

California Department of Education

Executive Office

SBE-003 (REV. 11/2017)

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# California State Board of EducationMarch 2021 AgendaItem #04

## Subject

Comprehensive Literacy State Development Grant: State Literacy Plan Approval

## Type of Action

Action, Information

## Summary of the Issue(s)

On September 27, 2019, the California Department of Education (CDE) received a federal award in the amount of approximately $37.5 million for the Comprehensive Literacy State Development (CLSD) grant program. This agenda item provides the final draft of the State Literacy Plan (SLP), a key CLSD grant deliverable, for State Board of Education (SBE) approval. The plan is available on the CDE CLSD web page at <https://www.cde.ca.gov/pd/ps/clsd.asp>.

## Recommendation

The CDE recommends that the SBE approve the SLP, pending SBE Executive Director approval of final revisions requested by the SBE and correction of any typographical errors.

## Brief History of Key Issues

### Background

The Elementary and Secondary Education Act of 1965 authorizes the CLSD grant program. California’s grant award will be used to leverage and expand existing statewide infrastructure, guidance, and expertise to bring coherence to the system of literacy supports to improve student outcomes over a period of five years. Additional background information, including an overview of grant objectives, is available on the CDE CLSD web page at <https://www.cde.ca.gov/pd/ps/clsd.asp>.

The full grant proposal, as submitted to the U.S. Department of Education, is available as an attachment to the July 2019 SBE agenda item. An updated grant timeline, revised due to the COVID-19 response, is included in an August 2020 SBE information memorandum. Both documents are available on the CDE’s CLSD SBE Agenda Items and Memos web page at <https://www.cde.ca.gov/pd/ps/clsdsbeitems.asp>.

### State Literacy Plan Overview and Purpose

The SLP was developed with the assistance of the State Literacy Team (SLT) and extensive stakeholder feedback, including a public comment period conducted by the Instructional Quality Commission (IQC) in September and October 2020. An overview of the public comment and SLP development process is provided in a December 2020 SBE information memorandum available at <https://www.cde.ca.gov/be/pn/im/infomemodec2020.asp>.

The purpose of the SLP is to align and integrate state literacy initiatives, content standards, and state guidance documents to support teachers of students, birth through grade twelve. The SLP is not intended to create new policies or guidance. Nor will it include tools, resources, and templates; rather, all of these resources will be housed in an online literacy resources repository as they are identified and/or developed as the CDE and its partners implement the CLSD grant.

### Stakeholder Input

The final draft of the SLP has been informed by stakeholders and literacy experts throughout its development. After the formal public comment period, the CDE received additional feedback from stakeholders in the form of letters to the SBE prior to the January 2021 SBE meeting. Additional feedback was presented during public comment at the January 2021 SBE meeting, and input was incorporated as appropriate into the final draft. The most significant revisions to the plan include:

* Updated language in the statewide priorities to replace “English language instruction” with “comprehensive English language development.”
* Clarification regarding guidance on universal screening, including appropriate timing and precautions against the misdiagnosis of disabilities.
* Stronger language in the Asset-Based Pedagogy section, including acknowledging widening achievement gaps and the value of culturally sustaining pedagogy for communities of color.
* Details added regarding the Local Literacy Lead Agencies grant clarifying that each grantee, regardless of statewide priority focus, will be required to:
	+ Implement programs aligned to the Comprehensive and Integrated Literacy Model, including integration of all key themes of the English Language Arts/English Language Development Framework, all strands of the California Common Core State Standards (CCSS) for English Language Arts (ELA)/Literacy, and culturally relevant and sustaining pedagogies.
	+ Leverage evidence-based family literacy strategies.
	+ Focus on the needs of underserved students, including children living in poverty, English learners, children with disabilities, and children of color.
	+ Support local educational agencies (LEAs) to develop and implement local literacy plans aligned to the Comprehensive and Integrated Literacy Model and the continuous improvement process.
	+ Define, measure, and report relevant metrics, including improvement in literacy assessment results, addressing disparities in literacy programs and achievement, and an increase in quality professional learning opportunities.
	+ Make appropriate course adjustments if defined metrics are not being met.

To address stakeholder concerns regarding actionable and practical resources, the CDE and its partners are continuing to develop tools, resources, and templates. The Literacy Resource Repository is available at California Educators Together (<https://www.caeducatorstogether.org/learning-resources>) and includes a robust set of Literacy Knowledge Building resources that can be used by LEAs for professional learning in literacy, including the Local Literacy Planning Toolkit, current research regarding literacy instruction, and videos featuring literacy experts sharing evidence-based practices.

Stakeholder input has been invaluable to the development of the SLP and will continue to inform the implementation of SLP activities.

## Summary of Previous State Board of Education Discussion and Action

The CDE has presented several agenda items and information memoranda to the SBE to keep members apprised of CLSD grant activities conducted thus far.

In July 2019, the CDE presented an agenda item that provides information on the CLSD proposal as it was submitted to the U.S. Department of Education. The item includes California’s CLSD grant proposal and details the CDE internal collaborations that ensured expertise from across the Department was represented in the grant proposal. It also describes how the CDE plans to leverage external partnerships within the Statewide System of Support to achieve the grant objectives. At its July 2019 meeting, the SBE took action to ratify the submission of the CLSD grant proposal.

The CDE provided the SBE with an August 2020 information memorandum with detailed information regarding grant activities performed and changes to the timeline for each grant objective due to the COVID-19 pandemic response. This update also includes an explanation of the delay in submitting the draft SLP to the SBE as originally intended in May 2020 due to the COVID-19 response, which allowed for additional stakeholder feedback through a formal public comment period. This extended timeline has also allowed the CDE to continue its work with the SLT to develop a series of knowledge building videos focused on critical topics in literacy identified by the SLT. The memorandum also includes an extended timeline that includes plans to release the Request for Applications (RFA) in May 2021.

The CDE provided a December 2020 information memorandum with information regarding the development of the SLP, including stakeholder engagement activities, to prepare the draft for SBE review and input. The memorandum explains the development process in detail, including the convening of the SLT in March and August 2020, stakeholder group presentations, and information regarding the IQC September 2020 agenda item. The memorandum further describes the revisions made to the SLP, based on the 347 distinct comments and the recommendations approved by the IQC at its November 2020 meeting.

The CDE presented a draft of the SLP to the SBE in January 2021 for review and input. After hearing public comment during the meeting, the SBE requested additional modifications to the SLP relating to:

* The RFA, including a requirement that disparities in literacy outcomes for significant subgroups be addressed.
* Culturally Sustaining Pedagogies being leveraged across grade bands, and specifically addressing the needs of African American students.
* The RFA process recognizing applications with evidence-based results and positive literacy outcomes.

All previous CLSD SBE agenda items and memoranda are available for review on the CDE CLSD SBE Agenda Items and Memos web page at <https://www.cde.ca.gov/pd/ps/clsdsbeitems.asp>.

**Fiscal Analysis**

The CDE received the federal CLSD grant award in the amount of approximately $37.5 million. No more than 5 percent of the funds will be directed to the CDE for grant administration.

The remaining 95 percent of the funds will be awarded as subgrants to Local Literacy Lead Agencies to implement the statewide literacy priorities described in the SLP. To establish these agencies, the CDE will make available a RFA in 2021 to award seven county offices of education (COEs), or consortia of COEs, through a competitive process. Subgrantees will be required to build expertise in a strategy identified in the SLP and implement that strategy as a three-year, small scale pilot with one or more local districts. These strategies must align with state guidance and policies, be evidence-based, and support the literacy needs of economically disadvantaged and high-needs students. Consistent with grant requirements, funds will be awarded as follows:

* Birth to age five programs: 15 percent of funding
* Kindergarten to grade five programs: 40 percent of funding
* Grade six to grade twelve programs: 40 percent of funding

Each COE subgrantee will support teachers in its region to improve comprehensive literacy instruction with a focus on statewide literacy priorities for each age and grade span. The expertise and resources that the COEs generate with their model sites will be disseminated to educators across the state through the Statewide System of Support.

## Attachment(s)

None.