

# **REQUEST FOR PROPOSALS FEDERAL GRANT OUTSIDE EVALUATOR**

**Release Date: October 1, 2021**

## **NORTHWEST ARCTIC BOROUGH SCHOOL DISTRICT**

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Terri Walker, Superintendent

## OVERVIEW

Northwest Arctic Borough School District is requesting proposals from experienced and qualified individuals for External Grant Evaluator Services for the Literacy Connections (LIT) Grant Project.

**Project Period:** November 15, 2021, to December 31, 2026.

**Anticipated Annual Contract Value:** \$29,800 each year of the grant

A cost reimbursement contract is anticipated based on below and reimbursement of expenses for services as required.

Outside Evaluator will be contracted to evaluate the program and submit reports to the Federal Department of Education at a cost of \$20,000 = 20 days @ \$1,000/day. Project evaluation includes development of the evaluation plan, oversight of the process evaluation, data entry and analysis, and outcome evaluation. In addition, travel reimbursement provided for 4 trips each year to Kotzebue, for a total of 5-day trips during the project period. The air flight @ \$750 x 4 = \$3,000, plus per diem \$60/day x 20 days = \$1,200 for food, + hotel @ \$280/day x 20/days = \$5,600, for a total of \$29,800.00.

**Submittal Deadline:** Responses to this RFP are to be submitted electronically to Joy Cogburn NWABSD Director of State & Federal, through the following online survey by **4:30 p.m. on October 15, 2021.** <https://www.surveymonkey.com/r/LIT-RFP>

### Scope of Work:

The goals and objectives of the grant have specific measurable outcomes.  
(see attached project narrative for more information)

Throughout the grant performance period the Outside Evaluator (OE) will examine the evidence/data and the progress towards the goals and objectives. The OE will visit Kotzebue a minimum of 4 times a year to review the data, collect evidence and meet to report to the Superintendent and Project Director. Two times per year a written report to include progress and status on LIT and GEPA measures will be delivered. The reports may be shared with the Advisory Board, NWABSB, community members and grant partners through appropriate NWABSD policies and procedures. Timely and systematic review of the goals, objectives and outcomes will help to establish workable timeframes and activities to successfully complete the grant commitments. The OE will work closely with the Project Director and other related staff to provide information and direction for the life of the grant.

The Quality of Management Plan for the grant clearly outlines the goals, objectives, timelines, responsible persons, outcomes, and budget items related. All are measurable and data and information will be collected and processed. The OE will follow all district guidelines and policies regarding data collection and confidentiality of student data.

Data collection will include quantitative and qualitative data and will be coordinated and analyzed utilizing approved research methods. The OE will have access to all original data produced in addition to notes, etc. The reports will be completed as designated by the grant reporting cycle. The OE will also meet and report throughout the year to the Project Manager, Superintendent and Assistant Superintendent, or other district staff as required.

**Submittal Requirements:** Complete online survey and upload all needed materials and a resume identifying the proposer's experience and qualifications to perform the services identified in the attached Scope of Work. Include two professional references.

**Basis of Selection:** The selection will be based on the proposer's qualifications, experience, and references to provide grant evaluation support for programs and projects similar to those identified in the Scope of Work section of this RFP. Successful applicants should have at least five years of extensive experience in grant project evaluation for school districts. Experience in rural Alaska is highly desirable. Selection and execution of any agreement will be accomplished in accordance with policies and procedures of Northwest Arctic Borough School District and the State of Alaska. An aggrieved respondent may appeal to the district requesting an administrative review of complaint for a redetermination of final award within 10 days of the award announcement.

The Director of State & Federal Programs may be contacted at [jcogburn@nwarctic.org](mailto:jcogburn@nwarctic.org) for the purpose of clarification of RFP requirements. The last day for questions is October 14, 2021.

**Right to Reject and Not Award:** The Northwest Arctic Borough School District reserves the right to not award the proposed agreement, if it is deemed in the School District's best interest.

**Affirmative Action/Equal Opportunity:** The NWABSD is an Affirmative Action/Equal Opportunity Employer. The NWABSD, and all contractors, vendors, and suppliers, agree and certify that they shall comply with the requirement of all pertinent Federal and State laws relating to equal opportunity in contracting and procurement activities. The contractor will serve as the district representative but will not execute contracts on behalf of the NWABSD. The contracting authority for the approval of contracts is the Northwest Arctic Borough School District, in accordance with district policies and procedures.

NWABSD

Literacy Connections (LIT)

Northwest Arctic Borough School District

Application for

Innovative Approaches to Literacy Program CFDA 84.215G

August 11, 2021

**Narrative: (a) Significance (20 points).**

In careful consideration for this proposal, Northwest Arctic Borough School District (NWABSD) provides support for the project need based on geographical remoteness, poverty levels within the district, academic achievement gaps as noted on State assessments, need for strategic literacy support within the schools, and communities, NWABSD strategic plan priorities, and other related implications. NWABSD has demonstrated success in the management of previous grants, the ability to initiate programs within a period of grant support, and sustain the programs developed in the years to follow. The grant addresses Absolute Priority 1 that projects be carried out in coordination with school libraries for book distribution and childhood literacy activities and Absolute Priority 2 that the project be carried out with school libraries that provide a learning environment that is racially, ethnically, culturally, disability status and linguistically responsive and inclusive, supportive and identity-safe. NWABSD qualifies for **Competitive Preference Priority 1 – Rural Applicants (0-5 points)** as it is the rural-remote locale code of 43. LIT will develop and implement a high-quality plan for innovative approaches to literacy that include book distribution, childhood literacy activities, on-site professional development based on the components of literacy (reading, writing, listening, speaking, and viewing), and that is supported by evidence of strong theory. NWABSD is a rural LEA serving 11 schools (approximately 2,000 students), STAR of the Northwest (a residential magnet school), and the

Alaska Technical Center. It is the only Alaskan district providing education from Pre-K through grade 14.

The Northwest Arctic Borough is one of the most remote and sparsely populated areas in Alaska. It is located within the Arctic Circle along the coast of the Chukchi Sea and inland 200 miles. The closest urban centers of Anchorage and Fairbanks, accessible only by plane, are located 500+ miles from the borough. The US Census reports a population of 7,715 people in 11 communities spread out over 37,000 square miles of tundra and scrub, an area roughly the size of Indiana. With more than 82.2 % of the region's people being Alaska Native Inupiat Eskimo alone, although varying tribes, the Northwest Arctic Borough is home to one of the highest concentrations of Alaska Natives in the State. NWABSD provides education to approximately 2000 students.

The Village of Kotzebue is the region's commercial and transportation hub and includes nearly half the Northwest Arctic residents with a population of 3,287 ([data.census.gov](https://data.census.gov)). Kotzebue has a shallow sea harbor that is ice-free for only 4 months of the year. The only year-round access to the region is by air. The headquarters of the Northwest Arctic Borough School District (NWABSD) is Kotzebue. It houses 3 of the 12 borough schools. It is the only Alaskan School District that houses facilities for grades Pre-K to 14 with education beyond high school at the Alaska Technical Center (ATC). ATC is designed to provide Career and Technical Education for select high school students as well as two years of post-secondary CTE offerings. The poverty rate is, 26.1% with the employment rate at 49.8%; however, 33.3% of the children in the region live in poverty ([data.census.gov](https://data.census.gov)). One hundred percent of the students are eligible for free and reduced lunches. All NWABD's schools are school-wide Title I schools.

The most recent (2020) Alaska State Report Card to the Public notes student attendance (88.47%), graduation (73.68%), and dropout (5.51%). English Language Arts student academic proficiency percentages are below the State's targets. NWABSD rates for state testing indicate that less than 10% of students grades 3-10 scored as meeting all literacy standards. Attendance is a positive indicator as the district approaches the 90% attendance rate is indicative of improved academic success.

NWABSD is dedicated and believes it is accountable for making the necessary improvements for educating students to live successful lives. Currently, systemic changes (pre- K-12) include the adoption of district-wide research-based programs, systematic professional development, measurements for progress monitoring, and outcome-based education for proficiency in reading, writing, and mathematics, including vocational proficiencies. The LIT project will support increased student literacy success through increased, targeted professional development provided by two literacy coaches who will spend dedicated time in each school to introduce and coach teachers directly with literacy skills and strategies(a phase-in approach to reading, writing, speaking, listening and viewing over the life of the grant); distribute high-quality books to students in connection with appropriate libraries at each site (hard copy and/or digital); provide book-related in-classroom, and at-home at-home activities; and seeking feedback and program modifications based on interactions and surveys (students, educators, parents, and community). The focused activities, instruction, and support will build local capacity to provide, improve and expand services to address focused literacy needs of target populations. The five-year duration of the project will provide for sustained professional development with coached on-site support and quality book distributions to all students with supported community literacy events.

**(b) Quality of the project design (20 points).** Goal, objectives, and outcomes are specific and measurable. The design of the program is based on the development of the Logic Model (see attachment). Through examination of student and local data, discussions with leadership teams, open dialogue with site representatives, and strategic planning across the district, priorities to improve literacy throughout the district have been identified. The current NWABSD Strategic Plan specifically states priorities for culturally relevant and appropriate academic student needs to be considered in in-person and distance learning and to provide responsive learning environments. The proposed LIT project structure addresses the needs and is developed related to current research and best practices. LIT establishes a literacy network by hiring two Literacy Specialists (LS). The specialists will provide professional development, coordinate student book distributions, and be liaisons within the district and community. Tasks would include: researching, acquiring, and coordinating two book student choice distributions annually; within NWABSD curriculum establishing a list of related books for two focused book distributions per year; developing focused lessons related to the books for in class delivery at school sites emphasizing appropriate literacy skills and strategies; development and implementation of two focused literacy (based on best practices) professional development opportunities to be delivered at school sites for all educators four times per academic year; development and implementation of two community literacy nights at each school; to develop and distribute to the community and parents at-home literacy suggestions; provide professional development and coaching for educators at each site twice per semester for 10-12 total days per year. In coordination with Dana Orton, Director of Curriculum, professional development will focus on research-based literacy skills and strategies. Each grant year a new literacy focus would be added to PD and on-site support. Year 1 – Reading strategies, Year 2 – Writing strategies Year 3 – Listening strategies,

Year 4 – Speaking strategies, and Year 5 – Viewing strategies. It is understood that all literacy strategies are integrated, but with a focus each year and a cumulative approach; emphasis can be focused, discussed, modified, and supported. Extra duty contracts for educators at each site would assist with book distributions and coordination with library support (on-site and digital) providing after school hours for library services. All students have individual access to iPads or laptop computers allowing for digital libraries to be used at-home and in school. Many homes have limited storage space for student books; consequently, the grant would also provide for storage options for at-home use. Digital libraries add to the literature availability at-home and in school. Survey/questionnaires will be developed in coordination with the Curriculum Director and Grants/Federal Program Director, Joy Cogburn, for distribution online to the community, parents, students, and educators annually. By distributing and compiling surveys/questionnaires, feedback can be used to refine future professional development (PD), instruction, coordination, and book distribution. The project plan incorporates stakeholder input and best practices for professional development to ensure maximum teacher effectiveness.

Goals and objectives: all are measurable.

**Goal 1:** To provide relevant “take-home” books to students 3 years old through grade 12 in NWABSD region twice during each academic year. (Data collected to include purchase orders for books, distribution lists, academic lessons, community/parent meetings, feedback as provided from participants.)

- Objective 1: In cooperation with teachers, administration, parents, and community develop annually a list of quality books for children ages 3- grade 12.

- Objective 2: To develop a reading activity for each set of books appropriate to content and age level. (Two distributions per academic year.)
- Objective 3: To develop related “home” activities for each set of books as outlined above. (Two distributions per academic year.)
- Objective 4: In cooperation with the teachers, teach the related lesson to each grade level of students prior to the book distribution. (At all NWABSD schools grades Pre-K through grade 12)
- Objective 5: In coordination with school libraries, twice annually each school will conduct parent/community sessions to discuss the book distribution and related activities. (Literacy Nights)
- Objective 6: To distribute “take-home” books twice annually to 100% of the children age 3- grade 12 with accompanying “at-home” discussion and activity sheet.
- Objective 7: To provide an additional “take-home”, self-selected book per year for children age 3 to grade 12.

**Goal 2:** To provide literacy related professional development to NWABSD educators. (Data collected to include agendas, PD design, purchase orders for PD materials, sign in sheets, feedback from participants)

- Objective 1: To develop, deliver and support professional development in-service related to literacy best practices twice per academic year for NWABSD educators.

- Objective 2: To conduct developed literacy in-services twice per academic year at each NWABSD site. Literacy Specialists will visit each site 4 times per year to coach teachers within the literacy skills and strategies. The emphasis will be on researched best practices. Skills and strategies will focus on Literacy (reading, writing, speaking, listening and viewing). Each subsequent year adding a new emphasis of literacy but understanding the integration of each literacy area.

**Goal 3:** To provide technology integration and support for literacy activities within NWABSD. (Data collected to include purchase orders, usage data, feedback from participants)

- Objective 1: To support an on-line literacy related web-based connection for parents and students to utilize at-home (Digital Library).

- Objective 2: To investigate, procure and publish on-line professional development activities for all NWABSD educators.

**Goal 4:** To procure feedback from students, educators, and parents/community on the effectiveness of the Literacy Connections (LIT) project. (Data to include development of surveys/questionnaires, feedback compilation from participants twice annually)

- Objective 1: To develop an online survey/questionnaire for each group – students, educators, parents/community related to the book distributions.

- Objective 2: To conduct the online surveys/questionnaires annually, compile results and use for refinement of the program.

○ Objective 3: To develop and conduct an online survey annually for educators related to the professional development components.

**Goal 5:** To decrease the percent of non-proficient students in language arts as measured on state testing. (Data to include student data from district/state assessments.)

○ Objective 1: To decrease the percent of non-proficient students by 2% per year as assessed on the annual district/state assessments.

○ Note - other related objectives are in the GPRA measure. GPRA measures: as indicated in the grant.

1. The percentage of fourth graders participating in the project who demonstrated individual student growth (i.e., an improvement in their achievement) over the past year on State reading or language arts assessments under section 1111(b)(2) of the ESEA;
2. The percentage of eighth graders participating in the project who demonstrated individual student growth (i.e., an improvement in their achievement) over the past year on State reading or language arts assessments under section 1111(b)(2) of the ESEA;
3. The percentage of schools participating in the project whose book to student ratios increase from the previous year;
4. The percentage of participating children who receive at least one free, grade and language appropriate book of their own.

As demonstrated by the goals and objectives, the LIT project is part of a comprehensive effort to improve teaching and learning and support rigorous academic standards for students. NWABSD

engages in systematic cyclic review of academic programs, updates of content and curricula, sustained job-embedded professional development, and refinement to teaching strategies based on data collected from state and district student assessments. Each year the NWABSD school board meets to determine and assess priorities for strategic planning based on data analysis and review. In addition, a statewide survey of students, educators and parents is conducted to provide feedback to each district for planning purposes. NWABSD recognizes the need to increase literacy throughout the district. Emphasis is also being placed on the early years. Annually, NWABSD conducts a district-wide in-service at the beginning of the year. Systematic, sustained in-services can be offered at site with coordination through the Microsoft Teams platform. This grant would assist in literacy activities and instruction within the five-year period and as such would ensure longevity devoted to on-site PD, student academic success and support of educators to improve instruction. The project demonstrates the systematic and continuous improvement model. Based on the logic model the activities have been proposed to scaffold the learning and highlight effective literacy strategies. The Literacy Specialists will provide the accountability and sustainability. Follow-up online surveys for students, community, parents, and educators will help to provide “quick” feedback for refinement and adjustments. The stakeholder meetings, community nights, will also provide feedback to use for refinement. PD for educators will help to sustain and reinforce best practices for literacy. The Outside Evaluator will review all data to help assist in refinement. LIT builds upon child development theories and research as important to literacy education and parent/community involvement. Piaget believed that “children are like little scientists.” They actively try to make sense of the world around them. Language acquisition is most crucial between the ages of two to six. (Cherry). Behaviorists focus on how the environmental interactions influence children’s behavior. Social Child Development

theories focus on early relationships with family and caregivers. Bandura emphasized that “children learn new behaviors from observing other people.” (Cherry) While Vygotsky’s *sociocultural theory* suggests that “children learn actively through hands-on experiences.” (Cherry). All theories point to the importance of early childhood for learning language and relationships to the world around them as being important for future development and successes. Cheryl states, “Modeling appropriate behaviors is essential. Observation plays a vital role in how young children learn new things. If your child sees you sharing, expressing gratitude, being helpful, and sharing feelings, your child will have a good solid understanding of how to interact with other people outside the home.” She also emphasizes *empathy, cooperation, and social problem-solving skills* as being developed early in childhood. All of these are evidenced in good children’s literature of all genres. Every parent wants what is best for their children. Early literacy activities and instruction can help with vital activities and influences for the children and families. The grant also supports systematic, interactive professional development for all educators. Ben Johnson relates, “If we want students to learn, the most critical element is the teacher. So professional development is the overall most important thing we can do to help students learn. Simon Quattlebaum notes, “Educators must understand the concepts in processing professional development and what it means to education.” The National Staff Development Council created a set of nine standards that all professional development should follow. They include content knowledge and quality teaching, research-basis, collaboration, diverse learning needs, student learning environments, family involvement, evaluation, data-driven design, and teacher learning.” Professional development and collaboration as an educational community for the educators and paraprofessionals are built into the LIT grant proposal. Family, education, peers and culture play roles in child development. “No matter what the child’s surrounding

culture might be, the parental strategies used are designed to produce children who can meet the goals and expectations of the culture in which they live.” (Cheryl) This highlights the importance of having the community and parents involved in the literacy education of all students. Society benefits, too. Nobel-Prize-winning economist James Heckman estimates that every dollar spent on early childhood education returns 10 cents annually over the life of a child (Heckman). While we realize the importance of early literacy, we also understand the importance of literacy throughout our lives. Blanton outlines 14 Best Practices in Reading. Among those are strategies that will be taught and reinforced in the classroom instruction, community literacy nights and PD for teachers. Strategies include: explicit instruction, building vocabulary, background knowledge and direct teaching of skills and strategies; assessment to inform instruction; teachers planning instruction to include before, during and after reading; teacher collaboration and self-reflection; facilitation of conceptual knowledge related to literacy standards; students’ opportunities for independent reading (this will be enhanced with the book distribution); students’ broad experience reading and writing in a variety of genre; students have opportunities to read at their instructional levels; students’ opportunities to read for a purpose; students practice strategies for comprehension, constructing meaning, confirming predictions, visualizing, summarizing, drawing inferences, making connections, self-monitoring; students provided opportunities for cognitive strategies to synthesize, analyze, evaluate, apply; students’ use reading as a tool for content within a literacy rich environment; and connect families and communities with sustained independent reading. LIT provides and supports these best practices through book distributions, PD for educators, community literacy nights; online access to programs for at-home use in a systematic format with built in evaluation systems. Since LIT is based on specific community and district needs, incorporates activities and strategies to be successful in remote Alaska Native

villages, adheres to best practices and research, and is designed with the specific culture in mind, the positive impact and effectiveness's will be maximized over the 5 years of the grant.

**(c) Quality of project services (25 points).** As described earlier, NWAB is a remote location accessible by plane between villages. The population is predominately Alaska Native. Poverty levels and unemployment present challenges. The schools in this region have unique needs. NWABSD also understands the importance of including all student and community populations and will continue to serve all. State and district assessments indicate that most of the students are not proficient on state literacy testing. The improvement in this area is a priority. The activities include book distributions, both selected and student selected, instruction based on the selections, a variety of genre distributed, activities, instruction and coaching provided for educators and parents, and additional literacy opportunities provided to students in after school programs. PD is also to be provided at each site with emphasis on coaching, an important aspect in improving instruction. The Literacy Specialists will develop, organize, and deliver the activities. The activities will be based on research as previously outlined for literacy and PD. Community and parents are involved for maximum support. NWABSD students need extra literacy support as indicated on assessments. Educators are isolated because of geographic location and access. Tailored PD will assist with successful teaching and be delivered systematically (four times per year) in a coaching model. The evaluation system will support refinement throughout LIT. Students and communities will benefit from the additional focus and support. Educator professional development is a difficult task. Coaching provides the necessary support for success. Literacy Specialists consistent coaching and support will provide sufficient quality, intensity, and duration to lead to improvements in practice among the NWABSD educators. The professional development activities are consistent with the research for successful PD as

previously outlined. Each semester specific PD will be delivered to educators at each site with on-site follow-up twice per semester. The PD will be consistent with best strategies and dovetailed to the distribution selection for specific age/grade levels. The Literacy Specialist will coordinate with the NWABSD Director of Curriculum. PD will also be available through the Microsoft Teams platform– interactive and real time. With sustained, planned PD based on research and with knowledge of the geographic area and culture, the opportunities will be of maximum effectiveness for all educators. PD materials to support the strategies and concepts will be purchased and shared to add to the sustainability. Follow-up surveys/questionnaires will assist in refining the continuous PD. Additional district planned in services will support best practices in content. The LS will have opportunities annually to receive up to the date literacy research and information. The use of LIT resources has been carefully considered. **LIT** is a project designed to serve NWABSD children age 3 through grade 12, approximately 2000 children. It will also serve approximately 280 educators in the district at all eleven sites – twelve schools. The activities and goals are carefully designed to support increased student literacy and increased awareness of literacy strategies in educators and parents. With increased awareness, books and opportunities, student success in literacy should increase. The costs are reflective of the geographic location, the excess needed for freight, and the additional cost of air travel between villages.

**(d) Quality of the management plan (25 points).** The goals will be listed below, but the measurable objectives will be implied in tasks because of the page limits. They are listed in detail in the previous section.

Goal 1: To provide relevant “take-home” books to students 3 years old through grade 12 in NWABSD twice during each academic year. (Data collected to include purchase orders for books, distribution lists, academic lessons, community/parent meetings, feedback as provided from participants.) Tasks: Persons Responsible: Milestones: Data Collected: Budget

#### Implications Goal 1

- Advertising and hiring of Literacy Specialist – in compliance with all policies and guidelines:

Human Resources Dept.: Within one month of grant award notification (hopefully):  
Position Announcement, Applications, Hiring: Literacy Specialist (LS) salary and benefits. First semester of grant.

- Development of list of quality books for distribution twice per year – in cooperation with educators and curriculum, also student selected books (twice per year) Curriculum Director & Grants and Federal Programs Director: start process first year to be completed within 4 weeks of grant notification, subsequent years planning can occur in previous Spring and include LS: lists, purchase orders: purchase of books for distribution.
- Development of lesson plans and “at-home” activities to highlight literacy strategies: to be completed prior to each semester and book introduction and distribution: LS and Curriculum and Grants Directors will coordinate and review, LS will have primary responsibility: lesson plans, activities: duplication of materials. Previously noted: LS work directly under Curriculum Director)
- In cooperation with the teachers to teach the related lesson to each grade level of students prior to the book distribution. (At all NWABSD schools grades Pre-K through grade 12):

LS will travel to all 11 sites (12 schools) four times annually: LS: site visit data of students, educators served, dates, schedules, survey feedback: travel, books.

- Once each semester to conduct at each school parent sessions to discuss the book distribution and related activities: LS: agendas, schedules, data on parents/communities served, take-home activity sheets for literacy strategies: travel, materials.

Goal 2: To provide literacy related professional development to NWABSD educators. (Data collected to include agendas, PD design, purchase orders for PD materials, sign in sheets, feedback from participants) **Tasks: Persons Responsible: Milestones: Data Collected: Budget**

### **Implications**

- To develop professional development in-service related to literacy best practices to be delivered via Microsoft Teams platform and coaching on-site (four times per academic year) for NWABSD educators: LS; prior to each semester and visits on-site, reviewed by Curriculum Director; actual lesson plans, activities produced.
- To conduct developed literacy coaching in-services four per academic year at each NWABSD site: LS: lesson plans, agendas, travel visits, feedback from stakeholders.
- To develop and administer surveys/questionnaires annually. Developed by directors, LS, and outside evaluator, administered by directors, data reviewed and shared by Outside Evaluator: travel, outside evaluator, LS.

Goal 3: To provide technology integration and support for literacy activities within NWABSD. (Data collected to include purchase orders, usage data, feedback from participants) **Tasks:**

**Persons Responsible: Milestones: Data Collected: Budget Implications**

- To support an on-line literacy related web-based connection for parents and students to utilize at-home (digital library). To investigate, procure and publish on-line professional development activities for all NWABSD educators: LS, Curriculum Director: within one month of grant notification; purchase order, participant responses: purchase of services.

Goal 4: To procure feedback from students, educators, and parents/community on the effectiveness of the LIT project. (Data to include development of surveys/questionnaires, feedback compilation from participants annually) **Tasks: Persons Responsible: Milestones: Data Collected: Budget Implications**

- To develop an online survey/questionnaire for each group – students, educators, parents/community related to the book distributions. To conduct the online surveys/questionnaires annually after the book distributions, compile results and use for refinement of the program. To develop and conduct an online survey for educators related to the professional development components: Outside Evaluator in support of LS, Directors: survey development, distribution through Survey Monkey or similar, collected data after each LS visit: no direct cost for survey development or distribution within grant, Outside Evaluator, LS.

Goal 5: To decrease the percent of non-proficient students in language arts as measured on state testing. (Data to include student data from district/state assessments.) **Tasks: Persons Responsible: Milestones: Data Collected: Budget Implications**

- To decrease the % of students not proficient on state assessments. Curriculum Director; data from state and district literacy assessments: reviewed and data disseminated for grant via Outside Evaluator: Outside Evaluator.
- Overall tasks: **Tasks: Persons Responsible: Milestones: Data Collected: Budget Implications**
- Outside Evaluator (OE): Program Manager to confirm contract; OE will verify all data, compile reports (officially twice annually, meet with administration, advisory board, conduct meetings on site, phone, email. Outside Evaluator - contractor.
- NWABSD School Board – Stake holders meeting: Program Manager; agendas, minutes; no grant costs Note - other related objectives are in the GPRA measure.

The framework LIT is well grounded. NWABSD has been providing the Northwest region local school-based education since 1976. NWABSD has previously managed US Department of Education Grants to support the academic growth and success of students. Throughout the grant writing process meetings and discussions were held with key personnel and stakeholders to gather and refine input and budget items. Key concepts for student learning, educator support and cultural relevancy are included in the most recently endorsed NWABSD Strategic Plan 2021-22. NWABSD supports the grant with NWABSD personnel and facilities.