

California's Comprehensive Literacy State Development Grant

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CALIFORNIA DEPARTMENT OF EDUCATION
Tony Thurmond, State Superintendent of Public Instruction

What is the Comprehensive Literacy State Development Grant?

- Opportunity for states to apply for federal funding to support literacy instruction from birth through grade twelve.
- Aims to improve student achievement in literacy by funding states to develop, revise, or update comprehensive literacy plans.
- Allows states to provide targeted subgrants to LEAs to implement evidence-based programs and high-quality literacy instruction based on their state's SLP.



Federal Comprehensive Literacy State Development Grant Priorities

- (1) Projects that incorporate State Education Agency (SEA) partnerships with Institutions of Higher Education (IHEs);
- (2) Projects designed to address the impacts of the COVID-19 pandemic using evidence-based instructional approaches and supports to meet challenging academic content standards without contributing to tracking or remedial courses;



Federal Comprehensive Literacy State Development Grant Priorities Continued

- (3) Projects designed to promote education equity and adequacy in resources and opportunity for underserved students. California will focus its grant work on addressing the literacy needs of underserved students, including multilingual learners, to support screening for reading difficulties (e.g., dyslexia), and evidence-based instructional approaches tailored to students' specific needs; and
- (4) Projects that support students and their families at key transitional stages in their education by ensuring coordinated, high-quality professional development for educators in these transitional stages.



California's Proposal: Objective One



Leverage state capacity and partnerships, including coordination with institutions of higher education and subgrantees, to ensure pre-service teachers and in-service teachers have sufficient and consistent knowledge and skills to support evidence-based literacy instruction, intervention, and assessment.



California's Proposal: Objective Two



Revise California's Comprehensive State Literacy Plan to include updated evidence-based practices and guidance documents, as well as promising practices and implementation guides from 2019 CLSD subgrantees.



California's Proposal: Objective Three



Continue to build local capacity to establish, align, and implement literacy initiatives that emphasize family and community involvement and expand educational options, ensuring equity in student access and addressing the needs of California's most vulnerable children, particularly related to the impacts of the COVID-19 pandemic on students and educators.



State Literacy Plan Purpose

- Align and integrate state literacy initiatives, content standards, and state guidance documents to support teachers of students from birth through grade twelve.
- Support continuous improvement by:
 - Connecting essential literacy guidance to support comprehensive and integrated implementation of high-quality literacy programs at the state and local level.
 - Focusing on the age/grade band goals for literacy achievement established by the *California Common Core State Standards (CCSS)* in the *English Language Arts/English Language Development (ELA/ELD) Framework*.
- Serve as a model for local literacy plans.



Audiences for the State Literacy Plan

- Site, district, and county administrators
- Teachers and paraprofessionals of all grades and disciplines, teacher librarians, education specialists, ELD and multilingual specialists, educator mentors, literacy coaches and reading specialists, and professional learning providers
- University faculty in teacher preparation programs
- Parents and communities



State Literacy Plan Updates

- Preface, Executive Summary
- Introduction
- **California's Approach to Literacy Instruction**
 - Standards and Frameworks
 - Multi-Tiered System of Support (MTSS) and Statewide System of Support
 - Initiatives and Priorities
 - California's Statewide System of Support
 - Logic Model



State Literacy Plan Updates, Continued

- **Continuous Improvement Process**
 - Literacy Planning Toolkit
 - State Level and Local Level Processes for each step
 - Outcomes and evidence-based practices from 2019 Comprehensive Literacy State Development (CLSD) Literacy Lead Agencies
 - Statewide Literacy Priorities
- **Comprehensive and Integrated Literacy Model**
 - California's MTSS
 - Circles of Implementation
 - Well-Prepared and Supported Teachers and Leaders
 - Family and Community Partnership and Student Voice



Literacy Lead Agencies

- Seven subgrants to implement three-year small scale pilots (model sites) to improve literacy outcomes for students:
 - One for children from birth to age five
 - Three for TK–5
 - Three for grades 6–12
- Focus on teacher professional learning
- Support LEAs to develop local literacy plans
- Build statewide capacity around priorities in the SLP



Funding for Local Educational Agencies

- In 2019 the CDE was awarded CLSD grant funds to leverage and expand existing statewide infrastructure, guidance, and expertise to bring coherence to the system of literacy supports to improve student outcomes over a period of five years.
 - September 1, 2021–August 31, 2025 (One year delay due to COVID–19)
- Approximately \$37.5 million to fund eligible county offices of education (COEs) to serve as LLAs, and \$2.7 million in Supplemental Award funds.
 - Grant awards were between \$6,075,867 and \$5,428,993.



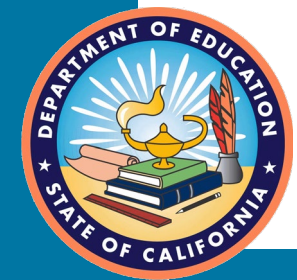
Statewide Literacy Priority Birth–Age Five

CLSD 2019 Priority 1

1. Birth to age five projects that support early childhood education programs that promote literacy-rich environments and experiences and support the quality of programs and their capacity to support early language and literacy skills, as well as to increase family support by increasing knowledge, skills, and confidence through family-centered curriculum and literacy activities with special attention to linguistic diversity and equity and access for all.

Proposed CLSD 2024 Priority 1

Birth to age five programs that support early childhood educators to build their instructional capacity to support early language and literacy skills and to promote literacy-rich environments and experiences, as well as to increase family support by developing knowledge and skills through family-centered curriculum and literacy activities with special attention to linguistic diversity.



Statewide Literacy Priority Transitional Kindergarten– Grade Five

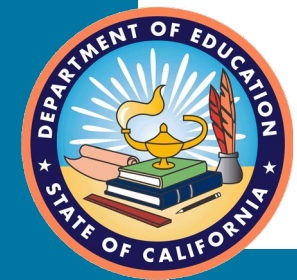
CLSD 2019 Priorities 2–4

2. TK–5 programs that build teacher capacity for Tier 1 literacy instruction, including foundational skills, reading comprehension, and best first reading and writing instruction.
3. TK–5 programs that build school capacity for effective literacy and comprehensive ELD for English learners (EL), including opportunities to develop biliteracy and primary language instruction whenever possible.
4. TK–5 programs that build school capacity to support students struggling with reading, including, but not limited to, students with disabilities and students with dyslexia.

Proposed CLSD 2024 Priority 2

Build educator capacity for evidence-based structured literacy instruction, within an MTSS, including Universal Tier 1 instruction in foundational skills, language development, reading comprehension, and writing instruction for all students including, but not limited to:

- EL and multilingual students with opportunities to develop biliteracy, including integrated and designated ELD.
- Students struggling with literacy, including, but not limited to, students with disabilities and students with dyslexia.
- Other identified student populations



Statewide Literacy Priority Grades Six–Twelve

CLSD 2019 Priorities 5–7

5. Grades 6–12 programs that build teacher capacity across disciplines for literacy instruction, including peer to peer coaching models.

6. Grades 6–12 programs that build school capacity for effective literacy and comprehensive ELD for EL, including opportunities to develop biliteracy and primary language instruction whenever possible.

7. Grades 6–12 programs that promote and build school capacity for effective literacy instruction for students with disabilities.

Proposed CLSD 2024 Priority 3

Build educator capacity in all content areas for evidence-based literacy instruction within an MTSS, including Universal Tier 1 literacy instruction for all students, including but not limited to:

- EL and multilingual students with opportunities to develop biliteracy, supports for long-term EL students, integrated and designated ELD.
- Students struggling with literacy, including, but not limited to, students with disabilities and students with dyslexia.
- Other identified student populations.



Regional Distribution of Literacy Lead Agencies

Priority 1: Red (San Bernardino CSS, Fresno COE OCDE)

Priority 2: Blue (LACOE, Lake COE, Siskiyou COE)

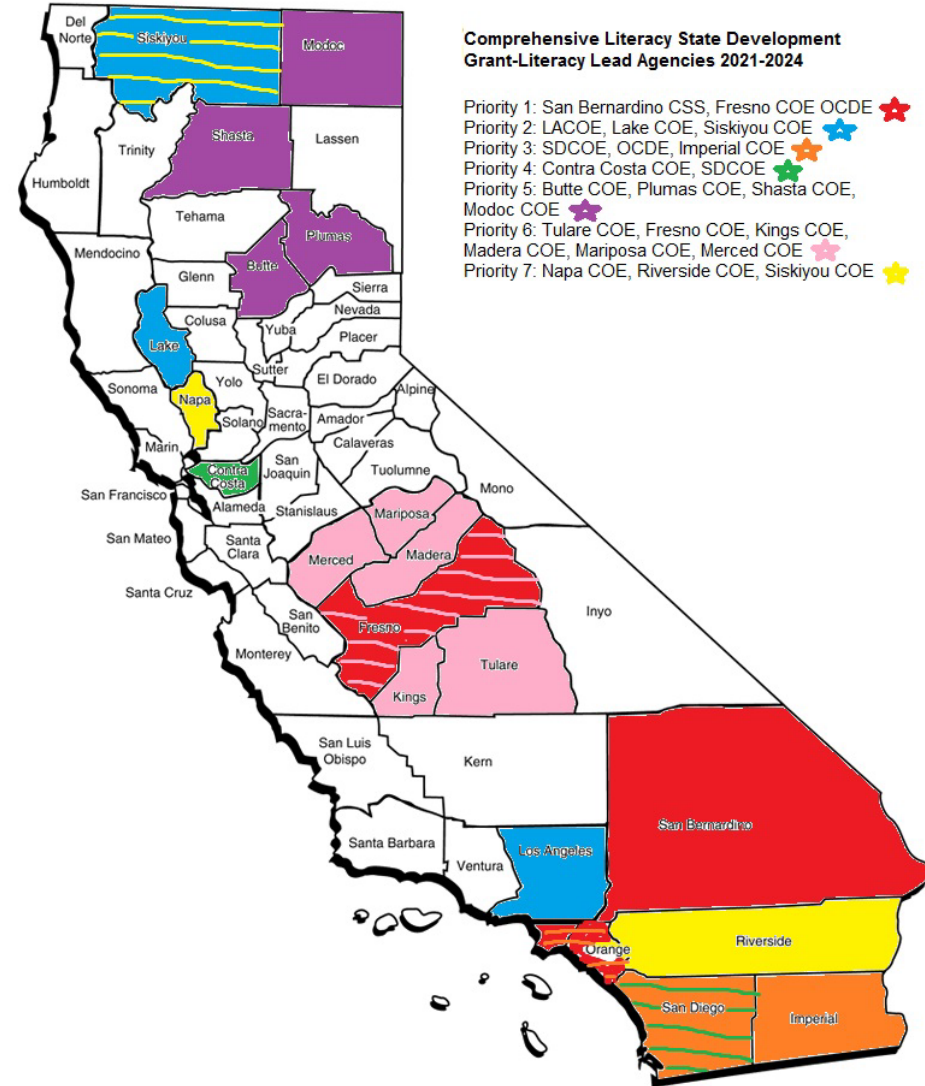
Priority 3: Orange (SDCOE, OCDE, Imperial COE)

Priority 4: Green (Contra Costa COE, SDCOE)

Priority 5: Purple (Butte COE, Plumas COE, Shasta COE, Modoc COE)

Priority 6: Pink (Tulare COE, Fresno COE, Kings COE, Madera COE, Mariposa COE, Merced COE)

Priority 7: Yellow (Napa COE, Riverside COE, Siskiyou COE)



Learn About the Project

- Implementation Guide



- Project Information

- Over \$6 million in funding from September 2021 through September 2025
- Hundreds of preschool educators trained and coached
- Thousands of books purchased for classroom and home libraries
- Family and community literacy events throughout the project across three counties



Questions and Feedback

- In what ways could the CLSD Grant project align with work you are doing in this age span?
- What opportunities for partnership do you see emerging through this grant in the coming year(s)?



Thank you

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