

**California Department of Education**

# Early Literacy Support Block Grant: Expert Lead in Literacy

## REQUEST FOR APPLICATIONS

**Application Due Date:**

**October 23, 2020**

**by 4:00 p.m.**

Administered by the

Educator Excellence and Equity Division

California Department of Education

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## Table of Contents

[Early Literacy Support Block Grant: Expert Lead in Literacy 1](#_Toc51772111)

[Table of Contents i](#_Toc51772112)

[Early Literacy Support Block Grant: Expert Lead in Literacy 1](#_Toc51772113)

[1. Overview 1](#_Toc51772114)

[A. Introduction 1](#_Toc51772115)

[B. Background 2](#_Toc51772116)

[C. State Statute and Authority 3](#_Toc51772117)

[2. Program Description 4](#_Toc51772118)

[A. Grant Information 4](#_Toc51772119)

[B. Eligibility Requirements 4](#_Toc51772120)

[C. Goals 4](#_Toc51772121)

[D. Responsibilities of Grantee 6](#_Toc51772122)

[E. Allowable Activities and Costs 7](#_Toc51772123)

[F. Non-Allowable Activities and Costs 8](#_Toc51772124)

[G. Direct Costs 8](#_Toc51772125)

[H. Administrative Indirect Cost Rate 9](#_Toc51772126)

[3. Accountability 9](#_Toc51772127)

[A. Reporting Requirements 9](#_Toc51772128)

[4. Application Procedures and Processes 10](#_Toc51772129)

[A. Application Timeline 10](#_Toc51772130)

[B. Application Process 10](#_Toc51772131)

[C. Application Review 11](#_Toc51772132)

[D. Technical Assistance 11](#_Toc51772133)

[E. Appeals Process 11](#_Toc51772134)

[F. Grant Award Notification 12](#_Toc51772135)

[G. Assurances, Certifications, Terms, and Conditions 12](#_Toc51772136)

[5. Program Application 13](#_Toc51772137)

[A. Application Narrative 13](#_Toc51772138)

[APPENDIX A: Evaluation Rubric 17](#_Toc51772139)

[Part 1: Capacity and Program Facilitation 17](#_Toc51772140)

[Part 2: Goals and Expected Outcomes 19](#_Toc51772141)

[Part 3: Project Leadership 22](#_Toc51772142)

[Part 4: Project Staff 23](#_Toc51772143)

[Part 5: Budget and Cost Effectiveness 24](#_Toc51772144)

[APPENDIX B: Online Application Instructions 25](#_Toc51772145)

[**Saving Responses** 25](#_Toc51772146)

[**Applicant Information** 25](#_Toc51772147)

[**Application Narrative** 27](#_Toc51772148)

[**Electronic Signature** 30](#_Toc51772149)

[**Attachment Instructions** 30](#_Toc51772150)

[APPENDIX C: Budget Categories 32](#_Toc51772151)

[APPENDIX D: Senate Bill 98, Sections 113 and 114 34](#_Toc51772152)

[Section 113 34](#_Toc51772153)

[Section 114 39](#_Toc51772154)

[APPENDIX E: California Statewide System of Support 41](#_Toc51772155)

[Background 41](#_Toc51772156)

[APPENDIX F: California *Education Code* Section 52059.5 and Section 52073.1 42](#_Toc51772157)

[*EC* Section 52059.5 42](#_Toc51772158)

[*EC* Section 52073.1 42](#_Toc51772159)

[Form A: Early Literacy Support Block Grant: Expert Lead 44](#_Toc51772160)

## Early Literacy Support Block Grant: Expert Lead in Literacy

## Overview

The California Department of Education (CDE) and the California Collaborative for Educational Excellence (CCEE) invite county offices of education (COEs) to apply for a grant to assist local educational agencies (LEAs) eligible for funding authorized by the Early Literacy Support Block (ELSB) Grant established pursuant to Senate Bill 98, Sections 113 and 114 Statutes of 2020 and participate in building capacity with the California Statewide System of Support (SoS). The COE shall demonstrate abilities and expertise developing, implementing, and supporting other LEAs and their schools with literacy instruction and support programs, particularly focused on literacy in early grades (kindergarten, which includes transitional kindergarten, and grades one through three). The Expert Lead in Literacy shall also demonstrate expertise in four categories of programs and services: access to high-quality literacy teaching, support for literacy learning, pupil supports, and family and community supports.This grant will be for $3 million and is available for expenditures over three years (through fiscal year 2022–23).

The CDE and the CCEE will select one awardee to serve as the Expert Lead in Literacy within the California Statewide SoS established pursuant to California *Education Code* (*EC)* Section 52059.5.

### Introduction

SB 98: Education Omnibus Trailer Bill for 2020–21 appropriates $50 million from the California State Budget to establish the ELSB Grant Program. The funds allocated for the ELSB Grant Program are to be awarded to eligible LEAs to improve early literacy learning using a variety of strategies, programs, and/or services including, but not limited to, culturally-responsive curriculum and instruction; evidence-based professional learning (PL) pertaining to the implementation of the *English Language Arts/English Language Development Framework for California Public Schools: Kindergarten Through Grade Twelve* (*ELA/ELD Framework*); expanded learning programs; research-based social and emotional learning approaches; multi-tiered systems of support (MTSS); and parent/guardian and community engagement.

The ELSB: Expert Lead in Literacy Request for Application (RFA) seeks to identify the COE that will support LEAs with schools eligible for the ELSB Grant Program to identify which strategies, programs, and/or services would be most appropriate for their local needs through a root cause analysis and a needs assessment. The COE will support the LEAs to create a literacy action plan (Plan) to implement those strategies, programs, and/or services over the lifetime of the grant. As part of the Statewide SoS, the Expert Lead in Literacy, in coordination with the CDE and the CCEE, will also create PL networks to help build statewide capacity among LEAs in implementing effective literacy instruction and support programs at their schools.

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

### Background

Literacy and language are foundational to all learning (*English Language Arts/English Language Development Framework for California Public Schools: Kindergarten Through Grade Twelve*, 2014). Developing language and literacy skills starts at birth and research clearly demonstrates that young children with exposure to rich literacy and language environments learn to read earlier and excel in school when compared to children who have limited exposure to language and books in their early years. Interest in books and a positive regard for reading are important developmental accomplishments for young children. Participation in early literacy activities and experiences are necessary for them to become able readers and lifelong literacy learners. Efforts to foster communication and language development also promote emergent literacy in infants and toddlers. As children learn language (including multiple languages), they are building a foundation for later literacy. It is essential to provide rich learning environments and curricula that offer easily accessible, inclusive, and age-appropriate books (*California’s Comprehensive Literacy Needs Assessment*, 2020).

The *California Common Core State Standards: English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects* (*CA CCSS: ELA and Literacy*), were adopted by the California State Board of Education (SBE) in August 2010 and modified in March 2013. The *CA CCSS: ELA and Literacy* include and integrated model of literacy. “Although the Standards are divided into reading, writing, speaking and listening, and language strands for conceptual clarity, the processes of communication are closely intertwined” (*CA CCSS: ELA and Literacy*, 2013). Consistent with California policies and priorities, supporting student literacy also entails supporting acquisition of literacy skills in more than one language (biliteracy/multilingualism), ensuring that each and every student has access to high-quality literacy instruction that is differentiated to meet their needs, and providing literacy- and language-rich experiences for our youngest learners, including those who are learning more than one language in multilingual settings. More information about the *CA CCSS: ELA and Literacy* is available at <https://www.cde.ca.gov/pd/ca/rl/englangartsguid.asp>. More information about the *ELA/ELD Framework* is available at <https://www.cde.ca.gov/ci/rl/cf/elaeldfrmwrksbeadopted.asp>.

Parent/guardian involvement is pertinent to a child’s personal, emotional, and academic growth. Parents may use assignments and assessments to engage in meaningful conversations with the child’s teacher regarding how to better support learning at home. The CDE is committed to establishing innovative achievement and proficiency assessments for students. The primary purpose of the California Assessment of Student Performance and Progress (CAASPP) System is to assist teachers, administrators, students, and parents/guardians by promoting high-quality teaching and learning (CDE CAASPP System web page). All students in grades three through eight and grade eleven are required to participate in the Smarter Balanced Summative Assessments for ELA/Literacy and mathematics with the following exceptions:

* Students who participate in the alternate assessments.
* ELA only—English learners who are in their first 12 months of attending a school in the United States.

The score reports are broken down into different performance areas to identify where the student is excelling or needs more support. There are four achievement levels: Standard Exceeded (Level 4), Standard Met (Level 3), Standard Nearly Met (Level 2), and Standard Not Met (Level 1).More information about the CAASPP Student Score Report is available at ~~https://www.cde.ca.gov/ta/tg/ca/caasppssrinfo.asp~~ [this link is no longer available]. More information regarding school, district, and county Smarter Balanced Summative Assessments test results in ELA/Literacy and Mathematics is available at ~~https://caaspp-elpac.cde.ca.gov/caaspp/Default~~ [this link is no longer available]. More information regarding the CDE CAASPP System is available at <https://www.cde.ca.gov/ta/tg/ca/>.

### State Statute and Authority

SB 98, Section 114, provides $3 million of state General Funds through the 2022–23 fiscal year to establish an ELSB Grant: within the Statewide SoS. The funds are available for expenditure over three years.

The CDE, in collaboration with the CCEE, is providing this ELSB Grant: Expert Lead in Literacy RFA. The selected grantee will:

* Assist LEAs with schools eligible for the ELSB Grant Program in the development of the root cause analysis and needs assessment and Plans required as part of the ELSB Grant established pursuant to Section 113 of this act, as appropriate.
* Assist LEAs with schools eligible for grants authorized by the ELSB Grant Program established pursuant to Section 113 of this act and the relevant COEs that work with those LEAs to build capacity around literacy instruction and support programs.
* As part of the Statewide SoS, and in coordination with the CDE and the CCEE, create PL networks to help build statewide capacity among LEAs in implementing effective literacy instruction and support programs at their schools.

This ELSB Grant: Expert Lead in Literacy will fund one successful applicant $3 million from December 1, 2020, through June 30, 2023.

## Program Description

### Grant Information

This application covers the grant period beginning December 1, 2020, and ending June 30, 2023. Funds are available based on the application and proposed budget. The total grant budget for this RFA is $3 million.

The selected applicant must be able to develop, support, and participate in a robust communication network, share expertise across the state with other agencies serving in the Statewide SoS, and ensure that the development and delivery of PL opportunities is aligned with the structures and processes being developed by the Statewide SoS. Although scores from the review of the applications are important, they are not the sole determiners for funding.

### Eligibility Requirements

The lead applicant must be a COE with demonstrated abilities and expertise developing, implementing, and supporting other LEAs and their schools, including leading professional learning networks, with literacy instruction and support programs, particularly focused on literacy in early grades. The Expert Lead in Literacy shall also demonstrate expertise in the four categories of programs and services specified in SB 98, Section 113(e).The selected COE will serve as the Expert Lead in Literacy, consistent with *EC* Section 52073.1. A COE may partner as a consortium with other LEAs, institutions of higher education (IHEs), or nonprofit educational services providers to submit a proposal to serve as the Expert Lead in Literacy. If a consortium submits an application, the lead applicant must be the COE.

### Goals

Successful applicants will demonstrate substantive expertise and documented experience in facilitating PL and coaching that is rooted in student and educator needs; grounded in cycles of inquiry; designed and structured to be ongoing, intensive, and embedded in practice; and focused on deepening content expertise and pedagogy, and addressing issues of equity in literacy instruction for diverse student populations. The grantee will collaboratively work with the Statewide SoS to build the capacity of LEAs across the state to implement effective literacy instruction and support programs at their schools. Applicants should describe their capacity to support the following:

* The development and implementation of literacy instruction and support programs, particularly focused on literacy in early grades.
* The ability to support other LEAs and their schools in implementing literacy instruction and support programs, particularly focused on literacy in early grades.
* The four categories of programs and services specified in SB 98, Section 113(e):

1. Access to high-quality literacy teaching, which shall include any of the following:
   1. Hiring of literacy coaches or instructional aides to provide support to struggling pupils, including, among others, bilingual reading specialists to support English learner programs.
   2. Development of strategies to provide culturally responsive curriculum and instruction.
   3. Evidence-based professional development for teachers, instructional aides, and school leaders regarding literacy instruction and literacy achievement and the use of data to help identify and support struggling pupils.
   4. PL for teachers and school leaders regarding implementation of the curriculum framework for ELA adopted by the SBE pursuant to *EC* Section 60207 and the use of data to support effective instruction.
2. Support for literacy learning, which shall include any of the following:
   1. Purchase of literacy curriculum resources and instructional materials aligned with the ELA content standards and the curriculum framework for ELA adopted by the SBE, but only if the Plan also includes PL for staff on effective use of these materials.
   2. Purchase of diagnostic assessment instruments to help assess pupil needs and progress and training for school staff regarding the use of those assessment instruments.
3. Pupil supports, which shall include any of the following:
   1. Expanded learning programs, such as before- and after-school programs or summer school, to improve pupils’ access to literacy instruction.
   2. Extended school day to enable implementation of breakfast in the classroom or library models to support expanded literacy instruction.
   3. Strategies to improve school climate, pupil connectedness, and attendance and to reduce exclusionary discipline practices, including in-school suspensions that may limit a pupil’s time in school.
   4. Strategies to implement research-based social-emotional learning approaches, including restorative justice.
   5. Expanded access to the school library.
4. Family and community supports, which shall include any of the following:
   1. Development of trauma-informed practices and supports for pupils and families.
   2. Provision of mental health resources to support pupil learning.
   3. Strategies to implement MTSS and the response to intervention approach.
   4. Development of literacy training and education for parents to help develop a supportive literacy environment in the home.
   5. Strategies to improve parent and community engagement and to improve communication with parents regarding how to address pupils’ literacy needs.

### Responsibilities of Grantee

The grantee will focus directly on building capacity to support LEAs with PL opportunities for educators designed to provide ongoing, high-quality literacy instruction that support student learning. The ELSB Grant: Expert Lead in Literacy application must reflect the applicant’s knowledge and expertise in the following: (1) developing and implementing literacy instruction and support programs, particularly focused on literacy in early grades (kindergarten, which includes transitional kindergarten, and grades one through three); (2) supporting other LEAs and their schools in implementing literacy instruction and support programs, particularly focused on literacy in the early grades; and (3) the four categories of programs and services specified in Section 113(e) of SB 98: access to high-quality literacy teaching, support for literacy learning, pupil supports, and family and community supports in a manner that aligns with the Quality Professional Learning Standards (QPLS) and the Statewide SoS.

The selected grantee must be able to complete the following:

* Assist in the development of the root cause analysis and needs assessment, along with the Plans required as part of the LEA Program established pursuant to Section 113 of SB 98, as appropriate, including the use of data, such as information provided through the California School Dashboard;
* Assist LEAs with schools eligible for grants authorized by the LEA Program established pursuant to Section 113 of SB 98 and the relevant COEs that work with those LEAs to build capacity around literacy instruction and support programs; and
* Create PL networks as part of the Statewide SoS, in coordination with the CDE and the CCEE, to help build statewide capacity amongst LEAs in implementing effective literacy instruction and support programs at their schools.

Individual and collective capacity are developed when the QPLS, which identify elements of a quality PL system, are implemented well. The QPLS serve as a foundation for the content, processes, and conditions essential to all educator PL over time, which leads to improved educator knowledge, skills, and dispositions. Seven interdependent standards support PL that is rooted in student and educator needs demonstrated through data; focused on content and pedagogy; designed to ensure equitable outcomes; designed and structured to be ongoing, intensive, and embedded in practice; collaborative with an emphasis on shared accountability; supported by adequate resources; and coherent and aligned with other standards, policies, and programs. More information about the QPLS is available at <https://www.cde.ca.gov/pd/ps/qpls.asp>.

### Allowable Activities and Costs

Applicant budgets for the use of grant funds will be reviewed and any items that are deemed non-allowable, excessive, or inappropriate will be eliminated. Generally, all expenditures must contribute to the goals and objectives outlined in Section 2.

The grantee may enter into subcontracts with one or more COE, LEA, IHE, or not-for-profit educational service provider to assist in fulfilling the responsibilities outlined in Section 2.

Funds may not be used for rental of a venue to provide PL unless the expense is determined by the CDE to be a necessary and reasonable expense.

### Non-Allowable Activities and Costs

Funds provided under this grant may not be used for the following purposes:

* Supplanting of existing funding and efforts;
* Acquisition of equipment for administrative or personal use;
* Acquisition of furniture (e.g., bookcases, chairs, desks, file cabinets, tables), unless an integral part of an equipment workstation or to provide reasonable accommodations to students with disabilities;
* Food services, refreshments, banquets, meals;
* Purchase of space;
* Payment for memberships in professional organizations;
* Purchase of promotional favors, such as bumper stickers, pencils, pens, or T- shirts;
* Subscriptions to journals or magazines;
* Travel outside the United States, or
* Travel to states included in Assembly Bill 1887’s travel prohibition list found at <https://oag.ca.gov/ab1887>.

### 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;
* Direct costs are explicitly included in the budget; and
* Direct costs are not also recovered as indirect costs.

### Administrative Indirect Cost Rate

Information regarding indirect cost rates, as well as responses to frequently asked questions, may be found on the CDE Indirect Cost Rates web page at <https://www.cde.ca.gov/fg/ac/ic/>.

## Accountability

### Reporting Requirements

An integral part of the reporting requirements is ongoing communication with the CCEE, the CDE, and other Lead Agencies in the Statewide SoS. The grantee will participate in regular meetings to be convened by the CCEE and the CDE. Additionally, the following regular reporting will be completed and submitted to the CDE:

* Provide a quarterly written report to the CDE demonstrating expenditures are consistent with the agreed-upon budget; and
* Provide an annual report to the CDE on the achievement towards the actions and goals described, and an assessment of progress made on the metrics identified in ELSB Grant: Expert Lead in Literacy Activities, Timeline, and Responsible Parties. The grantee must provide a summary of activities in the annual report identifying both individual and collective contributions including, but not limited to:
* Proposed multiple measures to evaluate progress towards the program goals that evaluate the increased capacity of the grantee and partner(s) to provide quality assistance and expertise to LEAs;
* Technical assistance and PL opportunities provided to LEAs regarding the root cause analysis and needs assessment;
* Technical assistance and PL opportunities provided to LEAs regarding the Plans;
* Evidence of coordination and collaboration with other agencies of the Statewide SoS, including but not limited to COEs, the CCEE, the CDE, and LEAs; and
* Number of activities accomplished; the impact of these activities; and the number of teachers, paraprofessionals, school leaders, school counselors, LEAs, counties, and regions impacted by these activities.

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

## Application Procedures and Processes

### Application Timeline

| **Activity** | **Date** |
| --- | --- |
| RFA Release | September 25, 2020 |
| Application Workshop Webinar | October 2, 2020 |
| Applications Due | October 23, 2020, by 4:00 p.m. |
| Intent to Award posted | November 6, 2020 |
| Appeals Due | November 13, 2020, by 4:00 p.m. |
| Final Awards Posted | November 18, 2020 |
| Project Start Date | December 1, 2020 |
| Signed Grant Award Notification (GAN) Due | December 4, 2020 |

### Application Process

1. In completing the application narrative, applicants should address the prompts in each section of the narrative description and refer to the Evaluation Rubric in Appendix A.
2. Each applicant will receive a single score. 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.
3. The application will consist of five general types of information: (1) Applicant Information; (2) Applicant Narrative; (3) Budget; (4) Activities, Timeline, and Responsible Parties; and (5) Letters of Commitment. To prepare the application, follow the guidance provided in Section 5.
4. Applicants must submit the application by 4:00 p.m. on October 23, 2020.

* The applicant will receive email confirmation of the information submitted. If changes need to be made, resubmit the entire application prior to the submission deadline.
* The last submitted application will be the one considered for review.
* The CCEE and the CDE are not able to modify the application information after it is submitted.
* Incomplete or late applications will not be considered.

### Application Review

Complete applications will be reviewed and evaluated by the reading panel and will be evaluated using the Evaluation Rubric (Appendix A). Care is taken to ensure that reviewers have no conflicts with the applicants. Although scores from the review of the applications are important, they are not the sole determiners for funding. Applicants may be invited to interview with CDE and/or CCEE staff as part of the selection process. All costs associated with the interviews will be the responsibility of the applicant.

### Technical Assistance

The CCEE and the CDE staff will conduct one application information session to provide an overview of the RFA and offer potential applicants an opportunity to ask clarifying questions. The date and time of the ELSB: Expert Lead in Literacy Grant Application information session is listed below:

* Register for the Application Webinar, October 2, 2020, 10:30 a.m. to 11:30 a.m. via ~~https://us02web.zoom.us/meeting/register/tZ0pcOippjsqHtczkl5VPgUWnp1d1iqscolk~~ [this link is no longer available].

### Appeals Process

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

**November 13, 2020.** Only the lead applicant may electronically submit an appeal via the link on the CDE ELSB Grant web page. Appeals submitted via means other than the electronic link will **not** be accepted.

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, include 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. A final decision will be provided in writing within 10 business days from the date that appeals are due to the CDE for this specific RFA.

### Grant Award Notification

Applicants may be requested to revise budgets prior to award. Following final program and budget negotiations, a grant will be issued to a successful project after a signed agreement on the terms of the award has been received by the CDE. The applicant selected for funding will receive a Grant Award Notification (GAN) (CDE Form AO-400), the official CDE document that awards funds to local projects. The grantee must sign and return the GAN to the CDE before the disbursement of funds can be made. The GAN is due to the CDE before December 4, 2020.

### Assurances, Certifications, Terms, and Conditions

The CDE reserves the right to not make an award if no application submitted meets the requirements of this RFA.

Assurances, certifications, terms, and conditions are requirements of applicants and the grantee 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.

#### Assurances and Certifications

The Superintendent of the COE, acting as the fiscal agent, must agree to Form A: Project Statement of Assurances.

Applicants do not need to sign and return the general assurances and certifications with the application. Instead, applicants must download assurances and certifications and keep on file and available for compliance reviews, complaint investigations, or audits.

General assurances and certifications are available on the CDE Funding Forms web page at <https://www.cde.ca.gov/fg/fo/fm/ff.asp>.

#### Terms and Conditions

The grant award will be processed upon receipt of the signed GAN. The GAN must be signed by the authorized agent and returned to the CDE within 10 working days of receipt.

All funds must be expended or legally obligated by the end of each fiscal year, beginning with the 2020–21 fiscal year, and for not more than the maximum amount indicated on the GAN. Encumbrances may be made at any time after the beginning date of the grant stated on the GAN. No extensions of this grant will be allowed.

A budget revision is required if expenditures for any budget category exceed 10 percent of the authorized budget item total in the approved budget. The budget revision must be approved by the CDE before expenditures are made.

The budgets should display annual implementation showing how the grant will be used to fulfil the goals and responsibilities within the RFA in a manner that aligns with the QPLS and Statewide SoS. Proposed expenditures must demonstrate appropriate use of state funds.

**Note:** Funding requested for purchases over $5,000 in Capital Outlay, Category 6000, requires approval by the CDE.

## Program Application

A complete application is submitted electronically through the ELSB Grant: Expert Lead in Literacy Application, a link to which will be available on the RFA web page at <https://www.cde.ca.gov/fg/fo/r12/elsbgrant20rfa.asp>, shortly after the RFA is released. See Section 4 and Appendix B for instructions. Applicants must separately attach supporting evidence, such as budget and letters of commitment.

### Application Narrative

**Part 1: Capacity and Program Facilitation**

Proposals must demonstrate the applicant’s capacity to provide support to LEAs. The proposal should reflect the relevant experience and unique attributes of the applicant to fulfill the goals and responsibilities described in Section 2.

Clearly and concisely describe the applicant’s abilities and expertise with the following:

* The development and implementation of literacy instruction and support programs, particularly focused on literacy in early grades.
* The support for other LEAs and their schools in implementing literacy instruction and support programs, particularly focused on literacy in early grades.
* The four categories of programs and services specified in SB 98, Section 113(e):
  + Access to high-quality literacy teaching,
  + Supports for literacy learning,
  + Pupil supports, and
  + Family and community supports.
* The alignment of professional learning opportunities to the QPLS when providing supports to LEAs.
* The processes for ensuring compliance with the authorizing statute.

**Part 2: Goals and Expected Outcomes**

The grantee will focus directly on building capacity to support LEAs with PL opportunities for educators designed to provide ongoing, high-quality literacy instruction that support student learning, focused on the early grades, and are conducted in a manner that aligns with the QPLS and the Statewide SoS.

Clearly and concisely describe the applicant’s capacity and experience with the following:

* Developing a root cause analysis and needs assessment to create an improvement plan with and for LEAs to improve student learning.
* Building capacity around literacy instruction and support programs to assist LEAs and other COEs to support and improve student learning, specifically in literacy in the early grades.
* Addressing literacy development considerations and issues of equity in literacy instruction for diverse student populations.
* Creating PL networks to help build capacity amongst LEAs in implementing effective literacy instruction and support programs at their schools.

Proposals must describe how project leadership will monitor the overall success of the program.

* Describe the desired changes in knowledge and skills of educational leaders at the LEA as a result of the root cause analysis and needs assessment.
* Describe the applicant’s ability to collect, analyze, and use, for project improvement purposes, the local qualitative and quantitative data the project anticipates it will collect from each LEA.

**Part 3: Project Leadership**

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

* Describe the overall management structure of the project and the roles of each partner, if any, in the project’s management including how each will enhance, improve, or expand current, local, and regional efforts in providing effective supports to educational leaders within LEAs.
* Include supporting documentation of any formal agreements or letter(s) of commitment that demonstrate high levels of cooperation, coordination, and formalized relationships made between the partners, if applicable.

**Part 4: Project Staff**

At the time the proposal is submitted, every partner, if applicable, identified in the project must have a programmatic role. Applicants must discuss in detail the composition of the partnership that will operate the project. Applicants must:

* Describe the key project personnel from each of the partners, their roles and responsibilities in the project, their qualifications for these roles and responsibilities, and their 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. If the project requires hiring staff not currently employed by one of the partner agencies, include a brief description of the job(s) and the minimum qualifications.
* Complete Form D: ELSB Grant: Expert Lead in Literacy Activities, Timeline, and Responsible Parties that clearly illustrates the individual, their role and responsibilities. Only one person can be identified as the Project Director.
* Provide a curriculum vitae (CV) or résumé (one page maximum) for each of the key project personnel listed on the organization chart. Do **not** submit a CV longer than one page. The CV or résumés can be included as attachments. Please see application instructions that detail the process for submitting attachments.

**Part 5: Budget and Cost Effectiveness**

A three-year budget is required in the application. Project expenses will be identified using grant funds in the 2020–21 through the 2022–23 fiscal years.

Applicants must use the ELSB Grant: Expert Lead in Literacy Proposed Budget Template (Form B and Form C) available on the RFA web page at <https://www.cde.ca.gov/fg/fo/r12/elsbgrant20rfa.asp>.

The ELSB Grant: Expert Lead in Literacy Proposed Budget (Form B and Form C) must be submitted as an Excel file through the online application. Please see the attachment instructions in Appendix B: Online Application Instructions.

* Complete the Proposed Budget Summary (Form B) for the three project years. The performance period will be from December 1, 2020, through
* June 30, 2023. The Proposed Budget Summary should provide totals for each Object Code and should align with the Proposed Budget Narrative (Form C).
* Provide a detailed Proposed Project Budget Narrative (Form C) for each project year justifying each line item cost contained in the Proposed Budget Summary (Form B). The narrative should include how the proposed costs are necessary and reasonable in terms of project activities, benefits to participants, and project outcomes.

## APPENDIX A: Evaluation Rubric

### Part 1: Capacity and Program Facilitation

| **Outstanding (7–8 points)** | **Strong (5–6 points)** | **Adequate (3–4 points)** | **Minimal (0–2 points)** |
| --- | --- | --- | --- |
| Thoroughly and convincingly articulates the applicant’s capacity and expertise to develop and implement literacy instruction and support programs, particularly focused on literacy in early grades. | Clearly articulates the applicant’s capacity and expertise to develop and implement literacy instruction and support programs, particularly focused on literacy in early grades. | Adequately articulates the applicant’s capacity and expertise to develop and implement literacy instruction and support programs, particularly focused on literacy in early grades. | Minimally articulates the applicant’s capacity and expertise to develop and implement literacy instruction and support programs, particularly focused on literacy in early grades. |
| Thoroughly and convincingly articulates the applicant’s capacity and expertise to support other LEAs and their schools in implementing literacy instruction and support programs, particularly focused on literacy in early grades. | Clearly articulates the applicant’s capacity and expertise to support other LEAs and their schools in implementing literacy instruction and support programs, particularly focused on literacy in early grades. | Adequately articulates the applicant’s capacity and expertise to support other LEAs and their schools in implementing literacy instruction and support programs, particularly focused on literacy in early grades. | Minimally articulates the applicant’s capacity and expertise to support other LEAs and their schools in implementing literacy instruction and support programs, particularly focused on literacy in early grades. |
| Thoroughly and convincingly articulates the applicant’s capacity and expertise to align professional learning opportunities to the QPLS when providing supports to LEAs. | Clearly articulates the applicant’s capacity and expertise to align professional learning opportunities to the QPLS when providing supports to LEAs. | Adequately articulates the applicant’s capacity and expertise to align professional learning opportunities to the QPLS when providing supports to LEAs. | Minimally articulates the applicant’s capacity and expertise to align professional learning opportunities to the QPLS when providing supports to LEAs. |
| Thoroughly and convincingly articulates the applicant’s capacity and expertise with processes for ensuring compliance with the authorizing statute. | Clearly articulates the applicant’s capacity and expertise with processes for ensuring compliance with the authorizing statute. | Adequately articulates the applicant’s capacity and expertise with processes for ensuring compliance with the authorizing statute. | Minimally articulates the applicant’s capacity and expertise with processes for ensuring compliance with the authorizing statute. |

| **Outstanding (4 points)** | **Strong (3 points)** | **Adequate (2 points)** | **Minimal (0–1 points)** |
| --- | --- | --- | --- |
| Thoroughly and convincingly articulates the applicant’s capacity and expertise with access to high-quality literacy teaching. | Clearly articulates the applicant’s capacity and expertise with access to high-quality literacy teaching. | Adequately articulates the applicant’s capacity and expertise with access to high-quality literacy teaching. | Minimally articulates the applicant’s capacity and expertise with access to high-quality literacy teaching. |
| Thoroughly and convincingly articulates the applicant’s capacity and expertise with supports for literacy learning. | Clearly articulates the applicant’s capacity and expertise with supports for literacy learning. | Adequately articulates the applicant’s capacity and expertise with supports for literacy learning. | Minimally articulates the applicant’s capacity and expertise with supports for literacy learning. |
| Thoroughly and convincingly articulates the applicant’s capacity and expertise with pupil support. | Clearly articulates the applicant’s capacity and expertise with pupil support. | Adequately articulates the applicant’s capacity and expertise with pupil support. | Minimally articulates the applicant’s capacity and expertise with pupil support. |
| Thoroughly and convincingly articulates the applicant’s capacity with family and community support. | Clearly articulates the applicant’s capacity and expertise with family and community support. | Adequately articulates the applicant’s capacity and expertise with family and community support. | Minimally articulates the applicant’s capacity and expertise with family and community support. |

### Part 2: Goals and Expected Outcomes

| **Outstanding (7–8 points)** | **Strong (5–6 points)** | **Adequate (3–4 points)** | **Minimal (0–2 points)** |
| --- | --- | --- | --- |
| Thoroughly and convincingly articulates the applicant’s capacity and experience developing a root cause analysis and needs assessment to create an improvement plan with and for LEAs to improve student learning. | Clearly articulates the applicant’s capacity and experience developing a root cause analysis and needs assessment to create an improvement plan with and for LEAs to improve student learning. | Adequately articulates the applicant’s capacity and experience developing a root cause analysis and needs assessment to create an improvement plan with and for LEAs to improve student learning. | Minimally articulates the applicant’s capacity and experience developing a root cause analysis and needs assessment to create an improvement plan with and for LEAs to improve student learning. |
| Thoroughly and convincingly articulates the applicant’s capacity and experience building capacity around literacy instruction and support programs to assist LEAs and other COEs to support and improve student learning, specifically in literacy in the early grades. | Clearly articulates the applicant’s capacity and experience building capacity around literacy instruction and support programs to assist LEAs and other COEs to support and improve student learning, specifically in literacy in the early grades. | Adequately articulates the applicant’s capacity and experience building capacity around literacy instruction and support programs to assist LEAs and other COEs to support and improve student learning, specifically in literacy in the early grades. | Minimally articulates the applicant’s capacity and experience building capacity around literacy instruction and support programs to assist LEAs and other COEs to support and improve student learning, specifically in literacy in the early grades. |
| Thoroughly and convincingly articulates the applicant’s capacity and experience creating PL networks to help build capacity amongst LEAs in implementing effective literacy instruction and support programs at their schools. | Clearly articulates the applicant’s capacity and experience creating PL networks to help build capacity amongst LEAs in implementing effective literacy instruction and support programs at their schools. | Adequately articulates the applicant’s capacity and experience creating PL networks to help build capacity amongst LEAs in implementing effective literacy instruction and support programs at their schools. | Minimally articulates the applicant’s capacity and experience creating PL networks to help build capacity amongst LEAs in implementing effective literacy instruction and support programs at their schools. |
| Thoroughly and convincingly articulates the applicant’s capacity and experience addressing literacy development considerations and issues of equity in literacy instruction for diverse student populations. | Clearly articulates the applicant’s capacity and experience addressing literacy development considerations and issues of equity in literacy instruction for diverse student populations. | Adequately articulates the applicant’s capacity and experience addressing literacy development considerations and issues of equity in literacy instruction for diverse student populations. | Minimally articulates the applicant’s capacity and experience addressing literacy development considerations and issues of equity in literacy instruction for diverse student populations. |
| Thoroughly and convincingly articulates the desired changes in knowledge and skills of educational leaders at the LEA as a result of the root cause analysis and needs assessment. | Clearly articulates the desired changes in knowledge and skills of educational leaders at the LEA as a result of the root cause analysis and needs assessment. | Adequately articulates the desired changes in knowledge and skills of educational leaders at the LEA as a result of the root cause analysis and needs assessment. | Minimally articulates the desired changes in knowledge and skills of educational leaders at the LEA as a result of the root cause analysis and needs assessment. |
| Thoroughly and convincingly articulates the applicant’s ability to collect, analyze, and use, for project improvement purposes, the local qualitative and quantitative data the project anticipates it will collect from each LEA. | Clearly articulates the applicant’s ability to collect, analyze, and use, for project improvement purposes, the local qualitative and quantitative data the project anticipates it will collect from each LEA. | Adequately articulates the applicant’s ability to collect, analyze, and use, for project improvement purposes, the local qualitative and quantitative data the project anticipates it will collect from each LEA. | Minimally articulates the applicant’s ability to collect, analyze, and use, for project improvement purposes, the local qualitative and quantitative data the project anticipates it will collect from each LEA. |

### Part 3: Project Leadership

| **Outstanding (4 points)** | **Strong (3 points)** | **Adequate (2 points)** | **Minimal (1–0 point)** |
| --- | --- | --- | --- |
| Thoroughly and convincingly articulates the overall management structure of the project and the roles of each partner, if any, in the project’s management including how each will enhance, improve, or expand current, local, and regional efforts in providing effective supports to educational leaders within LEAs. | Clearly articulates the overall management structure of the project and the roles of each partner, if any, in the project’s management including how each will enhance, improve, or expand current, local, and regional efforts in providing effective supports to educational leaders within LEAs. | Adequately articulates the overall management structure of the project and the roles of each partner, if any, in the project’s management including how each will enhance, improve, or expand current, local, and regional efforts in providing effective supports to educational leaders within LEAs. | Minimally articulates the overall management structure of the project and the roles of each partner, if any, in the project’s management including how each will enhance, improve, or expand current, local, and regional efforts in providing effective supports to educational leaders within LEAs. |
| Includes thorough and convincing documentation of formal agreements; letter(s) of support that demonstrates high levels of cooperation, commitment, coordination, and formalized relationships made between the partners; if applicable. | Includes formal agreements; letter(s) of support that demonstrate strong levels of cooperation, commitment, coordination, and formalized relationships made between the partners; if applicable. | Includes some formal agreements; letter(s) of support that demonstrates some levels of cooperation, commitment, coordination, and formalized relationships made between the partners; if applicable. The response may not cover all items. | Includes little supporting documentation of any formal agreements; letter(s) of support that demonstrate limited levels of cooperation, commitment, coordination, and formalized relationships made between the partners; if applicable. The response may not cover all items. |

### Part 4: Project Staff

| **Outstanding (4 points)** | **Strong (3 points)** | **Adequate (2 points)** | **Minimal (1–0 point)** |
| --- | --- | --- | --- |
| Thoroughly and convincingly describes the key project personnel from each of the partners, their roles and responsibilities in the project, their qualifications, their time commitment, and why these personnel are essential to the intended outcomes of the project. If the project will hire staff not currently employed by one of the partner agencies, application includes a thorough and convincing description of the job(s) and the minimum qualifications. | Clearly describes the key project personnel from each of the partners, their roles and responsibilities in the project, their qualifications, their time commitment, and why these personnel are essential to the intended outcomes of the project. If the project will hire staff not currently employed by one of the partner agencies, application includes a strongly worded description of the job(s) and the minimum qualifications. | Adequately describes the key project personnel from each of the partners, their roles and responsibilities in the project, their qualifications, their time commitment, and why these personnel are essential to the intended outcomes of the project. If the project will hire staff not currently employed by one of the partner agencies, application includes an adequate descriptionof the job(s) and the minimum qualifications. | Minimally describes the key project personnel from each of the partners, their roles and responsibilities in the project, their qualifications, their time commitment, and why these personnel are essential to the intended outcomes of the project. If the project will hire staff not currently employed by one of the partner agencies, application includes an incomplete description of the job(s) and the minimum qualifications. |
| Form D: ELSB: Expert Lead in Literacy Activities, Timeline, and Responsible Parties is detailed and clearly illustrates the roles and responsibilities of all project staff. | Form D: ELSB: Expert Lead in Literacy Activities, Timeline, and Responsible Parties clearly illustrates the roles and responsibilities of all project staff. | Form D: ELSB: Expert Lead in Literacy Activities, Timeline, and Responsible Parties adequately illustrates the roles and responsibilities of all project staff. | Form D: ELSB: Expert Lead in Literacy Activities, Timeline, and Responsible Parties minimally illustrates the roles and responsibilities of all project staff. |
| Provides a one-page CV or résumé for all of the key project personnel listed on the Activities Chart. | Provides a one-page CV or résumé for some of the key project personnel listed on the Activities Chart. | Provides a one-page CV or résumé for at least one of the key project personnel listed on the Activities Chart.  The response may not cover all items | No CV or résumé provided.  The response does not cover all items. |

### Part 5: Budget and Cost Effectiveness

| **Outstanding (4)** | **Strong (3 points)** | **Adequate (2 points)** | **Minimal (1 points)** |
| --- | --- | --- | --- |
| Thoroughly and convincingly details the allowable and appropriate project expenses to support the activities of the ELSB: Expert Lead in Literacy for each year of the grant program. | Clearly identifies the allowable and appropriate project expenses to support the activities of the ELSB: Expert Lead in Literacy for each year of the grant program. | Adequately identifies the allowable and appropriate project expenses to support the activities of the ELSB: Expert Lead in Literacy for each year of the grant program. | Minimally identifies the allowable and appropriate program expenses to support the activities of the ELSB: Expert Lead in Literacy for each year of the grant program. |
| Provides thorough and clearly explained budget narratives describing each line item for each budget year. Completes Forms B and C. | Provides clear budget narratives describing each line item for each budget year. Completes Forms B and C | Provides adequate budget narratives describing each line item for each budget year. Completes Forms B and C. Forms B and C may not be complete or may have errors. | Provides limited budget narratives describing each line item for each budget year. Completes Forms B and C. Forms B and C may not be complete or may have errors. |

## APPENDIX B: Online Application Instructions

Applicants should use the instructions below for filling out the ELSB Grant: Expert Lead in Literacy online application, a link to which will be available on the RFA web page at <https://www.cde.ca.gov/fg/fo/r12/elsbgrant20rfa.asp> shortly after the RFA is released. Complete all required fields in the application, upload attachments, and provide the appropriate digital signature. The CDE must receive your online submission no later than 4:00 p.m. on October 23, 2020.

You must 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 first page of 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 in to 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 address will allow you to return to your application.

**Applicant Information**

| **Application Field** | **Instructions** |
| --- | --- |
| **Project Director Name** | 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. |
| **Project Director Title** | Please provide the title of the Project Director. |
| **Project Director’s Office** | Please provide the name of the project director’s office. |
| **Name of Entity Applying** | Please provide the name of the COE applying for the grant. |
| **Street Address**  (Ex: 1430 N Street) | Please provide the street address of the applying entity. |
| **City** | Please provide the city where the applying entity is located. |
| **State**  (Ex: CA) | Please provide the state where the applying entity is located. |
| **Zip Code**  (5-digit: 00000) | Please provide the zip code where the applying entity is located. |
| **Project Director Telephone Number**  (10-digit: 000-000-0000) | Please provide the Project Director’s telephone number. This number will be used to contact the Project Director, if needed. |
| **Project Director Extension** | Please provide the Project Director’s telephone extension number, if necessary. |
| **Project Director Email Address**  (Ex: [PLIO@cde.ca.gov](mailto:PLIO@cde.ca.gov)) | 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. |
| **Fiscal Agent Name** | Please list the name of the person who will serve as the Fiscal Agent of the grant, if this person is different from the Project Director. This person will be included on communications regarding budget and accounting for the grant. |
| **Fiscal Agent Title** | Please provide the title of the Fiscal Agent. |
| **Fiscal Agent Telephone Number**  (10-digit: 000-000-0000) | Please provide the Fiscal Agent’s telephone number. |
| **Fiscal Agent Extension** | Please provide the Fiscal Agent’s telephone extension number, if necessary. |
| **Fiscal Agent Email Address**  (Ex: [STEM@cde.ca.gov](mailto:STEM@cde.ca.gov)) | Please provide the Fiscal Agent’s email address. |
| **Local Educational Agency, Institute of Higher Education, or Nonprofit Educational Services Provider Partners** | Please list any LEA, IHE, or NPO partners for this grant. |

**Application Narrative**

**Part 1: Capacity and Program Facilitation**

| **Application Field** | **Instructions** |
| --- | --- |
| **Capacity and Program Facilitation**  (1,500 character max) | Describe applicant’s capacity and expertise to develop and implement literacy instruction and support programs, particularly focused on literacy in early grades. |
| **Capacity and Program Facilitation**  (1,500 character max) | Describe applicant’s capacity and expertise to support other LEAs and their schools in implementing literacy instruction and support programs, particularly focused on literacy in early grades. |
| **Capacity and Program Facilitation**  (1,000 character max) | Describe applicant’s capacity and expertise with access to high-quality literacy teaching. |
| **Capacity and Program Facilitation**  (1,000 character max) | Describe applicant’s capacity and expertise supports for literacy learning. |
| **Capacity and Program Facilitation**  (1,000 character max) | Describe applicant’s capacity and expertise with pupil supports. |
| **Capacity and Program Facilitation**  (1,000 character max) | Describe applicant’s capacity and expertise with family and community support. |
| **Capacity and Program Facilitation**  (1,500 character max) | Describe applicant’s capacity and expertise to align PL opportunities to the QPLS when providing supports to LEAs. |
| **Capacity and Program Facilitation**  (1,500 character max) | Describe applicant’s capacity and expertise with processes for ensuring compliance with the authorizing statute. |

**Part 2: Goals and Expected Outcomes**

| **Application Field** | **Instructions** |
| --- | --- |
| **Goals and Expected Outcomes**  (1,500 character max) | Describe applicant’s capacity and experience developing a root cause analysis and needs assessment to create an improvement plan with and for LEAs to improve student learning. |
| **Goals and Expected Outcomes**  (1,500 character max) | Describe applicant’s capacity and experience building capacity around literacy instruction and support programs to assist LEAs and other COEs to support and improve student learning, specifically in literacy in the early grades. |
| **Goals and Expected Outcomes**  (1,500 character max) | Describe applicant’s capacity and experience creating PL networks to help build capacity amongst LEAs in implementing effective literacy instruction and support programs at their schools. |
| **Goals and Expected Outcomes**  (1,500 character max) | Describe applicant’s capacity and experience addressing literacy development considerations and issues of equity in literacy instruction for diverse student populations. |
| **Goals and Expected Outcomes**  (1,500 character max) | Describe the desired changes in knowledge and skills of educational leaders at the LEA as a result of the root cause analysis and needs assessment. |
| **Goals and Expected Outcomes**  (1,500 character max) | Describe applicant’s ability to collect, analyze, and use, for project improvement purposes, the local qualitative and quantitative data the project anticipates it will collect from each LEA. |

**Part 3: Project Leadership**

| **Application Field** | **Instructions** |
| --- | --- |
| **Project Leadership** (6,000 character max) | Describe applicant’s overall management structure of the project and the roles of each partner, if any, in the project’s management including how each will enhance, improve, or expand current, local, and regional efforts in providing effective supports. |
| **Project Leadership** | Include supporting documentation of any formal agreements, letter(s) of support that demonstrate high levels of cooperation, commitment, coordination, and formalized relationships made between the partners, if applicable. |

**Part 4: Project Staff**

| **Application Field** | **Instructions** |
| --- | --- |
| **Project Staff**  (3,000 character max) | Describe key project personnel from each of the partners, their roles and responsibilities in the project, their qualifications, their time commitment, and why these personnel are essential to the intended outcomes of the project. If the project will hire staff not currently employed by one of the partner agencies, application includes a thorough and convincing description of the job(s) and the minimum qualifications. |
| **Project Staff** | Include Form D: ELSB: Expert Lead in Literacy Activities, Timeline, and Responsible Parties to clearly illustrate the roles and responsibilities of all project staff. |
| **Project Staff** | Provide a curriculum vitae (CV) or résumé (one page maximum) for each of the key project personnel listed on the organization chart. Do **not** submit a CV longer than one page. The CV or résumés can be included as attachments. Please see application instructions that detail the process for submitting attachments. |

**Part 5: Budget and Cost Effectiveness**

| **Application Field** | **Instructions** |
| --- | --- |
| **Budget and Cost Effectiveness** | Include the Proposed Budget Summary (Form B) for the three project years. The performance period will be from December 1, 2020, through June 30, 2023. The Proposed Budget Summary should provide totals for each Object Code and should align with the Proposed Budget Narrative (Form C). |
| **Budget and Cost Effectiveness** | Include a detailed Proposed Project Budget Narrative (Form C) for each project year justifying each line item cost contained in the Proposed Budget Summary (Form B). The narrative should include how the proposed costs 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 ELSB Grant: Expert Lead in Literacy Project Statement of Assurances 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. 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.

Applicants are required to upload the following attachments into the online application system:

* Form B: ELSB Grant: Expert Lead in Literacy Proposed Budget Summary;
* Form C: ELSB Grant: Expert Lead in Literacy Proposed Budget Narrative;
* Form D: ELSB: Expert Lead in Literacy Activities, Timeline, and Responsible Parties Template;
* CV(s) and/or résumé(s); and
* Letter(s) of Commitment (if applicable).

## APPENDIX C: Budget Categories

Each budget category is described below.

| **Object Code** | **Description** |
| --- | --- |
| **1000** | **Certificated Salaries**  Certificated salaries are salaries that require a credential or permit issued by the Commission on Teacher Credentialing (CTC). List all certificated project employees, including percentage or fraction of full-time equivalent (FTE) and rate of pay per day, month, and/or annual salary.  **Note:** Funds in this category are not intended to supplant current fixed costs. |
| **2000** | **Classified Salaries**  Classified salaries are salaries for services that do not require a credential or permit issued by the CTC. List all classified project employees, including percentage of FTE, and rate of pay per day, month, and/or year.  **Note:** Funds in this category are not intended to supplant current fixed costs. |
| **3000** | **Employee Benefits**  Record employer’s contributions to retirement plans and health and welfare benefits. List and include the percentage and dollar amount for each employee benefit being claimed. |
| **4000** | **Books and Supplies**  Record expenditures for books, supplies, and other non-capitalized property/equipment (movable personal property of a relatively permanent nature that has an estimated useful life greater than one year and an acquisition cost less than the LEA capitalization threshold but greater than the LEA’s inventory threshold). This category includes expenditures for books and supplies (e.g., textbooks, other books, instructional materials). This category also includes supplies used in support services and auxiliary programs, publications, and subscriptions necessary to operate a project office. A listing of all equipment, including the serial and model numbers, purchased with any portion of these grant funds, must be recorded and maintained in the file. |
| **6000** | **Capital Outlay**  Record expenditures for sites, buildings, and equipment, including leases with option to purchase that meet the LEA’s threshold for capitalization. (Equipment is movable personal property that has both an estimated useful life over one year and an acquisition cost that meets the LEA’s threshold for capitalization. Refer to the LEA’s threshold amount for capitalization, anything less than this amount should be posted in Object Code 4000). A listing of all equipment, including the serial and model numbers, purchased with any portion of these grant funds, must be recorded and maintained in the file. This category also covers sites, improvement of sites, buildings, and improvement of buildings. |
| **7000** | **Indirect** if applicable (not to exceed CDE-approved rate)  Indirect costs are not assessed on expenditures for capital outlay. For a listing of indirect cost rates visit the CDE Indirect Cost Rates web page at <https://www.cde.ca.gov/fg/ac/ic/>. |

## APPENDIX D: Senate Bill 98, Sections 113 and 114

### Section 113

(a) The sum of fifty million dollars ($50,000,000) is hereby appropriated from the General Fund in the 2020–21 fiscal year to the State Department of Education on a one-time basis to administer the Early Literacy Support Block Grant. The State Department of Education may use three million dollars ($3,000,000) of this sum to offset its costs associated with activities required to administer the program, consistent with subdivision (f).

(b) (1) The State Department of Education shall award grants to local educational agencies with the 75 schools with the highest percentage of pupils in grade 3 scoring at the lowest achievement standard level, also referred to as the level 1 achievement level, on the consortium summative assessment in English language arts. A grant provided pursuant to this section shall be divided into three yearly allocations and awarded consistent with subdivision (f).

(2) For purposes of this subdivision, both of the following shall apply:

(A) Grant eligibility shall be determined based on the weighted average, as calculated by the State Department of Education, of the 2018 and 2019 results on the consortium summative assessment in English language arts specified in Section 60640 of the Education Code.

(B) A school, including a charter school, shall be eligible for a grant only if it meets both of the following conditions:

(i) The school reported results for at least 11 pupils in grade 3 for both the 2018 and 2019 results on the consortium summative assessment in English language arts.

(ii) The school was designated “Traditional” in the “Educational Option Type” field, as reported through the 2018–19 Source File for the California Longitudinal Pupil Achievement Data System established pursuant to Chapter 10 (commencing with Section 60900) of Part 33 of Division 4 of Title 2 of the Education Code.

(c) The State Department of Education shall establish the per-school grant amount for an eligible school based on the school’s grade 3 enrollment, with three tiers of funding based on the 2018–19 enrollment of grade 3 pupils at eligible schools.

(d) (1) As a condition of receiving a grant pursuant to this section, the local educational agency shall agree that it will use grant funds for an eligible school for only the purposes described in paragraphs (2) and (3).

(2) Except as provided in subparagraph (E), the local educational agency shall, for each of its eligible schools, conduct a root cause analysis and needs assessment, consistent with all of the following:

(A) The root cause analysis and needs assessment shall examine both school-level and local educational agency-level practices or unmet needs, including those relating to school climate, social-emotional learning, and the experience of pupils who are below grade-level standard on the English language arts content standards adopted by the State Board of Education and their families, that have contributed to low pupil outcomes for pupils in grade 3 on the consortium summative assessment in English language arts.

(B) The root cause analysis and needs assessment shall identify the strengths and weaknesses of both the eligible school and the local educational agency with regard to literacy instruction in kindergarten and grades 1 to 3, inclusive. The local educational agency shall review all relevant diagnostic measures, including, but not limited to, pupil performance data, data on effective and ineffective practices, and equity and performance gaps.

(C) The local educational agency shall consult with stakeholders, including school staff, school leaders, parents, and community members, at each eligible school about the root cause analysis and needs assessment and proposed expenditures of the grant funds. The local educational agency may use an existing schoolsite council established pursuant to Section 65000 of the Education Code for this purpose. If the schoolsite council is used for this purpose, the school shall provide public notice of meetings and shall conduct meetings in the manner required by Section 35147 of the Education Code.

(D) The local educational agency shall partner with staff with expertise in literacy from the county office of education for the county in which the local educational agency is located, a geographic lead agency established pursuant to Section 52073 of the Education Code, or the expert lead in literacy established pursuant to Section 114 of this act in the development of the root cause analysis and needs assessment and the literacy action plan described in paragraph (3). In addition, the local educational agency may partner with a member of an institution of higher education or nonprofit organization with expertise in literacy for this purpose, and may also involve experts in participatory design and meaningful community involvement.

(E) If a local educational agency or eligible school has completed a root cause analysis and needs assessment that complies with the requirements specified in subparagraphs (A) to (D), inclusive, within the last two years, it may use that root cause analysis and needs assessment for purposes of developing and adopting the literacy action plan pursuant to paragraph (3).

(3) Based on the root cause analysis and needs assessment, the local educational agency shall develop a three-year local educational agency literacy action plan, consistent with all of the following:

(A) The local educational agency literacy action plan shall include goals and actions to improve literacy instruction based on the root cause analysis and needs assessment and shall include a section reflecting the input received from stakeholders at each eligible school as part of the root cause analysis and needs assessment.

(B) The local educational agency literacy action plan shall identify metrics to measure progress toward the goals and actions.

(C) The local educational agency literacy action plan shall identify planned expenditures for programs or services consistent with one or more of the categories described in subdivision (e).

(D) Grant funds may be used only to fund supplemental activities targeted for kindergarten and grades 1 to 3, inclusive, and shall not supplant already existing activities being provided by the local educational agency or at the eligible school. The activities shall be targeted for improvement strategies for pupils in kindergarten and grades 1 to 3, inclusive, at eligible schools.

(E) The local educational agency shall provide a copy of the draft local educational agency literacy action plan to each eligible school to share with the school community before it is finalized for presentation to the governing board or body of the local educational agency.

(F) The local educational agency literacy action plan shall be adopted at a regularly scheduled, publicly noticed meeting of the governing board or body of the local educational agency as a nonconsent agenda item.

(G) A local educational agency that includes more than one eligible school may develop one literacy action plan addressing all of its eligible schools, and the local educational agency may combine the grant funds to maximize results at the eligible schools only if the literacy action plan is specifically responsive to the root cause analysis and needs assessment specific to each of the eligible schools.

(e) A local educational agency shall expend grant funds only on programs or services within one or more of the following categories:

(1) Access to high-quality literacy teaching, which shall include any of the following:

(A) Hiring of literacy coaches or instructional aides to provide support to struggling pupils, including, among others, bilingual reading specialists to support English learner programs.

(B) Development of strategies to provide culturally responsive curriculum and instruction.

(C) Evidence-based professional development for teachers, instructional aides, and school leaders regarding literacy instruction and literacy achievement and the use of data to help identify and support struggling pupils.

(D) Professional development for teachers and school leaders regarding implementation of the curriculum framework for English language arts adopted by the State Board of Education pursuant to Section 60207 of the Education Code and the use of data to support effective instruction.

(2) Support for literacy learning, which shall include any of the following:

(A) Purchase of literacy curriculum resources and instructional materials aligned with the English language arts content standards and the curriculum framework for English language arts adopted by the State Board of Education, but only if the literacy action plan also includes professional development for staff on effective use of these materials.

(B) Purchase of diagnostic assessment instruments to help assess pupil needs and progress and training for school staff regarding the use of those assessment instruments.

(3) Pupil supports, which shall include any of the following:

(A) Expanded learning programs, such as before- and after-school programs or summer school, to improve pupils’ access to literacy instruction.

(B) Extended schoolday to enable implementation of breakfast in the classroom or library models to support expanded literacy instruction.

(C) Strategies to improve school climate, pupil connectedness, and attendance and to reduce exclusionary discipline practices, including in-school suspensions, that may limit a pupil’s time in school.

(D) Strategies to implement research-based social-emotional learning approaches, including restorative justice.

(E) Expanded access to the school library.

(4) Family and community supports, which shall include any of the following:

(A) Development of trauma-informed practices and supports for pupils and families.

(B) Provision of mental health resources to support pupil learning.

(C) Strategies to implement multitiered systems of support and the response to intervention approach.

(D) Development of literacy training and education for parents to help develop a supportive literacy environment in the home.

(E) Strategies to improve parent and community engagement and to improve communication with parents regarding how to address pupils’ literacy needs.

(f) The State Department of Education may establish conditions for the grant and otherwise administer the grant as necessary to advance the purposes of this section. In administering the grant, the State Department of Education shall ensure all of the following:

(1) The State Department of Education shall provide a local educational agency up to fifty thousand dollars ($50,000) for each eligible school for purposes of conducting the root cause analysis and needs assessment for each eligible school and preparing the local educational agency literacy action plan.

(2) A local educational agency that receives a grant shall submit its literacy action plan to the State Department of Education. The State Department of Education or its designee shall review each local educational agency’s literacy action plan to determine if all of the following conditions are met:

(A) The local educational agency consulted with each eligible school and stakeholders in the development of the root cause analysis and needs assessment.

(B) The local educational agency identified the county office of education, geographic lead agency authorized pursuant to Section 52073 of the Education Code, or expert lead in literacy established pursuant to Section 114 of this act with which the local educational agency partnered in the development of the root cause analysis and needs assessment and literacy action plan.

(C) The literacy action plan was approved by the governing board or body of the local educational agency at a publicly noticed meeting.

(D) The planned expenditures are for programs or services consistent with subdivision (e).

(E) The literacy action plan clearly articulates that the grant funds will be used for supplemental activities.

(3) Upon approval of the literacy action plan by the State Department of Education or its designee, the local educational agency shall receive the balance of its first-year allocation to begin implementing the literacy action plan at eligible schools.

(4) Each local educational agency with an eligible school shall provide the State Department of Education, the schoolsite council at each eligible school, and the governing board or body of the local educational agency with quarterly reports demonstrating that it has made expenditures consistent with the applicable literacy action plan. These reports shall also be publicly posted on the local educational agency’s internet website.

(5) On an annual basis, each local educational agency with an eligible school shall submit to the State Department of Education, the schoolsite council at each eligible school, and the governing board or body of the local educational agency a report on achievement towards the actions and goals described, and an assessment of progress made on the metrics identified, in its literacy action plan. These reports shall also be publicly posted on the local educational agency’s internet website.

(6) At the end of the second year of grant eligibility, a local educational agency with an eligible school shall, as a nonconsent agenda item at a regularly scheduled, publicly noticed meeting of its governing board or body, provide an update on progress implementing the literacy action plan. The local educational agency may modify the literacy action plan based on this update, consistent with the authorized uses of the grant funds.

(7) Upon submission of the reports required in paragraphs (4) and (5), the local educational agency shall receive its second- and third-year allocations, as applicable.

(g) Notwithstanding any other law, this section shall not be subject to waiver by the State Board of Education pursuant to Section 33050 of the Education Code or by the Superintendent of Public Instruction.

(h) For purposes of making the computations required by Section 8 of Article XVI of the California Constitution, the appropriation made by subdivision (a) shall be deemed to be “General Fund revenues appropriated for school districts,” as defined in subdivision (c) of Section 41202 of the Education Code, for the 2018–19 fiscal year, and included within the “total allocations to school districts and community college districts from General Fund proceeds of taxes appropriated pursuant to Article XIII B,” as defined in subdivision (e) of Section 41202 of the Education Code, for the 2018–19 fiscal year.

### Section 114

(a) The sum of three million dollars ($3,000,000) is hereby appropriated from the General Fund in the 2020–21 fiscal year to the State Department of Education to establish an expert lead in literacy within the statewide system of support established pursuant to Section 52059.5 of the Education Code. The State Department of Education and the California Collaborative for Educational Excellence shall select a county office of education to serve as the expert lead in literacy, consistent with Section 52073.1 of the Education Code, no later than December 1, 2020. The funds appropriated in this subdivision shall be available for expenditure over three years.

(b) In addition to the abilities and expertise specified in Section 52073.1 of the Education Code, the expert lead in literacy shall demonstrate expertise in all of the following:

(1) Developing and implementing literacy instruction and support programs, particularly focused on literacy in early grades.

(2) Supporting other local educational agencies and their schools in implementing literacy instruction and support programs, particularly focused on literacy in early grades.

(3) The four categories of programs and services specified in subdivision (e) of Section 113 of this act.

(c) The expert lead in literacy shall have all of the following responsibilities:

(1) Assist local educational agencies with schools eligible for grants authorized by the Early Literacy Support Block Grant established pursuant to Section 113 of this act and the relevant county offices of education that work with those local educational agencies to build capacity around literacy instruction and support programs.

(2) Assist in the development of the root cause analysis and needs assessment and literacy action plans required as part of the Early Literacy Support Block Grant established pursuant to Section 113 of this act, as appropriate.

(3) As part of the statewide system of support, and in coordination with the State Department of Education and the California Collaborative for Educational Excellence, create professional learning networks to help build statewide capacity among local educational agencies in implementing effective literacy instruction and support programs at their schools.

(d) A county office of education may partner as a consortium with other local educational agencies, institutions of higher education, or nonprofit educational services providers to submit a proposal to serve as the expert lead in literacy.

(e) For purposes of making the computations required by Section 8 of Article XVI of the California Constitution, the appropriation made by subdivision (a) shall be deemed to be “General Fund revenues appropriated for school districts,” as defined in subdivision (c) of Section 41202 of the Education Code, for the 2018–19 fiscal year, and included within the “total allocations to school districts and community college districts from General Fund proceeds of taxes appropriated pursuant to Article XIII B,” as defined in subdivision (e) of Section 41202 of the Education Code, for the 2018–19 fiscal year.

## APPENDIX E: California Statewide System of Support

### Background

California is in the midst of implementing a new public school accountability system based on the Local Control Funding Formula, which overhauled public school finance and accountability. A critical feature of California’s new approach is a refocused system of support with three levels of assistance:

* **Support for All (Level 1):** All LEAs can access various resources and assistance such as trainings, conferences, voluntary technical assistance, and various tools. This support builds the overall capacity of school districts and schools to improve opportunities and outcomes for all students.
* **Differentiated Assistance (Level 2):** COEs are required to provide customized assistance to LEAs that meet eligibility criteria based on student group performance on the multiple measures included in the California School Dashboard. The CCEE also can provide advice and assistance upon referral by a COE or the State Superintendent of Public Instruction (SSPI).
* **Intensive Intervention (Level 3)**: The SSPI may intervene in LEAs if there are persistent performance issues over multiple years.

The goal at all three levels is to assist LEAs to meet the needs of each student served, with a focus on building capacity to sustain improvement and effectively address inequities in student opportunities and outcomes. More information regarding the California Statewide SoS is available at <https://www.cde.ca.gov/sp/sw/t1/csss.asp>.

## APPENDIX F: California *Education Code* Section 52059.5 and Section 52073.1

### *EC* Section 52059.5

**Article 4.5. Local Control and Accountability Plan and the Statewide System of Support**

(a) A single system for providing support to local educational agencies and schools pursuant to this article and for federal programs pursuant to the federal Elementary and Secondary Education Act (20 U.S.C. Sec. 6301 et seq.) is hereby established.

(b) The purpose of this statewide system of support is to build the capacity of local educational agencies to do all of the following:

(1) Support the continuous improvement of pupil performance within the state priorities as described in Sections 52060 and 52066.

(2) Address the gaps in achievement between pupil subgroups as described in Section 52052.

(3) Improve outreach and collaboration with stakeholders to ensure that goals, actions, and services as described in school district and county office of education local control and accountability plans reflect the needs of pupils and the community, especially for historically underrepresented or low-achieving populations.

### *EC* Section 52073.1

**Article 4.5. Local Control and Accountability Plan and the Statewide System of Support**

(a) Subject to an appropriation included in the annual Budget Act for this purpose, the department and the California Collaborative for Educational Excellence may establish a process, administered by the department, to select, subject to approval by the executive director of the state board, an expert lead agency based on specific expertise in an area of need to conduct activities and build statewide capacity to address that area of need within the statewide system of support.

(b) The process for selecting an expert lead agency pursuant to this section shall ensure, at a minimum, that the expert lead agency demonstrate the ability to coordinate and calibrate assistance and support provided based on the specific expertise in an area of need with geographic lead agencies, the California Collaborative for Educational Excellence, and the department, and, as appropriate, that the expert lead agency demonstrates the ability to provide assistance on improving pupil performance and closing achievement gaps for pupil subgroups identified pursuant to Section 52052 in the specific area of statewide need.

(c) In selecting an expert lead agency pursuant to this section, the department and California Collaborative for Educational Excellence may select a county office of education serving as a geographic lead agency pursuant to Section 52073 or another local educational agency.

(d) Selection of an expert lead agency pursuant to this section shall be in addition to the limitation on the number of geographic lead agencies specified in paragraph (3) of subdivision (a) of Section 52073.

## Form A: Early Literacy Support Block Grant: Expert Lead

**Project Statement of Assurances**

I support the proposed project and commit my organization to completing all of the tasks and activities that are described in the application. I also certify that each of the following requirements of the Early Literacy Support Block Grant: Expert Lead Application will be met:

* If a funded Grantee seeks to make a significant change in the work plan and/or budget, a project amendment must be requested and approved by the California Department of Education (CDE) Project Monitor and the respective CDE Office prior to making any changes in the activities or expenditures of the project.
* All of the parties entering into this grant agree to be subject to the examination and audit of the State Auditor for a period of five years after final payment under the grant. Grantee agrees to obtain a timely audit where required in accordance with applicable audit guidelines.
* All subcontracts or subgrants pursuant to this grant must be approved by the CDE prior to execution of the agreement and shall be subject to the examination and audit by the State Auditor for a period of five years after the final payment under the grant. Grantee must submit a formal request to the CDE Project Monitor for review.
* Grantee will be adaptive, be responsive, and work with the statewide agencies to ensure coherence with existing systems of support and professional learning within the state.
* Grantee will work collaboratively with the Statewide System of Support to build the capacity of local educational agencies statewide through professional learning aligned to the Quality Professional Learning Standards.
* Grantee will provide information and all reports according to the predetermined reporting schedule.
* Grantee will provide reports to the CDE by July 30, October 30, January 30, and April 30 of each program year and include: activities accomplished; the impact of these activities; and the number of teachers, paraprofessionals, school leaders, school counselors, local educational agencies (LEAs), counties, and regions impacted by these activities.
* Grantee will provide reports to the CDE by July 30, October 30, January 30, and April 30 of each program year and include: activities accomplished; the impact of these activities; and the number of teachers, paraprofessionals, school leaders, school counselors, LEAs, counties, and regions impacted by these activities.
* Ownership of any copyrights, patents, or other proprietary interests that may result from grant activities shall be governed by applicable state regulations.
* Grantee shall ensure that any new professional learning or course materials, including curriculum, developed as a result of this grant, are available as open educational resources.
* Grantee commits to reviewing the Family Educational Rights and Privacy Act (FERPA) in relation to the proposed project. Information on FERPA is available at the U.S. Department of Education FERPA Web page at <https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>.
* The Project Director will gather educator and student release forms for videos, interviews (which may include focus groups), and observations, if applicable. The Project Director must gather agendas and minutes for meetings of the partnership, professional learning activities, and follow-up professional learning.