



**Comprehensive Literacy State
Development (CLSD) Grant**
Grades B-5 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



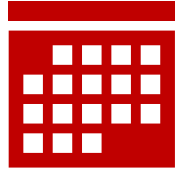
Please mute your microphones and turn off your cameras during the presentation.

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

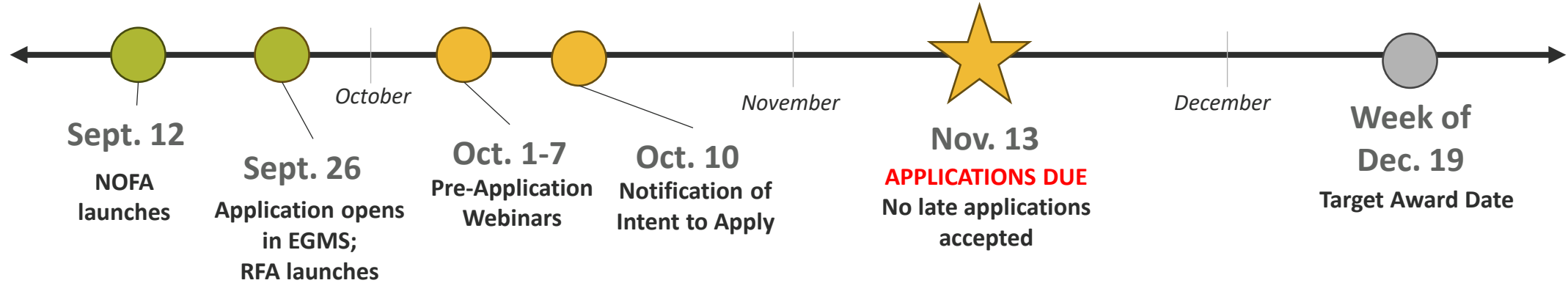
This slide deck and a recording of the webinar will be available following the presentation on the [CLSD Website](#).



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 via email <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	Date/Time
Webinar 1 K-5 Applications	<u>Wed., Oct. 15 from 4– 5 p.m.</u>
Webinar 2 K-5 Applications	<u>Wed., Oct. 29 from 12 – 1 p.m.</u>
Webinar 3 K-5 Applications	<u>Wed, Nov. 5 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.

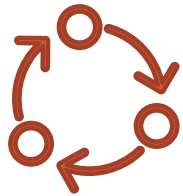


Press Release:

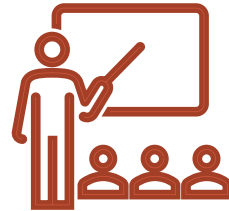
[Mayor Bowser Announces Nearly \\$50 Million Grant to Continue Accelerating Literacy Outcomes for DC Students](#)

OSSE CLSD Program Pillars – *The What*

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



Building and implementing comprehensive early childhood literacy plans



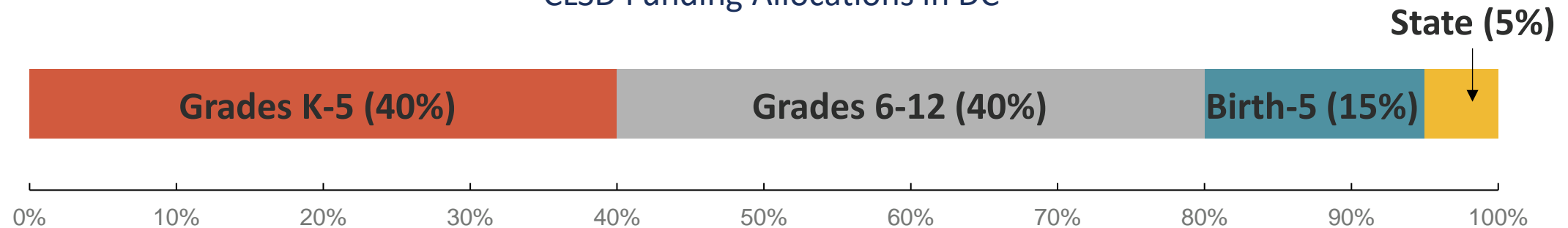
Delivering high-quality literacy professional development



Implementing family literacy initiatives

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.** Based on federal requirements, at least 40 percent of CLSD funds 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 must go to eligible entities serving children from birth to age 5.



OSSE's CLSD subgrant competition is designed to award eligible entities, specifically our highest-need schools and centers, that will go 'all-in' for literacy advancement through leveraging the strategic program pillars.

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

CLSD B-5 Subgrant Funding – *How much and for how long?*

- The total funding available for the B-5 award is **\$7,466,437 over four years**, subject to continued availability of funding.

Table 1: Amount of Subgrant Funding for Birth to Age 5 Age Band

Age Bands	FY26	FY27	FY28	FY29	Total
Birth – Age 5	\$1,951,655	\$1,951,655	\$1,931,358	\$1,631,769	\$7,466,437

- Each eligible applicant may ONLY apply for up to \$975,000 per year from FY26-FY28 and \$815,000 in the final year for a maximum total of \$3,740,000 over four years.
- OSSE will award **up to 10 total** subgrants to eligible B-5 applicants.

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:

- a) One or more 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) **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
- 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.

Definitions within eligible entity

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

- **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.).
- For K-12 applicants, **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**.

Comprehensive Literacy Instruction – *Definition*



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

- **Comprehensive literacy instruction** means instruction that—
 - (a) Includes developmentally appropriate, contextually explicit, and systematic instruction, and frequent practice, in reading and writing across content areas;
 - (b) Includes age-appropriate, explicit, systematic, and intentional instruction in phonological awareness, phonic decoding, vocabulary, language structure, reading fluency, and reading comprehension;
 - (c) Includes age-appropriate, explicit instruction in writing, including opportunities for children to write with clear purposes, with critical reasoning appropriate to the topic and purpose, and with specific instruction and feedback from instructional staff;
 - (d) Makes available and uses diverse, high-quality print materials that reflect the reading and development levels, and interests, of children;
 - (e) Uses differentiated instructional approaches, including individual and small group instruction and discussion;
 - (f) Provides opportunities for children to use language with peers and adults in order to develop language skills, including developing vocabulary;
 - (g) Includes frequent practice of reading and writing strategies;
 - (h) Uses age-appropriate, valid, and reliable screening assessments, diagnostic assessments, formative assessment processes, and summative assessments to identify a child's learning needs, to inform instruction, and to monitor the child's progress and the effects of instruction;
 - (i) Uses strategies to enhance children's motivation to read and write and children's engagement in self-directed learning;
 - (j) Incorporates the principles of universal design for learning;
 - (k) Depends on teachers' collaboration in planning, instruction, and assessing a child's progress and on continuous professional learning; and
 - (l) Links literacy instruction to the challenging State academic standards, including the ability to navigate, understand, and write about complex print and digital subject matter.

Applicant Eligibility – *How can you show eligibility?*

- To apply for this grant, applicants must:
 - 1. State the entity criteria your organization wishes to apply – (b) or (c) as stated in eligible entity definition**
 - 2. Provide meaningful documentation and data to prove eligibility within the specific criteria**
- B-5 applicants must prove eligibility in their application, which is different from the K-12 application as K-12 eligible schools have been published.



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	School comprehensive literacy plan creation and implementation	High-quality, evidence-based literacy professional development	Family literacy training and engagement
Required?	B-5	✓	✓
	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</p> <p><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 create, as needed</p> <p><i>And/or</i></p> <p>Professional Services for contracted professional development</p> <p><i>And/or</i></p> <p>Supplies and Materials for training</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 BIRTH THROUGH AGE 5 SUBGRANT (CLSDB-5)

OVERVIEW

Pillar	A	B	C
Pillar Name	School/center comprehensive literacy plan creation and implementation	High-quality, evidence-based literacy professional development	Family literacy training and engagement
Objectives required?	Required for each school/center selected	Required for each school/center selected	Required for each school/center selected

Within the guide below, each program pillar will outline:

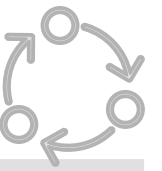
- **Objectives** – This section outlines the key programmatic priorities and goals, based on DC’s initial CLSD grant application to the U.S. Department of Education. All applications must target these objectives in the implementation plan to ensure alignment with DC’s vision for literacy and the CLSD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

Allowable Costs Guide



School/center comprehensive literacy plan creation and implementation

Objectives

- Create a 4-year comprehensive literacy plan for each selected child development facility (CDF) 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:
 - Evidence-based literacy professional development plan (informing Pillar B)
 - Data tracking plan to assess all children outcomes
 - 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
 - Coordinate the involvement of families, early childhood education program staff, principals, other school leaders, specialized instructional support personnel, and teachers in the literacy development of children
 - Set measurable performance goals
 - Alignment with the District’s [Comprehensive Literacy Plan](#) and [Early Literacy Task Force Recommendations](#)
- Form a CDF literacy leadership team that collaborates to create, inform, and/or implement the above literacy plan
- Implement the CDF’s literacy plan with fidelity at the CDF through the life of the grant and sustains after the grant
 - As described in the comprehensive literacy plan, manage, monitor, and ensure coordination between involvement of families, early childhood education program staff, principals, other school leaders, specialized instructional support personnel, and teachers in the literacy development of children as described in the plan
- Ensure CDF literacy plan alignment with CBO/LEA literacy goals and appropriate consistency across CBO/LEA literacy plans

Allowable Uses of Funds

- Salaries and Fringe Benefits for one (1) Program Manager at the CBO or LEA level to manage and ensure implementation of all pillars required for CLSD grant
 - Program Manager will be the main point of contact for all CLSD administrative, reporting, professional development, and state-level activities
 - Program Manager must be a new position, adhering to the supplement not supplant provision
 - Program Manager will be responsible for ensuring coordinating involvement of families, early childhood education program staff, principals, other school leaders, specialized instructional support personnel, and teachers in the literacy development of children as described in the plan
- Compensation for out of school hours (or any hours outside of contract) to provide time for CDF literacy leadership team to create, collaborate, and/or refine the CDF literacy plan
- Contracting with vendors for CDF literacy plan creation, facilitation, and rollout assistance



Allowable Costs Guide



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 CDF literacy plan
- Train providers and personnel to develop and administer evidence-based early childhood literacy initiatives
- Carry out high-quality professional development opportunities for early childhood educators, teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, and instructional leaders
- Provide training grounded in high-quality instructional materials and assessment fidelity to ensure effective implementation that leads to improvement in children’s language and literacy skills

Allowable Uses of Funds

- Contracting with vendors for high-quality PD opportunities for early childhood educators, teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, and instructional leaders
- Contracting with vendors to create and sustain the high-quality PD opportunities for parties in the point above, and monitor completion and competency
- Contracting with vendors to sustain and expand literacy PD models with facility leaders; any trainings aligned with the facility literacy plan
- Contracting with 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.)
- Compensation for supplemental out of school hours (or any hours outside of contract) to develop or complete high-quality literacy PD opportunities for early childhood educators, teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, and instructional leaders
- 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



Family literacy training and engagement

Objective

- Facilitate family literacy experiences and train families on evidence-based practices to support literacy development
- Coordinate the involvement of families in the literacy development of children from birth to age 5

Allowable Uses of Funds

- Contracting with vendors to create, support, and/or deliver family literacy training or experiences
- Compensation for supplemental out of school hours (or any hours outside of contract) for facility 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 or Teaching and Learning (TAL) grant manager, 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;
- Based on the need and population to be served, provide assurance to OSSE/TAL that staff will provide instruction to meet the needs of all students that will be part of the proposed program;
- 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;
- Collect and report continuous improvement data and/or reports across all applicable pillars

General Grantee Responsibilities

- **Subgrantee(s) will be required to:**
 - 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;
 - Coordinate with CLSD K-5 awardees, as requested;
 - Participate in and cooperate with a national evaluation of the CLSD program (34 CFR 75.591) once announced;
 - Adhere to reporting requirements outlined in the RFA; and
 - Adhere to the assurances for each CLSD program pillar outlined in Attachment E. 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.
 - 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	<p style="text-align: center;">A</p> <p style="text-align: center;">School comprehensive literacy plan creation and implementation</p>	<p style="text-align: center;">High-quality, evidence-based literacy professional development</p>
<p>Assurances</p> <p><i>LEAs must commit to:</i></p>	<ul style="list-style-type: none"> • Facilities must commit to creating a literacy leadership team (must include one administrator and one literacy instructional coach) at each CDF to create, edit, and/or implement the CDF's comprehensive literacy plan by the end of FY26, and submit each plan to OSSE for feedback. • CBOs/LEAs must commit to sending EACH site's literacy leadership teams to all literacy plan workshops hosted by OSSE. • Each facility selected must commit to updating and resubmitting the plan each year. <ul style="list-style-type: none"> • If the applicant adds a Program Manager to their budget, this Program Manager is required to facilitate all grant requirements for each facility, 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"> • CBO/LEAs must commit to collecting baseline and ongoing data to assess the impact and effectiveness of all CLSD-funded professional development opportunities, and CBO/LEAs are subject to submit this data to OSSE. • All professional development must align with 1) USED's definition for professional development, and 2) the facility's comprehensive literacy plan created in Pillar A. <ul style="list-style-type: none"> • If curricula-based or structured literacy 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). • CBO/LEAs must commit to submitting documentation of structured literacy 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	E Family literacy training and engagement
Assurances <i>LEAs must commit to:</i>	<ul style="list-style-type: none">• CBO/LEAs must commit to collecting participant data and feedback from parents and caregivers to assess effectiveness of trainings or events.• CBO/LEAs must commit to training on evidence-based activities and practices that align with the facility’s comprehensive literacy plan.• CBO/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

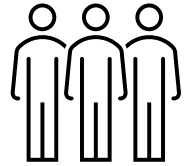
- OSSE staff will assess initial eligibility and application requirements
- External reviewers will score eligible and complete applications
- Qualified OSSE personnel will score priority points separately
- **Applications will be reviewed, scored, and ranked using CLSD B-5 subgrant rubric found in the 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.

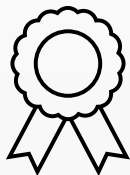
The review panel(s) will be composed of **neutral, qualified, professional** individuals selected for their expertise, knowledge, and/or related experiences.

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 B-5 Subgrant Application Rubric

RFA Section Name	Total Points
Program Features <ul style="list-style-type: none"> Needs Assessment (Max. 15 points) ELA Programs (Max. 5 points) 	20
Program Implementation <ul style="list-style-type: none"> Facility Selection (Max. 10 points) Implementation Plan (Max. 30 points) Pillar Goals (Max. 10 points) 	50
Program Budget – <i>Budget Template Completion Required!</i> <ul style="list-style-type: none"> Program Budget (Max. 20 points) 	20
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
Competitive Priority Points Evidence-Based Trainings and Activities (Max. 15 points) <i>(Optional, Assessed Internally)</i> Serving High Percentage of Low-Income Families (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?**
Qualified OSSE personnel will score priority points separately from the application points. These staff 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 number of children who are from families with income levels at or below 200 percent of the Federal poverty line**
 - *Highest need schools/centers* for the CLSD program are centers with 50% or more students who are more than 200 percent under the Federal poverty line or are LEAs that have over 70% of high-need schools.
 2. **Applying to implement evidence-based practices and strategies, such as HQIM, or evidence-building programs**



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



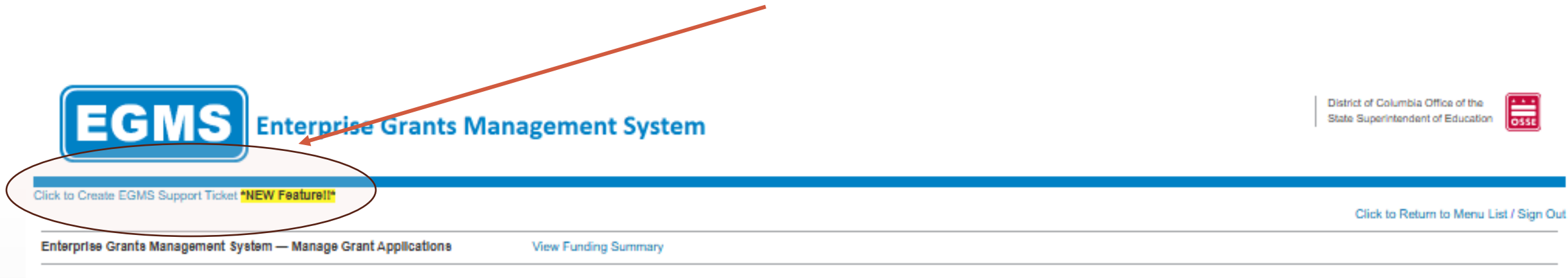
Applications must be received no later than 3 p.m. on Thursday, Nov. 13

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: GMS 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 Birth through Age 5 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](#)

Your LEA name

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

2026

21st Century Continuation Grant

Access to Quality Child Care for Children with Disabilities Continuation

Press the "2026" to start an app

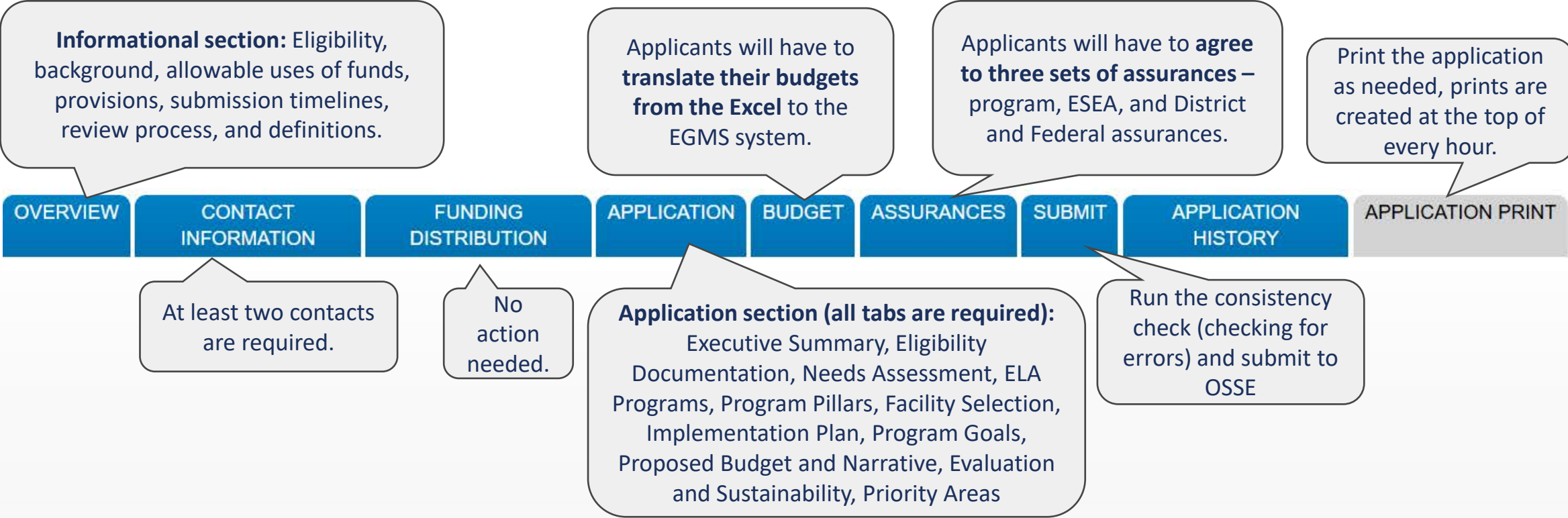


Create an application for: 2026

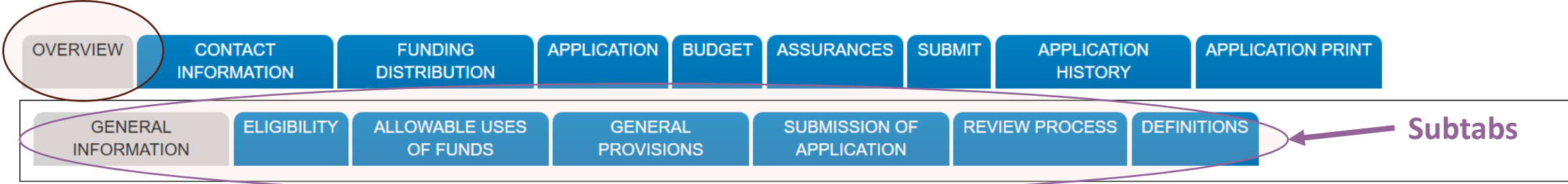
EGMS Application



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



Tab 1



General Information

The United States Department of Education's (USED) Comprehensive Literacy State Development (CLSD) grant program awards grants to advance literacy the use of evidence-based practices, activities, and interventions, including pre-literacy skills, reading, and writing for children from birth through grade 12, on disadvantaged children. OSSE was awarded a competitive, five-year CLSD from USED in September 2024, which continues through Sept. 30, 2029. A responsible for both pre-K-12 education and early childhood education programs, OSSE is uniquely positioned to leverage resources and build on existing this CLSD grant to advance literacy skills for all students, with a particular focus on accelerating the academic progress of underserved students. DC's CLSD will aim to improve student literacy outcomes by supporting DC local educational agencies (LEAs) and community-based organizations (CBOs) in building school and center literacy plans, delivering high-quality literacy professional development, supplementing on-the-job literacy instructional coaching (K-12) and implementing family literacy initiatives.

In OSSE's [2023-2025 Strategic Plan](#), OSSE addressed the need for improved literacy instruction based on the science of reading and evidence-based practices. Literacy Instruction (initiative 2.4) aims to develop and promote a citywide vision for literacy instruction that is grounded in the science of reading and provides

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.

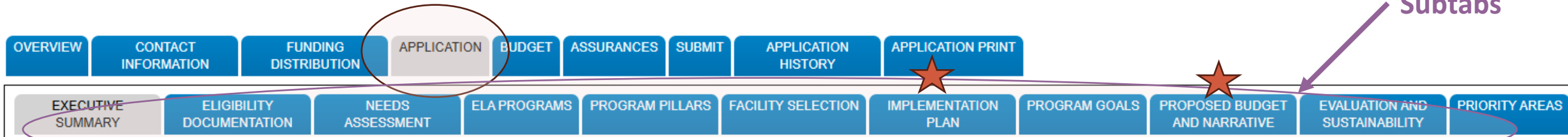
- OVERVIEW
- CONTACT INFORMATION
- FUNDING DISTRIBUTION**
- GRADE BAND SELECT
- APPLICATION
- BUDGET
- ASSURANCES
- SUBMIT
- APPLICATION HISTORY
- APPLICATION PRINT

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



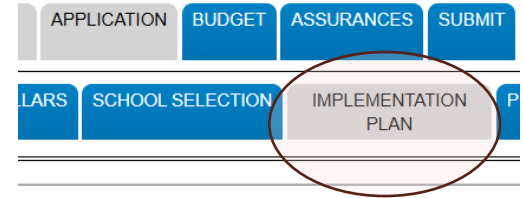
The Application tab contains all pieces of the application as outlined by the RFA.

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.

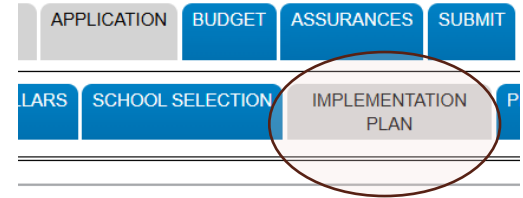
All subtabs are required, except for Priority Areas. You must apply for priority points in order to receive them.





Application: Implementation Plan

- Must address several aspects as succinctly as possible – **maximum of 10 pages and must be uploaded.**
- **Overall applicants must show their implementation plan by:**
 - Describe your CBO/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 methods should be evidence-based and incorporate the insights and data from your CBO/LEA’s needs assessment.
 - Including the program goals, roles and responsibilities, and timelines for each pillar selected.
 - For each pillar, provide an explanation of the extent to which your proposed program will serve students with disabilities, English learners, and other underserved students.

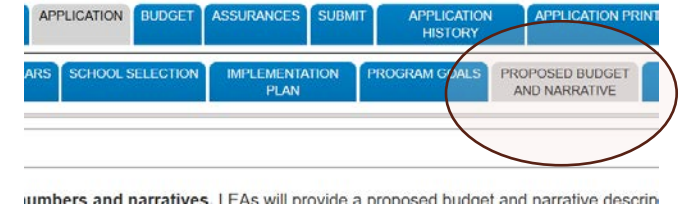


Application: Implementation Plan

- Pillar A: School/center comprehensive literacy plan creation and implementation
 - Describe how your CBO/LEA will use funds to develop and implement a evidence-based comprehensive literacy instruction plan across content areas that serves the needs of all children, including children with disabilities and English learners.
 - Describe how your CBO/LEA will form center/school leadership teams to help implement, assess, and identify necessary changes to the literacy initiatives to ensure success.
 - Describe how funds will be used to coordinate the involvement of early childhood education program staff, principals, other school leaders, specialized instructional support personnel, and teachers in the literacy development of children birth through age 5.
 - Describe how subgrant funds will be used to enhance the language and literacy development and school readiness of children, from birth through kindergarten entry in early childhood programs.
 - Describe how subgrant funds will be used to evaluate the success of the activities in enhancing the early language and literacy development of children from birth to kindergarten entry.
- Pillar B: High-quality, evidence-based literacy professional development
 - Describe how funds will be used for your LEA/CBO to train providers and personnel to develop and administer evidence-based early childhood literacy initiatives.
 - Describe how your CBO/LEA will use funds to carry out high-quality professional development opportunities for early childhood educators, teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, and instructional leaders.
 - Describe how subgrant funds will be used to prepare and provide ongoing assistance to staff in the programs, including through high-quality professional development.
- Pillar C: Family training and engagement
 - Describe how your CBO/LEA will use funds to coordinate the involvement of families in the literacy development of birth to 5 children.



Application: 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. Facility Selection Tab" in full. Applicants will expand upon their selection logic in the application (see RFA Section 3.2.3.1 'Facility Selection').

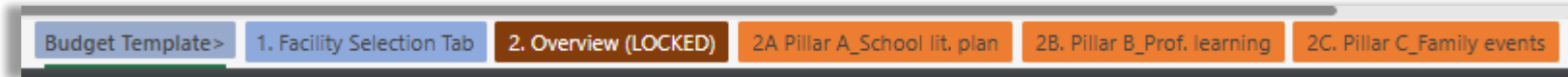
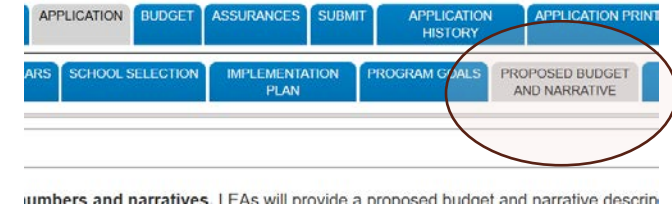
Step 2 **For B-5 applicants, complete tabs 2A - 2C**, as all pillars are required. *If your LEA/CBO does not need any allowable funding to complete the objectives, please insert a 0 in each line.* The budget tabs are linked below for your convenience.

Step 3 Review the "2. Overview" tab that is automatically calculated as the tabs 2A-2C 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.

PROGRAM PILLARS (Click the pillar to jump		
Tab 2A	Tab 2B	Tab 2C
PILLAR A School comprehensive literacy plan Creation and implementation	PILLAR B High-quality, evidence-based professional learning	PILLAR C Family literacy training and engagement
<i>Objectives required</i>	<i>Objectives required</i>	<i>Objectives required</i>

Application: Proposed Budget



1. **Fill out the Facility 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 – 2C**, 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.
3. **Upload the full template to the subtab titled “Proposed Budget and Narrative”** once complete.

Budget Tab

OVERVIEW CONTACT INFORMATION FUNDING DISTRIBUTION 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 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

- School comprehensive literacy plan creation and implementation (Pillar A)
- High-quality, evidence-based literacy professional development (Pillar B)
- Family literacy training

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



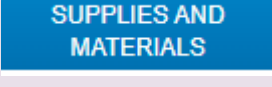
Budget Overview
This tab is automatically calculated from tabs 2A - 2E. This tab overviews the spending categories across all pillars.

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
-  Professional Services
-  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:

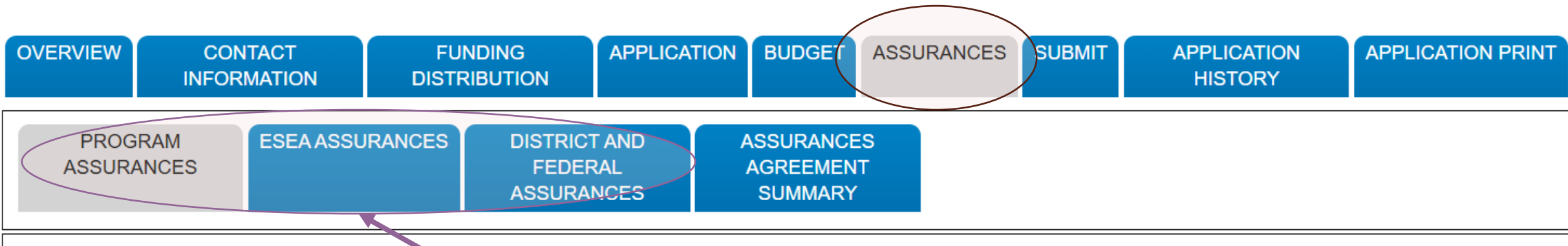
Total Allocation Available for Budgeting

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	



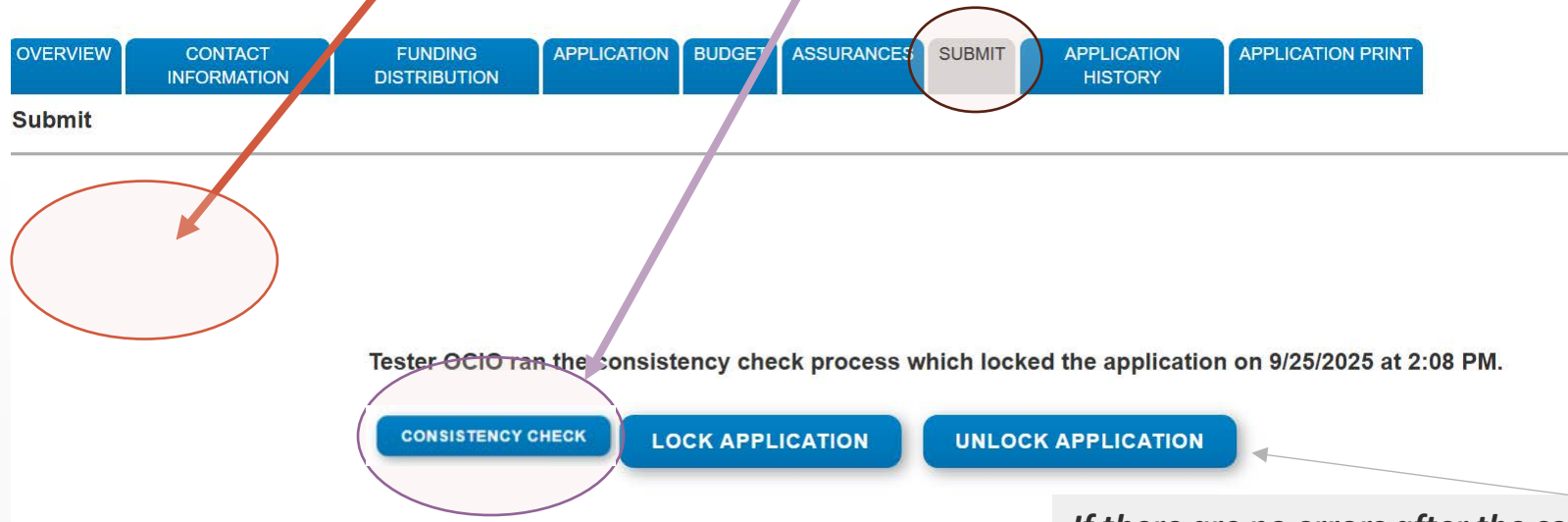
Tab 7



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

Tester OCIO ran the consistency check process which locked the application on 9/25/2025 at 2:08 PM.

CONSISTENCY CHECK LOCK APPLICATION UNLOCK APPLICATION

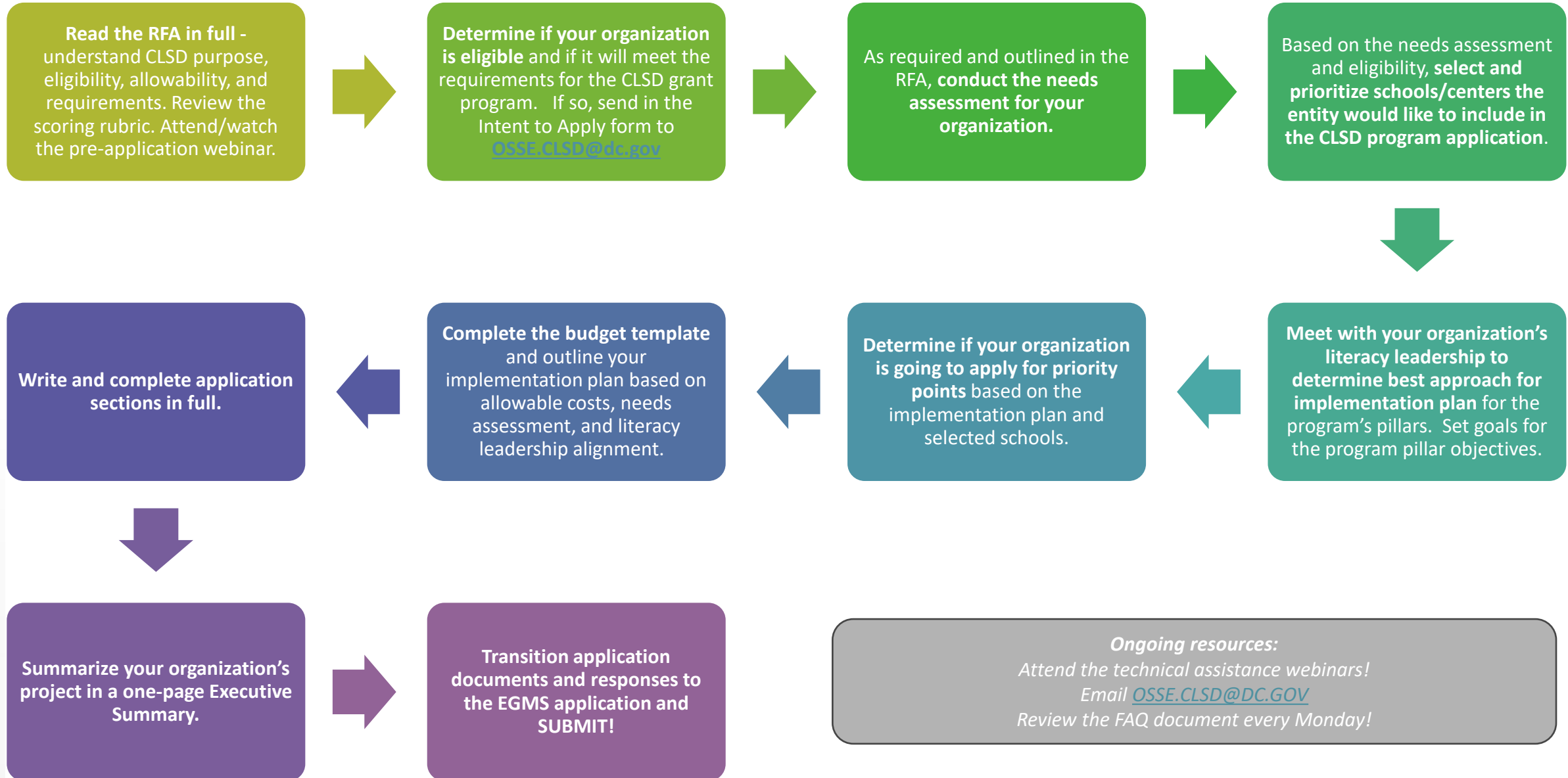
If there are no errors after the consistency check, yet you need to change the application, applicants might have to press unlock application to continue making changes.



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](#)
- [EdResearch](#)
- [Institute of Education Sciences](#)
- [Results for America Early Childhood Strategies](#)
- [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.

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
FY26 COMPREHENSIVE LITERACY STATE DEVELOPMENT BIRTH THROUGH AGE 5 SUBGRANT
(CLSDB-5)

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 BIRTH THROUGH AGE 5 SUBGRANT (CLSDB-5).

- CLSDB-5: Comprehensive Literacy State Development Birth through Age 5 Subgrant

Applicant Name (Local Education Agency / Community Based Organization Official Name)

Applicant Address

Applicant Contact Person

Telephone _____ Email _____

Authorized Representative Name and Title

Signature _____ Date _____

- 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

- [Wed., Oct. 15 from 4– 5 p.m.](#)

Webinar 2

- [Wed., Oct. 29 from 12 – 1 p.m.](#)

Webinar 3

- [Wed, Nov. 5 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 very excited to see how your organization 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.

4



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.

5

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.

