

##### Funding Opportunity:

##### Request for Applications

Applications Due: **Wednesday, March 15, 2023, by 11:59 pm**

Application Information Webinar: **Friday, January 27, 2023, at 11 am**

|  |
| --- |
| Early Literacy Grant Program: Professional Development PURSUANT TO: C.R.S. 22-7-1211 |



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# Early Literacy Grant Program – Professional Development

**Applications Due: Wednesday, March 15, 2023, by 11:59 pm**

# Introduction

House Bill 18-1393 amendments to the Colorado Reading to Ensure Academic Development Act (READ Act) authorized the annual Early Literacy Grant Professional Development (ELG PD) Program. This grant opportunity is geared to support Colorado educators in the implementation of scientifically- and evidence-based reading programming and strategies for kindergarten through third grade (K-3) students. An effort championed by the State Board of Education (SBE), these funds are specifically intended for early literacy professional development for elementary educators. This grant opportunity is designed to support Colorado educators in implementation of scientifically-based reading research (SBRR) programs and strategies for K-3 students.

# Eligibility

Grants may be awarded to an applying local education provider (LEP) that is a school district on a district-wide basis or to individual schools of the school district. An LEP may apply individually or as part of a group of LEPs.[[1]](#endnote-1) Eligible LEPs include:

* a school district,
* BOCES,
* a district charter school, and
* an institute charter school.

Applications will be accepted from individual schools but must be authorized and submitted through their LEP. If funded, a charter school’s authorizer would be their fiscal agent.

Funding is restricted to LEPs that are already implementing evidence-based or scientifically-based universal instruction and interventions that are resulting in significant student academic growth toward reading competency.[[2]](#endnote-2) If an application does not provide quantitative evidence of this, the application will not be further reviewed or considered for funding.

# Available Funds

Approximately $1,125,000 is available for the 2023-2024 ELG PD Program for district- or school-level SBRR professional development. Reviewers will consider a range of application factors when determining award status and the amount to award, including the specifics of the proposed plan and the applicant’s level of need.

# Use of Funds

Funds from this opportunity may be used to supplement, not supplant, any funds currently used to support SBRR professional development. Funding must go toward uses that are specific to professional development; funds may be used, for example, to purchase *training* on student curricula, but may not be used to purchase student curricula.

Funding uses that will be considered include:

* costs associated with *employing* literacy coaches who are trained in the science of reading and in teaching the foundational reading skills of phonemic awareness, phonics, vocabulary development, reading fluency including oral skills, and reading comprehension to provide educator professional development in teaching foundational reading skills,
* professional development from the CDE-approved [Topic-Specific Advisory List of Professional Development](https://www.cde.state.co.us/coloradoliteracy/2021-read-act-review-of-professional-development),
* onsite consulting, coaching, and/or training to support effective literacy instruction provided by an ELG Implementation Consultant from the CDE-approved [ELG Implementation Consultant Advisory List](https://www.cde.state.co.us/coloradoliteracy/earlyliteracygrantapprovedconsultants),
* training related to programming from the CDE-approved [2020 Advisory List of Instructional Programming](https://www.cde.state.co.us/coloradoliteracy/advisorylistofinstructionalprogramming2020), provided by the approved vendor or a vendor-approved trainer,
* training related to assessments from the CDE-approved [READ Approved Diagnostic and Summative Assessments](http://www.cde.state.co.us/coloradoliteracy/readdiagnosticandsummativeassessments) and/or [READ Approved Interim Assessments](http://www.cde.state.co.us/coloradoliteracy/readinterimassessments), provided by the approved vendor or a vendor-approved trainer,
* related tuition, fees, books, materials, and/or training program costs, and
* stipends, substitutes, and/or travel costs to attend approved and selected professional development opportunities.

# Timeline

|  |  |
| --- | --- |
| Date | Item |
| January 18, 2023 | Application window opens  |
| January 27, 2023 | Information webinar |
| March 15, 2023 | Applications due to CDE |
| April 2023 | Applicants notified of award status and funding award amount |
| June 30, 2024 | Final day to spend grant funds |
| July 21, 2024 | Reports due from grantees detailing the professional development plan, budget, and effects of implementation |

# Duration of Grant

Grants will be awarded in the 2022-2023 fiscal year for use in the 2023-2024 school year. Additional grant funding opportunities for subsequent years will be contingent upon annual appropriations by the General Assembly. CDE plans to disburse funding to approved applicants by **July 2023.** Applicants have until **June 30, 2024,** to spend funds. There will be no carryover of funds. Unobligated funds at the end of the fiscal year will be returned to CDE.

# Evaluation and Reporting

ELG PD grant recipients are required to report[[3]](#endnote-3), at a minimum, the following to CDE on or before **July 21, 2024:**

* an evaluation report at the end of the grant year that includes:
	+ the evidence-based practices that participant(s) implemented with grant funds,
	+ the role(s) and number of adults who participated in grant-funded professional development,
	+ the number of students represented by those who received training using grant funds, disaggregated by grade level,
	+ the progress made from implementing the selected program with fidelity,
	+ the improvements in literacy outcomes as measured by school-wide benchmarks, progress monitoring, and other relevant measures,
	+ additional outcomes as a result of the professional development, including participant feedback, demonstrated participant learning and use of learned knowledge and skills, improved organizational support for implementation, and improved student outcomes,
	+ the amount of funding each grantee dedicated toward each allowable use of funds (outlined above), and
	+ any additional expected student impact as a result of this grant.
* an annual financial report, and,
* if the state legislature appropriates continuation funds, submission of a continuation application with a continuation budget.

Reporting guidelines can be found in Appendix A of this document. CDE will send awarded grant program managers an evaluation form to complete.

CDE staff may conduct in-person and/or virtual site visits for grantees during the 2023-2024 school year.

# Data Privacy

CDE takes its obligation to protect the privacy of student and educator Personally Identifiable Information (PII) seriously. Therefore, CDE provides a secure system to collect, use, share, and store PII for this grant program, in compliance with CDE’s privacy and security policies and procedures.

Documents submitted in support of the application must not contain any personally identifiable student or educator information. This includes names, identification numbers, and any other information that could identify an individual. Data should only be referenced and included in the aggregate form. Aggregate counts should be appropriately redacted to remove small populations (fewer than 16 for students or five for educators).

# Technical Assistance

An application training webinar will be held on **Friday, January 27, 2023, at 11 a.m**. Register for this webinar [here](https://us06web.zoom.us/webinar/register/WN_GlU-omIOToKlGHDPUkm3Zw). This session will be recorded and posted on the [CDE ELG Professional Development webpage](https://www.cde.state.co.us/coloradoliteracy/elgprofessionaldevelopment) following the presentation. Grant recipients may request technical assistance from CDE staff throughout the duration of the grant.

The ELG PD application has been made as accessible and simplified as possible to applicants. All requested information is necessary to determine program eligibility, fit, and capacity. Applicants may additionally request technical assistance from CDE to support application efforts.

Each BOCES that serves member districts with fewer than 4,000 students annually receives a share of state education program funding specifically to assist those districts in grant applications. Please contact your local BOCES for additional information.

# Review Process and Timeline

CDE staff will review applications to ensure they contain all required components and will determine which applications should be further reviewed and considered for funding based on an established rubric. Reviewers will determine whether an application is approved, and if so, for what funding amount.[[4]](#endnote-4) This is a competitive process and applicants must score at least 84 out of the 120 possible points to be approved for funding. (See the Selection Criteria and Evaluation Rubric below.) Applicants that score below 84 points may be asked to submit revisions to raise the application to a fundable level. There is no guarantee that submitting an application will result in funding or funding at the requested level. All award decisions are final. Applicants who do not meet the qualifications for this grant may reapply for future grant opportunities.

The Colorado SBE will review grant recommendations and applicants will be notified of award status and funding amount by April 2023.

The funding allocation process includes an application and budget submission, CDE review and award determination, potential revision(s), and final approval by CDE. The review process will prioritize the following factors:

* the rate of K-3 students who have significant reading deficiencies (compared to the statewide average),
* the rate of students eligible for free and reduced lunch (compared to the statewide average),
* the rate of minority students[[5]](#endnote-5) (compared to the statewide average),
* rural or small and rural status,
* district-wide applicants (for districts with more than one school serving K-3 students),
* the inclusion of preschool in system-wide literacy efforts,
* the inclusion of dyslexia awareness in the professional development plan, and
* the inclusion of an instructional coaching model to enhance teacher effectiveness in teaching foundational reading skills in the professional development plan.

# Submission Process and Deadline

Applications must be completed (including all elements outlined below) and submitted through the [online application](https://app.smartsheet.com/b/form/6f13fb7a9613466ea41d50422dceb49c) by **Wednesday, March 15, 2023.**

Application resources and required documents to include in the submission will be available on the [CDE ELG Professional Development webpage](https://www.cde.state.co.us/coloradoliteracy/elgprofessionaldevelopment). Incomplete or late applications will not be considered. If you do not receive an email confirmation of receipt of your application within one week of submission, please email Laura Stelling.

# Required Elements

**The ELG Professional Development** [**application**](https://app.smartsheet.com/b/form/6f13fb7a9613466ea41d50422dceb49c) **includes the following elements, all of which must be completed.**

Part I: Application Introduction

Part IA: Applicant Information

Part IB: Program Assurances Form

*Download the* [*assurances form*](https://www.cde.state.co.us/coloradoliteracy/elgprofessionaldevelopment) *and attach it with original signatures as a PDF or Word file. If the application is approved, funding will not be awarded until all signatures are in place. Applications may be submitted without signatures; However, please attempt to obtain all signatures before submitting the application.*

Part II: Professional Development Selection

Part III: Application Narrative

Grant Proposal Summary

Professional Development Plan

Budget Narrative and Budget Workbook

*Download the* [*electronic budget workbook form*](https://www.cde.state.co.us/coloradoliteracy/elgprofessionaldevelopment) *and attach it as an Excel file.*

# Early Literacy Grant – Professional Development

**Applications Due: Wednesday, March 15, 2023, by 11:59 pm**

This document is provided for planning purposes only. Each text box in the online application will limit your responses to 4,000 characters. The online application does not save works in progress. Applicants may wish to complete this form, check the character counts, and copy and paste into the online application.

**Provide the following information in the Early Literacy Grant – Professional Development (ELG PD)** [**online application**](https://app.smartsheet.com/b/form/6f13fb7a9613466ea41d50422dceb49c)**.**

# Part IA: Applicant Information

|  |
| --- |
| **Lead Local Education Provider (LEP)/BOCES Information** |
| **LEP/BOCES Name:** |  | **LEP/BOCES Code:** |  |
| **Type of Education Provider**Choose which best describes your organization or authorizer. |
| [ ]  School District [ ]  BOCES [ ]  Charter School Institute  |
| **District-Wide Application**Check if applicable. (Does not apply to districts with only one school serving K-3 students.) |
| [ ]  This application includes all district schools with kindergarten, 1st, 2nd, and/or 3rd grade students. |
| **Preschool Inclusion**Check if applicable.[ ]  This applicant includes preschool in system-wide literacy efforts. |
| If you checked the box above, explain how system-wide literacy efforts include preschool. |
|  |
| **Dyslexia Awareness Inclusion**Check if applicable.[ ]  The applicant’s proposed professional development plan includes dyslexia awareness. |
| If you checked the box above, explain how the professional development plan includes dyslexia awareness. |
|  |
| **Instructional Coaching Model Inclusion**Check if applicable.[ ]  The applicant’s proposed professional development plan includes an instructional coaching model to enhance teacher effectiveness in teaching foundational reading skills. |
| If you checked the box above, explain how the professional development plan includes an instructional coaching model to enhance teacher effectiveness in teaching foundational reading skills. |
|  |
| **Recipient School(s) and School Code(s)** |
|  |
| **Grade Levels**Select the grade level(s) served by any and all schools included in this application.[ ]  Kindergarten [ ]  1st grade [ ]  2nd grade [ ]  3rd grade |
| Authorized Representative Information |
| **Name:** |  | **Title:** |  |
| **Telephone:** |  | **E-mail:** |  |
| **Program Contact Information** |
| **Name:** |  | **Title:** |  |
| **Telephone:** |  | **E-mail:** |  |
| **Fiscal Manager Information** |
| **Name:** |  | **Title:** |  |
| **Telephone:** |  | **E-mail:** |  |
| **Instruction and Intervention** |
| **Which evidence-based or scientifically-based universal instruction and intervention programs - if any - are schools currently implementing that are resulting in significant student academic growth toward reading competency?** Include information for all schools included in the application.Include information for both universal instruction AND intervention programs. Include program title, publisher, and edition information.  |
|  |
| **Describe the degree to which the instructional program(s) listed above incorporate(s) the effective use of technology, including software, to assist in assessing and monitoring student progress toward reading competency.** |
|  |
| **What significant academic growth - if any - has resulted from the instruction and interventions listed above?** Include specific quantitative evidence. |
|  |
| **Grade-Level Expectations** |
| **Percentage of kindergarten and first-, second, and third-grade students who do not have significant reading deficiencies but who are not meeting the grade-level expectations in reading adopted by the State Board of Education:**Include percentage for each school included in the application. |  |
| **Instructional Coaching** |
| **Do any of the schools included in the application employ a literacy coach or literacy coaches? If so, which school(s)?** |
|  |
| **Does the proposed ELG PD plan include using all or a portion of the grant money to employ literacy coaches who are trained in the science of reading and in teaching the foundational reading skills of phonemic awareness, phonics, vocabulary development, reading fluency including oral skills, and reading comprehension to provide educator PD in teaching foundational reading skills?****If so, describe this portion of the plan and ensure the related costs are clear on the budget workbook.**Reminder: Funds from this opportunity may not be used to supplant other funds. |
|  |
| **Number of Staff Included in Grant Application** |
| **K-3 teachers:** |  | **Additional staff:****Additional staff role(s) (i.e., administrators):** |  |
|  |

# Part IB: Program Assurances Form

The appropriate Authorized Representatives must sign below to indicate their approval of the contents of the Early Literacy Grant – Professional Development application, and the receipt of program funds.

|  |  |  |  |
| --- | --- | --- | --- |
| On | (date) | , the Board of | (district/BOCES/CSI) |

hereby agrees to the following assurances:

1. The grantee will annually provide the Colorado Department of Education (CDE) with the required evaluation information and End-of-Year Program Report described in the request for proposals.
2. The grantee will work with and provide requested data to CDE for the grant program within the timeframes specified.
3. Involved school(s) will not discriminate against anyone on the basis of race, gender, national origin, color, disability, sexual orientation, age, or any other protected class in Colorado.
4. The grantee will maintain appropriate fiscal and program records for funded project(s) and will conduct fiscal audits of funded project(s) as a part of their regular audits.
5. The grantee will retain all records of the program for five years and access to those records will be available for the purposes of review and audit.
6. If any findings of misuse of these funds are discovered, project funds will be returned to CDE.
7. The grantee will maintain sole responsibility for the project even though subcontractors may be used to perform certain services.

CDE may terminate a grant award upon thirty days’ notice if it is deemed by CDE that the applicant is not fulfilling the requirements of the funded program as specified in the approved project application, or if the program is generating less than satisfactory results.

Project modifications and changes in the approved budget must be requested in writing and be approved in writing by the CDE before modifications are made to the expenditures. Submit budget change requests [here](https://app.smartsheet.com/b/form/fe0f31fc7523489faf63c4627a95f025).

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  |  |  |  |
| Name of Organization Board President(School Board, BOCES, Charter School) |  | Signature |  | Date |
|  |  |  |  |  |
| Name of Organization Authorized Representative(Superintendent, Charter School Institute, BOCES Executive Director) |  | Signature |  | Date |
|  |  |  |  |  |
| Name of Program Contact |  | Signature |  | Date |

**Note:** You must upload a copy of this page to the [online application](https://app.smartsheet.com/b/form/6f13fb7a9613466ea41d50422dceb49c). If grant application is approved, funding will not be awarded until all signatures are in place. Please attempt to obtain all signatures before submitting the application.

# Part II: Professional Development Selection

|  |
| --- |
| **Professional Development Category** **Which type(s) of professional development (PD) do you plan to implement?** Select all that apply. |
| PD from the CDE-approved [Topic-Specific Advisory List of Professional Development](https://www.cde.state.co.us/coloradoliteracy/2021-read-act-review-of-professional-development) | ☐ |
| Onsite consulting, coaching, and/or training to support effective literacy instruction provided by an ELG Implementation Consultant from the CDE-approved [ELG Implementation Consultant Advisory List](https://www.cde.state.co.us/coloradoliteracy/earlyliteracygrantapprovedconsultants) | ☐ |
| Training related to programming from the CDE-approved [2020 Advisory List of Instructional Programming](https://www.cde.state.co.us/coloradoliteracy/advisorylistofinstructionalprogramming2020), provided by the approved vendor or a vendor-approved trainer | ☐ |
| Training related to assessments from the CDE-approved [READ Approved Diagnostic and Summative Assessments](http://www.cde.state.co.us/coloradoliteracy/readdiagnosticandsummativeassessments) and/or [READ Approved Interim Assessments](http://www.cde.state.co.us/coloradoliteracy/readinterimassessments), provided by the approved vendor or a vendor-approved trainer | ☐ |
| **If you selected topic-specific PD above, which program(s) do you plan to use?** List each program and its provider.  |
| **Program** | **Provider** |
|  |  |
| **If you selected ELG Implementation Consultant PD above, which type(s) of PD do you plan to use?** Select all that apply. |
| Administration and Interpretation of Assessments | ☐ | Professional Development (i.e., training on how to select PD) | ☐ |
| Assessment | ☐ | School Leadership Team (SLT) | ☐ |
| Data-based Decision Making | ☐ | Structure of Language  | ☐ |
| Fluency Development  | ☐ | Supporting Literacy Instruction for English Learners | ☐ |
| Handwriting, Spelling, and Written Expression  | ☐ | Systems of Literacy Instruction | ☐ |
| Interventions | ☐ | Text Comprehension Development  | ☐ |
| Literacy Development  | ☐ | Universal Instruction | ☐ |
| Phonics and Word Recognition Development  | ☐ | Vocabulary Development  | ☐ |
| Phonology Development | ☐ |  |
| **If you selected instructional programming PD above, for which curriculum or curricula do you plan to receive PD?** List each program and its vendor-provided/approved professional development you plan to use. |
| **Program** | **Professional Development** |
|  |  |
| **If you selected assessment PD above, for which assessment(s) do you plan to receive PD?** List each assessment and its vendor-provided/approved PD you plan to use. |
| **Assessment** | **Professional Development** |
|  |  |
| **Total Amount of Funding Requested:** | **$** |

# Part III: Application Narrative

Applicants will respond to the prompts in the rubric below (Sections A-C) within the [online application](https://app.smartsheet.com/b/form/6f13fb7a9613466ea41d50422dceb49c). Reviewers will use the criteria in the rubric to evaluate narrative responses. To be considered for funding, an application must receive at least 84 out of 120 possible points and include all required elements. An application that receives a score of 0 on any required element will not be funded.

**Scoring Definitions**

Minimally addressed or does not meet criteria: Provides insufficient information

Meets some but not all criteria: Provides some information but requires additional context and/or clarification

Meets all criteria with high quality: Provides clear, concise, and thorough response

**Section A: Grant Proposal Summary**

|  |
| --- |
| 1) Provide a brief overall description of the proposed ELG PD plan to help reviewers understand it at a high level. Limit response to 200 words. |
|  |
| Minimally addresses or does not meet criteria: Plan unclear | Meets some but not all criteria: Plan is clear but unlikely to improve literacy outcomes | Meets all criteria with high quality: Plan is clear and likely to improve literacy outcomes |
| 0 |  5 | 9 |
| 2) Convey the following criteria in a clear and concise manner: |
| 1. The need for ELG PD funding
 |
|  |
| Minimally addresses or does not meet criteria | Meets all criteria with high quality: Understandable and relevant to PD plan |
| 0 | 3 |
| 1. The type(s) of PD planned
 |
|  |
| Minimally addresses or does not meet criteria | Meets all criteria with high quality: Understandable, selected from CDE-approved list(s), and appropriate for proposal scope |
| 0 | 3 |
| 1. Gaps or weaknesses in current early literacy implementation
 |
|  |
| Minimally addresses or does not meet criteria | Meets all criteria with high quality: Understandable and relevant to PD plan |
| 0 | 3 |
| 1. The commitment and alignment to scientifically-based reading research (SBRR) literacy instruction
 |
|  |
| Minimally addresses or does not meet criteria | Meets all criteria with high quality: Understandable and clear connection between plan and SBRR |
| 0 | 3 |
| 1. The major goals for the proposed ELG PD plan
 |
|  |
| Minimally addresses or does not meet criteria | Meets all criteria with high quality: Understandable, rigorous, and appropriate for proposal scope |
| 0 | 3 |
| 1. Who (number of people, broken down by role type) will be involved in the proposed ELG PD plan
 |
|  |
| Minimally addresses or does not meet criteria | Meets all criteria with high quality: Understandable and appropriate for proposal scope and funding |
| 0 | 3 |
| 1. How the proposed ELG PD plan will support participants in gaining early literacy knowledge and in implementation of SBRR literacy instruction
 |
|  |
| Minimally addresses or does not meet criteria | Meets all criteria with high quality: Understandable and shows clear connection between plan, learning, and implementation |
| 0 | 3 |
| **Total points: /30** |

**Section B: Professional Development Plan**

|  |
| --- |
| 1. Indicate the SBRR literacy practices that will be implemented through the PD and describe how this learning will address district and/or school needs. Describe how these funds will support positive student achievement outcomes over time to ensure that students in all tiers are able to sustain improvement.
 |
|  |
| Minimally addresses or does not meet criteria: Does not include all three criteria (evidence-based practices, how to address needs, and student support) | Meets some but not all criteria: Addresses at least two criteria thoroughly, or addresses all three criteria with few or low-quality details | Meets all criteria with high quality: Addresses practices, needs, and student support with high-quality details |
| 0 | 7 | 15 |
| 1. Provide a detailed description of who the target audience is for this PD and what the desired results are from engaging participants in this learning. Address which district- and/or school- based roles should attend and/or otherwise be involved; if PD attendance will be voluntary; if and how attendance will be incentivized; and how having participants attend this PD will sustain and support early literacy efforts.
 |
|  |
| Minimally addresses or does not meet criteria: Includes no description of targeted audience or desired results, or includes targeted audience or desired results provided, but not both | Meets some but not all criteria: Addresses targeted audience and desired results with few or low-quality details | Meets all criteria with high quality: Addresses targeted audience and desired results with high-quality details |
| 0 | 5 | 10 |
| 1. Describe the expected, measurable student outcomes and planned tools and procedures to monitor and evaluate PD impact and outcomes.
 |
|  |
| Minimally addresses or does not meet criteria: Does not note expected outcomes and/or planned evaluation tools and procedures | Meets some but not all criteria: Notes, but does not thoroughly describe expected outcomes, evaluation tool(s), and procedure(s) | Meets all criteria with high quality: Describes rigorous and appropriate plan to monitor and evaluate PD outcomes, including thorough description of expected outcomes, tools, and procedures |
| 0 | 7 | 15 |
| 1. Describe the plan to regularly use progress monitoring data to inform instructional decision-making.
 |
|  |
| Minimally addresses or does not meet criteria: Plan does not include appropriate frequency or commitment to use data. | Meets some but not all criteria: Describes plan to collect, evaluate, or use progress monitoring data to inform instructional decision-making, but not all three elements. Or, plan includes all three elements but not with appropriate frequency.  | Meets all criteria with high quality: Describes plan to collect, evaluate, and use progress monitoring data to inform instructional decision-making and plan includes description of regularly doing so. |
| 0 | 5 | 10 |
| 1. Describe the methods to ensure sustainability of implementing the learned knowledge and skills from this PD. Address how grantees will ensure grant-funded strategies will be implemented beyond the life of the grant; planned integration into school, family, and community systems; and planned diversification of financial opportunities.
 |
|  |
| Minimally addresses or does not meet criteria: Does not describe sustainability plans, or only addresses one sustainability area | Meets some but not all criteria: Thoroughly addresses two of the three sustainability areas, or addresses all three sustainability areas, but not thoroughly | Meets all criteria with high quality: Thoroughly addresses sustainability plan, including all three sustainability areas |
| 0 | 5 | 10 |
| **Total points: /60** |

**Section C: Budget Narrative and Budget Workbook**

|  |
| --- |
| 1. Explain the cost of the proposed ELG PD plan: Describe how all expenditures in the budget workbook connect to the PD objectives and explain how planned grant expenditures are reasonable and sufficient.
 |
|  |
| Minimally addresses or does not meet criteria | Meets some but not all criteria | Meets all criteria with high quality |
| 0 | 5 | 10 |
| 1. Address how grant funds will be used to supplement the level of funds available for authorized programs and activities, and will not supplant any federal, state, local or non-federal funds.
 |
|  |
| Minimally addresses or does not meet criteria | Meets some but not all criteria | Meets all criteria with high quality |
| 0 | 5 | 10 |
| 1. Describe how the proposed PD will be continued once grant dollars have expired. Address how effective early literacy teachers will be recruited and retained once grant funds are no longer available and how new staff will be trained to sustain the grant efforts beyond the funding year.
 |
|  |
| Minimally addresses or does not meet criteria | Meets some but not all criteria | Meets all criteria with high quality |
| 0 | 5 | 10 |
| **Total points: /30** |

**Early Literacy Grant – Professional Development**

# Application Review CDE Use Only

|  |  |  |
| --- | --- | --- |
| **Part IA:** | **Applicant Information**Must be complete and include evidence that applying LEP(s) meet eligibility criteria by already implementing evidence-based or scientifically-based universal instruction and interventions resulting in significant student academic growth toward reading competency.[[6]](#endnote-6) If application does not provide quantitative evidence of this, the application will not be further reviewed or considered for funding. | Meets ☐Does not meet ☐*Must meet to move forward.* |
| **Part IB:** | **Program Assurances Form**If the application is approved, funding will not be awarded until all signatures are in place. | Attached and complete ☐Not attached/complete ☐ |
| **Part II:** | **Professional Development Selection**Applicant has completed their professional development selection. | Attached and complete ☐Not attached/complete ☐ |
| **Part III:** | **Application Narrative** |  |
| Section A: Grant Proposal Summary | /30 |
| Section B: Professional Development Plan | /60 |
|  | Section C: Budget Narrative and Budget Workbook | /30 |
|  | **Subtotal:** | /120 |
|  | **+ Priority points:** | /24 |
|  | **Total:** | /144 |

|  |  |
| --- | --- |
| Met Part IA requirements. |  [ ]  |
| Did not complete review. Not funded because applicant did not meet Part IA requirements. |  [ ]  |

|  |
| --- |
| **PRIORITY:** CDE will indicate in which categories, if any, this application meets priority criteria. |
| High percentage of K-3 students who have significant reading deficiencies (exceeding the statewide average) | High percentage of students eligible for free and reduced lunch (exceeding the statewide average) | High percentage of minority students (exceeding the statewide average) | Rural or small and rural | Applying as a district-wide effort | Inclusion of preschool in system-wide literacy efforts | Inclusion of dyslexia awareness in professional development plan | Inclusion of an embedded instructional coaching model to enhance teacher effectiveness in teaching foundational reading skills in professional development plan |
| ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| **3 points** | **3 points** | **3 points** | **3 points** | **3 points** | **3 points** | **3 points** | **3 points** |
| **Total priority points: /24** |

**GENERAL COMMENTS (OPTIONAL):** Indicate support for scoring by including overall application strengths and weaknesses. These comments will be provided to applicants with their final funding recommendation.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **RECOMMENDATION:** | Funded |  [ ]  |  | Funded with Changes |  [ ]  |  | Not Funded |  [ ]  |

# Appendix A: End-of-Year Evaluation Reporting Guidelines

Grant recipients must submit an end-of-year evaluation program report detailing the following information by **July 21, 2023**. Submission instructions will be emailed to grant managers during grant implementation.

**Overview**

1. What evidence-based program(s) and practice(s) did participants implement with grant funds? (Provide a brief description between 100 and 500 words, including the organization that provided the professional development and a description of the professional development.)
2. How many adults participated in grant-funded professional development and what were their roles?
3. How many students (disaggregated by grade level) were represented by those who received training using grant funds?
4. What amount of funding did each grant participant dedicate toward each allowable use of funds?

**Implementation**

1. What was the overall participant feedback regarding the grant-funded professional development?
2. What participant learning and use of learned knowledge and skills took place?
3. How did organizational support improve to promote implementation of learned knowledge and skills?
4. How will participants sustain early literacy education practices as a result of this professional development?

**Impact**

1. What progress was made from implementing the selected professional development program?
2. What improvements in literacy outcomes were made as a result of these grant funds?
	1. What, if any, positive changes were apparent in school-wide benchmark results?
	2. What, if any, positive changes were apparent in progress monitoring?
	3. What, if any, positive changes were apparent in other relevant measures?
	4. How many and what percentage of students (disaggregated by grade level) had significant reading deficiencies before and after implementation?
	5. How many and what percentage of students (disaggregated by grade level) who did not have significant reading deficiencies were not meeting grade-level expectations before and after implementation?
3. What additional positive student impacts are expected as a result of this grant?
1. Colorado Reading to Ensure Academic Development Act, Colo. Rev. Stat. §§ 22-7-1211, (2019) [↑](#endnote-ref-1)
2. Colorado Reading to Ensure Academic Development Act, Colo. Rev. Stat. §§ 22-7-1211, (2019) [↑](#endnote-ref-2)
3. Rules for Administration of Early Literacy Grant Program, 1 Colo. Code Regs. 301-90 (2019) [↑](#endnote-ref-3)
4. Colorado Reading to Ensure Academic Development Act, Colo. Rev. Stat. §§ 22-7-1211, (2019) [↑](#endnote-ref-4)
5. “Minority students” includes American Indian or Alaskan Native, Asian, Black or African American, Hispanic or Latino, Native Hawaiian or Other Pacific Islander, and Two or More Races, as per CDE guidance. [↑](#endnote-ref-5)
6. Colorado Reading to Ensure Academic Development Act, Colo. Rev. Stat. §§ 22-7-1211, (2019) [↑](#endnote-ref-6)