**California Department of Education**


# 2021 Request for ApplicationsComprehensive Literacy State Development Grant Program

The Comprehensive Literacy State Development Grant is authorized by
Sections 2222–2225 of the Elementary and Secondary Education Act of 1965.

**Deadline for Applications:**

**Friday, June 25, 2021**

Administered by the
Educator Excellence and Equity Division

California Department of Education

1430 N Street, Suite 4309

Sacramento, CA 95814–5901

Phone: 916-322-9503

FAX: 916-319-0136

## Table of Contents

[I. Introduction—2021 Request for Applications 1](#_Toc69390951)

 [Program Guidance 4](#_Toc69390952)

[II. Program Authorization 4](#_Toc69390953)

[III. Eligibility 5](#_Toc69390954)

[IV. Allowable Grant Activities 6](#_Toc69390955)

[V. The Application—Project Description 8](#_Toc69390956)

 [Part 1: The Context 9](#_Toc69390957)

 [Part 2: Strategies and Interventions 9](#_Toc69390958)

 [Part 3: Project Leadership 10](#_Toc69390959)

 [Part 4: Project Staff 11](#_Toc69390960)

 [Part 5: Project Participants (Partner Local Educational Agencies) 11](#_Toc69390961)

 [Part 6: Evaluation Plan 11](#_Toc69390962)

 [Part 7: Budget and Cost Effectiveness 12](#_Toc69390963)

[VI. General Application and Project Information 14](#_Toc69390964)

 [Request for Applications Timeline 14](#_Toc69390965)

 [General Provisions and Requirements 14](#_Toc69390970)

 [Grant Award Assurances and Certifications 15](#_Toc69390971)

 [Grant Terms and Conditions 15](#_Toc69390972)

 [Funding 16](#_Toc69390973)

 [Cost of Preparing an Application 21](#_Toc69390974)

 [Application Format 21](#_Toc69390975)

 [Submission of Application 21](#_Toc69390977)

 [Application Review Process 22](#_Toc69390978)

 [Appeals Process 22](#_Toc69390979)

[VII. Grant Awards and Reporting Requirements 23](#_Toc69390980)

[VIII. Structure of the Application 24](#_Toc69390981)

 [Application Instructions 24](#_Toc69390982)

 [Scoring and the Rubric 24](#_Toc69390983)

[IX. Appendices 25](#_Toc69390984)

 [Appendix A: Elementary and Secondary Education Act of 1965 25](#_Toc69390985)

 [Appendix B: Comprehensive Literacy State Development Scoring Rubric for Application Narrative 33](#_Toc69391024)

## Introduction—2021 Request for Applications

The California Department of Education (CDE) invites county offices of education (COEs), or consortia of COEs, to apply for funding to align local and state literacy initiatives through a coordinated effort to build state and local capacity over the life of the project 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. This opportunity is part of the Comprehensive Literacy State Development (CLSD) Grant Program (<https://www.cde.ca.gov/pd/ps/clsd.asp>), authorized by sections 2222–2225 of the Elementary and Secondary Education Act (ESEA) of 1965, as amended by the Every Student Succeeds Act (ESSA) of 2015.

Additionally, the grant has two 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.

### Local Literacy Lead Agencies

The California Comprehensive State Literacy Plan (SLP) was adopted by the State Board of Education in March 2021. The statewide literacy priorities established in the SLP will be implemented and studied by Local Literacy Lead Agencies. To establish these agencies, this Request for Applications (RFA) process will award a competitive grant to seven COEs, or consortia of COEs. COE grantees will be required to build expertise in strategies that address the statewide literacy priorities and implement strategies through a three-year, small-scale pilot with one or more local districts.

All Local Literacy Lead Agencies 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. Implementation of programs will 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 will also 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, 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.

Local Literacy Lead Agencies will implement a continuous improvement process throughout the life of the grant. This involves defining, measuring, and reporting relevant metrics; including improvement in literacy assessment results (through a variety of assessment practices), and information regarding how the grantee is addressing equity issues and disparities in literacy programs and achievement and increasing the number of quality professional learning opportunities. If interim benchmarks are not met, Local Literacy Lead Agencies will be required to reflect on possible challenges and make appropriate course adjustments. Major deliverables include reports on grant implementation, practical resources and tools shared through communities of practice, and recommendations for sustaining and scaling up strategies to address state literacy priorities statewide.

As a requirement of the federal CLSD Grant Program, Local Literacy Lead Agencies shall demonstrate abilities and expertise through projects that include evidence-based family literacy strategies and projects that increase educational options for groups of students who have traditionally been underserved. Local Literacy Lead Agencies shall also demonstrate expertise in advancing literacy skills through the use of evidence-based practices, activities, and interventions; including addressing skills in pre-literacy, reading, and writing; and serving children from birth through grade twelve, with an emphasis on disadvantaged children, including children living in poverty, English learners, and children with disabilities.

### Statewide Literacy Priorities

Successful applicants will be selected based on the merits of their application, for *one* of the following seven statewide literacy priorities identified in the SLP:

1. Birth to age five projects that support early childhood education (ECE) 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.
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 English learners, 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.
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 ELD for English learners, 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.

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.

### Grant Award Information

The CDE shall issue $35,636,827 dollars in grant awards, based upon selection through a competitive process, to successful applicants as follows:

* One grant for birth to age five programs
	+ $5,626,867
* Three grants for TK–5 programs
	+ $5,001,660 each
* Three grants for grades 6–12 programs
	+ $5,001,660 each

COEs, or consortia of COEs, may apply to implement one statewide literacy priority identified in the SLP for each age/grade span detailed above. Successful applicants will be awarded one grant to serve as a Local Literacy Lead Agency. COEs that wish to apply for more than one age/grade span are required to submit a separate application for each.

In order to maximize the use of the CLSD program resources, applicants are encouraged to partner with an Institution of Higher Education (IHE), business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities supported by this program. Applicants are further encouraged to partner with a COE who has additional experience in the priority area to help build capacity across the region.

The grant period will be approximately three years, from September 1, 2021, through September 30, 2024.

Successful applicants must demonstrate that their specific proposed plan is conceptually clear, technically feasible, and sustainable after the grant period. Quarterly progress monitoring and expenditure reports, including a comprehensive annual grant report that provides evidence that the project met its goals and objectives, will be required. Grantees will also participate in monthly technical assistance calls with CDE staff and external partners as required by the CDE in order to build capacity statewide.

### Program Guidance

Proposals funded under the ESEA of 1965 must meet minimum criteria, standards, and requirements. ESSA guidelines must be adhered to when designing, writing, and submitting a proposal. More detailed information about the program and the specific requirements are provided in this RFA. Applicants should be familiar with the California Comprehensive State Literacy Plan (<https://www.cde.ca.gov/pd/ps/documents/stateliteracyplan2021fin.docx>), which contains further information regarding requirements and guidance for the program.

## Program Authorization

Sections 2222–2225 of the ESEA authorizes the CLSD Grant. The 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. Ninety-five percent of the funds allocated for the CLSD Grant Program are to be awarded as grants to 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.

The CLSD: Literacy Lead Agency RFA seeks to identify COEs, or consortia of COEs, that will support LEAs with projects that address the CLSD program’s two 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. Projects will be required to include evidence-based professional learning strategies, including coaching and teacher leadership, for teachers and paraprofessionals in their regions to support the priorities established in the SLP, improve instructional practice, and improve student outcomes in literacy, including biliteracy and multiliteracy. The COEs, or consortia of COEs, will also support LEAs in their regions to create a literacy action plan to implement those strategies, programs, and/or services over the life of the grant. As part of the Statewide System of Support (SoS), the Local Literacy Lead Agencies, in coordination with the CDE, will also create professional learning networks to help build statewide capacity among LEAs in implementing effective literacy instruction through evidence-based practices, coaching models and teacher leadership, and innovative programming at their school sites.

The Statewide SoS is made up of numerous support providers and is designed to build local capacity and assist LEAs in identifying and addressing inequities, as part of the continuous improvement process. This support includes three levels: (1) support for all; (2) individually designed, or differentiated, assistance; and (3) intensive intervention. The goal of this broad system is to build local capacity to ensure that LEAs are equipped to develop, implement, and evaluate strategies to ensure that each and every student has the resources necessary to succeed in school. More information about the Statewide SoS is available at <https://www.cde.ca.gov/sp/sw/t1/csss.asp>.

## Eligibility

The lead applicant must be a COE with demonstrated abilities and expertise developing, implementing, and supporting LEAs and their schools in the area of literacy. This includes, but is not limited to, leading professional learning networks and demonstrated literacy instruction and support programs that are focused on evidence-based family literacy strategies and projects that increase educational options for groups of students who have traditionally been underserved. COEs are encouraged to partner as a consortia with other COEs to submit a proposal to serve as a Local Literacy Lead Agency. If a consortia of COEs submits an application, one COE must be identified as the lead applicant.

Lead applicants shall be responsible for:

* The performance of any services provided through funds awarded under this grant by partners, consultants, or other organizations;
* Ensuring that any new instructional materials, including curriculum, developed as a result of this grant, are available as open educational resources; and
* Submitting the required reports to account for the use of grant funds.

## Allowable Grant Activities

Grantees may use grant funds to implement any of the activities detailed in Table 1. Grantees must use CLSD funds to supplement, not supplant, non-Federal funds that would otherwise be used for activities authorized under the CLSD program.

Activities should be aligned with California’s teaching and learning standards, including the Quality Professional Learning Standards (QPLS) (<https://www.cde.ca.gov/pd/ps/qpls.asp>), designed to improve student academic achievement and overall student success, and based on evidence-based strategies, successful existing models, research, or other information that supports the efficacy of the proposed design, if the design does not have a precedent. More information about evidence-based interventions is available on the CDE Evidence-Based Interventions Under the ESSA web page at <https://www.cde.ca.gov/re/es/evidence.asp>.

Table 1 provides an overview of allowable uses of funds for each priority. For the full list and details of allowable uses of funds described in ESEA section 2223 and 2224, please see Appendix A.

### Table 1: Examples of Allowable Comprehensive Literacy State Development Uses of Funds\*

| **Priority** | **Uses of Funds** |
| --- | --- |
| **Priority 1:** Birth through Kindergarten Entry (ESEA Section 2223) | * Supporting high-quality literacy initiatives for children from birth through kindergarten entry
* Carrying out high-quality professional learning opportunities for early childhood educators, teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, and instructional leaders
* Training providers and personnel to develop and administer evidence-based early childhood education literacy initiatives
* Coordinating the involvement of families, early childhood education program staff, principals, other school leaders, specialized instructional support personnel (as appropriate), and teachers in literacy (and multiliteracy) development of children served under the grant
* Partnering with organizations such as the Program for Infant and Toddler Care (PITC) (<https://www.pitc.org/>) and the California Preschool Instruction Network (<https://cpin.us/>)
 |
| **Priorities 2–4:**TK–5(ESEA Section 2224) | * Developing and implementing a comprehensive literacy instruction plan across content areas that:
	+ Serves the needs of all children, including children with disabilities and English learners, especially children who are reading or writing below grade level
	+ Provides intensive, supplemental, accelerated, and explicit intervention and support in reading and writing for children whose literacy skills are below grade level; and
	+ Supports activities that are provided primarily during the regular school day, but may be augmented by after-school and out-of-school time instruction
* Providing high-quality professional development opportunities for teachers, literacy coaches, literacy specialists, ELD specialists, principals, other school leaders, specialized instructional support personnel, school librarians, paraprofessionals, and other program staff
* Training principals, specialized instructional support personnel, and other LEA personnel to support, develop, administer, and evaluate high-quality TK–5 literacy initiatives
* Coordinating the involvement of early ECE staff, principals, other instructional leaders, teachers, teacher literacy teams, ELD specialists, special educators, school personnel, and specialized instructional support personnel, in the literacy development of children served under this subsection
* Engaging families and encouraging family literacy experiences and practices to support literacy development, in multiple languages as appropriate
 |
| **Priorities 5–7:**Grades 6–12(ESEA Section 2224) | * Recruiting, placing, training, and compensating literacy coaches
* Connecting out-of-school learning opportunities to in school learning in order to improve student’s literacy achievement
* Training families and caregivers to support the improvement of adolescent literacy
* Providing for a multi-tiered system of supports for literacy services
* Forming a school multi-disciplinary literacy leadership team to help implement, assess, and identify necessary changes to literacy approaches in one or more schools to ensure success
* Providing time for teachers (and other literacy staff such as school librarians or specialized instructional support personnel) to meet to plan comprehensive literacy instruction
 |

\***Note:** This table provides examples of allowable activities and is not an exhaustive list. Please consult the statute for more information. The text of ESEA sections 2223 and 2224 is available in Appendix A.

## The Application—Project Description

Proposals must describe in detail the: (1) learning needs of students within the targeted region, (2) selected evidence-based interventions and how they are aligned with local needs, (3) local capacity to implement the chosen interventions, and (4) robust implementation plan, including plans to sustain the work after the grant period has ended, and any additional resources. The application must focus on improvement in the specific priority the application is focused on.

Completed applications are submitted electronically through the CLSD Grant: Literacy Lead Agency Application, available on the RFA web page at <https://www.cde.ca.gov/pd/ps/clsd21rfa.asp>. See Section 4 and Appendix B for instructions. Applicants must attach supporting evidence, such as budget and letters of commitment. Applicants for priorities 2–7 must also attach a regional literacy needs assessment, completed no earlier than the 2020–21 school year.

Proposals will be scored by a panel of readers selected for their expertise, using a rubric organized by the seven proposal parts (see Appendix B).

### Part 1: The Context

Proposals must document the **local** and **regional** needs, specific to the priority of improvement and priority area, within the targeted LEAs served by this proposal. Clearly identify the statewide literacy priority the proposal is addressing and describe:

1. 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.
2. 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).
3. 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 2: Strategies and Interventions

Proposals must describe how the project activities address the chosen statewide literacy priority. This section must show how the project activities will address the specific needs identified in Part 1 and will advance the project toward meeting its goals and measurable objectives.

1. Describe existing local and regional literacy work, how it is funded, and how this grant funding would supplement, not supplant, the existing work.
2. Describe the specific evidenced-based practices that will be implemented to address the identified needs outlined in Part 1, and the specific strategies that will be used.
3. Describe the evidence used to support the selected strategies.
4. Describe how professional learning will align with the QPLS,[[1]](#footnote-1) 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.
5. Describe how the project increases educational options for groups of students who have traditionally been underserved.
6. Describe the project’s focus on family and community engagement.
7. Describe the project’s focus on accelerating literacy learning post-pandemic.
8. 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 3: Project Leadership

Proposals must describe the role and contribution of **each** collaborative partner to the operational success of the project and the achievement of its goals.

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.
2. Describe the partner districts and schools, the demographics of students served, and the number and demographics of teachers who will be supported.
3. 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).
4. 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.

1. Complete Form C: CLSD ProgramStatement 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 4: Project Staff

Applicants must demonstrate their ability to implement and maintain a successful regional literacy project, which can be sustained beyond the grant period and scaled statewide.

1. 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.

1. Provide a curriculum vitae (CV) or resume for each of the key project personnel listed on the organizational chart. The CV or resumes can be included as attachments.

### Part 5: Project Participants (Partner Local Educational Agencies)

Proposals must describe how the project will ensure enthusiastic, engaged, and sustained participation by all participants in every phase.

1. 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 6: Evaluation Plan

Proposals must demonstrate that the project’s proposed evaluation plan is conceptually clear, integrated with the project goals and objectives, and technically feasible.

1. 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.
2. 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 7: Budget and Cost Effectiveness

The applicant must provide a thorough and detailed justification for each identified cost associated with implementing the proposed initiatives and goals, including why the costs are reasonable and necessary to support the proposal’s initiatives and goals. A projected budget is required for the application. The three-year budget will be reviewed and scored. The following are instructions for completing Part 7:

1. Complete the 2021 CLSD Proposed Project Budget Summary (Form D) for the project’s performance period from September 1, 2021, through September 30, 2024.
2. 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.

### Comprehensive Literacy State Development Impact Study

Additional funding opportunity for select districts in COEs in the three elementary (TK–5) priorities:

The U.S. Department of Education (ED) is conducting a national evaluation of the CLSD to understand the implementation of the program and its impact on student literacy. On behalf of the ED, the American Institutes for Research (AIR) invites select districts within COEs applying for one of the three elementary awards to participate in the 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.

#### 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.

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

Districts with four or more elementary schools included in their COE’s CLSD grant are best positioned to participate in the impact study, but districts with at least two elementary schools included in their COE’s CLSD grant are eligible to participate. Literacy Lead Agencies that have one or more districts that meet the eligibility criteria are strongly encouraged to nominate those district(s) to participate in the impact study. 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 about the impact study, please see the study web page at: <https://ies.ed.gov/ncee/projects/evaluation/literacy_comprehensive.asp>. You may also contact:

Dr. Eleanor Fulbeck

American Institutes for Research

Telephone: 650-350-9045

Email: efulbeck@air.org

Dr. Jessica Heppen

American Institutes for Research

Telephone: 202-403-5488

Email: jheppen@air.org

##

## General Application and Project Information

### Request for Applications Timeline

#### Table 2: Request for Applications Timeline

| **Activity** | **Important Dates** |
| --- | --- |
| Technical Assistance Webinar for Applicants | May 11, 2021 (9 a.m. PST)Topic: CLSD Grant: Literacy Lead Agency RFA Technical Assistance WebinarRegister in advance at~~https://us02web.zoom.us/webinar/register/WN\_tgKCCYq-QlWFzD6j6R2dmA~~ [Link no longer available] |
| Technical Assistance Webinar for Potential AIR Impact Study Participants | June 1, 2021 (9 a.m. PST) |
| Applications Due | June 25, 2021 (4 p.m. PST) |
| Applicant Interviews with CDE Staff (if needed) | July 28, 2021 |
| Posting of Intent to Award | August 11, 2021 |
| Deadline for Receipt of any Appeal | August 18, 2021 |
| Project Start Date | September 1, 2021 |

### General Provisions and Requirements

This grant provides funding for an award period beginning September 1, 2021, through September 30, 2024. The CDE will fund successful grant applications if the application is well-justified, the budget is realistic and well-supported, and students across a geographically diverse area will be served. The CDE also reserves the right to repost the RFA if no application submitted meets the requirements of this RFA.

Assurances, certifications, terms, and conditions are requirements of applicants and grantees as a condition of receiving funds. The signed grant application submitted to the CDE is a commitment to comply with the assurances, certifications, terms, and conditions associated with the grant, including the supplement, not supplant requirement and the equitable participation of private schools.

**Supplement, Not Supplant Requirement:** In considering how to use CLSD program funds, COEs should be mindful that funds may be used only to supplement, and not supplant, non-federal funds that would otherwise be available for activities proposed for the CLSD Program. This means that, in general, COEs may not use CLSD program funds for the cost of activities if the cost of those activities would have otherwise been paid with state or local funds in the absence of CLSD program funds.

**Equitable Participation of Private Schools:** COEs and consortia of COEs must consult with officials of private schools located within their geographic service area to identify the needs of eligible private school students and teachers, consistent with the requirements in Section 8501 of the ESSA. The consultation must be timely and meaningful.

### Grant Award Assurances and Certifications

Required of applicants and grantees as a condition of receiving funds. Applicants do not need to sign and return the general assurances and certification with the application; instead, they must download them and keep them on file to be available for compliance reviews, complaint investigations, or audits. Applicants must keep a copy on file and available for compliance reviews, complaint investigations, and audits.

Each of the **required assurances and certifications** listed below should be downloaded from the supplied CDE web pages and signed copies shall be kept on file.

* Drug-Free Workplace, CDE-100DF ~~https://www.cde.ca.gov/fg/fo/fm/drug.asp~~ [Link no longer available]
* Lobbying, ED 80-0013 ~~https://www.cde.ca.gov/fg/fo/fm/lobby.asp~~ [Link no longer available]
* Debarment and Suspension, ED 80-0014 ~~https://www.cde.ca.gov/fg/fo/fm/debar.asp~~ [Link no longer available]
* General Assurances, CDE-100A <https://www.cde.ca.gov/fg/fo/fm/generalassurances2020.asp>
* 2021 CLSD Statement of Assurances (See Form C)

### Grant Terms and Conditions

The 2021 CLSD Grant Award Notifications, also referred to as the AO-400 Form, will be signed by the State Superintendent of Public Instruction and sent to each awardee before the beginning of the grant’s performance period. The AO-400 is the official document signed by the authorized official stating the amount and the terms and conditions of an award for a discretionary grant. The AO-400 must be electronically signed by the authorized agent and returned to the CDE.

All funds must be expended within the dates designated and for not more than the maximum amount indicated on the AO-400. Encumbrances may be made at any time after the beginning date of the grant stated on the AO-400. All funds must be expended or legally obligated by September 30, 2024.

In accordance with the Federal Fiscal Accountability Transparency Act (FFATA), all grant recipients must have a valid Data Universal Numbering System (DUNS) number and must also be registered with the Federal Contractor Registry (FCR) database. DUNS numbers are issued by Dun and Bradstreet and are available for free to all entities required to register under FFATA.

* To obtain a DUNS number, go to ~~http://fedgov.dnb.com/webform/~~ [Link no longer available]
* To register with the FCR database, go to <http://federalcontractorregistry.com/>

Grantees are required to submit their DUNS number and expiration date of their FCR registration and must certify that they will ensure that their FCR registration will remain active for the entire grant period. Complete and submit the Documentation of Federal Compliance (DUNS/FCR). No award will be made to an applicant not in compliance with FFATA.

### Funding

The CDE plans to issue $35,636,825.60 dollars in grants, based upon merit, to seven COEs and/or consortia of COEs, in the amounts below.

| **Age/Grade Span** | **Funding Percentage** |
| --- | --- |
| Birth to age five | One grant of $5,626,867 |
| TK–5 | Three grants of $5,001,660 each |
| Grades 6–12 | Three grants of $5,001,660 each |

The budget should display three years of implementation showing how the grant will be used to meet the expected project outcomes. Proposed expenditures must demonstrate appropriate use of federal funds. If budget revisions are needed after the funding is awarded, the grantee must request approval from the CDE by submitting a revised budget and an explanation for each change. To request a budget revision, the project must email a request to the CDE that includes a brief explanation for the revision and attach a revised budget.

#### Federal Program Funding Considerations

In accordance with the Cash Management Improvement Act, disbursements of federal funds must be limited to the minimum amounts needed and must be timed to the actual, immediate cash requirements of the grantee in carrying out the project. In other words, funding should be provided as close as possible to the actual disbursement of funds for the direct project costs by the grantee. The CDE is responsible for ensuring that grantees do not accrue federal funds in excess of immediate needs. CDE federal program grantees are required to report and remit interest to the CDE at least quarterly. Although grantees are allowed to keep interest amounts up to $500 per year for administrative purposes, the $500 is in total for all federal programs, not for each federal program.

#### Allowable Expenditures

Budgets for the use of grant funds will be reviewed and scored as part of the application process. Items deemed non-allowable, excessive, or inappropriate will be eliminated and the budget adjusted accordingly. Budgets that include non-allowable, excessive, or inappropriate items will receive a lower score. Generally, all expenditures must contribute to accomplishing the project’s goals and activities as described in the narrative. Allowable expenditures may include, but are not limited to, the following:

* Project staffing and service contracts between members of the project or external service providers such as curriculum specialists and licensed professionals.
* Costs to support the travel and participation of members of the project in design, development, and implementation meetings to facilitate the work of the project.
* Costs to provide or produce professional-level materials for the project’s activities.

#### Non-allowable Expenditures

Funds provided under this grant may not be used to:

* Supplant existing funding or efforts, including costs otherwise necessary to operate a school or program without this grant.
* Travel to professional conferences, unless it is demonstrated that attendance will directly and significantly advance the project and is approved by the CDE.
* Acquire equipment for administrative or personal use.
* Purchase furniture (e.g., bookcases, chairs, desks, file cabinets, tables).
* Purchase food services, refreshments, banquets, or meals.
* Purchase or remodel facilities.
* Purchase promotional favors such as bumper stickers, pencils, pens, or T-shirts.
* Purchase subscriptions to journals or magazines.
* Travel outside of the United States.
* Provide activities or services not directly related to the purpose of this grant program.

#### Factors Affecting Allowability of Costs

Except where otherwise authorized by statute, costs under this grant must also meet the following general criteria in order to be allowable:

* Be consistent with policies and procedures that apply uniformly to both federally-financed and other activities of the non-federal entity.
* Be accorded consistent treatment. A cost may not be assigned to the grant as a direct cost if any other cost incurred for the same purpose, in like circumstances, has been allocated to the grant as an indirect cost.
* Be determined in accordance with generally accepted accounting principles.
* Not be included as a cost or used to meet cost sharing or matching requirements of any other federally-financed program in either the current or a prior period.

Please note that an updated *Uniform Administrative Requirements, Cost Principles, and Audit Requirement for Federal Awards* was published on December 19, 2014, and became effective for new and continuation grant awards issued on or after

December 26, 2014. All grantees will be expected to comply with the new rules and regulations. Please see Title 2: Grants and Agreements of the *Code of Federal Regulations* (*CFR*) available at <http://www.ecfr.gov/cgi-bin/retrieveECFR?gp=&SID=8950b54acafdbe97ff82d556e22c2461&mc=true&n=pt2.1.200&r=PART&ty=HTML>.

#### Direct Costs

Direct costs for this grant are those costs that can be identified specifically with a particular final cost objective. Costs incurred for the same purpose, in like circumstances, must be treated consistently as either direct or indirect costs.

The salaries of administrative and clerical staff should normally be treated as indirect costs. Direct charging of these costs may be appropriate only if all of the following conditions are met:

* Administrative or clerical services are integral to a project or activity;
* Individuals involved can be specifically identified with the project or activity;
* Such costs are explicitly included in the budget or have the prior written approval of the federal awarding agency; and
* The costs are not also recovered as indirect costs.

#### Administrative Indirect Cost Rate

Indirect costs (<https://www.cde.ca.gov/fg/ac/ic/>) reflect general administration and overhead that cannot easily be charged as direct program costs of the programs or activities they benefit, and that are borne by a primary party as a result of activities it charges as direct costs. Funds used to pay indirect costs are best attributable to the partner that “uses” the corresponding funds as direct costs.

Certain types of costs (activities) require relatively minimal administrative support compared to the amount of dollars spent. These costs would distort the indirect cost process and are excluded from the calculation of the indirect cost rate. Following are the most common costs excluded from the calculation:

* Subagreements for Services (Object Code 5100), which include expenditures for subagreements and subawards pursuant to certain contracts, subcontracts, and grants.
* Capital Outlay (Object Codes 6000–6999), which includes expenditures for items such as the acquisition of land, improvements to sites, construction or purchase of new buildings, books and media for new schools, major expansions of school libraries, and capitalized equipment.
* Other Outgo (Object Codes 7000–7499) and Other Financing Uses (Object Codes 7600–7699), which include items such as tuition, excess cost payments, pass-through funds, transfers out, debt service, and transfers between funds.

Since these costs are excluded from the determination of the indirect cost rate, it is not appropriate to include them in the pool of eligible program expenditures on which to charge indirect costs. (See the *California School Accounting Manual* at <http://www.cde.ca.gov/fg/ac/sa/index.asp>. Procedure 330 and 915 for further details on these categories of expenditures.)

Unlike other costs in Object Codes 5000–5999, Object Code 5100 costs are excluded from the calculation of the indirect cost rate and from eligible program expenditures on which indirect costs are charged (see Procedure 915). However, in recognition that some general administration is necessary to process a subagreement, indirect cost guidelines allow that up to $25,000 of each individual subagreement may be coded to Object Code 5800, Professional/Consulting Services and Operating Expenditures, with the remainder charged to Object Code 5100. The amount charged to Object Code 5800 is included in the calculation of the indirect cost rate and in eligible program expenditures on which indirect costs are charged. The $25,000 limit per subagreement applies each year throughout the duration of the subagreement.

Proposals that are educational training grants pursuant to Education Department General Administrative Regulations (EDGAR) Section 75.562, are restricted to an indirect cost rate of 8 percent or less. Examples of the work supported by educational training grants are summer institutes, training programs for selected participants, the introduction of new or expanded courses, and similar instructional undertakings that are separately budgeted and accounted for by the sponsoring institution. Indirect cost reimbursement on a training grant is limited to the recipient's actual indirect costs, as determined in its negotiated indirect cost rate agreement, or 8 percent of a modified total direct cost base, whichever amount is less. The 8 percent indirect cost reimbursement limit specified above also applies to sub-awards that fund training.

* Indirect costs in excess of the 8 percent limit may not be charged directly, used to satisfy matching or cost-sharing requirements, or charged to another federal award.
* A grantee using the training rate of 8 percent is required to have documentation available for audit that shows that its negotiated indirect cost rate is at least 8 percent.

For the purposes of this section, a modified total direct cost base consists of total direct costs minus the following:

* The amount of each sub-award in excess of $25,000.
* Stipends.
* Tuition and related fees.
* Equipment, as defined in 2 *CFR* 200.33.

If an applicant has established a threshold for equipment that is lower than $5,000 for other purposes, it must use that threshold to exclude equipment under the modified total direct cost base for the purposes of this section.

#### Ownership of Materials and Intellectual Property Rights

Ownership of any copyrights, patents, or other proprietary interests that may result from grant activities shall be governed by applicable federal regulations. The ED and the CDE retain the rights for no-cost use or replication of any materials, designs, or programs developed through the use of these funds. Pursuant to the *CFR* EDGAR, *Title 34 CFR,* EDGAR Section 75.621 Copyright policy for grantees: “A grantee may copyright project materials in accordance with 34 *CFR* Part 74 or 80, as appropriate.” EDGAR Section 80.34 states, “The Federal awarding agency reserves a royalty-free, nonexclusive, and irrevocable license to reproduce, publish or otherwise use, and to authorize others to use, for Federal Government purposes: (a) The copyright in any work developed under a grant, subgrant, or contract under a grant or subgrant; and (b) Any rights of copyright to which a grantee, subgrantee or a contractor purchases ownership with grant support.”

### Cost of Preparing an Application

The costs of preparing and delivering the application are the sole responsibility of the applicant. The CDE will not provide reimbursement for any costs incurred or related to the applicant’s involvement or participation in the RFA process.

### Application Format

Please structure the application to follow the guidelines provided below. The scoring rubric (see Appendix B) for each section is intended to assist applicants in organizing the narrative responses in the application, to inform applicants of the information that CDE considers critical, and to facilitate consistency and equity. It is also intended to inform applicants of the relative value of each component so that they can plan section length and content accordingly.

### Submission of Application

The complete application, including all required components, must be **submitted by** **4:00 p.m. on** **Friday, June 25, 2021.**

Incomplete, late, or incorrectly formatted applications will not be scored or considered for funding.

An application may be rejected if it is conditional or incomplete, or if it contains any alterations of forms or other irregularities of any kind. The CDE may reject an application that is not responsive, does not meet the technical standards, or is not from a designated applicant The CDE may choose to reject all applications.

### Application Review Process

The CDE will carefully screen all applications received by the due date for compliance with all requirements stated in this RFA. Only fully completed applications will be considered eligible for consideration and advanced to the Reader Conference. Knowledgeable readers will read, review, and score each eligible application using a scoring rubric (see Appendix B). Points will be awarded based on completeness and responsiveness of the application to each of the required application components. Panel Chairs will convene to make the final selections.

Grants may not necessarily be made to applications that have the highest scores. These scores are advisory to the Panel Chairs that hold the right to make the final selection to ensure that the applications meet the goals of the program. When selecting projects to award, the Panel Chairs will consider statutory requirements that prioritize the use of grant funds over a broad geographical area to implement evidence-based activities, defined as meeting the requirements of Section 8101(21)(A)(i).

Applicants may be invited to interview with CDE staff as part of the selection process. All costs associated with the interviews will be the responsibility of the applicant. Upon completion of the 2021 CLSD Program grant review process, the CDE will post a notification of acceptance on the CLSD Program web page at <https://www.cde.ca.gov/pd/ps/clsd.asp>. Final posting of successful applicants will be posted to the same web page after the appeals process is complete.

### Appeals Process

Applicants who wish to appeal a grant award decision must submit an appeal using the link on the CLSD RFA web page or by sending an email to: CLSDP@cde.ca.gov

The CDE must receive the appeal no later than **4:00 p.m. on Wednesday,**

**August 18, 2021.**

Appeals shall be limited to the grounds that the CDE failed to correctly apply the standards for reviewing the application as specified in this RFA. The appellant must file a full and complete written appeal, including the issue(s) in dispute, the legal authority or other basis for the appeal position, and the remedy sought. The CDE will not consider incomplete or late appeals. The appellant may not supply any new information that was not originally contained in the original application.

The Panel Chairs will re-evaluate the application and will make the final decision in writing within three weeks from the date that appeals are due to CDE. That decision shall be the final administrative action afforded the appeal.

## Grant Awards and Reporting Requirements

Following final program and budget negotiations, grants will be issued to a successful project after a signed agreement on the terms of the award has been received by the CDE. The GAN must be signed by the Grantee and returned to CDE.

Successful applicants are required to submit quarterly progress reports and invoices 45 days after the close of the quarter. The first progress report (September 1, 2021, through December 31, 2021) and invoice for the same time period will be due on or before February 15, 2022. The final project evaluation will be due to CDE with the final invoice 45 days after the end of the grant (September 30, 2024).

Information required for these reports includes, but is 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.

To assure that expenditures are proper and in accordance with the terms and conditions of the Federal award and approved project budgets, the invoices submitted quarterly requesting payment under the agreements must include a certification signed by an official who is authorized to legally bind the non-Federal entity, which reads as follows: “By signing this report, I certify to the best of my knowledge and belief that the report is true, complete, and accurate, and the expenditures, disbursements and cash receipts are for the purposes and objectives set forth in the terms and conditions of the Federal award. I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil or administrative penalties for fraud, false statements, false claims or otherwise. (U.S. Code Title 18, Section 1001 and Title 31, Sections 3729-3730 and 3801-3812).”

## Structure of the Application

### Application Instructions

A complete application consists of the components listed below. Forms B, C, D, and E are available on the CLSD web page at <https://www.cde.ca.gov/pd/ps/clsd.asp>.

1. Application Cover Sheet
2. Narrative Responses
	* Please respond to each part required in the narrative response.
	* The project description for each part in the narrative response, Part 1 through Part 7, can be found in Section V.
	* Please follow all format requirements. Please refer to Section VI, G. Application Format.
3. Required Forms
	* Form C: CLSD Statement of Assurances
	* Form D: CLSD Proposed Budget Summary
	* Form E: CLSD Proposed Budget Narrative
	* Drug-Free Workplace, CDE-100DF ~~https://www.cde.ca.gov/fg/fo/fm/drug.asp~~ [Link no longer available]
	* Lobbying, ED 80-0013 ~~https://www.cde.ca.gov/fg/fo/fm/lobby.asp~~ [Link no longer available]
	* Debarment and Suspension, ED 80-0014 ~~https://www.cde.ca.gov/fg/fo/fm/debar.asp~~ [Link no longer available]
	* General Assurances (CDE-100A) <https://www.cde.ca.gov/fg/fo/fm/generalassurances2020.asp>
4. Supporting Documentation

### Scoring and the Rubric

The rubric is available in Appendix B and is valued at a maximum of 84 points. Grants may not necessarily be made to applications that have the highest scores. These scores are advisory to the Panel Chairs who will make the final decisions to ensure that the applications meet the goals and requirements of the program. Table 2 displays the maximum point values for each section:

#### Table 2. Application Maximum Point Values

| **Section** | **Description** | **Point Value** |
| --- | --- | --- |
| Part 1 | The Context | 12 points |
| Part 2 | Strategies and Interventions | 28 points |
| Part 3 | Project Leadership | 16 points |
| Part 4 | Project Staff | 8 points |
| Part 5 | Project Participants | 4 points |
| Part 6 | Evaluation Plan | 8 points |
| Part 7 | Budget and Cost Effectiveness | 8 points |

## Appendices

### APPENDIX A: Elementary and Secondary Education Act of 1965 Sections 2222–2225

#### Section 2222 Comprehensive Literacy State Development Grants

(a) GRANTS AUTHORIZED—From the amounts reserved by the Secretary under section 2201(2) and not reserved under subsection (b), the Secretary shall award grants, on a competitive basis, to State educational agencies to enable the State educational agencies to—

(1) provide subgrants to eligible entities serving a diversity of geographic areas, giving priority to entities serving greater numbers or percentages of children from low-income families; and

(2) develop or enhance comprehensive literacy instruction plans that ensure high-quality instruction and effective strategies in reading and writing for children from early childhood education through grade 12, including English learners and children with disabilities.

(b) RESERVATION—From the amounts reserved to carry out this subpart for a fiscal year, the Secretary shall reserve—

(1) not more than a total of 5 percent for national activities, including a national evaluation, technical assistance and training, data collection, and reporting;

(2) one half of 1 percent for the Secretary of the Interior to carry out a program described in this subpart at schools operated or funded by the Bureau of Indian Education; and

(3) one half of 1 percent for the outlying areas to carry out a program under this subpart.

(c) DURATION OF GRANTS—A grant awarded under this subpart shall be for a period of not more than 5 years total. Such grant may be renewed for an additional 2-year period upon the termination of the initial period of the grant if the grant recipient demonstrates to the satisfaction of the Secretary that—

(1) the State has made adequate progress; and

(2) renewing the grant for an additional 2-year period is necessary to carry out the objectives of the grant described in subsection (d).

(d) STATE APPLICATIONS—

(1) IN GENERAL—A State educational agency desiring a grant under this subpart shall submit an application to the Secretary, at such time and in such manner as the Secretary may require. The State educational agency shall collaborate with the State agency responsible for administering early childhood education programs and the State agency responsible for administering child care programs in the State in writing and implementing the early childhood education portion of the grant application under this subsection.

(2) CONTENTS—An application described in paragraph (1) shall include, at a minimum, the following:

(A) A needs assessment that analyzes literacy needs across the State and in high-need schools and local educational agencies that serve high-need schools, including identifying the most significant gaps in literacy proficiency and inequities in student access to effective teachers of literacy, considering each of the subgroups of students, as defined in section 1111(c)(2).

(B) A description of how the State educational agency, in collaboration with the State literacy team, if applicable, will develop a State comprehensive literacy instruction plan or will revise and update an already existing State comprehensive literacy instruction plan.

(C) An implementation plan that includes a description of how the State educational agency will carry out the State activities described in subsection (f).

(D) An assurance that the State educational agency will use implementation grant funds described in subsection (f)(1) for comprehensive literacy instruction programs as follows:

(i) Not less than 15 percent of such grant funds shall be used for State and local programs and activities pertaining to children from birth through kindergarten entry.

(ii) Not less than 40 percent of such grant funds shall be used for State and local programs and activities, allocated equitably among the grades of kindergarten through grade 5.

(iii) Not less than 40 percent of such grant funds shall be used for State and local programs and activities, allocated equitably among grades 6 through 12.

(E) An assurance that the State educational agency will give priority in awarding a subgrant under section 2223 to an eligible entity that—

(i) serves children from birth through age 5 who are from families with income levels at or below 200 percent of the Federal poverty line; or

(ii) is a local educational agency serving a high number or percentage of high-need schools.

(e) PRIORITY—In awarding grants under this section, the Secretary shall give priority to State educational agencies that will use the grant funds for evidence-based activities, defined for the purpose of this subsection as activities meeting the requirements of section 8101(21)(A)(i).

(f) STATE ACTIVITIES—

(1) IN GENERAL—A State educational agency receiving a grant under this section shall use not less than 95 percent of such grant funds to award subgrants to eligible entities, based on their needs assessment and a competitive application process.

(2) RESERVATION—A State educational agency receiving a grant under this section may reserve not more than 5 percent for activities identified through the needs assessment and comprehensive literacy plan described in subparagraphs (A) and (B) of subsection (d)(2), including the following activities:

(A) Providing technical assistance, or engaging qualified providers to provide technical assistance, to eligible entities to enable the eligible entities to design and implement literacy programs.

(B) Coordinating with institutions of higher education in the State to provide recommendations to strengthen and enhance pre-service courses for students preparing to teach children from birth through grade 12 in explicit, systematic, and intensive instruction in evidence-based literacy methods.

(C) Reviewing and updating, in collaboration with teachers and institutions of higher education, State licensure or certification standards in the area of literacy instruction in early education through grade 12.

(D) Making publicly available, including on the State educational agency’s website, information on promising instructional practices to improve child literacy achievement.

(E) Administering and monitoring the implementation of subgrants by eligible entities.

(3) ADDITIONAL USES—After carrying out the activities described in paragraphs (1) and (2), a State educational agency may use any remaining amount to carry out 1 or more of the following activities:

(A) Developing literacy coach training programs and training literacy coaches.

(B) Administration and evaluation of activities carried out under this subpart

#### Section 2223 Subgrants to eligible entities in support of birth through kindergarten entry literacy

1. SUBGRANTS—
2. IN GENERAL—A State educational agency receiving a grant under this subpart shall, in consultation with the State agencies responsible for administering early childhood education programs and services, including the State agency responsible for administering child care programs, and, if applicable, the State Advisory Council on Early Childhood Education and Care designated or established pursuant to section 642B(b)(1)(A)(i) of the Head Start Act (42 U.S.C. 9837b(b)(1)(A)(i)), use a portion of the grant funds, in accordance with section 2222(d)(2)(D)(i), to award subgrants, on a competitive basis, to eligible entities to enable the eligible entities to support high-quality early literacy initiatives for children from birth through kindergarten entry.
3. DURATION—The term of a subgrant under this section shall be determined by the State educational agency awarding the subgrant and shall in no case exceed 5 years.
4. SUFFICIENT SIZE AND SCOPE—Each subgrant awarded under this section shall be of sufficient size and scope to allow the eligible entity to carry out high-quality early literacy initiatives for children from birth through kindergarten entry.
5. LOCAL APPLICATIONS—An eligible entity desiring to receive a subgrant under this section shall submit an application to the State educational agency, at such time, in such manner, and containing such information as the State educational agency may require. Such application shall include a description of—
6. how the subgrant funds will be used to enhance the language and literacy development and school readiness of children, from birth through kindergarten entry, in early childhood education programs, which shall include an analysis of data that support the proposed use of subgrant funds;
7. how the subgrant funds will be used to prepare and provide ongoing assistance to staff in the programs, including through high-quality professional development;
8. how the activities assisted under the subgrant will be coordinated with comprehensive literacy instruction at the kindergarten through grade 12 levels; and
9. how the subgrant funds will be used to evaluate the success of the activities assisted under the subgrant in enhancing the early language and literacy development of children from birth through kindergarten entry.
10. PRIORITY—In awarding grants under this section, the State educational agency shall give priority to an eligible entity that will use the grant funds to implement evidence-based activities, defined for the purpose of this subsection as activities meeting the requirements of section 8101(21)(A)(i). (d) LOCAL USES OF FUNDS—An eligible entity that receives a subgrant under this section shall use the subgrant funds, consistent with the entity’s approved application under subsection (b), to—
11. carry out high-quality professional development opportunities for early childhood educators, teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, and instructional leaders;
12. train providers and personnel to develop and administer evidence-based early childhood education literacy initiatives; and
13. coordinate the involvement of families, early childhood education program staff, principals, other school leaders, specialized instructional support personnel (as appropriate), and teachers in literacy development of children served under the subgrant.

#### Section 2224 Subgrants to eligible entities in support of kindergarten through grade 12 literacy

1. SUBGRANTS TO ELIGIBLE ENTITIES—
2. SUBGRANTS—A State educational agency receiving a grant under this subpart shall use a portion of the grant funds, in accordance with clauses (ii) and (iii) of section 2222(d)(2)(D), to award subgrants, on a competitive basis, to eligible entities to enable the eligible entities to carry out the authorized activities described in subsections (c) and (d).
3. DURATION—The term of a subgrant under this section shall be determined by the State educational agency awarding the subgrant and shall in no case exceed 5 years.
4. SUFFICIENT SIZE AND SCOPE—A State educational agency shall award subgrants under this section of sufficient size and scope to allow the eligible entities to carry out high-quality comprehensive literacy instruction in each grade level for which the subgrant funds are provided.
5. LOCAL APPLICATIONS—An eligible entity desiring to receive a subgrant under this section shall submit an application to the State educational agency at such time, in such manner, and containing such information as the State educational agency may require. Such application shall include, for each school that the eligible entity identifies as participating in a subgrant program under this section, the following information:
6. A description of the eligible entity’s needs assessment conducted to identify how subgrant funds will be used to inform and improve comprehensive literacy instruction at the school.
7. How the school, the local educational agency, or a provider of high-quality professional development will provide ongoing high-quality professional development to all teachers, principals, other school leaders, specialized instructional support personnel (as appropriate), and other instructional leaders served by the school.
8. How the school will identify children in need of literacy interventions or other support services.
9. An explanation of how the school will integrate comprehensive literacy instruction into a well-rounded education.
10. A description of how the school will coordinate comprehensive literacy instruction with early childhood education programs and activities and after-school programs and activities in the area served by the local educational agency.
11. PRIORITY—In awarding grants under this section, the State educational agency shall give priority to an eligible entity that will use funds under subsection (c) or (d) to implement evidence-based activities, defined for the purpose of this subsection as activities meeting the requirements of section 8101(21)(A)(i).
12. LOCAL USES OF FUNDS FOR KINDERGARTEN THROUGH GRADE 5.—An eligible entity that receives a subgrant under this section shall use the subgrant funds to carry out the following activities pertaining to children in kindergarten through grade 5:
13. Developing and implementing a comprehensive literacy instruction plan across content areas for such children that—
14. serves the needs of all children, including children with disabilities and English learners, especially children who are reading or writing below grade level;
15. provides intensive, supplemental, accelerated, and explicit intervention and support in reading and writing for children whose literacy skills are below grade level; and
16. supports activities that are provided primarily during the regular school day but that may be augmented by after-school and out-of-school time instruction.
17. Providing high-quality professional development opportunities for teachers, literacy coaches, literacy specialists, English as a second language specialists (as appropriate), principals, other school leaders, specialized instructional support personnel, school librarians, paraprofessionals, and other program staff.
18. Training principals, specialized instructional support personnel, and other local educational agency personnel to support, develop, administer, and evaluate high-quality kindergarten through grade 5 literacy initiatives.
19. Coordinating the involvement of early childhood education program staff, principals, other instructional leaders, teachers, teacher literacy teams, English as a second language specialists (as appropriate), special educators, school personnel, and specialized instructional support personnel (as appropriate) in the literacy development of children served under this subsection.
20. Engaging families and encouraging family literacy experiences and practices to support literacy development.

(d) LOCAL USES OF FUNDS FOR GRADES 6 THROUGH 12.—An eligible entity that receives a subgrant under this section shall use subgrant funds to carry out the following activities pertaining to children in grades 6 through 12:

1. Developing and implementing a comprehensive literacy instruction plan described in subsection (c)(1) for children in grades 6 through 12.
2. Training principals, specialized instructional support personnel, school librarians, and other local educational agency personnel to support, develop, administer, and evaluate high-quality comprehensive literacy instruction initiatives for grades 6 through 12.
3. Assessing the quality of adolescent comprehensive literacy instruction as part of a well-rounded education.
4. Providing time for teachers to meet to plan evidence based adolescent comprehensive literacy instruction to be delivered as part of a well-rounded education.
5. Coordinating the involvement of principals, other instructional leaders, teachers, teacher literacy teams, English as a second language specialists (as appropriate), paraprofessionals, special educators, specialized instructional support personnel (as appropriate), and school personnel in the literacy development of children served under this subsection.
6. ALLOWABLE USES—An eligible entity that receives a subgrant under this section may, in addition to carrying out the activities described in subsections (c) and (d), use subgrant funds to carry out the following activities pertaining to children in kindergarten through grade 12:
7. Recruiting, placing, training, and compensating literacy coaches.
8. Connecting out-of-school learning opportunities to in-school learning in order to improve children’s literacy achievement.
9. Training families and caregivers to support the improvement of adolescent literacy.
10. Providing for a multi-tier system of supports for literacy services.
11. Forming a school literacy leadership team to help implement, assess, and identify necessary changes to the literacy initiatives in 1 or more schools to ensure success.
12. Providing time for teachers (and other literacy staff, as appropriate, such as school librarians or specialized instructional support personnel) to meet to plan comprehensive literacy instruction.

#### Section 2225 NATIONAL EVALUATION AND INFORMATION DISSEMINATION

(a) NATIONAL EVALUATION—From funds reserved under section 2222(b)(1), the Director of the Institute of Education Sciences shall conduct a national evaluation of the grant and subgrant programs assisted under this subpart. Such evaluation shall include high-quality research that applies rigorous and systematic procedures to obtain valid knowledge relevant to the implementation and effect of the programs and shall directly coordinate with individual State evaluations of the programs’ implementation and impact.

(b) PROGRAM IMPROVEMENT—The Secretary shall—

1. provide the findings of the evaluation conducted under this section to State educational agencies and subgrant recipients for use in program improvement;
2. make such findings publicly available, including on the websites of the Department and the Institute of Education Sciences;
3. submit such findings to the Committee on Health, Education, Labor, and Pensions of the Senate and the Committee on Education and the Workforce of the House of Representatives; and

(4) make publicly available, in a manner consistent with paragraph (2), best practices for implementing evidence-based activities under this subpart, including evidence-based activities, defined for the purpose of this paragraph as activities meeting the requirements of section 8101(21)(A)(i).

### Appendix B: Comprehensive Literacy State Development Scoring Rubric for Application Narrative

#### Part 1—The Context (12 points)

| **OUTSTANDING (4 points)** | **STRONG (3 points)** | **ADEQUATE (2 points)** | **MINIMAL (1–0 points)** |
| --- | --- | --- | --- |
| Thoroughly and convincingly describes why the statewide literacy priority was chosen and how the priority area will be integrated into the project. The description includes a synthesis of applicable data that supports why the identified population(s) was selected within the local and regional context. | Provides a strong description of why the statewide literacy priority was chosen and how the priority subject area will be integrated into the project. The description includes a synthesis of applicable data that supports why the identified population(s) was selected within the local and regional context. | Adequately describes why the statewide literacy priority was chosen and how the priority subject area will be integrated into the project. The description includes a synthesis of applicable data that supports why the identified population(s) was selected within the local and regional context.  | Minimally describes why the statewide literacy priority was chosen and how the priority subject area will be integrated into the project. The description includes a synthesis of applicable data that supports why the identified population(s) was selected within the local and regional context. |
| Thoroughly and convincingly describes the process used to select the focus of this 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. | Provides a strong description of the process used to select the focus of this proposal and who was involved in project development and planning to ensure the proposed activities are aligned with schoolwide and district-wide educational improvement plans such as the LCAP. | Adequately describes the process used to select the focus of this proposal and who was involved in project development and planning to ensure the proposed activities are aligned with schoolwide and district-wide educational improvement plans such as the LCAP. | Minimally describes the process used to select the focus of this proposal and who was involved in project development and planning to ensure the proposed activities are aligned with schoolwide and district-wide educational improvement plans such as the LCAP. |
| Thoroughly and convincingly describes the professional learning needs of the educators in the LEAs that will receive training to support the targeted population(s).  | Provides a strong description the professional learning needs of the educators in the LEAs that will receive training to support the targeted population(s). | Adequately describes the professional learning needs of the educators in the LEAs that will receive training to support the targeted population(s). | Minimally describes the professional learning needs of the educators in the LEAs that will receive training to support the targeted population(s). |

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

| **OUTSTANDING (4 points)** | **STRONG (3 points)** | **ADEQUATE (2 points)** | **MINIMAL (1–0 points)** |
| --- | --- | --- | --- |
| Thoroughly and convincingly describes local and regional literacy work, how it is funded, and how this grant funding will supplement existing work. | Provides a strong description of local and regional literacy work, how it is funded, and how this grant funding will supplement existing work. | Adequately describes local and regional literacy work, how it is funded, and how this grant funding will supplement existing work. | Minimally describes local and regional literacy work, how it is funded, and how this grant funding will supplement existing work. |
| Thoroughly and convincingly describes the evidence-based practices the project will employ to address the identified needs outlined in Part 1. | Provides a strong description of the evidence-based practices the project will employ to address the identified needs outlined in Part 1. | Adequately describes the evidence-based practices the project will employ to address the identified needs outlined in Part 1. | Minimally describes the evidence-based practices the project will employ to address the identified needs outlined in Part 1. |
| Thoroughly and convincingly describes the evidence used to support the selected strategies. An appendix is included in the application that lists all scientifically-based research references used in developing the proposal but not specifically cited in the Project Description, if applicable.  | Provides a strong description of the evidence used to support the selected strategies. An appendix is included in the application that lists some of the scientifically-based research references used in developing the proposal but not specifically cited in the Project Description, if applicable.  | Adequately describes the evidence used to support the selected strategies. An appendix is included in the application that lists a few of the scientifically-based research references used in developing the proposal but not specifically cited in the Project Description, if applicable. | Minimally describes the evidence used to support the selected strategies.  |
| Thoroughly and convincingly describes the content, pedagogy, curriculum, and teaching/learning that will impact educator knowledge and skills as they relate to the strategies identified in Part 2A and align to the QPLS. A thorough description of how an asset-based approach and culturally sustaining pedagogies will be incorporated throughout the project is included. | Provides a strong description of the content, pedagogy, curriculum, and teaching/learning that will impact educator knowledge and skills as they relate to the strategies identified in Part 2A and align to the QPLS. A strong description of how an asset-based approach and culturally sustaining pedagogies will be incorporated throughout the project is included. | Adequately describes the content, pedagogy, curriculum, and teaching/learning that will impact educator knowledge and skills as they relate to the strategies identified in Part 2A and align to the QPLS. An adequate description of how an asset-based approach and culturally sustaining pedagogies will be incorporated throughout the project is included. | Minimally describes the content, pedagogy, curriculum, and teaching/learning that will impact educator knowledge and skills as they relate to the strategies identified in Part 2A and align to the QPLS. Minimal description of how an asset-based approach and culturally sustaining pedagogies will be incorporated throughout the project is included. |
| Thoroughly and convincingly describes how the project increases educational options for groups of students who have traditionally been underserved. | Provides a strong description of how the project increases educational options for groups of students who have traditionally been underserved. | Adequately describes how the project increases educational options for groups of students who have traditionally been underserved. | Minimally describes how the project increases educational options for groups of students who have traditionally been underserved. |
| Thoroughly and convincingly describes the project’s focus on family and community engagement. | Provides a strong description of the project’s focus on family and community engagement. | Adequately describes the project’s focus on family and community engagement. | Minimally describes the project’s focus on family and community engagement. |
| Thoroughly and convincingly describes the project’s focus on accelerating literacy learning post-pandemic. | Provides a strong description of the project’s focus on accelerating literacy learning post-pandemic. | Adequately describes the project’s focus on accelerating literacy learning post-pandemic. | Minimally describes the project’s focus on accelerating literacy learning post-pandemic. |

#### Part 3—Project Leadership (16 points)

| **OUTSTANDING (4 points)** | **STRONG (3 points)** | **ADEQUATE (2 points)** | **MINIMAL (1–0) points)** |
| --- | --- | --- | --- |
| Application includes a letter of support from each participating school, district, COE, IHE, organization, and business partners (as applicable) that demonstrates high levels of cooperation, commitment, coordination, and formalized relationships made between the partners, if applicable. A consortium of COEs is reflected in the application. | Application includes a letter of support from nearly all of the participating school, district, COE, IHE, organization, and business partners (as applicable) that demonstrates high levels of cooperation, commitment, coordination, and formalized relationships made between the partners, if applicable. A consortium of COEs is reflected in the application. | Application includes a letter of support from one or two of the participating school, district, IHE, organization, and business partners (as applicable) that demonstrates high levels of cooperation, commitment, coordination, and formalized relationships made between the partners, if applicable. | Application includes no letters of support from the participating school, district, IHE, organization, and business partners (as applicable) that demonstrates high levels of cooperation, commitment, coordination, and formalized relationships made between the partners, if applicable. |
| Thoroughly and convincingly describes the partner districts and schools, the demographics of the students served, and the number and demographics of teachers that will be served.  | Strongly describes the partner districts and schools, the demographics of the students served, and the number and demographics of teachers that will be served.  | Adequately describes the partner districts and schools, the demographics of the students served, and the number and demographics of teachers that will be served.  | Minimally the partner districts and schools, the demographics of the students served, and the number and demographics of teachers that will be served.  |
| Thoroughly and convincingly 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). | Provides a strong description of 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). | Adequately 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).  | Minimally 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). |
| The organizational chartis thorough and clearly illustrates the individual, his/her role and responsibilities. **Note:** Only one person can be identified as the Project Director.  | The organizational chartstrongly illustrates the individual, his/her role and responsibilities. **Note:** Only one person can be identified as the Project Director.  | The organizational chartadequately illustrates the individual, his/her role and responsibilities. **Note:** Only one person can be identified as the Project Director.  | The organizational chartminimally illustrates the individual, his/her role and responsibilities. **Note:** Only one person can be identified as the Project Director.  |

#### Part 4—Project Staff (8 points)

| **OUTSTANDING (4 points)** | **STRONG (3 points)** | **ADEQUATE (2 points)** | **MINIMAL (1–0 points)** |
| --- | --- | --- | --- |
| Thoroughly and convincingly 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. **Note:** 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.  | Strongly 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. **Note:** 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.  | Adequately 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. **Note:** 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.  | Minimally 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. **Note:** 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.  |
| Provides a thorough curriculum vitae (CV) or resume for each of the key project personnel listed on the organizational chart.  | Provides a curriculum vitae (CV) or resume for each of the key project personnel listed on the organizational chart. | Provides an adequate curriculum vitae (CV) or resume for each of the key project personnel listed on the organizational chart. | Provides a marginal curriculum vitae (CV) or resume for each of the key project personnel listed on the organizational chart. |

#### Part 5—Project Participants (4 points)

| **OUTSTANDING (4 points)** | **STRONG (3 points)** | **ADEQUATE (2 points)** | **MINIMAL (1–0 points)** |
| --- | --- | --- | --- |
| Thoroughly and convincingly 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. | Strongly 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. | Adequately 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. | Minimally 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. |

#### Part 6—Evaluation Plan (8 points)

| **OUTSTANDING (4 points)** | **STRONG (3 points)** | **ADEQUATE (2 points)** | **MINIMAL (1–0 points)** |
| --- | --- | --- | --- |
| Thoroughly and convincingly 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). | Strongly 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). | Adequately 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). | Minimally 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). |
| Thoroughly and convincingly 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. | Strongly 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. | Adequately 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.  | Minimally 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 |

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

| **OUTSTANDING (4 points)** | **STRONG (3 points)** | **ADEQUATE (2 points)** | **MINIMAL (1–0 points)** |
| --- | --- | --- | --- |
| Provides thorough and convincing identification of 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. | Clearly 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. | Adequately 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. | Minimally 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. |
| Provides thorough and clear 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. | Provides a clear 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. | Provides an adequate 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. | Provides a marginal 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. |

1. Information regarding these standards is available on the CDE Quality Professional Learning Standards web page at <https://www.cde.ca.gov/pd/ps/qpls.asp>. [↑](#footnote-ref-1)