

# Comprehensive Literacy State Development Grant Request for Applications: Literacy Lead Agencies

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CALIFORNIA DEPARTMENT OF EDUCATION  
Tony Thurmond, State Superintendent of Public Instruction



# Welcome

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# Comprehensive Literacy State Development Grant

Sections 2222–2225 of the Elementary and Secondary Education Act authorize the Comprehensive Literacy State Development (CLSD) Grant Program. The California Department of Education (CDE) was awarded approximately \$37.5 million in CLSD grant funds to leverage and expand existing statewide infrastructure, guidance, and expertise to bring coherence to the system of literacy supports to improve student outcomes over a period of five years.



# Comprehensive Literacy State Development Grant (2)

Ninety-five percent of the funds allocated for the CLSD Grant Program are to be awarded as grants to county offices of education (COEs), or consortia of COEs, to align local and state literacy initiatives through a coordinated effort to build state and local capacity over the life of the grant, and to build local capacity to establish, align, and implement local literacy initiatives that emphasize family and community involvement to address the needs of California's most vulnerable children.



# Federal Grant Priorities

1. Projects that include evidence-based family literacy strategies, and
2. Projects that increase educational options for groups of students who have traditionally been underserved.



# State Literacy Priorities

- In 2020, California's State Literacy Team identified seven statewide literacy priorities.
- These priorities are outlined in California's State Literacy Plan (SLP), which was adopted by the State Board of Education in March 2021.
- Local Literacy Lead Agencies (grantees) will implement and study the statewide priorities.

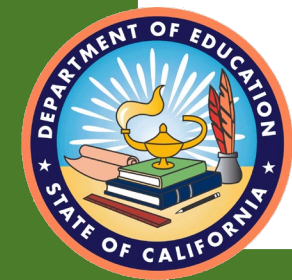


# Local Literacy Lead Agencies (1)

Each of the seven Local Literacy Lead Agencies will be required to build expertise in the strategies that address a specific statewide literacy priority and implement these strategies through a three-year small-scale pilot with one or more local districts.

Each grantee must implement or improve sustainable high-quality systems, including literacy coaching models, to build educator and system capacity.

In addition, each grantee must implement or improve asset-based instruction in schools, including culturally responsive and sustaining pedagogies.



# Local Literacy Lead Agencies (2)

Grantees will be required to:

- Implement programs aligned to the Comprehensive and Integrated Literacy Model established in the SLP, including integration of all key themes of the *English Language Arts/English Language Development Framework (ELA/ELD Framework)*, all strands of the California Common Core State Standards for ELA/Literacy, culturally relevant and sustaining pedagogies, and evidence-based family literacy strategies, which may include delivery in multiple languages.
- Focus on the needs of underserved students (as evidenced by outcome data), including children living in poverty, English learners, children with disabilities, and children of color.





# Local Literacy Lead Agencies (3)

Grantees will be required to:

- Support local educational agencies (LEAs) to develop and implement local literacy plans aligned to the Comprehensive and Integrated Literacy Model and the continuous improvement process—both described in the SLP—with specific attention paid to pandemic-related literacy learning acceleration, distance and hybrid learning contexts, the related digital divide, and addressing equity issues impacting California’s most vulnerable children.



# Grant Funding and Duration

- Seven successful applicants
- Total grant budget of \$35,636,827
  - One grant of \$5,626,867 for birth to age five programs
  - Three grants of \$5,001,660 each for kindergarten to grade five programs
  - Three grants of \$5,001,660 each for grades six to through twelve programs
- Grant period: September 1, 2021, through September 30, 2024
- Deadline for Applications: **June 25, 2021, before 4:00 p.m.**



# Grant Eligibility

- Lead applicant must be a COE.
- May partner as a consortium with other LEAs, institutions of higher education (IHE), or nonprofit organization (NPO) educational services providers.
- If a consortium, the lead applicant must submit the application.



# Statewide Literacy Priority 1

- 1. Birth to age five programs** to support early childhood education programs that promote literacy-rich environments and experiences and support the quality of programs and their capacity to support early language and literacy skills, as well as to increase family support by increasing knowledge, skills, and confidence through family-centered curriculum and literacy activities with special attention to linguistic diversity and equity and access for all.



# Statewide Literacy Priorities 2–4

- 2. Transitional kindergarten through grade five (TK–5) programs** that build teacher capacity for Tier 1 literacy instruction, including foundational skills, reading comprehension, and best first reading and writing instruction.
- 3. TK–5 programs** that build school capacity for effective literacy and comprehensive ELD for ELs, including opportunities to develop biliteracy and primary language instruction whenever possible.
- 4. TK–5 programs** that build school capacity to support students struggling with reading, including, but not limited to, students with disabilities and students with dyslexia.

**Note:** Applicants in these three priority areas will have the opportunity to participate in the National Evaluation Impact Study.



# Statewide Literacy Priorities 5–7

5. **Grades six through twelve (6–12) programs** that build teacher capacity across disciplines for literacy instruction, including peer to peer coaching models.
6. **Grades 6–12 programs** that build school capacity for effective literacy and comprehensive English Language Development (ELD) for English Learners (ELs), including opportunities to develop biliteracy and primary language instruction whenever possible.
7. **Grades 6–12 programs** that promote and build school capacity for effective literacy instruction for students with disabilities.



# Additional Requirements

- Each grantee must implement or improve sustainable high-quality systems, including literacy coaching models, to build educator and system capacity.
- In addition, each grantee must implement or improve asset-based instruction in schools, including culturally responsive and sustaining pedagogies.



# Impact Study (1)

- The American Institutes for Research (AIR) invites select districts within COEs applying for one of the three elementary awards to participate in the National Evaluation Impact Study.
- In coordination with the COE grantee, each district participating in the evaluation will select which schools receive CLSD funding, but the timing of funding for the district's participating elementary schools will be determined by random assignment (i.e., a lottery).
- Approximately half of a district's participating elementary schools will receive CLSD funding immediately and half will receive it after two years. The lottery ensures that differences in outcomes can be attributed to CLSD funding and not to features of the schools or their decisions to participate.





# How will the CLSD Impact Study Work?

## 4 In those districts that are participating in the impact study:

*Study team will randomly assign schools*



**2021-22 and 2022-23**

half of the elementary schools will receive funding in the **first 2 years** of the subgrant



**2023-24**

half of the elementary schools will receive funding in the **third year** of the subgrant



# Impact Study (2)

## Impact Study Benefits for Participating Districts

- Staggering the rollout of CLSD funds to schools over time will help districts learn about and apply lessons from early implementers to other schools.
- Districts will receive an additional \$15,000 per participating elementary school.



# Impact Study (3)

## **County Office of Education and District Participation and Eligibility**

- Four or more participating elementary schools is ideal, but districts with at least two elementary schools are eligible.
- Local Literacy Lead Agencies with one or more districts that meet the eligibility criteria are strongly encouraged to nominate those district(s) to participate.
- Please indicate your COE's willingness to participate in the Impact Study by checking the appropriate box and completing the survey questions in the online application.

For additional information, please visit the Impact Study web page:

[https://ies.ed.gov/ncee/projects/evaluation/literacy\\_comprehensive.asp](https://ies.ed.gov/ncee/projects/evaluation/literacy_comprehensive.asp)



# Successful Applicants (1)

Successful applicants will demonstrate substantive expertise and documented experience facilitating professional learning (PL) and coaching that is:

- Rooted in student and educator needs;
- Grounded in cycles of inquiry;
- Designed and structured to be ongoing, intensive, and embedded in practice; and
- Focused on deepening content expertise and pedagogy, and addressing issues of equity in literacy instruction for diverse student populations.



## Successful Applicants (2)

Grantees will work to build the capacity of LEAs to implement effective literacy instruction and support programs. Successful applicants will demonstrate their capacity to support:

- The development and implementation of literacy instruction and support programs, particularly focused on literacy in the age/grade span for which they apply.
- The ability to support other LEAs and their schools in implementing literacy instruction and support programs, particularly focused on literacy in the age/grade span for which they apply.



# The Application



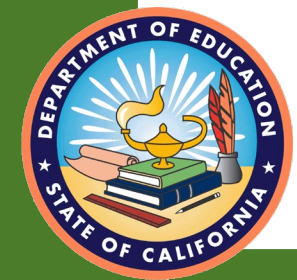
# Part One: The Context

- Why the priority was chosen, and how the priority area will be integrated into the project. The description should include a synthesis of applicable data that support why the identified population(s) was selected within the local and regional context, and illustrate the need for additional funding in the priority chosen.
- The process used to select the focus of the proposal and who was involved in project planning and development to ensure the proposed activities are aligned with schoolwide and district-wide educational improvement plans, such as the Local Control and Accountability Plan (LCAP).
- The professional learning needs of the educators in the LEA(s) that will support the targeted population(s), based on a recent needs assessment.



# Part Two: Strategies and Interventions (1)

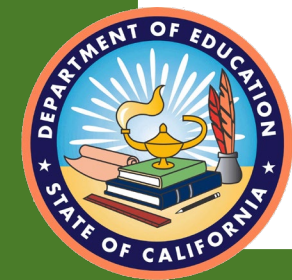
- Describe existing local and regional literacy work, how it is funded, and how this grant funding would supplement, not supplant, the existing work.
- Describe the specific evidence-based practices that will be implemented to address the identified needs outlined in Part One, and the specific strategies that will be used.
- Describe the evidence used to support the selected strategies.
- Describe how professional learning will align with the QPLS, and describe the content, pedagogy, curriculum, and teaching/learning that will impact educator knowledge and skills related to the strategies identified in Part 2A. Include a description of how an asset-based approach and culturally sustaining pedagogies will be incorporated throughout the project.





## Part Two: Strategies and Interventions (2)

- Describe how the project increases educational options for groups of students who have traditionally been underserved.
- Describe the project's focus on family and community engagement.
- Describe the project's focus on accelerating literacy learning post-pandemic.
- Provide a table titled **Scope of Work** that illustrates the three-year sequence of events and activities of the project that includes the person or organization responsible for each activity, the expected goal of the activity, and how the effectiveness of the activity will be measured. Identify assessments that will be used to measure improvement in both teacher practice and student achievement.



# Part Three: Project Leadership (1)

- Provide a letter of support from each participating school, district, COE, IHE, organization, and business partner that demonstrate high levels of cooperation, commitment, coordination, and formalized relationships made between the partners, if applicable.
- Describe the partner districts and schools, the demographics of students served, and the number and demographics of teachers who will be supported. Include signed Memoranda of Understanding (MOU) from each partner district. *\*See page 11 of the RFA for information about an opportunity to participate in the AIR Impact Study for K–5.*
- Describe the overall management structure of the project and the roles of each partner in the project's management including how each will enhance, improve, or expand current, local, and regional efforts to address the needs of the targeted population(s).



# Part Three: Project Leadership (2)

- Provide an organizational chart that clearly illustrates the organizational structure, lists names, titles, role and responsibilities.
  - **Note:** Only one person can be identified as the Project Director.
- Complete Form C: CLSD Program–Statement of Assurances. These forms must be completed by the lead applicant and each partner organization, if applicable, and signed by an appropriate designated official with the authority to submit proposals in this competition.



# Part Four: Project Staff

- Describe the key project personnel from each of the partner organizations, their roles and responsibilities in the project, their qualifications for these roles and responsibilities, and their time commitment base to the project. Explain why these personnel are essential to the successful management, functioning, and completion of the intended outcomes of the project.
  - **Note:** If the project requires hiring staff not currently employed by one of the partner agencies, include a brief (200-word maximum) description of the job(s) and the minimum qualifications.
- Provide a curriculum vitae (CV) or résumé for each of the key project personnel listed on the organizational chart. The CV or résumés can be included as attachments.



# Part Five: Project Participants

- Describe how school and district culture will be transformed so the grant work will be sustained using local resources after grant funds are expended.



# Part Six: Evaluation Plan

- Describe how the analysis of the data collected from the project activities, resulting in a final evaluation, will be exploratory in nature, and aid in better understanding of the characteristics and needs of the targeted student population(s) and how the COE, or consortia of COEs, can effectively and efficiently meet their needs.
- Explain how the evaluation results will be used to sustain the project beyond the life of the grant so others may benefit from the project.



# Part Seven: Budget and Cost Effectiveness

- Complete the 2021 CLSD Proposed Project Budget Summary (Form D) for the project's performance period from September 1, 2021, through September 30, 2024.
- Provide a detailed budget narrative (description) for each line-item included in the three-year performance period on Form E that aligns with Form D. The narrative should include how the proposed costs to implement the proposed project are necessary and reasonable in terms of project activities, benefits to participants, and project outcomes.



# Allowable Costs

- The grantee may enter into subcontracts with one or more LEAs, IHEs, or NPO service providers to assist in fulfilling the responsibilities outlined in the Request for Applications (RFA).
- All expenditures must contribute to the goals and objectives outlined in the RFA.





# Non-Allowable Costs (1)

- Supplanting of existing funding and efforts
- Acquisition of equipment for administrative or personal use
- Acquisition of furniture, unless an integral part of an equipment workstation or to provide reasonable accommodations to students with disabilities
- Food services, refreshments, banquets, meals
- Purchase of space



## Non-Allowable Costs (2)

- Payment for memberships in professional organizations
- Purchase of promotional favors
- Subscriptions to journals or magazines
- Travel outside the United States or to states included in Assembly Bill 1887's travel prohibition list



# Reporting Requirements (1)

Grantees will participate in regular meetings with the CDE. Reporting to the CDE includes:

- A brief description of the collaborative planning, attendance of participants, recruitment, and retention efforts during the time period;
- Notable accomplishments of the project during the time period;
- For each activity that occurred during the time period, a description of the data collected and who was responsible for the collection;
- An explanation of any unanticipated events that may affect the originally proposed project goals, outcomes, and activities and how project leadership is addressing the issue(s);



# Reporting Requirements (2)

- Demographic data about project participants such as the number of students, educators, families, and community members served during this reporting period.



# Reporting Requirements (3)

Grantees must summarize activities in quarterly and annual reports identifying both individual and collective contributions including, but not limited to:

- A brief description of the collaborative planning, attendance of participants, recruitment, and retention efforts during the time period;
- Notable accomplishments of the project during the time period;
- For each activity that occurred during the time period, a description of the data collected and who was responsible for the collection;
- An explanation of any unanticipated events that may affect the originally proposed project goals, outcomes, and activities and how project leadership is addressing the issue(s); and
- Demographic data about project participants such as the number of students, educators, families, and community members served during this reporting period.



# Reporting Requirements (4)

If the grantee does not provide the required reports to the CDE, program activities are not completed, there is a lack of participation in meetings, or there is a negative trend in the dissemination of technical assistance, funding may be halted.



# Technical Requirements of the Local Literacy Lead Agency Application



# Submission Requirements

- Access the application on the CDE CLSD RFA web page at <https://www.cde.ca.gov/pd/ps/clsd21rfa.asp>.
- Respond to all prompts in each section of the narrative description.
- Attach supporting evidence at the end of the application, including Forms C, D, and E as well as CVs and/or résumés and letters of commitment, if applicable.
- Provide the appropriate digital signature.
- Submit the application by **June 25, 2021, before 4:00 p.m.**
- Refer to the scoring rubric (Appendix B) to understand how responses will be evaluated by the reading panel.





# Saving Responses

- Select the **Save Responses** button on the first page of the online application if you do not intend to complete the application in one session.
- Ensure the email address you provide is accurate.
- Copy the **unique** URL (web address) for entrance back into the application.



# Completing the Application Narrative

All seven parts must be addressed:

1. The Context
2. Strategies and Interventions
3. Project Leadership
4. Project Staff
5. Project Participants
6. Evaluation Plan
7. Budget and Cost Effectiveness



# Application Narrative

- In each part of the Application Narrative, applicants should address the prompts and refer to the Evaluation Rubric in Appendix B.
- Refer to the Program Application section in the RFA to read a description and additional details for each part of the Application Narrative.
- Adhere to the character limit for each question—the survey will not collect data beyond the character limit.



# Completing the Application Budget

- Covers the entire grant period (September 1, 2021, through September 30, 2024).
- Available on the CDE CLSD RFA web page.
- Includes six tabs (Budget Form Instructions; Proposed Budget Summary; Years 1, 2, and 3 Budget Narrative; and Form Approval).
- Submit as an Excel file through the online application.



# Application Budget

- Proposed Budget Detail must include a detailed budget description for each line item within the grant period
  - Provide sufficient detail and a breakdown/calculation that justifies each line item
  - Group line items by the Object Code services
  - Provide lines for Object Code totals
- Proposed Budget Summary must provide totals for each Object Code and must align with the Proposed Budget Detail



# Activities, Timeline, and Responsible Parties

- CLSD Grant: Literacy Lead Agency Activities, Timeline, and Responsible Parties
- Clearly describe each individual, their role, and responsibilities
- Only one person can be identified as a Project Director
- Upload into the survey a CV or résumé for each key project personnel



# Letters of Commitment

Upload into the survey any formal agreements or letters of commitment that demonstrate high levels of cooperation, coordination, and formalized relationships between the partners, if applicable.



# Upload Instructions (1)

At the end of the online application, applicants will be asked to upload **all** files requested in a single zip file. Files requested include:

- Form D: Proposed Budget Summary
- Form E: Proposed Budget Narrative
- CLSD Literacy Lead Agency Activities, Timeline, and Responsible Parties
- CV or résumé (one page maximum) for each of the key project personnel
- Formal agreements and letters of commitment (as applicable)





## Upload Instructions (2)

- Save all files into a single zip file (only one file can be uploaded per applicant)
- No additional information in the zip file will be reviewed
- The zip file size limit is 20MB



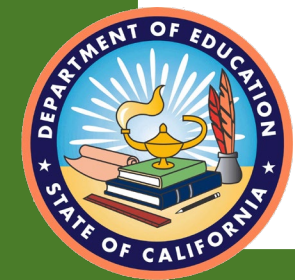
# Review Process

- Only fully completed applications will be considered eligible for consideration and advanced to the Reader Conference.
- A panel of readers selected for their expertise will read, review, and score each eligible application using a scoring rubric (see Appendix B).
- Readers will be instructed to read each proposal in its entirety to get an overall impression of the project and whether it makes sense overall.
- Points will be awarded based on completeness and responsiveness of the application to each of the required application components.
- Interviews with potential grantees may be conducted.



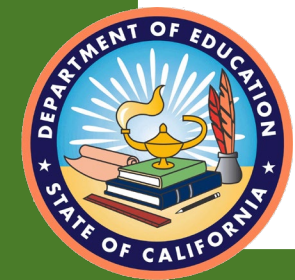
## Part 1: The Context (12 points)

Section	Point Value
<p>Describes why the priority was chosen, and how the priority area will be integrated into the project. The description should include a synthesis of applicable data that support why the identified population(s) was selected within the local and regional context.</p>	4 points
<p>Describes the process used to select the focus of the proposal and who was involved in project planning and development to ensure the proposed activities are aligned with schoolwide and district-wide educational improvement plans, such as the LCAP.</p>	4 points



## Part 1: The Context (2)

Section	Point Value
Describes the professional learning needs of the educators in the LEA(s) that will support the targeted population(s).	4 points



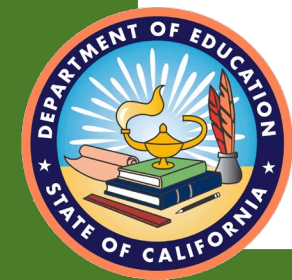
## Part 2: Strategies and Interventions (28 points)

Section	Point Value
Describes existing local and regional literacy work, how it is funded, and how this grant funding would supplement (not supplant) the existing work.	4 points
Describes the specific evidence-based practices that will be implemented to address the identified needs outlined in Part 1, and the specific strategies that will be used.	4 points
Describes the evidence used to support the selected strategies and lists all scientifically-based research references used in developing the proposal, but not specifically cited in the Project Description, if applicable.	4 points



## Part 2: Strategies and Interventions (2)

Section	Point Value
Describes the content, pedagogy, curriculum, and teaching/learning that will impact educator knowledge and skills as they relate to the strategies identified in Part 2 and align to the QPLS. Includes a thorough description of how an asset-based approach and culturally sustaining pedagogies will be incorporated throughout the project.	4 points
Describes how the project increases educational options for groups of students who have traditionally been underserved.	4 points



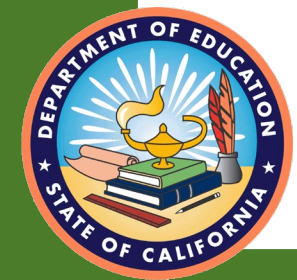
## Part 2: Strategies and Interventions (3)

Section	Point Value
Describes the project's focus on family and community engagement.	4 points
Describes the project's focus on accelerating literacy learning post-pandemic.	4 points



## Part 3: Project Leadership (16 points)

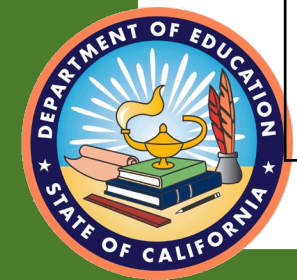
Section	Point Value
Includes a letter of support from each participating school, district, COE, IHE, NPO, and business partners (as applicable) that demonstrates high levels of cooperation, commitment, coordination, and formalized relationships made between the partners, if applicable.	4 points
Describes the partner districts and schools, the demographics of the students served, and the number and demographics of teachers that will be served. Signed MOU(s) are included from all partners.	4 points





## Part 3: Project Leadership (2)

Section	Point Value
Describes the overall management structure of the project and the roles of each partner in the project's management including how each will enhance, improve, or expand current, local, and regional efforts to address the needs of the targeted population(s).	4 points
Includes an organizational chart that illustrates the individual, his/her role and responsibilities.  <b>Note:</b> Only one person can be identified as the Project Director.	4 points



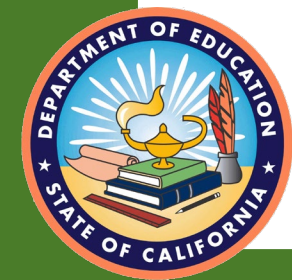
## Part 4: Project Staff (8 points)

Section	Point Value
<p>Describes the key project personnel from each of the partners, their roles and responsibilities in the project, their qualifications for these roles and responsibilities, and their base time commitment to the project. Explains why these personnel are essential to the successful management, functioning, and completion of the intended outcomes of the project.</p> <p><b>Note:</b> If the project requires hiring staff not currently employed by one of the partner agencies, a brief (200-word maximum) description of the job(s) and the minimum qualifications is included.</p>	4 points



## Part 4: Project Staff (2)

Section	Point Value
Provides a thorough curriculum vitae (CV) or résumé for each of the key project personnel listed on the organizational chart.	4 points



# Part 5: Project Participants (4 points)

Section	Point Value
Describes how school and district culture will be transformed to allow the grant work to be sustained using local resources after grant funds are expended.	4 points



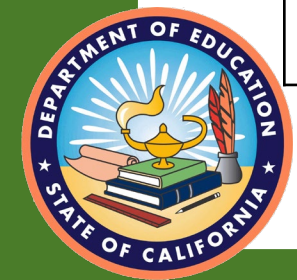
## Part 6: Evaluation Plan (8 points)

Section	Point Value
Describes how the data collected from the project activities, resulting in a final evaluation, will be exploratory in nature, and aid in better understanding of the characteristics and needs of the targeted populations(s).	4 points
Describes how the evaluation results will be used to sustain the project beyond the life of the grant so others may benefit from the project.	4 points



## Part 7: Budget and Cost Effectiveness (8 points)

Section	Point Value
Identifies the allowable and appropriate project expenses to support the activities of the 2021 CLSD Proposed Budget Summary (Form D) for the project's performance period from September 1, 2021, through September 30, 2024.	4 points
Provides budget narrative (Form E), describing each line item on Form D and how each proposed cost is necessary and reasonable in terms of project activities, benefits to participants, and project outcomes.	4 points



# Application Timeline

Activity	Date
Applications Due	June 25, 2021, before 4:00 p.m.
Intent to Award Posted	August 11, 2021
Last Day for Appeals to be Received by the CDE	August 18, 2021, before 4:00 p.m.
Final Awards Posted	August 23, 2021
Project Start Date	September 1, 2021



# Resources

Applicants should be familiar with the following resources that contain further information pertinent to the CLSD:

- **QPLS** available at <https://bit.ly/3jjY56R>
- **Elementary and Secondary Education Act of 1965** (sections 2222–2225 available at <https://www.govinfo.gov/content/pkg/COMPS-748/pdf/COMPS-748.pdf>)
- **California Statewide System of Support** available at <https://bit.ly/2S9nRyS>





# Questions?



# Contact Information

**For additional information, contact:**

**Program Questions:**

Erika St. Andre

Email: [CLSDP@cde.ca.gov](mailto:CLSDP@cde.ca.gov)

**Downloading Questions:**

Maxine Wheeler

Email: [mwheeler@cde.ca.gov](mailto:mwheeler@cde.ca.gov)



## Long Description for Diagram on Slide 17

Diagram for how the CLSD Impact Study will work. At the top of the diagram the following text appears in orange: "4. In those districts that are participating in the impact study." Under the orange text appears the following blue italicized text: "Study team will randomly assign schools." Next to this blue text, four icons depicting houses appear representing four school districts. Under these icons are two columns. In the first column there is an icon of a money bag, under which the following text appears: "2021-22 and 2022-23 – half of the elementary schools will receive funding in the first 2 years of the subgrant." In the second column there is an icon of a money bag, under which appears the following text: "2023-24 – half of the elementary schools will receive funding in the third year of the subgrant."