuum or framework• Maintain high fidelity to district-selected, high-quality, evidence-based instructional materials and practices	<ul style="list-style-type: none">• Evidence of use in practices through observations• Evidence in lesson designs
Resource Alignment	<ul style="list-style-type: none">• Communicate expectations about the use of evidence-based instructional programs and practices• Observe for evidence-based and instruction fidelity• Establish research-based literacy professional learning for all instructional staff	<ul style="list-style-type: none">• Policies related to selected literacy curriculum use• Observation tools• Look-for documents• Resource Toolkits• PLC agendas• Professional learning calendars• Consultant contracts

Culture

School community members understand literacy as a progressive acquisition of skills and support individual differences while maintaining rigorous outcome goals.

Team members hold attitudes and beliefs that are:	Actions May Include:	Artifacts May Include:
Learner-centered & Inclusive	<ul style="list-style-type: none"> • Instruct with approaches that account for variable student progress rates • Address specific student needs and skills through differentiation and intervention • Establish literacy-rich environments in all classrooms • Establish high-quality libraries, including classroom libraries at all levels 	<ul style="list-style-type: none"> • Lesson plans • Individual student plans • Tools for tracking individual student progress • Calendars • Protocols • Notes and agendas • Anchor charts • Vocabulary/word walls • Library inventories
Outcome-based & Growth-minded	<ul style="list-style-type: none"> • Establish standards-based instruction • Embed literacy supports into content area instruction 	<ul style="list-style-type: none"> • Lesson plans • Observation notes
Transparent & Collaborative	<ul style="list-style-type: none"> • Schedule regular data days and PLC time 	<ul style="list-style-type: none"> • Observational data

Process

Systemwide processes exist to effectively differentiate instruction to support all students in literacy achievement.

Teams adhere to processes for:	Actions May Include:	Artifacts May Include:
Planning	<ul style="list-style-type: none">• Establish MTSS/RTI inclusive of special education, gifted and talented, multilingual, indigenous, and social-emotional supports• Allocate resources to literacy instruction	<ul style="list-style-type: none">• Student support teams• Problem-solving teams• Course catalogs• Schedule literacy instructional staff to maximize personalized instruction to meet needs
Implementing	<ul style="list-style-type: none">• Deliver high-quality core instruction• Establish personalized learning pathways	<ul style="list-style-type: none">• Proficiency scales• Course catalogs• Published grading practices
Evaluating	<ul style="list-style-type: none">• Review instructional goals and measurement metrics• Adjust approaches as determined by outcomes	<ul style="list-style-type: none">• Meeting notes• Goal documents

Instructing with Precision Resources

See <https://www.nd.gov/dpi/education-programs/literacy> or scan the QR code below to access links to resources.



MTSS Resources

- [ND MTSS](#)
 - <https://www.ndmtss.org/>
- [MTSS Guiding Questions](#)
 - https://docs.google.com/document/d/1o9CBPMO9QBglrFwKHhnZUUN4hVLjAwbXb3ycm_EmSzk/edit?usp=sharing



Instructional Tools and Resources

- [WWC Practice Guides](#)
 - <https://ies.ed.gov/ncee/wwc/PracticeGuides>
- [Florida Center for Reading Research](#)
 - <https://fcrr.org/educators>
- [Essential Components Summary Sheet](#)
 - <https://drive.google.com/file/d/1j1vu9yqX-jzt7kuvxwmp0GAq8oBhpYu/view?usp=sharing>
- [Reading Across the Content Areas: An Overview](#)
 - <https://drive.google.com/file/d/1dFR3VPX0LfTV73vdq6PH9cFH0HPdYzHB/view>
- [Reading Rockets](#)
 - <https://www.readingrockets.org/>
- [National Reading Panel](#)
 - <https://www.nichd.nih.gov/publications/pubs/nrp/findings>
- [Strategic Literacy Instruction - Anita Archer](#)
 - https://drive.google.com/file/d/1nLC4aec4BGnzprszNUIIn1PE_q-scE81q/view?usp=sharing
- [SoR- Defining Guide](#)
 - https://drive.google.com/file/d/1AgB2H0mRtVYffjW-JAu_r3Ae_oapyaEF/view?usp=sharing
- [Literacy Essential Practices for all levels - Michigan General Education Leadership Network \(GELN\)](#)
 - <https://www.gomaisa.org/literacy-essentials/the-essentials/>
- [Texas Reads](#)
 - <https://literacysanantonio.com/sorresources-1>

Instructing with Precision Evaluation Continuum

After considering the indicator charts, what evidence does your building or district reveal about your stage of implementation related to literacy instruction? Check the boxes with your determination to get a picture of your strengths and areas for growth.

Critical Indicators:	1. Learning	2. Developing	3. Embedding	4. Innovating
	<ul style="list-style-type: none"> Specific ideas have been brought forth for consideration. Research and discussions are happening. 	<ul style="list-style-type: none"> A plan exists. Some action has occurred. 	<ul style="list-style-type: none"> Consistent, systemwide actions are occurring at a sustainable level. The continuous improvement process is occurring. 	<ul style="list-style-type: none"> Continual monitoring and reviews of data are occurring. Strategic improvement of programming is reaching or exceeding the targeted outcomes.
Leadership: Building and literacy team leaders ensure literacy instruction addresses the evidence-based progression of skill development essential to reach learning outcomes.	1	2	3	4
Culture: School community members understand literacy as a progressive acquisition of skills and support individual differences while maintaining rigorous outcome goals.	1	2	3	4
Process: Systemwide processes exist to effectively differentiate instruction to support all students in literacy achievement.	1	2	3	4

Glossary

Action is a process of doing something to achieve an aim, goal, or outcome.

Artifact is an object created during the work team's term. It physically provides evidence of action, such as documents, video, audio, images, or other tangible things.

Choice Ready is a component within the North Dakota Accountability system and describes a student graduating 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.

Collaboration is produced or achieved by two or more parties working together.

Culturally Responsive Teaching & Instructional Resources - Culturally responsive teaching increases academic rigor for all learners and requires cultivating a physically, emotionally, and intellectually safe environment. This includes utilizing evidence-based instruction and assessment practices, curriculum, and resources that reflect and acknowledge all students' diversity, identities, and experiences of all students.

Data-informed Instruction involves collecting examples of student performance, analyzing them for trends, and determining continuation or adjusted steps to achieve the desired outcome.

Disciplinary Literacy emphasizes approaching literacy within a content area as an expert in that content area would use it. Scientists, historians, and mathematicians each use their literacy skills differently to understand and accomplish their work. Disciplinary literacy takes reading and writing beyond the textbook and classroom tasks to actual world application.

Diversity is understanding that every individual is unique and recognizing individual differences. Diversity includes but is not limited to ethnicity, race, physical abilities/qualities, gender, sexual orientation, religious status, gender expression, educational background, geographical location, socioeconomic status, political association, and life experiences.

English Language Arts (ELA) is the study and improvement of the art of the English language, including the strands of reading, writing, speaking, listening, and viewing.

Equity provides an environment where differences are recognized and acknowledged with the appropriate levels of support needed for every individual to meet their maximum potential.

Evidence-based programs and practices are demonstrated through research to have a statistically significant impact on student learning outcomes. Evidence-based programs are studied within actual classroom settings. ESSA emphasizes evidence-based programs and practices and outlines four levels of effectiveness.

Explicit Instruction is a structured, systematic, and direct teaching approach that includes stating goals, modeling and clearly explaining, and withdrawing support as students move toward independence.

High-Quality Instructional Material (HQIM) is grade-level materials aligned to state standards, evidence-based, and implemented with integrity.

Job Embedded is Professional Learning grounded in day-to-day teaching practice to enhance content-specific instructional practices.

Implementation is converting goals and objectives into action and implementing a plan or idea.

Literacy encompasses reading, writing, speaking, listening, and critical thinking skills across contexts.

Learner-Centered views learners as active participants in learning. They bring their own knowledge, past experiences, education, and ideas – which impacts how they take on new information and learn.

Multilingual Learner (ML) is the updated asset-based term for English Language Learners. Multilingual learners are students who are developing proficiency in multiple languages. This includes students learning English as an additional language in school.

Professional Learning Community (PLC) is an organized group of professionals working collaboratively to engage in practice-based learning through reflection, dialogue, feedback, and shared goal setting.

School and early childhood professionals include those working with children from birth through grade 12, such as teachers, administrators, early learning professionals, childcare providers, or those in related care and education roles.

Science of Reading is the body of research that combines several disciplines to provide an understanding of the processes involved in reading, where challenges generally occur, and how that relates to reading instruction choices, including preventive and remedial approaches.

The Six Essential Elements are the organizing categories of the ND Comprehensive Literacy Plan which the ND Literacy Team has deemed critical to the system's function to provide high-quality literacy instruction for all children.

Stakeholder is any person or entity that stands to benefit from effective literacy outcomes, including students, family members, caregivers, school and early childhood providers, education professionals, community partners, and leaders.

Sustain is to continue something for an extended period of time.

Appendix A

History of the North Dakota Literacy Plan

The North Dakota Comprehensive Literacy Plan was first drafted as a part of a federal grant application in 2010 to address literacy support throughout the state. North Dakota has since received two federal grants to improve literacy instruction. In 2017, the Striving Readers Comprehensive Literacy (SRCL) grant funded 15 districts for three years. In 2019, the second award, the Comprehensive Literacy State Development (CLSD) grant, secured five years of literacy support to 22 districts. Together, these grants total more than \$70 million and have funded work encompassing more than 60% of North Dakota students. The grants require the state to maintain and annually update a state literacy plan to guide local districts in their work.

The plan is maintained by the State Literacy Team, which is comprised of fifteen members selected through a competitive application. The members represent diverse literacy education roles. The overall mission of the State Literacy Team is to combine voices of state leadership, local education agencies (LEAs), and early childhood programs to integrate and align literacy resources and policies to support disadvantaged children, Birth through Grade 12, to be choice ready.

The ND Literacy Plan Supports the North Dakota PK-12 Strategic Vision

In 2019, a group of invested leaders came together to create a five-year vision for education work in North Dakota. That group created the [PK-12 Education Strategic Vision Framework](#) with outcomes for North Dakota students. Literacy is directly addressed in long-term outcome #2, “Increase students who demonstrate reading proficiency in 3rd grade.” Literacy is woven throughout the plan as an outcome and a means to achieve the vision. The updated version is included in Appendix B, Figure 7.

Literacy Snapshot in North Dakota

According to [North Dakota Compass 2021 Report](#) (https://www.ndcompass.org/images/graphics/Final_2021_Compass_Points_Final.pdf), North Dakota ranks 50th for the percentage of children enrolled in preschool programs. Just 28% of 3- and 4-year-olds attend a preschool program.

Before the COVID-19 pandemic, 47% of students in North Dakota were proficient or higher on the North Dakota State Assessment (NDSA) in English Language Arts. That percentage dropped to 42% in 2020-2021. The state assessment demonstrates evidence of student learning recovery as the overall proficiency increased to 45% in 2021-2022. As outlined in the ND Learning Standards, proficiency means a student demonstrates skills at or above those expected at that grade level. In the 2021-2022 school year, student enrollment in North Dakota was 116,694. The NDSAs are administered between March and May annually, and the results are reported on [Insights ND](#). Local district and individual results can vary significantly from state averages; therefore, these results should be viewed as only one indicator among many student outcomes.

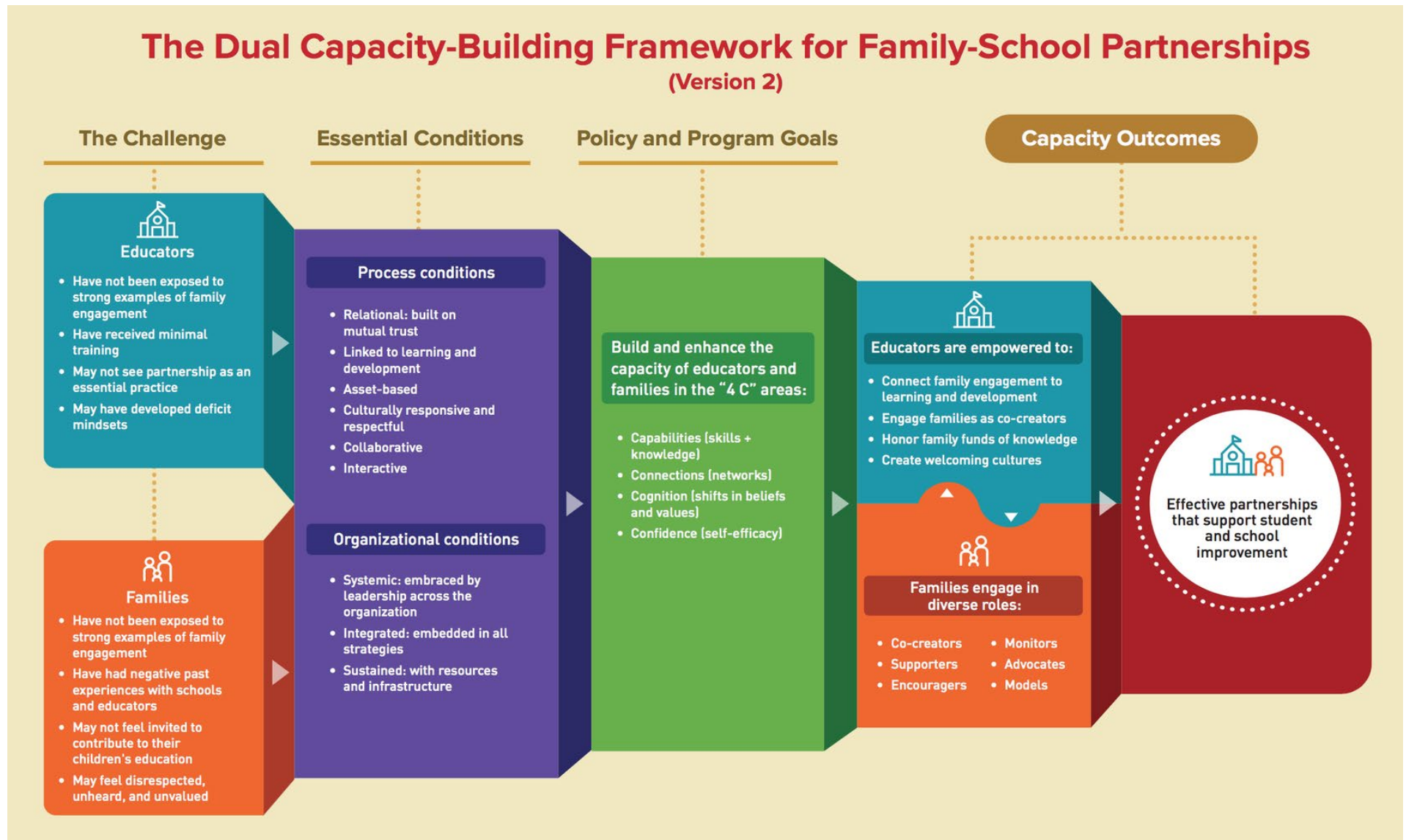
Appendix B

Professional Learning

Figure 1 ND Literacy Coaching Framework for Continuous Improvement



Figure 2 Dual Capacity-Building Framework for Family-School Partnerships



Released in 2019, Version 2 of the Dual Capacity-Building Framework for Family-School Partnerships showcases a redesigned graphic.

Figure 3 Relative Impact of Family Engagement Strategies on Student Learning

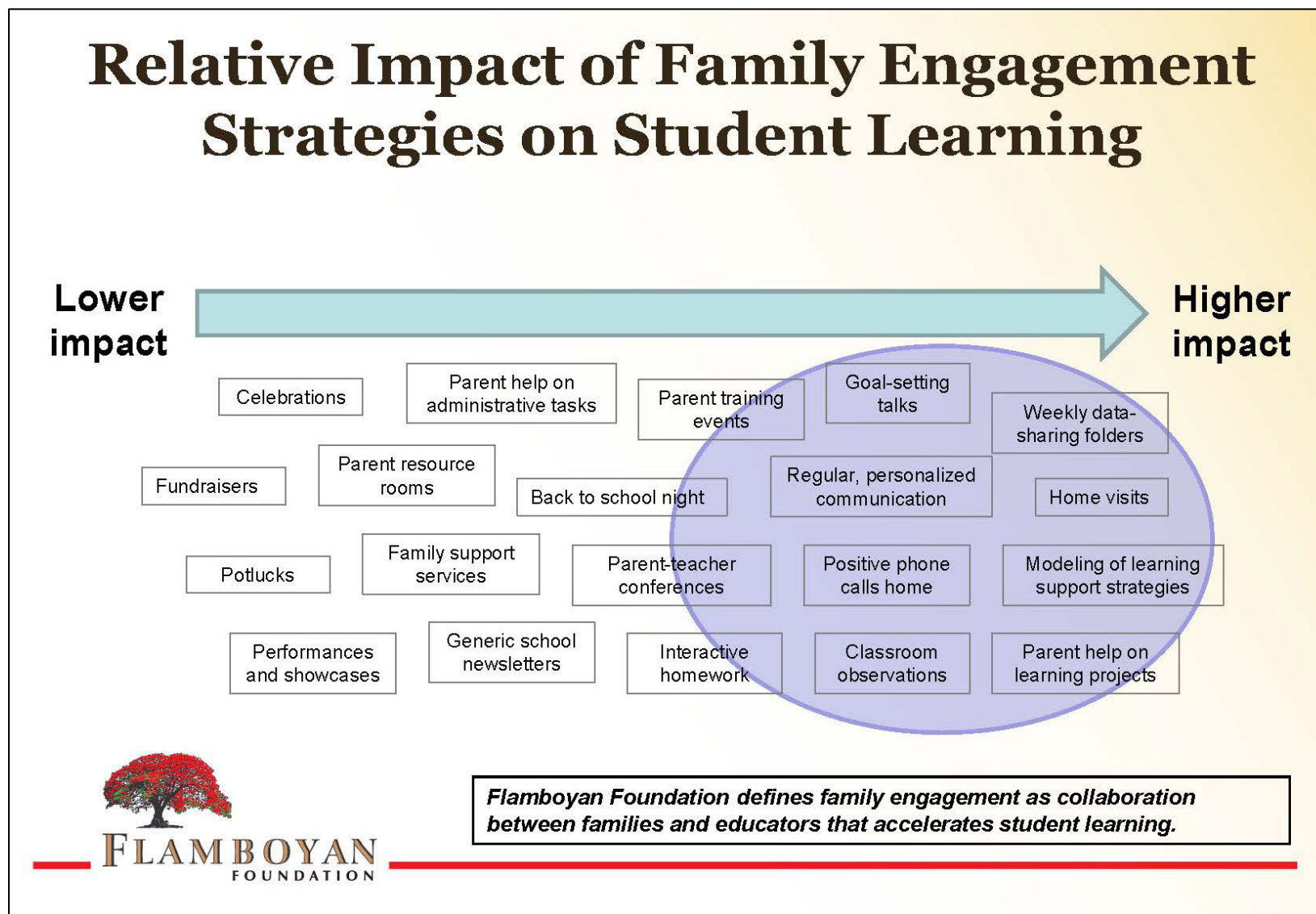
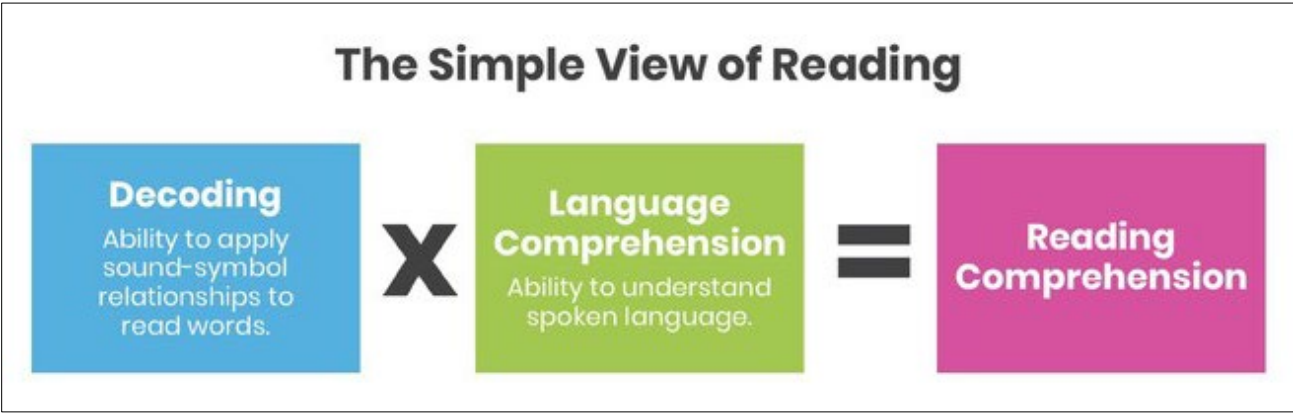


Figure 4 The Simple View of Reading



Gough & Turner, 1986; Hoover & Gough, 1990

Figure 5 Scarborough's Reading Rope

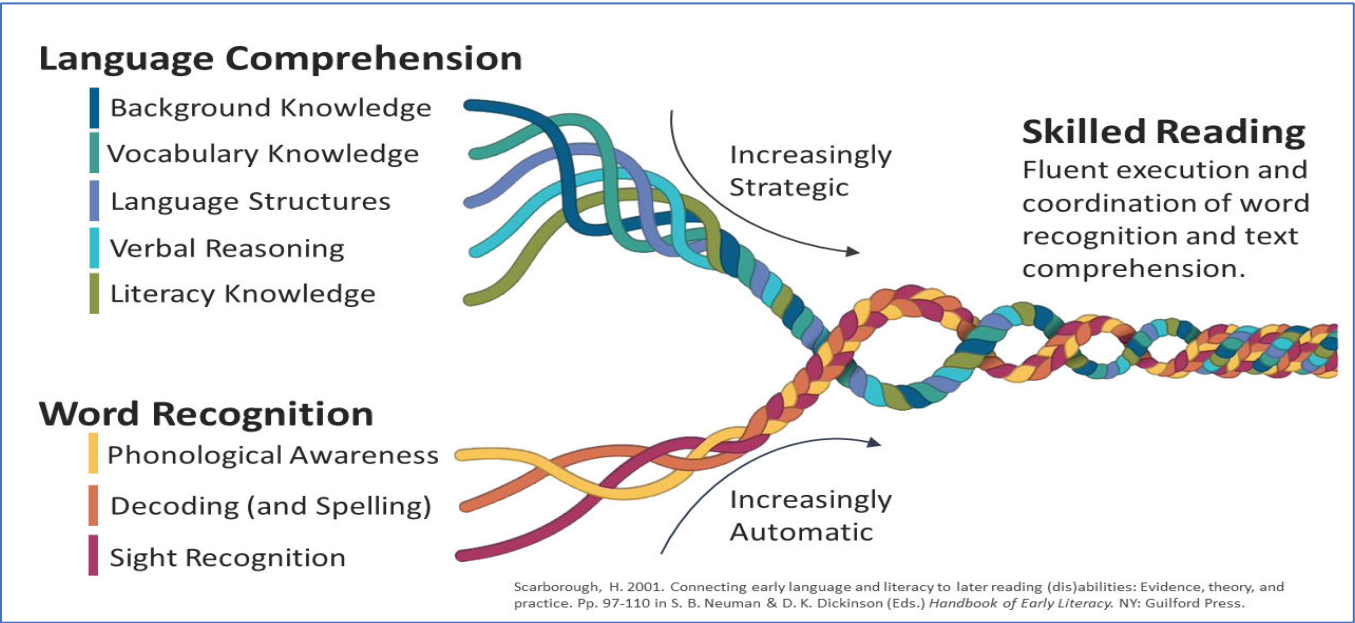


Figure 6 Recommended Time Allocations for Reading Instruction for All Students

RECOMMENDED TIME ALLOCATIONS FOR READING INSTRUCTION FOR ALL STUDENTS New Mexico Public Education Department. (2020). New Mexico Statewide Literacy Framework, NM. Santa Fe: NMPED		
AGE GROUP	AMOUNT OF INSTRUCTION PER DAY	INSTRUCTIONAL FOCUS
INFANT TODDLER	Literacy instruction should be embedded in all activities throughout the day.	The primary language task of infants and toddlers is learning the language of their families. Caregivers should communicate with the children in their home language, modeling language usage for infants and toddlers. Teachers should elicit language from them and build on their communication through meaningful conversations, descriptions of what they are doing, and open-ended questioning. In addition, looking at and reading books and giving children opportunities to draw and make marks with writing tools build on their communication skills as they move toward understanding the written word. The essential elements of beginning reading with infants and toddlers are phonological awareness, vocabulary, oral language development, oral comprehension, and environmental print.
PRESCHOOL	Literacy instruction should be embedded in all activities throughout the day.	Implement daily, intentional, developmentally appropriate early literacy practices: <ul style="list-style-type: none"> • phonological awareness activities • oral language and vocabulary activities • alphabet knowledge activities • concepts of print activities • large group read-aloud with listening comprehension focus • opportunities for developmentally appropriate writing activities
K-3	90-minute reading block	The 90-minute block provides instruction on the five essential elements of beginning reading: phonological awareness, phonics, fluency, vocabulary, and comprehension. Additional instructional time will need to be scheduled to ensure adequate time to teach other areas of literacy, such as writing. For grades K-3, more than 90 minutes of daily reading instruction should be provided to students who still need to meet grade-level reading goals.
4-5	90-minute reading block and literacy-connected learning across the instructional areas	During the 90-minute block, students receive daily, focused reading instruction on the essential reading elements, emphasizing advanced phonics and word study skills, fluency, vocabulary, comprehension, and writing. Students begin regularly working with texts in social sciences, science, math, and other instructional areas. More than 90 minutes of daily reading instruction should be provided to students who still need to meet grade-level reading goals.
6-8	40- to 60-minute reading class for all students (grouped by skill level) and separate from English language arts, 2-4 hours of literacy-connected learning across instructional areas	A 40- to 60-minute class designated specifically for reading instruction is recommended for all students. In addition to the reading class, students should receive reading instruction across all content areas on content-specific advanced word study, comprehension, and vocabulary. Students reading below grade level could participate in the extended language arts period and an additional reading intervention class.
9-12	2-4 hours of literacy-connected learning across the instructional areas	The recommendation is two to four hours of literacy-connected learning across the content areas daily. High school teachers provide increasingly more rigorous vocabulary and comprehension instruction and practice to students each year of high school across the content areas, preparing them to exit grade 12 reading at grade level or above.

Figure 7 North Dakota PK-12 Education Strategic Vision Framework



Local Literacy Plan Sample Template

Local Comprehensive Literacy Plan

The following sample templates may be used to help organize the writing of your local literacy plan.

Table of Contents

Content	Page
Literacy Leadership Team	
Introduction	
Strategic Plan (Link if available)	
Literacy Grant Goals	
Implementation Plan	
Glossary	
Toolbox <ul style="list-style-type: none">• References• Resources• Local documents	

Literacy Implementation Team

Select varied representatives who can provide input, make decisions and take action on literacy within the system. Determine the following essential items: Team purpose. Team Members. Meeting schedule.

Purpose of the Team:

Meeting Frequency:

Representation Area	Name of Representative
<i>Ex: District Leadership, Building Leadership</i>	
<i>Ex: Teachers (elementary, middle, elementary)</i>	
<i>Ex: Family and Community Representatives</i>	
<i>Ex: Special populations</i>	

Introduction

This section should outline the plan's purpose and make intentional connections to the needs and current initiatives within your district, building, or consortium. Some things to consider include the following:

- Purpose of Plan
- Local Demographics
- Current snapshot of literacy performance (data)
- Mission, Vision, and Values
- Connection to State Plan
- Connections to local curricular program

Strategic Plan (Link)

Identify how the following elements align with your district or building's strategic plan and local initiatives.

ND LITERACY PLAN GUIDANCE 6 ESSENTIAL ELEMENTS FOR LITERACY	STRATEGIC PLAN / INITIATIVE ALIGNMENT
LEADING FOR IMPACT	
Leaders work to influence school culture and build systems that ensure all learners receive an effective, high-quality literacy education.	<i>Connections</i>
SUPPORTING PROFESSIONAL LEARNING	
Leaders and teams align resources and develop processes to support instructional staff in improving knowledge and delivering literacy instruction.	<i>Connections</i>
ENGAGING ALL STAKEHOLDERS	
Leaders and teams work to build system capacity to ensure all educators recognize and encourage student, family, and community member empowerment to shape a highly effective educational experience for each learner.	<i>Connections</i>
PLANNING STANDARDS-ALIGNED CURRICULUM	
Leaders and teams ensure the selection and use of methods, resources, and assessments to achieve the desired student outcomes defined in the North Dakota English Language Arts and Early Learning Content Standards.	<i>Connections</i>
ASSESSING TO INFORM	
Leaders and teams facilitate data use and feedback to monitor and adjust all decisions impacting literacy.	<i>Connections</i>
INSTRUCTING WITH PRECISION	
Leaders and teams define a precise, scientifically based system of literacy instruction to meet individual learner needs through a multi-tiered system of support.	<i>Connections</i>

Goals & Implementation

Establish a general overview of goals, action steps, and evidence aligned to the six essential elements of the state plan.

LITERACY GOALS			
	Birth – 5 Years Old	Elementary	Secondary
Long term Goal(s) What will you achieve within five years?			
Midterm Goal(s) What will you achieve within three years?			
Short term Goal(s) What will you achieve in 1 year?			



Literacy Implementation Plan

Establish Actions and Measures

Element	Grade Band	Implementation/Action What actions will you take this year?	Evidence / Artifacts / Measurements What will you develop/achieve during this process?
Leading for Impact	B-5		
	Elementary		
	Secondary		
Supporting Professional Learning	B-5		
	Elementary		
	Secondary		
Engaging all Stakeholders	B-5		
	Elementary		
	Secondary		
Planning Standards-aligned Curriculum	B-5		
	Elementary		
	Secondary		
Assessing to Inform	B-5		
	Elementary		
	Secondary		
Instructing with Precision	B-5		
	Elementary		
	Secondary		

Toolbox

Include links to research and references, valuable tools, and local documents.

Leading for Impact	References		
	Resources		
	Local Documents		
Supporting Professional Learning	References		
	Resources		
	Local Documents		
Engaging all Stakeholders	References		
	Resources		
	Local Documents		
Planning Standards-aligned Curriculum	References		
	Resources		
	Local Documents		
Assessing to Inform	References		
	Resources		
	Local Documents		
Instructing with Precision	References		
	Resources		
	Local Documents		

APPENDIX D

ND Literacy Team Application 2021



North Dakota Department of Public Instruction
Kirsten Baesler, State Superintendent
600 E Boulevard Ave, Dept. 201
Bismarck, ND 58505-0440

APPLICATION FOR SELECTION OF North Dakota Comprehensive Literacy Team

August 10, 2020

The North Dakota Department of Public Instruction (NDDPI), Office of Academic Support (STATE), invites you to apply for selection to serve as a North Dakota Comprehensive Literacy Team member for a four-year term. (January 2021-December 2024). This team is funded through the [Comprehensive Literacy State Development Grant](#).

1. Program Summary

The STATE is seeking to contract up to 15 qualified individuals who will serve as North Dakota Comprehensive Literacy Team members. North Dakota seeks to assemble a team which collectively represents experience implementing literacy strategies from Birth through grade 12 and institutions of higher education. The primary tasks will be review and revision of the [North Dakota Comprehensive Literacy Plan](#), and serving as an Advisory to the STATE.

The Comprehensive Literacy State Development Grant is a federal grant aimed at improving the literacy skills of students Birth through Grade 12 with an emphasis on disadvantaged children. In September 2019, the U.S. Department of Education notified the North Dakota Department of Public Instruction, Office of Academic Support, of funding in the amount of \$43.8 million.

2. Specifications

The Comprehensive Literacy State Development Grant requires the STATE to engage a Literacy Team, representing Birth through grade 12 and institutions of higher education to review and revise the Comprehensive Literacy Plan, and serve as an Advisory to the STATE.

3. Application Schedule

The following table lists the estimated application schedule that STATE will follow.

Application for Selection Issued	August 10, 2020
Deadline for Questions or Objections	September 11, 2020
Responses to Questions or Objections approximately	September 18, 2020
Applications Due	September 30, 2020
Evaluation Completed By approximately	October 30, 2020
STATE issues Notification of Selection approximately	November 2020
Start Date	January 4, 2021



4. Assistance to Applicants with a Disability

Applicants with a disability who need an accommodation should contact the point of contact prior to the deadline for receipt of applications so that reasonable accommodations can be made.

5. Contact Information

The point of contact for this application process is [REDACTED]. Applicants must direct all communications regarding this application for selection to the point of contact. Unauthorized contact with other state employees of the STATE regarding the application process, may result in disqualifying the applicant.

Point of Contact: Jane Gratz

Phone: [REDACTED]

Fax: [REDACTED]

Email: [REDACTED]

6. Submission Information and Deadline for Receipt of Applications

Applicants should complete the fillable application and submit electronically via email. Applications must be submitted to [REDACTED] no later than September 30, 2020.

The State of North Dakota (STATE) assumes no responsibility for delay caused by any delivery service. Failure to submit the application prior to the deadline may cause the application to be rejected. Late applications or amendments may not be accepted.

Sample

7. Deadline for Questions and Objections

Applicants must carefully review this Application for Selection and all attachments for defects, questionable or objectionable material. All questions must be in writing and directed to the STATE, attention of the point of contact. The STATE must receive these written requests by the deadline specified in the Application Schedule to allow issuance of any necessary amendments.

If the question may be answered by directing the questioner to a specific section of the Application, then the STATE may answer the question over the telephone. Other questions may be more complex and may require a written amendment to the Application. The point of contact will make this determination. Oral communication is considered unofficial and non-binding on the STATE. The Applicant must confirm telephone conversations in writing.

8. Amendments to the Application

If an amendment to this Application for Selection is issued, it will be published on the ND Department of Public Instruction [Comprehensive Literacy web page](#).

9. Description of Specific Tasks

The STATE is seeking to contract up to 15 qualified individuals to serve as North Dakota Literacy Team members who have experience and/or expertise implementing Literacy Strategies from Birth through grade 12 and at institutions of higher education.



Applicants for Level I Literacy Team Member (10 Members) will be required to perform the following activities:

Specific to Literacy Plan:

- Review and revise the content and structure of the state's current Comprehensive Literacy Plan;
- Review select literacy plans from other states or content associations for possible preferable content and structure;
- Participate in discussions, analysis and drafting activities, and any votes required to resolve group decision making;
- Participate in any special preparation activities required.

Advisory and Program Support:

- Participate in an Advisory capacity to the STATE during the four contracted grant years;
- Attend State Literacy Team Meetings as scheduled face-to-face or virtual;
- Review and provide feedback upon request of ND Comprehensive Literacy Plan drafts;
- Review and provide feedback to programming resources as needs arise;
- Provide input on the development and continuation of the North Dakota Literacy Coaching Academy Cadre Framework.

Applicants for the Level II Lead Team (4 members) will be required to perform the following activities in addition to those stated above:

- Specific to ND Comprehensive Literacy Plan:
 - Offer guidance on the State Literacy Team convening agenda and processes;
 - Attend State Literacy Lead Team Meetings as scheduled face-to-face or virtual;
 - Examine and set design for the proper articulation, breadth of inclusion, depth of knowledge, structural design, presentation of sequence, and support documentation related to the ND Literacy Coaching Cadre Framework;
 - Prepare multiple drafts leading to a final draft, incorporating public comments, generated by draft documents to prepare final supported document;
 - Draft support instructional narrative and appendices, as required; and
 - Document edits to current literacy plan.
- Specific to ND Literacy Coaching Academy Cadre:

Participate in design and implementation of the ND Literacy Coaching Academy Cadre in cooperation with the Team Captain and the ND State Comprehensive Literacy Administrative Team to:

 - Attend State Literacy Lead Team Meetings as scheduled face-to-face or virtual;
 - Plan, implement and support leadership of the ND Literacy Coaching Academy Cadre;
 - Participate in discussions, analysis and drafting activities, and any votes required to resolve group decision making;
 - Examine and set design for the proper articulation, breadth of inclusion, depth of knowledge, structural design, presentation of sequence, and support documentation related to the ND Literacy Coaching Cadre Framework;
 - Participate in revision and maintenance activities as required;
 - Support continual improvement of the Cadre design and implementation;
 - Participate in ongoing development and professional development delivery of the Cadre Framework;
 - Attend Cohort events face-to-face or virtual as required;



Applicants for the Level III Team Captain (1 Member) will be required to perform the following activities in addition to those stated above for Level I and Level II

- Specific to ND Comprehensive Literacy Plan:
Work in collaboration with the ND Comprehensive Literacy Administrative Team to:
 - Lead the literacy team planning and convenings
 - Provide guidance and input on State Literacy Plan update processes;
 - Assist ND Comprehensive Literacy Administrative Team with correspondence to Literacy Lead team as required;
- Specific to ND Literacy Coaching Academy Cadre design and implementation
Work in collaboration with the ND Comprehensive Literacy Administrative Team to:
 - Develop the framework for the ND Literacy Coaching Academy Cadre with the assistance of the Level II Lead Team;
 - Ensure the design is inclusive of all literacy coaches appointed to NDCLSD sites Birth-Grade 12;
 - Guide the research, discussions, analysis and drafting activities, and any votes required to resolve group decision making;
 - Lead the implementation of the ND Literacy Coaching Academy Cadre;
 - Lead the maintenance, revision and continual improvement of the framework;
 - Attend planning meetings face-to-face or virtual as required;
 - Attend Cohort events face-to-face or virtual as required;

10. Location of Work

The work is to be performed, completed and managed in the Contractor's workspace. The Contractor may be required to attend face-to-face meetings located at the North Dakota State Capitol or through a virtual platform. Equipment will not be provided for the CONTRACTOR. Applicants are required to use personal laptop computers to expedite project activities and enhance participation.

11. Minimum Experience/Expertise

Applicants must meet minimum prior experience and expertise requirements listed below. Applicant's failure to meet these experiences may cause application to be considered non-responsive and application may be rejected. Minimum prior experience requirements are:

- a. Demonstrate great passion and desire to positively impact literacy development throughout North Dakota.
- b. Demonstrate the necessary educational experience to be highly qualified in literacy instruction and review; with three or more years of experience of education in literacy instruction; and extensive knowledge in implementing literacy intervention strategies.
- c. Participation in previous state, district or school-level literacy/curriculum development, alignment or implementation activities;
- d. Demonstrated knowledge and experience in literacy and evidence-based literacy practices birth through grade twelve.
- e. Applicant can demonstrate the committees and teams they are on to represent literacy practices birth through grade twelve.
- f. Applicant provides clear support from school district/early childhood program administration to participate.



12. Required Licenses

At the time specified by the deadline for submission of applications, the applicant must have and keep current any professional licenses and permits required by federal, state, and local laws for performance of the Application for Selection. Applicants that do not possess required licenses at the time responses are due will be determined non-responsive.

13. Submission Requirements

The STATE discourages overly lengthy applications; however, for the STATE to evaluate applications fairly and completely, applicants must follow the format set out in this Application for Selection and provide all information requested.

Applicants must provide all documents, resumes, references or other information specifically required in this Application for Selection.

Required for this application:

- ✓ Cover letter
- ✓ Resume
- ✓ Completed application form, Attachment A
- ✓ Because the nature of this effort requires knowledgeable literacy specialists, the STATE seeks applications of qualified educators that are validated with 3 letters of support from designated educational leaders, including any of the following:
 - Superintendents or assistant superintendents,
 - Principals or assistant principals,
 - Special education directors,
 - Early Head Start/Head Start directors,
 - Early Care and Education professionals,
 - Library directors,
 - School or district curriculum leaders,
 - School or district assessment directors,
 - School counselors,
 - Higher education deans or department directors, or
 - Other educational leaders responsible for the supervision of instructional literacy staff.

14. General Approval Information

A. Approval Term

The STATE will review all applications to determine if they meet the requirements. An evaluation committee will evaluate responsive application.

B. Standard Contract Provisions

The successful applicants will complete a contract with the State. (see Attachment C).



15. Confidentiality

CONTRACTOR shall not use or disclose any information it receives from STATE under this Application for Selection that STATE has previously identified as confidential or exempt from mandatory public disclosure except as necessary to carry out the purposes of this Application for Selection or as authorized in advance by STATE. STATE shall not disclose any information it receives from CONTRACTOR that CONTRACTOR has previously identified as confidential and that STATE determines in its sole discretion is protected from mandatory public disclosure under a specific exception to the North Dakota public records law, [N.D.C.C. ch. 44 04](#). The duty of STATE and CONTRACTOR to maintain confidentiality of information under this section continues beyond the term of this Contract.

16. Independent Entity

The contractor is an independent entity under the contract and is not a STATE employee for any purpose.

17. Assignment and Subcontractors

Applicant may not assign or otherwise transfer or delegate any right or duty without the STATE's express written consent. Applicant may, however, enter subcontracts provided that any subcontract acknowledges the binding nature of this Applications and incorporates this Application, including any attachments. Applicant is solely responsible for the performance of any subcontractor. Applicant does not have the authority to contract for or incur obligations on behalf of STATE.

18. Conflict of Interest

Applicants must disclose any instances where the firm or any individuals working on the contract has a possible conflict of interest and, if so, the nature of that conflict (e.g. employed by the State of North Dakota). The STATE reserves the right to cancel the award if any interest disclosed from any source could either give the appearance of a conflict or cause speculation as to the objectivity of the applicant's response. The STATE's determination regarding any questions of conflict of interest is final.

19. Right of Rejection

The STATE reserves the right to reject any application, in whole or in part. The STATE may reject any application that is not responsive to all the material and substantial terms, conditions, and performance requirements of the Application for Selection.

Applicants may not qualify the response nor restrict the rights of the STATE. If an applicant does so, the STATE may determine the response to be a non-responsive counteroffer and the application response may be rejected.

The STATE reserves the right to reject any application determined not to be responsive, and to reject the application of an applicant determined not to be responsible. The STATE also reserves the right to refrain from making an award if it determines it to be in its best interest.



20. Clarification of Offers

In order to determine if an application is reasonably susceptible for award, communications by the STATE is permitted with an applicant to clarify uncertainties or eliminate confusion concerning the contents of an application and determine responsiveness to the Application for Selection. Clarifications may not result in a material or substantive change to the application. The initial evaluation may be adjusted because of a clarification under this section.

After receipt of applications, if there is a need for any substantial clarification or material change in the Application, an amendment will be issued. The amendment will incorporate the clarification or change, and a new date and time established for new or amended applications. Evaluations may be adjusted as a result of receiving new or amended applications.

21. Offeror Notification of Selection

The STATE will issue a written Notification of Selection and send copies to all applicants. The Notification of Selection will be sent out the names and school addresses of all Applicants; and identify the applications selected for award. The scores and placement of other Applicants will not be part of the Notification of Selection. STATE reserves the right to select multiple applicants according to the provisions sent out in the Application for Selection.

Successful applicants named in the Notification of Selection advised not to begin work or purchase materials relating to the project until both the successful applicants and the STATE sign the contract.

Sample

22. Payment terms for Scope of Work:

Level I Literacy Team Member

YEAR 1-4: (3 options for renewal for satisfactory completion of scope of work)

Literacy Team Meetings:

Travel: (lodging, meals and mileage at state rates) Billable immediately following event.

Annual Scope of Work: [REDACTED] stipend for satisfactory completion. Billable December annually.

Level II Literacy Lead Team

Year 1: (3 options for renewal for satisfactory completion of scope of work)

Literacy Team Meetings and Literacy Academy Cohort Events:

Travel: (lodging, meals and mileage at state rates) Billable immediately following event.

Literacy Team Literacy Plan Annual Scope of Work [REDACTED] stipend for satisfactory completion. Billable December annually.

Literacy Framework annual Scope of work [REDACTED] stipend for satisfactory completion. Billable December annually.



Years 2-4: Billable at [REDACTED] hour up to 60 hours on approved activities to fulfill scope of work as determined by Team Captain.

Level III Team Captain

Year 1: (3 options for renewal for satisfactory completion of scope of work)

Literacy Team Meetings and Literacy Academy Cohort Events:

- Travel: (lodging, meals and mileage at state rates) Billable immediately following event.
- Literacy Team Literacy Plan Annual Scope of Work: [REDACTED] stipend for satisfactory completion
- Literacy Framework annual Scope of work [REDACTED] stipend for satisfactory completion

Years 2-4: Billable at [REDACTED] hour up to [REDACTED] hours equitably distributed throughout the year to reflect continuous support of coaches in fulfilling scope of work.

In the event of a nonrenewal, the position will be opened for application.

Sample



Attachment A

North Dakota Department of Public Instruction

Application for Selection of State Literacy Team Member

SCORING RUBRIC

Total Maximum Points Possible for Level I Base Score– 100

Minimum Points Required for Level I Base Score – 80

The Total Number of Points Used to Score this Application is 100.

Twenty (20) Points per question assigned to the application.

Rating Scale (20 POINT Maximum per question).

Point Value	Explanation
0	None. Not addressed or response of no value.
1-9	Fair. Limited applicability.
10-20	Very Good. Substantial applicability.

Application Form

Name	
Email	
Indicate current professional licenses you hold relevant to this team.	
Are you currently employed with a North Dakota School District or Institute of Higher Education? If yes, please name:	
Have you obtained support from your administrator/supervisor to participate in the work of this team? Please indicate what assurances/documents you are offering to confirm.	

Briefly indicate at which level(s) you hold literacy related degrees		Number years of literacy instruction/leadership experience at each level (indicate with an X)		
Level	Degree(s) held related to literacy at this level	1-3 years	4-7 years	8 + years
Birth - K Entry				
K-2				
3-5				
6-8				
9-12				
Higher Education				



Please provide a response to each question below.

1. Describe your training and professional experience with literacy instruction incorporating the experience detailed in the charts above. (20pts)

2. Why are you interested in participating on the North Dakota Comprehensive Literacy Team? (20pts)

Sample



3. Describe your professional growth in knowledge of literacy instruction over your career. What key discoveries, understandings and corrections have you experienced? Explain what part you have taken in cultivating this growth. (20 pts)

4. Offer examples of your leadership in the area of literacy instruction. (20pts)

Sample



5. What unique literacy assets or experiences will you bring to the North Dakota Comprehensive Literacy Team? (20 pts)

OVERALL TOTAL POINTS RECEIVED _____ (100). This is the base score for level I review.

Applicant may apply for both level II and level III positions if interested.

- A. Applicant must score in the top 10 level I reviews to advance and be considered for Level II or Level III.
- B. The 20-point rating posted above will be applied to each answer here.
- C. The base score plus the level II answer score will be combined to select the level II team members.
- D. The base score plus the level III score will be combined to select the Level III captain.



Level II Lead Team– Up to four positions available.

Please use this area to address your interest, qualifications and commitment to be selected for the Level II lead team position. (20 pts)

Points for Level II answer _____ (20 points) plus base score from level I review _____ (100) = _____ (120)

Sample

Level III Team Captain – one position available

Please use this area to address your interest, qualifications and commitment to be selected for the Level III team captain position

Points for Level III answer _____ (20 points) plus base score from level I review _____ (100) = _____ (120)



**STATE OF NORTH DAKOTA
DEPARTMENT OF PUBLIC INSTRUCTION
600 E Boulevard Avenue, Dept. 201
Bismarck, ND 58505-0440**

**AGREEMENT FOR CONTRACTED SERVICES
DPI Contract No.**

The parties to this contract (Contract) are the state of North Dakota, acting through its Department of Public Instruction (STATE), and ***Name of Business a type of business (e.g. Delaware corporation or privately held company)*** having its principal place of business at ***principal business address*** (CONTRACTOR);

This Contract shall be effective for the period beginning on [Month, Day], 20[Year], or its effective date, and ending on [Month, Day], 20[Year].

1. SCOPE OF WORK

CONTRACTOR, in exchange for the compensation paid by STATE under this Contract, shall provide the following services:

[Describe what is to be done under the contract. If the description is too vague, it will be difficult for the state to enforce the contract or establish a breach of contract by the contractor. If the Scope of Work is a lengthy document, you may consider referencing the Scope of Work as a separate exhibit at the end of the contract.]

2. COMPENSATION

a. Contractual Amount

STATE shall pay for the accepted services provided by CONTRACTOR under this Contract an amount not to exceed **<amount>** (Contractual Amount).

The Contractual Amount is firm for the duration of the Contract and constitutes the entire compensation due CONTRACTOR for performance of its obligations under this Contract, unless amended, regardless of the difficulty, materials or equipment required, including fees, licenses, overhead, profit and all other direct and indirect costs incurred by CONTRACTOR, except as provided by an amendment to this Contract.



b. Payment

- 1) Payment made in accordance with this Compensation section shall constitute payment in full for the services and work performed and the deliverables and work(s) provided under this Contract and CONTRACTOR shall not receive any additional compensation hereunder.
- 2) STATE shall make payment under this Contract within forty five (45) calendar days after receipt of a correct invoice.
- 3) Payment of an invoice by STATE will not prejudice STATE's right to object to or question that or any other invoice or matter in relation thereto. CONTRACTOR's invoice will be subject to reduction for amounts included in any invoice or payment made which are determined by STATE, based on audits conducted in accordance with the terms of this Contract, not to constitute allowable costs. At STATE's sole discretion, all payments shall be subject to reduction for amounts equal to prior overpayments to CONTRACTOR.
- 4) For any amounts that are or will become due and payable to STATE by CONTRACTOR, STATE reserves the right to deduct the amount owed from payments that are or will become due and payable to CONTRACTOR under this Contract.

c. Travel

STATE shall reimburse CONTRACTOR for expenses related to travel at amounts not to exceed those outlined below:

- 1) **Lodging:** Reimbursement shall not exceed the then current, published GSA rate for the travel location. Copies of receipts are required for lodging reimbursement. STATE shall not reimburse for incidental and miscellaneous expenses charged to the room, including, but not limited to, alcohol, telephone charges, or entertainment (e.g., movies, room service).
- 2) **Meals:** Meals shall be paid on a per diem basis for each day of travel at then current, published GSA per diem rate for the travel location. Per diem for the first and last day of travel shall be paid at seventy five percent (75%) of the GSA per diem rate. Requests for per diem payments must include the start and end dates of travel, the location where the services are performed, and the allowable per diem amount for each trip on the billing/invoice.

Payment for any travel expenses that exceed the travel budget as agreed upon by the parties must be approved by STATE's project manager.

d. Prepayment

STATE will not make any advance payments before performance by CONTRACTOR under this Contract.



e. Payment of Taxes by STATE

STATE is not responsible for and will not pay local, state, or federal taxes. STATE sales tax exemption number is E 2001. STATE will furnish certificates of exemption upon request by the CONTRACTOR.

f. Taxpayer ID

CONTRACTOR'S federal employer ID number is: _____.

g. Purchasing Card

STATE may make a payment using a government credit card. CONTRACTOR will accept a government credit card without passing the processing fees for the government credit card back to STATE.

3. TERM OF CONTRACT

This Contract begins on [Month, Day], 20[Year] or its effective date, and ends on [Month, Day], 20[Year].

a. No Automatic Renewal

This Contract will not automatically renew.

b. Extension Option

STATE reserves the right to extend the Contract for an additional time, not to exceed _____ months, beyond the current termination date of the Contract.

c. Renewal Option

STATE may renew this Contract upon satisfactory completion of the initial Contract term. STATE reserves the right to execute up to _____ options to renew this Contract under the same terms and conditions for a period of _____ months each.

4. TERMINATION

a. Termination by Mutual Agreement

This Contract may be terminated by mutual consent of both parties executed in writing.

b. Early Termination in the Public Interest

STATE is entering into this Contract for the purpose of carrying out the public policy of the State of North Dakota, as determined by its Governor, Legislative Assembly and Courts. If this Contract ceases to further the public policy of the State of North Dakota, STATE, in its sole discretion, by written notice to CONTRACTOR, may terminate this Contract in whole or in part.

c. Termination for Lack of Funding or Authority

STATE by written notice to CONTRACTOR, may terminate the whole or any part of this Contract under any of the following conditions:

- 1) If funding from federal, state, or other sources is not obtained and continued at levels to allow for purchase of the services or supplies in the indicated quantities or term.



- 2) If federal or state laws or rules are modified or interpreted in a way that the services are no longer allowable or appropriate for purchase under this Contract or are no longer eligible for the funding proposed for payments authorized by this Contract.
- 3) If any license, permit, or certificate required by law or rule, or by the terms of this Contract, is for any reason denied, revoked, suspended, or not renewed.

Termination of this Contract under this subsection is without prejudice to any obligations or liabilities of either party already accrued prior to termination.

d. Termination for Cause.

STATE may terminate this Contract effective upon delivery of written notice to CONTRACTOR, or any later date stated in the notice:

- 1) If CONTRACTOR fails to provide services required by this Contract within the time specified or any extension agreed to by STATE; or
- 2) If CONTRACTOR fails to perform any of the other provisions of this Contract, or so fails to pursue the work as to endanger performance of this Contract in accordance with its terms.

The rights and remedies of STATE provided in this subsection are not exclusive and are in addition to any other rights and remedies provided by law or under this Contract.

5. FORCE MAJEURE

Neither party shall be held responsible for delay or default caused by fire, riot, terrorism, acts of God or war if the event is beyond the party's reasonable control and the affected party gives notice to the other party promptly upon occurrence of the event causing the delay or default or that is reasonably expected to cause a delay or default.

6. INDEMNITY

The State and Contractor each agrees to assume its own liability for any and all claims of any nature including all costs, expenses and attorneys' fees which may in any manner result from or arise out of this agreement.

7. INSURANCE

Contractor shall secure and keep in force during the term of this agreement, from insurance companies, government self-insurance pools or government self-retention funds, authorized to do business in North Dakota, the following insurance coverages:

1. Commercial general liability, including premises or operations, contractual, and products or completed operations coverages (if applicable), with minimum liability limits of [REDACTED] per person and [REDACTED] per occurrence.
2. Automobile liability, including Owned (if any), Hired, and Non-Owned automobiles, with minimum liability limits of [REDACTED] per person and [REDACTED] per occurrence.
3. Workers compensation coverage meeting all statutory requirements.



The insurance coverages listed above must meet the following additional requirements:

1. Any deductible or self-insured retention amount or other similar obligation under the policies shall be the sole responsibility of the Contractor. The amount of any deductible or self-retention is subject to approval by the State.
2. This insurance may be in policy or policies of insurance, primary and excess, including the so-called umbrella or catastrophe form and must be placed with insurers rated "A-" or better by A.M. Best Company, Inc., provided any excess policy follows form for coverage. Less than an "A-" rating must be approved by the State. The policies shall be in form and terms approved by the State.
3. The Contractor shall furnish a certificate of insurance to the undersigned State representative prior to commencement of this agreement.
4. Failure to provide insurance as required in this agreement is a material breach of contract entitling State to terminate this agreement immediately.
5. Contractor shall provide at least 30-day notice of any cancellation or material change to the policies or endorsements.

8. WORKS FOR HIRE

CONTRACTOR acknowledges that all work(s) under this Contract is "work(s) for hire" within the meaning of the United States Copyright Act (Title 17 United States Code) and hereby assigns to STATE all rights and interests CONTRACTOR may have in the work(s) it prepares under this Contract, including any right to derivative use of the work(s). All software and related materials developed by CONTRACTOR in performance of this Contract for STATE shall be the sole property of STATE, and CONTRACTOR hereby assigns and transfers all its right, title, and interest therein to STATE. CONTRACTOR shall execute all necessary documents to enable STATE to protect STATE's intellectual property rights under this section.

9. WORK PRODUCT

All work product, equipment or materials created for STATE or purchased by STATE under this Contract belong to STATE and must be immediately delivered to STATE at STATE'S request upon termination of this Contract.

10. NOTICE

All notices or other communications required under this Contract must be given by registered or certified mail; or email, and are complete on the date mailed when addressed to the parties at the following addresses:

STATE	CONTRACTOR
Department of Public Instruction 600 E Blvd. Ave., Dept. 201 Bismarck, ND 58505	

Notice provided under this provision does not meet the notice requirements for monetary claims against the State found at NDCC § 32-12.2-04.



11. CONFIDENTIALITY

CONTRACTOR shall not use or disclose any information it receives from STATE under this Contract that STATE has previously identified as confidential or exempt from mandatory public disclosure except as necessary to carry out the purposes of this Contract or as authorized in advance by STATE. STATE shall not disclose any information it receives from CONTRACTOR that CONTRACTOR has previously identified as confidential and that STATE determines in its sole discretion is protected from mandatory public disclosure under a specific exception to the North Dakota public records law, NDCC ch. 44-04. The duty of STATE and CONTRACTOR to maintain confidentiality of information under this section continues beyond the term of this Contract.

12. COMPLIANCE WITH PUBLIC RECORDS LAWS

CONTRACTOR understands that, STATE must disclose to the public upon request any records it receives from CONTRACTOR. CONTRACTOR further understands that any records obtained or generated by CONTRACTOR under this Contract, except for records that are confidential under this Contract, may, under certain circumstances, be open to the public upon request under the North Dakota public records law. CONTRACTOR agrees to contact STATE promptly upon receiving a request for information under the public records law and to comply with STATE's instructions on how to respond to the request.

13. INDEPENDENT ENTITY

CONTRACTOR is an independent entity under this Contract and is not a STATE employee for any purpose, including the application of the Social Security Act, the Fair Labor Standards Act, the Federal Insurance Contribution Act, the North Dakota Unemployment Compensation Law and the North Dakota Workforce Safety and Insurance Act. CONTRACTOR retains sole and absolute discretion in the manner and means of carrying out CONTRACTOR'S activities and responsibilities under this Contract, except to the extent specified in this Contract.

14. ASSIGNMENT AND SUBCONTRACTS

CONTRACTOR may not assign or otherwise transfer or delegate any right or duty without STATE'S express written consent. However, CONTRACTOR may enter subcontracts provided that any subcontract acknowledges the binding nature of this Contract and incorporates this Contract, including any attachments. CONTRACTOR is solely responsible for the performance of any subcontractor with whom CONTRACTOR contracts. CONTRACTOR does not have authority to contract for or incur obligations on behalf of STATE.

15. SPOILIATION – PRESERVATION OF EVIDENCE

CONTRACTOR shall promptly notify STATE of all potential claims that arise or result from this Contract. CONTRACTOR shall also take all reasonable steps to preserve all physical evidence and information that may be relevant to the circumstances surrounding a potential claim, while maintaining public safety, and grants to STATE the opportunity to review and inspect the evidence, including the scene of an accident.

16. MERGER AND MODIFICATION, CONFLICT IN DOCUMENTS

This Contract, including the following documents, constitutes the entire agreement between the parties. There are no understandings, agreements, or representations, oral or written, not specified within this Contract. This Contract may not be modified, supplemented or amended, in any manner, except by written agreement signed by both parties.



Notwithstanding anything herein to the contrary, in the event of any inconsistency or conflict among the documents making up this Contract, the documents must control in this order of precedence:

- a. The terms of this Contract as may be amended;
- b. STATE's Application for Selection, dated _____;
- d. CONTRACTOR's application response dated _____ in response to STATE's Application for Selection.
- e. All terms and conditions contained in any automated end-user agreements (e.g., click-throughs, shrink wrap, or browse wrap) are specifically excluded and null and void, and shall not alter the terms of this Contract.

17. SEVERABILITY

If any term of this Contract is declared by a court having jurisdiction to be illegal or unenforceable, the validity of the remaining terms is unaffected and, if possible, the rights and obligations of the parties are to be construed and enforced as if the Contract did not contain that term.

18. APPLICABLE LAW AND VENUE

This Contract is governed by and construed in accordance with the laws of the State of North Dakota. Any action to enforce this Contract must be adjudicated exclusively in the state District Court of Burleigh County, North Dakota. Each party consents to the exclusive jurisdiction of such court and waives any claim of lack of jurisdiction or forum non conveniens.

19. CONFLICT OF INTEREST

Contractor assures no Federal funds from the contract will be paid by or to half of the undersigned to any person for influencing or attempting to influence an officer or employee of any department, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan or cooperative agreement.

If any grant funds other than Federal funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any department, Member of Congress, an officer or employee of Congress, or any employee of a Member of Congress in connection with the Federal contract, grant, loan or cooperative agreement, the Contractor will complete and submit Standard Form LLL, "Disclosure form to Report Lobbying," in accordance with its instructions.

The Contractor will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest or personal gain.

20. DEBARMENT

Contractor certifies that neither the contractor nor their principals are presently debarred, declared ineligible or voluntarily excluded from participation in transactions with the State or Federal Government by any Department or Agency of the Federal Government. This part of the Grantee assurances is in accordance with Executive Order 12549 and 12689.



21. ALTERNATIVE DISPUTE RESOLUTION – JURY TRIAL

STATE does not agree to any form of binding arbitration, mediation, or other forms of mandatory alternative dispute resolution. The parties have the right to enforce their rights and remedies in judicial proceedings. STATE does not waive any right to a jury trial.

22. ATTORNEY FEES

In the event a lawsuit is instituted by STATE to obtain performance due under this Contract, and STATE is the prevailing party, CONTRACTOR shall, except when prohibited by NDCC § 28-26-04, pay STATE'S reasonable attorney fees and costs in connection with the lawsuit.

23. NONDISCRIMINATION AND COMPLIANCE WITH LAWS

CONTRACTOR agrees to comply with all laws, rules, and policies, including those relating to nondiscrimination, accessibility and civil rights. CONTRACTOR agrees to timely file all required reports, make required payroll deductions, and timely pay all taxes and premiums owed, including sales and use taxes, unemployment compensation and workers' compensation premiums. CONTRACTOR shall have and keep current during the term of this Contract all licenses and permits required by law.

24. STATE AUDIT

All records, regardless of physical form, and the accounting practices and procedures of CONTRACTOR relevant to this Contract are subject to examination by the North Dakota State Auditor, the Auditor's designee, or Federal Auditor, if required. CONTRACTOR shall maintain all records for at least three (3) years following completion of this Contract and be able to provide them at any reasonable time. STATE, State Auditor, or Auditor's designee shall provide reasonable notice to CONTRACTOR prior to conducting examination.

25. EFFECTIVENESS OF CONTRACT

This Contract is not effective until fully executed by both parties. If no start date is specified in the Term of Contract, the most recent date of the signatures of the parties shall be deemed the Effective Date.

CONTRACTOR

(Name)

By: _____

Title: _____

Signature: _____

Date: _____

STATE OF NORTH DAKOTA Acting through its Department of Public Instruction

Assistant Superintendent

Signature: _____

Date: _____

AND

Jaime Mertz, Fiscal Management Director

Signature: _____

Date: _____

APPENDIX E

ND Early Learning Standards

North Dakota Early Learning Standards

Birth to Kindergarten

August 2018



North Dakota Department of Public Instruction
Kirsten Baesler, State Superintendent
600 East Boulevard Avenue, Dept. 201
Bismarck, North Dakota 58505-0440
www.nd.gov/dpi



North Dakota Department of Human Services
Christopher D. Jones, Executive Director
600 East Boulevard Avenue, Dept. 325
Bismarck, ND 58505-0250
www.nd.gov/dhs

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Forward

Dear Colleagues:

On behalf of North Dakota's Department of Public Instruction and the Department of Human Services, we are proud to jointly present the *North Dakota Early Learning Standards Birth to Kindergarten*. These new *Standards* were created by North Dakota Early Care and Education professionals, keeping in mind, that parents are a child's first educator.

Early Care and Education professionals across North Dakota reviewed the *Standards* to assure that they are appropriate for children with varying abilities and for children with diverse cultural and linguistic backgrounds. Furthermore, a statewide review and comment process occurred that encouraged all North Dakota citizens to participate in the standard writing process.

North Dakota's Early Learning Standards Birth to Kindergarten present a continuum of learning and development in the following domains: Approaches to Play and Learning; Social and Emotional Development; Language, Communication, and Literacy; Mathematics and Logical Thinking; Scientific Reasoning; Social Studies; Creative Arts; and Perceptual, Motor, and Physical Development.

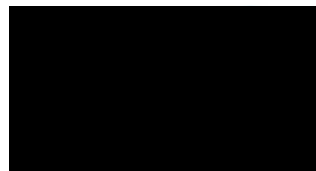
The *Standards* promote the understanding of early learning and development; provide comprehensive and a coherent set of expectations for children's development and learning; and guide the design and implementation of curriculum, assessment, and instructional practices with young children.

We would like to express our sincere gratitude to the professionals that contributed their time and talent to the creation of the *North Dakota Early Learning Standards Birth to Kindergarten*. These professionals were supported by our staff from the Department of Public Instruction and Department of Human Services, along with technical experts from the Head Start National Technical Assistance Center and the North Central Comprehensive Center.

It is up to all of us as parents, educators, and community partners to meet the strengths and needs of North Dakota children to achieve the goals set forth in these *Standards*.



Kirsten Baesler
State Superintendent
North Dakota Department of Public Instruction



Chris Jones
Executive Director
North Dakota Department of Human Services



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Introduction

The North Dakota Department of Public Instruction and the North Dakota Department of Human Services are pleased to introduce the 2018 *North Dakota Early Learning Standards Birth to Kindergarten*, hereafter referred to as "Standards". The North Dakota Early Learning Standards Birth to Kindergarten 2018 edition replaces North Dakota Early Learning Guidelines Birth through Age 3, North Dakota Early Learning Guidelines Ages 3 through 5, and the North Dakota Pre-Kindergarten Content Standards.

The first five years of life is a time of wondrous development and learning. Children grow from infants communicating through babbling and crawling on all fours - to toddlers speaking short sentences and beginning to run - to preschoolers telling detailed stories and kicking a ball to a friend. All young children learn in the context of caring, responsive, and stimulating relationships as they explore the world around them.

Yet, the quality of their early experiences can vary dramatically, and this can influence their learning and development. For example, by three years of age, some children have large vocabularies and others have much smaller ones. These differences usually reflect the everyday language experiences that children have with adults as well as other experiential and developmental factors. Such differences can have a lasting impact on later school success. Early childhood programs must create stimulating learning environments and implement intentional teaching strategies that ensure all children are ready to succeed in school.

Intentions

Parents, teachers, caregivers, health providers, social service providers, parent and family educators, early childhood educators, community members, and policymakers share responsibility for the healthy development of young children.

The Standards were developed through a collaborative effort with North Dakota Early Care and Education professionals. The Standards were guided in part, by comments received during a statewide public comment and review period and were subjected to multiple levels of review by the North Dakota Standards Writing Team, national technical assistance personnel, and state experts in the early childhood educational field. The Standards are grounded in a comprehensive body of research including the Head Start Early Learning Outcomes Framework: Ages Birth to Five as well as National Arts Standards, Colorado Early Learning and Development Guidelines, and Kansas Early Learning Creative Arts Standards. It describes how children progress across key areas of learning and development and specifies learning outcomes in these areas.

The Standards **are not** designed to be used as a curriculum, assessment, or checklist. They are **never** to be used to conclude a child has failed in any way or that a child is not ready to transition into kindergarten.

The Standards describe the skills, behaviors, and knowledge that **all** young children should know and be able to do to succeed in school. This information will help adults better understand what they should be doing to provide effective learning experiences that support important early learning outcomes.

The Standards provide a common set of expectations for children's learning and development or what children should know and be able to do from birth to kindergarten across various types of early learning settings, as young children are cared for, nurtured and educated in a variety of settings, including their own homes; family, friend, and neighbor homes; family child care homes; child care centers; and Early Head Start/Head Start, and preschool programs.

Programs use the Standards to inform choices in curriculum and learning materials, to plan daily activities, and to inform intentional teaching practices. Aligning instruction and opportunities for play, exploration, discovery, and problem-solving with the early learning outcomes described in the Standards will promote successful learning in all children.

The Standards serve as a guide to engage families and early care and education professionals in planning and implementing developmental learning activities that emphasize a balance of play and structure to prepare children for the expectations of kindergarten.

The Standards serve as a resource for policy makers on the importance of play, early learning, and child development to ensure well-informed decision making on issues that may have an impact on young children.

Finally, the Standards are intended to be a living document; a review of the Standards may become necessary to assure that the Standards reflect the most current and comprehensive research on early childhood.

Guiding Principles

The guiding principles underlie the program policies and practices that prepare young children for success.

- **Families are children's first and most important caregivers, teachers, and advocates.** Families are valued and supported as the primary influence in their child's early learning and education. Their knowledge, skills, and cultural backgrounds contribute to children's school readiness.
- **Each child is unique and can succeed.** Children are individuals with different rates and paths of development. Each child is uniquely influenced by their prenatal environment, temperament, physiology, and life experiences. With the appropriate support, all children can be successful learners and achieve the skills, behaviors, and knowledge described in the Standards.
- **Learning occurs within the context of relationships.** Caring families, teachers, and other adults matter in a young child's life. Responsive and supportive interactions with adults are essential to children's learning.
- **Children learn best when they are emotionally and physically safe and secure.** Nurturing, responsive, and consistent care helps create safe environments where children feel secure and valued. In these settings, children are able to engage fully in learning experiences.
- **Areas of development are integrated, and children learn many concepts and skills at the same time.** Any single skill, behavior, or ability may involve multiple areas of development. For example, as infants gain fine motor skills, they can manipulate objects in new ways and deepen their understanding of cause and effect. As preschoolers gain new verbal skills, they can better manage their emotions and form more complex friendships.

- **Teaching is intentional and focused on how children learn and grow.** Children are active, engaged, and eager learners. Good teaching practices build on these intrinsic strengths by providing developmentally appropriate instruction and opportunities for exploration and meaningful play.
- **Every child has diverse strengths rooted in their family's culture, background, language, and beliefs.** Responsive and respectful learning environments welcome children from diverse cultural and linguistic backgrounds. Effective teaching practices and learning experiences build on the unique backgrounds and prior experiences of each child.

Key Components of This Document

The Standards are organized into the following elements: **Domains, Sub-Domains, Goals, Developmental Progressions, and Indicators**

- **EVIDENCE-BASED** - Informed by research as being reasonably achievable, age appropriate, and aligned with kindergarten expectations.
- **COMPREHENSIVE** - Cover the central domains of early learning and skills children need to succeed in school and provide sufficient breadth and depth in each area.
- **INCLUSIVE** - Relevant for children with disabilities, from diverse linguistic, economic, and cultural backgrounds.
- **MANAGEABLE** - Include a reasonable number of domains, sub-domains, goals, and indicators that programs can effectively implement.
- **MEASURABLE** - Reflect observable skills, behaviors, and concepts.

Domains

The **Domains** are broad areas of early learning and development from birth to 5 years that are essential for school and long-term success. The central domains are:

- Approaches to Play and Learning
- Social and Emotional Development
- Language, Communication, and Literacy
- Cognition
- Social Studies
- Creative Arts
- Perceptual, Motor, and Physical Development

Each domain is related to and influences the others. For example, as preschoolers' working memory develops (a component of Approaches to Play and Learning), their ability to follow multiple-step instructions improves, and their ability to learn complex math concepts increases.

Sub-Domains

The **Sub-Domains** are categories or components of development within a domain. For example, for the Social and Emotional Development domain, sub-domains include relationships with adults, relationships with other children, emotional functioning, and belonging.

Goals

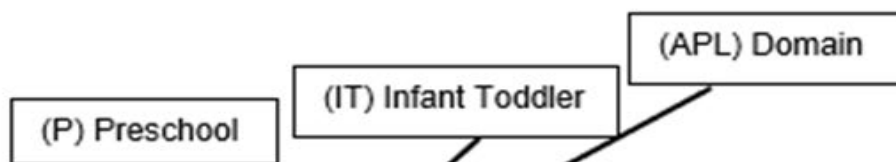
The **Goals** are broad statements of expectations for children's learning and development. The goals describe broad skills, behaviors, and concepts within a sub-domain that are important for success in school.

Developmental Progressions

The **Developmental Progressions** describe the skills, behaviors, and concepts that children will demonstrate as they progress towards a given goal within an age period. The term "emerging skills" is used for the youngest infant age group when specific skills, behaviors, or concepts have not yet emerged or are not yet observable.

Indicators

Indicators are identified for each goal for children 36 months and 60 months of age. They describe specific, observable skills, behaviors, and concepts that children should know and be able to do at the end of 36 months or at the end of 60 months. Given children's individual differences, some children may demonstrate these indicators before the designated age period and some may demonstrate them later. The indicators listed for each age are not exhaustive - other indicators related to the goal may be observed.



Goal IT-APL 1. Child manages feelings and emotions with support of familiar adults. (0-36 months)

Goal P-APL 1. Child manages emotions with increasing independence. (36-60 months)

Developmental Progressions				
Birth–9 Months	8–18 Months	16–36 Months	36–48 Months	
Engages with familiar adults for calming and comfort, to focus attention, and to share joy.	Seeks to be close, makes contact, or looks to familiar adults for help with strong emotions.	Uses various strategies to help manage strong emotions, such as removing oneself from the situation, covering eyes or ears, or seeking support from a familiar adult.	Manages less intense emotions, such as mild frustration, independently. May require adult support to manage more intense emotions.	Has strategies to manage intense emotions as the greatest look to manage emotions with increasing success and strategies to manage adult
Indicators			Indicators	
By 36 Months: <ul style="list-style-type: none"> Looks to others for help in coping with strong feelings and emotions. Uses strategies, such as seeking contact with a familiar adult or removing oneself from a situation, to handle strong feelings and emotions. 			By 60 Months: <ul style="list-style-type: none"> Expresses emotions in ways that are appropriate to the situation. Looks for adult assistance when emotions are intense. Uses a range of coping strategies to manage emotions with the support of adults, such as words or taking deep breaths. 	

Domain Organization and Alignment to North Dakota Kindergarten Standards

Central Domains	Domains		
	Infant/Toddler	Preschool	Kindergarten–12
Approaches to Play and Learning	Approaches to Play and Learning		21 st Century Learning Skills
Social and Emotional Development	Social and Emotional Development		
Language, Communication, and Literacy	Language, Communication, and Literacy		English Language Arts
Cognition	Cognition	Mathematics Development	Mathematics
		Scientific Reasoning	Science
Social Studies	Social Studies Embedded	Social Studies	
Arts	Creative Arts Embedded	Creative Arts	Arts
Perceptual, Motor, and Physical Development	Perceptual, Motor, and Physical Development		Health
			Physical Education

Children with Varying Abilities

It is essential that programs identify the strengths and abilities of all children to ensure that learning opportunities are maximized and that all children are fully included in every educational experience and activity. Children with disabilities may need more individualized or intensive instruction to develop and learn the skills, behaviors, and concepts described in the Standards. The same applies to children that are developing skills faster than their peers. Children with special needs may require accommodations in the environment or in instructional strategies. Some may require adaptive materials or assistive technology, while others may need to be challenged. Programs need to use the Standards in close collaboration with specialists identified on a child's Individual Family Service Plan (IFSP), or Individualized Education Program (IEP).

Dual Language Learners/English Learners

Children who are dual language learners (DLLs) are growing up with more than one language. The foundation for language development is set in utero as babies process and store the sounds of the languages in their environment. The continued development of a child's home language in the family and early childhood program is an asset and will support the child's progress in all areas of learning. For example, there are cognitive benefits, particularly in the area of executive functioning, to children's dual language learning. Young children who speak multiple languages also benefit socially as they can create relationships in their languages while also maintaining strong ties with their family, community, and culture. Children's progress in learning English will vary depending on their past and current exposure to English, their age, temperament, and other factors. Intentional planning at the program and classroom level is necessary. Teaching practices are designed to create learning environments that support children's diversity and use proven strategies that promote home language(s) and English acquisition. The learning outcomes of children who are DLLs are best supported with opportunities to interact and learn in each of their developing languages. Programs must ensure that children who are DLLs progress in each area of learning and development in the Standards while also promoting English acquisition. Children who are DLLs must be allowed to demonstrate the skills, behaviors, and knowledge in the Standards in their home languages, English, or each language.

Infants and Toddlers

Experiences in the first three years of life have a strong impact on brain development and learning. They are the foundation for healthy development and strong child outcomes in the preschool years and beyond. In the Standards, developmental progress in key learning areas for infants and toddlers is presented in three age groups: birth to 9 months, 8 to 18 months, and 16 to 36 months. These age groups reflect common shifts or transitions in development. The overlapping months recognize that infants and toddlers grow and develop at different rates. The Standards also provide specific skills, behaviors, and concepts that children should demonstrate by 36 months.

Preschoolers

From 3 to 5 years of age, experiences continue to have a strong impact on brain development and learning. Children build on their earlier experiences to learn even more complex ways of communicating, relating, exploring, and understanding the world around them. Areas of learning during this age period become more specific and differentiated. This depth is reflected in the Standards. Preschoolers' developmental progression is described across two age groups: 36 to 48 months (3 to 4 years) and 48 to 60 months (4 to 5 years). The Standards also identify specific skills, behaviors, and concepts that children at 60 months of age should know and be able to do.

Using the Standards

The Standards outline the key areas and expectations for child development and learning that programs must use to:

- Plan teaching strategies and learning environments
- Establish school readiness goals
- Select curricula
- Select assessments
- Tailor professional development
- Inform program planning, improvement, and implementation

The Standards are a guide to foster implementation of effective teaching and program practices in family, friend and neighbor homes; family child care homes; child care centers; and Early Head Start/Head Start, and preschool programs. It includes domains of learning most central to school success and presents a common set of expectations in these key learning areas.

This targeted focus is designed to ensure that learning experiences and environments are delivered with utmost intentionality to promote strong child outcomes.

The Standards also can be a helpful tool for effective engagement with families. Programs can use the Standards to convey the importance of adults talking with infants starting at birth, using turn taking and two-way communication. Teachers and parents can use the Standards to discuss skills children are developing and to identify strategies that support and reinforce children's learning and development in the home and community. Programs that use the Standards in partnership with families will benefit from the family's knowledge of the child's development, interests, and prior communication. Teachers and parents can use the Standards to discuss skills children are developing and to identify strategies that support and reinforce experiences. Programs then can implement more individualized learning opportunities that promote strong child outcomes.

The Standards, in combination with teachers' and caregivers' knowledge and understanding of each child's cultural background, ensures that children's unique ways of learning are recognized.

Children are engaged and eager learners from birth. Effective early childhood programs build on children's readiness to learn by creating stimulating and safe environments and supporting positive adult-child relationships. Aligning teaching and program practices with the learning outcomes in the Standards will promote more effective educational experiences and stronger child outcomes. Thoughtfully-designed practices motivate and excite children and foster their internal desire to learn. Implementing the Standards will assist programs in their efforts to ensure all children become successful learners.

Emerging Skills: Skills that are just beginning to show, measuring these skills or nurturing them. These are noted throughout the document and labeled as Emerging Skills in the Developmental Progression.

Continued Growth: A stage in the process of growing. These are noted throughout the document and labeled as Continued Growth in the Developmental Progression.

Case Studies Description: The case studies provide information about domain specific examples of indicators that support children's development. These are not intended to be an exhaustive list, but rather guide parents, caregivers, and teachers in the interpretation and application of the indicator. They also help staff reflect on and improve their teaching practices. In home-based settings, teaching practices are the ways that home visitors work with families to provide experiences that support the child's development and learning, engage in responsive interactions, and use the home as the learning environment.

Domain I: Approaches to Play and Learning

Sub-Domains:

- Emotional and Behavioral Self-Regulation
- Cognitive Self-Regulation
- Initiative and Curiosity
- Creativity

Approaches to Play and Learning focuses on how children learn. It refers to the skills and behaviors that children use to engage in learning.

The **Approaches to Play and Learning** domain incorporates emotional, behavioral, and cognitive self-regulation under a single umbrella to guide teaching practices that support the development of these skills. This domain also includes initiative, curiosity, play, and creativity. Supporting children's development in this domain helps children acquire knowledge, learn new skills, and set and achieve goals. They learn to successfully navigate learning experiences that are challenging, frustrating, or simply take time to accomplish. How children engage in learning influences development in all domains and directly contributes to success in school.

An important part of becoming a successful learner is developing the ability to self-regulate in a variety of situations. In infancy, self-regulation occurs within the context of consistent, responsive relationships. In the next few years, the child becomes a more active agent, though adults still provide guidance. Children draw on emotional and behavioral self-regulation skills in many ways. They develop different coping strategies to manage feelings when playing with other children and when following classroom rules. This growing ability for children to manage emotions and behavior allows for more positive engagement in learning activities.

Children also develop cognitive self-regulation skills - often referred to as executive functioning. These skills include sustained attention, impulse control, and flexibility in thinking. Another related skill is working memory, the ability to hold information and manipulate it to perform tasks. Executive functioning skills are present in basic form during the infant and toddler years and develop even more in the preschool years. For example, children become increasingly able to rely on their memory to recount past experiences in detail and follow multi-step directions. Whether climbing onto a couch to retrieve a toy, building increasingly elaborate block structures, or deciding on the roles in pretend play, young children draw upon their curiosity, persistence, and creativity to gather information and solve problems.

Many factors influence how children approach play and learning. Some children seem to be born risk takers who are eager to try something new, others prefer to observe for a while. As children with disabilities learn, they may require more individualized instruction and accommodations to aid with sustained attention or regulation of feelings.


Case Studies

Young Infant (Birth to 9 months)	Older Infant (8 to 18 months)	Toddler (16 to 36 months)	Preschool (36 to 48 months)	Preschool (48 to 60 months)
<p>Eli, 3 months, is a new child in the infant room. Ms. Williams, his primary caregiver, learned from his family what techniques work best to calm Eli when he is upset. Today, a loud noise from the street suddenly wakes Eli and he starts to cry. Ms. Williams lifts him from his crib and holds him close, swaying from side to side until he relaxes and returns to sleep.</p>	<p>The infants and their parents are dancing to some lively music. Ms. Stanhope holds her 10-month-old daughter, Daria, and together they move and sway. Daria laughs and waves her arms. After a few minutes, Daria's expression changes. She arches her back and makes a pouty face. Ms. Stanhope says, "I think you've had enough dancing. Let me put you down so you can take a break." Ms. Unger, their home visitor, comments, "Daria was telling you that she wanted a change. You saw her cues and responded to them by putting her down."</p>	<p>Graham, 28 months, puts the last piece in his puzzle and jumps up, shouting, "All done!" Mr. Troy, his father, says, "Graham, you love doing puzzles. You feel happy when you get one done. It's nice to feel happy. Do you want to do another puzzle?" Ms. Drew, their home visitor comments, "Graham feels competent that he finished the whole puzzle. That sense of competence - being able to do things - will motivate him to keep learning."</p>	<p>The home visitor observes Ana, 38 months, and the caregiver, as they participate in making whole wheat muffins during a group socialization activity. The home visitor comments to the caregiver "I noticed Anna holding the egg carefully when she cracked it. Then she carefully pulled the egg shell apart to get the egg in the bowl. And then I saw her smile." Ms. Torres said, "Yes, I let her help me when we make huevos rancheros. She's in charge of cracking the eggs. I tell her that she's a good cook."</p>	<p>After a baking activity in the older 4-year-olds and young 5-year-olds class, Ms. Healy notices the children making loaves of bread with playdough. She adds baking props to the dramatic play area. Soon, the children discover the pie tins, chef hats, pot holders, rolling pins, and cookie cutters. They spend several days baking treats. Ms. Healy mentions, "These baked goods are so delicious you could serve them in a café." The following day, the children set up a coffee shop.</p>

Sub-Domain: Emotional and Behavioral Self-Regulation


Goal IT-APL 1. Child manages feelings and emotions with support of familiar adults. (0-36 months)

Goal P-APL 1. Child manages emotions with increasing independence. (36-60 months)


Developmental Progressions 				
Birth–9 Months	8–18 Months	16–36 Months	36–48 Months	48–60 Months
Engages with familiar adults for calming and comfort, to focus attention, and to share joy.	Seeks to be close, makes contact, or looks to familiar adults for help with strong emotions.	Uses various strategies to help manage strong emotions, such as removing oneself from the situation, covering eyes or ears, or seeking support from a familiar adult.	Manages less intense emotions, such as mild frustration, independently. May require adult support to manage more intense emotions.	Has an expanding range of strategies for managing emotions, both less intense emotions as well as those that cause greater distress. May still look to adults for support in managing the most intense emotions but shows increasing skill in successfully using strategies suggested by adults.
Indicators			Indicators	
By 36 Months: <ul style="list-style-type: none"> Looks to others for help in coping with strong feelings and emotions. Uses strategies, such as seeking contact with a familiar adult or removing oneself from a situation, to handle strong feelings and emotions. 			By 60 Months: <ul style="list-style-type: none"> Expresses emotions in ways that are appropriate to the situation. Looks for adult assistance when emotions are most intense. Uses a range of coping strategies to manage emotions with the support of an adult, such as using words or taking deep breaths. 	

Goal IT-APL 2. Child manages actions and behavior with support of familiar adults. (0-36 months)


Goal P-APL 2. Child follows classroom rules and routines with increasing independence. (36-60 months)

Developmental Progressions 				
Birth–9 Months	8–18 Months	16–36 Months	36–48 Months	48–60 Months
Responds to attentive caregiving by quieting or calming down, such as when being fed or being comforted during moments of physical distress.	Looks to familiar adults for assistance and guidance with actions and behavior. May try to calm self by sucking on fingers or thumb when overly excited or distressed.	Begins to manage and adjust actions and behavior with the guidance of familiar adults using words or signs such as "Stop" or "No" during conflict with a peer instead of hitting. Let's the adult know when they are hungry or tired.	Follows simple rules and routines with assistance from adults, such as hanging up their coat or sitting at the table when asked by an adult.	Usually follows classroom rules and routines with occasional reminders from adults, such as following an end-of-lunch routine that includes putting away their plate, washing hands, and lining up at the door to go outside.
Indicators			Indicators	
By 36 Months: <ul style="list-style-type: none"> • Participates in and follows everyday routines with the support of familiar adults. • Communicates verbally or non-verbally about basic needs. • Manages short delays in getting physical needs met with the support of familiar adults. • Learns and follows some basic rules for managing actions and behavior in familiar settings, such as holding an adult's hand when crossing the street. 			By 60 Months: <ul style="list-style-type: none"> • Demonstrates awareness of classroom rules when asked and is able to follow these rules most of the time. • Follows most classroom routines, such as putting away backpack when entering the room or sitting on the rug after outside time. • Responds to signals when transitioning from one activity to another. 	

Goal P-APL 3. Child appropriately handles and takes care of classroom materials. (36-60 months)

Developmental Progressions 				
Birth–9 Months	8–18 Months	16–36 Months	36–48 Months	48–60 Months
Emerging Skills			Handles classroom materials, such as putting them where they belong, with adult support.	Usually handles, takes care of, and manages classroom materials, such as using them in appropriate ways and not throwing them from the sensory table onto the floor.
Indicators				
By 60 Months: <ul style="list-style-type: none">• Appropriately handles materials during activities.• Cleans up and puts materials away appropriately, such as places blocks back on correct shelf or places markers in the correct bin.				


Goal P-APL 4. Child manages actions, words, and behavior with increasing independence. (36-60 months)

Developmental Progressions 				
Birth–9 Months	8–18 Months	16–36 Months	36–48 Months	48–60 Months
Emerging Skills			Manages own actions, words, and behavior with frequent support from adults, such as reminders to use gentle touches and friendly words.	Manages own actions, words, and behavior with occasional support from adults.
Indicators				
By 60 Months:				
<ul style="list-style-type: none">• Demonstrates control over actions and words in response to a challenging situation, such as wanting to use the same materials as another child, or frustration over not being able to climb to the top of a structure. May need support from adults.• Manages behavior according to expectations, such as using quiet feet when asked or sitting on the rug during circle time.• Waits for turn, such as waits in line to wash hands or waits for turn on swings.• Refrains from aggressive behavior towards others.• Begins to understand the consequences of behavior, such as hitting leads to an adult giving you quiet time. Can describe the effects their behavior may have on others, such as noticing that another child feels sad when you hit him.				

Sub-Domain: Cognitive Self-Regulation


Goal IT-APL 3. Child maintains focus and sustains attention with support. (0-36 months)

Goal P-APL 6. Child maintains focus and sustains attention with minimal adult support. (36-60 months)

Developmental Progressions 				
Birth–9 Months	8–18 Months	16–36 Months	36–48 Months	48–60 Months
Develops some ability to filter out distracting sensory stimuli in order to focus on and attend to important people or objects in the environment with support.	Shows increasing ability to attend to people, objects, and activities in order to extend or complete an activity, or to join.	Participates in activities and experiences with people, objects, or materials that require attention and common focus.	With adult support, focuses attention on tasks and experiences for short periods of time, despite interruptions or distractions.	With increasing independence, focuses attention on tasks and experiences for longer periods of time, despite interruptions or distractions.
Indicators			Indicators	
By 36 Months: <ul style="list-style-type: none"> • Maintains engagement in interactions with familiar adults and children. • Chooses to join in activities or pays attention to tasks and activities that are self-initiated. • Maintains focus and attention on a simple task or activity for short periods of time. 			By 60 Months: <ul style="list-style-type: none"> • Maintains focus on activities for extended periods of time, such as 15 minutes or more. • Engages in purposeful play for extended periods of time. • Attends to adult during large and small group activities with minimal support. 	


Goal IT-APL 4. Child develops the ability to show persistence in actions and behavior. (0-36 months)

Goal P-APL 7. Child persists in tasks. (36-60 months)


Developmental Progressions 				
Birth–9 Months	8–18 Months	16–36 Months	36–48 Months	48–60 Months
Shows increasing ability to continue interactions with familiar adults or toys for more than just a brief time.	Shows willingness to repeat attempts to communicate or to repeat actions to solve a problem even when encountering difficulties.	Shows increasing ability to stay engaged when working towards a goal or solving a problem. Often tries different strategies until successful.	Persists on preferred tasks when presented with small challenges with or without adult support, such as continuing to try to build a tall tower with blocks, even when some pieces fall.	Frequently persists on preferred tasks. Sometimes persists on less preferred activities with or without adult support, such as working to clean up an activity area.
Indicators			Indicators	
By 36 Months: <ul style="list-style-type: none"> • Persists in learning new skills or solving problems. • Continues efforts to finish a challenging activity or task with support of an adult. 			By 60 Months: <ul style="list-style-type: none"> • Completes tasks that are challenging or less preferred despite frustration, either by persisting independently or seeking help from an adult or other child. • Returns with focus to an activity or project after having been away from it. 	

Goal IT-APL 5. Child demonstrates the ability to be flexible in actions and behavior. (0-36 months)


Goal P-APL 5. Child demonstrates an increasing ability to control impulses. (36-60 months)

Developmental Progressions 				
Birth–9 Months	8–18 Months	16–36 Months	36–48 Months	48–60 Months
Shows repetitive patterns in actions or behaviors but sometimes tries more than one approach to solving a problem or engaging someone in interaction.	Shows ability to shift focus in order to attend to something else, participate in a new activity or try a new approach to solving a problem.	Modifies actions or behavior in social situations, daily routines, and problem solving, such as playing quietly when asked or adjusting to changes in schedule.	Frequently engages in impulsive behaviors but inhibits them when directly supported by an adult.	Sometimes controls impulses independently, while at other times needs support from an adult.
Indicators			Indicators	
By 36 Months: <ul style="list-style-type: none"> Adjusts to changes in routines or usual activities when informed ahead of time by adults. Makes common, everyday transitions that are part of a daily schedule. Shows flexibility in problem solving by trying more than one approach. 			By 60 Months: <ul style="list-style-type: none"> Tries different strategies to complete work or solve problems, including with other children. Applies different rules in contexts that require different behaviors, such as using indoor voices or feet instead of outdoor voices or feet. Transitions between activities without getting upset. 	

Goal P-APL 8. Child holds information in mind and manipulates it to perform tasks. (36-60 months)

Developmental Progressions 				
Birth–9 Months	8–18 Months	16–36 Months	36–48 Months	48–60 Months
Emerging Skills			Holds small amounts of information in mind, such as two-step directions, to successfully complete simple tasks.	Holds an increasing amount of information in mind in order to successfully complete tasks.
Indicators				
By 60 Months: <ul style="list-style-type: none"> Accurately recounts recent experiences in the correct order and includes relevant details. Successfully follows detailed, multi-step directions, sometimes with reminders. Remembers actions to go with stories or songs shortly after being taught. 				


Goal P-APL 9. Child demonstrates flexibility in thinking and behavior. (36-60 months)

Developmental Progressions 				
Birth–9 Months	8–18 Months	16–36 Months	36–48 Months	48–60 Months
Emerging Skills			Demonstrates flexibility, or the ability to switch gears, in thinking and behavior when prompted by an adult, such as trying a new way to climb a structure when the first attempt does not work.	Demonstrates flexibility in thinking and behavior without prompting at times. Also responds consistently to adult suggestions to show flexibility in approaching tasks or solving problems, such as taking turns to share toys when many children want to use them.
Indicators				
<p>By 60 Months:</p> <ul style="list-style-type: none"> • Tries different strategies to complete work or solve problems, including with other children. • Applies different rules in contexts that require different behaviors, such as using indoor voices or feet instead of outdoor voices or feet. • Transitions between activities without getting upset. 				

Sub-Domain: Initiative and Curiosity


Goal IT-APL 6. Child demonstrates emerging initiative in interactions, experiences, and explorations. (0-36 months)

Goal P-APL 10. Child demonstrates initiative and independence. (36-60 months)

Developmental Progressions 				
Birth–9 Months	8–18 Months	16–36 Months	36–48 Months	48–60 Months
Initiates interactions with familiar adults through expressions, actions, or behaviors.	Points to desired people, objects, or places. Initiates actions, such as looking for a favorite toy or bringing a book to an adult to read. Actively resists actions or items not wanted.	Prepares for or starts some activities without being directed by others, such as getting ready for the next activity or bringing a ball to a new child at the playground.	Regularly shows initiative, particularly in interactions with familiar adults. Works independently for brief periods of time without adult prompting.	Frequently shows initiative, particularly when engaged in preferred activities. Demonstrates a willingness and capability to work independently for increasing amounts of time.
Indicators			Indicators	
By 36 Months: <ul style="list-style-type: none"> Engages others in interactions or shared activities. Demonstrates initiative by making choices or expressing preferences. Attempts challenging tasks with or without adult help. Shows eagerness to try new things. 			By 60 Months: <ul style="list-style-type: none"> Engages in independent activities. Makes choices and communicates these to adults and other children. Independently identifies and seeks things to complete activities or tasks, such as gathering art supplies to make a mask or gathering cards to play a matching activity. Plans play scenarios, such as dramatic play or construction, by establishing roles for play, using appropriate materials, and generating appropriate scenarios to be enacted. 	

Goal IT-APL 7. Child shows interest in and curiosity about objects, materials, or events. (0-36 months)


Goal P-APL 11. Child shows interest in and curiosity about the world around them. (36-60 months)

Developmental Progressions 				
Birth–9 Months	8–18 Months	16–36 Months	36–48 Months	48–60 Months
Shows excitement when engaged in learning, such as smiling at an adult, laughing after batting at a mobile, or knocking over a toy.	Approaches new events, experiences with others, or materials with interest and curiosity, such as intently listening to a new song or examining new toys or materials.	Participates in new experiences, asks questions, and experiments with new things or materials, such as collecting leaves and pinecones in the fall.	Seeks out new information and explores new play and tasks with adult support.	Seeks out new information and explores new play and tasks both independently and with adult support.
Indicators			Indicators	
By 36 Months: <ul style="list-style-type: none"> Asks questions about what things are, how they are used, or what is happening. Experiments with different ways of using new objects or materials. Shows awareness of and interest in changes in the environment, such as changes in room arrangement, weather, or usual activities. 			By 60 Months: <ul style="list-style-type: none"> Asks questions and seeks new information. Is willing to participate in new activities or experiences even if they are perceived as challenging. Demonstrates eagerness to learn about and discuss a range of topics, ideas, and activities. 	

Sub-Domain: Creativity


Goal IT-APL 8. Child uses creativity to increase understanding and learning. (0-36 months)

Goal P-APL 12. Child expresses creativity in thinking and communication. (36-60 months)

Developmental Progressions 				
Birth–9 Months	8–18 Months	16–36 Months	36–48 Months	48–60 Months
Uses a variety of ways to interact with other people. Modifies expressions, actions, or behaviors based on responses of others.	Finds new things to do with familiar, everyday objects, such as using a cooking pot for a hat or a spoon as a drumstick.	Combines objects or materials in new and unexpected ways. Shows delight in creating something new.	Responds to adults' prompts to express creative ideas in words and/or actions.	Communicates creative ideas and actions both with and without prompting from adults.
Indicators			Indicators	
By 36 Months: <ul style="list-style-type: none"> • Pays attention to new or unusual things. • Shows willingness to participate in new activities or experiences. • Uses language in creative ways, sometimes making up words or rhymes. 			By 60 Months: <ul style="list-style-type: none"> • Asks questions related to tasks or activities that indicate thinking about new ways to accomplish the task or activity. • Approaches tasks, activities, and play in ways that show creative problem solving. • Uses multiple means of communication (verbal and non-verbal) to creatively express thoughts, feelings, or ideas. 	

Goal IT-APL 9. Child shows imagination in play and interactions with others. (0-36 months)

Goal P-APL 13. Child uses imagination in play and interactions with others. (36-60 months)

Developmental Progressions 				
Birth–9 Months	8–18 Months	16–36 Months	36–48 Months	48–60 Months
Emerging Skills	Uses sounds, gestures, signs, or words playfully through songs, finger plays, or games.	Uses imagination to explore possible uses of objects and materials. Engages in pretend or make-believe play with other children.	Consistently uses imagination in play and other creative works. Begins to communicate creative ideas to other children and adults.	Develops more elaborate imaginary play, stories, and other creative works with children and adults.
Indicators			Indicators	
By 36 Months: <ul style="list-style-type: none"> • Uses pretend and imaginary objects or people in play or interaction with others. • Uses materials such as paper, paint, crayons, or blocks to make novel things. 			By 60 Months: <ul style="list-style-type: none"> • Engages in social and pretend play. • Uses imagination with materials to create stories or works of art. • Uses objects or materials to represent something else during play, such as using a paper plate or Frisbee as a steering wheel. 	

Domain II: Social and Emotional Development

Sub-Domains

- Relationships with Adults
- Relationships with Other Children
- Emotional Functioning
- Sense of Identity and Belonging

Positive social and emotional development in the early years provides a critical foundation for lifelong development and learning.

Social development refers to a child's ability to create and sustain meaningful relationships with adults and other children. Infants and toddlers develop relationship-building skills and behaviors through their earliest interactions with important adults in their lives. Children who develop trusting relationships with adults more fully explore and engage in the world around them. They know that the adults will support them in challenging times.

Relationships with other children also may develop in the first three years of life. These relationships provide opportunities to practice skills learned from adults. These relationships also foster problem-solving skills as young children navigate the difficulties and joys of interacting with another child who has different wants and ideas. As children move into the preschool years, they become increasingly interested in forming relationships with peers. Critical social skills, such as compromise, cooperation, and sharing, are developing at this time. Young children need support from adults as they learn and practice these skills.

Emotional development refers to a child's ability to express, recognize, and manage their own emotions as well as respond appropriately to others' emotions. Emotional development in infants is closely tied to their social development with adults as well as to individual differences. These early relationships teach young children how to express and interpret a wide range of emotions. Though children express emotions at birth, the preschool years are a critical time for learning how to manage emotions in ways that can help children build strong social skills and get the most out of their time in the early childhood program. Preschoolers are developing more concrete ideas about their own identity—who they are and what they can do. A sense of identity and belonging contributes to school readiness and learning by helping children gain self-confidence. When children feel good about themselves and what they can do, they engage more fully in learning opportunities.

For many reasons, the rate and path of social and emotional development varies in young children. Cultural and linguistic backgrounds must be taken into account as well as individual differences. Some cultures encourage children to be outgoing, others to be reserved in social interactions and emotional expression. Children with disabilities may require more individualized instruction or accommodations. They may need intentional guidance from teachers to help them form friendships or to express their feelings.


Case Studies

Young Infant (Birth to 9 months)	Older Infant (8 to 18 months)	Toddler (16 to 36 months)	Preschool (36 to 48 months)	Preschool (48 to 60 months)
<p>Ariel, age 3 months, spends a lot of time staring at her mother's face. She especially looks at her eyes and mouth. Mother and baby often have long moments locked in these mutual gazes. When Ariel's mother talks to her, she quiets her body, listens intently and sometimes smiles. Ariel's mother cut out some photos of baby faces from a magazine and put them on the refrigerator. Ariel likes to look at the photos when they walk by and mother talks with Ariel about what they see. She points to and identifies the eyes, nose and mouth.</p>	<p>Katy, age 15 months, has just met her new baby cousin, Laura. She is fascinated by what looks like a new baby doll! While her mother holds the baby, Katy pokes with her finger at the baby's tummy and then touches Laura's face. Then she looks at her own tummy and touches her own face. She is surprised when the baby starts to cry. Katy's mother tells her to be gentle with the baby and they talk softly to quiet Laura. Katy starts to smile and then laughs and gives the baby a big hug.</p>	<p>Destiny, age 30 months, and Alex, age 28 months, are learning to play together and enjoy each other's company. Their mothers often take them to the playground together. They usually play near each other although they may be doing different things. When Alex fell off the climber and started crying, Destiny ran to get her mother, even though Alex's mother was right there. She knows from experience that her mother will comfort and take care of children when they are hurt.</p>	<p>Oliver, 44 months, wants to paint. "Oh dear," says Ms. James. "I know you want to paint today, Oliver, but all the easels are taken. I can't let you push Omar out of your way because you might hurt him. Let's practice what you could say to Omar instead of pushing him. I'll pretend to be Omar, and you can tell me what you want."</p>	<p>Jason and Renee, 55 months, are playing. The temperature is below zero today, so the children are using the indoor gross motor room for active play. Ms. Porter is teaching the children how to mirror dance. She asks Jason and Renee to be partners. Renee, who has been diagnosed on the autism spectrum, often gets frustrated when trying something new. Jason, on the other hand, listens attentively and follows directions with ease. Ms. Porter often pairs Jason and Renee together for new activities. She feels confident that, with her support, he will be able to lead Renee during the mirror dance.</p>

Sub-Domain: Relationships with Adults


Goal IT-SE 1. Child develops expectations of consistent, positive interactions through secure relationships with familiar adults. (0-36 months)

Goal P-SE 1. Child engages in and maintains positive relationships and interactions with adults. (36-60 months)


Developmental Progressions 				
Birth–9 Months	8–18 Months	16–36 Months	36–48 Months	48–60 Months
Interacts in predictable ways with familiar adults. Responds positively to familiar adults' efforts to help with stressful moments.	Looks to familiar adults for emotional support and encouragement. Reacts or may become distressed when separated from familiar adults.	Engages in positive interactions in a wide variety of situations with familiar adults. Looks to or seeks familiar adults for comfort when distressed or tired.	Engages in positive interactions with adults, by demonstrating affection or talking about ideas. Is able to separate from trusted adults when in familiar settings. Uses adults as a resource to solve problems.	Clearly shows enjoyment in interactions with trusted adults while also demonstrating skill in separating from these adults with minimal distress when in a familiar setting. Initiates interactions with adults and participates in longer and more reciprocal interactions with both trusted and new adults.
Indicators			Indicators	
By 36 Months: <ul style="list-style-type: none"> Shows emotional connection and attachment to familiar adults. Turns to familiar adults for protection, comfort, and getting needs met. 			By 60 Months: <ul style="list-style-type: none"> Interacts readily with trusted adults. Engages in some positive interactions with less familiar adults, such as parent volunteers. Shows affection and preference for adults who interact with them on a regular basis. Seeks help from adults when needed. 	

Goal IT-SE 2. Child uses expectations learned through repeated experiences in primary relationships to develop relationships with other adults. (0-36 months)

Goal P-SE 2. Child engages in prosocial and cooperative behavior with adults. (36-60 months)

Developmental Progressions 				
Birth–9 Months	8–18 Months	16–36 Months	36–48 Months	48–60 Months
Shows recognition of familiar adults by turning head toward familiar voice, smiling, reaching, or quieting when held. May avoid or withdraw from unfamiliar adults.	Moves or stays close to familiar adults for emotional security when unfamiliar adult approaches. May look at familiar adults to gauge comfort level with unfamiliar adult.	Often watches from a distance or waits for reassurance from familiar adult before approaching someone new. May engage in positive interactions when meeting new people, such as sharing a book with a visitor.	Sometimes engages in prosocial behavior with adults, such as greeting the teacher or saying goodbye, and responds to adult requests and directions that may include assistance or prompting. Sometimes demonstrates uncooperative behavior with familiar adults, such as saying "No" to requests, but these moments are typically resolved with support from adults.	Often engages in prosocial behavior with adults and usually responds appropriately to adult requests and directions without significant assistance or prompting. Uncooperative behavior with familiar adults is rare and the child is able to resolve minor conflicts with adults with support, such as being given reminders to use a quiet voice or follow directions.
Indicators			Indicators	
By 36 Months: <ul style="list-style-type: none"> Engages in and may initiate behaviors that build relationships with familiar adults. Uses familiar adults for reassurance when engaging with new adults. 			By 60 Months: <ul style="list-style-type: none"> Engages in prosocial behaviors with adults, such as using respectful language or greetings. Attends to an adult when asked. Follows adult guidelines and expectations for appropriate behavior. Asks or waits for adult permission before doing something when they are unsure. 	


Goal IT-SE 3. Child learns to use adults as a resource to meet needs. (0-36 months)

Developmental Progressions 				
Birth–9 Months	8–18 Months	16–36 Months	36–48 Months	48–60 Months
Communicates needs to familiar adults by using a variety of behaviors, such as, crying, looking, smiling, pointing, dropping, reaching, or banging objects.	Looks to or seeks help from a familiar adult, such as taking the adult's hand and leading them to something the child wants or needs.	Asks familiar adult for help or assistance when encountering difficult tasks or situations.	Continued Growth	
Indicators				
By 36 Months: <ul style="list-style-type: none">• Seeks assistance from familiar adults in new or difficult situations, such as reaching for a toy on a high shelf.• Shows preference for familiar adults when in distress.				

Sub-Domain: Relationships with Other Children


Goal IT-SE 4. Child shows interest in, interacts with, and develops personal relationships with other children. (0-36 months)

Goal P-SE 3. Child engages in and maintains positive interactions and relationships with other children. (36-60 months)


Developmental Progressions 				
Birth–9 Months	8–18 Months	16–36 Months	36–48 Months	48–60 Months
Looks at attentively, touches or explores another child's face. Shows recognition of familiar children through actions or behaviors, such as smiling, reaching, touching, or making sounds directed to the child.	Participates in simple back-and-forth interactions with another child. Interacts with a few children on a regular basis, knows some of their names, likes or dislikes.	Seeks out other children for social interaction, including initiating contact and responding to others. Develops friendships and engages in more elaborate play with friends.	Sometimes engages in and maintains interactions with other children without support from an adult or demonstrates skills in doing this when prompted by an adult. May spontaneously engage in prosocial behaviors with other children, such as sharing and taking turns with materials and in conversations or may engage in these with prompting from adults.	Sustains interactions with other children more often and for increasing periods of time. Demonstrates prosocial behaviors with other children with and without prompting from adults. Likely to show at least some preference for playing with particular children.
Indicators			Indicators	
By 36 Months: <ul style="list-style-type: none"> Shows increasing interest in interacting with other children. Shows preference for particular playmates, such as greeting friends by name. 			By 60 Months: <ul style="list-style-type: none"> Engages in and maintains positive interactions with other children. Uses a variety of skills for entering social situations with other children, such as suggesting something to do together, joining an existing activity, or sharing a toy. Takes turns in conversations and interactions with other children. Develops friendships with one or two preferred other children. 	

Goal IT-SE 5. Child imitates and engages in play with other children. (0-36 months)

Goal P-SE 4. Child engages in cooperative play with other children. (36-60 months)

Developmental Progressions 				
Birth–9 Months	8–18 Months	16–36 Months	36–48 Months	48–60 Months
Responds to another child's actions or sounds during play with a toy by watching attentively, touching the other child, or reaching for or taking the toy.	Participates in simple imitation games, such as making similar sounds or running after another child. Plays next to other children with similar toys or materials.	Joins in play with other children by sometimes taking turns or doing joint activities with a common goal, such as building block structures with others or pretending to eat together.	Often plays cooperatively with other children. For at least short periods during this play, works with other children to plan and enact this play in a coordinated way.	Cooperatively plays with other children in an increasingly coordinated way. Works with other children to make plans for what and how they will play together. When given the opportunity, these coordinated play periods get longer.
Indicators			Indicators	
By 36 Months: <ul style="list-style-type: none"> • Uses multiple strategies, such as imitating or responding, in order to enter play with other children. • Engages in extended play with other children with a common focus. • Engages in simple cooperative play with other children. 			By 60 Months: <ul style="list-style-type: none"> • Engages in joint play, such as using coordinated goals, planning, roles, and games with rules, with at least one other child at a time. • Demonstrates willingness to include others' ideas during interactions and play. • Shows enjoyment of play with other children, such as through verbal exchanges, smiles, and laughter. • Engages in reflection and conversation about past play experiences. 	


Goal P-SE 5. Child uses basic problem-solving skills to resolve conflicts with other children. (36-60 months)

Developmental Progressions 				
Birth–9 Months	8–18 Months	16–36 Months	36–48 Months	48–60 Months
Emerging Skills			Begins to recognize and describe social problems. Suggests solutions to conflicts with adult guidance and support.	Often recognizes and describes social problems, suggests solutions to conflicts, and compromises when working or playing in a group. Although simple conflicts may be resolved without adult assistance, may seek out or need adult support in more challenging moments.
Indicators				
<p>By 60 Months:</p> <ul style="list-style-type: none"> Recognizes and describes basic social problems in books or pictures, such as both children wanting the same toy, and during interactions with other children, such as "Why do you think your friend might be sad?" Uses basic strategies for dealing with common conflicts, such as sharing, taking turns, and compromising. Expresses feelings, needs, and opinions in conflict situations. Seeks adult help when needed to resolve conflicts. 				


Sub-Domain: Emotional Functioning

Goal IT-SE 6. Child learns to express a range of emotions. (0-36 months)

Goal P-SE 6. Child expresses a broad range of emotions and recognizes these emotions in self and others. (36-60 months)


Developmental Progressions 				
Birth–9 Months	8–18 Months	16–36 Months	36–48 Months	48–60 Months
Expresses feelings of comfort, discomfort, enjoyment, fear, surprise, anger, or unhappiness by crying, smiling, laughing, or through facial expressions, body movements, or gestures, often to elicit a response from a familiar adult.	Expresses a variety of emotions and modifies their expression according to the reactions of familiar adults, based on the child's cultural background.	Expresses a range of emotions, including surprise, guilt, embarrassment, or pride, based on increasing awareness of their effects on others.	Expresses a broad range of emotions across contexts, such as during play and in interactions with adults. Notices when strong emotions are exhibited by others and begins to use words to describe some of these emotions, such as happy, sad, or mad.	Expresses a broad range of emotions and begins to notice more subtle or complex emotions in self and others, such as embarrassed or worried. Uses words to describe own feelings when prompted, and may at times use these words without prompting, such as saying "Don't be mad" when engaged in play with other children.
Indicators			Indicators	
By 36 Months: <ul style="list-style-type: none"> Expresses a variety of emotions through facial expressions, sounds, gestures, or words. Uses words to describe some feelings or emotions that reflect an awareness of other people's emotions. 			By 60 Months: <ul style="list-style-type: none"> Recognizes and labels basic emotions in books or photographs. Uses words to describe own feelings. Uses words to describe the feelings of adults or other children. 	

Goal IT-SE 7. Child recognizes and interprets emotions of others with the support of familiar adults. (0-36 months)

Developmental Progressions 				
Birth–9 Months	8–18 Months	16–36 Months	36–48 Months	48–60 Months
Attends with interest when others show they are happy, sad, or fearful by their facial expressions, voices, or actions.	Responds to others' emotional expressions, often by sharing an emotional reaction, such as smiling when an adult smiles, or showing excitement when other children are excited.	Shows understanding of some emotional expressions of others by labeling the emotions, asking questions about them, or responding in appropriate non-verbal ways.	Continued Growth	
Indicators				
By 36 Months: <ul style="list-style-type: none">• Recognizes feelings and emotions of others.• Responds to feelings and emotions of others with support from familiar adults.• Describes feelings of characters in a book with support from an adult.				


Goal IT-SE 8. Child expresses care and concern toward others. (0-36 months)

Goal P-SE 7. Child expresses care and concern toward others. (36-60 months)

Developmental Progressions 				
Birth–9 Months	8–18 Months	16–36 Months	36–48 Months	48–60 Months
May cry when another child cries.	Looks sad or concerned when another child is crying or upset. May seek adult's help or offer something, such as a blanket, food, or a soft toy.	Expresses empathy toward other children or adults who have been hurt or are crying by showing concerned attention. May try to comfort them with words or actions.	Often pays attention when others are distressed, but attention and response to this distress may be brief. May seek out adult support to help another child who is distressed.	Consistently pays attention when others are distressed and often responds with care, either by seeking out adult support or providing reassurance or support themselves.
Indicators			Indicators	
By 36 Months: <ul style="list-style-type: none"> Shows care and concern for others, including comforting others in distress. Responds to needs of others and tries to help others with simple tasks. 			By 60 Months: <ul style="list-style-type: none"> Makes empathetic statements to adults or other children. Offers support to adults or other children who are distressed. 	

Goal IT-SE 9. Child manages emotions with the support of familiar adults. (0-36 months)


Goal P-SE 8. Child manages emotions with increasing independence. (36-60 months)

Developmental Progressions 				
Birth–9 Months	8–18 Months	16–36 Months	36–48 Months	48–60 Months
Quiets or stops crying when held and gently rocked or talked to by a familiar adult.	Looks to or seeks comfort when distressed and accepts reassurance from a familiar adult, or engages in self-comforting behaviors, such as sucking on fingers or thumb to calm self when upset or in new situations.	Shows developing ability to cope with stress or strong emotions by using strategies, such as getting a familiar toy or blanket or seeking contact with a familiar adult.	Manages less intense emotions, such as mild frustration, independently. May require adult support to manage more intense emotions.	Has an expanding range of strategies for managing emotions, both less intense emotions and those that cause greater distress. Sometimes looks to adults for support in managing the most intense emotions but shows increasing skill in managing emotions independently.
Indicators			Indicators	
By 36 Months: <ul style="list-style-type: none"> • Uses different ways to calm or comfort self when upset. • Responds positively to emotional support from adults and other children. 			By 60 Months: <ul style="list-style-type: none"> • Expresses feelings in ways that are appropriate to the situation. • Looks for adult assistance when feelings are most intense. • Uses a range of coping strategies to manage emotions with the support of an adult, such as using words or taking a deep breath. 	

Sub-Domain: Sense of Identity and Belonging


Goal IT-SE 10. Child shows awareness about self and how to connect with others. (0-36 months)

Goal P-SE 9. Child recognizes self as a unique individual having own abilities, characteristics, emotions, and interests.
(36-60 months)


Developmental Progressions 				
Birth–9 Months	8–18 Months	16–36 Months	36–48 Months	48–60 Months
Learns about self by exploring hands, feet, body, and movement.	Experiments with use of hands and body, discovering new capacities, and how movement and gestures can be used to relate to others.	Shows awareness of own thoughts, feelings, and preferences as well as those of others. Uses different words or signs to refer to self and others.	Describes own physical characteristics and behaviors and indicates likes and dislikes when asked.	Describes a larger range of individual characteristics and interests and communicates how these are similar or different from those of other people.
Indicators			Indicators	
By 36 Months: <ul style="list-style-type: none">Shows awareness of self, including own body, abilities, thoughts, and feelings.Shows awareness of others as having thoughts and feelings separate from own.			By 60 Months: <ul style="list-style-type: none">Describes self by using several different characteristics.Demonstrates knowledge of uniqueness of self, such as talents, interests, preferences, or culture.	

Goal IT-SE 11. Child understands some characteristics of self and others. (0-36 months)

Goal P-SE 10. Child expresses confidence in own skills and positive feelings about self. (36-60 months)


Developmental Progressions 				
Birth–9 Months	8–18 Months	16–36 Months	36–48 Months	48–60 Months
Listens and responds by quieting, smiling, or cooing when name is said to child or when it is used in conversation with a familiar adult.	Responds by looking or coming when called by name. Pays attention when others notice what the child is able to do.	Identifies obvious physical similarities and differences between self and others. Compares characteristics of self and others.	Expresses enjoyment in accomplishing daily routines and new skills and may draw adult attention to these accomplishments. May share own ideas or express positive feelings about self, particularly when prompted by an adult.	Enjoys accomplishing a greater number of tasks and sharing these accomplishments with other children and adults. Makes increasing number of contributions to group discussion and may share ideas with or without adult prompting.
Indicators			Indicators	
By 36 Months: <ul style="list-style-type: none"> • Recognizes own name. • Identifies some physical characteristics of self. • Recognizes some similarities and differences between self and others. 			By 60 Months: <ul style="list-style-type: none"> • Shows satisfaction or seeks acknowledgment when completing a task or solving a problem. • Expresses own ideas or beliefs in group contexts or in interactions with others. • Uses positive words to describe self, such as kind or hard-worker. 	

Goal IT-SE 12. Child shows confidence in own abilities through relationships with others. (0-36 months)

Developmental Progressions 				
Birth–9 Months	8–18 Months	16–36 Months	36–48 Months	48–60 Months
Participates in back-and-forth social interactions through facial expressions, sounds, gestures, and responding to the actions of others.	Expresses desires and preferences. Seeks to draw adult's attention to objects of interest or new physical skills and attends to adult's responses.	Contributes own ideas, skills, and abilities to activities and experiences with adults and other children. May call attention to new skills and abilities or seek to do things by self, such as putting on own jacket or pouring juice out of a small pitcher.	Continued Growth	
Indicators				
By 36 Months: <ul style="list-style-type: none">• Show confidence in increasing abilities.• Show others what they can do.				

Goal IT-SE 13. Child develops a sense of belonging through relationships with others. (0-36 months)

Goal P-SE 11. Child has sense of belonging to family, community, and other groups. (36-60 months)

Developmental Progressions 				
Birth–9 Months	8–18 Months	16–36 Months	36–48 Months	48–60 Months
Shows awareness of familiar routines by behaviors, such as opening mouth for feeding or lifting arms to be picked up.	Anticipates familiar routines or activities, such as getting shoes when it is time to go outside or watching for a parent when it is time to go home.	Refers to personal or family experiences and events that have happened in the recent past, such as when a grandparent came to visit or when there was a family celebration.	Communicates feeling a sense of belonging to family and an emerging sense of connections to other communities through words or other forms of expression, such as drawing a picture of their family or sharing a special object related to their cultural heritage.	Has a sense of belonging to family and community and communicates details about these connections, such as sharing a story about a family gathering, both spontaneously and when prompted by an adult or other child.
Indicators			Indicators	
By 36 Months: <ul style="list-style-type: none"> Identifies self as a member of a family. Points to or names self and other familiar people, such as in photos or pictures. Talks about family members, familiar people, or friends who may not be present. 			By 60 Months: <ul style="list-style-type: none"> Identifies self as being a part of different groups, such as family, community, culture, faith, or preschool. Relates personal stories about being a part of different groups. Identifies similarities and differences about self across familiar environments and settings. 	

Domain III: Language, Communication, and Literacy

Sub-Domains

Language

- Attending and Understanding
- Communicating and Speaking
- Vocabulary
- Emergent Literacy

Literacy

- Phonological Awareness
- Print and Alphabet Knowledge
- Comprehension and Text Structure
- Writing

Communication is fundamental to the human experience, and language and literacy are essential to children's learning.

Language, communication, and literacy skills can develop in any language, and for the most part, they develop first in the child's home language. Language development refers to emerging abilities in listening and understanding (receptive language) and in using language (expressive language). Babies attend to the sounds of language in their environment before they are born. In the context of nurturing, responsive adult relationships, infants rapidly learn to communicate with facial expressions, gestures, and looks. They move from babbling to understanding many words spoken to them and then uttering or signing their first words. Toddlers learn to speak new words at an amazing pace and use language to express their needs, ask questions, and engage in short conversations.

Language skills continue to expand, and by the end of the preschool period, children speak in adult-like sentences, tell and re-tell stories, use verbal humor, and engage in group discussions. Preschoolers are sophisticated language users who harness language in order to take in new and complex information and organize their world. As they explore new learning experiences, they add mathematical or scientific terms to their vocabulary, such as semi-circle or T-Rex. They begin to understand word categories, such as hammers and screwdrivers are tools, and relationships among words, such as the opposite of up is down. Preschoolers with strong language skills are prepared to be successful learners in school.

Supporting development of the home language helps prepare young children for learning English. Children who are dual language learners (DLLs) show different patterns of English acquisition, depending on their prior exposure, their abilities, their temperaments, and the support they receive at home and in the early childhood program. Some children who are DLLs may use different vocabulary and sentence structure in each language.

Children's language ability affects learning and development in all areas, especially emerging literacy. Emerging literacy refers to the knowledge and skills that lay the foundation for reading and writing. As infants and toddlers listen to and repeat songs and rhymes, explore books, and hear stories, they are gaining literacy skills. By 3 years of age, children can understand the pictures in familiar books and ask what is happening. They make scribbles, shapes, and even letter-like marks on paper that may represent something to them.

For preschoolers, Language and Communication, and Literacy are distinct sub-domains to reflect the differentiation, centrality, breadth, and depth of language and literacy development in this age period. Preschoolers are beginning to grasp how written language is structured into sounds and symbols. They play rhyming games and learn the names of letters and associated sounds. They take pride in recognizing their name in print and practice writing it. Preschoolers begin to understand print conventions and the different functions of print in picture books or grocery lists. As they listen to and talk about story books or retell and enact events, they gain an understanding of sequence, character development, and causal relationships. When preschoolers are engaged literacy learners, they are laying the foundation for becoming capable readers and writers in school.

Children with disabilities may need extra support when they are learning to communicate. They may need listening devices to help them hear or assistive tools to help them speak or write clearly. Depending on the child's needs, programs can support the development of sign language as a means of communication. Programs must promote language and literacy outcomes through appropriate and intentional support so that all children can develop strong skills in language and literacy.


Case Studies

Young Infant (Birth to 9 months)	Older Infant (8 to 18 months)	Toddler (16 to 36 months)	Preschool (36 to 48 months)	Preschool (48 to 60 months)
<p>Joey, age 3 months, has started making gurgling sounds after he has been fed or when he wakes up from his nap. He likes to listen to and play with sounds and sometimes blows bubbles. Joey's father imitates Joey's sounds and joins in the bubble-making fun. Sometimes Joey imitates the new sounds that his father makes.</p>	<p>Bailey's parents are learning sign language because they have noticed that Bailey, now 13 months old, imitates gestures, such as waving bye-bye. They use simple signs such as "more" and "milk" when they talk with Bailey at the table. Recently Bailey put her hands together and repeated the action and then pointed at the juice. Her father said, "Oh, you want more juice" and offered her a drink from the juice cup.</p>	<p>Ubah, age 26 months, and her mother love to look at books together. Usually they just talk about the pictures. Sometimes Ubah's mother tells the story in her own language even if the book is written in English. They like to visit the library to get books that her older brothers and sisters can read to Ubah. Ubah points to the pictures and repeats the names of what she sees. Sometimes Ubah's sisters and brothers draw a picture or act out what they see in the story with Ubah.</p>	<p>The 3-year-olds in Ms. Barnes' family child care are very interested in forest animals. She shows them some short YouTube videos of animals in the wild and reads stories that take place in the forest. Today, she leads an activity with them. After assigning an animal to each child, she says, "Think of how your animal moves. Then tell us about it." After each child has a turn sharing, she turns on some music and the room is filled with wild creatures.</p>	<p>Charles, 4½, has been diagnosed with autism spectrum disorder. To help him express himself, his teacher, Ms. Vale, made a communication board with input from his speech therapist and parents. She used a cookie sheet, magnetic tape, and pictures of activities, centers, and materials found in the classroom. While helping Charles choose an activity at choice time, Ms. Vale points to the picture of the music and movement center and asks, "Do you want to play here?" Charles nods and goes to look for the maracas.</p>

Sub-Domain: Language – Attending and Understanding


Goal IT-LC 1. Child attends to, understands, and responds to communication and language from others. (0-36 months)

Goal P-LC 1. Child attends to communication and language from others. (36-60 months)

Developmental Progressions 				
Birth–9 Months	8–18 Months	16–36 Months	36–48 Months	48–60 Months
Attends to verbal and non-verbal communication by turning toward or looking at a person. Participates in reciprocal interactions by exchanging facial expressions and language sounds with familiar adults.	Shows understanding of the meaning of familiar caregivers' verbal and non-verbal communication and responds with facial expressions, gestures, words, or actions, such as looking at people or objects being referred to in the environment.	Shows recognition of words, phrases, and simple sentences. Participates in conversations in ways that show understanding by following comments or suggestions with actions or behavior.	Shows acknowledgment of comments or questions and is able to attend to conversations, either spoken or signed.	Shows acknowledgment of complex comments or questions. Is able to attend to longer, multi-turn conversations, either spoken or signed.
Indicators			Indicators	
By 36 Months: <ul style="list-style-type: none"> Shows understanding of some words and phrases used in conversation, such as by responding to simple questions. Shows comprehension of simple sentences, such as by listening to and following one-or two-step directions. 			By 60 Months: <ul style="list-style-type: none"> Uses verbal and non-verbal signals appropriately to acknowledge the comments or questions of others. Shows ongoing connection to a conversation, group discussion, or presentation. 	

Goal IT-LC 2. Child learns from communication and language experiences with others. (0-36 months)


Goal P-LC 2. Child understands and responds to increasingly complex communication and language from others. (36-60 months)

Developmental Progressions 				
Birth–9 Months	8–18 Months	16–36 Months	36–48 Months	48–60 Months
Pays attention when familiar adults talk or sign about objects, people, or events during face-to-face interactions by changing focus, making eye contact, or looking at people or objects.	Participates in joint attention with an adult by looking back and forth between the adult and object. Points or gestures when an adult is pointing, naming, or signing about a familiar or new object and learns names and uses of objects.	Participates in increasingly complex and lengthy periods of joint attention with adults. Shows interest, understanding, or enjoyment when participating in language activities, such as demonstrating understanding of objects' functions and uses, or when joining in games, songs, rhymes, or stories.	Understands and responds (verbally and non-verbally) to increasingly longer sentences, simple questions, and simple stories.	Shows an understanding of complex statements, questions, and stories containing multiple phrases and ideas, and responds appropriately.
Indicators			Indicators	
By 36 Months: <ul style="list-style-type: none"> • Acts on descriptions provided by others about people, objects, or events. • Demonstrates interest and understanding when participating in language activities or games. 			By 60 Months: <ul style="list-style-type: none"> • Shows an ability to recall (in order) multiple step directions. • Demonstrates understanding of a variety of question types, such as "Yes/No?" or "Who/What/When/Where?" or "How/ Why?" • Shows an understanding of talk related to the past or future. • Shows understanding, such as nodding or gestures, in response to the content of books read aloud, stories that are told, or lengthy explanations given on a topic. • Children who are DLLs may demonstrate more complex communication and language in their home language than in English. 	

Sub-Domain: Language – Communicating and Speaking


Goal IT-LC 3. Child communicates needs and wants non-verbally and by using language. (0-36 months)

Goal P-LC 3. Child varies the amount of information provided to meet the demands of the situation. (36-60 months)

Developmental Progressions 				
Birth–9 Months	8–18 Months	16–36 Months	36–48 Months	48–60 Months
Learns how to use different means of communication to signal distress or discomfort, solicit help, and to communicate interests and needs to others.	Uses a variety of ways to communicate interests, needs and wants, such as saying or making a sign for "More" when eating.	Combines words or signs from one or more languages into phrases and sentences to communicate needs, wants, or ideas, such as "More milk," "I want juice," "Mas leche," or "Quiero juice." Children who are dual language learners may combine their languages or switch between them.	Uses language, spoken or sign, for different purposes and is sometimes able to provide sufficient detail to get needs met from a variety of adults.	Uses language, spoken or sign, for a variety of purposes and can typically provide sufficient detail in order to get needs met from a variety of adults.
Indicators			Indicators	
By 36 Months: <ul style="list-style-type: none"> • Uses combinations of words and simple sentences or signs in a variety of situations. • Uses simple sentences, such as three- and four-word sentences, to communicate needs and wants. 			By 60 Months: <ul style="list-style-type: none"> • Usually provides sufficient detail in order to get needs met, such as explaining a point of difficulty in a task or sharing a request from home with the teacher. • Uses language, spoken or sign, to clarify a word or statement when misunderstood. • Children who are DLLs may switch between their languages. 	


Goal IT-LC 4. Child uses non-verbal communication and language to engage others in interaction. (0-36 months)

Goal P-LC 4. Child understands, follows, and uses appropriate social and conversational rules. (36-60 months)


Developmental Progressions 				
Birth–9 Months	8–18 Months	16–36 Months	36–48 Months	48–60 Months
Uses facial expressions, including smiling, or uses gestures or sounds, such as cooing or babbling, to engage familiar adults in social interaction.	Repeats actions or single words to initiate or maintain social interactions with other children or adults, such as clapping hands or calling a name to get someone's attention.	Uses words, signs, phrases, or simple sentences to initiate, continue, or extend conversations with others about feelings, experiences, or thoughts.	Engages in conversations with adults, other children, or within the group setting lasting two or three conversational turns, and, with support, will sometimes use appropriate tone and volume for different situations.	Maintains multi-turn conversations with adults or other children by being responsive to the conversational partner in a variety of ways, such as by asking a question. With increasing independence, varies tone and volume of expression to match the social situation.
Indicators			Indicators	
By 36 Months: <ul style="list-style-type: none"> • Initiates and responds in conversations with others. • Participates in simple conversations with others that are maintained by back-and-forth exchanges of ideas or information. • Engages in simple conversations by expressing own feelings, thoughts, and ideas to others. 			By 60 Months: <ul style="list-style-type: none"> • Maintains multi-turn conversations with adults, other children, and within larger groups by responding in increasingly sophisticated ways, such as asking related questions or expressing agreement. • With increasing independence, matches the tone and volume of expression to the content and social situation, such as by using a whisper to tell a secret. 	

Goal IT-LC 5. Child uses increasingly complex language in conversation with others. (0-36 months)

Goal P-LC 5. Child expresses self in increasingly long, detailed, and sophisticated ways. (36-60 months)

Developmental Progressions 				
Birth–9 Months	8–18 Months	16–36 Months	36–48 Months	48–60 Months
Explores sounds common in many languages, such as "ma-ma" or "ba-ba."	Initiates and participates in conversations by babbling and using gestures, such as showing or giving, or by using words or signs. Communicates mainly about objects, actions, and events happening in the here and now.	Participates in conversations with others using spoken or sign language that includes simple sentences, questions, and responses. Sometimes describes experiences that have happened in the past or are about to happen.	Communicates clearly enough to be understood by familiar adults but may make some pronunciation and grammatical errors. Typically uses three- to five-word phrases/sentences when communicating. With some prompting, can offer multiple (two or three) pieces of information on a single topic.	Communicates clearly enough to be understood by familiar and unfamiliar adults but may make some pronunciation errors and some isolated grammatical errors. Uses longer sentences, as well as sentences that are slightly more complex, such as "I need a pencil because this one broke." Can offer multiple pieces of information on a topic with increasing independence and answer simple questions.
Indicators			Indicators	
By 36 Months: <ul style="list-style-type: none"> • Uses sentences of three or more words in conversation with others. • Asks and answers simple questions in conversations with others. • Refers to past or future events in conversation with others. 			By 60 Months: <ul style="list-style-type: none"> • Communicates clearly enough to be understood by adults across a range of situations. Pronunciation errors and grammatical errors are isolated and infrequent. Shows proficiency with prepositions, regular/irregular past tense, possessives, and noun-verb agreement. • Typically, uses complete sentences of more than five words with complex structures, such as sentences involving sequence and causal relations. • Can produce and organize multiple sentences on a topic, such as giving directions or telling a story, including information about the past or present or things not physically present, and answer a variety of question types. 	


Goal IT-LC 6. Child initiates non-verbal communication and language to learn and gain information. (0-36 months)

Developmental Progressions 						
Birth–9 Months	8–18 Months	16–36 Months	36–48 Months	48–60 Months		
Takes turns in non-verbal conversations by using facial expressions, sounds, gestures, or signs to initiate or respond to communication.	Asks simple questions using gestures, such as pointing, signs or words, with variations in pitch and intonation.	Seeks information and meaning of words by asking questions in words or signs, such as "What's that?" or "Who's that?" or "Why?"	Continued Growth			
Indicators						
By 36 Months: <ul style="list-style-type: none">• Asks questions in a variety of ways.• Repeats or re-phrases questions until a response is received.						

Sub-Domain: Language – Vocabulary


Goal IT-LC 7. Child understands an increasing number of words used in communication with others. (0-36 months)

Goal P-LC 6. Child understands and uses a wide variety of words for a variety of purposes. (36-60 months)

Developmental Progressions 				
Birth–9 Months	8–18 Months	16–36 Months	36–48 Months	48–60 Months
Looks at familiar people, animals, or objects when they are named such as mama, puppy, or ball.	Looks or points at a person or object that has been named, follows simple directions, and responds appropriately to the meaning of words or signs.	Comprehends an increasing number of words or signs used in simple sentences during conversation and interaction with familiar adults and children.	Shows a rapid increase in acquisition of new vocabulary words that describe actions, emotions, things, or ideas that are meaningful within the everyday environment. Uses new vocabulary words to describe relations among things or ideas. Shows repetition of new words offered by adults.	Shows a steady increase in vocabulary through the acquisition of words with increasing specificity and variety. Shows repetition of new words offered by adults and may ask about the meaning of unfamiliar words.
Indicators			Indicators	
By 36 Months: <ul style="list-style-type: none"> Shows understanding of the meaning of common words used in daily activities. Attends to new words used in conversation with others. Understands most positional words, such as on, under, up, or down. 			By 60 Months: <ul style="list-style-type: none"> Demonstrates the use of multiple (two or three) new words or signs a day during play and other activities. Shows recognition of and/or familiarity with key domain-specific words heard during reading or discussions. With multiple exposures, uses new domain-specific vocabulary during activities, such as using the word "cocoon" when learning about the life cycle of caterpillars, or "cylinder" when learning about 3-D shapes. With support, forms guesses about the meaning of new words from context clues. 	


Goal IT-LC 8. Child uses an increasing number of words in communication and conversation with others. (0-36 months)

Goal P-LC 7. Child shows understanding of word categories and relationships among words. (36-60 months)


Developmental Progressions 				
Birth–9 Months	8–18 Months	16–36 Months	36–48 Months	48–60 Months
May use signs or verbalizations for familiar people or objects.	Imitates new words or signs and uses some words or signs for naming or making simple one-word requests, such as saying or signing "milk" when asking for a drink.	<p>Uses an increasing number of words in communication and conversation with others and adds new vocabulary words regularly.</p> <p>Children who are DLLs may have a combined vocabulary in their languages that is similar in number to other children's vocabulary in one language.</p>	Typically uses known words in the correct context and, with support, shows an emerging understanding of how words are related to broader categories, such as sorting things by color.	Demonstrates an increasingly sophisticated understanding of words and word categories with support, such as listing multiple examples of a familiar category or identifying a synonym or antonym.
Indicators			Indicators	
<p>By 36 Months:</p> <ul style="list-style-type: none"> Shows understanding of the meaning of common words used in daily activities. Attends to new words used in conversation with others. Understands most positional words, such as on, under, up, or down. 			<p>By 60 Months:</p> <ul style="list-style-type: none"> Demonstrates the use of multiple (two or three) new words or signs a day during play and other activities. Shows recognition of and/or familiarity with key domain-specific words heard during reading or discussions. With multiple exposures, uses new domain-specific vocabulary during activities, such as using the word "cocoon" when learning about the life cycle of caterpillars, or "cylinder" when learning about 3-D shapes. With support, forms guesses about the meaning of new words from context clues. 	

Sub-Domain: Language – Emergent Literacy


Goal IT-LC 9. Child attends to, repeats, and uses some rhymes, phrases, or refrains from stories or songs. (0-36 months)

Developmental Progressions 				
Birth–9 Months	8–18 Months	16–36 Months	36–48 Months	48–60 Months
Listens and attends to culturally and linguistically familiar words or signs in rhymes or songs.	Says a few words of culturally and linguistically familiar rhymes and repetitive refrains in stories or songs.	Says or repeats culturally and linguistically familiar rhymes, phrases, or refrains from songs or stories.	Continued Growth	
Indicators				
By 36 Months: <ul style="list-style-type: none">Repeats simple familiar rhymes or sings favorite songs.Retells familiar stories using props.				


Goal IT-LC 10. Child handles books and relates them to their stories or information. (0-36 months)

Developmental Progressions 				
Birth–9 Months	8–18 Months	16–36 Months	36–48 Months	48–60 Months
Explores a book by touching it, patting it, or putting it in mouth.	Holds books, turns pages, looks at the pictures, and uses sounds, signs, or words to identify actions or objects in a book.	Pretends to read books by turning pages and talking about or using signs to describe what is happening in the book.	Continued Growth	
Indicators				
By 36 Months: <ul style="list-style-type: none">Asks to have several favorite books read over and over.Holds book, turns pages, and pretends to read.				


Goal IT-LC 11. Child recognizes pictures and some symbols, signs, or words. (0-36 months)

Developmental Progressions 						
Birth–9 Months	8–18 Months	16–36 Months	36–48 Months	48–60 Months		
Looks at pictures of familiar people, animals, or objects while an adult points at and/ or names the person, animal, or object.	Points at, signs, or says name of, or talks about animals, people, or objects in photos, pictures, or drawings.	Recognizes and uses some letters or numbers, such as letters in one's name, and shows increasing interest in written forms of language, such as print in books or signs on buildings. Children who are DLLs recognize and use written forms of each of their languages.	Continued Growth			
Indicators						
By 36 Months: <ul style="list-style-type: none">• Points to and names some letters or characters in their names.• Recognizes familiar signs on a building or street.• Attributes meaning to some symbols, such as a familiar logo or design.						

Goal IT-LC 12. Child comprehends meaning from pictures and stories. (0-36 months)


Developmental Progressions 				
Birth–9 Months	8–18 Months	16–36 Months	36–48 Months	48–60 Months
Looks at picture books and listens to an adult talk about pictures in a book.	Points at pictures in a book, making sounds or saying words and interacting with an adult reading a book.	Talks about books, acts out events from stories, and uses some vocabulary encountered during book reading.	Continued Growth	
Indicators				
By 36 Months: <ul style="list-style-type: none">• Uses pictures as a guide to talk about a story that has been read.• Asks or answers questions about what is happening in a book or story.• Identifies the feelings of characters in a book or story.				

Goal IT-LC 13. Child makes marks and uses them to represent objects or actions. (0-36 months)

Developmental Progressions 				
Birth–9 Months	8–18 Months	16–36 Months	36–48 Months	48–60 Months
Emerging Skills	Makes marks on a paper with a large crayon or marker to explore writing materials.	Makes scribbles on paper to represent an object or action even though an adult might not recognize what it is.	Continued Growth	
Indicators				
By 36 Months: <ul style="list-style-type: none">• Draws pictures using scribbles and talks with others about what they have made.• Draws straight lines or curved lines.• Makes letter-like marks or scribbles on paper.				


Sub-Domain: Literacy - Phonological Awareness

Goal P-LIT 1. Child demonstrates awareness that spoken language is composed of smaller segments of sound. (36-60 months)


Developmental Progressions 				
Birth–9 Months	8–18 Months	16–36 Months	36–48 Months	48–60 Months
Emerging Skills			Shows rote imitation and enjoyment of rhyme and alliteration. With support, distinguishes when two words rhyme and when two words begin with the same sound.	Demonstrates rhyme recognition, such as identifying which words rhyme from a group of three: hat, cat, log. Recognizes phonemic changes in words, such as noticing the problem with "Old McDonald had a charm." Is able to count syllables and understand sounds in spoken words.
Indicators				
<p>By 60 Months:</p> <ul style="list-style-type: none"> Provides one or more words that rhyme with a single given target, such as "What rhymes with log?" Produces the beginning sound in a spoken word, such as "Dog begins with /d/." Provides a word that fits with a group of words sharing an initial sound, with adult support, such as "Sock, Sara, and song all start with the /s/ sound. What else starts with the /s/ sound?" Uses senses and simple tools to observe, gather, and record data, such as gathering data on where children's families are from and creating a graph that shows the number of children from different countries. 				

Sub-Domain: Literacy – Print and Alphabet Knowledge

Goal P-LIT 2. Child demonstrates an understanding of how print is used (functions of print) and the rules that govern how print works (conventions of print). (36-60 months)


Developmental Progressions 				
Birth–9 Months	8–18 Months	16–36 Months	36–48 Months	48–60 Months
Emerging Skills			Distinguishes print from pictures and shows an understanding that print is something meaningful, such as asking an adult "What does this say?" or "Read this."	Begins to demonstrate an understanding of the connection between speech and print. Shows a growing awareness that print is a system that has rules and conventions, such as holding a book correctly or following a book left to right.
Indicators				
By 60 Months: <ul style="list-style-type: none"> • Understands that print is organized differently for different purposes, such as a note, list, or storybook. • Understands that written words are made up of a group of individual letters. • Begins to point to single-syllable words while reading simple, memorized texts. • Identifies book parts and features, such as the front, back, title, and author. 				

Goal P-LIT 3. Child identifies letters of the alphabet and produces correct sounds associated with letters. (36-60 months)


Developmental Progressions 				
Birth–9 Months	8–18 Months	16–36 Months	36–48 Months	48–60 Months
Emerging Skills			Shows an awareness of alphabet letters, such as singing the ABC song, recognizing letters from one's name, or naming some letters that are encountered often.	Recognizes and names at least half of the letters in the alphabet, including letters in own name (first name and last name), as well as letters encountered often in the environment. Produces the sound of many recognized letters.
Indicators				
By 60 Months: <ul style="list-style-type: none"> Names most upper and lower-case letters. Knows the sounds associated with several letters. 				

Sub-Domain: Literacy – Comprehension and Text Structure

Goal P-LIT 4. Child demonstrates an understanding of narrative structure through storytelling/re-telling. (36-60 months)


Developmental Progressions 				
Birth–9 Months	8–18 Months	16–36 Months	36–48 Months	48–60 Months
Emerging Skills			With support, may be able to tell one or two key events from a story or may act out a story with pictures or props.	Retells two or three key events from a well-known story, typically in the right temporal order and using some simple sequencing terms, such as first ... and then.
Indicators				
By 60 Months:				
<ul style="list-style-type: none">• Re-tells or acts out a story that was read, putting events in the appropriate sequence, and demonstrating more sophisticated understanding of how events relate, such as cause and effect relationships.• Tells fictional or personal stories using a sequence of at least two or three connected events.• Identifies characters and main events in books and stories.				

Goal P-LIT 5. Child asks and answers questions about a book that was read aloud. (36-60 months)

Developmental Progressions 				
Birth–9 Months	8–18 Months	16–36 Months	36–48 Months	48–60 Months
Emerging Skills			Can answer basic questions about likes or dislikes in a book or story. Asks and answers questions about main characters or events in a familiar story. With modeling and support, makes predictions about events that might happen next.	With support, provides basic answers to specific questions about details of a story, such as who, what, when, or where. With support, can answer inferential questions about stories, such as predictions or how/why something is happening in a particular moment.
Indicators				
<p>By 60 Months:</p> <ul style="list-style-type: none"> Answers questions about details of a story with increasingly specific information, such as when asked "Who was Mary?" responds "She was the girl who was riding the horse and then got hurt." Answers increasingly complex inferential questions that require making predictions based on multiple pieces of information from the story; inferring characters' feelings or intentions; or providing evaluations of judgments that are grounded in the text. Provides a summary of a story, highlighting a number of the key ideas in the story and how they relate. 				

Sub-Domain: Literacy – Writing

Goal P-LIT 6. Child writes for a variety of purposes using increasingly sophisticated marks. (36-60 months)

Developmental Progressions 				
Birth–9 Months	8–18 Months	16–36 Months	36–48 Months	48–60 Months
Emerging Skills			Engages in writing activities that consist largely of drawing and scribbling. Begins to convey meaning. With modeling and support, writes some letter-like forms and letters.	Progressively uses drawing, scribbling, letter-like forms, and letters to intentionally convey meaning. With support, may use invented spelling consisting of salient or beginning sounds, such as L for elevator or B for bug.
Indicators				
<p>By 60 Months:</p> <ul style="list-style-type: none"> Creates a variety of written products that may or may not phonetically relate to intended messages. Shows an interest in copying simple words posted in the classroom. Attempts to independently write some words using invented spelling, such as K for kite. Writes first name correctly or close to correctly. Writes (draws, illustrates) for a variety of purposes and demonstrates evidence of many aspects of print conventions, such as creating a book that moves left to right. 				

Domain IV: Cognition

Sub-Domains

- Exploration and Discovery
- Memory
- Reasoning and Problem Solving
- Emergent Mathematical Thinking
- Imitation and Symbolic Representation and Play

Mathematics Development

- Counting and Cardinality
- Operations and Algebraic Thinking
- Measurement
- Geometry and Spatial Sense

Scientific Reasoning

- Scientific Inquiry
- Reasoning and Problem Solving

Cognitive development includes reasoning, memory, problem-solving, and thinking skills that help young children understand and organize their world.

Cognitive development is presented as two different domains for preschoolers - Mathematics Development, and Scientific Reasoning to reflect the increasingly complex and more differentiated cognitive abilities of this age period. Mathematics development in preschoolers refers to understanding numbers and quantities, their relationships, and operations, such as what it means to add to and take away. Mathematics also includes shapes and their structure, reasoning, measurement, classification, and patterns. Preschoolers are eager to measure their height to see how much they have grown and to chime in with repeating patterns in books and songs.

Scientific Reasoning refers to the emerging ability to develop scientific knowledge about the natural and physical worlds, learn scientific skills and methods, and continue developing reasoning and problem-solving skills. For preschoolers, scientific investigation includes making observations, recording them, talking about them, and analyzing them. Their investigations reflect their natural interests in how things work, in plants and animals, their bodies, and weather. In the process of investigating, they can learn to use measurement and observational tools, such as a ruler and a magnifying glass. During the early childhood years, science provides opportunities for rich vocabulary learning and collaboration with peers and fosters a sense of curiosity and motivation to learn.

Problem-solving and reasoning become more complex as preschoolers gain new abilities to ask questions and gather information. Their inclination to be curious, explore, experiment, ask questions, and develop their own theories about the world makes science an important domain for enhancing learning and school success.

Children play an active role in their own cognitive development by exploring and testing the world around them, but they also need support from parents, teachers, and other adults. When infants and toddlers feel safe and secure, they are more willing to experiment with their world, such as discovering how a pull toy works, observing what happens when they turn on a faucet, and trying out different behaviors to see how people react. In the process, they begin to understand basic mathematical, spatial, and causal relationships. Toddlers also explore concepts through a variety of symbolic activities, such as drawing and pretend play. More and more, young children can rely on their developing memory to help them make sense of the world. All this activity in the first three years lays the foundation for the more complex cognitive skills that preschoolers develop.

Increasingly, children use math strategies to solve problems during daily activities, such as figuring out how many more cups are needed at snack time. Because math includes generalizations and abstractions, math skills help young children connect ideas, develop logical and abstract thinking, and analyze, question, and understand the world around them. Children develop math concepts and skills through active exploration and discovery in the context of stimulating learning opportunities and intentional teaching strategies.


Because cognitive development encompasses a broad range of skills, behaviors, and concepts, children display great individual variation in their development from birth to 5. Prior experiences, cultural and linguistic backgrounds, temperament, and many other factors can impact the rate and course of cognitive development. Children with disabilities may require extra support as they use their senses and bodies to explore or as they describe their scientific investigations. The instruction and learning opportunities young children experience set the stage for their cognitive development and success.

Case Studies


Young Infant (Birth to 9 months)	Older Infant (8 to 18 months)	Toddler (16 to 36 months)	Preschool (36 to 48 months)	Preschool (48 to 60 months)
<p>Luis, age 6 months, likes to reach with his hand for the toy that is hanging above him. He has learned that it makes an interesting sound when he hits it. Sometimes he tries to kick the toy with his feet or roll over to get closer to it. His mother changes the toy from time to time because she knows that Luis likes to repeat this action over and over.</p>	<p>Hai, age 14 months, spends a lot of time with his grandparents who care for him while his mother and father work. Usually they come to Hai's home to take care of him and he seems comfortable in a familiar setting. Hai's mother is happy when they go to visit grandmother on the weekend and Hai gets excited, smiles and says "Nana" when he sees his familiar caregiver.</p>	<p>Sam, age 26 months, and Bobby, age 30 months, are best buddies at the family child care home they go to while their parents work. They love to play with cars and trucks. They push the cars and trucks along the floor while making motor noises and saying "Beep, beep" as they crash their cars. Their caregiver has shown them how to make a road with the blocks that they can drive their cars on. Now Sam and Bobby are making houses with the blocks and even a garage for their cars.</p>	<p>A group of 3½- and 4-year-old preschoolers are getting ready to play musical hula hoops. They place five hula hoops on the floor, and four children stand in each hoop. Ms. Barco, their teacher, turns on the music and the children jump out of their hoops and run around. When the music stops, Ms. Barco removes a hoop and turns on the music again. The children now squeeze into four hoops, not five. She asks, "How many hoops did we start with? How many do we have now?" The game continues until there are two hoops left. She asks, "Will you all fit in two hoops? Let's see." This time, the children stand with one foot in and one foot out of the hoops, so everyone will fit. Ms. Barco has the children count as they step out of the hoops. When they get to 20 she says, "That's everyone."</p>	<p>"You are hungry today, Margot. You ate four crackers with cheese," says Ms. Moore. "I'm still hungry," says 4-year-old Margot. "I need one more. Then I will be full." "Okay," says Ms. Moore. "Then you will have had four crackers and cheese plus one more." "I know," says Margot while counting on her fingers. "One, two, three, four, and this pinky finger too, five. Five crackers with cheese!"</p>

Sub-Domain: Cognition – Exploration and Discovery

Goal IT-C 1. Child actively explores people and objects to understand self, others, and objects. (0-36 months)


Developmental Progressions 				
Birth–9 Months	8–18 Months	16–36 Months	36–48 Months	48–60 Months
Uses the senses and a variety of actions to examine people and objects, such as mouthing, touching, shaking, or dropping.	Acts intentionally to achieve a goal or when manipulating an object, such as trying to get an adult to do something or trying different ways to reach a toy under a table.	Observes and experiments with how things work, seeks information from others, or experiments with different behaviors to see how people and objects react.	Continued Growth	
Indicators				
By 36 Months:				
<ul style="list-style-type: none">• Learns about characteristics of people and properties and uses of objects through the senses and active exploration.• Experiments with everyday objects or materials to answer "What?" "Why?" or "How?" questions.				

Goal IT-C 2. Child uses understanding of causal relationships to act on social and physical environments. (0-36 months)


Developmental Progressions 				
Birth–9 Months	8–18 Months	16–36 Months	36–48 Months	48–60 Months
Repeats an action to make things happen or to get an adult to repeat an action, such as dropping a toy from the high chair repeatedly and waiting for an adult to pick it up.	Engages in purposeful actions to cause things to happen, such as making splashes in a puddle or rolling a ball to knock over a tower.	Identifies the cause of an observed outcome, such as the tower fell over because it was built too high. Predicts outcomes of actions or events, such as turning the faucet will make water come out.	Continued Growth	
Indicators				
By 36 Months: <ul style="list-style-type: none">• Makes simple predictions about what will happen next, such as in a story or in everyday routines.• Anticipates some cause and effects of own actions, such as what happens while running with a cup of water.				

Sub-Domain: Cognition – Memory


Goal IT-C 3. Child recognizes differences between familiar and unfamiliar people, objects, actions, or events. (0-36 months)

Developmental Progressions 				
Birth–9 Months	8–18 Months	16–36 Months	36–48 Months	48–60 Months
Recognizes familiar people by their faces or voices. Learns to distinguish between familiar and unfamiliar people.	Remembers actions of familiar adults, the usual location of familiar objects, and parts of familiar routines. Notices and responds to new people, objects, or materials in the environment.	Anticipates and communicates about multiple steps of familiar routines, activities, or events. Expresses surprise or asks about unexpected outcomes or unusual people, actions, or events.	Continued Growth	
Indicators				
By 36 Months: <ul style="list-style-type: none">• Comments about similarities or differences between new people, objects, or events, and ones that are more familiar.• Tells others about what will happen next or about changes in usual routines or schedules.				

Goal IT-C 4. Child recognizes the stability of people and objects in the environment. (0-36 months)


Developmental Progressions 				
Birth–9 Months	8–18 Months	16–36 Months	36–48 Months	48–60 Months
Shows awareness that people and objects still exist when they are out of sight or sound range. May turn head or crawl towards a parent or other familiar adult who leaves the room.	Searches for hidden or missing people or objects in the place they were last seen or found. May wait and watch at a door or window for the return of a family member.	Uses a variety of search strategies to find hidden or missing people or objects, including looking in multiple locations for things that have been missing for some time.	Continued Growth	
Indicators				
By 36 Months: <ul style="list-style-type: none">Notifies who is missing from a familiar group, such as family at dinner or children in a playgroup.Looks in several different places for a toy that was played with a few days before.				

Goal IT-C 5. Child uses memories as a foundation for more complex actions and thoughts. (0-36 months)


Developmental Progressions 				
Birth–9 Months	8–18 Months	16–36 Months	36–48 Months	48–60 Months
Shows excitement with a toy or other object that was played with days earlier. Anticipates familiar actions or routines, such as getting picked up or being fed.	Remembers how to use objects or materials from previous experience. Anticipates routines or events by taking action, such as going to the table when it is time to eat.	Tells others about memories and past experiences. Remembers how to do a series of actions that were observed at an earlier time.	Continued Growth	
Indicators				
By 36 Months: <ul style="list-style-type: none">Recalls a similar family event when hearing a story read.Prepares for next routine or activity based on past experiences, such as gets hat or coat when it is time to go outside.Repeats simple rules about expected behavior, such as "We wash our hands before we eat."				

Sub-Domain: Cognition – Reasoning and Problem Solving

Goal IT-C 6. Child learns to use a variety of strategies in solving problems. (0-36 months)


Developmental Progressions 				
Birth–9 Months	8–18 Months	16–36 Months	36–48 Months	48–60 Months
Engages in simple repeated actions to reach a goal, such as trying to get whole hand and then fingers or thumb in mouth.	Explores how to make something happen again or how something works by doing actions over and over again, such as repeatedly filling a container and emptying it out.	Engages in activities for longer periods of time and tries several times to solve more challenging problems, often using a combination of actions or behaviors.	Continued Growth	
Indicators				
By 36 Months: <ul style="list-style-type: none">• Uses a variety of strategies to solve problems, such as trial and error, simple tools, or asking someone to help.• Tries to solve the same problem in several different ways at different times.				

Goal IT-C 7. Child uses reasoning and plans ahead to solve problems. (0-36 months)


Developmental Progressions 				
Birth–9 Months	8–18 Months	16–36 Months	36–48 Months	48–60 Months
Uses own actions or movements to solve simple problems, such as rolling to the side to reach an object or kicking to make something move.	Tries different solutions to everyday problems until discovering one that works. May try the same strategy multiple times even if it is not working.	Uses problem-solving and experimenting to figure out solutions to everyday problems, including in social situations, such as when two children who both want to fit into a small car agree to take turns.	Continued Growth	
Indicators				
<p>By 36 Months:</p> <ul style="list-style-type: none">• Tries to fix things that are broken, such as putting a toy back together or using tape to repair a torn paper.• Plans ways to solve problems based on knowledge and experience, such as getting a stool to reach a book that is on a shelf after trying to reach it on tiptoes.				

Sub-Domain: Cognition – Emergent Mathematical Thinking


Goal IT-C 8. Child develops sense of number and quantity. (0-36 months)

Developmental Progressions 				
Birth–9 Months	8–18 Months	16–36 Months	36–48 Months	48–60 Months
Attends to quantity in play with objects, such as reaching or looking for more than one object.	Uses a few basic words to refer to change in the number of objects, such as asking for "more" or saying "all gone" when a plate is empty.	Uses language to refer to quantity, such as using some number words or signs to identify small amounts, or using other words referring to quantity, such as a little, too much, or a lot.	Continued Growth	
By 36 Months:				
<ul style="list-style-type: none">• Counts small number of objects (two or three), sometimes counting the same object twice or using numbers out of order.• Identifies "more" or "less" with a small number of items without needing to count them.				

Goal IT-C 9. Child uses spatial awareness to understand objects and their movement in space. (0-36 months)


Developmental Progressions 						
Birth–9 Months	8–18 Months	16–36 Months	36–48 Months	48–60 Months		
Explores or examines objects and watches objects when they move.	Explores how things fit together, how they fit with other things, and how they move through space, such as a ball thrown under a table.	Predicts or anticipates how things move through space, or fit together or inside other things, such as putting smaller objects into a small box and larger objects into a large box.	Continued Growth			
Indicators						
By 36 Months:						
<ul style="list-style-type: none">• Does puzzles with interlocking pieces, different colors, and shapes.• Understands some effects of size or weight when picking up or moving objects.						

Goal IT-C 10. Child uses matching and sorting of objects or people to understand similar and different characteristics. (0-36 months)


Developmental Progressions 				
Birth–9 Months	8–18 Months	16–36 Months	36–48 Months	48–60 Months
Explores or examines differences between familiar or unfamiliar people or between different types of objects, such as by mouthing or shaking a toy.	Matches objects by similar or related characteristics, such as matching shapes with openings in a shape-sorting box or by putting a toy bottle with a baby doll.	Sorts objects into two groups based on a single characteristic, such as grouping toy animals separately from toy cars, or putting red socks and white socks in different piles.	Continued Growth	
Indicators				
By 36 Months: <ul style="list-style-type: none">• Sorts toys or other objects by color, shape, or size.• Orders some objects by size.• Identifies characteristics of people, such as "Mom has black hair like me."				

Sub-Domain: Cognition - Imitation and Symbolic Representation and Play


Goal IT-C 11. Child observes and imitates sounds, words, gestures, actions and behaviors. (0-36 months)

Developmental Progressions 				
Birth–9 Months	8–18 Months	16–36 Months	36–48 Months	48–60 Months
Engages in reciprocal imitation games, such as patting on a table or handling an object back and forth.	Imitates what other people did earlier, such as wiping up a spill or closing a door.	Imitates more complex actions, words, or signs at a later time in order to communicate, make, or do something.	Continued Growth	
Indicators				
By 36 Months: <ul style="list-style-type: none">• Watches and imitates adult actions involving multiple steps, such as getting spoons and forks to set a table.• Imitates someone else's conversation, such as in pretend play or on a toy phone.				

Goal IT-C 12. Child uses objects or symbols to represent something else. (0-36 months)


Developmental Progressions 				
Birth–9 Months	8–18 Months	16–36 Months	36–48 Months	48–60 Months
Emerging Skills	Uses toy objects in ways similar to the real objects they represent, such as talking on a toy phone.	Uses objects as symbols to represent other objects during pretend play, such as using blocks for toy cars or trucks.	Continued Growth	
Indicators				
By 36 Months: <ul style="list-style-type: none">• Uses familiar objects to represent something else.• Improvises with props during pretend play, such as using a towel for a blanket or making a cookie out of play dough.• Understand that some symbols have meaning, such as a sign or a drawing.				

Goal IT-C 13. Child uses pretend play to increase understanding of culture, environment, and experiences. (0-36 months)


Developmental Progressions 				
Birth–9 Months	8–18 Months	16–36 Months	36–48 Months	48–60 Months
Emerging Skills	Imitates everyday actions of others, such as pretending to feed a doll or stuffed toy.	Acts out routines, stories, or social roles using toys and other materials as props, such as setting toy dishes and cups on a table or pretending to shop for groceries.	Continued Growth	
Indicators				
By 36 Months: <ul style="list-style-type: none">Seeks to involve others in pretend or make-believe play.Looks for props to use when telling or making up a story.Uses pretend play to try out solutions to everyday problems, such as ways to respond to stressful situations.				

Sub-Domain: Mathematics Development – Counting and Cardinality


Goal P-MATH 1. Child knows number names and the count sequence. (36-60 months)

Developmental Progressions 				
Birth–9 Months	8–18 Months	16–36 Months	36–48 Months	48–60 Months
Emerging Skills			Says or signs some number words in sequence (up to 10), starting with one. Understands that counting words are separate words, such as "one," "two," "three" versus "one two three".	Says or signs more number words in sequence.
Indicators				
By 60 Months:				
<ul style="list-style-type: none"> Counts verbally or signs to at least 20 by ones. 				


Goal P-MATH 2. Child recognizes the number of objects in a small set. (36-60 months)

Developmental Progressions 				
Birth–9 Months	8–18 Months	16–36 Months	36–48 Months	48–60 Months
Emerging Skills			Develops an understanding of what whole numbers mean. Begins to recognize the number of small objects in groups without counting (referred to as "subitizing").	Quickly recognizes the number of objects in a small set (referred to as "subitizing").
Indicators				
By 60 Months:				
<ul style="list-style-type: none"> Instantly recognizes, without counting, small quantities of up to five objects and says or signs the number. 				


Goal P-MATH 3. Child understands the relationship between numbers and quantities. (36-60 months)

Developmental Progressions 				
Birth–9 Months	8–18 Months	16–36 Months	36–48 Months	48–60 Months
Emerging Skills			<p>Begins to coordinate verbal counting with objects by pointing to or moving objects for small groups of objects laid in a line (referred to as one-to-one correspondence). Begins to understand that the last number represents how many objects are in a group (referred to as "cardinality").</p>	<p>Understands that number words refer to quantity. May point to or move objects while counting objects to 10 and beyond (one-to-one correspondence). Understands that the last number represents how many objects are in a group (cardinality).</p>
Indicators				
<p>By 60 Months:</p> <ul style="list-style-type: none"> • When counting objects, says or signs the number names in order, pairing one number word that corresponds with one object, up to at least 10. • Counts and answers "How many?" questions for approximately 10 objects. • Accurately counts as many as five objects in a scattered configuration. • Understands that each successive number name refers to a quantity that is one larger. • Understands that the last number said represents the number of objects in a set. 				

Goal P-MATH 4. Child compares numbers. (36-60 months)


Developmental Progressions 				
Birth–9 Months	8–18 Months	16–36 Months	36–48 Months	48–60 Months
Emerging Skills			Begins to accurately count and compare objects that are about the same size and are in small groups with adult assistance, such as counts a pile of two blocks and a pile of four and determines whether the piles have the same or different numbers of blocks. Identifies the first and second objects in a sequence.	Counts to determine and compare number amounts even when the larger group's objects are smaller in size, such as buttons, compared with the smaller group's objects that are larger in size, such as markers. Uses numbers related to order or position.
Indicators				
By 60 Months: <ul style="list-style-type: none"> Identifies whether the number of objects in one group is more than, less than, or the same as objects in another group for up to at least five objects. Identifies and uses numbers related to order or position from first to tenth. 				

Goal P-MATH 5. Child associates a quantity with written numerals up to 5 and begins to write numbers. (36-60 months)


Developmental Progressions 				
Birth–9 Months	8–18 Months	16–36 Months	36–48 Months	48–60 Months
Emerging Skills			Begins to understand that a written numeral represents a quantity and may draw objects or use informal symbols to represent numbers.	Understands that written numbers represent quantities of objects, and uses information symbols, such as a tally, to represent numerals. With adult support, writes some numerals up to 10.
Indicators				
By 60 Months: <ul style="list-style-type: none"> • Associates a number of objects with a written numeral 0–5. • Recognizes and, with support, writes some numerals up to 10. 				

Sub-Domain: Mathematics Development – Operations and Algebraic Thinking

Goal P-MATH 6. Child understands addition as adding to and understands subtraction as taking away from. (36-60 months)


Developmental Progressions 				
Birth–9 Months	8–18 Months	16–36 Months	36–48 Months	48–60 Months
Emerging Skills			<p>Begins to add and subtract very small collections of objects with adult support. For example, the teacher says, "You have three grapes and get one more. How many in all?" Child counts out three, then counts out one more, then counts all four: "One, two, three, four. I have four!"</p>	<p>Solves addition problems by joining objects together and subtraction problems by separating, using manipulatives and fingers to represent objects.</p>
Indicators				
<p>By 60 Months:</p> <ul style="list-style-type: none"> Represents addition and subtraction in different ways, such as with fingers, objects, and drawings. Solves addition and subtraction word problems. Adds and subtracts up to five to or from a given number. With adult assistance, begins to use counting on from the larger number for addition. For example, when adding a group of three and a group of two, counts "One, two, three..." and then counts on "Four, five!" (keeping track with fingers). When counting back for subtraction such as taking away three from five, counts, "Five, four, three...two!" (keeping track with fingers). 				

Goal P-MATH 7. Child understands simple patterns. (36-60 months)

Developmental Progressions 				
Birth–9 Months	8–18 Months	16–36 Months	36–48 Months	48–60 Months
Emerging Skills			Recognizes a simple pattern, and with adult assistance, fills in the missing element of a pattern, such as boy, girl, boy, girl, ____, girl. Duplicates and extends ABABAB patterns.	Creates, identifies, extends, and duplicates simple repeating patterns in different forms, such as with objects, numbers, sounds, and movements.
Indicators				
<p>By 60 Months:</p> <ul style="list-style-type: none"> Fills in missing elements of simple patterns. Duplicates simple patterns in a different location than demonstrated, such as making the same alternating color pattern with blocks at a table that was demonstrated on the rug. Extends patterns, such as making an eight-block tower of the same pattern that was demonstrated with four blocks. Identifies the core unit of sequentially repeating patterns, such as color in a sequence of alternating red and blue blocks. 				


Sub-Domain: Mathematics Development – Measurement

Goal P-MATH 8. Child measures objects by their various attributes using standard and non-standard measurement. Uses differences in attributes to make comparisons. (36-60 months)


Developmental Progressions 				
Birth–9 Months	8–18 Months	16–36 Months	36–48 Months	48–60 Months
Emerging Skills			With adult support, begins to understand that attributes can be compared, such as one child can be taller than another child.	With some adult support, uses measurable attributes to make comparisons, such as identifies objects as the same/different and more/less.
Indicators				
By 60 Months: <ul style="list-style-type: none">Measures using the same unit, such as putting together snap cubes to see how tall a book is.Compares or orders up to five objects based on their measurable attributes, such as height or weight.Uses comparative language, such as shortest, heavier, or biggest.				

Sub-Domain: Mathematics Development – Geometry and Spatial Sense

Goal P-MATH 9. Child identifies, describes, compares, and composes shapes. (36-60 months)


Developmental Progressions 				
Birth–9 Months	8–18 Months	16–36 Months	36–48 Months	48–60 Months
Emerging Skills			Recognizes and names typical circle, square, and sometimes a triangle. With adult support, matches some shapes that are different sizes and orientations.	Recognizes and compares a greater number of shapes of different sizes and orientations. Begins to identify sides and angles as distinct parts of shapes.
Indicators				
<p>By 60 Months:</p> <ul style="list-style-type: none"> Names and describes shapes in terms of length of sides, number of sides, and number of angles. Correctly names basic shapes regardless of size and orientation. Analyzes, compares and sorts two-and three-dimensional shapes and objects in different sizes. Describes their similarities, differences, and other attributes, such as size and shape. Creates and builds shapes from components. 				

Goal P-MATH 10. Child explores the positions of objects in space. (36-60 months)


Developmental Progressions 				
Birth–9 Months	8–18 Months	16–36 Months	36–48 Months	48–60 Months
Emerging Skills			Begins to understand spatial vocabulary. With adult support, follows directions involving their own position in space, such as "Stand up and stretch your arms to the sky."	Increasingly understands spatial vocabulary. Follows directions involving their own position in space, such as "Move to the front of the line."
Indicators				
By 60 Months: <ul style="list-style-type: none"> Understands and uses language related to directionality, order, and the position of objects, including up/down and in front/behind. Correctly follows directions involving their own position in space, such as "Stand up" and "Move forward." 				

Sub-Domain: Scientific Reasoning - Scientific Inquiry


Goal P-SCI 1. Child observes and describes observable phenomena (objects, materials, organisms, and events). (36-60 months)

Developmental Progressions 				
Birth–9 Months	8–18 Months	16–36 Months	36–48 Months	48–60 Months
Emerging Skills			Uses the five senses to observe objects, materials, organisms, and events. Provides simple verbal or signed descriptions. With adult support, represents observable phenomena, such as draws a picture.	Makes increasingly complex observations of objects, materials, organisms, and events. Provides greater detail in descriptions. Represents observable phenomena in more complex ways, such as pictures that include more detail.
Indicators				
By 60 Months: <ul style="list-style-type: none"> Identifies the five senses (smell, touch, sight, sound, taste) and uses them to make observations. Uses observational tools to extend the five senses, such as a magnifying glass, microscope, binoculars, or stethoscope. Describes observable phenomena using adjectives and labels, such as lemons taste sour and play dough feels sticky. Represents observable phenomena with pictures, diagrams, and 3-D models. 				

Goal P-SCI 2. Child engages in scientific talk. (36-60 months)


Developmental Progressions 				
Birth–9 Months	8–18 Months	16–36 Months	36–48 Months	48–60 Months
Emerging Skills			Begins to use scientific vocabulary words with modeling and support from an adult. Sometimes repeats new words offered by adults.	Uses a greater number of scientific vocabulary words. Repeats new words offered by adults and may ask questions about unfamiliar words.
Indicators				
By 60 Months: <ul style="list-style-type: none"> • Uses scientific practice words or signs, such as observe, describe, compare, contrast, question, predict, experiment, reflect, cooperate, or measure. • Uses scientific content words when investigating and describing observable phenomena, such as parts of a plant, animal, or object. 				

Goal P-SCI 3. Child compares and categorizes observable phenomena. (36-60 months)


Developmental Progressions 				
Birth–9 Months	8–18 Months	16–36 Months	36–48 Months	48–60 Months
Emerging Skills			Sorts objects into groups based on simple attributes, such as color. With support, uses measurement tools to quantify similarities and differences of observable phenomena, such as when a child scoops sand into two containers and, with adult assistance, determines which container holds more scoops.	With increasing independence, sorts objects into groups based on more complex attributes, such as weight, sound, or texture. Uses measurement tools to assess the properties of and compare observable phenomena.
Indicators				
<p>By 60 Months:</p> <ul style="list-style-type: none"> • Categorizes by sorting observable phenomena into groups based on attributes such as appearance, weight, function, ability, texture, odor, and sound. • Uses measurement tools, such as a ruler, balance scale, eyedropper, unit blocks, thermometer, or measuring cup, to quantify similarities and differences of observable phenomena. 				

Sub-Domain: Scientific Reasoning - Reasoning and Problem Solving


Goal P-SCI 4. Child asks a question, gathers information, and makes predictions. (36-60 months)

Developmental Progressions 				
Birth–9 Months	8–18 Months	16–36 Months	36–48 Months	48–60 Months
Emerging Skills			Asks simple questions. Uses adults as primary resources to gather information about questions. With adult support and modeling, makes simple predictions, such as "I think that the golf ball will be heavier than the ping pong ball."	Asks more complex questions. Uses other sources besides familiar adults to gather information, such as books or other experts (community workers). Uses background knowledge and experiences to make predictions.
Indicators				
<p>By 60 Months:</p> <ul style="list-style-type: none"> Asks questions that can be answered through an investigation, such as "What do plants need to grow?" or "What countries do the children in our class come from?" Gathers information about a question by looking at books or discussing prior knowledge and observations. Makes predictions and brainstorms solutions based on background knowledge and experiences, such as "I think that plants need water to grow," or "I think adding yellow paint to purple will make brown." 				

Goal P-SCI 5. Child plans and conducts investigations and experiments. (36-60 months)

Developmental Progressions 				
Birth–9 Months	8–18 Months	16–36 Months	36–48 Months	48–60 Months
Emerging Skills			With adult support, engages in simple investigations and experiments, such as building a "bridge" out of classroom materials and seeing how many dolls it will hold before it collapses. Records data with teacher assistance, mostly using pictures and marks on a page.	With increasing independence, engages in some parts of conducting complex investigations or experiments. Increasingly able to articulate the steps that need to be taken to conduct an investigation. Uses more complex ways to gather and record data, such as with adult support, makes a graph that shows children's favorite snacks.
Indicators				
<p>By 60 Months:</p> <ul style="list-style-type: none"> • Articulates steps to be taken and lists materials needed for an investigation or experiment. • Implements steps and uses materials to explore testable questions, such as "Do plants need water to grow?" by planting seeds and giving water to some but not to others. • Uses senses and simple tools to observe, gather, and record data, such as gathering data on where children's families are from and creating a graph that shows the number of children from different countries. 				

Goal P-SCI 6. Child analyzes results, draws conclusions, and communicates results. (36-60 months)

Developmental Progressions 				
Birth–9 Months	8–18 Months	16–36 Months	36–48 Months	48–60 Months
Emerging Skills			With adult assistance, analyzes and interprets data. Draws conclusions and provides simple descriptions of results. For example, an adult suggests counting how many dolls can be supported by a bridge before it breaks and along with the children counts, "One, two, three dolls. What happened when we put on the next doll?" A child says, "The bridge broke!"	With increasing independence, analyzes and interprets data and draws conclusions. With adult support, compares results to initial prediction and generates new questions or designs. For example, after putting multiple magnets together to create one magnet that is not strong enough to lift 10 paperclips, builds another and tries again. Communicates results, solutions, and conclusions in increasingly complex ways through multiple methods.
Indicators				
<p>By 60 Months:</p> <ul style="list-style-type: none"> Analyzes and interprets data and summarizes results of investigation. Draws conclusions, constructs explanations, and verbalizes cause and effect relationships. With adult support, compares results to initial prediction and offers evidence as to why they do or do not work. Generates new testable questions based on results. Communicates results, solutions, and conclusions through a variety of methods, such as telling an adult that plants need water to grow or putting dots on a map that show the number of children from each country. 				

Domain V: Social Studies

Sub-Domains

- Concepts of Time
- Citizenship
- Identity and Culture

Social Studies is understanding family life, the impact of culture, and how to live and work together for the good of the community and themselves.

Social Studies refers to young children learning about and understanding life within their families and communities.

Social Studies includes learning about the world in which one lives – and understanding how one's family and community fit into a larger world. Understanding family life, the impact of culture, and how to live and work together for the good of the community and themselves are all components of this domain. Young children begin social studies within their own family and progress to understanding about how other families, large groups, or communities work and influence their lives. Through daily life experiences, children will begin to understand how they are making choices and accepting consequences; and the concept of time and what it means within their lives. Young children will begin to understand how life 'works' and how to incorporate that understanding into daily choices.


All children learn how to be active and responsible citizens in quality early care and education programs. By embracing diversity and treating each child with respect and accepting children's ideas and feelings, children with special needs can develop into leaders like their peers without special needs. Children with special needs may require more guidance and support to learn about social systems and social concepts, so consider having them work with a partner. Meaningful experiences that help children learn about people and the world we live in can have a positive impact on the rest of their lives.

Case Studies

*Embedded in the social emotional domain you will find specific case studies that encompasses social studies.


Sub-Domain: Concepts of Time

Goal P-SS 1. Child demonstrates a basic understanding of past, present, and future and how things, people, and places change over time. (36-60 months)


Developmental Progressions 				
Birth–9 Months	8–18 Months	16–36 Months	36–48 Months	48–60 Months
Emerging Skills			Children may describe how they have grown over time. Demonstrate a simple sequence in time.	Able to look outside themselves and identify changes over time. Demonstrates a more complex sequence in time.
Indicators				
By 60 Months: <ul style="list-style-type: none">• Uses "ed" on verbs to include past tense (e.g., walked, cooked).• Responds appropriately to terms related to time (e.g. before, after, now, soon, later, first/last, yesterday/today/tomorrow, morning/night, in a few minutes).• Anticipates recurring activities.				

Sub-Domain: Citizenship


Goal P-SS 4. Child demonstrates and exhibits an awareness of rules and routines in the classroom, community, and family life. (36-60 months)

Developmental Progressions 				
Birth–9 Months	8–18 Months	16–36 Months	36–48 Months	48–60 Months
Emerging Skills			Follows simple rules and routines with assistance from adults, such as hanging up their coat or sitting at the table when asked by an adult.	Usually follows classroom rules and routines with occasional reminders from adults, such as following an end-of-lunch routine that includes putting away their plate, washing hands, and lining up at the door to go outside.
Indicators				
By 60 Months: <ul style="list-style-type: none">• Demonstrates awareness of classroom rules when asked and is able to follow these rules most of the time.• Follows most classroom routines, such as putting away backpack when entering the room or sitting on the rug after outside time.• Responds to signals when transitioning from one activity to another.				

Goal P-SS 3. Child shares responsibility for caring for their environment. (36-60 months)

Developmental Progressions 				
Birth–9 Months	8–18 Months	16–36 Months	36–48 Months	48–60 Months
Emerging Skills			Handles classroom materials, such as putting them where they belong, with adult support.	Usually handles, takes care of, and manages classroom materials, such as using them in appropriate ways and not throwing them from the sensory table onto the floor.
Indicators				
By 60 Months: <ul style="list-style-type: none"> • Appropriately handles materials during activities. • Cleans up and puts materials away appropriately, such as places blocks back on correct shelf or places markers in the correct bin. 				


Goal P-SS 5. Child begins to understand various group decision-making processes. (36-60 months)

Developmental Progressions 				
Birth–9 Months	8–18 Months	16–36 Months	36–48 Months	48–60 Months
Emerging Skills			Sometimes engages in and maintains interactions with other children without support from an adult or demonstrates skills in doing this when prompted by an adult. May spontaneously engage in prosocial behaviors with other children, such as sharing and taking turns with materials and in conversations or may engage in these with prompting from adults.	Sustains interactions with other children more often and for increasing periods of time. Demonstrates prosocial behaviors with other children with and without prompting from adults. Likely to show at least some preference for playing with particular children.
Indicators				
By 60 Months: <ul style="list-style-type: none"> Engages in and maintains positive interactions with other children. Uses a variety of skills for entering social situations with other children, such as suggesting something to do together, joining an existing activity, or sharing a toy. Takes turns in conversations and interactions with other children. Develops friendships with one or two preferred other children. 				

Sub-Domain: Identity and Culture

Goal P-SS 6. Child understands relationships and roles within families, homes, and classroom, and demonstrate awareness of differences among families. (36-60 months)

Goal P-SS 7. Demonstrate awareness of differences among families and communities to which they belong. (36-60 months)

Developmental Progressions 				
Birth–9 Months	8–18 Months	16–36 Months	36–48 Months	48–60 Months
Emerging Skills			Communicates feeling a sense of belonging to family and an emerging sense of connections to other communities through words or other forms of expression, such as drawing a picture of their family or sharing a special object related to their cultural heritage.	Has a sense of belonging to family and community and communicates details about these connections, such as sharing a story about a family gathering, both spontaneously and when prompted by an adult or other child.
By 60 Months: <ul style="list-style-type: none">Identifies self as being a part of different groups, such as family, community, culture, faith, or preschool.Relates personal stories about being a part of different groups.				

Domain VI: Creative Arts

Sub-Domains

- Music
- Dance & Movement
- Visual Arts
- Dramatic Play

Children are encouraged to learn in, through, and about the arts by actively engaging in the processes of creating, participating in, performing and responding to quality arts experiences.

The goals in the **Creative Arts domain** are meant to provide guidance in four areas of art: music, dance and movement, visual arts, and dramatic play. The indicators and progressions are a sample of developmentally appropriate possibilities of children ages 3-5. (Creative arts skill development for birth to three is embedded throughout the other domains.)

From hearing a lullaby, to dancing, to finger painting, or pretending to be your favorite adult, developmentally appropriate art experiences are critical in early childhood education to gain and demonstrate understanding in art as well as other content areas. Children are naturally musicians, dancers, artists, actors, and storytellers. Providing opportunities for learning through these experiences is an important process as they engage, explore, and learn about the world around them.

It is important to note two additional aspects of creative arts experiences:

1. The four processes important to developing understanding in any learning area are especially present through art instruction: Creating, Performing, Responding, Connecting. (The National Coalition for Core Arts Standards).
2. Understanding art appreciation, particularly demonstrating interest and respect for expressive and creative work of self and others and being able to share and discuss artwork.

These two pillars of creative arts education should be weaved throughout the children's learning experiences in each goal area.

Creative thinking, problem solving, and innovating are skills that are necessary in today's world. These characteristics, which lead to community readiness and academic success, are an integral part of creative arts learning. Infusing arts experiences into learning opportunities will bring about meaningful engagement for young learners.


Children participate in creative arts experiences at a variety of different levels of engagement. Early Educators can successfully include all children utilizing a variety of visual, auditory, and kinesthetic formats for presenting information; creating a variety of options for students to demonstrate knowledge and understanding; and developing a variety of motivating, challenging, and age/developmentally appropriate creative arts experiences to enhance learning. Many students with special needs may participate in the same ways as their peers without special needs and they should be encouraged to do so.

Case Studies


*Embedded in the approaches to play and learning domain you will find specific case studies that encompasses creative arts.

Sub-Domain: Music

Goal P-CA 1. Child sings and plays simple musical instruments. (36-60 months)


Developmental Progressions 				
Birth–9 Months	8–18 Months	16–36 Months	36–48 Months	48–60 Months
Emerging Skills			Repeats sound and rhythm patterns. Sings simple songs.	Creates own songs and movements, includes musical instruments. Vocalizes and uses instruments in more complex music/ songs.
Indicators				
By 60 Months: <ul style="list-style-type: none">• Experiments with musical instruments.• Responds to rhythmic patterns and elements of music using expressive movement.• Improvises movement and sound responses to music.• Explores using a singing voice.• Demonstrates beat awareness.				

Goal P-CA 2. Child listens to music with attention. (36-60 months)

Developmental Progressions 				
Birth–9 Months	8–18 Months	16–36 Months	36–48 Months	48–60 Months
Emerging Skills			Repeats song patterns and rhythmic movements to music.	Participates in more complex songs and involves physical movement - finger plays, chants, etc.
Indicators				
<p>By 60 Months:</p> <ul style="list-style-type: none"> • Participates in music activities, such as listening, singing, or performing. • Describes and responds to musical elements. • Recognizes a wide variety of sounds and sound sources. • Expresses feeling responses to music. • Recognizes music in daily life. • Explores musical opposites (long/slow, fast/slow, loud/soft). 				


Sub-Domain: Dance and Movement

Goal P-CA 3. Child coordinates movements in response to beat or rhythm. (36-60 months)

Developmental Progressions 				
Birth–9 Months	8–18 Months	16–36 Months	36–48 Months	48–60 Months
Emerging Skills			<p>Moves one body part in response to a simple rhythm pattern. Demonstrates the difference between still and moving. Moves over, under and around objects.</p> <p>Follows and tracks various types of music through movement, facial expressions, and voice.</p> <p>Creates rhythmic patterns (e.g., rhythmic poems, simple songs, etc.).</p>	<p>Dances to music with varying tempos. Creates simple rhythm patterns and is able to repeat them. Moves through combinations of pathways, straight, zigzag, diagonal, curve.</p> <p>Expands movement vocabulary by exploring words (e.g., suspend, swing, point, burst, float, droop, carve, creep, open and close). Demonstrates understanding of concepts using vocal and physical movement and instruments: soft/loud, high/low, fast/slow.</p>
Indicators				
<p>By 60 Months:</p> <ul style="list-style-type: none"> Expresses what is felt and heard in various musical tempos and styles. Moves to different patterns of beat and rhythm in music. Uses creative movement to express concepts, ideas, or feelings. Demonstrates simple phrases of movement in time and space. Attentively observes a dance performance. Recognizes dances from around the world. 				


Sub-Domain: Visual Arts

Goal P-CA 4. Child creates art work that depicts objects and events and/or expresses feelings, thoughts, and ideas through a variety of two-dimensional and three-dimensional processes and share about them. (e.g., painting, printing, drawing, coloring, observation, cutting, shaping, rolling, pulling, patting, observing, imitation, patterning, repetition) (36-60 months)

Developmental Progressions 				
Birth–9 Months	8–18 Months	16–36 Months	36–48 Months	48–60 Months
Emerging Skills			Mixes two basic shapes - abstract rather than representational. Uses beginning process in their art creations. Distinguish between pictures and real objects.	Recognizes and describes various art forms - sculpture, painting, printing. Drawings suggest real life. Drawings becoming better defined, more detail. Uses both 2-dimensional and 3-dimensional processes to create art that represents various objects like people, places and things. Begins to share about their own creations.
Indicators				
By 60 Months: <ul style="list-style-type: none"> • Uses different materials and techniques to make art creations. • Discusses one's own artistic creations and those of others. • Knows that works of art can represent people, places, and things. • Identifies art in daily life. • Understands that artists have an important role in communities. 				

Sub-Domain: Dramatic Play

Goal P-CA 5. Child incorporates a variety of elements (e.g., character, theme, setting, idea, plot, props, costume, and make-up) into dramatic play while using a collection of processes (e.g., role-play, imitation, observation, listening, giving objects attributes they do not have, personification, pretend, vocalize environmental sounds, dramatize). (36-60 months)

Developmental Progressions 				
Birth–9 Months	8–18 Months	16–36 Months	36–48 Months	48–60 Months
Emerging Skills			Follows simple instructions to recreate story and dramatic movement. Uses costumes to disguise self and become a character in everyday environment.	Dictates a story. Repeats dialogue and movement to tell a story. Creates roles for self and others in dramatic play situations using body and dialogue. Uses costumes to create character with dialogue. Creates and executes complicated plot with conflict and resolution verbally and physically. Uses props/objects in creative way.
Indicators				
By 60 Months: <ul style="list-style-type: none"> • Uses dialogue, actions, and objects to tell a story or express thoughts and feelings about one's self or a character. • Uses creativity and imagination to manipulate materials and assume roles in dramatic play situations. • Responds to stories and plays. • Identifies/describes characters. 				

Domain VII: Perceptual, Motor, and Physical Development

Sub-Domains

- Perception
- Gross Motor
- Fine Motor
- Health, Safety, and Nutrition

Perceptual, Motor, and Physical Development is foundational to children's learning in all areas because it permits children to fully explore and function in their environment.

This area of development is represented as four elements: perception, gross motor, fine motor, and health, safety, and nutrition.

Perception refers to children's use of their senses to gather and understand information and respond to the world around them. The use of perceptual information is central to infants' and toddlers' interactions, and exploration. It helps them to understand and direct their everyday experiences, such as pressing harder on clay than on play dough to make an art project or walking carefully on a slippery surface. Preschoolers also rely on perceptual information to develop greater awareness of their bodies in space and to move effectively to perform tasks, such as kicking a ball to a friend.

Motor skills support children in fully exploring their environment and interacting with people and things and thus, support development in all domains. Gross motor skills refer to moving the whole body and using larger muscles of the body, such as those in the arms and legs. In infancy, gross motor skills include gaining control of the head, neck, and torso to achieve a standing or sitting position. They also include locomotor skills that emerge in the toddler years, such as walking, throwing, and stretching. Preschoolers gain even greater control over their body, contributing to their increasing confidence and their ability to engage in social play. For example, as children learn to coordinate their movements, they are ready to learn how to pedal a tricycle and play tag.

Fine motor skills refer to using the small muscles found in individual body parts, especially those in the hands and feet. Children use their fine motor skills to grasp, hold, and manipulate small objects, such as their drinking cups, or to use tools, including scissors and paint brushes. As they gain hand-eye coordination, preschoolers learn to direct the movements of their fingers, hands, and wrists to perform more complex tasks, including drawing fine details or stringing small beads. Children can practice and refine both their fine and gross motor skills during a variety of learning experiences and while performing self-help routines, such as eating with a fork or putting on clothes.

The fourth element of Perceptual, Motor, and Physical Development is **health, safety, and nutrition**. Children's physical well-being depends on a number of factors, including their knowledge and use of safe, healthy behaviors and routines. For example, toddlers are learning how to use a toothbrush with adult guidance. As preschoolers become more coordinated, they can add toothpaste to their own toothbrush. Children's ability to keep themselves safe and healthy, such as communicating to adults when they are hungry or sick, is extremely important in its own right and contributes to learning and development in all areas.


For many reasons, the rate and the path of perceptual, motor, and physical development vary in young children. Cultural and individual differences must be taken into account. In some cultures, children use brushes to write their names or utensils to eat that require a great deal of hand-eye coordination. Their fine motor development may differ from other children because of their life experiences. Children's food preferences are culturally-based, and they may reject foods that are usually considered healthy in other cultures. Children with disabilities may require more individualized instruction or accommodations. For example, children with physical disabilities may need adaptations, modifications, or assistive technology to help them move or hold implements. Children with sensory-motor integration challenges also may need accommodations. With appropriate support, all children can achieve strong outcomes in perceptual, motor, and physical development.

Case Studies


Young Infant (Birth to 9 months)	Older Infant (8 to 18 months)	Toddler (16 to 36 months)	Preschool (36 to 48 months)	Preschool (48 to 60 months)
<p>Rosa's mother knows that it is important to always put Rosa, age 4 months, to sleep on her back. She also knows that "tummy time" is important when Rosa is awake so that she can strengthen her muscles and learn to raise her head and body with her arms to look around. Sometimes Rosa's mother rolls up a towel to put under Rosa's arms and chest to help support her body so that she can look around and reach for a toy while she is on her tummy.</p>	<p>Tony and Anna's parents are watching closely to see which of their 12-month-old twins will walk first. Tony was eager to crawl and explore everywhere. Anna was more content to sit and play with her toys and started to crawl later. Now both babies are pulling themselves up to the furniture and soon they will start walking on their own. Tony and Anna's parents know they will have to do more "child proofing" to make the house safe for their new walkers.</p>	<p>Jon was born 2 months premature, and at 24 months of age he is small for his age and shows some delays in motor development. His parents spend a lot of time doing activities with him and work with several specialists. Jon likes to do puzzles and has several puzzles with large knobs on each piece that are easy for him to pick up. He works hard at turning and pushing the pieces into place. Jon often claps along with his parents to show his delight at completing a puzzle.</p>	<p>In their family child care home, Kimi and Whit, both 3, are walking along a piece of tape on the floor. Kimi moves quickly, heel to toe, heel to toe, all the way to the end. Whit takes a bit longer and loses his balance a few times. Next to them, Jack is walking alone on a balance beam. He's a little wobbly, too, but makes it to the end without falling off. Ms. Lester, the family child care provider, has been watching the children test their skills. She says, "I see you are using your arms to stay balanced. That's a good strategy."</p>	<p>"We're going to play 'Balloon Tennis' today," says Ms. Wallis at the morning meeting. She demonstrates how to tape a wooden paint stirrer to a sturdy paper plate to make a racket. "Can everyone make a racket?" Asks Carla, 4 years old, who uses a wheelchair. "Yes, you can," responds Ms. Wallis. "You'll find tape and plates in the art area. If anyone wants a racket with an extra-long handle, they can tape two stirrers together. After choice time, you can take your racquets to the gym where you'll find lots of balloons to play with."</p>

Sub-Domain: Perception

Goal IT-PMP 1. Child uses perceptual information to understand objects, experiences, and interactions. (0-36 months)

Developmental Progressions 				
Birth–9 Months	8–18 Months	16–36 Months	36–48 Months	48–60 Months
Uses perceptual information to organize basic understanding of objects when given opportunities to observe, handle, and use objects, including recognizing differences in texture and how things feel.	Uses perceptual information about properties of objects in matching and associating them with each other through play and interaction with an adult, such as using a play bottle to feed a baby doll.	Observes others making things happen to understand the cause and effect relationship of intention and action, such as seeing an adult prepare to go outside and then going to get their own jacket.	Continued Growth	
Indicators				
<p>By 36 Months:</p> <ul style="list-style-type: none">• Combines information gained through the senses to understand objects, experiences, and interactions.• Adjusts ways of interacting with materials based on sensory and perceptual information, such as pressing harder on clay than on play dough to make something.• Modifies responses in social situations based on perceptual information, especially when meeting new people, such as hiding their face from an unfamiliar person.				


Goal IT-PMP 2. Child uses perceptual information in directing own actions, experiences, and interactions. (0-36 months)

Developmental Progressions 				
Birth–9 Months	8–18 Months	16–36 Months	36–48 Months	48–60 Months
Adjusts balance and movement with the changing size and proportion of own body in response to opportunities in the environment.	Uses depth perception, scans for obstacles, and makes a plan on how to move based on that information while learning to crawl, walk, or move in another way.	Coordinates perceptual information and motor actions to participate in play and daily routines, such as singing songs with hand motions or practicing self-care skills.	Continued Growth	
By 36 Months: <ul style="list-style-type: none">Adjusts walking or running to the type of surface, such as a rocky, sandy, or slippery surface.Handles or explores objects or materials in different ways depending on perceptual information about the objects or materials, such as fragile, messy, or sticky properties.				


Sub-Domain: Gross Motor

Goal IT-PMP 3. Child demonstrates effective and efficient use of large muscles for movement and position. (0-36 months)

Goal P-PMP 1. Child demonstrates control, strength, and coordination of large muscles. (36-60 months)


Developmental Progressions 				
Birth–9 Months	8–18 Months	16–36 Months	36–48 Months	48–60 Months
Explores new body positions and movements, such as rolling over, sitting, crawling, hitting, or kicking at objects to achieve goals.	Moves from crawling to cruising to walking, learning new muscle coordination for each new skill, and how to manage changing ground surfaces.	Gains control of a variety of postures and movements including stooping, going from sitting to standing, running, and jumping.	Balances, such as on one leg or a beam, for short periods with some assistance. Performs some skills, such as jumping for height and hopping, but these skills may not be consistently demonstrated. Engages in physical activity that requires strength and stamina for at least brief periods.	Balances, such as on one leg, for longer periods of time both when standing still and when moving from one position to another. Demonstrates more coordinated movement when engaging in skills, such as jumping for height and distance, hopping, and running. Engages in more complex movements, such as riding a tricycle, with ease. Engages in physical activities of increasing levels of intensity for sustained periods of time.
Indicators			Indicators	
By 36 Months: <ul style="list-style-type: none"> Coordinates movements and actions for a purpose. Walks and runs, adjusting speed or direction depending on the situation. 			By 60 Months: <ul style="list-style-type: none"> Demonstrates balance in large-muscle movement, such as walking on a log without falling or balancing on one leg. Performs activities that combine and coordinate large muscle movements, including swinging on a swing, climbing a ladder, or dancing to music. Demonstrates strength and stamina that allow for participation in a range of physical activities, such as running around playing tag. 	

Goal IT-PMP 4. Child demonstrates effective and efficient use of large muscles to explore the environment. (0-36 months)

Developmental Progressions 				
Birth–9 Months	8–18 Months	16–36 Months	36–48 Months	48–60 Months
Uses each new posture (raising head, rolling onto back, sitting) to learn new ways to explore the environment. For example, sits up to be able to reach for or hold objects.	Uses body position, balance, and especially movement to explore and examine materials, activities, and spaces.	Uses a variety of increasingly complex movements, body positions, and postures to participate in active and quiet, indoor and outdoor play.	Continued Growth	
Indicators				
By 36 Months: <ul style="list-style-type: none">• Explores environments using motor skills, such as throwing, kicking, jumping, climbing, carrying, and running.• Experiments with different ways of moving the body, such as dancing around the room.				

Goal IT-PMP 5. Child uses sensory information and body awareness to understand how their body relates to the environment. (0-36 months)


Goal P-PMP 2. Child uses perceptual information to guide motions and interactions with objects and other people. (36-60 months)

Developmental Progressions 				
Birth–9 Months	8–18 Months	16–36 Months	36–48 Months	48–60 Months
Responds to sounds and sights in the environment by orienting head or body to understand the information in the event. For example, a young infant will turn towards an adult and re-position their body to be picked up.	Shows awareness as an accomplished crawler or walker of new challenges or dangers in the environment, such as steep inclines or drop-offs.	Shows understanding of what size openings are needed for their body to move through. Learns about body size, such as doll clothes won't fit on a child's body or a child's body won't fit on dollhouse furniture.	Somewhat aware of own body, space, and relationship to other objects. May have difficulty consistently coordinating motions and interactions with objects and other people.	Shows increasing awareness of body, space, and relationship to other objects in ways that allow for more coordinated movements, actions, and interactions with others.
Indicators			Indicators	
By 36 Months: <ul style="list-style-type: none"> • Maintains balance and posture while seated and concentrating, such as working with clay, blocks, or markers or looking at a book. • Adjusts position of body to fit through or into small spaces. 			By 60 Months: <ul style="list-style-type: none"> • Demonstrates awareness of own body and other people's space during interactions. • Moves body in relation to objects to effectively perform tasks, such as moving body in position to kick a ball. • When asked, can move own body in front of, to the side, or behind something or someone else, such as getting in line with other children. • Changes directions when moving with little difficulty. 	


Sub-Domain: Fine Motor

Goal IT-PMP 6. Child coordinates hand and eye movements to perform actions. (0-36 months)


Goal P-PMP 3. Child demonstrates increasing control, strength, and coordination of small muscles. (36-60 months)

Developmental Progressions 				
Birth–9 Months	8–18 Months	16–36 Months	36–48 Months	48–60 Months
Coordinates hands and eyes when reaching for and holding stable or moving objects.	Uses hand-eye coordination for more complex actions, such as releasing objects into a container, or stacking cups, rings, or blocks, or picking up pieces of food one by one.	Uses hand-eye coordination when participating in routines, play, and activities, such as putting on a mitten, painting at an easel, putting pieces of a puzzle together, or folding paper.	Performs simple hand-eye tasks, such as drawing simple shapes like circles and cutting paper with scissors. May demonstrate limited precision and control in more complex tasks.	Performs tasks that require more complex hand-eye coordination, such as cutting out shapes and drawing letter-like forms, with moderate levels of precision and control.
Indicators			Indicators	
By 36 Months: <ul style="list-style-type: none">• Uses hand-eye coordination to manipulate objects and materials such as completing puzzles or threading beads with large holes.• Uses hand-eye coordination in handling books, such as turning pages, pointing to a picture, or looking for favorite page.			By 60 Months: <ul style="list-style-type: none">• Easily coordinates hand and eye movements to carry out tasks, such as working on puzzles or stringing beads together.• Uses a pincer grip to hold and manipulate tools for writing, drawing, and painting.• Uses coordinated movements to complete complex tasks, such as cutting along a line, pouring, or buttoning.	

Goal IT-PMP 7. Child uses hands for exploration, play, and daily routines. (0-36 months)

Developmental Progressions 				
Birth–9 Months	8–18 Months	16–36 Months	36–48 Months	48–60 Months
Uses single actions to explore shape, size, texture, or weight of objects, such as turning an object over or around, or dropping or pushing away an object.	Explores properties of objects and materials by using various hand actions, such as pulling at them, picking them up to examine them, pointing to learn their names, turning knobs on objects, or turning pages in a board book.	Plans ways to use hands for various activities, such as stacking, building, connecting, drawing, painting, and doing self-care skills or routines.	Continued Growth	
Indicators				
By 36 Months: <ul style="list-style-type: none">• Uses hands efficiently for a variety of actions or activities, such as building with blocks, wiping up a spill, or feeding self.• Coordinates use of both hands to put things together, such as connecting blocks or linking toys.				


Goal IT-PMP 8. Child adjusts reach and grasp to use tools. (0-36 months)

Developmental Progressions 				
Birth–9 Months	8–18 Months	16–36 Months	36–48 Months	48–60 Months
Uses increasingly refined grasps, matching the grasp to the task, such as using an index finger and thumb to pick up pieces of cereal or using the whole hand to bang objects together.	Extends reach by using simple tools, such as a pull string, stick, or rake to pull a distant object closer.	Adjusts grasp to use different tools for different purposes, such as a spoon, paintbrush, or marker.	Continued Growth	
Indicators				
By 36 Months: <ul style="list-style-type: none">• Adjusts grasp with ease to new tools and materials.• Uses pincer grasp with thumb and fingers to manipulate small objects or handle tools, such as stringing small beads.• Uses hand tools in a variety of ways, such as a rolling pin with clay or play dough, or a toy shovel with sand.				

Sub-Domain: Health, Safety, and Nutrition


Goal IT-PMP 9. Child demonstrates healthy behaviors with increasing independence as part of everyday routines. (0-36 months)

Goal P-PMP 4. Child demonstrates personal hygiene and self-care skills. (36-60 months)

Developmental Progressions 				
Birth–9 Months	8–18 Months	16–36 Months	36–48 Months	48–60 Months
Emerging Skills	Anticipates and cooperates in daily routines, such as washing hands, blowing nose, or holding a toothbrush with assistance from adults.	Combines objects or materials in new and unexpected ways. Shows delight in creating something new. Participates in health care routines with more independence, such as washing hands, blowing nose, brushing teeth, or drinking from a cup.	Shows an awareness of personal hygiene and self-care skills, such as telling an adult it is important to wash hands before eating. May not complete or exhibit these skills regularly without adult guidance and supervision.	Begins to take more responsibility for personal hygiene and self-care skills. Sometimes completes them without adult prompting.
Indicators			Indicators	
By 36 Months: <ul style="list-style-type: none"> Shows increasing independence in self-care routines with guidance from adults. Puts on or takes off some articles of clothing, such as shoes, socks, coat, or hat. 			By 60 Months: <ul style="list-style-type: none"> Washes hands with soap and water. Knows to do this before eating, after using the bathroom, or after blowing nose. Demonstrates increasing ability to take responsibility for participating in personal self-care skills, such as brushing teeth or getting dressed. 	


Goal IT-PMP 10. Child uses safe behaviors with support from adults. (0-36 months)

Goal P-PMP 6. Child demonstrates knowledge of personal safety practices and routines. (36-60 months)

Developmental Progressions 				
Birth–9 Months	8–18 Months	16–36 Months	36–48 Months	48–60 Months
Emerging Skills		Accepts adult guidance, support, and protection when encountering unsafe situations. Learns some differences between safe and unsafe play behaviors, such as not to stand on chairs or tables, or not to put small objects in mouth.	Shows awareness of a growing number of personal safety practices and routines. Looks to adults for support in enacting these.	Exhibits increasing independence in following basic personal safety practices and routines. Follows adult guidance around more complex practices.
Indicators			Indicators	
By 36 Months: <ul style="list-style-type: none"> Cooperates with adults when in unsafe situations, such as taking an adult's hand to cross a street or being cautious around an unfamiliar dog. Shows some understanding of safe and unsafe behaviors, such as not touching a hot stove. 			By 60 Months: <ul style="list-style-type: none"> Identifies, avoids, and alerts others to danger, such as keeping a safe distance from swings. Identifies and follows basic safety rules with adult guidance and support, such as transportation and street safety practices. 	

Goal IT-PMP 11. Child demonstrates increasing interest in engaging in healthy eating habits and making nutritious food choices. (0-36 months)

Goal P-PMP 5. Child develops knowledge and skills that help promote nutritious food choices and eating habits. (36-60 months)

Developmental Progressions 				
Birth–9 Months	8–18 Months	16–36 Months	36–48 Months	48–60 Months
Emerging Skills	Shows interest in new foods that are offered.	Shows willingness to try new nutritious foods when offered on multiple occasions. Sometimes makes nutritious choices about which foods to eat when offered several choices, with support from an adult.	Demonstrates a basic knowledge of the role of foods and nutrition in healthy development. Often requires adult guidance and supervision to make healthy eating choices.	Demonstrates an increasing understanding of the ways in which foods and nutrition help the body grow and be healthy. Makes healthy eating choices both independently and with support.
Indicators			Indicators	
By 36 Months: <ul style="list-style-type: none"> Expresses preferences about foods, specifically likes or dislikes, sometimes based on whether the food is nutritious. Sometimes makes nutritious choices with support from an adult. Communicates to adults when hungry, thirsty, or has had enough to eat. 			By 60 Months: <ul style="list-style-type: none"> Identifies a variety of healthy and unhealthy foods. Demonstrates basic understanding that eating a variety of foods helps the body grow and be healthy. Moderates food consumption based on awareness of own hunger and fullness. 	

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APPENDIX

F

ND A+ Overview



North Dakota Academic Progression of Learning and Understanding of Students ND A+

WHAT?

ND A+ is an assessment system, replacing the current ND State Assessment (NDSA), that connects:

A statewide **summative assessment** that measures annual grade-level student academic achievement in English language arts (ELA), mathematics, and science, and two optional, state-provided (no cost) **interim assessments** connected to the summative that focus on measuring in-year growth in reading and mathematics

WHO?

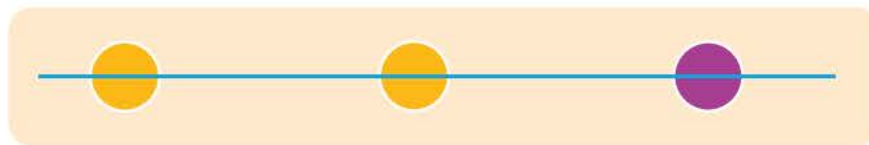
ND A+ summative-assessed grade levels (grades 3-8 & grade 10):

- Opt-in, no cost ND A+ interim assessments in reading and mathematics administered in Fall and Winter in grades 3 through 8 and grade 10
- ND A+ summative assessment administered in grades 3 through 8 and grade 10 for ELA and mathematics, and grades 4, 8, and 10 for science

Fall

Winter

Spring



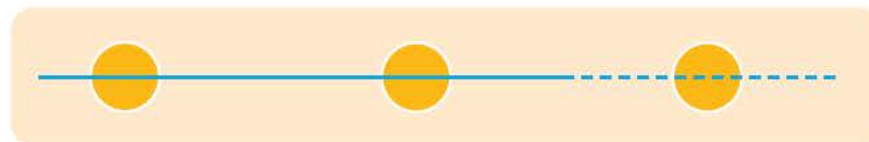
ND A+ interim assessments in non-summative grade levels (grades K-2 & grade 9):

- Opt-in, no cost ND A+ interim assessments in reading and mathematics made available for Fall, Winter, and Spring administrations, with two administrations required

Fall

Winter

Spring



WHEN?

2022-2023

2023-2024

2024-2025

Current version of NDSA continues

ND A+ summative begins

ND A+ state-provided interims begin

WHY?

1. To better serve our students, educators, and families by creating a connected assessment system that offers school districts state-provided interims in reading and mathematics that are connected to the state's academic content standards and the ND A+ summative assessment.
2. Support educators in strengthening their understanding of the role assessment plays in improving student learning.
3. North Dakota K-12 academic content standards in ELA and mathematics are currently being updated. The ND A+ will be aligned to these new standards.

APPENDIX

G

Management and Implementation Timeline of Activities

Management and Implementation Timeline of Activities

Management and Implementation Timeline of Events		
Phase 1	Preparation and Vetting	
Activities	Outcome/Outputs	Timeline
Utilize 5% of awarded funds to support and monitor subgrantee implementation of grant awards	<ul style="list-style-type: none"> Administration of grant budget and programmatic elements Contracts for professional learning and implementation support 	Years 1-5
Establish regular team meeting schedules and agenda formats for the implementation team, advisory team, SoR team, and literacy team to ensure the quality of the grant's implementation	<ul style="list-style-type: none"> Establish schedule Set agendas 	Years 1-5
Collaborate with State entities to streamline services and policies through the CLSD Advisory Team structure to maximize impact on literacy delivery in North Dakota	<ul style="list-style-type: none"> Quarterly network and update meetings with written communication in months the team does not meet Memos, agendas, and minutes Attend other state entities' events, gathering data and/or presenting information documented through memos, calendars, agendas, presentation materials, and attendance rosters 	Years 1-5
Collaborate monthly with North Dakota Early Childhood Learning partners through NDDPI/NDHHS collaborative team meetings.	<ul style="list-style-type: none"> Monthly collaboration will be set up with State early learning partners to report on progress and any problems of practice that arise 	Years 1-5
Develop, issue, and review RFP for project-approved contracted training and implementation services.	Identify approved contractors through the state procurement process. Vetting to include: <ul style="list-style-type: none"> Literacy leadership training, network facilitation, and asynchronous module course development for exit system content delivery and collection ABIL Educator Peer Coaching and Instructional Rounds Lead contract trainer and facilitators Grant-approved PD in specified areas External evaluator 	Year 1
Contract with an outside vendor to develop and design a grant guidance informational repository to be used throughout the grant and populate resources	<ul style="list-style-type: none"> Webpage design Identification of resources Guidance documents Informational supports 	Year 1 with ongoing maintenance
Develop grant applications, related templates, scoring rubrics, and review protocol	<ul style="list-style-type: none"> Application Scoring Rubrics Funding approach Local Needs Assessment Template and Guidance Local Literacy Plan template and guidance Review Protocol Building Needs Score 	Year 1
Work with NDUS partners to establish building needs scores for applications, giving priority to applicants serving the highest percentage of disadvantaged children	<ul style="list-style-type: none"> Building Level Needs Score Report 	Year 1
Develop and Design grant monitoring reports and guidance	<ul style="list-style-type: none"> Budget Personnel guidelines Contract templates Regular data collection and analysis forms 	Year 1
Design and enact technical assistance supports	<ul style="list-style-type: none"> Communication avenues Timelines Office Hours Resources 	Year 1

Design Local Application Support Webinar(s)	Design a series of webinars to introduce and provide guidance on: <ul style="list-style-type: none"> Local Literacy Plans Local needs assessment Local role delegation/assignment Budget request 	Year 1
Contract with an outside evaluator to monitor State performance through a CIP (continuous improvement process) feedback cycle	<ul style="list-style-type: none"> Develop and Issue RFP Conduct review and selection of contractor Collaborate to develop the evaluation plan with identified processes, timelines, and deliverables 	Years 1-5
Collaborate with institutions of higher education to improve preservice teacher instruction and licensing/credentials related to literacy	<ul style="list-style-type: none"> State-level assessment project, choose participating institutes and cohorts 	Years 1-2
Phase 2	Application and Awarding	
Subgrant 95% of awarded funds to sites meeting established criteria set by SEA	<ul style="list-style-type: none"> Awarding process steps follow 	Year 1
Issue Grant Funding Opportunity	<ul style="list-style-type: none"> Funding Opportunity Documents Opportunity Communications Technical assistance to applicants Guidance Documents and Resources Develop and deliver informational webinars and support tools for grant applicants Public resources posted to a website 	Year 1
Conduct an External Review of applications.	<ul style="list-style-type: none"> Contract independent reviewers Train independent reviewers Develop review documents and tools Provide training webinar 	Year 1
Conduct internal (NDDPI) review of applications to ensure the external selection meets allowability	<ul style="list-style-type: none"> Develop internal review procedures and tools Select and train 3-6 reviewers from State and Implementation Partners 	Year 1
Determine subgrantees and award amounts. Develop and provide clarification feedback for awardees	<ul style="list-style-type: none"> Enact grant review awarding process to determine grantees using external reviewer scoring Fund awarding spreadsheet Individual notices of clarification of budget and allowable expenditures communication 	Year 1
Issue awards in WebGrants	<ul style="list-style-type: none"> Complete grant information report details documents to fiscal staff Complete approval, signature, and awarding steps 	Year 1
Conduct Awarding Webinar	<ul style="list-style-type: none"> Virtual Webinar for local implementation teams Implementation of guidance documents and tools 	First quarter of year 2
Conduct virtual award meeting calls with each Grantee implementation team.	<ul style="list-style-type: none"> Schedule calls with each grantee Review allowable activities and clarify any local grant award details or language that will not be allowed in the grant. Review requirements and assurances Answer questions 	End of Year 1
Phase 3	Local Project Initiation	
Provide guidance to sites as they work with contractors to set project short-, mid-, and long-term goals	<ul style="list-style-type: none"> Goals for working with the consultant 	First quarter of year 2
Require subgrantees to create and update an assessment plan for literacy improvement, including a schedule of formative and summative assessments, data review, and implementation plan	<ul style="list-style-type: none"> Schedule of assessments Pathway of responses Tools/curriculum identified Schedule of data review plan Identification of staff responsible and accountable for the steps 	First semester of year 2, refine as needed.
Sites begin baseline data work	<ul style="list-style-type: none"> Identify processes and details of periodic data review and reporting. 	First quarter of year 2
Literacy Plan Refinement	<ul style="list-style-type: none"> Establish an annual review process Align literacy plan with grant implementation goals 	Year 2
Local teams identify gaps and begin professional learning support according to	<ul style="list-style-type: none"> Work with a consultant on implementation framework steps 	Year 2

grant requirements for educators and administrators		
Support the launch of state-led projects	<ul style="list-style-type: none"> • Network learning and Improvement Groups • State Early Learning Collaborative • Higher Ed program evaluation through candidate test item review. 	Year 2
Phase 4	Implementation & Improvement	
Desk audit and monitor implementation through quarterly reports collected via WebGrants	<ul style="list-style-type: none"> • Collect and review annual status reports in the WebGrants system. • Review updates to Literacy Plans and System Contract action steps. 	Years 2-5
Respond to subgrantee needs with appropriate assistance such as workshops, resources, and one-to-one guidance	<ul style="list-style-type: none"> • The NDDPI will set aside money in the budget specifically for professional development and opportunities tailored to the needs that arise from participating schools during implementation. These funds will allow the NDDPI to coordinate in-person workshops, virtual webinars, or asynchronous learning on the North Dakota Educational Hub. These decisions are timely and needs-based. 	Years 2-5
Conduct site visits	<ul style="list-style-type: none"> • Determine need for monitoring. They are for schools that get behind in reporting or are concerned about desk monitoring (see below). • Sites will be asked to visit one another (each school is expected to visit two others each year). They will turn in their reflection reports as part of their monitoring each year. 	Years 2-
North Dakota Literacy Summit	<ul style="list-style-type: none"> • In conjunction with the NDREA team, the coordinator will help schedule and guide teams on what and when to present. • ND CLIMBS schools will participate and present. 	Years 2-5
Monitor system improvement process implementation	<ul style="list-style-type: none"> • Review BARR progress reports 	Years 1-3, and possibly 4-5
Evaluate team and individual Professional Development	<ul style="list-style-type: none"> • Collect evidence of • System Improvements • Individual staff improvements 	
Implement site visit events for continuous improvement	<ul style="list-style-type: none"> • This would be included as part of the instructional rounds' facilitation. As schools become more familiar with the procedures and expectations for instructional rounds, the facilitators would facilitate opportunities for educators to visit other participating schools to conduct instructional rounds, give feedback, and learn from other educators. 	Year 3-5
Budget management in WebGrants. Review and approve claims	<ul style="list-style-type: none"> • Grant Award Webinar • Recorded training available on the North Dakota Educational Hub for new business managers • Guidance document with a specific outline for budgeting line items 	Years 2-5
Annual implementation and progress review to determine the continuation of funding	<ul style="list-style-type: none"> • Conduct review • Confirm progress evidence • Collect and utilize building reports throughout the grant. • Provide guidance on revised & updated each year as a part of the reapplication process • A teacher and principal survey will be sent out yearly (2x?); at least 75% of teacher participation is required. • Schools will also turn in assurance items yearly to show maintenance and updates (i.e., pathways, literacy plan, data review, etc.) • A status report will be expected from the sites halfway through the year, demonstrating a progress update. This can be done within WebGrants • All desk monitoring should be done through WebGrants. Schools can attach documents to status reports. This can then be linked to their funding 	Years 2-4
Competitive Selection of State Literacy Team	<ul style="list-style-type: none"> • Design and issue application • Conduct review process • Select and notify team members • Issue Professional Service Agreements 	
Maintain and promote the State Comprehensive Literacy Plan	<ul style="list-style-type: none"> • Convening of State Literacy Team documented with agenda, attendance roster, and minutes 	Years 1-5

	<ul style="list-style-type: none"> • Revised North Dakota Literacy Plan posted to NDDPI website • Interim updates and/or related links published to the website, as necessary • Presentations and awareness activities at conferences and events 	
Phase 5	Sustainability	
Return on investment review and report process	<ul style="list-style-type: none"> • Provide a Return on Investment (ROI) workshop • School ROI report • Identify successful levers locally • State combined report of ROI, share out results for statewide application 	Year 5
Establish a continuation plan for approaches that have demonstrated results	<ul style="list-style-type: none"> • Work with evaluator to aggregate results into recommended best practices • Publish report 	Year 5

APPENDIX H

ND CLSD Team Structure

ND CLSD Organizational Team Structure			
Team	Anticipated Member	Identified Staff Member	Role
CLSD Administration Team	<ol style="list-style-type: none"> 1. Project Administrator 2. Project Coordinator 3. Project Representative Early Childhood 4. Head Start Administrative Collaborator 5. Administrative Assistant 	<ol style="list-style-type: none"> 1. Brenda Ehrmantraut 2. Taylor Olsen 3. Janelle Wiedrich 4. Carolyn Kueber 5. Jane Gratz 	To oversee the implementation of the ND CLSD activities. Work with the Office of Elementary & Secondary Education of the U.S. Department of Education.
CLSD Implementation Team	<ol style="list-style-type: none"> 1. Project Administrator 2. Project Coordinator 3. Fiscal Officer 4. Procurement Officer 5. Administrative Staff 	<ol style="list-style-type: none"> 1. Brenda Ehrmantraut 2. Taylor Olsen 3. Shauna Greff 4. Rebecca Pollert 5. Jane Gratz 	To oversee the implementation of NDCLSD activities. Provide PD and TA to sites. Monitor implementation activities and expenditures.
CLSD Advisory Team	<p>Representatives from each of the following NDDPI & North Dakota Department of Health and Human Services (NDDHHS) offices</p> <ol style="list-style-type: none"> 1. Academic Support 2. Title I/Educational Improvement 3. Special Education 4. NDMTSS 5. Human Services/Early Childhood 6. Head Start 7. Native American Education 8. English Learner 9. Data Coordinator 10. Assessment 	<ol style="list-style-type: none"> 1. Ann Ellefson, Director of Academic Support 2. Amanda Peterson, Director of Educational Improvement and Support 3. Mary McCarvel-O'Connor, Director of Specially Designed Services (Special Education) 4. Rachel Tabler, Assistant Director of Educational Improvement 5. Janelle Wiedrich, 6. Carolyn Kueber, Head Start Collaborator 7. Lucy Fredericks, Director of Indian/Multicultural Education 8. Sashay Schettler, Assistant Director of Indian/Multicultural Education 9. Ellie Schockley, NDUS 10. Stanley Schauer, Director of Assessment 	To ensure statewide support, alignment & coordination across multiple programs & departments.

CLSD Early Childhood Collaboration Team	<ol style="list-style-type: none"> 1. CLSD Project Administrator 2. CLSD Project Coordinator 3. Early Childhood Family and School Engagement Coordinator 4. Head Start Administrative Collaborator 5. Special Education Part C Coordinator 6. Teacher Preparation Program Representative 	<ol style="list-style-type: none"> 1. Brenda Ehrmantraut 2. Taylor Olsen 3. Janelle Wiedrich 4. Carolyn Kueber 5. Angela McSweyn 6. TBD 	To provide insight, recommendations, monitoring and technical assistance to guide the Birth to 5 project design and implementation.
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ND CLSD Organizational Team Structure			
Team	Anticipated Member	Identified Staff Member	Role
ND Science of Reading Collaborative Team	Representatives from NDDPI and North Dakota's 6 Regional Education Agencies from: <ol style="list-style-type: none"> 1. Academic Support 2. South East Education Cooperative (SEEC) 3. Central Regional Education Agency (CREA) 4. Northeast Education Service Cooperative (NESC) 5. Red River Valley Education Cooperative (RRVEC) 6. North Central Education Cooperative (NCEC) 7. Western Education Regional Cooperative (WERC) 	<ol style="list-style-type: none"> 1. Ann Ellefson, Brenda Ehrmantraut, and Taylor Olsen 2. Kerri Whipple and Jolene Garty 3. Lyndsi Engstrom 4. Erin Lacina 5. Janet O'Hara 6. Leah Johnson 7. Ben Schafer 	To align state messaging related to literacy and provide consistent and reliable technical support to local education agency staff across the state.

ND CLSD Organizational Team Structure

Team	Anticipated Member	Identified Staff Member	Role
ND State Literacy Team	Current members selected by application	<ol style="list-style-type: none"> 1. Tara Olson, Learning Design and Innovation Team, Bismarck Public Schools 2. Liz Mackowick, Title I/ Reading Coordinator, West Fargo Public Schools 3. Michelle Arnold Nitengale, Literacy Coach, Minot Public Schools 4. Tina Pletan, Learning Design and Innovation, Literacy Coordinator, Bismarck Public Schools 5. Aimee Volk, Assistant Principal, West Fargo Public Schools 6. Heather Chatham, Early Learning Community Coordinator, Grand Forks Public Schools 7. Janet Bassingthwaite, Early Learning Coordinator, Mandan Public Schools 8. Yvonne Cannon, Assistant Professor, Mayville State University 9. Vonda Dahl, District Literacy Coordinator, Mandan Public Schools 10. Christine Job, Assistant Principal, Bismarck Public Schools 11. Kelli Odden, Professor, Mayville State University 12. Kerri Whipple, Director of Literacy, South East Education Cooperative 13. Kaley Mills, Title I Coordinator Westhope Public School and CREA Professional Learning Instructor 14. Calina Krogen, Curriculum Director, McKenzie County Public Schools 	To update and improve the ND Comprehensive Literacy Plan to provide guidance to local education agency staff.

ND CLSD Organizational Team Structure

Team	Anticipated Member	Identified Staff Member	Role
CLSD Local Implementation Teams	<ol style="list-style-type: none"> 1. Project Administrative Building Instructional Leader 2. Project Coordinator 3. Teacher Leaders 4. Early Childhood representative/ community coordinator 5. Fiscal Representative 	<p>Roles to be filled by:</p> <ol style="list-style-type: none"> 1. Building principal 2. Literacy coach, curriculum director, administrator, or staff with leadership skills and authority 3. Staff with leadership skills representative of peers 4. Staff with ability to collaborate, willingness to learn, and time dedicated to outreach 5. Business manager or other with fiscal authority 	To implement ND CLSD activities at the subgrantee level. Through administrative assignments, team members will carry out programmatic
Evaluation Team	<ol style="list-style-type: none"> 1. External independent evaluator in collaboration with the 2. NDCLSD administrative team 	<ol style="list-style-type: none"> 1. TBD through the state procurement process 2. Brenda Ehrmantraut & Taylor Olsen 	To develop and implement a coherent comprehensive evaluation plan. Oversee data collection of the efficacy & impact of local projects.

APPENDIX

I

Monitoring Local Grantees

Monitoring Local Grantees

NDDPI will establish consistent, transparent processes for monitoring subgrantees for program and budget compliance, with the goal of providing technical assistance proactively to minimize corrective actions.

Monitoring Local Grantee Implementation	
Monitoring Steps	State Actions
State develops uniform documents and processes to review	State prepares for each step by determining best avenues for evaluating budget and programmatic compliance and acceptable documentation. State identifies monitoring team members.
Determine Format Based on Risk Assessment On-site Desk review Set Calendar	Determine the criteria and timelines for establishing monitoring events. Higher risk sites will receive in-person and/or more frequent monitoring. Lower risk sites will receive desk review and less frequent monitoring. All sites will receive monitoring.
Pre-visit Notification Planning Document submission and review	Determine timelines for the pre-visit phase to provide adequate notice and time to locate and submit documentation and necessary narrative. Provide notification with resources for preparation. Include sufficient time for program review and clarification requests.
Visit Onsite discussions, observations	Determine length of visit and develop a standard but customizable agenda.
Post-Visit Draft and finalize monitoring report	Determine timelines for response, standard documentation, internal processes for reviewing and responding. Notify grantee of timeline.
Corrective action (as needed)	Provide feedback, directives and resources as necessary to address areas in need of correction. Provide timeline for completion.
Technical assistance (as needed)	Provide guidance and resources in areas requested by grantee or noted by monitors to be an area needing improvement, but not out of compliance or requiring corrective action.

APPENDIX

J

Achievement and Implementation Indicators

Achievement and Implementation Indicators

Achievement and Implementation Indicators			
Objective	Achievement Indicators	Implementation Indicators	Data, Tools, and Measurements
Objective 1 School team members plan and manage effective literacy systems.	Increase the number of identified cohorts that maintain or grow in total student ELA proficiency over the life of the grant. Preferred Cohorts: K,1,2,3 3,4,5,6 6,7,8,9 9,10,11,12	Maintain the percentage of school building systems reaching their grant-established milestone indicators within the timeframe at 80% or higher.	BARR site visit implementation reports Grant identified system milestone progress indicators Status Reports Annual Progress Reports ELA NDA+ assessment scores.
Objective 2 Administrative building instructional leaders learn and improve literacy leadership practices	NDDPI will collaborate with the BARR coaching associates to identify an achievement measure that indicates leadership impact and collect evidence from the standard coaching reports.to be determined.	Maintain the percentage of administrative building instructional leaders engaging in the facilitated network learning communities equal to or greater than 70% quarterly.	BARR site reports Virtual network meeting attendance Learning exit ticket completion. Survey Responses
Objective 3 Educators learn and improve literacy instructional practices.	Increase the percentage of ELA standard clusters teachers feel confident understanding and implementing. Baseline established year one with increase percentages to be determined.	Maintain the quarterly percentage of educators and administrative instructional leaders engaging in the facilitated network learning communities equal to or greater than 70%. Measures are and/or	Pre and post annual Teacher knowledge and implementation confidence survey Virtual network meeting attendance learning exit ticket completion. Peer coaching documentation Instructional Rounds data

<p>Objective 4</p> <p>School team members deliver effective literacy instruction.</p>	<p>Birth to 5 School Readiness</p> <p>Annually improve kindergarten ELA entry scores</p> <p>The baseline will be determined in the fall of year one, and improvement percentage targets will be set at that time.</p> <p>Elementary: K-5 and Secondary 6-10</p> <p>Identify the percentage of students achieving greater than or equal to three on all ELA standard clusters on spring interim and increase by 5% annually.</p>	<p>The external evaluator will triangulate the data between student cluster proficiency and teacher confidence surveys to evaluate the effect of facilitated network learning communities on student achievement and inform continued grant support focus on building teams.</p>	<p>NDA+ suite of assessments.</p> <p>Teacher surveys</p>
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APPENDIX K

Needs Score Ranking Example



CLSD District Needs Score

District	Need Score Out of 20	<p>The CLSD District Needs Score has been determined through a combined score of factors reported in STARS.</p> <p>A disadvantaged child is any child at risk of educational failure or is otherwise in need of special assistance and support.</p> <p>The specific factors in this index include:</p> <ul style="list-style-type: none"> • Children living in poverty • Children with disabilities • Children who are English learners • Children belonging to an underrepresented subgroup (i.e. Native American) <p>The assigned CLSD District Needs score is determined from a ranking that takes into consideration high numbers of children with disadvantages, high percentages of children with disadvantages, and high numbers and percentages of children with multiple disadvantages.</p> <p>Districts with the greatest need receive 20 out of 20 points.</p>
Alexander 2 (27-002)	2	
Anamoose 14 (25-014)	5	<p>Partnerships</p> <p>Districts wishing to partner will be assigned the highest CLSD District Needs score of the partnering districts.</p>
Apple Creek 39 (08-039)	0	
Ashley 9 (26-009)	4	
Bakker 10 (15-010)	0	
Barnes County North 7 (02-007)	9	
Beach 3 (17-003)	11	
Belcourt 7 (40-007)	20	
Belfield 13 (45-013)	7	
Beulah 27 (29-027)	10	
Billings Co 1 (04-001)	1	
Bismarck 1 (08-001)	15	
Bottineau 1 (05-001)	16	
Bowbells 14 (07-014)	8	
Bowman Co 1 (06-001)	5	
Burke Central 36 (07-036)	3	
Carrington 49 (16-049)	7	
Cavalier 6 (34-006)	15	
Center-Stanton 1 (33-001)	8	
Central Cass 17 (09-017)	10	
Central Valley 3 (49-003)	2	
Dakota Prairie 1 (32-001)	14	
Devils Lake 1 (36-001)	19	
Dickinson 1 (45-001)	18	
Divide County 1 (12-001)	13	
Drake 57 (25-057)	11	
Drayton 19 (34-019)	15	
Dunseith 1 (40-001)	20	
Edgeley 3 (23-003)	4	
Edmore 2 (36-002)	5	
Eight Mile 6 (53-006)	19	
Elgin-New Leipzig 49 (19-049)	12	
Ellendale 40 (11-040)	11	
Emerado 127 (18-127)	18	

Other Attachment File(s)

* Mandatory Other Attachment Filename:

1237-00 Resumes.pdf

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AMANDA PETERSON

To serve the ND Department of Public Instruction as Director of Educational Improvement and Support.

"Amanda continues to be a key player providing knowledge and expertise in the oversight and implementation of literacy programs. With Amanda's support and leadership, the state's literacy investment has produced positive student gains and focused each district on continuous literacy improvement. Ms. Peterson is well versed in operating successful education programs and is able to generate a coalition of supporters with her enthusiasm."

Ann Ellefson

Director of Academic Support
ND Department of Instruction

"Amanda is a natural leader, often demonstrated through hard work, collaboration, and forward-thinking... Interactions with partners beyond collegial and she often challenges colleagues to stretch their thinking and strive for excellence by example. Amanda does not wait for things to happen, but rather takes the initiative to operationalize plans rooted in the vision of North Dakota to 'graduate more students who are Choice Ready'."

Luke Schaefer,

NDREA Chairperson
CREA Executive Director

Professional Profile

I am an innovative, passionate, and confident leader who strives to enhance the educational experience for all stakeholders in the state of North Dakota – students, teachers, administrators, community members, etc. – by researching, promoting, and advancing a continuous cycle of improvement through professional learning. My organized, people-first approach is an asset to the NDDPI team as we work together to strategize and promote leaders' and teachers' growth and student achievement at all levels. My strong commitment to best practices makes me an instructional leader whose career experiences have fully prepared me for leadership positions.

Education, Honors, and Certifications

M.Ed. Educational Leadership (July 2015 - June 2013)

- University of Mary, Bismarck, ND (GPA 4.0)

B.A. English Education (May 2004 - Sept. 2001)

- University of North Dakota, Grand Forks, ND (GPA 3.77, Awarded the Tiffany Scholarship and Daniel Sheridan Scholarship in English)

English Education (May 2001 - Sept. 2000)

- Dickinson State University, Dickinson, ND (GPA 3.91, Awarded the Theodore Roosevelt Leadership Scholarship)

Certifications

- Secondary Principal Credential
- ND/CO Educator's Professional License 7-12 in English Language Arts

Key Leadership Qualifications

- Advanced leadership roles, memberships, and training in the following professional learning initiatives:
 - North Dakota Comprehensive Literacy Team
 - ND Personalized, Competency-Based Learning
 - ND Be Legendary School Board Institute Certified Coach
 - ND Multi-Tier Systems of Support State Advisory Team
 - Behavioral Health Planning Council
 - Interagency Coordinating Council
 - Interagency Council on Homelessness
 - Standards-Based Education
 - Cognition
 - Professional Learning Communities
 - North Dakota Teacher Support System Coaches Academy
 - Project-Based Learning
- Designed, implemented, and provided direct oversight of the Striving Readers Comprehensive Literacy (SRCL) grant's continuous improvement process and site-based implementation framework, using lessons learned to design the Comprehensive Literacy State Development (CLSD) grant program
- Provided direct management over SRCL/CLSD grant budgets, amounting to over 70 million dollars, focusing primarily on both office and agency collaboration to align efforts
- Designed, organized, and implemented professional development training at a building, district, collegiate, and state level
- Bismarck Public Schools School Board member (2023-present)

“Amanda demonstrates expertise in leading collaborative teams to attain high-impact goals, partnering with internal and external stakeholders to engage in networked improvement efforts, and keen oversight to track project milestones and ensure short-term, mid-term, and long-term targets are met. Additionally, [she] has highly valued teaching experience that equips her with a deep understanding of practitioner needs...In the [SRCL] program’s first year, she has helped tailor a process for NDDPI that is focused on supporting SRCL school teams in implementing evidence-based programs and practices that are leading to improved outcomes for all students.”

Ben Cronkright,
Lead Consultant
Child Trends/McREL
International

“Amanda’s professionalism and work ethic is second to none. [She] carried her passion for teaching into her role as an instructional coach. In [that] role, she headed committees, worked with numerous teachers, planned and led professional development, and learned to use data to drive instructional practices and change. I am continually impressed with Amanda’s disposition in the school setting and commitment to doing things the right way.”

David Wisthoff,
Principal
Bismarck High School

Employment

- **Director, Educational Improvement and Support (April 2020 – Present)**
North Dakota Department of Public Instruction (NDDPI)
 - Provide supervision of staff performance, delivery of services and oversight of Federal Title Programs, and Safe and Healthy portfolios
 - Manage office budget and provide fiscal oversight of Federal Title Programs, professional learning contracts, and NDMTSS projects
 - Lead efforts to increase academic achievement in low-performing schools through the Targeted and Comprehensive Support and Improvement grant programs
 - Collaborate with internal and external partners to meet and exceed student outcome goals through the efforts of the ND PK-12 Education Strategic Vision Framework
 - Act as a liaison and collaborative partner between NDREAs and NDDPI
 - Provide support, technical assistance, and guidance to school districts regarding state and federal statutes, regulations, and policy issues
- **Assistant Director, Academic Support (June 2018 – April 2020)**
North Dakota Department of Public Instruction (NDDPI)
 - Oversee and manage the continuous improvement process of several portfolios and projects within the office of Academic Support: Building Tomorrow’s Leaders, Innovative Education, Personalized Learning, Leadership Initiatives, Open Educational Resources, Social Studies Standards, Striving Readers Comprehensive Literacy and Comprehensive Literacy State Development grants, Regional Education Associates (REAs) Professional Learning grants, and Student Cabinet
- **Instructional Coach / Dean of Students (May 2015 – June 2018)**
Bismarck High School, Bismarck, ND
 - Instructional Coach*
 - Implement both light and heavy coaching with individual teachers to improve teaching and learning practices to increase student achievement
 - Work as a building leadership team to advance the school’s learning goals, using a data-driven approach
 - Design and implement professional learning opportunities at the building and district level, working as an integral member of a strong coaching team
 - Lead and facilitate MTSS-a, MTSS-b, PBL, and AdvancEd committees, moving forward both building and district action plans
 - Dean of Students*
 - Serve as a backup administrator, dealing with student discipline issues, teacher concerns, and participate in at-risk intervention meetings and IEPs
 - Strategize with counselors, social workers, teachers, and community agencies to enhance student success and work towards being proactive and preventative
 - Run attendance data reports for students with extended or unexcused absences, monitoring for credit loss and/or truancy
 - Build positive relationships with students in order to identify and prevent problem behaviors and to discuss possible consequences and future plans
 - Work with parents to problem-solve both attendance and behavior issues
- **English Teacher (Aug. 2013 – May 2015)**
Bismarck High School, Bismarck, ND (*English 9 & English 12*)
- **English Teacher (Aug. 2011 – May 2013)**
Shiloh Christian School, Bismarck, ND (*English 9 – English 12*)
 - Served on the school improvement committee and led K-12 professional learning
 - Scaffolded each course to ensure mastery of reading, writing, speaking, listening, critical thinking, and language skills for each grade level
 - Introduced a wider array of challenging texts and nonfiction to the curriculum
- **English Teacher/Department Co-Chair (2009 – 2011 & 2004 – 2005)**
Horizon High School, Thornton, CO (*English 9 – English 12*)
- **English Teacher (Aug. 2007 – June 2009)**
Prairie View Middle School, Henderson, CO (*7th Grade Language Arts*)
- **English Teacher (Aug. 2005 - June 2007)**
Lake Washington High School, Kirkland, WA (*English 10 – English 12*)

Ann Ellefson

EDUCATION

Bachelor of Science in **Elementary Education**, Moorhead State University, Moorhead, MN

Master of Education in **Educational Leadership**, University of North Dakota, Grand Forks, ND

ADMINISTRATIVE EXPERIENCE

Director, Office of Academic Support, North Dakota Department of Public Instruction, July 2015–present

- Oversee Office of Academic Support
- Oversee programs including: Leveraging the Senior Year, Standards Development and implementation, college remediation, civics education, Science of Reading, literacy grants, mathematics grants, innovative education, Title II, and other content-related initiatives
- Personalized, Competency-Based Education
- Staff supervision
- Provide technical assistance and guidance to school districts regarding federal and state statutes, regulations, policy issues, and program activities

Deputy Director, North Dakota Department of Public Instruction, July 2009–July 2015

- Provide technical assistance and guidance to school districts regarding federal statutes, regulations, policy issues, and program activities
- Research and compile information for the public
- Prepare and review reports and grant applications for federal programs
- Develop guidance and resources to assist schools and agencies implement federal programs and requirements
- Monitor federal Title programs
- Coordinate, oversee and update Title I website
- Present information regarding resources available to schools and agencies
- Assist with the implementation of statewide program improvement plans and sanctions
- Assist with the 2011, 2013, and 2015 legislative process

Supervise, mentor and develop staff

Assistant Director, North Dakota Department of Public Instruction, August 2008–July 2009

- Assist with the approval and accreditation of North Dakota public and nonpublic schools
- Communicate information to administrators and families involved with or interested in home education
- Approve and oversee secondary and remedial elementary summer school
- Provide technical assistance to schools through workshops, individualized meetings and statewide conferences
- Oversee and ensure implementation of technological advances in the unit
- Assist with the 2009 legislative process

Assistant Director, North Dakota Department of Public Instruction, February 2005–August 2008

- Provide technical assistance and guidance to school districts regarding Title I statutes, regulations, policy issues, and program activities
- Administer Title I schoolwide programs
- Research and compile information for the public
- Prepare and review reports and grant applications for federal programs
- Develop guidance and resources to assist schools and agencies implement federal programs and requirements
- Monitor federal Title programs (Title I targeted, Title I schoolwide, program improvement)
- Design and disseminate the monthly Title I newsletter
- Coordinate, oversee and update Title I website
- Present information regarding resources available to schools and agencies
- Assist with the implementation of statewide program improvement plans and sanctions

Program Administrator, North Dakota Department of Public Instruction, July 2002–February 2005

- Administer and budget the federal McKinney-Vento Homeless Assistance program and Even Start program
- Prepare and review reports, contracts, and grant applications for federal programs
- Monitor federal Title programs (McKinney-Vento, Even Start, Title I, Title I schoolwide)
- Assist Title I schoolwide programs in meeting the ten required components and planning year requirements
- Design and disseminate the monthly Title I newsletter
- Coordinate and implement conferences and meetings
- Present information regarding resources available to schools and agencies
- Assist with the implementation of statewide program improvement plans and sanctions

**TEACHING
EXPERIENCE**

Sixth Grade Teacher, Fort Yates Public School, August 2000 – July 2002

- Taught sixth grade curriculum in all discipline areas
- Adapted and modified materials to meet students' Individual Education and 504 Plans
- Encouraged the use of hands on manipulatives and cooperative groups for learning
- Collaborated in team teaching atmosphere for math and reading
- Conducted after school tutoring
- Participated as a School Improvement Reading Team member
- Served as elementary school 504 Coordinator

**LICENSURE AND
CREDENTIAL**

- North Dakota Educator's Professional License
- North Dakota Elementary Principal Credential

Brenda Ehrmantraut

Contact



Education

Master of Education in Reading
Miami University
Oxford, OH (1992)
B.S. English Education
North Dakota State University
Fargo, ND (1989)

Certification

North Dakota Educator's
Professional License

Skills

Communication
Organization
Planning
Collaboration
Project Design
Budget Management
Customer Service
Dependability

Position Highlights

Supported initial WebGrants
development project /Successfully
collaborated to write and obtain
federal grant / Established
Network Improvement Cohort for
SRCL coordinators/
Established State Literacy
Coaching Network/
Science of Reading Curriculum
& Professional Development
Guidance and Monitoring/
Dyslexia Legislation
Implementation

Current Position

Assistant Director of Academic Support

Professional Experience

Assistant Director

North Dakota Department of Public Instruction, Bismarck, ND
May 2020 – Present

- Support office initiatives through communication, research, and education
- Engage in legislative session and related assignments
- Build on assigned portfolios to expand opportunities for students
- Communicate with local, state, and federal partners and administrators
- Provide technical assistance to educators and administrators
- Research and develop resources
- Design and present professional development relevant to academic programming
- Maintain implementation and budget records for state and federal compliance
- Collaborate with offices across the department to advance understanding and services for disadvantaged children
- Support colleagues in all office and division initiatives

Program Coordinator

North Dakota Department of Public Instruction, Bismarck, ND
March 2018 – May 2020

- Communicate with local, state and federal partners and administrators
- Provide technical assistance to educators and administrators
- Research and develop resources related to all aspects of Comprehensive Literacy grant implementation
- Design and present professional development relevant to literacy and grant implementation
- Maintain implementation and budget records for federal compliance
- Collaborate with offices across the department to advance understanding and services for disadvantaged children
- Support colleagues in all office and division initiatives

Secondary English Language Arts Instructor & Elementary Reading Interventionist

Shiloh Christian School, Bismarck, ND	2016-2018
Wagner Community Schools, Wagner SD	2014-2016
Relevant Prior Experience	
Helen Haller Elementary, Sequim, WA	1994-1997
Olympic High School, Bremerton, WA	1993-1994
Marion Local, Maria Stein, OH	1991-1992
Preble Shawnee, Camden, OH	1989-1991

- Planned and implemented differentiated daily language arts instruction aligned with state and local standards
- Engaged in collaborative initiatives to advance systemic improvement

- Maintained records and reporting requirements
- Communicated with varied stakeholders
- Researched and implemented best practices
- Supervised paraprofessionals and volunteers

Small Business Owner

Bubble Gum Press

2003-2013

- Managed all aspects of publishing business including writing, editing, hiring, artistic collaboration, contract negotiation, fiscal management, purchasing, sales, marketing, and shipping
- Presented author and reading skill programs for students, parents, educators, clubs and community events
- Fulfilled various educational contracts including Reading First Reading Academy Train the Trainers and grant review



Qualifications

- Excellent motivation with a proven ability to build and work collaboratively in a strong team concept environment and independently.
- Well-developed skills in prioritizing, organization, decision making, time management and verbal/written communications skills.
- Strong interpersonal skills resulting in exceptional rapport with people. Success in initiating, promoting, and maintaining strong interpersonal relations. Able to deal courteously, professionally, and tactfully with staff and the public in a variety of circumstances.

Areas of Expertise

- Public Speaking
- Staff Training/Supervision
- Strategic Planning
- Federal, regional, and state reporting

Employment History

October 2019 – current **ND Head Start Collaboration Administrator (40+ hours a week)**

- Facilitate collaboration among ND Head Start Programs and involve the programs in state policies, plan processes, and initiatives with regional, state and local community partnerships.
- Research and compile information for the public regarding Head Start and ND's mixed early childhood delivery system.
- Plan, develop, coordinate professional development and conferences for teachers, administrators, and stakeholders.
- Monitoring of ND Head Start Collaboration's budget and reporting requirements of Office of Head Start via the Head Start Enterprise Data System.
- Review, collaborate, and monitor the birth through five portion of the ND CLSD (Comprehensive Literacy State Development) Grant's twenty school districts through the office of Academic Support at the Department of Public Instruction.
- Collaborate with Department of Public Instruction's Title I office on pre-kindergarten requirements and MTSS (Multi-Tiered System of Support) with the office of Education, Equity and Support.
- ND STARS (State Automated Reporting System) access to obtain data regarding early childhood.
- Collaborate, plan, and assist the Part B 619 Coordinator regarding the area of early childhood special education to include IDEA.

June 2015 – October 2019 **Early Child Care Licensing Specialist, Grand Forks County Social Services (40+ hours a week)**

- Monitored and oversaw eight centers and one hundred self-declaration, family, and group providers within Grand Forks County
- Performed site visits to ensure compliance with state regulations and the county childcare facility and family childcare ordinances.
- Responsible for the Children's Special Health Services area for Grand Forks County, worked with families to ensure completion of the annual diagnostic and financial review.

July 2013-June 2015 **Clinic Nurse – Northwood Deaconess Health Center and Valley Community Health Center (24 hours a week)**

- Monitored and assessed patient's health conditions.
- Observed and interpreted patient's symptoms and communicated that to the provider in charge.
- Collaborated with providers and nurses to devise individualized care plans for patients.

- Continuous data entry of patient records on the EPIC data system and THOR immunization System.

April 2002-July 2013 **Health/Education Coordinator, Mayville State University – Child Development Programs (Head Start/Early Head Start) (40+ hours a week)**

- Coordinator of the health, safety, nutrition, and mental health of the entire program. Was also the coordinator of the education services for one out of the five facilities.
- Co-wrote the program plans for health, mental health, dental, and education as well as updated policies and procedures of the program.
- Site supervisor to one of the five sites and home visiting program, this included reflective supervision with fourteen staff on a regular basis.
- Formal observations of the teachers in the classrooms, reviewing lesson plans and tracking of the education objectives for the GOLD/Creative Curriculum.
- Provided training to staff, students, stakeholders, and parents as needed.
- ChildPlus data system knowledge and reporting.

Committee Activities

- **ND Interagency Coordinating Council** (2019-present) – Currently the Co-Chair of the council and meet quarterly. Appointed by the Governor. Provide leadership for a coordinated statewide system of comprehensive early intervention services and prevention awareness for children with disabilities and at-risk children birth through five.
- **ND Home Visiting Coalition** (2019-present) – Currently the Secretary for the coalition, meet quarterly. Knowledge of various ND home visiting programs to include Head Start.
- **ND SEL Network** (2019-present) – liaison for early childhood component. This community of practice is to help generate guidance and resources designed to assist ND schools with systemic implementation of SEL (Social Emotional Learning).
- **Community of Practice Social/Emotional Disturbance** (2020-present) – Work with the Special Education Department at DPI regarding social emotional disturbance. This community of practice team is working on bringing in the experts throughout the state to work together to find common ground for our children in which we serve from birth through grade 12.
- **School Board Member for the Dakota Prairie School District** (2008 – 2017) – Duties include monthly meetings regarding district business. Committees I sat on included Negotiations, Personnel, Policies & Curriculum. I was the vice president for the last four years of being on the board.

Education

1991-1995	Bachelor of Science in Human Development and Education North Dakota State University in Fargo, ND
1996-1998	Associate in Applied Science as a Licensed Practical Nurse Northwest Technical College in East Grand Forks, MN
1988-1991	Diploma from Ellendale High School Ellendale Public School in Ellendale, ND



Janelle N. Wiedrich

Education	1986	Concordia College	Moorhead MN 56560
		<i>B.A., Home Economics Education</i>	
	2001	North Dakota State University	Fargo ND 58108
		<i>M.S., Child Development and Family Science</i>	
Experience	2022 – Present	ND Department of Human Services-Early Childhood Division	Bismarck, ND
		Family & School Engagement Administrator	
		<ul style="list-style-type: none"> Facilitate program development, administration and policy activities related to delivery of early childhood services to children with special needs Lead and manage a team with direct supervision of state staff and contracted resources Build relationships and streamline points of intersection between k-12 and early childhood Assure effective operation of the data systems that support children with special needs, Head Start programs and childcare assistance, by working collaboratively with DHS division colleagues to identify and address any issues that pertain specifically to early childhood, including assurance that the system is effectively connected to the work of the broader early childhood team, and that they operate with interfaces that deliver a modern user experience. Active participation in inter/intra agency activities to advance program goals and development, and to help promote alignment within the early childhood sector, including Head Start, Special Education, Economic Assistance and Families First Prevention Plan work groups. 	

2019 - 2022 St. John High School St. John, ND
Family & Consumer Science Teacher

- Prepare for and instruct 6 classes each day
- Advise Family, Community, & Career Leaders of America Student Organization (FCCLA)
- Advise District 2 FCCLA State Officer
- Assist and Judge District 2 Star Events
- Organize District 2 FCCLA Activities

2016 – 2019 ND Department of Career and Technical Education
Bismarck, ND
Supervisor, Family and Consumer Sciences Education
State FCCLA Advisor

- Supervise Family & Consumer Sciences Education program area
- Conduct new teacher visits
- Review and visit secondary and postsecondary schools to evaluate and approve programs
- Review and approve funding and equipment requests in program area budgets
- Interpret and disseminate state and federal regulations
- Plan, facilitate, promote, and supervise curriculum development
- Visit and orientate new teachers
- Align CTE programming with business and industry standards
- Prepare a budget and manage financial operation of statewide FCCLA
- Provide leadership in the organization and operation of FCCLA
- Plan and conduct workshops and professional development activities
- Plan and conduct statewide conferences
- Address credential/licensing requirements for FACS educators

2011 - 2016 Rolla High School Rolla, ND
Family & Consumer Science Teacher

- Prepare for and instruct 6 classes each day
- Advise Family, Community, & Career Leaders of America Student Organization (FCCLA)
- Advise District 2 FCCLA Student President
- Assist and Judge District 2 Star Events
- Organize District 2 FCCLA Activities
- 2014-17 ND FCCLA Co-State Advisor
- Member School Improvement & Curriculum Committee

2014 – 2016 North Dakota State University Fargo, ND

**School of Education – Family and Consumer Science Education
Part-Time Instructor**

- Responsible for teaching the following courses:
 - H&CE446 Extension Education
 - H&CE469 Housing Education and Issues
 - H&CE232 Philosophy and Policy of CTE
- Design, develop and teach courses that meet ND State and INTASC Standards.
- Advise Student Teachers
- Develop promotional materials for FCS Department

2008 – 2011 Turtle Mountain Community College Belcourt, ND

Early Childhood Instructor 2009 – 2011

- Responsible for teaching the following courses:
 - EDUC341 Foundations of Middle Level Education
 - EDUC360 Practicum II
 - EDUC408 Health & Physical Education Methods
 - EDUC410 Educational Assessment
 - T&L310 Intro to Early Childhood Education
 - T&L900 Supervision of Student Teaching
 - CHLD246 Social Emotional Development of Young Children
 - ECE412 Kindergarten Methods and Materials
 - ECE411 Pre-K Methods and Materials
- Advise Students
- Collaborate with area school administrators/teachers to secure practicum experience for students
- Design, develop, and teach courses that meet ND State and

INTASC Standards

- Serve on Department and Institutional Committees
 - Early Childhood Committee
 - Department Admissions Committee
 - Department Publications Committee – Chairperson
 - Institution Retention Committee
- Teach Courses Online using Jenzabar System
- Advise Student Education Association (SNDEA)
- Participated in preparation of Teacher Education Department NCATE Site Visit
 - Assisted with Institutional Report
 - Prepared documents, including Course Syllabi and Curriculum Exhibit, for Early Childhood Education Program

Professional Development Grant Director 2008 – 2009

- Plan, implement, and evaluate project activities
- Maintain cuff account and monitor project budget on monthly basis
- Maintain data to monitor effectiveness of project services
- Maintain records for the funding agency and institution to document project activities
- Prepare monthly internal reports as well as reports for the U.S. Department of Education
- Participate in ongoing review/improvement
- Attend National Directors Meeting in Washington DC
- Developed an induction program for participants
- Assist students with student teaching experience

2004 – 2008

Lancaster School

Lancaster MN

Family & Consumer Science Teacher

- Prepare for and instruct 6 classes each day
- Advise Family, Community, & Career Leaders of America Student Organization (FCCLA)
- Advise FCCLA Region 8 Officer Group
- Organize Region 8 Activities
- Region 8 Youth Development Teacher of the Year - 2008
- Advise Target Team
- Advise SADD Team
- Member of Community Education Team
- Member of School Safety Committee

- Member School Health Committee
- Planned menus for school lunch program

2000 - 2005 The Flower Shop Hallock MN
Owner- The Flower Shop

- Manage the day-to-day operations of the business
- Hire and manage employees
- Proficient with Quick Books Software
- Order and maintain inventory

1998 - 2000 Badger Public School Badger, MN
Family & Consumer Science Teacher

- Prepare for and instruct 6 classes each day
- Advise FCCLA Student Group
- Advise Region 8 Officer Group
- Member Head Start Committee

1990 – 1998 NDSU Extension Service Fargo, ND
Extension Agent, Family & Youth Development

- Provided program leadership in the area of Family & Youth Development for Traill County 1990-1996 and Mercer County 1996-1998
- Collaborated with local organizations, governmental units, businesses, and others to provide programming in the areas of family development, food and nutrition, and youth development
- Wrote and obtained grants for programming in the areas of food and nutrition
- 4-H Youth Program Coordinator
- Managed Volunteers
- Participated in professional development opportunities that enhanced personal and professional effectiveness
- Parent Resource Coordinator

1988 - 1990 Gackle School Gackle, ND
Family & Consumer Science Teacher

- Prepare for and instruct 6 classes each day
- Advise Family, Community, & Career Leaders of America

Student Organization (FCCLA)

- Advise Cheer Teams
- Advise Dance Team
- Member of Community Education Team
- Planned menus for school lunch program

1987 – 1988 American Association of Museums
Washington, DC

Receptionist/Office Assistant

- Answer telephone calls promptly and efficiently; provide information to routine inquires or route calls to appropriate staff.
Provide telephone coverage backup for other positions in the department.
- Take messages for unavailable employees and communicate these messages to the proper personnel in a timely manner.
- Schedule appointments for department employees as required.
- Perform intra-office pick-up and deliveries as needed.
- Operate office equipment. Maintain appropriate supplies for office equipment.

Professional Organizations

- Past Member Rolla Education Association
- Past Member North Dakota United
- Past Member National Education Association
- North Dakota Association for Career and Technical Education
- National Association for Career and Technical Education
- National Association for the Education of Young Children
- North Dakota Association for the Education of Young Children
- Chautauqua Reading Council
- North Dakota Reading Council
- Past Member Minnesota Education Association
- Past Member Lancaster Education Association, Continuing Education Committee
- Past member, NDSU Extension East District Leadership Team

- Past member, North Dakota Association of Family & Consumer Science, State Treasurer
- Past member, North Dakota Extension 4-H Youth Workers, Assisted in organizing and implementing the National 4-H Youth Agents Conference in Bismarck, North Dakota
- Past member, Upsilon Chapter of Epsilon Sigma Phi

Community Organizations

- Past Rolla Public Library Board Member
- Northwest Regional Development Commission Member
- Northwest Regional Arts Council Member
- Kittson Central Community Education Committee Member
- Kittson Central Family & Community Science Advisory Committee Member

References

Available Upon Request

JOLENE T. GARTY

EDUCATION

Master of Science in Public Administration

Minnesota State University Moorhead

May 2011

Bachelor of Arts in Political Science, minor in History

Minnesota State University Moorhead

May 2006

PROFESSIONAL EXPERIENCE

South East Education Cooperative (SEEC), Fargo ND

Jul 2022-Present

Deputy Executive Director of Operations

- Guides annual agency operational planning, including goal setting, resource alignment, and reporting outcomes.
- Leads and supports 75% of the Leadership Team, supporting the Directors of Teaching & Learning, Student Services, and Literacy Services.
- Supports the Executive Director in developing SEEC Governing Board agenda and organizes policy monitoring processes.
- Engages with superintendents, principals, and stakeholders on district needs and SEEC offerings.
- Monitors state and federal legislative and policy issues impacting the agency. Reviews and approves request for agency education and testimony.

Director of Student Services

Sept 2017-Jun 2022

- Led SEEC's Student Services Department of 20 full-time and over 100 part-time employees and AmeriCorps members.
- Managed \$3.8 million in federal, state, and private funding sources in partnership with the Director of Business Services.
- Worked closely with NDDPI, Department of Commerce, DHHS, REA partners, and member districts to design and implement programs and services.

Student Services Program Manager

Jan 2013-Aug 2017

- Responsible for program planning, including replication of the Reading Corps model, member and school site selection, training, and program compliance with AmeriCorps regulations and documentation requirements.
- Facilitated site implementation of Gearing Up for Kindergarten and Middle School programs.

Office of United States Senator Kent Conrad, Fargo ND

Internship Coordinator & Staff Assistant

May 2006-Dec 2012

- Administered Senate Internship Program for five offices.
- Managed over 1500 immigration constituent services cases working with USCIS, US Department of State, and Department of Homeland Security.
- Planned and advanced legislative issue meetings hosted by the Senator.

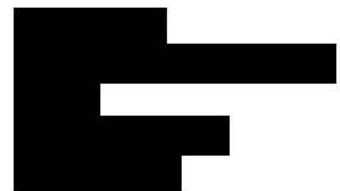
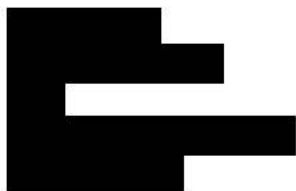
NOTABLE PROJECTS

<i>SEEC Strategic Plan and Governance Framework</i>	2022-Present
<ul style="list-style-type: none">○ Guided strategic planning process with SEEC Leadership Team and stakeholders.○ Worked with consultant, Executive Team, and Governing Board to develop and implement policy monitoring process.	
<i>ND Science of Reading (NDSOR)</i>	2021-Present
<ul style="list-style-type: none">○ Led a team of REA partners in developing the scope of work and execution of \$1.7 million in funding for Phases I-III of NDSOR contract.○ Provided support to DPI on educating legislators on the tenants of the SOR for HB 1388.	
<i>Child Care Aware of ND (CCA)</i>	2021-Present
<ul style="list-style-type: none">○ Developed proposal and provided oversight to Lead for \$2 million statewide contract.○ Work with DHHS on contract deliverables and emerging needs in early care and education.	
<i>SEEC Internet Technology (IT) Internal Capacity Building</i>	2023-Present
<ul style="list-style-type: none">○ Managing the transition to in-house IT operations.○ Coordinate with NDIT, EduTech, and IT vendor to establish internal systems.	
<i>Comprehensive State Literacy Development (CLSD)</i>	2020-2023
<ul style="list-style-type: none">○ Developed and designed CLSD Implementation Consultant Framework proposal.○ Coordinated with DPI to provide oversight for REA Implementation Liaisons on communication, reporting, and CLSD Network webinars and showcases.	
<i>ND Reading and Math Corps Statewide Expansion</i>	2018-Present
<ul style="list-style-type: none">○ Secured \$200,000 in state funding in the Dept. of Commerce's bi-annual budget.○ Scaled to two additional REAs to offer programs to their member districts.○ First state to develop a cross-trained staffing model for flexibility of resource allocation.	

COMMUNITY LEADERSHIP & COMMITTEES

Tri-City United Soccer Club, President, Board of Directors	2022-Present
NDDPI Title I Committee of Practitioners, Committee Member	2018-Present
Ed Clapp Parent Teacher Association, President	2021-2023
ND State Commission on National and Community Service, Commission Member	2017-2023
ND Afterschool Network, Leadership Team & Policy Workgroup	2017-2022

REFERENCES



Kerri Whipple

11/2/2022

"Sometimes I've
believed as many
as six impossible
things before
breakfast"
-Lewis Carroll



"It is the mark of an
educated mind to
be able to entertain
a thought without
accepting it."
-Aristotle

OBJECTIVES

Support the use of Research-Based Approaches to teaching reading
Advocate for English Learner (EL) Students
Advance the education of EL students through professional development of teachers
Improve programming for all students using data

EDUCATION

University of North Dakota

August 2008

Master of Education - Reading Education with EL cognate

December 2001

Bachelor of Science - Elementary Education with Special Education minor

"School is the last
expenditure upon
which America
should be willing to
economize."
-Franklin D. Roosevelt

EXPERIENCE

Director of Literacy Services | South East Education Cooperative

August 2022-Present

Manage ND Reading and Math Corps Programs and staff, Coordinate Consolidated State Literacy Grant (CLSD) contracts and statewide liaison program, work with team to create and source NDSOR PD opportunities, provide support for NDDPI, statewide literacy team and schools for new state law around PD, curriculum and assessments aligned with SOR.

Professional Learner Coordinator | South East Education Cooperative

September 2013-July 2022

"Let us put our minds
together and see
what life we can
make for our
children"
-Sitting Bull

Program and grant management coordination duties, manage the SEEC Title III consortium, provide EL related technical assistance for member schools, support the Improving Academic Language Project with Dr. Kevin Feldman, and manage the 21CCLC grant and subgrantees.

ND PreK Master Coach and Trainer | South East Education Cooperative

August 2014-Present

Train internal coaches and tutors on the Reading Corps intervention and coaching model, visit sites for monthly coaching sessions, provide technical assistance to PreK sites, review data entry and lead data review team meetings, participate in national meetings and monthly coaching calls.

“Language is no longer innocent. We can no longer conceptualize language as some kind of neutral code that can be taught in classrooms in splendid isolation from its intersection with issues of power, identity, and spirituality.”
-Jim Cummins

EL Consultant | South Dakota Department of Education and Statewide Title III and Migrant Consortium

September 2013-June 2022

Program consultant duties including supporting the state EL program with facilitation, training, technical assistance (electronic and face-to-face), professional development, ESSA subcommittee participation, program advisory meeting facilitation and assistance with monitoring activities related to Title III and state EL programs.

Adjunct Professor | Mayville State University, Mayville, ND

Jan 2014 – Dec 2015

Hybrid course development and delivery, data collection and alignment of activities with NCATE standards

“Those who do not develop the pleasure reading habit simply don't have a chance -- they will have a very difficult time reading and writing at a level high enough to deal with the demands of today's world”
-Stephen Krashen

Assistant Director of ELL Programs | ND Dept of Public Instruction

January 2010-September 2013

Program coordination duties including developing guidance, drafting policy, creating professional development materials and managing budget, Assessment, grant writing, grant reviewing, data collection and data analysis duties

ELL Program Coordinator | West Fargo Public Schools

November 2004-January 2010

Program coordination duties including overseeing curriculum, hiring and managing staff, creating professional development materials and managing budget, Representing school district on community agency boards and committees, Teaching duties in 6th grade and Kindergarten for one semester, Home school liaison duties including home visits, connecting families with appropriate services, facilitating IEP meetings, Program development including creation of Newcomer centers K-12+

Continuing Education Program Coordinator | University of North Dakota

January 2004-January 2005

Marketing and networking responsibility, Development of outreach office including construction project, Management of Doctoral courses and cohort student support

“I am of the opinion that my life belongs to the community, and as long as I live it is my privilege to do for it whatever I can.”
-George Bernard Shaw

"The limits of my language are the limits of my world"
-Ludwig Wittentstein

6th Grade Teacher | St. Mary's School

August 2002-May 2003

Development of standards-based curriculum using technology resources, Use of rubrics and multiple assessment techniques for project-based learning activities, Instruction of all subject areas in 6th grade as well as 7th & 8th grade Social Studies

HIGHLIGHTED PRESENTATIONS

"It is literally the case that learning languages makes you smarter. The neural networks in the brain strengthen as a result of language learning."
-Michael Gove

"Education is the most powerful weapon which you can use to change the world."
-Nelson Mandela

"If you think education is expensive, try ignorance."
-Derek Bok

"No culture can live, if it attempts to be exclusive."
- Mahatma Gandhi

- ☐ **July 2022 | Cary, NC The Hunt Institute, The Path Forward Panelist**
Prioritizing Equity to Provide Quality Literacy Experiences for All Students
- ☐ **June 2022 | Fargo, ND NDMTSS Conference Presentations**
Intro to the Science of Reading, Choosing & Using Text in Early Reading Inst
- ☐ **April 2022 | Bismarck, ND The Hunt Institute, ND Legislators Retreat**
Ready to Read – Embedding Evidence-Based Literacy Instr Across the Continuum
- ☐ **April 2022 | Fargo, ND Fargo Public Schools**
Science of Reading – Town Hall + Q&A
- ☐ **October 2020 | Bismarck, ND ND Council of Ed Leaders Fall Conf**
Intro to the Science of Reading
- ☐ **March 2019 | South Dakota Dakota Wesleyan Univ EL Endors Guest**
Using a Student's L1 to Support both Lang and Content Learning in the Clsrm
- ☐ **April 2018 | Bismarck, ND Bismarck Public Schools**
Improving Academic Literacy, WIDA RtI², EL Norms and Case Studies
- ☐ **November 2017 | Sioux Falls, SD Dakota TESOL**
MTSS Considerations for English Learners
- ☐ **October 2016 | Bismarck, ND ND Fall Educators Conf**
Exploring the New Can Do Descriptors Key Uses –
- ☐ **June 2016 | Pierre, SD SD ESSA Accountability Workgroup**
EL Accountability Briefing
- ☐ **June 2015 | Sioux Falls, SD**
East Dakota Educational Cooperative Title III Symposium – Multiple topics
- ☐ **September 2014 | Bismarck, ND SpEd Directors Leadership Institute**
Using ACCESS Percentile Growth Charts
- ☐ **November 2013 | Prince George County, MD**
Alternate ACCESS Test Administration – MD Educators
- ☐ **August 2011 | Webinar National Comprehensive Centers**
Cross Regional Sharing – Conducting a Data Dig with your State ELL Committee
- ☐ **September 2006 | Chicago, IL Nat'l Refugee and Immigrant Conference**
Refugee School Impact Grant in ND

"Today a reader,
tomorrow a leader."
-W. Fusselman

"The soft bigotry of
low expectations
sustains the belief
that kids can't learn
to read because of
poverty and
trauma."
-Kareem Weaver

"One of the best
ways to love and
care for children,
especially those
experiencing trauma,
is to teach them to
read"
-Dr. Steven Dykstra

"Teaching them how
to read is probably
one of the most
important duties a
civilized society owes
to its children"
-Pamela Snow

"What if I was to tell
you that a game of
peek-a-boo could
change the world?"
-Molly Wright, age 7

COMMITTEE WORK

- ☐ **2024 - Present | Bismarck, ND**
NDDPI Literacy Task Force
- ☐ **2023 - Present | Bismarck, ND**
ServeND/ND State Commission on National and Community Service Board
- ☐ **2021 - Present | Bismarck, ND**
North Dakota State Literacy Team
- ☐ **2021-2022 | Bismarck, ND**
ND HB1388 (SOR Law) Rules Writing Committee
- ☐ **2007-2010 & January 2014 - Present | Bismarck, ND**
NDDPI EL Program Advisory Committee - District and Regional Rep
- ☐ **April 2016 - 2022 | Pierre, SD**
SD Department of Education ESSA State Workgroup
- ☐ **Feb 2016 | Madison, WI**
WIDA Board National Policy Subcommittee Meeting
- ☐ **May 2014 – September 2014 | Washington DC**
EL Student Definition WIDA Representative– CCSSO National Work Group
- ☐ **June 2012 – July 2013 | Madison, WI**
Alternate ACCESS for ELs Workgroup and Expert Panel

ASSESSMENTS

- ☐ **Praxis I | June 17, 2003 | C-PPST: Writing - 181**
- ☐ **Praxis I | June 18, 2003 | C-PPST: Reading - 182**
- ☐ **Praxis I | June 18, 2003 | C-PPST: Mathematics – 187**
- ☐ **Praxis II | June 28, 2003 | Princpl Learn & Tch K-6 – 192 (E)**
- ☐ **Praxis II | June 11, 2005 | Engl to Speak of Lang - 690**

PROFESSIONAL ORGANIZATIONS

- **National TESOL (2005-2020)**
- **Dakota TESL (2004-present, 2016 President Elect)**

SERVICE

- **Kindred Viking Booster Club Vice President (2018-present)**
- **Kindred Park Board, Secretary (2014-2017)**

PROFESSIONAL REFERENCES

- ☐ **Jolene Garty | [REDACTED]**
- ☐ **Nicole Manson | [REDACTED]**
- ☐ **Yutzil Becker | [REDACTED]**

Mary McCarvel-O'Connor



Work History

- 2009-Current North Dakota Department of Public Instruction Special Education Office
Director
- Provide oversight and supervision around eight major areas (State Performance Plan and Annual Performance Report; Policies and Procedures and Effective Implementation; Integrated Monitoring Activities; Fiscal Management; Data Processes and Results; Improvement, Correction Incentives, and Sanctions; Effective Dispute Resolution; and Targeted Technical Assistance) of responsibility as identified in Section 612 of the IDEA.
 - Assure the Office of Special Education meets all timely and accurate federal reporting
 - Conduct a critical analysis (needs assessment, evaluations, policy studies) to identify the need for additional unit-administered activities, local training, and technical assistance
 - Provide technical assistance and training specific to state and federal regulations compliance
 - Train and assign program staff to serve as technical assistance leads to specified areas of the state.
 - Coordinate and participate in unit and interdepartmental meetings regularly
 - Interpret federal and state rules and regulations and present them to parents, other agency personnel, regional personnel, and local education agencies
 - Prepare and make available updated guidance documents and policy papers as interpretations of the federal law
- 2004-2008 Cooperative Educational Service Agency #5
Teacher for the Deaf and Hard of Hearing
- Prepare interpreter's schedule for the school year
 - Modify schedules to match changes in general education schedule
 - Develop and implement appropriate goals and objectives
 - Prepare and instruct lesson plans for K-12 students who are deaf and hard of hearing
- 2002-2004 Cooperative Educational Service Agency #8
Teacher for the Deaf and Hard of Hearing
- Developed a self-contained program
 - Prepared and instructed lesson plans for students who are deaf using manual communication
 - Prepared and instructed lesson plans for students who are hard of hearing in three districts
 - Inserviced school personnel and team members on hearing loss, accommodations, modifications, and amplification devices
- 1999-2002 Northern Trails Area Education Agency
Itinerant Teacher for the Deaf and Hard of Hearing
- Prepared and instructed lesson plans for students who are deaf and hard of hearing k-12 in the communication system most appropriate for the students
 - Inserviced school personnel and team members on hearing loss, accommodations, modifications, and amplification devices
 - Administered home instruction for birth to three children who are deaf and hard of hearing
 - Coordinated with professionals in the hearing discipline a quarterly newsletter for parents and school personnel

Education

- 1997-1998 *Master of Science in Special Education, Minot State University*

1994-1997 *Bachelor of Science Degrees in Education of the Deaf and Elementary Education, Minot State University*

2018 **Credentials**
Special Education Director Credential

AMANDA PETERSON

To serve the ND Department of Public Instruction as Director of Educational Improvement and Support.

"Amanda continues to be a key player providing knowledge and expertise in the oversight and implementation of literacy programs. With Amanda's support and leadership, the state's literacy investment has produced positive student gains and focused each district on continuous literacy improvement. Ms. Peterson is well versed in operating successful education programs and is able to generate a coalition of supporters with her enthusiasm."

Ann Ellefson

Director of Academic Support
ND Department of Instruction

"Amanda is a natural leader, often demonstrated through hard work, collaboration, and forward-thinking... Interactions with partners beyond collegial and she often challenges colleagues to stretch their thinking and strive for excellence by example. Amanda does not wait for things to happen, but rather takes the initiative to operationalize plans rooted in the vision of North Dakota to 'graduate more students who are Choice Ready'."

Luke Schaefer,

NDREA Chairperson
CREA Executive Director

Professional Profile

I am an innovative, passionate, and confident leader who strives to enhance the educational experience for all stakeholders in the state of North Dakota – students, teachers, administrators, community members, etc. – by researching, promoting, and advancing a continuous cycle of improvement through professional learning. My organized, people-first approach is an asset to the NDDPI team as we work together to strategize and promote leaders' and teachers' growth and student achievement at all levels. My strong commitment to best practices makes me an instructional leader whose career experiences have fully prepared me for leadership positions.

Education, Honors, and Certifications

M.Ed. Educational Leadership (July 2015 - June 2013)

- University of Mary, Bismarck, ND (GPA 4.0)

B.A. English Education (May 2004 - Sept. 2001)

- University of North Dakota, Grand Forks, ND (GPA 3.77, Awarded the Tiffany Scholarship and Daniel Sheridan Scholarship in English)

English Education (May 2001 - Sept. 2000)

- Dickinson State University, Dickinson, ND (GPA 3.91, Awarded the Theodore Roosevelt Leadership Scholarship)

Certifications

- Secondary Principal Credential
- ND/CO Educator's Professional License 7-12 in English Language Arts

Key Leadership Qualifications

- Advanced leadership roles, memberships, and training in the following professional learning initiatives:
 - North Dakota Comprehensive Literacy Team
 - ND Personalized, Competency-Based Learning
 - ND Be Legendary School Board Institute Certified Coach
 - ND Multi-Tier Systems of Support State Advisory Team
 - Behavioral Health Planning Council
 - Interagency Coordinating Council
 - Interagency Council on Homelessness
 - Standards-Based Education
 - Cognia
 - Professional Learning Communities
 - North Dakota Teacher Support System Coaches Academy
 - Project-Based Learning
- Designed, implemented, and provided direct oversight of the Striving Readers Comprehensive Literacy (SRCL) grant's continuous improvement process and site-based implementation framework, using lessons learned to design the Comprehensive Literacy State Development (CLSD) grant program
- Provided direct management over SRCL/CLSD grant budgets, amounting to over 70 million dollars, focusing primarily on both office and agency collaboration to align efforts
- Designed, organized, and implemented professional development training at a building, district, collegiate, and state level
- Bismarck Public Schools School Board member (2023-present)

“Amanda demonstrates expertise in leading collaborative teams to attain high-impact goals, partnering with internal and external stakeholders to engage in networked improvement efforts, and keen oversight to track project milestones and ensure short-term, mid-term, and long-term targets are met. Additionally, [she] has highly valued teaching experience that equips her with a deep understanding of practitioner needs...In the [SRCL] program’s first year, she has helped tailor a process for NDDPI that is focused on supporting SRCL school teams in implementing evidence-based programs and practices that are leading to improved outcomes for all students.”

Ben Cronkright,
Lead Consultant
Child Trends/McREL
International

“Amanda’s professionalism and work ethic is second to none. [She] carried her passion for teaching into her role as an instructional coach. In [that] role, she headed committees, worked with numerous teachers, planned and led professional development, and learned to use data to drive instructional practices and change. I am continually impressed with Amanda’s disposition in the school setting and commitment to doing things the right way.”

David Wisthoff,
Principal
Bismarck High School

Employment

- **Director, Educational Improvement and Support (April 2020 – Present)**
North Dakota Department of Public Instruction (NDDPI)
 - Provide supervision of staff performance, delivery of services and oversight of Federal Title Programs, and Safe and Healthy portfolios
 - Manage office budget and provide fiscal oversight of Federal Title Programs, professional learning contracts, and NDMTSS projects
 - Lead efforts to increase academic achievement in low-performing schools through the Targeted and Comprehensive Support and Improvement grant programs
 - Collaborate with internal and external partners to meet and exceed student outcome goals through the efforts of the ND PK-12 Education Strategic Vision Framework
 - Act as a liaison and collaborative partner between NDREAs and NDDPI
 - Provide support, technical assistance, and guidance to school districts regarding state and federal statutes, regulations, and policy issues
- **Assistant Director, Academic Support (June 2018 – April 2020)**
North Dakota Department of Public Instruction (NDDPI)
 - Oversee and manage the continuous improvement process of several portfolios and projects within the office of Academic Support: Building Tomorrow’s Leaders, Innovative Education, Personalized Learning, Leadership Initiatives, Open Educational Resources, Social Studies Standards, Striving Readers Comprehensive Literacy and Comprehensive Literacy State Development grants, Regional Education Associates (REAs) Professional Learning grants, and Student Cabinet
- **Instructional Coach / Dean of Students (May 2015 – June 2018)**
Bismarck High School, Bismarck, ND
 - Instructional Coach*
 - Implement both light and heavy coaching with individual teachers to improve teaching and learning practices to increase student achievement
 - Work as a building leadership team to advance the school’s learning goals, using a data-driven approach
 - Design and implement professional learning opportunities at the building and district level, working as an integral member of a strong coaching team
 - Lead and facilitate MTSS-a, MTSS-b, PBL, and AdvancEd committees, moving forward both building and district action plans
 - Dean of Students*
 - Serve as a backup administrator, dealing with student discipline issues, teacher concerns, and participate in at-risk intervention meetings and IEPs
 - Strategize with counselors, social workers, teachers, and community agencies to enhance student success and work towards being proactive and preventative
 - Run attendance data reports for students with extended or unexcused absences, monitoring for credit loss and/or truancy
 - Build positive relationships with students in order to identify and prevent problem behaviors and to discuss possible consequences and future plans
 - Work with parents to problem-solve both attendance and behavior issues
- **English Teacher (Aug. 2013 – May 2015)**
Bismarck High School, Bismarck, ND (*English 9 & English 12*)
- **English Teacher (Aug. 2011 – May 2013)**
Shiloh Christian School, Bismarck, ND (*English 9 – English 12*)
 - Served on the school improvement committee and led K-12 professional learning
 - Scaffolded each course to ensure mastery of reading, writing, speaking, listening, critical thinking, and language skills for each grade level
 - Introduced a wider array of challenging texts and nonfiction to the curriculum
- **English Teacher/Department Co-Chair (2009 – 2011 & 2004 – 2005)**
Horizon High School, Thornton, CO (*English 9 – English 12*)
- **English Teacher (Aug. 2007 – June 2009)**
Prairie View Middle School, Henderson, CO (*7th Grade Language Arts*)
- **English Teacher (Aug. 2005 - June 2007)**
Lake Washington High School, Kirkland, WA (*English 10 – English 12*)

Rebecca S. Pitkin

Education

IOWA STATE UNIVERSITY, Ames, IA

Ph.D. Educational Leadership and Policy Studies. June 2006

Dissertation Title: *Winston Charter School: A Case Study Involving the Intersection of External and Internal Accountability Mandates*

UNIVERSITY OF NEVADA, Las Vegas

M.Ed. Educational Administration. 1995

UNIVERSITY OF NEVADA, Las Vegas

M.Ed. Curriculum and Instruction with Reading Specialist Endorsement. 1990

GORDON COLLEGE, Wenham, MA

B.S. Elementary Education with English minor and emphasis in reading. 1984

Professional and Teaching Experience

Executive Director

Education Standards and Practices Board, Bismarck, ND

Issues teacher licenses, accreditation agency for university education departments, conducts board reviews of teacher professional conduct, reviews and updates content standards, interacts with legislator to draft bills relating to teacher licensure, manages rural collaborations, participates in grant reviews and manages department grants, oversees first year state mentoring program.

2016-current

Principal

Jefferson Elementary School, Dickinson, ND

Grades K-5 school, provide leadership for a staff of 55, managed budget, professional development, content standards, supervision and evaluation, and assessment of learning outcomes 2012- 2016

Associate Professor

Dickinson State University, Dickinson, ND

Taught undergraduate foundations of education courses, secondary reading in the content, children's literature, supervised pre-service teachers, coordinated off-campus diversity experience, mentored portfolios, advised students

2006-2012

Course Developer and Mentor

Thomas Edison State College, Trenton, NJ

Designed action research course. Mentor on-line action research graduate course in Educational Leadership
2007-present

Adjunct Faculty

University of Mary, Bismarck, ND
Teach in doctoral program, chair committees.
2012-present

Content Expert

Cengage Learning, Florence, Kentucky
Wrote graduate literacy course material, 2009-2021

Curriculum Designer

Cardean Learning Group, Chicago, Ill
Wrote literacy curriculum for Master of Arts in Teaching Program, 2007-2009

Project Manager

Iowa Association of Independent Colleges and Universities, Des Moines, IA
Wrote and piloted Middle School Career Curriculum
April 2004-December 2005

Research Assistant

Iowa State University Department of Educational Leadership and Policy Studies, Ames, IA
Conducted qualitative and quantitative studies in Educational Leadership and Policy, worked on school improvement plans, teacher best practices, principal mentoring programs, science writing heuristic programs in K-8 and first generation college students as education majors; edited manuscripts; developed literature reviews and searches in the areas of spiritual leadership, principal retention, charter school research, superintendent training and mentoring, issues relating to critical race theory, and teacher adaptation to curricular change
2003-2006

Consultant

Iowa Department of Education, Des Moines, IA
Developed a study investigating the potential for charter schools in Iowa, 2005

Consultant

PBS Teacherline, Alexandria, VA
Member of Reading Advisory Council, 2001-2005
Responsible for evaluating literacy curriculum and research based practices

Adjunct Faculty

Buena Vista University, Iowa Falls, IA
Instructor of education courses including Human Relations, Philosophy of Education, Elementary Methods, Reading Endorsement and practicum supervision, 2003-2006

Adjunct Faculty

Gordon College, Wenham, MA
Instructor in undergraduate and graduate education
Taught courses: Curriculum Design and Evaluation, Human Growth and Development, Classroom Management and Discipline, Children's and Adolescent Literature, Foundations of Education, Interdisciplinary First Year Seminar, and Secondary Methods, 1995-present

Assistant Professor

Gordon College, Wenham, MA

Taught undergraduate course in teacher education. Supervised elementary and secondary students. Taught in Master of Arts in Teaching program. 2001-2002

English Teacher

Georgetown Middle-High School, Georgetown, MA

Grades 9, 10, 11 Taught American, British and World Literature, 1999-2001

Program Coordinator

Academic Success Program, Extended Day Project, Nantucket, MA

Coordinated after school study hall program

Responsible for working with K-8 at-risk and English Language Learner students

Classroom Teacher

Las Vegas Day School, Las Vegas, NV

Grades 6, 7, 8 Taught Literature and English 1992-1998

Adjunct Faculty

Community College of Southern Nevada

Taught World Literature and Children's Literature 1994-1997

Professional Presentations

Council For Accreditation of Education Preparation (CAEP), Washington, ND

Presented on the work in North Dakota related to apprenticeships.

September, 2023

Professional Education Standards Board National Convening, Las Vegas, ND, Phoenix, Arizona

Provided an overview of responses to the teacher shortage

January 2022, January 2023

SHARE Education Conference, Siofok, Hungary

Provided workshops on literacy for international educators

March 2020

North Dakota Council of Educational Leaders Conference, Bismarck, ND

The Model Code of Educator Ethics: Protecting the Practice, January, 2019

Department of Public Instruction Conference, Bismarck, ND

Using the Model Code of Ethics at the District Level, October 2018

Student North Dakota United Conference, Bismarck, ND

Mentoring and the New Teacher, April 2018

American Association of Colleges of Teacher Education (AACTE), Baltimore, MD

Presentation: The Student Teachers Observation Tool: Supporting Candidate Growth and Program Improvement

March 2018

North Dakota Council for Exceptional Children, Bismarck, ND

Presentation: The Model Code of Ethics-Application to Special Education Teachers

March 2017

Badlands Reading Association, Dickinson, ND
Graduate Workshop: Implementing Writer's Workshop in the K-5 Classroom
February 2014

West River Teacher's Center, Dickinson, ND
Graduate Workshop: Understanding the Common Core State Standards
July 2012

Badlands Reading Council, Dickinson, ND
Presentation: Understanding the Common Core State Standards
October 2012

Badlands Reading Council, Dickinson, ND
Presentation: Book Making as the Final Step in the Reading Process
March, 2012

SHARE Education Conference, Malaga, Spain
Provided workshops on literacy for international educators
November 2011

North Dakota State Reading Conference, Fargo ND
Presentation: Using Digital Stories to Increase Elementary Student Interest in Writing
April, 2011

Badlands Reading Council, Dickinson, ND
Presentation: Literature Circles: A Strategy to Encourage Grand Conversations About Text
February, 2011

Clute Institute, Maui, HI
Presentation: Discussion Board Scenarios: Increasing Millennial Students' Reflection and Collaboration, January 2011

Badlands Reading Professional Development, Dickinson, ND
Presentation: Comprehension Strategies, November 2010

Student-Faculty Collaborative Research

University of Mary, Student NDACTE Research Conference
Ethics and the Teacher Candidate, UND conference
April 2019

Dickinson State University, Student/Faculty Research Conference
Writing through Digital Stories: Grade 5 and Teacher Education Collaboration
April 2011

Dickinson State University, Student/Faculty Research Conference
The Guinea Pig Group: Student Responses to the Transition from Paper to Electronic Portfolios
Year Two, April 2010

Dickinson State University, Student/Faculty Research Conference
The Guinea Pig Group: Student Responses to the Transition from Paper to Electronic Portfolios

April 2009

Professional Experience

National Center for Interstate Compacts, Technical Assistance Group
Council of State Government, 2020-2021

Chair of the National Professional Education Standards Board (PESBA)
2018-2023

Vice-President, President, and Past-President, National Association of State Director's of Teacher Licensure and Credentialing (NASDTEC), 2019-current

North Dakota Department of Public Instruction State Literacy Grant, Bismarck, ND
Reviewer, March 2020

Department of Education Striving Readers Comprehensive Literacy Grant, Pentagon City, VA.
Reviewer, July 2019, June 2020, July 2021

Multiple District Professional Development
The Model Code of Ethics for Educators 2018-present

North Dakota State Department of Education, Bismarck, ND
ELA Achievement Level Setting, June 2018, August 2021

Educational Testing Service National Observational Teaching Exam, Princeton, NJ
Standard Setting, March 2018

CAEP Site Visitor Training, Atlanta, GA.
Completed CAEP training, July 2017, July 2021

CAEP Site Visitor
Completed 15 site visits, 2017-2024

ESSA Teacher Leader Effectiveness Subcommittee, Bismarck, ND
Worked with stakeholders to develop state ESSA plan, 2016-2017

North Dakota Standards Review Committee, ELA, Bismarck, ND
Reviewed ELA CCSS, ND Department of Public Instruction, 2016-2017

SmarterBalanced Assessment Consortium Item Review, Raleigh, NC
Reviewed and developed test items, January 2016

Dynamic Learning Map Cut Score Setting, Kansas City, KS
Developed cut cores based on pilot test, June 2015

SmarterBalanced ELA Item Review, Los Angeles, CA
Reviewed items from pilot test, April 2015

Rebecca Pollert

PROFESSIONAL SUMMARY

Accomplished business professional with diverse work experience, including collaboration with government and private sector stakeholders to identify business needs and opportunities and create sustainable processes that align with strategic goals. Demonstrated history of leading teams to exceed customer expectations by focusing on solutions for continuous business process improvement.

PROFESSIONAL EXPERIENCE

STATE OF NORTH DAKOTA

July 2014-Present

DEPARTMENT OF PUBLIC INSTRUCTION Assistant Director Fiscal Management (December 2017-Present)

- Provide guidance on federal regulations and state policies to internal and external stakeholders
- Responsible to confirm state guidelines and applicable federal requirements are met while working with departments to elicit requirements, write specifications, develop selection criteria, and lead evaluation committees for successful procurement of goods and services
- Support and assist management in agency process review and improvement
- Project lead for multiple fiscal department initiatives, including move to electronic grants management system (solicitation, deployment, testing, and end user support), updating agency procurement processes, and implementing training sessions for better inter-agency understanding of collaborative roles
- Supervise team responsible for agency procurement, payroll, department budgets, OMB annual reports, federal, state, and special funded grant programs' fiscal compliance and drawdowns, as well as grant recipient claims processing and payments.

OFFICE OF MANAGEMENT AND BUDGET Procurement Officer II (July 2014-November 2017)

- Worked with agencies in the executive branch of North Dakota government to provide technical assistance regarding procurement laws, rules, and procedures
- Analyzed customer needs to write request for proposals, invitation for bids, and alternate procurements
- Created and administered State Term Contracts, analyzed spend reports and trends, reviewed protests and resolved contract performance issues
- Provided Procurement Level II and Level III training classes to outside agency stakeholders

ARMSTRONG TRANSPORTATION GROUP, INC Account Manager

August 2013-April 2014

- Supported new business development, including sales and customer support to attract new and grow existing portfolios
- Assisted customers and team members with project development, supply chain and fiscal management, strategy, and operations

BNSF LOGISTICS LLC

April 2007-July 2013

Account Manager III (December 2012-July 2013)

- Maintained duties of Account Manager II
- Established training, continuing education, and "best practices" for employees by identifying areas of underperformance, updating job descriptions, and adapting training as program needs changed
- Led project planning and program development with customers and other team members
- Collaborated with IT department to assure accuracy of customer profiles and information system exchanges by screening data and processes to look for needed changes, resulting in a 26% increase in accounts payable accepted invoices
- acted as system trainer and liaison during beta testing of software across multiple divisions in company

Account Manager II (July 2009-November 2012)

- Served as primary point of contact and subject matter expert for internal and external customer accounts, interpreted best opportunities to match customer goals with BNSFL business objectives
- Met with national account customers quarterly to review contractual obligations, including fiscal spend, service and standard reports, and performance compliance
- Insured overall program administration met team, customer, and vendor needs through written and oral daily communication
- Reviewed customer supply chain systems, analyzed spend and operations to suggest cost savings and process improvement options when available
- Improved and adapted standard operating procedures as operational analysis, production planning, and integrated technology processes evolved
- Supervised employees and monitored team efficiency and effectiveness, addressed deficiencies, and developed recommended plans of action based on level of needed intervention

Team Leader/Transportation Coordinator (April 2007-June 2009)

- Trained and supervised a team of Transportation Coordinators in the implementation of new nationwide Department of Defense contracts, involving detailed government requirements and numerous system processes across multiple military facilities, growing it to the #1 revenue producing National Account for BNSFL within one year
- Built customer relationships to secure necessary equipment to guarantee customer satisfaction in the transportation of goods in a timely manner across multiple modes of transportation

EDUCATION

Jamestown College, Jamestown ND
BA Business Administration
BA Criminal Justice

ACTIVITIES & AWARDS

Vision Award 2011-BNSF Logistics National Employee of the Year
Quarterly Mile Marker Award 2nd Qtr 2009 -BNSF Logistics
Quarterly Top Gun Award implementation 2012-June 2013-BNSF Logistics
Above & Beyond Quarterly Peer Recognition 2009-2013-BNSF Logistics
Employee of the Month April 2008-BNSF Logistics
Jamestown Chamber of Commerce Ambassador 2010-2011

REFERENCES

[REDACTED]

[REDACTED]

[REDACTED]

Stanley Schauer

North Dakota State Assessment Director

Contact



Education

M.Ed. in Curriculum, Instruction, and Assessment (2015) University of Mary, Bismarck ND

B.S.E. in Elementary Ed. (2010) Minot State University, Minot, ND

Key Skills

Servant Leadership, Strategic Planning, Problem Solving, Student-focused, Collaboration, Technology, Data Analysis, Assessment Literacy

LinkedIn



Objective

My personal primary objective is to increase student learning. It's a complex objective that has taken me on a fulfilling and continuous path. Whether it be higher education, correctional education, adult education, or traditional K12 – the objective has always remained.

Experience

July 2019 - current

Assessment Director • ND Department of Public Instruction (NDDPI)

December 2016 - July 2019

State Director of Adult Ed. • GED State Administrator • NDDPI

August 2013 – November 2016

Principal • Tech/Math Instructor • ND Dept. Of Corrections and Rehab.

December 2011 – July 2013

Academic Advisor • Instructor • University of Mary

Currently hold ND Teaching License and Principal Credentials.

Communication

Effective communication is one of the hardest tasks involved with working in a state education agency. We have a wide audience that includes legislators, superintendents, teachers and extends to students and families. Multiple levels of contextual content knowledge make planning the message vital. As one becomes well versed in a content area, it is imperative to use language that is understood by most of the intended audience.

Leadership

I have invested time to sharpen my skills and continually learn about being an effective leader. I enjoy assisting others and want to be directly involved with the work that is on-going. This has helped me in terms of leading by serving, doing and knowing. Currently, and in the past, I have had great leaders to learn from.

Taylor Olsen

REFERENCES

[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]

ADDRESS

[REDACTED]
[REDACTED]

PHONE

[REDACTED]

EMAIL

[REDACTED]

EXPERIENCE

AUG 2020 - PRESENT

Program Administrator - Department of Public Instruction - Bismarck, ND

In this position I have been responsible for the coordination of two federal literacy grants (SRCL 2017 & CLSD 2019). Within this duty, I have served in a role that provided ongoing technical assistance to more than 20 districts across North Dakota. Technical assistance including but not limited to budgeting & submitting claims, setting goals & keeping track of progress, planning site visits for monitoring & collaboration purposes, and planning topical just-in-time webinars.

I have also been fortunate enough to use the skills and expertise from my work with the federal literacy grants to expand my portfolio to include ESSER-funded grant opportunities that I helped execute from conception to implementation. From these, I have experience with the application and reviewing process along with a growing knowledge base of our grants management system to be able to manage the grants under my purview more efficiently and effectively.

TEACHING EXPERIENCE

AUG 2019 - MAY 2020

High School English Teacher - Devils Lake High School - Devils Lake, ND

AUG 2016 - MAY 2019

High School English Teacher - Hazen High School - Hazen, ND

EDUCATION

Valley City State University - Bachelor's - English Education - Dec. 2015

University of Jamestown - Master's - Curriculum and Instruction - Dec. 2019

LICENSURE

ND Educator's Professional License - English & Elementary Education

Endorsements: Speech, theatre arts, and middle school

INDIRECT COST RATE AGREEMENT
STATE EDUCATION AGENCY

Organization:

North Dakota Department of Public Instruction
600 E Boulevard Avenue, Department 201
Bismarck, ND 58505-0440

Date: July 18, 2023

Agreement No: 2023-508

Filing Reference: This replaces previous
Agreement No. 2020-075

Dated: 6/24/2020

The approved indirect cost rates herein are for use on grants, contracts, and other agreements with the Federal Government. The rates are subject to the conditions included in Section II of this Agreement and regulations issued by the Office of Management and Budget (OMB) Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards under 2 CFR 200.

Section I - Rates and Bases

<u>Type</u>	<u>From</u>	<u>To</u>	<u>Rate</u>	<u>Base</u>	<u>Applicable To</u>
Predetermined	7/1/2023	6/30/2026	24.9%*	MTDC	Unrestricted
Predetermined	7/1/2023	6/30/2026	13.7%*	MTDC	Restricted

* In accordance with 2 CFR 200.414(g), North Dakota Department of Public Instruction requested an extension of its current rate for fiscal year 2023, and it is extended in accordance with this regulation.

Distribution Base:

MTDC Modified Total Direct Cost - Total direct costs excluding equipment, capital expenditures, participant support costs, pass-through funds and the portion of each subaward (subcontract or subgrant) above \$25,000 (each award; each year).

Applicable To:

Unrestricted Unrestricted rates apply to programs that do not require a restricted rate per 34 CFR 75.563 and 34 CFR 76.563.

Restricted Restricted rates apply to programs that require a restricted rate per 34 CFR 75.563 and 34 CFR 76.563.

Treatment of Fringe Benefits:

Fringe benefits applicable to direct salaries and wages are treated as direct costs. Pursuant to 2 CFR 200.431, (b), (3), Paragraph (i), unused leave costs for all employees are allowable in the year of payment. The treatment of unused leave costs should be allocated as an indirect cost except for those employee salaries designated as a direct cost for the restricted rate calculation.

Capitalization Policy: Items of equipment are capitalized and depreciated if the initial acquisition cost is equal to or greater than \$5,000.

Section II – Particulars

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

Accounting Changes: The rates contained in this agreement are based on the organizational structure and the accounting systems in effect at the time the proposal was submitted. Changes in organizational structure or changes in the method of accounting for costs which affect the amount of reimbursement resulting from use of the rates in this agreement, require the prior approval of the responsible negotiation agency. Failure to obtain such approval may result in subsequent audit disallowance.

Provisional/Final/Predetermined Rates: A proposal to establish a final rate must be submitted. The awarding office should be notified if the final rate is different from the provisional rate so that appropriate adjustments to billings and charges may be made. Predetermined rates are not subject to adjustment.

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

Notification to Other Federal Agencies: Copies of this document may be provided to other Federal agencies as a means of notifying them of the agreement contained herein.

Audit: All costs (direct and indirect, federal and non-federal) are subject to audit. Adjustments to amounts resulting from audit of the cost allocation plan or indirect cost rate proposal upon which the negotiation of this agreement was based may be compensated for in a subsequent negotiation.

Reimbursement Ceilings/Limitations on Rates: Awards that include ceiling provisions and statutory/regulatory requirements on indirect cost rates or reimbursement amounts are subject to the stipulations in the grant or contract agreements. If a ceiling is higher than the negotiated rate in Section I of this agreement, the negotiated rate will be used to determine the maximum allowable indirect cost.

Section III - Special Remarks

Alternative Reimbursement Methods: If any federal programs are reimbursing indirect costs by a methodology other than the approved rates in this agreement, such costs should be credited to the programs and the approved rates should be used to identify the maximum amount of indirect costs allocable.

Submission of Proposals: New indirect cost proposals are necessary to obtain approved indirect cost rates for future fiscal years. **The next indirect cost rate proposal is due six months prior to the expiration dates of the rates in this agreement.**

Section IV – Approvals

For the State Education Agency:

North Dakota Department of Public Instruction
600 E Boulevard Avenue, Department 201
Bismarck, ND 58505-0440

Signature

Jamie Mertz

Name

Chief Financial Officer

Title

July 18, 2023

Date

For the Federal Government:

U.S. Department of Education
OFO / OAGRM / ICD
400 Maryland Avenue, SW
Washington, DC 20202-4500

Signature

Andre Hylton

Name

Director, Indirect Cost Division

Title

July 18, 2023

Date

Negotiator: _____

Telephone Number: _____

References

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- Brady, S., & Moats, L.C. (1997). *Informed instruction for reading success: Foundations for teacher preparation* [Position paper]. Baltimore, MD: International Dyslexia Association.
- Connor, C.M. (2016). A lattice model of the development of reading comprehension. *Child Development Perspectives*, 10(4), 269–274.
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nation's teacher preparation programs (Rev. ed.). Washington, DC: National Council on Teacher Quality.

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<https://www.wallacefoundation.org/knowledge-center/Documents/How-Principals-Affect-Students-and-Schools.pdf>.

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Joshi, R.M., Smith, D.L., Binks, E., Hougen, M., Dahlgren, M.E., & OckerDean, E. (2009). Why elementary teachers might be inadequately prepared to teach reading. *Journal of Learning Disabilities*, 42(5), 392–402.

Lonigan, C. J., & Cunningham, A. E. (2013). Significant differences: Identifying the evidence base for promoting children's early literacy skills in early childhood education. In T. Shanahan & C. J. Lonigan (Eds.), *Literacy in preschool and kindergarten children: The national early literacy panel and beyond* (pp. 161–193). Baltimore, MD: Brookes.

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need for content and pedagogy in teacher education. *Australian Journal of Learning Difficulties*, 19(2), 75–91.

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Petscher, Y., Cabell, S. Q., Catts, H. W., Compton, D. L., Foorman, B.R., Hart, S.A., ... Wagner, R.K. (2020). How the science of reading informs 21st century education. *Reading Research Quarterly*, 55(S1), S267–S282.

Pounder, D. G. (1999). Teacher teams: Exploring job characteristics and work-related outcomes of work group enhancement. *Educational Administration Quarterly*, 35, 317-348.

Seidenberg, M.S., Cooper Borkenhagen, M., & Kearns, D.M. (2020). Lost in translation? Challenges in connecting reading science and educational practice. *Reading Research Quarterly*, 55(S1), S119–S130.

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Appendix A

CLSD Application and Program Assurances

Pursuant to sections 2222-2224 of the Elementary and Secondary Education Act of 1965, as amended (ESEA), an eligible state educational agency (SEA) receiving a grant under the CLSD program must provide the assurances described below.

As the duly authorized representative of the grantee, I certify to the following:

Application Assurances

An SEA must include in its application the following signed application assurances:

An SEA must include in its application the following assurances:

(1) State Funding Allocations.

(a) An SEA must assure that it will subgrant not less than 95 percent of grant funds to eligible entities (as defined in this notice), based on their needs assessment and a competitive application process, for comprehensive literacy instruction programs according to the funding allocations in Program Requirement (a).

(b) An SEA must assure it will use grant funds described in section 2222(f)(1) for comprehensive literacy instruction programs as follows:

(i) Not less than 15 percent of such grant funds must be used for State and local programs and activities pertaining to children from birth through kindergarten entry.

(ii) Not less than 40 percent of such grant funds must be used for State and local programs and activities, allocated equitably among the grades of kindergarten through grade 5.

(iii) Not less than 40 percent of such grant funds must be used for State and local programs and activities, allocated equitably among grades 6 through 12.

(2) Serving Low-Income and High-Need Students.

An SEA must assure that it will give priority in awarding subgrants to eligible entities that--

(i) Serve children from birth through age 5 who are from families with income levels at or below 200 percent of the Federal poverty line (as defined in this notice); or

(ii) Are LEAs serving a high number or percentage of high-need schools.

(3) Geographic Diversity.

An SEA must assure that it will provide subgrants to eligible entities serving a diversity of geographic areas, giving priority to entities serving greater numbers or percentages of children from low-income families.

Program Assurances

An SEA must include in its application the following signed program assurances:

State Funding Allocations.

(1) Grantees must use not less than 95 percent of grant funds to award subgrants to eligible entities, based on their needs assessment and a competitive application process;

(2) Grantees must subgrant funds as follows:

(i) Not less than 15 percent of the funds awarded to subgrantees must be used for State and local programs and activities pertaining to children from birth through kindergarten entry;

(ii) Not less than 40 percent of the funds awarded to subgrantees must be used for State and local programs and activities, allocated equitably among the grades of kindergarten through grade 5; and

(iii) Not less than 40 percent of the funds awarded to subgrantees must be used for State and local programs and activities, allocated equitably among grades 6 through 12.

(b) State-Level Activities.

(1) A grantee may reserve not more than 5 percent of the CLSD funds it receives for activities identified through the needs assessment and comprehensive literacy plan, including, at a minimum, the following activities:

(i) Providing technical assistance, or engaging qualified providers to provide technical assistance, to eligible entities to enable the eligible entities to design and implement literacy programs.

(ii) Coordinating with IHEs in the State to provide recommendations to strengthen and enhance pre-service courses for students preparing to teach children from birth through grade 12 in explicit, systematic, and intensive instruction in evidence-based literacy methods.

(iii) Reviewing and updating, in collaboration with teachers and IHEs, State licensure or certification standards in the area of literacy instruction in early education through grade 12.

(iv) Making publicly available, including on the SEA's website, information on promising instructional practices to improve child literacy achievement.

(v) Administering and monitoring the implementation of subgrants by eligible entities.

(2) After making awards to subgrantees and carrying out the State-level activities described in this notice, an SEA may use any remaining amount to carry out one or more of the following activities:

(i) Developing literacy coach training programs and training literacy coaches.

(ii) Administration and evaluation of CLSD activities.

(3) Collaboration requirement.

A grantee must collaborate with the State agency responsible for administering early childhood education programs, the State agency responsible for administering child care programs, and, if applicable, the State Advisory Council on Early Childhood Education and Care designated or established pursuant to section 642(b)(1)(A)(i) of the Head Start Act, in making and implementing subgrants under the early childhood education portion of the CLSD program, described in section 2222(d)(2)(D)(i).

Note: Section 2222(d)(1) of the ESEA specifically references childcare and early childhood programs within a State. Since the CLSD service population encompasses children from birth and includes pre-literacy services, applicants may collaborate with the State agencies administering the Part C program for infants and toddlers under the Individuals with Disabilities Education Act (IDEA) in their program planning, as some children being served under Part C would likely benefit from CLSD services.

(c) Requirements that Apply to Subgrants to Eligible Entities in Support of Birth through Kindergarten Entry Literacy.

(1) Subgrantee application requirements.

- (i) How the CLSD funds will be used to enhance the language and literacy development and school readiness of children, from birth through kindergarten entry, in early childhood education programs, which must include an analysis of data that support the proposed use of CLSD funds;
- (ii) How the CLSD funds will be used to prepare and provide ongoing assistance to staff in the programs, including through high-quality professional development;
- (iii) How the activities assisted with the CLSD funds will be coordinated with comprehensive literacy instruction at the kindergarten through grade 12 levels; and
- (iv) How the CLSD funds will be used to evaluate the success of the activities assisted under the subgrant in enhancing the early language and literacy development of children from birth through kindergarten entry.

(2) Priority.

In awarding subgrants to eligible entities in support of birth through kindergarten entry, sections 2222(d)(2)(E) and 2223(c) of the ESEA require that an SEA must provide an assurance that it will--

- (i) Give priority to an eligible entity that will use CLSD funds to implement evidence-based activities;
- (ii) Give priority to an eligible entity that will use CLSD funds to serve children from birth through age 5 who are from families with income levels at or below 200 percent of the Federal poverty line or is a local educational agency (LEA) serving a high number or percentage of high-need schools.

(3) Duration.

The term of a subgrant must be determined by the grantee and must not exceed five years.

(4) Sufficient size and scope.

Each subgrant must be of sufficient size and scope to allow the eligible entity to carry out high-quality early literacy initiatives for children from birth through kindergarten entry.

(5) Local uses of funds.

An eligible entity that receives a subgrant from the SEA must use the CLSD funds, consistent with the entity's approved application, to—

- (i) Carry out high-quality professional development opportunities for early childhood educators, teachers, principals, other school leaders (as defined in this notice), paraprofessionals, specialized instructional support personnel, and instructional leaders;
- (ii) Train providers and personnel to develop and administer evidence-based early childhood education literacy initiatives; and
- (iii) Coordinate the involvement of families, early childhood education program staff, principals, other school leaders, specialized instructional support personnel (as appropriate), and teachers in literacy development of children served under CLSD.

(d) Requirements that Apply to Subgrants to Eligible Entities in Support of Kindergarten through Grade 12 Literacy.

(1) Subgrantee application requirements.

An eligible entity desiring to receive a subgrant from the SEA under the CLSD program must submit an application to the SEA at such time, in such manner, and containing such information as the SEA may require. Such application must include, for each school that the eligible entity identifies as participating in a CLSD program, the following information:

- (i) A description of the eligible entity's needs assessment conducted to identify how CLSD funds will be used to inform and improve comprehensive literacy instruction at the school.

- (ii) How the school, the LEA, or a provider of high-quality professional development will provide ongoing high-quality professional development to all teachers, principals, other school leaders, specialized instructional support personnel (as appropriate), and other instructional leaders served by the school.
- (iii) How the school will identify children in need of literacy interventions or other support services.
- (iv) An explanation of how the school will integrate comprehensive literacy instruction into a well-rounded education (as defined in this notice).
- (v) A description of how the school will coordinate comprehensive literacy instruction with early childhood education programs and activities and after-school programs and activities in the area served by the LEA.

(2) Priority.

In awarding subgrants to eligible entities, sections 2222(d)(2)(E) and 2223(c) of the ESEA require that an SEA must provide an assurance that it will--

- (i) Give priority to an LEA that will use CLSD funds to implement evidence-based activities; and
- (ii) Give priority to an LEA serving a high number or percentage of high-need schools.

(3) Duration.

The term of a subgrant must be determined by the grantee and must not exceed five years.

(4) Sufficient size and scope.

Each subgrant must be of sufficient size and scope to allow the eligible entity to carry out high-quality comprehensive literacy instruction in each grade level for which the CLSD funds are provided.

(5) Local uses of funds for kindergarten through grade 5.

An eligible entity that receives a subgrant from the SEA under the CLSD program must use the CLSD funds to carry out the following activities pertaining to children in kindergarten through grade 5:

- (i) Developing and implementing a comprehensive literacy instruction plan across content areas for such children that--
 - (A) Serves the needs of all children, including children with disabilities and English learners, especially children who are reading or writing below grade level;
 - (B) Provides intensive, supplemental, accelerated, and explicit intervention and support in reading and writing for children whose literacy skills are below grade level; and
 - (C) Supports activities that are provided primarily during the regular school day but that may be augmented by after-school and out-of-school time instruction.
- (ii) Providing high-quality professional development opportunities for teachers, literacy coaches, literacy specialists, English as a second language specialists (as appropriate), principals, other school leaders, specialized instructional support personnel, school librarians, paraprofessionals, and other program staff.
- (iii) Training principals, specialized instructional support personnel, and other LEA personnel to support, develop, administer, and evaluate high-quality kindergarten through grade 5 literacy initiatives.
- (iv) Coordinating the involvement of early childhood education program staff, principals, other instructional leaders, teachers, teacher literacy teams, English as a second language specialists (as appropriate), special educators, school personnel, and specialized instructional support personnel (as appropriate) in the literacy development of children served.

(v) Engaging families and encouraging family literacy experiences and practices to support literacy development.

(6) Local uses of funds for grades 6 through 12.

An eligible entity that receives a subgrant from the SEA under CLSD must use CLSD funds to carry out the following activities pertaining to children in grades 6 through 12:

(i) Developing and implementing a comprehensive literacy instruction plan across content areas for such children that--

(A) Serves the needs of all children, including children with disabilities and English learners, especially children who are reading or writing below grade level;

(B) Provides intensive, supplemental, accelerated, and explicit intervention and support in reading and writing for children whose literacy skills are below grade level; and

(C) Supports activities that are provided primarily during the regular school day but that may be augmented by after-school and out-of-school time instruction.

(ii) Training principals, specialized instructional support personnel, school librarians, and other LEA personnel to support, develop, administer, and evaluate high-quality comprehensive literacy instruction initiatives for grades 6 through 12.

(iii) Assessing the quality of adolescent comprehensive literacy instruction as part of a well-rounded education.

(iv) Providing time for teachers to meet to plan evidence-based adolescent comprehensive literacy instruction to be delivered as part of a well-rounded education.

(v) Coordinating the involvement of principals, other instructional leaders, teachers, teacher literacy teams, English as a second language specialists (as appropriate), paraprofessionals, special educators, specialized instructional support personnel (as appropriate), and school personnel in the literacy development of children served.

(7) Additional local allowable uses of funds for kindergarten through grade 12.

An eligible entity that receives a subgrant from an SEA under CLSD may, in addition to carrying out the activities described in paragraphs 5 and 6 of this requirement, use subgrant funds to carry out the following activities pertaining to children in kindergarten through grade 12:

(i) Recruiting, placing, training, and compensating literacy coaches.

(ii) Connecting out-of-school learning opportunities to in-school learning in order to improve children's literacy achievement.

(iii) Training families and caregivers to support the improvement of adolescent literacy.

(iv) Providing for a multi-tier system of supports (as defined in this notice) for literacy services.

(v) Forming a school literacy leadership team to help implement, assess, and identify necessary changes to the literacy initiatives in 1 or more schools to ensure success.

(vi) Providing time for teachers (and other literacy staff, as appropriate, such as school librarians or specialized instructional support personnel) to meet to plan comprehensive literacy instruction.

(e) Supplement not Supplant.

Grantees must use CLSD funds to supplement, and not supplant, non-Federal funds that would otherwise be used for activities authorized under the CLSD program.

(f) Cooperation with National Evaluation.

Grantees must cooperate with a national evaluation of the CLSD program (34 CFR 75.591). The evaluation will include high-quality research that applies rigorous and systematic procedures to obtain valid knowledge relevant to the implementation and effect of the CLSD program. The

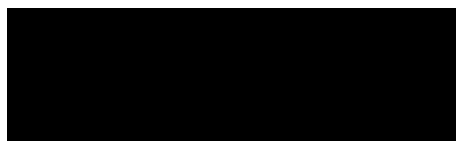
evaluation will directly coordinate with individual State evaluations of the CLSD program implementation.

(g) Subgrantees.

Under 34 CFR 75.708(b) and (c), a grantee under this grant competition must award subgrants -- to directly carry out project activities described in its application -- to eligible entities. The grantee must award at least 95% of the funds it receives for subgrants to eligible entities it selects through a competition under procedures established by the grantee and consistent with sections 2222–2224 of the ESEA.

Kirsten Baesler

NAME OF AUTHORIZING OFFICIAL



SIGNATURE

Superintendent

TITLE

6/20/2024

DATE

North Dakota Department of Public Instruction

APPLICANT/ENTITY NAME

Budget Narrative File(s)

* Mandatory Budget Narrative Filename:

Add Mandatory Budget Narrative

Delete Mandatory Budget Narrative

View Mandatory Budget Narrative

To add more Budget Narrative attachments, please use the attachment buttons below.

Add Optional Budget Narrative

Delete Optional Budget Narrative

View Optional Budget Narrative

**BUDGET NARRATIVE: North Dakota Department of Public Instruction
(North Dakota Application for Comprehensive Literacy State Development
Grant Program CFDA 84.371C)**

Funding Agency: **United States Department of Education (U.S. DoED)**

5-YEAR PERIOD OF PERFORMANCE (2024 to 2029) — Federal Costs

Personnel Costs [REDACTED]

A 2.00 % cost-of-living adjustment applied year-over-year to all positions.

1. **Program Coordinator**, TBD (100.00 % effort), will be responsible for program oversight and leadership, day-to-day program implementation, work planning, budget monitoring and spenddown, staff supervision, community partner relations, and project monitoring and reporting. Base annual salary for 1.00 FTE is [REDACTED]
2. **Program Administrator**, TBD (20.00 % effort), provides additional support to the program coordinator and program participants, including education through workshops and building trusted relationships with schools, instructors, and participants, and additional day-to-day support(s). The Program Administrator will report to the Program Coordinator. Base annual salary for 0.20 FTE is [REDACTED]
3. **Administrative Assistant**, TBD (15.00 % effort), will lead the design of all project monitoring and evaluation tools and frameworks, oversee data collection, and assure data is appropriately safeguarded per any relevant privacy or data rules or regulations. Base annual salary for [REDACTED]

All program staff will work to oversee the implementation of North Dakota statewide CLSD activities, administer program budget and spenddown, and work with the Office of Elementary and Secondary Education (OESE) of the United States Department of Education (U.S. DoED) to ensure grant fidelity.

Total Personnel Costs = [REDACTED]

Fringe Benefits [REDACTED]

The North Dakota Department of Public Instruction (NDDPI) fringe benefit rate is **45.00 %**; benefits offered include: FICA, life insurance, retirement, disability insurance, tuition remission, worker's compensation, unemployment insurance, health insurance, and dental insurance. Fringe benefit costs calculated on total base personnel costs.

- Year 1 = [REDACTED]
- Year 2 = [REDACTED]
- Year 3 = [REDACTED]
- Year 4 = [REDACTED] and
- Year 5 = [REDACTED]

Total Fringe Benefits Costs = [REDACTED]

Travel [REDACTED]

1. Travel for **Site Visits** will commence year two (Y2) of the program. Estimated travel costs for site visits include [REDACTED]
2. Travel for **National Convening** will commence year one (Y1) of the program. Estimated travel costs for the National Convening includes [REDACTED]
3. Travel for **Topical Director(s) Meetings** will commence year one (Y1) of the program. Estimated travel costs for the Topical Director(s) Meetings includes [REDACTED]
4. Travel for **Literacy Training and Summits** will commence year one (Y1) of the program. Estimated travel costs for the Literacy Training and Summits includes [REDACTED]

Total Travel Costs = [REDACTED]

Equipment [REDACTED]

Two Computers (at an estimated [REDACTED] each) will be purchased for project years one (Y1) and four (Y4). Total equipment costs include [REDACTED] (Y1), [REDACTED] (Y2), [REDACTED] (Y3), [REDACTED] (Y4), [REDACTED] (Y5) = [REDACTED].

Total Equipment Costs = [REDACTED]

Supplies [REDACTED]

1. **Printing, Professional Learning:** Printing for professional learning will cost an estimated [REDACTED] per program year. Total costs include [REDACTED] (Y1), [REDACTED] (Y2), [REDACTED] (Y3), [REDACTED] (Y4), [REDACTED] (Y5) = [REDACTED].
2. **Supplies, Professional Learning:** Supplies for professional learning will cost an estimated \$2,000.00 per program year. Total costs include [REDACTED] (Y1), [REDACTED] (Y2), [REDACTED] (Y3), [REDACTED] (Y4), [REDACTED] (Y5) = [REDACTED].

3. **Computer Software:** Computer software will cost an estimated [REDACTED] per program year. Total costs include [REDACTED] (Y1), [REDACTED] (Y2), [REDACTED] (Y3), [REDACTED] (Y4), [REDACTED] (Y5) = [REDACTED].
4. **Resource Printing:** Resource printing will cost an estimated [REDACTED] per program year, with the exception of year one (Y1). Total costs include [REDACTED] (Y1), [REDACTED] (Y2), [REDACTED] (Y3), [REDACTED] (Y4), [REDACTED] (Y5) = [REDACTED].
5. **Additional Resource Purchases:** Additional resource purchases are not to exceed [REDACTED] per program year. Total costs include [REDACTED] (Y1), [REDACTED] (Y2), [REDACTED] (Y3), [REDACTED] (Y4), [REDACTED] (Y5) = [REDACTED].

Total Supplies Costs = [REDACTED]

Contractual/Subawards/Consultants [REDACTED]

The North Dakota Department of Public Instruction (NDDPI) will subcontract with twelve (12) contractors through the Request for Proposals (RFP) process across the five-year duration of the project:

1. **An External Evaluator** will be engaged across the five-year duration of the program, at [REDACTED] per project year. Total costs include [REDACTED] (Y1), [REDACTED] (Y2), [REDACTED] (Y3), [REDACTED] (Y4), [REDACTED] (Y5) = [REDACTED].
2. **Website Resource Design and Upkeep** is estimated to cost an initial [REDACTED] during project year one (Y1), and [REDACTED] per year thereafter. Total costs include [REDACTED] (Y1), [REDACTED] (Y2), [REDACTED] (Y3), [REDACTED] (Y4), [REDACTED] (Y5) = [REDACTED].
3. **Administrative Instructional Leader Coaching Network** is estimated to cost an initial [REDACTED] during project year one (Y1), [REDACTED] during project year two (Y2), and [REDACTED] per year for each project year thereafter. Total costs include [REDACTED] (Y1), [REDACTED] (Y2), [REDACTED] (Y3), [REDACTED] (Y4), [REDACTED] (Y5) = [REDACTED].
4. **Professional Development (PD) Instructional Round Peer Coaching Network** is estimated to cost an initial [REDACTED] during project year one (Y1), [REDACTED]0 during project year two (Y2), and [REDACTED] per year for each subsequent project year thereafter. Total costs include [REDACTED] (Y1), [REDACTED] (Y2), [REDACTED] (Y3), [REDACTED] (Y4), [REDACTED] (Y5) = [REDACTED].
5. **Early Learning Network Facilitator and Content Manager** is estimated to cost an initial [REDACTED] during project year one (Y1), and [REDACTED] per year thereafter. Total costs include [REDACTED] (Y1), [REDACTED] (Y2), [REDACTED] (Y3), [REDACTED] (Y4), [REDACTED] (Y5) = [REDACTED].

6. **Professional Development (PD) HUB Courses for Literacy Plan Component Team Builds** is estimated to cost [REDACTED]. This will be a one-time cost during year one (Y1) of the project only. Total costs include [REDACTED] (Y1) = [REDACTED].
7. **Independent Application Reviewers** are estimated to cost [REDACTED]. This will be a one-time cost during year one (Y1) of the project only. Total costs include [REDACTED] (Y1) = [REDACTED].
8. **Annual Literacy Summit Planning and Delivery** is estimated to cost an initial [REDACTED] per year across the five-year duration of the program. Total costs include [REDACTED] (Y1), [REDACTED] (Y2), [REDACTED] (Y3), [REDACTED] (Y4), [REDACTED] (Y5) = [REDACTED].
9. **State Literacy Team Advisory, Contracts and Travel** is estimated to cost [REDACTED] per year across years two (Y2) through five (Y5) of the program. Total costs include [REDACTED] (Y1), [REDACTED] (Y2), [REDACTED] (Y3), [REDACTED] (Y4), [REDACTED] 0 (Y5) = \$ [REDACTED].
10. **Professional Content Contractors** are estimated to cost [REDACTED] per year across years two (Y2) through five (Y5) of the program. Total costs include [REDACTED] (Y1), [REDACTED] (Y2), [REDACTED] (Y3), [REDACTED] (Y4), [REDACTED] (Y5) = [REDACTED].
11. **State Program Audits** are estimated to cost [REDACTED] per year during project years two (Y2) and five (Y5) only. Total costs include [REDACTED] (Y1), [REDACTED] (Y2), [REDACTED] (Y3), [REDACTED] (Y4), [REDACTED] (Y5) = [REDACTED].
12. **State Facility Use Fees** are expected not to exceed [REDACTED] per year across the five-year duration of the project. Total costs include [REDACTED] 0 (Y1), [REDACTED] (Y2), [REDACTED] (Y3), [REDACTED] (Y4), [REDACTED] (Y5) = [REDACTED].
13. **IHE Student Test Projects** are estimated to cost approximately [REDACTED] per year during project years one (Y1) and two (Y2) only. Total costs include [REDACTED] (Y1), [REDACTED] (Y2), [REDACTED] (Y3), [REDACTED] (Y4), [REDACTED] (Y5) = [REDACTED].

Total Contractual/Subawards/Consultant Costs = [REDACTED]

Construction [REDACTED]

Not applicable.

Total Construction Costs = [REDACTED]

Other Direct Costs [REDACTED]

Subgrants to Partner Schools are expected to total [REDACTED] per project year across project years one through four (Y4). Total costs include [REDACTED] (Y1), [REDACTED] (Y2), [REDACTED] (Y3), [REDACTED] (Y4), and [REDACTED] (Y5) = [REDACTED].

Total Other Direct Costs = [REDACTED]

Total Direct Costs [REDACTED]

Total direct costs are the summation of personnel, fringe benefits, travel, equipment, supplies, contractual, subawards, consultants, construction, and other direct costs.

- Year 1 = [REDACTED];
- Year 2 = [REDACTED];
- Year 3 = [REDACTED];
- Year 4 = [REDACTED]; and
- Year 5 = [REDACTED].

Total Direct Costs = [REDACTED]

Indirect Costs [REDACTED]

The North Dakota Department of Public Instruction (NDDPI) negotiated indirect rate offer is **13.70 %**. Documentation of this rate offer is appended. The North Dakota Department of Public Instruction calculates its indirect charges using a Modified Total Direct Cost (MTDC) rate.

- Year 1 = [REDACTED]
- Year 2 = [REDACTED]
- Year 3 = [REDACTED]
- Year 4 = [REDACTED] and
- Year 5 = [REDACTED]

Total Indirect Costs = [REDACTED]

Total Project Costs [REDACTED]

Total direct costs [REDACTED] (+) total indirect costs [REDACTED] = [REDACTED].

Total Project Costs = [REDACTED]



U.S. Department of Education
Grant Application Form for Project Objectives and Performance Measures Information
See Instructions.

OMB Number: 1894-0017
Expiration Date: 06/30/2026

Applicant Information

Legal Name:

North Dakota Department of Public Instruction

1. Project Objective:

All subgrantees will implement a collective efficacy model and build inner-school teams to develop and implement complete systemic literacy plans.

1.a. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
By the end of year 2, all grantee schools will be enrolled in the BARR program and provide evidence that they are implementing the required program elements as measured by their site visit reports from BARR.	PROJECT		100	/	100 100.00

1.b. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
By the end of year 3, all grantee schools will be implementing the BARR program with evidence of progress as measured by their site visit reports from BARR.	PROJECT		100	/	100 100.00

1.c. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
By the end of year 4, all grantee schools will be implementing the BARR program with evidence of progress measured by their site visit reports from BARR.	PROJECT		100	/	100 100.00

1.d. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
By the end of year 2, grantee building implementation teams will demonstrate 25% progress toward completion on local literacy plan development and implementation as determined through evidence of milestones on the CLSD grant status report.	PROJECT		100	/	100 100.00

U.S. Department of Education
Grant Application Form for Project Objectives and Performance Measures Information

1.e. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
By the end of year 3, grantee building implementation teams will demonstrate 50% progress toward completion on local literacy plan development and implementation as determined through evidence of milestones on the CLSD grant status report.	PROJECT		100	/	100 100.00

1.f. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
By the end of year 4, grantee building implementation teams will demonstrate 75% progress toward completion on local literacy plan development and implementation as determined through evidence of milestones on the CLSD grant status report.	PROJECT		100	/	100 100.00

1.g. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
By the end of year 5, grantee building implementation teams will demonstrate 100% completion on local literacy plan development and implementation as determined through evidence of milestones on the CLSD grant status report.	PROJECT		100	/	100 100.00

2. Project Objective:

All administrative building instructional leaders will attend identified events to learn and improve leadership of systemic ELA delivery.

2.a. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Each year, 2, 3, 4, and 5, the percentage of administrative building instructional leaders attending each collaborative network event will meet or exceed 70% as evidenced by live attendance or exit ticket completion.	PROJECT		75	/	100 75.00

2.b. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Each year, 2, 3, 4, and 5, the percentage of responses from administrative building instructional leaders reporting applicable learning acquisition via network events through exit ticket responses will meet or exceed 75%.	PROJECT		75	/	100 75.00

U.S. Department of Education
Grant Application Form for Project Objectives and Performance Measures Information

2.c. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
By the end of year 3, all administrative building instructional leaders will have completed grant-approved high-quality professional learning in system leadership of evidence-based literacy delivery.	PROJECT		100	/	100
					100.00

3. Project Objective:

Each local building educator will access learning opportunities and continuously improve delivery of evidence-based, scientifically aligned programs and practices.

3.a. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
By the end of year 2, 50% of educators will be enrolled or will have completed grant-approved high-quality professional learning in evidence-based literacy instruction specific to their roles and differentiated needs.	PROJECT		50	/	100
					50.00

3.b. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
By the end of year 3, 100% of educators will be enrolled or will have completed grant-approved high-quality professional learning in evidence-based literacy instruction specific to their roles and differentiated needs.	PROJECT		100	/	100
					100.00

3.c. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Each year 2, 3, 4, and 5, at least 60 % of educators will report increased confidence in knowledge and implementation of instruction informed by ND ELA standards and measured on a pre and post confidence survey.	PROJECT		60	/	100
					60.00

4. Project Objective:

Educators will demonstrate increased knowledge and implementation of instruction leading to student growth of ND ELA standards.

U.S. Department of Education
Grant Application Form for Project Objectives and Performance Measures Information

4.a. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Years 2, 3, 4, and 5, annually increase the percentage K-6 of students achieving interim scores of 3 or higher on all ELA standards clusters measured by the NDA+ assessment suite by 5% annually. Baseline to be set spring of 2025.	PROJECT		1	/	100
					1.00

4.b. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Years 2, 3, 4, and 5, annually increase the number elementary and secondary ELA standards cluster scores on which students demonstrate increased proficiency. Baseline to be set spring of 2025.	PROJECT		1	/	100
					1.00

INSTRUCTIONS GRANT APPLICATION FORM FOR PROJECT OBJECTIVES AND PERFORMANCE MEASURES INFORMATION

PURPOSE

Applicants must submit a **GRANT APPLICATION FORM FOR PROJECT OBJECTIVES AND PERFORMANCE MEASURES INFORMATION** via Grants.gov or in G5 when instructed to submit applications in G5. This form collects project objectives and quantitative and/or qualitative performance measures at the time of application submission for the purpose of automatically prepopulating this information into the U.S. Department of Education's (ED) automated Grant Performance Report form (ED 524B), which is completed by ED grantees prior to the awarding of continuation grants. Additionally, this information will prepopulate into ED's automated ED 524B that may be required by program offices of grant recipients that are awarded front loaded grants for their entire multi-year project up-front in a single grant award, and will also be prepopulated into ED's automated ED 524B for those grant recipients that are required to use the ED 524B to submit their final performance reports.

GENERAL INSTRUCTIONS

Applicant Information

- **Legal Name:** The legal name of the applicant that will undertake the assistance activity will prepopulate from the Application Form for Federal Assistance (SF 424 Form). This is the organization that has registered with the System for Award Management (SAM). Information on registering with SAM may be obtained by visiting www.Grants.gov.

Project Objectives Information and Related Performance Measures Data

Your grant application establishes project objectives stating what you hope to achieve with your funded grant project. Generally, one or more performance measures are also established for each project objective that will serve to demonstrate whether you have met or are making progress towards meeting each project objective.

- **Project Objective:** Enter each project objective that is included in your grant application. When completing this form in Grants.gov, a maximum of 26 project objectives may be entered. Only one project objective should be entered per row. Project objectives should be numbered sequentially, i.e., 1., 2., 3., etc. If applicable, project objectives may be entered for each project year; however, the year to which the project objective applies must be clearly identified as is presented in the following examples:
 1. **Year 1.** Provide two hour training to teachers in the Boston school district that focuses on improving test scores.
 2. **Year 2.** Provide two hour training to teachers in the Washington D.C. school district that focuses on improving test scores.
- **Performance Measure:** For each project objective, enter each associated quantitative and/or qualitative performance measure. When completing this form in Grants.gov, a maximum of 26 quantitative and/or qualitative performance measures may be entered. There may be multiple quantitative and/or qualitative performance measures associated with each project objective. Enter only one quantitative or qualitative performance measure per row. Each quantitative or qualitative performance measure that is associated with a particular project objective should be labeled using an alpha indicator. Example: The first quantitative or qualitative performance measure associated with project objective "1" should be labeled "1.a.," the second quantitative or qualitative performance measure for project objective "1" should be labeled "1.b.," etc. If applicable, quantitative and/or qualitative performance measures may be entered for each project year; however, the year to which the quantitative and/or qualitative performance measures apply must be clearly identified as is presented in the following examples:

- 1.a. **Year 1.** By the end of year one, 125 teachers in the Boston school district will receive a two hour training program that focuses on improving test scores.
- 2.a. **Year 2.** By the end of year two, 125 teachers in the Washington D.C. school district will receive a two hour training program that focuses on improving test scores.

- **Measure Type:** For each performance measure, select the appropriate type of performance measure from the drop down menu. There are two types of measures that **ED** may have established for the grant program:

1. **GPRA:** Measures established for reporting to Congress under the Government Performance and Results Act; and

2. **PROGRAM:** Measures established by the program office for the particular grant competition.

In addition, you will be required to report on any project-specific performance measures (**PROJECT**) that you established in your grant application to meet your project objectives.

In the **Measure Type** field, select one (1) of the following measure types: **GPRA; PROGRAM; or PROJECT.**

- **Quantitative Target Data:** For quantitative performance measures with established quantitative targets, provide the target you established for meeting each performance measure. Only quantitative (numeric) data should be entered in the Target boxes. If the collection of quantitative data is not appropriate for a particular performance measure (i.e., for **qualitative** performance measures), please leave the target data boxes blank.

The Target Data boxes are divided into three columns: **Raw Number; Ratio, and Percentage (%)**.

For performance measures that are stated in terms of a single number (e.g., the number of workshops that will be conducted or the number of students that will be served), the target data should be entered as a single number in the **Raw Number column** (e.g., **10** workshops or **80** students). Please leave the **Ratio and Percentage (%) columns** blank.

For performance measures that are stated in terms of a percentage (e.g., percentage of students that attain proficiency), complete the **Ratio column**, and leave the **Raw Number and Percentage (%) columns** blank. The **Percentage (%)** will automatically calculate based on the entered ratio. In the **Ratio column** (e.g., **80/100**), the numerator represents the numerical target (e.g., the number of students that are expected to attain proficiency), and the denominator represents the universe (e.g., all students served).



U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS

OMB Number: 1894-0008
Expiration Date: 08/31/2026

Name of Institution/Organization

North Dakota Department of Public Instruction

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

SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Project Year 6 (f)	Project Year 7 (g)	Total (h)
1. Personnel								
2. Fringe Benefits								
3. Travel								
4. Equipment								
5. Supplies						0.00		
6. Contractual								
7. Construction								
8. Other								
9. Total Direct Costs (lines 1-8)						0.00		
10. Indirect Costs*								
11. Training Stipends								
12. Total Costs (lines 9-11)	11,123,983.49	11,218,763.99	11,023,240.12	11,031,759.15	490,997.41	0.00		44,888,744.16

***Indirect Cost Information (To Be Completed by Your Business Office):** If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

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

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

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2023 To: 06/30/2026 (mm/dd/yyyy)

Approving Federal agency: ☒ ED ☐ Other (please specify):

The Indirect Cost Rate is 13.70 %.

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? ☐ Yes ☐ No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?
☐ Yes ☐ No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

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

☒ Is included in your approved Indirect Cost Rate Agreement? Or, ☐ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 13.70 %.

(6) For Training Rate Programs (check one) – Are you using a rate that:

☐ Is based on the training rate of 8 percent of MTDC (See EDGAR § 75.562(c)(4))? Or, ☐ Is included in your approved Indirect Cost Rate Agreement, because it is lower than the training rate of 8 percent of MTDC (See EDGAR § 75.562(c)(4))?

Name of Institution/Organization	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
North Dakota Department of Public Instruction		

SECTION B - BUDGET SUMMARY

NON-FEDERAL FUNDS

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Project Year 6 (f)	Project Year 7 (g)	Total (h)
1. Personnel								
2. Fringe Benefits								
3. Travel								
4. Equipment								
5. Supplies								
6. Contractual								
7. Construction								
8. Other								
9. Total Direct Costs (lines 1-8)								
10. Indirect Costs								
11. Training Stipends								
12. Total Costs (lines 9-11)								

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524

Name of Institution/Organization <div style="border: 1px solid black; padding: 2px; margin-top: 5px;">North Dakota Department of Public Instruction</div>	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.
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IF APPLICABLE: SECTION D - LIMITATION ON ADMINISTRATIVE EXPENSES

(1) List administrative cost cap (x%): <div style="border: 1px solid black; width: 40px; height: 15px; display: inline-block;"></div>
(2) What does your administrative cost cap apply to? <input type="checkbox"/> (a) indirect and direct costs or, <input type="checkbox"/> (b) only direct costs

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Project Year 6 (f)	Project Year 7 (g)	Total (h)
1. Personnel Administrative								
2. Fringe Benefits Administrative								
3. Travel Administrative								
4. Contractual Administrative								
5. Construction Administrative								
6. Other Administrative								
7. Total Direct Administrative Costs (lines 1-6)								
8. Indirect Costs								
9. Total Administrative Costs								
10. Total Percentage of Administrative Costs								

U.S. Department of Education Supplemental Information for the SF-424
Application for Federal Assistance

OMB Number: 1894-0007
Expiration Date: 04/30/2026

1. Project Director and Applicable Entity Identification Numbers:

Prefix:	* First Name:	Middle Name:	* Last Name:	Suffix:
<input type="text"/>	<input type="text" value="Brenda"/>	<input type="text"/>	<input type="text" value="Ehrmantraut"/>	<input type="text"/>

* Project Director Level of Effort (percentage of time devoted to grant):

Address:

* Street1:	<input type="text" value="600 E Boulevard Ave"/>
Street2:	<input type="text" value="Dept 201"/>
* City:	<input type="text" value="Bismarck"/>
County:	<input type="text" value="ND"/>
* State:	<input type="text" value="ND: North Dakota"/>
* Zip Code:	<input type="text" value="585050440"/>
* Country:	<input type="text" value="USA: UNITED STATES"/>

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

<input type="text"/>	<input type="text"/>
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* Email Address:

<input type="text"/>

Alternate Email Address:

<input type="text"/>

OPE ID(s) (if applicable)

<input type="text"/>

NCES School ID(s) (if applicable)

<input type="text"/>

NCES LEA/School District ID(s) (if applicable)

<input type="text"/>

2. New Potential Grantee or Novice Applicant:

- ☐ N/A. This item is not applicable because the program competition's notice inviting applications (NIA) does not include a definition of either "New Potential Grantee" or "Novice Applicant." This item is not applicable when the program competition's NIA does not include either definition.

For NIA's that include a definition of "New Potential Grantee" or "Novice Applicant," complete the following:

a. Are you either a new potential grantee or novice applicant as defined in the program competition's NIA?

☐ Yes ☒ No

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

☐ Yes ☒ No

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

☐ Yes Provide Exemption(s) #(s): ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

☐ No Provide Federal Wide Assurance #(s), if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

Add Attachment

Delete Attachment

View Attachment

4. Infrastructure Programs and Build America, Buy America Act Applicability:

If the competition Notice Inviting Applications (NIA) in section III. 4. "Other" states that the program under which this application is submitted is subject to the Build America, Buy America Act (Pub. L. 117-58) (BABAA) domestic sourcing requirements, complete the following:

☒ This application does not include any infrastructure projects or activities and therefore **IS NOT** subject the BABAA domestic sourcing requirements.

☐ This application **IS** subject to the BABAA domestic sourcing requirements, because the proposed grant project described in this application includes the following infrastructure projects or activities:

☐ Construction

☐ Remodeling

☐ Broadband Infrastructure

If this application **IS** subject to the BABAA domestic sourcing requirements, please list the page numbers from within the application narrative where the proposed infrastructure project or activities are described:

NOTICE TO ALL APPLICANTS: EQUITY FOR STUDENTS, EDUCATORS, AND OTHER PROGRAM BENEFICIARIES

Section 427 of the General Education Provisions Act (GEPA) ([20 U.S.C. 1228a](#)) applies to applicants for grant awards under this program.

ALL APPLICANTS FOR NEW GRANT AWARDS MUST INCLUDE THE FOLLOWING INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.

Please respond to the following requests for information. Responses are limited to 4,000 characters.

1. Describe how your entity's existing mission, policies, or commitments ensure equitable access to, and equitable participation in, the proposed project or activity.

North Dakota Department of Public Instruction (ND DPI) Mission:
The mission of the ND DPI is to ensure that all students receive a quality education that prepares them for success in a global and diverse society. This mission underscores a commitment to equitable access and participation for every student, regardless of background or circumstance. ND DPI has established policies and initiatives to promote equity and inclusion within all schools. This includes training and resources for culturally responsive teaching, anti-bias education, and the development of inclusive curricula that reflect the diverse backgrounds of all students. The proposed literacy project aligns with ND DPI's mission and policies by specifically targeting barriers to equitable access and participation in literacy education. The project will: Identify and Support At-Risk Students: Use data to identify students at risk of falling behind in literacy and provide targeted interventions, including tutoring, after-school programs, and summer literacy camps. Enhance Teacher Training: Offer specialized training for teachers on inclusive literacy instruction, ensuring they have the skills to support all students effectively. Leverage Community Partnerships: Collaborate with local libraries, community organizations, and families to create a supportive literacy environment outside of school, particularly in underserved communities. Monitor and Adjust: Continuously monitor the implementation of the project and use feedback and data to make necessary adjustments, ensuring that the project remains responsive to the needs of all students.

2. Based on your proposed project or activity, what barriers may impede equitable access and participation of students, educators, or other beneficiaries?

Barriers to equitable access or participation in the literacy project may include socioeconomic disparities, geographic isolation in rural areas, limited English proficiency, disabilities, and lack of access to technology. Students from low-income families may not have the resources to support literacy development outside of school, and those in remote areas may have limited access to libraries and literacy programs. Additionally, students with disabilities or those who are English Language Learners (ELLs) may require specialized instructional approaches and materials to ensure full participation.

3. Based on the barriers identified, what steps will you take to address such barriers to equitable access and participation in the proposed project or activity?

To overcome these barriers, the project will implement several strategies:

Information about resources will be available to local education agencies to address barriers in one or more of the following ways:

Resource Allocation: Provide additional resources and support to schools in low-income and rural areas, including funding for libraries, digital literacy programs, and mobile book units.

Inclusive Curriculum: Develop and implement inclusive instructional materials and teaching methods that address the needs of students with disabilities and ELLs. This includes differentiated instruction and the use of assistive technologies.

Professional Development: Offer ongoing professional development for teachers on inclusive teaching practices and culturally responsive pedagogy.

Community Engagement: Partner with local community organizations to provide literacy support and resources to families, ensuring that literacy development extends beyond the classroom.

4. What is your timeline, including targeted milestones, for addressing these identified barriers?

The proposed literacy project will follow a structured timeline with specific milestones to systematically address the identified barriers to equitable access and participation. Below is the timeline and key milestones: Year 1: Planning and Initial Implementation Q1: Project Kickoff (Months 1-3) Project Launch: Form project team, including key stakeholders such as educators, administrators, community partners, and parents. Needs Assessment: Conduct a comprehensive needs assessment to identify specific barriers to literacy access in various communities. Resource Allocation: Allocate initial funding and resources based on needs assessment results. Q2: Development Phase Curriculum Development: Develop inclusive literacy curriculum and instructional materials tailored to diverse learning needs, including ELL and special education resources. Professional Development Planning: Plan professional development sessions focused on inclusive literacy instruction and culturally responsive teaching. Community Engagement: Begin outreach to community organizations and families to establish partnerships and support networks. Evaluation and Adjustment (Months 10-12) Data Collection: Collect data on student participation and performance in pilot programs. Adjustments: Make necessary adjustments to curriculum, materials, and instructional strategies based on feedback and initial data. Community and Family Engagement (Months 19-21) Workshops for Parents: Host literacy workshops for parents to support literacy development at home.

Community Events: Organize community literacy events, such as reading nights and book fairs, to promote a culture of literacy. Sustainability Planning (Months 25-27) Develop Sustainability Plan: Create a plan for sustaining the literacy program beyond the grant period, including potential funding sources and partnerships. Institutionalize Practices: Work with schools to institutionalize successful literacy practices and integrate them into standard curricula

Notes:

1. Applicants are not required to have mission statements or policies that align with equity in order to submit an application.
2. Applicants may identify any barriers that may impede equitable access and participation in the proposed project or activity, including, but not limited to, barriers based on economic disadvantage, gender, race, ethnicity, color, national origin, disability, age, language, migrant status, rural status, homeless status or housing insecurity, pregnancy, parenting, or caregiving status, and sexual orientation.
3. Applicants may have already included some or all of this required information in the narrative sections of their applications or their State Plans. In responding to this requirement, for each question, applicants may provide a cross-reference to the section(s) and page number(s) in their applications or State Plans that includes the information responsive to that question on this form or may restate that information on this form.

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1894-0005. Public reporting burden for this collection of information is estimated to average 3 hours per response, including time for reviewing instructions, searching existing data sources, gathering, and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain a benefit. If you have any comments concerning the accuracy of the time estimate or suggestions for improving this individual collection, send your comments to ICDocketMgr@ed.gov and reference OMB Control Number 1894-0005. All other comments or concerns regarding the status of your individual form may be addressed to either (a) the person listed in the FOR FURTHER INFORMATION CONTACT section in the competition Notice Inviting Applications, or (b) your assigned program officer.



U.S. Department of Education
Evidence Form

OMB Number: 1894-0001
Expiration Date: 07/31/2025

1. Level of Evidence

Select the level of evidence of effectiveness for which you are applying. See the Notice Inviting Applications for the relevant definitions and requirements.

☐ Demonstrates a Rationale ☐ Promising Evidence ☐ Moderate Evidence ☒ Strong Evidence

2. Citation and Relevance

Fill in the chart below with the appropriate information about the studies that support your application.

A. Research/Citation	B. Relevant Outcome(s)/Relevant Finding(s)	C. Project Component(s)/Overlap of Populations and/or Settings
Bos, J. M., Dhillon, S., & Borman, T. (2019). Building Assets and Reducing Risks (BARR) validation study. Final Report. American Institutes for Research. Retrieved from https://ies.ed.gov/ncee/WWC/Study/89782	Statistically significant positive effects were found for students in the study districts. The improvement index size was 7. The study is characterized as back by "strong evidence".	This study was conducted in 5 states across the U.S. in a variety of different-sized schools. Some populations do not exactly match with ND, but there was enough variety to lend itself as a good measure.
Foorman, B. R., Beyer, N., Hayes, L., Raphael, J., & Tompkins, L. (2016). Foundational skills to support reading for understanding in kindergarten through 3rd grade (NCEE 2016-4008). National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. https://ies.ed.gov/ncee/WWC/Docs/PracticeGuide/wwc_foundationalreading_040717.pdf	(pgs. 14-21) Recommendation 2 (Develop awareness of the segments of sounds in speech and how they link to letters) is characterized as backed by "strong evidence". (pgs. 22-31) Recommendation 3 (Teacher students to decode words, analyze word parts, and write and recognize words) is characterized as backed by "strong evidence". (Appendix D, Table D.1, pg. 53) List of outcome domains. (Appendix D, Table D.2, pg. 54) Key domains for each recommendation.	(Appendix D, Table D.3, pgs. 55-61) of 29 studies, 4 studies contribute to the findings for recommendations 2 & 3 without reservations. These studies were conducted in areas of varying sizes in multiple states and countries.
Graham, S., Bollinger, A., Booth Olson, C., D'Aoust, C., MacArthur, C., McCutchen, D., & Olinghouse, N. (2016). Teaching secondary students to write effectively (NCEE 2017-4002). National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. https://ies.ed.gov/ncee/WWC/Docs/PracticeGuide/508_WWCPG_SecondaryWriting_122719.pdf	(pgs. 6-30) Recommendation 1 (Explicitly teach appropriate writing strategies using a Model-Practice-Reflect instructional cycle) is characterized as backed by "strong evidence". (Appendix D, Table D.1, pg. 67) Outcome domains	(Appendix D, Table D.2, pgs. 70-72) 6 studies were conducted meeting WWC group design standards without reservations. Most studies were conducted in settings and populations much larger than the ones proposed in the application.
National Center for Education Evaluation and Regional Assistance (NCEE). (2022). Preparing young children for school: A practice guide (NCEE 2022-4007). Institute of Education Sciences, U.S. Department of Education. https://ies.ed.gov/ncee/WWC/Docs/PracticeGuide/TO4_PRACTICE_GUIDE_Preparing-for-School_07222022_v6.pdf	(pgs. 39-45) Recommendation 5 (Intentionally plan activities to build children's vocabulary and language) is characterized as backed by "strong evidence". (pgs. 46-52) Recommendation 6 (Build children's knowledge of letters and sounds) is characterized as backed by "strong evidence". (pgs. 53-60) Recommendation 7 (Use shared book reading to develop children's language,	(Appendix C, Table C.12, pgs. 108-115) 15 studies were conducted, 10 of which met WWC group design standards without reservations. Studies were conducted in Head Start and elementary school-based 3- & 4-year-old programs across many states. There was a wide range of ethnicities and socioeconomic statuses represented. (Appendix C, Table C.14, pgs. 118-122) The

	<p>knowledge of print features, and knowledge of the world) is characterized as backed by "strong evidence".</p> <p>(Appendix C, Table C.1, pp. 76-79) Studies contributing to the "strong evidence" supporting the effectiveness of Recommendations 5, 6, & 7.</p> <p>(Appendix C, Table C.2, pg. 80) Relevant domains for each recommendation.</p>	<p>strong level of evidence was based on 9 studies that all met WWC group design standards without reservations. studies were conducted in Head Start and elementary school-based 3- & 4-year-old programs across many states.</p> <p>(Appendix C, Table C.16, pgs. 125-133) 17 studies were conducted, 11 of which met WWC group design standards without hesitation. Studies were conducted in Head Start and elementary school-based 3- & 4-year-old programs across many states. There was a wide range of ethnicities and socioeconomic statuses represented.</p>
<p>Poch, A., Juel, C., Yohannan, S., & Surber, C. (2018). Teaching elementary school students to be effective writers (NCEE 2018-4005). National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U. S. Department of Education. https://ies.ed.gov/ncee/WWC/Docs/PracticeGuide/WWC_Elem_Writing_PG_Dec182018.pdf</p>	<p>(pgs. 12-26) Recommendation 2 (Teach students to use the writing process for a variety of purposes) is characterized as backed by "strong evidence".</p>	<p>(Appendix D, Table D.3, pgs. 54-69) shows the studies that provide support for the use of self-regulated strategy development (SRSD) across many studies. These studies were conducted at various schools across the United States and other countries.</p>
<p>Vaughn, S., Kieffer, M. J., McKeown, M., Reed, D. K., Sanchez, M., St. Martin, K., & Wexler, J. (2022). Providing reading interventions for students in grades 4-9 (NCEE 2022-4010). National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. https://ies.ed.gov/ncee/WWC/PracticeGuide/29</p>	<p>(pgs. 4-11) Recommendation 1 (Build students' decoding skills so they can read complex multisyllabic words) is characterized as backed by "strong evidence".</p> <p>(pgs. 12-19) Recommendation 2 (Provide purposeful fluency-building activities to help students read effortlessly) is characterized as backed by "strong evidence".</p> <p>(pgs. 20-67) Recommendation 3 (Routinely use a set of comprehension-building practices to help students make sense of the text) parts A-D (A: Build students' world and word knowledge so they can make sense of the text. B: Consistently provide students with opportunities to ask and answer questions to better understand the text they read. C: Teacher students a routine for determining the gist of a short section of text. D: Teach students to monitor their comprehension as they read) are characterized as backed by "strong evidence".</p> <p>(Appendix C, Table C.1, pgs. 89-91) Map between studies and the recommendations made in this practice guide.</p> <p>(Appendix C, Table C.2, pg. 92) Relevant outcomes for each recommendation.</p>	<p>(Appendix C, Table C.4, pgs. 96-109) 32 studies were conducted, 17 of which met WWC group design standards with reservations for recommendation 1. Studies were conducted across many settings. Populations varied greatly.</p> <p>(Appendix C, Table C. 6, pgs. 112-123) 33 studies were conducted, 19 of which met WWC group design standards without reservations for recommendation 2. Studies were conducted across many settings. Populations varied greatly.</p> <p>(Appendix C, Table C.8, pgs. 126-140) 34 studies were conducted, 23 of which met WWC group design standards without reservations for recommendation 3. Studies were conducted across many settings. Populations varied greatly.</p>

Instructions for Evidence Form

- 1. Level of Evidence.** Check the box next to the level of evidence for which you are applying. See the Notice Inviting Applications for the evidence definitions.
- 2. Citation and Relevance.** Fill in the chart for each of the studies you are submitting to meet the evidence standards. If allowable under the program you are applying for, you may add additional rows to include more than four citations. (See below for an example citation.)
 - a. Research/Citation.** For Demonstrates a Rationale, provide the citation or link for the research or evaluation findings. For Promising, Moderate, and Strong Evidence, provide the full citation for each study or WWC publication you are using as evidence. If the study has been reviewed by the WWC, please include the rating it received, the WWC review standards version, and the URL link to the description of that finding in the WWC reviewed studies database. Include a copy of the study or a URL link to the study, if available. Note that, to provide promising, moderate, or strong evidence, you must cite either a specific recommendation from a WWC practice guide, a WWC intervention report, or a publicly available, original study of the effectiveness of a component of your proposed project on a student outcome or other relevant outcome.
 - b. Relevant Outcome(s)/Relevant Finding(s).** For Demonstrates a Rationale, describe how the research or evaluation findings suggest that the project component included in the logic model is likely to improve relevant outcomes. For Promising, Moderate and Strong Evidence, describe: 1) the project component included in the study (or WWC practice guide or intervention report) that is also a component of your proposed project, 2) the student outcome(s) or other relevant outcome(s) that are included in both the study (or WWC practice guide or intervention report) and in the logic model (theory of action) for your proposed project, and 3) the study (or WWC intervention report) finding(s) or WWC practice guide recommendations supporting a favorable relationship between a project component and a relevant outcome. Cite page and table numbers from the study (or WWC practice guide or intervention report), where applicable.
 - c. Project Component(s)/Overlap of Population and/or Settings.** For Demonstrates a Rationale, explain how the project component(s) is informed by the research or evaluation findings. For Promising, Moderate, and Strong Evidence, explain how the population and/or setting in your proposed project are similar to the populations and settings included in the relevant finding(s). Cite page numbers from the study or WWC publication, where applicable.

EXAMPLES: For Demonstration Purposes Only (the three examples are not assumed to be cited by the same applicant)

A. Research/Citation	B. Relevant Outcome(s)/Relevant Finding(s)	C. Project Component(s)/Overlap of Populations and/or Settings
Graham, S., Bruch, J., Fitzgerald, J., Friedrich, L., Furgeson, J., Greene, K., Kim, J., Lyskawa, J., Olson, C. B., & Smither Wulsin, C. (2016). <i>Teaching secondary students to write effectively</i> (NCEE 2017-4002). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from the NCEE website: https://ies.ed.gov/ncee/wwc/PracticeGuide/22 . This report was prepared under Version 3.0 of the WWC Handbook (p. 72).	<p>(Table 1, p. 4) Recommendation 1 ("Explicitly teach appropriate strategies using a Model – Practice – Reflect instructional cycle") is characterized as backed by "strong evidence."</p> <p>(Appendix D, Table D.2, pp. 70-72) Studies contributing to the "strong evidence" supporting the effectiveness of Recommendation 1 reported statistically significant and positive impacts of this practice on genre elements, organization, writing output, and overall writing quality.</p>	(Appendix D, Table D.2, pp. 70-72) Studies contributing to the "strong evidence" supporting the effectiveness of Recommendation 1 were conducted on students in grades 6 through 12 in urban and suburban school districts in California and in the Mid-Atlantic region of the U.S. These study samples overlap with both the populations and settings proposed for the project.

A. Research/Citation	B. Relevant Outcome(s)/Relevant Finding(s)	C. Project Component(s)/Overlap of Populations and/or Settings
<p>U.S. Department of Education, Institute of Education Sciences, What Works Clearinghouse. (2017, February). Transition to College intervention report: Dual Enrollment Programs. Retrieved from https://ies.ed.gov/ncee/wwc/Intervention/1043. This report was prepared under Version 3.0 of the WWC Handbook (p. 1).</p>	<p>(Table 1, p. 2) Dual enrollment programs were found to have positive effects on students' high school completion, general academic achievement in high school, college access and enrollment, credit accumulation in college, and degree attainment in college, and these findings were characterized by a "medium to large" extent of evidence.</p>	<p>(pp. 1, 19, 22) Studies contributing to the effectiveness rating of dual enrollment programs in the high school completion, general academic achievement in high school, college access and enrollment, credit accumulation in college, and degree attainment in college domains were conducted in high schools with minority students representing between 32 and 54 percent of the student population and first generation college students representing between 31 and 41 percent of the student population. These study samples overlap with both the populations and settings proposed for the project.</p>
<p>Bettinger, E.P., & Baker, R. (2011). <i>The effects of student coaching in college: An evaluation of a randomized experiment in student mentoring</i>. Stanford, CA: Stanford University School of Education. Available at https://ed.stanford.edu/sites/default/files/bettinger_baker_030711.pdf</p> <p>Meets WWC Group Design Standards without Reservations under review standards 2.1 (http://ies.ed.gov/ncee/wwc/Study/72030).</p>	<p>The intervention in the study is a form of college mentoring called student coaching. Coaches helped with a number of issues, including prioritizing student activities and identifying barriers and ways to overcome them. Coaches were encouraged to contact their assignees by either phone, email, text messaging, or social networking sites (pp. 8-10). The proposed project for Alpha Beta Community College students will train professional staff and faculty coaches on the most effective way(s) to communicate with their mentees, suggest topics for mentors to talk to their mentees, and be aware of signals to prevent withdrawal or academic failure.</p> <p>The relevant outcomes in the study are student persistence and degree completion (Table 3, p. 27), which are also included in the logic model for the proposed project.</p> <p>This study found that students assigned to receive coaching and mentoring were significantly more likely than students in the comparison group to remain enrolled at their institutions (pp. 15-16, and Table 3, p. 27).</p>	<p>The full study sample consisted of "13,555 students across eight different higher education institutions, including two- and four-year schools and public, private not-for-profit, and proprietary colleges." (p. 10) The number of students examined for purposes of retention varied by outcome (Table 3, p. 27). The study sample overlaps with Alpha Beta Community College in terms of both postsecondary students and postsecondary settings.</p>

Paperwork Burden Statement: According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1894-0001. The time required to complete this information collection is estimated to vary from 1 to 4 hours per response, with an average of 1.5 hours per response, including the time to review instructions, search existing data sources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4537. If you have comments or concerns regarding the status of your individual submission of this form, write directly to the Office of Innovation and Improvement, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202

PR/Award # S371C240004