CLSD Grant

Comprehensive Literacy State Grant

Guidance for

Kathy Hoffman

Arizona Superintendent of Public Instruction

January 2021

Contents

For questions on the **FY21 Comprehensive Literacy State Development Grant**, please reach out to the Arizona Department of Education (ADE) by emailing:

CLSgrant@azed.gov

For **general information** on the **CLSD Grant**, please visit:

https://www.azed.gov/standards practices/clsd

Arizona Department of Education
Office of the State Superintendent of Public Instruction

Dear Arizona Educators,

As a former preschool teacher, and speech pathologist, I saw firsthand the importance of supporting students' literacy skills and providing them the tools they need to be successful readers. As communities grapple with the COVID-19 crisis, these supports are more critical than ever to combat learning loss and ensure every Arizona student is on track with their literacy and reading skills.

I am so proud of the partnership and meaningful collaboration between the Arizona Department of Education, First Things First, and Read On Arizona in service of Arizona's students. Thanks to this collaboration, the U.S. Department of Education to award ADE with a $20 million Comprehensive Literacy State Development Grant (CLSD) to improve language and literacy skills for students most in need of additional supports.

This critical grant will fund a concerted effort to support underserved students who have also been disproportionately affected by the COVID-19 crisis; children living in poverty, English learners, children with disabilities, Native American students, and those reading well below grade level. Specifically, this funding will:

- expand professional development opportunities in evidence-based reading instruction for early care and education providers and PreK-12 educators
- implement high-quality language and literacy strategies to support struggling readers
- strengthen community collaborations that drive higher language and literacy achievement for children from birth through high school.

The comprehensive literacy strategies included in Arizona's CLSD project reflect that the skills needed to be a proficient reader start developing from birth and will provide the opportunity to scale up strategies that work where they are needed most. As a result, more of our children will reach their reading potential from all corners of our state.

Sincerely,

Kathy Hoffman

Kathy Hoffman, MS, CCC-SLP
Superintendent of Public Instruction

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ReadOnArizona.org

January 2021

Dear Arizona Early Literacy Partners:

Arizona's Comprehensive Literacy State Development Grant comes at a critical time for our state. To help mitigate the effects of the significant loss of reading instruction due to the pandemic, and to ensure that the language and literacy skills of our students are advancing, it is critical that we focus our efforts on delivering high-quality, language-rich early learning experiences and evidence-based, effective literacy instruction and interventions. Now more than ever, targeted strategies and resources are needed to help close the persistent literacy achievement gap among key student subgroups, especially economically-disadvantaged students.

Read On Arizona is our state's early literacy initiative. Launched in 2013, partners in Read On Arizona take a collective impact approach to improving language and literacy outcomes for Arizona's children. It's a commitment by stakeholders to work together in coordination and alignment, share data, and take the strategic, comprehensive, collaborative approach required to drive large-scale change.

Read On Arizona worked hand in hand with the Arizona Department of Education and First Things First to develop a successful CLSD application. Our shared strategic priorities for early literacy — Effective Teaching & Learning, Family & Community Engagement, and Screening & Assessment — are interwoven throughout Arizona's CLSD grant.

We are thrilled that Arizona was awarded these much-needed resources to ensure equitable access to effective literacy instruction, and we are proud to continue in our role as a collaborative partner in the successful implementation of the grant. Working together, our efforts will drive improved literacy outcomes in Arizona and help our students reach their reading potential.

Sincerely,

Terri Clark
Arizona Literacy Director

Arizona Department of Education

FIRST THINGS FIRST

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Marilee Dal Pra

December 9, 2020

Dear Comprehensive Literacy State Development Grant Participants:

First Things First (FTF) is a critical partner in creating a comprehensive, collaborative and high-quality early childhood system that supports the development, health and early education of all Arizona children birth through age 5. As such, our work supports the development of language and literacy-rich early learning environments, early identification of delays that could become learning problems later on, and partnering with families in their role as their child's first teachers. Many of you already are partners in those efforts, and I thank you for your service to Arizona's children and communities.

FTF is thrilled the Arizona Department of Education (ADE) was awarded a federal Comprehensive Literacy State Development Grant (CLSD) and is proud to partner with ADE, Read On Arizona and all of you to improve language literacy skills among Arizona's most disadvantaged children. We commend the U.S. Department of Education for setting aside 15% of grant funds to be used in early education, given that the skills needed to be a proficient reader start developing from birth.

The CLSD grant will help advance literacy outcomes in Arizona by expanding professional development in the Science of Reading for early care and education providers in targeted communities throughout our state. Over the past decade, FTF has built robust infrastructure in early learning quality improvement, professional development for the early childhood workforce; and, community engagement in early literacy support. We look forward to bringing all of those resources to bear to ensure educators in child care and preschool settings have the research-based tools they need to ensure young children start school ready to learn to read.

Through this partnership, Arizona can build on past successes and realize our collective goal of higher language and literacy achievement for children from birth through high school across our diverse state.

Sincerely,

Marilee Dal Pra
Chief Executive Officer

READY FOR SCHOOL. SET FOR LIFE.

Arizona Department of Education

CLSD Acronym Resource

ADE: Arizona Department of Education

AzM2: Arizona's Measurement of Educational Readiness to Inform

B-5: Birth through Five

CELP: Continuum of Effective Literacy Practices

CLSD: Comprehensive Literacy State Developmental Grant

CNA: Comprehensive Needs Assessment

ECE: Early Childhood Education

EBS: Evidence Based Strategy

ESSA: Every Student Succeeds Act

FTF: First Things First

GME: Grant Management Enterprise

LETRS: Language Essential for Teachers or Reading and Spelling

MTSS: Multi-Tiered Systems of Support

PD: Professional Development

SEA: State Education Agency

TSG: Teacher Strategies Gold

CLSD High Level Overview

Purpose of the grant: The Arizona CLSD grant is a competitive grant that proposes to improve child literacy skills, instructional staff capacity in the Science of Reading, and strengthen collaboration to drive efficiency and innovation to accelerate language and literacy outcomes from birth to grade 12 in high-needs schools/programs and qualified opportunity zones serving Arizona's most disadvantaged children and students.

Funding breakdown: The CLSD grant provides $20 million in dedicated funds for up to total 25 subgrantees across the age bands listed below. See page 21 for further details.

- ❑ Not less than 15% of grant funds must be used for children from **birth through kindergarten** entry.
- ❑ Not less than 40% of grant funds must be used for **kindergarten through grade five**.
- ❑ Not less than 40% of grant funds must be used for **six through twelve**.

Who can apply: The CLSD grant is a **competitive** application process open to eligible early learning programs, local education agencies and education community consortiums. Applicants may apply for one grade band. **Eligibility does not automatically conclude grant award.** See page 9 for further details.

Eligibility Requirements: In collaboration with our partners, a set of eligibility indicators were created to determine what school and early care and education sites are eligible to apply. Eligible applicants will be determined based on a weighted measure and cut score based the indicators listed below.

- Free and Reduced Lunch
- Title IA Status
- Location within an Opportunity Zone
- AzM2 Trend Data- %Scoring Minimally Proficient

- Early Child Assessment Trend Data- % Scoring Below Age-Level Expectations
- SPED Enrollment
- ELL Enrollment
- Homeless/Foster Enrollment
- Census Track Data

Additional Examples of Priority Considerations:
- All Age Bands: Priority will be given to entities serving a majority of students designated as not meeting widely-held expectations, at risk, or minimally proficient related to literacy achievement.
- All Age Bands: Priority will be given to entities with a clearly codified transition plan for children and students when they enter and exit the school/program (i.e. transitioning from middle school to high school).
- Birth-K Entry and K-5: Priority will be given to entities with existing locally driven community literacy collaborations (i.e., Read On Arizona coalitions). National entities do not-qualify.

What is the CLSD Grant?

The **Comprehensive Literacy State Development (CLSD) Grant** is a five-year $20 million competitive federal grant intended to improve child literacy skills and the instructional capacity of Arizona educators on the science of reading. This project aims to strengthen collaboration, improve efficiency and drive innovation to accelerate language and literacy outcomes.

The focus of the CLSD grant will be children birth through grade twelve in high-needs schools and early care and education settings. Priority consideration is given to subgrantees with qualified opportunity zones who are serving Arizona's most disadvantaged children.

Arizona's CLSD project will target our most disadvantaged children in our highest-need schools and early care and education settings in underserved areas of our state to accelerate literacy outcomes by:

1. Building the capacity of Arizona schools and systems serving the highest percentage of disadvantaged students to accelerate improvement in English Language Arts outcomes, particularly targeting schools and early childhood education sites in high-need areas.
2. Ensuring disadvantaged students have equitable access to highly-effective teachers and early care and education providers trained in the Science of Reading.
3. Expanding Arizona's capacity and infrastructure to implement high-quality, evidence-based practices and strategies to support struggling readers.

With intentional coordination and collaboration between and among early learning programs, local education agencies, and education community consortiums, Arizona's CLSD grant will implement targeted, evidence-based strategies (strong or moderate) to produce measurable gains in literacy for Arizona's most vulnerable children.

Consortia that apply must:
1. Include a clearly defined structure for fiscal responsibility and reporting for grant funds;
2. Apply on behalf of entities that are deemed eligible to apply (i.e. meet established cut score, serving vulnerable populations, etc.); and
3. Use funding, if awarded, solely for entities deemed to eligible.

CLSD Age Bands

The **CLSD** provides $20 million in dedicated funds for up to a total of 25 subgrantees:

*For an accessible version of the image below go the CLSD page and click the CLSD age Band dropdown.

- Not less than 15% of grant funds must be used for state and local programs and activities pertaining to children from **birth** through **kindergarten entry**.

Early Childhood

- Not less than 40% of grant funds must be used for state and local programs and activities, allocated equitably among the grades of **kindergarten** through **grade five**.

Elementary Education

- Not less than 40% of grant funds must be used for state and local programs and activities, allocated equitably among **grades six** through **twelve**.

Secondary Education

CLSD Grant Initial Timeline

During the months of October through December of 2020, internal and external systems are built with lead partners, followed by ADE informational webinars to the field. Entities that meet the Eligibility and Compliance guidelines are eligible to apply to the CLSD grant January 2021. A combined total of 25 subgrantees (ECE B-5 programs, K-5 programs, 6-12 programs and consortiums) will receive award notifications March through April 2021:

Comprehensive Literacy State Development (CLSD) Grant

June 2020
Submittal of Arizona's Comprehensive Literacy State Development Grant

Oct. – Nov. 2020
Internal and External systems building relative to the CLSD Grant

January 2021
The CLSD application goes live for those programs that meet the consideration requirements and Guidelines

March 2021
Award notifications are determined and notifications to programs are made

September 2020
Arizona is notified of CLSD award notification

December 2020
Informational Webinars to the field regarding the roll out of the CLSD grant initiative

February 2021
ADE and designated external partners review CLSD applications to determine programs awarded

Please refer to the CLSD website for latest updates.

CLSD Grant Logic Model

The Arizona CLSD project uses Implementation Science to adopt an active implementation formula designed to result in improved outcomes. The active implementation formula states that ***Effective Practices x Effective Implementation x Enabling Contexts = Improved Outcomes***. In order to have improved outcomes, all three components must be present. Arizona will leverage this framework to help identify what activities and evidence-based interventions (the practice) will result in improved literacy outcomes for children, as well as, address the necessary supports to ensure fidelity of implementation.

The Arizona Department of Education (ADE) staff will guide local grantee partners through a process of Implementation Science that begins with table-setting sessions including analysis and synthesis of needs assessment data in Year 1. In Years 2-5, program teams will identify strategies and move toward implementation of research-based strategies. More detail is illustrated in the Arizona Comprehensive Literacy State Development Grant Logic Model visual outlining the comprehensive statewide approach inclusive of cross-agency and cross-sector partnerships to improve student literacy outcomes.

Arizona Comprehensive Literacy State Development Grant Logic Model

Arizona Department of Education
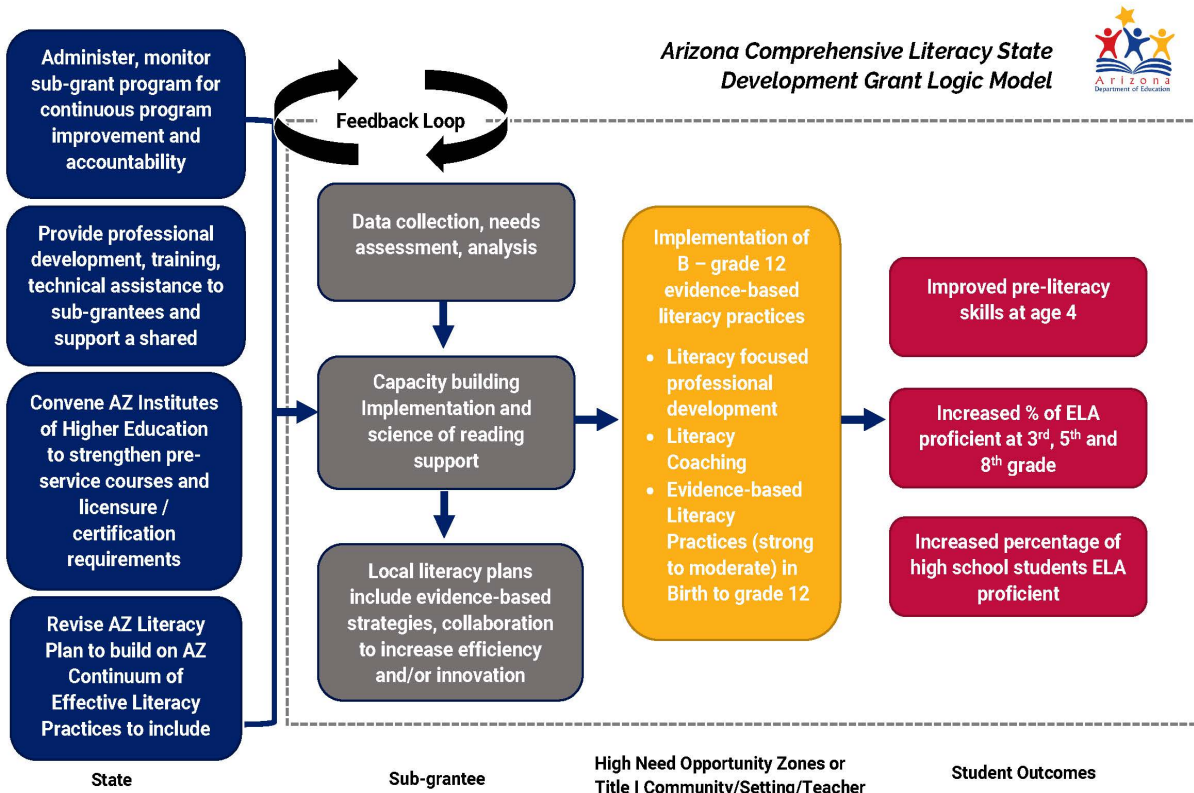
Evidence Based Practices

Evidence-based strategies are practices and/or programs that have <u>evidence</u> to show that they are effective at producing intended results and improving student outcomes when properly implemented. This evidence is generated by the combination of both effective research and well-designed studies that include control and treatment groups. The key difference between being research-based and evidence-based is that strategies that are evidence-based are built on a research base <u>and</u> have one or more well-designed study that provides clear evidence that the strategy leads to the intended results.

Under ESSA, there are four levels of evidence:

Level 1 – Strong Evidence: Strong evidence is supported by one or more well-designed and well-implemented randomized control experimental study.

Tier 2 – Moderate Evidence: Moderate evidence is supported by one or more well-designed and well-implemented quasi-experimental study.

Tier 3 – Promising Evidence: Promising evidence is supported by one or more well-designed and well-implemented correlational study (with statistical controls for selection bias).

Tier 4 – Demonstrates a Rationale: These practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by a SEA, LEA, or outside research organization to determine their effectiveness.

For the purposes of the Comprehensive Literacy State Development Grant (CLSD), **funding may only be used** to purchase, provide, and/or implement evidence-based strategies at the **strong or moderate levels**.

This guidance document provides examples of strong or moderate evidence-based strategies for potential subgrantees to consider for CLSD funding use to improve their literacy systems and outcomes.

Examples of evidence-based practices can be found here:
https://srclgrants.com/public/srResources.aspx
https://ies.ed.gov/ncee/wwc/
https://www.evidenceforessa.org/
https://iris.peabody.vanderbilt.edu/resources/ebp_summaries/
Examples of evidence-based resources and tools can be found here:
https://srclgrants.com/public/ToolsRecommendationsPractice.aspx
https://ies.ed.gov/ncee/wwc/
https://www.evidenceforessa.org/

Evidence-based Strategies and Targeted Examples

It is the responsibility of all sub-grantees to ensure that the strategies funded under this initiative and with CLSD funds meet the strong and/or moderate ESSA Evidence based levels. Subgrantees must identify these initiatives and strategies through their grant application and subsequent reporting requirements. The ADE CLSD team will verify that initiatives, interventions, programs, etc. implemented meet this requirement.

- Refer to page13 for Early Childhood Education Birth through Five examples
- Refer to pages14-15 for Elementary Kindergarten through Fifth Grade examples
- Refer to pages16-17 for Secondary Sixth through Twelfth Grade examples

CLSD B-5 ECE: Evidence-based Strategies and Targeted Examples

*An accessible version of the below table is available for your convenience.

ECE: Strategies and Examples of Funding Uses		ECE: Strategies and Examples of Funding Uses	
Evidence Based Strategies: Professional Development/ Learning (inclusive of coaching)	Professional development/coaching grounded in the Science of Reading (i.e. LETRS)	EBS: Instruction to Accelerate Student Learning	Assessment tool to measure early language and literacy development
	Professional development/ coaching related to an evidence-based curriculum		Investments in scales and tools for measuring early childhood environments and teacher interactions (i.e. CLASS, ECER-S)
	Professional development/ coaching related to early care, child development, and language and literacy learning		Family centered early literacy practices
EBS: The Use of High-Quality Curricular Materials	Purchase evidence-based curriculum inclusive of language and literacy, including tools related to high fidelity of implementation	EBS: Other Strong to Moderate EBS*	Supports for evidence-based home visitation related to language development
	Purchase professional development package inclusive of language and literacy		Evidence-based parent education and awareness in literacy
	Purchase of high-quality materials related to early childhood language and literac		Evidence-based parent education and awareness in literacy

Evidence Based Practices: Kindergarten through 5th Grade

*An accessible version of the table below is available for your convenience.

K-5: Strategies and Examples of Funding Uses		K-5: Strategies and Examples of Funding Uses	
EBS: Targeted Professional Development to Build Teacher/ Caregiver Capacity	ADE Teaching Reading Effectively Training	EBS: Small Group Instruction to Accelerate Student Learning	Qualified reading specialists to work one-on-one or with small groups of students
	LETRS Training		Assistive technology related to reading
	Professional development (PD) related to the school's core reading program		Teacher stipends to lead parent reading nights
	PD related to child development and social emotional learning		Assessments (Diagnostic and/or progress monitoring) materials
	Learning opportunities in early literacy		Teacher stipends for before/after school small group tutoring
	Stipends for substitutes to allow teachers to attend professional development		Purchase multisensory intervention and targeted skill materials (books, online programs, headphones, decodable books and other supplementary materials)
	Books for book studies		
	RTI and intervention: Coaching & resources		
	Consultant to coach/train		
EBS: The Purchase and Use of High-Quality Curricular Materials	New core reading program	EBS: Summer Instruction to Offset	Staffing/ materials for summer reading programs
	Reading intervention and supplemental programs		Purchase books for students for home use
	Purchase professional development package for core reading		Out of school instructional time after summer instruction

	Acceleration programs/ materials		Community/ stakeholder effective literacy practice
	High quality ancillary materials: books (variety of genres & purposes), manipulatives, etc.		
	Enrichment programs/ materials		
EBS: Professional Development in Student Specific Learning Strategies Related to Reading:	Student meta-cognitive/ self-regulated learning	EBS: Professional Development in Teaching/ Instructional strategies:	Cognitive task analysis
	Meta-cognitive strategies		Response to Intervention/ MTSS
	Scaffolding		Jigsaw method
	Reciprocal teaching		Specific and immediate feedback
	Transfer strategies (Bloom's: application and more)		Transfer strategies (Bloom's: application and more)
	Reading comprehension strategy instruction		Classroom discussion
	Summarization		Planning and prediction
	Integration with prior knowledge		

Arizona Department of Education

Evidence Based Practices: 6th Grade through 12th Grade

An accessible version of the table below is available for your convenience.

6-12: Strategies and Examples of Funding Uses		6-12: Strategies and Examples of Funding Uses	
EBS: Targeted Professional Development to Build Teacher/ Caregiver Capacity	ADE Teaching Struggling Readers Training	EBS: Small Group Instruction to Accelerate Student Learning	Qualified reading specialists to work one-on-one or with small groups of students
	K-12 LETRS Training		Assistive technology related to reading
	Reading Apprenticeship (WestEd)		Teacher stipends to lead parent reading nights
	Related to specific reading program		Assessments (diagnostic and/or progress monitoring) materials
	RTI and intervention: Coaching & resources		Teacher stipends for before/after school small group tutoring
	Stipends for substitutes to allow teachers to attend professional development		Purchase multisensory intervention and targeted skill materials (books, online programs, headphones, decodable books and other supplementary materials)
	Books for book studies		
	Reading comprehension		
	Consultant to coach/ train		

	Social emotional learning for adolescents		
EBS: The Purchase and Use of High-Quality Curricular Materials	High quality comprehensive literacy materials	**EBS: Summer Instruction to Offset Summer Learning Loss**	Staffing/materials for summer reading programs
	Reading intervention and supplemental programs		Purchase books for students for home use
	Purchase professional development package for reading program		Out of school instructional time after summer instruction
	High quality ancillary materials related to adolescent literacy		Community/ stakeholder effective literacy practice
	Acceleration programs/ materials		
	Enrichment programs/ materials		
EBS: Professional Development in Student Specific Learning Strategies:	Student meta-cognitive/ self-regulated learning	**EBS: Professional Development in Teaching/ Instructional strategies:**	Cognitive task analysis
	Meta-cognitive strategies		Response to intervention/ MTSS
	Scaffolding		Jigsaw method
	Reciprocal teaching		Specific and immediate feedback
	Transfer strategies (Bloom's: application and more)		Transfer strategies (Bloom's: application and more)
	Reading comprehension strategy instruction		Classroom discussion

	Summarization		Planning and prediction
	Integration with prior knowledge		Hands on/ multisensory activities

Implementation Science Phases

Arizona recognizes that improving language and literacy outcomes will involve a comprehensive statewide approach inclusive of cross-agency and cross-sector partnerships. Arizona's approach is grounded within the Implementation Science Framework, which will be utilized throughout the course of the grant period. Based in research, this approach will provide a guiding framework for early learning providers and schools while simultaneously allowing them the autonomy to use program data to evaluate current practices, identify gaps, determine capacity to engage in the intervention/initiative, and to develop sustainable strategies specific to their unique needs. Entities that take part in the CLSD grant will receive professional learning and technical assistance regarding the Implementation Science Framework.

Arizona Implementation Stages and Drivers Matrix

Organization System		Competency Systems							Leadership Drivers
Implementation Science	LECTIO	Teaching Reading Effectively	LETRS	Coaching	AzM2 Data	TSG Data	Benchmark Data		Read On Arizona, FTF, DWW Learning Exchange Ambassadors
Also, part of the competency system	Also, part of the competency system; integral to the competency system	Also, has a performance assessment	Also, has a performance assessment	Also, leadership driver as members support adaptive and technical problem solving, has a performance assessment	Also, a performance assessment	Also performance assessment	Also, a performance assessment		Also, a competency system

An accessible version of the table above is available for your convenience.

Program Management Timeline

To ensure our most vulnerable children have access to highly-qualified instructional staff, evidence-based interventions, and appropriate literacy programming, collaboration among ADE, other state agencies, our state literacy initiative, and other community partners (private and philanthropic) is essential.

Arizona's CLSD project leverages the state's strong partnerships and existing State Education Agency infrastructures to create a cost-effective model that utilizes available resources so as to not duplicate current statewide and local level initiatives.

The management plan outlines nine objectives, estimated project timelines, tasks identified, success indicators and responsible entities.

Below are the objectives for the grant. Full versions with projected timelines can be found on page 16-20 of the grant narrative:

Objective 1*:* ADE, with support from system partners, will collaboratively determine participating programs and award, support and monitor up to 15-25 subgrants in Years 2-5.
Objective 2: Increase the number of birth-grade 12 teachers and administrators participating in professional development and intentional coaching supports on the science of reading.
Objective 3: Increase availability of quality evidence-based language and literacy professional development and coaching supports relating to language and literacy development for birth-grade 12 educators, administrators, and collaborative partners.
Objective 4: Increase the quality evidence-based language and literacy pre-service courses on literacy instruction birth-grade 12, review certification system for areas to strengthen.
Objective 5: Strengthen and leverage existing community collaboration focused on literacy to improve alignment, coordination, data-driven and evidence-based practices, efficiency, and innovation to support struggling readers in and out of classroom.
Objective 6: Build a Shared Learning Exchange for subgrantee participants.
Objective 7*:* Early Learning Program CLSD participants will create codified transition plans.
Objective 8*:* Increase capacity of practitioners in the field to implements comprehensive literacy instruction components by accessing evidence-based instructional practices online.
Objective 9: Update Arizona's Literacy Instruction Plan and enhance CELP (grades 4-12).

FY21 CLSD

Allocations

Arizona's CLSD application indicated that up to 25 subawards would be made to eligible entities. Funding allocations will be determined based on the information submitted in the proposal, the number of eligible programs, and total funding available.

US Department of Education outlines the following requirements:
- Not less than 15% of grant funds must be used for state and local programs and activities pertaining to children from birth through kindergarten entry (up to 5 subawards).
- Not less than 40% of grant funds must be used for state and local programs and activities, allocated equitably among the grades of kindergarten through grade five (up to ten subawards).
- Not less than 40% of grant funds must be used for state and local programs and activities, allocated equitably among grades six through twelve (up to ten subawards).

Using the US DOE requirements, $3 million ($600,000/year) will be awarded to early care and education providers; $8 million ($1.6 million/year) will be awarded to schools serving Kindergarten through grade five; and $8 million ($1.6 million/year) will be awarded to schools serving grades six through twelve.

Should schools have an overlap in age/grade bands, they must designate for which age band they intend to serve and submit only ONE application.

Application

Eligible Entities will apply for FY21 CLSD grant funds through completing an online application in the ADE Grants Management system at <u>gme.azed.gov</u>.

Assurances

LEAs must make the following assurances in order to receive CLSD funds:

ESSA Evidence-Based Interventions: Implementation of programs or practices that meets one of the following evidence levels: strong or moderate.
Data Sharing: Sharing of student/child outcomes data and school/program data (i.e. TSG, benchmark, AzM2, etc.)
Supplanting: Coordinate, but not supplant, the delivery of services and programming funded under this grant with existing services including, if applicable, programs and services supported through Title I of ESEA, part C and section 619 of part B of IDEA, subtitle VII-B of the McKinney-Vento Act, the Head Start Act, and the Child Care and Development Block Grant Act.

Please note a comprehensive list of assurances will be captured within the application.

Use of Funds

Initial Budget Term

LEAs will complete an application in the Grants Management system with an initial project/budget term of **April 1, 2021 – September 30, 2021.** However, obligated funds must be liquidated within 90 days of the project end date. Although year one of the grant is competitive, years two through five will be continuation grants. It is imperative that programs spend their complete allocation each year.

CLSD funds may carryover in years 1-4; however, if a subgrantee is experiencing challenges with expending its funding, ADE staff is available for guidance.

Budget Requirements

The ADE Budget Report in the application includes acceptable categories of expenditures for funds. ADE will review and approve for budget expenditures or will send back grant applications that do not meet the necessary, reasonable, or allocable definitions as listed below. Sub-grantees should budget appropriately, and the budget line items should reflect the needs and goals of the sub-grantee. Budgeted items should be correctly coded, including any applicable "Project Time (FTE)" percentages or cost-allocations based on other funding sources, in the grant application. Moreover, the total budgeted amount should match the allocated award as indicated in the sub-grantees award notification.

For more information, sub-grantees should refer to the Uniform Systems of Financial Records (USFR) Chart of Accounts, Section III-E-2.1 thorough III-E.3.9 or the Uniform Systems of Financial Records for Charter Schools (USFRCS).

Allowable Expenditures

Allowable expenditures for the CLSD funds must advance strong and moderate evidence-based practices and strategies that promote improved language and literacy outcomes for children/students across the birth through grade twelve continuum. All costs must be necessary, reasonable and allocable:

- *Necessary*: Is the cost a type generally recognized as ordinary and necessary for the operation of the program/initiative?
- *Reasonable*: Do I really need this? Is it required to meet the requirements of the grant? If I were asked to defend this purchase, would I be able to? Did I pay a fair rate?
- *Allocable*: Is the cost allocable to CLSD? Does the cost benefit the CLSD program/initiative?

Allowable Costs will be aligned with requirements of the grant as indicated in the "Overview" section of this Guidance Manual:

- Personnel employed by the program who have responsibilities that are SPECIFIC to the CLSD grant.
- Contract services when the service is specific to the CLSD grant.
- Supplies and materials needed to implement the CLSD grant.
- Equipment needed to implement the CLSD grant.
- Printing materials such as CLSD assessment and data reports, etc.
- Parent training activities related to the CLSD program.
- Professional Development (meals, transportation, lodging and conference registration fees)
- Tablets/computer for teacher documentation (costs must be necessary, reasonable and allocable)
- Teaching Strategies GOLD portfolios in early childhood programs
- Assessment programs that meet the grant requirements
- Family engagement activities

Acceptable expenditure categories for the CLSD include, but are not limited to:

- **Direct Instruction (function code: 1000)**: teacher salaries and benefits; supplies such as manipulative, books, curriculum, ongoing progress monitoring tool subscriptions, substitute teachers, etc.
- **Support Services (function code: 2100)** such as contracted services when the service is specific to CLSD, proportional salaries and benefits for CLSD support staff, supplies for family trainings or workshops, workshop or training opportunities for teaching staff, travel expenses to attend approved trainings, or Teaching Strategies GOLD portfolios.
- **Administrative Costs (function codes: 2300 and 3000) may not exceed 5%** of the total allocation awarded.
- **Capital Outlay** (e.g., classroom furniture and equipment needed to implement CLSD, classroom computers aligned with developmentally appropriate practices or for use in collecting evidence for CLSD deliverables and grant requirements, etc.)

Disallowable Expenditures

Disallowable costs include:

- Overtime
- Refrigerators, copiers/ printers exceeding $1,000 in cost, food preparation equipment
- Animals
- Attorney fees
- Custodial care; before and after school care

- Entertainment
- Religion
- Food
- Alcohol
- Fingerprint Clearance Cards
- Membership Fees
- Program wide PD not specifically directed at meeting the identified academic or developmental needs of the CLSD grant
- Out-of-state travel
- Vehicles
- Permanent fixed classrooms units
- Construction, modernization, or renovation of permanent installations (sunscreens, playground structure, ramps, bathrooms, carpets, etc.)
- Non-Instructional items, office equipment, office furniture
- Insurance
- Rent
- Cleaning Services
- Any allocations that do not benefit the CLSD grant initiative or do not advance the quality of the CLSD grant initiative

Budgeting

Awarded Sub-grantees should use the below codes to accurately code line items in the grant application budget. Grant applications with correct coding that meet the allowable costs for CLSD will be reviewed and approved by ADE ECE while grant applications not correctly coded will be sent back to the sub-grantee for edits which may impact the ability of programs to begin dropping down reimbursement through GME for CLSD costs incurred.

The narrative box for each budgeted line item should be *detailed* and *descriptive* of the purpose of these allocations and illustrate how the sub-grantee will use these federal funds to support the implementation of CLSD initiatives and strategies.

*2300 and 3000 are allowable under this grant; cost allocation is a must and CANNOT exceed 5% of the total award. Only a maximum of 5% of administrative costs (under function codes 2300/3000) can be allocated throughout the total grant budget.

6100 Salaries:

- **1000 Instruction (**activities directly impacting the students)**:** Lead Educators, Assistant Educators, floaters, substitutes directly from the district/ program, coaches/mentors
- **2100 – Support Services** (supports the teacher, the classroom, or the program): stipends for teacher above & beyond teaching and substitute teachers in the classroom (while regular teachers attend training).

- **2300 – Administration*** – operational activities necessary to carry out the CLSD initiatives and strategies
- **3000 – Non-instructional Services*** – activities that are neither administration nor instruction but are necessary to carry out CLSD program activities

6200 Employee Benefits: (Employee Related Expenditures): Indicate what % of the salary is going to be paid for Employee Related Expenditures and a description of benefits such as FICA, worker compensation, social security, etc.; optional benefits (dental, vision, health, retirement, etc.). The "Project Time (FTE)" and "Quantity" amounts must match those requested in 6100 Salaries. If benefits will be paid out of another funding source, the sub-grantee will indicate that in the narrative section of 6100 Salaries as applicable.

6300 Purchased Professional Services:

- **1000 Instruction**: contracted teachers, consultants and substitutes (no salary)
- **2100 Support Services** – Trainings & conferences registration fees for teachers including any CLSD-specific ADE ECE hosted conferences and meetings
- **2300 – Support Services** – Trainings & conferences registration fees for administrators including any CLSD-specific ADE ECE hosted conferences and meetings
- **6400 Purchased Property Services:** Cleaning services or rent is not a covered expense in the CLSD grant

6500 Other Purchased Services: CLSD does not cover insurance

2100 – Support Services – Field trip transportation for students, up to 3 field trips per year are allowed under this grant, justification for field trips will be included in the narrative.

- Teachers travel to and from professional development training (travel includes: hotel, meals, mileage as applicable at the allowable state per diem rate)
- Printing materials such as: CLSD handbook, newsletters, TSG reports, data reports, etc.)
- Outreach to families as an evidence-based strategy to support identified initiatives related to the CLSD grant
- **2300 – Support Services Administration** – Travel for Administrators to attend trainings for Administrators or any ADE-hosted conferences/summits for Administrators

6600 Supplies: In an effort to provide high-quality experiences during the fiscal year, all **classroom materials, supplies, contracted services, technology, and furniture**

must be obligated before September 30 of the fiscal year. The intent is for these items and services to be available and effectively utilized during the fiscal year.

1000 – Instruction – any supplies that directly impact the learning experience of the children itemized out in the narrative box or with an attached Supplies Worksheet in "Related Documents" Digital resources and/or digital curriculum

6700 Property: ADE requires Quantity, Cost per unit, description and purpose for all capital outlay items as an uploaded Capital Outlay Worksheet in "Related Documents".

- **6731-6733** Furniture for the CLSD ECE classroom (i.e. Library center or bookshelf); costs should be cost-allocated if other funds are supporting the initiative. (6731 for items costing less than $5,000; 6733 for items $5,000 or more).**6737-6739** Technology related hardware and software with an uploaded Technology Equipment Worksheet in "Related Documents". Tablets, computers, or cameras for teacher documentation are allowable, but must be used for CLSD purposes only. (6737 for technology less than $5,000; 6739 for technology $5,000 or more). Currently TSG portfolios are to be coded here until further notice.

6800 Other Expenses:

- **1000 – Instruction** – Field trip entrance fees, up to 3 field trips per year are allowed under this grant, justification for field trips must be included in the narrative box with detail regarding how the field trips enhance the children's curricular experience specific to language and literacy.
- **3000 – Operation of Non-Instructional Services** – family engagement activities, parent education workshops.

6910 Indirect Costs:

Indirect costs are those expenditures that incurred for the joint benefit of more than one project and cannot be readily and specifically identified with the particular project without effort disproportionate to the resolves achieved, such as rent, utilities, phone service, insurance, use of copier machine.

Administrative Costs/Indirect Costs are general or centralized expenses of overall administration of an organization that receives grant funds and does not include particular program costs. Those are for activities or services that benefit more than one project. Their precise benefits to a specific project are often difficult or impossible to trace.

Direct Costs are those for activities or services that benefit specific projects (e.g., salaries for teachers, aids, paraprofessionals and materials required for a particular

project). Because these activities are easily traced to projects, their costs are usually charged to projects on an item-by-item basis.

Sub-grantees must choose option A, B or option C, based on their applicable allowance for indirect costs, and provide proper justification for expenses in the grant application

a. **Option A – Federally Approved Indirect Cost Rate**: If your organization has an approved indirect cost rate agreement in place, you must use that rate for this grant.

b. **Option B – If the organization does not have an Indirect Cost rate agreement**: The Sub-grantee may charge the 10% provisional rate for up to 90 days and must submit an indirect cost proposal to the Arizona Department of Education within 90 days after the grant award is issued and, if it does so, may continue charging the 10 percent provisional rate until the cognizant agency has provided the Sub-grantee with a negotiated indirect cost rate; and if after the 90-day period, the Sub-grantee has not submitted an indirect cost proposal to the Arizona Department of Education, the Sub-grantee may not charge its grant for indirect costs until it has negotiated an indirect cost rate agreement with the Arizona Department of Education; or

c. **Option C – Direct Charge:** With proper justification, Sub-grantee may include an allocation for administrative costs up to 5% of the total funds awarded. Administrative costs may include: cost of auditing, accounting, financial, payroll, salaries and benefits of the program director and other administrative staff.

Supplanting

Federal law prohibits recipients of CLSD funds from supplanting— that is, replacing state, local, or agency funds with federal funds. This means that existing funds for a project and its activities may not be displaced by federal funds and reallocated for other organizational expenses. For example, if a sub-grantee is already paying for a Director Salary with other school funds, it cannot use CLSD funds to pay Director Salary and use the "savings" for other purposes. Since the Director was already paid with local sources, it is not legitimate to transfer that position's salary under the funding of the new grant.
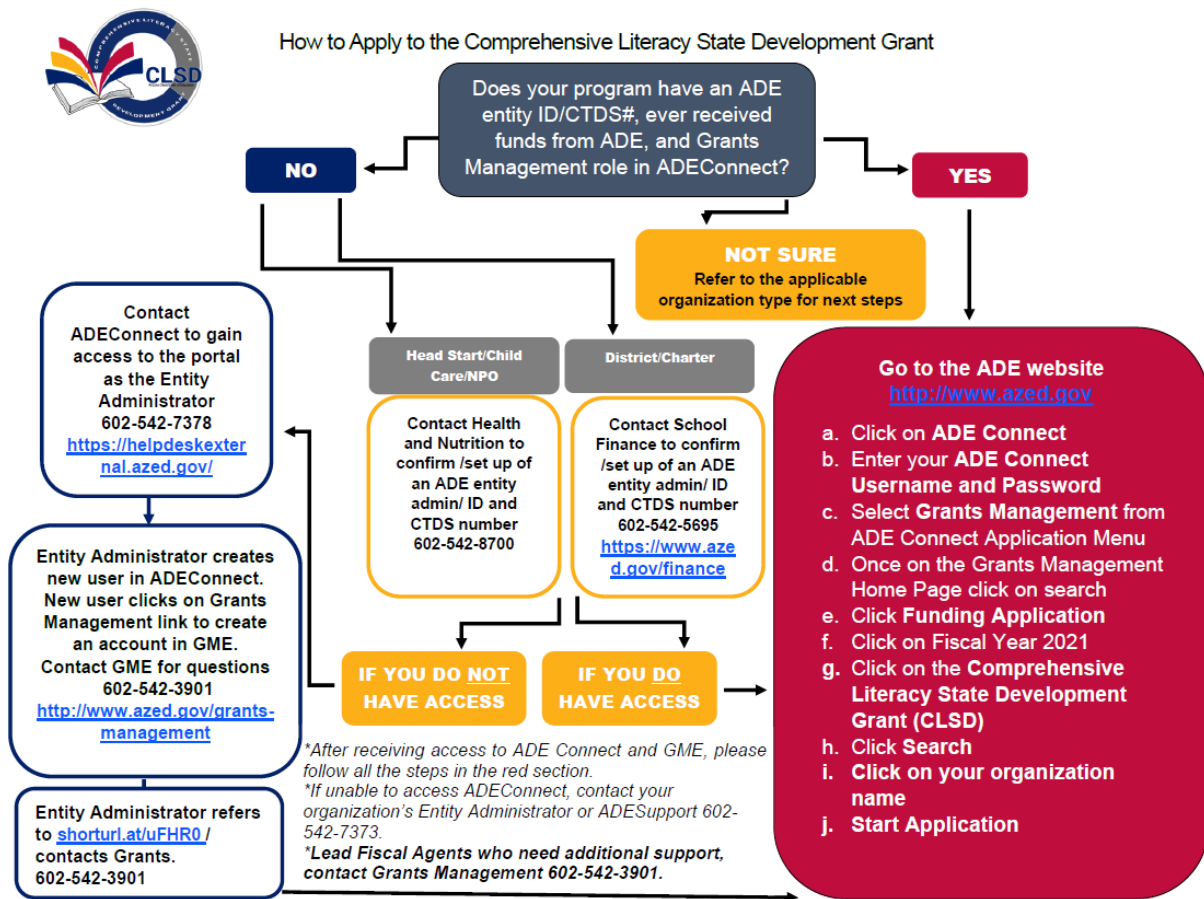
Appendices

Eligibility and Compliance

All applicants are required to complete Eligibility and Compliance as part of the CLSD funding application process within the Grant Management Enterprise (GME) system. Applicants understand completing Eligibility and Compliance neither concludes completion of the CLSD funding application or award. Consortium's may not submit a duplicate CLSD Eligibility and Compliance for a school or site who has or intends to submit a CLSD funding application.

How to obtain an entity ID number

How to Apply to the Comprehensive Literacy State Development Grant

Does your program have an ADE entity ID/CTDS#, ever received funds from ADE, and Grants Management role in ADEConnect?

NO

YES

NOT SURE
Refer to the applicable organization type for next steps

Contact ADEConnect to gain access to the portal as the Entity Administrator
602-542-7378
https://helpdeskexternal.azed.gov/

Entity Administrator creates new user in ADEConnect. New user clicks on Grants Management link to create an account in GME. Contact GME for questions 602-542-3901
http://www.azed.gov/grants-management

Entity Administrator refers to shorturl.at/uFHR0 / contacts Grants.
602-542-3901

Head Start/Child Care/NPO

Contact Health and Nutrition to confirm /set up of an ADE entity admin/ ID and CTDS number 602-542-8700

District/Charter

Contact School Finance to confirm /set up of an ADE entity admin/ ID and CTDS number 602-542-5695
https://www.azed.gov/finance

IF YOU DO NOT HAVE ACCESS

IF YOU DO HAVE ACCESS

*After receiving access to ADE Connect and GME, please follow all the steps in the red section.
*If unable to access ADEConnect, contact your organization's Entity Administrator or ADESupport 602-542-7373.
*Lead Fiscal Agents who need additional support, contact Grants Management 602-542-3901.

Go to the ADE website
http://www.azed.gov

a. Click on **ADE Connect**
b. Enter your **ADE Connect Username and Password**
c. Select **Grants Management** from ADE Connect Application Menu
d. Once on the Grants Management Home Page click on search
e. Click **Funding Application**
f. Click on Fiscal Year 2021
g. Click on the **Comprehensive Literacy State Development Grant (CLSD)**
h. Click Search
i. **Click on your organization name**
j. **Start Application**

*How to obtain an entity ID number accessible version.

Arizona Department of Education

Time and Effort

Time and Effort documentation **must be** maintained for all employees whose salaries are:
• Paid in whole or in part with Federal funds 2 CFR 200.430(i)(1).
• Used to meet a match/cost share requirement 2 CFR 200.430(i)(4).

Please Note: Per 2 CFR 200.430((i)(1)(viii), an LEA's Time and Effort documentation cannot be based on budget estimates (i.e., estimates determined before the services are performed). All Time and Effort records must be based on **actual time spent and effort expended** by the grant-funded employee and reported and/or certified after-the-fact.

Complete Guide to Time and Effort Reporting

Resources

Application Resources

User Roles and User Access Administration
Complete Guide to Time and Effort Reporting

U.S. Department of Education CLSD

CLSD Literacy State Development information

Evidence-Based Resources

Evidence for ESSA

CLSD Program Resources: Evidence-Based Practices

What Works Clearinghouse

Early Childhood Technical Assistance Center

IRIS Center Peabody College Vanderbilt
Some Questions and Answers about Evidence-Based Practices in ECE Examining Language and Literacy: Evidence-Based Practices