

Montana Comprehensive Literacy State Development Program

Due Date: Postmarked NO Later than March 31, 2020

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MONTANA COMPREHENSIVE LITERACY STATE DEVELOPMENT PROGRAM

Montana Office of Public Instruction
Montana Comprehensive Literacy State Development Program

Terri Barclay

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Website:

<http://opi.mt.gov/Leadership/Academic-Success/Title-Other-Federal-Programs/Montana-Literacy-Projects>

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OPIpersonnel@mt.gov



MONTANA COMPREHENSIVE LITERACY STATE DEVELOPMENT PROGRAM APPLICATION

Due Date: Postmarked no later than March 31, 2020

Return original and two copies to:

Office of Public Instruction

Attn: Terri Barclay

Montana Comprehensive Literacy State Development Program

PO Box 202501

Helena, MT 59620-2501

Funds Available: 9.5 million per year available for awards to eligible districts contingent upon the availability of federal funds. Funds made available from the Department of Education’s Striving Readers Grant.

Estimated Range of Awards: \$250,000-\$600,000 per application each year over a five-year period.

Fiscal Information: Successful projects are expected to operate from June 2020-September 2024. Grant awards will be issued for each budget year within that period. For the current year (FY20), funds will be available June 2020, through September 2020. *Continuation of funds will be contingent upon sufficient documented progress in meeting the goals of the program.*

Review Process: The application review will be a two-tier process:

Expert reviewers will evaluate and score the applications; and

The Office of Public Instruction (OPI) will make necessary policy decisions regarding the awards.

The rubric specifies that each of the eight parts must be evaluated and scored separately. Each part must receive a numerical score that falls in the “Meets Standard” or “Exemplary Plan” range for the applicant to receive a subgrant award. The total number of points awarded for all parts will be used to further distinguish relative strengths of the application. Along with the numerical score, each reviewer will list the strengths and weaknesses of the responses of each part. Successful applicants will be notified by May 29, 2020.

Application: See pages 4-6 for additional requirements. One original and two copies of the complete application package must be submitted. Staple or binder clip each complete set of application materials; do not use binders, plastic covers, folders, dividers, tabs, etc. Submission by fax or electronic mail will not be accepted. The original must include an original signature on all required documents.

Assistance: Contact Terri Barclay, (406) 444-0753, Tbarclay2@mt.gov; Colet Bartow, (406) 444-3583, MTLiteracyGrant@mt.gov or see details and timelines on our [Montana Literacy Projects webpage](#).

REQUIREMENTS

Each district awarded Montana Comprehensive Literacy State Development Program funds must commit to the following requirements:

Administrative Support

- School Leadership Team, which includes the principal(s) must attend two regional workshops (\$2,000 per team per meeting)
- Use of a walkthrough system
- School Leadership Team must be present during on-site support from an Instructional Consultant and the OPI team member as identified in the preset agenda.
- A District Leadership Team will need to be formed to meet with the OPI team member as necessary depending on the size of the district, number of students, and complexity of the grant. The OPI will work with the district to determine the makeup of this team.
- Schools must identify time for teacher team meetings when the Instructional Consultant is onsite

Personnel

- Costs will only be allowed if personnel directly support implementation of the required activities and if the sustainability of those components can be justified.

Instructional Consultant

- Instructional Consultants must be written in each application. Instructional Consultants will be chosen from a list of approved External Partners after districts are awarded based on needs identified within the MCLSDP Alignment Tool (includes the comprehensive needs assessment) and subgrant application (\$2,500 per day).

Table 1: Instructional Consultants

Number of Students or Children	Number of on-site support days per month from Instructional Consultant for all schools within the district application (October-April)	Funds Required for Instructional Consultant
1-200	2 @ \$2,500 x 7	\$35,000
201-500	3 @ \$2,500 x 7	\$52,500
501-750	4 @ \$2,500 x 7	\$70,000
750-1000	5 @ \$2,500 x 7	\$87,500
1001-2499	6 @ \$2,500 x 7	\$105,000
2500+	7 @ \$2,500 x 7	\$122,500

Assessment and Data Management

Districts will be required to adopt the assessments identified in Columns 1 and 2 on Table 2, to ensure the evaluation and effectiveness of the Montana Comprehensive Literacy State Development Program (MCLSDP). Districts will purchase and administer assessment instruments and data management systems identified in Column 3 on Table 2. If you have questions about approved assessments, please contact Terri Barclay.

Table 2: MCLSDP Required Assessments

Type	Description	Examples of appropriate Subgrantee Assessment Options
SCREENING	<p><u>What:</u> Quick efficient measures known to be strong indicators that predict student performance in a specific subject. Assessments are given at grade-level skill.</p> <p><u>Who:</u> All PreK-12 students</p> <p><u>When:</u> Beginning, middle, and end of year or upon arrival</p>	<p>DIAL-4 (PreK-required)</p> <p>ISIP (K-10) DIBELS Next (K-6) AIMS web (K-6) MAP (K-12) STAR reading</p>
PROGRESS MONITORING/INTERIM	<p><u>What:</u> Frequent measurement to determine if students are making adequate academic progress</p> <p><u>Who:</u> All PreK-12 students</p> <p><u>When:</u> Should be administered as part of the instructional routine: Tier 1 every 6 weeks, Tier 2 every 4 weeks, Tier 3 every 2 weeks</p>	<p>DIAL-4 (PreK-required)</p> <p>ISIP (K-10) DIBELS Next (K-6) AIMSweb (K-6) i-Ready Smarter Balanced Interim Assessments STAR reading Program assessments Intervention program assessments</p>
DIAGNOSTIC	<p><u>What:</u> Individually administered assessments to provide in-depth information regarding a student's skills and instructional needs</p> <p><u>Who:</u> PreK--12 students who are not responding efficiently to instruction</p> <p><u>When:</u> As needed through data analysis</p>	<p>Program diagnostic assessments Intervention program diagnostic assessments</p>
OUTCOME	<p><u>What:</u> Assessments that provide an evaluation of the effectiveness of instruction and indicate student year-end achievement when compared to grade-level performance standards</p> <p><u>Who:</u> PreK-12</p> <p><u>When:</u> End of school year</p>	<p>DIAL-4 (PreK-required)</p> <p>SBAC assessment (3-10) ACT (Grade 11) ISIP (K-10) DIBELS Next (K-6) AIMS web (K-6) MAP (K-12) STAR reading</p>

The application must include:

- Section I. Cover Page signed by the Authorized Representative
- Section II. Grant Proposal Parts 1-8
- Section III. Budget and Budget Narrative
- Section IV. Staff Assurances from each school and early childhood center

To be considered for funding, applications, forms with original signatures and two copies should be mailed or delivered by hand or express courier delivery no later than 5:00 p.m. on March 31, 2020, to the following:

Office of Public Instruction
Attn: Terri Barclay
Montana Comprehensive Literacy State Development Program
PO Box 202501
Helena, MT 59620-2501

Acceptable proof:

- a legibly dated U.S. Postal Service postmark; or*
- a legible mail receipt with the date of mailing stamped by the U.S. Postal Service; or*
- a dated shipping label, invoice, or receipt from a commercial carrier.*

Because of the possibility of electronic messaging failure, faxed applications will not be accepted.

For technical assistance regarding your application, please contact: Terri Barclay, (406) 444-0753, Tbarclay2@mt.gov; Colet Bartow, (406) 444-3583, MTLiteracyGrant@mt.gov or see details and timelines on our [Montana Literacy Projects webpage](#).

GENERAL GRANT INFORMATION

Table 3: Goals of Montana Comprehensive Literacy State Development Program (MCLSDP)

Objective	Description of Objective
1.	To use an independent peer review process to prioritize awards to eligible subgrantees who propose implementing a high-quality comprehensive literacy instruction program supported by moderate or strong evidence, and that aligns with the MCLSDP, as well as local needs.
2.	To implement a high-quality plan to prioritize and award subgrants that will serve the greatest numbers or percentages of disadvantaged children, including children living in poverty, English learners, and children with disabilities.
3.	To implement a high-quality plan to align, through a progression of approaches appropriate for each age group, early language and literacy projects serving children from birth to age 5 with programs and systems to improve readiness and transitions for children across this continuum.
4.	To ensure all Awarded MCLSDP Subgrantees submit and implement a high-quality plan that is informed by a comprehensive needs assessment aligned with the MCLSDP; provides professional development; includes interventions and practices that are supported by moderate or strong evidence; includes a plan to track children’s outcomes consistent with all applicable privacy requirements.
5.	The OPI will use the continuous improvement cycle (CIC) and the results of monitoring and evaluations and other administrative data to inform the continuous improvement and decision making, to improve program participant outcomes, and to ensure that disadvantaged children are served, and other stakeholders receive the results of the effectiveness of the MCLSDP in a timely fashion.
6.	To implement the revised version of the Montana Literacy Plan that is informed by a comprehensive needs assessment and developed with the assistance of the State Literacy (SL) Team, who will review and update the MCLSDP annually.

Table 4: Goals of GPRA

Objective	Description of Objective
1.	The percentage of participating four-year-old children who achieve significant gains in oral language skills.
2.	The percentage of participating fifth-grade students who meet or exceed proficiency on State reading/language arts assessments
3.	The percentage of participating eighth-grade students who meet or exceed proficiency on State reading/ language arts assessments
4.	The percentage of participating high school students who meet or exceed proficiency on State reading/ language arts assessments

Eligibility Criteria for MCLSDP Subgrantees:

One or more LEAs serving a high percentage of high needs schools as identified by 50% or more Free and Reduced Meal status or one or more LEAs with student populations in the top 15% in the state for Free and Reduced Meal status

OR

Are among the LEAs in the State with the highest percentage of students reading or writing below grade level as indicated by below proficient on state assessment (5th and 8th grade- Smarter Balanced), or below college and career ready on the ACT (high school), or one or more LEAs with student populations in the top 15% in the state reading, or writing below grade level as indicated by below proficient on SBAC or below college and career ready on the ACT.

Subgrant Application Preliminary Information:

In the MCLSDP subgrant application, eligible districts must identify a feeder pattern for children and students PK-Grade 12. Large districts may only include up to two early childhood centers, two elementary schools, one middle school, and one high school.

All levels must create a literacy line/feeder pattern (the flow of schools that the students take as they progress through their education). The patterns are determined by the location of the student's residence and that location within the school boundary.

Feeder Pattern Defined: Elementary Schools feed Middle School, which feed High Schools. Independent elementary districts will need to identify strong transitions and commitments with the eligible high school students feed into.

Districts must identify other local, state, or federal initiatives the district is participating in and clearly state how the different projects will work together to support a high-quality plan.

Private School Participation: Funds awarded through these subgrants are subject to the requirements of Section 14503 of ESEA P.L. 108-382 (Participation by Private School Children and Teachers) and the regulations in 34 CFR 299, Subpart E. The statute and regulations require that subgrantees provide private school children and their teachers, or other educational personnel, the services and benefits of the program on an equitable basis with public school children and teachers.

General Education Provisions Act (GEPA):

Local applications must indicate clear and concise steps that will be taken to assure equitable access to and participation in the Montana Comprehensive Literacy State Development Program activities regardless of gender, race/ethnicity, national origin, disability, or age.

GRANT APPLICATION NARRATIVE REQUIREMENTS

Applicants must respond in sequence to the Section II - Grant Narrative Parts 1-9 with no more than 30 pages in total (not including worksheets).

If the district or school believes the answer is provided in response to another question, that cross-reference should be supplied.

The required components of each narrative follow the question.

The following format should be used:

one-inch margins

double-spaced

12-point proportional type or font

All pages numbered

No appendices attached

Grants written in whole or part by vendors will not be accepted.

Grant Application Narrative Sections

Section II.

Part 1: Project Design Element 1- Assessment of Literacy Needs

Part 2: Project Design Element 2- Comprehensive, Evidence-Based Literacy Instruction

Part 3: Project Design Element 3- Educational Choice

Part 4: Project Design Element 4- Family Literacy

Part 5: Project Design Element 5- Instructional Coaching

Part 6: Project Design Element 6- High-Quality Professional Development

Part 7: Project Design Element 7- Continuous Improvement Cycle

Part 8: Project Design Element 8- Eligibility and Budget

Part 9: Project Design Element 9- Coordination with Early Childhood

Montana Comprehensive Literacy State Development Program Subgrant Application Guide

The subgrant application should be a narrative that addresses Parts 1-9 of a district's plan. The subgrant selection criteria are presented for each of the nine parts. Each of the nine parts must receive a score in the "Meets Standard" or "Exemplary Plan" range for the application to be funded.

Absolute Priority:

To be eligible for scoring parts 1-9 of the grant application, subgrantees must first show that their proposed plan is aligned with the components within the Montana Literacy Plan. If this is not demonstrated, the Peer Reviewer will contact Terri Barclay, the MCLSDP Director to determine if the Application will be scored. Districts will need to complete the MCLSDP alignment tool and attach it to the end of the application and reference the process throughout the application as applicable. The alignment tool does not count as part of the 30 pages. You will find the MCLSDP alignment tool in your grant support packet. The MCLSDP alignment tool also includes the comprehensive needs assessment.

Reviewers will:

- evaluate each of Parts 1-9 separately.
- indicate whether the proposal "Does Not Meet Standard," "Meets Standard," or describes an "Exemplary Plan".
- give each aspect a total number of points.
- in bullet form, list the strengths and weaknesses of each aspect.

SECTION I-APPLICANT GENERAL INFORMATION

Table 5: District General Information

District Name	Project Starting Date	Project Ending Date
Authorized Representative's Name	Title	Telephone Fax E-Mail
Address	City	ZIP Code

I hereby certify that to the best of my knowledge, the information contained in this application is correct; the local Board of Trustees has authorized me, as its representative, to file this application. The Board of Trustees agrees to the Common Assurances on file with the OPI for the 2020-2021 school year and those contained in this application regarding this grant.

Additional Assurance

The district schools and early childhood centers will follow the written commitments of this grant made by the district and the requirements identified by the Montana Comprehensive Project and the Montana Office of Public Instruction. By signing this application, the district agrees to participate in the National Evaluation of the Montana Comprehensive Literacy State Development Program.

X

Signature of Authorized Representative

For OPI Information/Approval _____

Date Received _____

Approved Amount of Award _____

Reviewer's Signature _____ Date _____

SECTION II-GRANT NARRATIVE

Subgrant Application and Scoring Rubric

The CLSD Subgrant Application and Scoring Rubric will serve two purposes:

- 1- To guide CLSD eligible Subgrantees in writing their CLSD Subgrant Application.
- 2- To guide Independent Peer Reviewers in scoring the CLSD Subgrant Application.

Absolute Priority: To be eligible for scoring Requirements 1-9 in the scoring rubric, the CLSD Subgrant Application must demonstrate advancement of literacy skills, using evidence-based practices, activities and interventions, including pre-literacy skills, reading, and writing, for children from birth through grade 12, with an emphasis on disadvantaged children, including children living in poverty, English learners, and children with disabilities. If this is not demonstrated, the Independent Peer Reviewer will contact Terri Barclay, the MCLSDP Program director, to determine if the CLSD Subgrant Application will be scored.

Preference Priority 1 – Promote literacy by providing: families with evidence-based strategies, access to books or other physical or digital materials or content about how to support their child’s reading development, or family literacy activities.

Preference Priority 2 – To empower families and individuals to choose a high-quality education that meets their unique needs to increase the proportion of students with access to educational choice for one or more of the following subgroups of children or students: a) Children or students in communities served by rural local educational agencies. b) Children or students with disabilities. c) English learners. d) Children or students who are or were previously in foster care.

Competitive Priority – To what extent did the subgrantee describe the role of instructional coaching in supporting the high-quality plan, the local project, and follow through in between instructional consultant and OPI visits through participation in the OPI Statewide Coaching Network?

The total points available for Section II: Parts 1-9 equal 200, with an additional 12 Preference Priority points total in Parts 3 and 4, and an additional 10 Competitive Priority points in Part 5, for a total possible of 222 points.

Table 6: Project Design Element 1- Assessment of Literacy Needs

Eligible Subgrantees describe the use of the Comprehensive Needs Assessment (Gap Analysis Tool) to identify needs and evidence-based interventions, strategies, and practices for disadvantaged children and students.

Does Not Meet Standards 0-10	Meets Some Standards 11-20	Exemplary 21-30
<p>Little evidence of all 6 steps of the gap analysis was defined with modifications to the steps.</p> <p>Or</p> <p>Evidence of less than 3 steps of the gap analysis was clearly described.</p>	<p>Some evidence of all 6 steps of the gap analysis was defined with modifications to the steps.</p> <p>Or</p> <p>Evidence of 3-4 steps of the gap analysis was clearly described.</p>	<p>Evidence of all 6 steps of the gap analysis was clearly described.</p> <p>Specific state and local disaggregated data was specified and used.</p> <p>The chart for disadvantaged subgroups was completed following the data review.</p> <p>The process of using comprehensive needs assessment (CNA) within the MCLP Alignment Tool was clearly described.</p> <p>Following a clearly described process of analyzing the CNA data, strengths and weaknesses clearly indicated.</p> <p>A clear process of correlating the student data to the CNA was indicated and next steps determined.</p> <p>Identification of the gaps and what interventions are needed is clearly described.</p>

Table 7: Project Design Element 2: Comprehensive, Evidence-Based Literacy Instruction

Eligible Subgrantees describe how they will ensure funds are used for the evidence-based interventions, strategies, and practices that were chosen using the Gap Analysis and how those evidence-based interventions, strategies, and practices will be implemented in a Multi-Tiered System of Support (MTSS) at each age-level (birth-kindergarten entry, kindergarten-grade 5, grade 6- 8, and grade 8-12).

Does Not Meet Standards 0-20	Meets Some Standards 21-40	Exemplary 41-60
<p>The Local Project minimally addressed all criteria for the Process to Select Relevant, Evidence-Based Interventions in great detail.</p> <p>Or</p> <p>The Local Project addressed less than 3 criteria for the Process to Select Relevant, Evidence-Based Interventions in great detail.</p>	<p>The Local Project vaguely addressed all criteria for the Process to Select Relevant, Evidence-Based Interventions in great detail.</p> <p>Or</p> <p>The Local Project addressed 3-4 criteria for the Process to Select Relevant, Evidence-Based Interventions in great detail.</p>	<p>The Local Project addressed all 5 criteria for the Process to Select Relevant, Evidence-Based Interventions in great detail.</p> <p>How the evidence-based interventions, strategies, and practices are aligned to Montana Standards and Curriculum (i.e., pacing guides, curriculum maps, lesson plans) teachers will use for teaching;</p> <p>How they will use Assessment and Data-Based Decision Making to improve teaching and learning within each Tier of instruction;</p> <p>How they will ensure Amount and Quality of Instruction is sufficient and effective within each Tier of instruction;</p> <p>How they will ensure teachers and students are inspired to create a culture of motivation, use a growth mindset, and utilize choice to increase willingness to learn, therefore, positively impacting change; and</p> <p>5. How they will provide a well-rounded education with the purpose of providing all students access to an enriched curriculum and educational experience.</p>

Table 8: Project Design Element 3- Educational Choice

PREFERENCE PRIORITY

The LEA provides Educational Choice to ensure children and students have opportunities to create a high-quality personalized path for learning to also include rural communities and for three or more groups of disadvantaged children or students and/or those currently or previously in foster care, when applicable.

Does Not Meet Standards 0-2	Meets Some Standards 3-4	Exemplary 5-6
Did not demonstrate how to improve children or students' access to educational choice.	Demonstrated a single option to improve children or students' access to educational choice.	Demonstrated two or more options to improve children or students' access to educational choice.
Did not demonstrate how to improve children or students' access to educational choice in rural communities.	Demonstrated a single option to improve children or students' access to educational choice in rural communities.	Demonstrated two or more options to improve children or students' access to educational choice in rural communities.
Did not demonstrate how to improve children or students' access to educational choice for any disadvantaged children or students and/or those currently or previously in foster care.	Demonstrated options to improve children or students' access to educational choice for 1-2 groups of disadvantaged children or students and/or those currently or previously in foster care.	Demonstrated options to improve children or students' access to educational choice for 3 or more groups of disadvantaged children or students and/or those currently or previously in foster care.

Table 9: Project Design Element 4- Family Literacy

PREFERENCE PRIORITY

The LEA provides Family Literacy Activities that engage families and include literacy experiences to support literacy development.

Does Not Meet Standards 0	Meets Some Standards 1-3	Exemplary 4-6
Did not address the needs of disadvantaged children or students by engaging families in evidence-based literacy strategies as described in the MLP’s Community and Family Engagement section.	Addressed the needs of disadvantaged children or students by engaging families in 1-2 evidence-based literacy strategies as described in the MLP’s Community and Family Engagement section.	Addressed the needs of disadvantaged children or students in detail by engaging families in 3 or more evidence-based literacy strategies as described in the MLP’s Community and Family Engagement section.
Did not address the needs of disadvantaged children or students by providing families evidence-based literacy strategies.	Addressed the needs of disadvantaged children or students by providing families 1-2 evidence-based literacy strategies.	Addressed the needs of disadvantaged children or students by providing families 3 or more evidence-based literacy strategies.
Did not demonstrate how school would coordinate comprehensive literacy instruction with early childhood programs and after-school programs.	Demonstrated how school would coordinate comprehensive literacy instruction with early childhood programs or after-school programs, but not both.	Demonstrated in detail how school would coordinate comprehensive literacy instruction with both early childhood programs and after-school programs.

Table 10: Project Design Element 5- Instructional Coaching

COMPETITIVE PRIORITY

To what extent did the subgrantee describe the role of instructional coaching in supporting the high-quality plan, the local project, and follow through in between instructional consultant and OPI visits through participation in the OPI Statewide Coaching Network?

Does Not Meet Standards 0	Meets Some Standards 1-3	Exemplary 4-6
The high-quality plan minimally describes how instructional coaching will support the implementation of the plan and how staff will continue with the plan between instructional consultant and OPI visits.	The high-quality plan vaguely describes how instructional coaching will support the implementation of the plan and how staff will continue with the plan between instructional consultant and OPI visits.	The high-quality plan clearly describes how instructional coaching will support the implementation of the plan and how staff will continue with the plan between instructional consultant and OPI visits.

Table 11: Project Design Element 6- High-Quality Professional Development (PD)

Eligible Subgrantees describe how they will ensure funds are used for a high-quality PD plan that supports the implementation of comprehensive, evidence-based literacy instruction in a Multi-Tiered System of Support (MTSS) and at each age-level (birth-kindergarten entry, kindergarten-grade 5, grade 6-8, and grade 8-12).

Does Not Meet Standards 0-15	Meets Some Standards 16-35	Exemplary 36-50
<p>The Subgrantee addressed and described only one criterion for high-quality PD.</p>	<p>The Subgrantee addressed and described 2 to 3 criteria for high-quality PD.</p>	<p>The Subgrantee addressed and described 4 or 5 criteria for high-quality PD.</p> <p>Explicitly demonstrated how to develop and implement high-quality PD that will improve and increase educators’ understanding and comprehensive, evidence-based literacy instruction Birth-grade 12.</p> <p>Specifically demonstrated how PD will align to the activities described in the MLP and as required by the MCLSDP grant application.</p> <p>Explicitly demonstrated implementation of job-embedded and classroom focused PD.</p> <p>Explicitly demonstrated implementation of data-based decision making.</p> <p>Explicitly demonstrated how to sustain the program.</p>

Table 12: Project Design Element 7- Continuous Improvement Cycle (CIC)

Eligible Subgrantees use the CIC (MLP, p. 14-30) to develop, implement, and sustain local high-quality literacy plans aligned to the MLP.

Eligible Subgrantees use the birth-grade 12 continuums (MLP, p. 40-42) to ensure educators improve school readiness and improve literacy skills of disadvantaged children and students for college and career readiness.

Describe what activities (MLP, p. 42-45) eligible Subgrantees will implement to improve transitions across the birth-grade 12 continuum.

To what extent did the subgrantee describe how the proposed local project and high-quality plan is designed to build capacity and yield results?

Does Not Meet Standards 0-6	Meets Some Standards 7-13	Exemplary 14-20
<p>The high-quality plan minimally indicates the 4 criteria:</p> <p>Or</p> <p>Less than 2 of the criteria were addressed</p>	<p>The high-quality plan vaguely indicates the 4 criteria:</p> <p>Or</p> <p>Only 2-3 of the criteria were addressed</p>	<p>The high-quality plan clearly indicates the following 4 criteria:</p> <p>A clear plan for how this grant will build upon current efforts to improve literacy</p> <p>A clear plan (i.e., activities and goals) for building capacity within each school and across the district to improve literacy beyond the life of the grant</p> <p>A timeline for building capacity to implement the plan</p> <p>A method to monitor the effectiveness of building capacity for each school and the district and how it's impacting teaching and learning</p>

Table 13: Project Design Element 8- Eligibility and Budget

Eligible Subgrantees will describe how funds will be used to implement the criteria listed throughout Design Elements 1-7 and 9.

Describe how funds will be used at each level: birth through kindergarten entry, kindergarten through grade 5, grade 6 through grade 8, and grade 9 through grade 12.

Subgrantee Priority: *Use funds to implement evidence-based activities and serve children birth-age 5 whose family income levels are at or below 200 percent of the federal poverty line or higher number or percentage of high-need schools*

Duration of Subgrants: *Use of funds over 5 years*

Sufficient Size and Scope of Subgrants: *To allow eligible Subgrantees to carry out high-quality early literacy birth through kindergarten entry and to carry out high-quality comprehensive literacy instruction.*

Does Not Meet Standards 0-10	Meets Some Standards 11-20	Exemplary 21-30
<p>The Subgrantees minimally describe how each of the following 4 criteria will be addressed:</p> <p>Or</p> <p>Less than 2 of the criteria were fully addressed</p>	<p>The Subgrantees vaguely describe how each of the following 4 criteria will be addressed:</p> <p>Or</p> <p>Only 2-3 of the criteria were fully addressed</p>	<p>The Subgrantees clearly describe how each of the following 4 criteria will be addressed:</p> <p>Explicitly used the SEA developed eligibility criteria and demonstrated in detail how to determine high-needs schools and early childhood programs.</p> <p>Explicitly developed a detailed budget that prioritizes using funds to implement specific evidence-based activities over the duration of the 5-year grant.</p> <p>A timeline for building capacity to implement the plan</p> <p>Explicitly developed a detailed budget of sufficient size and scope for the LEA to carry out high-quality early literacy and high-quality comprehensive literacy instruction.</p>

Table 14: Project Design Element 9- Coordination with Early Childhood

The LEA will coordinate the involvement of families, early childhood education program staff, principals, other school leaders, specialized instructional personnel (as appropriate), and teachers in literacy development of children served in MCLSDP.

Does Not Meet Standards 0	Meets Some Standards 1-5	Exemplary 6-10
<p>Did not demonstrate coordination with early childhood programs through the state and local early childhood coalition to ensure early language and literacy development will be coordinated with comprehensive, evidence-based literacy instruction.</p>	<p>Vaguely demonstrated coordination with early childhood programs through the state and local early childhood coalition to ensure early language and literacy development will be coordinated with comprehensive, evidence-based literacy instruction.</p>	<p>Explicitly demonstrated detailed coordination with early childhood programs through the state and local early childhood coalition to ensure high quality early language and literacy development will be coordinated with comprehensive, evidence-based literacy instruction.</p>

SECTION III-BUDGET AND NARRATIVE

- A. This section is worth 10 points.
- B. (2 to 6 pages)- The applicant district must submit a budget that combines proposed expenditures of participating schools for all five years.
- C. (6 pages)- The applicant must also submit a budget narrative/justification that presents a rationale for the amount and use of funds received under the grant. The funds must be distributed with 15% designated for preschool activities, 40% for elementary, and 40% equitable distribution for middle school and high schools. Consider the number of students at the middle school and high school when determining the 40% equitable distribution.

Budget and Budget Narrative

This section requires an itemized budget breakdown for each project year and the basis for estimating the costs of personnel salaries, benefits, staff travel, materials and supplies, consultants, indirect costs and any other projected expenditures. The budget narrative provides an opportunity for you to identify the nature and amount of the proposed expenditures.

To facilitate the review of your Budget Narrative, we encourage each applicant to include the following information for each year of the project:

Personnel

Provide the title and duties of each position to be compensated under this project,

Provide the salary for each position under this project

Provide the amounts of time, such as hours or percentage of time to be expended by each position under this project.

Explain the importance of each position to the success of the project and how the position will be sustained beyond the life of the grant.

Provide the basis for cost estimates or computations.

Fringe Benefits

Give the fringe benefits percentages of all personnel included under Personnel.

Provide the rate and base on which fringe benefits are calculated. (Fringe benefits should be calculated at a minimum of 20%)

Travel

Explain the purpose of the travel, how it relates to project success, how it aligns with the project goals and objectives and which program participants or staff will participate.

Submit an estimate for the number of trips, points of origin and destination, and purpose of travel. Include the costs of travel for Leadership Team members to attend two regional professional development conferences per year.

Submit an itemized estimate of transportation and/or subsistence costs for each trip.

Provide the basis for cost estimates or computations.

Equipment- (Equipment must directly relate to and support the high-quality plan in the grant narrative.)

Indicate the estimated unit cost for each item to be purchased.

Identify each type of equipment.

Provide adequate justification of the need for items of equipment to be purchased.

Explain the purpose of the equipment, and how it relates to project success.

Provide the basis for cost estimates or computations.

Supplies

Provide an itemized estimate of materials and supplies by nature of expense or general category (e.g., instructional materials, office supplies, etc.).

Explain the purpose of the supplies and how they relate to project success.

Provide the basis for cost estimates or computations.

Contractual (Instructional Consultants)

Provide the purpose and relation to project success.

Describe the products to be acquired, and/or the professional services to be provided.

Provide a brief justification for the use of the contractors selected.

Identify the name(s) of the contracting party, including consultants, if available.

Provide the cost per contractor.

Provide the amount of time that the project will be working with the contractor(s).

For professional services contracts, provide the amounts of time to be devoted to the project, including the cost estimates or computations.

Construction

- Not applicable.

Other

- List and identify items by major type or category (e.g., communications, printing, postage, equipment rental, etc.).
- Provide the cost per item (printing = \$500, postage = \$750).
- Provide the purpose for the expenditures and relation to project success.
- Provide the basis for cost estimates or computations.

Total Direct Costs

- The sum of expenditure, per budget category, of lines 1-4 on Table 16: Budget Worksheet.

Table 15: Funding and Support Table

Number of students or Children	Funds needed yearly	Number of on- site support days/months from OPI Team member (September-May)	Number of on- site support days/months from Instructional Consultant (October-April)	Funds for Required MCLP Activities	Funds for Comprehensive Needs Assessment identified in MCLP Subgrantee Grant Application
1-200	\$250,000	1	2	\$100,000	\$150,000
201-500	\$300,000	2	3	\$125,000	\$175,000
501-750	\$375,000	3	4	\$150,000	\$200,000
751-1000	\$400,000	3	5	\$175,000	\$225,000
1001-2499	\$450,000	3	6	\$175,000	\$250,000
2500+	\$600,000	3	7	\$225,000	\$375,000

Successful Subgrantees must enter district, school, and early childhood center information onto the Federal Funding Accountability and Transparency Act (FFATA) Web site within one month of award notice. <http://www.frs.gov>

Table 16: Budget Worksheet

Required Costs for MCLSDP Activities are highlighted in gray.

Category	Description	Year 1 (Not to exceed 50% of yearly allocation)	Year 2	Year 3	Year 4	Year 5
1) Personnel	Personnel Costs (only allowed if directly supports implementation of required activities and if sustainability of those supports can be justified, including the instructional coach)					
2) Travel and PD	MCLSDP Regional Conferences (Costs to send SL Team to two 2-day MCLP Conferences at approximately \$2,000/SL team/day)					
3) Supplies and Materials	Interventions with strong or moderate evidence					
	Assessments					
	Additional supplies and materials in Grant Application					
	Additional professional development activities proposed within grant					
4) Contractual	Instructional Consultant \$2,500/day					
5) Total Direct Costs						
Indirect Costs- only if an approved indirect cost rate is in place with OPI.						
Total Costs						

SECTION IV- STAFF ASSURANCES

Table 17: Staff Assurances

I have participated in developing or reading the _____ (school or Early Childhood Center) application for a Montana Comprehensive Literacy State Development Program Grant and agree to the requirements and commitments identified in the grant.

Signature	Grade Level/Content	Date
Signature of Superintendent		Date
Signature of Board Chair		Date
Signature of Principal		Date
Signature of Assistant Principal		Date
Signature of Assistant Principal		Date
Signature of Staff	Grade Level/Content	Date
Signature of Staff	Grade Level/Content	Date
Signature of Staff	Grade Level/Content	Date
Signature of Staff	Grade Level/Content	Date
Signature of Staff	Grade Level/Content	Date
Signature of Staff	Grade Level/Content	Date
Signature of Staff	Grade Level/Content	Date

Signature	Grade Level/Content	Date
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Signature of Staff Grade Level/Content Date

Signature of Staff Grade Level/Content Date

Signature of Staff Grade Level/Content Date

Signature of Staff Grade Level/Content Date

Signature of Staff Grade Level/Content Date

Signature of Staff Grade Level/Content Date

Signature of Staff Grade Level/Content Date

Signature of Staff Grade Level/Content Date

Signature of Staff Grade Level/Content Date

Signature of Staff Grade Level/Content Date

Number of staff:

Number of staff supporting this application:

Percent of staff supporting this application:

Putting Montana Students First **A⁺**

