California Department of Education

Reading Instruction and Intervention Grant Program
Request for Applications

Intent to Apply Due Date:
Wednesday, August 3, 2022, by 4 p.m.

Application Due Date:
Wednesday, August 17, 2022, by 4 p.m.

Administered by the:

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1. Overview

The California Department of Education (CDE) invites local educational agencies (LEAs), or consortia of LEAs, to apply for funding through the Reading Instruction and Intervention (RII) grant program to generate and disseminate professional learning (PL) opportunities for kindergarten through grade twelve (K–12) educators **across the state** to support diverse learners, including early learners, English learner (EL) students, pupils with disabilities, and pupils with dyslexia through evidence-based literacy instruction, intensive literacy interventions, and support of pupils' executive functioning skills.

The duration of the project will be from November 2022 through March 2026. The successful applicants must be able to demonstrate that their proposed project is evidence-based, conceptually clear, technically feasible, and leads or contributes to a culture of continuous improvement after the grant period.

To be eligible for this funding opportunity, LEAs must submit an official Intent to Apply by **August 3, 2022, at 4 p.m.** LEAs must then submit an application for this Request for Applications (RFA) by the deadline of Wednesday**, August 17, 2022, at 4 p.m.** The application must be signed by individuals with authority to submit applications for funding on behalf of the institution or agency. **LEAs that have not submitted an Intent to Apply by the deadline are not eligible to submit an application for this RFA**.

A. State Statute and Authority

The RII Grant Program is authorized by Assembly Bill 130, Section 145 (Statutes of 2021) of the Education Omnibus Trailer Bill (see Appendix C). The CDE, in consultation with the California Collaborative for Educational Excellence (CCEE) will award the sum of $9.8 million to an LEA, or consortium of LEAs, with expertise in developing and providing PL to educators in public schools serving kindergarten and grades one to twelve, inclusive, to strengthen reading instruction across the state for all pupils and in a manner that aligns with the Statewide System of Support (SoS), pursuant to Article 4.5 (commencing with Section 52059.5) of Chapter 6.1 of Part 28 of Division 4 of Title 2 of the California *Education Code* (*EC*). The full text of the *EC* is available on the California Legislative Information web page at https://leginfo.legislature.ca.gov/.

Funds appropriated for this purpose are available through the 2025–26 fiscal year. The grantee shall participate in an evaluation process coordinated by the CCEE and the CCEE may withhold no more than $200,000 of the $10 million appropriated in subdivision (a) for this purpose. Additional information is available on the CDE RII Grant web page at https://www.cde.ca.gov/pd/ps/riigrant.asp.

B. Definitions

For the purposes of this grant, the CDE provides the following definitions of "evidence-based practices" and "executive functioning skills" to support applicants in completing this application.

Evidence-Based Practices

Professional development through the RII Grant program shall prepare educators to implement evidence-based literacy strategies. As defined by the Every Student Succeeds Act (ESSA), an evidence-based practice is an activity, strategy, or intervention that "demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes" based on evidence.[1] Evidence-based practices are supported by data, repeatedly tested, and reproducible.

Evidence-based interventions are practices or programs that have evidence to show that they are effective at producing results and improving outcomes when implemented. This shift from "scientifically-based research" to "evidence-based" interventions was designed to help increase the impact of educational investments by ensuring that interventions being implemented have proven to be effective in leading to desired outcomes, namely improving student achievement. The evidence described in the ESSA has generally been produced through formal studies and research.[2] More information on evidence-based interventions is available on the CDE Evidence-Based Interventions Under the ESSA web page at https://www.cde.ca.gov/re/es/evidence.asp.

The National Center on Intensive Intervention at the American Institutes for Research provides information on studies of academic intervention programs on their website at https://charts.intensiveintervention.org/aintervention. In addition, the United States Department of Education's What Works Clearinghouse (WWC) provides Intervention Reports—summaries of findings of the highest-quality research on a given intervention or practice in education—and Reviews of Individual Studies— summaries of individual studies that have been reviewed by the WWC. This information is available on the WWC website at https://ies.ed.gov/ncee/wwc/FWW.

[1] Every Student Succeeds Act, Public Law 114–95—December 10, 2015. Pages 291-292. Authenticated United States Government Information, Government Publishing Office. https://www.congress.gov/114/plaws/publ95/PLAW-114publ95.pdf.
[2] California Department of Education. 2022. Evidence-Based Interventions Under the ESSA. https://www.cde.ca.gov/re/es/evidence.asp. (accessed March 8, 2022).

Executive Functioning Skills

The National Center for Education Research (NCER) defines executive functioning skills as "the attention-regulation skills that make it possible to sustain attention, keep goals and information in mind, refrain from responding immediately, resist distraction, tolerate frustration, consider the consequences of different behaviors, reflect on past experiences, and plan for the future."[3] The fostering of executive functioning skills is a critical aspect of student literacy development. According to the NCER's paper, Executive Function: Implications for Education, executive functioning skills are required for reading and oral language comprehension, fluency, and phonemic awareness. Additional information about executive functioning skills is available on the NCER web page at https://ies.ed.gov/ncer/pubs/20172000/.

C. Alignment to the Statewide System of Support

California Statewide System of Support

The work of the RII Grant Program will align with and contribute resources to California's Statewide SoS, which brings together California's improvement networks and resources to assist LEAs in meeting the state's priorities. This network is made up of numerous support providers and is designed to build local capacity and assist LEAs in identifying and addressing inequities as part of the continuous improvement process. The purpose of California's Statewide SoS, articulated in *EC* Section 52095.5(b), is to build the capacity of LEAs in each of the following areas:

1. Support the continuous improvement of student performance in each of the eight state priority areas described in *EC* sections 52060(d) and 52066(d).

2. Address the gaps in achievement between student groups identified in *EC* Section 52052.

3. Improve outreach and collaboration with interested parties to ensure that goals, actions, and services described in school district and county office of education (COE) Local Control and Accountability Plans (LCAPs) reflect the needs of students and the community, especially for historically underrepresented or low-achieving student groups.

California's SoS includes three levels of support for LEAs: (1) support for all,

[3] National Center for Educational Research. 2022. Executive Function: Implications for Education. Accessed on March 8, 2022. https://ies.ed.gov/ncer/pubs/20172000/.

(2) individually designed—or differentiated—assistance, and (3) intensive intervention. The primary function of the Statewide SoS is to reduce redundancy and integrate guidance and resources across state and federal programs, and to support LEAs to meet identified student needs through the LCAP process. The goal is to build capacity to ensure that LEAs are equipped to develop, implement, and evaluate strategies to ensure that each and every student has the resources necessary to succeed in school. More information about the Statewide SoS is available on the CDE California SoS web page at https://www.cde.ca.gov/sp/sw/t1/csss.asp.

California Comprehensive State Literacy Plan

An important goal for the grantee will be to support educators across the state in integrating and implementing state guidance on high-quality, evidence-based literacy instruction. The California Comprehensive State Literacy Plan (SLP), which was adopted by the State Board of Education (SBE) in March 2021, serves as a primary resource document for the grantee. The SLP is a foundational document designed to align and integrate state literacy initiatives, content standards, and guidance documents to build local capacity to effectively address student literacy needs.

The SLP provides a Comprehensive and Integrated Literacy Model designed to set the direction for literacy programs statewide by aligning and integrating state literacy guidance. This model centers on best first instruction and ensures high-quality, evidence-based literacy instruction occurs within the context of inclusive and equitable systems of schooling featuring high levels of engagement, a focus on continuous improvement, and application of California's Multi-Tiered Systems of Support (MTSS) Framework. This inclusive and equitable system of supports for all students requires:

- a focus on family and community engagement;
- celebration of diversity and an asset-based approach;
- attention to whole child needs; and
- well-prepared and supported teachers and leaders.[4]

A downloadable PDF version of the SLP is available at https://www.cde.ca.gov/pd/ps/documents/cacompstatelitplan.pdf.

[4] California Comprehensive State Literacy Plan. Page 34. Adopted by the California State Board of Education March 2021. Accessed on October 6, 2021. https://www.cde.ca.gov/pd/ps/documents/stateliteracyplan2021fin.docx.

Multi-Tiered Systems of Support

MTSS is an integrated, comprehensive framework that focuses on the California Common Core State Standards (CCSS), core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success.[5]

In addition to the SLP, PL through the RII grant program should be aligned to the following CDE resources that support literacy in strong MTSS first instruction (Tier 1):

- The California CCSS for English Language Arts (ELA)/Literacy, available on the CDE CCSS web page at https://www.cde.ca.gov/re/cc/.
- The California English Language Development (ELD) Standards, available on the CDE ELD Standards web page at https://www.cde.ca.gov/sp/el/er/eldstandards.asp.
- The ELA/ELD Framework, including the five key themes of meaning making, language development, effective expression, content knowledge, and foundational skills. The ELA/ELD Framework is available on the CDE ELA/ELD Framework web page at https://www.cde.ca.gov/ci/rl/cf/.
- The California Dyslexia Guidelines, available on the CDE Dyslexia web page at https://www.cde.ca.gov/ci/cr/dy/.
- Improving Education for Multilingual and EL Students, available on the CDE Improving Education: Research to Practice web page at https://www.cde.ca.gov/sp/el/er/improvingmleleducation.asp.
- The California Practitioners Guide for Educating ELs with Disabilities, available on the CDE website at https://www.cde.ca.gov/sp/se/ac/documents/ab2785guide.pdf.

Additionally, the Scaling Up MTSS Statewide (SUMS) Initiative focuses on: (1) developing resources for MTSS within an LEA that align the academic, behavioral, and social-emotional supports to serve the whole child; (2) improving school climate to encourage LEAs to establish and align schoolwide, data-driven systems of academic and behavioral supports to more effectively meet the needs of California's diverse learners in the most inclusive environments; and (3) supporting schoolwide and districtwide implementation of services or practices aligned to the MTSS Framework. These goals involve family and community engagement, administrative leadership, integrated education frameworks, and inclusive policy and practice. Additional information is available on the CDE MTSS web page at https://www.cde.ca.gov/ci/cr/ri/.

[5] California Comprehensive State Literacy Plan. Page 12.

Family Engagement

Families are integral to student literacy and executive functioning skill development, as well as student achievement. The California Family Engagement Framework and accompanying toolkit provide direction for the grantee in working with families and communities to plan, implement, and evaluate family engagement practices. The framework and toolkit are available on the CDE Family/Parent web page at https://www.cde.ca.gov/ls/pf/pf/.

Asset-Based/Culturally Sustaining Pedagogy

Culturally sustaining pedagogy builds upon preceding asset-based pedagogies. It encompasses the following features—valuing community languages, practices, and ways of being; school accountability to the community; connecting the curriculum to cultural and linguistic histories; and sustaining cultural and linguistic practices, while providing access to the dominant culture.[6] The CDE's EL Roadmap and Improving Education for Multilingual Students provide insight on supporting multilingual students in a culturally sustaining way. Culturally sustaining pedagogies require educators to be aware of classroom materials, structure, and culture to ensure a safe and relevant learning environment. Additional information is available on the CDE website on the links below:

- Asset Based Pedagogies: https://www.cde.ca.gov/pd/ee/assetbasedpedagogies.asp.
- Culturally Sustaining Pedagogies: https://www.cde.ca.gov/pd/ee/culturallysustainingped.asp.
- EL Roadmap: https://www.cde.ca.gov/sp/el/rm/.
- Improving Education for Multilingual and EL Students: https://www.cde.ca.gov/sp/el/er/improvingmleleducation.asp.

Whole Child

Literacy achievement is directly linked to a student's social–emotional development, sense of safety and belonging, and physical health.[7] For over a decade, educators in California have shifted their focus from one primarily on

[6] California Department of Education. 2021. Culturally Sustaining Pedagogy. Accessed on September 21, 2021. https://www.cde.ca.gov/pd/ee/culturallysustainingped.asp.

[7] California Comprehensive State Literacy Plan. Page 40. Adopted by the California State Board of Education March 2021. Accessed on April 25, 2022. https://www.cde.ca.gov/pd/ps/documents/stateliteracyplan2021fin.docx.

"academics only" to a whole child approach.[8] A growing body of research shows that school climate strongly influences students' motivation to learn and a positive school climate can improve academic achievement. When school members feel safe, valued, cared for, respected, and engaged, learning increases. Schools that provide students with support to meet these basic needs allow them to grow socially and emotionally and avoid problems ranging from emotional distress to drug use to violence—in addition to helping them achieve academically.[9] By supporting whole child development, educators create the environment for students to develop the executive functioning skills that are necessary for learning.

As part of this shift, the CDE collaborated with a Social and Emotional Learning (SEL) state team to develop Transformative-SEL Competencies and Conditions for Thriving resources to support the field with implementing a whole child approach through SEL; trauma-informed practices; and culturally relevant, affirming, and sustaining practices with a focus on equity. Additional information is available on the CDE SEL web page at https://www.cde.ca.gov/ci/se/.

Well-Prepared and Supported Teachers and Leaders

To ensure teachers and leaders are well-prepared, care should be taken to ensure that PL opportunities are aligned to the CDE's Quality Professional Learning Standards (QPLS). The QPLS serve as a foundation for the content, processes, and conditions essential to all educator PL over time, which leads to improved educator knowledge, skills, and dispositions. Seven interdependent standards support PL that is rooted in student and educator needs demonstrated through data; focused on content and pedagogy; designed to ensure equitable outcomes; designed and 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. Additional information about the QPLS is available on the CDE QPLS web page at https://www.cde.ca.gov/pd/ps/qpls.asp.

Disciplinary Literacy

The strands of reading, writing, speaking and listening, and language are imperative across all disciplines. As such, the California CCSS for ELA/Literacy

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[8] Darling-Hammond, L., & Cook-Harvey, C. M. (2018). *Educating the whole child: Improving school climate to support student success* (research brief). Palo Alto, CA: Learning Policy Institute.

[9] *From a Nation at Risk to a Nation at Hope.* Recommendations from the Aspen Institute National Commission on Social, Emotional, & Academic Development. 2019. http://nationathope.org/report-from-the-nation/.

set an interdisciplinary expectation that the development of each student's literacy skills is a shared responsibility with teachers across the content areas, each supporting disciplinary literacy in their subject.[10] PL funded through the RII grant must prepare all educators across all disciplines to support literacy.

Data-Informed Interventions

In order to ensure all students are learning, teachers must be prepared to collect and respond to student performance data ongoing. PL through the RII grant must prepare teachers to effectively collect, analyze, and respond to data, prior to, during, and after interventions are administered. LEAs should be prepared to implement a full range of assessment cycles, including the use of diagnostic, formative, interim, and summative assessment practices. In response to the data, a structured MTSS should be in place with clearly defined evidence-based Tier II interventions and Tier III supports for intensifying interventions that are informed by data-based individualization.

State Literacy Plan Continuous Learning Process

The grantee will use the SLP's continuous learning process to improve literacy outcomes for all students. This process includes setting direction and purpose, assessing local needs to determine causal factors of greatest need, planning for improvement, implementing and monitoring work, and reflecting and adjusting course.[11]

Through the continuous learning process, PL provided through the RII grant must support educators in specifically addressing pandemic-related literacy learning acceleration, distance and hybrid learning contexts, and the related digital divide. The California Digital Learning Integration and Standards Guidance provides direction to support schools to effectively implement technology to support learning and to address critical areas of instructional focus. This guidance document is available on the CDE California Digital Learning Integration and Standards Guidance web page at https://www.cde.ca.gov/ci/cr/dl/dlintergstdsguidance.asp.

[10] California Comprehensive State Literacy Plan. Page 19. Adopted by the California State Board of Education, March 2021. Accessed on October 6, 2021. https://www.cde.ca.gov/pd/ps/documents/stateliteracyplan2021fin.docx.
[11] California Comprehensive State Literacy Plan. Page 54. Adopted by the California State Board of Education March 2021. Accessed on October 6, 2021. https://www.cde.ca.gov/pd/ps/documents/stateliteracyplan2021fin.docx.

D. Alignment to State Literacy Initiatives

In the fall of 2021, State Superintendent of Public Instruction, Tony Thurmond announced a campaign to ensure that every California student will learn to read by third grade by the year 2026. The effort also includes a biliteracy milestone for dual-language learners. Achievement of this vision requires the alignment of literacy initiatives and guidance across the state. The RII grant will be key to reaching this goal.

The CDE and the CCEE shall, to the greatest extent practicable, facilitate coordination among the grantee and other literacy initiatives, including, but not limited to, all of the following:

- The California Subject Matter Projects, authorized pursuant to Article 1 (commencing with Section 99200) of Chapter 5 of Part 65 of Division 14 of Title 3 of the *EC*.
- Grantees of the 21st Century California School Leadership Academy, authorized pursuant to Article 5 (Section 44690) of Chapter 3.1 of Part 25 of Division 3 of Title 2 of the *EC*.
- Grantees of the Comprehensive Literacy State Development (CLSD) Grant, pursuant to sections 2222 and 2223 of the federal Elementary and Secondary Education Act of 1965, as amended by (Title 20 of the United States Code [U.S.C.], Sections 6642 and 6643).
- Grantee(s) of the Educator Workforce Investment Grant (EWIG) for EL Roadmap Policy implementation, subject to paragraph (2) of subdivision (b) of Section 84 of Chapter 51 of the Statutes of 2019.
- Grantee(s) of the EWIG for Special Education-Related PL, authorized by Senate Bill 75, Chapter 51 of the Statutes of 2019.
- The California Dyslexia Initiative, established pursuant to Section 119 of Chapter 24 of the Statutes of 2020.

2. Program Description

A. Eligibility Requirements

The CDE shall allocate grant funding to an eligible LEA, including a COE, school district, charter school, or a consortium of multiple LEAs. The CDE shall give positive consideration to applicants that propose partnerships with an institution of higher education (IHE), a nonprofit organization, or a consortium of IHEs and nonprofit organizations, that have demonstrated success in delivering PL for K–12 public school educators on proven, evidence-based literacy instructional practices that

meet the needs of a wide range of learners, across all grade spans. LEAs are also encouraged to partner as a consortium with other LEAs in the development of the proposal and throughout the duration of the grant period. If a consortium of LEAs submits an application, one LEA must be identified as the Lead Applicant. The Lead Applicant must be an LEA with demonstrated commitment, ability, and expertise to develop, implement, and support LEAs in the areas of evidence-based reading instruction and intervention and executive functioning skills.

The successful applicant must demonstrate the capacity to create PL networks as part of the Statewide SoS, in coordination with the CDE and the CCEE, to help build statewide capacity among LEAs in implementing effective literacy instruction and support programs, with a focus on executive functioning skills, across school sites.

The successful applicant must also demonstrate how the PL provided through this grant program will directly impact classroom instruction that results in data collection showing improved student outcomes. The successful applicant must also ensure that there are plans in place to directly support teachers in providing best first instruction, along with collaboratively collecting and analyzing student data, making instructional adjustments, identifying students needing interventions and providing those interventions promptly, and monitoring student progress ongoing. The grantee must ensure that the PL opportunities are provided to urban, suburban, and rural settings throughout the state and are differentiated to meet the needs of local communities and diverse student populations.

B. Goals

The grantee will build the capacity of LEAs across the state through PL opportunities aligned to the SLP, the California CCSS for ELA/Literacy, the California ELD Standards, the ELA/ELD Framework, and the QPLS. PL opportunities under the RII Grant Program must include, but are not limited to, all of the following:

1. School leaders, including principals and teacher leaders, to lead evidence-based reading instruction for diverse learners, including early learners, EL students, pupils with disabilities, and pupils with dyslexia.

2. Educators, including teachers and paraprofessionals, to develop knowledge and skills for appropriate use of screening strategies and evidence-based literacy instruction, including biliteracy instruction, for diverse learners.

3. Educators, including teachers and paraprofessionals, to implement intensive intervention strategies for pupils struggling with literacy, including tutoring and small group strategies, and strategies for target pupil groups.

4. All educators, including support staff, to support the development of pupils' executive functioning skills.

Quality Professional Learning Standards

PL opportunities must conform to the best evidence regarding effective learning for educators. This includes, but is not limited to, the QPLS and sample indicators as described in the table below.

Quality Professional Learning Standards and Sample Indicators

Standard	Sample Indicators
Data: Uses varied sources and kinds of information to guide priorities, design, and assessment	● Uses formative and summative student achievement data, disaggregated by race, gender, EL student status, special needs, foster youth, and/or socio-economic status, to identify critical student needs that require improved instruction, support, and leadership ● Develops educators' ability to meet students' academic, cultural, social, physical, and emotional needs ● Collects and reviews evidence of changes and/or improvements in collective practice
Content and Pedagogy: Enhances educators' expertise to increase students' capacity to learn and thrive	● Focuses on specific teaching strategies associated with discipline-specific curriculum content that supports teacher learning within the teachers' classroom contexts ● Deepens and extends subject-matter knowledge within educators' own discipline and across other disciplines ● Increases educators' use of linguistically and culturally responsive materials ● Creates multiple opportunities, in different settings, including built-in time for educators to practice, to receive feedback, and to revise their practice by the facilitation of reflection and solicitation of feedback ● Uses instructional techniques and strategies, such as using authentic artifacts and interactive activities, that educators then use with students ● Develops knowledge of, and skills for, how to address students' academic, cultural, social, physical, and emotional well-being

Standard	Sample Indicators
Equity: Focuses on equitable access, opportunities, and outcomes for all students, with an emphasis on addressing achievement and opportunity disparities between student groups	● ●
Design and Structure: Reflects evidence-based approaches, recognizing that focused, sustained learning enables educators to acquire, implement, and assess improved practices	● Provides educators with dedicated time within the school schedule and leverages extended-time opportunities to learn, practice, implement, assess, and reflect upon new strategies that facilitate changes in their practice ● Uses curriculum models, such as lesson plans; unit plans; sample student work; observations of peer teachers; and video or written cases of teaching, that provide teachers with a clear vision of effective practices ● Actively engages educators in inquiry centered on authentic problems and instructional practices designed to be job-embedded and situated in a realistic work setting so that theoretical learning and its practical applications are directly linked
Collaboration and Shared Accountability: Facilitates the development of a shared purpose for student learning and collective responsibility for achieving it	● Ensures that educators interact with content and are provided space to share ideas and collaborate in the learning—often in job-embedded contexts—to create communities that positively change the culture and instruction of their entire grade level, department, school, and/or district ● Sets clear purposes, goals, and working agreements that support the sharing of practices and results within a safe and supportive environment ● Structures collective learning around an evidence-based cycle of continuous learning and improvement, maintaining a consistent focus on shared goals

Standard	Sample Indicators
	● Capitalizes on relationships with networks that have specialized expertise or resources, in order to extend educators' access to resources not available locally ● Uses technology to support cross-community communication and extend educators' access to learning and resources
Resources: Dedicates resources that are adequate, accessible, and allocated appropriately toward established priorities and outcomes	● Recognizes the leadership capacity of internal staff to present, facilitate, or coach targeted PL ● Capitalizes on flexible staffing arrangements that allow for peer-to-peer learning ● Requires that time for collaboration and learning is made available in an ongoing and systematic way ● Develops a cycle of activities, including theory, demonstration, practice, feedback, reflection, and coaching, that are spaced over time ● Uses time within the school day for practice-embedded learning, but also provides release time when needed ● Provides technology (hardware, software, and web-based) to enable educator learning, practice, and use of equipment and materials
Alignment and Coherence: Contributes to a coherent system of educator learning and support that connects district and school priorities and needs with state and federal requirements and resources	● Offers learning and practice activities that are directed toward meeting educators' professional and performance standards ● Reflects classroom, school, and district goals for students and educator growth, to which policies, structures, and practices are aligned ● Supports novice educators' induction and their ability to apply theoretical learning to real-world assignments and reflect upon results and next steps ● Continuously extends experienced educators' capacity to meet professional expectations and to meet the needs of all students through a coordinated system

Standard	Sample Indicators
	● Enables skilled veteran educators to assist novice educators and peers and to lead schoolwide and districtwide initiatives

Source: CDE. 2015. Adapted from the QPLS.

C. Responsibilities of the Grantee

The grantee will focus directly on building capacity to support LEAs with PL opportunities for educators—with a focus on instructional leaders, classroom teachers, and paraprofessionals—that are designed to provide ongoing, evidence-based instruction and intervention supports for all students that result in improved literacy and executive functioning skills outcome data at the school level.

The grantee shall be responsible for:

- Generating and disseminating PL opportunities for educators across the state in the areas of reading instruction, reading intervention, and executive functioning skills for diverse learners, including early learners, EL students, pupils with disabilities, and pupils with dyslexia.
- Effecting changes in educator instructional practices in alignment with the Statewide SoS and the SLP by strengthening content, pedagogical, and collective knowledge, as well as instructional leadership skills, as described in Section 1, Part C.
- Coordinating with other literacy initiatives to ensure cohesion, as described in Section 1, Part D.
- Monitoring the performance of any services provided through funds awarded under this grant by partners, consultants, or other organizations.
- Ensuring that any new instructional and PL materials developed as a result of this grant, are available as open educational resources during and beyond the life of the grant.
- Receiving and administering the grant funds and submitting the required reports to account for the use of grant funds.

Allowable and Non-Allowable Activities and Costs

Applicant budgets for the use of grant funds will be reviewed by the CDE grant reviewers and any items that are deemed non-allowable, excessive, or inappropriate will be rejected and will impact an applicant's final score. Generally,

all expenditures must contribute to the goals and objectives outlined in Section 1. Funds may not be used for rental of a venue to provide professional development unless the expense is determined by the CDE to be a necessary and reasonable expense. Funds provided under this grant may not be used for the following purposes:

- Supplanting of existing funding and efforts;
- Acquisition of equipment for administrative or personal use;
- Acquisition of furniture (e.g., bookcases, chairs, desks, file cabinets, tables), unless an integral part of an equipment workstation or to provide reasonable accommodations to students with disabilities;
- Food services, refreshments, banquets, meals;
- Purchase of space;
- Payment for memberships in professional organizations;
- Purchase of promotional favors, such as bumper stickers, pencils, pens, or T-shirts;
- Subscriptions to journals or magazines;
- Travel outside the U.S., or
- Travel to states included in AB 1887's travel prohibition list found at https://oag.ca.gov/ab1887.

Direct Costs

Direct costs for this grant are those costs that can be identified specifically with a particular final cost objective. Costs incurred for the same purpose, in like circumstances, must be treated consistently as either direct or indirect costs.

The salaries of administrative and clerical staff should normally be treated as indirect costs. Direct charging of these costs may be appropriate only if all of the following conditions are met:

- administrative or clerical services are integral to a project or activity;
- individuals involved can be specifically identified with the project or activity:
- direct costs are explicitly included in the budget; and
- direct costs are not also recovered as indirect costs.

Note: If salary costs are included in the budget, they should reflect anticipated annual increases over the life of the grant period.

D. Administrative Indirect Cost Rate

Information regarding indirect cost rates, as well as responses to frequently asked questions, is available on the CDE Indirect Cost Rates web page at https://www.cde.ca.gov/fg/ac/ic/.

E. Reporting Requirements

An integral part of the reporting requirements is ongoing communication with the CDE, the CCEE, and other lead agencies in the Statewide SoS. The grantee will participate in regular meetings with the CDE and the CCEE and participate in all required evaluation activities as requested by the CCEE.

The following requirements will be adhered to:

- Provide a written quarterly expenditure and progress report to the CDE demonstrating expenditures are consistent with the agreed-upon budget; and
- Provide an annual report to the CDE on the achievement towards the goals, objectives, and actions described, and an assessment of progress made on the metrics identified in the applicant's program application. The grantee must provide a summary of activities in the annual report identifying both individual and collective contributions including, but not limited to:
    - Student outcome data demonstrating impact on student achievement and adjustments to the plan in response to the data;
    - Number of activities accomplished; the impact of these activities on educator capacity; and the number of teachers, paraprofessionals, school leaders, districts, counties, and regions impacted by these activities; and
    - Evidence of coordination and collaboration with other agencies of the Statewide SoS, including but not limited to the CDE, the CCEE, lead agencies, grantees of other literacy initiatives (as described in Section 1, Part D), COEs, and districts.

  If the grantee does not provide the required reports to the CDE and the CCEE, program activities are not completed as agreed upon, there is a lack of participation in meetings, or there is a negative trend in the dissemination of technical assistance, the CDE may halt funding at any time.

3. Application Procedures and Processes

A. Application Timeline

Activity	Date
RFA Release	Week of June 20, 2022
Application Workshop Webinar	June 28, 2022
Intents to Apply Due	August 3, 2022 by 4 p.m.
Applications Due	August 17, 2022 by 4 p.m.
Intent to Award Posted	Week of October 3, 2022
Appeals Due	Week of October 10, 2022
Notification of Final Award Posted	To be determined
Grant Work Begins	To be determined

*Timeline subject to change. Refer to the CDE RII web page at https://www.cde.ca.gov/pd/ps/riigrant.asp for the most up-to-date timeline.

B. Intent to Apply

Applicants are required to submit an online Intent to Apply by August 3, 2022, no later than 4 p.m. Applicants should submit their Intent to Apply through the survey link on the RII RFA web page at https://www.cde.ca.gov/fg/fo/r12/rii22rfa.asp.

The Intent to Apply does not require an organization to submit an application; however, an application that was not preceded by an Intent to Apply by the deadline of August 3, 2022, will not be accepted.

The Intent to Apply must be signed by the applicant or the applicant's representative, include the title of the person signing the Intent to Apply, and show the date of submission. Applications for which the Intent to Apply has not been received by the date and time specified shall not be accepted.

C. Application Process

The application will consist of four general types of information: (1) Applicant Information, (2) Applicant Narrative, (3) Budget Information, and (4) Attachments. In completing the application narrative, applicants should address the prompts in each section of the narrative description and refer to the scoring rubric in Section 4, Part C.

Applicants must submit the application by **4 p.m. on August 17, 2022**, through the online application system accessed on the RII RFA web page at https://www.cde.ca.gov/fg/fo/r12/rii22rfa.asp.

Note:

- The Lead Applicant will receive email confirmation of the information submitted. If changes need to be made, the Lead Applicant must resubmit the entire application **prior to the submission deadline**.
- The last submitted application will be the one considered for review.
- The CDE is not able to modify the application information after it is submitted.
- Incomplete or late applications will not be considered. Please allow time to account for unanticipated technical issues.

D. Application Review

Complete applications submitted by the deadline will be reviewed for eligibility by the CDE and evaluated by a reading panel of CDE and CCEE staff with expertise in literacy and PL using the scoring rubric. Reviewers will certify that they have no conflicts of interest relating to applicants. Members of the reading panel will be instructed to take a holistic approach in the application review process to rank and evaluate each application. The readers will make every effort to allow any part of the narrative to satisfy the evaluation points in the rubric.

Each applicant will receive a single score. Although scores from the review of the applications are important, they are not the sole determiners for funding. When selecting projects to award, the panelists will consider statutory requirements that prioritize the use of grant funds over a broad geographical area to implement evidence-based activities that serve a diverse range of students, with a particular emphasis on how the successful applicant ensures the resources and activities provided will directly impact teachers and students in classrooms across the state. Applicants may be invited to interview with CDE, SBE, and/or CCEE staff as part of the selection process. All costs associated with the interviews will be the responsibility of the applicant.

The proposed awardee is subject to approval by the executive director of the SBE. The CDE reserves the right to not make an award if no application submitted meets the requirements of this RFA.

E. Technical Assistance

CDE staff will conduct a virtual application information session to provide an overview of the RFA and offer potential applicants the opportunity to ask clarifying questions. The date and time of the RII information session is **June 28, 2022, 9:30–10:30 a.m.** Register on the RII RFA web page on the CDE website at https://www.cde.ca.gov/fg/fo/r12/rii22rfa.asp.

F. Appeals Process

The CDE must receive requests for appeal no later than the due date provided on the timeline posted on the CDE RII RFA web page at https://www.cde.ca.gov/fg/fo/r12/rii22rfa.asp. Only the Lead Applicant may electronically submit an appeal via the link on the RII RFA web page. Appeals submitted via means other than the electronic link will **not** be accepted.

Appeals shall be limited to the grounds that the CDE failed to **correctly apply the standards for reviewing the application** as specified in this RFA. The appellant must file a full and complete written appeal, include the issue(s) in dispute, the legal authority or other basis for the appeal position, and the remedy sought. The CDE will not consider incomplete or late appeals. The appellant may not supply any new information that was not contained in the original application. A final decision will be provided in writing within 10 business days from the date that appeals are due to the CDE for this specific RFA.

G. Grant Award Notification

The applicant selected for funding will receive a Grant Award Notification (AO-400), the official CDE document that awards funds to local projects. The grantee and fiscal agent must be the same entity. The superintendent of the LEA, acting as the fiscal agent, must sign and return the AO-400 to the CDE before funds are disbursed.

H. Assurances, Certifications, Terms, and Conditions

The selected awardee may be requested to revise budgets prior to receiving a grant award. Following final program and budget negotiations, funds will be issued only after a signed agreement on the terms of the award has been received by the CDE.

Assurances and Certifications

The superintendent of the LEA, acting as the fiscal agent, must agree to Form A: RII Lead Applicant Statement of Assurances. Applicants do not need to sign and return the general assurances and certifications with the application. Instead, applicants must download assurances and certifications and keep them on file and available for compliance reviews, complaint investigations, or audits.

General assurances and certifications are available on the CDE Funding Forms web page at https://www.cde.ca.gov/fg/fo/fm/ff.asp.

Terms and Conditions

The grant award will be processed upon receipt of the signed AO-400. The AO-400 must be signed by the authorized fiscal agent and returned to the CDE within 10 working days of receipt.

All funds must be expended or legally obligated by the end of each fiscal year, beginning with the 2022–23 fiscal year, and for not more than the maximum amount indicated on the AO-400. Encumbrances may be made at any time after the beginning date of the grant stated on the AO-400. No extensions of this grant will be allowed.

A budget revision is required if expenditures for any budget category exceed 10 percent of the authorized budget item total in the approved budget. The budget revision must be approved by the CDE before expenditures are made.

The budgets should display annual implementation showing how the grant will be used to fulfill the goals and responsibilities described within the RFA in a manner that aligns with the Statewide SoS, the SLP, and the QPLS. Proposed expenditures must demonstrate appropriate use of state funds.

Note: Funding requested for purchases over $5,000 in Capital Outlay, Category 6000, requires approval by the CDE.

4. Program Application

The complete RII Grant Application is submitted electronically and is available on the RII RFA web page on the CDE website at http://www.cde.ca.gov/fg/fo/r12/rii22rfa.asp. See Appendix A for instructions. Through the online application, applicants must attach supporting evidence, including the proposed budget, project timeline, and letters of commitment.

A. Application Narrative

Successful applicants must be able to demonstrate that their proposed project is conceptually clear, evidence-based, technically feasible, sustainable, scalable, and leads or contributes to a culture of continuous improvement after the grant period. To complete the narrative:

- Address the prompts for the sections below;
- Refer to the scoring rubric in Part C to understand how responses will be evaluated by the reading panel; and
- Follow all application instructions in Appendix A. Application Narrative

Part 1a—Project Plan: Theory of Action

- Articulate a theory of action which will support the goals of the grant to generate and disseminate PL opportunities for **K–12** educators **across the state** in the areas of evidence-based literacy instruction, intensive literacy interventions, and support of pupils' executive functioning skills. The U.S. Department of Education defines a theory of action as "a well-specified conceptual framework that identifies key components of the proposed process, product, strategy, or practice (i.e., the active '"ingredients" that are hypothesized to be critical to achieving the relevant outcomes) and describes the relationships among the key components and outcomes, theoretically and operationally."[12]

Part 1b—Project Plan: Evidence-Based Practices and Qualifications

Part 1b is organized in sets of two related prompts. The first prompt of each set provides applicants with the opportunity to describe how the proposed PL will increase educator capacity in a particular area and to identify the corresponding evidence base. The second prompt provides an opportunity to specify relevant expertise, experience, and qualifications related to that same area.

- Describe how the proposed PL will increase school leader and educator capacity to implement **evidence-based literacy instruction, including biliteracy instruction,** for diverse learners, including all of the following: early learners, EL and multilingual students, pupils with disabilities, and pupils with dyslexia. Identify the evidence base for these practices and any proposed materials.

[12] *Non-regulatory Guidance: Using Evidence to Strengthen Education Investments.* U.S. Department of Education web document

- Describe the applicant's previous experience and/or expertise in developing and delivering high-quality PL for public school leaders and educators in the area of **evidence-based literacy instruction, including biliteracy instruction,** as described above. Specify the relevant qualifications of any proposed partner PL providers.

- Describe how the proposed PL will increase school leader and educator capacity to identify and implement **evidence-based literacy screening strategies**. Identify the proposed screeners and the supporting evidence base for these practices and any proposed materials.

- Describe the applicant's previous experience and/or expertise in developing and delivering high-quality PL for public school leaders and educators in the area of **evidence-based literacy screening strategies**. Specify the relevant qualifications of any proposed partner PL providers.

- Describe how the proposed PL will increase school leader and educator capacity to implement **evidence-based intensive literacy interventions for pupils struggling with literacy**, including tutoring and small group strategies. Identify the evidence base for these practices and any proposed materials.

- Describe the applicant's previous experience and/or expertise in developing and delivering high-quality PL for public school leaders and educators in the area of **evidence-based intensive literacy interventions for pupils struggling with literacy**. Specify the relevant qualifications of any proposed partner PL providers.

- Describe how the proposed PL will increase school leader, educator, and support staff capacity to implement **evidence-based practices to support students' executive functioning skills** required for reading and oral language comprehension, fluency, and phonemic awareness. Identify the evidence base for these practices and any proposed materials.

- Describe the applicant's previous experience and/or expertise in developing and delivering high-quality PL for public school leaders, educators, and support staff, in the area of **evidence-based practices to support students' executive functioning skills**. Specify the relevant qualifications of any proposed partner PL providers.

- Describe how the proposed PL will increase school leader and educator capacity to effectively **collect, analyze, and respond to student-level data** to support instruction and achieve grant goals. Identify the evidence base for these practices and any proposed materials.

- Describe the applicant's previous experience and/or expertise in developing and delivering high-quality PL for public school leaders and

educators in the area of effectively **collecting, analyzing, and responding to student-level data**. Specify the relevant qualifications of any proposed partner PL providers.

- Describe how the proposed activities promote **disciplinary literacy** and a culture in which all educators of all disciplines are responsible for literacy learning. Identify the evidence base for these practices and any proposed materials.

- Describe the applicant's previous experience and/or expertise in developing and delivering high-quality PL for public school leaders and educators in the area of **disciplinary literacy**. Specify the relevant qualifications of any proposed partner PL providers.

Part 1c—Project Plan: Professional Learning Dissemination

- Provide an overview of how the applicant will use the funding to generate and disseminate PL opportunities for K–12 educators **across the state** in the areas of evidence-based literacy instruction, intensive literacy interventions, and support of pupils' executive functioning skills for diverse learners, particularly in the context of accelerated learning post-pandemic.

- Describe target participants, including the type and number of educators and school leaders who will be served and their locations, including how the proposed activities will ensure that the PL opportunities are provided to urban, suburban, and rural settings throughout the state and are differentiated to meet the needs of local communities and diverse student populations.

- Describe the plan for securing school and classroom-level participants in the proposed PL opportunities. Describe how the applicant will mitigate challenges related to staffing and educator availability.

- Provide a project timeline for implementation of proposed activities that includes approximate dates for implementation of all major proposed activities, the person or organization responsible for each activity, the expected goal of the activity, and how the effectiveness of the activity will be measured.

Part 2—Alignment

- Describe how the proposed activities align with the California CCSS for ELA/Literacy, the California ELD standards, and all five themes of the ELA/ELD Framework, including language development, meaning making, effective expression, content knowledge, and foundational skills.

- Describe how the proposed activities align to the Comprehensive SLP, specifically focusing on the Comprehensive and Integrated Literacy Model, which includes MTSS best first instruction, culturally sustaining pedagogies, SEL, and family engagement.

- Describe how the proposed plan provides a strong foundation for the guidance in Improving Education for Multilingual and EL Students, the California Dyslexia Guidelines, and the California Practitioners Guide for Educating ELs with Disabilities.

- Describe how this project will align with other state literacy initiatives, including but not limited to the California Subject Matter Projects, grantees of the 21st Century California School Leadership Academy, grantees of the CLSD grant, grantee(s) of the EWIG for EL Roadmap Policy Implementation, grantee(s) of the EWIG for Special Education-Related PL, and the California Dyslexia Initiative.

Part 3—Expanding Capacity

- Describe how the proposed activities will align to the QPLS: data, content and pedagogy, equity, design and structure, collaboration and shared accountability, resources, and alignment and coherence.

- Describe the quantitative and qualitative measures that will be used to determine impact on K–12 student achievement and student executive functioning skills and the plan for analyzing and responding to these measures.

- Describe the quantitative and qualitative measures that will be used to determine the increased capacity of teachers, paraprofessionals, and school leaders to implement evidence-based strategies to address the goals of the grant in diverse settings across the state.

- Explain how the applicant will ensure that the benefits of the project sustain beyond the life of the grant so others may benefit.

Part 4—Priority Points: Institution of Higher Education/Nonprofit Consortium Collaboration

The CDE shall give positive consideration to applicants that propose partnerships with an IHE, a nonprofit organization, or a consortium of IHEs and nonprofit organizations.

- If applicable, describe how the Lead Applicant will work together to implement proposed activities in consortium with one or more IHE and/or nonprofit educational organization. Describe the proposed role, relevant

expertise and experience, and applicable qualifications of IHE and/or nonprofit educational organization consortium partners, including how their expertise, experience, and qualifications will meet the literacy needs of a wide range of learners.

- If applicable, provide Letters of Commitment addressed to the Lead Applicant and signed by the Dean of the specific department within an IHE and/or the Chief Executive Officer of the nonprofit educational service provider. If applicable, also provide Letters of Commitment addressed to the Lead Applicant and signed by the LEA Superintendent of each LEA participating in the consortium.

B. Budget

A projected four-year budget is required in the application. The template for the budget is available on the RII RFA web page on the CDE website at http://www.cde.ca.gov/fg/fo/r12/rii22rfa.asp. Project expenses will be identified using grant funds in the 2022–23 through the 2025–26 fiscal years.

The applicant must provide a thorough and detailed justification for each identified cost associated with implementing the proposed initiatives and goals, including why the costs are reasonable and necessary to support the proposal's initiatives and goals.

The applicant must ensure that the budget is not overly heavy in administrative costs and takes into consideration the costs of educators' time to attend professional learning.

- Complete the RII Proposed Project Budget Summary (Form B), including allowable costs for the project's performance period from November 2022 through March 2026.

- Provide a detailed explanation on the RII Project Budget Narrative (Form C) for each line-item for each year of four-year performance period. The narrative should include a description of how the proposed costs to implement the proposed project are necessary and reasonable in terms of project activities, benefits to participants, and project outcomes.

C. Scoring Rubric

The scoring rubric is valued at a maximum of 132 points. The grant award may not necessarily be made to the application that has the highest score. These scores are advisory to the panelists who will make the final decisions to ensure that the applications meet the goals and requirements of the program. The table below displays the maximum point values for each section:

Scoring Rubric Point Values

Part	Description	Point Value
Application Narrative Part 1a	Project Plan: Theory of Action	8
Application Narrative Part 1b	Project Plan: Evidence-Based Practices and Qualifications	56
Application Narrative Part 1c	Project Plan: Professional Learning Dissemination	20
Application Narrative Part 2	Alignment	16
Application Narrative Part 3	Expanding Capacity	16
Application Narrative Part 4	Priority Points: IHE/Nonprofit Consortium Collaboration	8
Budget	Budget	8
Total Points	**Total of Scoring Rubric Sections**	**132**

Application Narrative

Definition of Terms:

- **Thorough:** Includes every part or detail
- **Convincing:** Brings to belief
- **Clear:** Adequate, of a quality that is good or acceptable, easily understood, includes sufficient detail
- **Plausible:** Feasible, reasonable, realistic
- **Partial:** Incomplete details or elements essential to program component, leaves the reader with questions
- **Minimal**: With the least amount of detail

Part 1a—Project Plan: Theory of Action (8 Total Points Possible)

Outstanding (7–8 Points)	**Strong (5–6 Points)**	**Partial (3–4 Points)**	**Minimal (0–2 Points)**
Articulates a **thorough and convincing** theory of action and describes how it will support the goals of the grant to generate and disseminate PL opportunities for **K–12** educators **across the state** in the areas of evidence-based literacy instruction, intensive literacy interventions, and support of pupils' executive functioning skills.	Articulates a **clear and plausible** theory of action and describes how it will support the goals of the grant to generate and disseminate PL opportunities for **K–12** educators **across the state** in the areas of evidence-based literacy instruction, intensive literacy interventions, and support of pupils' executive functioning skills.	Articulates a **partial** theory of action and **partially** describes how it will support the goals of the grant to generate and disseminate PL opportunities for **K–12** educators **across the state** in the areas of evidence-based literacy instruction, intensive literacy interventions, and support of pupils' executive functioning skills.	Articulates a **minimal** theory of action and **minimally** describes how it will support the goals of the grant to generate and disseminate PL opportunities for **K–12** educators **across the state** in the areas of evidence-based literacy instruction, intensive literacy interventions, and support of pupils' executive functioning skills.

Part 1b—Project Plan: Evidence-Based Practices and Qualifications (56 Total Points Possible)

Outstanding (7–8 Points)	Strong (5–6 Points)	Partial (3–4 Points)	Minimal (0–2 Points)
Thoroughly and convincingly describes how the proposed PL will increase school leader and educator capacity to implement **evidence-based literacy instruction**, **including biliteracy instruction,** for diverse learners, including **all** of the following: early learners, EL and multilingual students, pupils with disabilities, and pupils with dyslexia. Identifies a **thorough and convincing** evidence base for the practices and any proposed materials.	**Clearly** describes how the proposed PL will increase school leader and educator capacity to implement **evidence-based literacy instruction**, **including biliteracy instruction,** for diverse learners, including **all** of the following: early learners, EL and multilingual students, pupils with disabilities, and pupils with dyslexia. Identifies a **clear** evidence base for the proposed practices and any proposed materials.	**Partially** describes how the proposed PL will increase school leader and educator capacity to implement **evidence-based literacy instruction**, **including biliteracy instruction,** for diverse learners, including **some** of the following: early learners, EL and multilingual students, pupils with disabilities, and pupils with dyslexia. Identifies a **partial** evidence base for the proposed practices and any proposed materials.	**Minimally** describes how the proposed PL will increase school leader and educator capacity to implement **evidence-based literacy instruction**, **including biliteracy instruction,** for diverse learners. **May not** identify the evidence base for the practices and any proposed materials.

Outstanding (7–8 Points)	Strong (5–6 Points)	Partial (3–4 Points)	Minimal (0–2 Points)
Thoroughly and convincingly demonstrates that the applicant has a **high level of relevant** previous experience and/or expertise in developing and delivering high-quality PL for public school leaders and educators in the area of **evidence-based literacy instruction including biliteracy instruction**. **Thoroughly and convincingly** specifies **relevant** qualifications of any proposed partner PL providers.	**Clearly** demonstrates that the applicant has **relevant** previous experience and/or expertise in developing and delivering high-quality PL for public school leaders and educators in the area of **evidence-based literacy instruction including biliteracy instruction**. **Clearly** specifies **relevant** qualifications of any proposed partner PL providers.	**Partially** demonstrates that the applicant has **relevant** previous experience and/or expertise in developing and delivering high-quality PL for public school leaders and educators in the area of **evidence-based literacy instruction including biliteracy instruction**. **Partially** specifies **relevant** qualifications of any proposed partner PL providers.	**Minimally** demonstrates that the applicant has previous experience and/or expertise in developing and delivering high-quality PL for public school leaders and educators in the area of **evidence-based literacy instruction including biliteracy instruction**. **May not** specify qualifications of proposed partner PL providers or qualifications may **not be relevant**.

Outstanding (4 Points)	Strong (3 Points)	Partial (2 Points)	Minimal (0–1 Points)
Thoroughly and convincingly describes how the proposed PL will increase school leader and educator capacity to identify and implement **evidence-based literacy screening strategies**. Identifies a **thorough and convincing** evidence base for the practices and any proposed materials.	**Clearly** describes how the proposed PL will increase school leader and educator capacity to identify and implement **evidence-based literacy screening strategies**. Identifies a **clear** evidence base for the practices and any proposed materials.	**Partially** describes how the proposed PL will increase school leader and educator capacity to identify and implement **evidence-based literacy screening strategies**. Identifies a **partial** evidence base for the practices and any proposed materials.	**Minimally** describes how the proposed PL will increase school leader and educator capacity to identify and implement **evidence-based literacy screening strategies**. **May not** identify the evidence base for the practices and any proposed materials.
Thoroughly and convincingly demonstrates that the applicant has a **high level of relevant** previous experience and/or expertise in developing and delivering high-quality PL for public school leaders and educators in the area of **evidence-based literacy screening strategies**. **Thoroughly and convincingly** specifies **strong and relevant** qualifications of any proposed partner PL providers.	**Clearly** demonstrates that the applicant has **relevant** previous experience and/or expertise in developing and delivering high-quality PL for public school leaders and educators in the area of **evidence-based literacy screening strategies**. **Clearly** specifies **relevant** qualifications of any proposed partner PL providers.	**Partially** demonstrates that the applicant has previous experience and/or expertise in developing and delivering high-quality PL for public school leaders and educators in the area of **evidence-based literacy screening strategies**. **Partially** specifies **relevant** qualifications of any proposed partner PL providers.	**Minimally** demonstrates that the applicant has previous experience and/or expertise in developing and delivering high-quality PL for public school leaders and educators in the area of **evidence-based literacy screening strategies**. **May not** specify qualifications of any proposed partner PL providers or qualifications may **not be relevant**.

Outstanding (4 Points)	Strong (3 Points)	Partial (2 Points)	Minimal (0–1 Points)
Thoroughly and convincingly describes how the proposed PL will increase school leader and educator capacity to implement **evidence-based intensive literacy interventions for pupils struggling with literacy**, including tutoring and small group strategies. Identifies a **thorough and convincing** evidence base for these practices.	**Clearly** describes how the proposed PL will increase school leader and educator capacity to implement **evidence-based intensive literacy interventions for pupils struggling with literacy**, including tutoring and small group strategies. Identifies a **clear** evidence base for these practices.	**Partially** describes how the proposed PL will increase school leader and educator capacity to implement **evidence-based intensive literacy interventions for pupils struggling with literacy**, including tutoring and small group strategies. Identifies a **partial** evidence base for these practices.	**Minimally** describes how the proposed PL will increase school leader and educator capacity to implement **evidence-based intensive literacy interventions for pupils struggling with literacy**, including tutoring and small group strategies. **May not** identify the evidence base for these practices.
Thoroughly and convincingly demonstrates that the applicant has a **high level of relevant** previous experience and/or expertise in developing and delivering high-quality PL for public school leaders and educators in the area of **evidence-based intensive literacy interventions for pupils struggling with literacy**. **Thoroughly and convincingly** specifies **strong and relevant** qualifications of any proposed partner PL providers.	**Clearly** demonstrates that the applicant has **relevant** previous experience and/or expertise in developing and delivering high-quality PL for public school leaders and educators in the area of **evidence-based intensive literacy interventions for pupils struggling with literacy**. **Clearly** specifies **relevant** qualifications of any proposed partner PL providers.	**Partially** demonstrates that the applicant has previous experience and/or expertise in developing and delivering high-quality PL for public school leaders and educators in the area of **evidence-based intensive literacy interventions for pupils struggling with literacy**. **Partially** specifies **relevant** qualifications of any proposed partner PL providers.	**Minimally** demonstrates that the applicant has previous experience and/or expertise in developing and delivering high-quality PL for public school leaders and educators in the area of **evidence-based intensive literacy interventions for pupils struggling with literacy**. **May not** specify qualifications of any proposed partner PL providers or qualifications may **not be relevant**.

Outstanding (4 Points)	Strong (3 Points)	Partial (2 Points)	Minimal (0–1 Points)
Thoroughly and convincingly describes how the proposed PL will increase school leader, educator, and support staff capacity to implement **evidence-based practices to support students' executive functioning skills** required for reading and oral language comprehension, fluency, and phonemic awareness. Identifies a **thorough and convincing** evidence base for these practices.	**Clearly** describes how the proposed PL will increase school leader, educator, and support staff capacity to implement **evidence-based practices to support students' executive functioning skills** required for reading and oral language comprehension, fluency, and phonemic awareness. Identifies a **clear** evidence base for these practices.	**Partially** describes how the proposed PL will increase school leader, educator, and support staff capacity to implement **evidence-based practices to support students' executive functioning skills** required for reading and oral language comprehension, fluency, and phonemic awareness. Identifies a **partial** evidence base for these practices.	**Minimally** describes how the proposed PL will increase school leader, educator, and support staff capacity to implement **evidence-based practices to support students' executive functioning skills** required for reading and oral language comprehension, fluency, and phonemic awareness. **May not** identify the evidence base for these practices.

Outstanding (4 Points)	Strong (3 Points)	Partial (2 Points)	Minimal (0–1 Points)
Thoroughly and convincingly demonstrates that the applicant has a **high level of relevant** previous experience and/or expertise in developing and delivering high-quality PL for public school leaders, educators, and support staff, in the area of **evidence-based practices to support students' executive functioning skills**. **Thoroughly and convincingly** specifies **strong and relevant** qualifications of any proposed partner PL providers.	**Clearly** demonstrates that the applicant has **relevant** previous experience and/or expertise in developing and delivering high-quality PL for public school leaders, educators, and support staff, in the area of **evidence-based practices to support students' executive functioning skills**. **Clearly** specifies **relevant** qualifications of any proposed partner PL providers.	**Partially** demonstrates that the applicant has previous experience and/or expertise in developing and delivering high-quality PL for public school leaders, educators, and support staff in the area of **evidence-based practices to support students' executive functioning skills**. **Partially** specifies **relevant** qualifications of any proposed partner PL providers.	**Minimally** demonstrates that the applicant has previous experience and/or expertise in developing and delivering high-quality PL for public school leaders, educators, and support staff, in the area of **evidence-based practices to support students' executive functioning skills**. **May not** specify qualifications of any proposed partner PL providers or qualifications may **not be relevant**.
Thoroughly and convincingly describes how the proposed PL will increase school leader **and** educator capacity to effectively **collect, analyze, and respond to student-level data** to support instruction and achieve grant goals. Identifies a **thorough and convincing** evidence base for these practices.	**Clearly** describes how the proposed PL will increase school leader **and** educator capacity to effectively **collect, analyze, and respond to student-level data** to support instruction and achieve grant goals. Identifies a **clear** evidence base for these practices.	**Partially** describes how the proposed PL will increase school leader **and/or** educator capacity to effectively **collect, analyze, and respond to student-level data** to support instruction and achieve grant goals. Identifies a **partial** evidence base for these practices.	**Minimally** describes how the proposed PL will increase school leader **and/or** educator capacity to effectively **collect, analyze, and respond to student-level data** to support instruction and achieve grant goals. **May not** identify the evidence base for these practices.

Outstanding (4 Points)	Strong (3 Points)	Partial (2 Points)	Minimal (0–1 Points)
Thoroughly and convincingly demonstrates that the applicant has a **high level of relevant** previous experience and/or expertise in developing and delivering high-quality PL for public school leaders and educators in the area of **effectively collecting, analyzing, and responding to student-level data**. **Thoroughly and convincingly** specifies **strong and relevant** qualifications of any proposed partner PL providers.	**Clearly** demonstrates that the applicant has **relevant** previous experience and/or expertise in developing and delivering high-quality PL for public school leaders, and educators, and support staff, in the area of **effectively collecting, analyzing, and responding to student-level data**. **Clearly** specifies **relevant** qualifications of any proposed partner PL providers.	**Partially** demonstrates that the applicant has previous experience and/or expertise in developing and delivering high-quality PL for public school leaders and educators in the area of **effectively collecting, analyzing, and responding to student-level data**. **Partially** specifies **relevant** qualifications of any proposed partner PL providers.	**Minimally** demonstrates that the applicant has previous experience and/or expertise in developing and delivering high-quality PL for public school leaders, and educators, and support staff, in the area of **effectively collecting, analyzing, and responding to student-level data**. **May not** specify qualifications of any proposed partner PL providers or qualifications may **not be relevant**.
Thoroughly and convincingly describes how the proposed activities promote **disciplinary literacy** and a culture in which **all** educators of **all** disciplines are responsible for literacy learning. Identifies a **thorough and convincing** evidence base for these practices.	**Clearly** describes how the proposed activities promote **disciplinary literacy** and a culture in which **most** educators of **varied** disciplines are responsible for literacy learning. Identifies a **clear** evidence base for these practices.	**Partially** describes how the proposed activities promote **disciplinary literacy** and a culture in which **some** educators of **varied** disciplines are responsible for literacy learning. Identifies a **partial** evidence base for these practices.	**Minimally** describes how the proposed activities promote **disciplinary literacy. May not** represent a culture in which educators of **varied** disciplines are responsible for literacy learning. **May not** identify the evidence base for these practices.

Outstanding (4 Points)	Strong (3 Points)	Partial (2 Points)	Minimal (0–1 Points)
Thoroughly and convincingly demonstrates that the applicant has a **high level of relevant** previous experience and/or expertise in developing and delivering high-quality PL for public school leaders and educators in the area of **disciplinary literacy**. **Thoroughly and convincingly** specifies **strong and relevant** qualifications of any proposed partner PL providers.	**Clearly** demonstrates that the applicant has **relevant** previous experience and/or expertise in developing and delivering high-quality PL for public school leaders and educators in the area of **disciplinary literacy**. **Clearly** specifies **relevant** qualifications of any proposed partner PL providers.	**Partially** demonstrates that the applicant has previous experience and/or expertise in developing and delivering high-quality PL for public school leaders and educators in the area of **disciplinary literacy**. **Partially** specifies **relevant** qualifications of any proposed partner PL providers.	**Minimally** demonstrates that the applicant has previous experience and/or expertise in developing and delivering high-quality PL for public school leaders and educators in the area of **disciplinary literacy**. **May not** specify qualifications of any proposed partner PL providers or qualifications may **not be relevant**.

Part 1c—Project Plan: Professional Learning Dissemination (20 Total Points Possible)

Outstanding (7–8 Points)	Strong (5–6 Points)	Partial (3–4 Points)	Minimal (0–2 Points)
Provides a **thorough and convincing** overview of how the applicant will use the funding to generate and disseminate PL opportunities to **significantly impact** a **wide** range of K–12 educators **across the state**. Provides a **thorough and convincing** description of how **accelerated learning post-pandemic** will be addressed.	Provides a **clear and plausible** overview of how the applicant will use the funding to generate and disseminate PL opportunities to **impact** a range of K–12 educators **across the state**. Provides a **clear** description of how **accelerated learning post-pandemic** will be addressed.	Provides a **partial** overview of how the applicant will use the funding to generate and disseminate PL opportunities for K–12 educators **across the state**. Provides a **partial** description of how **accelerated learning post-pandemic** will be addressed.	Provides a **minimal** overview of how the applicant will use the funding to generate and disseminate PL opportunities for K–12 educators **across the state**. The overview **may not** address **accelerated learning post-pandemic.**

Outstanding (4 Points)	Strong (3 Points)	Partial (2 Points)	Minimal (0–1 Points)
Thoroughly and convincingly describes target participants, including the type and number of educators and school leaders who will be served and their locations, including how the proposed activities will ensure that the PL opportunities are provided to urban, suburban, and rural settings throughout the state and are differentiated to meet the needs of local communities and diverse student populations.	**Clearly** describes target participants, including the type and number of educators and school leaders who will be served and their locations, including how the proposed activities will ensure that the PL opportunities are provided to urban, suburban, and rural settings throughout the state and are differentiated to meet the needs of local communities and diverse student populations.	**Partially** describes target participants, including the type and number of educators and school leaders who will be served and their locations, including how the proposed activities will ensure that the PL opportunities are provided to urban, suburban, and rural settings throughout the state and are differentiated to meet the needs of local communities and diverse student populations.	**Minimally** describes target participants, including the type and number of educators and school leaders who will be served and their locations, including how the proposed activities will ensure that the PL opportunities are provided to urban, suburban, and rural settings throughout the state and are differentiated to meet the needs of local communities and diverse student populations.
Thoroughly and convincingly describes the plan for securing school and classroom-level participants in the proposed PL opportunities. **Thoroughly and convincingly** describes how the applicant will mitigate challenges related to staffing and educator availability.	**Clearly** describes the plan for securing school and classroom-level participants in the proposed PL opportunities. **Clearly** describes how the applicant will mitigate challenges related to staffing and educator availability.	**Partially** describes the plan for securing school and classroom-level participants in the proposed PL opportunities. **Partially** describes how the applicant will mitigate challenges related to staffing and educator availability.	**Minimally** describes the plan for securing school and classroom-level participants in the proposed PL opportunities. **Minimally** describes how the applicant will mitigate challenges related to staffing and educator availability.

Outstanding (4 Points)	Strong (3 Points)	Partial (2 Points)	Minimal (0–1 Points)
Timeline provides a **thorough and convincing** illustration of the sequence of events and activities of the project that includes approximate dates for implementation, the person or organization responsible for each activity, the expected goal of the activity, and how the effectiveness of the activity will be measured.	Timeline provides a **clear and plausible** illustration of the sequence of events and activities of the project that includes approximate dates for implementation, the person or organization responsible for each activity, the expected goal of the activity, and how the effectiveness of the activity will be measured.	Timeline provides a **partial** illustration of the sequence of events and activities of the project that includes approximate dates for implementation, the person or organization responsible for each activity, the expected goal of the activity, and how the effectiveness of the activity will be measured.	Timeline provides a **minimal** illustration of the sequence of events and activities of the project. **May not include** approximate dates for implementation, the person or organization responsible for each activity, the expected goal of the activity, and/or how the effectiveness of the activity will be measured.

Part 2—Alignment (16 Total Points Possible)

Outstanding (4 Points)	Strong (3 Points)	Partial (2 Points)	Minimal (0–1 Points)
Thoroughly and convincingly describes how the proposed activities align with the California CCSS for ELA/Literacy, the California ELD standards, **and** all five themes of the ELA/ELD Framework, including language development, meaning making, effective expression, content knowledge, and foundational skills.	**Clearly** describes how the proposed activities align with the California CCSS for ELA/Literacy, the California ELD standards, **and** all five themes of the ELA/ELD Framework, including language development, meaning making, effective expression, content knowledge, and foundational skills.	**Partially** describes how the proposed activities align with the California CCSS for ELA/Literacy, the California ELD standards, **and** the ELA/ELD Framework.	**Minimally** describes how the proposed activities align with the California CCSS for ELA/Literacy, the California ELD standards, **and/or** the ELA/ELD Framework.
Thoroughly and convincingly describes how the proposed activities align to the Comprehensive SLP, specifically focusing on the Comprehensive and Integrated Literacy Model, which includes MTSS best first instruction, culturally sustaining pedagogies, SEL, **and** family engagement.	**Clearly** describes how the proposed activities align to the Comprehensive SLP, specifically focusing on the Comprehensive and Integrated Literacy Model, which includes MTSS best first instruction, culturally sustaining pedagogies, SEL, **and** family engagement.	**Partially** describes how the proposed activities align to the Comprehensive SLP, specifically focusing on the Comprehensive and Integrated Literacy Model, which includes MTSS best first instruction, culturally sustaining pedagogies, SEL, **and/or** family engagement.	**Minimally** describes how the proposed activities align to the Comprehensive SLP. **May not** address the Comprehensive and Integrated Literacy Model, which includes MTSS best first instruction, culturally sustaining pedagogies, SEL, **and/or** family engagement.

Outstanding (4 Points)	Strong (3 Points)	Partial (2 Points)	Minimal (0–1 Points)
Thoroughly and convincingly describes how the proposed plan provides a strong foundation for the guidance in Improving Education for Multilingual and EL Students, the California Dyslexia Guidelines, **and** the California Practitioners Guide for Educating ELs with Disabilities.	**Clearly** describes how the proposed plan provides a strong foundation for the guidance in Improving Education for Multilingual and EL Students, the California Dyslexia Guidelines, **and** the California Practitioners Guide for Educating ELs with Disabilities.	**Partially** describes how the proposed plan provides a strong foundation for the guidance in Improving Education for Multilingual and EL Students, the California Dyslexia Guidelines, **and** the California Practitioners Guide for Educating ELs with Disabilities.	**Minimally** describes how the proposed plan provides a strong foundation for the guidance in Improving Education for Multilingual and EL Students, the California Dyslexia Guidelines, **and/or** the California Practitioners Guide for Educating ELs with Disabilities.
Thoroughly and convincingly describes how this project will align with **all of** the named state literacy initiatives, including but not limited to the California Subject Matter Projects, grantees of the 21st Century California School Leadership Academy, grantees of the CLSD grant, grantee(s) of the EWIG for EL Roadmap Policy implementation, grantee(s) of the EWIG special education-related PL, and the California Dyslexia Initiative.	**Clearly** describes how this project will align with **all or most** of the named state literacy initiatives, including but not limited to the California Subject Matter Projects, grantees of the 21st Century California School Leadership Academy, grantees of the CLSD grant, grantee(s) of the EWIG for EL Roadmap Policy implementation, grantee(s) of the EWIG special education-related PL, and the California Dyslexia Initiative.	**Partially** describes how this project will align with the named state literacy initiatives, including but not limited to the California Subject Matter Projects, grantees of the 21st Century California School Leadership Academy, grantees of the CLSD grant, grantee(s) of the EWIG for EL Roadmap Policy implementation, grantee(s) of the EWIG special education-related PL, and the California Dyslexia Initiative.	**Minimally** describes how this project will align with the named state literacy initiatives, including but not limited to the California Subject Matter Projects, grantees of the 21st Century California School Leadership Academy, grantees of the CLSD grant, grantee(s) of the EWIG for EL Roadmap Policy implementation, grantee(s) of the EWIG special education-related PL, and the California Dyslexia Initiative.

Part 3—Expanding Capacity (16 Total Points Possible)

Outstanding (4 Points)	Strong (3 Points)	Partial (2 Points)	Minimal (0–1 Points)
Thoroughly and convincingly describes how the proposed activities will align to the QPLS: data, content and pedagogy, equity, design and structure, collaboration and shared accountability, resources, and alignment and coherence.	**Clearly** describes how the proposed activities will align to the QPLS: data, content and pedagogy, equity, design and structure, collaboration and shared accountability, resources, and alignment and coherence.	**Partially** describes how the proposed activities will align to the QPLS.	**Minimally** describes how the proposed activities will align to the QPLS.
Thoroughly and convincingly describes the quantitative and qualitative measures that will be used to determine impact on K–12 student achievement **and** student executive functioning skills **and** the plan for analyzing and responding to these measures.	**Clearly** describes the quantitative and qualitative measures that will be used to determine impact on K–12 student achievement **and** student executive functioning skills **and** the plan for analyzing and responding to these measures.	**Partially** describes the quantitative and/or qualitative measures that will be used to determine impact on K–12 student achievement **and/or** student executive functioning skills **and/or** the plan for analyzing and responding to these measures.	**Minimally** describes the quantitative and/or qualitative measures that will be used to determine impact on K–12 student achievement **and/or** student executive functioning skills **and/or** the plan for analyzing and responding to these measures.

Outstanding (4 Points)	Strong (3 Points)	Partial (2 Points)	Minimal (0–1 Points)
Thoroughly and convincingly describes the quantitative and qualitative measures that will be used to determine the increased capacity of teachers, paraprofessionals, and school leaders to implement evidence-based strategies to address the goals of the grant in diverse settings across the state.	**Clearly** describes the quantitative and qualitative measures that will be used to determine the increased capacity of teachers, paraprofessionals, and school leaders to implement evidence-based strategies to address the goals of the grant in diverse settings across the state.	**Partially** describes the quantitative and/or qualitative measures that will be used to determine the increased capacity of teachers, paraprofessionals, and school leaders to implement evidence-based strategies to address the goals of the grant in diverse settings across the state.	**Minimally** describes the quantitative and/or qualitative measures that will be used to determine the increased capacity of teachers, paraprofessionals, and school leaders to implement evidence-based strategies to address the goals of the grant in diverse settings across the state.
Thoroughly and convincingly explains how the applicant will ensure that the benefits of the project sustain beyond the life of the grant so others may benefit.	**Clearly** explains how the applicant will ensure that the benefits of the project sustain beyond the life of the grant so others may benefit.	**Partially** explains how the applicant will ensure that the benefits of the project sustain beyond the life of the grant so others may benefit.	**Minimally** explains how the applicant will ensure that the benefits of the project sustain beyond the life of the grant so others may benefit.

Part 4—Priority Points: Institution of Higher Education/Nonprofit Consortium Collaboration (8 Total Points Possible)

The CDE shall give positive consideration to applicants that propose partnerships with an IHE, a nonprofit organization, or a consortium of IHEs and nonprofit organizations.

Outstanding (4 Points)	Strong (3 Points)	Partial (2 Points)	Minimal (0 Points)
Thoroughly and convincingly describes how the Lead Applicant will work together to implement proposed activities in consortium with one or more IHE and/or nonprofit educational organization. **Thoroughly and convincingly** describes the proposed role, relevant expertise and experience, and applicable qualifications of consortium partners, including how their expertise, experience, and qualifications will meet the literacy needs of a wide range of learners.	**Clearly** describes how the Lead Applicant will work together to implement proposed activities in consortium with one or more IHE and/or nonprofit educational organization. **Clearly** describes the proposed role, relevant expertise and experience, and applicable qualifications of consortium partners, including how their expertise, experience, and qualifications will meet the literacy needs of a wide range of learners.	**Partially** describes how the Lead Applicant will work together to implement proposed activities in consortium with one or more IHE and/or nonprofit educational organization. **Partially** describes how the proposed role, relevant expertise and experience, and applicable qualifications of consortium partners, including how their expertise, experience, and qualifications will meet the literacy needs of a wide range of learners.	Does not propose or describe a consortium.

Outstanding (4 Points)	Strong (3 Points)	Partial (2 Points)	Minimal (0 Points)
Provides Letters of Commitment from one or more IHE and/or nonprofit organization partner(s). Letters of Commitment are signed by the Dean of the specific department within an IHE, and/or the Chief Executive Officer of the nonprofit educational service provider. May include letters from LEA partners.	Provides Letters of Commitment from one or more IHE and/or nonprofit organization partner(s), but may be missing some components. May include letters from LEA partners.	Provides Letters of Commitment from LEA consortium partner(s), but not from IHE or nonprofit organization consortium partners.	Does not provide Letters of Commitment.

Budget

Budget Summary and Budget Narrative (8 Total Points Possible)

Outstanding (4 Points)	Strong (3 Points)	Partial (2 Points)	Minimal (0–1 Points)
Thoroughly and convincingly identifies allowable and appropriate project expenses to support the activities of the grant for the project's performance period. The budget is **not overly heavy** in administrative costs and takes into consideration the costs of educators' time to attend professional learning.	**Clearly** identifies allowable and appropriate project expenses to support the activities of the grant for the project's performance period. The budget is **not overly heavy** in administrative costs and takes into consideration the costs of educators' time to attend professional learning.	**Partially** identifies allowable and appropriate project expenses to support the activities of the grant for the project's performance period. The budget **may be heavy** in administrative costs. Budget **may not** take into consideration the costs of educators' time to attend professional learning.	**Minimally** identifies project expenses to support the activities of the grant for the project's performance period. Expenses **may not** be allowable and appropriate. The **vast majority** of the budget goes towards administrative costs. Budget **may not** take into consideration the costs of educators' time to attend professional learning.
Provides a **thorough and convincing** budget narrative describing each line item and how each proposed cost is necessary and reasonable in terms of project activities, benefits to participants, and project outcomes.	Provides a **clear** budget narrative describing each line item and how each proposed cost is necessary and reasonable in terms of project activities, benefits to participants, and project outcomes.	Provides a **partial** budget narrative describing each line item and how each proposed cost is necessary and reasonable in terms of project activities, benefits to participants, and project outcomes.	Provides a **minimal** budget narrative.

Appendices

Appendix A: Online Application Instructions

Applicants should use the instructions below for filling out the RII Grant online application, a link to which is available on the RII RFA web page at http://www.cde.ca.gov/fg/fo/r12/rii22rfa.asp. Complete all required fields in the application, upload attachments, and provide the appropriate digital signature. **The CDE must receive all online submissions no later than 4 p.m. on Wednesday, August 17, 2022.**

Adhere to character limits for each of the fields. Responses that exceed the character limits will not be captured by the system and will not be reviewed.

Saving Responses

You must select the Save Responses button on the online application if you do not intend to complete the application in one session. Once you select the Save Responses button, a page will appear that asks for your email address. You will receive an email with a unique URL (web address) for entrance back into the application. It is recommended that you copy the URL on the application page and save it in case you do not receive the confirmation email. This URL will allow you to return to your application.

Project Director Information

Please list the name of the person who will serve as the Project Director of the grant. This person will be the main point of contact between the CDE and the grantee.

Application Field	Instructions
Project Director First Name	Please provide the first name of the Project Director.
Project Director Last Name	Please provide the last name of the Project Director
Project Director Title	Please provide the title of the Project Director
Project Director Office	Please provide the name of the Project Director's office.
Project Director Telephone Number	Please provide the Project Director's telephone number. This number will be used to contact the Project Director, if needed.
Project Director Telephone Extension	Please provide the Project Director's telephone extension number, if necessary.

Application Field	Instructions
Project Director Email Address	Please provide the Project Director's email address. Most communication with the grantee will be through email, so please ensure the email address is correctly inputted.

Lead Applicant Address

Application Field	Instructions
Lead Applicant Name	Please provide the name of the entity (LEA) applying for the grant.
Lead Applicant Street Address (Ex: 1430 N Street)	Please provide the street address of the applying entity.
Lead Applicant City	Please provide the city where the applying entity is located.
Lead Applicant State (Ex: CA)	Please provide the state where the applying entity is located.
Lead Applicant Zip Code (5-digit: 00000)	Please provide the zip code where the applying entity is located.

Fiscal Agent Information (optional)

The Grantee and Fiscal Agent must be the same entity. Please list the name of the superintendent, who will serve as the Fiscal Agent of the grant. This person will be included on communications regarding budget and accounting for the grant.

Application Field	Instructions
Fiscal Agent First Name	Please provide the first name of the Fiscal Agent.
Fiscal Agent Last Name	Please provide the last name of the Fiscal Agent.
Fiscal Agent Title	Please provide the title of the Fiscal Agent.
Fiscal Agent Telephone Number	Please provide the Fiscal Agent's telephone number.
Fiscal Agent Telephone Extension	Please provide the Fiscal Agent's telephone extension number, if needed.
Fiscal Agent Email Address	Please provide the Fiscal Agent's email address.

Partners (optional)

Application Field	Instructions
IHE or Nonprofit Organization Partners	Please list any IHE or nonprofit organization partners for this grant.
LEA Partners	Please list any LEA partners for this grant.

Application Narrative Part 1

Application Field	Instructions
Part 1a—Project Plan: Theory of Action (5,000 character max)	Articulate a theory of action which will support the goals of the grant to generate and disseminate PL opportunities for **K–12** educators **across the state** in the areas of evidence-based literacy instruction, intensive literacy interventions, and support of pupils' executive functioning skills.
Part 1b—Project Plan: Evidence-Based Practices and Qualifications (5,000 character max)	Describe how the proposed PL will increase school leader and educator capacity to implement **evidence-based literacy instruction, including biliteracy instruction,** for diverse learners, including all of the following: early learners, EL and multilingual students, pupils with disabilities, and pupils with dyslexia. Identify the evidence base for these practices and any proposed materials.
Part 1b—Project Plan: Evidence-Based Practices and Qualifications (5,000 character max)	Describe the applicant's previous experience and/or expertise in developing and delivering high-quality PL for public school leaders and educators in the area of **evidence-based literacy instruction, including biliteracy instruction,** as described above. Specify the relevant qualifications of any proposed partner PL providers.
Part 1b—Project Plan: Evidence-Based Practices and Qualifications (2,500 character max)	Describe how the proposed PL will increase school leader and educator capacity to identify and implement **evidence-based literacy screening strategies**. Identify the proposed screeners and the supporting evidence base for these practices and any proposed materials.
Part 1b—Project Plan: Evidence-Based Practices and Qualifications (2,500 character max)	Describe the applicant's previous experience and/or expertise in developing and delivering high-quality PL for public school leaders and educators in the area of **evidence-based literacy screening strategies**. Specify the relevant qualifications of any proposed partner PL providers.
Part 1b—Project Plan: Evidence-Based	Describe how the proposed PL will increase school leader and educator capacity to implement **evidence-based intensive literacy interventions for pupils struggling**

Application Field	Instructions
Practices and Qualifications (2,500 character max)	**with literacy**, including tutoring and small group strategies. Identify the evidence base for these practices and any proposed materials.
Part 1b—Project Plan: Evidence-Based Practices and Qualifications (2,500 character max)	Describe the applicant's previous experience and/or expertise in developing and delivering high-quality PL for public school leaders and educators in the area of **evidence-based intensive literacy interventions for pupils struggling with literacy**. Specify the relevant qualifications of any proposed partner PL providers.
Part 1b—Project Plan: Evidence-Based Practices and Qualifications (2,500 character max)	Describe how the proposed PL will increase school leader, educator, and support staff capacity to implement **evidence-based practices to support students' executive functioning skills** required for reading and oral language comprehension, fluency, and phonemic awareness. Identify the evidence base for these practices and any proposed materials.
Part 1b—Project Plan: Evidence-Based Practices and Qualifications (2,500 character max)	Describe the applicant's previous experience and/or expertise in developing and delivering high-quality PL for public school leaders, educators, and support staff, in the area of **evidence-based practices to support students' executive functioning skills**. Specify the relevant qualifications of any proposed partner PL providers.
Part 1b—Project Plan: Evidence-Based Practices and Qualifications (2,500 character max)	Describe how the proposed PL will increase school leader and educator capacity to effectively **collect, analyze, and respond to student-level data** to support instruction and achieve grant goals. Identify the evidence base for these practices and any proposed materials.
Part 1b—Project Plan: Evidence-Based Practices and Qualifications (2,500 character max)	Describe the applicant's previous experience and/or expertise in developing and delivering high-quality PL for public school leaders and educators in the area of effectively **collecting, analyzing, and responding to student-level data**. Specify the relevant qualifications of any proposed partner PL providers.
Part 1b—Project Plan: Evidence-Based Practices and Qualifications (2,500 character max)	Describe how the proposed activities promote **disciplinary literacy** and a culture in which all educators of all disciplines are responsible for literacy learning. Identify the evidence base for these practices.
Part 1b—Project Plan: Evidence-Based Practices and Qualifications (2,500 character max)	Describe the applicant's previous experience and/or expertise in developing and delivering high-quality PL for public school leaders and educators in the area of **disciplinary literacy.** Specify the qualifications of any proposed partner PL providers.

Application Field	Instructions
Part 1c—Project Plan: Professional Learning Dissemination (5,000 character max)	Provide an overview of how the applicant will use the funding to generate and disseminate PL opportunities for **K–12** educators **across the state** in the areas of evidence-based literacy instruction, intensive literacy interventions, and support of pupils' executive functioning skills for diverse learners, particularly in the context of accelerated learning post-pandemic.
Part 1c—Project Plan: Professional Learning Dissemination (2,500 character max)	Describe target participants, including the type and number of educators and school leaders who will be served and their locations, including how the proposed activities will ensure that the PL opportunities are provided to urban, suburban, and rural settings throughout the state and are differentiated to meet the needs of local communities and diverse student populations.
Part 1c—Project Plan: Professional Learning Dissemination (2,500 character max)	Describe the plan for securing school and classroom-level participants in the proposed PL opportunities. Describe how the applicant will mitigate challenges related to staffing and educator availability.
Part 1c—Project Plan: Professional Learning Dissemination (upload attachment)	Provide a project timeline for implementation of proposed activities that includes approximate dates for implementation of all major proposed activities, the person or organization responsible for each activity, the expected goal of the activity, and how the effectiveness of the activity will be measured.

Application Narrative Part 2

Application Field	Instructions
Part 2—Alignment (2,500 character max)	Describe how the proposed activities align with the California CCSS for ELA/Literacy, the California ELD standards, and all five themes of the ELA/ELD Framework, including language development, meaning making, effective expression, content knowledge, and foundational skills.
Part 2—Alignment (2,500 character max)	Describe how the proposed activities align to the Comprehensive SLP, specifically focusing on the Comprehensive and Integrated Literacy Model, which includes MTSS best first instruction, culturally sustaining pedagogies, SEL, and family engagement.
Part 2—Alignment (2,500 character max)	Describe how the proposed plan provides a strong foundation for the guidance in Improving Education for Multilingual and EL Students, the California Dyslexia Guidelines, and the California Practitioners Guide for Educating ELs with Disabilities.
Part 2—Alignment (2,500 character max)	Describe how this project will align with other state literacy initiatives, including but not limited to the California Subject Matter Projects, grantees of the 21st Century California School Leadership Academy, grantees of the CLSD grant, grantee(s) of the EWIG for EL Roadmap Policy Implementation, grantee(s) of the EWIG for Special Education-Related PL, and the California Dyslexia Initiative.

Application Narrative Part 3

Application Field	Instructions
Part 3—Expanding Capacity (2,500 character max)	Describe how the proposed activities will align to the QPLS: data, content and pedagogy, equity, design and structure, collaboration and shared accountability, resources, and alignment and coherence.
Part 3—Expanding Capacity (2,500 character max)	Describe the quantitative and qualitative measures that will be used to determine impact on K–12 student achievement and student executive functioning skills and the plan for analyzing and responding to these measures.
Part 3—Expanding Capacity (2,500 character max)	Describe the quantitative and qualitative measures that will be used to determine the increased capacity of teachers, paraprofessionals, and school leaders to implement evidence-based strategies to address the goals of the grant in diverse settings across the state.
Part 3—Expanding Capacity (2,500 character max)	Explain how the applicant will ensure that the benefits of the project sustain beyond the life of the grant so others may benefit.

Application Narrative Part 4

Application Field	Instructions
Part 4—Priority Points: Institution of Higher Education/Nonprofit Consortium Collaboration (2,500 character max)	If applicable, describe how the Lead Applicant will work together to implement proposed activities in consortium with one or more IHE and/or nonprofit educational organization. Describe the proposed role, relevant expertise and experience, and applicable qualifications of IHE and/or nonprofit educational organization consortium partners, including how their expertise, experience, and qualifications will meet the literacy needs of a wide range of learners.
Part 4—Priority Points: Institution of Higher Education/Nonprofit Consortium Collaboration (upload attachment)	If applicable, provide Letters of Commitment addressed to the Lead Applicant and signed by the Dean of the specific department within an IHE and/or the Chief Executive Officer of the nonprofit educational service provider. If applicable, also provide Letters of Commitment addressed to the Lead Applicant and signed by the LEA Superintendent of each LEA participating in the consortium.

Budget

Application Field	Instructions
Budget (upload attachment)	Complete the RII Proposed Project Budget Summary (Form B), including allowable costs for the project's performance period from November 2022 through March 2026.
Budget (upload attachment)	Provide a detailed explanation on the RII Project Budget Narrative (Form C) for each line-item for each year of four-year performance period. The narrative should include a description of how the proposed costs to implement the proposed project are necessary and reasonable in terms of project activities, benefits to participants, and project outcomes.

Electronic Signature

Application Field	Instructions
Project Statement of Assurances	Please select the checkbox to declare: I have reviewed the RII Lead Applicant Statement of Assurances (Form A) and hereby certify that each of the requirements contained therein will be met.
Signature by Authorizing Official	The authorizing official should type their name in the field which will serve as a signature that certifies agreement with the statement below. I hereby certify that, to the best of my knowledge, the information in this application is correct and complete. I support the proposed project and commit my organization to completing all of the tasks and activities that are described in the application.

Attachment Instructions

Required attachments will be requested at the end of the online application. Applicants are required to upload the Project Timeline, RII Proposed Budget Forms B and C, and Letters of Commitment into the online application system. These files should be saved into a single zip file for uploading into the system as only one file can be uploaded per applicant. No additional information included in the zip file will be reviewed. The zip file size limit is 20MB.

Appendix B: Budget Categories

Budget Categories

Each budget category is described below.

Object Code	Description
1000	**Certificated Salaries** Certificated salaries are salaries that require a credential or permit issued by the California Commission on Teacher Credentialing (CTC). List all certificated project employees, including percentage or fraction of full-time equivalent (FTE) and rate of pay per day, month, and/or annual salary. Note: Funds in this category are not intended to supplant current fixed costs.
2000	**Classified Salaries** Classified salaries are salaries for services that do not require a credential or permit issued by the CTC. List all classified project employees, including percentage of FTE, and rate of pay per day, month, and/or year. Note: Funds in this category are not intended to supplant current fixed costs.
3000	**Employee Benefits** Record employer's contributions to retirement plans and health and welfare benefits. List and include the percentage and dollar amount for each employee benefit being claimed.
4000	**Books and Supplies** Record expenditures for books, supplies, and other non-capitalized property/equipment (movable personal property of a relatively permanent nature that has an estimated useful life greater than one year and an acquisition cost less than the LEA capitalization threshold but greater than the LEA's inventory threshold). This category includes expenditures for books and supplies (e.g., textbooks, other books, instructional materials). This category also includes supplies used in support services and auxiliary programs, publications, and subscriptions necessary to operate a project office. A listing of all equipment, including the serial and model numbers, purchased with any portion of these grant funds, must be recorded and maintained in the file.

Object Code	Description
5000	**Services and Other Operating Expenditures** Record expenditures for services, rentals, leases, maintenance contracts, dues, travel, insurance, utilities, legal, and other operating expenditures. Travel and Conference: Include expenditures incurred by and/or for employees and other representatives of the LEA for travel and conferences, including lodging, mileage, parking, bridge tolls, shuttles, taxis, and conference registration expenses necessary to meet the objectives of the program. Receipts are required to be kept on file by your agency for audit purposes. Bus transportation for students should be listed here. Contracting Services: Services provided to the school by outside contractors appear under this category. Identify what, when, and where the services(s) will be provided. Appropriate activities include conducting workshops, trainings, and technical assistance activities.
6000	**Capital Outlay** Record expenditures for sites, buildings, and equipment, including leases with option to purchase that meet the LEA's threshold for capitalization. (Equipment is movable personal property that has both an estimated useful life over one year and an acquisition cost that meets the LEA's threshold for capitalization. Refer to the LEA's threshold amount for capitalization, anything less than this amount should be posted in Object Code 4000). A listing of all equipment, including the serial and model numbers, purchased with any portion of these grant funds, must be recorded and maintained in the file. This category also covers sites, improvement of sites, buildings, and improvement of buildings.
7000	**Indirect if applicable** (not to exceed CDE-approved rate) Indirect costs are not assessed on expenditures for capital outlay. For a listing of indirect cost rates visit the CDE Indirect Cost Rates web page at https://www.cde.ca.gov/fg/ac/ic/.

Appendix C: Assembly Bill 130, Section 145 (Statutes of 2021) of the Education Omnibus Trailer Bill

Section 145. (a) For the 2021–22 fiscal year, the sum of $10 million ($10,000,000) is hereby appropriated from the General Fund to the State Superintendent of Public Instruction to generate and disseminate professional learning opportunities for educators across the state in the areas of evidence-based literacy, intensive literacy interventions, and support of pupils' executive functioning skills. Funds appropriated for this purpose are available through the 2025–26 fiscal year to provide grants consistent with subdivision (b).

(b) (1) The State Department of Education and the California Collaborative for Educational Excellence shall establish a process, administered by the State Department of Education, to select, subject to approval by the executive director of the State Board of Education, one or more local educational agencies with expertise in developing and providing professional learning to educators in public schools serving kindergarten and grades 1 to 12, inclusive, to strengthen reading instruction for all pupils and in a manner that aligns with the statewide system of support pursuant to Article 4.5 (commencing with Section 52059.5) of Chapter 6.1 of Part 28 of Division 4 of Title 2 of the *Education Code.* The State Department of Education shall give positive consideration to applicants that propose partnerships with an institution of higher education, a nonprofit organization, or a consortium of institutes of higher education and nonprofit organizations.

(2) Professional learning opportunities under this grant may include, but are not limited to, professional development for all of the following:

(A) School leaders, including principals and teacher leaders, to lead evidence-based reading instruction for diverse learners, including early learners, English learners, pupils with disabilities, and pupils with dyslexia.

(B) Educators, including teachers and paraprofessionals, to develop knowledge and skills for appropriate use of screening strategies and evidence-based literacy instruction for diverse learners.

(C) Educators, including teachers and paraprofessionals, to implement intensive intervention strategies for pupils struggling with literacy, including tutoring and small group strategies, and strategies for target pupil groups.

(D) All educators to support the development of pupils' executive functioning skills.

(3) In developing the process for selecting the grantee, the State Department of Education and the California Collaborative for Educational Excellence shall, to the greatest extent practicable, facilitate coordination among the grantee and other literacy initiatives, including, but not limited to, all of the following:

(A) The subject matter projects authorized pursuant to Article 1 (commencing with Section 99200) of Chapter 5 of Part 65 of Division 14 of Title 3 of the *Education Code*.

(B) Grantees of the 21st Century California School Leadership Academy authorized pursuant to Article 5 (Section 44690) of Chapter 3.1 of Part 25 of Division 3 of Title 2 of the *Education Code*.

(C) Grantees of the federal Comprehensive Literacy State Development Grant pursuant to Sections 2222 and 2223 of the federal Elementary and Secondary Education Act of 1965, as amended (20 U.S.C. sections. 6642 and 6643).

(D) The grantee selected subject to paragraph (2) of subdivision (b) of Section 84 of Chapter 51 of the Statutes of 2019.

(E) The California Dyslexia Initiative established pursuant to Section 119 of Chapter 24 of the Statutes of 2020.

(c) The California Collaborative for Educational Excellence, in consultation with the State Department of Education, shall evaluate the professional learning opportunities offered or funded pursuant to this section for their effectiveness, and may require reporting from the grantee to complete this evaluation. The grantee shall participate in the evaluation coordinated by the California Collaborative for Educational Excellence. The California Collaborative for Educational Excellence may withhold no more than two hundred thousand dollars ($200,000) of the amount appropriated in subdivision (a) for this purpose.

(d) For purposes of making the computations required by Section 8 of Article XVI of the California Constitution, the appropriation made by subdivision (a) shall be deemed to be “General Fund revenues appropriated for school districts,” as defined in subdivision (c) of Section 41202 of the *Education Code*, for the 2020–21 fiscal year, and included within the “total allocations to school districts and community college districts from General Fund proceeds of taxes appropriated pursuant to Article XIIIB,” as defined in subdivision (e) of Section 41202 of the *Education Code*, for the 2020–21 fiscal year.

Form A: Reading Instruction and Intervention Grant Program: Lead Applicant Statement of Assurances

I support the proposed project and commit my organization to completing all of the tasks and activities that are described in the application. I also certify that each of the following requirements of the Reading Instruction and Intervention Grant Program: Lead Applicant will be met:

- If the grantee seeks to make a significant change in the work plan and/or budget, a project amendment must be requested and approved by the California Department of Education (CDE) Project Monitor and the respective CDE Office prior to making any changes in the activities or expenditures of the project.

- All of the parties entering into this grant agree to be subject to the examination and audit of the State Auditor for a period of five years after final payment under the grant. Grantee agrees to obtain a timely audit where required in accordance with applicable audit guidelines.

- All subcontracts or subgrants pursuant to this grant must be approved by the CDE prior to execution of the agreement and shall be subject to the examination and audit by the State Auditor for a period of five years after the final payment under the grant. Grantee must submit a formal request to the CDE Project Monitor for review.

- Grantee will be adaptive, be responsive, and work with the statewide agencies to ensure coherence with existing systems of support and professional learning within the state.

- Grantee will work collaboratively to build the capacity of local educational agencies (LEAs) statewide through professional learning aligned to the Quality Professional Learning Standards.

- Grantee will provide information and all reports according to the predetermined reporting schedule. Reports shall include at a minimum, activities accomplished, the impact of these activities on educator capacity and student achievement, and the number of educators and school leaders, LEAs, and counties impacted by these activities, and any other data requested by the California Collaborative for Educational Excellence.

- Grantee will ensure that no single participant in an eligible partnership (i.e., no single LEA, no single institution of higher education and its division, no single nonprofit educational agency, and no single other partner) “may use more than

50 percent" of the grant. The provision focuses not on which partner receives the funds, but on which partner directly uses or benefits from them.

- Grantee will ensure all parties comply with the General Assurances.
- Grantee will ensure that funds are used to supplement and not supplant funding that will otherwise be used to support proposed activities.
- Grantee will ensure that any new professional learning or course materials, including curriculum, developed as a result of this grant, are available as open educational resources. Ownership of any copyrights, patents, or other proprietary interests that may result from grant activities shall be governed by applicable state regulations.
- Grantee commits to reviewing the Family Educational Rights and Privacy Act (FERPA) in relation to the proposed project. Information on FERPA is available at the United States Department of Education FERPA web page at https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html.

California Department of Education
April 2022