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1. **Need for Project**

California serves the largest and most diverse student population in the nation and has in place significant infrastructure investments that can support improved literacy outcomes. However, there is a need to address gaps in the system to see the full impact of these investments. Through the Comprehensive Literacy State Development (CLSD) project, the California Department of Education (CDE) will align and expand existing infrastructure, guidance, and expertise to bring coherence to the system and improve student outcomes. A State Literacy Team (SLT) will be convened to organize the state's literacy resources into a coherent and comprehensive State Literacy Plan (SLP). Regional literacy leads will be selected via a competitive grant process to develop and implement regional literacy plans aligned to the SLP. All of this work will be integrated into the Statewide System of Support (SSS) to build the capacity of the larger system to promote and support equitable access to high-quality literacy instruction for all students across California's geographically diverse regions.

California's Context and Assets

Educational equity has been a thoughtful and deliberative priority in California for many years. The state has implemented a number of ambitious and proactive evidence-based strategies and initiatives that are consistent with or specifically designed to achieve the objectives described in the Elementary and Secondary Education Act (ESEA), but more can be done. Meeting the educational needs of California's large and diverse student population, described in Appendix 1 of this application, presents a variety of opportunities and challenges. California's education system is founded on the precept that most decisions should be made by LEAs and their communities of stakeholders. California's education funding system, the Local Control

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Funding Formula[i] (LCFF), supports educational equity by allocating additional funding to LEAs serving high populations of ELs, students from low-income families, and youth in foster care. LEAs are required to develop Local Control and Accountability Plans (LCAPs) for improving student outcomes in consultation with the school community, including parents, students, teachers, and administrators. These plans are reviewed and refined in collaboration with California's 58 county offices of education (COEs), ensuring that districts receive timely and informed technical assistance.

The California School Dashboard[ii] (Dashboard) provides stakeholders with multiple measures to assess how LEAs are meeting the needs of students relative to the LCFF priorities, including student achievement, implementation of content standards, EL progress, student engagement, parental involvement, and school climate. LEAs use Dashboard and local data to annually review their progress toward expected annual outcomes and use the LCAP development process to set goals, plan actions, and leverage resources to improve student outcomes.

To assist LEAs in building capacity to address LCFF priorities, California has established a Statewide System of Support (SSS), comprised of the CDE, the California Collaborative for Educational Excellence[iii] (CCEE), and COEs, with the State Board of Education (SBE) playing a policy role. The SSS networks California's improvement networks; all of the agencies in the SSS convene multiple times each year to share and leverage expertise to better support LEAs to meet the needs of all students. Seven COEs have been identified as geographic lead agencies within the SSS and others have been selected to lead statewide work in multi-tiered systems of support (MTSS), equity, community engagement, EL supports, and special education programs. More detailed information regarding the SSS is provided in section 4 of this application.

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In addition to the SSS, California's educational system includes a variety of organizational structures that can be leveraged, aligned, and expanded to support implementation of statewide literacy initiatives. For example, the California County Superintendents Educational Services Association[iv] (CCSESA) organizes the 58 COEs into 11 regions to foster local collaboration and better serve district needs. CCSESA's Curriculum and Instruction Steering Committee (CISC)[v] identifies curriculum and staff development needs and provides a statewide communication and implementation network. CISC subcommittees promote collaborative leadership to ensure high-quality programs, practices, and services that support sustainable and improved outcomes for all students. The CISC supports several subcommittees, including teams for English Language Arts/English Language Development (ELA/ELD) and teacher development that work to further the mission of the SSS. The CISC Early Learning Subcommittee leads statewide efforts to promote early learning and collaborates with the ELA/ELD Subcommittee to support the continuum of literacy development from birth through grade 12.

The California Subject Matter Project[vi] (CSMP) also plays a key role in the state's professional learning (PL) infrastructure. The CSMP is a network of nine discipline-based statewide projects that provide content-specific professional development (PD) and support PL at regional sites statewide. Each CSMP is housed at an institution of higher education (IHE) and provides a solid research base in instructional pedagogy, supports teacher PL communities[vii], and maintains a critical feedback loop between higher education and K−12. The National Writing Project, which derives from the CSMP, has been recently studied in randomized control trials and found to be one of the most effective PD programs in the country for literacy[viii].

The Instructional Leadership Corps[ix], a collaborative effort between the California Teachers Association, the Stanford Center for Opportunity Policy in Education, and the National Board

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Resource Center, has trained approximately 250 teachers to become instructional leaders for their LEAs. These leaders work in teams year-round to develop and provide PL on the California Standards. To date, they have reached over 100,000 teachers in at least 500 LEAs through direct support and trainer-of-trainer models. This innovative project exemplifies the teacher-driven, teacher-led PD described in the Federal Register and could be leveraged as a model for building the instructional capacity of the system to support student literacy.

The CLSD project will provide staff that support literacy in various capacities across the CDE (e.g., staff in divisions supporting PL, curriculum frameworks, early education, special education, English learners) with systematic opportunities to collaborate to support literacy achievement for children from birth to grade 12. For example, the CDE is the state agency responsible for administering early childhood education and childcare programs in California. The California Preschool Instructional Network (CPIN) works to increase the professional knowledge and skills of administrators and teachers of preschool, migrant, and transitional kindergarten children through regional communities of practice, PL, coaching, and on-site support. The Program for Infant Toddler Care[x] (PITC), developed collaboratively between the CDE and WestEd, produces videos, guides, and manuals designed for childcare managers and infant/toddler care teachers. California's Head Start program is the largest in the nation. In 2016, over 100,000 children were served by Head Start through a system of 185 grantees and 88 delegate agencies. The majority of these agencies also have contracts with the CDE to administer general childcare and/or State Preschool programs. The CDE had 1,332 contracts dispersed through 746 public and private agencies providing services to approximately 400,000 children in 2015–16. CDE staff collaboration through the CLSD project will bring all of these supports for the teachers of California's youngest students into alignment with K−12 PD efforts.

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The project presents a similar opportunity for staff to leverage California's expanded learning programs. The CDE administers two expanded learning programs: the state-funded After School Education and Safety (ASES) Program for kindergarten through grade nine students and the federally-funded 21st Century Community Learning Centers (21st CCLC) Program for K−12 students. 2015−16 data shows that students served are predominately socio-economically disadvantaged (83.2%), students of color (69.21% Latino and 7.27% Black), and ELs (35.4%). Both ASES and 21st CCLC have an academic focus with student and family literacy as key program components. Programs promote school choice through supplemental grant funding for ASES rural communities for transportation and 21st CCLC's Equitable Access option grant, which can mitigate access issues (e.g. students receiving special education services, ELs, or rural areas in need of transportation). Programs are required to give priority to homeless and foster youth. The CDE team that supports expanded learning has established a strong network of support across the state that can be leveraged to support literacy development through the CLSD.

To ensure state-level equitable services under ESEA, the CDE also provides PD for private school educators using Title II, Part A and Title IV, Part A funds. The CLSD project will permit the state to provide more literacy-focused PD for teachers in non-profit private schools.

Finally, California's State Superintendent of Public Instruction (SSPI) convened a literacy workgroup with the goals of supporting evidence-based literacy intervention programs, increasing children's access to books, and promoting family literacy. The SSPI is also sponsoring legislation for a PL infrastructure to support school, family, and community literacy.

In addition to the assets described above, California has developed several guidance documents to support literacy achievement, including evidence-based standards and frameworks for all content areas. The 2014 ELA/ELD Framework supports the integration of ELD and

literacy into all classrooms. Developed by literacy experts and teachers, the document compiles

current evidence-based strategies to support high-quality literacy instruction for all students. It

identifies five themes of literacy: meaning making, language development, effective expression,

content knowledge, and foundational skills, emphasizing throughout that teachers of all content

areas are expected to integrate literacy and ELD. All recently updated content-area frameworks

highlight the elements of disciplinary literacy, further emphasizing that every teacher is a literacy

teacher. Other key guidance documents include the California Preschool Foundations[xi], the EL

Roadmap[xii], The Family Engagement Framework[xiii], and the Dyslexia Guidelines.[xiv]

California's Needs

California will address three identified needs through this project: (1) improve birth through

grade 12 literacy development and instruction, (2) strengthen state and local PL infrastructure to

support full implementation of adopted standards and frameworks, and (3) align and integrate

literacy assets and the SSS through systematic communication and collaboration.

First, we will work to improve birth through grade 12 literacy development and instruction.

Despite all of the assets described above, 2018 Smarter Balanced summative assessment data for

English Language Arts/Literacy (ELA/Literacy) indicates that 50 percent of California students

met or exceeded the standard. Further, 85 percent of students with disabilities, 87 percent of ELs,

and 62 percent of socioeconomically disadvantaged students performed below or well below

standard. These gaps in literacy achievement are significant when compared to students without

disabilities, non-ELs, and non-socioeconomically disadvantaged students who scored above

standard at 54 percent, 57 percent, and 69 percent respectively.

Second, we will strengthen state and local PL infrastructure to support full implementation of

adopted standards and frameworks and evidence-based strategies for literacy instruction.

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California does not have a coordinated PL infrastructure to disseminate and train all teachers to use the ELA/ELD Framework effectively. Responses from a 2019 statewide literacy needs assessment confirm that LEAs would greatly benefit from additional support to implement literacy instruction as described in the framework:

- 53.97 percent felt that only some, few, or no schools were successfully implementing the CCSS for ELA/Literacy

- 84.13 percent felt that only some, few, or no schools were successfully implementing literacy elements across content areas

- 80.95 percent felt that only some, few, or no schools are successfully implementing the ELD standards

- 76.19 percent felt that only some, few, or no schools are successfully implementing the ELA/ELD Framework

- 52.38 percent answered "no" or "unsure" when asked if all teachers have professional development (PD) in the CCSS for ELA/Literacy and the ELD standards

- 71.43 percent answered "no" or "unsure" when asked if there was an equitable distribution of teachers who have been trained to teach ELD, ELA, and literacy standards

- 93.66 percent believe that "some" or "many" additional state-level supports are needed

- 79.37 percent believe that state-level activities supporting local efforts (such as a SLP, communities of practice, etc.) would be very helpful

One respondent stated that there is a "lack of funding for PD around ELA/Literacy since the state adopted the standards [which] has led to varied implementation." Others noted that the SSS "is providing a nudge to districts to do more," and building COE capacity "would be beneficial" because they understand local needs. Another stated that LEAs "need assistance in aligning

instruction, utilizing the vast array of resources stated above with data around student needs…any state level efforts should strive to facilitate these efforts at the local level." Requests for funding for ELA/literacy was a repeated theme, suggesting there have not been "concentrated funding streams for ongoing PD, framework rollouts, and communities of practice."

California's education system relies upon an educator workforce of more than 300,000 teachers and administrators with diverse learning needs. The state's Quality Professional Learning Standards[xv] (QPLS), described later in this proposal, support LEAs to invest in learning experiences consistent with research regarding high-quality PD. However, each LEA provides PD designed to address identified local needs using available resources and access to high-quality PL for teachers and administrators is highly variable across the state. This variability, exacerbated by California's ongoing teacher shortage, contributes to the following challenges to providing equitable high-quality literacy instruction:

1) Disproportionate Access to Effective Teachers: California defines "ineffective teachers" as those who have been misassigned or are teaching without a credential. The teacher shortage has resulted in more underprepared teachers entering the workforce. Teacher misassignments in California's lowest performing districts increased 16% from 2015−16 to 2016−17[xvi]. According to the CTC, teachers serving students in special education settings comprise the largest number of misassignments, followed by teachers of ELs.

2) Diverse Teacher Preparation: The California Commission on Teacher Credentialing (CTC) works to ensure that pre-service teacher candidates have the knowledge and skills to provide reading instruction and literacy development. The CTC recently revised the teacher preparation standards to focus on development of candidate competence on the Teaching Performance Expectations (TPEs) and the Reading Instruction Competence

Assessment (RICA) specifications. Teacher preparation programs are required to align their course content for reading instruction with the RICA content specifications in addition to the current program standards and TPEs. However, there are a total of 239 CTC-approved educator preparation programs in California. Twenty-three programs are offered at California State Universities, nine are offered at Universities of California, 50 at private/independent institutions, and 157 at LEAs. This diversity suggests diverse learning outcomes for teacher candidates.

3) Highly Variable Professional Learning for Educators: According to the Learning Policy Institute (LPI), "most teachers receive professional learning of short duration (less than eight hours on a topic, usually in afterschool workshops)." School contexts such as inadequate resources or countervailing school or district mandates also pose challenges[xvii]. Rural LEAs and under-resourced communities struggle to retain teachers and provide sufficient resources, impacting PL needs and the capacity to address them.

The CLSD project will directly address these challenges by promoting a coherent statewide vision and aligned support, resources, and guidance for high-quality PL for all teachers.

Third, we will bring coherence to the system, aligning and integrating literacy assets and the SSS through systematic communication and collaboration. Although California has extensive networks and resources committed to improving student outcomes (e.g., SSS, CISC, CSMP, expanded learning and early childhood education networks), the state lacks a coordinated system of communication and collaboration specific to literacy. Without state leadership, organizations and professionals apply their knowledge and expertise unevenly.

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2. **Project Design**

To address these identified needs, California will convene an SLT to develop a new SLP that includes the resources, entities, and networks described in this proposal and then award subgrants to eligible entities in the 11 CCSESA regions to develop and implement regional literacy plans aligned to the SLT. Each regional literacy lead will provide schools and districts in its region with high quality educator PL to improve literacy instruction. Regional leads will also build the capacity of the local system to engage families and communities in literacy development of students and to increase educational options for students, especially children living in poverty, ELs, children with disabilities, and other student groups identified through Dashboard data. Further, California will leverage the expertise of the SSS to amplify and support this new state and local PL infrastructure. Systematic assessment and evaluation will be integrated into the project design to support continuous improvement.

The following three objectives inform the project design: (1) build state capacity to support literacy instruction; (2) develop and implement a comprehensive SLP that aligns and integrates all state literacy initiatives, content standards, curriculum frameworks, and guidance documents; and (3) build local capacity to establish, align, and implement literacy initiatives that emphasize family and community involvement and expand educational options to address the needs of California's most vulnerable children. These project objectives directly address the needs identified in the previous section. Each of the objectives, along with an overview of project activities, measurements of effectiveness, and outcomes, is discussed in more detail below.

Objective #1: Build State Capacity to Support Literacy Instruction

The CLSD project will establish dedicated CDE staff positions, including a new Education Programs Consultant (EPC) to lead a coordinated statewide effort to build local capacity over the

life of the project. Dedicated CDE literacy staff will develop and disseminate resources and communications, facilitate the work of the SLT, conduct the subgrant competition and monitor subgrants to ensure adherence to program guidelines, participate in the SSS, provide technical assistance to LEAs, ensure that assessments, reports, and evaluations associated with the project are conducted in a timely manner, manage the online repository of literacy resources, and provide leadership and coordination to improve alignment and coherence across the system. Staff will also build CDE internal capacity to continue the work beyond the grant period by facilitating a PL community of CDE staff, bringing information regarding statewide literacy efforts into alignment across the agency in service of LEAs.

The CDE will leverage its leadership role to cultivate and sustain relationships with other organizations and address challenges through a policy-practice feedback loop, in quarterly meetings with organizational and regional leads, monthly meetings with CDE staff, and SSS meetings, ensuring timely solutions are generated and implemented. Feedback loops between LEAs and the state will utilize capacity, implementation, and outcome data to inform decisions.

Outcomes include sustainable partnerships with clearly defined roles and responsibilities between COEs, LEAs, CSMP, other IHEs, the CCEE, the California Comprehensive Center (CACC), early childhood agencies, and the CDE; established structures to ensure ongoing collaborations, including participation of state and regional literacy leads in the SSS; and implementation evidence-based statewide PL support. Success will be measured through the State Capacity Assessment (SCA)[xviii], ongoing formative evaluations of grant activities, and documentation of collaborative and professional learning systems. The first objective addresses needs #2 and #3, as described in the previous section.

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Objective #1: Build State Capacity to Support Literacy Instruction		
Activities	**Measurement/Evaluation**	**Outcomes**
Establish dedicated staff to lead a coordinated, statewide effort to build local capacity.	• Identification of two EPC staff, with expertise in literacy and PL.	Dedicated staff assigned to lead the project over five years.
Facilitate CDE-internal alignment and integration of all literacy-related initiatives and programs.	• Establishment of a department-wide team and specialty roundtables to share data and expertise. • Monthly roundtable meetings and quarterly team meetings.	Collaboration across all divisions in the CDE to support literacy achievement for all students.
Establish statewide partnerships, including a SLT, with organizations focused on literacy and structures to ensure ongoing collaborations.	• Evidence of sustainable partnerships with clearly defined roles and responsibilities. • Established structures to ensure ongoing collaborations. • Inclusion of organizations with the capacity and expertise to provide evidence-based, statewide PL support.	Formalized partnerships between COEs, LEAs, IHEs, CSMP, CCEE, the CACC, early childhood organizations, and the CDE that are sustainable for the life of the project and beyond.

	• Evidence-based state capacity assessments annually and ongoing professional formative evaluations of CDE and grantee activities.	

Objective #2: Develop and Implement a Comprehensive State Literacy Plan (SLP)

The SLP will strengthen and align literacy initiatives and highlight evidence-based strategies for literacy instruction and guidance from existing policies and within standards and frameworks. A SLT, comprised of representatives from the CDE, the CCEE, the SBE, and others selected for their literacy expertise will develop the SLP. The SLT will include representatives with expertise in PL, early childhood education, special education programs, English language development, expanded learning, and parent and community engagement. The SLT will represent urban, suburban, and rural areas and will include members from higher education, school/district staff, community members, and parents.

A statewide comprehensive literacy needs assessment will provide the data to drive the SLP. The CDE, in collaboration with the American Institute for Research and the CACC, has convened a team of experts to provide input on an instrument to assess LEA implementation of the ELA/ELD Framework. LEAs will use the assessment to identify gaps in services and consult the framework for guidance in aligning its literacy program to its unique student populations. This needs assessment will be distributed in fall 2019 and will identify areas where additional support and guidance is needed.

The SLP will describe a vision and strategies for supporting literacy development for children from birth to grade 12 during the school day, in expanded learning programs, and at home. It will integrate and align the existing infrastructure and resources as described in the

needs section, providing recommendations and a plan for state and regional literacy leads, with support of the SSS, to create a coherent literacy vision for California. The SLP will include comprehensive information regarding evidence-based literacy development strategies that have proven to improve student outcomes, including, but not limited to, Reading Recovery[xix], coaching models[xx], and Readers Writers Workshop[xxi]. It will also include guidance regarding evidence-based practices for PL (e.g., QPLS, coaching, the ILC, and others as defined in the Federal Register), and guidance regarding increasing educational options (e.g., expanded learning programs, equitable services for private schools).

The SLP, ultimately, will help guide LEAs in writing local literacy goals, informing their approaches so that they can choose the evidence-based practice or strategy that works best within their local context, with state-level support to ensure consistent implementation. LEAs will align their literacy goals with the SLP, promoting coherence across the system and helping LEAs create clearly articulated goals and action steps to support their most vulnerable students.

Outcomes include a comprehensive analysis of locally determined literacy needs, a SBE-adopted and widely disseminated SLP, and sustainable collaborative networks to support implementation. Success will be measured through dissemination and analysis of a statewide comprehensive literacy needs assessment, convening of the SLT to inform the content of the SLP, dissemination of the SLP, and ongoing implementation support for LEAs to develop local literacy plans. The second objective meets needs #1, #2, and #3, as described previously.

Objective #2: Develop and Implement a Comprehensive State Literacy Plan (SLP)		
Activities	Measurement/Evaluation	Outcomes

Disseminate comprehensive literacy needs assessment.	• Needs assessment to approximately 1100 districts, 1306 charters, and 2089 private schools distributed statewide. • Results gathered and analyzed.	Data that is generated locally and identifies persistent literacy gaps to inform the writing of the SLP.
Assemble a SLT to analyze the comprehensive literacy needs assessment data.	• Identification of members and convening of the SLT to analyze data and define objectives.	Analysis of locally determined literacy needs and well-defined objectives for the SLP.
Collaborate with the SLT to inform writing and participation in dissemination of the SLP.	• Convening of an in-person meeting of the SLT. • SBE approval of SLP. • Active dissemination of the SLP, in collaboration with the SLT, through online communications, meetings, conferences, etc.	SBE-adopted and widely disseminated SLP and sustainable collaborative networks to support implementation.

Objective #3: Build Local Capacity to Establish, Align, and Implement Literacy Initiatives

The most important element of the CLSD project is building local capacity to improve literacy achievement for high-need schools and students. Through a competitive grant process, the CDE will award a subgrant to a COE, or consortia of COEs, in each of the 11 CCSESA regions. This strategy will ensure both geographic diversity and equitable participation of rural

schools and communities. Due to California's large size and population, COEs are considered LEAs and meet the requirement outlined in the grant notice.

To support the competitive process, the CDE will post technical assistance documents on its website, including guidance and resources developed by the SLT for conducting a local literacy needs assessment and to support the grant application process. The CDE will also conduct two technical assistance webinars for applicants. Successful applications will submit a summary and analysis of a local literacy needs assessment for K–12 students, which must align with the comprehensive state needs assessment and the SLP. Each applicant must also describe a plan for supporting high-quality PL, grounded in the content of the Infant and Toddler and Preschool Learning Foundations and the ELA/ELD Framework, to address the identified needs of early learning providers, K–12 educators, and regional stakeholders. Applicants must also describe how the QPLS will be applied to the design and evaluation of all PL developed for the region. Selection criteria for subgrantees will reference all pertinent required and suggested aspects noted in the Federal Register.

The request for applications will reflect program priorities by requiring applicants to demonstrate a strong plan to: 1) target services for student groups with the widest literacy gaps, especially those residing in rural areas or living in poverty; 2) improve access to educational choice by working closely with charter schools and providing high-quality equitable services for private schools; 3) collaborate with the CSMP or other IHE to ensure a solid research base for PL over the life of the grant; and 4) collaborate with early childhood and non-profit community organizations. Applicants will receive priority points for serving children from birth through age 5 from families with income levels at or below 200 percent of the federal poverty line and serving LEAs with a high number or percentage of high need schools.

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Research shows that "being read to as a child and having books in the home are the two more important indicators of future academic success.[xxii]" According to Children Now, "Only 62% of kids under age six are read to every day,[xxiii]" underscoring the critical need to promote family literacy and support parents and caregivers in reading to their children. Further, "in low-income neighborhoods, the ratio of books to children is one book for every 300 children, far below the ratio of 13 books per child in middle- and upper-income neighborhoods.[xxiv]" Successful applications will describe how the COE will provide books to birth through grade 12 children, and define and describe their role as regional leads in supporting family and community literacy.

In addition to partnering with the CSMP or an IHE, applicants must partner with two statewide structures for early learning, the PITC and the CPIN, to expand upon the statewide PL systems and strengthen the CPIN regional structure. The applicant, CPIN, and PITC must work together to coordinate and deliver regional professional learning, coaching support, and technical assistance to support early learning and transition to the K–12 system. The CDE developed the Desired Results Developmental Profile[xxv] (DRDP) to improve program quality in early education programs. Subgrantees will use data from the DRDP to inform their local literacy plans, ensuring that children are well prepared to enter kindergarten, and will work with the CDE to review and analyze this data to help provide PD to teachers and childcare providers in developing and supporting learning goals. Applicants will provide clear evidence of the means and methods employed to support the development of skills and expertise of LEA staff in supporting young children, particularly those at or below the federal poverty line, within and across their regions.

Subgrantees will comply with all relevant federal law and will submit quarterly progress reports and participate in monthly conference calls with the CDE. The subgrantees will participate in the SSS to ensure a coherent approach to literacy support and leverage the

expertise of the SSS. They will also commit to participating in regional assessments and to contributing PD materials, best practices, and other resources to an online repository. The CDE will disseminate these resources statewide by promoting these resources on the CDE website, expanding the reach of the project well beyond those immediately impacted.

The subgrants are a principal vehicle for connecting local literacy needs with the SLP. Subgrantees will support LEAs in their regions to develop and implement local goals to improve student literacy, informed by Dashboard data, as part of the LCAP process. These goals will be aligned to and supported by regional literacy plans and, therefore, the SLP, promoting coherence and support across the system. Outcomes include selection of regional grantees through a competitive process; established partnerships for state, family, and community collaborations; and resource sharing through an online platform. Success will be measured through a thorough grant application process; evidence of state, family, and community partnerships; formative evaluations; and documentation of improved academic outcomes. This last objective will address needs #1, #2, and #3, as described previously.

Objective #3: Build Local Capacity to Establish, Align, and Implement Literacy Initiatives		
Activities	**Measurement/ Evaluation**	**Outcomes**
Conduct a competitive process that identifies subgrantees across regions based on local needs assessments, to serve high-need schools and students.	• RFA disseminated. • Ongoing technical assistance for applicants, including an informative webinar. • Eleven grant awards distributed to COEs or consortia of COEs	A consortium of geographically diverse regional subgrantees to collaborate and lead local literacy efforts over the life of the

	representing all regions and high need student populations.	project and beyond.
Formalize educational and community partnerships for statewide collaborations.	• Evidence of state, community, and family partnerships. • Increased access to high-quality literature for all children, particularly those who lack access. • Evidence of local community and family literacy events.	A statewide network of educational and community partnerships working together to address the literacy needs of children.
Establish and strengthen relationships between regional literacy leads and the CPIN and PITC.	• Evidence of regional and early education partnerships. • Increase in PD for childcare managers, infant/toddler teachers, and transitional kindergarten teachers. • Increase in successful transition from early education to K–12.	A stronger statewide network of early education and K–12 partnerships that work together to build children's literacy skills.
Provide ongoing implementation support (over all five years) for LEAs to	• Facilitate collaborative learning for 11 regional teams. • Ongoing feedback and formative	Statewide collaborations, resource sharing, and increased

develop their own local literacy plans.	evaluations. • Resource sharing through an online platform. • Documentation of improved academic outcomes for subgroups identified as underserved or facing barriers to equity and access.	capacity of regions to disseminate literacy best practices and technical assistance.

Continuous Improvement Through Systematic Collaboration, Communication, Assessment, and Evaluation

The goal of this project is to create capacity for California to advance this work beyond the grant period, ensuring positive change for literacy functions at the systems level. Through continued internal and external collaboration, the CDE will assess and continuously improve policy, guidance, and technical assistance for LEAs. Continuing support—including high-quality PL in identifying, analyzing, and addressing student literacy needs and in building teacher and administrator capacity—will be aligned with and integrated into the SSS.

Assessment and evaluation of program implementation will be ongoing. CDE and regional literacy leads will maintain ongoing communication through quarterly reports and monthly conference calls. This network of regional literacy leads will be networked into the larger SSS, enhancing communication and collaboration regarding literacy across the state. The Practice-Policy Communication Loop will support the continual analysis of state-level efforts on student and community impact. Feedback loops will allow the CDE to "solicit, receive, and respond to feedback from schools and districts regarding barriers and facilitators to implementation.[xxvi]"

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Additional formal assessment and evaluation is integral to the project design and will inform continuous improvement efforts. As described in the next section, the CDE will contract with WestEd to provide professional quarterly formative and annual summative evaluations to ensure successful implementation of all aspects of this project.

3. Management Plan

CDE literacy staff will provide leadership and a central communication infrastructure to ensure internal and external alignment of efforts. The state literacy leads will reside within the existing Educator Excellence and Equity Division (EEED) at the CDE and all grant activities will be managed by the EEED. The EEED currently administers two ESEA programs: Title II, Part A, Supporting Effective Instruction; and Title IV, Part A, Student Support and Academic Enrichment; and has significant experience maintaining administrative and fiscal responsibility over federal funds, including proven success administering statewide ESEA-funded grant competitions. The EEED also is charged with conducting consultation regarding state-level equitable services for private school educators and has deep understanding of this process. This expertise will support completion of all grant-related tasks, on time and within budget.

EEED staff will collaborate with stakeholders within and beyond the CDE to ensure attainment of project objectives. External partner organizations have committed to collaborating on this project (see attached partnership letters) and each partner will ensure the project prioritizes the state's most vulnerable students, engages families and communities, and promotes educational choice. The roles and responsibilities of CDE staff and external partners follow:

CDE: The CDE will align literacy projects and initiatives department-wide. Staff from divisions across the CDE (including, but not limited to, Educator Excellence and Equity, Early Learning and Care, Expanded Learning, English Learner Support, Special Education,

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Charter Schools, and Curriculum Frameworks) have committed to participating in this work. The primary document to guide the work will be the SLP. This collaboration will ensure that literacy is infused throughout the technical assistance provided by CDE staff. Resumes and qualifications of current staff are included as attachments. Project leads in the EEED are:

- Project Director: Barbara Murchison, Division Director

- Project Coordinator: Aileen Allison-Zarea, Education Administrator

- Fiscal Lead: Victoria Kielborn, Staff Services Manager

- Lead Literacy Consultant: Jennifer Howerter, EPC

- New 1.0 FTE EPC: To be hired Fall 2019 (duty statement attached)

CCSESA: The CCSESA and CISC will provide ongoing support to create, deliver, and promote high-quality PL and systems support. Activities include providing subgrantees with PL opportunities and technical support as they conduct and analyze local literacy needs assessments and develop and analyze local literacy plans.

CSMP: The CSMP and its discipline-specific regional projects will support regional leads in providing content-specific PD to teachers, administrators, and literacy coaches to ensure evidence-based pedagogy is fully employed. The CSMP will also support the development and implementation of family literacy events.

First 5 California: As a state agency, First 5 works closely with the CDE on quality improvement for early learning and care settings, and projects focused on early math, social emotional development, positive adult child interactions, and early literacy, all aimed at improving school readiness and outcomes for California's youngest children. First 5 will support the provision of equitable services to all California children and to build statewide capacity to improve student outcomes through effective literacy instruction and intervention.

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WestEd/CACC: The CACC will work with the CDE to build its capacity to ensure the

objectives of the project are successfully carried out. The CACC will support facilitation of

the SLT in analyzing the results of a comprehensive needs assessment, writing of the SLP,

and formative evaluations through a WestEd professional evaluator.

CDE literacy leads will develop an evaluation process for assessing the extent to which literacy

leads are implementing local literacy plans and the impacts on student outcomes, ensure school

data information systems and evaluation processes are in place, ensure LEA and state procedures

and supports are in place for system evaluation, and disseminate annual reports of

implementation integrity and outcomes.

As described in the previous section, assessment and evaluation of program implementation

will be ongoing. State literacy leads will monitor progress through monthly internal meetings to

discuss project status and progress and quarterly roundtables to share project updates and address

issues that might impede literacy alignment. Monthly conference calls and quarterly in-person

meetings with subgrantees and organizational partners will provide the means to monitor grant

activities, identify any challenges to effective implementation, and provide support in a timely

manner. Systematic data collection and evaluation of the project from inception to conclusion

will capture the direct impact of SLP implementation on student success. State and regional

student outcome and teacher survey data will be reviewed as evidence of progress to inform

decision-making. To monitor the implementation and impact by region, the CDE will require

subgrantees to report annually on quantitative data of student assessment scores, number of

families positively affected by literacy outreach initiatives, number of students who have access

to educational choice, and qualitative data, such as teacher and administrative surveys, student

surveys, and family and community surveys. This data will be reviewed annually and applied to

continuous improvement actions. Data will be routinely reviewed at quarterly meetings to assess progress of the project as part of a continuous improvement framework.

Further, the project evaluator will facilitate formative assessments four times per year, and the CDE will apply the State Capacity Assessment (SCA) and Regional Capacity Assessment (RCA) planning tools[xxvii] annually to assess the quality of grant products and services and advance and improve implementation. The project timeline table below contains all major milestones for the five-year grant period.

Year 1 Activities (2019–20)	Responsible Parties
Disseminate/promote comprehensive literacy needs assessment (January 2020)	CDE, CCSESA, CSMP, CACC, First 5
Complete comprehensive needs assessment (February 2020)	LEAs
Convene SLT to analyze needs assessment results and draft recommendations (February 2020).	CDE, CACC
Conduct monthly roundtable meetings (beginning February 2020)	CDE
Hire two literacy lead consultants (approval of positions by Fall 2019, positions filled by January 2020)	CDE
Conduct formative evaluation, assessing all partners and efficacy of work products (December 2019, March, July, September 2020)	WestEd
Write SLP (March–May, 2020)	CDE, CACC

| Develop/disseminate RFA and technical assistance (June/July 2020)	CDE
Present final draft of SLP to the SBE (July 2020)	CDE
Disseminate SLP statewide (beginning July 2020)	CDE, all partners
Review RFAs (August 2020)	CDE
Award subgrantees (September 2020)	CDE
Year 2 Activities (2020–21)	**Responsible Parties**
Conduct weekly literacy lead meetings (ongoing)	CDE
Conduct monthly roundtable meetings (ongoing)	CDE
Conduct monthly conference calls with subgrantees/partners (beginning October 2020)	CDE
Complete and analyze the SCA and RCA	CDE, WestEd
Conduct training, communities of practice, and technical assistance for subgrantees (ongoing, beginning November 2020)	CDE, CCSESA, CSMP
Conduct formative evaluation (December, March, June, September)	WestEd
Begin building and populating online repository of resources (January 2021)	CDE, subgrantees
Year 3 Activities (2021–22)	**Responsible Parties**
Conduct all ongoing activities described in Year 2, including literacy lead	CDE, CCSESA,

meetings, roundtable meetings, conference calls, in-person meetings, training, and technical assistance with subgrantees	CSMP
Complete and analyze the SCA and RCA and conduct formative evaluations as described in Year 2	CDE, WestEd
Continue populating online repository of resources (ongoing)	CDE, subgrantees
Year 4 Activities (2022–23)	**Responsible Parties**
Conduct all ongoing activities described in Year 2, including literacy lead meetings, roundtable meetings, conference calls, in-person meetings, training, and technical assistance with subgrantees	CDE, CCSESA, CSMP
Complete and analyze the SCA and RCA and conduct formative evaluations as described in Year 2	CDE, WestEd
Continue populating online repository of resources (ongoing)	CDE, subgrantees
Year 5 Activities (2023–24)	**Responsible Parties**
Conduct all ongoing activities described in Year 2, including literacy lead meetings, roundtable meetings, conference calls, in-person meetings, training, and technical assistance with subgrantees	CDE, CCSESA, CSMP
Complete and analyze the SCA and RCA and conduct formative evaluations as described in Year 2	CDE, WestEd
Finalize online repository of resources	CDE, subgrantees

Conduct grant close out activities (October–December, 2024)	CDE

4. Project Services

California's LCFF-based education system supports educational equity by holding LEAs accountable for improving outcomes for all student groups and providing them with additional supports if all student groups are not making expected progress. The state's COEs and the SSS[xxviii] provide support for LEAs as they work to continuously improve outcomes for all students. The graphic below describes the current organization of the SSS.
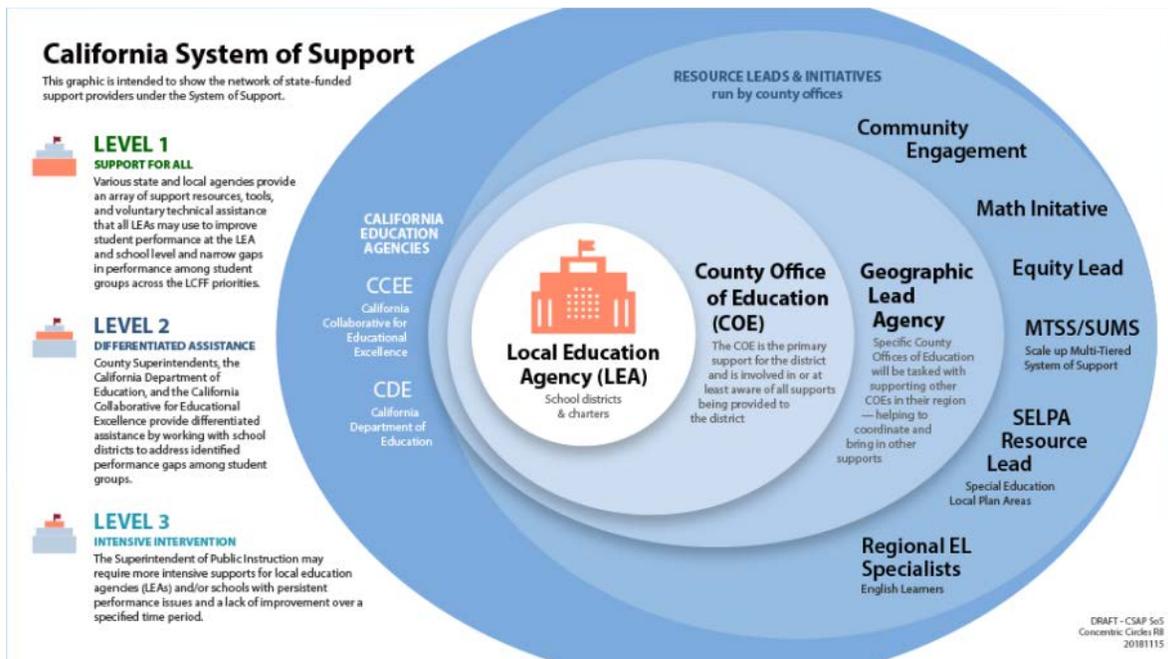
The SSS provides three levels of support for LEAs: supports for all, including tools and resources that improve student performance and increase equity across student groups; differentiated assistance for some, focusing on significant disparities in performance among student groups; and intensive interventions for the few experiencing persistent performance issues with a lack of improvement over a specified time period.

Project Narrative

Within the SSS, designated networks address diverse state priorities. These networks include: Geographic Lead Agencies[xxix] that build COE capacity to achieve full equity and access; the statewide Multi-Tiered System of Support lead that has trained all 58 COEs and more than half of the state's LEAs in a new approach to supporting all students[xxx]; the Community Engagement Initiative[xxxi]that works to build the capacity of communities and LEAs to facilitate difficult conversations about improving student outcomes; the Special Education Local Plan Area Resource Leads[xxxii]that assist LEAs to improve outcomes of students with disabilities; the regional EL specialists[xxxiii] that provide guidance to reduce inequities for ELs; and California's Equity Performance and Improvement Program[xxxiv] that builds LEA capacity to address barriers to equity and access. California will integrate the regional literacy leads into the SSS, creating opportunities for all of the entities in the SSS to share expertise in eliminating achievement gaps, improving community engagement, supporting ELs and students with disabilities, and generally progressing toward equity for all students and while simultaneously building the capacity of the larger education system to support high-quality literacy instruction.

California's QPLS identify characteristics of PL that support educators in building individual and collective capacity to meet professional, school, and student performance expectations. Aligned with the descriptors of PD outlined in the Federal Register, these seven interdependent evidence-based standards support PL that is rooted in student and educator needs demonstrated through data; focused on content and pedagogy; designed to ensure equitable outcomes; structured to be ongoing, intensive, and embedded in practice; collaborative with an emphasis on shared accountability; supported by adequate resources; and coherent and aligned with other standards, policies, and programs. By utilizing the evidence-based QPLS throughout this project, participants will share a common understanding of the features of high-quality PL and how best

to support it, ensuring that the quality, intensity, and duration of PL supports will help teachers effectively support students whose literacy skills are below grade level.

Further, the CDE partners with CCSESA on the CPIN, a statewide PL system focused on increasing administrator and teacher knowledge and skills of preschool, migrant, and transitional kindergarten children through regional communities of practice, PL, coaching, and on-site support. CPIN PL is based on the California Preschool Learning Foundations, the California Preschool Curriculum Framework, the Preschool EL Guide, Preschool Program Guidelines, Family Partnerships and Culture, Integrated Nature of Learning, and Inclusion Works, and other resources. These publications promote linkages between preschool learning and K–12 content areas and will be integral to the services delivered through this project, promoting equitable learning opportunities for students across the system.

Project Impact

State-level leadership and strengthening of effort through systematic collaboration and communication across key initiatives (e.g., early learning, expanded learning, special education, support for ELs, and PL) will advance the state toward full alignment of literacy efforts. By simultaneously building the capacity of the 11 CCSESA regions and integrating the literacy work into the SSS, the CDE will support full implementation of the SLP.

The SLP will provide the vision for literacy development and instruction and serve as a guide for subgrantees as they develop aligned local literacy plans. Regional Dashboard data will inform local plans and actions to address disparities in equity and access, and to determine strategies to support early childhood education, family engagement, and educational choice. Regional literacy leads will facilitate communication and collaboration to scale up literacy supports for both early childhood and K–12 education, build local capacity to analyze regional Dashboard data and

apply the analysis to address local barriers to equity, and guide early childhood and K–12 staff to jointly address successful transitions from early childhood programs to elementary school. The CDE will also ensure that subgrant awardees will support the engagement of families and communities by hosting local literacy events, in collaboration with community organizations, to ensure that families living in poverty and those who have limited English proficiency have increased access to high-quality literature, both in schools and at home.

Partner organizations and the CDE will support subgrantees to ensure all teachers have access to high-quality PL on evidence-based pedagogy, including disciplinary literacy at the secondary level. The project increases the potential to expand partnerships across state agencies to improve instructional capacity, in particular by increasing collaborations with early childhood and community organizations, expanded learning programs, and IHEs. CDE literacy leads will serve as a principal point of contact in aligning literacy efforts across regions.

The goal is to impact every student and teacher in California's public K–12 schools and early childhood education programs (306,261 teachers, 26,861 administrators, 6,220,413 students), private K–12 schools (427,228 students), and over 450,000 children birth through age five[xxxv]. The project will increase access to educational choice by ensuring that all teachers, including those in charter school, private school, and expanded learning settings have access to regional PL events and the online collection of literacy resources developed through this project.

This project is ambitious, but achievable. The CDE and its partners are poised to begin the work and through this grant funding, an existing state infrastructure, and strong partner collaborations, to ensure the California's most needy students receive the literacy supports they need to effectively close the achievement gap.

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