

MICHIGAN COMPREHENSIVE LITERACY STATE DEVELOPMENT (MICLSD) GRANT

WEBINAR

NOVEMBER 17, 2020



TODAY'S AGENDA

1. Overview of MiCLSD Grant
2. Michigan's literacy driven initiatives
3. Application process timeline
4. Intent to Apply requirement and process
5. Application process
6. Application components
7. Review process
8. Q & A

<https://michigan.gov/mde-clsdgrant>

OVERVIEW OF MICLSD

- This competitive grant will be awarded to five LEAs (minimum 500 students) to advance literacy skills
- LEAs will develop a comprehensive Birth to Grade 12 Literacy Plan which is based on evidence-based practices
- Emphasis on disadvantaged children including those living in poverty, English learners and children with disabilities
- States that received the CLSD Grant this year can be found [here](#).

<https://michigan.gov/mde-clsdgrant>

MICHIGAN DEPARTMENT OF EDUCATION

- [MDE's Strategic Plan](#)
- [RGB3 Law](#)
- [MDE MTSS Practice Profile](#) and related [video](#)
- [The Michigan Association of Intermediate School Administrators \(MAISA\) General Education Leadership Network \(GELN\) Early Literacy Task Force \(ELTF\) Suite of Essential Instructional Practices in Literacy documents](#)



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MICLSD APPLICATION TIMELINE

| Activity | Dates |
|---------------------------------|---------------|
| Intent to Apply Due | 11/23/20 |
| Memo Release & Application Open | 11/12/20 |
| Informational Webinar | 11/17/20 |
| Application Due | 12/14/20 |
| Application Review | December 2020 |
| Announce Subgrantees | January 2021 |

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INTENT TO APPLY

- Prior to completing an application, LEAs must submit an Intent to Apply found on [MDE-CLSDGrant](#) website
- LEAs who do not submit an Intent to Apply by November 23 will **not** be considered for the competitive award.
- Must have 500 students enrolled in LEA in order to apply
- ISDs count as LEAs

APPLICATION PROCESS

- Applicants will apply through MEGS+
- In addition to information submitted through MEGS+, a separate Application with narrative questions, a Literacy Plan Checklist and a Budget Worksheet will be downloaded, completed and then uploaded into the MEGS+ system
- These documents are currently available for preview on the [MDE-CLSDGrant](https://michigan.gov/mde-clsdgrant) website

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MICLSD REQUIREMENTS COMPONENTS

Application Narrative

1. Section A: Competitive Priority Points
2. Section B: Needs and Goals
 - Part 1: Comprehensive Literacy Plan Checklist
 - Part 2: Identification
 - Parts 3-5: Needs Narrative
 - Part 6: Alignment to MDE Narrative
3. Part C: Readiness and Assurances including rationale
4. Part D: Budget Narrative and Worksheet

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APPLICATION SECTION A: DEMOGRAPHICS

- Qualified Opportunity Zone (see [Department of Treasury website](#))
- High percentage of Economically Disadvantaged children
- Low proficiency on 2019 3rd Grade M-Step ELA Proficiency Scores
- English Learners
- Students with Disabilities
- Total LEA enrollment of 500 or more
- LEAs who are or were identified as a Partnership District
- LEAs who have an existing partnership with the Michigan Education Corps

APPLICATION SECTION B: NEEDS AND GOALS

- [Comprehensive Literacy Plan Checklist](#)
- By submitting the application, your LEA agrees to professional learning and implementation in all of the areas identified on this checklist by the end of the five-year grant.
- Age/grade band
- You will likely have to answer "no"
- Purpose = to identify your LEAs needs

COMPREHENSIVE LITERACY PLAN CHECKLIST

<https://michigan.gov/mde-clsdgrant>

Michigan Comprehensive Literacy State Development Project
Subgrantee Application

Comprehensive Literacy Plan Checklist

Kindergarten – Grade 5

Curriculum

| | |
|-------------------|--|
| Select Yes or No. | The LEA uses a K – 5 core curriculum which incorporates evidence-based practices pertaining to content areas within reading and language arts. |
| Select Yes or No. | The curriculum embeds instruction on the foundational skills named in the Read By Grade Three Law. |
| Select Yes or No. | The curriculum includes differentiated small group instruction as part of tier 1. |
| Select Yes or No. | The LEA uses a curriculum or program which incorporates evidence-based practices for Tier 2 reading and/or writing interventions. |
| Select Yes or No. | The LEA has a process for using data to form small groups and to select appropriate programs/practices for intervention. |
| Select Yes or No. | The LEA has a working relationship with the Michigan Education Corps to implement the K-3 Reading Corps Program |
| Select Yes or No. | The LEA has a working relationship with the MiMTSS Technical Assistance Center? |

Essential Practices

| | |
|-------------------|---|
| Select Yes or No. | K-3 teachers have completed professional training in the 10 Essential Instructional Practices in Early Literacy K-3. |
| Select Yes or No. | K-3 Essential Practices are implemented in K-3 classroom practice. Refer to The Self-Reflection and Planning Guide for the Essential Practices in Early Literacy K to 3 for guidance. |
| Select Yes or No. | Grade 4-5 teachers are familiar with the 10 Essential Instructional Practices in Literacy. |
| Select Yes or No. | Grade 4-5 Essential Practices are implemented in 4-5 classrooms. |

Coaching

| | |
|-------------------|--|
| Select Yes or No. | There is support and coaching in place for teachers integrating coaching practices from the Essential Coaching Practices for Elementary Literacy . |
|-------------------|--|

Assessments

| | |
|-------------------|---|
| Select Yes or No. | Screening assessments used by LEA at the beginning of the school year are in accordance with the Read By Grade Three Law. (See MDE approved list of Initial Assessments as needed.) |
| Select Yes or No. | Extensive diagnostic assessments used by LEA are in accordance with the Read By Grade Three Law. (See MDE approved list of Extensive Assessments as needed.) |

APPLICATION SECTION B: NEEDS AND GOALS

Alignment to MiCLSD Grant Narrative citing evidence-based instruction that incorporates your LEA's Goals

- Progression of Literacy Skills
- Explicit Teaching
- Data-Based Decision Making
- High Quality Intensification of Instruction and Interventions

EVIDENCE BASED-PRACTICE DEFINITION

- Evidence-Based means an activity, strategy, or intervention that demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on--
 - Strong evidence or moderate evidence
 - ESSA Tiers of Evidence
 - What Works Clearinghouse

EVIDENCE-BASED EXAMPLES

| Proposed Activity, Intervention, or Practice | Citation of Study or Systematic Review of Evidence | Evidence Tier | Justification for Evidence Tier and Relevant Population |
|--|--|------------------------|---|
| <p>Develop awareness of the segments of sounds in speech and how they link to letters</p> | <p>Foorman, B., Beyler, N., Borradaile, K., Coyne, M., Denton, C. A., Dimino, J., Furgeson, J., Hayes, L., Henke, J., Justice, L., Keating, B., Lewis, W., Sattar, S., Streke, A., Wagner, R., & Wissel, S. (2016). Foundational skills to support reading for understanding in kindergarten through 3rd grade (NCEE 2016-4008). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education.</p> | <p>Strong</p> | <p>What Works Clearinghouse characterizes the level of evidence for this practice recommendation as Tier 1 – Strong Evidence for students in grades K-3 https://ies.ed.gov/ncee/wwc/PracticeGuide/21</p> |
| <p>Integrate writing and reading to emphasize key writing features</p> | <p>Graham, S., Bruch, J., Fitzgerald, J., Friedrich, L., Furgeson, J., Greene, K., Kim, J., Lyskawa, J., Olson, C.B., & Smither Wulsin, C. (2016). Teaching secondary students to write effectively (NCEE 2017-4002). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education.</p> | <p>Moderate</p> | <p>What Works Clearinghouse characterizes the level of evidence for this practice recommendation as Tier 2 – Moderate Evidence for students in grades 6-12 https://ies.ed.gov/ncee/wwc/PracticeGuide/22</p> |
| <p>Individualized Student Instruction</p> | <p>Carol McDonald Connor, Frederick J. Morrison, Christopher Schatschneider, Jessica R. Toste, Erin Lundblom, Elizabeth C. Crowe & Barry Fishman (2011) Effective Classroom Instruction: Implications of Child Characteristics by Reading Instruction Interactions on First Graders’ Word Reading Achievement, Journal of Research on Educational Effectiveness, 4:3, 173-207</p> | <p>Strong</p> | <p>Description of What Works Clearinghouse review of this study includes a rating of Tier 1 – Strong Evidence for the study’s finding on comprehension outcomes for students in Grade 1 https://ies.ed.gov/ncee/wwc/Study/85766</p> |
| <p>Promoting Adolescents Comprehension of Text</p> | <p>Vaughn, S., Martinez, L. R., Wanzek, J., Roberts, G., Swanson, E., & Fall, A.-M. (2017). Improving content knowledge and comprehension for English language learners: Findings from a randomized control trial. Journal of Educational Psychology, 109(1), 22–34</p> | <p>Moderate</p> | <p>Description of What Works Clearinghouse review of this study includes a rating of Tier 2 – Moderate Evidence for the study’s finding on comprehension outcomes for students in Grade 8 https://ies.ed.gov/ncee/wwc/Study/85559</p> |

APPLICATION SECTION C: READINESS AND ASSURANCES

- Partnerships:
 - Talking is Teaching, Great Start Collaborative, School Readiness Advisory
 - Michigan Education Corps (part of the Hope Network)
 - MiMTSS Technical Assistance Center
 - Essential Instructional Literacy Practices implementation through ISD/RESA Literacy Coach supports
- Superintendent, School Board and GSC commitment

<https://michigan.gov/mde-clsdgrant>

APPLICATION SECTION D: BUDGET

- Total funds of \$15,200,000 will be divided among the five LEAs over the course of five years.
- Budget Narrative aligned with MiCLSD Grant Narrative
- Budget Worksheet for year one ONLY
- Birth to Grade 12 system allocation:
 - 15% for Birth to Kindergarten Entry;
 - 40% for Kindergarten to Grade 5;
 - 40% for Grades 6-12

WHY APPLY?

MAXIMIZE SUCCESS FOR BIRTH – GRADE 12 STUDENTS

NETWORK OF SUPPORT FROM MDE

- Flexible funding and support to leverage your various literacy funds to best fit your needs
- Identifying appropriate evidence-based resources
- Maximizing your partnership liaison
- Trouble shoot problems of practice

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NETWORK FOR SUB-GRANTEES

- Partnerships with other subgrantees
- Develop a complete Birth - Grade 12 Literacy Plan
- Professional learning including training
- Build capacity for sustainability

MDE RESOURCES & COMMUNICATION

MICHIGAN
Department of Education

Search

State Board of Education & Superintendent

Strategic Plan

Academic Standards

EdTech

#GoOpen Michigan

MDE COVID-19 Online Instructional Resources

Literacy

Michigan Merit Curriculum/Graduation Requirements

Personalized Learning Options

Career and Technical Education

Early Learners and Care


Educator Services

Family Engagement

Flexible Learning Options


MDE / ACADEMIC STANDARDS / LITERACY

Literacy




Out of School Time

Out of School Time




Content Standards & Resources

Content Standards & Resources



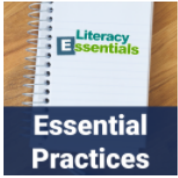
Read by Grade 3 Law

Read by Grade Three Law




Literacy in Michigan

Literacy in Michigan



Essential Practices

Essential Practices



Literacy Grants

Early Lit Grants

<https://michigan.gov/mde-clsdgrant>

MICHIGAN
Department of Education

Search

State Board of Education & Superintendent

Strategic Plan

Academic Standards

EdTech

#GoOpen Michigan

MDE COVID-19 Online Instructional Resources

Literacy

Michigan Merit Curriculum/Graduation Requirements

Personalized Learning Options

Career and Technical Education

Early Learners and Care

Educator Services

Family Engagement


Flexible Learning Options

Food & Nutrition Programs

Grants

MDE / ACADEMIC STANDARDS / LITERACY

Literacy Grants



Literacy Grants

ISD Early Literacy Coach Grant

Section 35a(4) of the FY 21 State School Aid Act provides \$31,500,000 for early literacy coaches at Intermediate School Districts (ISD) to assist teachers in developing and implementing instructional strategies for pupils in grades pre-K to 3 so that pupils are reading at grade level by the end of grade 3. Each ISD in the state is eligible to receive \$112,500 per coach from MDE.

Additional Instructional Time Grant

Section 35a(5) of the FY 21 State School Aid Act provides \$19,900,000 to districts for additional instructional time to pupils in grades pre-K to 3, or, for 2020-2021 only, those pupils in pre-K to 12 who have been identified as needing additional supports and interventions in order to be reading at grade level by the end of grade 3, or, for 2020-2021 only, reading at the applicable grade level.

Michigan Comprehensive Literacy State Development Grant

The Michigan Department of Education (MDE) received a 5-year \$16 Million award for the Comprehensive Literacy State Development Grant from the U. S. Department of Education. The first year of funding totals \$3,175,598 which will be dispersed to five subgrantee local educational agencies (LEAs) to build an educational and professional development literacy system to serve children and students from Birth to Grade 12. This award will specifically focus on high-need, geographically diverse LEAs located in Qualified Opportunity Zones.

MDE CLSD GRANT WEBSITE RESOURCES

Resources

- MDE Memorandum
- Qualified Opportunity Zones
- Intent to Apply
- MiCLSD Subgrantee Application
- MiCLSD Checklist
- Partnerships
- FAQs will be forthcoming

MDE Resources

- MDE Grant Narrative
- MDE Budget Narrative

<https://michigan.gov/mde-clsdgrant>

OTHER SOURCES OF EARLY LITERACY FUNDING

- When completing the Budget portion of the application, consider additional sources of early literacy funding available to your LEA.
- Resources will be available on our website

NATIONAL CLSD EVALUATION STUDIES

- Evaluation Study with University of Michigan
- Two Federal Studies
 - Implementation Study – all subgrantees involved in this survey study
 - Impact Study
 - Will be a lottery of schools who state they are willing
 - Only Grades 3-5
 - Extra incentive

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PEER PREVIEW PROCESS

- Blend of internal and external reviewers
- Reviewers will be trained on how to use the rubric
- Conflict of interest precautions will be followed

MDE LITERACY FOCUS

Creating Inclusive Classroom Libraries

- Creating and Dispersing Resources
- Kick Off Conference
- Professional Learning

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UPCOMING CONFERENCE: CREATING INCLUSIVE CLASSROOM LIBRARIES



Keynote Speaker:
DR. GHOLDY MUHAMMAD

- February 25th, 2021 from 9:00am-12:00pm
- Look for registration coming soon.
- Breakout sessions
 - Administration
 - K-5
 - 6-12

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CONTACT INFORMATION

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QUESTIONS

