

U.S. Department of Education

Washington, D.C. 20202-5335



APPLICATION FOR GRANTS UNDER THE

**EARLY READING FIRST
CFDA # 84.359B
PR/Award # S359B080046
Grants.gov Tracking#: GRANT00473343**

Closing Date: JUN 10, 2008

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424

Version 02

* 1. Type of Submission: <input type="radio"/> Preapplication <input checked="" type="radio"/> Application <input type="radio"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="radio"/> New <input type="radio"/> Continuation <input type="radio"/> Revision	* If Revision, select appropriate letter(s): _____ * Other (Specify) _____
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* 3. Date Received: 06/10/2008	4. Applicant Identifier: _____
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5a. Federal Entity Identifier: 1-450001056-A1	* 5b. Federal Award Identifier: _____
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State Use Only:

6. Date Received by State: _____	7. State Application Identifier: _____
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8. APPLICANT INFORMATION:

* a. Legal Name: ND Department of Public Instruction

* b. Employer/Taxpayer Identification Number (EIN/TIN): 45-0309764	* c. Organizational DUNS: 803755057
---	--

d. Address:

* Street1: 600 Boulevard Ave., Dept 201
Street2: _____
* City: Bismarck
County: _____
* State: ND: North Dakota
Province: _____
* Country: USA: UNITED STATES
* Zip / Postal Code: 58505-0440

e. Organizational Unit:

Department Name: _____	Division Name: _____
---------------------------	-------------------------

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

Prefix: Ms. * First Name: Gail
Middle Name: _____
* Last Name: Schauer
Suffix: _____

Title: Assistant Director of Title I

Organizational Affiliation:
Department of Public Instruction

* Telephone Number: (701) 328-2285 Fax Number: (701) 328-4770

* Email: gschauer@nd.gov

Application for Federal Assistance SF-424

Version 02

9. Type of Applicant 1: Select Applicant Type:

A: State Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

*** Other (specify):**

*** 10. Name of Federal Agency:**

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.359

CFDA Title:

Early Reading First

*** 12. Funding Opportunity Number:**

ED-GRANTS-050708-002

*** Title:**

Early Reading First 84.359A and B: Full Application

13. Competition Identification Number:

84-359B2008-1

Title:

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

North Central North Dakota, towns in and around Minot, ND

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

See page 1 of the project abstract.

Attach supporting documents as specified in agency instructions.

Application for Federal Assistance SF-424

Version 02

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

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

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="1,921,812.00"/>
* 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="1,921,812.00"/>

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

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

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes", provide explanation.)**

- Yes No

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

** I AGREE

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

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

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Standard Form 424 (Revised 10/2005)
Prescribed by OMB Circular A-102

Application for Federal Assistance SF-424

Version 02

*** Applicant Federal Debt Delinquency Explanation**

The following field should contain an explanation if the Applicant organization is delinquent on any Federal Debt. Maximum number of characters that can be entered is 4,000. Try and avoid extra spaces and carriage returns to maximize the availability of space.

Attachments

AdditionalCongressionalDistricts

File Name

Mime Type

AdditionalProjectTitle

File Name

Mime Type



U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:
ND 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

Table with 7 columns: Budget Categories, Project Year 1(a), Project Year 2 (b), Project Year 3 (c), Project Year 4 (d), Project Year 5 (e), Total (f). Rows include Personnel, Fringe Benefits, Travel, Equipment, Supplies, Contractual, Construction, Other, Total Direct Costs, Indirect Costs, Training Stipends, and Total Costs.

*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? [X] Yes [] No
(2) If yes, please provide the following information:
Period Covered by the Indirect Cost Rate Agreement: From: 7/1/2006 To: 6/30/2008 (mm/dd/yyyy)
Approving Federal agency: [X] ED [] Other (please specify):
(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:
[] Is included in your approved Indirect Cost Rate Agreement? or, [] Complies with 34 CFR 76.564(c)(2)?



U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:
ND 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 B - BUDGET SUMMARY

NON-FEDERAL FUNDS

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
2. Fringe Benefits	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
3. Travel	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
6. Contractual	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
9. Total Direct Costs (lines 1-8)	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
10. Indirect Costs	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0

ASSURANCES - NON-CONSTRUCTION PROGRAMS

OMB Approval No. 4040-0007
Expiration Date 04/30/2008

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

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Prescribed by OMB Circular A-102

Tracking Number: GRANT00473343

9. Will comply, as applicable, with the provisions of the Davis- Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327- 333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93- 205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.

* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL Galeila Schauer	* TITLE State Assistant Superintendent
* APPLICANT ORGANIZATION ND Department of Public Instruction	* DATE SUBMITTED 06-10-2008

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

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352
(See reverse for public burden disclosure.)

Approved by OMB

0348-0046

<p>1. * Type of Federal Action:</p> <p><input type="checkbox"/> a. contract</p> <p><input checked="" type="checkbox"/> b. grant</p> <p><input type="checkbox"/> c. cooperative agreement</p> <p><input type="checkbox"/> d. loan</p> <p><input type="checkbox"/> e. loan guarantee</p> <p><input type="checkbox"/> f. loan insurance</p>	<p>2. * Status of Federal Action:</p> <p><input type="checkbox"/> a. bid/offer/application</p> <p><input checked="" type="checkbox"/> b. initial award</p> <p><input type="checkbox"/> c. post-award</p>	<p>3. * Report Type:</p> <p><input checked="" type="checkbox"/> a. initial filing</p> <p><input type="checkbox"/> b. material change</p> <p>For Material Change Only:</p> <p>year quarter</p> <p>date of last report</p>
<p>4. Name and Address of Reporting Entity:</p> <p><input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee Tier if known:</p> <p>* Name: Not applicable</p> <p>* Address: Not applicable</p> <p>Not applicable</p> <p>Congressional District, if known:</p>	<p>5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:</p>	
<p>6. * Federal Department/Agency:</p> <p>Not applicable</p>	<p>7. * Federal Program Name/Description: Early Reading First</p> <p>CFDA Number, if applicable: 84.359</p>	
<p>8. Federal Action Number, if known:</p>	<p>9. Award Amount, if known:</p>	
<p>10. a. Name and Address of Lobbying Registrant (if individual, complete name):</p> <p>* Name: Not applicable</p> <p>Not applicable</p> <p>* Address:</p>	<p>b. Individual Performing Services (including address if different from No. 10a):</p> <p>* Name: Not applicable</p> <p>Not applicable</p>	
<p>11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.</p>	<p>* Signature: Galeila Schauer</p> <p>* Name: Not applicable</p> <p>Not applicable</p> <p>Title:</p> <p>Telephone No.:</p> <p>Date: 06-10-2008</p>	
<p>Federal Use Only:</p>	<p style="text-align: right;">Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)</p>	

Public Burden Disclosure Statement

According to the Paperwork Reduction Act, as amended, no persons are required to respond to a collection of information unless it displays a valid OMB Control Number. The valid OMB control number for this information collection is OMB No. 0348-0046. Public reporting burden for this collection of information is estimated to average 10 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0046), Washington, DC 20503.

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1890-0007. The time required to complete this information collection is estimated to average 1.5 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:** Director, Grants Policy and Oversight Staff, U.S. Department of Education, 400 Maryland Avenue, SW (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248.

Attachment Information

File Name

8770-NDGEPA_statement.pdf

Mime Type

application/pdf

Response to Notice to All Applicants (Section 427, GEPA)

The Minot, North Dakota Preschool Literacy Acquisition Collaborative for Education (MiND PLACE) project will be administered by the North Dakota Department of Public Instruction and will involve three Head Starts in the Minot area: (1) Minot Public School Head Start, (2) Early Explorers Head Start, and (3) Three Affiliated Tribes Head Start. As required in the application guidelines, this document addresses the General Education Provisions Act (GEPA), Section 427 enacted as part of the Improving America's Schools Act of 1994 (Pub. L. 103-382) regarding the steps the partnership will take to ensure equitable access to, and participation in, Federally-assisted programs.

The entities included in the MiND PLACE project are equal opportunity employers. The MiND PLACE project staff reflect diversity in race/ethnicity, national origin, gender, age, and disability. The project will encourage employment applications from and ensure equal treatment for persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability. Advertisements for employment will be filed in local and regional publications that are available to persons of underrepresented groups including American Indians, Spanish speaking individuals, and persons with disabilities. Activities for teachers and students will include culturally effective strategies that respect language, tradition and beliefs. The MiND PLACE project will equitably serve boys and girls and encourage families of children with disabilities to fully participate.

The MiND PLACE project will not discriminate in its program and activities. In addition, the project will take all necessary steps to assure that facilities, resources, and activities are fully accessible to all participants. The MiND PLACE project's programmatic activities will include

educational opportunity, participation, and achievement among under-represented groups including, among others, racial/ethnic minorities, English language learners, migrant students, economically disadvantaged students, and students with disabilities. Activities within this scope of work include a strong focus on strengthening academic achievement among students with disabilities and English language learners.

MiND PLACE will address equitability issues as follows:

- **Gender:** 49.3% of the student population is male and 50.7% female. Participants in this program will reflect this gender make-up. We anticipate that gender will not be an issue in meeting the goals set forth in the application.
- **Race:** XX% of the students are American Indian. As a public school district we will not discriminate against any participant because of their race. Race has never been a barrier for any of the school districts to overcome.
- **National Origin:** All of our students are citizens of the United States and will be eligible for all services. This has never been a barrier in our districts.
- **Color:** XX% of our student body are students of color. Any student that enrolls in our district will be eligible for all services. Color has never been a barrier for our school district to overcome.
- **Disability:** Approximately XX% of our population suffers from one or more disabilities. All facilities are accessible to the physically disabled and disabled students will be provided equitable services. Specific services for the physically challenged students will be provided on an equitable basis.
- **Age:** Services will be available for children three to five years of age.

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 ND Department of Public Instruction	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE Prefix: Dr. * First Name: Gary Middle Name: * Last Name: Gronberg Suffix: * Title: State Assistant Superintendent	
* SIGNATURE: Galeila Schauer	* DATE: 06/10/2008

SUPPLEMENTAL INFORMATION REQUIRED FOR DEPARTMENT OF EDUCATION GRANTS

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2. Applicant Experience:

Yes No Not applicable to this program

3. Human Subjects Research

Are any research activities involving human subjects planned at any time during the proposed project Period?

Yes No

Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #:

No Provide Assurance #, if available:

Please attach an explanation Narrative:

FileName

MimeType

Project Narrative

Abstract Narrative

Attachment 1:

Title: Pages: Uploaded File: **8475-MiNDPLACEERFAbstract.pdf**

Abstract

The proposed Minot, North Dakota Preschool Literacy Acquisition Collaborative for Education (MiND PLACE) aims to improve the school readiness of 380 low-income, ethnically and language-diverse children attending three regional Head Start preschools (Minot Public Schools, Early Explorers, and Three Affiliated Tribes) located in Minot and Mohall-Lansford-Sherwood School Districts. This remote rural area faces numerous challenges to education, including pervasive poverty and unemployment. Approximately 79 percent of children in the proposed project are eligible for free or reduced-price lunch and 35% are English learners. To help children acquire the cognitive, oral language, and early literacy skills needed for later success, MiND PLACE will use a multifaceted approach that is grounded in the science of reading and instructional best practices. The approach features eight strategies: (1) increased time for learning; (2) research-based literacy curriculum, Pearson's *Opening the World of Learning*; (3) print- and language-rich classrooms; (4) research-based instructional practices that support individual learning needs; (5) ongoing assessment and progress monitoring; (6) *Scaffolding Early Literacy*, research-based professional development led by Dr. Elena Bodrova and Mid-continent Research for Education and Learning; (7) home-school linkages; and (8) a comprehensive preschool to kindergarten transition program. Videoconferencing will supplement face-to-face professional development and curriculum planning. Formative and summative evaluation will guide program implementation and measure changes in teacher practice and child outcomes.

Project Narrative

Project Narrative

Attachment 1:

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Attachment 2:

Title: Pages: Uploaded File: **8417-MiNDPLACECitations2008.pdf**

1. PROJECT DESIGN

1.1 Current Knowledge from Research and Effective Practice

The Minot, North Dakota Preschool Literacy Acquisition Collaborative for Education (MiND PLACE) aims to improve the school readiness of 380 low-income, ethnically and language-diverse children in three rural preschool centers located within a 50-mile radius of Minot, North Dakota—Minot Public School Head Start, Early Explorers Head Start, and Three Affiliated Tribes Head Start. Although growing up in remote, rural America presents a well-documented set of educational challenges for young children, including pervasive poverty and limited opportunities,¹ these challenges can be overcome using strategies such as ensuring that all children enter school ready to learn.² To address this condition, MiND PLACE will combine a curriculum, proven second language acquisition strategies, professional development, and valid and reliable assessments to create centers of excellence that increase children's language and literacy preparedness. The proposed project addresses the two invitational priorities by providing a full day, full year program to at-risk children, many of whom have limited English proficiency. As described in this proposal, the project approach is based on current scientifically-based research on how early reading develops, and how to prevent learning difficulties in general and reading difficulties in particular (see Table 1, page 3, for a summary of this research).

Curriculum. The project will use a research-based early literacy curriculum—*Opening the World of Learning (OWL)*—developed by two well-known early literacy experts, Judy Schickendanz and David Dickinson. The soundness of the *OWL* curriculum is substantiated by current research, including recommendations from the National Early Literacy Panel research synthesis about skills children need to become successful readers.³ Results from a recent Early Childhood Education Professional Development Project showed that utilizing *OWL* in combination with professional development increased oral language, phonological awareness, print awareness and

alphabet knowledge for English- and Spanish-speaking children.⁴ Furthermore, *OWL* meets National Association for the Education of Young Children (NAEYC), National Reading Council, and International Reading Association standards, is aligned with Head Start requirements, and has a scope and sequence aligned with Early Reading First goals (see Section 1.2.2, page 5).

Professional development for classroom instruction. Scaffolding Early Literacy (SEL), a research based professional development program, will complement the curriculum by providing teachers with instructional strategies that will improve preschoolers' early literacy and cognitive skills. As verified by outside reviewers, *SEL* derives from a substantial body of research in language acquisition and child development, aligns with current theory on early literacy development,⁵ and produces positive results for both teachers and students.⁶ Recent studies have documented the positive impact of *SEL* strategies and approaches on children's literacy skills, including oral language, and on executive functions (i.e., self-regulation), which are strongly associated with school readiness.⁷ *SEL* is designed to provide support in areas that research indicates teachers require assistance and guidance, including understanding the core components of early literacy, how to teach and reinforce those components through the day, how to address literacy and print concepts in all learning centers, and how to encourage early writing skills.⁸ The professional development will help teachers learn not only to implement the *OWL* curriculum effectively, but also to adapt and extend the curriculum to meet individual children's needs.

Proven second language acquisition strategies. As described in the English Language Acquisition Plan (see Attachment), teachers will use appropriate approaches for teaching language, including English as a second language.⁹ Instruction will reflect the research-based understanding that the relationship between second language acquisition and first language competence requires a strengthening of phonological skills in the first language concurrent with beginning instruction in the second language and stimulating cognitive operations.¹⁰

Assessments. Finally, MiND PLACE staff will use psychometrically sound assessments to screen and monitor children's knowledge in oral language, phonological awareness, alphabet knowledge, and print awareness. Assessments include *Get Ready to Read!*, *PPVT*, and *PALS-PreK*, as well as standards- and curriculum-based assessments. See Sections 1.2.5 and 5.

Table 1. Research Base for the Project

Domain	Research
Oral language	Oral vocabulary predicts elementary reading comprehension, ¹¹ and the strength of the relationship increases progressively 1 st through 7 th grade. ¹² Direct instruction of targeted words and ensuring children encounter targeted words frequently in different contexts promotes vocabulary growth in monolingual and multi-lingual children. ¹³ Extended exposure to and expected use of vocabulary other than nouns is also critical to improve the receptive and expressive vocabulary of at-risk preschoolers. ¹⁴
Phonological awareness	Phonological awareness (PA) is a critical precursor and predictor of reading achievement. ¹⁵ Although PA development is strengthened through recitations and playing with sound units, explicit instruction is required. ¹⁶
Alphabet knowledge	Knowledge of letter names predicts reading success and is a prerequisite for developing phonics as preschoolers use these names to access letter sounds. ¹⁷ Alphabet knowledge can be increased via direct, systematic instruction. ¹⁸
Print awareness	Print awareness, the knowledge of concepts and conventions of print, predicts later reading achievement. ¹⁹ Interactive reading effectively promotes this skill. ²⁰
Self-regulation	Children with poor emotion regulation have been shown to be more aggressive, disruptive, and less successful in school. ²¹ Self-regulation predicts children's academic achievement above and beyond intelligence. ²² Interventions during early childhood can be effective in developing children's self-control, emotion regulation, and planning ²³ (also termed 'effortful control'). ²⁴
Professional development	Effective professional development is one part of a comprehensive change process. It is effective when on-going, integrated into the school operations, and builds a theoretical understanding of content and pedagogical knowledge. ²⁵
Quality preschool instruction	Preschool classrooms need adequate structural elements in place to foster language and literacy development, such as print- and language-rich environments. ²⁶ The structural elements are a necessary, but not sufficient, means to improving child outcomes; preschoolers also need to be exposed to high quality teacher instructional practice in the form of quality and quantity of language interactions, read-aloud experiences, and sensitivity from both the lead and assistant teachers. ²⁷

1.2 Exceptional Approach for Meeting Statutory Purposes and Requirements

MiND PLACE will provide intensive learning opportunities for three- to five-year-olds across two full years for six and a half hours a day, five days a week. The specific strategies of the exceptional approach are discussed in detail in sections 1.2.1–1.2.5.

1.2.1 Integrating SBRR instructional materials and literacy activities

The proposed project includes three Head Start centers comprising 21 classrooms and currently serving 380 preschool children. As demonstrated by NAEYC accreditation, the three centers currently: (1) provide well-equipped preschool classrooms; (2) have well-qualified teachers (see Attachments); (3) have a history of low instructional staff turnover (on average 5-10%); (4) have high rates of attendance by enrolled children (85%+); and (5) use a developmentally appropriate curriculum (e.g., Creative Curriculum, High Scope) that helps them effectively attend to the developmental domains traditionally supported by preschool programs, including socio-emotional and physical.

The logic model in Figure 1 illustrates the relationship among needs, proposed activities to address the needs, and observable and measurable outcomes for the project.

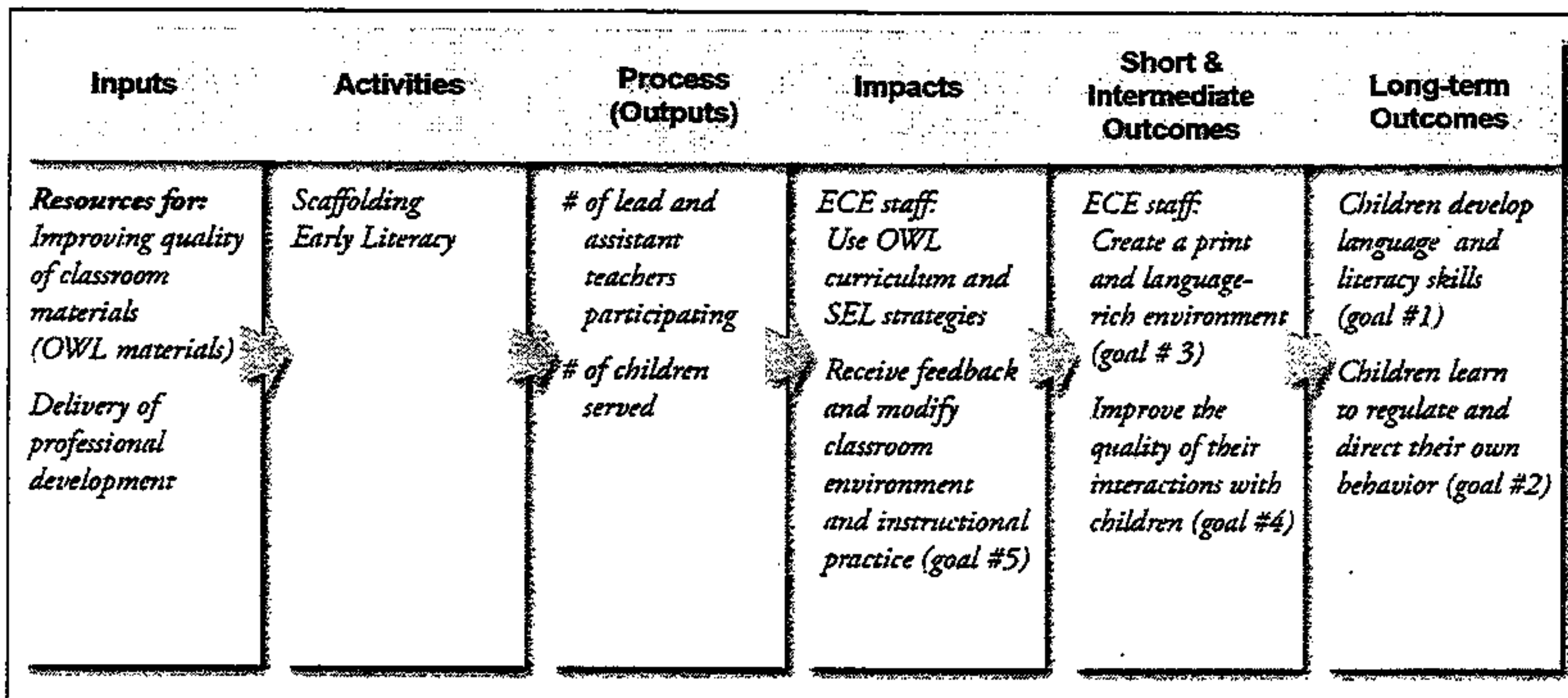


Figure 1. Logic model for MiND PLACE Project

As shown in Figure 1, MiND PLACE will enhance the literacy focus of the current programs with curriculum, professional development, and assessments that are designed to support development of oral language, phonological awareness, alphabet knowledge, print awareness, cognitive, and social/emotional skills. These skills provide the foundation needed to close the school readiness gaps, support the development of skills necessary for literacy success, and ease

transitions from preschool to kindergarten for rural, at-risk children.²⁸

1.2.2 Demonstrating language and literacy activities based on SBRR

Goals for Purpose 2	
Goal 1	Increase children’s oral language, phonological awareness, print awareness, and alphabet knowledge as measured by increased numbers of children achieving benchmarks on PPVT, PALS PreK, & PreLAS
Goal 2	Increase children’s level of social/emotional skills as measured by the Social Competence and Behavior Evaluation

Curriculum scope and sequence. Project preschools will implement the *OWL* curriculum which is research based (see Section 1.1) and provides explicit daily activities through a structured, systematic scope and sequence aligned with Early Reading First goals (see Table 2).

Table 2. OWL Overview

Goals 1 and 2	Opening the World of Learning scope and sequence
Alphabet knowledge <ul style="list-style-type: none"> • identify / name letters • develop letter-sound relationships 	<i>Songs, Word Play, Letters</i> lessons will be used to explicitly teach alphabet recognition. Early themes will focus on alphabet sequence and identification and later on naming letters and associating letters with sounds.
Phonological awareness (including) phonemic awareness <ul style="list-style-type: none"> • identify and manipulate the individual sounds in words 	Nursery rhymes, songs, rhyme and chant posters, big books, transition activities, and audio CDs will support explicit instruction. Early themes will focus on rhyming skills. Later themes include isolating beginning sounds, blending and segmenting onset and rime, blending and segmenting syllables, and blending individual phonemes.
Spoken language <ul style="list-style-type: none"> • develop expressive and receptive spoken language • increase vocabulary and listening comprehension skill 	Big book read-alouds, vocabulary cards, and think and talk questions will elicit rich language and teach new vocabulary associated with each theme. Words will be graduated, with easier words being introduced in early themes and difficult words in later themes. Teachers will scaffold language and vocabulary in large group, small group, and centers.
Conventions of print <ul style="list-style-type: none"> • develop knowledge of the purposes and conventions of print 	Print awareness is taught through interactive shared reading and writing. Specific questions focus children’s attention on concepts of print in what they are reading and writing. Themes focus on functions of print, and then later on print conventions.
Social/emotional skills <ul style="list-style-type: none"> • develop ability to regulate behavior 	<i>Let’s Talk About It</i> lessons and <i>SEL</i> strategies focus on developing children’s social and emotional skills as topics are discussed and opportunities to ‘apply’ self-regulation skills are provided.

The *OWL* developers view children as active agents of their own knowledge construction. To support children’s natural curiosity, new themes are introduced in whole group settings, followed by guided practice in small, teacher-led groups. Skills are practiced recursively along a

continuum so children have multiple experiences to build a foundation in language and literacy. Independent learning takes place at theme-related centers where children engage as active learners, both experimenting with and reinforcing new skills and concepts.

Teacher supports. *OWL* teacher manuals contain explicit detail to help teachers support language and literacy preparedness.²⁹ Manuals also include instructions on how to accommodate for children who are English language learners (EL), students with special needs, and younger students (3-year-olds). *SEL* professional development will enhance the *OWL* curriculum and teacher guides by helping teachers develop and implement instructional strategies that facilitate literacy acquisition for individual children. One mechanism of this facilitation is maximizing children's engagement through self-regulation, a domain that predicts children's academic achievement above and beyond intelligence.³⁰ *SEL* professional development will help early childhood educators understand the development of both literacy *and* self-regulation.

During *SEL* professional development teachers will learn how to write and implement lesson plans that integrate *OWL* materials, effective instructional strategies, and ongoing assessment results to individualize and meet children's needs. Lead and assistant teachers will work with literacy coaches and professional developers to improve the quality of their interactions through in-class observations, modeled lessons, and feedback. Using the ELLCO results and analyses of videotaped lessons, *SEL* staff will provide teachers with individualized support including: model scripts for read-alouds; suggestions for incorporating new vocabulary in center activities and dramatic play; model scripts for large and small group activities; and suggestions for incorporating language and literacy in classroom routines and transitions.

Teacher directed to independent activities. As its name emphasizes, *Scaffolding Early Literacy (SEL)* professional development focuses on scaffolding; it is designed specifically to help early childhood educators understand how to first build and then gradually withdraw instructional

support so that children move from teacher-directed to independent activity.³¹ *SEL* helps teachers master three critical components of effective literacy scaffolding: (1) understanding developmental trajectories for language and literacy competencies; (2) designing instructional supports that fit the skill or concept being taught as well as individual needs of young learners; and (3) knowing how to “delegate responsibility” for the learning to children by “arming” these children with “tools” that allow them to eventually become independent learners.³² With appropriate scaffolding, all children, including at-risk, special education, and English language learners, are able to develop academic skills for school success.³³

Content for improving oral language and background knowledge. Children’s language growth is related to the interactions in which they have the opportunity and need to use language, and it is well documented that young children from disadvantaged backgrounds fall behind their peers in both quality and quantity of these interactions.³⁴ The *OWL* curriculum is organized around broad themes (e.g., “Family,” “Friends,” “Things that Grow”) with specific strategies designed to develop children’s oral language and background knowledge. To supplement these strategies, MiND PLACE will combine the thematic content in the *OWL* curriculum with vocabulary instruction embedded in the scaffolding of dramatic play in learning centers designed around the current theme (part of *SEL* strategies).³⁵ In addition to theme-related authentic literature, children will have access to additional sources of information about the theme they study—field trips (real or virtual), guest speakers, and videos—all providing opportunities to add to children’s existing knowledge and vocabulary, expanding both in breadth and depth.

A distinct feature of the MiND PLACE project associated with its use of *SEL* instructional strategies is its systematic use of dramatic play as a meaningful context in which children repeatedly practice newly acquired language and literacy skills. In play, children will practice and reinforce their new vocabulary by selecting or making new props, deciding on roles to play,

and incorporating the vocabulary in their creations and extensions of the theme. This strategy increases the amount and complexity of the children's interactions with their teachers and with each other.³⁶ Research indicates a connection between preschoolers' engagement in dramatic play, their language use, and their later progress in literacy, vocabulary, and storytelling.³⁷

The proposed *SEL* professional development will help teachers to “use constructive and imaginative play as intentional opportunities for children to develop their vocabulary, understanding, and ability to think about the world around them”— an appropriate and effective use of play in the preschool classroom as defined by U.S. Department of Education guidance.³⁸ To accomplish this goal, broad themes from *OWL* will be used to develop more specific “play themes” that are based on children's interests and that will allow children to experience specific content in more “hands-on” way. For example, *OWL*'s “Things that Grow” theme may be explored while playing pretend “farm” in one classroom, “garden center” in another, and “zoo” in yet another. With core vocabulary being similar in all classrooms, different play themes will allow for introducing additional concepts and the words associated with them (photos below).



As a part of scaffolding high-level imaginative play, theme-related vocabulary and concepts are systematically introduced and taught, using the Picture-Word Cards from *OWL* as well as child- and teacher-generated word lists. These serve to support both children's and teachers' use

of newly introduced vocabulary while at the same time providing children with additional opportunities to be exposed to print. As children engage in play planning—a multi-faceted *SEL* strategy designed to scaffold play skills while at the same time providing an authentic context for early reading and writing—teachers monitor children’s use of new vocabulary as they describe the roles they will be playing or the props they will be making. As children acquire more advanced literacy skills and attempt writing on their own (see Figure 2), this writing also provides teachers with the evidence of children’s growing vocabulary.

Time for developing language, cognition, and early reading skills. MiND PLACE classrooms will offer a minimum of 200 minutes of language and literacy learning opportunities in a typical 6.5 hour day (see Table 3). This intensity is critical, as research suggests that young children who engage in targeted language activities demonstrate knowledge of the forms and functions of print and enter school ready to learn.³⁹ The combination of

OWL activities and *SEL* strategies will help teachers support children’s literacy and vocabulary

Figure 2. Play Plan



A Play Plan is a representation on paper of what the child wants to do, the role he or she wants to play, or with whom the child wants to play during “center time.” The child uses scribbles, letter-like forms, or letters to draw or “write” the plan. Play Plans require children to think before acting, so the planning helps them regulate their behavior. In preschool, Play Planning is the context for using Teacher-Scaffolded Writing. Findings from preliminary research using a matched-pair, quasi-experimental study support the effectiveness of Scaffolded Writing for developing preschool children’s letter recognition, knowledge of letter-sound correspondences, and sight vocabulary.

Excerpted from *Scaffolding Literacy Development in the Preschool Classroom* (Bodrova, Leong, Paynter, & Hensen, 2001)

development, encourage increasingly complex talk, and promote self-regulation and cognitive development.⁴⁰

Table 3. MiND PLACE Daily Schedule

Schedule block	Time (min)	Sample Activities	Objective
Signing in	15	Question of the week, Mystery word, Buddy reading	Expand and explore oral language
Opening/circle time	15	Morning message, Calendar, Weather, Read-aloud, Rhyming games, Fingerplays	Large group instruction on oral language, vocabulary, phonological awareness, and concepts of print
Movement games	5 (x 2)	Freeze Game Simon Says	Develop self-regulation (following oral directions)
Breakfast	20	Teacher and/or child-initiated talk	Oral language and vocabulary
Small or large group	20	Word Play: Graphic practice, Sound sorting, "What could it be?" game	Practice fine motor skills, symbolic representation, following directions
Outdoor play	15	Individual or group activities: Outdoor play and movement	Practice gross motor and social skills
Snack	15	Children talk to each other deciding on their play plans	Social skills (negotiating, turn taking) Self-regulation (planning, reflecting)
Play planning	15	Teacher and/or child-directed scaffolded writing in small groups	Written expression, vocabulary associated with unit, print awareness
Center time (including clean-up)	60	Concepts integrated with hands-on center activity (e.g., math, science, art, listening, computer) and dramatic play & Let's Talk	Oral language, vocabulary, concepts of print; later, encoding and writing; language related to social/emotional skills as well as self-regulation
Small group	10	Letter recognition, rhyming, Elkonin boxes, Graphic practice	Fine motor practice, symbolic representation, following directions
Closing Story	15	Large group interactive storybook reading	Theme-related books, vocabulary; and auditory comprehension
Transitions	5	Name games, letter sound games	Oral language and print awareness
Lunch	30	Teacher and/or child-initiated talk	Oral language and vocabulary
Rest	60	Large group read aloud	Exposure to longer story books
Free choice centers/play	30	Concepts integrated with hands-on center activity (e.g., math, science, art, listening, computer) and dramatic play & Let's Talk	Oral language, vocabulary, concepts of print; later, encoding and writing; language related to social/emotional skills as well as self-regulation
Small group math	10	OWL math extension activities	Building number sense and vocabulary related to numeracy, geometry, & patterns
Outdoor play	30	Individual or group activities: Outdoor play and movement	Gross motor and social skills
Story Time	15	Large group interactive storybook reading	Theme-related books, build vocabulary & background knowledge; print awareness
Free choice centers/play	30	Concepts integrated with hands-on center activity and dramatic play	Pre-literacy skills and language related to social/emotional skills and self-regulation

As shown in Table 3, teaching language, literacy, and cognitive skills is not limited to the

times designated for large group or small group instruction. Instead, teachers take advantage of available “teachable moments” throughout the day by using transition times or classroom routines, such as taking attendance or snack, to incorporate language and literacy activities or to teach self-regulation. Another way of increasing intensity of language and literacy instruction within a set amount of time is by addressing multiple domains within one activity. For example, during a small group math activity, teachers will introduce new math vocabulary; or during Freeze Game, children will practice control of their bodies *while* attending to symbolic representations of the positions in which they “freeze.”⁴¹ Similarly, during center or dramatic play time, teachers will scaffold child-initiated, hands-on learning by integrating language and literacy skills into math, science, social studies, and the arts using cross-curricular contexts.

1.2.3 Providing high quality language and literature rich environments

Goals for Purpose 3	
Goal 3	Expand literacy and language related learning opportunities in high-quality language and literature rich classroom environments as measured by the ELLCO and CLASS
Goal 4	Increase systemic and explicit instruction through activities that develop oral language, phonological awareness, print awareness, and alphabet knowledge as measured by the ELLCO and CLASS

Literature and print richness. Research indicates that to attain the fundamental knowledge and skills necessary for optimal reading development, young children need a variety of language-based activities that are rich in print, language, and content, and that are interactive and functional.⁴² SEL staff developers will help teachers systematically and explicitly select, place, and rotate available print materials (e.g., alphabet, charts, words) to maintain high levels of children’s interest in print. The Early Language and Literacy Classroom Observation (ELLCO) Checklist will be administered bi-annually to measure the quality of classroom supports for literacy, including availability, content, and diversity of reading material. As ELLCO results are discussed, teachers will make intentional choices about print materials (e.g., books, labels, signs,

in multiple languages as appropriate) and activities to create environments and opportunities that support children's learning and background knowledge. By the end of Year 2, all classrooms are expected to achieve a ceiling score of 41 on the ELLCO. During *SEL* sessions, McREL staff developers will show teachers how to strategically prepare environments to enable children to *acquire* background knowledge and new vocabulary, as well as how to use extended discourse and scaffolding to enrich the literacy learning environment. The project will also share results from the Classroom Assessment Scoring System (CLASS) with teachers to provide a foundation for individualized professional development (see Section 5).

Strategies and materials to support oral language. Infusing oral language and print throughout the classroom routine increases the amount and complexity of oral language children use in their interactions with teachers and each other.⁴³ As discussed in Section 1.2.2 MiND PLACE staff will learn how to link new *OWL* themes introduced during large and small group instruction with dramatic play and other learning centers. Enriching the classroom with theme-related, hands-on learning center activities will encourage theme-based play. In play, children will practice and reinforce their new vocabulary in a meaningful context by selecting or making props in centers, deciding on roles to play, and incorporating relevant vocabulary. The activities and strategies (e.g., play planning) that support the development of dramatic play and language in *SEL* classrooms also provide cognitive learning opportunities for all students as they plan, organize, reflect, and pay attention. This type of work improves cognitive functioning and is particularly successful with children with special needs.

Physical environment supports for background knowledge. Content-based centers, including math, science, history, and geography, will provide engaging, challenging activities and authentic context for developing literacy skills, building background knowledge, and increasing oral language.⁴⁴ Since approximately 41 percent of the preschoolers are American Indian,

strategies and materials (e.g., books, pocket vocabulary charts) will reflect their native language and cultural environment. MiND PLACE classrooms will be well-stocked with books, including those that reflect the cultural background and interests of the children. Following children's interests, materials will be added to build upon their personal experiences and expose them to ideas outside of their experience. Parents' life experiences can enrich curriculum materials, and they will be invited to share their stories in their children's classrooms.

1.2.4 Supporting local efforts through SBRR strategies and professional development

Goal for Purpose 4	
Goal 5	Increase the staff knowledge of and ability to use scientifically-based research about early language and literacy curriculum, instruction, and assessment for native and non-native English speakers

Reading programs do not teach children to read. Knowledgeable, skilled teachers teach children to read: “[E]nhanced reading proficiency rests largely on the capacity of classroom teachers to provide expert, exemplary reading instruction. . . [which] is not regurgitation of a common script but is responsive to children’s needs. [T]here are no ‘proven programs,’ just schools in which we find more expert teachers — teachers who need no script to tell them what to do.”²² Simply put, teaching reading is “a job for an expert.”²⁴

Scaffolding Early Literacy (SEL), a program developed by Dr. Elena Bodrova of Mid-continent Research for Education and Learning (McREL), provides professional development for early childhood educators in the essential knowledge and tools needed effective pedagogy in developing young children’s cognition, language, and early literacy. Based on Lev Vygotsky’s approach to education,⁴⁵ *SEL* differs from many early literacy programs because it directly targets both the critical domains of early literacy development, and other critical skills that support all learning, such as self-regulation. Four Early Reading First grantees have implemented *Scaffolding Early Literacy* professional development, and all have demonstrated positive literacy

outcomes.⁴⁶ For example, the School District of Janesville Early Reading First project is identified on the U. S. Department of Education's *Doing What Works Clearinghouse for Early Childhood Education* as an example of using professional development to establish "the importance of children's social and language interactions, an integrated curriculum, and scaffolded instruction directed at children's developmental levels" in order to improve outcomes for preschool children.⁴⁷ The project found that "[o]ngoing learning about language development was instrumental in bringing about Janesville's shift from a traditional preschool approach to intentional and planned instruction." Results include "significant overall gains for 85-90% of program children, including English learners."⁴⁸

Research supports the connection between strong professional development programs and support of staff and the quality of early childhood education services¹⁸ and suggests that life-long effective professional development is subject-specific, sufficient in duration, and rich in active learning opportunities.¹⁹ It challenges teachers and engages them in problem-solving, enabling them to develop and apply new knowledge and skills through demonstrations, practice, observation and feedback, examination of student work, and professional discourse.²⁰ *SEL* exemplifies these research findings by engaging early childhood educators in classroom-focused, literacy-specific strategies and materials, and by building internal administrative and peer support for the program. *SEL* emphasizes an integrated approach in which theory is taught, modeled in classroom demonstrations, demonstrated by the learner, practiced in guided settings, and reinforced with on the job coaching and corrective feedback. Citing evidence of children's achievement and teachers' professional growth, both the National Staff Development Council and National Education Association included *SEL* in their list of efficacious programs, describing it as a "way to provide teachers the deep knowledge and extended instructional and

assessment skills to prepare their students for success in reading and writing (p. 101).”⁴⁹

Content, scope, and sequence of professional development. The proposed professional development addresses critical outcomes for teacher learning based on skills and concepts that the “expert reading teacher” needs to know (see Table 4).⁵¹ *SEL* is designed to build teacher content knowledge and skills in “how reading develops in young children” and “how we can prevent reading failure.” Across three years, knowledge and skills are introduced, practiced, and refined to increase teachers’ depth of understanding and expertise in the instructional strategies. These skills will be monitored regularly across the three-year cycle through *SEL*-specific formative assessments, both written and application-based.

Table 4. Scaffolding Early Literacy Content, Scope, and Sequence*

** All elements integrate materials and activities from OWL*

Topics	Early Childhood Learning and Development :Teacher Outcomes		
	Year 1	Year 2	Year 3
Brain Research	Understand major developmental trajectories of brain development in early childhood	Recognize universal developmental accomplishment and use instruction to support them	Recognize individual variations in development and appropriately adapt teaching strategies
Vygotskian Theory of Learning and Development	Understand the zone of proximal development (ZPD)	Recognize sources of assistance that allow children to function at high levels of ZPD	Recognize how children’s learning impacts development and teachers’ role in this
Foundational Skills	Recognize how cognitive and self-regulation skills develop and teachers’ role Know early learning standards in cognitive, physical, and social-emotional development	Use specific teaching strategies to support development of foundational skills	Recognize individual variations and adapt teaching strategies to these variations
Research on Specific Populations	Understand how specific factors (e.g., poverty, bilingualism) affect learning and development of young children	Recognize specific characteristics of the population and identify areas of learning and development to emphasize	Recognize individual and group characteristics of children and adapt teaching strategies to these characteristics
Early Learning in Content Areas	Know early learning standards in math, science, social studies, and art	Apply general teaching strategies to support early learning in content areas	Integrate opportunities for early learning in content areas in various activities
Topics	Early Literacy Development : Teacher Outcomes		
	Year 1	Year 2	Year 3
Oral Language	Understand elements of	Use general teaching	Use specific teaching

	oral language and vocabulary development and implications for classroom instruction Recognize dramatic play as a key strategy for oral language development	strategies to support oral language development	strategies to support oral language development and integrate them in various classroom activities
Phonological Awareness	Understand elements of phonological awareness (e.g., rhymes, phonemic awareness, syllables, blending) and implications for classroom instruction	Use general teaching strategies to support phonological awareness development	Use specific teaching strategies to support phonological awareness development and integrate them in various classroom activities
Alphabet Knowledge	Understand elements of alphabet knowledge and implications for classroom instruction	Use general teaching strategies to support alphabet knowledge development	Use specific teaching strategies to support alphabet knowledge and integrate them in activities
Early Reading	Understand prerequisites for beginning reading and implications for classroom instruction	Use general teaching strategies to support early reading development	Use specific teaching strategies to support early reading development and integrate them in activities
Beginning Writing	Recognize prerequisites for beginning writing (e.g., phonological awareness, visual letter recognition) and implications for instruction	Use general teaching strategies to support beginning writing development	Use specific teaching strategies to support beginning writing development and integrate them in various classroom activities
Topics	Classroom Elements for Early Literacy Development: Teacher Outcomes		
	Year 1	Year 2	Year 3
Classroom Environment	Use general strategies for creating an effective language-, literacy-, and print-rich environment Identify how environment can support learning	Use specific strategies for creating an effective language-, literacy-, and print-rich environment. Integrate language and literacy across learning centers	Adapt the classroom environment to growing language and literacy competencies of young children
Instruction	Use direct instruction with young children Recognize independent learning in ECE classroom Use make-believe play as the context for learning and development	Use large and small group format for instruction Use centers for instruction Use specific strategies to develop and support mature play (e.g., adult intervention, play plans)	Design and implement multi-level activities to support various levels of children's competencies. Use specific strategies to scaffold children's learning in large groups, small groups, centers, and play
Assessment	Understand the types and purposes of major assessments in ECE	Align assessments to literacy standards	Use assessment results in instruction
Lesson Design	Understand the major elements and objectives of lesson design	Integrate curriculum materials in lesson design. Use prototypical lesson	Integrate content area and foundational skills standards with early literacy

	Align classroom activities with literacy standards	plans	when designing classroom activities Develop specific lesson plans for different times of the year
Mentoring	Participate in structured shared learning in study groups	Use facilitated visits to model classrooms	Use individualized mentoring to address the specific needs of teachers and their classrooms

Classroom focused strategies and materials. The content, scope, and sequence of the staff development align with the *OWL* research-based curriculum materials and activities and will help project teachers successfully integrate these materials and activities into their programs (see Section 1.1.2). Most importantly, the professional development addresses issues that the curriculum materials and activities alone cannot, including customizing instruction to meet individual children’s needs, using assessment to guide instruction, and providing effective mentoring. To build capacity and have a lasting impact, professional development will provide sustained, intensive, and classroom-focused activities, such as in-class coaching and demonstrations. Workshop sessions, demonstrations, and coaching will incorporate the *OWL* sequence and materials to ensure teachers successfully implement the curriculum.

Number of hours, frequency, method of delivery, and quality. The *SEL* model uses a multi-leveled approach that supports sharing of expertise vertically and horizontally between both local and outside experts and classroom teachers (see Table 5). While all MiND PLACE staff will be involved in the professional development activities, these activities will be tailored to take advantage of their existing knowledge and ability to mentor less experienced staff. Different staff will participate and engage in activities congruent with their respective roles. For example, all staff will work with McREL professional developers monthly to facilitate *OWL* and *SEL* implementation; in addition to these sessions, more experienced (future “model”) teachers and literacy coaches will work with McREL staff monthly on instructional leadership topics and

skills, such as how to observe classrooms, provide feedback to teachers, and conduct classroom demonstrations. As the more experienced teachers build knowledge and skills in *both* implementing *OWL* and *SEL and* mentoring other staff, they will become local “model” teachers. Over the course of the project, other staff will be provided opportunities to take leadership roles, thus building local capacity.

Table 5. SEL Professional Development Timeline and Methods

For SEL Strategies	Month – Year 1 of Project											
	1	2	3	4	5	6	7	8	9	10	11	12
Workshops.(8 hrs ea)	Δ	Δ	Δ	Δ		Δ	Δ		Δ		Δ	
Coaching/Mentoring Classroom demonstrations Structured shared learning (12 hrs/mo)	Δ	Δ	🍏Δ	🍏Δ	🍏	Δ	🍏Δ	🍏	Δ	🍏	Δ	
Facilitated visits (or video) to model classrooms								🍏		🍏		
For Instructional Leadership [More experience teachers, literacy coaches, directors]												
Observations Coaching/Mentoring Classroom demonstrations Structured shared learning	Δ	Δ	Δ	Δ		Δ	Δ		Δ		Δ	
<i>Kindergarten Teachers</i>		Δ							Δ			

Δ – Provided by McREL 🍏 – Provided by Literacy Coach/Model Teacher

During Year 1, all MiND PLACE all staff will engage in 128 hours of professional development delivered by McREL (approximately 64 hours of workshops and 64 hours of coaching or mentoring). Onsite staff development sessions will be designed to meet the individual needs of the project staff with the goal of improving teachers’ use of explicit, intentional, scaffolded instruction based. During these sessions, project staff will learn how to implement specific *SEL* instructional strategies (e.g., scaffolded writing, play plans) with children at different levels of literacy development, how to provide individualized scaffolding, and how to vary this scaffolding depending on how each child progresses in the mastery of a specific literacy skill or concept. The preschools will support teachers with time for daily

reflection and “strategic documentation of practice” to encourage thoughtful and intentional teaching. Teachers will use this documentation during structured shared learning facilitated by McREL and project literacy coaches.

Staff will also receive ongoing support from the literacy coaches (at least 3 hours per week). Literacy coaches’ responsibilities will include observing classrooms and providing feedback, conducting demonstrations, assisting with administration of formal assessments, and facilitating structured sharing sessions. Literacy coaches will use observational tools and checklists aligned with the objectives of *SEL* to work with lead and assistant teachers as these staff improve their practice and their abilities of self reflection.

Moving from Year 1 into Years 2 and 3, the intensity of professional development will be maintained, but focus and delivery methods will shift as project staff build capacity and start to take on more responsibility for mentoring, coaching, and, eventually, professional development. In Year 2, each of the model classroom teachers will participate in study groups and staff development activities designed to help them serve as effective mentors. In Year 2, model classroom teachers will mentor one or two other project teachers to begin building a second cohort for model classrooms. This iterative process will help the project build capacity internally to sustain the project after Early Reading First funding. ECE staff will visit the project’s in-house model classrooms as exemplary classrooms, and continue to participate in workshops, structured shared learning, and other activities designed to meet year two needs (see Table 6). Activities will continue to include reflective dialogue to develop the understanding of links between theory and practice and encourage thoughtful and intentional teaching. Materials for professional development will include *Scaffolding Literacy Development in the Preschool Classroom*, *Starting Out Right: A Guide to Promoting Children’s Reading Success*, readings in current research, video demonstrations, and guides (e.g., Play Plan posters).

Due to the distances between the sites in the MiND PLACE project, partners will use desktop videoconferencing, a technology that uses digital telecommunications and desktop computers. As costs have fallen and ease of use has risen, schools have begun using videoconferencing for professional development activities, including professional development for teachers of at-risk preschoolers.⁵⁰ For MiND PLACE partners, videoconferencing will allow preschool teachers, literacy coaches, evaluators, and professional developers to observe, collaborate, share, and learn without leaving their own desktop computers. Videoconferencing technical support will be provided by the project, but, over time, local partners will assume responsibility. For the term of the project, McREL will host a website that will be the main forum for all MiND PLACE activities including planning and progress reporting. The focus will be creating a genuine sense of community despite the distances separating the partners.

Table 6. SEL professional development intensity and methods (years 2 and 3)

	Month – Years 2 and 3 of Project											
	1	2	3	4	5	6	7	8	9	10	11	12
Workshops, on-site (8 hrs ea)	Δ		Δ			Δ		Δ			Δ	
Videoconferencing (6 hrs ea)		Δ		Δ			Δ		Δ	Δ		
Coaching/Mentoring Classroom demonstrations Structured shared learning (12 hrs/mo)	🍏Δ	🍏	🍏Δ	🍏	🍏	🍏Δ	🍏	🍏Δ	🍏	🍏	🍏Δ	
Facilitated visits (or video) to model classrooms		🍏			🍏			🍏		🍏		
For Instructional Leadership												
Observations Coaching/Mentoring Classroom demonstrations Structured shared learning	Δ		Δ			Δ		Δ			Δ	
<i>Kindergarten Teachers</i>	Δ										Δ	

Δ – Provided by McREL 🍏 – Provided by Literacy Coach/Model Teacher

McREL also will deliver two days of professional development each year for kindergarten teachers. Sessions will be designed to help kindergarten teachers understand SEL strategies in preschool and kindergarten classrooms, what to expect from preschool children moving into their

classrooms, and how to use their curricular content and processes to ease the transition. All kindergarten teachers will also be invited to attend any MiND PLACE professional development workshops and the ERF Leadership Team will work to ensure that these opportunities are encouraged and supported by building leadership.

To further build local capacity and ensure the sustainability of the project in the future, model teachers and coaches will be encouraged to present for different audiences such as other early childhood educators, parents, and school board members. In addition to strengthening the community's awareness of the project, these presentations will contribute to teachers' and coaches' own understanding of the educational philosophy and instructional strategies they follow to promote children's language and literacy growth. Over the life of the project, both individuals and the program as a whole will build capacity for sustaining improvements after McREL staff developers and Early Reading First support are no longer in place.

Teacher mentoring. As described above, using expert mentoring (outside and inside "experts") and helping staff to become good mentors are integral parts of the *SEL* staff development. MiND PLACE will have three literacy coaches who will work closely with McREL staff developers to develop expertise in the curriculum, *SEL* strategies, and instructional leadership. Between on-site visits, they will model effective teaching strategies, mentor classroom teachers, and facilitate structured shared learning sessions. Qualifications for the literacy coaches include higher education degrees, teaching experience, ability to communicate clearly, comprehensive knowledge of preschool literacy, experience with demonstration teaching, and familiarity with literacy assessment. The coaches and model teachers will build in-house expertise to embed staff development within daily practice for effective professional development.⁵¹

1.2.5 Using screening reading assessments

MiND PLACE will use three forms of child assessment: 1) screening measures to determine

developmental level, initial skills, and placement needs; 2) Government Performance and Results Act (GPRA) and standardized measures to assess project outcomes; and 3) curriculum-based measures to continually monitor progress and inform teachers of instructional efficacy as well as individual and group needs (see Section 5.2). The evaluator will continue to monitor children as they progress through kindergarten to track the long-term impact of the project.⁵² McREL professional developers will also use the language assessment expertise of Dr. Sha Balizet, Senior Researcher at McREL, to ensure that assessment results are interpreted appropriately and to consult specifically on issues related to assessing American Indian children.

Although these assessments will provide useful information, continuous progress monitoring is essential to the MiND PLACE approach. The *OWL* curriculum includes an on-going curriculum-based measure, *Evaluating Language and Literacy in Four-Year-Olds*, that monitors growth in early literacy skills and unit-based literacy and language skills. MiND PLACE Literacy Coaches and teachers will use this tool and the locally developed *Minot ShowCase* to guide instructional decisions and modify curriculum to ensure that all children, especially those at-risk or with special needs, develop literacy skills. These tools will also encourage teachers to adjust instruction to meet their children's diverse and changing needs.

In addition, *Scaffolding Early Learning (SEL)* aims to maximize changes in classroom instruction through an iterative loop, whereby teachers learn to observe children's behaviors and modify their teaching to address the children's changing needs. Learning how to see children "with new eyes" is one of the main focuses of the *SEL* professional development intervention. *SEL* professional developers use the model of scaffolding teacher / participant learning through feedback and ongoing support. The success of this approach has been documented by the developer and also by other professional development implementers.⁵³ McREL staff developers will modify instruction as needed based on on-going observations of teacher practice.

1.3 Coordination with Related Efforts and Community, State, and Federal Resources

The MiND PLACE project is aligned with the Reading First instructional program implemented at the two area elementary schools. Coordination with the community will be facilitated by the MiND PLACE Advisory Board, chaired by the Project Director. This group will meet quarterly to plan project implementation, track progress, problem solve, and develop plans for regional sustainability (see Table 7). In addition, the project director, MiND PLACE literacy coaches, and a Reading First coach from each school district will meet monthly to coordinate alignment of the MiND PLACE program with district Reading First programs and work on transition strategies (see Table 7). This group will also ensure alignment of the MiND PLACE project with the *North Dakota Early Learning Guidelines and Content Standards*, and the *Head Start Child Outcomes Framework*.

Table 7. MiND PLACE approach to ensure successful kindergarten transition

Strategy	Activities
MiND PLACE Advisory Board: ERF and Reading First staff	Meet quarterly to discuss project efficacy and coordinate: <ul style="list-style-type: none"> • communication about <i>SEL</i> PD activities, allowing for shared PD with preschool and kindergarten teachers • resource exchange • visits between Early Reading First and kindergarten classrooms • preschool and kindergarten teacher collaborations.
Transition activities	<ul style="list-style-type: none"> • Summary of progress monitoring and standardized assessment results generated for parents and kindergarten teachers • <i>OWL Summer School Kit</i> to prepare preschoolers for kindergarten • Three weeks of Kinder Camp held on the elementary school campuses for all kinder-bound children using the <i>OWL</i> materials and focusing on kindergarten routines and skills needed for success in kindergarten

Culturally appropriate supports for American Indian children are critical to the success of the MiND PLACE project. A member of the Three Affiliated Tribes will participate in the Advisory Board meetings and in designated professional development sessions to share culturally effective communication strategies, tradition, values, and beliefs. Title 1 coordinators and Head Start Site Managers also will be invited to participate in these bi-monthly meetings. To demonstrate their support of program activities, the administrative partners at the Head Start centers and

elementary schools, the head of the MHA Tribal Council, and participating teachers have signed Memorandums of Agreement (see Attachments).

An additional element of the MiND PLACE project is outreach to families. A parent coach from each Head Start will participate in the professional development and dedicate two days each week to coordinating all community and home-school outreach activities. The *OWL* curriculum includes *Family Connections* activities that extend the curriculum to home-and families. At the beginning of each theme, parent coaches will send home with each child a developmentally appropriate high quality trade book and a newsletter with a theme overview, core vocabulary, targeted letter names and sounds, and suggested home-based reading and language activities; hence each child/family will build or add to a home library. MiND PLACE parent coaches will help families learn to use these materials and will model best practices during monthly home visits (nine total) and parent-staff meetings at the schools. MiND PLACE staff also will participate in community activities as available to provide additional opportunities to demonstrate “best practices” for literacy activities in the home, conduct outreach, and provide information on child/parent resource eligibility. The Parent Coaches will coordinate with the Reading First family liaison and the Head Start Parent Site Council on outreach activities. Upon award of the project, all families will be surveyed about preferable modes of communication, times for gatherings, and current home literacy activities to inform coaches of community needs.

2. PROJECT PERSONNEL

The North Dakota Department of Public Instruction (NDDPI) and the three preschool centers involved in MiND PLACE—Minot Public School Head Start, Early Explorers Head Start, and Three Affiliated Tribes Head Start—adhere to a policy of non-discrimination and equal access in their hiring process. The organizations take particular care to hire personnel who represent their communities, including American Indians. See GEPA Section 427 attachment for more details.

Table 8. Time Commitments, Qualifications, and Responsibilities of Key Personnel

Personnel & Commitment	Qualifications	Responsibilities
<u>Project Director</u> Gail Schauer 0.30 FTE	M. Ed. Special Education B.S. ECE, Family Relations, Elem. Ed. Credentials: Learning Disabilities, Emotionally Disturbed, ND Reading, ND Mathematics Director of several large, federally funded grants, including ND Reading First and Title I	Chair Advisory Board Oversee program implementation Provide fiscal oversight Serve as liaison to ERF Office Monitor progress with evaluator Plan improvement activities
<u>Project Coordinator</u> Ms. Shirley Deibert 1.0 FTE	MS in Preschool Sp. Ed BS in Elem and Sp Ed Experience as ECE teacher	Oversee program implementation on a local scale (<i>OWL & SEL</i>) Plan improvement activities Conduit between Director and teachers Collect data/organize for evaluator Advisory board member
<u>Advisory Board</u> Debby Marshall Dr. David Looyesen Marc Bluestone Allison Dybing-Driessen Cheryl Ekblad Sara Young Bird Marcus Wells Malcolm Wolf	[Also, Reading First Coaches] Superintendent (Towner) Superintendent (Minot) Superintendent (New Town) Head Start Director (Towner) Head Start Director (Minot) Head Start Director (New Town) Tribal Council Members from Three Affiliated Tribes	Participate in hiring new staff Monitor progress and address issues impeding success Coordinate parent involvement
<u>Literacy Coaches</u> Margaret Schmaltz (Minot) 1.0 FTE To be determined 2.0 FTE	B.S. in ECE, Reading, or related M.A. in Reading or ECE preferred Experience as ECE teacher Knowledge of SBRR/ECE Bilingual or ESL trained Prior coaching/mentoring experience At least one will be American Indian	Coach mentor, & model best practices Observe and provide feedback Administer assessments Coordinate with parent coaches Support culturally appropriate instructional strategies / activities for Latino and American Indian children
<u>Parent Coach</u> Ms. Karen Knowles 0.5 FTE To be determined 2 at 0.5 FTE each	AA minimum; B.S. preferred Knowledge of community Parent of a young child Experience working with parents At least one will be American Indian	Coordinate and direct all home-school activities Support culturally appropriate literacy activities for Latino and American Indian children
<u>Teachers</u> 25 teachers 1.0 FTE each	2 MA/MS in ECE, Reading or related 16 BA/BS in ECE, Reading or related 7 AA/AS in ECE, Reading or related Teachers have 2 to 25 years of teaching experience	Attend professional development Implement <i>OWL</i> curriculum Implement <i>SEL</i> strategies Monitor student progress Report to parents Work with literacy & parent coaches Collect/report data to director/evaluator
<u>Prof. Development</u> Elena Bodrova (co-PI) 0.25 FTE	Ph.D. Developmental/Ed Psych Lead PD provider for 4 ERF projects	Provide professional development in <i>Scaffolding Early Literacy</i> Guide implementation of <i>OWL</i>

Personnel & Commitment	Qualifications	Responsibilities
Kim Atwill (co-PI) 0.10 FTE	Ph.D. Educational Psychology Lead Research Asst – 2 ERF projects	Provide professional development in instructional leadership
Ann Lund 0.05 FTE	Ed.D. Curriculum & Instruction Director of previous ERF project	Mentor and coach ECE staff Participate in leadership team meetings
Ruth Hensen 0.05 FTE	Preschool teacher and co-author for SEL preschool manual	Provide technical assistance
<u>Evaluator</u> Gwendolyn Coe 0.25 FTE	Ph.D. Early Childhood Education Evaluator for ERF project in WI	Evaluate MiND PLACE project using quantitative and qualitative data

2.1 Qualifications of the Project Director

Gail Schauer, Assistant Director of the North Dakota Reading First Program, will serve as the Project Director. Ms. Schauer holds an M.Ed. in Special Education and has extensive experience overseeing the implementation of large federally funded projects, including Reading First, Title I, and Even Start. Her experience bringing together different entities to work toward a common goal and her success in building capacity for sustained improvement in these projects demonstrate the leadership necessary to oversee a successful Early Reading First Project.

2.2 Qualifications of Key Project Personnel

In addition to the project director, key personnel include the project coordinator, teachers, literacy coaches, and parent coaches. Most (75%) of the teachers selected for the project have at least B.S. degree and are certified for Early Childhood Education by the NDDPI with a range of 2 to 25 years experience. A few of the teachers have an Associate of Arts degree in ECE or Human Services and at least two or more years of classroom experience. The selection of Parent Coaches will be based on their knowledge of and involvement in the community and their desire to work with parents and their young children. The new positions of Project coordinator and Literacy Coach will require a B.S. degree in ECE, reading, or a related field. See Table 8 for an overview of project and consultant qualifications, commitments, and responsibilities.

2.3 Qualifications of Project Consultants and Subcontractors

Professional development subcontractor. NDDPI will contract with Mid-continent Research for Education and Learning (McREL) to provide professional development in *Scaffolding Early Literacy*. McREL, a nonprofit education organization established in 1966, has provided training and technical assistance in early childhood programs across the nation. **Dr. Elena Bodrova**, McREL Principal Researcher and lead author of the *SEL* program, will serve as McREL's lead and a co-PI on the project. Dr. Bodrova has served as the lead professional development provider for four Early Reading First projects in Wyoming, Iowa, Illinois, and Wisconsin. She is an internationally known expert in cognitive psychology and child development and has been teaching, providing professional development, and conducting research in early childhood education, early literacy, and assessment in the U.S. since 1992. **Dr. Kim Atwill** will serve as co-PI with Dr. Bodrova, sharing her expertise in literacy and language development of children with special needs and English Language Learners (see resumes in Attachments).

Evaluation subcontractor. Dr. Gwendolyn Coe, University of Wisconsin-Platteville, will oversee the program evaluation. Dr. Coe has more than thirty years experience in the field of early childhood education as a teacher, parent educator, and college professor. She served as the Director of Early Childhood Education for the Missouri Department of Elementary and Secondary Education, overseeing the Parents as Teachers program and approving statewide screening assessments for young children. She has been the statewide evaluator in Missouri and Wisconsin for Even Start Family Literacy programs, and currently is evaluator for an Early Reading First project in Wisconsin. Dr. Coe teaches Oral Language/Emergent Literacy and Early Childhood Assessment at the University (see resume in Attachments).

3. ADEQUACY OF RESOURCES

3.1 Commitment of Partners

Directors of participating Head Start centers reviewed and discussed with Gail Schauer and

McREL staff the scheduling and implementation of professional development, *OWL* curriculum, and the assessments proposed for MiND PLACE. Directors selected potential teachers based on their level of expertise, interest, and commitment. Participants understand the expectations and have signed letters of commitment (see Appendices). Directors of each program have agreed to participate in the Advisory Board meetings bi-monthly to monitor project implementation and have also committed to provide space for professional development and new staff and to extend the instructional week and year for all participating preschool classrooms. Directors have also approved administration of child assessments to both treatment and control groups.

NDDPI, fiscal agent for the grant, has the capacity to administer the project; provide timely reports and analyses; and comply with OMB Government Accounting and fair employment standards. NDDPI has the expertise to work with the external evaluator to review results from teacher and child assessment tools and make mid-course corrections as needed.

3.2 Extent to which Costs are Reasonable

The project proposes to serve approximately 380 children annually over three years at an average cost of \$4,966 per child. NDDPI expects the intensive professional development, the implementation of *OWL*, and ongoing monitoring with valid and reliable assessments will improve the early literacy skills of all children (380) in the project. In addition, the project will increase knowledge and skills of 25 lead teachers, 24 assistant teachers, and 12 aides, as well as build the capacity of entire preschool centers in this remote region of North Dakota. The proposed project substantively enhances the current structure of the three preschool partners by adding: 1) ongoing supervision by a Project Director who will evaluate progress toward goals and objectives; 2) intensive, high quality professional development that includes coaching, ongoing teacher support, and reduced tuition rates to advance professional credentials; 3) a video conferencing intranet to attenuate distances in the rural community; 4) materials, supplies, and

literacy focused SBRR curriculum to ensure high quality print and literacy rich environments in all classrooms; and 5) coaching for parents to increase home literacy. Figure 3 illustrates growth in local knowledge and building capacity. It is a sample of an Early Literacy Rubric developed by a teacher in the Janesville Project (see <http://dww.ed.gov>).

Early Literacy Progress Monitoring Rubric—School District of Janesville, Wisconsin













EARLY LITERACY RUBRIC					
Name: _____		Date: _____			
	1	2	3	4	5
Reading 	I looked at the color and remembered my center from yesterday. 	I looked at my picture to remember what I did yesterday in my center. 	I looked and pointed to the lines as I read my plan from yesterday. 	I looked and pointed to the letters I wrote on my lines, as I read yesterday's play plan.  <u>I gn r bk</u>	I looked at my words I wrote yesterday and pointed to each word as I read back my plan.  <u>I am going to the block center</u>
 Oral message	I could name my center and match clip 	I could name my center and tell my role 	I could name my center tell my role and one thing I would do. 	I could name my role and 2 things I would do in my center. 	I could name role and 3 things I would do in my center. 

Figure 3. Teacher-made phonological awareness rubric

The costs the proposed project are less than the average cost of Head Start programs in general⁵⁴ and Early Reading First projects in particular.⁵⁵ However, as indicated in the retrospective Perry Report,⁵⁶ the costs are negligible compared to the cost of not, or inadequately, educating young children. Early Reading First components should be considered core to programs rather than value-added. MiND PLACE partners believe that these costs are reasonable in light of documented success in other Early Reading First projects conducted in collaboration with McREL that prepare children for not only successful entry to kindergarten but also lifelong success as readers. MiND PLACE partners will conduct a cost benefit analysis based on child outcome and DIBELS data to determine sustainable components of the project.

Early Reading First funds are requested to cover costs associated with extending instructional time, hiring additional support staff, providing professional development, and purchasing assessment instruments. During the three-year project period, the leadership team will identify sources for continued funding; however, as the professional development plan utilized by the project builds local capacity by developing a leadership cadre (project coordinators, coaches, and model teachers) whose knowledge will remain and serve the community once the project funding is gone. As a result, the necessity for some of requested ERF funds (e.g., for external professional development) will dissipate making the project more easily sustained over time.

4. MANAGEMENT PLAN

4.1 Plan to Achieve Project Objectives on Time and within Budget

A project leadership team made up of the director, project coordinator, co-principal investigators, and literacy coaches will monitor the overall budget, implementation of project activities, timely completion of program assessments, and grant reporting requirements. They will report to the Advisory Board. The MiND PLACE project has developed a detailed management plan for the purpose of: (1) ensuring fidelity to implementation of curriculum, assessment, and professional development; (2) providing opportunity for the project to rapidly and effectively respond to administrative and programmatic course corrections; and (3) systematically informing partners/stakeholders of timely implementation program progress and administrative activities. Table 9 delineates the key milestones for achieving full project implementation during Year 1, while the activities listed in Table 10 (Section 5.1) demonstrate benchmarks for measurable progress in achieving annual project goals and objectives. If awarded on October 1, 2008, the project will be fully staffed and ready to begin professional development in November and ready to begin classroom implementation in December.

Table 9. Year 1 MiND PLACE timeline

Activity	Year 1 (10/1/08-9/30/09)												Responsibility	
	1	2	3	4	5	6	7	8	9	10	11	12		
Appoint Proj Coor	X													Proj Dir
Advisory Council meet	X		X		X		X		X		X			Proj Dir & Coor
Hire Coaches	X	X												Proj Dir
Order OWE and assessments		X												Proj Dir
Plan/Extend day/week				X	X	X	X	X	X		X	X		Leadership Team
Orientation (meet coaches)		X									X			Proj Dir/McREL PD
CLASS training		X												Evaluator
Install Video Internet and prepare participants to use			X	X										Local IT staff
Set up website		X	X	X	X									McREL IT staff
Conduct initial assessments; share w/teachers			X											Evaluator/Coaches Proj Dir
Plan classroom environmental enhancements			X	X	X									Coaches/Teachers
PD: assessment interpretation			X		X		X		X					McREL PD/Coaches
Order additional classroom literacy materials				X	X									Project Dir
Classroom environments enhanced and ready					X	X	X				X	X		Project Dir
Family survey		X	X								X	X		Parent Coach
Family literacy nights				X	X	X	X	X	X		X	X		Parent Coach
Home visits		X	X			X	X				X	X		Parent Coach
DIBELS assessments k-3								X				X		Elem Schools
KinderCamp (4 y/o's)										X				Proj Dir & Coord
Annual Perform Analysis											X	X		Evaluator/ Leadership Team

4.2 Procedures for Ensuring Feedback and Continuous Improvement

The MiND PLACE project will impact child outcomes by implementing a SBRR curriculum and quality instructional practices. As summarized in Table 10, child and staff data will be collected regularly to track progress towards intermediate benchmarks and overall project goals. Results will be used by the MiND PLACE project leadership and literacy coaches to monitor and adjust project activities, including professional development. The leadership team will thus have opportunities to plan ahead and brainstorm contingencies if anticipated benchmarks are not attained along the projected timeline.

Other project staff will receive timely results from all data collection, including in-class

observations (see Section 1.1.4, section 1.2.3 Criterion 1, Factor 1, Purposes 2, 3 and 4.) and child evaluations (e.g., PALS-Pre K). The project director and professional developers will assist teachers with using the data to guide and improve classroom instruction.

4.3 Adequate Time Commitments of Key Personnel

Time commitments and responsibilities are presented in Table 8 (p. 25). Teachers will devote 40 hours a week to the project and will: 1) participate in professional development, 2) implement *OWL*, 3) use SBRR instructional strategies as demonstrated in *SEL* training, 4) monitor student progress, and 5) participate in data collection and reporting (including to parents).

5. PROJECT EVALUATION

5.1 Methods of Evaluation

Screening, monitoring, and outcome measures for children will assess oral language, phonological awareness, print awareness, and alphabet knowledge, and social competence. Monitoring and outcome measures for professional development will assess environments and teacher practice. Measures will provide formative and summative evaluation.

Formative assessment for program improvement. Results from *Get Reading To Read!*, Phonological Awareness Language Screen (PALS-PreK), Peabody Picture Vocabulary Test (PPVT-III), and Pre-LAS will inform instruction for native and non-native speakers and children with special needs. The evaluator will train teachers and coaches to administer child assessments and teach them how to use results of pre- and mid-year assessments to track and modify interventions for children identified as “in need” of additional instruction. The Social Competence and Behavior Evaluation Preschool Edition (SCBE) will be administered fall and mid-year to a sample of children who are selected by the teacher in each classroom based on anecdotal records for the purpose of helping teachers plan interventions. All sub-tasks of the ELLCO—Environment Checklist, Classroom Observation, Literacy Activities, and Teacher

Interview—will be administered by the evaluator. Pre-assessments will guide purchases of writing materials and theme-related “narrative” and “information” books and determine current levels of teacher performance. The evaluator will administer CLASS to assess language modeling and literacy focus in teacher child interactions twice a year. The evaluator also will design focus groups to meet mid year to elicit teachers’ understandings and misunderstandings of professional development. Teachers will submit quarterly teaching videos, and the evaluation team will design a schema for video and audio coding and an analytical process specific to the project. Transana, a computer program, will be used for analyzing videos and focus group audiotapes. The evaluator will work with McREL team to analyze video and audio tapes quarterly and to review coaches’ reports from weekly classroom visits. This analysis will guide professional development modifications. Teachers, coaches, and the staff developers will receive recommendations for improvement after each analysis.

Summative assessment for the reporting of outcomes. The evaluation team will report the impact of professional development and other project activities on environments, teacher practice, and children’s literacy competence. Table 10 details the outcomes, benchmarks, and measures

Table 10. Goals, Outcomes, Benchmarks, and Measures

Goal 1: Children’s Literacy: Increase children’s oral language, phonological awareness, print awareness, and alphabet knowledge as measured by increased numbers of children achieving benchmarks		
3-Year Outcomes	1st-Year Benchmarks	Measures
Children will identify an average of 19 or more upper case letters	Children will identify an average of 12 or more upper case letters	Getting Ready to Read PALS-PreK
100% of children will achieve a Standard Score of 85 or higher on Receptive Vocabulary	80% of children will achieve a Standard Score of 85 or higher on Receptive Vocabulary	PPVT-III, Receptive
100% of children who score lower than 85 at pre-assessment in Receptive Vocabulary will achieve significant gains at post assessment	80% of children who score lower than 85 at pre-assessment in Receptive Vocabulary will achieve significant gains at post assessment	PPVT-III, Receptive
At Kindergarten, 100% of children will demonstrate proficiency in literacy.	At Kindergarten, 85% of children will demonstrate proficiency in literacy	DIBELS
Goal 2: Children’s Social-Emotional Development: Increase children’s level of social emotional skills		
3-Year Outcomes	1st-Year Benchmarks	Measures

90% of children identified as “in need” of improvement will improve self-regulation skills	50% of children identified as “in need” of improvement will improve self-regulation skills	Social Competence and Behavior Evaluation
Goal 3: Learning Environment : Expand literacy and language related learning opportunities in high-quality language and literature rich classroom environments		
3-Year Outcomes	1st-Year Benchmarks	Measures
Classrooms will average 41 on Environment checklist 100% of classrooms will rate “Exemplary” in all 10 dimensions of the Classroom Observation of ELLCO 100% of teachers will score between 6-7 (high) on both Language Modeling and Literacy Focus	Classrooms will average 32 or greater on the Environment Checklist 100% of classrooms will rate “Basic” or higher in all 10 dimensions of Classroom Observations of ELLCO 60% of teachers will score between 6-7 (high) and 40% will score between 3-5 (mid) on both Language Modeling and Literacy Focus.	<u>ELLCO-sub-task</u> Environment Checklist <u>ELLCO-sub-task</u> Classroom Observation <u>CLASS subscales</u> Language Modeling Literacy Focus
Goal 4: High-Quality Literacy Instruction: Increase systemic and explicit instruction through activities that develop oral language, phonological awareness, print awareness, and alphabet knowledge.		
3-Year Outcomes	1st-Year Benchmarks	Measures
100% of teachers will rate ‘Exemplary’ in all 10 dimensions of Classroom Observation of ELLCO 100% of teachers will demonstrate increased time spent in systematic and explicit instruction in early literacy 100% of children will demonstrate proficiency in North Dakota Early Literacy Standards OWL Curriculum will be appropriately implemented	100% of teachers will rate “Basic” or high on all 10 dimensions of Classroom Observation of ELLCO 70% of teachers will demonstrate increased time spent in systematic and explicit instruction 90% of children will demonstrate proficiency in North Dakota Early Literacy Standards OWL Curriculum will be appropriately implemented	<u>ELLCO-sub-tasks</u> Classroom Observation Teacher Interview <u>Coaches Reports</u> <u>Classroom Schedules</u> <u>Teacher Reflections</u> <u>Teacher Videos</u> Minot Show Case Evaluating Language and Literacy in Four Year Olds
Goal 5: Teacher Knowledge: Increase the staffs’ knowledge of scientifically-based research about early language and literacy curriculum, instruction, and assessment.		
3-Year Outcomes	1st-Year Benchmarks	Measures
100% of teachers/coaches will increase knowledge of scientifically-based research about early language and literacy curriculum and instruction 100% of teachers will use assessments to plan interventions for native and non-native speakers and children with special needs	65% of teachers/coaches will increase knowledge of scientifically-based research about early language and literacy curriculum and instruction 65% of teachers will use assessments to plan interventions for native and non-native speakers and children with special needs	<u>ELC-Emergent</u> Literacy Content (self-report, pre and post) scored by Evaluator <u>Focus Groups-audio</u> <u>Coaches Reports</u>

5. 2 Objective Performance Measures

Table 11 outlines the project measures and the identified reliability and validity. Data for

monitoring professional development will be based on analysis of teacher videotapes quarterly, ELLCO evaluations in the fall and spring, and analysis of mid-year focus group audiotapes.

Coding of qualitative data by trained graduate students at the University of Wisconsin-Platteville will precede analysis. The evaluator will assure reliability based on training received from the developers of Transana at the University of Wisconsin-Madison. The evaluator will also monitor changes in children's pre and mid year assessments. Results and outcomes will be reported to the program quarterly and to funders annually. Presentations and publications will report successes.

Table 11. Reliability and validity of measures

Measure	Reliable	Internally Consistent	Validity	Type ^a	When
Get Ready to Read!	.80	.78	Concurrent	Qn, Sc	Fall
ELLCO <i>Literacy Environment Checklist</i>	88%	.84	Internal	Qn, Sc, Out	Fall, Spring
<i>Classroom Observation</i>	90%	.90	Internal Convergent Divergent	Qn, Sc, Out	Fall, Spring
<i>Literacy Activities Rating Scale</i>	81%	.66	Internal	Qn, Sc, Out	Fall, Spring
Phonological Awareness Literacy Screening (PALS)	88%	.70	Internal & Convergent	Qn, Sc, Mo, Out	Fall, Mid, Spr
Peabody Picture Vocabulary Test (PPVT-III) Receptive		.92-.98	Concurrent	Qn, Sc, Mo, Out	Fall, Mid, Spr
Classroom Assessment Scoring System (CLASS) <i>Language Modeling, Literacy Focus</i>	84%	.79-.90	Face Concurrent	Quantitative Screen Outcome	Fall, Spring
DIBELS	79%			Qn, Out	Fall-yr. 2,3
Social Competence and Behavior Evaluation (SCBE)	N/A	N/A	N/A	Ql, Sc, Mo	Fall, Mid,
Teacher Reflections Coaches Reports	N/A	N/A	N/A	Ql, Mo	Daily Monthly
Teacher Videos	N/A	N/A	N/A	Ql, Mo	Fall, Mid, Spr
Emergent Literacy Content (ELC)-developed by University of Iowa	N/A	N/A	N/A	Ql, Mo, Out	Mid, Spring
Focus Groups-audio	N/A	N/A	N/A	Ql, Mo	Mid
Evaluating Language and Literacy in Four Year Olds	N/A	N/A	N/A	Ql, Mo	Monthly

^a Qn: Quantitative; Ql: Qualitative; Sc: Screen; Mo: Monitor; Out: Outcome

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2008.

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54

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55

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2008.

56

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Project Narrative

Other Narrative

Attachment 1:

Title: Pages: Uploaded File: **1325-Mandatory_MiNDPLACE_DemoInfo.pdf**

Attachment 2:

Title: Pages: Uploaded File: **8585-MiNDPLACE_Indirect_Cost_Rate.pdf**

Attachment 3:

Title: Pages: Uploaded File: **8937-MiNDPLACE_Resumes.pdf**

Attachment 4:

Title: Pages: Uploaded File: **4097-Support_Letters_08.pdf**

Attachment 5:

Title: Pages: Uploaded File: **2010-MiNDPLACEEnglish_LangAcq.pdf**

APPENDIX: Center Information

Demographic Data of Preschool Classrooms, Children, and Staff

School	Number of classes	Number of children (ages)	% Free/Red. Lunch*	% LEP	% Amer. Ind.	% Special Needs	Attendance Hrs/Day Day/Week Months/Yr	Primary Funding Source	Current Instructional Program	Staff Teacher Asst. Aide	Academic credentials	Average tenure
Minot Public Schools Head Start 2815 Burdick Ex E, Minot, ND 58701 Phone 701-857-4688 Fax 701-857-4517 Distance to Minot: 0 mi	7	118 (3-5)	99	2.1	7.8	31.4	6.5 hrs 4 days 9 mos	Head Start	ShowCase	7 7 7	MA/MS 1 BA/BS 6 AA/AS 1 ECE 2	6.0 yrs
Early Explorers Head Start 701 Main Street North Towner, ND 58788 Phone 701-537-5409 Fax 701-537-5312 Distance to Minot 47 miles	7	122 (3-5)	99	3.0	4.0	3.2	6.5 hrs 3 - 4 days 9 mos	Head Start	Galileo Creative Curriculum	8 7 5	MA/MS 1 BA/BS 8 AA/AS 0 ECE 0	5.2 yrs
Three Affiliated Tribes Head Start 509 9 th street N, New Town ND 58763 Phone 701 627-4820 Fax 701 627-4401 Distance to Minot: 57 mi	7	140 (3-5)	100	2.3	100	10.9	5 hrs 4 days 9 mos	Head Start	Craetive Curriculum	10 10 0	MA/MS 0 BA/BS 2 AA/AS 10 ECE 0	4.3 yrs
Total	21	380	99	2.5	40.5	13.9				61		

COPY

**INDIRECT COST RATE AGREEMENT
STATE EDUCATION AGENCY**

ORGANIZATION:

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

DATE: June 2, 2006

AGREEMENT NO. 2006-098
FILING REFERENCE: This replaces previous
Agreement No. 2005-227
dated May 17, 2005

The purpose of this Agreement is to establish indirect cost rates for use in awarding and managing of Federal contracts, grants, and other assistance arrangements to which Office of Management and Budget (OMB) Circular A-87 applies. The rates were negotiated by the US Department of Education pursuant to the authority cited in Attachment A of OMB Circular A-87.

This agreement consists of four parts: Section I - Rates and Bases; Section II - Particulars; Section III - Special Remarks; and, Section IV - Approvals.

Section I - Rate(s) and Base(s)

<u>TYPE</u>	<u>Effective Period</u>		<u>Rate</u>	<u>Base</u>	<u>Coverage</u>	
	<u>From</u>	<u>To</u>			<u>Location</u>	<u>Applicability</u>
Predetermined	07-01-06	06-30-08	11.1%	<u>1/</u>	All	All Programs

1/ Total direct cost less capital expenditures, alterations, renovations, and flow-through funds and the portion of each sub-award in excess of \$25,000 regardless of the number of years of the award.

Capitalization Policy: Items of equipment costing \$5,000 or more with a useful life in excess of one year are capitalized.

Treatment of Fringe Benefits: Fringe benefits applicable to direct salaries and wages are treated as direct costs, however, pursuant to OMB Circular A-87 – Attachment B. Paragraph 8.d.3, terminal leave costs for all employees will be allocated as an indirect cost.

Section II - Particulars

SCOPE: The indirect cost rate(s) contained herein are for use with grants, contracts, and other financial assistance agreements awarded by the Federal Government to the Organization and subject to OMB Circular A-87.

LIMITATIONS: Application of the rate(s) contained in this agreement is subject to all statutory or administrative limitations on the use of funds, and payment of costs hereunder is subject to the availability of appropriations applicable to a given grant or contract. Acceptance of the rate(s) agreed to herein is predicated on the conditions: (A) that no costs other than those incurred by the Organization were included in indirect cost pools as finally accepted, and that such costs are legal obligations of the State Education Agency and allowable under the governing cost principles; (B) that the same costs that have been treated as indirect costs are not claimed as direct costs; (C) that similar types of information which are provided by the State Education Agency, and which were used as a basis for acceptance of rates agreed to herein, are not subsequently found to be materially incomplete or inaccurate; and (D) that similar types of costs have accorded consistent accounting treatment.

ACCOUNTING CHANGES: Fixed or predetermined rates contained in this agreement are based on the accounting system in effect at the time the agreement was negotiated. When changes to the method of accounting for cost affect the amount of reimbursement resulting from the use of these rates, the changes will require the prior approval of the authorized representative of the cognizant negotiation agency. Such changes include, but are not limited to, changing a particular type of cost from an indirect to a direct charge. Failure to obtain such approval may result in subsequent cost disallowances.

FIXED RATE: The negotiated rate is based on an estimate of the costs which will be incurred during the period to which the rate applies. When the actual costs for such period have been determined, an adjustment will be made in a subsequent negotiation to compensate for the difference between the cost used to establish the fixed rate and the actual costs.

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

AUDIT: If a rate in this Agreement contains amounts from a cost allocation plan, future audit adjustments which affect this cost allocation plan will be compensated for during the rate approval process of a subsequent year.

COPY

ORGANIZATION: ND Department of Public Instruction

Page 3

Section III - Special Remarks

1. This agreement is effective on the date of approval by the Federal Government.
2. Questions regarding this agreement should be directed to the Negotiator.
3. Approval of the rate(s) contained herein does not establish acceptance of the State Education Agency's total methodology for the computation of indirect cost rates for years other than the year(s) herein cited.

Section IV - Approvals

For the State Education Agency:

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

Wayne G. Sanstead
 Signature

Dr. Wayne G. Sanstead
 Name

State Superintendent
 Title

6-15-06
 Date

For the Federal Government:

US Department of Education
 830 First Street, NE
 Room 21C4, UCP
 Washington, DC 20202-4450

Mary Gonzales
 Signature

for Richard T. Mueller
 Name

Director, Indirect Cost Group
 Title

June 2, 2006
 Date

John J. Masaitis
 Negotiator

(202) 377-3837
 Telephone Number

G. (Galeila) Gail Schauer
Department of Public Instruction
600 East Boulevard Avenue, Dept 201
Bismarck, ND 58505-0440
Ph: (701) 328-2285
E-mail: gschauer@nd.gov

Experience:

- 5/02-Present Assistant Director of Title I and Reading First Administrator for the North Dakota Department of Public Instruction (DPI). Duties include working with the State Leadership Team and the Reading First Team, administering the Reading First programs within the school districts, providing technical assistance, providing professional development opportunities, updating the ND Reading First website, and monitoring the Reading First programs.
- 2/01-4/02 Special Education Regional Coordinator for DPI. Duties included reviewing applications from special education units, monitoring special education units, facilitating task forces, providing technical assistance to school personnel. Portfolio included emotional disturbance, learning disabilities, autism, and disciplines regulations.
- 8/98-2/01 Assistant Director of Title I and State Even Start Coordinator for DPI. Duties included reviewing the Title I applications, monitoring the Federal Title Programs, making arrangements for Summer Institutes, and administering the Even Start Program.
- 9/93-8/98 Teacher of students with learning disabilities at Bismarck High School. Duties include assessing students' present cognitive and academic levels as well as their progress, preparing IEP and assessment reports, facilitating meetings with involved team members, assisting students in meeting the goals on their IEP, teaching study strategies, fostering students' growth in self-sufficiency and self-advocacy, and supporting students with transition requirements for life after high school.
- 9/82-3/87 Assistant Manager/Supervisor/Teacher at First Steps Learning Center, a day care and preschool in Bismarck, ND. Duties were to prepare and carry out teacher related activities for children, confer with parents about child's daily activities, supervise other teachers, maintain proper ratio of student to staff, maintain updated files, and help with accounts payable and accounts receivable.

Resume of G. Gail Schauer (cont.)

Education:

- 10/90-4/94 University of Mary, Bismarck, ND. Received the degree of Masters of Education with certification in Specific Learning Disabilities and certification in Emotionally Disturbed in April of '94. Received a Bachelor of Science Degree in Elementary Education in January of '92.
- 6/81-7/82 Valley City State College, Valley City, ND. Took classes pertaining to elementary teaching.
- 9/76-5/80 North Dakota State University, Fargo, ND. Obtained a Bachelor of Science Degree in Early Childhood and Family Relations.

Honors and Trainings:

- Received the Celebrate Literacy Award in North Dakota (5/06)
- Attended numerous workshops, conferences, and classes including:
- Elementary Math Institute (6/07)
 - Secondary Math Institute (6/07)
 - Differential Instruction (7/06)
 - Creating Powerful Action Plans for Schools (11/05)
 - Institute for Beginning Readers (8/05)
 - National Reading First Conferences (7/04 and 7/05)
 - ND Teacher Reading Academies (7/04 and 7/05)
 - Training Trainers in DIBELS (8/04 and 8/05)
 - National Title I Conference (1/03)
 - Scientifically-Based Reading Research (7/03)
 - Characteristics of Effective Professional Development in Reading First (12/02)
 - Developing a Framework for Reading First Assessments (9/02)
 - Using A Data-Based Leadership Framework to Set Priorities (4/05)
 - Transition Workshop (9/97)
 - Supporting Sec. Students w/Disabilities (Minot State U, 8/97)
 - Reaching the Hard to Teach (NDSU, 5/97)
 - Working w/Children from Dysfunctional Families (U of Idaho, 4/97)
 - Transition Workshop (9/96)
 - Self Advocacy Transition (Minot State U, 9/94)

Professional Affiliations:

- Member of the International Reading Association (1999-2009).
- Member of the North Dakota Education Association and National Education Association (1991-2008).
- Member of the North Dakota Reading Association (2000-2009).

References: Available upon request.

ELENA BODROVA

Principal Researcher

Mid-continent Research for Education and Learning
4601 DTC Boulevard, Suite 500 | Denver, CO 80237
303.632.5610 | ebodrova@mcREL.org

EDUCATION

Ph.D. Developmental and Educational Psychology, Academy of Pedagogical Sciences,
Moscow, Russia, 1984

M.A. Developmental & Educational Psychology, Moscow State University, Russia, 1980

B.A. Psychology, Moscow State University, Russia, 1980

SPECIFIC AREAS OF EXPERTISE

- Early childhood education
- Development of self-regulation in young children
- Early literacy development
- Lev Vygotsky's cultural-historical theory

PROFESSIONAL EXPERIENCE

2006-present Principal Researcher

1998-2006 Senior Researcher

Mid-continent Research for Education and Learning (McREL), Denver, CO

Conduct research on the effects of self-regulation training on children's academic and social-emotional functioning, early literacy acquisition, and writing development; develop early literacy assessment instruments and teacher-training materials; provide training and technical assistance to early childhood educators.

1992-1998 Visiting Professor, *Metropolitan State College of Denver, Denver, CO.*

Taught undergraduate classes on child development and educational psychology; co-directed *Learning How to Learn* and *Tools of the Mind* research projects.

1990 - 1992 Senior Researcher, *Russian Center of Educational Innovations, Moscow, Russia.*

Conducted research on development of self-regulation in preschool-aged children; participated in the development of preschool and kindergarten standards.

1983-1990 Researcher, *Research Institute for Preschool Education, Moscow, Russia*

Conducted research on cognitive development of preschool-aged children; participated in the development of preschool and kindergarten curricula and teacher-training materials.

SELECTED PROJECT EXPERIENCE

Increasing the Efficacy of an Early Mathematics Curriculum with Scaffolding Designed to Promote Self-Regulation (June 2008-present)

Sponsored by U. S. Department of Education, Institute of Education Sciences Research Grants Program – Goal 3 Efficacy Trials); conducted in Los Angeles Unified School District

Responsible for the development of curriculum and training materials for the self-regulation component of the combined intervention; delivery of professional development for teachers, coaches, and mentors, and for monitoring of the fidelity of implementation

Early Reading First Projects

Sponsored by U. S. Department of Education; conducted in various sites

Janesville School District, Janesville, WI (2004-2008)

School District U-46, Elgin, IL (2003-2006)

24 districts served by Mississippi Bend Area Education Agency, Bettendorf, IA (2003-2006)

Big Horn School District, WY (2001-2004)

Primary provider of professional development for teachers and administrators participating in the project designed to increase the quality of preschool education. Provided sustained, intensive, and classroom-focused professional development to

- increase teachers' knowledge of the development of language, cognitive, and early reading skills for preschool-age children;
- advance teacher understanding and use of effective instructional strategies that are based on scientifically based research and designed to improve student academic achievement;
- improve knowledge and use of methods of teaching children with special needs and English language learners;
- increase teacher knowledge and use of the use of data and assessment to inform classroom practice; and
- assist program staff with methods for working more effectively with parents.

Professional Development in Early Childhood Education for Indian Demonstration Grant

Sponsored by U. S. Department of Education; conducted in Page Unified School District, AZ

Primary provider of professional development for teachers and administrators to increase the quality of preschool education, specifically the curriculum, instruction, and assessment.

Professional Development for Reading First Implementation (2004-2006)

Funded by John Carroll University through the Ohio Department of Education

Modified materials and activities used in Reading First classrooms in Ohio to include strategies designed to enhance self-regulation skills and to ensure developmental appropriateness for use in literacy instruction in kindergarten classrooms. Provided professional development on use of the materials; conducted on-site observations to monitor implementation.

Best Teachers with At-Risk Children (1997-1998)

Sponsored by the Colorado State Department of Education and McREL

Co-directed this project designed to collect baseline data on early literacy development of at-risk kindergarten children placed in the classrooms of highly effective teachers.

Tools of the Mind Project (1996-1998)

Sponsored by Metropolitan State College of Denver.

Co-directed this quasi-experimental study designed to evaluate the efficacy of an innovative early childhood curriculum in kindergarten classrooms serving low SES students

Learning How to Learn Project (1994-1996)

Sponsored by Metropolitan State College of Denver.

Co-directed this study designed to collect data on the pilot implementation of a new literacy program in a number of urban preschool, kindergartens, first- and second-grade classrooms.

SELECTED RECENT PUBLICATIONS

Bodrova E., & Leong, D. (In press). Tools of the mind: Vygotskian approach to early childhood

- education. In: J. L. Rooparine & J. Jones. Approaches to Early Childhood Education (5th ed.). Columbus, OH: Merrill/Prentice Hall.
- Bodrova, E. (In press) Make-believe play vs. academic skills: A Vygotskian approach to today's dilemma of early childhood education. European Early Childhood Education Research Journal.
- Bodrova, E., Leong, D. J. (2008) Developing self-regulation in young children: Can we keep all the crickets in the basket? Young Children. 63 (2), pp. 56-58
- Bodrova, E. & Leong, D. (2007) Play and Early Literacy: A Vygotskian Approach. In K. A. Roskos & J. F. Christie (Eds.) Play and literacy in early childhood (2nd ed). Mahwah, NJ: Lawrence Erlbaum Associates (pp. 185-200).
- Bodrova E., & Leong, D. (2007). Tools of the mind: Vygotskian approach to early childhood education. (2nd ed.) Columbus, OH: Merrill/Prentice Hall.
- Paynter, D.E., Bodrova, E., & Doty, J.K. (2005). For the Love of Words: Vocabulary Instruction that Works, Grades K-6. New York, NY: Jossey-Bass.
- Bodrova, E. & Leong, D. (2006). Adult influences on play: Vygotskian approach. In D.P. Fromberg & D. Bergen (Eds.) Play from birth to twelve and beyond: Contexts, perspectives, and meanings. (2nd ed). New York: Routledge (pp. 167-172)
- Bodrova E., & Leong, D. J. (2005) Vygotskian Perspectives on Teaching and Learning Early Literacy. In D. K. Dickinson & S.B. Neuman (Eds.) Handbook of Early Literacy Research. (2nd ed). New York, NY: Guilford Press Publications (pp. 243-256)
- Bodrova E., & Leong, D.J. (2005) Self-Regulation as a Key to School Readiness: How Can Early Childhood Teachers Promote this Critical Competency? In M. Zaslow, Ph.D., & I. Martinez-Beck (Eds.) Critical Issues in Early Childhood Professional Development Baltimore, MD: Brookes Publishing (pp 203-224)
- McAfee, O., Leong, D.J. & Bodrova, E. (2004). Basics of assessment: A primer for early childhood educators. Washington, DC: National Association for the Education of Young Children.
- Bodrova, E., & Leong D. J. (2001). The Tools of the Mind Project: A case study of implementing the Vygotskian approach in American Early Childhood and Primary Classrooms. Geneva, Switzerland: International Bureau of Education, UNESCO.

SELECTED RECENT PRESENTATIONS

- Bodrova, E. (2008) Tools of the Mind: Developing self-regulation in young children. Presented at the conference "Preschool Education in the Context of Child, Family, and School" Trabzon, Turkey
- Bodrova E., Leong, D. J. (2008) Theoretical benefits of dynamic assessment in early writing. Presented at the Annual Meeting of the American Educational Research Association, New York, NY
- Atwill, K., Bodrova, E., Apthorp, H, & Douglas, B. (2008) Research-based features of shared reading practices in preschool: impacts on pre-literacy achievement. Presented at the Annual Meeting of the American Educational Research Association, New York, NY
- Bodrova, E. (2008) Developing self-regulation in make-believe play: New insights from the Vygotskian perspective. Presented at CITO Second International Conference on Early Childhood Education Arnhem, Netherlands

GWENDOLYN D. COE, Ph. D.

Evaluator/ Consultant/ Researcher
225 Washington
Platteville, Wisconsin 53818
563-503-8089
E-mail: coe@uwplatt.edu

Ph. D. Early Childhood Education/ Administration/ Adult Education
University of Missouri - Columbia

EXPERIENCE (begins with current position)

Professor-Graduate Faculty	University of Wisconsin-Platteville
Dean, Francis Child Development Center	Penn Valley Community College
Director of Early Childhood Education	Missouri Dept. of Elem.& Sec. Education
Parents As Teachers (PAT) Director	
Owner/Director-First Step Preschools	Camdenton, Missouri
Public School Teacher- Kdg. 1st & 2nd Grade	Colorado & Missouri

CONSULTING

- Program Development (urban, rural, inner city)
 - Kansas City Missouri School District-MO
 - Macon School District-MO
 - Janesville School District-WI
 - Beloit School District-WI
 - Platteville School District-WI
- Program Evaluator -Even Start Family Literacy- 3 states Missouri, Wisconsin, Wyoming
8 @ local level
 - Early Reading First -4 years Janesville, Wisconsin
- Child Care Center Design -University of WI-Platteville Platteville, Wisconsin
Hickman Mills School District Kansas City, Missouri
- Grant Writing Local, State, Federal, Foundation \$6,500,000+ Successfully Funded

INTERNATIONAL PARTICIPATION

Oxford Round Table on Early Literacy	Oxford, England
Harvard Forum on Family Literacy Invited participant.	Cambridge, Massachusetts
Diana, LaVilleta, Neruda, Arcobaleno Schools Intensive training in the "Reggio Approach"	Reggio Emilia, Italy
Christ Church and Walwayne Team taught in British Primary Schools.	Bradford-on-Avon and Trowbridge, England
Organization Mondiale Pour l'Education Prescolaire (OMEP) Presenter--International Early Childhood Conferences	Copenhagen, Denmark Santiago, Chile Kusadai, Turkey Melbourne, Australia Tromso, Norway Kuala Lumpur, Malaysia

NATIONAL & INTERNATIONAL PRESENTER

- Early Literacy
- Family Literacy
- Parent Involvement
- Brain Development
- Appropriate Environments
- Grant Writing
- Mentoring

PUBLICATIONS and REVIEWER (selected sample)

- 2007 Coe, G. 2007. Early Reading First Final Report. Department of Education.
Coe, G. 2007. "Even Start Program Evaluation of a Tenth Year Rural Family Literacy Project". Blackhawk Technical College: Janesville, Wisconsin
Coe, G. 2007. "Even Start Program Evaluation of a Sixteenth Year Family Literacy Project". Family Literacy Center: Beloit, Wisconsin
Reviewer. 2007 International Journal of Early Childhood Education. OMEP: Sweden
- 2006 Coe, G. 2006. Early Reading First Final Report. Department of Education.
Coe, G. 2006. "Even Start Program Evaluation of a Ninth Year Rural Family Literacy Project". Blackhawk Technical College: Janesville, Wisconsin
Coe, G. 2006. "Even Start Program Evaluation of a Fifteenth Year Family Literacy Project". Family Literacy Center: Beloit, Wisconsin
- 2005 Coe, G. 2005 Early Reading First Final Report. Department of Education.
Coe, G. 2005. "Even Start Program Evaluation of a Eighth Year Rural Family Literacy Project". Blackhawk Technical College: Janesville, Wisconsin
Coe, G. 2005. "Even Start Program Evaluation of a Twelfth Year Rural Family Literacy Project". Family Literacy Center: Macon, Missouri
Coe, G. 2005. "Even Start Program Evaluation of a Fourteenth Year Family Literacy Project". Family Literacy Center: Beloit, Wisconsin
- 2004 Coe, G., McConnell, J. 2004. "The Children of Cuba", Young Children NAEYC: Washington, D. C.
Coe, G. 2004. "Even Start Program Evaluation of a Seventh Year Rural Family Literacy Project". Blackhawk Technical College: Janesville, Wisconsin
Coe, G. 2004. "Even Start Program Evaluation of a Eleventh Year Rural Family Literacy Project". Family Literacy Center: Macon, Missouri
Coe, G. 2004. "Even Start Program Evaluation of a Thirteenth Year Family Literacy Project". Family Literacy Center: Beloit, Wisconsin
- 1997-2004 Worked exclusively on Even Start Program Evaluations at State and Local level
- 1996 Coe, G. 1996. "Infant Childrearing: Beliefs of Parents and Child Care Providers". Child Study Journal, 26, 2. State University of New York College at Buffalo: Buffalo, New York
- 1995 Coe, G. 1995. "Building Relationships with Families through Communication". Field-Based Program Training Module for CDCG 261. Metropolitan Community Colleges; Kansas City, Missouri
- 1994 Coe, G. 1994. "The Interplay of Personality Type and Infant Childrearing Beliefs". Doctoral Dissertation. University of Missouri-Columbia:

PROFESSIONAL ASSOCIATIONS

National Even Start Association (NESA)
International Reading Association (IRA)
Association for Supervision and Curriculum Development (ASCD)
National Association for the Education of Young Children (NAEYC)
Association for Childhood Education International (ACEI)
Organization Mondiale Pour l' Education Prescolaire (OMEP)
National Association of Early Childhood Teacher Educators (NAECTE)

PROFESSIONAL CERTIFICATIONS

Missouri Elementary Principal	K-8	(Life)
Kansas Elementary Principal	K-6	(Life)
Missouri Elementary Education	K-8	(Life)
Missouri Social Studies	7-9	(Life)
Missouri English	7-9	(Life)

Shirley Deibert

(b)(6)

Hm Phone: (b)(6) Wk Phone: 701-857-4688 Fax: 701-857-4688

Education:

- 1996-2002 Minot State University: Minot, ND
Masters Preschool Special Needs
- 1970-1974 Huron University: Huron, SD
Elementary Education
Special Education Concentration
Minor in Sociology
- 1975-1976 Weber State College: Utah
Course work in Early Childhood
- 1996-2002 Mayville State University: Mayville, ND
Additional studies in Early Childhood Education
- 1976- Current CDA Certification: Child Development Associate Certification

Work Experience:

- 1990-present Minot Head Start, Minot, ND
1990-1993 Preschool Teacher
1993-Present T/TA Coordinator-CDA Trainer – Advisor
1994-Present Even Start Coordinator
2004-Present Early Childhood Specialist
- 1987-1990 Nedrose Elementary: Minot, ND
Librarian and Reading Teacher
- 1985-1987 Longfellow Elementary: Minot, ND
Learning Disabilities classroom aide
- 1979-1985 Licensed Home Child Care Provider: Minot, ND
- 1975-1979 Minot Head Start, Minot, ND
Preschool Teacher / Disabilities Coordinator
- 1974-1975 McLaughlin School Districts, McLaughlin, SD
Special Education Teacher

Professional Activities:

- Minot Early Childhood Association: Past President /
Week of Young Child Chair / Co-Chair for NDAEYC Fall Conference 2007
- ND Association for the Education of Young Children:
Vice-President of Professional Development 1998-2002
- Midwest AEYC Member
- National AEYC Comprehensive Member
- National Family Literacy Association Member
- National Head Start Association Member
- ND Adult Basic and Secondary Education Association Member

Margaret "Peg" R. Schmaltz

(b)(6)

Home Phone: (b)(6) Work Phone: 701-857-4688 Fax: 701-857-4688

Education:

- 1999-Current Minot State University: Minot, ND
Course Work in Early Childhood Education
- 1996- Current CDA Certification: Child Development Associate Certification
- 1994-1995 Mayville State University: Mayville, ND
Early Childhood Instruction
- 1983 Minot High School, Minot ND
Diploma

Work Experience:

- 1992-present Minot Head Start, Minot, ND
1992-1997 Preschool Assistant Teacher
1997-2003 Site Assistant Manager
(Job Corps Site Closed in 2003)
2003-2005 Main Center Office Assistant
2005-Present Education/Disabilities Assistant
- 1984 – 1992 Rued Insurance Agency, Minot ND
North Dakota Licensed Property and Casualty Agent

Professional Activities:

- Minot Early Childhood Association:
Chair for registration NDAEYC Fall Conference 2007
- Midwest AEYC Member
National AEYC Member
National Head Start Association

Memorandum of Agreement of Preschool Partners in the Minot,
North Dakota Preschool Literacy Acquisition Collaborative for Education

The partners of the Minot, North Dakota Preschool Literacy Acquisition Collaborative for Education are committed to implementing a high quality early literacy program commencing on 10/1/2008. All Head Start Teachers have signed this letter of commitment.

1. I am aware of and agree to support the goals and expectations described in this Early Reading First Grant Application.
2. I agree to attend all Early Reading First professional development sessions implemented through this grant, to include a minimum of 64 hours annually.
3. I agree to work with all participants in this Early Reading First Grant project, including the Project Coordinator, professional development providers, Literacy Coaches, and Speech/Language educators through professional development, in-class mentoring, coaching sessions and study groups.
4. I agree to implement the scientifically based reading research curriculum, *Opening the World of Learning*, and the *Scaffolding Early Literacy* teaching strategies learned through intensive professional development.
5. I agree to be part of a team that will allow and support in-class visitation and observations in order to learn from one another.
6. I agree to complete any and all progress monitoring screening, pre/post child outcomes assessments, and classroom environment evaluations and observations and any other evaluation or observations to support the full evaluation of this project.
7. I agree to engage in and support activities designed to help preschoolers transition to kindergarten, including the summer Kinder Transition program for four-year-olds.

Early Explorers Head Start/ TGU School District #60:

(b)(6)

Head Start Director, Allison Dybing-Driessen

5-22-08

Date

(b)(6)

Preschool Education Supervisor, DeeAnn Peterson

5-23-08

Date

(b)(6)

Bottineau Classroom Teacher, Laura Nelson

6-2-08

Date

(b)(6)

Drake Combination Classroom Teacher, Lori Berndt

6-2-08

Date

(b)(6)

Harvey Classroom Teacher, Amy Schneider

9/23/08

Date

(b)(6)

5/19/08

Rugby Classroom Teacher, Jennifer Suko

Date

(b)(6)

5-1-08

Towner Combination Classroom Teacher, Kristi Jones

Date

(b)(6)

5-23-08

Turtle Lake Combination Classroom Teacher, Brenda Suckow

Date

(b)(6)

5-22-08

Velva Head Start Classroom Teacher, Melissa Linnertz

Date

Minot Public Schools Head Start:

(b)(6)

May 28 2008

Date

5/21/08

Date

5/21/08

Date

5/21/08

Date

5-21-08

Date

5-21-08

Date

5-21-08

Date

5-21-08

Date

5/21/08

Date

05/29/08

Date

Three Affiliated Tribes Head Start:

(b)(6)		
Signature of:	Sara Young Bird, Head Start Director	5-19-08 Date
(b)(6)		5-19-08 Date
Signature of:	Wide Howard, Education Manager	Date
(b)(6)		5/16/08 Date
Signature of:	Kaye Driver, Head Start Teacher I	Date
(b)(6)		5/16/08 Date
Signature of:	Josh Dancing Bull, Head Start Teacher II	Date
(b)(6)		5-16-08 Date
Signature of:	Veronica Serdahl, Head Start Teacher I	Date
(b)(6)		5-16-08 Date
Signature of:	Eunice Young Bear, Head Start Teacher II	Date
(b)(6)		5.16.2008 Date
Signature of:	Leroy White Singer, Head Start Teacher I	Date
(b)(6)		5.16.08 Date
Signature of:	Barbara Little Swallow, Head Start Teacher II	Date
(b)(6)		5-16-2008 Date
Signature of:	Marcella Murray, Head Start Teacher I	Date
(b)(6)		5-16-2008 Date
Signature of:	Clarice Driver, Head Start Teacher II	Date
(b)(6)		5-16-08 Date
Signature of:	Neva Meyers, Head Start Teacher I	Date
(b)(6)		5-16-08 Date
Signature of:	Ree Hosie - Ahmed, Head Start Teacher II	Date
(b)(6)		5-16-08 Date
Signature of:	Mavis Stone, Head Start Teacher I	Date
(b)(6)		5-16-08 Date
Signature of:	Maryann Morsette, Head Start Teacher II	Date
(b)(6)		5-16-08 Date
Signature of:	Jeanine Spotted Horse, Head Start Teacher I	Date
(b)(6)		5-16-08 Date
Signature of:	Delaine Clairmont, Head Start Teacher II	Date

Collaborative Agreement

This letter is written in support of the Early Reading First application submitted by the Preschool Partners in Minot, North Dakota Preschool Literacy Acquisition Collaborative for Education. 20 identified preschool classrooms within a 75 mile radius of Minot will participate in the intensive training/project focusing on supporting local efforts to enhance the early language, literacy, and prereading development of preschool-age children, particularly those from low-income families, through strategies and professional development that are based on scientifically based reading research.

The school districts understands that the grant is designed to help early childhood centers improve their programs, by creating centers of excellence that provide preschool-age children with language and cognitive skills, and an early reading foundation.

The school district agrees to:

1. I am aware of and agree to support the goals and expectations described in this Early Reading First Grant.
2. I agree to allow and support in-class visitation and observations in order to facilitate cooperation between the Head Start program and the elementary school, as well as the transition between preschool and kindergarten.
3. I agree that someone from my district will participate in monthly advisory committee discussions (via phone or in person) to review progress, solve problems, and plan for sustainability.
4. I agree to share relevant data from Reading First evaluations (DIBELS) to monitor the ongoing impact of the program, kindergarten through second grade.
5. I will support my kindergarten teachers to attend 2 to 3 days of training per year focusing on intensive early language and reading development and instructional materials used in the preschool setting and approaches to transition into the elementary school setting.
6. It is my understanding that any time that the teachers spend away from the classroom will be financially covered by the grant to cover the expense of substitute teachers.

Turtle Lake Public Schools

(b)(6)

School Official

6-4-08
Date

Bottineau Public Schools

(b)(6)

Elementary Principal Date 6/3/08

TGU School District #60 (TGU Towner and Granville Schools)

(b)(6)

Debby Marshall, Superintendent

6/03/2008
Date

Harvey Public Schools

(b)(6)

School Official

Supt. 6-3-08
Date

Mohell Public Schools:

(b)(6)

Signature of: Mr. Kelly Taylor, Superintendent

6-4-08

Date

New Town Public School:

(b)(6)

Signature of: Marc Bluestone, Superintendent

5-28-08

Date

(b)(6)

Signature of: Carolyn Bluestone, Elementary Principal

5-28-08

Date

Stanley Public Schools:

(b)(6)

Signature of: Mr. Mark Moran, Elementary Principal

5-27-08

Date

(b)(6)

Signature Position

5/28/08

Date

(b)(6)

Signature of: Dr. David Loewen, Superintendent

5-29-08

Date

(b)(6)

Signature of Northern Plains and Peace Garden Special Services Director Date

MAY 21, 2008

White Shield School:

Loose Schmidt Supt.

Signature of: Principal

5/29/08

Date

Rugby Public Schools

(b)(6)

6/4/08

School Official

Date

(b)(6)

Signature of: Kindergarten Teacher

5/29/08

Date

(b)(6)

Signature

Position

Date

5-29-08



**Three Affiliated Tribes
Head Start Program
509 9th Street North
New Town, ND 58763
(701) 627-4820 Fax (701) 627-4401**

**Memorandum of Agreement of Preschool Partners in the
Minot, North Dakota Preschool Literacy Acquisition Collaborative for Education**

The partners of the Minot, North Dakota Preschool Literacy Acquisition Collaborative for Education are committed to implementing a high quality early literacy program commencing on 10/1/2008. This letter of commitment has been signed by the Minot Public Schools stakeholders involved in the development and implementation of the proposed Early Reading First project, including the district superintendent, elementary school principals, and the Head Start center directors. Preschool and Head Start teachers as well as paraprofessionals have also signed a letter of commitment. This letter will be signed by and made a part of the Personnel File of all new hires who will be involved in implementation and on-going success of the project.

1. I am aware of and agree to support the goals and expectations described in this Early Reading First Grant Application.
2. I agree to allow and support in-class visitations and observations in order to facilitate cooperation between the Head Starts and the elementary schools, as well as the transition process between preschool and kindergarten.
3. I agree to participate in monthly advisory committee discussions (via phone or in person) to review progress, solve problems, and plan for sustainability.
4. I agree to share relevant data from Reading First evaluations (DIBELS) to monitor the on-going impact of the program, kindergarten through second grade.
5. I agree to facilitate and support the development and implementation of the summer Kinder Transition program for four-year-olds.

Tribal Council:

(b)(6) _____
 Signature (b)(6) _____ Date 5-16-08
 Signature of: Malcolm Wolf, Vice-Chairman _____ Date 5-20-08

Head Start:

(b)(6) _____
 Signature (b)(6) _____ Date 5-27-08
 Signature of: Wade Howard, Education Manager _____ Date 5-20-08



4601 DTC Boulevard, Suite 500 • Denver, Colorado 80237-2596
303.337.0990 • Fax: 303.337.3095 • www.mcREL.org

May 29, 2008

Gail Schauer
Assistant Director, Reading First Program
North Dakota Department of Public Instruction
600 Boulevard Avenue, Department 201
Bismark, ND 58505

Dear Ms. Schauer:

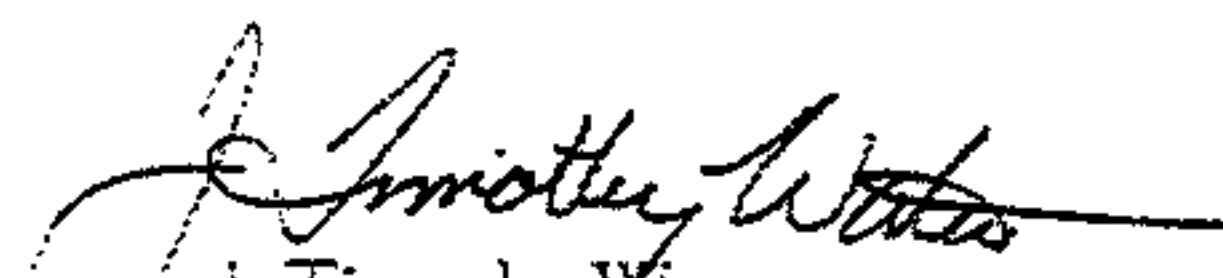
Mid-continent Research for Education and Learning (McREL) is pleased to submit this letter of commitment to serve as a partner for the Early Reading First proposal that you are submitting to the U.S. Department of Education's Office of Elementary and Secondary Education.

Established in 1966, McREL is a 501(c)(3) private non-profit organization whose purpose is to improve Pre-K-12 education through applied research and development. Dr. Elena Bodrova, Principal Researcher and primary author of the *Scaffolding Early Literacy* professional development program, will serve as McREL's lead for this project. Dr. Bodrova has been providing technical assistance and professional development for Early Reading First projects since the program's inception in 2002. She is an internationally known expert in cognitive psychology and child development and has been teaching, providing professional development, and conducting research in early childhood education, early literacy, and assessment in the United States since 1992.

As a partner in this study, Dr. Bodrova will serve as a key consultant to the project and lead a team that will provide intensive, multi-dimensional professional development designed to enhance preschool teachers' abilities to deliver effective instruction that will improve preschoolers' early literacy and cognitive skills. If funded, McREL intends to enter into a contractual agreement with the North Dakota Department of Public Instruction to carry out the services described in the proposal narrative.

Thank you for including McREL in your proposal to the Early Reading First Program in the Office of Elementary and Secondary Education. If I can provide any further information, please contact me.

Sincerely,



J. Timothy Waters
President & Chief Executive Officer

RECEIVED

Mid-continent Research for Education and Learning

English Language Acquisition Plan

Conceptual Framework

Research indicates a developmental sequence for acquiring a second language (L2) in preschool settings (Tabors, 1998). This framework will guide the MiND PLACE project and recognizes that preschool children are cognitively and linguistically tied to their home language and culture (NAEYC, 1995). Stages of second language acquisition:

- 1) *Home Language Use* – Children use their home language (L1) to communicate with everyone, including those who do not speak L1.
- 2) *Nonverbal Period* – (Preproduction stage) Children show their understanding through gestures, pointing, and nodding. They realize that their L1 is not being understood and stop using it, relying instead on nonverbal communication. They also listen to the language used by others and build receptive understanding of L2.
- 3) *Telegraphic and Formulaic Speech* – (Early production stage) Children use common greetings, routine phrases, and begin to use 1-word statements in L2 to express their ideas. This condensed speech allows them to join in classroom activities.
- 4) *Productive Language Use* – Children begin to produce their own phrases and sentences in L2. Frequent errors should be expected as children work through the process of acquiring and generalizing rules of English.

Research indicates that an effective second language acquisition plan should be thoughtfully designed, engaging, developmentally appropriate, as well as culturally and linguistically sensitive (NAEYC, 1995; 2005; NASBE, 2006). When these elements are present, teachers can make connections between children's L1 and L2, helping children progress through the stages above. Research also indicates that children's L1 skills impact their successful development of L2 proficiency (Atwill, et al., 2007; in press; Cummins, 1993). Staff in the MiND PLACE project will strengthen children's primary language skills while simultaneously developing competence in English and stimulating cognitive operations in either language. Teachers introduce English Learners (EL) to the sounds of English while cultivating children's growing awareness of both English and their home language, supporting the development of phonological awareness in both languages (August & Hakuta, 1997; Tabors, Paez, & Lopez,

2003). Bilingual staff will be available in classrooms with EL children.

Nurturing English Proficiency

Children in the MiND PLACE project will experience nurturing classroom environments that clearly support and value their home language, community and culture. Communication in native languages as well as English will be accepted and encouraged. To engage and nurture language acquisition, learning centers and other classroom areas will be clearly labeled in multiple languages supported by photographs and drawings. Along with these forms of functional print, environmental print from home and community will also be used in classroom and home-based activities.

Instructional Strategies and Practices

Research provides evidence that ELs progress better academically when they receive English-plus education (Slavin, & Cheung, 2005). While research does not support one particular approach (August & Shanahan, 2006), research does support effective strategies and practices that should be part of any second language acquisition plan (Vaughn et al., 2006). The *Scaffolding Early Literacy* professional development will train MiND PLACE staff in the use of effective strategies and practices to support EL children's acquisition of English:

- emphasize early identification of children struggling with oral language skills using a non-deficient approach recognizing strengths rather than weaknesses;
- use a routine schedule to enable EL children to participate fully in activities;
- provide children with comprehensible input, so that children understand the meaning of language used in the classroom. Procedures will include:
 - using nonverbal communication;
 - keeping messages simple;
 - emphasizing and repeating key words in sentences;
 - talking about the "here and now;" and
 - using visual supports whenever possible.
- introduce children to the sounds, speech patterns, and vocabulary of English, while also promoting children's L1 acquisition;
- emphasize and repeat words in multiple ways using thematic and story contexts;
- engage in running commentaries, using English to describe classroom activities;
- frequently read predictable books, in which the illustrations and repeated sentence

- patterns help explain the meaning of the words in the text;
- use environmental and functional print to surround children with plenty of meaningful opportunities to talk about words and link them to their environment;
- schedule children to work in context rich play centers for at least 60 minutes per day, providing ample opportunities for language input from peers;
- scaffold children's language, encouraging them to use theme-related vocabulary;

The *OWL* curriculum will allow teachers to use all of these strategies and practices, and many more, through theme-based literacy activities. The curriculum also features specially designed EL literacy activities for 3- and 4-year-olds in all thematic units.

Timeline.

Children's English proficiency will be assessed twice a year using the Pre-LAS to determine children's level of proficiency in both English (e.g., Non-English Speaking, Limited English Speaking, or Fluent English Speaking). MiND PLACE staff aim to increase children's skill by one English level each year they are in the program.

Budget Narrative

Budget Narrative

Attachment 1:

Title: Pages: Uploaded File: 1925-Mandatory_MiNDPLACEBudgetNarr08.pdf

BUDGET NARRATIVE

	Yr1	Yr2	Yr3	Total
<u>Personnel/Benefits</u>				
<i>Off Site Personnel</i>				
Project Director (.50 FTE) Salary	\$27,369	\$28,737	\$30,174	\$86,280
Benefits (31%)	\$8,485	\$8,909	\$9,354	\$26,748
Admin. Asst. (.70 FTE) Salary	\$20,538	\$21,565	\$22,644	\$64,747
Benefits (31%)	\$6,367	\$6,685	\$7,020	\$20,072
Project Accountant (.25 FTE) Salary	\$13,004	\$13,654	\$14,336	\$40,994
Benefits (31%)	\$4,031	\$4,233	\$4,444	\$12,708

Funds are requested to support off site personnel from the North Dakota Department of Public Instruction (NDDPI) including Gail Schauer, MS.Ed., 50% ,who will serve as the Project Director. Administrative support is requested in the form of 70% of an admin asst. and 25% of an accountant who conduct data input, invoice processing and payments, OMB cost reports, and project reporting.

<i>On Site Personnel</i>				
Project Coordinator (1 FTE) Salary	\$60,000	\$63,000	\$66,150	\$189,150
Benefits (31%)	\$18,600	\$19,530	\$20,507	\$58,637
Literacy Coaches (3 FTE) Salary	\$135,000	\$141,750	\$148,838	\$425,588
Benefits (31%)	\$41,850	\$43,943	\$46,140	\$131,933
Parent Coaches (1.5 FTE) Salary	\$54,000	\$56,700	\$59,535	\$170,235
Benefits (31%)	\$16,740	\$17,577	\$18,456	\$52,773
Stipend for 3 site managers	\$7,500	\$7,875	\$8,269	\$23,644
Stipend for 3 Educ. Specialists	\$3,600	\$3,780	\$3,970	\$11,350
Business Managers (3 at .10 FTE each)	\$13,500	\$14,175	\$14,885	\$42,560
Benefits (31%)	\$4,185	\$4,394	\$4,614	\$13,193

Funds are requested to fund the project coordinator who will oversee the implementation of the project on site, supervise the staff, and report to the Project Director. The literacy coaches will mentor instructional staff and prepare materials over the 11-month year. The parent coaches will be liaisons between the parents, the children, the teachers, and the coordinators. Salaries for the coaches are inline with similar positions in local school districts. The site managers and educational specialists are already full time. The stipends will be for additional time, such as the

time they will be in training. NDDPI will be granting a portion of the funds to each Head Start to cover the costs listed. Since each Head Start will be responsible for the fiscal management of their portion of the project, three .10 FTE business managers/accountants' salary and benefits were included.

Staff at Minot Head Start classrooms in Minot for additional days & weeks

Teachers Salary	\$50,984	\$53,534	\$56,211	\$160,729
Benefits (26%)	\$13,256	\$13,919	\$14,615	\$41,790
Asst Teachers Salary	\$28,552	\$29,980	\$31,479	\$90,011
Benefits (26%)	\$7,424	\$7,795	\$8,185	\$23,404
Aides/Sub Salary	\$14,280	\$14,994	\$15,744	\$45,018
Benefits (26%)	\$3,713	\$3,899	\$4,094	\$11,706
Teacher substitutes (for 7 classrooms for training days)				
Salary	\$9,996	\$10,496	\$11,021	\$31,513
Benefits (26%)	\$2,599	\$2,729	\$2,865	\$8,193
Assistant Teacher Substitutes (for 7 classrooms for training days)				
Salary	\$5,292	\$5,557	\$5,835	\$16,684
Benefits (26%)	\$1,376	\$1,445	\$1,518	\$4,339
Education Asst. Salary	\$10,395	\$10,915	\$11,461	\$32,771
Benefits (26%)	\$2,703	\$2,838	\$2,980	\$8,521
Cook/Custodian for extra days	\$11,026	\$11,576	\$12,156	\$34,758
Benefits (26%)	\$2,868	\$3,010	\$3,162	\$9,040
Tuition Stipends (\$100 per staff)	\$2,300	\$2,300	\$2,300	\$6,900

Staff at Early Explorer Head Start classrooms in Towner for additional days & weeks

Teachers Salary	\$46,231	\$48,542	\$50,970	\$145,743
Benefits (26%)	\$12,021	\$12,621	\$13,253	\$37,895
Asst Teachers Salary	\$29,479	\$30,953	\$32,501	\$92,933
Benefits (26%)	\$7,665	\$8,048	\$8,451	\$24,164
Aides/Sub Salary	\$21,708	\$22,794	\$23,933	\$68,435
Benefits (26%)	\$5,645	\$5,927	\$6,223	\$17,795
Cook/Custodian	\$11,026	\$11,576	\$12,156	\$34,758
Benefits (26%)	\$2,868	\$3,010	\$3,162	\$9,040
Tuition Stipends (\$100 per staff)	\$2,200	\$2,200	\$2,200	\$6,600

Staff at Three Affiliated Tribes Head Start classrooms in New Town for additional days & weeks

Teachers Salary	\$61,459	\$64,532	\$67,759	\$193,750
Benefits (31%)	\$19,053	\$20,005	\$21,005	\$60,063
Asst Teachers Salary	\$45,333	\$47,600	\$49,980	\$142,913
Benefits (31%)	\$14,053	\$14,756	\$15,494	\$44,303
Sub pay for training days	\$35,260	\$37,023	\$38,875	\$111,158
Bus Drivers/Aides Salary	\$62,330	\$65,447	\$68,719	\$196,496
Benefits (31%)	\$19,323	\$20,289	\$21,303	\$60,915

Cook/Asst Cook/Custodian	\$46,928	\$49,275	\$51,738	\$147,941
Benefits (31%)	\$14,548	\$15,376	\$16,039	\$45,963
Tuition Stipends (\$100 per staff)	\$2,200	\$2,200	\$2,200	\$6,600
SUBTOTAL PERSONNEL AND BENEFITS	\$831,490	\$872,730	\$916,039	\$2,620,259
	\$229,373	\$240,938	\$252,884	\$723,195

Funds are requested to support the lead and assistant teachers, as well as support staff, as they increase their school day to include 6.5 instructional hours. The instructional staff will also provide additional weeks of schooling, including a Kinder transition summer program. The funds requested will cover the cost of this additional staffing above and beyond that provide through Head Start funding.

Travel

Project Director's Travel	\$9,870	\$10,463	\$11,125	\$31,458
Literacy coach's travel (3 FTE)	\$62,445	\$67,245	\$78,090	\$207,780
Parent coach's travel (1.5 FTE)	\$31,223	\$33,622	\$39,045	\$103,890
Staff travel to Minot/training	\$67,712	\$35,549	\$37,327	\$140,588
SUBTOTAL TRAVEL	\$171,250	\$146,879	\$165,587	\$483,716

Funds are requested to cover costs of local travel (mileage, lodging, and meals) for the Project Director to attend the trainings in Minot 10 times each year as well as visit all three sites (21 classrooms) each year. This also includes travel to the Early Reading First Conference. Funds are also requested to cover the travel costs incurred by the literacy and parent coaches. Literacy coaches will be traveling on a daily basis to the 21 classrooms scattered across north central North Dakota. Parent coaches will be visiting families in this area. This travel costs include mileage, meals, and lodging. Costs are also requested to cover costs instructional staff will incur as they attend the professional development in Minot (10 during year 1, 5 during years 2 and 3).

Equipment

Technology upgrade to support video conferencing	\$25,500	\$0	\$0	\$25,500
SUBTOTAL EQUIPMENT	\$25,500	\$0	\$0	\$25,500

Due to the extreme rural location, this project will utilize desktop videoconferencing to connect instructional staff with professional developers and with each other. The cost of this upgrade significantly reduces the transportation costs of the professional development in year three.

Supplies

<i>Pearson Opening the World of Learning</i>				
(25 sets @ \$2090 ea)	\$52,250	\$0	\$0	\$52,250
Additional literacy supplies (21 classrooms @ \$1000 ea)	\$21,000	\$21,000	\$21,000	\$63,000
Supplies for Parent Coaches	\$19,000	\$19,000	\$19,000	\$57,000
TAT Headstart	\$14,021	\$13,147	\$13,805	\$40,973
Early Explorers	\$9,997	\$10,497	\$11,022	\$31,516
Minot Headstart	\$12,009	\$12,610	\$13,240	\$37,859
Assessment supplies	\$16,992	\$6,507	\$6,830	\$30,329
Supplies for Kinder Summer	\$6,500	\$6,500	\$6,500	\$19,500
<i>Videoconferencing Computers</i>				
(Dell XPS M1530, \$1299 ea)	\$29,877	\$0	\$0	\$29,877
<i>Digital Camcorders</i>				
(Sony DCR-HC96 w/mike)	\$1,650	\$550	\$0	\$2,200
HP Photosmart printers	\$2,100	\$0	\$0	\$2,100
SUBTOTAL SUPPLIES	\$185,396	\$89,811	\$91,397	\$366,604

Moderate material costs are requested as programs are fairly well-equipped. Costs are high for year one due to start up costs, but level out for years two and three. Each Head Start will be provided the SBRR literacy curriculum, *Opening the World of Learning*. Additional funding is requested to supplement the curriculum to create print-rich classrooms. Parent Coaches will supply each child with a trade book to build a home library. Each Head Start will need additional classroom supplies, cleaning supplies, office materials and supplies, furniture for the coaches, rent for coach's office. Each classroom will have a video-ready computer to connect with the internet and each other. Funds are also requested to cover the cost for the necessary assessments.

Contractual

<i>Cost of McREL PD</i>				
Personnel	\$63,039	\$63,393	\$57,659	\$184,091
Fringe Benefits	\$18,281	\$18,384	\$16,721	\$53,386
Consultants	\$25,680	\$25,680	\$25,680	\$77,040

Travel	\$29,361	\$32,198	\$26,005	\$87,564
Supplies	\$2,192	\$2,211	\$1,954	\$6,357
Other	\$31,011	\$24,715	\$23,117	\$78,843
Total Direct Costs	\$169,564	\$166,581	\$151,136	\$487,280
Indirect Costs	\$46,300	\$45,777	\$41,530	\$133,607
Total McREL costs	\$215,864	\$212,358	\$192,666	\$620,888
 <i>Cost of Evaluator (Coe)</i>				
Personnel (incl. Fringe and GA time)	\$44,400	\$47,380	\$50,632	\$142,412
Travel	\$10,585	\$11,395	\$12,316	\$34,296
CLASS training	\$1,500	\$0	\$0	\$1,500
Total Evaluator costs	\$56,485	\$58,775	\$62,948	\$178,208
SUBTOTAL CONTRACTUAL	\$272,349	\$271,133	\$255,614	\$799,096

NDDPI will be contracting with McREL to provide intensive, on-going on site professional development. NDDPI will also contract with Dr. Gwen Coe to conduct the evaluation of the project. These costs are elemental to the success of the project.

Construction – None requested

Other

Bus Transportation (fuel)	\$8,446	\$8,869	\$9,312	\$26,627
Internet (\$500/mo)	\$6,000	\$6,000	\$6,000	\$18,000
SUBTOTAL OTHER	\$14,446	\$14,869	\$15,312	\$44,627

Additional funds are requested to cover fuel costs to provide transportation for an extra day each week and additional weeks each year. To support the videoconferencing and cross-site communication, the internet will be upgraded. Additional costs of this high speed internet are included, but reasonable.

<u>Total Direct Cost</u>	\$1,729,804	\$1,636,360	\$1,696,833	\$5,062,997
<u>Indirect Cost</u>	\$192,008	\$199,636	\$207,014	\$598,658

The indirect cost rate between NDDPI and U.S. Department of Education is 11.1% (see attachments). NDDPI has requested an increase in the indirect cost rate, so this rate may change.

Training Stipends - NA

<u>Total Costs</u>	\$1,921,812	\$1,835,996	\$1,903,847	\$5,661,655
Costs per year per child (380/year)	\$5,057	\$4,832	\$5,010	