

Comprehensive Literacy State Development (CLSD)

Subgrant Application Process Quick Reference*

Competitive Process

CLSD grantees must award subgrants through a competitive process.

Supplement, Not Supplant

Funds made available under this title shall be used to supplement, and not supplant, non-Federal funds that would otherwise be used for the activities authorized under this title.

Allocation of Subgrant Funds Over the Life of the Grant

1. Not less than 15 percent of such grant funds shall be used for State and local programs and activities pertaining to children from birth through kindergarten entry.
2. Not less than 40 percent of such grant funds shall be used for State and local programs and activities, allocated equitably among the grades of kindergarten through grade 5.
3. Not less than 40 percent of such grant funds shall be used for State and local programs and activities, allocated equitably among grades 6 through 12.

Eligibility

(A) one or more local educational agencies that serve a high percentage of **high-need schools**.

The term “high-need school” means—

- (i) an elementary school or middle school in which not less than 50 percent of the enrolled students are children from low-income families; or
- (ii) a high school in which not less than 40 percent of the enrolled students are children from low-income families, which may be calculated using comparable data from the schools that feed into the high school.

The term “low-income family” means a family—

- (i) in which the children are eligible for a free or reduced-price lunch under the Richard B. Russell National School Lunch Act (42 U.S.C. 1751 et seq.); (ii) receiving assistance under the program of block grants to States for temporary assistance for needy families established under part A of title IV of the Social Security Act (42 U.S.C. 601 et seq.); or (iii) in which the children are

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eligible to receive medical assistance under the Medicaid program under title XIX of the Social Security Act (42 U.S.C. 1396 et seq.). and —

(i) have the highest number or proportion of children who are counted under section 1124(c) of the ESEA, in comparison to other local educational agencies in the State; (ii) are among the local educational agencies in the State with the highest number or percentages of children reading or writing below grade level, based on the most currently available State academic assessment data under section 1111(b)(2) of the ESEA; or (iii) serve a significant number or percentage of schools that are implementing comprehensive support and improvement activities and targeted support and improvement activities under section 1111(d) of the ESEA.

(B) one or more early childhood education programs serving low-income or otherwise disadvantaged children, which may include home-based literacy programs for preschool-aged children, that have a demonstrated record of providing comprehensive literacy instruction for the age group such program proposes to serve; or

(C) a local educational agency, described in subparagraph (A), or consortium of such local educational agencies, or an early childhood education program, which may include home-based literacy programs for preschool-aged children, acting in partnership with 1 or more public or private nonprofit organizations or agencies (which may include early childhood education programs) that have a demonstrated record of effectiveness in— (i) improving literacy achievement of children, consistent with the purposes of participation under this subpart, from birth through grade 12; and (ii) providing professional development in comprehensive literacy instruction.

Required Priorities

Birth through kindergarten entry – CLSD grantees must 1) give priority to an eligible entity that serves children from birth through age 5 who are from families with income levels at or below 200 percent of the Federal poverty line or is a local educational agency serving a high number or percentage of high-need schools, and 2) give priority to an eligible entity that will use the grant funds to implement evidence-based activities.

Kindergarten through grade 12 – CLSD grantees must give priority to an eligible entity serving students in grades k-5 or grades 6-12 that will use the grant funds to implement evidence-based activities.

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Consultation with State agencies responsible for early childhood education

CLSD grantees must consult with the State agencies responsible for administering early childhood education programs and services in awarding subgrants to support high-quality early literacy initiatives for children from birth through kindergarten entry.

Birth Through Kindergarten Entry – Subgrant Application Requirements

Does the subgrant application process require applicants to:

- 1) describe how subgrant funds will be used to **enhance the language and literacy development and school readiness of children**, from birth through kindergarten entry, in early childhood programs;
- 2) describe how subgrant funds will be used to prepare and provide ongoing assistance to staff in the programs, including through **high-quality professional development**;
- 3) describe how the activities will **be coordinated with comprehensive literacy instruction at the K-12 levels**;
- 4) describe how subgrant funds will be used to **evaluate the success of the activities** in enhancing the early language and literacy development of children from birth to kindergarten entry; and
- 5) include an **analysis of data** that supports the proposed use of subgrant funds?

Kindergarten Through Grade 12 - Subgrant Application Requirements

Does the subgrant application process require applicants to:

- 1) include an **analysis of data** that supports the proposed use of subgrant funds;
- 2) describe how **ongoing high-quality professional development** will be provided to all teachers, principals, other school leaders, specialized instructional support personnel (as appropriate), and other instructional leaders served by the school;
- 3) describe how schools will **identify children in need of literacy interventions** or other support services;
- 4) describe how comprehensive literacy instruction will be **integrated into a well-rounded education**; and
- 5) describe how comprehensive literacy instruction will be **coordinated with early childhood education programs and activities and after-school programs and activities**?

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Birth Through Kindergarten Entry – Required Use of Funds

Subgrantees are required to:

- 1) carry out **high-quality professional development opportunities** for early childhood educators, teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, and instructional leaders;
- 2) train providers and personnel to develop and administer **evidence-based early childhood literacy initiatives**; and
- 3) coordinate the **involvement of families, early childhood education program staff, principals, other school leaders, specialized instructional support personnel, and teachers** in the literacy development of children served under the subgrant.

Kindergarten -Grade 5 – Required Use of Funds

Subgrantees are required to:

- 1) develop and implement a **K-5 comprehensive literacy instruction plan across content areas that serves the needs of all children**, including children with disabilities and English learners, especially children who are reading or writing below grade level;
- 2) develop and implement a **K-5 comprehensive literacy instruction plan across content areas that provides intensive, supplemental, accelerated, and explicit intervention and support in reading and writing** for children whose literacy skills are below grade level and supports activities that are provided primarily during the regular school day;
- 3) carry out **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 other program staff;
- 4) use funds to carry out **training for principals, specialized instructional support personnel, and other local educational agency personnel** to support, develop, administer, and evaluate” high-quality K-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) to support K-5 students’ literacy development; and

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6) use funds toward **engaging families and encouraging family literacy experiences** and practices to support literacy development for K-5 students?

Grade 6 Through Grade 12 – Required Use of Funds

Subgrantees are required to:

- 1) use funds to develop and implement a **grade 6-12 comprehensive literacy instruction plan across content areas** that supports activities that are provided primarily during the regular school day;
- 2) **train principals, specialized instructional support personnel, school librarians, and other local educational agency personnel** to support, develop, administer, and evaluate high-quality comprehensive literacy instruction initiatives for grade 6-12;
- 3) **asses the quality of adolescent comprehensive literacy instruction** to be delivered as part of a well-rounded education;
- 4) provide **time for teachers to meet to plan evidence- based adolescent comprehensive literacy instruction** to be delivered as part of a well-rounded education;
- 5) **coordinate the involvement** of principals, other instructional leaders, teachers, teacher literacy teams, English as a second language specialists (as appropriate), paraprofessionals, special educators, specialized instructional support personnel (as appropriate), and school personnel in the literacy development of children from grade 6-12.

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