



Technical Assistance Webinar: Program Pillar Objectives and Assurances

CLSD 2026-2029 K-12 Grant Program

April 30, 2026 | Clara Smith, Program Manager

Meeting Agenda

- Video Kickoff
- Context and Background (10 min)
 - Meeting Objectives
 - DC CLSD Goals
- Program Pillars Objectives and Pillar Assurances (40 min)
 - Overview
 - Pillar A: School-level Comprehensive Local Literacy Plans
 - Pillar B: Supplemental Competency in Structured Literacy
 - Pillar C: High quality, evidence-based Professional Learning/Development
 - Pillar D: Supplemental Instructional Coaching
 - Pillar E: Family Engagement and Trainings
- Next steps (10 min)

Context and Background

- CLSD EGMS application opened on September 26, 2025 and closed on November 13, 2025.
- Potential applicants were provided with **several resources outlining the structure of the FY26-FY29 subgrant**, some of these resources include:
 - Pre-Application Webinar – [posted on the CLSD Website](#).
 - At least three opportunities for Office Hours Technical Assistance – [posted on the CLSD Website](#).
 - FAQ document regularly updated – [posted on the CLSD Website](#).
 - Request for Application (RFA) documentation – [posted on the CLSD Website](#) as well as [a Box link](#) used in marketing materials.
- Every applicant was required to address all program pillars in their implementation plan and segment their budget according to the pillars.
- Before submitting an application, applicants were required to commit to each of the pillar's assurances as outlined in the RFA and in the application materials.
 - Applicants were also required to outline each school that would be committing to the program's pillars. CLSD schools must be listed on the [eligible schools list](#), along with adhere to all eligibility as defined in the RFA.

Context and Background

- On March 30, 2026, 17 applications were awarded!
 - All potential applicants were approved pending changes.
 - Post-Award Webinar was conducted on April 9, 2026.
 - Our Birth-5 subgrant competition was also awarded to 5 applications among the same supports and timing.
- **OSSE is extremely excited to launch into our new CLSD cohort including 15 LEAs, 90 schools, and 25,000+ students!**
- Building off the successes of the previous CLSD cohort, the new CLSD program anchors across five core pillars that will be reviewed in this presentation.

We will use this time to review the objectives of each pillar and the assurances that participating schools committed to as part of the CLSD grant.

Meeting Objectives

Understand DC's CLSD Goals

CLSD K–12 subgrantees will understand the goals that the District of Columbia aims to achieve during the current grant period.

Deepen Knowledge of CLSD Program Objectives and Pillars

CLSD K–12 subgrantees will develop a clear understanding of the CLSD program's objectives, including the five pillars that form the foundation of this grant.

Clarify Subgrantee Pillar-Specific Assurances

CLSD K–12 subgrantees will understand the assurances they have committed to under each pillar and use this understanding to confirm participating schools in the CLSD program.



OSSE's CLSD Goals

to Dept. of Education

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

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

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

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

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

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



Program Pillars

Objectives and Assurances

Allowable Costs will be discussed in Part 2

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

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

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

Office of the State Superintendent of Education

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

OVERVIEW

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

Within the guide below, each program pillar will outline:

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

- Program pillars were explained in the RFA and prevalent throughout your applications.
- [Attachment E](#) from the RFA clearly outlines the objectives, allowable costs, and additional assurances for each pillar.
- Allowable costs will be discussed in Part 2 webinar.



OSSE CLSD Program Pillars



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



A. Building and implementing comprehensive literacy plans,



B. Ensuring competency in structured literacy,



C. Delivering high-quality literacy professional development,



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



E. Implementing family literacy initiatives*.

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



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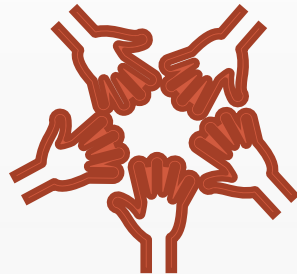
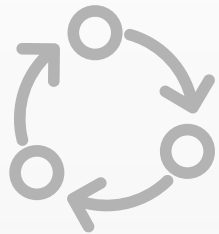
OSSE CLSD Commitments



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

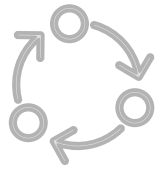
The only exception is for the 6-12 applicants that did not commit to pillar E.

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



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Pillar A – Objectives

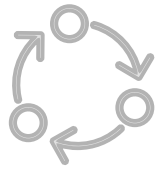


Pillar A: School comprehensive literacy plan creation and implementation

- 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](#)



Pillar A – Additional Assurances



Pillar A: School comprehensive literacy plan creation and implementation

Additional Assurances

- 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.
- 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 school, serve as the Point of Contact for OSSE, and participate in all state reporting, professional development, and administrative activities.



Pillar B – Objective and Additional Assurances



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. We have received clarification that [this legislation requires](#) any support/funds here to be only for educators not assigned to K-3.

Additional Assurances

- Collecting and reporting baseline and ongoing data (from educators and students) to assess the impact and effectiveness of the structured literacy training.
- Submitting documentation of competency for all required personnel on an annual basis, including documentation of competency for any new staff in subsequent years.
- All structured literacy trainings are subject to OSSE approval and/or should align with OSSE's annual structured literacy approved list.

Pillar C – Objective and Additional Assurances



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](#)

Additional Assurances

- 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).



Pillar D – Supplemental Instructional Coaching



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)

Additional Assurances

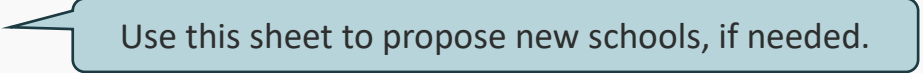
- Sending current literacy instructional coaches, supplemental literacy instructional coaches, AND contracted instructional coaches to the coaching academies hosted by OSSE from SY25-26 to SY28-29.
- LEAs must commit to collecting baseline and ongoing data points to assess the impact and effectiveness of ALL literacy coaching (regardless of funding source).
- All literacy instructional coaches to follow evidence-based literacy practices focused on improving all student outcomes.

Reminder: CLSD literacy coaches must be 100% dedicated to literacy instructional coaching and literacy instructional coaches cannot replace any current instructional coaching positions.

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

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

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

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

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

Pillar E – Objectives and Additional Assurances



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)

Additional Assurances

- 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.



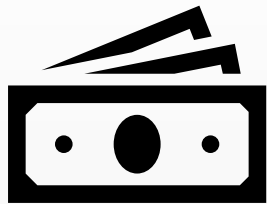


Next Steps

Next Steps – Short-term



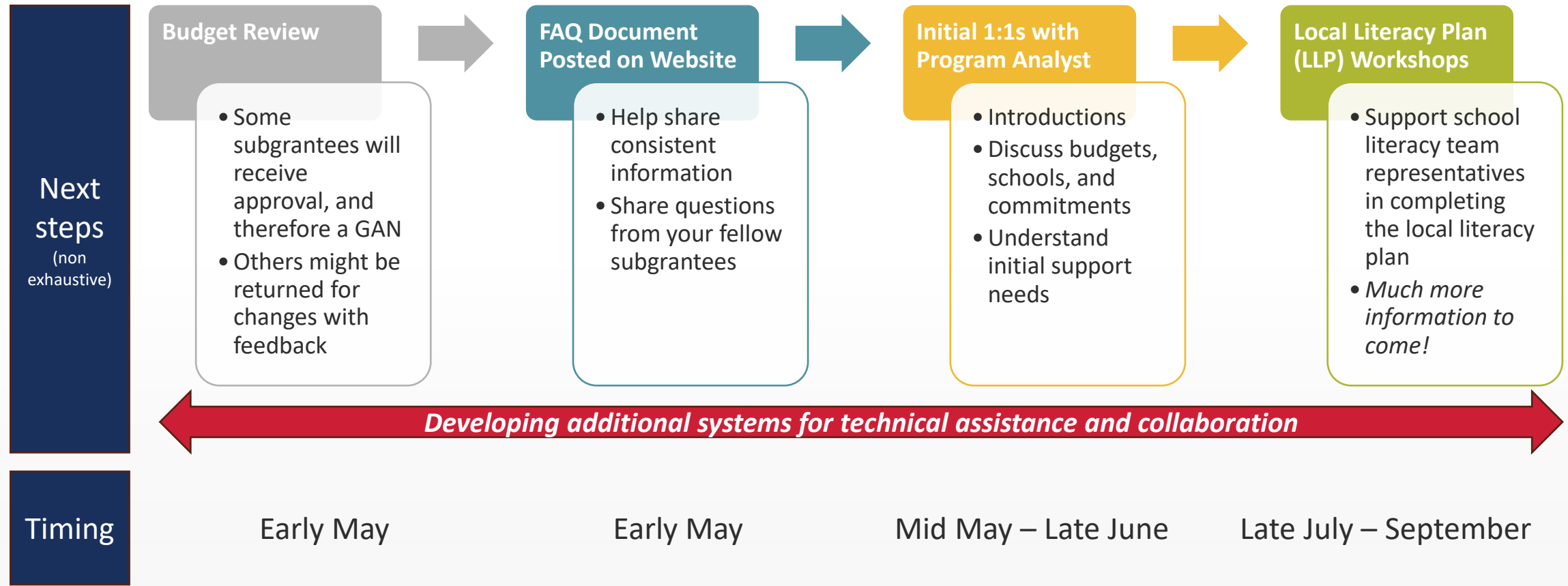
If you need your application returned so you can revise your FY26 budget, [complete this form](#) to request immediate return.



Register for Part 2 of this webinar series, where we will review allowable costs for each pillar.

Next Steps – Medium-Term

Non-exhaustive, for broad understanding





COMPREHENSIVE LITERACY

STATE DEVELOPMENT GRANT

Thank you!

See you at the next session!