IOWA™

Department of Education

Iowa Comprehensive Literacy State Development Grant

CFDA 84.371C
IA-CLSD Subgrantee Application

2025

Contents

This application is organized into the following parts:

- **Part One: Iowa Comprehensive Literacy State Development Grant** (CLSD, pages 4-15), the main body of the Iowa's CLSD grant description, including specific requirements for potential subgrantees, definition of eligible entities, grant goals and related measures, subgrantee expectations and the subgrantee award overview and funding breakdown.
- **Part Two: 2025 Iowa CLSD Subgrantee Planning Grant Application** (pages 16-23), the actual application components, containing all the directions to apply for grant funds as an eligible entity.
- **Part Three: Iowa CLSD Planning Grant Application Evaluation Rubric** (24-28), provides applicants with a breakdown of the scoring criteria and total points possible which matches the application exactly.
- **Part Four: ESEA Definitions** (28-35), provides a list of definitions related to the application requirements.

Part One: Iowa Comprehensive Literacy State Development Grant

Section 1: General Information

Primary Contact

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1.2 Key Dates and Deadlines

Task	Date/Deadline
CSLD Subgrant Informational Webinar • *A recording of the webinar will be provided for those who register.*	Wednesday, May 28, 9:00 AM CST
Deadline for Questions	Tuesday, May 27, 2025
Question Responses Posted	Monday, June 2, 2025
Technical Assistance Webinar • *A recording of the webinar will be provided for those who register.*	Wednesday, June 4, 2025, Time 10:30 AM CST
Planning Grant Application Due	Tuesday, June 10, 2025 by 11:59 PM CST
Planning Grant Applications being Reviewed by Independent Reviewers	June 17–30, 2025
Notice of Award	Tuesday, July 8, 2025
Public Notice of Awards will be Published on the Iowa Department of Education's Website	Friday, July 11, 2025
Implementation Grant Application Opens	TBD
Implementation Grant Application Due	TBD
Implementation Grant Applications being Reviewed by Independent Reviewers	TBD
Notice of Award	TBD
Public Notice of Awards will be Published on the Iowa Department of Education's Website	TBD

Section 2: Iowa Comprehensive Literacy State Development (IA-CLSD) Grant Overview

2.1 Purpose of the Funds

To create a comprehensive and sustainable literacy framework, the Iowa CLSD grant is centered on key goals that drive systemic change and improve literacy outcomes for all students. These objectives focus on strengthening school and district literacy systems, enhancing instructional practices, and ensuring equitable access to high-quality literacy education.

By fostering strong leadership through Literacy Leadership Teams (LLTs) and data-driven decision-making, the grant supports local education agencies in developing and implementing strategic literacy plans that align with state priorities. A strong Multi-Tiered System of Support (MTSS) ensures that universal instruction and targeted interventions meet the needs of all learners, particularly those who are historically underserved.

Recognizing that high-quality instruction is at the heart of literacy success, the grant prioritizes professional development rooted in the Science of Reading (SoR). Educators will have access to job-embedded learning opportunities and research-based training, including LETRS®, to enhance their instructional effectiveness. Additionally, increasing the availability of high-quality instructional materials (HQIMs) and aligned high-quality professional learning ensures that all students have access to resources aligned with evidence-based literacy practices, emphasizing equitable distribution in rural and high-poverty schools.

Beyond the classroom, the CLSD grant acknowledges the vital role of families and communities in fostering literacy development. By strengthening partnerships with organizations such as the IMPACT Consortium and developing family literacy plans, the grant empowers caregivers to support literacy learning at home.

Finally, access for a variety of students is embedded throughout all aspects of the CLSD grant. Targeted resources and interventions will be prioritized for students with disabilities, English learners, migratory students, and other student groups Schools will focus on creating inclusive learning environments that recognize and address different learning needs, ensuring that every student receives the support necessary to succeed.

The following key priorities outline the strategies that guide Iowa's efforts to transform literacy education and allow every child participating in the grant to develop strong reading, writing, and critical thinking skills.

2.2 Federal Reporting Measures

If a Local Education Agency is selected as a subgrantee, it is responsible for helping the Iowa Department of Education's Grant Coordination Team (GCT) track data for grant reporting purposes.

The annual report will also include a report on the following performance measures outlined under [34 CFR 75.110](#) for the CLSD program and as directed in the Federal Register CFDA 84.371C:

1. The percentage of participating four-year-old children who achieve significant gains in oral language skills as determined by an approved measure (i.e., GOLD).
2. The percentage of participating fifth-grade students who meet or exceed proficiency on ISASP.
3. The percentage of participating eighth-grade students who meet or exceed proficiency on ISASP.
4. The percentage of participating high school students who meet or exceed proficiency on ISASP.

2.5 Key Priorities

The Iowa Department of Education (IDE) has identified key priorities for improving comprehensive literacy across the state. The priorities listed below provide a window into the behaviors and actions that need to be seen across the educational system in order to see literacy improvement for students in Iowa.

Establish Literacy Leadership

- Literacy Leadership Teams (LLTs) within LEAs foster collaboration and informed decision-making.
- LEAs conduct comprehensive literacy needs assessments to identify strengths and areas for growth.
- LLTs develop Local Literacy Plans (LLPs) aligned with state priorities and evidence-based practices.
- LEAs create structures for ongoing collaboration between literacy leaders, instructional coaches, and classroom teachers.

Improve Instruction with use of High-Quality Instructional Materials (HQIMs)

- LEAs adopt and implement HQIM for core instruction aligned with grade-level standards and evidence-based literacy practices.
- School administrators utilize effective tools to observe, evaluate, and support literacy instruction.
- Teachers administer assessments, interpret data, and use results to differentiate instruction and provide targeted interventions.
- LEAs adopt and implement high-quality interventions to support Tier II and Tier III intervention.
- LEAs provide high-quality assessments that can be used for data-driven decision-making.
- LEAs and school administrators use literacy data to inform decision-making and resource allocation.

Enhance Professional Development

- LEA, LLTs, and school administrators engage in support from Grant Support Providers (GSPs) to design and implement LLPs.
- Teachers and school administrators engage in ongoing, job-embedded professional learning opportunities grounded in the Science of Reading (SoR) and high-quality professional learning that supports HQIM implementation.

- LEAs increase access to LETRS® training and other literacy-focused professional development initiatives.

Foster Family and Community Partnerships

- LEAs and partner organizations develop family literacy plans to empower parents and caregivers to support literacy at home.
- Collaboration between LEAs and early childhood organizations, Head Start, preschools, and childcare centers ensures continuity in literacy instruction and expectations.
- Parents and caregivers effectively support literacy at home.
- Families understand the expectations for literacy skills in postsecondary education and the workforce.

2.6 IA-CLSD Grant Award and Funding Allocation

The Iowa Department of Education (IDE) was awarded a total of $24M for the five-year Comprehensive Literacy State Development grant award. The source of funds for the IA-CLSD award is the U.S. Department of Education, authorized by Title I, Part E of the Elementary and Secondary Education Act of 1965, as amended. Allocation of Subgrant Funds Section 2222(d)(2)(D) requires CLSD grantees to allocate subgrant funds in the following manner:

- 5% State Level Activities
- 15% Birth to Age 5
- 40% Grades K–5
- 40% Grades 6–12

5% State Level Activities: The 5% of IA-CLSD grant funds provide oversight for the grant, grant management activities, and create the Iowa Literacy Clearinghouse, a central location for literacy resources, including those developed as part of grant activities from subgrantee work. The state level funding also includes a strategic partnership with the Iowa Department of Education's Higher Education Department and Institutes of Higher Education (IHE) from across the state to help align coursework for pre-service literacy educators to the science of reading and evidence-based literacy instructional practices and research.

The grant will be awarded in two parts. First, planning grants will be awarded. Following planning, implementation grants will be awarded. Table 1 provides a breakdown of IA-CLSD funding and an overview of funding for the subgrantee allocations across the four-year life of the grant. Planning grants will be awarded for use in 2025-2026. Implementation grants may also be awarded within the 2025-2026 fiscal year (See Section 1: General Information).

Table 1: Overview of IA-CLSD Subgrantee Funding Allocations Year 1 - 5

	Planning 2025-26	Implementation 2025-26	Implementation 2026-27	Implementation 2027-28	Implementation 2028-29
Total IA-CLSD Grant Award	$4,000,000	$5,000,000	$5,000,000	$5,000,000	$5,000,000
5% State Level Activities	$200,000	$250,000	$250,000	$250,000	$250,000
15% Birth to Age 5 Activities	$600,000	$750,000	$750,000	$750,000	$750,000
40% K–5 Activities	$1,600,000	$2,000,000	$2,000,000	$2,000,000	$2,000,000
40% 6–12 Activities	$1,600,000	$2,000,000	$2,000,000	$2,000,000	$2,000,000

Section 3: Eligible Entities

3.1 Eligible Local Education Agencies (LEAs) Feeder Pattern Funding

Eligible LEAs include public and public charter schools and early childhood education providers (tied to a local education agency). Eligible LEAs may apply as a complete feeder system, which receives 20 additional competitive preference points. LEAs may also apply for one or two grade bands if they do not want to apply as a feeder system or if their feeder system does not qualify as an eligible entity. The application pathways are outlined below:

1. Birth–12 (Complete Vertical Alignment - Feeder System)
2. Birth–Grade 8 (Completer Vertical Alignment - Feeder system for K–8 Districts only)
3. Birth–Grade 5:
   Note: Applications that include elementary schools must partner with an early childhood entity (or set of entities). These organizations will need to complete an application together.
4. Grades 6–8
5. Grades 6–12
6. Grades 9–12
7. Birth–Grade 8
8. Birth–Grade 5 and 9–12

District/Feeder System Size (# students)	Planning (2025-2026) Estimated Award Range	Implementation Annual (2025-2029) Estimated Award Range	Number of Awards Estimated
Under 300		$100,000 - $200,000	8 awards
300 - 599		$200,000 - $300,000	6 awards
600 - 999		$250,000 - $350,000	4 awards
1,000 - 2,499		$350,000 - $400,000	1 award
2,500 - 5,000		$400,000 - $500,000	1 award

3.2 Eligibility Checklist

Before applying, the LEA should ensure that they meet the eligibility requirements. LEA qualifications are outlined in regulations. States must provide subgrants to "eligible entities" serving diverse geographic areas, prioritizing entities serving greater numbers or percentages of children from low-income families. The full ESEA definitions are included in the appendix. **Please read each definition carefully.**

> ESEA SEC. 2222. 20 U.S.C. 6642 COMPREHENSIVE LITERACY STATE DEVELOPMENT GRANTS. (a) GRANTS AUTHORIZED—From the amounts reserved by the Secretary under section 2201(2) and not reserved under subsection (b), the Secretary shall award grants, on a competitive basis, to State educational agencies to enable the State educational agencies to—
>
> (1) provide subgrants to **eligible entities** serving a **diversity of geographic areas, giving priority to entities serving greater numbers or percentages of children from low-income families**; and
>
> (2) **develop or enhance comprehensive literacy instruction plans** that ensure high-quality instruction and effective strategies in reading and writing for children from early childhood education through grade 12, including **English learners** and **children with disabilities**.

LEAs will be asked to complete a pre-application checklist before completing the application. *Review the eligibility checklist now. When completing the pre-application in CASA, LEAs must be able to check all four boxes.*

3.4 Importance of Partnerships

Strong partnerships between schools, families, and community organizations are essential to the success of the Iowa Comprehensive Literacy State Development grant. These collaborations ensure that literacy development extends beyond the classroom, creating a network of support that empowers students, families, and educators. The IA-CLSD grant prioritizes family and community engagement as a key strategy for improving literacy outcomes, recognizing that literacy achievement improves when families and communities are actively involved in a child's education.

Through strategic partnerships, early literacy initiatives can reach families and caregivers, providing them with the knowledge and tools to support children's literacy development at home and in community settings. Additionally, middle and high school partnerships with community organizations,

businesses, and IHEs help students connect literacy skills to college and career readiness, reinforcing the value of strong reading and writing abilities in real-world applications.

To formalize and strengthen these collaborations, the Family and Community Partnership Plan outlines expectations for PK-5 and 6-12 sites. These partnerships will help create cohesive, research-based strategies to engage families, support literacy-rich environments, and improve student success across all grade levels. Schools will be responsible for reporting on their partnership activities to the IA-CLSD Grant Coordination Team (GCT) to share best practices and provide valuable resources for other LEAs across the state.

The following partnership expectations guide the application process and Planning Grant requirements for participating LEAs.

- **K–5 Partnerships:** Prior to applying, K–5 LEAs need to meet with local early childhood leadership and develop a plan to partner with 1–2 early childhood organizations. During planning, the LEA will work with these early childhood organizations to develop an early literacy support plan that strengthens parental and caregiver knowledge of literacy development. Key partners include local ECI boards, Head Start, preschool programs, and childcare providers. Schools serving migratory students must also partner with the IMPACT Consortium to enhance family engagement and literacy support for this population.
- **6–12 Partnerships:** During planning, 6–12 LEAs will identify ways to engage with community organizations, businesses, and institutions of higher education (IHEs) to develop strategies that support family understanding of literacy expectations, college and career readiness, and the role of school attendance in literacy achievement. These partnerships help ensure that literacy remains critical to students' future success, preparing them for postsecondary education and the workforce. They will be noted within the Implementation Grant application.
- **LEAs with Migratory Students** will be connected with the IMPACT Consortium if awarded a Planning Grant.

By leveraging these partnerships, the IA-CLSD grant fosters a collective approach to literacy improvement, ensuring that students receive consistent and effective literacy support in their homes, schools, and communities. These efforts will strengthen literacy achievement statewide and create a culture of literacy engagement that benefits all learners.

Section 4: IA-CLSD Subgrantee Application Process and Expectations

4.1 Overview of Grant Application Process

Eligible LEAs will be able to apply for two grants within the CLSD umbrella: a **Planning Grant and an Implementation Grant**.

The IDE has an established Grant Coordination Team (GCT) composed of internal and external experts in literacy and leadership. The GCT will review all applications using the evaluation rubric to determine top scoring proposals, and establish subgrantee award funds for the planning and the implementation grants based on the following: need, risk assessment, ability to sustain the grant's work beyond the life of the grant, and subgrant fund availability. Not all budget requests will be fulfilled.

The GCT may enter into negotiations with an applicant and adopt a firm funding amount or other revision of the applicant's proposal that may result from negotiations (see Terms and Conditions).

- Planning Grant applications will be evaluated on a competitive points system alongside a risk assessment.

- Upon receipt of Planning Grant funds, Local Education Agencies, **including public and public charter schools**, will be required to develop a district or school-based Literacy Leadership Team (LLT), complete a Comprehensive Literacy Needs Assessment (CLNA) that aligns to the Self-Assessment of MTSS Implementation (SAMI) and develop Local Literacy Plans (LLPs) that align with the Iowa Comprehensive State Literacy Plan (Iowa CSLP).
- Once planning expectations are complete, the LEA may submit the application for an Implementation Grant. A rubric will be used to assess the LLPs developed during Planning, along with a risk assessment, to determine if subgrantees will be awarded subgrants for Implementation.

Subgrantees must demonstrate completion of Planning Grant expectations to apply for the remaining funds distributed within the Implementation Grant. Opt-in support may be provided to Literacy Leadership Teams (LLTs) to support completion of the Planning Grant expectations; however, LEAs must budget for Grant Support Providers as a part of their Planning Grant applications.

4.2 Overview of Planning Grant Subgrantee Expectations

Local Education Agencies (LEAs) selected as IA-CLSD subgrantees will engage in a structured and strategic implementation process during planning to lay the foundation for sustained literacy improvement. The planning phase is critical for building leadership capacity, assessing local literacy needs, and developing comprehensive literacy plans that align with state priorities and evidence-based best practices.

Planning activities are designed to establish strong literacy leadership structures, conduct a thorough needs assessment, and create a Local Literacy Plan (LLP) that will guide future implementation. Schools will also begin developing plans for adopting High-Quality Instructional Materials (HQIM), strengthening Multi-Tiered Systems of Support (MTSS), and expanding family and community partnerships to support literacy success.

Additionally, LEAs awarded Planning Grants will be responsible for engaging in training, collaboration, and progress monitoring to ensure alignment with the Iowa Comprehensive State Literacy Plan. Schools interested in securing continued funding for Implementation will also develop a budget proposal that demonstrates a commitment to sustaining literacy initiatives beyond the life of the grant.

The following sections outline the key activities and expectations for IA-CLSD subgrantees in Planning.

4.3 Planning Activity Details

4.3.a Grant Support Providers
LEAs that receive subgrant funds will work closely with a Literacy Grant Support Provider (GSP) to navigate the key phases of grant implementation, including the development of the LLT, completion of the Comprehensive Literacy Needs Assessment (CLNA), and creation of the LLP. To ensure high-quality support, all GSPs will be vetted through a state application process and listed on the Iowa Department of Education's CLSD webpage. These providers are highly trained professionals with expertise in comprehensive literacy, the Science of Reading, and evidence-based literacy practices. The IA-CLSD Grant Coordination and Support Teams will provide GSPs with specialized training to ensure they are equipped to guide subgrantees effectively through the process. Additionally, each LEA will select a Leadership GSP to provide coaching and support for administrators, ensuring that literacy leadership, instructional systems, and communication structures remain aligned and effective throughout grant implementation.

4.3.b Comprehensive Local Needs Assessment (CLNA)

During planning, LEAs will complete a CLNA to evaluate current literacy practices, identify strengths, areas for growth, and align their literacy initiatives with district and state priorities. The Grant Support Team will provide training on the IA-CLSD CLNA guide (in development), equipping GSPs with the tools to support subgrantees through the assessment process. The CLNA will serve as a foundational component of implementation, ensuring that literacy plans are data-driven, evidence-based, and tailored to meet the needs of all students. Findings from the CLNA will inform LLP development, instructional decisions, and resource allocation, setting the stage for effective and sustainable literacy improvement efforts.

4.3.c Literacy Leadership Team

Once LEAs are awarded the planning grant, they will be required to establish a Literacy Leadership Team (LLT) to drive the implementation of their literacy initiatives. The Grant Support Team will provide training and guidance on using the IA-CLSD LLT development guide, ensuring that subgrantees receive structured support throughout the process. Each principal will select a Leadership GSP to assist with planning, ensuring that literacy leadership is strategic, data-driven, and aligned with state priorities. The LLT will play a critical role in decision-making, monitoring progress, and fostering collaboration among educators, administrators, and community partners to sustain literacy improvement efforts. The LLT will be responsible for leading the development of the LLP.

4.3.d Local Literacy Plan: Action Steps and Timelines

The LLP will be modeled after the IA-CSLP. Subgrantees will receive the LLP template and will draft their plans alongside a GSP as they engage in foundational activities, including needs assessments, leadership team development, and literacy strategy alignment. While all components will be introduced during planning, subgrantees moving forward with implementation grants will further refine and fully implement their LLPs.

4.4 Overview of Subgrantee Expectations for Implementation

Once planning grant activities are complete, LEAs may submit applications for Implementation Grants. During implementation, IA-CLSD subgrant funds shift from foundational planning to implementing and scaling literacy initiatives. With the Local Literacy Plan (LLP) in place, subgrantees will begin implementing strategies, focusing on curriculum implementation, professional development, and instructional support to improve literacy outcomes for all students.

A primary focus of Implementation Grant funding is to address the identified needs outlined in the Comprehensive Literacy Needs Assessment (CLNA) completed during planning. Funding in the Implementation Grant must be aligned to the priorities outlined in section 2.5 (Key Priorities) within this grant application.

4.5 Budget Expectations for CLSD Planning Grants
Please share this information with your Business Office.

Planning Grant awards are for the purpose of developing a district or school-based Literacy Leadership Team (LLT), completing a Comprehensive Literacy Needs Assessment (CLNA) that aligns with the Self-Assessment of MTSS Implementation (SAMI), and developing Local Literacy Plans (LLPs) that align with the Iowa Comprehensive State Literacy Plan (Iowa CSLP). The district's Planning Grant budget can include stipends for educators and staff to work on these tasks outside of the regular work day, travel, contracted professional expertise (GSPs), indirect costs, and other related expenses.

The Planning Grant awards will be allocated using the three (3) Project Codes listed below.

1. Project Code 4023 - Birth to age 5
2. Project Code 4024 - Kindergarten to 5th grade
3. Project Code 4025 - 6th to 12th grade

An example grant award might look like:

- Total Grant Award = **$48,000**
    - Project Code 4023 = $7,680 (B–5)
    - Project Code 4024 = $20,160 (K–5th)
    - Project Code 4025 = $20,160 (6th–12th)

Application Budget Preparation

LEAs (in collaboration with their local district business office) will be asked to develop a detailed budget that includes individual budgets according to each Project Code contained in the application and a summary budget totaling all project codes. For example, if an LEA hires a GSP to provide a foundational professional development session on comprehensive literacy and the science of reading for PK-12 educators and early childhood caregivers, they will need to balance the budget across the three grade bands. So, if that professional learning session costs $10,000, LEAs should distribute the funds across Birth to Age 5, K-5, and 6–12. An example of the distribution is below:

B–5	K–5	6–12
.16 to Project Code 4023	.42 Project Codes 4024	.42 to Project Codes 4025
$1,600	$4,200	$4,200

Applicants will upload detailed budgets in CASA when they apply.

Budget narrative outlines should ensure:

- Subgrantee budgets have met "Supplement, not Supplant" requirements.
- Indirect costs have been budgeted at their approved indirect rate. Please provide the approved indirect rate on the budget and/or budget narrative upload.
- No funds are budgeted for food. From the *FAQs to Assist U.S. Department of Education Grantees to Appropriately Use Federal Funds for Food, Conferences, and Meetings (August 2024)*: "Generally, a grantee needs to substantiate with specificity the rationale for why paying for food and beverages with Department funds is necessary to meet the goals and objectives of the grant."

Applicants applying for IA-CLSD subgrant funding will complete a budget proposal and accompanying budget narrative for Planning Grants to include the following line items.

Note: Planning Grants **MAY NOT** be used to purchase HQIM, including universal, supplemental, or intervention materials. Planning grant funds are to be used to ensure LEAs plan for coherent systems and support across the organization. **Additionally, LEAs are expected to contribute a 50% match to any HQIM purchase made with Implementation Grants.**

Budget Category	Allowable Budget Items
Salary *CLSD funds may not be used to pay for full or part-time salaries*	• Stipends for work completed outside of contract hours for CLSD grant activities, such as developing the CLNA, LLP, attending professional learning sessions, and participating in LLT meetings
Travel Hotel, per diem, mileage, fuel	• Sending 3-5 educators to visit a school implementing a specific set of instructional materials under consideration for adoption by the LEA • Sending LLT members to opt-in IDE training or CLSD networking events.
Contracted Services:	Contracted time for the GSP(s) to provide the following services: • Foundational professional development on comprehensive literacy, early literacy foundations, foundational literacy, adolescent literacy, and disciplinary literacy. • Complete classroom observations for universal (ELA, Literacy, and across content areas) and intervention classrooms. • Assistance in completing the CLNA, including but not limited to analyzing literacy data (state-, school-, and classroom-level), reviewing current instructional materials, completing stakeholder surveys and focus groups, reviewing current MTSS plans and procedures, reviewing family and community engagement plans, and reviewing past and current professional development plans. • Support in writing the CLNA report. • Assistance in developing the LLP with input from all stakeholders.
Other	• Registration fees • Other related expenses
Indirect Cost Rate	• Please include your approved indirect cost rate.

4.6 Supplement not Supplant

ESEA Section 2301. SUPPLEMENT, NOT SUPPLANT. Funds made available under this title shall be used to supplement, and not supplant, non-Federal funds that would otherwise be used for activities authorized under this title.

Examples of Supplanting:

- **Covering Routine Operating Expenses:** Paying for textbooks, consumables, assessments, or other instructional materials that were already planned for and funded through state or local budgets.
- **Substituting for Other Grant-Funded Initiatives:** Using CLSD funds to cover literacy programs already supported by another federal grant (e.g., Title I or IDEA funds) rather than expanding or enhancing services.
- **Purchasing Non-Literacy Resources:** Allocating funds toward general classroom materials, technology, or resources unrelated to literacy that do not align with the goals of the CLSD grant.
- **Replacing Existing Professional Development:** Using CLSD funding for teacher training that was already scheduled and funded through the district, rather than introducing new or expanded opportunities.

4.7 Documentation of Grant Activities

If awarded the IA-CLSD grant, the LEA agrees to complete all required IA-CLSD grant activities, use IA-CLSD funds as approved, maintain documentation of grant compliance, and provide requested evidence and/or surveys/data to the Iowa Department of Education.

1. The LEA acknowledges that failure to meet compliance requirements and deadlines may result in partial or complete loss of funding for the IA-CLSD grant.
2. If awarded the IA-CLSD grant, the district agrees to appoint staff to manage the IA-CLSD grant, including the tracking and submission of the following required documents, data, and activities:
   a. District/school literacy plan,
   b. Annual progress report,
   c. Potential desk reviews and site visits from Grant Coordination Team members,
   d. Yearly budget and budget narrative,
   e. Yearly professional learning plan,
   f. Administration of the annual IA-CLSD survey or surveys,
   g. Implementation walkthrough data,
   h. Oral language data (4-year-old children),
   i. Universal screening data (K–12),
   j. Iowa reading data (3–8 and 10), etc.,
   k. Attendance at IA-CLSD quarterly virtual meetings and/or IA-CLSD Literacy Collaboratives,
   l. Scheduling/overseeing administration of the oral language screener (fall and spring) and universal screener data (fall, winter, and spring).

Section 5: Grant Funding Terms and Conditions

Funding for this award is contingent on IDE's continued availability of funds. The RFA does not commit IDE to make an award.

- IDE reserves the right to accept or deny any or all applications if IDE determines it is in its best interest to do so. IDE shall notify the applicant if it rejects that applicant's proposal. IDE may suspend or terminate an outstanding RFA pursuant to its own grant-making rule(s) or any applicable federal regulation or requirement.
- IDE reserves the right to issue addenda and/or amendments subsequent to the issuance of the RFA or to rescind the RFA.
- IDE shall not be liable for any costs incurred in the preparation of applications in response to the RFA. The applicant agrees that all costs incurred in developing the application are the applicant's sole responsibility.
- IDE may conduct pre-award on-site visits to verify information submitted in the application and to determine if the applicant's facilities are appropriate for the services intended.
- IDE may enter into negotiations with an applicant and adopt a firm funding amount or other revision of the applicant's proposal that may result from negotiations.
- IDE shall provide the citations to the statute and implementing regulations that authorize the grant; all applicable federal and state regulations; payment provisions identifying how the grantee will be paid for performing under the award; reporting requirements, including programmatic, financial, and any special reports required by IDE; and compliance conditions that must be met by the grantee.

If there are any conflicts between the terms and conditions of the RFA and any applicable federal or state law or regulation or any ambiguity related thereto, then the provisions of the applicable law or regulation shall control, and it shall be the responsibility of the applicant to ensure compliance.

Part Two: 2025 IA-CLSD Subgrantee Planning Grant Application

*Acronyms

Statutory Eligibility Pre-Application Checklist

*LEAs must be able to check **all four** boxes when completing the pre-application in CASA.*

- The application will include only elementary school(s) or middle school(s) in which not less than 50 percent of the enrolled students are children from low-income families; or (ii) high school(s) in which not less than 40 percent of the enrolled students are children from low-income families.

  ''low-income family'' means a family—
    (i) in which the children are eligible for a free or reduced-price lunch under the Richard B. Russell National School Lunch Act (42 U.S.C. 1751 et seq.);
    (ii) receiving assistance under the program of block grants to States for temporary assistance for needy families established under part A of title IV of the Social Security Act (42 U.S.C. 601 et seq.); or
    (iii) in which the children are eligible to receive medical assistance under the Medicaid program under title XIX of the Social Security Act (42 U.S.C. 1396 et seq.).
- The application will include partnership commitments from one or more **early childhood education programs** serving low-income or otherwise disadvantaged children, which may include home-based literacy programs for preschool-aged children that have a demonstrated record of providing comprehensive literacy instruction for the age group such program proposes to serve. *You must be able to check this box if you are applying as a K–5 entity or a K–5 entity as part of a feeder system (K–12). If you are applying as a 6–8, 9–12, or 6–12 entity, you do not need to be able to check this box.*
- Less than 70% of students in participating schools are proficient in literacy or English Language Arts.
    - For older students, as measured by the Iowa Statewide Assessment of Student Progress (ISASP) reading and writing data (ELA composite) score.
    - For younger students, based on healthy indicator #3 in Panorama, the early literacy screener percent at benchmark.
- In Grades 3–11, our participating schools have discrepancies between average reading performance or between the highest performing group and other student groups: students with disabilities, students who qualify for free or reduced price lunch, students of color, migratory students, and English Learners.

School Data Table

In the pre-application, you will be expected to complete a short table outlining the data for each participating school. The Grant Review Team will ensure LEAs meet eligibility requirements.

School Name	Grade Levels	Student Enrollment	Students who Qualify for Free and Reduced Lunch	Student Proficiency in Literacy or ELA	Performance Discrepancies
		xxxx	xx%	xx%	500 characters

Section 1: General Information | 4 Points

1.1 LEA Grant Application Contact Information

LEA Name	
ID #	
Mailing Address	
Superintendent (Name, Email, Phone #)	
LEA Federal Program Officer (Name, Email, Phone #)	
LEA CLSD Grant Coordinator (Name, Email, Phone #)	

Section 2: LEA Application Structure & Participants | 30 Points

2.1 How is the LEA applying to participate in the Iowa CLSD grant project?

- Birth to Grade 12 (receives 20 competitive preference points)
- Birth to Grade 8 (LEA is PK–8 only; receives 20 competitive preference points)
- Birth to Grade 5
- Grades 6–8
- Grades 6–12
- Grades 9–12

2.2 Outline the ESSA designation for each school within this application:

If the school(s) applying do not have an ESSA designation check the box below.

- We affirm that the schools(s) applying for the IA-CLSD subgrantee funds do not have an ESSA designation

School Name	ESSA Designation

2.3 Identify Participating Partners

Partnerships are an integral component of the IA-CLSD project.

PK–5 LEAs *must* identify early childhood partners that already provide comprehensive literacy instruction (e.g., Head Start, Preschools, Childcare Centers, etc.) to support its grant goals and actions.

6–12 LEAs *will* partner with community organizations, including businesses and/or institutions of higher education (IHE), to develop plans to improve families' knowledge of students' literacy development, expectations for college and career readiness, and how the work their students are doing in school is preparing them for college and career, and the importance of school attendance to improve literacy achievement. These may be submitted now or as a part of the Implementation Grant application.

LEAs with Migratory Students *may* connect with the IMPACT Consortium in anticipation of partnering with their organization. The IDE Literacy Team will assist applicants with this process. Applicants do not need to develop partnership letters as part of its subgrantee application process.

Please upload **partner letters of intent** from each organization for the 2025-2029 life of the grant.

Organizations are not required to have detailed partnership plans at this time, as these plans will be developed during planning alongside a GSP or set of GSPs.

If awarded a Planning Grant, LEAs may add additional partners as they develop Local Literacy Plans.

Organization Name	Organization's Contact Information	Address	Letter of Intent Attachment

Section 3: LEA Demographics | 10 Points

3.1 LEA Demographics

Describe the demographics of your LEA. Complete the following chart as it relates to student demographics and teacher experience and qualifications.

Student Subgroup	Percentage of student population
Students with Disabilities	
English Learners	
Students eligible for FRL program	
Students Experiencing Homelessness	
Migratory Students	
Percentage of teachers with less than 5 years of experience	
Percentage of teachers teaching out of their field of expertise or on waivers	

Section 4: LEA Goals | 10 points

4.1 Describe how your LEA's current goals align with the IA-CLSD long-term goals. Note that the data used in this application will not represent baseline; the baseline year for comparison will be 2025-2026

The IA-CLSD long-term goals of the grant are as follows:

1. By the end of the 2028-2029 school year, participating students in Grades 3–10 will have a 5% increase in reading achievement, as reported on the ISASP reading assessment, and
2. By the end of the 2028-2029 school year, participating incoming Kindergarten students will increase their fall Kindergarten composite literacy screening scores by 5%.

1500 characters

Section 5: LEA Literacy Strategy Self-Assessment | 60 points

5.1 Complete a brief literacy strategy self-assessment by answering the questions below.

5.1.a Establish Literacy Leadership:

Do you have a literacy leadership team?

Yes

No

Describe who currently provides literacy leadership at schools and across the district.

1500 characters

How would this grant enable you to establish or enhance your literacy leadership team?

1500 characters

5.1.b Improve Instruction with the Use of High-Quality Instructional Materials:

Select the status of your MTSS implementation using SAMI Criteria:

- 1 - Getting started,
- 2 - Initial Implementation,
- 3 - Implementation,
- 4 - Sustained Implementation.

What instructional materials are your teachers using for core instruction?

	Describe the Titles and Types of Materials	How are they currently being used (core instruction, supplemental, daily, phonemic awareness, phonics, writing, grammar, spelling, etc.)
Early childhood partners	200 character count	200 character count
Head Start (if applicable)	200 character count	200 character count
PK Literacy	200 character count	200 character count
K-3 Materials for Foundational Literacy and ELA	200 character count	200 character count
4-5 Materials for ELA	200 character count	200 character count
6-8 Materials for ELA	200 character count	200 character count
9-10 Materials for ELA	200 character count	200 character count
11-12 Materials for ELA	200 character count	200 character count

Describe how you know these materials are high quality.

1500 characters

Are you in the process of adopting new high-quality instructional materials for literacy?

Yes

No

How do you anticipate this grant would impact HQIM adoption or implementation?

1500 characters

Do you have a structured framework for implementing research-based instructional interventions that align with the Science of Reading and best practices in literacy instruction?

      Yes

      No

      Not Sure

Are these interventions systematic, explicit, and differentiated based on student needs?

      Yes

      No

      Not Sure

What assessments are you currently using? Describe any gaps in assessment that exist.

1500 characters

5.1.c. Enhance Professional Learning:

What percentage of educators in the LEA have completed LETRS® training?

Integer only

What other training in the Science of Reading or evidence-based practices in literacy have your teachers or leaders received?

500 characters

Describe the extent to which you are able to provide curriculum-based coaching or job-embedded support to teachers.

Teacher age/grade level	Description of coaching or supports
Early childhood partners	
Head Start (if applicable)	
PK Literacy	
K–3	
4–5	
6–8	
9–12	

5.1.d Foster Family and Community Partnerships:

Describe the role that families, community members, and organizations currently play in advancing literacy within the school and across the community.

1500 characters

Describe how the LEA(s) currently partners with early childhood providers to support students birth to 5.

1500 characters

Section 6: Sustainability Assurances | 15 points

Check the following assurances to demonstrate your commitment to sustaining this work beyond the Planning Grant window. You will be required to create a sustainability plan as a part of your LLP if awarded this grant.

- As a potential subgrantee for an Implementation Grant, the LEA commits to sustaining the work of this grant beyond the grant's term. During planning, the LEA commits to considering all possible scenarios, including a) leadership changes at the superintendent and principal level, b) teacher turnover, c) teacher resistance, and/or d) community resistance.
- The LEA will prioritize this work, considering other competing commitments and priorities across the district.
- The LEA recognizes members of the leadership team, including the superintendent and all building principals, are essential for the success of this grant. The LEA will ensure the commitment of the leadership team to the work of the grant.

Section 7: Competitive Preference Points | 22 Points

7.1 Taking advantage of current Iowa state literacy initiatives

7.1.a Reading Assistant (Amira) Learning Program | 3 Bonus Points

- Yes, we are currently participating in the Reading Assistant (Amira) Program. (3 priority points) If so, please list participating schools below.

1500 characters

- If not currently participating, would you be willing to fund Reading Assistant (Amira) as part of your Implementation Grant application? (3 priority points)

7.1.b Summer Reading Grant Program | 3 Bonus Points

- Yes, we are currently participating in the Summer Reading Grant Program. (3 priority points) If so, please list the schools participating below.

1500 characters

7.2 New Potential Applicant: Has not received a previous state grant

- We affirm that we have not received any previous state-level grants. (3 priority points)
- We have received previous state-level grants. Please list them below.

1500 characters

7.3 Small District Priority

Iowa is home to many small districts and schools that often lack access to high quality professional development due to their location and limited resources. This grant presents an opportunity for Iowa's least funded and smallest schools to develop a comprehensive, coherent literacy program from birth through grade 12. Competitive preference points will be awarded to schools within districts that fall into the following size categories. Note, this is based on district size, not school size.

Indicate the size of the school district your school or set of schools applying for this grant falls into.

District Size	Competitive Priority Points
Under 300	10 priority points
300 – 599	8 priority points
600 – 999	6 priority points
1,000 – 2,499	4 priority points
2,500 – 5,000	No priority points

Section 8: CLSD Planning Grant Budget | 20 Points

Applicants must be prepared to upload a CLSD Planning Grant Budget and accompanying Narrative. Please refer to the detailed instructions in Part One: Sections 4.5—4.7. Submission of this document is required to submit the application.

Part Three: 2025 IA-CLSD Planning Grant Application Evaluation Rubric

Section 1: General Information | 4 Points

1.1 LEA Grant Application Contact Information (4 points)

Criteria	Score
LEA information is included (Name, ID, address)	/1
Superintendent information is complete	/1
Federal Program's officer information is complete	/1
LEA CLSD Grant Coordinator Information is Complete	/1
Total Score	**/4**

Section 2: LEA Application Structure & Participants | 30 Points

Criteria	Score
School Information from Pre-Application: Schools applying for the grant are listed correctly, including grade levels, student enrollment, free and reduced lunch status, ELA proficiency rates, and descriptions of achievement discrepancies.	2 - Complete 1 - Missing information or inaccurate 0 - Not complete
Application Structure	21 - Full feeder pattern 1 - Other feeder patterns
ESSA Designations	2 - Complete and accurate 1 - Missing information or inaccurate 0 - Not complete 2 - No ESSA designation (complete)
Participating Grant Partners	5 - Partners are identified, contact information is complete, and a letter of information is attached 2 - Some key information is missing 1 - Most information is missing 0 - Not completed
Total Score	**/30**

Comments

Section 3: LEA Demographics | 10 Points

Criteria	Score
LEA demographics	5 - Demonstrated need to support students with disabilities and/or English Language Learners. 3 - Moderate need 1 - Minimal need 0 - Not complete.
LEA demographics	5 - Demonstrated need to support new teachers or teachers on alternative license or waiver. 3 - Moderate need 1 - Minimal need 0 - Not complete.
Total Score	**/10**

Comments

Section 4: LEA Goals | 10 Points

Criteria	Score
Alignment with State Literacy Goals	5 - Provides a clear and coherent explanation of how LEA's needs align with IA-CLSD literacy priorities and goals. 4 - Mostly 3 - Partially 1 - Minimally 0 - Information is mostly incomplete or missing
Alignment with State Literacy Goals	5 - Demonstrates a high need to support schools(s) with IA-CLSD subgrant funds. 3 - Moderate need 1 - Minimal need 0 - Not complete
Total Score	**/10**

Comments

Section 5: LEA Literacy Strategy Self-Assessment | 60 points

Criteria	Score
Establish Literacy Leadership: Assessment of current state	5 - Provides a well-supported assessment of literacy leadership across schools by identifying strengths and areas of need 4 - Mostly 3 - Partially 1 - Minimally 0 - Information is mostly incomplete or missing
Establish Literacy Leadership: Need for added support	5 - Demonstrates a high need for advancing literacy leadership across all levels. 4 - Moderate need 1 - Minimal need 0 - Not complete.
Improve Instruction with HQIM: SAMI	5 - Demonstrates a high need for continued development of MTSS. (SAMI score of 1-2) 3 - Moderate need (SAMI score of 3) 1 - Minimal need (SAMI score of 4) 0 - Not complete.
Improve Instruction with HQIM: Quality of Instructional Materials	5 - Provides a well-supported analysis of instructional material quality, identifying strengths and gaps. 3 - Partially 1 - Minimally 0 - Information is mostly incomplete or missing
Improve Instruction with HQIM: Quality of Instructional Materials	5 - Demonstrates a high need to support HQIM implementation with IA-CLSD subgrant funds. 3 - Moderate need 1 - Minimal need 0 - Not complete
Improve Instruction with HQIM: Access to HQIM	10 - Demonstrates a positive effort to provide students with access to HQIM. Could be considered an early adopter. 8 - Mostly 6 - Partially 4 - Minimally 0 - Information is mostly incomplete or missing
Improve Instruction with HQIM: Intervention	5 - Demonstrates positive efforts to develop quality intervention systems within schools. Provides a clear and fully supported response to the question. 4 - Mostly 3 - Partially 1 - Minimally 0 - Information is mostly incomplete or missing
Improve Instruction with HQIM: Intervention	5 - Provides a well-supported analysis of intervention quality, identifying strengths and gaps. 3 - Partially 1 - Minimally 0 - Information is mostly incomplete or missing

Criteria	Score
Enhance Professional Learning	5 - Demonstrates a positive effort to provide educators with evidence-based training in literacy, including ensuring staff complete LETRS training. 4 - Mostly 3 - Partially 1 - Minimally 0 - Information is mostly incomplete or missing
Enhance Professional Learning	5 - Has structures and processes in place for job-embedded professional learning and coaching. 4 - Mostly 3 - Partially 1 - Minimally 0 - Information is mostly incomplete or missing
Foster Family and Community Partnerships	5 - Provides a strong description of family and community partnerships and how LEAs do or don't assist families to understand how to support children's literacy at home. 4 - Mostly 3 - Partially 1 - Minimally 0 - Information is mostly incomplete or missing
Total Score	**/60**

Comments

Section 6: Sustainability Assurances | 15 points

Criteria	Score
Sustainability Assurances *Checking all three boxes is required, or it will disqualify the applicant from receiving grant funds.	15 - Checked all 3 assurances.
Total Score	**/15**

Comments

Section 7: Competitive Preference Points | 22 Points

Criteria	Score
Reading Assistant (Amira) Learning Program Participation	3 - Yes, participating in Amira 0 - No
	3 - Yes, would participate in Amira if awarded 0 - No
Summer Reading Grant Program Participation	3 - Yes, participating in summer reading program 0 - No
New State Grant Awardee	3 - Yes, LEA is not currently participating in any other state grants. 0 - No
Small District Priority	10- Under 300 students 8- 300-599 students 6- 600-999 students 4- 1,000-2,499 students 0- 2,500-5,000 students
Total Score	**/22**

Comments

Section 8: CLSD Planning Grant Budget | 20 Points

Applicants must be prepared to upload a CLSD Planning Grant Budget and accompanying Narrative. Please refer to the detailed instructions in Part One: Sections 4.5—4.7. Submission of this document is required to submit the application.

Criteria	Score
Subgrantee budgets have met "Supplement, not Supplant" requirements.	3 - Yes 0 - No
Indirect costs have been budgeted at their approved indirect rate.	1 - Yes 0 - No
No funds are budgeted for food.	1 - Yes 0 - No
No part of the planning budget includes HQIM materials.	5 - Yes 0 - No

Criteria	Score
The Planning Grant Budget includes contracted time for the GSP(s) to provide the following services: • Foundational professional development on comprehensive literacy, early literacy foundations, foundational literacy, adolescent literacy, and disciplinary literacy. • Complete classroom observations for universal (ELA, Literacy, and across content areas) and intervention classrooms. • Assistance in completing the Comprehensive Literacy Needs Assessment (CLNA). • Support in writing the CLNA report. • Assistance in developing the Local Literacy Plan. **Other categories, the budget may include:** **Salary:** Stipends for work completed outside of contract hours for CLSD grant activities, such as developing the CLNA, LLP, attending professional learning sessions, and participating in LLT meetings **Travel:** Sending 3-5 educators to visit a school implementing a specific set of instructional materials under consideration for adoption by the LEA	10 – All components are included. Includes a detailed budget and breakdown of expenditures per project code. Allocations are completely justified. Includes allowable activities. Budget will allow for a strong completion of the planning process. 7 – All components are included. Includes a budget with sufficient breakdown of expenditures per project code. Allocations need additional justification or justifications are not strong. Includes allowable activities. Budget may need to be adjusted to support the planning process. 3 – Key components are missing. Budget lacks a detailed breakdown of expenditures per project code. Includes non-allowable activities and expenditures. Budget is unrealistic – either significantly too high or too low and would require revisions to support the planning process.
Total Score	**/20**

Comments

Part Four: ESEA Definitions

Comprehensive Literacy State Development Grant

SEC. 2222. 20 U.S.C. 6642 COMPREHENSIVE LITERACY STATE DEVELOPMENT GRANTS. (a) GRANTS AUTHORIZED.—From the amounts reserved by the Secretary under section 2201(2) and not reserved under subsection (b), the Secretary shall award grants, on a competitive basis, to State educational agencies to enable the State educational agencies to—

(1) provide subgrants to eligible entities serving a diversity of geographic areas, giving priority to entities serving greater numbers or percentages of children from low-income families; and

(2) develop or enhance comprehensive literacy instruction plans that ensure high-quality instruction and effective strategies in reading and writing for children from early childhood education through grade 12, including English learners and children with disabilities.

Comprehensive Literacy

From ESEA Subpart 2–Literacy Education for All, Results for the Nation

Sec.2221

(b) Definitions

(1) COMPREHENSIVE LITERACY INSTRUCTION.—The term ''comprehensive literacy instruction'' means instruction that—

> (A) includes developmentally appropriate, contextually explicit, and systematic instruction, and frequent practice, in reading and writing across content areas;

> (B) includes age-appropriate, explicit, systematic, and intentional instruction in phonological awareness, phonic decoding, vocabulary, language structure, reading fluency, and reading comprehension;

> (C) includes age-appropriate, explicit instruction in writing, including opportunities for children to write with clear purposes, with critical reasoning appropriate to the topic and purpose, and with specific instruction and feedback from instructional staff;

> (D) makes available and uses diverse, high-quality print materials that reflect the reading and development levels, and interests, of children;

> (E) uses differentiated instructional approaches, including individual and small group instruction and discussion;

> (F) provides opportunities for children to use language with peers and adults in order to develop language skills, including developing vocabulary;

> (G) includes frequent practice of reading and writing strategies;

> (H) uses age-appropriate, valid, and reliable screening assessments, diagnostic assessments, formative assessment processes, and summative assessments to identify a child's learning needs, to inform instruction, and to monitor the child's progress and the effects of instruction;

> (I) uses strategies to enhance children's motivation to read and write and children's engagement in self-directed learning;

(J) incorporates the principles of universal design for learning;

(K) depends on teachers' collaboration in planning, instruction, and assessing a child's progress and on continuous professional learning; and

(L) links literacy instruction to the challenging State academic standards, including the ability to navigate, understand, and write about, complex print and digital subject matter.

Criteria of Poverty

Sec. 1124. 2. Calculations of Grants-(C)

—In determining the families that are below the poverty level, the Secretary shall use the criteria of poverty used by the Bureau of the Census in compiling the most recent decennial census, as the criteria have been updated by increases in the Consumer Price Index for All Urban Consumers, published by the Bureau of Labor Statistics.

(4) OTHER CHILDREN TO BE COUNTED.—

(A) For the purpose of this section, the Secretary shall determine the number of children aged 5 to 17, inclusive, from families above the poverty level on the basis of the number of such children from families receiving an annual income, in excess of the current criteria of poverty, from payments under a State program funded under part A of title IV of the Social Security Act; and in making such determinations, the Secretary shall use the criteria of poverty used by the Bureau of the Census in compiling the most recent decennial census for a family of four in such form as those criteria have been updated by increases in the Consumer Price Index for All Urban Consumers, published by the Bureau of Labor Statistics.

(B) The Secretary shall determine the number of such children and the number of children aged 5 through 17 living in institutions for neglected or delinquent children, or being supported in foster homes with public funds, on the basis of the caseload data for the month of October of the preceding fiscal year (using, in the case of children described in the preceding sentence, the criteria of poverty and the form of such criteria required by such sentence which were determined for the calendar year preceding such month of October) or, to the extent that such data are not available to the Secretary before January of the calendar year in which the Secretary's determination is made, then on the basis of the most recent reliable data available to the Secretary at the time of such determination.

(C) Except for the data on children living in institutions for neglected or delinquent children, the Secretary of Health and Human Services shall collect and transmit the information required by this subparagraph to the Secretary not later than January 1 of each year.

(D) For the purpose of this section, the Secretary shall consider all children who are in correctional institutions to be living in institutions for delinquent children.

Child with a Disability

Section 8101(4)

(4) The term "child with a disability" has the same meaning given that term in section 602 of

the Individuals with Disabilities Education Act.

Section 1401(3) of the Individuals with Disabilities Education Act (IDEA)

CHILD WITH A DISABILITY

(A) IN GENERAL. The term child with a disability means a child (i) with mental retardation,

hearing impairments (including deafness), speech or language impairments, visual impairments (including blindness), serious emotional disturbance (referred to in this title as emotional disturbance), orthopedic impairments, autism, traumatic brain injury, other health impairments, or specific learning disabilities; and (ii) who, by reason thereof, needs special education and related services.

(B) CHILD AGED 3 THROUGH 9. The term child with a disability for a child aged 3 through 9 (or any subset of that age range, including ages 3 through 5), may, at the discretion of the State and the local educational agency, include a child (i) experiencing developmental delays, as defined by the State and as measured by appropriate diagnostic instruments and procedures, in 1 or more of the following areas: physical development; cognitive development; communication development; social or emotional development; or adaptive development; and (ii) who, by reason thereof, needs special education and related services.

Eligible Entities

From [ESEA Subpart 2–Literacy Education for All, Results for the Nation](#)

Sec.2221

(b) Definitions

(2) ELIGIBLE ENTITY.—The term "eligible entity" means an entity that consists of—

> (A) one or more local educational agencies that serve a high percentage of high-need schools and—
>
> > (i) have the highest number or proportion of children who are counted under section 1124(c), in comparison to other local educational agencies in the State;
> >
> > (ii) are among the local educational agencies in the State with the highest number or percentages of children reading or writing below grade level, based on the most currently available State academic assessment data under section 1111;
> >
> > (iii) serve a significant number or percentage of schools that are implementing comprehensive support and improvement activities and targeted support and improvement activities under section 1111(d);
>
> (B) one or more early childhood education programs serving low-income or otherwise disadvantaged children, which may include home-based literacy programs for preschool-aged children that have a demonstrated record of providing comprehensive literacy instruction for the age group such program proposes to serve; or
>
> (C) a local educational agency, described in subparagraph (A), or consortium of such local educational agencies, or an early childhood education program, which may include home-based literacy programs for preschool-aged children, acting in partnership with 1 or more public or private nonprofit organizations or agencies (which may include early childhood education programs) that have a demonstrated record of effectiveness in—
>
> > (i) improving literacy achievement of children, consistent with the purposes of participation under this subpart, from birth through grade 12; and

(ii) providing professional development in comprehensive literacy instruction.

English Learner

Section 8101(20)

The term "English learner", when used with respect to an individual, means an individual—

(A) who is aged 3 through 21;

(B) who is enrolled or preparing to enroll in an elementary school or secondary school;

(C)(i) who was not born in the United States or whose native language is a language other than English; (ii)(I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and (II) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or (iii) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and

(D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual— (i) the ability to meet the challenging State academic standards; (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or (iii) the opportunity to participate fully in society.

Evidence Based

Section 8101(21)(A)

Except as provided in subparagraph (B), the term 'evidence-based', when used with respect to a State, local educational agency, or school activity, means an activity, strategy, or intervention that— (i) demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on— (I) strong evidence from at least 1 well designed and well-implemented experimental study; (II) moderate evidence from at least 1 well designed and well-implemented quasi-experimental study; or (III) promising evidence from at least 1 well designed and well-implemented correlational study with statistical controls for selection bias.

High Need School

Section 2221(b)(3)(A)

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

Low Income Family

Section 8101(42)

The term "professional development" means activities that—

(A) are an integral part of school and local educational agency strategies for providing educators (including teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, and, as applicable, early childhood educators) with the knowledge and skills necessary to enable students to succeed in a well- rounded education and to meet the challenging State academic standards; and

(B) are sustained (not stand-alone, 1-day, or short term workshops), intensive, collaborative, job-embedded, data-driven, and classroom-focused, and may include activities that—

(i) improve and increase teachers'— (I) knowledge of the academic subjects the teachers teach; (II) understanding of how students learn; and (III) ability to analyze student work and achievement from multiple sources, including how to adjust instructional strategies, assessments, and materials based on such analysis;

(ii) are an integral part of broad schoolwide and districtwide educational improvement plans;

(iii) allow personalized plans for each educator to address the educator's specific needs identified in observation or other feedback;

(iv) improve classroom management skills;

(v) support the recruitment, hiring, and training of effective teachers, including teachers who became certified through State and local alternative routes to certification;

(vi) advance teacher understanding of— (I) effective instructional strategies that are evidence-based; and (II) strategies for improving student academic achievement or substantially increasing the knowledge and teaching skills of teachers;

(vii) are aligned with, and directly related to, academic goals of the school or local educational agency;

(viii) are developed with extensive participation of teachers, principals, other school leaders, parents, representatives of Indian tribes (as applicable), and administrators of schools to be served under this Act;

(ix) are designed to give teachers of English learners, and other teachers and instructional staff, the knowledge and skills to provide instruction and appropriate language and academic support services to those children, including the appropriate use of curricula and assessments;

(x) to the extent appropriate, provide training for teachers, principals, and other school leaders in the harms of copyright piracy, so that technology and technology applications are effectively used in the classroom to improve teaching and learning in the curricula and academic subjects in which the teachers teach;

(xi) as a whole, are regularly evaluated for their impact on increased teacher effectiveness and improved student academic achievement, with the findings of the evaluations used to improve the quality of professional development;

(xii) are designed to give teachers of children with disabilities or children with developmental delays, and other teachers and instructional staff, the knowledge and skills to provide instruction and academic support services, to those children, including positive behavioral interventions and supports, multi-tier system of supports, and use of accommodations;

(xiii) include instruction in the use of data and assessments to inform and instruct classroom practice;

(xiv) include instruction in ways that teachers, principals, other school leaders, specialized instructional support personnel, and school administrators may work more effectively with parents and families;

(xv) involve the forming of partnerships with institutions of higher education, including, as applicable, Tribal Colleges and Universities as defined in section 316(b) of the Higher Education Act of 1965 (20 U.S.C. 1059c(b)), to establish school-based teacher, principal, and other school leader training programs that provide prospective teachers, novice teachers, principals, and other school leaders with an opportunity to work under the guidance of experienced teachers, principals, other school leaders, and faculty of such institutions;

(xvi) create programs to enable paraprofessionals (assisting teachers employed by a local educational agency receiving assistance under part A of title I) to obtain the education necessary for those paraprofessionals to become certified and licensed teachers;

(xvii) provide follow-up training to teachers who have participated in activities described in this paragraph that are designed to ensure that the knowledge and skills learned by the teachers are implemented in the classroom; and

(xviii) where practicable, provide jointly for school staff and other early childhood education program providers, to address the transition to elementary school, including issues related to school readiness.

Well Rounded Education

[Section 8101(52)](#)

The term ''well-rounded education'' means courses, activities, and programming in subjects such as English, reading or language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, physical education, and any other subject, as determined by the State or local educational agency, with the purpose of providing all students access to an enriched curriculum and educational experience.

Acronyms

CLNA: Comprehensive Literacy Needs Assessment

CLSD: Comprehensive Literacy State Development (grant)

EL: English Learner

ELA: English Language Arts

ELPA21: English Language Proficiency Assessment for the 21st Century

FRL: Free or Reduced Lunch (program)

FY: Fiscal Year

GCT: Grant Coordination Team

GST: Grant Support Team

GSP: Grant Support Provider

HQIM: High-Quality Instructional Materials

IA: Iowa

IDE: Iowa Department of Education

IHE: Institutions of Higher Education

ISASP: Iowa Statewide Assessment of Student Progress

LEA: Local Education Association

LLT: Literacy Leadership Team

MTSS: Multi-Tiered System of Support

NISL: National Institute for School Leadership

PK: Preschool

SAMI: Self-Assessment of MTSS Implementation

LLP: Local Literacy Plan

SoR: Science of Reading

SY: School Year

Y: Year