



Arkansas Comprehensive State Development Grant

Request for Applications
2020

Essential information guiding application for and award of this grant is contained in this Request for Applications (RFA).

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SUBMISSION GUIDELINES

NOTE: Applicants must submit an electronic copy of the application. Electronic submissions must be received no later than 11:59 p.m. on **Wednesday, May 20, 2020.**

Completed applications should be sent:

Electronically:	<p>Dr. Brooke Butler ArkansasCLSDGrant@arkansas.gov</p> <ul style="list-style-type: none">• Subject of Email: CLSD Grant Application (Name of District and/or School)• Single PDF Document Titled: CLSD Grant Application 2020 (Name of District and/or School)• May be emailed directly or link to a shared Google Folder with access to download file
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Submission Guidelines:

- Applications that do not meet the specifications listed in this Request for Applications (RFA) may not be reviewed.
- Incomplete applications will not be reviewed.
- Applications should be double-spaced and in 10 or 12 point Arial, Tahoma, or Times New Roman font.

Submission of a grant application indicates acceptance by the applicant of the appropriate federal and state administrative conditions. All applicants submitting applications in a timely manner will receive a **Grant Application Receipt Acknowledgment** by email.

Submission Checklist:

- ☐ Completed *CLSD Grant Guidelines and Objectives*
- ☐ Completed and Signed *Grant Division of Learning Services Legal Requirements*
- ☐ Completed *FY21 Grants Budget and Narrative*
- ☐ All above documents combined into one PDF

INTRODUCTION

On October 1, 2019, the Arkansas Division of Elementary and Secondary Education (DESE) was awarded a federal Comprehensive Literacy State Development (CLSD) grant from the US Department of Education. The Division is required to subgrant no less than 95 percent of the award to eligible subgrantees. At least 15 percent of the grant funds must serve children from birth through kindergarten entry; 40 percent must serve students in kindergarten through grade 5; and 40 percent (split equitably) must serve students in middle and high schools.

The purpose of the CLSD is to award subgrants that advance literacy skills and development. These skills include preliteracy skills, reading, and writing for all children from birth through grade 12.

Priority for grant funds will be given to districts having more than 40% of students scoring “in need of support” on state assessments or are identified as needing targeted support for special education or English learners. Consideration will be given to districts serving high percentages of families with income levels at or below 200 percent of the federal poverty line.

Approximately \$38 million is available for the DESE to carry out the following objectives:

1. Increase the percentage of participating 4-year-old children who achieve significant gains in oral language skills;
2. Increase the percentage of participating fifth-grade students who meet or exceed proficiency on state reading/language arts assessments under section 1111(b)(2)(B)(v)(I) of the ESEA, as amended by the ESSA;
3. Increase the percentage of participating eighth-grade students who meet or exceed proficiency on state reading/language arts assessments under section 1111(b)(2)(B)(v)(I) of the ESEA, as amended by the ESSA; and
4. Increase the percentage of participating high school students who meet or exceed proficiency on state reading/language arts assessments under section 1111(b)(2)(B)(v)(I) of the ESEA, as amended by the ESSA.

DESE will monitor progress toward these goals throughout the duration of the grant.

REGULATIONS AND GUIDANCE

The CLSD grant is carried out under the legislative authority under Sections 2221–2225 of the Elementary and Secondary Education Act of 1965, as amended by the ESSA (Pub. L. 115–224). Applicable Regulations: (a) The Education Department General Administrative Regulations in 34 CFR parts 75, 77, 79, 81, 82, 84, 86, 97, 98, and 99. (b) The Office of Management and Budget Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485. (c) The Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards in 2 CFR part 200, as adopted and amended as regulations of the Department in 2 CFR part 3474. (d) The Supplemental Priorities.

ELIGIBLE ENTITY

Eligible entities are entities categorized as a Local Education Agency (LEA).

REPORTING & MONITORING REQUIREMENTS

Recipients of the grant will be required to submit **Mid-Year Reports** and **Year-End Reports** to evaluate their progress towards meeting the **measurable program outcomes defined in the recipient's grant application(s)**. Subgrantees will be required to provide information requested via surveys and other data collection projects.

Monthly calls and quarterly data briefings will be scheduled with grant recipients to monitor progress toward achieving goals and outcomes. Additional documentation may be requested in a timely manner to ensure compliance with all Federal Grant guidelines.

Compliance issues may arise during DESE's monitoring activities. Issues uncovered by DESE will be communicated to the subgrantee and will result in immediate rectification or a corrective action plan. If a corrective action plan is required, all future monitoring activity will include adherence to the corrective action plan commitments. Subgrantees that have persistent and/or extended non-compliance of grant activities may lead to termination of the subgrant. DESE will closely review audits for any findings or compliance issues. These issues will be addressed in the same manner as aforementioned.

APPLICATION DEADLINE AND PERIOD OF AVAILABILITY

The Arkansas Comprehensive Literacy State Development subgrant application window opens March 31, 2020 and closes May 1, 2020.

This grant cycle is approximately two years with funds available from approximately October 2020 to June 2022.

A **second competitive grant cycle** will begin in **February of 2022** with funds available approximately from **October 2022 to June 2024**.

TOTAL FUNDING AMOUNT AVAILABLE

Approximately \$38 million is available for CLSD subgrant awards for state Fiscal Years 2020-2024.

Approximately \$8.5 million is available for subgrants serving learners in kindergarten to grade 5 for the state Fiscal Years of 2020-2022; approximately \$8.5 million is available for subgrants serving learners in grades 6-12 for the state Fiscal Years of 2020-2022. Exact availability of funds will be determined after a grant is awarded.

Approximately \$6.4 million is available for subgrants serving learners in kindergarten to grade 5 for the state Fiscal Years of 2022-2024; approximately \$6.4 million is available for subgrants serving learners in grades 6-12 for the state Fiscal Years of 2022-2024. Exact availability of funds will be determined after a grant is awarded.

Grant award amounts will be distributed over 2 years. The amount awarded is the entirety of the grant funds available to the district and/or school. For example, if an LEA with 1,450 is awarded \$150,000, approximately half will be available Year 1 and approximately half will be available Year 2.

Funding is dependent on availability of funds. If Arkansas's CLSD grant funding is decreased or eliminated, the CLSD subgrantees' funding will be decreased or eliminated.

Funding for subgrantees will be awarded to applicants that demonstrate a solid plan for students with the highest need. Subgrantees selected through a competitive grant process will have identified a literacy

program that aligns with the literacy goals outlined in this application. Subgrantees' needs will be based on several factors: percentage of economically disadvantaged students, assessment results, graduation rates, attendance rates, teacher turnover, and the most recent ESSA School Index Report.

School Districts with Enrollment Less Than or Equal to 2,000

School districts with an enrollment of less than or equal to 2,000 students, as of 2019-2020 enrollment count as reported to DESE, may only apply for a District CLSD Grant. Eligible grant funds are determined by student enrollment. [Enrollment numbers for the 2019-2020 school year can be located on the [DESE Statewide Information System Reports \(https://adedata.arkansas.gov/statewide/\)](https://adedata.arkansas.gov/statewide/)].

Available Grant Funds for Districts Less Than or Equal to 2,000

School District Enrollment	Eligible Amount	School District Enrollment	Eligible Amount
0-100	\$10,000	1,001-1,100	\$110,000
101-200	\$20,000	1,101-1,200	\$120,000
201-300	\$30,000	1,201-1,300	\$130,000
301-400	\$40,000	1,301-1,400	\$140,000
401-500	\$50,000	1,401-1,500	\$150,000
501-600	\$60,000	1,501-1,600	\$160,000
601-700	\$70,000	1,601-1,700	\$170,000
701-800	\$80,000	1,701-1,800	\$180,000
801-900	\$90,000	1,801-1,900	\$190,000
901-1,000	\$100,000	1,901-2,000	\$200,000

School Districts with Enrollment Greater Than 2,000

School districts with an enrollment of greater than 2,000 students, as of 2019-2020 enrollment count as reported to DESE, may apply for a School Based CLSD Grant(s) OR a District CLSD Grant of up to \$200,000. Eligible grant funds are determined by student enrollment of the school which submits the grant application. [Enrollment numbers for the 2019-2020 school year can be located on the [DESE Statewide Information System Reports \(https://adedata.arkansas.gov/statewide/\)](https://adedata.arkansas.gov/statewide/)].

Available Grant Funds if Applying for a School Based Grant

School Student Enrollment	Eligible Amount	School Student Enrollment	Eligible Amount
0-100	\$10,000	1,001-1,100	\$110,000
101-200	\$20,000	1,101-1,200	\$120,000
201-300	\$30,000	1,201-1,300	\$130,000
301-400	\$40,000	1,301-1,400	\$140,000
401-500	\$50,000	1,401-1,500	\$150,000
501-600	\$60,000	1,501-1,600	\$160,000
601-700	\$70,000	1,601-1,700	\$170,000
701-800	\$80,000	1,701-1,800	\$180,000
801-900	\$90,000	1,801-1,900	\$190,000
901-1,000	\$100,000	1,901+	\$200,000

Available Grant Funds if Applying for a District Based Grant

District Student Enrollment	Eligible Amount
2,000+	\$200,000

The number of subgrants and the subgrant amounts will be based on the number and quality of applications submitted. The state reserves the right to award a smaller or larger amount of grant funds than requested based upon funding and the recommendations of the review panel.

CONTINUATION OF FUNDING

For continued funding beyond Year 1, DESE must review the progress of each subgrantee in meeting the stated goals of the program and must evaluate the program based on the data provided in the required report. *This form will be provided at a future date.* Continuation funding will not be provided until all required reports have been reviewed and approved.

The continuation funding from Year 1 to Year 2 is not competitive but is subject to the availability of federal funds and evaluated by DESE staff on the basis of:

- Whether a subgrantee has made substantial progress in achieving the goals and objectives of the project;
- Whether the subgrantee has expended funds in a manner that is consistent with its approved application and budget;
- Whether the subgrantee has submitted a revised subgrant budget and budget narrative;
- Whether the subgrantee has submitted all required reports to DESE; and
- Whether the subgrantee is operating in compliance with the assurances and commitments in its approved application, including those applicable to federal civil rights laws that prohibit

discrimination in programs or activities receiving federal financial assistance from the DESE [34 CFR 100.4, 104.5, 106.4, 108.8, and 110.23].

GRANT APPLICATION TIMELINE, 2020-2024

Note: All dates are subject to change.

Activity	Deadline
CLSD RFA Released:	Week of March 30, 2020
CLSD RFA updates and information:	<p>Informational Arkansas CLSD RFA webinar recording available April 8, 2021 on the DESE CLSD webpage (http://dese.ade.arkansas.gov/divisions/learning-services/r.i.s.e.-arkansas/arkansas-clsd-grant)</p> <p>If you would like to receive Arkansas CLSD RFA updates, please fill out the survey (https://docs.google.com/forms/d/e/1FAIpQLSfdn4ans4bY6IGkn3r8vFpxg_pQTTQb4a6h_8v0h-hryUGu9w/viewform).</p> <p>Please check the webpage for updated information on the Arkansas CLSD Grant.</p>
RFA Due:	May 20, 2020
Subgrant Review Period:	May 20, 2020 to June 3, 2020
Notice of Intent to Award:	June 5, 2020
Grant Period Year 1:	October 1, 2020 to June 15, 2021
Grant Period Year 2:	October 1, 2021 to June 15, 2022
Year 1 Mid-Year Report Due:	January 15, 2021
Year 1 End of Year Report Due:	June 1, 2021
Year 2 Mid-Year Report Due:	January 15, 2022
Year 2 End of Year Report Due:	June 1, 2022

OBJECTIVES

This application asks LEAs to be creative and innovative in order to support the DESE's vision of transforming Arkansas to lead the nation in student-focused education.

Applications should address the five components of Comprehensive Literacy Instruction based on the Science of Reading. Consider evidence-based activities and materials appropriate for the grade level for the selected schools designated in this application. The document "[A New Chapter for Arkansas Students: 2018 Report](http://dese.ade.arkansas.gov/public/userfiles/Learning_Services/RISE/RISE_Arkansas/RISE_Arkansas_2018_Report.pdf)" (http://dese.ade.arkansas.gov/public/userfiles/Learning_Services/RISE/RISE_Arkansas/RISE_Arkansas_2018_Report_REV2.pdf) has a series of goals/objectives that align with the Arkansas Reading Initiative for Student Excellence (RISE) and are designed to promote literacy for students in Arkansas. The Arkansas CLSD Grant also outlines objectives.

These objectives include:

1: Sharpen the focus and strengthen instruction

- (a) Enhance and increase professional learning to provide educators with in-depth information related to the Science of Reading, evidence-based instructional strategies, and the skills to make data-based decisions for students.
- (b) Improve annual student performance, as evidenced through growth data, outlined in the Arkansas ESSA plan in English/Language Arts (ELA) and reading on state assessments in grades 3-10 for each of the following:
 - All students
 - Economically disadvantaged students
 - English learners
 - Students with disabilities
 - Students in foster care
- (c) Increase the number of students who enroll in and complete the additional reading courses in high school.

2: Create community collaboration

- (a) Establish post-secondary programs alongside business and community partnerships that are critical to changing the landscape of literacy.
- (b) Increase opportunities for family and community engagement through literacy.
- (c) Establish a committee of stakeholders from multiple stakeholder groups including, but not limited to, businesses, nonprofits, government, and education. The goal of this committee would be to support literacy within the community.

3: Build a culture of reading

- (a) Encourage school districts and community groups to plan local reading campaigns to promote the culture of reading throughout the state and provide access to books in the home.
- (b) Increase the number of families in targeted districts reporting positive outcomes related to family literacy activities.
- (c) Work towards the goal of becoming a recognized RISE Community as determined by the forthcoming guidelines established by the State Literacy Team.

The following objectives will be assumed for each school and/or district:

- 1) The school will meet the attendance rate target of 95% for all students and for each of the subgroups identified in Goal 1(b).
- 2) If the school has 5 or more English Learners, the school will meet the ELP Growth goal as well as the target for On Track to English Language Proficiency.

- 3) Identify **three or four goals** addressed within the CLSD RFA Goals and Objectives. For each identified area of need:
- Indicate the specific area of need (content, subgroups, etc.).
 - Include current baseline data.
 - Identify a measurable goal/target(s) for Year 1 and Year 2.
 - Indicate what data source will be used to determine whether the target has been met and/or the evaluation tools to be used.

PROGRAM DESCRIPTION

In evaluating potential programs and/or practices to support the CLSD Grant Objectives, schools and/or school districts are encouraged to utilize the [Hexagon Implementation Tool](https://nirn.fpg.unc.edu/sites/nirn.fpg.unc.edu/files/imce/documents/NIRN%20Hexagon%20Discussion%20Analysis%20Tool%20v2.2.pdf) (<https://nirn.fpg.unc.edu/sites/nirn.fpg.unc.edu/files/imce/documents/NIRN%20Hexagon%20Discussion%20Analysis%20Tool%20v2.2.pdf>) developed by the National Implementation Network at the University of North Carolina at Chapel Hill.

Please complete the Program Description on the provided *CLSD Guidelines and Objectives* Microsoft Word document or on the [CLSD Guidelines and Objectives Google Document](https://docs.google.com/document/d/1dBGsDaA3iOuRaaym3kg_u5yiJGiWMNsIMBQDGcWv4AU/copy) (https://docs.google.com/document/d/1dBGsDaA3iOuRaaym3kg_u5yiJGiWMNsIMBQDGcWv4AU/copy)

A. Executive Summary

Provide a summary that briefly describes the proposed project. Program descriptions must address the three CLSD Grant Objectives outlined in the section **Objectives**.

Give the reader a vision of the project and the alignment to the applicant's local literacy plan. Summarize the amount of funding requested, introduce the grant project goals and activities, and begin to explain how those activities will support advancing the language and literacy development of the children served and developing a model literacy site(s).

B. Needs Assessment

Describes the needs assessment data that was conducted to identify how funds will be used to inform and improve comprehensive literacy instruction, aligned to the Science of Reading, at the proposed model literacy site(s), (e.g., ACT Aspire data, benchmark data, school and community surveys).

C. Level of Current Implementation

Describe the current level of implementation (exploration, initial implementation, full implementation) of literacy support within the LEA. Discuss the school and/or district's level of implementation of the Arkansas Right to Read legislation.

D. Integration

K-12 applicants describe how the identified school(s) and/or district will integrate comprehensive language and literacy instruction into a well-rounded education through both existing resources and support from the CLSD grant.

E. Proposed Implementation

Describe the implementation of the proposed project to develop a model literacy site or sites by Spring 2022.

This includes:

- Key activities;
- Lead person(s);

- (c) Specifics of implementation;
- (d) Resources needed;
- (e) Performance measure(s);
- (f) Timeline; and
- (g) District support plan

F. Monitoring

Describe how the project will be monitored through data-driven decision-making, including a plan for revising and using ongoing data-driven decision-making; and describe the child/student performance assessments used to monitor progress toward meeting performance goals.

G. Capacity Building and Sustainability

- (a) Describe how the proposed project will increase the capacity of the applicant to provide high-quality literacy improvement programming beyond the end of the federal financial participation;
- (b) Describe how educators throughout the LEA and/or early childhood program were involved in the development of the plan and how the LEA has gathered support for the proposal among educators and stakeholders; and
- (c) Describe how the LEA will sustain the project initiative programming beyond the federal funding provided by the CLSD grant.

BUDGET

A. Budget Worksheet

Applicants must complete and upload the *FY21 Grants Budget and Narrative* (Excel file). The Budget Worksheet details the proposed budget needs for the two years of the CLSD grant.

B. Budget Narrative

Provide an itemized **budget breakdown and justification by project year for each budget category** listed in the Budget Worksheet.

Please be sure to identify what percentage of funds will be allocated for kindergarten to grade 5 and/or grade 6 to grade 12. For schools that include grades from both the K-5 and 6-12 grade bands, the school will be categorized as a K-5 school if a majority of the grades are within the K-5 grade band, and the school will be categorized as a 6-12 school if a majority of the grades are within the 6-12 grade band. For schools that have an equal number of grades within each grade band, this will be identified in the application.

Budget includes only allowable use of funds as described in the section Allowable Costs.

SCORING RUBRICS

	4	3	2	1
A. Executive Summary (20%)	All information is accurate and is delivered effectively. Knowledge is thorough. Extensive details and relevant examples are used to address the Arkansas CLSD Grant Objectives.	Knowledge is evident. Information includes details and strong examples that are used to address the Arkansas CLSD Grant Objectives.	Information is relevant, but details and examples did not address the Arkansas CLSD Grant Objectives.	Information is confusing or irrelevant. Did not address the Arkansas CLSD Grant Objectives.
B. Needs Assessment (10%)	Provides 3 or more sources of data in order to establish the need for the proposed	Provides 2 sources of data in order to establish the need for the proposed program	Provides 1 source of data in order to establish the need for the proposed program	Provides no sources of data in order to establish the need for the proposed

	program and/or practice. Provides clear and concise justification for application of data.	and/or practice. Provides a justification for application of data.	and/or practice. Provides a vague justification for application of data.	program and/or practice. Provides no justification for application of data.
C. Level of Current Implementation (10%)	Provides a clear and concise description of the current level of implementation (exploration, initial implementation, full implementation) of literacy support. Provides a clear and concise assessment of the school and/or district's implementation of the Arkansas Right to Read legislation.	Provides a description of the current level of implementation (exploration, initial implementation, full implementation) of literacy support. Provides an assessment of the school and/or district's implementation of the Arkansas Right to Read legislation.	Provides a vague description of the current level of implementation (exploration, initial implementation, full implementation) of literacy support. Provides a vague assessment of the school and/or district's implementation of the Arkansas Right to Read legislation.	Provides no or a limited description of the current level of implementation (exploration, initial implementation, full implementation) of literacy support. Provides no or a limited assessment of the school and/or district's implementation of the Arkansas Right to Read legislation.
D. Integration (10%)	Applicant clearly and concisely describes how the identified school(s) and/or district will integrate comprehensive language and literacy instruction into a well-rounded education. Identifies 2 or more existing resources that will be used to support the CLSD Grant.	Applicant describes how the identified school(s) and/or district will integrate comprehensive language and literacy instruction into a well-rounded education. Identifies 1 existing resource that will be used to support the CLSD Grant.	Applicant somewhat describes how the identified school(s) and/or district will integrate comprehensive language and literacy instruction into a well-rounded education. Identifies no existing resources that will be used to support the CLSD Grant.	Applicant is vague in description of how the identified school(s) and/or district will integrate comprehensive language and literacy instruction into a well-rounded education. Identifies no existing resources that will be used to support the CLSD Grant.
E. Proposed Implementation (15%)	Implementation Plan is organized and contains clear and comprehensive information. Plan provides clear and concise measurable performance metrics. Plan clearly aligns with Arkansas CLSD Grant Objectives.	Implementation Plan is organized and contains enough information. Plan provides measurable performance metrics. Plan aligns with the Arkansas CLSD Grant Objectives.	Implementation Plan is organized, but some components are missing. Does not include enough information to complete project as envisioned. Proposed performance metrics are vague. Plan somewhat aligns with the Arkansas CLSD Grant Objectives.	Plan is disorganized. Plan is missing key components. Does not include enough information to complete project as envisioned. Proposed performance metrics are not measurable. Plan does not align with Arkansas CLSD Grant Objectives.
F. Monitoring (10%)	The proposed program and/or practice will be monitored through data-driven decision-making. Plan includes a concise and clear plan for revising and using ongoing data-driven decision-making. Identifies specific student performance assessments used to monitor progress toward meeting performance goals.	The proposed program and/or practice will be monitored through data-driven decision-making. Plan includes a plan for revising and using ongoing data-driven decision-making. Identifies a specific student performance assessment used to monitor progress toward meeting performance goals.	The proposed program and/or practice will be monitored through data-driven decision-making. Identifies a specific student performance assessment used to monitor progress toward meeting performance goals.	The proposed program and/or practice will be monitored through data-driven decision-making, or identifies a specific student performance assessment used to monitor progress toward meeting performance goals.
G. Capacity Building and	(a) Clearly and concisely describes how the proposed project	(a) Describes how the proposed project will increase the capacity of	Two of the following: (a) Vaguely describes how the proposed	One of the following: (a) Vaguely describes how the proposed

Sustainability (10%)	will increase the capacity of the applicant to provide high-quality literacy improvement programming beyond the end of the federal financial participation; (b) clearly and concisely describes how educators throughout the LEA were involved in the development of the plan and how the LEA has gathered support for the proposal among educators and stakeholders; and (c) clearly and concisely describes how the LEA will sustain the project initiative programming beyond the federal funding provided by the CLSD grant.	the applicant to provide high-quality literacy improvement programming beyond the end of the federal financial participation; (b) describes how educators throughout the LEA were involved in the development of the plan and how the LEA has gathered support for the proposal among educators and stakeholders; and (c) describes how the LEA will sustain the project initiative programming beyond the federal funding provided by the CLSD grant.	project will increase the capacity of the applicant to provide high-quality literacy improvement programming beyond the end of the federal financial participation; or (b) vaguely describes how educators throughout the LEA were involved in the development of the plan and how the LEA has gathered support for the proposal among educators and stakeholders; or (c) vaguely describes how the LEA will sustain the project initiative programming beyond the federal funding provided by the CLSD grant.	project will increase the capacity of the applicant to provide high-quality literacy improvement programming beyond the end of the federal financial participation; or (b) vaguely describes how educators throughout the LEA were involved in the development of the plan and how the LEA has gathered support for the proposal among educators and stakeholders; or (c) vaguely describes how the LEA will sustain the project initiative programming beyond the federal funding provided by the CLSD grant.
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	4	3	2	1
Budget Worksheet and Narrative (15%)	Budget includes clear and concise narrative and justification for use of funds. Budget worksheet is accurate. All proposed funds are within allowable costs. Percentages for funds for each school and grade band (K-5 or 6-12) are clearly identified.	Budget includes a narrative and justification for use of funds. Budget worksheet is accurate. All proposed funds are within allowable costs. Percentages for funds for each school and grade band (K-5 or 6-12) are clearly identified.	Budget includes a vague narrative and/or justification for the use of funds. Budget worksheet is accurate. All proposed funds are within allowable costs. Percentages for funds for each school and grade band (K-5 or 6-12) are clearly identified.	Budget worksheet is partially accurate.

ALLOWABLE COSTS

Kindergarten – Grade 5

An eligible entity that receives a kindergarten-grade 5 subgrant must use the funds for number 1; numbers 2-14 are additional options for funding.

- 1) Developing and implementing a comprehensive literacy instruction plan across content areas for such children that —**
 - a. Serves the needs of all children, including children with disabilities (as defined in the federal notice) and English learners (as defined in the federal notice), especially children who are reading or writing below grade level;**
 - b. Provides intensive, supplemental, accelerated, and explicit intervention and support in reading and writing for children whose literacy skills are below grade level; and**
 - c. Supports activities that are provided primarily during the regular school day but that may be augmented by after-school and out-of-school time instruction.**

- 2) Providing additional support and interventions for students with dyslexia that go above and beyond the minimum state requirements.
- 3) Providing high-quality professional development opportunities for teachers, literacy coaches, literacy specialists, English as a second language specialists (as appropriate), principals, other school leaders, specialized instructional support personnel, school librarians, paraprofessionals, and/or other program staff.
- 4) Training principals, specialized instructional support personnel, and other LEA personnel to support, develop, administer, and evaluate high-quality kindergarten through grade 5 literacy initiatives.
- 5) Coordinating the involvement of early childhood education program staff, principals, other instructional leaders, teachers, teacher literacy teams, English as a second language specialists (as appropriate), special educators, school personnel and specialized instructional support personnel (as appropriate) in the literacy development of children served.
- 6) Purchasing of Evidence and Research-Based curriculum materials that support the needs of:
 - a. All students
 - b. Economically disadvantaged students
 - c. English learners
 - d. Students with disabilities
 - e. Students in foster care
- 7) Engaging families and encouraging family literacy experiences and practices to support literacy development.
- 8) Supporting innovative practices that encourage the community and school working collaboratively together to promote reading and writing.
- 9) Connecting out-of-school learning opportunities to in-school learning to improve children's literacy achievement.
- 10) Training families and caregivers to support the improvement of adolescent literacy.
- 11) Providing for a multi-tier system of supports for literacy services.
- 12) Forming a school literacy leadership team to help implement, assess, and identify necessary changes to the literacy initiatives in one or more schools to ensure success.
- 13) Providing time for teachers (and other literacy staff, as appropriate, such as school librarians or specialized instructional support personnel) to meet to plan comprehensive literacy instruction.
- 14) Providing stipends to support LEA employees who are fulfilling specific tasks and duties as outlined in the Program Description and which directly support the CLSD Grant Objectives. (Please Note: LEAs should have this clearly outlined with evaluation measures established.)

Grade 6 – Grade 12

An eligible entity that receives a grade 6 through grade 12 subgrant must use the funds for number 1; numbers 2-15 are additional options for funding.

- 1) **Developing and implementing a comprehensive literacy instruction plan across content areas for such children that —**
 - a. **Serves the needs of all children, including children with disabilities (as defined in the federal notice) and English learners, especially children who are reading or writing below grade level;**
 - b. **Provides intensive, supplemental, accelerated, and explicit intervention and support in reading and writing for children whose literacy skills are below grade level; and**
 - c. **Supports activities that are provided primarily during the regular school day but that may be augmented by after-school and out-of-school time instruction.**
- 2) Providing additional support and interventions for students with dyslexia that go above and beyond the minimum state requirements.

- 3) Training principals, specialized instructional support personnel, school librarians, and other LEA personnel to support, develop, administer, and evaluate high-quality comprehensive literacy instruction initiatives for grades 6 through 12.
- 4) Assessing the quality of adolescent comprehensive literacy instruction as part of a well-rounded education.
- 5) Providing time for teachers to meet to plan evidence-based adolescent comprehensive literacy instruction to be delivered as part of a well-rounded education.
- 6) Purchasing of Evidence and Research-Based curriculum materials that support the needs of:
 - a. All students
 - b. Economically disadvantaged students
 - c. English learners
 - d. Students with disabilities
 - e. Students in foster care
- 7) Coordinating the involvement of principals, other instructional leaders, teachers, teacher literacy teams, English as a second language specialists, paraprofessionals, special educators, specialized instructional support personnel, and school personnel in the literacy development of children served.
- 8) Engaging families and encouraging family literacy experiences and practices to support literacy development.
- 9) Supporting innovative practices that encourage the community and school working collaboratively together to promote reading and writing.
- 10) Connecting out-of-school learning opportunities to in-school learning to improve children's literacy achievement.
- 11) Training families and caregivers to support the improvement of adolescent literacy.
- 12) Providing for a multi-tier system of supports for literacy services.
- 13) Forming a school literacy leadership team to help implement, assess, and identify necessary changes to the literacy initiatives in one or more schools to ensure success.
- 14) Providing time for teachers (and other literacy staff, as appropriate, such as school librarians or specialized instructional support personnel) to meet to plan comprehensive literacy instruction.
- 15) Providing stipends to support LEA employees who are fulfilling specific tasks and duties as outlined in the Program Description and which directly support the CLSD Grant Objectives. (Please Note: LEAs should have this clearly outlined with evaluation measures established.)

Unauthorized Activities

The following items cannot be funded and should not be requested:

- 1) Full Time Employee(s) salary and benefits;
- 2) Out-of-state travel, unless it can be demonstrated that the goal of the travel cannot be accomplished in state and the subgrantee has received express written permission from the grant director (no out-of-country travel is permitted);
- 3) Capital expenses, such as acquisition, renovation, or enhancement of a facility, technology leases, elevators, water main valves, permanent fixture of equipment/furniture, including installation of playground and/or fitness equipment;
- 4) Acquisition of any vehicle;
- 5) Construction and any related construction activities, such as architectural renderings and engineering activities (including ADA compliance);
- 6) Recurring operational expenses to include administrative and programmatic activities, such as utilities, teaching, administrator salaries, professional dues or memberships, and transportation of students;
- 7) Indirect costs;
- 8) Employee hiring/recruitment expenses, such as employment of a placement firm or travel for prospective employees;

- 9) Non-educational, non-informative promotional/novelty items for advertising, events, or recruiting;
- 10) Gift certificates, food or alcoholic beverages, school apparel for staff or students;
- 11) Fines and penalties or lobbying expenses; and
- 12) Costs associated with the initial licensure or renewal of teacher licensure (including costs of continuing education credits for professional development coursework completed at a college or university).

Appendix A: Definition

Comprehensive literacy instruction means instruction that:

- a. Includes developmentally appropriate, contextually explicit and systematic instruction, and frequent practice in reading and writing across content areas;
- b. Includes age-appropriate, explicit, systematic, and intentional instruction in phonological awareness, phonic decoding, vocabulary, language structure, reading fluency, and reading comprehension;
- c. Includes age-appropriate, explicit instruction in writing, including opportunities for children to write with clear purposes, with critical reasoning appropriate to the topic and purpose, with the specific instruction and feedback from instructional staff;
- d. Makes available and uses diverse, high-quality print materials that reflect the reading and development levels and interests of children;
- e. Uses differentiated instructional approaches, including individual, small, and whole group instruction and discussion;
- f. Provides opportunities for children to use language with peers and adults in order to develop language skills, including developing vocabulary;
- g. Includes frequent practice of reading and writing strategies;
- h. Uses age-appropriate, valid, and reliable screening assessments, diagnostic assessments, formative assessment processes, and summative assessments to identify a child's learning needs, to inform instruction, and to monitor the child's progress and the effects of instruction;
- i. Uses strategies to enhance children's engagement in self-directed learning in reading and writing;
- j. Incorporates the principles of universal design for learning;
- k. Depends on teachers' collaboration in planning, instruction, assessing a child's progress, and on continuous professional learning; and
- l. Links literacy instruction to the challenging state academic standards, including the ability to navigate, understand, and write about complex print and digital subject matter.

Professional development means activities that:

- (a) Are an integral part of school and LEA strategies for providing educators (including teachers, principals, school leaders, specialized instructional support personnel, paraprofessionals, and, as applicable, early childhood educators) with knowledge and skills necessary to enable students to succeed in a well-rounded education and to meet the challenging state academic standards; and
- (b) Are sustained (not stand-alone, one-day, or short-term workshops), intensive, collaborative, job-embedded, data-driven, and classroom-focused, and may include activities that:
 - a. Improve and increase teachers'
 1. Knowledge of the academic subjects the teachers teach;
 2. Understanding of how students learn; or
 3. Ability to analyze student work and achievement from multiple sources, including how to adjust instructional strategies, assessments, and materials based on such analysis;
 - b. Are an integral part of broad schoolwide and districtwide educational improvement plans;
 - c. Allow personalized plans for each educator to address the educator's specific needs identified in observation or other feedback;
 - d. Improve classroom management skills;
 - e. Support the recruitment, hiring, and training of effective teachers, including teachers who become certified through state and local alternative routes to certification;
 - f. Advance teacher understanding of
 1. Effective instructional strategies that are evidence-based; or

2. Strategies for improving student academic achievement or substantially increasing the knowledge and teaching skills of teachers;
- g. Are aligned with, and directly related to, academic goals of the school or LEA;
 - h. Are developed with extensive participation of teachers, principals, or other school leaders, parents, and administrators of schools to be served under this program;
 - i. Are designed to give teachers of English learners, and other teachers and instructional staff, the knowledge and skills to provide instruction and appropriate language and academic support services to children, including the appropriate use of curricula and assessments;
 - j. To the extent appropriate, provide training for teachers, principals, and other school and community-based early childhood program leaders in the use of technology, so that technology and its application are effectively used in the classroom to improve teaching;
 - k. As a whole, are regularly evaluated for the impact on teacher effectiveness and the student academic achievement, with the findings of the evaluations used to improve the quality of professional development designed to give teachers of children with disabilities or children with developmental delays, and other teachers and instructional staff, the knowledge and skills to provide instruction and academic support services to these children, including positive behavioral interventions and supports, multi-tiered system of supports, and the use of accommodations;
 - l. Include instruction in the use of data and assessments to inform classroom practices;
 - m. Include instruction in ways that teachers, principals, school leaders, specialized instructional support personnel, and school administrators may work more effectively with parents and families;
 - n. Involve the forming of partnerships with institutions of higher education to establish school-based teacher, principal, and school leader training programs that provide prospective teacher, novice teachers, principals, and school leaders with an opportunity to work under the guidance of experienced teachers, principals, school leaders, and faculty of such institutions;
 - o. Provide follow-up training to teachers who have participated in activities described in this section that are designed to ensure that the knowledge and skills learned by the teacher are implemented in the classroom; or
 - p. Where practicable, provide for school staff and other early childhood education program providers to address jointly the transition to elementary school, including issues related to school readiness.