

Read and Lead Maryland

Technical Assistance: Birth-Age 5 & Grades K-5

Office of Teaching and Learning

Thursday February 27, 2025

PRESENTED BY

Cristina Rodriguez, Manager of Literacy Programs
and Initiatives



Presentation Outline

1. Read and Lead Overview
2. Strategies for Birth-Age 5 & Grades K-5
3. Vendor Spotlight
4. Q&A

Live FAQ

To submit questions throughout the CLSD portion of the presentation, please use the form below:



tinyurl.com/MD-CLSD-FAQ

Overview of the Read and Lead Maryland Program

Vision

The vision of the Maryland Department of Education Office Literacy is to create and communicate a comprehensive state-level system of support to increase administrator literacy leadership, and teacher efficacy in literacy instruction thereby increasing student literacy outcomes.

Goals

1. Increase educator capacity to deliver research-based literacy instruction.
2. Increase access to effective literacy programming for all students with priority consideration given to LEAs with a high population of underserved students as defined by 86 FR 70612

<https://marylandpublicschools.org/about/Pages/OFPOS/GAC/CLSD/index.aspx>



Read and Lead Maryland: The Maryland Comprehensive Literacy State Development (CLSD) Grant

FY 2024-2025 Grant Information Guide (GIG)

Maryland State Department of Education,
Office of Teaching and Learning
Literacy Branch
February 2025



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What is the Comprehensive Literacy State Development Grant?

The Comprehensive Literacy State Development (CLSD) program is authorized under Sections 2222-2225 of the ESEA.

The purpose of the CLSD discretionary grants is to create a comprehensive literacy program to advance literacy skills, 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.

Maryland Awarded Funds: \$40.1M

Project Period: 60 months (5 years) – Only **one** application and award cycle

Milestone One: Year 1 funding (\$3.8M) awarded to approved LEAs by Spring 2025



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CLSD Requirements

Example of the program requirements include (but are not limited to):

Birth through Pre-Kindergarten

Not less than 15 percent of the funds awarded to subgrantees must be used for State and local programs and activities pertaining to children from birth through kindergarten entry

Kindergarten through 5th grade

Not less than 40 percent of the funds awarded to subgrantees must be used for State and local programs and activities, allocated equitably among the grades of kindergarten through grade 5

6th grade through 12th grade

Not less than 40 percent of the funds awarded to subgrantees must be used for State and local programs and activities, allocated equitably among grades 6 through 12.



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NOTE:

LEAs are not required to submit projects for all three grade-level groups—Birth–PreK, K–5, and Grades 6–12.

- LEAs may choose to focus their application on one or more specific grade-level groups based on their identified literacy needs and capacity to implement impactful initiatives.



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Funding by Grade Band:

The grant review process will evaluate and select the best project proposals within each grade-level group. This strategy will ensure that high-quality, innovative initiatives addressing literacy challenges across all grade levels are supported and that:

- 15% of funds go to projects focused on children birth-PreK,
- 40% of funds go to projects focused on students in grades K-5, and
- 40% of funds go to projects focused on students in grades 6-12.

BREAKDOWN OF FUNDING (AS REQUIRED BY CLSD)

Grade Band	% of Funds	Total Amount (Year 1)	Total Amount (Over 5 Year Grant)
Birth-Age 5	15%	\$570,000	\$6,039,076.70
Grades K-5	40%	\$1,520,000	\$16,104,204.50
Grades 6-12	40%	\$1,520,000	\$16,104,204.50

Application Preference Priorities:

- **Preference Priority #1: (3 bonus points)** Applicants that are a district or feeder system where 50% or more of their schools meet one or more of the following criteria:
 - Serve 8% or more students with disabilities,
 - Have experienced a 1% or greater increase in the enrollment of multilingual learners between 2020 and 2024,
 - Serve 45% or more students classified as 'economically disadvantaged,' or
 - Serve 45% or more students of color.
- **Preference Priority #2: (7 bonus points)** Applicants that include a strong sustainability plan for after the grant period ends.
- **Preference Priority #3: (6 bonus points)** Show evidence of strong collaboration across different LEA offices such as ELA, Early Childhood Education, Special Education, Multilingual Learners (ML), MTSS, etc.



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Strategies for Birth – Age 5 and Grades K-5

Technical assistance for applicants on how to leverage the menu of strategies to develop their project plans.

Menu of Read and Lead Strategies

Subgrantees will select options from a menu of MSDE-approved evidence-based strategies but are encouraged to develop innovative programming within each to best address their unique literacy needs and goals. The strategy menu consists of:



Literacy Coaching



Multi-tiered Systems of Support



Supporting Multilingual Learners



Professional Learning Models



High Quality Instructional Materials



Partnerships with Institutions of Higher Education



Gifted and Talented Programming

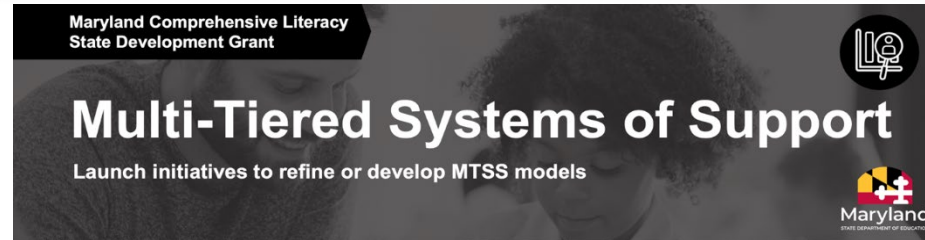


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MSDE’s CLSD Objectives	Potential Uses of Funds	Required Additional Assurances
<ul style="list-style-type: none"> Establishing systems to support job-embedded professional development for educators Providing mentorship and coaching for classroom instruction Supporting evidence-based literacy practices 	<ul style="list-style-type: none"> Hiring and training dedicated literacy coaches Funding stipends or salaries for part-time or full-time literacy coaches Providing resources and materials to support the coaches' work, such as literacy toolkits, technology, and data collection systems Developing resources (i.e., manuals, guides, and online modules) to ensure that coaching practices are sustainable after grant funding ends 	<ul style="list-style-type: none"> LEAs must commit to sending their district/school-based literacy coaches to all MSDE coaching symposiums. LEAs must collect targeted baseline data to assess the impact and effectiveness of literacy coaching. Literacy coaching models must: <ul style="list-style-type: none"> require job embedded professional learning for classroom teachers; emphasize support for struggling students; support literacy practices across content areas; aid in effective MTSS implementation; and include job-embedded professional learning for literacy coaches.


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MSDE’s CLSD Objectives	Potential Uses of Funds	Required Additional Assurances
<ul style="list-style-type: none"> Establishing early identification and intervention for struggling readers Implementing tiered support systems for literacy Training educators on evidence-based interventions 	<ul style="list-style-type: none"> Contracting with external vendors or consultants to assist in the design, training, and implementation of MTSS Establishing data systems or digital platforms to track student progress Training on Tier 2 or 3 interventions Training on differentiated learning (GT, twice exceptional, meeting the needs of SWD, etc.) Hiring interventionists or paraprofessionals who will provide student intervention Hiring MTSS Coordinators 	<ul style="list-style-type: none"> The MTSS model must (but is not limited to): <ul style="list-style-type: none"> identify and support struggling students early; include evidence-based reading interventions; address student attendance; and train educators on its use.



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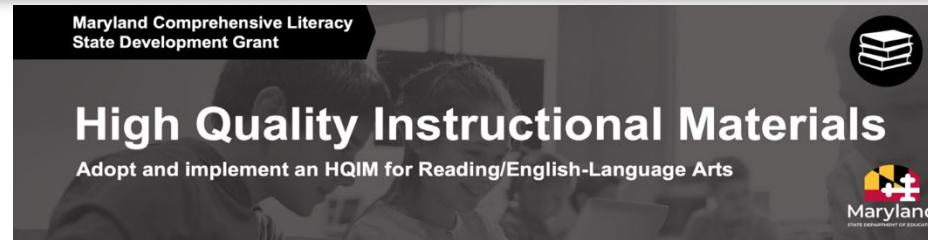
MSDE's CLSD Objectives	Potential Uses of Funds	Required Additional Assurances
<ul style="list-style-type: none"> Supporting ML educators with professional learning Adapting literacy instruction for multilingual learners Providing culturally responsive materials and scaffolding strategies 	<ul style="list-style-type: none"> Training general educators on evidence-based literacy instruction tailored to the needs of multilingual learners Training for teachers of English Language Development (ELD or ESOL) in the science of reading (SoR), co-teaching, etc. Bilingual literacy coaches to provide targeted professional development and coaching for educators on evidence-based literacy instruction tailored to MLs ELD/ESOL teachers with expertise in literacy to implement structured literacy interventions, small group reading instruction, and scaffolded language development strategies Reading interventionists with ML expertise to deliver research-based literacy support, assist with progress monitoring, and collaborate with general education teachers to strengthen literacy outcomes for MLs Organizing family engagement programs for families of MLs (translation services or additional wraparound services related to literacy instruction) 	<p>If applicable, LEAs must collect targeted baseline data to assess the impact and effectiveness of professional learning.</p>



MSDE's CLSD Objectives	Potential Uses of Funds	Required Additional Assurances
<ul style="list-style-type: none"> Guaranteeing collaborative teacher learning focused on literacy improvement Ensuring professional learning (PL) is aligned with the state's curriculum standards and instructional goals, including training on the use of high-quality instructional materials and resources 	<ul style="list-style-type: none"> Developing a PL model that addresses the needs of educators at all levels (administrators, coaches, classroom teachers, specialists, para-educators, etc.) Contracting with vendors on specialized professional learning opportunities (i.e., SoR for teachers in grades 4-12, coaching for administrators, etc.) Training teacher leaders to sustain and expand PL models district-wide Funding coverage for classroom teachers to facilitate teacher collaboration through workshops, peer observation, and PLCs Sustaining PL models by developing resources (e.g., guides, toolkits, online modules) 	<p>LEAs must collect targeted baseline data to assess the impact and effectiveness of professional learning opportunities.</p> <p>To align with Maryland's vision for high-quality professional learning, all professional learning models must include:</p> <ul style="list-style-type: none"> a needs assessment and data analysis; collaborative learning communities; leadership development; alignment with curriculum and standards; evaluation and feedback; equity and cultural competence; and sustainability and scalability.



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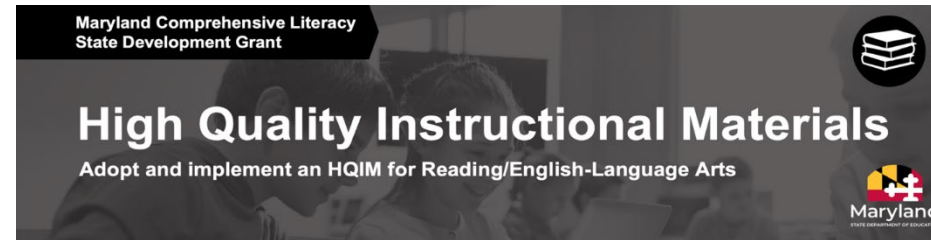
Due to the timeframe of this grant, the MSDE review process of instructional materials will not have been completed for core instructional materials (IM). As a result, **LEAs may use these funds to acquire grade-level and standards aligned materials with the understanding that the IM may not meet the expectations of quality based on the MSDE ELA/Literacy Instructional Materials Rubric in the future.**

Due to the fact that no core instructional materials have yet been reviewed for quality in Maryland, **all purchased materials must be green-rated by EdReports.** MSDE suggests using the [MSDE ELA/Literacy Instructional Materials Rubric](#) in conjunction with EdReports when considering the purchase of any core instructional materials.

MSDE also encourages using these funds to acquire instructional materials focused on foundational skills because MSDE will not be reviewing IM focused only on foundational skills in the near future.



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MSDE’s CLSD Objectives	Potential Uses of Funds	Required Additional Assurances
<ul style="list-style-type: none"> Ensuring educators receive comprehensive training for instructional materials in use Ensuring effective implementation of instructional materials 	<ul style="list-style-type: none"> Acquiring and implementing instructional materials (IM) Convening committees or hiring consultants to review and select IM aligned with state standards and recommendations Providing comprehensive training on the IM for all educators (teachers, coaches, administrators, and paraeducators) Purchasing and implementing digital tools and platforms that support literacy instruction and integrate with IM 	<p>LEAs must commit to developing a transparent method of communicating the adopted HQIM used in each grade band. .</p>



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Maryland Comprehensive Literacy State Development Grant

Partnerships with Institutions of Higher Education

Develop a partnership to collaborate with local institutions of higher education (IHEs)




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MSDE's CLSD Objectives	Potential Uses of Funds	Required Additional Assurances
<ul style="list-style-type: none"> Strengthening teacher preparation programs Aligning educator training with literacy best practices Developing collaborative initiatives to enhance literacy instruction 	<ul style="list-style-type: none"> Providing training aligned to the science of reading (SoR) for IHE faculty, supervising teachers, and/or pre-service teachers <p>Pre-service teacher engagement:</p> <ul style="list-style-type: none"> Develop before or after-school tutoring programs utilizing pre-service teachers Incorporate pre-service teachers into structured, evidence-based literacy interventions Design and pilot professional learning modules for pre-service and in-service teachers Induction support from Educator Preparation Programs <p>Career Pathways:</p> <ul style="list-style-type: none"> Offer guaranteed interviews or hiring opportunities to specific pre-service teachers Create pathways for pre-service teachers to transition seamlessly into district teaching roles Continued Education opportunities for in-service teachers 	<p>N/A</p>



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MSDE's CLSD Objectives	Potential Uses of Funds	Required Additional Assurances
<ul style="list-style-type: none"> Expanding access to advanced literacy opportunities for GT students Providing training for educators on differentiating instruction for GT learners Developing challenging and engaging literacy resources Closing the “excellence gap” which highlights the difference in percent of low-income versus high-income students who reach advanced levels of academic performance 	<ul style="list-style-type: none"> Developing or purchasing advanced, evidence-based literacy curricula for GT students Training educators to use differentiated literacy instruction tailored to the unique needs of gifted learners Providing advanced or accelerated reading materials that align with grade-level standards and the science of reading Developing or funding enrichment programs focused on book clubs, advanced writing workshops, and project-based literacy learning activities Funding summer reading programs or after-school programs for gifted students to advance their literacy skills Identifying and supporting underserved or underrepresented gifted students in literacy programs (PL, advanced assessments, etc.) 	<p>N/A</p>

Strategy Aligned Activities to Support Birth – Age 5



High Quality Instructional Materials

- Develop a [framework](#) to select new instructional materials and fund the necessary steps
- Instructional Materials that align with the [MSDE ELA/Literacy Instructional Materials Rubric](#)
- Instructional materials that compliment curriculum currently use in classrooms (digital platforms and resources, tangible instructional materials, etc.)



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[Prenatal-to-3 Clearinghouse](#)



Supporting Multilingual Learners

- Comprehensive professional learning on how to align structured literacy practices to meet the needs of multilingual learners
- Hiring bilingual teachers to support multilingual learners and families
- Materials for non-English speaking families to utilize in supporting their child's bilingual and biliteracy development
- Materials that focus on oral language and vocabulary building

Strategy Aligned Activities to Support Birth – Age 5



Multi-tiered Systems of Support

- [Early Childhood Developmental or Literacy Screeners](#)
- [Early Intervention Services](#)



Professional Learning Models

- [Comprehensive professional learning opportunities focused on:](#)
 - Background knowledge
 - Oral language and vocabulary
 - Book knowledge and print concepts
 - Alphabet knowledge and early writing
 - Phonological awareness
 - Family engagement



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Strategy Aligned Activities to Support Grades K-5



Literacy Coaching

- Establishing or expanding a cadre of school-based and/or district-based literacy coaches that help to implement effective literacy instruction in classrooms in ***elementary programs only***.
- Specific professional learning for literacy coaches
- Developing materials and resources for literacy coaches to use when delivering job-embedded professional learning



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Strategy Aligned Activities to Support Grades K-5



High Quality Instructional Materials

- Develop a framework to select new instructional materials and fund the necessary steps for effective implementation
- Instructional Materials that align with the MSDE ELA/Literacy Instructional Materials Rubric
- Instructional materials that compliment curriculum currently use in classrooms (digital platforms and resources, tangible instructional materials, etc.)

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Supporting Multilingual Learners

- Comprehensive professional learning on how to align structured literacy practices to meet the needs of multilingual learners (MLs)
- Interventionists with strong English Language Development backgrounds and intervention programs that align to the needs of multilingual learners
- Scaffolds that support MLs in accessing complex texts
- Materials that focus on oral language and vocabulary building

Strategy Aligned Activities to Support Grades K-5



Multi-tiered Systems of Support

- Screeners for grades 4-5
- Diagnostic tools for grades K-5
- [Professional learning](#) on interpreting and using data to drive instruction
- High-dosage in-school tutoring opportunities
- Staffing hired explicitly for providing reading interventions
- Data management resources
- Professional learning/coaching for MTSS



Professional Learning Models

- Professional learning (PL) in the science of reading and differentiated instruction for teachers in grades 3-5
- Developing a training of trainers model or other sustainable PL models
- Funding/stipends for teachers to attend PL opportunities
- Vendors for delivery of PL opportunities



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Strategy Aligned Activities to Support Grades K-5



Gifted and Talented Programming

- Enrichment materials
- Resources for self-paced learning opportunities
- Enrichment Summer programming
- Developing new inclusive processes and resources to identify students as “gifted”



Partnerships with Institutions of Higher

- Develop before or after-school tutoring programs utilizing pre-service teachers
- Design and pilot professional learning modules for pre-service and in-service teachers
- Mitigate teacher shortages by leveraging EPPs and ensuring literacy professional learning prior to hiring



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Activities Ineligible for Read and Lead Funding

READ AND LEAD FUNDS MAY NOT BE USED FOR:

- Supplanting existing funding (e.g., replacing local, state, or federal funds already allocated for literacy coaching, professional learning, or ML support)
- Non-essential expenses (e.g., unnecessary technology, travel, accommodations, meals, gifts, rewards, incentives)
- Universal screeners for students in grades K-3 (as mandated by the Ready to Read Act)
- PK-3 science of reading training (as mandated by the Ready to Read Act)
- Language translation services not directly tied to literacy goals
- Salaries for staff not involved in CLSD-related literacy instruction or intervention
- General multilingual programs that do not specifically improve literacy outcomes



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Vendor Spotlight

Maryland Read Corps and AIM Institute for Research and Learning

Distribution of Funds: Draw Down vs. Reimbursement

Aspect	Draw Down Process	Reimbursement Process
Fund Access	Funds are accessed as needed but often distributed in staged increments.	Funds are accessed after the subgrantee has covered the cost of the activity upfront. distributed after the activity is completed. Subgrantees must cover the initial costs of their activities upfront.
Timing of Funds	Funds are available before expenses are incurred.	Funds are received after expenses have been incurred and approved.
Documentation Required	Requires documentation before drawing funds.	Invoices are submitted* and verification documents should be kept on file**. *MSDE will accept invoices on a monthly basis, though subgrantees have the flexibility to submit them less frequently if preferred. **MSDE requests that all documentation be kept on file by the subgrantee in case additional documentation is required.



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Read and Lead MD Timeline and Due Dates

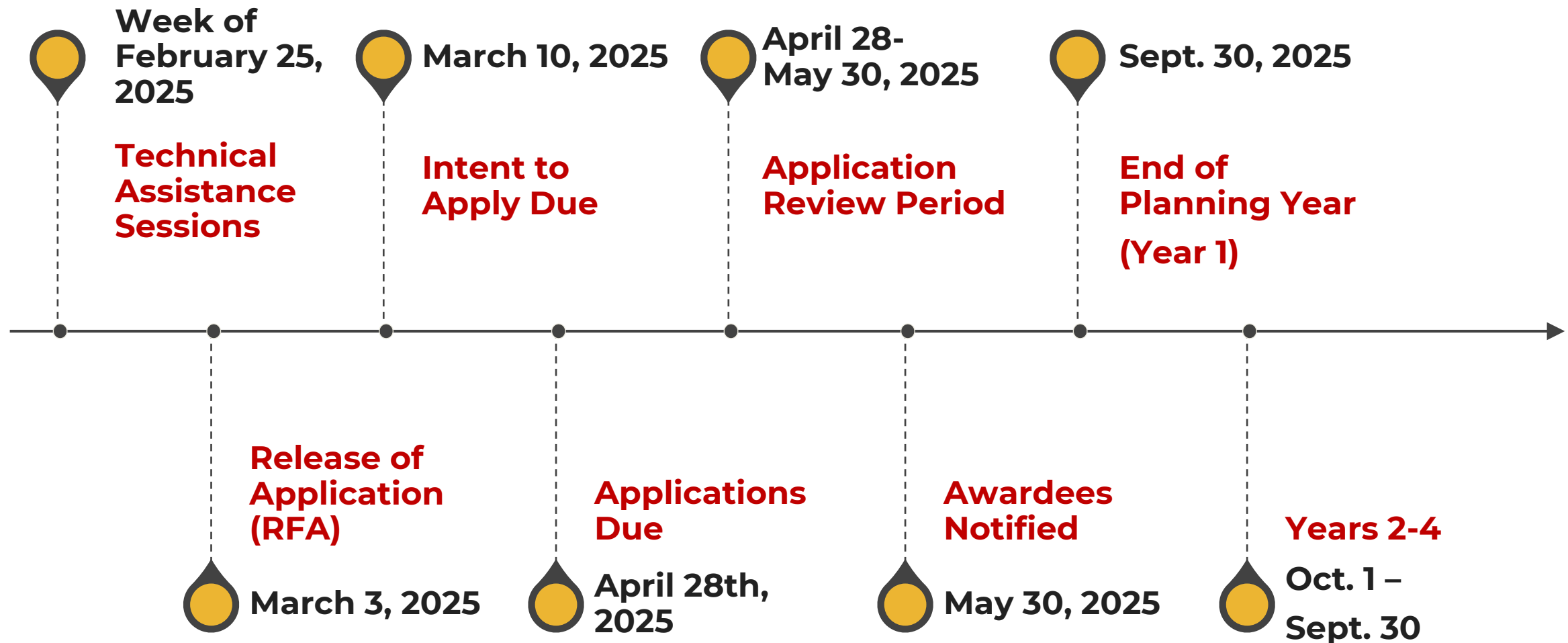
Activity	Date
Technical Assistance Sessions	Week of February 25, 2025
Release of Request for Application (RFA) All applications will be uploaded to a Grant Application Submission Form via <u>Smartsheets</u>.	March 3, 2025
Intent to Apply Due	March 10, 2025
Applications Due	April 28, <u>2025</u> at 5pm
Application Review Period	April 28 – May 30, 2025
Awards Announced	May 30, 2025
End of Planning Year (Year 1)	September 30, 2025



Updated* CLSD Grant Timeline



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*Updated as of 2/14/25

Long Range Timeline

Grant Period	Dates
Application and Award Period	March 2025 - May 30, 2025
Year 1	May 30, 2025 – September 30, 2025
Year 2	October 1, 2025 – September 30, 2026
Year 3	October 1, 2026 - September 30, 2027
Year 4	October 1, 2027 – September 30, 2028
Year 5	October 1, 2028 – September 30, 2029



Q&A