

# Comprehensive Literacy State Development Program National Evaluation

## National Evaluation Mandate

The purpose of the national evaluation is to understand the implementation of Comprehensive Literacy State Development (CLSD) and its impact on student literacy. Grantees and subgrantees are required to cooperate with the national evaluation in accordance with U.S. Department of Education regulations (EDGAR 75.591).

## Evaluation Components

The national evaluation of CLSD has two components:

-  1. **Implementation study** of all grantees and subgrantees.
-  2. **Impact study** in a subset of subgrantees. The study will compare outcomes in groups of elementary schools that either receive CLSD funding in the first 2 years or receive funding in the last 2 years. Subgrantees will pick which schools receive CLSD funding, but the timing of funding for participating schools will be determined by random assignment (that is, a lottery).

## STATE GRANTEES

### Participation of State Grantees

Grantees will provide statewide student-level achievement and background characteristics data.

Grantees will work with the study team to communicate to districts about the impact study opportunity, identify subgrant applicants that would be good candidates for the impact study, and encourage districts to participate.

### Benefits for State Grantees

- Opportunity to **learn and apply lessons** from early implementers to other schools
- **Customized reports** on the impact of CLSD funding in their state
- **Assistance** to develop notices inviting applications and communicate about the study
- **Minimal disruption** because, in all cases, states will retain full control over which districts receive CLSD subgrants; subgrantees will select eligible schools to receive CLSD funding based on the criteria set by the state

## DISTRICT SUBGRANTEES

### Participation of District Subgrantees

All subgrantees will complete a survey about the strategies and practices funded under CLSD during 2021–22. Subgrantees will work with the study team and their state when they are preparing their application to determine impact study eligibility. Subgrantees with four or more elementary schools are best positioned to participate in the impact study, although subgrantees with two or more elementary schools are eligible. Subgrantee participation in the impact study is voluntary.

### HOW DOES THE LOTTERY FOR THE IMPACT STUDY WORK?

Districts will select elementary schools eligible for CLSD funding. The study team will then conduct a simple lottery to evenly divide the eligible schools into two groups within each district. One group will receive CLSD funding in 2021–22 and 2022–23. The other group will begin to receive funding in 2023–24 (see next page for an illustration of how this will work).

- The study team will compare reading achievement on state assessments for students in Grades 3–5 in the schools funded immediately versus schools funded 2 years later.
- The study team will administer a school and teacher survey in participating schools in 2021–22 and 2022–23.

Participating in the impact study will not affect when districts provide funds to early childhood centers, middle schools, or high schools.

### Benefits for District Subgrantees

- Opportunity to **learn and apply lessons** from early implementers to other schools
- **\$15,000** of funds, in addition to the subgrant award, per participating elementary school
- **Technical assistance** on selecting evidence-based programs to improve student literacy

### For Additional Information

For additional information about the evaluation and the requirements of participation, please contact:

**Dr. Eleanor Fulbeck** | efulbeck@air.org | 650.350.9045  
**Dr. Jessica Heppen** | jheppen@air.org | 202.403.5488



# How will the Comprehensive Literacy State Development (CLSD) Impact Study Work?

## 1 State grantees invite districts to apply for subgrants

The first grant year (2020–21) is a planning year; **funds are distributed to subgrantees in grant years 2–5** (2021–22 through 2024–25)

Districts that **serve low-income, high-need students and diverse geographic areas** are prioritized to receive subgrants

States **communicate the opportunity to participate** in the impact study to potential subgrant applicants



## 2 Districts apply for subgrants based on criteria set by the state



Districts with **4 or more elementary schools** are best suited to participate in the impact study; although districts with **2 or more elementary schools** are eligible.



Districts **indicate their willingness to participate in the impact study** on their subgrant applications or by submitting letters of interest to the study team.

## 3 States review district applications



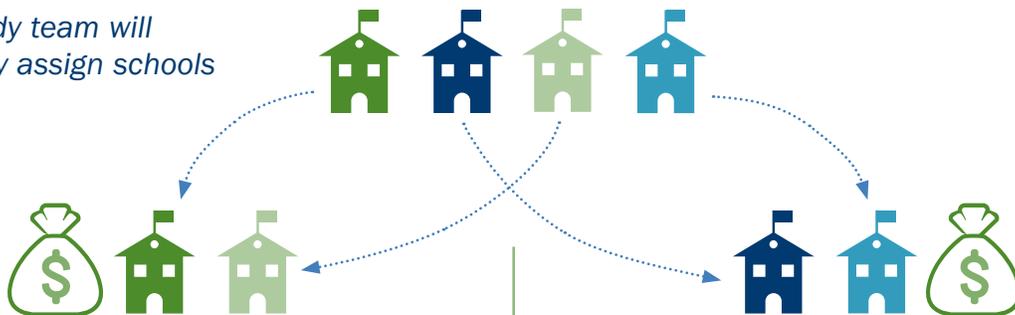
**Number and amount of subawards** are determined

The study team will then work with those districts that win subgrants and are interested in the study to finalize participation and conduct the lottery



## 4 In those districts that are participating in the impact study:

Study team will randomly assign schools



**2021–22 and 2022–23**

half of the elementary schools will **receive funding** in the **first 2 years** of the grant

**2023–24 and 2024–25**

half of the elementary schools will **receive funding** in the **second 2 years** of the grant