



Technical Assistance Webinar: Allowable Costs

CLSD 2026-2029 K-12 Grant Program

May 1, 2026 | Clara Smith, Program Manager

Meeting Agenda

- Context and Meeting Objectives (5 min)
- Subgrant Allowable Costs (15 min)
 - Overview
 - Pillar A: School-level Comprehensive Local Literacy Plans
 - Pillar B: Supplemental Competency in Structured Literacy
 - Pillar C: High quality, evidence-based Professional Learning/Development
 - Pillar D: Supplemental Instructional Coaching
 - Pillar E: Family Engagement and Trainings
- Questions (15 min)
- Next steps (10 min)

Context and Background

- On March 30, 2026, 17 CLSD K-12 applications were awarded!
 - All potential applicants were approved pending changes.
 - Post-Award Webinar was conducted on April 9, 2026.
 - Our Birth-5 subgrant competition was also awarded to 5 applications among the same supports and timing.
- **OSSE is extremely excited to launch into our new CLSD cohort including 15 LEAs, 90 schools, and 25,000+ students!**
- Part 1 of this technical assistance webinar series occurred on April 30, 2026 to review CLSD K-12 objectives and assurances that participating schools committed to as part of the grant.

We will use this time today to review the allowable costs of the FY26-FY29 CLSD grant to reach the program objectives.

Meeting Objectives

Understand Allowable Costs

CLSD K–12 subgrantees will understand the allowable costs to include in their CLSD budgets.

Launch Allowable Cost Self Assessment Tool

CLSD K–12 subgrantees will develop a clear understanding of a tool to help them better self-assess allowable costs.



Program Pillars

Allowable Costs

Part 1 discussed objectives and assurances for each pillar.

Objectives and Additional Assurances derive from the CLSD K-12 RFA

ATTACHMENT E: CLSD PROGRAM PILLARS: OBJECTIVES, ALLOWABLE USES OF FUNDS, AND ADDITIONAL ASSURANCES

CLSD PROGRAM PILLARS GUIDE: Objectives, Allowable Use of Funds, and Additional Program Assurances

Office of the State Superintendent of Education

FY26 COMPREHENSIVE LITERACY STATE DEVELOPMENT KINDERGARTEN THROUGH GRADE 12 SUBGRANT (CLSDK-12)

OVERVIEW

Pillar	A	B	C	D	E
Pillar Name	School comprehensive literacy plan creation and implementation	Supplemental structured literacy ¹ training for educators ²	High-quality, evidence-based literacy professional development	Supplemental literacy instructional coaching	Family literacy training and engagement
Objectives required for K-5 applicants?	Required for each school selected	Required for each school selected	Required for each school selected	Required for each school selected	Required for each school selected in K-5 application
Objectives required for 6-12 applicants?	Required for each school selected	Required for each school selected	Required for each school selected	Required for each school selected	Optional for each school selected in 6-12 application

Within the guide below, each program pillar will outline:

- **Objectives** – This section outlines the key programmatic priorities and goals, based on DC's initial CLSD grant application to the U.S. Department of Education. All applications must target these objectives in the implementation plan to ensure alignment with DC's vision for literacy and the CLSD grant's goals explained in the Request for Applications (RFA).
- **Allowable Uses of Funds** – This list outlines what an LEA can fund under this pillar. The LEA's application is limited to the allowable uses of funds listed in each pillar. *This is an exhaustive list.*
- **Additional Assurances** – Additional specific requirements will be required when your LEA chooses specific pillars as a part of the application. Please note these assurances when building your LEA's implementation plan, as your LEA will be held accountable to these assurances.

- Program pillars were explained in the RFA and prevalent throughout your applications.
- [Attachment E](#) from the RFA clearly outlines the objectives, allowable costs, and additional assurances for each pillar.



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OSSE CLSD Program Pillars



Through 2029, CLSD subgrant funds in DC will support the implementation of literacy evidence-based practices across five pillars:



A. Building and implementing comprehensive literacy plans,



B. Ensuring competency in structured literacy,



C. Delivering high-quality literacy professional development,



D. Supplementing on-the-job literacy instructional coaching, and



E. Implementing family literacy initiatives*.

**Optional for eligible entities applying for 6-12*



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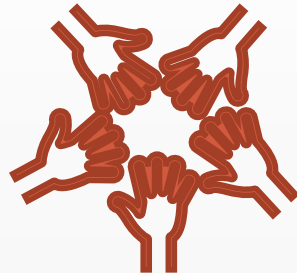
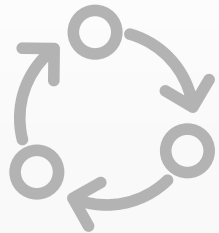
OSSE CLSD School Commitment



**If your school is included in the CLSD application,
the school **MUST** commit to all pillars.**

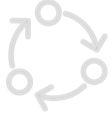
The only exception is for the 6-12 applicants that did not commit to pillar E.

Due to the award adjustments, we will offer an opportunity to adjust schools included in the CLSD program.



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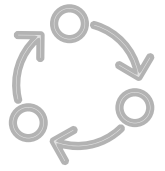
What are allowable funding uses of this grant?

					
Program Pillar	A School comprehensive literacy plan creation and implementation	B Supplemental structured literacy ¹ training for educators ²	C High-quality, evidence-based literacy professional development	D Supplemental literacy instructional coaching	E Family literacy training and engagement
K-5	✓	✓	✓	✓	✓
6-12	✓	✓	✓	✓	OPTIONAL
Allowable Costs	Salaries and Benefits: ONLY (1) Program Manager at the LEA level to manage all pillars <i>and/or</i> out of school pay to build and implement comprehensive literacy plan <i>And/or</i> Professional Services for contracted assistance to create and implement comprehensive literacy plan	Salaries and Benefits: ONLY out of school pay to attend or facilitate, as needed <i>And/or</i> Professional Services for contracted training <i>And/or</i> Supplies and Materials for training	Salaries and Benefits: ONLY out of school pay to attend or create, as needed <i>And/or</i> Professional Services for contracted professional development <i>And/or</i> Supplies and Materials for training	Salaries and benefits: Dedicated literacy instructional coaches <i>And/or</i> Professional Services for contracted literacy coaching models	Salaries and Benefits: ONLY out of school pay as needed <i>And/or</i> Professional Services for contracted assistance for literacy family engagement <i>And/or</i> Supplies and Materials for trainings

¹**Structured literacy** is a science-based (see [evidence-based](#)) instructional model that focuses on building the foundational literacy skills of phonemic awareness, letter-sound correspondences, syllables, morphology, syntax, and semantics using an approach that is explicit, systematic, and cumulative. Structured literacy programs have been shown to be effective in teaching all students how to read and write. This includes students learning English as a second language, as well as students at-risk for reading difficulties.

²**Educators** can ONLY include educators who are not required by any local laws to receive structured literacy training. All activities funded by CLSD must abide by the supplement, not supplant provision (see [RFA](#) for more details), including structured literacy training recipients.

Pillar A – Allowable Costs



Pillar A: School comprehensive literacy plan creation and implementation

- Salaries and Fringe Benefits for one Program Manager at LEA to manage and ensure implementation of all CLSD required pillars
- Program Manager must be a net new position, adhering to the supplement not supplant provision
- Compensation for out-of-school hours to provide time for school literacy leadership team to create, collaborate, and refine school literacy plan
- Compensation for out of school hours to provide time for teachers to meet to plan evidence-based adolescent comprehensive literacy instruction to be delivered as a part of a well-rounded education
- Contracting with vendors for school literacy plan creation, facilitation, and rollout assistance



Pillar B – Allowable Costs



Pillar B: Supplemental structured literacy training for educators

- Compensation for out-of-school-hours to develop or complete supplemental structured literacy training
- Contracting with vendors to procure approved supplemental structured literacy trainings (e.g., differentiated by school roles)
- Contracting with vendors to create and sustain comprehensive structured literacy training and monitor completion and competency

Contact Vaani Gupta, Vaani.Gupta@dc.gov for Structured Literacy K-3 Compliance Cycles; more information [linked here](#).



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Pillar C – Allowable Costs



Pillar C: High-quality, evidence-based literacy professional development

- Contracting vendors for high-quality, science-based reading program-based PD opportunities for educators
- Contracting vendors to sustain and expand literacy PD models with school leaders and teacher leaders; any trainings aligned with the school literacy plan in Pillar A
- Contracting vendors to facilitate, support, and/or deliver specialized literacy PD opportunities (i.e., specific underserved populations, particular content areas, high-need instructional standards, well-rounded education, out-of-school activities, etc.)
- Contracting vendors to assess the quality of adolescent comprehensive literacy instruction as part of a well-rounded-education
- Compensation for out of school hours to build PD models and develop learning opportunities that align with Pillar C's objectives or the school literacy plan created in Pillar A
- Compensation for out-of-school-hours to attend PD opportunities that align with Pillar B's objectives
- Supplies and materials needed to create, develop, or sustain PD outlined in the objectives
- Supplies and materials needed to develop resources (e.g., guides, online modules, toolkits, etc.) that sustain literacy PD models



Pillar D – Allowable Costs



Pillar D: Supplemental literacy instructional coaching

- Salaries and Fringe Benefits for supplemental literacy coaches (maximum FTEs based on Budget Template Excel calculation)
- Contracted literacy instructional coaching and support
- Contracted professional development for current or supplemental literacy instructional coaches



Pillar E – Allowable Costs



Pillar E: Family literacy training and engagement

- Contracting with vendors to create, support, and/or deliver family literacy training or experiences
 - Compensation for out of school hours for school staff to build, develop, and/or deliver family literacy training events or experiences
 - Supplies and materials needed to create, develop, or sustain family literacy trainings and engagement events
-



Initial Allowable Costs Guideline Tool

CLSD Allowable Cost Tool

This tool is adapted from the CLSD Request for Application (RFA) to help you determine allowable costs within the grant program. A request form for approval will be available soon.

<https://osse.dc.gov/page/comprehensive-literacy-state-development-clsd>

STEP ONE

Based on the pillar's objectives, which pillar does this cost align with?

- ☐ Pillar A: Creation and implementation of comprehensive school literacy plans
- ☐ Pillar B: Supplemental structured literacy training for educators
- ☐ Pillar C: High-quality, evidence-based literacy professional development
- ☐ Pillar D: Supplemental literacy instructional coaching
- ☐ Pillar E: Family literacy training and engagement

If the cost does not fit into one of these pillars, then the cost is not allowable.

STEP TWO

If you selected Pillar A, which allowable cost does this expense fall under?

- ☐ **Salaries and Fringe Benefits for one (1) Program Manager** at the LEA level to manage and ensure implementation of all pillars required for CLSD grant
Program Manager must be a net new position, adhering to the supplement not supplant provision. If requesting a program manager, please provide the job description.
- ☐ **Compensation for out of school hours** to provide time for school literacy leadership team to create, collaborate, and/or refine the school literacy plan
- ☐ **Compensation for out of school hours** to provide time for teachers to meet to plan evidence-based adolescent comprehensive literacy instruction to be delivered as a part of a well-rounded education
- ☐ **Contracting with vendors for school literacy plan creation, facilitation, and rollout assistance**

If the cost does not fit into one of these buckets, then the cost is not allowable.

If you selected Pillar B, which allowable cost does this expense fall under?

- Base questions:
 - Which pillar?
 - Which allowable cost bucket?
 - Supplement, not supplant check
 - Justification/Explanation
- Includes additional notes on supplement, not supplant
- Tool linked here:
<https://app.box.com/s/776hb5hko3fhjzhh9y537yllg1rvru34>

Supplement not supplant section

STEP THREE

Please ensure that this budget item complies with the supplement-not-supplant (SNS) provision. The supplement, not supplant provision requires that federal grant funds must add to (or supplement) and not replace (or supplant) other funds (state/local) in providing general educational services. The two checkboxes below resolve most presumptions; however, all requests will still be reviewed for SNS compliance.



☐ **This activity/item is not required by State or local law**

- Using CLSD funds for an otherwise allowable CLSD activity that is required by State or local law raises a presumption of supplanting because one presumes that an SEA and LEA will comply with the State's legal requirement with its own funds, even in the absence of Federal funds.



☐ **This activity/item was not paid for in prior years using non-CLSD funds**

- Using CLSD funds for an activity otherwise allowable under the CLSD program that an SEA provided in prior years with non-Federal funds also raises a presumption of supplanting because, in the absence of CLSD funds, an SEA's prior decisions to use non-Federal funds for the activity is a reliable predictor that the SEA would continue to pay for those activities with non-Federal funds in the current year.
- However, this presumption can be rebutted if an SEA can demonstrate with contemporaneous evidence that it would not have continued to provide the same activities with non-Federal funds, perhaps because of circumstances such as a very significant budget shortfall or reduction.



Questions?

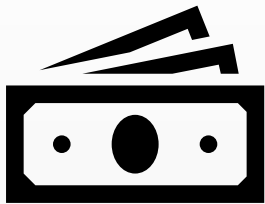


Next Steps

Next Steps – Short-term



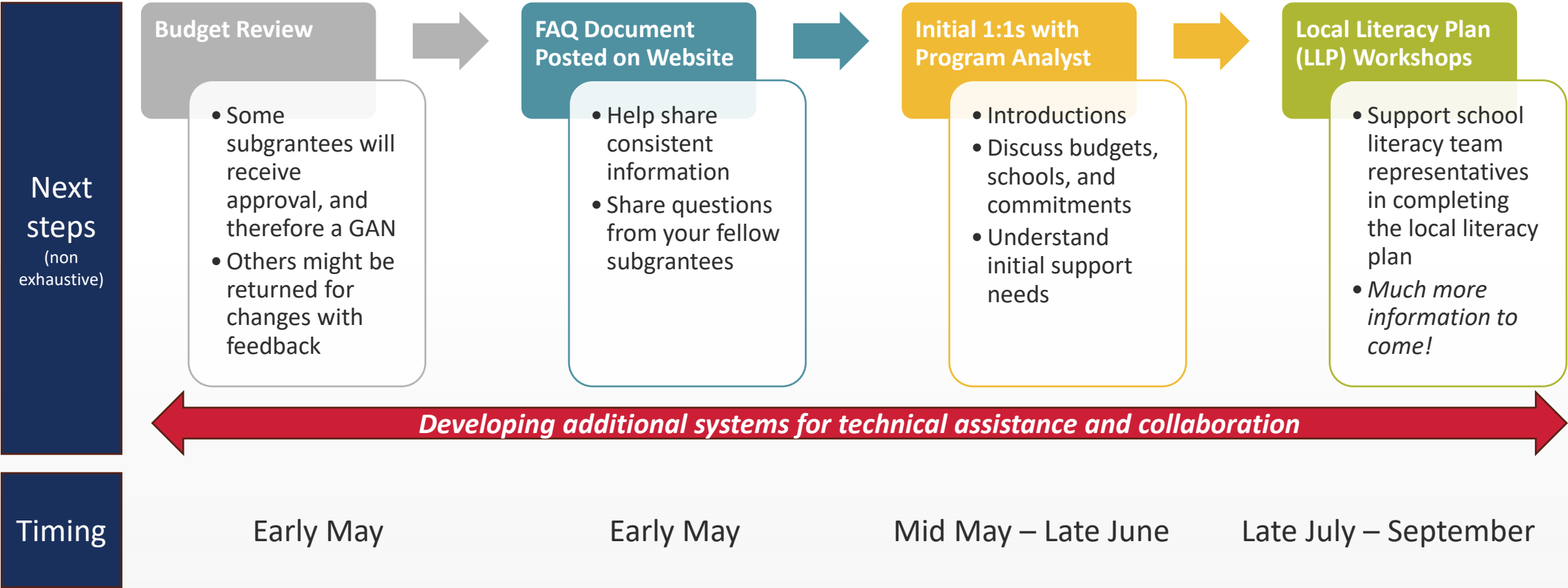
If you need your application returned so you can revise your FY26 budget, [complete this form](#) to request immediate return.



If needed, review the [allowable cost tool](#)!

Next Steps – Medium-Term

Non-exhaustive, for broad understanding





COMPREHENSIVE LITERACY

STATE DEVELOPMENT GRANT

Thank you!

See you at the next session!



Appendix



OSSE's CLSD Goals

to Dept. of Education

DC CLSD Goals to Dept. of Education (1 of 3 Slides)

1

Goal	Indicator	Additional Notes
Provide professional learning and technical assistance for schools to create comprehensive 4-year local literacy plans	By September 30, 2027, 100 percent of CLSD schools will have created an integrated local literacy plan.	OSSE will contract to support four workshops and a required template
	By September, 30, 2029, 60 percent of the activities outlined in the CLSD local literacy plans will be implemented , as measured by monitoring and reported in the Annual Progress Report.	OSSE requires reporting from subgrantees and will conduct monitoring
Adopt and implement high-quality instructional materials and evidence-based curricula in ELA classrooms	By September, 30, 2029, 100 percent of CLSD schools have adopted high-quality, evidence-based literacy curricula in all ELA classrooms, as measured by monitoring and Annual Progress Reporting.	Alignment with local laws and guidance from Teaching and Learning
	By September, 30, 2029, 90 percent of ELA classrooms within CLSD schools have fully implemented high-quality, evidence-based literacy curricula and corresponding instruction for Tier 1, Tier 2, and Tier 3, as measured by monitoring and Annual Progress Reporting.	OSSE requires reporting from subgrantees and will conduct monitoring

2

DC CLSD Goals to Dept. of Education (2 of 3 Slides)

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Goal	Indicator	Additional Notes
Provide training in ELA evidence-based practices and curriculum to teachers, administrators, school leaders, families, and instructional coaches	By September 30, 2027, 50 percent of CLSD educators, school leaders, and other relevant roles will complete an approved, comprehensive structured literacy training reported during the Annual Progress Report. By September 30, 2029, this will reach 100 percent. <i>**Due to local law requirement and supplement not supplant provision, CLSD can only fund the activities for any educator NOT assigned to teach any grade K-3.</i>	Alignment with local laws and approved structured literacy list from Teaching and Learning
	By September 30, 2029, 100 percent of CLSD ELA educators will receive professional learning offerings and supports related to curriculum implementation and fidelity measured by reporting in the Annual Progress Report.	OSSE requires reporting from subgrantees and will conduct monitoring
	By September, 30, 2028, 80 percent of CLSD instructional coaches will demonstrate competency in core literacy knowledge and coaching methods , measured by observation tools and/or certificate from academy.	OSSE will contract to support a Coaching Academy for all CLSD schools

DC CLSD Goals to Dept. of Education (3 of 3 Slides)

4

Goal	Indicator	Additional Notes
Increase student achievement outcomes on evidence-based literacy assessments from birth through grade 12	By the end of the grant period, CLSD children birth to age five will increase early literacy scores with an evidence-based assessment as proposed in their application or local literacy plan (e.g., Teaching Strategies Gold, Every Child Ready) by 15 percent.	
	By the end of the grant period, CLSD students in kindergarten through second grade will increase their summative literacy scores in an evidence-based assessment as proposed in their application or local literacy plan (e.g., Dynamic Indicators of Basic Early Literacy Skills, Northwest Evaluation Association Measures of Academic Progress, etc.) by 20 percent.	Data collection in IDS will be necessary 2-3x a year <i>Data Collection templates coming Summer 2026</i>
	By the end of the grant period, CLSD students in third grade through twelfth grade will improve their scores on the ELA statewide assessment (e.g., DC CAPE) by 15 percent.	

How do I know if my LEA can fund any coaches?

- LEAs can contract additional ELA coaches in the professional services cost type.
- If addition, LEAs can include salaries and benefits for supplemental coaches if they fit the criteria outlined in the RFA. LEAs can use

(Number of ELA teachers ÷ 10) – Number of current ELA coaches

- In your application, you uploaded a list of schools in the Budget Template Excel with SY24-25 data. This sheet all helped determine your number of supplemental coaches.
- [School Selection Tool](#)

Use this sheet to propose new schools, if needed.

Please note: If one school is “-1” and another is “+1”, your LEA can still add a supplemental coach for the school that is “+1”