



2020 Michigan Comprehensive Literacy State Development Grant Subgrantee Application

Before completing this application, you will need to submit an [Intent to Apply](#) by November 23, 2020.

Directions: There are 4 sections to this application. To be considered for funding, all sections must be completed. Please read the directions for question carefully.

The application is due on December 14, 2020.

Applicant Information

Applicant Name: Click or tap here to enter text.

District Code: Click or tap here to enter text.

LEA K-12 Student Population: Click or tap here to enter text.

LEAs must have 500 students to continue to the application process. LEAs may apply as a consortium.

Section A: Competitive Priority Points (70 points)

Qualified Opportunity Zone (QOZ) (Possible Points: 4)

Does your district have at least one building in a Qualified Opportunity Zone? A list of QOZs can be found on the [Department of Treasury website](#).

Yes = 4 point

Score: Click or tap here to enter text.

No = 1 points

Michigan Education Corps Partnership (Possible Points: 1)

Does your district have a Michigan Education Corps Partnership in at least one building?

Yes = 1 point

Score: Click or tap here to enter text.

No = 0 points

Partnership District Status (Possible Points: 5)

Is your LEA, or has your LEA ever been, a Partnership District?

Yes = 5 points

Score: Click or tap here to enter text.

No = 0 points

Economically Disadvantaged (Possible Points: 25)

What percent of students who are economically disadvantaged does the LEA serve?

85-100% = 25 points

Score: [Click or tap here to enter text.](#)

75-84% = 20 points

65-74% = 15 points

55-64% = 10 points

50-54% = 5 points

Less than 50% = 0 points

2019 3rd Grade M-STEP ELA Proficiency (Possible Points: 25)

On the 2019 3rd Grade ELA M-Step, what percent of students scored Advanced or Proficient? Partially proficient should not be included.

0-10% = 25 points

Score: [Click or tap here to enter text.](#)

11-20% = 20 points

21-30% = 15 points

31-40% = 10 points

41-50% = 5 points

More than 51% = 0 points

English Learners (Possible Points: 5)

What percent of English Learners does your LEA serve?

10+% = 5 points

Score: [Click or tap here to enter text.](#)

5-9% = 3 points

1-4% = 1 point

Less than 1% = 0 points

Students with Disabilities (Possible Points: 5)

What percent of students with disabilities does your LEA serve?

20+% = 5 points

Score: [Click or tap here to enter text.](#)

16-19% = 3 points

10-15% = 1 point

Less than 10% = 0 points

Total Points for Section A: [Click or tap here to enter text.](#)

Section A must total a score +50 to continue in the application process.

Section B: Needs and Goals (10 points)

Part 1: Comprehensive Literacy Plan Checklist (Required)

Complete the [Comprehensive Literacy Plan Checklist](#). This activity serves as a needs assessment in relation to the grant project focused on developing a Birth to Grade 12 literacy plan. The remaining portion of your grant proposal should align to the needs identified in your Comprehensive Literacy Plan Checklist. This completed application will serve as your proposed Birth to Grade 12 comprehensive literacy plan which will outline how you propose to use the grant funds.

Part 2: District/School/Center Identification (Required)

Identify the school(s) and/or center(s) serving the following age/grade bands. If you are an LEA filing a consortium application, also include the district name for each school/center. Please attach additional page(s) as necessary to provide the required information for each participating building.

- Birth to Age 3
- Age 3 – Kindergarten Entry
- Kindergarten – Grade 5
- Grade 6 – 12

| | | |
|----------------------------------|----------------------------------|---|
| Name of District/School/Center | School Code: ID | Select ages/grades served from pull-down menu |
| Click or tap here to enter text. | Click or tap here to enter text. | Select Age/Grade Band. |
| Click or tap here to enter text. | Click or tap here to enter text. | Select Age/Grade Band. |
| Click or tap here to enter text. | Click or tap here to enter text. | Select Age/Grade Band. |
| Click or tap here to enter text. | Click or tap here to enter text. | Select Age/Grade Band. |
| Click or tap here to enter text. | Click or tap here to enter text. | Select Age/Grade Band. |

Parts 3-5: Needs Narrative (5 points)

Part 3: Referring to the completed Comprehensive Literacy Plan Checklist, describe and prioritize the needs you have identified for Birth – Kindergarten Entry programs (i.e., Birth – Age 3 and Age 3 – Kindergarten Entry). Please limit your response to 250 words.

Answer:

Part 4: Referring to the completed Comprehensive Literacy Plan Checklist, describe and prioritize the needs you have identified for Kindergarten–Grade 5 (i.e., K–Grade 3 and Grade 4–5). Please limit your response to 250 words.

Answer:

Part 5: Referring to the completed Comprehensive Literacy Plan Checklist, describe and prioritize the needs you have identified for Grade 6–12. Please limit your response to 250 words.

Answer:

Part 6: Alignment with Michigan’s Grant Narrative submitted to the U.S. Department of Education

(5 points)

Based on the needs identified above in Parts 3, 4, and 5, describe how your proposed Comprehensive Literacy Plan activities will align to the evidence-based practices described in Michigan’s Comprehensive Literacy State Development ([MiCLSD Grant Narrative](#)) to improve literacy performance for children with risk factors (e.g., children who are economically disadvantaged, English language learners, and students with disabilities) by building local capacity. The following bullets outline the evidence-based practices and research bases from the grant narrative. Please limit your response to 500 words.

- Progression of literacy skills needed to prevent failure and advance literacy outcomes that are anchored in the Simple View of Reading (SVR) (Gough & Tunmer, 1986; Hoover & Gough, 1990) and Simple View of Writing (SVW) (Moats & Tolman, 2019).
- Methods to design and deliver explicit teaching practices for all students, including students in need of intervention supports (Archer & Hughes, 2016; Vaughn, Wanzek, & Murray, 2012).
- Strategies to analyze and use assessment data to identify students at risk, monitor progress, and diagnose literacy difficulties (Fuchs, Fuchs, & Malone, 2017; Gersten, et al., 2009).
- Methods to achieve a high-quality intervention platform to advance literacy skills (Fuchs, Fuchs, & Malone, 2017).
- Intensification of the instruction and interventions (instructional design, instructional delivery, behavior support, structural) that also include strategies for assisting students to generalize intervention strategies (Burt & Whitney, 2018; Fuchs, Fuchs, & Malone, 2017; Vaughn, Wanzek, & Murray, 2012).

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Answer:

Section C: Readiness and Assurances (10 points)

Part 1:

Ensure all boxes are checked and signatures are included to continue with the application process.

For each proposed school/center, alignment to [Michigan's Literacy Theory of Action](#) and [MDE's MTSS Practice Profile](#) is essential and includes providing evidence-based literacy practices from Birth through Grade 12. The overall grant program leverages specific [Michigan Comprehensive Literacy State Development Partnerships](#). Tier 1 literacy instruction supports focus on implementation of the Essential Instructional Practices in Early and Elementary Literacy and the Essential Practices for Disciplinary Literacy. Tier 2 supports will be addressed through implementing Talking is Teaching for the Birth – Age 3 population, partnering with Michigan PreK and K-3 Reading Corps for the Age 3 – Grade 3 population, and partnering with the MiMTSS TA Center for Grades 4 – 12.

Each building/center in your LEA agrees to a willingness, depending on context, to partner with the following agencies listed below:

- Talking is Teaching including partnership with the Great Start Collaborative (GSC) and engagement the School Readiness Advisory Committee
- A representative participating in GSC bi-monthly meetings and/or who is involved in the School Readiness committee (part of GSC).
- Michigan Education Corps: PreK and K-3 Reading Corps
- MiMTSS Technical Assistance Center

Each building/center in your LEA agrees to a willingness, depending on context, to partner with the following **activities** listed below:

- Access professional learning in and implement The Essential Instructional Practices in Early and Elementary Literacy, and the Essential Practices for Disciplinary Literacy
- Partner with ISD Literacy Coach
- Appoint a Comprehensive Literacy Facilitator (CLF): Name [Click or tap here to enter text.](#)
- Attend monthly meetings in year 1 and quarterly meetings in years 2 through 5
- Provide student data including student literacy scores annually or as requested by the project manager.
- Meet annual reporting requirements

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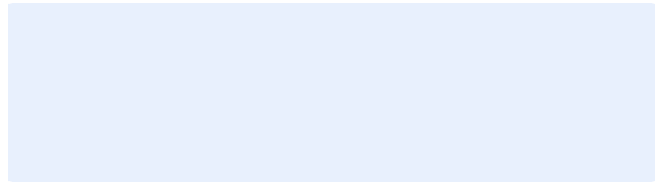
- Provide evidence-based instruction in classrooms
- Increasing educational options through high-quality personalized learning pathways for students who are traditionally underserved including those who are economically disadvantaged, who have disabilities, or are English learners. These interventions may take place outside of the traditional public-school setting, for example, through community partnerships.

Each LEA agrees to adhere to the following federal assurances:

- State Funding Allocations – (a) An LEA must assure that it will subgrant not less than 95 percent of grant funds to eligible entities as follows: (i) Not less than 15 percent of such grant funds must be used for State and local programs and activities pertaining to children from birth through kindergarten entry. (ii) Not less than 40 percent of such grant funds must be used equitably among the grades of kindergarten through grade 5. (iii) Not less than 40 percent of such grant funds must be used among grades 6 through 12.
- Serving Economically Disadvantaged Students - An LEA must assure that it will give priority in awarding subgrants to eligible entities that -- (i) Serve children from birth through age 5 who are from families with income levels at or below 200 percent of the Federal poverty line (as defined in the NIA); or (ii) Are LEAs serving a high number or percentage of high-need schools.

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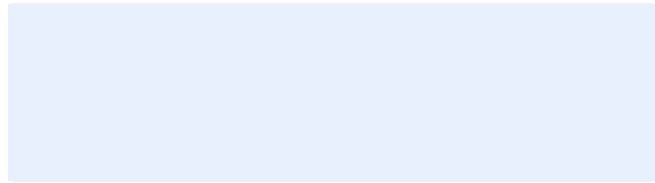
Signatures of Approval:



Click or tap here to enter text.

Print Superintendent Name

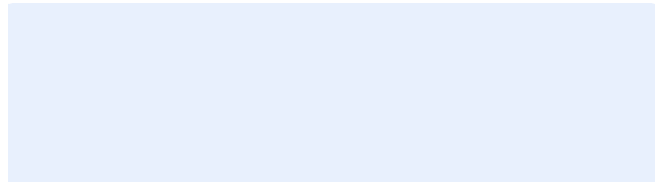
Superintendent Signature



Click or tap here to enter text.

Print Board of Education President Name

BoE President Signature



Click or tap here to enter text.

Print Great Start Collaborative Representative Name

GSC Representative Signature

Part 2: (10 Points)

Please provide a rationale on how your participation in the MiCLSD grant project will be used to enhance and improve your Birth to Grade 12 literacy system. Discuss how your LEA's commitment to this grant will meet the needs identified and discussed in Section B. Describe any potential barriers anticipated in prioritizing and/or meeting identified needs, and/or in implementing the activities identified. Explain how you will leverage funds and build capacity for sustainability. Please include any technical assistance you anticipate needing to overcome those barriers. Incorporate data to support your explanation. Please limit your response to 500 words.

Answer:

Section D: Budget (10 points)

Budget Narrative (10 points)

Part 1: A fully developed budget narrative aligns the response in Part B of this application. The budget narrative describes how grant funds will be used for grant activities. These activities may include instructional materials, resources, coaching and professional learning. The activities should align with the evidence-based practices and research in the Michigan's Comprehensive Literacy State Development ([MiCLSD Grant Narrative](#)). Be sure to include how the grant funds will be used to improve the needs

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described in Sections B and C. In the budget narrative, report how additional funds will be leveraged, and activities are set in place to promote sustainability to improve literacy achievement.

It is a requirement of the grant funds will be used across the birth to grade 12 system in the following way: 15% for Birth to Kindergarten Entry; 40% for Kindergarten to Grade 5; 40% for Grades 5-12.

Be sure to include how the grant funds will be used to improve the needs described in Sections B and C. In the budget narrative, report how additional funds will be leveraged, and activities set in place to promote sustainability to improve literacy achievement.

Please limit the budget narrative to 1,000 words.

Answer:

Budget Worksheet (Required)

Part 2: Please provide an itemized budget breakdown and justification for each category listed in the [Budget Worksheet](#). Complete the worksheet for year one only.

Rubric available upon request.