Comprehensive Early Literacy Grant
Overview of Grantee Role & Responsibilities

Early Literacy Grant Assurances and Requirements

Scientifically and Evidence-Based Instruction: Ensure that all instruction is scientifically and evidence-based, utilizing proven methods and strategies supported by research to enhance student learning and outcomes.

Comprehensive Assessment Plan: Ensure assessment plan includes valid and reliable interim and diagnostic assessments, data protocols and analysis to inform instructional decision-making.

LET Alignment: Collaborate with the School Leadership Team (SLT) using the unaltered Literacy Evaluation Tool (LET) to assess progress on system-wide changes and development. Ensure coaching and practices are aligned with the LET measures.

UIP Alignment: Review ELG project plan to ensure it is aligned with the school's and/or district's Unified Improvement Plan (UIP) goal(s) to reduce the number of students identified with a Significant Reading Deficiency (SRD).

Schedule Design: Review and adjust the school schedule to ensure a minimum of 90-minutes dedicated to literacy instruction each day and that literacy interventions are in addition to, not in lieu of, universal instruction.

Monitor Implementation: Regularly monitor the implementation of the literacy block and literacy interventions to ensure effectiveness.

Teacher Collaboration: Ensure that teachers understand the importance of the literacy block and are equipped with the necessary resources and training to maximize this time.

Flexibility: Allow for flexibility in how the 90-minutes are structured, provided the focus remains on effective literacy instruction.

MTSS Process: Ensure that the Multi-Tiered System of Supports (MTSS) framework is implemented effectively, providing targeted interventions based on student needs, regularly reviewing data, and adjusting instruction to support all learners, particularly those struggling with literacy.

Vertical Alignment: Establish and maintain vertical alignment between grades K-3 to ensure a cohesive and sequential progression of literacy instruction and skills development.

Ongoing Grant Activities & Management

Familiarity with Grant Requirements: Ensure familiarity with all grant requirements, assurances, and the Request for Applications (RFA) to ensure compliance and effective grant management.

Fiscal Responsibility: Ensure that all required fiscal documents are submitted in a timely manner according to grant deadlines. This includes submitting the Annual Financial Report (AFR) and the new budget for the upcoming fiscal year using the designated forms.

Budget Revisions Approval: Ensure that any budget revisions made during the specified window are submitted for approval and are reviewed by the ELG Grant Manager.

Allowable Expenses: Review the Allowable Uses of Funds section in your cohort-specific RFA document on the website.

Evaluation and Reporting: Review the Evaluation and Reporting section in your cohort-specific RFA document on the website. Ensure all reporting is completed by the designated individual(s) and is completed by the specified deadlines.

Grant Requirement Guidance: Refer any questions about grant requirements to the Literacy Grant and Data Specialist to ensure the most accurate and up-to-date information.

Continuity in Grant Activities

Contact Information Form: If there have been changes to your primary grant and budget contacts, complete the ELG Contact Information Change Form within three business days.

School Leadership Transition Plan: If there are leadership changes, complete the School Leadership Transition Plan form to ensure continuity in grant activities. Develop a transition plan in advance for leadership in the event principal changeover occurs.

Interim Leader Training: Prepare an interim leader (e.g., assistant principal) to take over grant responsibilities during any transition period.

Communication Plan: Ensure that the new school leader is quickly brought up to speed on grant requirements and the role of the external consultant. Ensure that district leadership is aligned and informed with the grant.

Consultant Support: Use the external consultant to help maintain continuity and provide support during the leadership transition.

Site Visits

Initial Meeting: Schedule an introductory meeting between school leaders and external implementation consultants to establish rapport and discuss expectations.

Pre-School Year Meetings for New Grantees/Consultants: Schedule and conduct meetings with consultants, involving school leaders and teachers before the start of the grant to build relationships and prepare staff for grant expectations.

Shared Goals: Ensure alignment on school goals, with both leaders and consultants contributing to the development and implementation of the plan.

Scheduling: Ensure additional site visits are scheduled at least one day per month, per school in the grant. Ensure the school calendar and daily schedule are in alignment with READ Act requirements, LET guidelines and consultant recommendations.

School Leadership Team (SLT): Establish a School Leadership Team (SLT) that includes, at a minimum, a district administrator, building administrator, kindergarten and/or first grade teacher, second and/or third grade teacher, a literacy coach, and an interventionist. Ensure the SLT meets in-person at least once a month to collaborate on key literacy initiatives.

School Leader Involvement: Ensure that school leaders are actively involved in literacy leadership meetings to promote alignment, support instructional goals, and foster a collaborative approach to literacy improvement across the school. Develop a transition plan for leadership in the event principal changeover occurs.

Feedback Mechanism: Establish a process for continuous feedback and open communication between school leaders and consultants to enhance collaboration and address any issues promptly.

Ongoing Collaboration: Set regular check-in meetings (weekly/bi-weekly) between school leaders and consultants to review progress, address challenges, and adjust strategies as needed.

Site Visit Records: Ensure site visits are clearly communicated and reflected on the schoolwide calendar. Ensure SLT members are available and present for site visits. Ensure your records match both the scheduled and completed site visits.

Early Sustainability Planning: Collaborate with a consultant to create a sustainability plan that ensures essential services and practices are maintained after grant funding ends. This process will focus on developing clear strategies and securing the necessary resources for long-term support.

Collaborative Evaluation of School Literacy Practices: School staff and consultants will work together to use the Literacy Evaluation Tool and other relevant resources or tools to assess and report on the effectiveness of school literacy practices, providing data-driven insights for continuous improvement.

Implementation Consultant Role and Expectations

Classroom Visits: Ensure the consultant conducts regular classroom visits and walkthroughs to observe literacy instruction and provide constructive feedback.

Consultant Role to Teachers: Communicate clearly to teachers that the consultant's role is not to evaluate their job performance, but to support and improve instructional practices.

Professional Development: Schedule opportunities for consultants to deliver professional development sessions or workshops for teachers, focusing on literacy strategies and best practices. Attend CDE-required trainings, meetings, and webinars.

Coaching and Support: Facilitate coaching and support for teachers by working closely with consultants and literacy coach to observe instruction, receive constructive feedback, and apply effective teaching strategies, ensuring that the unique challenges faced by students are understood and addressed.

Tailored Support: Differentiate support and professional development to accommodate the varying levels of experience and abilities amongst teachers.

Active Collaboration with Literacy Coaches: Collaborate regularly with literacy coaches and consultants to ensure consistency in literacy instruction and build capacity for sustainable practices that will continue after consulting work and the grant period ends.

Modeling Effective Instruction: Have consultants and literacy coach model effective instruction by demonstrating best practices and proven techniques in literacy, both during classroom visits and through professional development sessions. Ensure actionable examples are provided for teachers to implement.

Data Analysis: Have consultants assist in analyzing student performance data to inform instruction and identify areas for improvement. Use the data to assess progress and determine if the school is on track to meet ELG goals. Ensure that all strategies are data-driven and focused on these goals.

Curriculum Acceptance: Accepts the school or district's choice of literacy curriculum and implements it with fidelity. Consultants should support teachers in effectively using the existing materials and help them maximize the curriculum's potential in their literacy instruction. Consultants and principals should monitor fidelity to the curriculum.

Resource Recommendations: Consultants should provide or recommend resources and materials when asked or needed to support literacy instruction. Principals should ensure teachers have adequate resources and materials for instruction.

Consultant Evaluation Criteria: Develop and agree on clear criteria with the school for evaluating the consultancy support's effectiveness in meeting school goals. Reference the end of year evaluation criteria.

Responsiveness: Ensure responsiveness to teacher and school staff questions within a reasonable timeframe as part of the work agreement, even when not on-site.

Implementation Consultant Role and Expectations (cont.)

Feedback Mechanism: Create a formal feedback mechanism for school leaders and teachers to express their views on the consultant's performance and to collect qualitative information on grant implementation.

Change Process: If the Grantee/IC relationship is not working as planned, define criteria for selecting a new consultant and transitioning responsibilities. Communicate any concerns to ELG Grant Manager.

Documented Procedure: Ensure the procedure for changing consultants is documented and communicated to all relevant stakeholders, including approval for new consultant from ELG Grant Manager.