



**Comprehensive Literacy State
Development (CLSD) Grant**
Grades K-12 Pre-Application Webinar



Welcome

Welcome to Office of the State Superintendent of Education's (OSSE's) **Pre-Application Webinar for the CLSD Grant!**

DC's CLSD Grant Program aims to go 'beyond the buzz' and realize the Science of Reading for every child in the District!



Agenda

- Welcome and Housekeeping
- Important Dates
- Grant Background
- Grant Eligibility and Requirements
- Allowable Activities for Applicants
- Subgrantee Assurances
- Application Review Process
- Application EGMS Walkthrough
- Ongoing Assistance and Next Steps



Housekeeping



Please mute your microphones and turn off your cameras during the presentation.

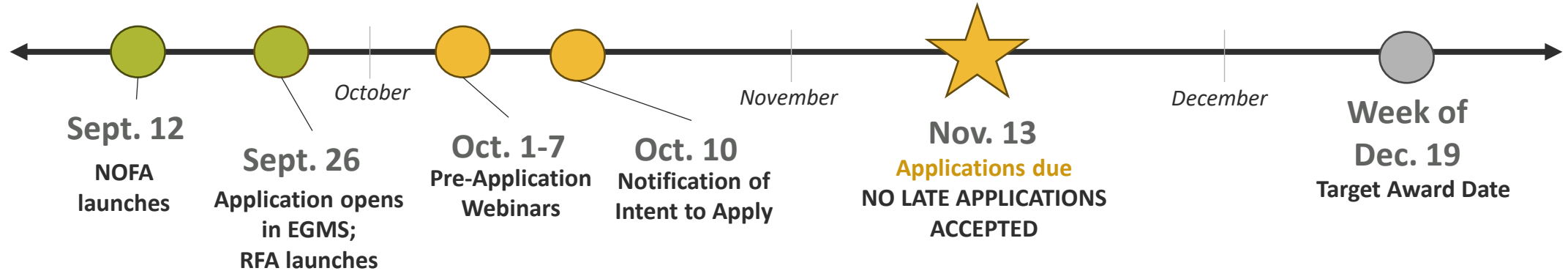
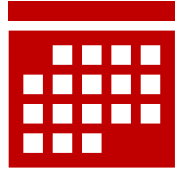
You may leave questions throughout the webinar in the chat; FAQs will be refreshed every Monday on the [CLSD Website](#).

This slide deck and a recording of the webinar will be available following the presentation on the [CLSD Website](#).



Important Dates

Important Dates – Application and Submission



Key Step	Date/Timeline
Notice of Funding Availability (NOFA) Released	Friday, Sept. 12
Request for Applications (RFA) Released and Application Available in Enterprise Grants Management System (EGMS)	Friday, Sept. 26 (12 p.m.)
Notification of Intent to Apply Deadline <i>OPTIONAL</i>	Friday, Oct. 10
Application Due in OSSE's EGMS	Thursday, Nov. 13 (3 p.m. ET) <i>Recommend submitting early. This deadline remains in effect unless a systemic EGMS technical challenge affects all users.</i>
Target Award Date	Friday, Dec. 19

Important Dates – Technical Assistance Webinars



Webinar Number	Date/Time
Webinar 1	<u>Tues., Oct. 14 from 4-5 p.m.</u>
Webinar 2	<u>Tues., Oct. 28 from 12–1 p.m.</u>
Webinar 3	<u>Tues., Nov. 4 from 9–10 a.m.</u>



Grant Background

CLSD Grant Background – *The Why*

- CLSD grants are authorized under [Sections 2221 – 2225 and 2301](#) of the **Elementary and Secondary Education Act (ESEA)**, as amended.
- The U.S. Department of Education’s (USED) “Raise the Bar: Lead the World” initiative is a call to action to transform preschool through grade 12 education and beyond, and to **unite education leaders at all levels around evidence-based strategies that advance educational equity and excellence for all students**. Raising the bar in education focuses on building the skills that all students need to thrive inside and outside of school, and supporting students to excel in the classroom, in their careers, and in their communities.¹
- USED is focused on improving student achievement, including in math and reading. The **CLSD grant program will help accelerate and scale up sustainable adoption of evidence-based strategies** that USED expects will improve student literacy outcomes in the school years ahead.²

CLSD Grant Background – *The Purpose*

- The purpose of the CLSD funds is to **advance literacy skills through the use of evidence-based practices, activities, and interventions**, including pre-literacy skills, reading, and writing for children from birth through grade 12, with an emphasis on disadvantaged children, including children living in poverty, English learners, and children with disabilities.
- In September 2024, USED awarded OSSE with a five-year, approximately **\$50 million** grant to improve literacy outcomes for students.



With the opportunity to fund a systematic approach to improving literacy instruction and ensuring implementation of evidence-based literacy practices, OSSE believes literacy outcomes will improve for students.



Press Release:

[Mayor Bowser Announces Nearly \\$50 Million Grant to Continue Accelerating Literacy Outcomes for DC Students](#)

OSSE CLSD Program Pillars – *The What*



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



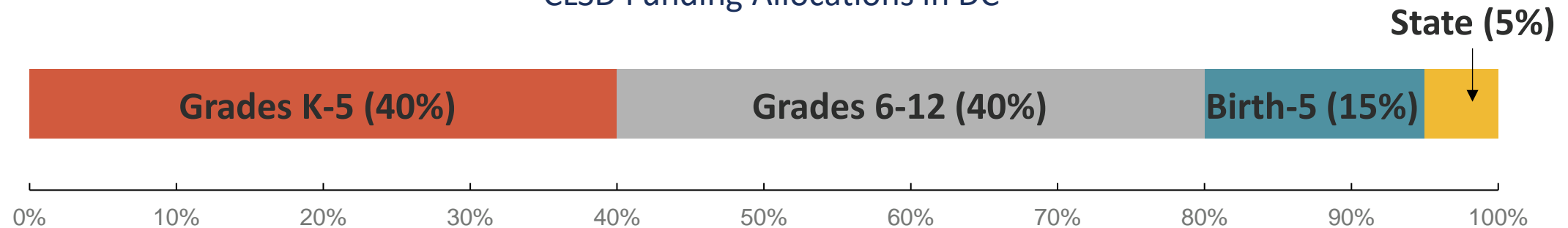
E. Implementing family literacy initiatives*.



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

CLSD Overall Funding Distribution

CLSD Funding Allocations in DC



- OSSE will make funds available through two subgrant competitions – one for K-12 and one for B-5. In these subgrant competitions as required by the CLSD federal program, at least 40 percent must go to eligible entities serving students in grade K-5, at least 40 percent must go to eligible entities serving students in grade 6-12, and at least 15 percent of the funding must go to eligible entities serving children from birth to age 5.



OSSE's subgrant competitions are designed to award eligible entities that will go 'all-in' for literacy advancement through leveraging the strategic program pillars.

- The **subgrant application can be found in [EGMS](#)**. Entities should also utilize the Request for Application found on the [CLSD website](#).

CLSD K-12 Subgrant Funding – *How much and for how long?*

- The total funding available for the **K-12** award is **\$39,820,992 for four years** (80 percent of the total award), subject to continued availability of funding.

Table 1: Amount of Subgrant Funding for both K-5 and 6-12 Gradebands

LEA Grade Bands	FY26	FY27	FY28	FY29	Total
Grades K-5	\$5,204,412	\$5,204,412	\$5,150,288	\$4,351,384	\$19,910,496
Grades 6-12	\$5,204,412	\$5,204,412	\$5,150,288	\$4,351,384	\$19,910,496
Total	\$10,408,864	\$10,408,412	\$10,300,576	\$8,702,768	\$39,820,992

- Each eligible applicant may ONLY apply for up to \$2,500,000 per year per grade band from FY26-FY28 and \$2,100,000 in the final year.
- OSSE will award up to **15 total subgrants** to eligible entities across K-12 altogether.

Four-year grant period: Award date - Sept. 30, 2029



Grant Eligibility

Eligible Entity – *Definitions*

For the purpose of the CLSD grant, an eligible entity is defined as:

K-12



- a) One or more local education agencies (LEAs) that serve a high percentage of high-need schools and—**
- 1) Have the highest number or proportion of children who are counted under section 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 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;
- b) For B-5 applicants, 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**

K-12



- c) 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 a 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.

High-Need Schools – *Definitions*

For the purpose of the CLSD grant,, the following definitions apply:

- **High-need school** means
 - An elementary school or middle school in which not less than **50 percent** of the enrolled students are children from **low-income families**; or
 - A high school in which not less than **40 percent** of the enrolled students are children from **low-income families**.
- **Low-income family** means a family—
 - in which children are eligible for 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 program of block grants to States for temporary assistance for needy families under part A of title IV of the Social Security Act (42 U.S.C. 601 et seq.), or
 - in which children are eligible to receive medical assistance under the Medicaid program under title XIX of the Social Security Act (42 U.S.C. 1396 et seq.).

Subgrant Eligibility – *Who can apply?*

- To apply for this grant, an eligible entity must be a District of Columbia LEA serving a high percentage of high-need schools .
 - Eligible schools and the data can be found at this [link](#) and in the [Budget Template](#) found in the application on EGMS and in the RFA.
- Eligible entities serving overlapping age/grade bands **can apply for both grade bands but must submit a separate application for each applicable grade band**. Entities can receive an award for both grade bands.
 - **Helpful Tip:** *In the CLSD K-12 EGMS application, applicants will “Create a Subproject” for their K-5 and 6-12 applications. Applicants will also select the grade band within the application.*

185 Eligible Schools (page 1 of 2)

[Link to list of eligible schools](#)

AppleTree Early Learning Center PCS - Parklands at THEARC
AppleTree Early Learning Center PCS - Oklahoma Avenue
AppleTree Early Learning Center PCS - Columbia Heights
AppleTree Early Learning Center PCS - Southwest
AppleTree Early Learning Center PCS - Douglas Knoll
AppleTree Early Learning PCS – Waterfront Station
Capital City PCS - High School
Capital City PCS - Middle School
Capital City PCS - Lower School
Cesar Chavez Public Charter Schools for Public Policy
Cesar Chavez Public Charter Schools for Public Policy
DC Prep PCS - Benning Elementary School
DC Prep PCS - Anacostia Middle School
DC Prep PCS - Edgewood Elementary School
DC Prep PCS - Edgewood Middle School
DC Prep PCS - Benning Middle School
DC Prep PCS - Anacostia Elementary School
Friendship PCS - Southeast Middle
Friendship PCS - Ideal Elementary
Friendship PCS - Ideal Middle
Friendship PCS - Southeast Elementary
Friendship PCS - Armstrong Middle
Friendship PCS - Technology Preparatory High School
Friendship PCS - Collegiate Academy
Friendship PCS - Online Academy
Friendship PCS - Armstrong Elementary
Friendship PCS - Blow Pierce Elementary
Friendship PCS - Blow Pierce Middle
Friendship PCS - Chamberlain Elementary
Friendship PCS - Chamberlain Middle
Friendship PCS - Woodridge International Elementary

KIPP DC - Honor Academy PCS
KIPP DC PCS - Legacy College Preparatory PCS
KIPP DC - Promise Academy PCS
KIPP DC - Discover Academy PCS
KIPP DC - College Preparatory PCS
KIPP DC - Grow Academy PCS
KIPP DC - AIM Academy PCS
KIPP DC - Pride Academy PCS
KIPP DC - Inspire Academy PCS
KIPP DC - WILL Academy PCS
KIPP DC - LEAP Academy PCS
KIPP DC - KEY Academy PCS
KIPP DC - Lead Academy PCS
KIPP DC - Connect Academy PCS
KIPP DC - Spring Academy PCS
KIPP DC - Arts and Technology Academy PCS
KIPP DC - Quest Academy PCS
KIPP DC - Northeast Academy PCS
KIPP DC - Valor Academy PCS
KIPP DC - Heights Academy PCS
E.L. Haynes PCS - High School
Early Childhood Academy PCS
Briya PCS
Briya PCS
Friendship PCS - Woodridge International Middle
Hope Community PCS - Tolson
Cedar Tree Academy PCS
Howard University Middle School of Mathematics and Science PCS
Perry Street Preparatory PCS
IDEA PCS
YouthBuild DC PCS

Mary McLeod Bethune Day Academy PCS
Maya Angelou PCS - High School
Maya Angelou PCS - Young Adult Learning Center
Meridian PCS
Paul PCS - Middle School
Paul PCS - International High School
Roots PCS
The SEED PCS of Washington DC
St. Coletta Special Education PCS
The Next Step/El Proximo Paso PCS
Thurgood Marshall Academy PCS
Two Rivers PCS - Young Middle School
Achievement Preparatory Academy PCS - Wahler Place Elementary School
Center City PCS - Capitol Hill
Center City PCS - Shaw
Center City PCS - Trinidad
Richard Wright PCS for Journalism and Media Arts
Creative Minds International PCS
DC Scholars PCS
LAYC Career Academy PCS
Ingenuity Prep PCS
Community College Preparatory Academy PCS
Academy of Hope Adult PCS
Harmony DC PCS - School of Excellence
District of Columbia International School
Monument Academy PCS
Washington Global PCS
Kingsman Academy PCS
The Children's Guild DC PCS



185 Eligible Schools (page 2 of 2)

[Link to list of eligible schools](#)

Bard High School Early College DC (Bard DC)
Ida B. Wells Middle School
Lorraine H. Whitlock Elementary School
Amidon-Bowen Elementary School
Beers Elementary School
Brightwood Elementary School
Burrville Elementary School
Cleveland Elementary School
H.D. Cooke Elementary School
Drew Elementary School
Garfield Elementary School
C.W. Harris Elementary School
Hendley Elementary School
Houston Elementary School
Ketcham Elementary School
Kimball Elementary School
Langdon Elementary School
LaSalle-Backus Elementary School
Leckie Education Campus
Miner Elementary School
Moten Elementary School
Nalle Elementary School
Noyes Elementary School
Lawrence E. Boone Elementary School
Patterson Elementary School
Plummer Elementary School
Raymond Elementary School
River Terrace Education Campus
Savoy Elementary School
Malcolm X Elementary School @ Green
Simon Elementary School

Truesdell Elementary School
Tubman Elementary School
Turner Elementary School
Van Ness Elementary School
Walker-Jones Education Campus
Wheatley Education Campus
J.O. Wilson Elementary School
King Elementary School
Brookland Middle School
Dorothy I. Height Elementary School
Langley Elementary School
Browne Education Campus
Hart Middle School
Johnson Middle School
Kramer Middle School
MacFarland Middle School
Kelly Miller Middle School
Sousa Middle School
Jefferson Middle School Academy
McKinley Middle School
Ron Brown College Preparatory High School
Columbia Heights Education Campus
Columbia Heights Education Campus
Anacostia High School
Ballou High School
Cardozo Education Campus
Coolidge High School
Garnet-Patterson STAY High School
Eastern High School
Roosevelt High School
Ballou STAY High School
H.D. Woodson High School

Randle Highlands Elementary School
Excel Academy
Stanton Elementary School
Smothers Elementary School
Thomas Elementary School
Dunbar High School
Phelps Architecture, Construction and Engineering High School
Luke C. Moore High School
Goodwill Excel Center PCS
Rocketship PCS - Legacy Prep
Rocketship PCS - Infinity Community Prep
Rocketship PCS - Rise Academy
Washington Leadership Academy PCS
The Family Place PCS
Statesmen College Preparatory Academy for Boys PCS
Digital Pioneers Academy PCS - Johenning
Digital Pioneers Academy PCS - Capitol Hill
The Sojourner Truth School PCS
Capital Village PCS
Girls Global Academy PCS
I Dream PCS
Social Justice PCS
Maya Angelou Academy @ Youth Services Center
Maya Angelou Academy at New Beginnings formerly Oak Hill
DC Department of Corrections





Allowable Activities

CLSD's "supplement, not supplant" 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.

Replacing local, state, or federal funds already allocated in previous years for literacy professional development, literacy coaching, family-centered activities, comprehensive literacy plan planning, etc. is not allowed. Funding requirements by local law are not allowed.

Background of provision

Section 2301 of the ESEA provides that funds made available under this program must be used to supplement, and not supplant, non-Federal funds that would otherwise be used for CLSD program activities by subgrantees. This provision has been part of the ESEA/ESSA and other federal grant programs since 1970 and is maintained in the CLSD grant.

The purpose of the provision is to ensure that federal funds are utilized to benefit the intended population in the authorizing statute and not being used to fund the basic education that the LEA would have provided in the absence of federal funds.

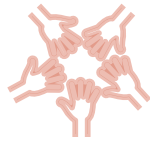
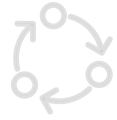
Conditions that presume supplanting

In general, there are three cases in which USED will presume that supplanting has occurred. In each of the cases, it is the LEA's responsibility to meet the burden of proof to rebut the presumption of supplanting. **The three presumptions of supplanting are listed below:**

- 1. Providing services required under state or local law**
- 2. Providing services that were provided in a prior school year with state or local funds**
- 3. Providing the same service using federal and nonfederal programs**



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	<p>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></p> <p>Professional Services for contracted assistance to create and implement comprehensive literacy plan</p>	<p>Salaries and Benefits: ONLY out of school pay to attend or facilitate, as needed <i>And/or</i></p> <p>Professional Services for contracted training <i>And/or</i></p> <p>Supplies and Materials for training</p>	<p>Salaries and Benefits: ONLY out of school pay to attend or create, as needed <i>And/or</i></p> <p>Professional Services for contracted professional development <i>And/or</i></p> <p>Supplies and Materials for training</p>	<p>Salaries and benefits: Dedicated literacy instructional coaches <i>And/or</i></p> <p>Professional Services for contracted literacy coaching models</p>	<p>Salaries and Benefits: ONLY out of school pay as needed <i>And/or</i></p> <p>Professional Services for contracted assistance for literacy family engagement <i>And/or</i></p> <p>Supplies and Materials for trainings</p>



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.

Allowable Costs Guide – Adapted from Attachment E in 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 ² 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:

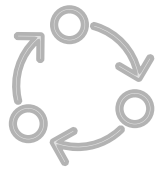
- **Objectives** – This section outlines the key programmatic priorities and goals, based on DC’s initial CLSD grant application to the U.S. Department of Education. All applications must target these objectives in the implementation plan to ensure alignment with DC’s vision for literacy and the CLSD 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.

Attachment E from the RFA is a great resource to understand what is allowable.

In the following slides, each program pillar will outline:

- **Objectives** – This section outlines the key programmatic priorities and goals, based on the CLSD grant commitments to USED. **All applications must target these objectives in the implementation plan**
- **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.*

Allowable Costs Guide – Pillar A



Pillar A: School comprehensive literacy plan creation and implementation

Objectives

- 4-year comprehensive literacy plan for each selected school that sets the vision for an organization’s literacy program and serves as a roadmap to achieve the implementation of the plan and its performance goals, including, but not limited to:
 - Literacy professional development plan (informing Pillar B and Pillar C)
 - Data tracking plan to assess all student outcomes
 - Evidence-based interventions and practices implemented in a multi-tiered systems of support model
 - Integration of literacy into a well-rounded education and connecting out-of-school learning opportunities to in-school learning in order to improve children's literacy achievement
 - Setting measurable performance goals
 - Alignment with the District’s [Comprehensive Literacy Plan](#) and [Early Literacy Task Force Recommendations](#) and LEA Literacy Plan
- Form a school literacy leadership team that collaborates to create, inform, and/or implement the above literacy plan
- Implement the school’s literacy plan with fidelity at the school through the life of the grant and sustains after the grant
- Ensure school literacy plan alignment with LEA literacy goals and appropriate consistency across school literacy plans
- For grade 6-12 applicants, provide time for teachers to meet to plan evidence-based adolescent [comprehensive literacy instruction](#) to be delivered as part of a [well-rounded education](#)

Allowable Uses of Funds

- 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

Allowable Costs Guide – Pillar B



Pillar B: Supplemental structured literacy training for educators

Objective

- Ensure all teachers, literacy coaches, literacy specialists, English as a second language specialists (as appropriate), principals, other school leaders, specialized instructional support personnel, school librarians, paraprofessionals, other program staff, and other school personnel that support students’ literacy development attend and complete a structured literacy training, and demonstrate competency in structured literacy

Please note: Educators receiving training 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, including structured literacy training recipients.

Allowable Uses of Funds

- 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

Allowable Costs Guide – Pillar C



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

Objective

- Create, develop, and sustain professional development (PD) models for evidence-based literacy practices in the classroom that improve student outcomes, ensuring alignment with leadership goals and school literacy plan
- Create, develop, and sustain PD plans targeted for readers who are significantly behind grade level (2 or more grade levels)
- Provide training grounded in high-quality instructional materials to ensure effective implementation that leads to improvement in student literacy
- Implement evidence-based [professional development](#) across content areas and within multi-tiered systems of support, including school leaders, educators, specialized instructional support personnel, and/or paraprofessionals aiding in student literacy development
- For grade 6-12 applicants, assess the quality of adolescent [comprehensive literacy instruction](#) as part of a [well-rounded education](#)

Allowable Uses of Funds

- 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



Allowable Costs Guide – Pillar D



Pillar D: Supplemental literacy instructional coaching

Objective

- Establish systems to develop, expand, and/or support job-embedded professional development for English Language Arts (ELA) educators
- Provide job-embedded coaching and mentorship for classroom teachers and supporting literacy practices across content areas
- Aid in effective MTSS implementation and emphasize instructional support for students performing significantly below grade level (2 or more grade levels)
- For grade 6-12 applicants, assess the quality of adolescent [comprehensive literacy instruction](#) as part of a [well-rounded education](#) (if not covered in Pillar B)

Allowable Uses of Funds

- 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

Allowable Costs Guide – Pillar E



Pillar E: Family literacy training and engagement

- Objective**
- Facilitate family literacy experiences and train families on evidence-based practices to support literacy development (grade K-5)
 - Train families and caregivers to support the improvement of adolescent literacy (grade 6-12)

-
- Allowable Uses of Funds**
- 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



Grant Requirements from Awarded Subgrantees

General Grantee Responsibilities

- **Subgrantee(s) will be required to:**
 - Work with the OSSE and/or Teaching and Learning (TAL) grant managers, providing information such as positive outcome stories, information about special events, issues/concerns, etc., as needed and upon request;
 - Share best practices on processes and implementation efforts as part of citywide professional learning convenings on literacy;
 - Complete questionnaires regarding grant programming;
 - Collect and report data to OSSE on student progress at the beginning of the year, middle of the year, and end of the year, with intermittent progress monitoring;
 - Collect and report data to OSSE on educator training completion and competency for all activities in pillar B (structured literacy) and pillar C (high-quality professional development);

General Grantee Responsibilities

- **Subgrantee(s) will be required to:**
 - Collect and report continuous improvement data and/or reports across all applicable pillars;
 - Submit mid-year and end of year programmatic and fiscal reports;
 - Host site visits for OSSE, the Department of Education, and other partners, as requested;
 - Participate in and cooperate with a national evaluation of the CLSD program (34 CFR 75.591), once announced;
 - Coordinate with Birth-5 CLSD subgrantees, as requested;
 - Adhere to the assurances for each CLSD program pillar outlined in [RFA Attachment E](#).

General Grantee Responsibilities

- As part of the federal Government Performance and Results Act (GPRA) requirements, the following performance measures will be collected by OSSE for all grantees, and shared in aggregate form with the U.S. Department of Education:
 - The percentage of participating four-year-old children who achieve significant gains in oral language skills, as determined by a State-approved measure. (B-5 subgrantees only)
 - The percentage of participating fifth-grade students who meet or exceed proficiency on State reading/language arts assessments under [section 1111\(b\)\(2\)\(B\)\(v\)\(I\) of the ESEA](#).
 - The percentage of participating eighth-grade students who meet or exceed proficiency on State reading/language arts assessments under [section 1111\(b\)\(2\)\(B\)\(v\)\(I\) of the ESEA](#).
 - The percentage of participating high school students who meet or exceed proficiency on State reading/language arts assessments under [section 1111\(b\)\(2\)\(B\)\(v\)\(I\) of the ESEA](#).

Additional Assurances with each Strategic Pillar

Program Pillar	A School comprehensive literacy plan creation and implementation	B Supplemental structured literacy training for educators
<p>Assurances</p> <p><i>LEAs must commit to:</i></p>	<ul style="list-style-type: none"> • Creating a literacy leadership team (must include one administrator and one literacy instructional coach) at each school to create, edit, and/or implement the school's comprehensive literacy plan by the end of FY26, and submit each plan to OSSE for feedback. • Sending school literacy leadership teams to all literacy plan workshops hosted by OSSE. 	<ul style="list-style-type: none"> • Updating and resubmitting the plan each year. • If LEAs add a Program Manager to their budget, this Program Manager is required to facilitate all grant requirements for each LEA, serve as the Point of Contact for OSSE, and participate in all state reporting, professional development, and administrative activities.
		<ul style="list-style-type: none"> • Collecting and reporting baseline and ongoing data (from educators and students) to assess the impact and effectiveness of the structured literacy training. • All structured literacy trainings are subject to OSSE approval and/or should align with OSSE's annual structured literacy approved list. • Submitting documentation of competency for all required personnel on an annual basis, including documentation of competency for any new staff in subsequent years.



Additional Assurances with each Strategic Pillar

Program Pillar	C High-quality, evidence-based literacy professional development	D Supplemental literacy instructional coaching	E Family literacy training and engagement
<p>Assurances</p> <p>LEAs must commit to:</p>	<ul style="list-style-type: none"> Collecting baseline and ongoing data to assess the impact and effectiveness of all CLSD-funded professional development opportunities. All professional development must align with 1) USED’s definition for professional development, and 2) the school’s comprehensive literacy plan created in Pillar A. If curricula-based professional development is created or contracted, the curriculum must be evidence-based and/or align with OSSE’s approved science-based reading program list(s). 	<ul style="list-style-type: none"> Sending current literacy instructional coaches, supplemental literacy instructional coaches, AND instructional coaches to the coaching academies hosted by OSSE from SY25-26 to SY28-29. LEAs must commit to collecting baseline and ongoing data points to assess the impact and effectiveness of ALL literacy coaching (regardless of funding source). <p><i>Reminder: CLSD literacy coaches must be 100% dedicated to literacy instructional coaching and literacy instructional coaches cannot replace any current instructional coaching positions.</i></p>	<ul style="list-style-type: none"> Collecting participant data and feedback from parents and caregivers to assess effectiveness of trainings or events. Training on evidence-based activities and practices that align with the school’s comprehensive literacy plan. LEAs will be limited to only necessary and reasonable expenses for events.





Application Review Process

Application Review Process

Application Deadline

- Applications are due no later than **3 p.m. on Thursday, Nov. 13**
- Applications must be submitted through EGMS
- **Late applications will not be accepted**

Application Review Period

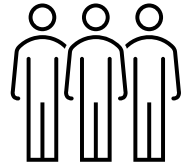
- OSSE staff will assess initial eligibility and application requirements
- External reviewers will review eligible and complete applications
- Qualified OSSE personnel will score priority points
- **Applications will be reviewed, scored, and ranked using CLSD K-12 subgrant rubric found in the RFA.**

Target Award Date

- Successful applicants are anticipated to be announced on ***Friday, Dec. 19***



Application Review Process – External Review



A panel or panels of **external reviewers** will be convened to review, score, and rank each application.

The review panel(s) will be composed of **neutral, qualified, professional** individuals selected for their expertise, knowledge, and/or related experiences.

All external reviewers must sign a Conflict of Interest statement.



Applications will be scored against a rubric ([Attachment H](#)) and have at least **three** external reviewers to ensure accurate scoring.

Upon completion of the panels' review, the panels shall make recommendations for awards based on the scoring rubric(s).



The State Superintendent of Education, or a designee, will consider those recommendations but all final award decisions are left to the discretion of the Superintendent or the designee.

CLSD K-12 Subgrant Application Rubric

RFA Section Name	Total Points
Section 3.2.2 – Program Features <ul style="list-style-type: none"> Needs Assessment (Max. 15 points) ELA Programs (Max. 5 points) 	20
Section 3.2.3 – Program Implementation <ul style="list-style-type: none"> School Selection (Max. 10 points) Implementation Plan (Max. 30 points) Pillar Goals (Max. 10 points) 	50
Section 3.2.4 – Program Budget – <i>Budget Template Completion Required!</i> <ul style="list-style-type: none"> Program Budget (Max. 20 points) 	20
Section 3.2.5 – Program Evaluation and Sustainability <ul style="list-style-type: none"> Financial management and internal accounting procedures Evaluation plan to regularly assess the outcomes of the CLSD objectives Data collection and assessment processes Program sustainability 	10
Total (Reviewed by External Reviewers)	100
Section 3.2.6 – Competitive Priority Points Evidence-Based Trainings and Activities (Max. 15 points) (Optional, Assessed Internally) Highest Percentage of High-Need Schools (Max. 10 points)	+25
Total Possible Points incl. Priority Points	125



CLSD Subgrant Application – Priority Points

- **Who will be reviewing the Priority Points documentation and scoring this section?**
Competitive priority points will be scored separately from the application points by qualified OSSE personnel who best understand evidence-based trainings and activities and have secure access to data on highest need schools.
- **What are the priority points areas?** Priority will be given to applicants who demonstrate in their application the intention to:
 1. Serve the **highest percentage** of **high-need students** based on enrollment within the schools selected by the LEA to participate in the CLSD grant
 2. Ensure implementation of **evidence-based activities**, including but not limited to trainings and programs on OSSE's recommended [Structured Literacy Training list](#) and/or OSSE's [Core Reading Program List](#).



Subgrant Application Requirements

Submission Requirements

- All applications must be submitted through EGMS: grants.osse.dc.gov
 - Emailed or faxed applications will not be accepted
- All applicants for this competitive grant **must complete the Central Data Application – Certifications and Assurances tab** in order to submit an application
 - Applicants must complete the Central Data Application with a valid System for Award Management (SAM) registration in EGMS
- Upon submission of an application, an applicant may not revise the application
- OSSE will notify applicants if the application is or is not selected for funding



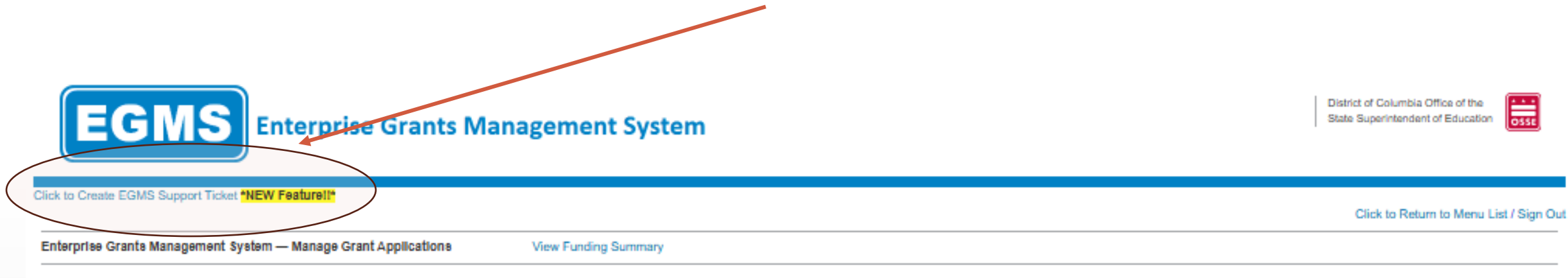
Applications must be received no later than 3 p.m. on Thursday, Nov. 13

Start early. **Late submissions will not be accepted.** A record of contact with EGMS will not excuse missing the review submission deadline



EGMS Help

EGMS technical assistance team can assist via a **Help Desk ticket**. Applicants can enter a ticket by clicking “Click to Create EGMS Support Ticket” which can be found on the EGMS home page and at the top of all EGMS pages.



Go to the EGMS Grant Applications Page

1. Link: grants.osse.dc.gov/
2. Click: EGMS Select
3. Find the grant name within 2026 using the search bar or scrolling for it. The grant is labeled in EGMS as: **Comprehensive Literacy State Development Kindergarten Through Grade 12 Subgrant Application**



District of Columbia Office of the State Superintendent of Education



Click to Create EGMS Support Ticket ***NEW Feature!!*** Click to Return to Menu List / Sign Out

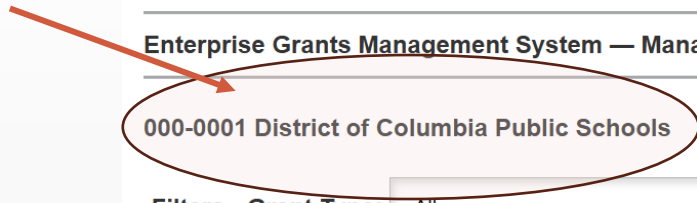
Enterprise Grants Management System — Manage Grant Applications View Funding Summary

000-0001 District of Columbia Public Schools

Filters - Grant Type: All Name: Years: 2026 Only Show Available

21st Century Continuation Grant Access to Quality Child Care for Children with Disabilities Continuation

Your LEA name



2026



In the Comprehensive Literacy State Development Kindergarten Through Grade 12 Subgrant Application Tile

1. Click: “Create a Sub Project”
2. This pop-up will appear:

CREATE SUB PROJECT FOR CL STATE DEVELOPMENT K-12

Select Year

2026

Enter a Project Title

CREATE CANCEL

3. Project Titles should be the gradeband: K-5 or 6-12
4. If applying for both grade bands, chose one for the first application. When returning to main dashboard click: “Create a Sub Project” again to create the second application for the other grade band.

5. When returning to the main dashboard, make sure you click into the correct application. Applicants must submit each application they want to be considered.

Comprehensive Literacy State Development Kindergarten Through Grade 12 Subgrant Application

Grant: CL State Development K-12

Grant Type: Competitive Grant

Application: 2026 - K-5 - A0

Revision: 2026 - K-5 - A0

Status: Submitted For Review 9/25/2025 1:43:00 PM

View Grant Application

Create a Sub Project

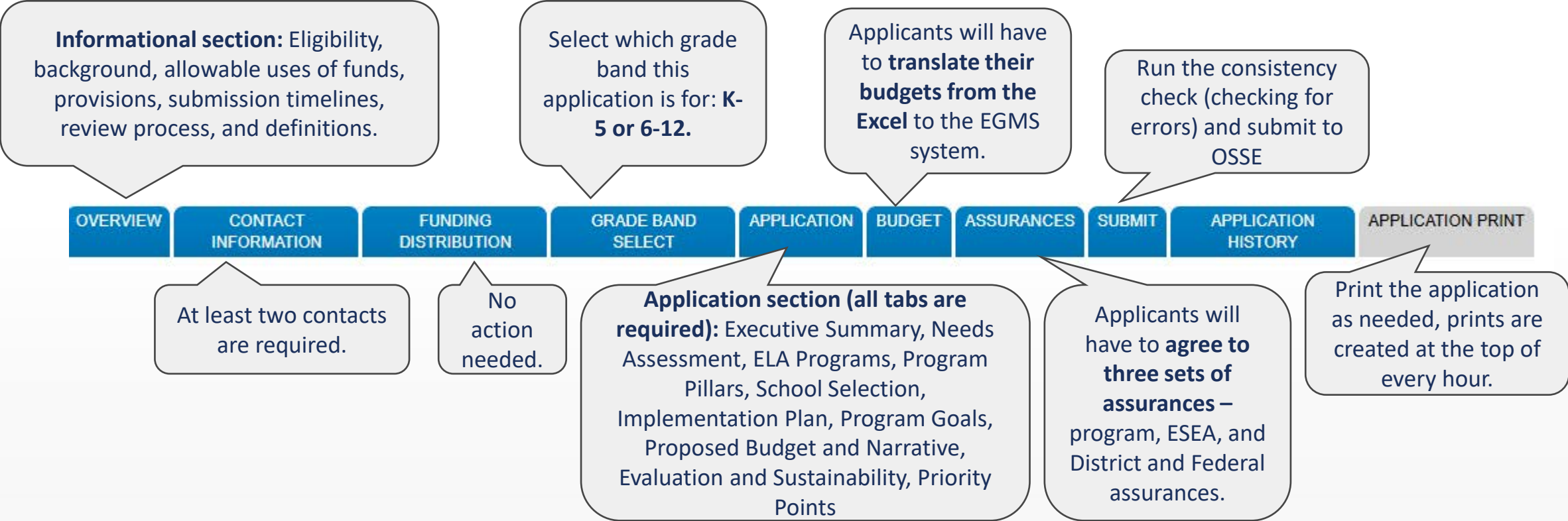
View Payments

View Review Summary

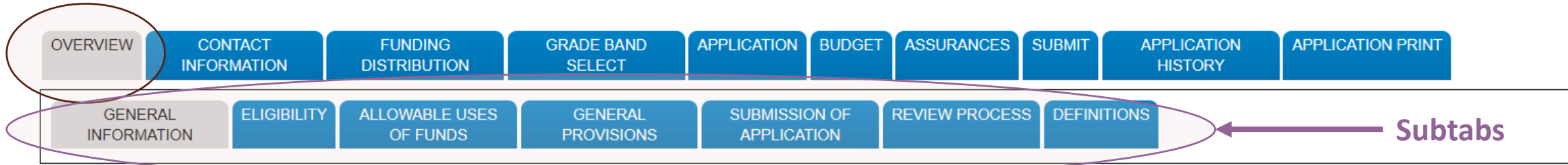
EGMS Application



The grant application in EGMS will consist of the following sections/tabs:



Tab 1



General Information

Background Information

The District of Columbia's Office of the State Superintendent of Education (OSSE) has been awarded a five-year, approximately \$50 million federal Comprehensive Literacy State Development (CLSD) grant program awards grants to advance literacy skills through activities, and interventions, including pre-literacy skills, reading, and writing for children from birth through grade 12, with an emphasis on disadvantaged children. OSSE received CLSD from USED in September 2024, which continues through Sept. 30, 2029. As the state agency responsible for both pre-K-12 education and early childhood education, OSSE is committed to supporting the implementation of evidence-based practices such as building comprehensive literacy plans, ensuring competency in structured literacy, delivering high-quality supplemental on-the-job literacy instructional coaching, and implementing family literacy initiatives. The purpose of these funds is to improve the language and literacy skills of students to address gaps in critical resources, staff capacity, and opportunity for nearly 50 percent of the District's students who are identified as economically disadvantaged.

Introduction

The United States Department of Education's (USED) Comprehensive Literacy State Development (CLSD) grant program awards grants to advance literacy skills through activities, and interventions, including pre-literacy skills, reading, and writing for children from birth through grade 12, with an emphasis on disadvantaged children. OSSE received CLSD from USED in September 2024, which continues through Sept. 30, 2029. As the state agency responsible for both pre-K-12 education and early childhood education, OSSE is committed to supporting the implementation of evidence-based practices such as building comprehensive literacy plans, ensuring competency in structured literacy, delivering high-quality supplemental on-the-job literacy instructional coaching, and implementing family literacy initiatives. The purpose of these funds is to improve the language and literacy skills of students to address gaps in critical resources, staff capacity, and opportunity for nearly 50 percent of the District's students who are identified as economically disadvantaged.

The overview tab contains several subtabs with critical pieces of information from the grant's RFA including eligibility, dates, processes, and allowability.

Tab 2

- OVERVIEW
- CONTACT INFORMATION**
- FUNDING DISTRIBUTION
- GRADE BAND SELECT
- APPLICATION
- BUDGET
- ASSURANCES
- SUBMIT
- APPLICATION HISTORY
- APPLICATION PRINT

Contact Information

* Denotes required field

Application Approval / Disapproval Copy Email Addresses

Check to add up to five (5) email addresses to receive copies of automated approval/disapproval notices. Only the Superintendent or Authorized Representative will receive other users who should receive notification should be listed.

← Add emails

Data Universal Number System (DUNS) Number

System for Award Management (SAM) Expiration Date

Director or Executive Director Contact:

Last Name*

First Name*

Phone*

 Extension

Fax

Email*

Both key contacts are required for any further correspondence.

Alternative Contact:

Last Name*

First Name*

Position/Title*

Email*

Phone*

 Extension

Fax

Check the box to add any emails to be included on the award or non-award notice.

Save Page.

Tab 3

No action is needed. Tab is for Office of Grants Management and Compliance only.

- OVERVIEW
- CONTACT INFORMATION
- FUNDING DISTRIBUTION
- GRADE BAND SELECT
- APPLICATION
- BUDGET
- ASSURANCES
- SUBMIT
- APPLICATION HISTORY
- APPLICATION PRINT

Allocations

Allocations will be made to Competitive Applications that receive an award after the scoring process is complete. Until such awards decisions are made, all Allocation amounts will say \$0. Succe

		CL
Current Year Funds		
Allocation		
ReAllocated (+)		
Released (-)		
Total Current Year Funds		
Prior Year(s) Funds		

Tab 4

- OVERVIEW
- CONTACT INFORMATION
- FUNDING DISTRIBUTION
- GRADE BAND SELECT**
- APPLICATION
- BUDGET
- ASSURANCES
- SUBMIT
- APPLICATION HISTORY
- APPLICATION PRINT

GRADE BAND SELECT

Applicants must indicate which grade band they are applying for. Eligible entities serving overlapping age/grade bands must submit an application for each group.

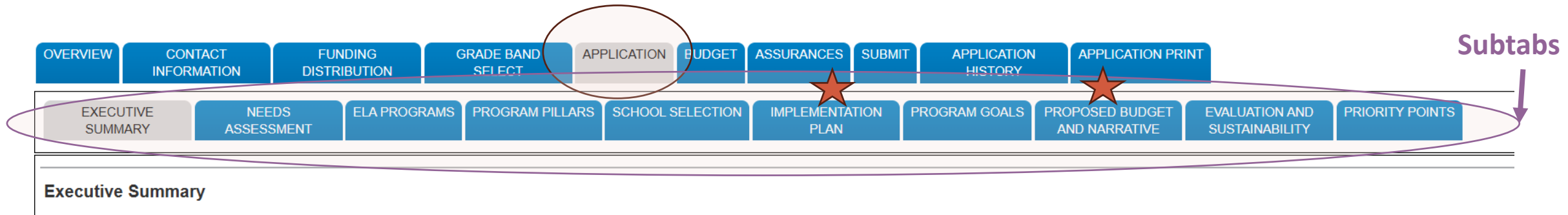
Please select grade band being applied for:

- K - 5
- 6 - 12

SAVE PAGE

Select one grade band.
Press "Save Page"

Tab 5



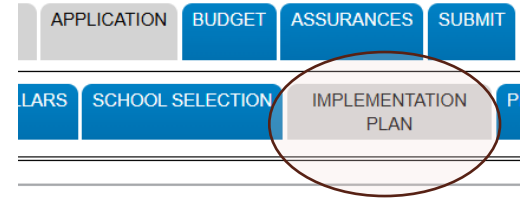
The Application tab contains all pieces of the application as outlined by the RFA.

Each tab contains a word box and/or an upload functionality. When both are available, the applicant can either write in the word box or upload a file. Once a document is uploaded, you can check to delete any selected files no longer needed.

Save each page as you go – but HIGHLY recommended to save your work in another location as saving sometimes loses information if an error is found.

All subtabs are required, except for Priority Points. You must apply for priority points in order to receive them.





Application: Tab 5 – Implementation Plan

- Must address several aspects as succinctly as possible – **maximum of 10 pages.**
- **Overall applicants must show their implementation plan by:**
 - Describing your LEA’s approach and method that will be most impactful to educators and will target improved student outcomes in order to reach each pillar’s objectives. The strategies implemented should be evidence-based and incorporate the insights and data from your LEA’s needs assessment.
 - Including the program goals, roles and responsibilities, and timelines for each pillar selected.
 - Providing an explanation of the extent to which your proposed program will serve students with disabilities, English learners, and other underserved students, as defined in the RFA.
 - Describing how the school will integrate evidence-based comprehensive literacy instruction into a well-rounded education for all students, as defined in the RFA.

APPLICATION	BUDGET	ASSURANCES	SUBMIT
LARS	SCHOOL SELECTION	IMPLEMENTATION PLAN	P

Application: Tab 5 – Implementation Plan

- **Pillar A: School comprehensive literacy plan creation and implementation**
 - Describe how your LEA will use funds to develop and implement an evidence-based comprehensive literacy instruction plan across content areas that serves the needs of all children, including children with disabilities and English learners, especially children who are reading or writing below grade level.
 - Describe how your LEA will form a school leadership team to help implement, assess, and identify necessary changes to the literacy initiatives in 1 or more schools to ensure success.
 - Develop and implement an evidence-based comprehensive literacy instruction plan across content areas that supports activities that are provided primarily during the regular school day.
 - Describe how the LEA will use funds to develop and implement a comprehensive literacy instruction plan across content areas that provides intensive, supplemental, accelerated, and explicit intervention and support in reading and writing for children whose literacy skills are below grade level.
 - Describe how the LEA does and will provide for a multi-tier system of supports for literacy services (comprehensive continuum of evidence-based, systematic practices to support a rapid response to students' needs with regular observation to facilitate data-based instructional decision-making).
 - **(K-5 ONLY)** Describe how your LEA will use the funds to coordinate the involvement of early childhood education program staff, principals, other instructional leaders, teachers, teacher literacy teams, English as a second language specialists (as appropriate), special educators, school personnel, and specialized instructional support personnel (as appropriate) to support students' literacy development.
 - **(6-12 ONLY)** Describe how your LEA will use the funds to coordinate the involvement of principals, other instructional leaders, teachers, teacher literacy teams, English as a second language specialists (as appropriate), paraprofessionals, special educators, specialized instructional support personnel (as appropriate), and school personnel in the literacy development of children.

APPLICATION	BUDGET	ASSURANCES	SUBMIT
LARS	SCHOOL SELECTION	IMPLEMENTATION PLAN	P

Application: Tab 5 – Implementation Plan

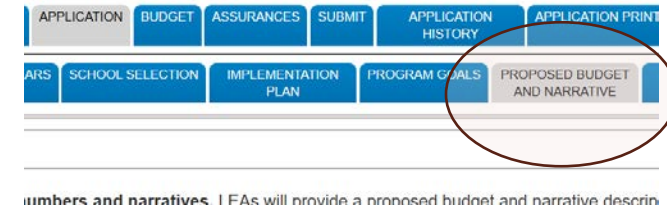
- **Pillar B: Supplemental structured literacy training for educators**
 - Describe how your LEA will use funds to carry out a supplemental structured literacy training for teachers, literacy coaches, literacy specialists, English as a second language specialists (as appropriate), principals, other school leaders, specialized instructional support personnel, school librarians, paraprofessionals, other program staff, and other school personnel that support students’ literacy development.
 - Describe how your LEA will ensure that all educators receiving structured literacy training funded by CLSD is supplemental to local law.

- **Pillar C: High-quality, evidence-based literacy professional development**
 - Describe how your LEA will use funds to carry out high-quality training for principals, specialized instructional support personnel, and other local educational agency personnel to support, develop, administer, and evaluate high-quality literacy initiatives.
 - Describe how your LEA will use funds to carry out evidence-based, high-quality literacy professional development opportunities for teachers, literacy coaches, literacy specialists, English as a second language specialists (as appropriate), principals, other school leaders, specialized instructional support personnel, school librarians, paraprofessionals, and other program staff to implement the school literacy plan in *Pillar A: School comprehensive literacy plan creation and implementation*.
 - **(K-5 ONLY)** Describe how your LEA will use the funds to coordinate the involvement of early childhood education program staff, principals, other instructional leaders, teachers, teacher literacy teams, English as a second language specialists (as appropriate), special educators, school personnel, and specialized instructional support personnel (as appropriate) to support students’ literacy development.
 - **(6-12 ONLY)** Describe how your LEA will use the funds to coordinate the involvement of principals, other instructional leaders, teachers, teacher literacy teams, English as a second language specialists (as appropriate), paraprofessionals, special educators, specialized instructional support personnel (as appropriate), and school personnel in the literacy development of children.

- **Pillar D: Supplemental literacy instructional coaching**
 - Describe how your LEA will use the funds to recruit, hire, and train literacy instructional coaches.

- **Pillar E: Family training and engagement**
 - Describe how your LEA will engage families and encourage family literacy experiences and practices to support literacy development and/or train families and caregivers to support the improvement of adolescent literacy.





Application: Tab 5 – Proposed Budget

Applicants will download and complete the [Budget Template Excel](#) to complete all budget numbers and narratives. **Completed file must be uploaded to this tab.**

On the first tab in the Excel are the instructions:

Budget Template Instructions

Instructions

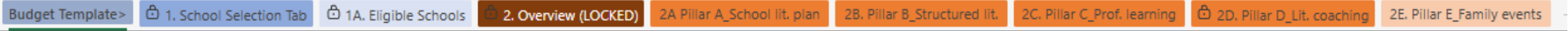
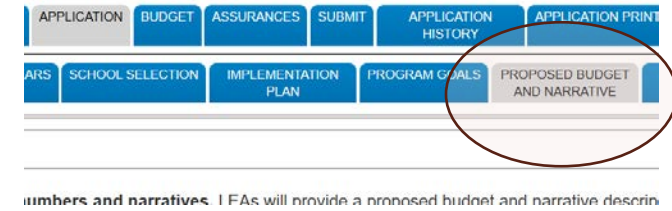
- Step 1 Complete "1. School Selection Tab" in full. Applicants will expand upon their selection logic in the application (see RFA Section 3.2.3.1 'School Selection').
 For K-5 applicants, complete tabs 2A - 2E, as all pillars are required. If your LEA does not need any allowable funding to complete the objectives, please insert a 0 in each line.
 For 6-12 applicants, please complete required pillars A-D in Tab 2A-2D. If your LEA chose pillar E in Application Section 3.2.3.2, please complete the respective budget tab 2E.

The budget tabs are linked below for your convenience.

- Step 3 Review the "2. Overview" tab that is automatically calculated as the tabs 2A-2E are completed. This tab is locked. Enter the totals from Table B into the *Detailed Planned Expenditures* tab in your Enterprise Grants Management System (EGMS) application.
 Step 4 Submit completed Budget Template Excel (this document) in the *Project Budget* section in EGMS.

CLSD PROGRAM PILLARS (Click the pillar to jump to its respective budget sheet)				
Tab 2A	Tab 2B	Tab 2C	Tab 2D	Tab 2E
PILLAR A School comprehensive literacy plan Creation and implementation	PILLAR B Structured literacy training for all educators	PILLAR C High-quality, evidence-based professional learning	PILLAR D Supplemental literacy instructional coaching	PILLAR E Family literacy training and engagement
Objectives required	Objectives required	Objectives required	Objectives required	Objectives required for K-5; Optional for 6-12

Application: Tab 5 – Proposed Budget



1. Fill out **School Selection Tab** to include all schools that are going to be selected for this program.
 - Applicants should complete the entire table on each school.
2. Complete tabs **2A – 2E**, as applicable, listing all budget items and narratives the applicant would like to apply for to reach the objectives.
 - Please be mindful of maximum numbers.
3. Review the **Overview Tab**, as it will autopopulate totals across all pillars. The numbers in the overview tab will be uploaded to the Budget tab in EGMS.
4. Upload the full template to the subtab titled “Proposed Budget and Narrative” once complete.



Budget Tab

Application: 2025-2026 CL State Development K-12 - A2-6-12
Cycle: Original Application

2025-2026 8/1/2025 - 9/30/2026

OVERVIEW CONTACT INFORMATION FUNDING DISTRIBUTION GRADE BAND SELECT APPLICATION BUDGET ASSURANCES SUBMIT APPLICATION HISTORY APPLICATION PRINT

BUDGET OVERVIEW SALARIES AND BENEFITS PROFESSIONAL SERVICES SUPPLIES AND MATERIALS OTHER OBJECTS BUDGET SUMMARY

Budget Overview

For each of the following budget categories, the applicant must provide the full list of planned expenditures for each program pillar within the appropriate budget category. applicant's budget summary matches the proposed budget template numbers that the applicant submits in the "Proposed Budget and Narrative" tab in EGMS.

Please note the specific Program Pillar each expenditure is associated with in the "Expenditure Description and Itemization" box. Program Pillars for the

- School comprehensive literacy
- Supplemental structured literacy
- High-quality, evidence-based literacy
- Supplemental literacy instruction
- Family literacy training and engagement

Applicants will fill in these subtabs with the information on the '2. Overview' tab in Excel. These tabs will not be included in the scoring.



Budget Tab

Budget Overview
This tab is automatically calculated from tabs 2A - 2E. This tab overviews the spending categories across all pillars.

TABLE A: Budget Summary by Budget Category

Category	FY26	FY27	FY28	FY29	Totals
Salaries and benefits	\$ -	\$ -	\$ -	\$ -	\$ -
Professional services	\$ -	\$ -	\$ -	\$ -	\$ -
Supplies and materials	\$ -	\$ -	\$ -	\$ -	\$ -
^^ Insert this table into Detailed Planned Expenditures in EGMS.					
Totals	\$ -	\$ -	\$ -	\$ -	\$ -

Applicants should upload their totals for FY26 to the respective budget tab.

Unless the number is \$0, the BUDGET tab in EGMS should only have one item in:

- SALARIES AND BENEFITS Salaries and Benefits
- PROFESSIONAL SERVICES Professional Services
- SUPPLIES AND MATERIALS Supplies and Materials

The **Budget Template Excel** submitted in the subtab “**Proposed Budget and Narrative**” is **what will be scored.**

Budget Tab - Ex. Salaries and Benefits subtab

For example, in Salaries and Benefits only one line would be completed as FY26 budget.

- BUDGET OVERVIEW
- SALARIES AND BENEFITS
- PROFESSIONAL SERVICES
- SUPPLIES AND MATERIALS
- OTHER OBJECTS
- BUDGET SUMMARY

Budget Detail By Site

temize and explain each expenditure amount that appears on the Budget Summary.

[Click here for Description of Program Category Values](#)

Note: This Budget Summary displays to aid in creating and editing the Request and will not display once the Request is submitted to the SEA.

	100	300	400	500	600	700	800	Indirect Cost
Paid to Date Amounts	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Current Budgeted Amounts by Budget Category	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Notes: The District Level Budget page is identified by "0000"

Site:

Total Allocation Available for Budgeting

To obtain additional detail lines, fill in all blank lines, and click Save Page. 10 more blank lines will then be added at the bottom.

Name of Individual	Position Title	Program Category	Hourly Rate	Total Hours	Expenditure Description and Itemization	CLStateDevelopment_K-12 Funds	Delete Row
						0.00	



Tab 7

OVERVIEW CONTACT INFORMATION FUNDING DISTRIBUTION GRADE BAND SELECT APPLICATION BUDGET ASSURANCES SUBMIT APPLICATION HISTORY APPLICATION PRINT

PROGRAM ASSURANCES ESEA ASSURANCES DISTRICT AND FEDERAL ASSURANCES ASSURANCES AGREEMENT SUMMARY

Program Assurances

Pillar A: School comprehensive literacy plan creation and implementation

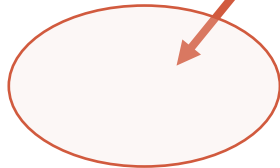
Applicants must read through and agree to all three tabs.

Tab 8 – Submit!

- Before you submit, you must hit **Consistency Check** to see if all parts are complete.
- Missing elements would be in red here.



submit



The Consistency Check must be successfully processed before you can submit your application.



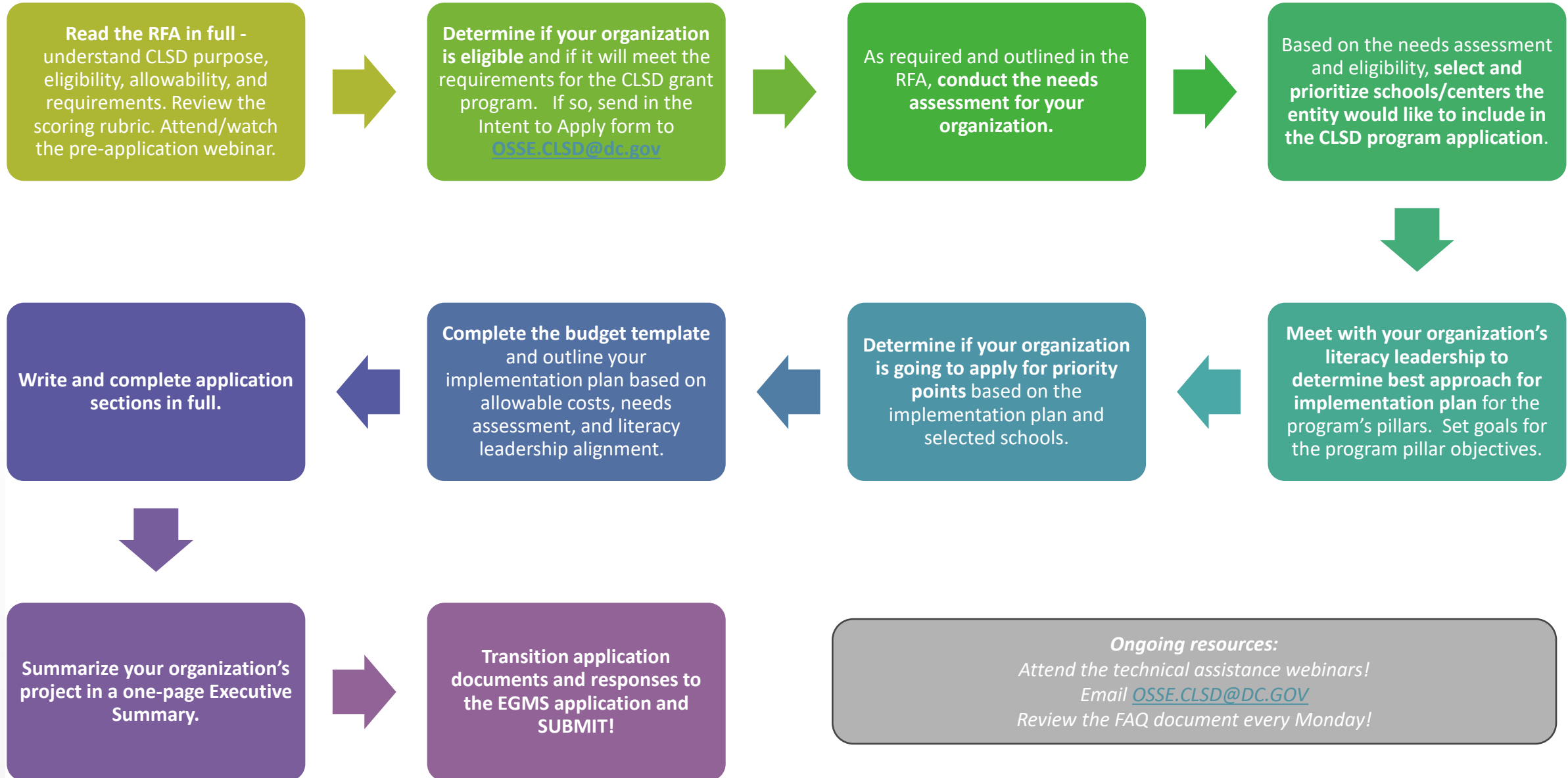
If there are no errors after the consistency check, yet you need to change the application, applicants might have to press unlock application to continue making changes.



EGMS Tips

- **Save early and often.** EGMS times out after 60 minutes of inactivity.
- **Back up application information.** It is encouraged to save all application responses in another document or system to avoid timing out and losing responses.
 - *Helpful tip:* Draft all responses in Word or Excel before moving to EGMS to submit.
- **Printing?** If you would like to print the application, go to the “Application Print” Tab. The application will be available for you to print at the top of each hour.
- **Start and submit early.** Avoid last minute technical submission issues by submitting early to ensure there is time to address issues if they arise. When the application closes, no late applications will be accepted.
- **Narrative responses may not exceed the stated character or page count.** If you cut and paste from a Word document, double-check that final sentences/paragraphs are not cut off.
- Other EGMS guides: <https://grants.osse.dc.gov/info/training>

Putting it Altogether: Example of an application creation process





Resources

Application Additional Resources

Non-exhaustive

- [Literacy DC Website](#)
- [District of Columbia Comprehensive Literacy Plan and Website](#)
- [US Dept. of Education: Comprehensive Literacy State Development](#)
- [What Works Clearinghouse](#)
- [National Literacy Center Modules](#)
- [Institute of Education Sciences](#)
- [EdResearch - Tier 1 Strategies to Improve K-4 Comprehension](#)
- [EdResearch - Instructional Coaching](#)
- [Results for America](#)
- [Evidence-Based Instruction \(Reading Rockets\)](#)
- [OSSE's High-Quality Science-Based Programs List](#)
- [Implementing Evidence-Based Literacy Practices Roadmap](#), for assistance with evidence-based resources.
- Resources specifically for secondary (6-12): [Research to Impact for Secondary Literacy \(Marshall Street\)](#)
- Specifically for secondary (6-12) [Institute of Education Sciences Practice Guide for Secondary Literacy](#)

Notification of Intent to Apply - Optional

ATTACHMENT A: NOTIFICATION OF INTENT TO APPLY

NOTIFICATION OF INTENT TO APPLY
Deadline: Friday, Oct. 10, 2025 at 5 p.m. (EST)
Office of the State Superintendent of Education
FY 2026 COMPREHENSIVE LITERACY STATE DEVELOPMENT KINDERGARTEN THROUGH GRADE 12 SUBGRANT (CLSDK12)

TO: Clara Smith
Division of Teaching and Learning
Office of the State Superintendent of Education
1050 First St. NE
Washington, DC 20002
E-mail: osse.clsd@dc.gov

Please accept this notification that the following *eligible* organization intends to apply for consideration of funding under FY 2026 COMPREHENSIVE LITERACY STATE DEVELOPMENT KINDERGARTEN THROUGH GRADE 12 SUBGRANT (CLSDK12)

- CLSD K-12: Comprehensive Literacy State Development Kindergarten Through Grade 12 Subgrant

Applicant Name (Local Education Agency Official Name) _____

Applicant Address _____

Applicant Contact Person _____

Telephone _____ Email _____

Authorized Representative Name and Title _____

Signature _____ Date _____

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- Notification of Intent to Apply due via email by **Friday, Oct. 10** to osse.clsd@dc.gov
 - Download and complete the Notification of Intent to Apply form from the RFA.
 - This intent is not binding nor required.

Questions?

Attend OSSE's Technical Assistance Webinars!



Webinar 1

- [Tuesday, Oct. 14 from 4 – 5 p.m.](#)

Webinar 2

- [Tuesday, Oct. 28 from 12 – 1 p.m.](#)

Webinar 3

- [Tuesday, Nov. 4 from 9 – 10 a.m.](#)

*Frequently Asked Questions (FAQs) will be refreshed and reposted every **Monday** at the [CLSD Website](#).*

CLSD Contact Information



For questions or concerns about CLSD subgrants, please contact:

OSSE CLSD Team

osse.clsd@dc.gov

[OSSE CLSD Website](#)

We are excited to see how your LEA will realize the science of reading for all children in DC leveraging comprehensive literacy instruction and evidence-based literacy strategies.

Are you ready to go beyond the buzz and move all-in for literacy advancement?





Thank You!



Appendix

Getting into EGMS to Apply for CLSD



Becoming a Vendor

- Before you can do anything in EGMS, you must become a vendor in EGMS
- Type grants.osse.dc.gov in a browser, and click on New User
- Follow the steps to register as a new User
- Once you get your automated message with credentials, you can log into EGMS
- The first step you need to do is create a Central Data Application and save your assurances.
- You can create the competitive grant application.

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Central Data Application

- You **MUST** agree to assurances in Central Data application, before you can apply for any OSSE grant
- Ideally, you should complete the entire applications and get it approved, as you need an approved application, to receive a GAN
- However, if you are in a time crunch, you can agree to assurances and save them, and then complete the competitive application. But remember you must go back and complete the Central Data application.

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Getting into EGMS to Apply for CLSD



Application Creation Requirements

- All applications must be accessed and submitted through EGMS: grants.osse.dc.gov
- Applications are open 30 business days. It is highly recommended that applicants start the application process early and not wait until the last days/day prior to the due date.
 - To access the application, all applicants must first complete the Central Data Application with a valid System for Award Management (SAM) registration in EGMS
 - If there is a time crunch, applicants at minimum need to agree to assurances and save them, which will then allow them to compete the grant application. However, applicants need to go back and complete Central Data as soon as possible, as they will not get a GAN if they get awarded until the Central Data application is approved.

- Once the Central Data assurances have been saved and/or the Central Data application is approved, the grant application can be created and completed.
- Any application that is not fully completed, including not completing the budget tabs, will not be eligible to be passed on to readers for scoring and therefore will be ineligible to be considered for awarding.
- Applications must be received no later than 3 p.m. on Nov. 13, 2025.

START EARLY!



EGMS: Central Data



Central Data

Grant: Central Data
Grant Type: Assurances and Central Data
Application: 2022 - Central Data - 00
Revision: Original Application
Status: Final Approved 3/24/2021 8:19:27 AM

[View Grant Application](#)
[Create Amendment](#)
[View Review Summary](#)

- OVERVIEW
- CENTRAL CONTACTS
- DUNS NUMBER/SAM UEI
- CERTIFICATIONS AND ASSURANCES**
- ALLOCATIONS AND FUNDING SUMMARY
- SUBMIT
- CENTRAL DATA HISTORY
- CENTRAL DATA PRINT
- CERTIFICATIONS

- CERTIFICATIONS
- ASSURANCES**
- VERIFICATION

Certifications Regarding Lobbying; Debarment, Suspension and Other Responsibility Matters; Criminal Offenses or Legal Proceedings; and Political Activities

Only Authorized Representatives are permitted to provide the following certifications.

Applicants should refer to the laws and regulations cited below and any instructions for certification included in the laws and regulations before providing these

By checking each box below and saving this page, the applicant hereby acknowledges that he/she has read and understood the certification.

