

Comprehensive Literacy State Development (CLSD) Grant

LEA/Program Application Webinar
January 21, 2020



RIDE Rhode Island
Department
of Education

CLSD Grant Goals

- Every LEA grantee will be using a **high-quality curriculum** expertly to deliver coherent and aligned instruction to all students
- Every LEA grantee will use **evidence-based strategies and programs to support struggling readers** in order to narrow the achievement gap for our target populations in a cycle of continuous improvement
- Every participating **family** will feel welcomed and able to support their students' literacy development

CLSD Grant Facts

Overview

- 5 years (10/1/2019 – 12/31/2024)
- Competitive grant application process
- \$20,000,000 – 95% for sub-grants

Project Areas

- \$3,000,000 (15%) for Birth to Pre-K
- \$8,000,000 (40%) for Kindergarten – grade 5
- \$8,000,000 (40%) for grades 6 -12

Communities

- \$14,250,000 (75%) to 11 high needs communities (Providence, Woonsocket, Pawtucket, Central Falls, East Providence, Newport, Cranston, Warwick, West Warwick, North Providence, and Johnston)
- \$4,750,000 (25%) for all other communities

Sub-Grantee Requirements



Sub-grantees can be a community-based Birth-Pre-K organization or an LEA.



Conduct a needs analysis in order to surface their literacy achievement gaps and to demonstrate how receiving a grant will allow them to target specific populations.



Construct a Literacy Plan that will address the gaps discovered in the needs analysis, with a focus on how this plan will enable them to reach high-need populations. **Due August 2020**



Participate in and provide data for grant monitoring and evaluation.



Address all Level 1 Activities and at least one Level 2 Activity.

CLSD Grant Birth- Pre-K Activities

Level One Activities (All Required)

- Purchase a High-Quality Pre-K Curriculum
- Provide Professional Learning (PL) to implement High-Quality Curriculum:
- Evaluate Progress with Teaching Strategies Gold (TSG)

Level Two Activities: Supports for all Students and Family Engagement

- Multi-tiered System of Support
- Implement the Itinerant Special Education Model
- Building System Partnerships
- Transition to Kindergarten Programs

CLSD Grant Kindergarten – Grade 5

Level One Activities (All Required)

- Purchase a High-Quality Curriculum
- Provide Professional Learning for High-Quality ELA/Literacy Curriculum
 - Applicants may apply for funds to support the planning and implementation of their High-Quality ELA/Literacy Curriculum.
 - Professional Learning must be sustained, embedded, and aligned to the specific curriculum to ensure maximum impact for educators and students.
- Engage Professional Learning Specialists to Support Instructional Delivery
 - Applicants may apply to engage Professional Learning specialists to work with educators, such as Reading Coaches, and MLL Specialists.
 - Professional Learning specialists may provide supports to educators to improve their coaching and/or supports to students to build sustainable local expertise and communities of practice.

CLSD Grant Kindergarten – Grade 5

Level Two Activities: Supports for all Students and Family Engagement

- Multi-tiered System of Supports (MTSS)
- Intensive Intervention (Tier III) and Data-based Individualization (DBI)
- Culturally Responsive Teaching
- Supports for MLL Students
- Facilitate Transitions to Kindergarten
- Supports for Dyslexia and Other Scientifically-Based Literacy Trainings
- Partner with Community Based Organizations to deliver evening/weekend literacy instruction
- Parent/Child Homework Sessions
- Literacy Libraries
- Build Protocols and Tools for Engaging Families with Personal Literacy Plans (PLP)

CLSD Grant Grades 6-12

Level One Activities (All Required)

- Purchase a High-Quality Curriculum
- Provide Professional Learning for High-Quality ELA/Literacy Curriculum
 - Applicants may apply for funds to support the planning and implementation of their High-Quality ELA/Literacy Curriculum.
 - Professional Learning must be sustained, embedded, and aligned to the specific curriculum to ensure maximum impact for educators and students.
- Engage Professional Learning Specialists to Support Instructional Delivery
 - Applicants may apply to engage Professional Learning specialists to work with educators, such as Reading Coaches and MLL Specialists.
 - Professional Learning specialists may provide supports to educators to improve their coaching and/or supports to students to build sustainable local expertise and communities of practice.
- Assess Quality of Comprehensive Literacy Instruction as a Component of a Well-rounded Education
 - Provide Time and Professional Learning for Educators to Meet to Plan Evidence-based Literacy Instruction to be Delivered as a Component of a Well-rounded_s Education

CLSD
Grant
Grades 6-
12

Level Two Activities: Supports for all Students and Family Engagement

- Multi-tiered System of Supports (MTSS)
- Intensive Intervention (Tier III) and Data-based Individualization (DBI)
- Culturally Responsive Teaching
- Supports for MLL Students
- Support transitions into Grade 6
- Support Transitions from Middle School to High School
- Partner with Community-Based Organizations to Deliver Literacy Instruction
- Build Protocols and Tools for Engaging Families with Individual Learning Plans (ILP)

Overview of Application Requirements



Eligible applicants are LEAs and community-based early learning providers



A separate application must be submitted for each age/grade span

Application Section 1: Application Information

Applicant Name and Contact Information

Application Age/Grade Span

- Birth to Pre–Kindergarten
- Kindergarten to Grade 5
- Grades 6-12

Impact Study Participation

- U.S. Department of Education evaluation of CLSD to understand the implementation of the program and its impact on student literacy.
- Applicants submitting a K-5 application only
- Requires about half of the LEA's participating elementary schools to receive CLSD funding immediately and half to receive it after 2 years
- Participating LEAs will receive up to \$15,000 per participating elementary school.

Application Section 2: Needs Analysis Summary

- Summary of the methodology and results of the Needs Analysis (2-3 pages)
- Include the data collected and methods of analysis and interpretation. Data visualization as well as text are welcomed.
- Attach a copy of the completed Literacy Needs Assessment within the application. The evidence section must be complete and thorough.

Rhode Island K-12 Literacy Needs Assessment

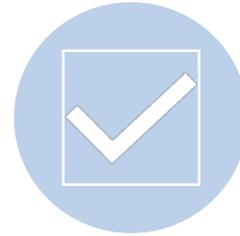
| Level 2: Supports for Students | | | |
|--|---|---|---|
| Multi-Tier System of Supports (MTSS) | | | |
| <input type="checkbox"/> Fully Operational | <input type="checkbox"/> Operational | <input type="checkbox"/> Emergent | <input type="checkbox"/> Not Addressed |
| <ul style="list-style-type: none"> Data from assessments is gathered and analyzed regularly to ensure that all students are receiving instruction in appropriate tiers and that instruction in each tier is effective and evidence based. Interventionists, ELA, and content area teachers meet regularly for collaboration and planning to ensure that the goals of evidence-based intervention are being achieved. All students have access to Tier 1 instruction within an ELA/Literacy High-Quality curriculum. Interventions at Tier 2 and Tier 3 are systematic, provided by trained interventionist with fidelity, and do not replace the Tier 1, ELA/Literacy High-Quality curriculum and instruction. Team meets regularly to ensure that a student's lack of progress is not due to a preventable cause (e.g., too large a group, lack of regularity or fidelity of instruction). | <ul style="list-style-type: none"> Assessments are administered regularly to students in each tier of instruction, and data needs to be more consistent and effectively analyzed. Interventionists, ELA, and content area teachers meet for collaboration and planning to ensure that the goals of evidence-based intervention are being achieved. All students have access to Tier 1 instruction of an ELA/Literacy High-Quality curriculum. Interventions at Tier 2 and Tier 3 are provided by trained interventionist with fidelity, and do not replace the Tier 1 ELA/Literacy High-Quality Curriculum and instruction. Team meets regularly regarding student's progress. | <ul style="list-style-type: none"> Assessments are administered and a plan for Professional Learning has been drafted on how to use data effectively for MTSS. Interventions are inconsistently monitored, resulting in lack of fidelity of implementation. The three tiers of intervention are not clearly defined or accessible to all. Interventions are provided by skilled instructors without support for the classroom teacher from interventionists or special educators. | <ul style="list-style-type: none"> MTSS/RTI processes are inconsistently implemented. There is no evidence of the three tiers of intervention. Interventions are provided by skilled instructors with little to no collaboration or support provided to the classroom teacher. No time is built into schedules for consultation with the classroom teacher. MTSS/RTI are not a shared responsibility among educators and are not available to all students. |
| Evidence: | | | |



Application Section 3: Scope of Work



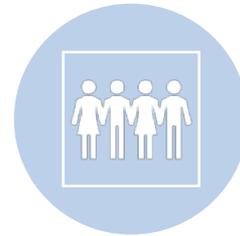
Articulate the expectations and implementation of the required Level One Activities and the selected Level Two Activities (2-3 pages)



Reference completed Needs Analysis



Schools and grades to be impacted by the work



Number of and role of educators involved in the proposed work



Plan for data collection and sharing data with RIDE

Application Section 4: Work Plan

- Complete a work plan for the proposed grant activities. Please be sure to include the following:
 - Month by month plan for Year One of work
 - Quarterly plan of work for Years 2 - 4
 - Include all **high-level** activities, staff and monthly dates.
 - Include all detailed activities, deliverables, staff and dates.

Application Section 5: Demonstrated Capacity



USING CONCRETE EXAMPLES, EXPLAIN HOW THE WORK WILL BE SUPPORTED, AND BY WHOM, DURING THE FUNDED PERIOD OF TIME.



IDENTIFY WHO WILL BE INVOLVED, THEIR CAPACITY AND LEADERSHIP AND HOW THEY WERE SELECTED.



IDENTIFY THE KEY PROJECT STAFF FOR THE GRANT INCLUDING PROJECT LEAD, PROJECT MANAGER, TEAM STAFF, AND SUPPORT STAFF.



INDICATE THE FTE FOR EACH THAT WILL BE ALLOCATED TO THIS PROJECT.

Application Section 6: Leadership and Stakeholder Commitment

Demonstrate leadership and stakeholder sign on for participation of grant activities including monitoring and evaluation.

LEA/Program leaders and principal commitment and signatures are required at the time of application.

Upon award, all CLSD awardees must provide sign on for at least 80% of the targeted educators for grant activities within the schools and grade level(s) awarded.

Application Section 7: Budget and Budget Narrative

Budget Narrative

- For each cost category, provide an explanation of how grant funds and any other local or federal funds will be used. Please include a cost basis for each category that resembles a mathematical equation when possible.
- Include the rationale for how the funds are reasonable and sufficient to achieve the grant outcomes.

Budget

- Budget must be submitted by fiscal year and include all activities for all five grant years using the approved template only.
- Budget proposals have the following parameters:
 - Up to 50% of total request may be used to procure High-Quality Literacy Curriculum.
 - Up to 5% of the budget may be used to procure for supplies and consumables.
 - Applicants may budget for indirect costs based on their approved restricted rate.
 - Grant funds may not be used for:
 - Hardware, software, or cloud technology purchases, except when software or services are included in or are the delivery platform for the High-Quality Literacy Curriculum.
 - Staff salaries, benefits or related compensation.
 - Conferences or out-of-state travel (minimal in-state travel is allowable)
 - Substitute costs or stipends for training or professional learning community time is allowable.

Evaluation and Selection Criteria

All applicants should submit an Intent to Apply. RIDE will use this information to inform additional guidance for applicants. Please complete the [Intent to Apply](#) by **January 24, 2020**.

Applications are due **February 26, 2020 by 4:00pm**. Applicants must complete all sections of the application.

Applications may be submitted by hand to Sherry Germain or electronically to clsd@ride.ri.gov. Electronic and hard copies must have all appropriate signatures to be considered complete.

In the event RIDE does not award all grant funds through this initial submission, RIDE will accept new applications for any age/grade span and community type where funding is still available

Allocation Rules

- Seventy-five percent of funds are prioritized for the 11 communities in Rhode Island that have the highest proportion of low-income students in the state.
- Included within this group are Charter, state schools, and community-based organizations for whom the majority of their students reside in these 11 communities.

| | Total Funding | Estimated # of Grants | Maximum Grant Award |
|-----------------|---------------|-----------------------|---------------------|
| Birth to Pre -K | \$ 2,250,000 | 9-16 | \$250,000 |
| K to Grade 5 | \$ 6,000,000 | 6-8 | \$1,000,000 |
| Grades 6-12 | \$ 6,000,000 | 6-8 | \$1,000,000 |

- The remaining 25% of funds will be available for the other RI communities.

| | Total Funding | Estimated # of Grants | Maximum Grant Award |
|----------------|---------------|-----------------------|---------------------|
| Birth to Pre-K | \$750,000 | 4-6 | \$200,000 |
| K to Grade 5 | \$2,000,000 | 4-5 | \$500,000 |
| Grades 6-12 | \$2,000,000 | 4-5 | \$500,000 |



Evaluation Rubric

- RIDE will evaluate the Applications using the rubric included in the Application Guidance
- The rubric provides description of certain points, but RIDE will provide scores for the full range of points based on the quality of the application

| | | | |
|--|--|---|--|
| <p>Needs Assessment (15 points)</p> | <p>5 points: Includes only the data collected with minimal analysis and/or interpretation. OR data analysis/methodology is inconclusive or flawed. Data visualization is missing or flawed.</p> | <p>10 points: Includes all data collected and methodology with some analysis or partial interpretation. Results incompletely outline literacy needs for chosen grade span, population, or other group.</p> | <p>15 points: Includes all data collected and complete methodology. Analysis is complete. Visualizations, if included, are clear and provide meaning. Results clearly outline literacy needs for grade span, population, or other group in an actionable way.</p> |
|--|--|---|--|

Important Submission Guidelines

- **January 21, 2021 at 10:00am:** RIDE Comprehensive Literacy Grant Application Webinar
- **January 24, 2020:** [Intent to Apply](#) due.
- **February 5, 2020:** All questions regarding the grant to be submitted to clsd@ride.ri.gov
- **February 10, 2020:** RIDE will post the questions and answers on [RIDE CLSD website](#).
- **February 26, 2020 by 4:00pm:** Applications are due. Applications may be submitted by hand to RIDE care of Sherry Germain or electronically to clsd@ride.ri.gov. Electronic and hard copies must have all appropriate signatures and required components to be considered complete.