



**HAWAI'I P-20**  
Partnerships for Education  
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**Hawaii P-20 Partnerships for Education  
University of Hawaii System**

**REQUEST FOR APPLICATION**

**COMPREHENSIVE LITERACY STATE DEVELOPMENT PROGRAM  
EARLY LITERACY PROJECT**

**RFA No. 2020-CLSD-1001**

**April 6, 2020**

**UPDATED MAY 26, 2020**

**This application replaces previous CLSD EL Project Application.  
Edits are displayed in yellow highlights.**

THE ORIGINAL AND TWO COPIES OF THE COMPLETED  
APPLICATION PACKET

MUST BE **POSTMARKED** NO LATER THAN 4:00 P.M.

**AUGUST 3, 2020**

Address your application packet to:  
Hawaii P-20 Partnerships for Education  
2425 Campus Road, Sinclair Library #504  
Honolulu, Hawaii 96822  
Attn: CLSD Early Literacy Project

**AND**

A PDF OF THE COMPLETED APPLICATION PACKET AND  
AN EXCEL FILE OF THE PROPOSED BUDGET

(No links to documents will be accepted)

MUST BE RECEIVED NO LATER THAN 4:00 P.M.

**AUGUST 3, 2020**

Email your electronic files to:  
[p20admin@hawaii.edu](mailto:p20admin@hawaii.edu)

For assistance or additional information regarding the CLSD program or application,  
contact: Kim Guieb.

Email: [kingk@hawaii.edu](mailto:kingk@hawaii.edu)

Phone: (808) 956-2560

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## **SECTION 1: OVERVIEW**

**Organization:** The application is organized as follows:

- Section 1: Overview
- Section 2: Application Guide
- Section 3: Application Evaluation Criteria
- Section 4: Resource Packet

**Background:** The Hawaii Department of Education (HIDOE) has been awarded a five-year, \$49.8 million federal Comprehensive Literacy State Development (CLSD) grant, of which \$7.34 million has been reserved for the birth through kindergarten entry (B-KE) Early Literacy Project. The CLSD discretionary grant provides funds to create a comprehensive literacy program 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.

Hawaii P-20 Partnerships for Education (Hawaii P-20) has been contracted by HIDOE to facilitate the support and implementation of the birth through kindergarten entry component of the CLSD program. The purpose of the CLSD Early Literacy Project (EL Project) is to supplement current early literacy efforts with innovative strategies to: (1) advance the foundational language and literacy skills in our youngest keiki; and (2) engage families to support their children’s development and learning, targeting the most vulnerable and underrepresented communities. Hawaii P-20 will award competitive subgrants to develop and implement evidence-based comprehensive literacy plans.

**Regulations and Guidance:** The Comprehensive Literacy State Development Grant is carried out under the legislative authority under Sections 2221–2225 of the Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act (Pub. L. 115–224). Applicable Regulations: (a) The Education Department General Administrative Regulations in 34 CFR parts 75, 77, 79, 81, 82, 84, 86, 97, 98, and 99. (b) The Office of Management and Budget Guidelines to Agencies on Government-wide Debarment and Suspension (Non-procurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485. (c) The Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards in 2 CFR part 200, as adopted and amended as regulations of the Department in 2 CFR part 3474. (d) The Supplemental Priorities.

**Objectives:** The CLSD project objectives are to:

- (1) Enhance birth to grade 12 literacy outcomes for our most disadvantaged students;
- (2) Implement evidence-based literacy practices with fidelity;
- (3) Ensure sub-grantees develop evidence-based literacy plans;
- (4) Enhance data-driven decision-making; and
- (5) Engage families in supporting their children’s literacy and language development.

**Initiatives:** The CLSD project will focus on the following initiatives:

- (1) Student/child literacy,
- (2) Family literacy, and
- (3) Culture-based education.

**Eligible Applicants:** The CLSD Early Literacy Project application is available to public and private early care and education program and service providers, and community organizations who work with families with young children, or consortia of program and service providers. It is highly encouraged that the interested applicants partner with HODOE complex areas and the charter schools within their community to align their literacy efforts.

Applicants may opt to form a consortium to collaborate and share resources with other early childhood providers in the same complex, community, or geographic areas. An early literacy consortium may include an association of two or more eligible early childhood services and programs, leveraging resources to share human and material assets and link program and administrative resources with the objective of participating in the development and execution of a CLSD Early Literacy Project. All members of the consortium must meet the eligible criteria outlined in this document.

**B-KE Funding:** Approximately \$7.34 million is available for B-KE subgrant awards for Fiscal Years 2021-2024 (October 1, 2020 to June 30, 2024). Funding is dependent on availability of funds. If Hawaii’s CLSD grant award is decreased or eliminated, the CLSD subgrantee’s funding will be decreased or eliminated.

**Subgrant Awards:** Hawaii P-20 anticipates awarding between five and seven subgrants, depending on funding availability. Subgrants will be designed to advance the early language and literacy development and school readiness of children, from birth through kindergarten entry. Hawaii P-20 will award a maximum of up to \$350,000 per grant per year or \$1.40 million per grant for 4 years.

**Pre-Application Technical Assistance:** Interested applicants are invited to attend a pre-application webinar review. Attendance is not required, however applicants are encouraged to participate to gain an understanding of the breadth and scope of work involved in this project. The webinar will be held on Tuesday, April 14<sup>th</sup>, 2020, and Wednesday, April 15<sup>th</sup>, 2020, from 9:00 a.m. to 12:00 p.m. for both days. These are repeated sessions. Interested applicants may select one date.

**Pre-Application RFA Informational Webinar (NEW):** Interested applicants are invited to attend a pre-application RFA informational webinar. Similar to the pre-application TA provided in April, the information webinar will address the scope of work involved in this project as well as changes in the updated RFA instruction. The webinar will be held on Wednesday, July 1<sup>st</sup>, 2020 and Thursday, July 2<sup>nd</sup>, 2020, from 9:00 a.m. to 12:00 p.m. for both days. These are repeated sessions.

**Proposed Timeline:** A full application will address all components of the Application Guide in Section 2. The timeline below with key dates represents Hawaii P-20’s best estimate of the schedule that will be followed. Any of the dates listed below may be changed at any time at the sole discretion of Hawaii P-20.

Date	Event
April 6, 2020	Application Available and Notified
April 14 and 15, 2020	Technical Assistance Webinar
July 1 and 2, 2020 (NEW)	RFA Informational Webinar
August 3, 2020	Application Due to Hawaii P-20, postmarked and emailed no

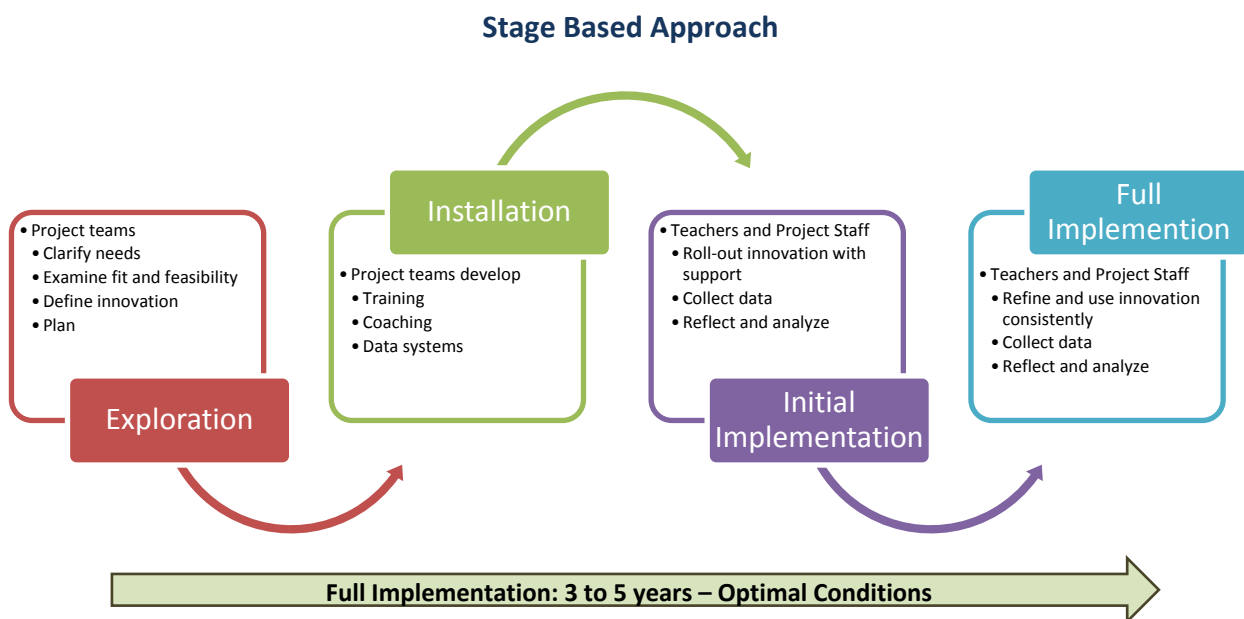
	<b>later than 4:00 p.m. HST</b>
August 4 to 28, 2020	Subgrant Review and Award Process
August 31 to September 30, 2020	Subgrant Selection, Award Notification, and <b>Contract Execution</b>
October 1, 2020	Project Start Date
October 1 to November 30, 2020	Scheduled Individual Technical Assistance Sessions to Finalize Implementation Plans
October 23, 2020	Subgrant Kick-Off Convening

**Four Year Subgrant Timeline:** Subgrants will be awarded in **October 2020**. Subgrant funding will align with the dates below.

Year 1	Year 2	Year 3	Year 4
<b>October 1, 2020</b> to June 30, 2021	July 1, 2021 to June 30, 2022	July 1, 2022 to June 30, 2023	July 1, 2023 to June 30, 2024

**Design and Implementation Timeline:** The CLDS EL Project subgrants will be used to design and implement evidence-based comprehensive early literacy plans. A significant portion of Year One will be used for planning or “exploration” and “installation”, and Year 2 for initial implementation. Full implementation of the early literacy project plan must begin in Year 3. **Applicants may opt to move into full implementation stage in Year 2.**

Interested applicants are highly encouraged to utilize the Implementation Science framework and resources, found in Section 4 Resource Packet, to develop the four stages of implementation of their project plan. Additional implementation science toolkits can be found on the Hawaii P-20 website: <http://www.p20hawaii.org/clsd-rfa2020>.



*(Adapted from Fixsen, Naoom, Blase, Friedman, & Wallace, 2005)*

**Applicant Commitments:** Successful applicants will:

- Implement their proposed project as written and approved by Hawaii P-20;

- During the planning period, establish a data sharing agreement with HIDOE and Hawaii P-20 to understand the project outcomes as well as the longitudinal outcomes of the participating children; and
- Follow federal and state regulations and guidance pertaining to CLSD program and fiscal management. See Form 2 for Subgrant Assurances.

**State Commitments:** Hawaii P-20 will lead the CLSD Early Literacy Project and, in collaboration with HIDOE Office of Curriculum and Instructional Design (OCID), has made the following commitments to support the subgrantees:

- Assign a staff as the Early Literacy Coordinator/Grant Manager;
- Provide technical assistance in developing applications;
- Provide technical assistance in developing and implementing the Comprehensive Early Literacy Project Plan;
- Convene statewide monthly subgrantees Literacy Coordinator meetings;
- Provide a professional learning community, networks, and cross-agency collaborative opportunities;
- Provide evidence-based literacy resources; and
- Annual visits to subgrantees to maintain communication and prepare for monitoring.

**Use of Funds:** The CLSD Early Literacy Project funds will be used to address literacy needs of children and families – with a focus on the needs of underserved, disadvantaged, and vulnerable learners and enhance the foundational language and literacy development and school readiness of children, from birth through kindergarten entry, in the early care and education programs. Successful applicants may use these funds to implement the activities in the application and included in the subgrantee’s project plan. Funds may be used for additional staff necessary to implement the approved activities and the costs for services, training, in-state travel, supplies, materials, and equipment necessary to implement the approved activities. Neighbor island subgrantees may include additional in-state travel to attend quarterly technical assistance sessions on Oahu.

Furthermore, subgrantees will allocate five to seven percent of the total amount of their grant award during each of the four years to refine and implement their program performance evaluation plan. These funds would be used for such necessary activities as developing or enhancing a data system (1) to collect, house, and use data on the children and families served; (2) to monitor the implementation of the plan; and (3) to evaluate and report on performance measures – oral language gains of four-year-olds of the CLSD EL Project.

**Supplement, Not Supplant:** Subgrantees must use the CLSD funds to supplement and not supplant state and local funds that would be used to advance early literacy and language skills of young children, from birth through kindergarten entry. A program-level needs assessment must be used to determine if new, different core curriculum is necessary. The purchase of core curriculum materials cannot be supported with the CLSD funds.

**Funding Parameters:** Funding is dependent on availability of federal funds. If Hawaii’s CLSD grant award is decreased or eliminated, the CLSD subgrantee’s funding will be decreased or eliminated. Successful applicants will budget funds for four years, ~~Funds must be budgeted for the state fiscal year~~ **October 1, 2020 to June 30, 2024.**

**Continuation of Awards:** Each subgrant in good standing will receive an offer to renew

following its first full year in the EL Project. The continuation of funding is not competitive but is subject to the availability of federal funds and evaluated by Hawaii P-20 on the basis of:

- Whether a subgrantee has made substantial progress in achieving the goals and objectives of the project;
- Whether the subgrantee has expended funds in the manner that is consistent with its approved application budget;
- Whether the subgrantee has submitted a revised subgrant budget and budget justification;
- Whether the subgrantee has submitted all required reports to Hawaii P-20; and
- Whether the subgrantee is operating in compliance with the assurances and commitments in its approved application, including those applicable to federal civil rights laws that prohibit discrimination in programs or activities receiving federal financial assistance from Hawaii P-20 [34 CFR 100.4, 104.5, 106.4, 108.8, and 110.23].

Funding may be terminated if substantial progress is not being made to accomplish the subgrant project goals or any evidence indicating misappropriation of funds.

**Unauthorized Activities:** The following items cannot be funded using the CLSD funds and may not be requested:

- Capital expenses, such as acquisition, renovation, or enhancement of a facility, technology leases, elevators, water main valves, permanent fixture of equipment/furniture, including installation of playground and/or fitness equipment;
- Acquisition of any vehicle;
- Construction and any related construction activities, such as architectural renderings and engineering activities (including Americans with Disabilities Act (ADA) compliance);
- Recurring operational expenses to include administrative and programmatic activities, such as utilities, rent, teaching, administrator salaries, professional dues or memberships, and transportation of children;
- Employee hiring/recruitment expenses, such as a placement firm or travel for prospective employees;
- Non-educational, non-informative promotional/novelty items for advertising, events, or recruiting;
- Gift certificates, food or alcohol beverages, school apparel for staff or children;
- Costs associated with the initial licensure or renewal of teaching staff's licensures or certificates;
- Out-of-state travel, unless it can be demonstrated that the goal of the travel cannot be accomplished in-state (no out of country travel is permitted); and
- Expenditures that are not "allowable, allocable, or reasonable" as defined in the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards in 2 CFR part 200, as adopted and amended as regulations of the Department in 2 CFR part 3474.

**Measurable Objectives:** All CLSD projects will include three types of measurable objectives.

1. **USDOE Measurable Objectives:** The following objectives will be measured and reported to the U.S. Department of Education annually:
  - The number and percentage of participating children, birth through kindergarten entry, who are from families with income levels at or below 200 percent of the

federal poverty line;

- The number and percentage of participating four-year-olds who achieve significant gains in oral language skills, as determined by a State-approved measure.
2. **State Measurable Objectives:** The following objectives will be measured and reported to HIDOE annually:
    - The total number of participating children, birth through kindergarten entry, who are living in poverty, English or dual language learners, with disabilities, or who are in foster care; and
    - The number and percentage of participating four-year-olds who have been assessed in oral language skills, using a State-approved measure.
  3. **Local Literacy Plan Measurable Objectives:** Projects will identify individual measurable objectives and establish measurable performance goals addressing learners' needs. Projects will set SMART (Specific, Measurable, Achievable, Relevant, and Time-bound) goals. The measurable performance goals must tie back to the analysis of data and factors contributing to underachievement in early literacy.

**Evaluation:** During the planning phase of the project, all subgrantees will develop project-specific evaluation plans. The evaluation plans will be submitted to Hawaii P-20 for approval by May 2021. Evaluation plans will be implemented beginning in Year Two (2021-2022).

Evaluation plans will clearly describe the six following components:

1. How the proposed project will assess the quality of the comprehensive early literacy instruction as part of a well-rounded education. *What success indicators will be monitored? What evidence will be collected, at what time, by whom?*
2. How the proposed project will analyze curriculum fidelity. *What practices will be monitored to ensure curriculum and instruction are aligned and implemented with fidelity? How will data be collected, at what time, by whom? How will practice efficacy be determined?*
3. How the proposed project will provide ongoing formative monitoring, including protocol to be followed if learners are not progressing toward learner goals. *How will progress toward learner's goals be monitored, measured, and reported?*
4. How the proposed project will be monitored for data-driven decision-making, including a plan for using ongoing data for reflection and program evaluation. *What data will be analyzed to determine program efficacy?*
5. The data to be used to monitor progress toward meeting performance goals and how the proposed project will facilitate quarterly reporting.
6. How the proposed project will set SMART goals directly connected to child performance data and identified strategies and how it will support and monitor project-level SMART goals.

**Reporting:** Hawaii P-20, on behalf of HIDOE, is required to track specific information as part of the CLSD EL project. Therefore, the subgrantees will be required to:

- Provide information requested via surveys and other data collection projects using the methods identified by Hawaii P-20;
- Submit quarterly reports of child progress in early language and literacy development and learning using data obtained through tools such as developmental screeners, formative assessment instruments, and teacher designed running records;



- Submit summary expenditure reports (report template to be provided by Hawaii P-20) accompanied by an invoice to be reimbursed for services rendered and allowable costs incurred (the frequency of submission to be determined upon award);
- Submit an annual expenditure report; and
- Complete an annual report of activities and impact. The report will contain, at a minimum:
  - Comprehensive data analysis of formative and summative data;
  - Report on each subgrant project goal, including data and information that support the outcome of each goal;
  - Report on changes in program’s literacy practices and the impact on child’s development and learning and performance of struggling subgroups;
  - Report on educator capacity as evidenced by walkthrough data, observations, self-reported data and/or other data as appropriate;
  - Report on family engagement in literacy activities and parent/guardian satisfaction with program’s efforts to support literacy; and
  - Report on the implementation of the evaluation plan including data collection, analysis, and next steps.

**Monitoring:** Under all federal programs, Hawaii P-20, on behalf of HIDOE, is required to monitor the implementation of subgrants. In doing so, Hawaii P-20 will identify potential fiscal and programmatic risks. The Early Literacy Coordinator/Grant Manager and other staff will monitor all early literacy subgrantees.

**Technical Assistance:** The Early Literacy Coordinator/Grant Manager and other staff will offer technical assistance for all early literacy subgrantees, in collaboration with HIDOE Office of Curriculum and Instructional Design (OCID), the Executive Office on Early Learning (EOEL), and the Hawaii State Department of Human Services (DHS) Child Care Program Office.

**National Evaluation:** All CLSD grantees will participate in the USDOE’s ongoing Implementation Study of the CLSD programs nationwide.

## **SECTION TWO: APPLICATION GUIDE**

**Applicants must submit both hard copies and electronic documents to Hawaii P-20 postmarked and emailed by 4:00 P.M. on August 3, 2020.** See page 11 for submission instructions.

**Application Evaluation:** Hawaii P-20 will conduct a comprehensive, fair, and impartial evaluation of the applications it receives in response to this CLSD early literacy funding opportunity. Hawaii P-20 will fund applications based on the Application Evaluation Criteria shown in Section 3 below. Awards will be based on the highest scoring applications while also considering geographic distribution. Per USDOE CLDS requirement, a priority will be given to subgrantees that serve children from birth to age 5 who are from families with income levels at or below 200 percent of the Federal poverty line.

If any additional information is required by Hawaii P-20 regarding any aspect of an application, such information must be provided by the applicant to Hawaii P-20 within three (3) business days of Hawaii P-20's request unless otherwise stated or directed by Hawaii P-20.

**Application Preparation:** Applications should be prepared in a straightforward and concise manner. Emphasis will be on the degree to which the application meets the criteria and clarity of the content. When an applicant submits an application, it will be considered to be the proposer's complete plan for accomplishing the tasks described in this application packet and any supplemental tasks the applicant has identified as necessary to successfully meet the obligations outlined.

### **Suggested Preparation Process**

- Convene a planning team including early care and education programs, community entities who work with families with young children, elementary school principals, other school leaders, and/or literacy lead at the school or complex area;
- Compile **comprehensive** needs assessments, analyze data and determine project needs and gaps;
- Use Implementation Science framework and resource to guide implementation stages, from planning to full implementation with fidelity;
- Use What Works Clearinghouse resource website and other national organizations (e.g., National Association for the Education of Young Children, National Center on Improving Literacy, **Head Start Early Childhood Learning & Knowledge Center**, and Goodling Center for Research in Family Literacy) to identify evidence-based literacy practices to address project needs;
- Use Hexagon Tool of the Implementation Science framework to examine fit and feasibility of the evidence-based practices;
- Create a preliminary literacy implementation plan for the project:
  - Establish measurable performance goals (SMART goals)
  - Identify resource needs (personnel and materials)
  - Identify professional learning needs
  - Identify data tracking/reporting tools
  - Create a 4-year budget to implement the literacy plan
- Use the comprehensive project plan to address the questions in Section 3.

**Priorities:** Applicants will have three opportunities to earn competitive preference priority

points. These points are added to the total points earned on the scoring rubric for the application. The final, total points available does not increase.

- (1) Three points will be given to proposed projects that include evidence-based family literacy to support their child's early language and literacy development or provide family literacy activities.
- (2) Three points will be given to proposed projects that include two or more of the following groups of children:
  - Children in rural or remote communities;
  - Children with disabilities;
  - English learners; and/or
  - Children who are or were previously in foster care.
- (3) Three points will be given to proposed projects that include all four early care and education settings (center-based, family child interaction learning, family child care home, and home-visiting).

#### **Application Format:**

- Narrative, 12-point Times New Roman or Arial font, double line spacing.
- Letter size pages, 1-inch side margins, 0.5 inch top/bottom margins.
- Tables and figures no smaller than 10 point font.
- Bullet may be single spaced.
- Narrative response no more than 30 pages (pages beyond 30 will not be read or scored).

#### **Application Submission:**

- Submit 1 original and 2 hard copies, plus one (1) electronic copy via email.
- The electronic copy must contain a **single** PDF which includes all contents of the complete application plus the Budget Form in Excel format. *Note: Only these two electronic files may be submitted – no links.*
- Name electronic files as follows:
  - Applicant Name CLSD Application (e.g., Aloha Early Learning CLSD Application)
  - Applicant Name CLSD Budget (e.g., Aloha Early Learning CLSD Budget)
- All materials must be in one sealed envelope or package, clearly marked with the applicant's name and address.
- The application packet must be **postmarked** no later than 4:00 P.M. **August 3, 2020**.
  - Address the application packet to:  
Hawaii P-20 Partnerships for Education  
University of Hawaii  
2425 Campus Road, Sinclair Library #504  
Honolulu, HI 96822  
Attn: CLSD Early Literacy Project
- The electronic application must be received no later than 4:00 P.M. **August 3, 2020**.
  - Email the 2 electronic documents to [p20admin@hawaii.edu](mailto:p20admin@hawaii.edu).
  - Title the email subject line: **RFA No. 2020-CLSD-1001 Application.**

## **Components of a Complete Application**

- Completed Form 1: Application Cover page
- Application Narrative (Sections 1 to 7 as outlined in Application Narrative table)
- Completed Form 2: Subgrant Assurances
- Completed Form 3: Participants in the Development of the CLSD Early Literacy Project Application
- Completed Form 4: Project Budget Worksheets and Budget Justification

**Required Components and Technical Review:** Required narrative responses are identified in the Application Narrative table below. *A response to each criterion is required. All forms are required.* Applications missing required components will not be accepted and will not be read or scored. Applications will undergo a technical review (documenting required components) prior to being read and scored.

## **SECTION 3: APPLICATION EVALUATION CRITERIA**

### **Scoring Rubric**

	<b>Points</b>
<b>Meets all of the criteria.</b> The response demonstrates a thorough understanding of the criteria, is clear, and inspires confidence in the applicant’s ability to execute the plan effectively.	3
<b>Meets most of the criteria.</b> The response demonstrates a strong understanding of the criteria, but may require additional information or explanation.	2
<b>Some elements of the criteria are missing, incomplete, or only weakly address the criteria.</b> The response demonstrates a weak understanding of the criteria, contains gaps, and raises concerns about the viability of the plan or the applicant’s ability to execute it.	1
<b>Missing criteria or the responses do not address the criteria.</b> The response is missing or otherwise raises substantial concerns about the viability of the plan or the applicant’s ability to execute it.	0

### **Scoring Summary**

<b>Section</b>	<b>Section Title</b>	<b>Points</b>
1	<b>Comprehensive Needs Assessment (NEW)</b>	<b>6</b>
2	Literacy Plan Components	<b>27</b>
3	Evidence-Based Practices/Interventions	<b>3</b>
4	Alignment with State Initiatives	6
5	Coordination and Communication	9
6	Professional Learning	12
7	Personnel	9
8	Budget	9
<b>Total Points Available</b>		<b>81</b>

**Scoring Guide:** This section will be used by the review panel to score all CLSD applications. Scoring is based on a total of **81 points**. Applications must respond clearly and in sequence as outlined and numbered below in the Application Narrative table.

	<b>Section 1 Criteria: Comprehensive Needs Assessment (NEW)</b>	<b>6 Points Available</b>
1.1	Specifically addressing underserved or disadvantaged learners, describe the current quality and availability of early literacy efforts; identify community’s early literacy needs; describe key concerns or issues related to early literacy outcomes; include analysis of barriers or gaps in providing early literacy initiatives; and describe transition supports and gaps that affect how children move into kindergarten.	6
	<b>Section 2 Criteria: Literacy Plan Components</b>	<b>27 Points Available</b>
2.1	<b>CLSD Priority:</b> Proposed project must include number and percentage of participating children, birth through kindergarten entry, whose families income level is at or below 200% federal poverty income level.	Required – no points

2.2	Describe how the proposed project will incorporate the elements of a comprehensive literacy instruction plan as defined by USDOE for CLSD (See Appendix B).	3
2.3	Describe how the proposed project will integrate comprehensive literacy instruction into a whole-child education across all areas of learning and development of young children.	3
2.4	Describe how the proposed project will serve the needs of all children, from birth through kindergarten entry, including children in low-income household, children with disabilities, English learners, and children in foster care.	3
2.5	Describe how the proposed project will identify children in need of literacy interventions or other support services, including how vulnerable learners will be serviced as soon as possible.	3
2.6	Describe how the proposed project will provide intensive, supplemental, accelerated, and explicit intervention and support in early language and literacy development for children whose learning and development are below that of typically developing children.	3
2.7	Describe family literacy plans and expectations including intentional planning for meaningful family engagement, building authentic program-family connections, and empowerment through inter-generational literacy skills.	3
2.8	Describe the proposed project’s cultural literacy plans and expectations, including dual language development activities, and expected deliverables including supports for culturally-relevant learning experiences.	3
2.9	Describe the project implementation plan including how the project will assist participating programs to create and implement program-specific literacy plans (See Appendix D for components of a Literacy Implementation Plan).	3
2.10	Describe the project sustainability plan including how the evidence-based early literacy practices or interventions will be sustained beyond the life of the CLSD EL grant.	3
<b>Section 3 Criteria: Evidence-Based Practices/Interventions</b>		<b>3 Points Available</b>
3.1	Describe how the proposed project will use CLSD funds to implement evidence-based activities.	3
3.2	Provide an explanation for how the project will determine that the interventions selected by programs meet Level 1 (strong), Level 2 (moderate), Level 3 (promising) levels of evidence (See Appendix E for ESSA Definitions “Evidence-Based”).  In cases where an intervention does not meet Level 1, Level 2, Level 3 levels of evidence, describe how the project will evaluate the efficiency of the practices or intervention.	Required – no points

	<b>Section 4 Criteria: Alignment with State Initiatives</b>	<b>6 Points Available</b>
4.1	Identify at least two state 2030 HIDEOE Promise Plan indicators or the Hawaii Early Childhood State Plan 2019-2024 priority action items the proposed project will address.	3
4.2	Describe the activities the proposed project will implement for each state initiative identified above in Section 3.1. Include how the activities will collaborate and coordinate with the wide range of early childhood programs and services, including the various health and mental health and wellness supports provided by public and private entities (e.g., DOH Maternal and Child Health, DHS Child Care Program, PATCH, Head Start, Learning to Grow, etc.).	3
	<b>Section 5 Criteria: Coordination and Communication</b>	<b>9 Points Available</b>
5.1	Describe how the proposed project will coordinate the involvement of families, the early care and education settings, early intervention service programs, principals, other school leaders, specialized instructional support personnel (as appropriate), and community-based organizations in the literacy development of children served under CLSD.  Identify key partners and participants involved in the development of the application by completing Form 3.	3
5.2	Describe how the proposed project will coordinate comprehensive early literacy instruction with elementary schools and family literacy programs in the area served by the project.	3
5.3	Describe how the proposed project will provide time for early childhood educators and elementary school teachers to meet to support seamless transition and school readiness of participating children entering kindergarten.	3
	<b>Section 6 Criteria: Professional Learning</b>	<b>12 Points Available</b>
6.1	Describe how the proposed project will provide ongoing, high-quality, professional learning opportunities for care providers, educators, literacy coaches, paraprofessionals, community partners, and other program staff focused on improving early language and literacy development and school readiness. Specifically address how the overall plan for professional learning meets the ESSA requirements of 1) Sustained, 2) Intensive, 3) Collaborative, 4) Job-embedded, 5) Data-driven, and 6) Instructionally-focused (See Appendix C).	3
6.2	Describe how the proposed project will provide job-embedded, targeted professional learning and ongoing coaching to participating programs, care providers, educators, and teachers.	3
6.3	Describe how the proposed project will train administrators, specialized instructional support personnel, and other program staff to support, develop, administer, and evaluate high-quality literacy initiatives.	3

6.4	Describe how the proposed project will monitor and measure the effectiveness of the professional learning, including an evaluation of impact on practice and learning.	3
<b>Section 7 Criteria: Personnel</b>		<b>9 Points Available</b>
7.1	Describe the role, responsibilities, and qualifications expected of the proposed project’s Early Literacy Coordinator with minimum qualifications to include an academic background in literacy or at least three years of experience in literacy development and success working with diverse learners.	3
7.2	Describe the specific responsibilities for program management and implementation and how the proposed project will monitor for effective project management, implementation, and quality.	3
7.3	Describe the resources (staff, partners, providers, consultants, etc.) who will be utilized to carry out professional learning activities. Include desired qualifications, skills, and knowledge of professional learning providers.	3
<b>Section 8 Criteria: Budget</b>		<b>9 Points Available</b>
8.1	Provide a Budget Worksheet* for the Applicant. Use Table 5 to create an overall Project Budget Proposal reflecting each budget category listed in the Budget Worksheet.	Required – no points
8.2	For each budget plan display personnel costs by role (e.g., Early Literacy Coordinator, Literacy Coach, Tutor, Family Literacy Specialist, etc.). Include sufficient detail (e.g., number of hours per week, at what rate of pay, and for how many weeks per year). Include fringe and benefits as applicable. All expenditures must be reasonable, necessary, and allowable under the CLSD guidelines.	3
8.3	Provide a brief description of each strategy/intervention being proposed and the projected costs. Applicants must provide the reader with a clear picture of the proposed use of funds, directly connecting the expenditures to the activities and project goals. All expenditures must be reasonable, necessary, and allowable under the CLSD guidelines.	3
8.4	Describe how the project will use ongoing program evaluation and updated needs assessments to access CLSD funds to inform and improve comprehensive literacy instruction at the early care and education programs.	3

\* Budget worksheets are not included in 30 page narrative response limit.

**Competitive Priority Points:** Applicants will be awarded priority points if they demonstrate the stated criteria (see pages 10 to 11). These points are added to the total points earned on the scoring rubric for the application. Nine competitive priority points are available.

- **3 points:** included an evidence-based family literacy
- **3 points:** included two or more “at-risk” groups of children (children in rural or remote communities, with disabilities, English learners, and/or who are or were in foster care)
- **3 points:** included all four early care and education settings (center-based, family-child interaction learning, family child care home, and home-visiting programs)



## **SECTION 4: RESOURCE PACKET**

### **Forms:**

1. Application Cover Page
2. Subgrant Assurances
3. Participants in the Development of the CLSD Early Literacy Project Application
4. Project Budget Worksheet and Budget Justification

### **Appendices:**

- A. University of Hawaii Subgrant Templates and Requirements
- B. Comprehensive Literacy Instruction as defined by USDOE for CLSD
- C. Professional Learning as defined by USDOE for CLSD
- D. Components of a Literacy Implementation Plan as defined by HIDOE for CLSD
- E. ESSA Definition of “Evidence-Based”
- F. A Sample List of Evidence-Based Programs
- G. Implementation Stages Checklist
- H. The Hexagon: An Exploration Tool

**Form 1: Application Cover Page**

**Applicant Information**

Applicant Legal Name	
Name of Contact Person	
Position Title of Contact Person	
Phone Number of Contact Person	
Email Address of Contact Person	
Alternate Contact Name	
Alternate Contact Position Title	
Alternate Contact Email Address	
Alternate Contact Phone Number	

I HEREBY CERTIFY that to the best of my knowledge, the information in this application is correct. I further certify that I have authority as a signatory and to apply on the subgrantee applicant's behalf.

The applicant designated below hereby applies for a subgrant of federal funds with the purpose of advancing foundational language and literacy skills for all children, from birth through kindergarten entry (as identified within this application). The early literacy project application will provide a special emphasis on at least one of the categories of disadvantaged children (children living in poverty, English/dual language learners, and children with disabilities).

Signature of Applicant:

\_\_\_\_\_

Printed Name

\_\_\_\_\_

Signature

\_\_\_\_\_

Organization Name

\_\_\_\_\_

Date

## Form 2: Subgrant Assurances

The applicant assures, if awarded a subgrant, the subgrantee will:

1. Complete all required subgrant documentation in order to execute the University of Hawaii's FDP Subaward Agreement (refer to Appendix A).
2. Use CLSD funds equitably to carry out activities pertaining to children from birth through kindergarten entry.
3. Administer and report oral language assessment results of 4-year-olds, using a State-approved measure.
4. Complete an approved Evaluation Plan by May 1, 2021 and fully implement the Evaluation Plan beginning in Year 2, July 1, 2021 to June 30, 2022.
5. Administer and report quarterly assessment results based on the approved Evaluation Plan including measurable objectives identified in the project.
6. Form a community literacy collaborative to inform the implementation of planned activities and maximize the use of resources and expertise.
7. Hire an experienced literacy coordinator to lead the project. This person must devote at least 50% of their time coordinating the CLSD project throughout the duration of the project. The literacy coordinator will provide technical assistance, implement grant activities, monitor outcomes, and participate in collaborative and statewide convenings.
8. Identify and appoint a person to serve as a data coordinator (for data collection and maintenance and point of contact for the CLSD project) and ensure this person works closely with the literacy coordinator.
9. Comply with requests to collect information via surveys, interviews, and/or assessments on gains in teachers' and administrators' capacity to provide effective language and literacy instruction and report the findings in required program evaluations.
10. Implement evidence-based instructional strategies and/or interventions as proposed with fidelity and submit evidence in an annual program evaluation.
11. Cooperate with all monitoring and technical assistance efforts as communicated by U.S. Department of Education, Hawaii State Department of Education, and Hawaii P-20 and understand that failure to cooperate with any and all monitoring efforts may result in termination of the subgrantee's award, including forfeiture of subgrant reimbursements.
12. Establish a data sharing agreement with Hawaii State Department of Education and Hawaii P-20.
13. Demonstrate progress toward achieving the goals and objectives of the project.
14. Expend funds in a manner that is consistent with the subgrantee's approved application and budget plans.
15. Comply with all procurement processes and standards set forth in the U.S. Department of Education regulations.
16. Submit all required reports to Hawaii P-20. The reports will be completed and submitted in accordance with the standards and procedures designated by Hawaii P-20 and will be supported by appropriate documentation.

17. Understand that continuation of CLSD funding is dependent on being in good standing and adhering to the assurances herein (continuation is not competitive).
18. Use CLSD funds to supplement, and not supplant, non-Federal funds that would otherwise be used for activities authorized under the CLSD program.
19. Cooperate with requirements of the national evaluation of the CLSD program.
20. Follow Uniform Administrative Requirements and Basic Considerations found at <https://www.ecfr.gov>:
  - a. 2 CFR 200.403 Factors affecting allowability of costs;
  - b. 2 CFR 200.404 Reasonable costs;
  - c. 2 CFR 200.405 Allocable costs;
  - d. 2 CFR 200.406 Applicable credits;
  - e. 2 CFR 200.407 Prior written approval (prior approval);
  - f. 2 CFR 200.408 Limitation on allowance of costs.
21. Maintain time and effort records, if CLSD funds are used for personnel.
22. Understand that unused CLSD funds may not be carried over to the following fiscal year unless 1) approved prior to the end of the fiscal year by Hawaii P-20 and 2) based on unforeseen, extenuating circumstances.
23. Maintain all subgrant records for five years following submission of the final report.
24. Maintain an inventory of equipment purchased with CLSD funds. All equipment must be properly labeled. Equipment is defined as any item with a purchase price of \$5,000 or more.

Signature of Applicant:

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Printed Name

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Signature

---

Organization Name

---

Date

**Form 3: Participants in the Development of the CLSD Early Literacy Project Application**

The following people participated in the planning, design, and/or development of the CLSD Early Literacy Project application. Please include key participants throughout the planning process.

<b>Name</b>	<b>Position Title</b>	<b>Organization</b>

(Add rows as needed)

## Form 4: Project Budget Worksheet and Budget Justification

All applicants are required to submit a project budget and budget justification with their application.

Step 1) Complete Budget Worksheet. Use the bottom row and far right column of each table for subtotals.

Step 2) Use Table 5 from individual budget worksheets to create one overall Project Budget Proposal reflecting each budget category listed in the Budget Worksheet: Category 1 Salary Staff, Category 2 Hourly Staff, Category 3 Professional Learning, and Category 4 Instructional Program, and Category 5 Supplemental Materials.

Step 3) Provide a project budget justification. The budget justification consists of a budget narrative and a line-item budget detail for the four budget periods of the proposed project.

- Proposed expenditures must align with identified needs and the goals of the project.
- All purchases must be reasonable, necessary, and allowable under the guidance of the CLSD program.
- Annual project award cannot exceed **up to \$350,000 per year, with a possible maximum award of \$1.40 million for four years.**
- Per child and per program costs must be reasonable.
- Personnel costs must follow state guidelines.
- Contracts must adhere to procurement requirements.

**Table 1: Salary Staff** (Use one row for each unique position/role type)

Personnel	Description	No.	FTE	Year 1 October 2020 to June 2021	Year 2 July 2021 to June 2022	Year 3 July 2022 to June 2023	Year 4 July 2023 to June 2024	Subtotal
Position/ Role Salary Fringe Benefits				\$	\$	\$	\$	\$
				\$	\$	\$	\$	\$
				\$	\$	\$	\$	\$
				\$	\$	\$	\$	\$
	<b>SUBTOTAL</b>			\$	\$	\$	\$	\$

Add rows as needed.

**Table 2: Hourly Staff** (Use one row for each unique position/role type)

Personnel	Description	No.	Hours per Week	Year 1 October 2020 to June 2021	Year 2 July 2021 to June 2022	Year 3 July 2022 to June 2023	Year 4 July 2023 to June 2024	Subtotal
Position/ Role Hourly Rate				\$	\$	\$	\$	\$
				\$	\$	\$	\$	\$
				\$	\$	\$	\$	\$
				\$	\$	\$	\$	\$
	<b>SUBTOTAL</b>			\$	\$	\$	\$	\$

Add rows as needed.

**Table 3: Professional Learning**

Program Specific Training	Description	Year 1 October 2020 to June 2021	Year 2 July 2021 to June 2022	Year 3 July 2022 to June 2023	Year 4 July 2023 to June 2024	Subtotal
Consultants, experts, provider contracts		\$	\$	\$	\$	\$
Training Supplies		\$	\$	\$	\$	\$
In-State Travel		\$	\$	\$	\$	\$
Out-of-State Travel (pre-approval required)		\$	\$	\$	\$	\$
In-State Travel (required for neighbor islands)	Quarterly Statewide Literacy Coordinator Convening/Technical Assistance	\$	\$	\$	\$	\$
Other		\$	\$	\$	\$	\$
	<b>SUBTOTAL</b>	\$	\$	\$	\$	\$

Add rows as needed.

**Table 4: Instructional Program and Supplemental Materials**

Literacy Materials	Description	No. of Child Participants	Year 1 October 2020 to June 2021	Year 2 July 2021 to June 2022	Year 3 July 2022 to June 2023	Year 4 July 2023 to June 2024	Subtotal
Supplemental Materials			\$	\$	\$	\$	\$
Consumable Materials			\$	\$	\$	\$	\$
Software			\$	\$	\$	\$	\$
Equipment			\$	\$	\$	\$	\$
Other			\$	\$	\$	\$	\$
	<b>SUBTOTAL</b>		\$	\$	\$	\$	\$

Add rows as needed.

**Table 5: Total Budget**

Tables 1 to 4 Above	Year 1 October 2020 to June 2021	Year 2 July 2021 to June 2022	Year 3 July 2022 to June 2023	Year 4 July 2023 to June 2024	Subtotal
Salary Staff	\$	\$	\$	\$	\$
Hourly Staff	\$	\$	\$	\$	\$
Professional Learning	\$	\$	\$	\$	\$
Instructional Program and Supplementary Materials	\$	\$	\$	\$	\$
<b>SUBTOTAL</b>	\$	\$	\$	\$	\$
Performance Measure Evaluation (5% - 7% of total budget)	\$	\$	\$	\$	\$
Indirect Cost, if applicable*	\$	\$	\$	\$	\$
<b>BUDGET TOTAL</b>	\$	\$	\$	\$	\$

Add rows as needed.

\* Applicants must have a currently-approved Indirect Cost Rate agreement, negotiated with and approved by its cognizant agency. A copy is required.



## Appendix A: University of Hawaii Subgrant Requirements

If awarded a subgrant, a subgrantee will be required to execute a University of Hawaii (UH) FDP Subaward Agreement and submit all required forms prior to execution of the agreement.

If Hawaii P-20 identifies items that are unauthorized or not properly categorized that require a subgrant budget modification prior to the subgrant award, applicants will need to submit requested changes prior to the official subgrant award notification. Please note that any applicant that does not provide an approved, revised Comprehensive Literacy State Development subgrant budget by Hawaii P-20's deadlines may not receive a subgrant award.

If awarded a subgrant, the budget period will not begin until all required modifications (if applicable) are submitted to Hawaii P-20. Funds shall not be encumbered or spent until the subgrantee has received the official notice of award.

Applicants should familiarize themselves with UH's required subgrant templates and forms in order to expedite execution of the subgrant agreement. Subgrantees will be required to complete the following (since forms are continuously updated, web links are being provided for reference):

1. Provide information for the following at [www.ors.hawaii.edu/index.php/apply/forms](http://www.ors.hawaii.edu/index.php/apply/forms):
  - a. Attachment 3B "Subrecipient Contacts"
  - b. Attachment 3B-2 "Highest Compensated Officers" (if applicable)
2. S-1 Subrecipient Commitment Form – An S-1 Subrecipient Commitment Form must be completed in order for UH to obtain required certifications and ensure the subgrantee's compliance with applicable rules and regulations. Fill out the "S-1 FDP" form if you are an FDP Expanded Clearinghouse participant, otherwise, fill out the "S-1" form. Detailed instructions for each form are posted at the above link.
3. S-2 Subrecipient Questionnaire – This form must be completed if your entity is not required to undergo a Single Audit.
4. PDF version or screenshot of System for Award Management (SAM) search results showing that the subgrantee has an active SAM registration, required to do business with the federal government. For instructions on how to register in SAM, see [https://www.sam.gov/SAM/transcript/Quick\\_Guide\\_for\\_Grants\\_Registrations.pdf](https://www.sam.gov/SAM/transcript/Quick_Guide_for_Grants_Registrations.pdf)
5. Certificate of Vendor Compliance / Hawaii State Tax Clearance from Hawaii Compliance Express (see <https://vendors.ehawaii.go/hce/splash/welcome.html>).

NOTE: Hawaii Revised Statutes § 103-53 requires subrecipients to provide proof of tax clearance from the State of Hawaii Department of Taxation and the Internal Revenue Service prior to entering into agreements with cumulative totals of \$25,000 or more. A tax clearance is not required for agreements under \$25,000 or with domestic, foreign, municipal, county, state or federal government agencies, or with public higher education institutions. By law, UH cannot execute an agreement without your entity's current tax clearance. Any work performed without a fully executed subaward agreement and a Hawaii State Tax Clearance is at your entity's own risk.

## **Appendix B: Comprehensive Literacy Instruction**

As defined by the U.S. Department of Education's 2019 Application for New Awards for the Comprehensive Literacy State Development program, comprehensive literacy instruction means instruction that:

### **CONTENT OF INSTRUCTION**

- Includes age-appropriate, explicit, systematic and intentional instruction in phonological awareness, phonic decoding, vocabulary, language structure, reading fluency, and reading comprehension.
- 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.
- Provides opportunities for children to use language with peers and adults in order to develop language skills, including developing vocabulary.
- Links literacy instruction to the challenging State academic standards, including the ability to navigate, understand, and write about, complex print and digital subject matter.

### **QUALITY OF INSTRUCTION**

- Includes developmentally appropriate, contextually explicit, and systematic instruction, and frequent practice, in reading and writing across content areas.
- Uses differentiated instructional approaches, including individual and small group instruction and discussion.
- Includes frequent practice of reading and writing strategies.
- Uses strategies to enhance children's motivation to read and write and children's engagement in self-directed learning.

### **RESOURCES/MATERIALS TO SUPPORT INSTRUCTION**

- Makes available and uses diverse, high-quality print materials that reflect the reading and development levels, and interests, of children.
- Incorporates the principles of universal design for learning.

### **DATA TO SUPPORT INSTRUCTION**

- 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.
- Depends on teachers' collaboration in planning, instruction, and assessing a child's progress and on continuous professional learning.

## Appendix C: Professional Learning

As defined by the U.S. Department of Education's 2019 Application for New Awards for the Comprehensive Literacy State Development program, professional development means activities that:

- A. Are an integral part of school and Local Education Agency (LEA) strategies for providing educators (including teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, and, as applicable, early childhood educators) with the knowledge and skills necessary to enable students to succeed in a well-rounded education (as defined in this notice) and to meet the challenging State academic standards; and
- B. Are sustained (not stand-alone, one-day, or short-term workshops), intensive, collaborative, job-embedded, data-driven, and classroom-focused, and may include activities that:
  1. Improve and increase teachers'
    - Knowledge of the academic subjects the teachers teach;
    - Understanding of how students learn; or
    - Ability to analyze student work and achievement from multiple sources, including how to adjust instructional strategies, assessments, and materials based on such analysis;
  2. Are an integral part of broad schoolwide and districtwide educational improvement plans;
  3. Allow personalized plans for each educator to address the educator's specific needs identified in observation or other feedback;
  4. Improve classroom management skills;
  5. Support the recruitment, hiring, and training of effective teachers, including teachers who became certified through State and local alternative routes to certification;
  6. Advance teacher understanding of
    - Effective instructional strategies that are evidence-based (as defined in this notice); or
    - Strategies for improving student academic achievement or substantially increasing the knowledge and teaching skills of teachers;
  7. Are aligned with, and directly related to, academic goals of the school or LEA;
  8. Are developed with extensive participation of teachers, principals, other school leaders, parents, representatives of Indian tribes (as applicable), and administrators of schools to be served under this program;
  9. Are designed to give teachers of English learners (as defined in this notice), and other teachers and instructional staff, the knowledge and skills to provide instruction and appropriate language and academic support services to those children, including the appropriate use of curricula and assessments;
  10. To the extent appropriate, provide training for teachers, principals, and other school and community-based early childhood program leaders in the use of technology

- (including education about the harms of copyright piracy), so that technology and technology applications are effectively used in the classroom to improve teaching and learning in the curricula and academic subjects in which the teachers teach;
11. As a whole, are regularly evaluated for their impact on teacher effectiveness and student academic achievement, with the findings of the evaluations used to improve the quality of professional development;
  12. Are designed to give teachers of children with disabilities (as defined in this notice) or children with developmental delays, and other teachers and instructional staff, the knowledge and skills to provide instruction and academic support services to those children, including positive behavioral interventions and supports, multi-tier system of supports, and use of accommodations;
  13. Include instruction in the use of data and assessments to inform classroom practice;
  14. Include instruction in ways that teachers, principals, other school leaders, specialized instructional support personnel, and school administrators may work more effectively with parents and families;
  15. Involve the forming of partnerships with institutions of higher education, including, as applicable, Tribal Colleges and Universities as defined in section 316(b) of the HEA (20 U.S.C. 1059c(b)), to establish school-based teacher, principal, and other school leader training programs that provide prospective teachers, novice teachers, principals, and other school leaders with an opportunity to work under the guidance of experienced teachers, principals, other school leaders, and faculty of such institutions;
  16. Create programs to enable paraprofessionals (assisting teachers employed by an LEA receiving assistance under part A of title I) to obtain the education necessary for those paraprofessionals to become certified and licensed teachers;
  17. Provide follow-up training to teachers who have participated in activities described in this paragraph that are designed to ensure that the knowledge and skills learned by the teachers are implemented in the classroom; or
  18. Where practicable, provide for school staff and other early childhood education program providers to address jointly the transition to elementary school, including issues related to school readiness.

## Appendix D: Components of Literacy Implementation Plan

As described in the Hawaii CLSD grant application, a Literacy Implementation Plan includes clear targets and deliverables focused on the literacy elements integrated into the school's design which is informed by community needs, student voice, and teacher input; targets disadvantaged children in need of literacy support; is aligned with the State Literacy Plan; includes the activities required by the CLSD program, including coordination with community partners; and includes the following elements:

1. **A detailed proposed budget** that includes a summary that describes the overall percentage of funds that are being used for programs and activities pertaining to birth through kindergarten entry continuum. This budget should also include line item costs (and a detailed description) for additional staff necessary to implement the activities and the cost of assessment tools and activities necessary to implement the competitive grant.
2. **A literacy needs assessment** that explains the rationale for how CLSD funds will be used to inform and improve comprehensive literacy instruction.
3. **Description of professional learning participants.** The professional learning plan must extend beyond classroom teachers and include others such as families, other program leaders, specialized instructional support personnel, paraprofessionals, and community partners.
4. **Description of professional learning activities.** Professional learning activities should be sustainable, intensive, collaborative, job- embedded, data-driven, and classroom-focused, and include monitoring application into practice. Those that are stand-alone, one-day, or short-term workshops are not allowed.
5. **Description of professional learning content.** Professional learning content must build the capacity to provide comprehensive literacy instruction that is developmentally appropriate and engaging, inclusive of all areas of learning and development from birth through kindergarten entry continuum. Consideration must also be given to companion opportunities for families in support of their learners.
6. **References for evidenced-based activities.** The activities must demonstrate at minimum moderate evidence, at least one well-designed and well-implemented quasi-experimental study.
7. **Use of student data.** Identification of the student-level data that will be collected, the assessment tools that will be used for the data collection, and how these data will be used to inform the implementation of the CLSD funds. Student-level data should be used to identify students most in need of literacy intervention, to inform classroom practice, and for reporting to the State for quarterly reports.
8. **Family engagement activities.** A description of intentional planning for family engagement and empowerment assuring that families are significant partners in grant efforts. Including providing families with evidence-based strategies for promoting literacy and empowering families to choose high-quality education experiences that meet their unique needs. In addition, expanding support for incarcerated adults to model and increase their competency in literacy skills with their children.
9. **Community partnerships.** Identification of community partners, such as providers that serve families and children birth to age 5, community resources that support literacy (e.g., community public library), and Hawaiian-medium education programs.

10. **Public Education partnerships.** Identification of public education partners, such as EOEL, HIDEOE K-12, and Charter Schools.
11. **Integration of CLSD-funded activities.** A description of how the CLSD-funded activities are aligned with, and directly related to oral language gain and school readiness of four-year-olds, and provide all children with a well-rounded educational experience. Including how these activities complement school design efforts, academic plans, and district-wide improvement plans.

## Appendix E: ESSA Definition of “Evidence-Based”

The U.S. Department of Education’s guidance (“[Using Evidence to Strengthen Education Investments](#)”) is designed to help State Education Agencies (SEAs), Local Education Agencies (LEAs), schools, educators, partner organizations and other stakeholders successfully choose and implement interventions that improve outcomes for students.

The top 3 levels require findings of a **statistically significant effect** on improving student outcomes or other relevant outcomes based on:

(1) Strong	• At least 1 well-designed and well-implemented <b>experimental study</b> (i.e., randomized)
(2) Moderate	• At least 1 well-designed and well-implemented <b>quasi-experimental study</b> (i.e., matched)
(3) Promising	• At least 1 well-designed and well-implemented <b>correlational study with statistical controls for selection bias</b>

The criteria below represent the Department’s recommendations for identifying evidence at each of the three levels in ESEA.

**Strong Evidence.** To be supported by strong evidence, there must be at least one well designed and well-implemented experimental study (e.g., a randomized control trial) on the intervention. The Department considers an experimental study to be “well-designed and well-implemented” if it meets What Works Clearinghouse (WWC) Evidence Standards without reservations or is of the equivalent quality for making causal inferences. Additionally, to provide strong evidence, the study should:

- 1) Show a statistically significant and positive (i.e., favorable) effect of the intervention on a student outcome or other relevant outcome;
- 2) Not be overridden by statistically significant and negative (i.e., unfavorable) evidence on the same intervention in other studies that meet WWC Evidence Standards with or without reservations or are the equivalent quality for making causal inferences;
- 3) Have a large sample and a multi-site sample; and
- 4) Have a sample that overlaps with the populations (i.e., the types of students served) AND settings (e.g., rural, urban) proposed to receive the intervention.

**Moderate Evidence.** To be supported by moderate evidence, there must be at least one well-designed and well-implemented quasi-experimental study on the intervention. The Department considers a quasi-experimental study to be “well-designed and well implemented” if it meets WWC Evidence Standards with reservations or is of the equivalent quality for making causal inferences. Additionally, to provide moderate evidence, the study should:

- 1) Show a statistically significant and positive (i.e., favorable) effect of the intervention on a student outcome or other relevant outcome;
- 2) Not be overridden by statistically significant and negative (i.e., unfavorable) evidence on that intervention from other findings in studies that meet WWC Evidence Standards with or without reservations or are the equivalent quality for making causal inferences;
- 3) Have a large sample and a multi-site sample; and
- 4) Have a sample that overlaps with the populations (i.e., the types of students served) OR settings (e.g., rural, urban) proposed to receive the intervention.

**Promising Evidence.** To be supported by promising evidence, there must be at least one well-designed and well-implemented correlational study with statistical controls for selection bias on the intervention. The Department considers a correlational study to be “well-designed and well-implemented” if it uses sampling and/or analytic methods to reduce or account for differences between the intervention group and a comparison group. Additionally, to provide promising evidence, the study should:

- 1) Show a statistically significant and positive (i.e., favorable) effect of the intervention on a student outcome or other relevant outcome; and
- 2) Not be overridden by statistically significant and negative (i.e., unfavorable) evidence on that intervention from findings in studies that meet WWC Evidence Standards with or without reservations or are the equivalent quality for making causal inferences.



## Appendix F: A Sample List of Evidence-Based Programs

Evidence requirements under the Every Student Succeeds Act (ESSA) are designed to ensure that states, districts, and schools can identify programs, practices, products, and policies that work across multiple populations. The following evidence-based reading programs and products selected from [What Works Clearinghouse](#) and [Evidence for ESSA](#) have been shown to have positive outcomes for students in the targeted areas.

The ESSA definitions of **strong** (Level or Tier 1) or **moderate** (Level or Tier 2) are described below based on What Works Clearinghouse (WWC) research findings.

<h3 style="margin: 0;">ESSA TIER 1</h3> <p style="margin: 0; color: white;">At least one finding shows <i>strong</i> evidence of effectiveness</p>	<h3 style="margin: 0;">ESSA TIER 2</h3> <p style="margin: 0; color: white;">At least one finding shows <i>moderate</i> evidence of effectiveness</p>
<ul style="list-style-type: none"> <li>• Meets WWC Standards <b>Without Reservations</b></li> <li>• Statistically significant positive effect</li> <li>• At least 350 students</li> <li>• At least 2 educational sites</li> </ul>	<ul style="list-style-type: none"> <li>• Meets WWC Standards <b>With or Without Reservations</b></li> <li>• Statistically significant positive effect</li> <li>• At least 350 students</li> <li>• At least 2 educational sites</li> </ul>

The effectiveness rating key for WWC is as follows:

- *Positive*: strong evidence that intervention had a positive effect on outcomes.
- *Potentially Positive*: evidence that intervention had a positive effect on outcomes with no overriding contrary evidence.
- *Mixed*: evidence that intervention’s effect on outcomes is inconsistent.

**Please Note:**

- Programs must be implemented with fidelity to achieve outcomes demonstrated in research studies.
- Supplemental computer-assisted instructional programs should NOT completely replace explicit and direct instruction.
- Hawaii P-20 neither endorses nor has an interest in any of these resources.

Program	Description	Grade Level	ESSA Effectiveness Rating	WWC Effectiveness Rating
Curiosity Corner	Comprehensive early childhood curriculum to support children at risk of failure due to poverty. Includes parent component.	PK – K	Strong	<u>Early Childhood Ed</u> Potentially Positive: <i>Oral Language</i>
Dialogic Reading	An interactive shared picture book reading practice	PK	No studies met inclusion requirements.	<u>Early Childhood Ed</u> Positive: <i>Oral Language</i>
Doors to Discovery™	Preschool curriculum comprised of 8 thematic units to build fundamental early literacy skills.	PK	Not found	<u>Early Childhood Ed</u> Potentially Positive: <i>Oral Language, Print Knowledge</i>

Earobics®	Interactive software program with animated characters that provides students with individualized instruction in early literacy.	PK – Gr.3	No studies met inclusion requirements.	<u>Beginning Reading</u> Potentially Positive: <i>Reading Fluency</i> Positive: <i>Alphabetics</i>
Enhanced Core Reading Instruction (ECRI)	Enhanced Core Reading Instruction primarily focuses on Tier 2 teaching, providing teachers with professional development and materials to improve the alignment of Tier 2 with Tier 1 core instruction. Teaching focuses on phonemic awareness, sound blending, word reading, fluency, reading decodable text, and irregular words. Program has strong coaching component.	PK – Gr.3	Strong	<u>Beginning Reading</u> Mixed: <i>Reading Achievement, Reading Fluency</i> Positive: <i>Alphabetics</i>
Headsprout® Early Reading	An online supplemental early literacy curriculum consisting of 20-minute animated episodes.	PK	No studies met inclusion requirements.	<u>Early Childhood Ed</u> Potentially Positive: <i>Oral Language, Print Knowledge</i>
Literacy Express	Preschool curriculum with units on oral language, emergent literacy, basic math, science, general knowledge, and socioemotional development.	PK – K	Strong	<u>Early Childhood Ed</u> Positive: <i>Oral Language, Phonological Processing, Print Knowledge</i>
Leveled Literacy Intervention (LLI)	Short term, small group literacy intervention. Includes explicit instruction in phonological awareness, phonics, fluency, vocabulary, reading comprehension, oral language, and writing.	PK – Gr.2	Strong	<u>Beginning Reading</u> Potentially Positive: <i>Reading Fluency</i> Positive: <i>Reading Achievement</i>
Success for All®	Whole school reform model. Includes comprehensive literacy program, intervention training, parent supports, and computer-assisted tutoring tools.	PK – Gr.8	Strong	<u>Beginning Reading</u> Mixed: <i>Comprehension, Reading Achievement</i> Potentially Positive: <i>Reading Fluency</i> Positive: <i>Alphabetics</i>
Waterford Early Reading Level One™	Computer-based emergent literacy curriculum.	PK	Positive effects for PK.	<u>Early Childhood Ed</u> Potentially Positive <i>Print Knowledge</i>

## Appendix G: Implementation Stages Checklist

Think of an implementation in which you are or have been involved:

- Check (✓) if completed or Mark (+) noting additional follow up needed
- If mark (+), outline additional follow up steps are/were needed

Exploration	Complete ✓ or +	If not, needed follow up steps
Assess Readiness (Give Get, Readiness Assessment)		
Form “Implementation Team” or Re-Purpose/ Expand a Current Group (Complete Terms of Reference)		
Develop Communication Protocol between Teams (in ToR)		
Develop Communication plan to inform stakeholders (in ToR)		
Analyze Data to determine need and prevalence of need (Root cause)		
Select Targeted Areas to address Need (e.g., student, teacher, family outcomes)		
Review and identify programs, practices, interventions that match target area and address need		
Review and discuss “eligible” programs and practices(i.e., use the Hexagon tool or a Delphi Process):		
a) Need		
b) Fit		
c) Supports		
d) Strengths of Evidence		
e) Usability		
f) Capacity to Implement		
Select programs/practices for continued exploration based on assessment results from above		
Develop methods to promote exploration and assess “buy-in” for range of impacted stakeholders		
Analyze information and results of exploration activities		
Identify structural and functional changes needed (e.g., policies, schedules, space, time, materials, re- allocation of roles and responsibilities, new positions needed)		
<b>Implementation Team makes final decision or makes recommendation to appropriate level</b>		

Installation	Complete ✓ or +	If not, needed follow up steps
Make structural and functional changes needed to initiate the new program, practice, framework		
Development of selection protocols for “first practitioners” (e.g., administrators, teachers, or staff)		
Selection of “first practitioners”		
Identification of Training Resources & Logistics		
Training of first cohort of implementers		
Develop coaching and support plans for implementers		
Evaluate “readiness” and sustainability of data systems including fidelity measures		
Analyze and problem-solve around the sustainability of training, coaching, data systems		
Establish communication links to report barriers and facilitators to next leadership level and/or policymakers during next stage (e.g., Initial Implementers)		

Initial Implementation	Complete ✓ or +	If not, needed follow up steps
Communication plan(s) used to inform stakeholders of “launch dates”, activities, and convey support		
Communication protocols developed for identifying barriers and adaptive challenges and problem-solving at each “level” (e.g., weekly implementation team meetings to identify issues, create plans, review results of past problem-solving efforts, forward issues to next “level” as appropriate)		
Leadership develops support plan to promote ongoing efforts		
Written coaching plan developed at relevant levels (e.g., unit/site, teacher, grade-level, building)		
Coaching system in place		
Data systems functioning for measuring and reporting fidelity and outcomes		
Document that reviews initial implementation challenges and facilitator for using innovation as intended (PDSA Cycles)		
Revisions recommended for Implementation Drivers (selection, training, coaching, data systems, leadership supports, etc.) based on review of challenges and with sustainability consideration (PDSA Cycles)		
If appropriate, plan for next cohort of practitioners		

Full Implementation	Complete ✓ or +	If not, needed follow up steps
Monitoring and support systems are in place for each Implementation Driver:		
a) Recruitment and selection		
b) Training and booster training		
c) Coaching processes and data		
d) Fidelity measures and reporting processes		
e) Outcome data measures and reporting process		
f) Building and/or district administrative policies and practices (Facilitative Administration)		
g) Other levels of administrative policies and practices (System Intervention)		
h) Leadership support strategies		
Feedback process from teachers to administrators is in place and functional (e.g., teacher participation on Leadership and Implementation Teams, changes in administrative supports and policies occur to facilitate best practices)		
Leadership and Implementation Teams use data (e.g., student outcomes, behavior, and fidelity) to make decisions		
Improvement processes are employed to address issues through the use of data to identify challenges, development of plans, monitoring of plan execution and assessment of results (PDSA cycles) until improvement occurs or functional processes are embedded and routinized.		

## Appendix H: The Hexagon: An Exploration Tool

The Hexagon can be used as a planning tool to guide selection and evaluate potential programs and practices for use.

### IMPLEMENTING SITE INDICATORS

#### CAPACITY TO IMPLEMENT

Staff meet minimum qualifications

Able to sustain staffing, coaching, training, data systems, performance assessment, and administration

- Financial capacity
- Structural capacity
- Cultural responsibility capacity

Buy-in process operationalized

- Practitioners
- Families

#### FIT WITH CURRENT INITIATIVES

Alignment with community, regional, state priorities

Fit with family and community values, culture and history

Impact on other interventions & initiatives

Alignment with organizational structure

#### NEED

Target population identified

Disaggregated data indicating population needs

Parent & community perceptions of need

Addresses service or system gaps

### PROGRAM INDICATORS

#### EVIDENCE

Strength of evidence—for whom in what conditions:

- Number of studies
- Population similarities
- Diverse cultural groups
- Efficacy or Effectiveness

Outcomes – Is it worth it?

Fidelity data

Cost – effectiveness data

#### USABILITY

Well-defined program

Mature sites to observe

Several replications

Adaptations for context

#### SUPPORTS

Expert Assistance

Staffing

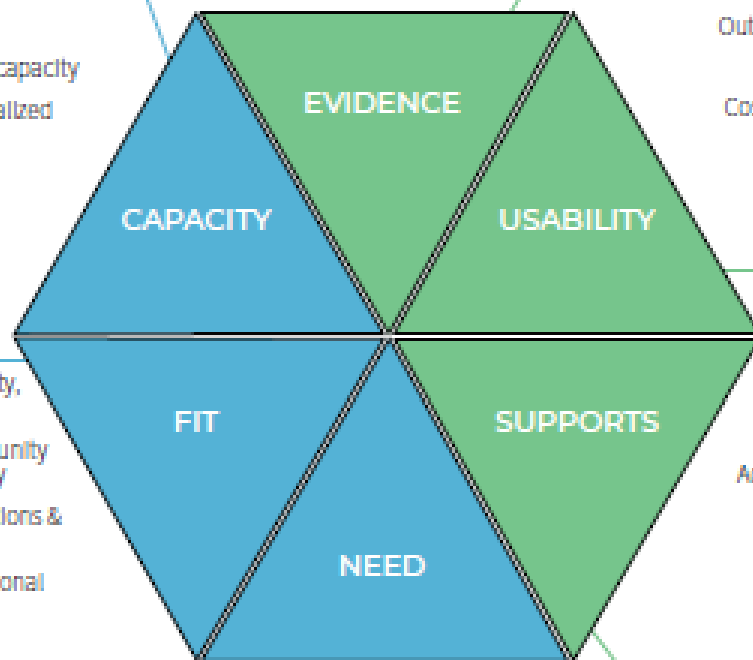
Training

Coaching & Supervision

Racial equity Impact assessment

Data Systems Technology Supports (IT)

Administration & System



Metz, A. & Louison, L. (2019) The Hexagon Tool: Exploring Context. Chapel Hill, NC: National Implementation Research Network, Frank Porter Graham Child Development Institute, University of North Carolina at Chapel Hill. Based on Kiser, Zabel, Zachik, & Smith (2007) and Blase, Kiser & Van Dyke (2013).