

**California Department of Education**

# Reading Instruction and Intervention Grant Program REQUEST FOR APPLICATIONS

**Application Due Date:**

**Friday, January 28, 2022,**

**by 4 p.m.**

Administered by the

California Department of Education

Educator Excellence and Equity Division

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## Overview

The California Department of Education (CDE) invites local educational agencies (LEAs), or consortia of LEAs, to apply for funding to generate and disseminate professional learning (PL) opportunities for educators in the areas of evidence-based literacy, intensive literacy interventions, and support of pupils’ executive functioning skills.

The duration of the project will be from **April 1, 2022, through March 30, 2026**. Successful applicants must be able to demonstrate that their proposed project is conceptually clear, technically feasible, and leads or contributes to a culture of continuous improvement after the grant period.

To be eligible, LEAs must respond to this Request for Applications (RFA) by the deadline of **Friday, January 28, 2022, at 4 p.m.**, and the RFA must be signed by individuals with authority to submit applications for funding on behalf of each institution or agency.

### Alignment to the Statewide System of Support

#### California Statewide System of Support

The work of the RII Grant Program will align with and contribute resources to California’s Statewide System of Support (SoS). The Statewide SoS brings together California’s improvement networks and resources to assist LEAs in meeting the state’s priorities. This network 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. The purpose of California’s Statewide SoS, articulated in EC Section 52095.5(b), is to build the capacity of LEAs in each of the following areas:

1. Support the continuous improvement of student performance in each of the eight state priorities areas described in *EC* sections 52060(d) and 52066(d).
2. Address the gaps in achievement between student groups identified in EC Section 52052.
3. Improve outreach and collaboration with interested parties to ensure that goals, actions, and services described in school district and county office of education (COE) Local Control and Accountability Plans (LCAPs) reflect the needs of students and the community, especially for historically underrepresented or low-achieving student groups.

California’s SoS includes three levels of support for LEAs: (1) support for all;

(2) individually designed—or differentiated—assistance; and (3) intensive intervention. The primary function of the Statewide SoS is to reduce redundancy and integrate guidance and resources across state and federal programs, and to support LEAs to meet identified student needs through the LCAP process. The goal is to build capacity to ensure that LEAs are equipped to develop, implement, and evaluate strategies to ensure that each and every student has the resources necessary to succeed in school. More information about the Statewide SoS is available on the CDE California SoS web page at <https://www.cde.ca.gov/sp/sw/t1/csss.asp>.

#### California Comprehensive State Literacy Plan

An important goal for the grantee will be to support educators across the state in integrating and implementing state guidance on high-quality literacy instruction. The California Comprehensive State Literacy Plan (SLP), which was adopted by the State Board of Education (SBE) in March 2021, serves as a primary resource document for grantees. The SLP is a foundational document designed to align and integrate state literacy initiatives, content standards, and guidance documents to build local capacity to effectively address student literacy needs.

The SLP provides a Comprehensive and Integrated Literacy Model designed to set the direction for literacy programs statewide by aligning and integrating state literacy guidance. This model ensures high-quality literacy instruction occurs within the context of inclusive and equitable systems of schooling featuring high levels of engagement, a focus on continuous improvement, and application of the California’s Multi-Tiered Systems of Support (MTSS) Framework. This inclusive and equitable system of supports for all students requires:

* A focus on family and community engagement;
* Celebration of diversity and an asset-based approach;
* Attention to whole child needs;
* And well-prepared and supported teachers and leaders.[[1]](#footnote-1)

A downloadable version of the SLP is available on the CDE SLP Development web page at <https://www.cde.ca.gov/pd/ps/slpdevelopment.asp>.

#### Multi-Tiered System of Support

MTSS is an integrated, comprehensive framework that focuses on the California Common Core State Standards (CCSS), core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students’ academic, behavioral, and social success.[[2]](#footnote-2)

In addition to the SLP, PL through the RII Grant Program should be aligned to the following CDE resources that support literacy in strong MTSS first instruction (Tier 1):

* The California CCSS for English Language Arts (ELA)/Literacy, available on the CDE CCSS web page at <https://www.cde.ca.gov/re/cc/>.
* The California English Language Development (ELD) Standards, available on the CDE ELD Standards web page at <https://www.cde.ca.gov/sp/el/er/eldstandards.asp>.
* The ELA/ELD Framework, including the five key themes of meaning making, language development, effective expression, content knowledge, and foundational skills. The ELA/ELD Framework is available on the CDE ELA/ELD Framework web page at <https://www.cde.ca.gov/ci/rl/cf/>.
* The California Dyslexia Guidelines, available on the CDE Dyslexia web page at <https://www.cde.ca.gov/ci/cr/dy/>.
* *Improving Education for Multilingual and English Learner (EL) Students*, available on the CDE Improving Education: Research to Practice web page at <https://www.cde.ca.gov/sp/el/er/improvingmleleducation.asp>.
* The California Practitioners Guide for Educating ELs with Disabilities, available on the CDE website at <https://www.cde.ca.gov/sp/se/ac/documents/ab2785guide.pdf>.

Additionally, the Scaling Up MTSS Statewide (SUMS) Initiative focuses on: (1) developing resources for MTSS within an LEA that align the academic, behavioral, and social-emotional supports to serve the whole child; (2) improving school climate to encourage LEAs to establish and align schoolwide, data-driven systems of academic and behavioral supports to more effectively meet the needs of California’s diverse learners in the most inclusive environments; and

(3) supporting schoolwide and districtwide implementation of services or practices aligned to the MTSS Framework. These goals involve family and community engagement, administrative leadership, integrated education frameworks, and inclusive policy and practice. Additional information is available on the CDE MTSS web page at <https://www.cde.ca.gov/ci/cr/ri/>.

#### Family Engagement

Families are integral to student literacy development and achievement. The California Family Engagement Framework and accompanying toolkit provide direction for the grantee in working with families and communities to plan, implement, and evaluate family engagement practices. The framework and toolkit are available on the CDE Family/Parent web page at <https://www.cde.ca.gov/ls/pf/pf/>.

#### Asset-Based/Culturally Sustaining Pedagogy

Culturally sustaining pedagogy builds upon preceding asset-based pedagogies. It encompasses the following features—community languages, practices, and ways of being are valued; schools are accountable to the community; curriculum connects to cultural and linguistic histories; and cultural and linguistic practices are sustained, while providing access to the dominant culture*.[[3]](#footnote-3)* The guidance documents, the CDE’s EL Roadmap and Improving Education for Multilingual Students, provide insight on supporting multilingual students in a culturally sustaining way. Culturally sustaining pedagogies require educators to be aware of classroom materials, structure, and culture to ensure a safe and relevant learning environment. Additional information is available on the CDE website on the links below:

* Asset Based Pedagogies: <https://www.cde.ca.gov/pd/ee/assetbasedpedagogies.asp>
* Culturally Sustaining Pedagogies: <https://www.cde.ca.gov/pd/ee/culturallysustainingped.asp>
* EL Roadmap: <https://www.cde.ca.gov/sp/el/rm/>
* Improving Education for Multilingual Students: <https://www.cde.ca.gov/sp/el/er/improvingmleleducation.asp>

#### Whole Child

For over a decade, educators in California have shifted their focus from one primarily on “academics only” to a whole child approach.[[4]](#footnote-4) A growing body of research shows that school climate strongly influences students' motivation to learn and a positive school climate can improve academic achievement. When school members feel safe, valued, cared for, respected, and engaged, learning increases. Schools that provide students with support to meet these basic needs allow them to grow socially and emotionally and avoid problems ranging from emotional distress to drug use to violence—in addition to helping them achieve academically. [[5]](#footnote-5)

As part of this shift, the CDE collaborated with a Social and Emotional Learning (SEL) state team to develop Transformative-SEL Competencies and Conditions for Thriving resources to support the field with implementing a whole child approach through SEL; trauma-informed practices; and culturally relevant, affirming, and sustaining practices with a focus on equity. Additional information is available on the CDE SEL web page at <https://www.cde.ca.gov/ci/se/>.

With attention to the whole child, a critical aspect of student literacy development is the fostering of executive functioning skills, according to the National Center for Education Research’s paper, Executive Function: Implications for Education, executive functioning skills are required for reading and oral language comprehension, fluency, and phonemic awareness. Additional information about executive functioning skills is available on the National Center for Educational Research’s web page at <https://ies.ed.gov/ncer/pubs/20172000/>.

#### Well-Prepared and Supported Teachers and Leaders

To ensure teachers and leaders are well-prepared, care should be taken to ensure that PL opportunities are aligned to the CDE’s Quality Professional Learning Standards (QPLS). 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. Additional information about the QPLS is available on the CDE QPLS web page at <https://www.cde.ca.gov/pd/ps/qpls.asp>.

The strands of reading, writing, speaking and listening, and language are imperative across all disciplines. As such, the California CCSS literacy standards set an interdisciplinary expectation that the development of each student’s literacy skills is a shared responsibility with teachers across the content areas, each supporting disciplinary literacy in their subject.[[6]](#footnote-6) PL funded through the RII grant must prepare all educators across all disciplines to support literacy.

#### Data-Informed Interventions

In order to ensure all students are learning, teachers must be prepared to collect and respond to data. PL through the RII grant must prepare teachers to effectively collect, analyze, and respond to data. LEAs should be prepared to implement a full range of assessment cycles, including the use of formative assessment practices. In response to the data, a structured MTSS should be in place with clearly defined evidence-based Tier II interventions and Tier III supports for intensifying interventions with data-based individualization.

#### State Literacy Plan Continuous Learning Process

The grantee will use the SLP’s continuous learning process to improve literacy outcomes for all students. This process includes setting direction and purpose, assessing local needs to determine causal factors of greatest need, planning for improvement, implementing and monitoring work, and reflecting and adjusting course.[[7]](#footnote-7)

Through the continuous learning process, PL provided through the RII grant must support educators in specifically addressing pandemic-related literacy learning acceleration, distance and hybrid learning contexts, and the related digital divide.

### Alignment to State Literacy Initiatives

In the fall of 2021, State Superintendent of Public Instruction, Tony Thurmond announced a campaign to ensure that every California student will learn to read by third grade by the year 2026. The effort also includes a biliteracy milestone for dual-language learners. Achievement of this vision requires the alignment of literacy initiatives and guidance across the state. The RII grant will be key to reaching this goal.

The CDE and the CCEE shall, to the greatest extent practicable, facilitate coordination among the grantee and other literacy initiatives, including, but not limited to, all of the following:

* The California Subject Matter Projects, authorized pursuant to Article 1 (commencing with Section 99200) of Chapter 5 of Part 65 of Division 14 of Title 3 of the *EC*.
* Grantees of the 21st Century California School Leadership Academy, authorized pursuant to Article 5 (Section 44690) of Chapter 3.1 of Part 25 of Division 3 of Title 2 of the *EC*.
* Grantees of the Comprehensive Literacy State Development (CLSD) Grant, pursuant to sections 2222 and 2223 of the federal Elementary and Secondary Education Act of 1965, as amended by (Title 20 of the United States Code [U.S.C.], Sections 6642 and 6643).
* Grantee(s) of the Educator Workforce Investment Grant (EWIG) for EL Roadmap Policy implementation, subject to paragraph (2) of subdivision (b) of Section 84 of Chapter 51 of the Statutes of 2019.
* Grantee(s) of the EWIG special education-related PL, authorized by Senate Bill 75, Chapter 51 of the Statutes of 2019.
* The California Dyslexia Initiative, established pursuant to Section 119 of Chapter 24 of the Statutes of 2020.
* The Early Literacy Support Block Grant Expert Lead in Literacy, authorized by Section 114 of the Education Omnibus Trailer Bill (SB 98) for the 2020–21 California State Budget.

## Program Description

### Eligibility Requirements

The CDE shall allocate grant funding to one or more eligible LEAs, including COEs, school districts, charter schools, or a consortium of multiple LEAs. The CDE shall give positive consideration to applicants that propose partnerships with an institution of higher education (IHE), a nonprofit organization, or a consortium of IHEs and nonprofit organizations. LEAs are also encouraged to partner as a consortium with other LEAs in the development of the proposal and throughout the duration of the grant period. If a consortium of LEAs submits an application, one LEA must be identified as the Lead Applicant. The Lead Applicant must be an LEA with demonstrated abilities and expertise developing, implementing, and supporting LEAs in the area of reading instruction and intervention and executive functioning skills.

The successful applicant must demonstrate the capacity to create PL networks as part of the Statewide SoS, in coordination with the CDE and the CCEE, to help build statewide capacity among LEAs in implementing effective literacy instruction and support programs, with a focus on executive functioning skills, across school sites.

The successful applicant must also demonstrate how the PL provided through this grant program will directly impact classroom instruction and that there are plans in place to directly support teachers in providing best first instruction, collecting and analyzing student data, making instructional adjustments, identifying students needing interventions and providing those interventions promptly, and monitoring student progress ongoing. The grantee must ensure that the PL opportunities are provided to urban, suburban, and rural settings throughout the state and are differentiated to meet local needs.

### Goals

The grantee will collaboratively build the capacity of LEAs across the state through PL opportunities focused on reading instruction and intervention and executive functioning skills. The content for which the LEA provides training must be aligned to the SLP, the California CCSS for ELA/Literacy, the California ELD Standards, the ELA/ELD Framework, and the QPLS. The grantee will disseminate PL opportunities that elicit change in classroom practice to improve literacy achievement and student executive functioning skills. PL opportunities under the RII Grant Program may include, but are not limited to, all of the following:

1. School leaders, including principals and teacher leaders, to lead evidence-based reading instruction for diverse learners, including early learners, English learner (EL) students, pupils with disabilities, and pupils with dyslexia.
2. Educators, including teachers and paraprofessionals, to develop knowledge and skills for appropriate use of screening strategies and evidence-based literacy instruction, including biliteracy instruction, for diverse learners.
3. Educators, including teachers and paraprofessionals, to implement intensive intervention strategies for pupils struggling with literacy, including tutoring and small group strategies, and strategies for target pupil groups.
4. All educators, including support staff, to support the development of pupils’ executive functioning skills.

PL opportunities must conform to the best evidence regarding effective learning for educators. This includes, but is not limited to, the QPLS and sample indicators as described in Table 1.

#### Table 1. QPLS and Sample Indicators

| Standard | Sample Indicators |
| --- | --- |
| **Data:** Uses varied sources and kinds of information to guide priorities, design, and assessment | * Uses formative and summative student achievement data, disaggregated by race, gender, English language learner status, special needs, foster youth, and/or socio-economic status, to identify critical student needs that require improved instruction, support, and leadership * Develops educators’ ability to meet students’ academic, cultural, social, physical, and emotional needs * Collects and reviews evidence of changes and/or improvements in collective practice |
| **Content and Pedagogy:** Enhances educators’ expertise to increase students’ capacity to learn and thrive | * Focuses on specific teaching strategies associated with discipline-specific curriculum content that supports teacher learning within the teachers’ classroom contexts * Deepens and extends subject-matter knowledge within educators’ own discipline and across other disciplines * Increases educators’ use of linguistically and culturally responsive materials * Creates multiple opportunities, in different settings, including built-in time for educators to practice, to receive feedback, and to revise their practice by the facilitation of reflection and solicitation of feedback * Uses instructional techniques and strategies, such as using authentic artifacts and interactive activities, that educators then use with students * Develops knowledge of, and skills for, how to address students’ academic, cultural, social, physical, and emotional well-being |
| **Equity:** Focuses on equitable access, opportunities, and outcomes for all students, with an emphasis on addressing achievement and opportunity disparities between student groups | * Helps educators develop and understand that building on students’ abilities, perspectives, and potential contributes to increased student learning * Ensures that all educators have equitable access to effective PL learning and support * Supports educators to build trusting relationships with students, their families, communities, and one another; provide messages of high expectations; and create opportunities for meaningful participation |
| **Design and Structure:** Reflects evidence-based approaches, recognizing that focused, sustained learning enables educators to acquire, implement, and assess improved practices | * Provides educators with dedicated time within the school schedule and leverages extended-time opportunities to learn, practice, implement, assess, and reflect upon new strategies that facilitate changes in their practice * Uses curriculum models, such as lesson plans; unit plans; sample student work; observations of peer teachers; and video or written cases of teaching, that provides teachers with a clear vision of effective practices * Actively engages educators in inquiry centered on authentic problems and instructional practices designed to be job-embedded and situated in as realistic as possible work setting of the learner so that theoretical learning and its practical applications are directly linked |
| **Collaboration and Shared Accountability:** Facilitates the development of a shared purpose for student learning and collective responsibility for achieving it | * Ensures that educators interact with content and are provided space to share ideas and collaborate in the learning, often job-embedded contexts, to create communities that positively change the culture and instruction of their entire grade level, department, school, and/or district * Sets clear purposes, goals, and working agreements that support the sharing of practices and results within a safe and supportive environment * Structures collective learning around an evidence-based cycle of continuous learning and improvement, maintaining a consistent focus on shared goals * Capitalizes on relationships with networks that have specialized expertise or resources, in order to extend educators’ access to resources not available locally * Uses technology to support cross-community communication and extend educators’ access to learning and resources |
| **Resources:** Dedicates resources that are adequate, accessible, and allocated appropriately toward established priorities and outcomes | * Recognizes the leadership capacity of internal staff to present, facilitate, or coach targeted PL * Capitalizes on flexible staffing arrangements that allow for peer-to-peer learning * Requires time for collaboration and learning is made available in an ongoing and systematic way * Develops a cycle of activities, including theory, demonstration, practice, feedback, reflection, and coaching, that are spaced over time * Uses time within the school day for practice-embedded learning, but also provides release time when needed * Provides technology (hardware, software, and web-based) to enable educator learning, practice, and use of equipment and materials |
| **Alignment and Coherence:** Contributes to a coherent system of educator learning and support that connects district and school priorities and needs with state and federal requirements and resources | * Offers learning and practice activities that are directed toward meeting educators’ professional and performance standards * Reflects classroom, school, and district goals for students and educator growth, to which policies, structures, and practices are aligned * Supports novice educators’ induction and their ability to apply theoretical learning to real-world assignments and reflect upon results and next steps * Continuously extends experienced educators’ capacity to meet professional expectations and to meet the needs of all students through a coordinated system * Enables skilled veteran educators to assist novice educators and peers and to lead schoolwide and districtwide initiatives |

**Source:** CDE. 2015. Adapted from the QPLS*.*

### Responsibilities of the Grantee

The grantee will focus directly on building capacity to support LEAs with PL opportunities for educators—with a focus on instructional leaders, classroom teachers, and paraprofessionals—that are designed to provide ongoing, evidence-based instruction and intervention supports for all students. Therefore, the Lead Applicant will provide evidence demonstrating the commitment, capability, and experience to provide PL opportunities in the areas of evidence-based literacy, intensive literacy interventions, and support of pupils’ executive functioning skills at the classroom level.

The grantee shall be responsible for:

* Generating and disseminating PL opportunities for educators across the state in the areas of reading instruction, reading intervention, and executive functioning skills.
* Effecting changes in educator instructional practices in alignment with the Statewide SoS and the SLP by strengthening content, pedagogical, and collective knowledge, as well as instructional leadership skills, as described in Section 1, Part B.
* Coordinating with other literacy initiatives to ensure cohesion, as described in Section 1, Part C.
* Monitoring the performance of any services provided through funds awarded under this grant by partners, consultants, or other organizations.
* Ensuring that any new instructional and PL materials developed as a result of this grant, are available as open educational resources during and beyond the life of the grant.
* Receiving and administering the grant funds and submitting the required reports to account for the use of grant funds.

### Allowable and Non-Allowable Activities and Costs

Applicant budgets for the use of grant funds will be reviewed by the CDE grant reviewers and any items that are deemed non-allowable, excessive, or inappropriate will be rejected and will impact an applicant’s final score. Generally, all expenditures must contribute to the goals and objectives outlined in Section 1. Funds may not be used for rental of a venue to provide professional development unless the expense is determined by the CDE to be a necessary and reasonable expense. 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 U.S., or
* Travel to states included in AB 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.

**Note**: If salary costs are included in the budget, they should reflect anticipated annual increases over the life of the grant period.

### Administrative Indirect Cost Rate

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

### Reporting Requirements

An integral part of the reporting requirements is ongoing communication with the CDE, the CCEE, and other lead agencies in the Statewide SoS. The grantee will participate in regular meetings with the CDE and the CCEE and participate in all required evaluation activities as requested by the CCEE.

The following requirements will be adhered to:

* Provide a written quarterly expenditure and progress 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 goals, objectives, and actions described, and an assessment of progress made on the metrics identified in the applicant’s program application. 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 PL to LEAs;
* Evidence of coordination and collaboration with other agencies of the Statewide SoS, including but not limited to the CDE, the CCEE, lead agencies, grantees of other literacy initiatives (as described in Section 1, Part C), COEs, and districts; and
* Number of activities accomplished; the impact of these activities; and the number of teachers, paraprofessionals, school leaders, districts, counties, and regions impacted by these activities.

If the grantee does not provide the required reports to the CDE and the CCEE, 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, the CDE may halt funding at any time.

## Application Procedures and Processes

### Application Timeline

| **Activity** | **Date** |
| --- | --- |
| RFA Release | November 29, 2021 |
| Application Workshop Webinar | December 1, 2021 |
| Applications Due | January 28, 2022, by 4 p.m. |
| Intent to Award posted | March 4, 2022 |
| Appeals Due | March 11, 2022, by 4 p.m. |
| Final Awards Posted | March 18, 2022 |
| Project Start Date | April 1, 2022 |
| Grantee Orientation Webinar | April 1, 2022 |

### Application Process

In completing the application narrative, applicants should address the prompts in each section of the narrative description and refer to the scoring rubric in Section 4, Part C.

The application will consist of four general types of information: (1) Applicant Information, (2) Applicant Narrative, (3) Budget Information, and (4) Attachments.

**Applicants must submit the application by 4 p.m. on January 28, 2022, through the online application system.**

**Note:**

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

### Application Review

Complete applications submitted by the deadline will be reviewed and evaluated by a reading panel of CDE and CCEE staff with expertise in literacy and PL using the scoring rubric. Reviewers will certify that they have no conflicts of interest relating to applicants. Members of the reading panel will be instructed to take a holistic approach in the application review process to rank and evaluate each application. The readers will make every effort to allow any part of the narrative to satisfy the evaluation points in the rubric.

Each applicant will receive a single score. Although scores from the review of the applications are important, they are not the sole determiners for funding. When selecting projects to award, the panelists will consider statutory requirements that prioritize the use of grant funds over a broad geographical area to implement evidence-based activities that serve a diverse range of students, with a particular emphasis on how the successful applicant ensures the resources and activities provided will directly impact teachers and students in classrooms across the state. Applicants may be invited to interview with CDE, SBE, and/or CCEE staff as part of the selection process. All costs associated with the interviews will be the responsibility of the applicant.

The proposed awardee is subject to approval by the executive director of the SBE. The CDE reserves the right to not make an award if no application submitted meets the requirements of this RFA.

### Technical Assistance

CDE staff will conduct a virtual application information session to provide an overview of the RFA and offer potential applicants the opportunity to ask clarifying questions. The date and time of the RII information session is **December 1, 2021, 3:30 p.m. to 4:30 p.m.** Register on the RII RFA web page on the CDE website at <https://www.cde.ca.gov/fg/fo/r12/rii21rfa.asp>.

### Appeals Process

The CDE must receive requests for appeal no later than **4 p.m. on**

**March 11, 2022.** Only the Lead Applicant may electronically submit an appeal via the link on the RII RFA web page on the CDE website at <https://www.cde.ca.gov/fg/fo/r12/rii21rfa.asp>. 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 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

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 funds are disbursed.

The proposed awardee is subject to approval by the executive director of the SBE. 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

The selected awardee may be requested to revise budgets prior to receiving a grant award. Following final program and budget negotiations, funds will be issued only after a signed agreement on the terms of the award has been received by the CDE.

#### Assurances and Certifications

The superintendent of the LEA, acting as the fiscal agent, must agree to Form A: RII Lead Applicant 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 them 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 fiscal 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 2021–22 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 described within the RFA in a manner that aligns with the Statewide SoS, the SLP, and the QPLS. 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 RII Grant Application, a link to which will be available on the RII RFA web page on the CDE website at <http://www.cde.ca.gov/fg/fo/r12/rii21rfa.asp> shortly after the RFA is released. See Appendix A for instructions. Through the online application, applicants must attach supporting evidence, including the proposed budget, project timeline, and letters of commitment.

### Application Narrative

Successful applicants must be able to demonstrate that their proposed project is conceptually clear, technically feasible, sustainable, scalable, and leads or contributes to a culture of continuous improvement after the grant period. To complete the narrative:

* Address the prompts for the sections below;
* Refer to the scoring rubric in Part C to understand how responses will be evaluated by the reading panel; and
* Follow all application instructions in Appendix A.

#### Part 1—Capacity and Program Facilitation

Applicants must demonstrate current subject matter expertise and qualifications to provide PL opportunities to educators, including teachers and paraprofessionals, and school leaders in public schools in a manner that aligns with the work referenced in Section 2 of this RFA.

* Describe the applicant’s previous experience and/or expertise in developing and delivering high-quality PL for school leaders, including principals and teacher leaders, to lead evidence-based reading instruction for diverse learners, EL students, pupils with disabilities, and pupils with dyslexia.
* Describe the applicant’s previous experience and/or expertise in developing and delivering high-quality PL for educators, including teachers and paraprofessionals, to develop knowledge and skills for appropriate use of screening strategies and evidence-based literacy instruction, including biliteracy instruction, for diverse learners.
* Describe the applicant’s previous experience and/or expertise in developing and delivering high-quality PL for educators, including teachers and paraprofessionals, to implement evidence-based intensive intervention strategies for pupils struggling with literacy, including tutoring and small group strategies, and strategies for target pupil groups.
* Describe the applicant’s previous experience and/or expertise in developing and delivering high-quality PL for all educators, including support staff, to implement evidence-based strategies to support the development of pupils’ executive functioning skills required for reading and oral language comprehension, fluency, and phonemic awareness.

#### Part 2—Project Plan

* Provide an overview of the project plan, describing how the applicant will use the funding to generate and disseminate PL opportunities for educators across the state in the areas of evidence-based literacy instruction, intensive literacy interventions, and support of pupils’ executive functioning skills, particularly in the context of accelerated learning post-pandemic.
* Describe target participants, including the type and number of educators and school leaders who will be served and their locations, including how the proposed activities will ensure that the PL opportunities are provided to urban, suburban, and rural settings throughout the state and are differentiated to meet local needs.
* Describe how the proposed PL will support educator capacity to implement evidence-based literacy instruction, intensive literacy interventions, and practices in support of pupils’ executive functioning skills.
* Describe how the proposed PL will increase educator capacity to effectively collect, analyze, and respond to data to support instruction and achieve grant goals.
* Describe how the proposed activities promote disciplinary literacy and a culture in which all educators are responsible for literacy learning.
* Provide a project timeline for implementation of proposed activities that includes approximate dates for implementation of all major proposed activities.

#### Part 3—Alignment

* Describe how the proposed activities align with the California CCSS for ELA/Literacy, the California ELD standards, and all five themes of the ELA/ELD Framework, including language development, meaning making, effective expression, content knowledge, and foundational skills.
* Describe how the proposed activities align to the Comprehensive SLP, specifically focusing on the Comprehensive and Integrated Literacy Model, which includes MTSS best first instruction, culturally sustaining pedagogies, SEL, and family engagement.
* Describe how the proposed activities align with other guidance documents referenced in the SLP, including but not limited to Improving Education for EL Students, the California Dyslexia Guidelines, and the Guide for Educating EL Students with Dyslexia.
* Describe how this project will align with the other state literacy initiatives described in Section 1, Part C.

#### Part 4—Expanding Capacity

* Describe how the proposed activities will align to the QPLS: data, content and pedagogy, equity, design and structure, collaboration and shared accountability, resources, and alignment and coherence.
* Describe the measures that will be used to determine the increased capacity of teachers, paraprofessionals, and school leaders to address the goals of the grant.
* Explain how the evaluation results will be used to sustain the project beyond the life of the grant so others may benefit from the project.

#### Priority Points—Institution of Higher Education/Nonprofit Consortium Collaboration

The State Department of Education shall give positive consideration to applicants that propose partnerships with an IHE, a nonprofit organization, or a consortium of IHEs and nonprofit organizations.

* If applicable, describe how the Lead Applicant will work together to implement proposed activities in consortium with one or more IHE and/or nonprofit educational organization.
* If applicable, provide Letters of Commitment addressed to the Lead Applicant and signed by the LEA Superintendent in each participating LEA, the Dean of the specific department within an IHE, and/or the Chief Executive Officer of the nonprofit educational service provider.

### Budget

A projected five-year budget is required in the application. Project expenses will be identified using grant funds in the 2021–22 through the 2025–26 fiscal years.

The applicant must provide a thorough and detailed justification for each identified cost associated with implementing the proposed initiatives and goals, including why the costs are reasonable and necessary to support the proposal’s initiatives and goals.

* Complete the RII Proposed Project Budget Summary (Form B), including allowable costs for the project’s performance period from April 1, 2022, through March 30, 2026.
* Provide a detailed explanation on the RII Project Budget Narrative (Form C) for each line-item included in the five-year performance period. The narrative should include a description of how the proposed costs to implement the proposed project are necessary and reasonable in terms of project activities, benefits to participants, and project outcomes.

### Scoring Rubric

The scoring rubric is valued at a maximum of 60 points. Grants may not necessarily be made to applications that have the highest scores. These scores are advisory to the panelists who will make the final decisions to ensure that the applications meet the goals and requirements of the program. The table below displays the maximum point values for each section:

#### Scoring Rubric Point Values

| **Part** | **Description** | **Point Value** |
| --- | --- | --- |
| Application Narrative Part 1 | Capacity and Program Facilitation | 12 |
| Application Narrative Part 2 | Project Plan | 18 |
| Application Narrative Part 3 | Alignment | 12 |
| Application Narrative Part 4 | Expanding Capacity | 9 |
| Application Narrative Priority Points | IHE/Nonprofit Consortium Collaboration | 4 |
| Budget Part 1 | Budget | 5 |
| **Total Points** | **Total of Scoring Rubric Sections** | **60** |

#### Application Narrative

##### Part 1: Capacity and Program Facilitation

| **Requirement** | Requirement Not Addressed | Requirement Partially Addressed | Requirement Met | Requirement Exceeded |
| --- | --- | --- | --- | --- |
| Clearly and convincingly demonstrates experience and/or expertise in developing and delivering high-quality PL for school leaders, including principals and teacher leaders, to lead evidence-based reading instruction for diverse learners, EL students, pupils with disabilities, and pupils with dyslexia. | 0  Requirement Not Addressed | 1  Requirement Partially Addressed | 2  Requirement Met | 3  Requirement Exceeded |
| Clearly and convincingly demonstrates previous experience and/or expertise in developing and delivering high-quality PL for educators, including teachers and paraprofessionals, to develop knowledge and skills for appropriate use of screening strategies and evidence-based literacy instruction, including biliteracy instruction, for diverse learners. | 0  Requirement Not Addressed | 1  Requirement Partially Addressed | 2  Requirement Met | 3  Requirement Exceeded |
| Clearly and convincingly demonstrates previous experience and/or expertise in developing and delivering high-quality PL for educators, including teachers and paraprofessionals, to implement evidence-based intensive intervention strategies for pupils struggling with literacy, including tutoring and small group strategies, and strategies for target pupil groups. | 0  Requirement Not Addressed | 1  Requirement Partially Addressed | 2  Requirement Met | 3  Requirement Exceeded |
| Clearly and convincingly demonstrates the applicant’s previous experience and/or expertise in developing and delivering high-quality PL for all educators, including support staff, to implement evidence-based strategies to support the development of pupils’ executive functioning skills required for reading and oral language comprehension, fluency, and phonemic awareness. | 0  Requirement Not Addressed | 1  Requirement Partially Addressed | 2  Requirement Met | 3  Requirement Exceeded |

##### Part 2: Project Plan

| **Requirement** | Requirement Not Addressed | Requirement Partially Addressed | Requirement Met | Requirement Exceeded |
| --- | --- | --- | --- | --- |
| Overview of the project plan convincingly describes how the applicant will use the funding to generate and disseminate PL opportunities for educators across the state in the areas of evidence-based literacy instruction, intensive literacy interventions, and support of pupils’ executive functioning skills, particularly in the context of accelerated learning post-pandemic. | 0  Requirement Not Addressed | 1  Requirement Partially Addressed | 2  Requirement Met | 3  Requirement Exceeded |
| Clearly describes target participants, including the type and number of educators and school leaders who will be served and their locations, including how the proposed activities will ensure that the PL opportunities are provided to urban, suburban, and rural settings throughout the state and are differentiated to meet local needs. | 0  Requirement Not Addressed | 1  Requirement Partially Addressed | 2  Requirement Met | 3  Requirement Exceeded |
| Convincingly describes how the proposed PL will support educator capacity to implement evidence-based literacy, intensive literacy interventions, and practices in support of pupils’ executive functioning skills. | 0  Requirement Not Addressed | 1  Requirement Partially Addressed | 2  Requirement Met | 3  Requirement Exceeded |
| Convincingly describes how the proposed PL will increase educator capacity to effectively collect, analyze, and respond to data to support instruction and achieve grant goals. | 0  Requirement Not Addressed | 1  Requirement Partially Addressed | 2  Requirement Met | 3  Requirement Exceeded |
| Convincingly describes how the proposed activities promote disciplinary literacy and a culture in which all educators are responsible for literacy learning. | 0  Requirement Not Addressed | 1  Requirement Partially Addressed | 2  Requirement Met | 3  Requirement Exceeded |
| Project timeline includes approximate dates for implementation of all major proposed activities. | 0  Requirement Not Addressed | 1  Requirement Partially Addressed | 2  Requirement Met | 3  Requirement Exceeded |

##### Part 3: Alignment

| **Requirement** | Requirement Not Addressed | Requirement Partially Addressed | Requirement Met | Requirement Exceeded |
| --- | --- | --- | --- | --- |
| Clearly and convincingly describes how the proposed activities align with the California CCSS for ELA/Literacy, the California ELD standards, and all five themes of the ELA/ELD Framework, including language development, meaning making, effective expression, content knowledge, and foundational skills. | 0  Requirement Not Addressed | 1  Requirement Partially Addressed | 2  Requirement Met | 3  Requirement Exceeded |
| Clearly and convincingly describes how the proposed activities align to the Comprehensive SLP, specifically focusing on the Integrated Literacy Model, which includes MTSS best first instruction, culturally sustaining pedagogies, SEL, and family engagement. | 0  Requirement Not Addressed | 1  Requirement  Partially Addressed | 2  Requirement Met | 3  Requirement Exceeded |
| Clearly and convincingly describes how the proposed activities align with other guidance documents referenced in the SLP, including but not limited to Improving Education for EL Students, the California Dyslexia Guidelines, and the Guide for Educating EL Students with Dyslexia. | 0  Requirement Not Addressed | 1  Requirement Partially Addressed | 2  Requirement Met | 3  Requirement Exceeded |
| Clearly and convincingly describes how this project will align with the other state literacy initiatives described in Section 1, Part C. | 0  Requirement Not Addressed | 1  Requirement Partially Addressed | 2  Requirement Met | 3  Requirement Exceeded |

##### Part 4: Expanding Capacity

| **Requirement** | Requirement Not Addressed | Requirement Partially Addressed | Requirement Met | Requirement Exceeded |
| --- | --- | --- | --- | --- |
| Clearly and convincingly describes how the proposed activities will align to the QPLS: data, content and pedagogy, equity, design and structure, collaboration and shared accountability, resources, and alignment and coherence. | 0  Requirement Not Addressed | 1  Requirement Partially Addressed | 2  Requirement Met | 3  Requirement Exceeded |
| Clearly and convincingly describes the measures that will be used to determine the increased capacity of teachers, paraprofessionals, and school leaders to address the goals of the grant. | 0  Requirement Not Addressed | 1  Requirement Partially Addressed | 2  Requirement Met | 3  Requirement Exceeded |
| Clearly and convincingly explains how the evaluation results will be used to sustain the project beyond the life of the grant so others may benefit from the project. | 0  Requirement Not Addressed | 1  Requirement Partially Addressed | 2  Requirement Met | 3  Requirement Exceeded |

#### Priority Points: IHE/Nonprofit Consortium Collaboration

The CDE shall give positive consideration to applicants that propose partnerships with an IHE, a nonprofit organization, or a consortium of IHEs and nonprofit organizations.

| **Requirement** | Requirement Not Addressed | Requirement Partially Addressed | Requirement Met | Requirement Exceeded |
| --- | --- | --- | --- | --- |
| Application describes how the Lead Applicant will work together to implement proposed activities in consortium with one or more IHE and/or nonprofit educational organization. | 0  Requirement Not Addressed | 1  Requirement Partially Addressed | 2  Requirement Met | (Scale of 0–2) |
| Application includes Letters of Commitment addressed to the lead applicant and signed by the LEA Superintendent in each participating LEA, the Dean of the specific department within an IHE, and/or the Chief Executive Officer of the nonprofit educational service provider, as applicable. | 0  Requirement Not Addressed | 1  Requirement Partially Addressed | 2  Requirement Met | (Scale of 0–2) |

#### Budget

##### Part 1: Budget

| **Requirement** | Requirement Not Addressed | Requirement Partially Addressed | Requirement Met | Requirement Exceeded |
| --- | --- | --- | --- | --- |
| The RII Proposed Project Budget Summary includes allowable costs for the project’s performance period from April 1, 2022, through March 30, 2026. | 0  Requirement Not Addressed | 1  Requirement Partially Addressed | 2  Requirement Met | (Scale of 0–2) |
| Provides a detailed explanation on the RII Project Budget Narrative for each line item included in the five-year performance period. The narrative includes a description of how the proposed costs to implement the proposed project are necessary and reasonable in terms of project activities, benefits to participants, and project outcomes. | 0  Requirement Not Addressed | 1  Requirement Partially Addressed | 2  Requirement Met | 3  Requirement Exceeded |

## Appendices

### Appendix A: Online Application Instructions

Applicants should use the instructions below for filling out the RII Grant online application, a link to which will be available on the RFA web page at <http://www.cde.ca.gov/fg/fo/r12/rii21rfa.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 p.m. on Friday, January 28, 2022.**

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 into the application. It is recommended that you copy the URL on the application page and save it in case you do not receive the confirmation email. This address will allow you to return to your application.

#### Applicant Information

##### Project Director Information

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

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

##### Lead Applicant Address

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

##### Fiscal Agent Information (optional)

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

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

##### Partners

| Application Field | Instructions |
| --- | --- |
| IHE or Nonprofit Organization Partners | Please list any IHE or nonprofit organization partners for this grant. |
| LEA Partners | Please list any LEA partners for this grant. |

#### Application Narrative

| Application Field | Instructions |
| --- | --- |
| **Capacity and Program Facilitation**  (2,500 character max) | Describe the applicant’s previous experience and/or expertise in developing and delivering high-quality PL for school leaders, including principals and teacher leaders, to lead evidence-based reading instruction for diverse learners, EL students, pupils with disabilities, and pupils with dyslexia. |
| **Capacity and Program Facilitation**  (2,500 character max) | Describe the applicant’s previous experience and/or expertise in developing and delivering high-quality PL for educators, including teachers and paraprofessionals, to develop knowledge and skills for appropriate use of screening strategies and evidence-based literacy instruction, including biliteracy instruction, for diverse learners. |
| **Capacity and Program Facilitation**  (2,500 character max) | Describe the applicant’s previous experience and/or expertise in developing and delivering high-quality PL for educators, including teachers and paraprofessionals, to implement evidence-based intensive intervention strategies for pupils struggling with literacy, including tutoring and small group strategies, and strategies for target pupil groups. |
| **Capacity and Program Facilitation**  (2,500 character max) | Describe the applicant’s previous experience and/or expertise in developing and delivering high-quality PL for all educators, including support staff, to implement evidence-based strategies to support the development of pupils’ executive functioning skills required for reading and oral language comprehension, fluency, and phonemic awareness. |
| **Project Plan**  (5,000 character max) | Provide an overview of the project plan, describing how the applicant will use the funding to generate and disseminate PL opportunities for educators across the state in the areas of evidence-based literacy instruction, intensive literacy interventions, and support of pupils’ executive functioning skills, particularly in the context of accelerated learning post-pandemic. |
| **Project Plan**  (2,500 character max) | Describe target participants, including the type and number of educators and school leaders who will be served and their locations. Include how the proposed activities will ensure that the PL opportunities are provided to urban, suburban, and rural settings throughout the state and are differentiated to meet local needs. |
| **Project Plan**  (2,500 character max) | Describe how the proposed PL will support educator capacity to implement evidence-based literacy instruction, intensive literacy interventions, and practices in support of pupils’ executive functioning skills. |
| **Project Plan**  (2,500 character max) | Describe how the proposed PL will increase educator capacity to effectively collect, analyze, and respond to data to support instruction and achieve grant goals. |
| **Project Plan**  (2,500 character max) | Describe how the proposed activities promote disciplinary literacy and a culture in which all educators are responsible for literacy learning. |
| **Project Plan**  (upload attachment) | Provide a project timeline for implementation of proposed activities that includes approximate dates for implementation of all major proposed activities. |
| **Alignment**  (2,500 character max) | Describe how the proposed activities align with the California CCSS for ELA/Literacy, the California ELD standards, and all five themes of the ELA/ELD Framework, including language development, meaning making, effective expression, content knowledge, and foundational skills. |
| **Alignment**  (2,500 character max) | Describe how the proposed activities align to the Comprehensive SLP, specifically focusing on the Comprehensive and Integrated Literacy Model, which includes MTSS best first instruction, culturally sustaining pedagogies, SEL, and family engagement. |
| **Alignment**  (2,500 character max) | Describe how the proposed activities align with other guidance documents referenced in the SLP, including but not limited to Improving Education for EL Students, the California Dyslexia Guidelines, and the Guide for Educating EL Students with Dyslexia. |
| **Alignment**  (2,500 character max) | Describe how this project will align with the other state literacy initiatives described in Section 1, Part C. |
| **Expanding Capacity**  (2,500 character max) | Describe how the proposed activities will align to the QPLS: data, content and pedagogy, equity, design and structure, collaboration and shared accountability, resources, and alignment and coherence. |
| **Expanding Capacity**  (2,500 character max) | Describe the measures that will be used to determine the increased capacity of teachers, paraprofessionals, and school leaders to address the goals of the grant. |
| **Expanding Capacity**  (2,500 character max) | Explain how the evaluation results will be used to sustain the project beyond the life of the grant so others may benefit from the project. |
| **Priority Points**— **IHE/Nonprofit** **Consortium Collaboration**  (2,500 character max) | If applicable, describe how the Lead Applicant will work together to implement proposed activities in consortium with one or more IHE and/or nonprofit educational organization. |
| **Priority Points**— **IHE/Nonprofit** **Consortium Collaboration**  (upload attachment) | If applicable, provide Letters of Commitment addressed to the Lead Applicant and signed by the LEA Superintendent in each participating LEA, the Dean of the specific department within an IHE, and/or the Chief Executive Officer of the nonprofit educational service provider. |

#### Budget

| Application Field | Instructions |
| --- | --- |
| **Budget**  (upload attachment) | Complete the RII Proposed Project Budget Summary (Form B), including allowable costs for the project’s performance period from April 1, 2022, through March 30, 2026. |
| **Budget**  (upload attachment) | Provide a detailed explanation on the RII Project Budget Narrative (Form C) for each line item included in the five-year performance period. The narrative should include a description of how the proposed costs to implement the proposed project are necessary and reasonable in terms of project activities, benefits to participants, and project outcomes. |

#### Electronic Signature

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

#### Attachment Instructions

Required attachments will be requested at the end of the online application. Applicants are required to upload the RII Proposed Budget, Letters of Commitment, and Project Timeline into the online application system. These files should be saved into a single zip file for uploading into the system as only one file can be uploaded per applicant. No additional information included in the zip file will be reviewed. The zip file size limit is 20MB.

### Appendix B: Budget Categories

#### 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 California 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. |
| 5000 | **Services and Other Operating Expenditures**  Record expenditures for services, rentals, leases, maintenance contracts, dues, travel, insurance, utilities, legal, and other operating expenditures.  Travel and Conference: Include expenditures incurred by and/or for employees and other representatives of the LEA for travel and conferences, including lodging, mileage, parking, bridge tolls, shuttles, taxis, and conference registration expenses necessary to meet the objectives of the program. Receipts are required to be kept on file by your agency for audit purposes. Bus transportation for students should be listed here.  Contracting Services: Services provided to the school by outside contractors appear under this category. Identify what, when, and where the services(s) will be provided. Appropriate activities include conducting workshops, trainings, and technical assistance activities. |
| 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 C: Assembly Bill 130, Section 145 (Statutes of 2021) of the Education Omnibus Trailer Bill

Section 145. (a) For the 2021–22 fiscal year, the sum of ten million dollars ($10,000,000) is hereby appropriated from the General Fund to the Superintendent of Public Instruction to generate and disseminate professional learning (PL) opportunities for educators across the state in the areas of evidence-based literacy, intensive literacy interventions, and support of pupils’ executive functioning skills. Funds appropriated for this purpose are available through the 2025–26 fiscal year to provide grants consistent with subdivision (b).

(b) (1) The State Department of Education and the California Collaborative for Educational Excellence shall establish a process, administered by the State Department of Education, to select, subject to approval by the executive director of the State Board of Education, one or more local educational agencies with expertise in developing and providing PL to educators in public schools serving kindergarten and grades 1 to 12, inclusive, to strengthen reading instruction for all pupils and in a manner that aligns with the statewide system of support pursuant to Article 4.5 (commencing with Section 52059.5) of Chapter 6.1 of Part 28 of Division 4 of Title 2 of the *Education Code* (EC). The State Department of Education shall give positive consideration to applicants that propose partnerships with an institution of higher education, a nonprofit organization, or a consortium of institutes of higher education and nonprofit organizations.

(2) PL opportunities under this grant may include, but are not limited to, professional development for all of the following:

(A) School leaders, including principals and teacher leaders, to lead evidence-based reading instruction for diverse learners, including early learners, English learners, pupils with disabilities, and pupils with dyslexia.

(B) Educators, including teachers and paraprofessionals, to develop knowledge and skills for appropriate use of screening strategies and evidence-based literacy instruction for diverse learners.

(C) Educators, including teachers and paraprofessionals, to implement intensive intervention strategies for pupils struggling with literacy, including tutoring and small group strategies, and strategies for target pupil groups.

(D) All educators to support the development of pupils’ executive functioning skills.

(3) In developing the process for selecting the grantee, the State Department of Education and the California Collaborative for Educational Excellence shall, to the greatest extent practicable, facilitate coordination among the grantee and other literacy initiatives, including, but not limited to, all of the following:

(A) The subject matter projects authorized pursuant to Article 1 (commencing with Section 99200) of Chapter 5 of Part 65 of Division 14 of Title 3 of the EC.

(B) Grantees of the 21st Century California School Leadership Academy authorized pursuant to Article 5 (Section 44690) of Chapter 3.1 of Part 25 of Division 3 of Title 2 of the EC.

(C) Grantees of the federal Comprehensive Literacy State Development Grant pursuant to Sections 2222 and 2223 of the federal Elementary and Secondary Education Act of 1965, as amended (20 U.S.C. sections. 6642 and 6643).

(D) The grantee selected subject to paragraph (2) of subdivision (b) of Section 84 of Chapter 51 of the Statutes of 2019.

(E) The California Dyslexia Initiative established pursuant to Section 119 of Chapter 24 of the Statutes of 2020.

(c) The California Collaborative for Educational Excellence (CCEE), in consultation with the State Department of Education, shall evaluate the professional learning opportunities offered or funded pursuant to this section for their effectiveness, and may require reporting from the grantee to complete this evaluation. The grantee shall participate in the evaluation coordinated by the CCEE. The CCEE may withhold no more than two hundred thousand dollars ($200,000) of the amount appropriated in subdivision (a) for this purpose.

(d) 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 EC, for the 2020–21 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 XIIIB,” as defined in subdivision (e) of Section 41202 of the EC, for the 2020–21 fiscal year.

### Form A: Reading Instruction and Intervention Grant Program: Lead Applicant 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 Reading Instruction and Intervention Grant Program: Lead Applicant will be met:

* If the 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.
* Grantee must limit administrative indirect costs to a maximum 8 percent indirect cost rate per Section 84 of Chapter 51 of the Statutes of 2019.
* 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 to build the capacity of local educational agencies (LEAs) statewide through professional learning aligned to the Quality Professional Learning Standards.
* Grantee will provide information and all reports according to the predetermined reporting schedule. Reports shall include at a minimum, activities accomplished, the impact of these activities, and the number of educators and school leaders, LEAs, and counties impacted by these activities, and any other data requested by The California Collaborative for Educational Excellence.
* Grantee will ensure that no single participant in an eligible partnership (i.e., no single LEA, no single institution of higher education and its division, no single nonprofit educational agency, and no single other partner) “may use more than
* 50 percent” of the grant. The provision focuses not on which partner receives the funds, but on which partner directly uses or benefits from them.
* Grantee will ensure all parties comply with the General Assurances.
* Grantee will ensure that funds are used to supplement and not supplant funding that will otherwise be used to support proposed activities.
* Grantee will comply with the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards; Final Rule (Title 2, Code of Federal Regulations, Chapter I, Chapter II, Part 200, et al.).
* Grantee will ensure that any new professional learning or course materials, including curriculum, developed as a result of this grant, are available as open educational resources. Ownership of any copyrights, patents, or other proprietary interests that may result from grant activities shall be governed by applicable state regulations.
* 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 United State’s Department of Education FERPA web page at <https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>.

California Department of Education  
October 2021

1. California Comprehensive State Literacy Plan. Page 32. Adopted by the California State Board of Education March 2021. Accessed on October 6, 2021. <https://www.cde.ca.gov/pd/ps/documents/stateliteracyplan2021fin.docx> [↑](#footnote-ref-1)
2. California Comprehensive State Literacy Plan. Page 12. [↑](#footnote-ref-2)
3. California Department of Education. 2021. Culturally Sustaining Pedagogy. <https://www.cde.ca.gov/pd/ee/culturallysustainingped.asp> (accessed

   September 23, 2021). [↑](#footnote-ref-3)
4. Darling-Hammond, L., & Cook-Harvey, C. M. (2018). *Educating the whole child: Improving school climate to support student success*(research brief).Palo Alto, CA: Learning Policy Institute.

   5 *From a Nation at Risk to a Nation at Hope.* Recommendations from the Aspen Institute National Commission on Social, Emotional, & Academic Development. 2019. <http://nationathope.org/report-from-the-nation/> [↑](#footnote-ref-4)
5. [↑](#footnote-ref-5)
6. California Comprehensive State Literacy Plan. Page 32. Adopted by the California State Board of Education, March 2021. Accessed on October 6, 2021. <https://www.cde.ca.gov/pd/ps/documents/stateliteracyplan2021fin.docx> [↑](#footnote-ref-6)
7. California Comprehensive State Literacy Plan. Page 32. Adopted by the California State Board of Education March 2021. Accessed on October 6, 2021. <https://www.cde.ca.gov/pd/ps/documents/stateliteracyplan2021fin.docx> [↑](#footnote-ref-7)