# California Department of Education Seal of the California Department of Education.

**2025 Request for Applications  
Comprehensive 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:**

**Wednesday, October 8, 2025\*\***

Administered by the  
Professional Learning Support Division

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\*Grant funding is contingent on the California Department of Education (CDE) actually receiving the full and complete amount of its planned allocations from the U.S. Department of Education (ED) for distribution to grantees and upon CDE receiving the California Budget Authority necessary to distribute the grant funds. Grant funds are also subject to any additional restrictions, limitations or conditions imposed by the state or federal government. The CDE may delay, reduce, withhold or terminate grant funding as necessary to reflect any delay, reduction, withholding, impoundment, termination, cancellation or other action reducing the funds actually received by CDE or to reflect any additional restrictions, limitations or conditions placed on grantees.

\*\*Timeline subject to change.

**Table** **of** **Contents**

[I. Introduction—2025 Request for Applications 1](#_Toc200517712)

[Statewide Literacy Priorities 2](#_Toc200517713)

[Grant Award Information and Funding 3](#_Toc200517714)

[Table 1: Grant Award Information and Funding 4](#_Toc200517715)

[Literacy Lead Agencies 5](#_Toc200517716)

[II. Program Guidance and Authorization 7](#_Toc200517717)

[III. Eligibility 8](#_Toc200517718)

[IV. Allowable Grant Activities 9](#_Toc200517719)

[V. The Application—Project Description 10](#_Toc200517720)

[Theory of Action 10](#_Toc200517721)

[Part 1: The Context 10](#_Toc200517722)

[Part 2: Evidence-Based Practices and Qualifications 11](#_Toc200517723)

[Part 3: Statewide Literacy Priorities 12](#_Toc200517724)

[Part 4: Project Leadership 14](#_Toc200517725)

[Part 5: Project Staff 14](#_Toc200517726)

[Part 6: Evaluation Plan 15](#_Toc200517727)

[Part 7: Budget and Cost Effectiveness 15](#_Toc200517728)

[VI. Request for Applications Timeline 16](#_Toc200517729)

[Table 2: Request for Applications Timeline\* 16](#_Toc200517730)

[General Provisions and Requirements 16](#_Toc200517734)

[Grant Award Assurances and Certifications 17](#_Toc200517735)

[Grant Terms and Conditions 17](#_Toc200517736)

[Funding 18](#_Toc200517737)

[Cost of Preparing an Application 25](#_Toc200517738)

[Application Format 25](#_Toc200517739)

[Submission of Application 25](#_Toc200517740)

[Application Review Process 26](#_Toc200517741)

[Appeals Process 26](#_Toc200517742)

[VII. Grant Awards and Reporting Requirements 27](#_Toc200517743)

[VIII. Structure of the Application 28](#_Toc200517744)

[Application Instructions 28](#_Toc200517745)

[Scoring and the Rubric 28](#_Toc200517746)

[Scoring Rubric for Application Narrative 30](#_Toc200517747)

[Online Application Instructions 51](#_Toc200517748)

[IX. Appendices 64](#_Toc200517749)

[APPENDIX A: Definitions 64](#_Toc200517750)

[APPENDIX B: Elementary and Secondary Education Act of 1965 Sections 2223–2225 69](#_Toc200517751)

[Section 2223. SUBGRANTS TO ELIGIBLE ENTITIES IN SUPPORT OF BIRTH THROUGH KINDERGARTEN LITERACY. 69](#_Toc200517752)

[Section 2301. SUPPLEMENT, NOT SUPPLANT. 73](#_Toc200517753)

## Introduction—2025 Request for Applications

The California Department of Education (CDE) invites county offices of education (COE) to apply as lead COE of a consortium of COEs for funding to:

* Expand and enhance alignment of local and state literacy initiatives through a coordinated effort to build state and local capacity over the life of the project.
* 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/ci/pl/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. Comprehensive literacy instruction, which is central to this grant program, is defined by ESSA as instruction that:

* 1. includes developmentally appropriate, contextually explicit, and systematic instruction, and frequent practice, in reading and writing across content areas;
  2. includes age-appropriate, explicit, systematic, and intentional instruction in phonological awareness, phonic decoding, vocabulary, language structure, reading fluency, and reading comprehension;
  3. includes age-appropriate, explicit instruction in writing, including opportunities for children to write with clear purposes, with critical reasoning appropriate to the topic and purpose, and with specific instruction and feedback from instructional staff;
  4. makes available and uses diverse, high-quality print materials that reflect the reading and development levels, and interests, of children;
  5. uses differentiated instructional approaches, including individual and small group instruction and discussion;
  6. provides opportunities for children to use language with peers and adults in order to develop language skills, including developing vocabulary;
  7. includes frequent practice of reading and writing strategies;
  8. uses age-appropriate, valid, and reliable screening assessments, diagnostic assessments, formative assessment processes, and summative assessments to identify a child’s learning needs, to inform instruction, and to monitor the child’s progress and the effects of instruction;
  9. uses strategies to enhance children’s motivation to read and write and children’s engagement in self-directed learning;
  10. incorporates the principles of universal design for learning;
  11. depends on teachers’ collaboration in planning, instruction, and assessing a child’s progress and on continuous professional learning; and
  12. links literacy instruction to the challenging State academic standards, including the ability to navigate, understand, and write about complex print and digital subject matter.

California's approach to literacy instruction, as defined in the State Literacy Plan (SLP), is in alignment with this definition and is grounded in evidence-based practices from decades of research applicable to its student population, including students with disabilities and multilingual learners.

Additionally, the grant has four federal priorities:

1. Projects that incorporate state education agency (SEA) partnerships with institutions of higher education (IHEs);
2. Projects designed to address the impacts of the COVID-19 pandemic using evidence-based instructional approaches and supports to meet challenging academic content standards without contributing to tracking or remedial courses;
3. Projects designed to promote education equity and adequacy in resources and opportunity for underserved students; and
4. Projects that support students and their families at key transitional stages in their education by ensuring coordinated, high-quality professional development for educators in these transitional stages.

Literacy Lead Agencies (LLAs) shall demonstrate expertise in advancing literacy skills using 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, children with disabilities, and other identified student groups. LLAs shall also demonstrate expertise in each of the four federal priorities listed above. As a requirement of the federal CLSD Grant Program, LLAs shall demonstrate their abilities and expertise through previously implemented projects that included evidence-based family literacy strategies and projects that increased educational options for groups of students who have traditionally been underserved.

### Statewide Literacy Priorities

The CDE updated California’s statewide literacy priorities as a part of the process of revising the SLP. In February 2025, the CDE convened a State Literacy Team (SLT) (<https://www.cde.ca.gov/ci/pl/slt.asp>), which led to the development of the updated statewide literacy priorities detailed below.

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

1. Birth to age five programs that support early childhood educators to build their instructional capacity to support early language and literacy skills and to promote literacy-rich environments and experiences, as well as to increase family support by developing knowledge and skills through family-centered curriculum and literacy activities with special attention to linguistic diversity.
2. Transitional kindergarten to grade five (TK–5) programs that build educator capacity for evidence based structured literacy instruction within a Multi-Tiered System of Support (MTSS), including Universal Tier 1 instruction in foundational skills, language development, reading comprehension, and writing instruction for all students including, but not limited to:
   * English learner and multilingual students with opportunities to develop biliteracy, including integrated and designated English Language Development (ELD);
   * Students struggling with literacy, including, but not limited to, students with disabilities and students with dyslexia; and
   * Other identified student populations.
3. Grades six through twelve (6–12) programs that build educator capacity in all content areas for evidence-based literacy instruction within an MTSS, including Universal Tier 1 literacy instruction for all students, including but not limited to:

* English learner and multilingual students with opportunities to develop biliteracy, supports for long-term English learners, integrated and designated ELD;
* Students struggling with literacy, including, but not limited to, students with disabilities and students with dyslexia; and
* Other identified student populations.

### Grant Award Information and Funding

In 2024, the CDE was awarded $38 million in CLSD grant funds to expand and enhance 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 subgrants to consortia of COEs (also referred to in this Request for Applications [RFA] as LLAs) 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 CDE plans to issue three subgrants totaling $36.1 million, based upon merit, to consortia of COEs (amount for each subgrant detailed below). The grant period will be approximately four years, from December 1, 2025, through September 30, 2029. (Timelines are subject to change. Please visit the 2025 CLSD web page for the most accurate timeline.)

### Note: Grant funding is contingent on CDE actually receiving the full and complete amount of its planned allocations from the U.S. Department of Education (ED) for distribution to grantees and upon CDE receiving the California Budget Authority necessary to distribute the grant funds. Grant funds are also subject to any additional restrictions, limitations or conditions imposed by the state or federal government. The CDE may delay, reduce, withhold or terminate grant funding as necessary to reflect any delay, reduction, withholding, impoundment, termination, cancellation or other action reducing the funds actually received by CDE or to reflect any additional restrictions, limitations or conditions placed on grantees.

### Table 1: Grant Award Information and Funding

| **Age/Grade Span** | **Funding Amount** |
| --- | --- |
| Birth to age five  One lead agency will administer grant work statewide. Any number of additional partner COEs may be included in the consortium, and as many local educational agencies (LEAs) with participating schools as feasible be included in the consortium. Partner LEAs should represent a mixture of rural/suburban/urban schools. | \*One grant of $5.7 million (15 percent of grant funds) |
| TK–5  One lead agency will administer grant work statewide. Any number of additional partner COEs may be included in the consortium, and as many LEAs with participating schools as feasible in the consortium. Partner LEAs should represent a mixture of rural/suburban/urban schools. | \*One grant of $15.2 million (40 percent of grant funds) |
| Grades 6–12  One lead agency will administer grant work statewide. Any number of additional partner COEs may be included in the consortium, and as many LEAs with participating schools as feasible in the consortium. Partner LEAs should represent a mixture of rural/suburban/urban schools. | \*One grant of $15.2 million (40 percent of grant funds) |

A lead COE applicant may apply on behalf of a consortium of COEs to implement **one** statewide literacy priority identified in the SLP (detailed in Table 1 above). COEs may apply to be the lead agency for one age/grade span only and are strongly encouraged to partner with other COEs in other age/grade spans.

**In order to help build capacity across the region, ten priority points will be awarded to applicants whose consortium includes a 2019 CLSD LLA or a COE that was part of a 2019 CLSD LLA consortium.**

**Applicants that include partner COEs representing other regions of California from the lead agency will also be awarded up to four priority points in the scoring of their application.**

In order to maximize the use of the CLSD program resources, applicants shall partner with one or more IHEs on teacher preparation and professional learning as stated in federal priority one. Partnering with other businesses, nonprofit organizations, community-based organizations, or other public or private entities with a demonstrated record of success in implementing activities supported by this program is encouraged but not required.

Successful applicants must demonstrate that their specific proposed plan is conceptually clear, technically feasible, and sustainable after the grant period.

### Literacy Lead Agencies

The State Board of Education adopted the updated California Comprehensive SLP in May 2025. LLAs will implement the updated statewide literacy priorities established in the SLP. Each grantee that serves as an LLA must:

* Design or improve sustainable high-quality systems, including literacy coaching models to build educator and system capacity.
* Design or improve asset-based instruction in schools.
* Incorporate the 2025 Literacy Roadmap and its Literacy Content Blocks into professional learning plans for partner LEA.

All LLAs will be required to implement programs aligned to the updated Comprehensive and Integrated Literacy Model (CILM) established in the SLP, in which **high-quality literacy instruction occurs within the context of systems of schooling that meet the needs of a broad range of student needs by featuring high levels of engagement, a focus on continuous improvement, and application of the California MTSS Framework**. The CILM described in this section sets the direction for literacy programs statewide by aligning and integrating state literacy initiatives. It also provides guidance and resources for application of the SLP Continuous Improvement Process. Implementation of programs will focus on the needs of underserved students (as evidenced by outcome data), including children living in poverty, English learner students, students with disabilities, and other identified groups. LLAs will also be required to:

* Create and oversee a consortium of COEs and LEAs focused on work in the chosen priority area.
* Support LEAs to develop, implement, and revise local literacy plans aligned to the CILM and the continuous improvement process, with specific attention paid to pandemic-related literacy learning acceleration and addressing a broad range of student needs across California.
* Partner with IHE(s) on teacher preparation and professional learning.
* Collaborate with participating LEAs and other partners to train LEA and local leaders on MTSS-aligned systems-level literacy supports and continuous improvement.
* Collaborate with participating school districts and other partners to train site-based staff, including teachers, paraprofessionals, coaches, and leaders on evidence-based literacy instruction, assessment, and intervention aligned to MTSS.
* Generate resources to be shared statewide in the Literacy Resources Repository, which can be found at <https://www.caeducatorstogether.org/groups/hmdnyg/comprehensive-literacy-state-development-grant-resource-repository>, including an implementation guide to support sustainability and expansion of the project’s work. The Literacy Resources Repository can be accessed on the California Educators Together website (<https://www.caeducatorstogether.org/>) by creating a free account.
* Collect and report to CDE local student literacy data at regular intervals (for example: screening, beginning of year, middle of year, end of year) throughout each school year of the grant to progress monitor.

LLAs 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); describing how the grantee is addressing disparities in literacy programs and achievement; and increasing the number of quality professional learning opportunities. If interim benchmarks are not met, LLAs will be required to reflect on possible challenges and make appropriate course adjustments.

Major deliverables include:

* improved literacy outcomes across all identified student groups as measured by common literacy screeners, beginning of year, middle of year, end of year, and summative assessments;
* reports on grant implementation;
* practical resources and tools shared through communities of practice;
* recommendations for sustaining and scaling up strategies to address state literacy priorities statewide; and
* an implementation guide which could be used by other LEAs interested in improving students’ literacy outcomes in that priority area.

Projects will be required to include evidence-based professional learning strategies, including coaching and teacher leadership, for leaders, 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 consortia of COEs will also support LEAs in their regions to create literacy plans to implement those strategies, programs, and/or services over the life of the grant. As part of the Statewide System of Support, the LLAs, in coordination with the CDE, will also expand and enhance existing 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.

Quarterly progress monitoring of grant work and student literacy outcomes based on common local assessments, 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, as well as host or attend quarterly convenings of all CLSD grantees to build capacity statewide and to foster alignment and coordination of efforts.

## Program Guidance and Authorization

Sections 2222–2225 of the ESEA authorize the CLSD Grant Program. 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. Detailed information about the program and the specific requirements are provided in this RFA. Applicants should be familiar with the California Comprehensive SLP, found at <https://www.cde.ca.gov/ci/pl/documents/stateliteracyplan2021fin.docx>, which contains further information regarding requirements and guidance for the program.

## Eligibility

The lead applicant must be a COE with demonstrated abilities and expertise developing, implementing, and supporting LEAs and their schools in 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 must partner as a consortium with other COEs to submit a proposal to serve as an LLA. In a consortium of COEs, one COE must be identified as the lead applicant. Partner COEs must also be identified. Priority points will be awarded for COE partners representing other regions of California. Partnership with one or more IHEs is also required.

Section 2221(b)(2) of the ESEA defines eligible entity for the CLSD Grant Program as an entity that consists of:

(A) one or more LEAs that serve a high percentage of high-need schools and:

(i) have the highest number or proportion of children who are counted under Section 1124(c) of the ESEA, in comparison to other LEAs in the state;

(ii) are among the LEAs in the state with the highest number or percentages of children reading or writing below grade level, based on the most currently available state academic assessment data under Section 1111(b)(2) of the ESEA; or

(iii) serve a significant number or percentage of schools that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) of the ESEA.

(B) one or more early childhood education programs serving low-income or otherwise disadvantaged children, which may include home-based literacy programs for preschool-aged children, that have a demonstrated record of providing comprehensive literacy instruction for the age group such program proposes to serve; or

(C) an LEA, described in subparagraph (A), or consortium of such LEAs or an early childhood education program, which may include home-based literacy programs for preschool-aged children, acting in partnership with one or more public or private nonprofit organizations or agencies (which may include early childhood education programs) that have a demonstrated record of effectiveness in:

(i) improving literacy achievement of children, consistent with the purposes of participation under this subpart, from birth through grade twelve; and

(ii) providing professional development in comprehensive literacy instruction.

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.
* 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 below. 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/ci/pl/qpls.asp>), designed to improve student academic achievement and overall student success, and based on evidence-based interventions, successful existing models, research, or other information that supports the efficacy of the proposed design, if the design does not have a precedent. Evidence-based interventions are practices or programs that have **evidence** to show that they are effective at producing results and improving outcomes when implemented. The kind of evidence described in ESSA has generally been produced through formal studies and research. Under ESSA, there are four tiers of evidence:

**Tier 1—Strong Evidence**: Supported by one or more well-designed and well-implemented randomized control experimental studies.

**Tier 2—Moderate Evidence**: Supported by one or more well-designed and well-implemented quasi-experimental studies.

**Tier 3—Promising Evidence**: Supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias).

**Tier 4—Demonstrates a Rationale**: Practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by a SEA, LEA, or outside research organization to determine their effectiveness. *Please note that Tier 4 is not included in the definition of evidence-based practices for the purposes of the CLSD Grant Program.*

More information about evidence-based interventions is available at the CDE Evidence-Based Interventions web page at <https://www.cde.ca.gov/re/es/evidence.asp> under the ESSA web page.

## The Application—Project Description

Proposals must describe in detail the: (1) learning needs of students within the age/grade span; (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 strategies to scale and sustain the work after the grant period has ended, and any additional resources that will be developed. The application must focus on improvement in the selected priority of the application.

Applications may be submitted electronically through the CLSD Grant LLA online application portal, available on the RFA web page at <https://www.cde.ca.gov/fg/fo/r12/clsd24rfa.asp>. Applicants must attach supporting evidence, such as a budget and letters of commitment. Applicants for priorities two and three must also attach a literacy needs assessment, completed no earlier than the 2023–24 school year.

### Theory of Action

Proposals must begin with a Theory of Action that describes how the applicant will accomplish the short-term, mid-term, and long-term outcomes described in the CLSD 2025 Logic Model in the SLP leading to successful and sustainable literacy outcomes for students.

### Part 1: The Context

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

1. Explain why the priority was chosen. The description should include a synthesis of applicable data that supports why the partner LEAs were selected, their local and regional context and their need for additional funding in the priority chosen.
2. Describe 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 districtwide educational improvement plans, such as the Local Control and Accountability Plan (LCAP).
3. Describe the professional learning needs of the educators in the LEAs that will support meeting the needs of a broad range of students, based on a recent needs assessment.
4. Explain how previous work in the chosen priority area will be integrated into the project, including but not limited to, expanding and enhancing the work of a CLSD 2019 LLA project and partnering with CLSD 2019 LLA consortia members.

### Part 2: Evidence-Based Practices and Qualifications

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 including common literacy assessment systems if applicable, how it is funded, and how this grant funding would supplement, not supplant, the existing work. Explain the applicant’s capacity to fund and facilitate the use of common assessment systems across the consortium.
2. Describe and cite the specific evidence-based practices that will be implemented to address the identified student literacy needs outlined in Part 1, and the specific strategies that will be used.
3. Describe how professional learning will align with the QPLS and describe the content, pedagogy, curriculum, and teaching/learning that will impact educator knowledge and skills related to the strategies identified in Part 2B.
4. Describe how the project promotes access to resources and opportunities for all students, including English learner and multilingual learner students, students with disabilities, socioeconomically disadvantaged students, and other locally identified student groups.
5. Describe how an asset-based approach will be incorporated throughout the project.
6. Describe the project’s focus on family and community partnership, including encouraging family literacy experiences and practices to support literacy development.
7. Describe how the project’s focus on accelerating literacy learning addresses the impacts of the COVID-19 pandemic using evidence-based instructional approaches and supports to meet challenging academic content without contributing to tracking or remedial courses.
8. Describe the sustainability plan for this project, including how planning for sustainability after grant funds expire will occur throughout the life of the project.
9. Use the table template titled **Scope of Work** to illustrate the four-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.

### Part 3: Statewide Literacy Priorities

#### Birth to Age Five

The following directions are relevant for COEs applying to lead priority one:

1. Describe the applicants’ expertise in supporting language and literacy development and school readiness of children in early childhood education programs.
2. Describe how this project will enhance the language and literacy development and school readiness of children, from birth to TK/kindergarten entry, in early childhood education programs, including an analysis of the data used to support this use of grant funds.
3. Describe the project’s focus on supporting students and their families at key transitional stages in their education (preschool to elementary) by ensuring coordinated, high-quality professional learning for educators in these transitional stages.
4. Describe how funds will be used to prepare and provide ongoing assistance to staff to train providers and personnel in developing and administering evidence-based early literacy practices in the programs including through high-quality professional learning, with specific attention to administrators, coaches, teachers, teacher librarians, and paraeducators.
5. Describe how the funds will be used to coordinate the involvement of families, early childhood education program staff, principals, other school leaders, specialized instructional support personnel, and teachers in the literacy development of children birth to age five.
6. Describe how this project will be coordinated with comprehensive literacy instruction at the TK/kindergarten through grade twelve levels and how the work of this project will prepare students for literacy achievement in the elementary school setting.

#### Transitional Kindergarten through Grade Twelve

The following directions are relevant for COEs applying to lead priority two or three:

1. Provide a summary of the needs assessment conducted and how it has informed the project and the ways in which educator capacity in comprehensive literacy instruction will be improved.
2. Describe how funds will be used to prepare and provide ongoing assistance to staff to train providers and personnel in developing, administering, and evaluating evidence-based literacy initiatives including through high-quality professional learning, with specific attention to administrators, coaches, teachers, paraeducators, and school librarians.
3. Describe how funds will be used to provide time for teachers and other instructional staff to meet to plan evidence-based comprehensive literacy instruction.
4. Describe how funds will be used to provide professional learning and implementation support to LEAs for common literacy screeners, beginning of year, middle of year, end of year, and summative literacy assessments. The description should include details about the specific assessment systems proposed such as the name(s) and publisher(s).
5. Describe the project’s focus on supporting students and their families at key transitional stages in their education (preschool to elementary, elementary to middle school or junior high, middle school or junior high to high school) by ensuring coordinated, high-quality professional development for educators in these transitional stages.
6. Describe how the applicant will support partner districts in identifying students in need of literacy interventions or other support services.
7. Describe how the project will support partner districts and/or charter schools in developing and implementing local literacy plans that integrate comprehensive literacy instruction across content areas and serve the needs of all students, providing intensive, supplemental, and intensified support, within a MTSS.
8. Describe how the funds will be used to coordinate the involvement of early childhood education program staff, principals, other instructional leaders, coaches, teachers, specialists, special educators, and other instructional support personnel to support TK–5 and/or grades 6–12 students’ literacy development.
9. Describe how the project will support partner districts and/or charter schools in coordinating comprehensive literacy instruction with early childhood education programs and activities and after school programs and activities in the area served by the partner districts.

### Part 4: 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 district that names participating schools, COE, IHE, organization, and business partner that demonstrate high levels of cooperation, commitment, coordination, and formalized relationships made between the partners, if applicable. Letters must be included from all required partners outlined on page six of the RFA.
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). Include the roles of all required partners outlined on page six of the RFA.
4. Describe how the project will ensure enthusiastic, engaged, and sustained participation by all participants in every phase and how challenges to engagement and participation will be addressed and mitigated throughout the life of the project and beyond.
5. 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 5: Project Staff

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

1. Describe the key project personnel from the lead COE and 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. 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.

**Note:** If the project requires hiring staff not currently employed by one of the partner agencies, include a brief (500 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 6: Evaluation Plan

Proposals must demonstrate that the project’s proposed evaluation plan, using an external evaluator, 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 annual evaluations and 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 consortia of COEs can effectively and efficiently meet their needs.
2. Describe how the funds will be used to evaluate the success of 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 four-year budget will be reviewed and scored. The following are instructions for completing Part 7:

1. Complete the 2025 CLSD Proposed Project Budget Summary (Form D) for the project’s performance period from December 1, 2025, through September 30, 2029.
2. Provide a detailed budget narrative (description) for each line item included in the four-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.

## Request for Applications Timeline

### Table 2: Request for Applications Timeline\*

| **Activity** | **Important Dates** |
| --- | --- |
| Technical Assistance Webinar for Applicants | September 4, 2025 (2 p.m. Pacific Standard Time)  Topic: CLSD 2025 Sub Grant Awards: LLA RFA Technical Assistance Webinar  Register in advance at: <https://us02web.zoom.us/meeting/register/ZQt2zBeSSzCnVeLIpKkTSA> |
| Applications Due | October 8, 2025 (4 p.m. Pacific Standard Time) |
| Applicant Interviews with CDE Staff (if needed) | Week of October 20, 2025 |
| Posting of Intent to Award | Week of November 10, 2025 |
| Deadline for Receipt of Any Appeal | One week after the posting of the Intent to Award |
| Project Start Date | December 1, 2025 |

(\*Timelines are subject to change. Please visit the 2025 CLSD web page at <https://www.cde.ca.gov/ci/pl/clsd.asp> for the most accurate timeline.)

### General Provisions and Requirements

This grant provides funding for an award period beginning December 1, 2025, through September 30, 2029. The CDE may 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, funds that would otherwise be available for activities proposed for the CLSD Grant 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 federal, state, or local funds in the absence of CLSD program funds.

### Grant Award Assurances and Certifications

Grant Award Assurances and Certifications are 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.cdss.ca.gov/child-care-and-nutrition/finance-grants/funding-profile/funding-tools-materials/drug-free-workplace-funding-tools-materials>)
* Lobbying, ED 80-0013 (<https://www.ed.gov/media/document/ed80-013pdf-46342.pdf>)
* General Assurances, CDE-100A (<https://www.cde.ca.gov/fg/fo/fm/generalassurances2024-25.asp>)
* 2025 CLSD Statement of Assurances (See Form C) (<https://www.cde.ca.gov/fg/fo/r12/documents/clsd25formc.docx>)

### Grant Terms and Conditions

The 2025 CLSD Grant Award Notification, also referred to as the AO-400, 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, 2029.

The budget should detail four 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.

Applicants will submit their agency’s Unique Entity Identification (UEI) number, which replaces the Data Universal Numbering System number as a part of their application. The UEI can be found at <https://sam.gov/>.

#### 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.

### Funding

#### Table 3: Examples of Required Comprehensive Literacy State Development Uses of Funds\*

Table 3 below provides an overview of required uses of funds for each priority. For the full list and details of required and allowable uses of funds described in ESEA section 2223 and 2224, please see Appendix B. In addition, guidance on required and allowable and non-allowable expenditures is provided in the Funding section of this RFA.

| **Priority** | **Required Uses of Funds** |
| --- | --- |
| **Priority 1:**  Birth through TK/Kindergarten Entry  (ESEA Section 2223) | * Supporting high-quality literacy initiatives for children from birth through TK/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, and teachers in the literacy development of children served under the grant. * Partnering with organizations such as the Program for Infant and Toddler Care (<https://www.pitc.org/>), California Preschool Instruction Network (<https://cpin.us/>), and First 5 California (<https://www.ccfc.ca.gov/>). |
| **Priority 2:**  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 childhood education 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. |
| **Priority 3:**  Grades 6–12  (ESEA Section 2224) | * Developing and implementing a grades 6–12 comprehensive literacy instruction plan across content areas that supports activities that are provided primarily during the regular school day. * 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 6–12. * Assessing the quality of adolescent comprehensive literacy instruction to be delivered as part of a well-rounded education. * Providing time for teachers to meet to plan evidence- based adolescent comprehensive literacy instruction to be delivered as part of a well-rounded education. * Coordinating the involvement of principals, other instructional leaders, teachers, teacher literacy teams, ELD specialists, paraprofessionals, special educators, specialized instructional support personnel (as appropriate), and school personnel in the literacy development of children from grades 6–12. |

\***Note:** This table provides examples of required uses of funds 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 B.

Generally, all expenditures must contribute to accomplishing the project’s goals and activities as described in the narrative and align with the allowable uses of grant funds described in Section IV. 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)* 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/>), outline 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. The following are the most common costs excluded from the calculation:

* Sub agreements for Services (Object Code 5100), which include expenditures for sub agreements 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* Procedures 330 and 915 at <http://www.cde.ca.gov/fg/ac/sa/index.asp> 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 sub agreement, indirect cost guidelines allow that up to $50,000 of each individual sub agreement 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 $50,000 limit per sub agreement applies each year throughout the duration of the sub agreement.

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 $50,000
* 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,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 page 28) 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. 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 p.m. on** **Wednesday, October 8, 2025. (Timeline is subject to change. Please see the CLSD RFA web page (**[**https://www.cde.ca.gov/fg/fo/r12/clsd24rfa.asp**](https://www.cde.ca.gov/fg/fo/r12/clsd24rfa.asp)**) for the most up to date timeline.)**

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 Readers Conference. Knowledgeable readers will read, review, and score each eligible application using a scoring rubric, available beginning on page 29. Points will be awarded based on completeness and responsiveness of the application to each of the required application components.

Reading members will be instructed to take a holistic approach in the application review process to rank and evaluate the application. The readers will make every effort to allow any part of the narrative to satisfy the evaluation points in the rubric. Although scores from the review of the applications are important, they are not the sole determiners for funding. When selecting projects to award, the CDE 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) of the ESEA.

Applicants may be invited to interview as part of the selection process. All costs associated with the interviews will be the responsibility of the applicant. Upon completion of the 2024 CLSD Grant Program review process, the CDE will post a notification of acceptance on the CLSD Program web page (<https://www.cde.ca.gov/ci/pl/clsd.asp>). Final posting of successful applicants will be posted to the same web page after the appeals process is complete.

### Appeals Process

Only the Project Director may electronically submit an appeal via the link on the CDE CLSD RFA web page. Appeals submitted via means other than instructed on the CDE CLSD page will **not** be accepted.

The CDE must receive the appeal no later than **4 p.m. one week after the Intent to Award is posted. (Timeline is subject to change. Please see the CLSD RFA web page for the most up to date timeline.)**

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 CDE designee will evaluate the appeal 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 AO-400 must be signed by the Grantee and returned to the CDE.

Successful applicants are required to submit quarterly and annual progress reports and invoices 30 days after the close of the quarter. The first progress report (December 1, 2025, through December 31, 2025) and invoice for the same time period will be due on or before January 30, 2026. The final project evaluation report will be due to the CDE with the final invoice 30 days after the end of the grant (September 30, 2029).

Information required for these reports includes, but is not limited to:

* A detailed 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).
  + 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/ci/pl/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 formatting requirements. Please refer to Section VI, 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.cdss.ca.gov/child-care-and-nutrition/finance-grants/funding-profile/funding-tools-materials/drug-free-workplace-funding-tools-materials>)
   * Lobbying, ED 80-0013 (<https://www.ed.gov/media/document/ed80-013pdf-46342.pdf>)
   * General Assurances, CDE-100A (<https://www.cde.ca.gov/fg/fo/fm/generalassurances2024-25.asp>)

### Scoring and the Rubric

The rubric is available below and is valued at a maximum of 124 points for Priority 1 applicants and a maximum of 132 points for Priorities 2 and 3 applicants. Table 4 displays the maximum point values for each section:

#### Table 4: Application Maximum Point Values

| **Section** | **Description** | **Point Value** |
| --- | --- | --- |
| Intro | Theory of Action | 4 points |
| Part 1 | The Context | 16 points |
| Part 2 | Evidence-based Practices and Qualifications | 36 points |
| Part 3 | Statewide Literacy Priorities (\*Birth–Age 5/\*\*TK–Grade Twelve) | 24 points\*/36 points\*\* |
| Part 4 | Project Leadership | 16 points |
| Part 5 | Project Staff | 8 points |
| Part 6 | Evaluation Plan | 8 points |
| Part 7 | Budget and Cost Effectiveness | 8 points |
| **Total** | **Total Points Possible** | **120\* points/132points\*\*** |
| **Priority Points** | **Total Priority Points Possible** | **14 points** |

### Scoring Rubric for Application Narrative

*Theory of Action (4 points)*

| **OUTSTANDING (4 points)** | **STRONG (3 points)** | **ADEQUATE (2 points)** | **MINIMAL (1–0 points)** |
| --- | --- | --- | --- |
| Thoroughly and convincingly describes the theory of action for the proposed project. The description includes detail about how the applicant will accomplish the short-term, mid-term, and long-term outcomes described in the CLSD 2025 Logic Model in the SLP, leading to successful and sustainable literacy outcomes for students. | Provides a strong description of the theory of action for the proposed project. The description includes some detail about how the applicant will accomplish the short-term, mid-term, and long-term outcomes described in the CLSD 2025 Logic Model in the SLP, leading to successful and sustainable literacy outcomes for students. | Adequately describes the theory of action for the proposed project. The description includes partial detail about how the applicant will accomplish the short-term, mid-term, and long-term outcomes described in the CLSD 2025 Logic Model in the SLP, leading to successful and sustainable literacy outcomes for students. | Minimally describes the theory of action for the proposed project. The description includes minimal detail about how the applicant will accomplish the short-term, mid-term, and long-term outcomes described in the CLSD 2025 Logic Model in the SLP, leading to successful and sustainable literacy outcomes for students. |

*Part 1—The Context (16 points)*

| **OUTSTANDING (4 points)** | **STRONG (3 points)** | **ADEQUATE (2 points)** | **MINIMAL (1–0 points)** |
| --- | --- | --- | --- |
| 1A. Thoroughly and convincingly describes why the priority was chosen. The description includes a detailed synthesis of applicable data that supports why the partner LEAs were selected, their local and regional context and their need for additional funding in the priority chosen. | 1A. Provides a strong description of why the priority was chosen. The description includes a synthesis of applicable data that supports why the partner LEAs were selected, their local and regional context and their need for additional funding in the priority chosen. | 1A. Adequately describes why the priority was chosen. The description includes a partial synthesis of applicable data that supports why the partner LEAs were selected, their local and regional context and their need for additional funding in the priority chosen. | 1A. Minimally describes why the priority was chosen. The description may or may not include a minimal synthesis of applicable data that supports why the partner LEAs were selected, their local and regional context and their need for additional funding in the priority chosen. |
| 1B. 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 districtwide educational improvement plans such as the LCAP. | 1B. 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 districtwide educational improvement plans such as the LCAP. | 1B. 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 districtwide educational improvement plans such as the LCAP. | 1B. 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 districtwide educational improvement plans such as the LCAP. |
| 1C. Thoroughly and convincingly describes the professional learning needs of the educators in the LEAs that will receive training to support the needs of a broad range of students, based on a recent needs assessment. | 1C. Provides a strong description of the professional learning needs of the educators in the LEAs that will receive training to support the needs of a broad range of students based on a recent needs assessment. | 1C. Adequately describes the professional learning needs of the educators in the LEAs that will receive training to support the needs of a broad range of students based on a recent needs assessment. | 1C. Minimally describes the professional learning needs of the educators in the LEAs that will receive training to support the needs of a broad range of students based on a needs assessment. |
| 1D. Thoroughly and convincingly describes how previous work in the chosen priority area will be integrated into the project, including but not limited to, expanding and enhancing the work of a CLSD 2019 LLA project and partnering with CLSD 2019 LLA consortia members. | 1D. Provides a strong description of how previous work in the chosen priority area will be integrated into the project, including but not limited to, expanding and enhancing the work of a CLSD 2019 LLA project and partnering with CLSD 2019 LLA consortia members. | 1D. Provides an adequate description of how previous work in the chosen priority area will be integrated into the project, including reference to the work of a CLSD 2019 LLA project and/or partnering with CLSD 2019 LLA consortia members. | 1D. Provides a minimal description of how previous work in the chosen priority area will be integrated into the project, including reference to the work of a CLSD 2019 LLA project or partnering with CLSD 2019 LLA consortia members. |

*Part 2—Evidence-Based Practices and Qualifications (36 points)*

| **OUTSTANDING (4 points)** | **STRONG (3 points)** | **ADEQUATE (2 points)** | **MINIMAL (1–0 points)** |
| --- | --- | --- | --- |
| 2A. Thoroughly and convincingly describes local and regional literacy work including common literacy assessment systems, how it is funded, and how this grant funding will supplement existing work. The applicant’s capacity to fund and facilitate the use of common assessment systems across the consortium is thoroughly and convincingly explained. | 2A. Provides a strong description of local and regional literacy work including common literacy assessment systems, how it is funded, and how this grant funding will supplement existing work. The applicant’s capacity to fund and facilitate the use of common assessment systems across the consortium is explained. | 2A. Adequately describes local and regional literacy work possibly including common literacy assessment systems, how it is funded, and how this grant funding will supplement existing work. The applicant’s capacity to fund and facilitate the use of common assessment systems across the consortium is partially explained. | 2A. Minimally describes local and regional literacy work, which may or may not include common literacy assessment systems how it is funded, and how this grant funding will supplement existing work. The applicant’s capacity to fund and facilitate the use of common assessment systems across the consortium is minimally explained. |
| 2B. Thoroughly and convincingly describes and cites the specific evidence-based practices and strategies the project will employ to address the identified student literacy needs outlined in Part 1. | 2B. Provides a strong description and citations of the specific evidence-based practices and strategies the project will employ to address the identified student literacy needs outlined in Part 1. | 2B. Adequately describes and cites some evidence-based practices or strategies the project will employ to address the identified student literacy needs outlined in Part 1. | 2B. Minimally describes and/or cites some evidence-based practices or strategies the project will employ to address the identified student literacy needs outlined in Part 1. |
| 2C. 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 2B and align to the QPLS. | 2C. 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 2B and align to the QPLS. | 2C. 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 2B and align to the QPLS. | 2C. 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 2B and align to the QPLS. |
| 2D. Thoroughly and convincingly describes how the project promotes access to resources and opportunities for all students, including English learner and multilingual learner students, students with disabilities, socioeconomically disadvantaged students, and other locally identified student groups. | 2D. Provides a strong description of how the project promotes access to resources and opportunities for all students, including English learner and multilingual learner students, students with disabilities, socioeconomically disadvantaged students, and other locally identified student groups. | 2D. Adequately describes how the project promotes access to resources and opportunities for all students, including English learner and multilingual learner students, students with disabilities, socioeconomically disadvantaged students, and other locally identified student groups. | 2D. Minimally describes how the project promotes access to resources and opportunities for all students, including English learner and multilingual learner students, students with disabilities, socioeconomically disadvantaged students, and other locally identified student groups. |
| 2E. Thoroughly and convincingly describes how an asset-based approach will be incorporated throughout the project. | 2E. Provides a strong description of how an asset-based approach will be incorporated throughout the project. | 2E. Adequately describes how an asset-based approach will be incorporated throughout the project. | 2E. Minimally describes how an asset-based approach will be incorporated throughout the project. |
| 2F. Thoroughly and convincingly describes the project’s focus on family and community partnership, including encouraging family literacy experiences and practices to support literacy development. | 2F. Provides a strong description of the project’s focus on family and community partnership, including encouraging family literacy experiences and practices to support literacy development. | 2F. Adequately describes the project’s focus on family and community partnership, including encouraging family literacy experiences and practices to support literacy development. | 2F. Minimally describes the project’s focus on family and community partnership, including encouraging family literacy experiences and practices to support literacy development. |
| 2G. Thoroughly and convincingly describes how the project’s focus on accelerating literacy learning addresses the impacts of the COVID-19 pandemic using evidence-based instructional approaches and supports to meet challenging academic content without contributing to tracking or remedial courses. | 2G. Provides a strong description of how the project’s focus on accelerating literacy learning addresses the impacts of the COVID-19 pandemic using evidence-based instructional approaches and supports to meet challenging academic content without contributing to tracking or remedial courses. | 2G. Adequately describes how the project’s focus on accelerating literacy learning addresses the impacts of the COVID-19 pandemic using evidence-based instructional approaches and supports to meet challenging academic content without contributing to tracking or remedial courses. | 2G. Minimally describes how the project’s focus on accelerating literacy learning addresses the impacts of the COVID-19 pandemic using evidence-based instructional approaches and supports to meet challenging academic content without contributing to tracking or remedial courses. |
| 2H. Thoroughly and convincingly describes the sustainability plan for this project, including how planning for sustainability after grant funds expire will occur throughout the life of the project. | 2H. Provides a strong description of the sustainability plan for this project, including how planning for sustainability after grant funds expire will occur throughout the life of the project. | 2H. Provides an adequate description of the sustainability plan for this project, including how planning for sustainability after grant funds expire will occur throughout the life of the project. | 2H. Provides a minimal description of the sustainability plan for this project, including how planning for sustainability after grant funds expire will occur throughout the life of the project |
| 2I. A table titled **Scope of Work,** using the template provided to applicants,thoroughly and convincinglyillustrates the four-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. | 2I. A table titled **Scope of Work,** using the template provided to applicants,provides a strongillustration of the four-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. | 2I. A table titled **Scope of Work,** using the template provided to applicants,provides an adequateillustration of the four-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. | 2I. A **Scope of Work** is included thatprovides minimaldetail about the sequence of events and activities of the project that may include the person or organization responsible for each activity, the expected goal of the activity, and/or how the effectiveness of the activity will be measured. |

*Part 3—Statewide Literacy Priorities (\*Birth–Age Five, 24 points/\*\*Transitional Kindergarten–Grade Twelve, 36 points)*

| **OUTSTANDING (4 points)** | **STRONG (3 points)** | **ADEQUATE (2 points)** | **MINIMAL (1–0) points)** |
| --- | --- | --- | --- |
| 3A.\*(Birth–Age Five only) Thoroughly and convincingly describes the applicants’ expertise in supporting language and literacy development and school readiness of children in early childhood education programs. | 3A.\*(Birth–Age Five only) Provides a strong description of the applicants’ expertise in supporting language and literacy development and school readiness of children in early childhood education programs. | 3A.\*(Birth–Age Five only) Provides an adequate description of the applicants’ expertise in supporting language and literacy development and school readiness of children in early childhood education programs. | 3A.\*(Birth–Age Five only) Provides minimal description of the applicants’ expertise in supporting language and literacy development and school readiness of children in early childhood education programs. |
| 3B.\*(Birth–Age Five only) Thoroughly and convincingly describes how this project will enhance the language and literacy development and school readiness of children, from birth to TK/kindergarten entry, in early childhood education programs, including an analysis of the data used to support this use of grant funds. | 3B.\*(Birth–Age Five only) Provides a strong description of how this project will enhance the language and literacy development and school readiness of children, from birth to TK/kindergarten entry, in early childhood education programs, including an analysis of the data used to support this use of grant funds. | 3B.\*(Birth–Age Five only) Provides an adequate description of how this project will enhance the language and literacy development and school readiness of children, from birth to TK/kindergarten entry, in early childhood education programs, including an analysis of the data used to support this use of grant funds. | 3B.\*(Birth–Age Five only) Provides minimal description of how this project will enhance the language and literacy development and school readiness of children, from birth to TK/kindergarten entry, in early childhood education programs. May not include an analysis of the data used to support this use of grant funds. |
| 3C.\*(Birth–Age Five only) Thoroughly and convincingly describes the project’s focus on supporting students and their families at this key transitional stage in their education **(Preschool to elementary)** by ensuring coordinated, high-quality professional development for educators in these transitional stages. | 3C.\*(Birth–Age Five only) Provides a strong description of the project’s focus on supporting students and their families at this key transitional stage in their education **(Preschool to elementary)** by ensuring coordinated, high-quality professional development for educators in these transitional stages. | 3C.\*(Birth–Age Five only) Provides an adequate description of the project’s focus on supporting students and their families at this key transitional stage in their education **(Preschool to elementary)** by ensuring coordinated, high-quality professional development for educators in these transitional stages. | 3C.\*(Birth–Age Five only) Provides minimal description of the project’s focus on supporting students and their families at this key transitional stage in their education **(Preschool to elementary)** by ensuring coordinated, high-quality professional development for educators in these transitional stages. |
| 3D.\*(Birth–Age Five only) Thoroughly and convincingly describes how funds will be used to prepare and provide ongoing assistance to staff to train providers and personnel in developing and administering evidence-based early literacy practices in the programs including through high-quality professional learning, with specific attention to administrators, coaches, teachers, teacher librarians, and paraeducators. | 3D.\*(Birth–Age Five only) Provides a strong description of how funds will be used to prepare and provide ongoing assistance to staff to train providers and personnel in developing and administering evidence-based early literacy practices in the programs including through high-quality professional learning, with specific attention to administrators, coaches, teachers, teacher librarians, and paraeducators. | 3D.\*(Birth–Age Five only) Provides an adequate description of how funds will be used to prepare and provide ongoing assistance to staff to train providers and personnel in developing and administering evidence-based early literacy practices in the programs including through high-quality professional learning, with specific attention to administrators, coaches, teachers, teacher librarians, and paraeducators. | 3D.\*(Birth–Age Five only) Provides minimal description of how funds will be used to prepare and provide ongoing assistance to staff to train providers and personnel in developing and administering evidence-based early literacy practices in the programs including through high-quality professional learning, with specific attention to administrators, coaches, teachers, teacher librarians, and paraeducators. |
| 3E.\*(Birth–Age Five only) Thoroughly and convincingly describes how the funds will be used to coordinate the involvement of families, early childhood education program staff, principals, other school leaders, specialized instructional support personnel, and teachers in the literacy development of children birth to age five. | 3E.\*(Birth–Age Five only) Provides a strong description of how the funds will be used to coordinate the involvement of families, early childhood education program staff, principals, other school leaders, specialized instructional support personnel, and teachers in the literacy development of children birth to age five. | 3E.\*(Birth–Age Five only) Provides an adequate description of how the funds will be used to coordinate the involvement of families, early childhood education program staff, principals, other school leaders, specialized instructional support personnel, and teachers in the literacy development of children birth to age five. | 3E.\*(Birth–Age Five only) Provides minimal description of how of how the funds will be used to coordinate the involvement of families, early childhood education program staff, principals, other school leaders, specialized instructional support personnel, and teachers in the literacy development of children birth to age five. |
| 3F.\*(Birth–Age Five only) Thoroughly and convincingly describes how this project will be coordinated with comprehensive literacy instruction at the TK/kindergarten through grade 12 levels and how the work of this project will prepare students for literacy achievement in the elementary school setting. | 3F.\*(Birth–Age Five only) Provides a strong description of how this project will be coordinated with comprehensive literacy instruction at the TK/kindergarten through grade 12 levels and how the work of this project will prepare students for literacy achievement in the elementary school setting. | 3F.\*(Birth–Age Five only) Provides an adequate description of how this project will be coordinated with comprehensive literacy instruction at the TK/kindergarten through grade 12 levels and how the work of this project will prepare students for literacy achievement in the elementary school setting. | 3F.\*(Birth–Age  Five only) Provides minimal description of how this project will be coordinated with comprehensive literacy instruction at the TK/kindergarten through grade 12 levels and how the work of this project will prepare students for literacy achievement in the elementary school setting. |
| 3A.\*\*(TK–12 only) Provides a thorough and convincing summary of the needs assessment conducted and how it has informed the project and the ways in which educator capacity in comprehensive literacy instruction will be improved. | 3A.\*\*(TK–12 only) Provides a strong summary of the needs assessment conducted and how it has informed the project and the ways in which educator capacity in comprehensive literacy instruction will be improved. | 3A.\*\*(TK–12 only) Provides an adequate summary of the needs assessment conducted and how it has informed the project and the ways in which educator capacity in comprehensive literacy instruction will be improved. | 3A.\*\*(TK–12 only) Provides a minimal summary of the needs assessment conducted and how it has informed the project and the ways in which educator capacity in comprehensive literacy instruction will be improved. |
| 3B.\*\*(TK–12 only) Thoroughly and convincingly describes how funds will be used to prepare and provide ongoing assistance to staff to train providers and personnel in developing and administering evidence-based literacy practices in the programs including through high-quality professional learning, with specific attention to administrators, coaches, teachers, and paraeducators. | 3B.\*\*(TK–12 only) Provides a strong description of how funds will be used to prepare and provide ongoing assistance to staff to train providers and personnel in developing and administering evidence-based literacy practices in the programs including through high-quality professional learning, with specific attention to administrators, coaches, teachers, and paraeducators. | 3B.\*\*(TK–12 only) Provides an adequate description of how funds will be used to prepare and provide ongoing assistance to staff to train providers and personnel in developing and administering evidence-based literacy practices in the programs including through high-quality professional learning, with specific attention to administrators, coaches, teachers, and paraeducators. | 3B.\*\*(TK–12 only) Provides minimal description of how funds will be used to prepare and provide ongoing assistance to staff to train providers and personnel in developing and administering evidence-based literacy practices in the programs including through high-quality professional learning, with specific attention to administrators, coaches, teachers, and paraeducators. |
| 3C.\*\*(TK–12 only) Thoroughly and convincingly describes how funds will be used to provide time for teachers and other instructional staff to meet to plan evidence-based comprehensive literacy instruction. | 3C.\*\*(TK–12 only) Provides a strong description of how funds will be used to provide time for teachers and other instructional staff to meet to plan evidence-based comprehensive literacy instruction. | 3C.\*\*(TK–12 only) Provides an adequate description of how funds will be used to provide time for teachers and other instructional staff to meet to plan evidence-based comprehensive literacy instruction. | 3C.\*\*(TK–12 only) Provides minimal description of how funds will be used to provide time for teachers and other instructional staff to meet to plan evidence-based comprehensive literacy instruction. |
| 3D.\*\* (TK–12 only) Thoroughly and convincingly describes how funds will be used to provide professional learning and implementation support to LEAs for common literacy screeners, beginning of year, middle of year, end of year, and summative literacy assessments. The description should include details about the specific assessment systems proposed such as the name(s) and publisher(s). | 3D.\*\* (TK–12 only) Provides a strong description of how funds will be used to provide professional learning and implementation support to LEAs for common literacy screeners, beginning of year, middle of year, end of year, and summative literacy assessments. The description should include details about the specific assessment systems proposed such as the name(s) and publisher(s). | 3D.\*\* (TK–12 only) Provides an adequate description of how funds will be used to provide professional learning and implementation support to LEAs for common literacy screeners, beginning of year, middle of year, end of year, and summative literacy assessments. The description includes some details about assessment systems proposed such as the name(s) and publisher(s). | 3D.\*\* (TK–12 only) Provides minimal description of how funds will be used to provide professional learning and implementation support to LEAs for common literacy screeners, beginning of year, middle of year, end of year, and summative literacy assessments. The description includes little to no detail about assessment systems proposed such as the name(s) and publisher(s). |
| 3E.\*\*(TK–12 only) Thoroughly and convincingly describes the project’s focus on supporting students and their families at this key transitional stage in their education **(elementary to middle school or junior high, middle school or junior high to high school)** by ensuring coordinated, high-quality professional development for educators in these transitional stages. | 3E.\*\*(TK–12 only) Provides a strong description of the project’s focus on supporting students and their families at this key transitional stage in their education **(elementary to middle school or junior high, middle school or junior high to high school)** by ensuring coordinated, high-quality professional development for educators in these transitional stages. | 3E.\*\*(TK–12 only) Provides an adequate description of the project’s focus on supporting students and their families at this key transitional stage in their education **(elementary to middle school or junior high, middle school or junior high to high school)** by ensuring coordinated, high-quality professional development for educators in these transitional stages. | 3E.\*\*(TK–12 only) Provides minimal description of the project’s focus on supporting students and their families at this key transitional stage in their education **(elementary to middle school or junior high, middle school or junior high to high school)** by ensuring coordinated, high-quality professional development for educators in these transitional stages. |
| 3F.\*\*(TK–12 only) Thoroughly and convincingly describes how the applicant will support partner districts in identifying children in need of literacy interventions or other support services. | 3F.\*\*(TK–12 only) Provides a strong description of how the applicant will support partner districts in identifying children in need of literacy interventions or other support services. | 3F.\*\*(TK–12 only) Provides an adequate description of how the applicant will support partner districts in identifying children in need of literacy interventions or other support services. | 3F.\*\*(TK–12 only) Provides minimal description of how the applicant will support partner districts in identifying children in need of literacy interventions or other support services. |
| 3G.\*\*(TK–12 only) Thoroughly and convincingly describes how the project will support partner districts in developing and implementing local literacy plans that integrate comprehensive literacy instruction across content areas and serve the needs of all students, providing intensive, supplemental, and intensified support, within an MTSS. | 3G.\*\*(TK–12 only) Provides a strong description of how the project will support partner districts in developing and implementing local literacy plans that integrate comprehensive literacy instruction across content areas and serve the needs of all students, providing intensive, supplemental, and intensified support, within an MTSS. | 3G.\*\*(TK–12 only) Provides an adequate description of how the project will support partner districts in developing and implementing local literacy plans that integrate comprehensive literacy instruction across content areas and serve the needs of all students, providing intensive, supplemental, and intensified support, within an MTSS. | 3G.\*\*(TK–12 only) Provides minimal description of how the project will support partner districts in developing and implementing local literacy plans that integrate comprehensive literacy instruction across content areas and serve the needs of all students, providing intensive, supplemental, and intensified support, within an MTSS. |
| 3H. \*\*(TK–12 only) Thoroughly and convincingly describes how the funds will be used to coordinate the involvement of early childhood education program staff, principals, other instructional leaders, coaches, teachers, specialists, special educators, and other instructional support personnel to support TK–5 and/or grades 6–12 students’ literacy development. | 3H. \*\*(TK–12 only) Provides a strong description of how the funds will be used to coordinate the involvement of early childhood education program staff, principals, other instructional leaders, coaches, teachers, specialists, special educators, and other instructional support personnel to support TK–5 and/or grades 6–12 students’ literacy development. | 3H. \*\*(TK–12 only) Provides an adequate description of how the funds will be used to coordinate the involvement of early childhood education program staff, principals, other instructional leaders, coaches, teachers, specialists, special educators, and other instructional support personnel to support TK–5 and/or grades 6–12 students’ literacy development. | 3H. \*\*(TK–12 only) Provides minimal description of how the funds will be used to coordinate the involvement of early childhood education program staff, principals, other instructional leaders, coaches, teachers, specialists, special educators, and other instructional support personnel to support TK–5 and/or grades 6–12 students’ literacy development. |
| 3I.\*\*(TK–12 only) Thoroughly and convincingly describes how the project will support partner districts in coordinating comprehensive literacy instruction with early childhood education programs and activities and after school programs and activities in the area served by the partner districts. | 3I.\*\*(TK–12 only) Provides a strong description of how the project will support partner districts in coordinating comprehensive literacy instruction with early childhood education programs and activities and after school programs and activities in the area served by the partner districts. | 3I.\*\*(TK–12 only) Provides an adequate description of how the project will support partner districts in coordinating comprehensive literacy instruction with early childhood education programs and activities and after school programs and activities in the area served by the partner districts. | 3I.\*\*(TK–12 only) Provides minimal description of how the project will support partner districts in coordinating comprehensive literacy instruction with early childhood education programs and activities and after school programs and activities in the area served by the partner districts. |

*Part 4—Project Leadership (16 points)*

| **OUTSTANDING (4 points)** | **STRONG (3 points)** | **ADEQUATE (2 points)** | **MINIMAL (1–0 points)** |
| --- | --- | --- | --- |
| 4A. 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. A partnership with one or more IHEs is reflected in the application | 4A. 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. A partnership with one or more IHEs is reflected in the application | 4A. 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. | 4A. 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. |
| 4B. Thoroughly and convincingly describes the partner districts and schools, the demographics of students served, and the number and demographics of teachers who will be supported. | 4B. Provides a strong description of the partner districts and schools, the demographics of students served, and the number and demographics of teachers who will be supported. | 4B. Provides an adequate description of the partner districts and schools, the demographics of students served, and the number and demographics of teachers who will be supported. | 4B. Provides minimal description of the partner districts and schools, the demographics of students served, and the number and demographics of teachers who will be supported. |
| 4C. 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). | 4C. 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). | 4C. Provides an adequate 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). | 4C. Provides minimal 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). |
| 4D. Thoroughly and convincingly describes how the project will ensure enthusiastic, engaged, and sustained participation by all participants in every phase and how challenges to engagement and participation will be addressed and mitigated throughout the life of the project and beyond. | 4D. Provides a strong description of how the project will ensure enthusiastic, engaged, and sustained participation by all participants in every phase and how challenges to engagement and participation will be addressed and mitigated throughout the life of the project and beyond. | 4D. Provides an adequate description of how the project will ensure enthusiastic, engaged, and sustained participation by all participants in every phase and how challenges to engagement and participation will be addressed and mitigated throughout the life of the project and beyond. | 4D. Provides minimal description of how the project will ensure enthusiastic, engaged, and sustained participation by all participants in every phase and how challenges to engagement and participation will be addressed and mitigated throughout the life of the project and beyond. |

*Part 5—Project Staff (8 points)*

**Note:** Only one person can be identified as the Project Director. Also, if the project requires hiring staff not currently employed by one of the partner agencies, include a brief (500 word maximum)description of the job(s) and the minimum qualifications.

| **OUTSTANDING (4 points)** | **STRONG (3 points)** | **ADEQUATE (2 points)** | **MINIMAL (1–0 points)** |
| --- | --- | --- | --- |
| 5A. Thoroughly and convincingly describes 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. Explains why these personnel are essential to the successful management, functioning, and completion of the intended outcomes of the project. Provides an organizational chart that clearly illustrates the organizational structure, lists names, titles, role and responsibilities. | 5A. Provides a strong description of 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. Explains why these personnel are essential to the successful management, functioning, and completion of the intended outcomes of the project. Provides an organizational chart that clearly illustrates the organizational structure, lists names, titles, role and responsibilities. | 5A. Provides an adequate description of 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. Explains why these personnel are essential to the successful management, functioning, and completion of the intended outcomes of the project. Provides an organizational chart that clearly illustrates the organizational structure, lists names, titles, role and responsibilities. | 5A. Provides minimal description of 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. May not explain why these personnel are essential to the successful management, functioning, and completion of the intended outcomes of the project. May not provide an organizational chart that clearly illustrates the organizational structure, lists names, titles, role and responsibilities. |
| 5B. Provides a thorough CV or resume for each of the key project personnel listed on the organizational chart. | 5B. Provides a CV or resume for each of the key project personnel listed on the organizational chart. | 5B. Provides an adequate CV or resume for each of the key project personnel listed on the organizational chart. | 5B. Provides a marginal CV or resume for each of the key project personnel listed on the organizational chart. |

*Part 6—Evaluation Plan (8 points)*

| **OUTSTANDING (4 points)** | **STRONG (3 points)** | **ADEQUATE (2 points)** | **MINIMAL (1–0 points)** |
| --- | --- | --- | --- |
| 6A. Thoroughly and convincingly describes how the analysis of the data collected from the project activities, resulting in annual evaluations and 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 consortia of COEs can effectively and efficiently meet their needs. | 6A. Provides a strong description of how the analysis of the data collected from the project activities, resulting in annual evaluations and 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 consortia of COEs can effectively and efficiently meet their needs. | 6A. Provides an adequate description of how the analysis of the data collected from the project activities, resulting in annual evaluations and 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 consortia of COEs can effectively and efficiently meet their needs. | 6A. Provides minimal description of how the analysis of the data collected from the project activities, resulting in annual evaluations and 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 consortia of COEs can effectively and efficiently meet their needs. |
| 6B. Thoroughly and convincingly describes how the funds will be used to evaluate the success of the project. | 6B. Provides a strong description of how the funds will be used to evaluate the success of the project. | 6B. Provides an adequate description of how the funds will be used to evaluate the success of the project. | 6B. Provides minimal description of how the funds will be used to evaluate the success of the project. |

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

| **OUTSTANDING (4 points)** | **STRONG (3 points)** | **ADEQUATE (2 points)** | **MINIMAL (1–0 points)** |
| --- | --- | --- | --- |
| 7A. Provides thorough and convincing identification of the allowable and appropriate project expenses to support the activities of the 2025 CLSD Proposed Budget Summary (Form D) for the project’s performance period from December 1, 2025, through September 30, 2029. | 7A. Clearly identifies the allowable and appropriate project expenses to support the activities of the 2025 CLSD Proposed Budget Summary (Form D) for the project’s performance period from December 1, 2025, through September 30, 2029. | 7A. Adequately identifies the allowable and appropriate project expenses to support the activities of the 2025 CLSD Proposed Budget Summary (Form D) for the project’s performance period from December 1, 2025, through September 30, 2029. | 7A. Minimally identifies the allowable and appropriate project expenses to support the activities of the 2025 CLSD Proposed Budget Summary (Form D) for the project’s performance period from December 1, 2025, through September 30, 2029. |
| 7B. Provides a 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. | 7B. 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. | 7B. 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. | 7B. 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. |

*Priority Points (12 points possible)*

| **(8 points)** | **(up to 4 points)** |
| --- | --- |
| Proposed consortium includes one or more members of a 2019 CLSD LLA | **4 points:** Proposed consortium includes at least one COE partner from each of the four regions of California detailed in the CLSD 2025 RFA County Breakdown\*.  **3 points:** Proposed consortium includes at least one COE partner from each of three of the four regions of California detailed in the CLSD 2025 RFA County Breakdown\*.  **2 points:** Proposed consortium includes at least one COE partner from each of two of the four regions of California detailed in the CLSD 2025 RFA County Breakdown\*. |

\*<https://docs.google.com/document/d/1zOvjVk3163owpspBiTgqkXwdNlTAv5E0f7sQJGiZHOY/edit?tab=t.0>

### Online Application Instructions

Applicants should use the instructions below for filling out the CLSD Grant online application, to which is available on the CLSD Program web page (<https://www.cde.ca.gov/ci/pl/clsd.asp>). Complete all required fields in the application, upload attachments, and provide the appropriate digital signature. **The CDE must receive all online submissions no later than 4 p.m. on October 8, 2025. (Timeline is subject to change. Please see the CLSD RFA web page at** [**https://www.cde.ca.gov/fg/fo/r12/clsd24rfa.asp**](https://www.cde.ca.gov/fg/fo/r12/clsd24rfa.asp) **for the most up to date timeline.)**

Adhere to character limits for each of the fields. Responses that exceed the character limits will not be captured by the system and will not be reviewed.

#### Saving Responses

You must select the Save Responses button on the online application if you do not intend to complete the application in one session. Once you select the Save Responses button, a page will appear that asks for your email address. You will receive an email with a unique URL (web address) for entrance back into the application. It is recommended that you copy the URL on the application page and save it in case you do not receive the confirmation email. This URL will allow you to return to your application.

##### **Project Director Information**

Please list the name of the person who will serve as the Project Director of the grant. This person will be the main point of contact between the CDE and the grantee.

| Application Field | Instructions |
| --- | --- |
| Project Director First Name | Please provide the first name of the Project Director. |
| Project Director Last Name | Please provide the last name of the Project Director. |
| Project Director Title | Please provide the title of the Project Director. |
| Project Director Office | Please provide the name of the Project Director’s office. |
| Project Director Telephone Number | Please provide the Project Director’s telephone number. This number will be used to contact the Project Director, if needed. |
| Project Director Telephone Extension | Please provide the Project Director’s telephone extension number, if necessary. |
| Project Director Email Address | Please provide the Project Director’s email address. Most communication with the grantee will be through email, so please ensure the email address is correctly inputted. |

##### **Lead Applicant Address**

| **Application Field** | **Instructions** |
| --- | --- |
| Lead Applicant Name | Please provide the name of the entity (LEA) applying for the grant. |
| Lead Applicant Street Address (Ex: 1430 N Street) | Please provide the street address of the applying entity. |
| Lead Applicant City  (Ex: Sacramento) | Please provide the city where the applying entity is located. |
| Lead Applicant State (Ex: CA) | Please provide the state where the applying entity is located. |
| Lead Applicant Zip Code (5-digit: 00000) | Please provide the zip code where the applying entity is located. |
| Funding Amount Requested | Please provide the total funding amount requested for this grant. |

##### **Fiscal Agent Information (optional)**

The Grantee and Fiscal Agent must be the same entity. Please list the name of the superintendent, who will serve as the Fiscal Agent of the grant. This person will be included on communications regarding budget and accounting for the grant.

| **Application Field** | **Instructions** |
| --- | --- |
| Fiscal Agent First Name | Please provide the first name of the Fiscal Agent. |
| Fiscal Agent Last Name | Please provide the last name of the Fiscal Agent. |
| Fiscal Agent Title | Please provide the title of the Fiscal Agent. |
| Fiscal Agent Telephone Number | Please provide the Fiscal Agent’s telephone number. |
| Fiscal Agent Telephone Extension | Please provide the Fiscal Agent’s telephone extension number, if needed. |
| Fiscal Agent Email Address | Please provide the Fiscal Agent’s email address. |

##### **Partners**

| Application Field | Instructions |
| --- | --- |
| IHE Partners | Please list IHE partners for this grant. |
| COE Partners | Please list COE partners for this grant and the regions they each represent per the CLSD 2025 RFA County Breakdown by Region at [https://docs.google.com/ document/d/1zOvjVk3163owpspBiTgqkXwdNlTAv5E0f7sQJGiZHOY/edit?tab=t.0](https://docs.google.com/document/d/1zOvjVk3163owpspBiTgqkXwdNlTAv5E0f7sQJGiZHOY/edit?usp=sharing). |

##### **Application Narrative Part 1**

| **Application Field** | **Instructions** |
| --- | --- |
| **Theory of Action**  (3,000 character max) | 1. Articulate a theory of action that describes how the applicant will accomplish the short-term, mid-term, and long-term outcomes described in the CLSD 2025 Logic Model in the SLP, leading to successful and sustainable literacy outcomes for students. |
| **Part 1a—The Context:**  (3,000 character max) | 1a. Explain why the priority was chosen. The description should include a synthesis of applicable data that supports why the partner LEAs were selected, their local and regional context and their need for additional funding in the priority chosen. |
| **Part 1b—The Context:**  (3,000 character max) | 1b. Describe 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 districtwide educational improvement plans, such as LCAP. |
| **Part 1c—The Context:**  (2,000 character max) | 1c. Describe the professional learning needs of the educators in the LEAs that will support the needs of a broad range of students, based on a recent needs assessment. |
| **Part 1d—The Context:**  (2,500 character max) | 1d. Describe how previous work in the chosen priority area will be integrated into the project, including but not limited to, expanding and enhancing the work of a CLSD 2019 LLA project and partnering with 2019 CLSD LLA consortia members. |

##### **Application Narrative Part 2**

| **Application Field** | **Instructions** |
| --- | --- |
| Part 2a—Evidence-Based Practices and Qualifications  (3,000 character max) | 2a. Describe existing local and regional literacy work including common literacy assessment systems if applicable, how it is funded, and how this grant funding would supplement, not supplant, the existing work. Explain the applicant’s capacity to fund and facilitate the use of common assessment systems across the consortium. |
| Part 2b—Evidence-Based Best Practices and Qualifications  (3,000 character max) | 2b. Describe and cite the specific evidence-based practices that will be implemented to address the identified student literacy needs outlined in Part 1, and the specific strategies that will be used. |
| Part 2c—Evidence-Based Best Practices and Qualifications  (2,000 character max) | 2c. Describe how professional learning will align with the QPLS, and describe the content, pedagogy, curriculum, and teaching/learning that will impact educator knowledge and skills related to the strategies identified in Part 2B. |
| Part 2d—Evidence-Based Best Practices and Qualifications  (3,000 character max) | 2d. Describe how the project promotes access to resources and opportunities for all students, including English learner and multilingual learner students, students with disabilities, socioeconomically disadvantaged students, and other locally identified student groups. |
| Part 2e—Evidence-Based Best Practices and Qualifications  (2,000 character max) | 2e. Describe how an asset-based approach will be incorporated throughout the project. |
| Part 2f—Evidence-Based Best Practices and Qualifications  (2,000 character max) | 2f. Describe the project’s focus on family and community partnership, including encouraging family literacy experiences and practices to support literacy development. |
| Part 2g—Evidence-Based Best Practices and Qualifications  (3,000 character max) | 2g. Describe how the project’s focus on accelerating literacy learning addresses the impacts of the COVID-19 pandemic using evidence-based instructional approaches and supports to meet challenging academic content without contributing to tracking or remedial courses. |
| Part 2h—Evidence-Based Best Practices and Qualifications  (3,000 character max) | 2h. Describe the sustainability plan for this project, including how planning for sustainability after grant funds expire will occur throughout the life of the project. |
| Part 2i—Evidence-Based Best Practices and Qualifications  (template) | 2i. Use the table template titled Scope of Work to illustrate the four-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. |

##### **Application Narrative Part 3\* (Birth to Age Five)**

| **Application Field** | **Instructions** |
| --- | --- |
| **Part 3a—Statewide Literacy Priorities\* *Birth to Age Five***  (2,500 character max) | 3a. Describe the applicants’ expertise in supporting language and literacy development and school readiness of children in early childhood education programs. |
| **Part 3b—Statewide Literacy Priorities\* *Birth to Age Five***  (3,000 character max) | 3b. Describe how this project will enhance the language and literacy development and school readiness of children, from birth to TK/kindergarten entry, in early childhood education programs, including an analysis of the data used to support this use of grant funds. |
| **Part 3c—Statewide Literacy Priorities\* *Birth to Age Five***  (2,000 character max) | 3c. Describe the project’s focus on supporting students and their families at key transitional stages in their education (preschool to elementary, elementary to middle school or junior high, middle school or junior high to high school) by ensuring coordinated, high-quality professional development for educators in these transitional stages. |
| **Part 3d—Statewide Literacy Priorities\* *Birth to Age Five***  (3,000 character max) | 3d. Describe how funds will be used to prepare and provide ongoing assistance to staff to train providers and personnel in developing and administering evidence-based early literacy practices in the programs including through high-quality professional learning, with specific attention to administrators, coaches, teachers, teacher librarians, and paraeducators. |
| **Part 3e—Statewide Literacy Priorities\* *Birth to Age Five***  (2,000 character max) | 3e. Describe how the funds will be used to coordinate the involvement of families, early childhood education program staff, principals, other school leaders, specialized instructional support personnel, and teachers in the literacy development of children birth to age five. |
| **Part 3f—Statewide Literacy Priorities\* *Birth to Age Five***  (2,000 character max) | 3f. Describe how this project will be coordinated with comprehensive literacy instruction at the TK/kindergarten through grade 12 levels and how the work of this project will prepare students for literacy achievement in the elementary school setting. |

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##### **Application Narrative Part 3\*\* (Transitional Kindergarten to Grade Twelve)**

| **Application Field** | **Instructions** |
| --- | --- |
| **Part 3a—Statewide Literacy Priorities\*\* T*K to Grade 12***  (3,000 character max) | 3a. Provide a summary of the needs assessment conducted and how it has informed the project and the ways in which educator capacity in comprehensive literacy instruction will be improved. |
| **Part 3b—Statewide Literacy Priorities\*\* T*K to Grade 12***  (3,000 character max) | 3b. Describe how funds will be used to prepare and provide ongoing assistance to staff to train providers and personnel in developing, administering, and evaluating evidence-based literacy initiatives including through high-quality professional learning, with specific attention to administrators, coaches, teachers, paraeducators, and school librarians. |
| **Part 3c—Statewide Literacy Priorities\*\* T*K to Grade 12***  (2,000 character max) | 3c. Describe how funds will be used to provide time for teachers and other instructional staff |
| **Part 3d—Statewide Literacy Priorities\*\* T*K to Grade 12***  (3,000 character max) | 3d. Describe how funds will be used to provide professional learning and implementation support to LEAs for common literacy screeners, beginning of year, middle of year, end of year, and summative literacy assessments. The description should include details about the specific assessment systems proposed such as the name(s) and publisher(s). |
| **Part 3e—Statewide Literacy Priorities\*\* T*K to Grade 12***  (3,000 character max) | 3e. Describe the project’s focus on supporting students and their families at key transitional stages in their education (elementary to middle school or junior high, middle school or junior high to high school) by ensuring coordinated, high-quality professional development for educators in these transitional stages. |
| **Part 3f—Statewide Literacy Priorities\*\* T*K to Grade 12***  (2,500 character max) | 3f. Describe how the applicant will support partner districts in identifying students in need of literacy interventions or other support services. |
| **Part 3g—Statewide Literacy Priorities\*\* T*K to Grade 12***  (3,000 character max) | 3g. Describe how the project will support partner districts and/or charter schools in developing and implementing local literacy plans that integrate comprehensive literacy instruction across content areas and serve the needs of all students, that provide intensive, supplemental, and intensified support, within an MTSS. |
| **Part 3h—Statewide Literacy Priorities\*\* T*K to Grade 12***  (2,500 character max) | 3h. Describe how the funds will be used to coordinate the involvement of early childhood education program staff, principals, other instructional leaders, coaches, teachers, specialists, special educators, and other instructional support personnel to support TK–5 and/or grades 6–12 students’ literacy development. |
| **Part 3i—Statewide Literacy Priorities\*\* T*K to Grade 12***  (2,500 character max) | 3i. Describe how the project will support partner districts and/or charter schools in coordinating comprehensive literacy instruction with early childhood education programs and activities and after school programs and activities in the area served by the partner districts. |

##### **Application Narrative Part 4**

| **Application Field** | **Instructions** |
| --- | --- |
| **Part 4a—Project Leadership:**  (upload attachment) | 4a. Provide a letter of support from each participating district that names participating schools, COE, IHE, organization, and business partner that demonstrate high levels of cooperation, coordination, and formalized relationships made between the partners, I applicable. Letters must be included from all required partners outlined on page six of the RFA. |
| **Part 4b—Project Leadership:**  (3,000 character max) | 4b. Describe the partner districts and schools, the demographics of students served, and the number and demographics of teachers who will be supported. |
| **Part 4c—Project Leadership:**  (3,000 character max) | 4c. 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). Include the roles of all required partners outlined in the RFA. |
| **Part 4d—Project Leadership:**  (3,000 character max) | 4d. Describe how the project will ensure enthusiastic, engaged, and sustained participation by all participants in every phase and how challenges to engagement and participation will be addressed and mitigated throughout the life of the project and beyond. |

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##### **Application Narrative Part 5**

| Application Field | Instructions |
| --- | --- |
| **Part 5a—Project Staff**  (3,000 character max) | 5a. 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. 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.  **Note:** If the project requires hiring staff not currently employed by one of the partner agencies, include a brief (500-word maximum)description of the job(s) and the minimum qualifications. |
| **Part 5b—Project Staff**  (upload attachment) | 5b. Provide a CV or resume for each of the key project personnel listed on the organizational chart. The CV or resumes can be included as attachments. |

##### **Application Narrative Part 6**

| Application Field | Instructions |
| --- | --- |
| **Part 6a—Evaluation Plan**  (3,000 character max) | 6a. Describe how the analysis of the data collected from the project activities, resulting in annual evaluations and 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 consortia of COEs can effectively and efficiently meet their needs. |
| **Part 6b—Evaluation Plan**  (2,000 character max) | 6b. Describe how the funds will be used to evaluate the success of the project. |

##### **Budget and Cost Effectiveness Part 7**

| Application Field | Instructions |
| --- | --- |
| **Budget**  (upload attachment) | 1. Complete the CLSD Proposed Project Budget Summary (Form D), including allowable costs for the project’s performance period from December 1, 2025, through September 30, 2029. |
| **Budget**  (upload attachment) | 2. Provide a detailed explanation on the CLSD Project Budget Narrative (Form D) for each line item for each year of four-year performance period. The narrative should include a description of how the proposed costs to implement the proposed project are necessary and reasonable in terms of project activities, benefits to participants, and project outcomes. |

##### **Electronic Signature**

| **Application Field** | **Instructions** |
| --- | --- |
| **Project Statement of Assurances** | Please select the checkbox to declare:  I have reviewed the CLSD Lead Applicant Statement of Assurances (Form C) and hereby certify that each of the requirements contained therein will be met. |
| **Signature by Authorizing Official** | The authorizing official should type their name in the field which will serve as a signature that certifies agreement with the statement below.  I hereby certify that, to the best of my knowledge, the information in this application is correct and complete. I support the proposed project and commit my organization to completing all of the tasks and activities that are described in the application. |

#### Attachment Instructions

Required attachments will be requested at the end of the online application. Applicants are required to upload the CVs or resumes, Works Cited, Scope of Work, CLSD Proposed Budget Forms D and E, and Letters of Commitment into the online application system. These files should be saved into a single zip file for uploading into the system as only one file can be uploaded per applicant. No additional information included in the zip file will be reviewed. The zip file size limit is 20MB.

## Appendices

### APPENDIX A: Definitions

**Comprehensive literacy instruction**

Section 2221(b)(1) (<https://www.govinfo.gov/content/pkg/COMPS-748/pdf/COMPS-748.pdf#page=172>)

The term ‘‘comprehensive literacy instruction’’ means instruction that:

(A) includes developmentally appropriate, contextually explicit, and systematic instruction, and frequent practice, in reading and writing across content areas;

(B) includes age-appropriate, explicit, systematic, and intentional instruction in phonological awareness, phonic decoding, vocabulary, language structure, reading fluency, and reading comprehension;

(C) includes age-appropriate, explicit instruction in writing, including opportunities for children to write with clear purposes, with critical reasoning appropriate to the topic and purpose, and with specific instruction and feedback from instructional staff;

(D) makes available and uses diverse, high-quality print materials that reflect the reading and development levels, and interests, of children;

(E) uses differentiated instructional approaches, including individual and small group instruction and discussion;

(F) provides opportunities for children to use language with peers and adults in order to develop language skills, including developing vocabulary;

(G) includes frequent practice of reading and writing strategies;

(H) uses age-appropriate, valid, and reliable screening assessments, diagnostic assessments, formative assessment processes, and summative assessments to identify a child’s learning needs, to inform instruction, and to monitor the child’s progress and the effects of instruction;

(I) uses strategies to enhance children’s motivation to read and write and children’s engagement in self-directed learning;

(J) incorporates the principles of universal design for learning;

(K) depends on teachers’ collaboration in planning, instruction, and assessing a child’s progress and on continuous professional learning; and

(L) links literacy instruction to the challenging State academic standards, including the ability to navigate, understand, and write about, complex print and digital subject matter.

**Eligible entity**

Section 2221(b)(2) (<https://www.govinfo.gov/content/pkg/COMPS-748/pdf/COMPS-748.pdf#page=172>)

The term ‘eligible entity’ means an entity that consists of:

(A) one or more local educational agencies that serve a high percentage of high-need schools and— (i) have the highest number or proportion of children who are counted under section 1124(c), in comparison to other local educational agencies in the State; (ii) are among the local educational agencies in the State with the highest number or percentages of children reading or writing below grade level, based on the most currently available State academic assessment data under section 1111(b)(2); or (iii) serve a significant number or percentage of schools that are implementing comprehensive support and improvement activities and targeted support and improvement activities under section 1111(d)s;(B) one or more early childhood education programs serving low-income or otherwise disadvantaged children, which may include home-based literacy programs for preschool-aged children, that have a demonstrated record of providing comprehensive literacy instruction for the age group such program proposes to serve; or

(C) a local educational agency, described in subparagraph (A), or consortium of such local educational agencies, or an early childhood education program, which may include home-based literacy programs for preschool-aged children, acting in partnership with 1 or more public or private nonprofit organizations or agencies (which may include early childhood education programs) that have a demonstrated record of effectiveness in— (i) improving literacy achievement of children, consistent with the purposes of participation under this subpart, from birth through grade 12; and (ii) providing professional development in comprehensive literacy instruction.

**Evidence-based**

Section 8101(21)(A) (<https://www.govinfo.gov/content/pkg/COMPS-748/pdf/COMPS-748.pdf#page=388>)

Except as provided in subparagraph (B), the term ‘evidence-based’, when used with respect to a State, local educational agency, or school activity, means an activity, strategy, or intervention that— (i) demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on— (I) strong evidence from at least 1 well designed and well-implemented experimental study; (II) moderate evidence from at least 1 well designed and well-implemented quasi-experimental study; or (III) promising evidence from at least 1 well designed and well-implemented correlational study with statistical controls for selection bias.

**High-need school**

Section 2221(b)(3)(A) (<https://www.govinfo.gov/content/pkg/COMPS-748/pdf/COMPS-748.pdf#page=173>)

The term “high-need school’ means (i) an elementary school or middle school in which not less than 50 percent of the enrolled students are children from low-income families; or (ii) a high school in which not less than 40 percent of the enrolled students are children from low-income families, which may be calculated using comparable data from the schools that feed into the high school.

**Low-income family**

Section 2221(b)(3)(B) (<https://www.govinfo.gov/content/pkg/COMPS-748/pdf/COMPS-748.pdf#page=173>)

The term “low-income family” means a family (i) in which the children are eligible for a free or reduced-price lunch under the Richard B. Russell National School Lunch Act (42 U.S.C. 1751 et seq.); (ii) receiving assistance under the program of block grants to States for temporary assistance for needy families established under part A of title IV of the Social Security Act (42 U.S.C. 601 et seq.); or (iii) in which the children are eligible to receive medical assistance under the Medicaid program under title XIX of the Social Security Act.

**Professional development**

Section 8101(42) (<https://www.govinfo.gov/content/pkg/COMPS-748/pdf/COMPS-748.pdf#page=396>)

The term ‘‘professional development’’ means activities that—

(A) are an integral part of school and local educational agency strategies for providing educators (including teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, and, as applicable, early childhood educators) with the knowledge and skills necessary to enable students to succeed in a well- rounded education and to meet the challenging State academic standards; and

(B) are sustained (not stand-alone, 1-day, or short term workshops), intensive, collaborative, job-embedded, data-driven, and classroom-focused, and may include activities that—

(i) improve and increase teachers’— (I) knowledge of the academic subjects the teachers teach; (II) understanding of how students learn; and (III) ability to analyze student work and achievement from multiple sources, including how to adjust instructional strategies, assessments, and materials based on such analysis; (ii) are an integral part of broad schoolwide and districtwide educational improvement plans; (iii) allow personalized plans for each educator to address the educator’s specific needs identified in observation or other feedback;

(iv) improve classroom management skills; (v) support the recruitment, hiring, and training of effective teachers, including teachers who became certified through State and local alternative routes to certification; (vi) advance teacher understanding of— (I) effective instructional strategies that are evidence-based activities, strategies, or interventions; and (II) strategies for improving student academic achievement or substantially increasing the knowledge and teaching skills of teachers; (vii) are aligned with, and directly related to, academic goals of the school or local educational agency;

(viii) are developed with extensive participation of teachers, principals, other school leaders, parents, representatives of Indian tribes (as applicable), and administrators of schools to be served under this Act; (ix) are designed to give teachers of English learners, and other teachers and instructional staff, the knowledge and skills to provide instruction and appropriate language and academic support services to those children, including the appropriate use of curricula and assessments; (x) to the extent appropriate, provide training for teachers, principals, and other school leaders in the harms of copyright piracy, so that technology and technology applications are effectively used in the classroom to improve teaching and learning in the curricula and academic subjects in which the teachers teach; (xi) as a whole, are regularly evaluated for their impact on increased teacher effectiveness and improved student academic achievement, with the findings of the evaluations used to improve the quality of professional development; (xii) are designed to give teachers of children with disabilities or children with developmental delays, and other teachers and instructional staff, the knowledge and skills to provide instruction and academic support services, to those children, including positive behavioral interventions and supports, multi-tier system of supports and use of accommodations; (xiii) include instruction in the use of data and assessments to inform and instruct classroom practice;

(xiv) include instruction in ways that teachers, principals, other school leaders, specialized instructional support personnel, and school administrators may work more effectively with parents and families; (xv) involve the forming of partnerships with institutions of higher education, including, as applicable, Tribal Colleges and Universities as defined in section 316(b) of the Higher Education Act of 1965 (20 U.S.C. 1059c(b)), to establish school-based teacher, principal, and other school leader training programs that provide prospective teachers, novice teachers, principals, and other school leaders with an opportunity to work under the guidance of experienced teachers, principals, other school leaders, and faculty of such institutions; (xvi) create programs to enable paraprofessionals (assisting teachers employed by a local educational agency receiving assistance under part A of title I) to obtain the education necessary for those paraprofessionals to become certified and licensed teachers;

(xvii) provide follow-up training to teachers who have participated in activities described in this paragraph that are designed to ensure that the knowledge and skills learned by the teachers are implemented in the classroom; and

(xviii) where practicable, provide jointly for school staff and other early childhood education program providers, to address the transition to elementary school, including issues related to school readiness.

**Well-rounded education**

Section 8101(52) (<https://www.govinfo.gov/content/pkg/COMPS-748/pdf/COMPS-748.pdf#page=399>)

The term ‘‘well-rounded education’’ means courses, activities, and programming in subjects such as English, reading or language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, physical education, and any other subject, as determined by the State or local educational agency, with the purpose of providing all students access to an enriched curriculum and educational experience.

### APPENDIX B: Elementary and Secondary Education Act of 1965 Sections 2223–2225

### Section 2223. SUBGRANTS TO ELIGIBLE ENTITIES IN SUPPORT OF BIRTH THROUGH KINDERGARTEN LITERACY.

#### (a) SUBGRANTS (<https://www.govinfo.gov/content/pkg/COMPS-748/pdf/COMPS-748.pdf#page=176>).

##### (1) 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.

#### (b) LOCAL APPLICATIONS (<https://www.govinfo.gov/content/pkg/COMPS-748/pdf/COMPS-748.pdf#page=176>).

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

(1) 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;

##### (2) how the subgrant funds will be used to prepare and provide ongoing assistance to staff in the programs, including through high-quality professional development;

##### (3) how the activities assisted under the subgrant will be coordinated with comprehensive literacy instruction at the kindergarten through grade 12 levels; and

##### (4) 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.

#### (c) PRIORITY (<https://www.govinfo.gov/content/pkg/COMPS-748/pdf/COMPS-748.pdf#page=177>).

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 8101(21)(A)(i).

#### (d) LOCAL USES OF FUNDS (<https://www.govinfo.gov/content/pkg/COMPS-748/pdf/COMPS-748.pdf#page=177>).

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

(1) carry out high-quality professional development opportunities for early childhood educators, teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, and instructional leaders;

(2) train providers and personnel to develop and administer evidence-based early childhood education literacy initiatives; and

(3) 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.**

(a) SUBGRANTS TO ELIGIBLE ENTITIES (<https://www.govinfo.gov/content/pkg/COMPS-748/pdf/COMPS-748.pdf#page=177>).

(1) 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).

##### (4) 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:

###### (A) 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.

###### (B) 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.

###### (C) How the school will identify children in need of literacy interventions or other support services.

###### (D) An explanation of how the school will integrate comprehensive literacy instruction into a well-rounded education.

###### (E) 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.

#### (b) PRIORITY (<https://www.govinfo.gov/content/pkg/COMPS-748/pdf/COMPS-748.pdf#page=178>).

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).

#### (c) LOCAL USES OF FUNDS FOR KINDERGARTEN THROUGH GRADE 5 <https://www.govinfo.gov/content/pkg/COMPS-748/pdf/COMPS-748.pdf#page=178>).

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:

##### (1) Developing and implementing a comprehensive literacy instruction plan across content areas for such children that

(A) serves the needs of all children, including children with disabilities and English learners, especially children who are reading or writing below grade level;

(B) provides intensive, supplemental, accelerated, and explicit intervention and support in reading and writing for children whose literacy skills are below grade level; and

(C) 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.

##### (2) 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.

##### (3) 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.

##### (4) 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.

##### (5) Engaging families and encouraging family literacy experiences and practices to support literacy development.

#### (d) LOCAL USES OF FUNDS FOR GRADES 6 THROUGH 12 (<https://www.govinfo.gov/content/pkg/COMPS-748/pdf/COMPS-748.pdf#page=179>).

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

### Section 2301. SUPPLEMENT, NOT SUPPLANT.

Funds made available under this title shall be used to supplement, and not supplant, non-Federal funds that would otherwise be used for activities authorized under this title.