Comprehensive Literacy State Development (CLSD) Grant

Request for Proposal (RFP)

Overview

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Session Objectives

- Build knowledge of CLSD Grant

- CLSD Application

- CLSD Application Process

Comprehensive Literacy State Development (CLSD) Grant – What is it?

- Funding Source: U.S. Department of Education

- Funding Period: Present – December 2025

- Total Funding Amount: $19,950,200 contingent on federal funding

- Anticipated Range of Subgrantee Awards: $650,000 - $1.5 million for the duration of the program period

- Allocation of funds:
  - 15% to serve students from birth to age 5
  - 40% to serve students from Kindergarten to grade 5
  - 40% to serve students from grade 6 to grade 12 in an equal distribution (20% grades 6-8; 20% grades 9-12)
  - Up to 5% for additional support in identified areas (e.g., administrative costs)

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CLSD – Goals

- Build capacity of knowledge and implementation of evidence-based practice to increase literacy outcomes for all children from birth through grade 12.

- Increase language and early literacy skills for children birth to age 5 in early childhood programs.

- Increase the percentage of third grade students reading at or above grade level in high-needs schools.

- Decrease the percentage of third grade students reading at the lowest achievement level on the state assessment in high-needs schools.

- Increase reading proficiency for secondary students in high-needs schools.

- Increase literacy outcomes for disadvantaged/traditionally underrepresented children and students across the birth–grade 12 continuums.

Target Population(s)

- LEAs that serve children and students birth–grade 12, with an emphasis on children and students who have traditionally been underrepresented, specifically:
  - Students with Disabilities (SWD)
  - English language learners
  - Economically disadvantaged children
- Applicants are to select a feeder system that is likely to serve the same children as they progress through their education:
  - Birth-preschool
  - Elementary (grades K-5)
  - Middle School (grades 6-8)
  - High School (grades 9-12)

Eligible Applicant(s)

- Eligible LEA applicants for subgrants:
  - Serve a high percentage or number of high-need schools;
  - Have a high percentage or number of children reading and writing below grade level;
  - Show growth over the past two to three years in literacy;
  - Have a significant percentage or number of schools implementing comprehensive or targeted support under Section 1111(d) of the ESEA; and
  - Include one or more early childhood education programs that serve families with income levels <200% of the Federal poverty line and in various geographic areas, giving priority to entities serving greater numbers or percentages of children from low-income families.

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Application Components

Section Number and Title	Possible Points
1: Executive Summary	0*
2: Project Design/Scope of Work	15
3: Comprehensive Literacy Instructional Plan	25
4: Coordination Plan	10
5: Local CLSD Coordinator and Literacy Leadership Team	15
6: Professional Development Plan	15
7: Evidence-Based Literacy Practices and Programs	10
8: Evidence- or Research-Based Family Literacy Practices and Programs	10
9: Budget and Project Performance Accountability Form	0*

Application Components, Continued

Priority Points/Competitive Preference Priorities (OPTIONAL)	Possible Points
1: Serving Disadvantaged Children	up to 5
2: Alignment of Birth to 5th Grade	up to 5
3: School Improvement Activities	up to 5
4: VPK Providers in Quality Opportunity Zones	up to 5

Section 1: Executive Summary

- Describe the vision of the project and include a brief summary of partnership collaboration to ensure that all levels, birth through grade 12 are addressed;

- Describe the alignment of the project to the applicant's Local Literacy Plan; and

- Summarize the amount of funding requested.

Section 2: Project Design/Scope of Work

- Describe the project key activities and timeline for implementation;

- Outline the specifics of project activities for implementation including resources needed, as well as the names of the lead person(s); and

- Describe the performance measures used to identify the starting point from which progress will be measured (e.g., FAST, needs assessment results and qualitative data).

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Section 3: Comprehensive Literacy Instructional Plan

- Informed by a comprehensive needs assessment (e.g., CERP Reflection Tool, PDG Needs assessment: Birth-5);

- Aligned to LEA's CERP and targeted to traditionally underrepresented children across the B-12 continuum;

- Includes interventions and practices that are supported by strong, moderate or promising evidence;

- Includes a plan for professional development (reflected in Attachment C); and

- Outlines a plan to monitor learner outcomes consistent with all applicable privacy requirements.

Section 4: Coordination Plan

- Describe specific evidence-based practices and interventions grounded in the science of reading supporting core literacy instruction and evidence-based interventions;

- Identify the ESSA level of evidence associated with each evidence-based practice and intervention and how leadership made that determination;

- Describe how the proposed evidence-based practices and interventions support specific learner needs, as identified in Sections 3 and 4; and

- Describe how the evidence-based practices and interventions support children with developmental delays, disabilities, English language learners and below grade-level reading achievement.

Section 5: Local CLSD Coordinator and Literacy Leadership Team

- Identify a local CLSD coordinator and a literacy leadership team and describe their involvement in required state trainings and providing technical assistance for the CLSD project;

- Describe the LEA's plan for the literacy leadership team to guide and monitor progress in the local literacy plan implementation; and

- Describe how the local literacy plan aligns to other local or community improvement plans focused on literacy outcomes.

Section 6: Professional Development Plan

- Provide a data-driven professional development plan (Attachment C) based on needs that includes a description of implementation of all instructional materials, evidence-based reading programs grounded in the science of reading and strategies and use of screening, diagnostic and curriculum-based progress monitoring assessments; and

- Describe how the overall plan for professional development meets the six criteria as delineated by ESSA for high-quality professional learning.

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Section 7: Evidence-Based Practices and Programs

- Describe what processes and supports are in place to determine and ensure that PreK-grade 5, grades 6-8 and grades 9-12 literacy instruction, intervention programs and practices are grounded in the science of reading and supported by ESSA strong, moderate or promising evidence;

- Describe the specific evidence-based practices and interventions that will be used to improve language and literacy development; and

- Describe how the evidence-based practices and interventions support children with developmental delays, disabilities, English language learners and below grade-level reading achievement.

Section 8: Evidence- or Research-Based Family Literacy Practices and Programs

- Provide family-focused activities for children's language and literacy development (to include developmentally appropriate language and literacy activities) and include opportunities for better understanding of language expectations. Activities are designed with accessibility for families to include resources in home languages and developmental needs; and

- Equip families with resources needed to promote literacy learning, such as access to books, digital content and scholarship opportunities. Activities are aligned to promote experiences for enjoyable literacy interactions.

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Section 9: Budget and Project Performance Accountability Form

- Project expenses may include:
  - Development and roll-out of the local Birth-12 literacy plan;
  - Intensive training and ongoing coaching for all stakeholders to use evidence-based practices;
  - Evidence-based family literacy programming and practices;
  - Purchase of evidence-based instructional resources;
  - Travel and training for the local CLSD coordinator and literacy leadership team related to grant activities and state-required trainings for the purpose of the grant; and
  - Supplies and materials related to the required activities.

Priority Points/Competitive Preference Priorities

- **Competitive Preference 1:** *Serving Disadvantaged Children*

- **Competitive Preference 2:** *Alignment of Birth to 5th Grade*

- **Competitive Preference 3:** *School Improvement Activities*

- **Competitive Preference 4:** *VPK Providers in Quality Opportunity Zones*

Notice of Intent-To-Apply

- Send notification email to justread@fldoe.org by **December 2, 2022.**

- Providing the intent-to-apply is not required for an application to be considered.

- Eligible organizations which file an intent-to-apply are not required to apply.

Methods of Answering Frequently Asked Questions or Providing Changes

- Answers to questions regarding this RFP will be provided in writing to all applicants.

- The last date that questions will be accepted is **December 9, 2022.**

- Applicants may submit questions to justread@fldoe.org.

Application Submission Process

- Application is received in the Office of Grants Management within the timeframe specified

- Includes required forms: Project Narrative, Attachments A-C, Budget and Project Performance Accountability Form

- All required forms must have the assigned TAPS Number included on the form

- All required forms have signatures by an authorized entity

- Application due date: on or before January 13, 2023 at 1:00 PM ET

- Multiple emails may be required to submit all required documentation

Thank You

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