

Updated May 5, 2023

**REQUEST FOR APPLICATIONS**

**FY24**

## Comprehensive Literacy State Development Grant Supplemental Funds

Release Date: May 18, 2023

Letter of Intent to Apply Due: May 31, 2023

**Applications Due: June 30, 2023**

**Contact**

Hollins Emili, CLSD Specialist

Division of Innovation and Education Excellence

Alaska Department of Education & Early Development

Tel: 907-269-6757

hollins.emili@alaska.gov

Copies of this RFA are available electronically on the
[DEED forms webpage](http://www.education.alaska.gov/forms)

Form #05-23-063

General Applicant Information

| **COMPLETED GRANT APPLICATIONS****MUST BE RECEIVED NO LATER THAN 5:00 P.M.****Friday June 30, 2023** |
| --- |

**NOTE**: Applications that are received after this time/date will not be considered.

**Electronically:** hollins.emili@alaska.gov

**By Mail:** Alaska Department of Education & Early Development

 Division of Innovation and Education Excellence

 ATTN: Hollins Emili

 550 W. 7th Ave. Suite 810

Anchorage, AK 99501

* Do not attach any additional support materials beyond what is identified as acceptable appendices.
* Do not use spiral binding.
* Faxed, late, or incomplete applications will not be reviewed.

All proposals must be submitted in the format specified in this RFA. Submission of a proposal indicates acceptance by the applicant of the appropriate state administrative conditions.

All applicants submitting applications in a timely manner will receive a Grant Application Receipt Acknowledgment by email.

**Contact**

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# Section I: Description of the Project

## Introduction

On April 4, 2023, the Alaska Department of Education & Early Development (DEED) was awarded federal Comprehensive Literacy State Development (CLSD) grant supplemental funds from the US Department of Education. Through the CLSD grant the Alaska Department of Education & Early Development will:

1. Provide resources and leadership to meet LEA and school needs.
2. Provide professional development in best practices for literacy instruction for students from Pre-K through grade 12.
3. Implement a comprehensive Literacy Plan.
4. Provide resources and leadership to eliminate the achievement gap for all students.
5. Support effective use of federal and state funds.
6. Provide consistent, valid, and reliable data analysis for the state, LEAs, and schools.
7. Create a model for building the capacity and effectiveness of instructional leaders.

## Purpose

The Alaska Comprehensive Literacy State Development Supplemental Funds Program (AK-CLSD) will award competitive sub-grants to local agencies to advance literacy skills, pre-literacy skills, and reading and writing for children from birth through grade 12 with a focus on economically disadvantaged children. Grants will be awarded to programs with a strong focus on evidence-based instructional strategies and interventions with a high-quality comprehensive literacy plan. The Alaska Department of Education & Early Development (DEED) will prioritize awards based on the results of a comprehensive application review process.

To meet the two priorities outlined in this grant, DEED and the AK-CLSD team propose to award grants to applicants with a high percentage of economically disadvantaged students. Criteria is established for eligibility of subgrantees who must demonstrate they will serve children in Alaska who are living in poverty (more than 50 percent of students eligible for free lunch, or children at the 200 percent poverty level). Grants will be awarded to applicants from small, medium, and large school districts to ensure geographical diversity. Applicants are encouraged to demonstrate innovation and student choice (examples: dual enrollment, interdisciplinary focus), and a focus on family engagement.

##  Eligible Recipients

Eligible recipients are entities that consist of:

1. One or more LEA that serve a high percentage of high-need schools and:
	1. Have the highest number or proportion of children who are counted under 1124(c)of the ESEA, in comparison to other LEAs in the state (See [Appendix F](#_Appendix_F:_SEC.));
	2. Are among the LEAs in the State with the highest number or percentages of children reading or writing below grade level, based on the most currently available State academic assessment data under section 1111(b)(2) of the ESEA; or
	3. Serve a significant number or percentage of schools that are implementing comprehensive support and improvement activities and targeted support and improvement activities under section 1111(d) of the ESEA;
2. One or more early childhood education programs serving low-income or otherwise disadvantaged children, which may include home-based literacy programs for pre-school-aged children, that have a demonstrated record of providing comprehensive literacy instruction for the age group such program proposes to serve; or
3. An LEA described in paragraph (a), or consortium of such LEAs, or an early childhood education program, which may include home-based literacy programs for preschool-aged children, acting in partnership with one or more public or private nonprofit organizations or agencies (which may include early childhood education programs that have demonstrated record of effectiveness in:
	1. Improving literacy achievement of children, consistent with the purposes of participation under the CLSD program from birth through grade 12; and
	2. Providing professional development in comprehensive literacy instruction.

## Reporting Requirements

Recipients of the grant will be required to submit a **Mid-Year Report** and **End of the Year Report** to evaluate their progress towards meeting the measurable program outcomes defined in the district’s grant application.

Monthly calls and quarterly data briefings will be scheduled with grant recipients to monitor progress toward achieving goals and outcomes. See the Monitoring Requirements in [Appendix C](#_Appendix_C:_Monitoring) of this document for more information.

# Section II: General Grant Information

## Available Funding and Related Conditions

The state must allocate no less than 95% of funds in competitive grants to eligible recipients.

Funding for subgrantees will be awarded to applicants that demonstrate a solid plan for students with the highest need. Subgrantees selected through a competitive grant process will have identified a comprehensive literacy program that aligns with the literacy plan outlined in this application. Subgrantees’ need will be based on several factors: percentage of economically disadvantaged students, assessment results, graduation rates, attendance rates, teacher turnover, and the System for School Success (accountability system) index score.

To ensure small, medium, and large school districts can meet their different needs, DEED has designed a funding structure based on student enrollment, the number of schools and early learning centers in the project’s system.

In addition, districts with more than one high school may submit up to two applications.

| **Age/Grade Span** | **Subgrant Amount** | **Goals** |
| --- | --- | --- |
| Birth to Age 5 | 15% of funds | * Prevention
* Early literacy skills (oral language, vocabulary, print awareness, letter knowledge, and phonics)
 |
| Kindergarten to Grade 5 | 40% of funds | * Early interventions
* Reading on grade level by grade 3
* Increasing reading proficiency rates
 |
| Grades 6-12 | 40% of funds | * Support and intervention
* Disciplinary literacy
* Increasing high school graduation through interdisciplinary connections (science, STEM, CTE)
 |

Additional literacy focus areas include but are not limited to:

* Supplemental early education, elementary, and secondary programs with literacy materials and reading interventions **outside of the core program**.
* Literacy/evidence based professional development.
* RTI/MTSS training. Coaching for reading teachers and paraprofessionals on evidence-based reading strategies.
* Hiring literacy coaches, reading specialists and interventionists.
* Hiring paraprofessionals to support literacy efforts.
* Building classroom libraries of decodable texts and phonics-based books and buying additional decodable books a child can read/access at home.
* Family literacy nights, parent intervention supplies and parent training on reading.
* Virtual reading intervention programs, reading intervention small group materials, coaching and training in small group instructional practices in reading interventions.​

CLSD is a federal grant that falls under Supplement not Supplant rules. Purchase of core curriculum or payment of required personnel is considered unallowable.

### Projected Total Amount Available For Awards:

Approximately $10,000,000 will be available for the Comprehensive Literacy State Development Grant Supplemental Funds program. The number of grants and the grant amounts will be based on the number and quality of proposals submitted. \*

The maximum grant award is $25,000-$500,000.

The State reserves the right to award a smaller or larger amount of grant funds than requested based upon available funding and the recommendations of the review panel.

Grant Period: 1 year compliance with all grant requirements.

Districts with two or more high schools may submit two grant applications.

**\* The number of subgrants and the subgrant amounts will be based on the number and quality of applications submitted. The number of subgrantees in each area may change.** **The state reserves the right to award a smaller amount of grant funds than requested based upon funding and the recommendations of the review panel.**

### Funding Period

The department will award subgrants for a period not to exceed one year. The amount of funding in any subsequent period will be based on the availability of federal funds designated for this program.

### Continuation Funding

For continued funding DEED must review the progress of each subgrantee in meeting the stated goals of the program and must evaluate the program based on the data provided in the required report. *This form will be provided at a future date.* Continuation funding will not be provided until all required reports have been reviewed and approved.

## Grant Application Process Timelines

| **Activity** | **Deadline** |
| --- | --- |
| **RFA Released:** | May 18th, 2023 |
| **Letter of Intent- Required** | **May 31st, 2023**See Application Guidelines in [Section III](#_Section_III:_Subgrant) for requirements. |
| **RFA Due:**  | **June 30, 2023, by 5:00 PM***Applications that are received after this time/date will be returned unopened and not considered unless the applicant can provide an independent verification from the U.S. Post Office or delivery service that the delivery would have met the required deadline but was unavoidably detained by weather or their mechanical failure.* |
| **Subgrant Review Period:** | approx. July 1, 2023-July 21, 2023 |
| **Notice of Intent to Award:** | approx. July 31, 2023*The state reserves the right to revoke this Notice of Intent to Award if it is subsequently found to be in error, or made on the basis of inaccurate information, or is otherwise in the best interest of the state to do so.* |
| **Appeal Period:** | approx. August 1-11, 2023 |
| **Grant Award Issuance:** | approx. August 14, 2023 |
| **Grant Period (Year 1):** | August 14, 2023 – September 30, 2024 |

## Application

Each subgrantee will use the results of a comprehensive needs assessment to inform a grant project plan. This application asks LEAs to be creative and innovative in order to offer options for students. Applications should address the components of comprehensive reading instruction (see the definitions section). Consider evidence-based activities appropriate for the grade level for the selected schools designated in this application. DEED’s [Strategic Reading Plan](https://education.alaska.gov/akreads/Introduction%20to%20Alaska%27s%20Strategic%20Reading%20Plan.pdf) has a series of goals that are designed to promote education for students in Alaska. These goals also outline options for innovation.

The grant application for the Comprehensive Literacy State Development (CLSD) program can be found in [Section III](#_Section_III:_Grant) of this document. The forms listed below are available on the [DEED forms webpage](http://www.education.alaska.gov/forms). Forms are searchable by form number.

Complete One-Year Grant Application contain the following:

1. 1-Year Grant Application: **Form #05-23-063**
2. Budget and Budget Narrative Form: **Form #05-07-071**

Using the state forms for budget/budget narratives referenced above (05-07-071), provide the following information to include a detailed budget and budget narrative that itemizes how you will use grant funds. Please refer to the [DEED Uniform Chart of Accounts for Public School Districts](https://education.alaska.gov/publications/chart_of_accounts.pdf) when completing the forms. Indicate in both the budget and the budget narrative the purpose by line item for each of the expenditures, paying particular attention to the following categories:

* **Certified and Non-Certified Staff**: For each position, describe the services to be provided, the duration of services, and the unit rate of pay (salary, per hour or per day).
* **Professional/Technical:** Describe proposed subcontract agreements with other allowable contractors including the cost.
* **Staff Travel:** Indicate how many travelers, the event, amount of time, and cost.
* **Supplies/Materials**: Provide specific information on supplies and materials requested and their costs per site.

## Application Review Process

The review panel will review the information provided by the district. Applications will be scored independently using the scoring form and scoring guide included in this RFA. Reviewers will then meet to clarify the accuracy of reviewers’ understanding. Each reviewer will assign a rating to each letter/number subsection published in the scoring guide. The entire range of scores, including 0, may be used by the reviewer for each subsection. The reviewers’ total scores will be averaged to determine the order by which applications will be considered for funding.

Reviewers will be asked for recommendations for improving the project and commenting on the feasibility of the budget. These comments may form the basis for adjustments negotiated to the project prior to receiving a subgrant award.

## Conditions of Subgrant Awards

### Program Administration

In Alaska, the Department of Education & Early Development has been authorized to receive and distribute the federal funds appropriated for this program. Program provision shall be governed in all respects by the authorizing statute and the laws of the State of Alaska, and the Education Department General Administrative Regulations (EDGAR) including the General Education Provision Act (GEPA) and the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (UGG).

Submittal of an application will show the applicant’s acceptance of all of the terms and conditions contained in this Request for Application (RFA). The contents of the application will become contractually binding if a grant is awarded. Failure of the successful applicant to accept these obligations may result in cancellation of the award. Upon opening, all submissions become the property of the Alaska Department of Education & Early Development and are open to public inspection at all reasonable times. The Department reserves the right to reject any and all applications should it be deemed by the Department to be in its best interest to do so. Applicants can appeal the Department’s decision through the established State Appeal Process found in Alaska State Code, Chapter 40.

The Alaska Department of Education & Early Development is not liable for any costs incurred by applicants in the development of applications. All costs incurred in responding to this RFA, including negotiation sessions (if held), are the sole responsibility of the applicant.

### Grant Application Format

Applicants are required to use the forms and follow the questions and format indicated in [Section III: Grant Application](#_Section_III:_Subgrant). It is essential that each section clearly and concisely identify the items requested. Appendices may exceed this page limit, but reviewers will only be required to read those appendices requested by this grant application.

### Certi**f**icate of Assurances

The CLSD grant is a federally funded program and the general Certifications and Assurances packet related to federal programs that was submitted for the current fiscal year by the district to the Alaska Department of Education & Early Development will apply to this program. This is a reminder that the school district must be fully aware of its obligations to adhere to all state and federal requirements in the event the grant application is approved.

Copies of this Request for Application may be obtained from [DEED Form Page](https://education.alaska.gov/forms).

**Assurance of Nondiscrimination**

The Alaska Department of Education & Early Development is an equal opportunity employer and will not discriminate in the department employment, supervision, practices, services or educational programs on the basis of race, religion, color, national origin, age, sex, handicap, and marital status, changes in marital status, pregnancy, parenthood, veteran’s status, veteran’s disability or political affiliation.

### Appeals Process

[4 AAC 40.010 - 4 AAC 40.050](http://www.akleg.gov/basis/aac.asp#4.40.010) governs the process of appeals. This regulation in its entirety is available on the [Alaska Legislative website](http://www.legis.state.ak.us/basis/aac.asp).

### Fiscal Procedures

All payments will be made on a reimbursement basis for expenditures incurred by the subgrantee. Reimbursement requests must be submitted to the department at least quarterly and be listed on Form 165d (supplied by the department) or attaching a summary of expenditures to Form 165a. In addition, a detailed computerized report or a detailed Form 165b is required indicating the date of obligation, vendor name, accounting object code, and exact amount of the transaction. The final payment will not be made until after the grant activity has been concluded and the required end-of-year report has been submitted to the department. Expenditures in excess of approved budget amounts will be the responsibility of the subgrantee.

Eligible expenditures will be limited to those directly necessary and essential to the accomplishment of the proposed grant activity. These will customarily include personnel salaries, benefits, consultant fees, materials and supplies, travel, telephone and postage. The Alaska Department of Education & Early Development shall determine the eligibility of any disputed item and the sponsoring school district or agency shall be responsible for any disputed expenditure. Changes in budgets for approved grant applications shall be conditional on written approval from the department.

The authorization to encumber grant monies will expire at the scheduled conclusion of the approved grant. The final financial statement should be submitted not later than 60 days after the grant expiration date.

School District subgrantees are responsible for ensuring that audit and accounting procedures are in compliance with OMB Circular A128 and 2 C.F.R. Part 200, Subpart F – Audit Requirements.

### Disallowable Costs

The following are costs not allowed under USDOE fiscal regulations and/or authorizing legislation: bad debts, contingencies, contributions and donations, entertainment costs, fines and penalties, interest and other financial costs, expenses of local governmental bodies such as school boards and city councils, undercover of costs under grant agreements, application preparation costs, and/or capital expenditures.

Items that may be educational incentives for students or staff are assumed to be extraneous to the conduct of a federally funded program.

### Subcontracts

The Alaska Department of Education & Early Development retains the right to establish the following procedures for sub-contracting within a project resulting from this RFA:

1. The subgrantee may sub-contract for services up to $5,000 without prior approval from the department.
2. Before sub-contracting for services of $5,000 or more the subgrantee must receive written approval from the Program Manager.
3. Sub-contracts of $5,000 or more must be in written form and a copy sent to the Program Manager for placement in the RFA/Grant file.

### Cancellation

The Alaska Department of Education & Early Development reserves the right to cancel any grant awarded as a result of the RFA for any of the following reasons:

1. if the subgrantee demonstrates fiscal irresponsibility;
2. if the subgrantee fails to perform in accordance with the conditions of this RFA;
3. if the subgrantee fails to perform in accordance with the application and any negotiated modifications;
4. if the state no longer has funds available for the project resulting from this RFA; or,
5. if the subgrantee included misleading or faulty information in the application.

### Evaluation of Grantee Performance / Continuation of Funding

Entities receiving state funds are required to meet all necessary reporting requirements of the subgrant. In awarding the subgrant, the state expects the subgrantees to conduct all activities and evaluation measures as stated in the RFA, written or negotiated in the approved grant application. Failure to provide the requested performance reports and evaluations on all activities as proposed and to implement the subgrant as approved could result in the loss of funding. Any changes to the original approved application (including modifications to goals and/or objectives) must receive prior approval by DEED.

The state reserves the rights to withhold funding, reduce funding, or terminate funding if the subgrantee is not meeting program reporting requirements, making substantial progress toward meeting identified performance goals and measures, or does not demonstrate a clear need for the allotted level of subgrant support. This includes access to unexpended funds at the end of each fiscal year.

After it has been awarded, the Alaska Department of Education & Early Development may terminate a subgrant by giving the subgrantee written notice of termination. In the event of termination after award, the Alaska Department of Education & Early Development shall reimburse the subgrantee for approved subgrant expenses incurred up to the notification of termination.

The state retains the right to refrain from making any awards if it determines that to be in its best interest. This RFA does not, by itself, obligate the state.

The state reserves the right to add terms and conditions during subgrant negotiations. These terms and conditions will be within the scope of the RFA and will not affect the application reviews.

After the completion of subgrant negotiations, the state will issue a written Notice of Intent to Award (NIA) and send copies to all applicants. The NIA will set out the names of all applicants and identify the application(s) selected for award.

The state reserves the right to modify annual awards based on the subgrantee’s performance towards outcomes outlined in the initial application.

### Indemnification

Any contractor shall indemnify, safe harmless and defend the state, its officers, agents and employees from all liability, including costs and expenses, for all actions or claims resulting from injuries or damages sustained by any person or property arising indirectly or indirectly as a result of any error, omission or negligent act of the contractor, subcontractor or anyone directly employed by them in the performance of this contract.

All actions or claims including costs and expenses resulting from injuries or damages sustained by any person or property arising directly or indirectly from the contractor’s performance of this contract which are caused by the joint negligence of the state and the contractor shall be apportioned on a comparative fault basis. Any such joint negligence on the part of the state must be a direct result of active involvement by the state.

### Insurance

During the life of this grant, any contractor shall purchase and maintain insurance with a carrier or carriers satisfactory to the Department of Administration, Division of Risk Management, covering injury to persons or property suffered by the State of Alaska or a third party, as a result of errors or omissions or operations which arise both out of and during the sub-contractor engaged in work under this grant. A thirty (30) days prior notice to the Contracting Officer is required before cancellation, non-renewal or breach and ground for termination of the contractor’s services.

# Section III: Grant Application



**Alaska Comprehensive State Literacy Development Supplemental Funds Grant**

Competitive 1 Year Grant

2023-2024 School Year

COVER PAGE

**Due Date: June 30, 2023**

Alaska Department of Education & Early Development

Division of Innovation and

Education Excellence

Hollins Emili

 550 W. 7th Ave. Suite 810

Anchorage, AK 99501

**Phone**: (907) 269-6757

**Email**: hollins.emili@alaska.gov

## Subgrantee Data

School District/School(s):

Mailing Address:

Phone Number:

Superintendent Name:

Phone and Email:

Grant Lead Name:

Phone and Email:

Amount of Funding Requested for One Year:

**By my signature below, I agree, upon the approval of the project application by the Alaska Department of Education & Early Development, to accept and perform the requirements as contained in the Consolidated Federal Programs Assurance & Certification Packet submitted through the ESEA Consolidated Application on the Grants Management System (GMS).**

* I agree to participate in the IES Impact Study (optional).

Signature of Authorized Representative:       Date:

Signature of Superintendent:       Date:

## Application Guidelines

The application narrative (responses to Parts A-E) must total no more than 7 pages, double-spaced with no smaller than 12-point font, excluding the cover page, project budget, budget narrative, any applicable memorandum(s) of agreement or understanding, job descriptions, and resumes. Make sure to clearly label all parts and subparts to sequentially follow the application questions. Appendices may exceed the page limit, but reviewers will only be required to read those appendices required by this grant. Applicants are encouraged to format their work to assist the reviewers in clearly understanding the applicant’s intent (e.g., a font no smaller than 12-point and double-spaced).

**Letter of Intent**

Each applicant must submit a letter of intent before submitting a grant application. The letter must address three questions:

1. What problem are you trying to solve?
2. How will this money help solve the problem?
3. What will success look like?

Submit the letter of intent to Hollins Emili (hollins.emili@alaska.gov).

| **Note to Applicant**: The point value assigned for each question is listed in the header of each section. The Application Review Panel will use these point values during the application review process. Scores between 0 and the maximum identified points may be given. Funds will be awarded among the eligible recipients on a competitive basis based on the quality of planning and program evaluation described in the responses to these questions. See the **Criteria for Review and Scoring Guide** in [Appendix A](#_Appendix_A:_Criteria) to help guide your responses. |
| --- |

## Needs Assessment

Subgrantees will create a comprehensive needs assessment as part of their application process. This document will provide the baseline information that informs their plan. This needs assessment is designed to be used to assist subgrantees in determining areas of greatest need for improvement.

| Type of Data Analyzed | Purpose | Priority(High, medium, or low) | Describe needs determined from data in each area as applicable (do not include solutions here) |
| --- | --- | --- | --- |
| State summative data and local interim assessment data | Reading language arts instruction for all students |       |       |
| State summative data and local interim assessment data | Support for students with disabilities |       |       |
| State summative data and local interim assessment data | Support for migrant students |       |       |
| State summative data and local interim assessment data | Economically disadvantaged or low achieving students |       |       |
| ELP Assessment (ACCESS for ELLs) | Support for EL students to attain proficiency in English |       |       |
| Graduation and drop out data | Ensure students will graduate from high school |       |       |
| Attendance rate | Ensure that students attend school |       |       |
| Demographic data | Support for other populations such as subgroups, homeless, foster care, or neglected and delinquent students  |       |       |
| Curriculum | Core curriculum aligned vertically and with state standards |       |       |
| Instruction | Effective instructional strategies and tiered interventions |       |       |
| Assessment | Use of formative assessment and progress monitoring |       |       |
| Supportive Learning Environment | Safe, orderly learning environment |       |       |
| Family Engagement | Family and Community Engagement |       |       |
| Professional Development needs assessment | PD to support curriculum, instruction and assessment |       |       |
| Professional Development needs assessment | PD to support individual teacher skills |       |       |
| Professional Development needs assessment | PD or strategies for hiring qualified teachers |       |       |
| Professional Development needs assessment | PD for school- and district-level leaders (including school board members) on evidence-based instructional strategies, academic leadership, and literacy-related topics.  |       |       |
| Leadership | Recruiting, training and retaining qualified principals |       |       |

In addition, subgrantees that include students in grades 3-9 will examine their progress towards the measures of interim progress as outlined the System of School Success (state accountability system) as outlined in the Every Student Succeeds Act when data becomes available from the state.

## Project Goals

**Goals:**

**The following goals will be assumed for each school.**

1. The school will meet the participation rate target of 95% in the ELA and math state assessments.

2. The school will meet the graduation rate target of 90% for all students and for each of the subgroups defined above, for schools that have 12th graders.

3. The school will meet the attendance rate target of 95% for all students and for each of the subgroups defined above.

4. If the school has five or more English Learners, the school will meet the targets for the EL students for making progress and attaining proficiency in learning English.

5. Identify **three or four goals** addressed within the Literacy Plan during the year for the high priority areas of need identified. For each identified area of need:

* Indicate the specific area of need (content, subgroups, etc.).
* Include current baseline data.
* Identify a measurable goal/target for the year.
* Indicate what data source will be used to determine whether the target has been met and/or the evaluation tools to be used.

## Abstract (10 Points Total)

**Project Abstract (10 Points)**

*Provide a brief summary (no more than one doubled-spaced page) of the proposed project. A reader should be able to gain a clear picture of the project from reading the abstract. It should answer the question: What would a visitor see if he/she came to observe your project, and how will it be different from the current programming? A clear description should be provided of the population to be served including age range of children, an estimate of the number of participants to be served, the program/service approach, the program setting(s), and staffing.*

## Current Literacy and Pre-Literacy Needs (10 Points Total)

**Literacy and Pre-Literacy Need (5 Points)**

* Describe the current literacy needs and trends of young children and students within the Birth to Grade 12 continuum who will be served by this project. Based on data, provide evidence to demonstrate a compelling need for the implementation of a comprehensive literacy instructional initiative.
* Describe the disadvantaged students and young children to be served.
* Describe the process and criteria the district used to select participating schools and partners.

**Current Literacy Services (5 points)**

* Identify the current literacy programs, services, and supports provided to students in your selected schools.
* Identify the current literacy programs, services, and supports provided by early childhood providers or partners from birth to age five.
* Describe the district’s efforts to align literacy services in a comprehensive manner to ensure literacy success for all student, including identified gaps in services to disadvantaged students.

## Build on Current Literacy Needs (25 points)

Describe how the school(s) will change the current literacy practices in order to meet their identified measurable goals.

Describe how the school(s) will incorporate evidence-based reading **instruction** (see [Appendix E: Definitions](#_Appendix_E:_Definitions)) practices into the plan for each school.

* Birth to 5 applications include:
	+ Activities specific to ages 0-2
	+ Activities specific to ages 3-5
	+ Include how these activities support the benchmarks included in the Early Learning Guidelines and any standards used in the program
	+ Include literacy activities that prepare children for kindergarten
* Grades K-5 applications include:
	+ Activities that support developmentally appropriate, contextually explicit, and systematic instruction, and frequent practice in reading and writing across content areas
	+ Focus on reading and writing using evidence from the test
* Grades 6-12 applications include:
	+ Activities that support systematic instruction and frequent practice in reading and writing across content areas
	+ Focus on reading and writing using evidence from the text
	+ Include literacy activities that prepare children for postsecondary education opportunities (STEM, CTE, Dual Credit, etc.)

## District Support and Commitment (25 points)

Describe how the district will provide ongoing leadership and support to schools in the phases of designing, implementing, monitoring, and sustaining a district literacy plan.

* Leadership
* Resources
* Capacity

Describe how the district will ensure the funds are used effectively and equitably.

Describe the capacity of school leaders/principals to facilitate the evidence-base strategies incorporated in comprehensive literacy instruction. Include any activities or training.

Describe how the CLSD grant funds will help build a system that will be sustainable after the life of the grant.

Describe the district’s capacity to implement successful short-term programs with great effort. Provide specific examples of successful, sustained initiatives within the district and the identified schools.

## Response to Intervention Services (15 points)

Describe how the schools will implement RTI/MTSS. Include plans for determining eligibility, data, assessment(s), scheduling, and tier movement.

Describe how schools and district will address and remedy risk factors for targeted students, how the CSLD subgrant will affect these practices.

## Professional Development Plan (25 points)

Describe the types of professional development planned and how this plan addresses gaps or weaknesses in current literacy instruction.

Describe how the professional development plan will support participants in gaining literacy knowledge and implementation of evidence-based literacy instruction.

Describe the methods that will be used to ensure sustainability of the chosen evidence-based strategies beyond the life of the grant.

## Assessment and Monitoring (25 points)

Describe the balanced assessment system of the district (formative, interim, screeners, etc.).

Describe the data collection and analysis habits of each school in the project. How will data be used in making decisions regarding instruction?

Describe how assessment and monitoring are aligned to the goals of the proposed project.

Provide the specific measures that will be used in each identified school and how these measures will be used for continuous student improvement.

Describe how feedback from principal evaluations will be used to build literacy-leadership skills and strengthen the capacity of teachers in effective reading instruction.

## Parent Involvement (15 points)

Describe the parent involvement policy.

Describe the literacy activities that will occur to ensure parents have tools and strategies to help promote reading at home. Include the frequency and duration of the activities.

## Budget, Narrative & Summary (20 Points Total)

Describe the district’s ability to provide sufficient fiscal oversight for the allocation of funds in an effective manner.

Describe how the district’s methods of assuring all expenditures for grant and other initiatives are clearly connected to both the need and the intended results.

Include a detailed budget narrative explaining the specific use of funds. Use form number [#05-07-071](https://education.alaska.gov/forms/05-07-071.xlsx).

**Total Points for Grant Application (Sections C-K): 170**

# Section IV: Appendices

**Appendix A: Criteria for Review & Scoring Guide**

**Appendix B: Submission Checklist**

**Appendix C: Monitoring Requirements**

**Appendix D: Plan and Application Section from CLSD grant proposal**

**Appendix E: Definitions**

**Appendix F: 1124(c). Basic Grants for Local Education Agencies**

# Appendix A: Criteria for Review & Scoring

**Alaska Comprehensive State Literacy Development Grant Supplemental Funds**

Criteria for Review

**School District:**

**Total Points Awarded:**

**Recommended for Funding:** **[ ]**  **Yes** **[ ]**  **No**

| **Required Information** | **Yes** | **No** | **Reader’s Comments** |
| --- | --- | --- | --- |
| **COVER PAGE/ASSURANCES:** Completed and signed  | [ ]  | [ ]  |       |
| **ABSTRACT (PART A):** Provides a brief summary of program’s design and objectives. | [ ]  | [ ]  |       |
| **Program Details (PART B):** Provides a summary of the student population, processes for implementation and professional development as well as capacity to carry out the project. | [ ]  | [ ]  |       |
| **BUDGET, NARRATIVE, & SUMMARY (PART C):** Completed and included | [ ]  | [ ]  |       |

| **Section Part** | **Maximum Score** | **Reader’s Score** |
| --- | --- | --- |
| 1. **Abstract (C)**
 | **10** |       |
| 1. **Program Details (D-J)**
 | **140** |       |
| 1. **Budget, Budget Narrative (K)**
 | **20** |       |
| 1. **Total**
 | **170** |       |
| **Total** | **170** |       |

**Reviewer’s Name:**

**Reviewer’s Signature:**  **Date:**

Scoring Guide

**School District:**

**Rating Scale**: Criteria are to be rated according to the scale shown below.

| **Rating** | **Not Provided** | **Poor** | **Fair** | **Average** | **Good** | **Excellent** |
| --- | --- | --- | --- | --- | --- | --- |
| **10pt questions** | **0** | **1-2** | **3-4** | **5-6** | **7-8** | **9-10** |
| **15pt questions** | **0** | **1-3** | **4-6** | **7-9** | **10-12** | **13-15** |
| **20pt question** | **0** | **1-4** | **5-9** | **10-13** | **14-17** | **17-20** |
| **25pt questions**  | **0** | **1-5** | **6-10** | **11-15** | **16-20** | **21-25** |

**Part A**

| **Abstract** **(Max 10 Points)** | **Reader’s Score** | **Reader’s Comments** |
| --- | --- | --- |
| Provides a clear overview of the project and demonstrates how the proposed program is consistent with the purpose, goals and provisions of this grant. Demonstrates how various part of the program (proposed expenditures, activities, objectives and identified needs) are tied together. |       |       |

**Part B**

| **Current Literacy and Pre-Literacy Needs****(Max 10 points)** | **Reader’s Score** | **Reader’s Comments** |
| --- | --- | --- |
| **Literacy and Pre-Literacy Need:**Describe the current literacy needs and trends of students 0-5, grades K-3, and grades 6-12 who will be served by this project, including disadvantaged students and young children. Describe the process and criteria the district uses to select participating schools and partners. **Current Literacy Services:**Describe the process and criteria the district uses to select participating schools and partners. Identify current literacy programs, services, and supports provided to students in your selected schools.  |       |       |

| **Build on Current Literacy Needs****(Max 25 points)** | **Reader’s Score** | **Reader’s Comments** |
| --- | --- | --- |
| Describe how each school will change the current literacy practices in order to meet their identified measurable goals.Describe how the school(s) will incorporate **comprehensive literacy instruction** (see definitions) practices into the plan for each school.* Birth to 5 applications include:
	+ Activities specific to ages 0-2
	+ Activities specific to ages 3-5
	+ Include how these activities support the benchmarks included in the Early Learning Guidelines and any standards used in the program
	+ Include literacy activities that prepare children for kindergarten
* Grades K-5 applications include:
	+ Activities that support developmentally appropriate, contextually explicit, and systematic instruction, and frequent practice in reading and writing across content areas
	+ Focus on reading and writing using evidence from the test
* Grades 6-12 applications include:
	+ Activities that support systematic instruction and frequent practice in reading and writing across content areas
	+ Focus on reading and writing using evidence from the text
	+ Include literacy activities that prepare children for postsecondary education opportunities (STEM, CTE, Dual Credit, etc.)
 |       |       |

| **District Support and Commitment****(Max 25 points)** | **Reader’s Score** | **Reader’s Comments** |
| --- | --- | --- |
| Describe how the district will provide ongoing support to schools in the phases of designing, implementing, monitoring, and sustaining a district literacy plan.* Leadership
* Resources
* Capacity

Describe how the district will ensure the funds are used effectively and equitably.Describe the capacity of school leaders/principals to facilitate the evidence-base strategies incorporated in comprehensive literacy instruction. Include any activities or training.Describe how the CLSD grant funds will help build a system that will be sustainable after the life of the grant.Describe the district’s capacity to implement successful short-term programs with great effort. Provide specific examples of successful, sustained initiatives within the district and the identified schools. |       |       |

| **Response to Interventions****(Max 15 points)** | **Reader’s Score** | **Reader’s Comments** |
| --- | --- | --- |
| Describe how the schools will implement RTI/MTSS. Include plans for determining eligibility, data, assessment(s), scheduling, and tier movement.Describe how schools and district will address and remedy risk factors for targeted students, how the CSLD grant will affect these practices. |       |       |

| **Professional Development Plan****(Max 25 points)** | **Reader’s Score** | **Reader’s Comments** |
| --- | --- | --- |
| Describe the types of professional development planned and how this plan addresses gaps or weaknesses in current literacy instruction.Describe how the professional development plan will support participants in gaining literacy knowledge and implementation of evidence-based literacy instruction.Describe the methods that will be used to ensure sustainability of the chosen evidence-based strategies beyond the life of the grant.Describe the tools and procedures that will be used to evaluate the impact of the professional development.  |       |       |

| **Assessment and Monitoring****(Max 25 points)** | **Reader’s Score** | **Reader’s Comments** |
| --- | --- | --- |
| Describe the balanced assessment system of the district (formative, interim, screeners, etc.)Describe the data collection and analysis habits of each school in the project. How will data be used in making decisions regarding instruction?Describe how assessment and monitoring are aligned to the goals.Provide the specific measures that will be used in each identified school and how these measures will be used for continuous student improvement.Describe how feedback from principal evaluations will be used to build literacy-leadership skills and strengthen the capacity of teachers in effective reading instruction. Describe how feedback from teacher observations will be used to strengthen instructional capacity related to literacy development in individual classrooms. |       |       |

| **Parental Involvement****(Max 15 points)** | **Reader’s Score** | **Reader’s Comments** |
| --- | --- | --- |
| Describe the parent involvement policy.Describe the literacy activities that will occur to ensure parents have tools and strategies to help promote reading at home. Include the frequency and duration of the activities. |       |       |

**Part C**

| **Budget, Narrative & Summary** **(Max 10 Points)** | **Reader’s Score** | **Reader’s Comments** |
| --- | --- | --- |
| Describe the district’s ability to provide sufficient fiscal oversight for the allocation of funds in an effective manner. (5 pts) |       |       |
| Describe how the district’s methods of assuring all expenditures for grant and other initiatives are Cleary connected to both the need and the intended results` (10 pts) |       |       |

## Appendix B: Submission Checklist

[ ]  You are an eligible applicant.

[ ]  The pages below have been signed:

 [ ]  Application Cover Page

 [ ]  Grant Application Assurances

 [ ]  Program Budget Form

[ ]  Project Abstract is included.

[ ]  Application sections A-F have all been answered.

[ ]  If you are mailing your application, you have submitted one original and three (3) copies.

[ ]  The application is no more than 7 pages, double-spaced, excluding the cover page, project budget and narrative forms, applicable memorandums of agreements/understanding, job descriptions and resumes.

## Appendix C: Monitoring Requirements

**Monitoring Activities:**

**Monitoring and audit of interventions:**

* Determine if proposed interventions were purchased and are being implemented
* Teacher behaviors and instructional practices, ability to engage participants, pacing, developmental appropriateness, ability to individualize instruction
* Review training procedures for interventions and/or materials
* Review evidence of continuous improvement cycle
* Review documentation of data review teams
* Review strategies and interventions determined by the review teams
* Classroom observations to ensure interventions/strategies are utilized
* Review professional development plans
* Ensure systematic professional development is taking place
* Review professional development materials and sign-in sheets
* Review parental involvement activities
* Review parental involvement schedule
* Review materials and sign-in sheets

**Monthly Calls with subgrantees:**

These check-in calls (webinars) allow DEED to not only provide oversight to the subgrantee projects, but to also help problem solve any issues that may arise. Subgrantees will discuss any data they have collected, the success of strategies or interventions, challenges, etc. If an intervention is not performing as planned, this time will be used to help evaluate data and help guide the subgrantee to adjust the plan. These meetings will model the continuous improvement cycle and will provide valuable training.

## **Appendix D: Plan and Application Section from CLSD Grant**

Each subgrantee shall establish a reading intervention program for students in grades pre-kindergarten through three to ensure that students who struggle with reading can read at or above grade level by the end of grade three. For grades four through twelve, each subgrantee shall establish a reading intervention program to support students overall academic success, attain higher levels of education, and secure employment. A subgrantee shall provide the reading intervention program in addition to core reading instruction that is provided to all students in the general education classroom. In implementing the reading intervention program, a district shall:

(1) As part of a comprehensive assessment system, utilize assessments to measure:

(A) for students in kindergarten- phonemic awareness, letter naming fluency, letter sound fluency, and letter word sound fluency;

(B) for students in grade one- letter word sound fluency, and oral reading fluency; and

(C) for students in grades two and three- phonics, vocabulary and oral reading fluency;

(D) for students in grades four and five- phonics, word recognition and meaning, reading comprehension, and cite evidence from the text;

(E) for students in grades six through eight- determine word meaning as they are used in a text, use text structure, reading comprehension in literary and informational text; and cite evidence from a text;

(F) for students in grades nine through twelve- analysis of text structure, integrate and evaluate multiple sources of information, evaluation of arguments, and cite evidence from a text.

(2) Establish a plan based on an articulated Multi-Tiered System of Support model that includes:

(A) a universal screening and benchmark assessment process for grades kindergarten through three, and the statewide summative, assessment (as a minimum) for grades four through nine.

(B) a data review process that includes the teacher, parents, and other appropriate staff that assists with interventions for students who struggle with reading for students in grades kindergarten through twelve

(C) use of identified intervention procedures for students who struggle with reading in grades kindergarten through twelve; and

(D) a process for monitoring the progress and addressing the needs of students who continue to struggle in reading.

(3) Create a communication plan for parents that:

(A) include a description of the intervention program that will be provided to the student, including evidence-based reading interventions and supplemental instructional services and support that will be provided to the student for the purposes of addressing the areas in which the student struggles;

(B) Provide strategies that the parent can use at home to help the student succeed in reading.

(4) Each district shall provide intensive reading intervention services to support areas of need for students identified as struggling readers. The reading intervention services must include effective instructional strategies to accelerate student progress. Each school district shall conduct a review of plans based on Response to Intervention or Multi-Tiered System Support models implemented for students.

## **Appendix E: Definitions**

***Comprehensive literacy instruction* means instruction that:**

* + 1. Includes developmentally appropriate, contextually explicit and systematic instruction and frequent practice in reading and writing across content areas;
		2. Includes age-appropriate, explicit, systematic and intentional instruction in phonological awareness, phonic decoding, vocabulary, language structure, reading fluency, and reading comprehension;
		3. Includes age-appropriate, explicit instruction in writing, including opportunities for children to write with clear purposes with critical reasoning appropriate to the topic and purpose, with the specific instruction and feedback from instructional staff;
		4. Makes available and uses diverse, high-quality print materials that reflect the reading and development levels, and interests of children;
		5. Uses differentiated instructional approaches, including individual and small group instruction and discussion’
		6. Provides opportunities for children to use language with peers and adults in order to develop language skills, including developing vocabulary;
		7. Includes frequent practice of reading and writing strategies;
		8. Uses age-appropriate, valid, and reliable screening assessments, diagnostic assessments, formative assessment processes, and summative assessments to identify a child’s learning needs, to inform instruction and to monitor the child’s progress and the effects of instruction;
		9. Uses strategies to enhance children’s motivation to read and write and children’s engagement in self-directed learning;
		10. Incorporates the principles of universal design for learning;
		11. Depends on teachers’ collaboration in planning, instruction, and assessing a child’s progress and on continuous professional learning; and
		12. Links literacy instruction to the challenging state academic standards, including the ability to navigate, understand, and write about complex print, and digital subject matter.
		13. The Science of Reading is an ongoing field of study that examines the last 50 years of research to determine the most effective way to teach reading. This research-based approach includes explicit, systematic instruction in phonological awareness, phonics, fluency, vocabulary, and comprehension.

***Eligible entity* means an entity that consists of**-

1. One or more LEA that serve a high percentage of high-need schools and:
	1. Have the highest number or proportion of children who are counted under 1124(c) of the ESEA, in comparison to other LEAs in the state;
	2. Are among the LEAs in the State with the highest number or percentages of children reading or writing below grade level, based on the most currently available State academic assessment data under section 111(b)(2) of the ESEA ; or
	3. Serve a significant number or percentage of schools that are implementing comprehensive support and improvement activities and targeted support and improvement activities under section 1111(d) of the ESEA;
2. One or more early childhood education programs serving low-income or otherwise disadvantaged children, which may include home-based literacy programs for pre-school-aged children, that have a demonstrated record of providing comprehensive literacy instruction for the age group such program proposes to serve; or
3. An LEA described in paragraph (a), or consortium of such LEAs, or an early childhood education program, which may include home-based literacy programs for preschool-aged children, acting in partnership with one or more public or private nonprofit organizations or agencies (which may include early childhood education programs that have demonstrated record of effectiveness in-
	1. Improving literacy achievement of children, consistent with the purposes of participation under the CLSD program from birth through grade 12; and
	2. Providing professional development in comprehensive literacy instruction.

**Evidence-based**, when used with respect to a State, LEA or school activity means an activity, strategy, or intervention that demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on:

* + - 1. Strong evidence from at least one well designed and well implemented experimental study;
			2. Moderate evidence from at least one well-implemented quasi-experimental study; or
			3. Providing evidence from at least one well-designed and well-implemented correlational study with statistical controls for selection bias.

**High needs school means:**

1. (i) An elementary school or middle school in which not less than 50% of the enrolled students are children are children from low-income families; or

(ii) A high school in which not less than 50% of the enrolled students are children from low-income families, which may be calculated using comparable data from the schools that feed into the high school.

1. For the purposes of subparagraph (a) of this definition, the term “low-income family” means a family-
2. In which the children are eligible for a free or reduced-price lunch under the Richard B. Russell National School Lunch Act (42 U. S. C. 1751 *et seq.*);

Receiving assistance under the block grants to State for temporary assistance for needy families established under part A of the title IV of the Social Security Act (42 U.S.C. 601 *et seq*.); or

In which the children are eligible to receive medical assistance under the Medicaid program under title SIS of the Social Security Act (42 U.S.C. 1396 *et seq*.)

***Poverty line*** means the poverty line (as defined by the Office of Management and Budget and revised annually in accordance with section 673(2) of the Community Services Block Gant Act) applicable to a family of the size involved

***Professional development* means activities that**:

* + - 1. Are an integral part of school and LEA strategies for providing educators (including teachers, principals, other school leaders, specialized instructional support persona, paraprofessionals, and as applicable, early childhood educators) with knowledge and skills necessary to enable students to succeed in a well-rounded education and to meet the challenging state academic standards; and
			2. Are sustained (not stand-alone, one-day, or short term workshops), intensive, collaborative, job-embedded, data-driven, and classroom-focused, and may include activities that:
				1. Improve and increase teachers

Knowledge of the academic subjects the teachers teach;

Understanding of how students learn; or

Ability to analyze student work an achievement from multiple sources, including how to adjust instructional strategies, assessments, and materials based on such analysis;

* + - * 1. Are an integral part of broad schoolwide and districtwide educational improvement plans;
				2. Allow personalized plans for each educator to address the educator’s specific needs identified in observation or other feedback;
				3. Improve classroom management skills;
				4. Support the recruitment, hiring and training of effective teachers, including teachers who become certified through state and local alternative routes to certification
				5. Advance teacher understanding of

Effective instructional strategies that are evidence-based; or

Strategies for improving student academic achievement or substantially increasing the knowledge and teacher skills of teachers;

* + - * 1. Are aligned with, and directly related to, academic goals of eh school or LEA;
				2. Are developed with extensive participation of teachers, principals, or other school leaders, parents, representatives of Indian tribes, and administrators of schools to be served under this program;
				3. Are designed to give teacher of English learners, and other teachers and instructional staff, the knowledge and skills to provide instruction and appropriate language and academic support services to these children, including the appropriate use of curricula and assessments;
				4. To the extent appropriate, provide training for teachers, principals, and other school and community-based early childhood program leaders in the use of technology, so that technology and technology application are effectively used in the classroom to improve teaching in the curricula and academic subjects in which the teachers teach;
				5. As a whole, are regularly evaluated for the impact on teacher effectiveness and the student academic achievement, with the findings of the evaluations used to improve the quality of professional development are designed to give teachers of children with disabilities or children with developmental delays, and other teachers and instructional staff, the knowledge and skills to provide instruction and academic support services to these children, including positive behavioral interventions and supports, multi-tiered system of supports, and the use of accommodations;
				6. Include instruction in the use of data an assessments to inform classroom practices;
				7. Include instruction in way that teachers, principals, and other leaders, specialized instructional support personnel, and school administrators may work more effectively with parents and families;
				8. Involve the forming of partnerships with institutions of higher education, including, as applicable Tribal Colleges and Universities, to establish school-based teacher, principal, and other school leader training programs that provide prospective teacher, novice teachers, principals, and other school leaders with an opportunity to work under the guidance of experienced teachers, principals, and other school leaders, and faculty of such institutions;
				9. Create programs to enable paraprofessionals (assisting teachers employed by an LEA receiving assistance under part A of title I) to obtain the education necessary for those paraprofessionals to become certified and licensed teachers;
				10. Provide follow-up training to teachers who have participated in activities described in this paragraph that are designed to ensure that the knowledge and skills learned by the teacher are implemented in the classroom; or
				11. Where practicable, provide for school staff and other early childhood education program providers to address jointly the transition to elementary school, including issues related to school readiness.

## **Appendix F**: SEC. 1124. Basic Grants to Local Education Agencies

(1) CATEGORIES OF CHILDREN.—The number of children to be counted for purposes of this section is the aggregate of—

(A) the number of children aged 5 to 17, inclusive, in the school district of the local educational agency from families below the poverty level as determined under paragraph (2);

(B) the number of children (determined under paragraph (4) for either the preceding year as described in that paragraph, or for the second preceding year, as the Secretary finds appropriate) aged 5 to 17, inclusive, in the school district of such agency in institutions for neglected and delinquent children (other than such institutions operated by the United States), but not counted pursuant to subpart 1 of part D for the purposes of a grant to a State agency, or being supported in foster homes with public funds; and

(C) the number of children aged 5 to 17, inclusive, in the school district of such agency from families above the poverty level as determined under paragraph (4).

(2) DETERMINATION OF NUMBER OF CHILDREN.—For the purposes of this section, the Secretary shall determine the number of children aged 5 to 17, inclusive, from families below the poverty level on the basis of the most recent satisfactory data, described in paragraph (3), available from the Department of Commerce. The District of Columbia and the Commonwealth of Puerto Rico shall be treated as individual local educational agencies. If a local educational agency contains two or more counties in their entirety, then each county will be treated as if such county were a separate local educational agency for purposes of calculating grants under this part. The total of grants for such counties shall be allocated to such a local educational agency, which local educational agency shall distribute to schools in each county within such agency a share of the local educational agency’s total grant that is no less than the county’s share of the population counts used to calculate the local educational agency’s grant.

(3) POPULATION UPDATES.— (A) IN GENERAL.—In fiscal year 2002 and each subsequent fiscal year, the Secretary shall use updated data on the number of children, aged 5 to 17, inclusive, from families below the poverty level for counties or local educational agencies, published by the Department of Commerce, unless the Secretary and the Secretary of Commerce determine that the use of the updated population data would be inappropriate or unreliable. If appropriate and reliable data are not available annually, the Secretary shall use data which are updated every 2 years.

(B) INAPPROPRIATE OR UNRELIABLE DATA. —If the Secretary and the Secretary of Commerce determine that some or all of the data referred to in subparagraph (A) are inappropriate or unreliable, the Secretary and the Secretary of Commerce shall publicly disclose their reasons.

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

(4) OTHER CHILDREN TO BE COUNTED. —

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

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

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

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

(5) ESTIMATE.—When requested by the Secretary, the Secretary of Commerce shall make a special updated estimate of the number of children of such ages who are from families below the poverty level (as determined under paragraph (1)(A)) in each school district, and the Secretary is authorized to pay (either in advance or by way of reimbursement) the Secretary of Commerce the cost of making this special estimate. The Secretary of Commerce shall give consideration to any request of the chief executive of a State for the collection of additional census information.