



**COLORADO**

**Department of Education**

---

# CO Comprehensive Literacy State Development Grant

Stacey Smith, CLSD Program Grant Manager | [smith\\_s@cde.state.co.us](mailto:smith_s@cde.state.co.us)

Patrick Mueller, Grants Fiscal | [mueller\\_p@cde.state.co.us](mailto:mueller_p@cde.state.co.us)

Mandy Christensen, Competitive Grants | [christensen\\_m@cde.state.co.us](mailto:christensen_m@cde.state.co.us)

# Webinar objectives

---

Review the program purpose, objectives and intended outcomes

---

Review eligibility criteria and priority considerations

---

Review funding and the grant cycle

---

Review allowable activities, project narrative pieces and attachments (including the budget)

---

Review project evaluation and reporting requirements

---

CLSD Impact study information from AIR

---

Review how applications will be scored and the scoring rubric

# CLSD Overview

The Colorado Comprehensive Literacy State Development (CLSD) Grant is a federally supported grant (**CFDA Number:** 84.371C) intended to expand the use of evidence-based reading practices and interventions that advance literacy skills for children from birth through grade 12 with an emphasis on historically underserved students including children in poverty, English learners (ELs), and children with disabilities.

[CLSD Website](#)

## Age/Grade Ranges Supported

Grant funds are intended to support literacy efforts in the following ranges:

- Birth-5 years including preschool
- Kindergarten-5<sup>th</sup> grade
- 6<sup>th</sup>-12<sup>th</sup> grade



# Program purpose

- Development and implementation of a Comprehensive Local Literacy Plan (CLLP)
- Evaluation of existing structures, practices, and instructional materials birth-grade 12 to ensure alignment with evidence-based practices and the Science of Reading (SoR)
- Professional development and coaching for teachers and administrators that supports implementation of evidence-based literacy practices in classrooms
- Engagement of a diverse group of stakeholders birth to graduation in district-wide literacy efforts
- Expanding community and family engagement in literacy efforts



# Intended Outcomes

- Increase teacher and administrator knowledge on the science of reading and language development
- Support transfer of professional learning into teacher practice
- Increase oral language skills for 4-year-olds
- Increase the percentage of 5<sup>th</sup> graders, 8<sup>th</sup> graders and high school students who meet or exceed proficiency on Colorado reading/language arts assessments
- Increase ELA proficiency in underserved populations such as students receiving free and reduced lunch, English learners, and students with disabilities
- Support districts with improving literacy collaboration across the age and grade bands



# Applicant eligibility

Local Education Providers (LEPs) are eligible to apply for this opportunity. Eligible LEPs include:

- A school district.
  - A Board of Cooperative Services (BOCES).
  - A Charter School authorized by a school district; or
  - A Charter School authorized by the Charter School Institute.
- 
- Must be in compliance with the Colorado READ Act
- 
- Must already be implementing evidence-based or scientifically-based universal instruction
- 
- Must agree to include early childhood providers as active partners in grant activities



# Priority Considerations

Available grant funding will be distributed to LEPs with participating schools demonstrating high need based on certain Priority Eligibility Criteria:

- serving a high percentage of students eligible for free and reduced lunch
- serving a high percentage of ELs
- serving a high percentage of students with an IEP serving a high percentage of students with SRDs
- located in a Qualified Opportunity Zone (QOZ)
- applying as a district-wide effort
- including early childhood providers (birth-3 years) and preschool (3-5 years) in system-wide literacy efforts.



# Funding

Approximately \$6,160,625 is available for the 2021-2022 school year (Year 1) and \$3,080,309 for each subsequent year (Years 2-4) for a total of \$15,401,552 over 4 years.

The following percentages **must** apply to each age and grade range for all grant related activities and expenditures:

- **Birth-5 years (15%)**
- **Kindergarten-5<sup>th</sup> grade (40%)**
- **Grades 6-12 (40%)**
- **Administrative + Indirect costs\* (5%)**





# Grant Cycle



- 4-year grant cycle supporting ONE cohort of applicants
  - Year 1 (2021-2022 SY)
  - Year 2 (2022-2023 SY)
  - Year 3 (2023-2024 SY)
  - Year 4 (2024-2025 SY)
- Grant cycle will run October 1-September 30 each year

# Smartsheet – Application Portal

- Applications are due by **Friday, July 30, 2021** by 11:59pm MST
- Each section limited to 4,000 characters
- Smartsheet DOES NOT save works in progress
- Original signatures required
- Budget + budget narrative
- Attachments: “Applicant Name – CLSD File Name\_Date”



## CO Comprehensive Literacy State Development Application

Application deadline is Friday, July 30, 2021 by 11:59pm

### CONTACT INFORMATION

Program Questions:  
Stacey Smith, CLSD Program Grant Manager  
smith\_s@cde.state.co.us | 720-595-1407

Budget/Fiscal Questions  
Patrick Mueller, Grants Fiscal  
mueller\_p@cde.state.co.us | 303-866-5692

Application Process Questions  
Mandy Christensen, Competitive Grants and Awards  
christensen\_m@cde.state.co.us | 303-866-6250

I understand that Smartsheet does not save works in progress.

☐ Check this box to continue. \*

I understand that each field has a 4,000 character limit per response.

☐ Check this box to continue. \*

PART I: Applicant Information, Participating  
Schools, Program Assurances

PART IA: Lead Local Education Provider (LEP)  
Information

#### Lead LEP Name \*

Use official name found here:

<https://cedar.cde.state.co.us/edulibdir/School%20Building%20Codes-en-us.xlsx>

#### LEP Code \*

Use official code found here:

<https://cedar.cde.state.co.us/edulibdir/School%20Building%20Codes-en-us.xlsx>

# QUESTIONS – Eligibility, priority criteria, application portal



# CLSD Grant

## Allowable Use of Funds



# District-wide activities

**Districts are encouraged to use Year 1 funds for planning and evaluating literacy-based systems at a district level. Examples of allowable uses for this purpose could include:**

- Consulting support for LEPs and School Districts on developing a Comprehensive Local Literacy Plan (CLLP) or update an existing literacy plan
- Evaluation of existing structures, practices, and instructional materials across birth through grade 12 to ensure they are evidence-based, including how closely they align with the science of reading
- Establishing and/or expanding district-wide parent and family engagement efforts ([CDE FSCP Framework](#))
- Sustainability planning beyond grant funding
- Instructional materials (restrictions apply)



# Birth-5 years old



- Professional development in the science of language development and reading for early education providers and administrators
- Collaboration with K-12 Feeder system and participation in the Local School Literacy Leadership Team (LSLLT)
- Parent, family, caregiver, and community partner engagement activities
- Support expansion of early reading risk identification



# Kindergarten-12<sup>th</sup> grade activities

- Professional development for teachers and administrators in the science of reading, writing, and language development.
- Participation in Communities of Practice rooted in evidence-based practices with other CLSD participating schools
- Instructional materials that support English learners that are aligned with evidence and science-based practices.
- Consulting support on implementation of evidence- and science-based practices in classrooms.
- Literacy consultants approved by the CLSD Program Grant Manager. Approval process is to be determined and will be released before start of the grant.
- Instructional and assessment materials (restrictions apply)







# Admin + Indirect costs

- Administrative costs must be directly related to the support and implementation of the CLSD grant and pre-approved by CDE.
- The sum of administrative activities plus indirect costs cannot exceed 5% of the total awarded amount.
- Amount charged to indirect cannot exceed an applicant's Indirect Cost Rate.

## **Uses that will not be funded include:**

- Capital needs, technology equipment (including tablets, laptops, bookshelves, other furniture, etc.), software, construction costs, food or alcohol costs, and gift certificates.
- Out-of-state travel that is not directly related to the critical components of the CLSD Program.
- Professional development, assessments, and instructional practices that are not aligned with the science of reading and any non-instructional activity not listed in the allowable costs.





# QUESTIONS – Allowable Use of Funds



# CLSD Grant

## Project Narrative Critical Components

# Project narrative in Smartsheet Application

## PART II: Project Narrative

In this section, you will be asked to address the critical components of the project for which you are seeking funding. Each section (A-G) has a 4,000 character limit per section. Details for critical components to address in the project narrative can be found starting on page 5 of the RFA. It is recommended to review the scoring rubric provided at the end of the RFA for full details on what should be included in your project narrative.

The RFA document with detailed information and instructions can be found here: <http://www.cde.state.co.us/coloradoliteracy/clsdrrfa2021>

### **Section A: Executive summary \***

Provide a brief overview of the literacy landscape and need for support to enhance and improve oral language and ELA proficiency scores, highlighting need for underserved students. (Limit: 4,000 characters)

### **Section B: Comprehensive Local Literacy Plan \***

Describe applicant capacity and plan for engaging external literacy consultant to develop a district-wide Comprehensive Local Literacy Plan (CLLP) that meets the needs of students birth through grade 12. (Limit: 4,000 characters)





# Section A: Executive Summary

- Applicants must provide a brief overview of the literacy landscape within their jurisdiction and the need for further support to enhance and improve oral language and ELA proficiency scores, highlighting need of underserved students.



# Section B: Comprehensive Local Literacy Plan

- Create a comprehensive local literacy plan (CLLP) that is data driven, meets the needs of all students birth to graduation, and aligned with the updated Colorado Statewide Literacy Plan (to be released Fall 2021).
- Applicants must outline their capacity to engage with an external literacy consultant to develop/update the CLLP, include key stakeholders that will participate in the CLLP process (administrators, teachers, specialists, parents, ECE, partners, etc.), and show an understanding of the importance of including the components listed below:
  - Evidence-based practices for birth-12<sup>th</sup> grade for reading, writing, speaking and listening
  - Professional learning for teachers AND administrators
  - Alignment with the CO Academic Standards for Reading, Writing and Communicating
  - Outline district's data-driven instruction plan
  - Early reading risk identification
  - Local School Literacy Leadership Team (LSLLT)



# Section C: Evidence-based practices

- Submit evidence for each of the age ranges and grade bands that demonstrates curricula used in participating schools, including core instruction and targeted and intensive instructional interventions, are aligned with the Science of Reading and evidence-based practice
- Outline how you will address appropriate systematic and explicit teaching of reading and language development appropriate to each age/grade range birth through grade 12
- Describe the design of school and classroom structures to support such a system of instruction.



# Section D: Underserved students

CLSD applicant plans must specifically address how they will meet the needs of underserved students across all age and grade bands for students including but not limited to:

- Students receiving free and reduced lunch
- English learners
- students with disabilities
- students with a Significant Reading Deficiency (SRD)
- migrant children
- students in foster care
- students experiencing homelessness





# Section E: Professional learning

CLSD applicant plans must specifically address professional learning opportunities and include the following

- Professional development for teachers AND administrators
- Aligned with the Science of Reading and evidence-based practices
- Participation in Communities of Practice with other CLSD participating schools
- Literacy coaching on implementing evidence-based practices in the classroom
- Grantees will be required to meet with their literacy consultant throughout the grant project period based on grantee needs and funding allocation





# Section F: Early childhood

- Applicants **must** include a plan to engage early childhood education provider(s), family, and community partners as active partners, including them as members of the District and School Literacy Leadership Teams and as participants in the development and implementation of a district-wide Comprehensive Local Literacy Plan (CLLP)
- Can include existing partnerships or plans for expanding partnerships as part of the CLSD grant:
  - Independent, home-based, and faith-based childcare and preschool providers
  - Head Start
  - Public preschool providers (CPP)
  - Nonprofits
  - Libraries
  - Museums
  - Councils
- Applicants can use CDE's Family School and Community Partnerships Framework as a reference



# Section G: Program sustainability

The application must describe the current capacity to implement the grant requirements and how they will sustain the new structures and essential components of evidence- and science-based practices in birth through grade 12.

## **What we are looking for:**

- Description of the LEP's role in sustaining the program beyond grant funding.
- The staff's understanding of the current state of affairs and the reason for the change.
- An acceptance and commitment to the program.
- A feeling of determination by the staff.
- A perception that the program is practical, useful, and beneficial to students.
- Administrative support and leadership (including both school- and district-level leadership).

# QUESTIONS – Project Narrative Critical Components



# CLSD Grant

## Attachments

# Attachments in Smartsheet Application

## PART III: Attachments

### Attachment A: GEPA Statement \*

I understand that I am required to provide a statement of equitable access that meets the requirements of the General Education Provision Act (GEPA, Section 427). More information can be found on page 7 of the RFA.

☐

### Attachment B: Budget and Budget Narrative \*

I understand that I must use the Excel Budget template provided by CDE and that a separate budget narrative must be attached in PART: III Attachments below.

☐

### Attachment B: Budget \*

I understand that we must allocate funds across the appropriate age and grade bands as follows: Birth-5 years (15%), Kindergarten-5th grade (40%), and 6th-12th grade (40%). I understand that admin/indirect costs must not exceed 5% of funds requested. Indirect costs cannot exceed our Indirect Cost Rate agreement with CDE.

☐

### Attachment C: Statements of Interest \*

By checking the box below, I am certifying that I have obtained statements of interest from each school, partner and stakeholder across the birth-12th grade continuum who will participate in the CLSD Grant as part of this application. The statements of interest have been combined into a single PDF document and uploaded in PART: III Attachments below.

☐

### Required Attachments \*

All required attachments must be uploaded here. Files must be in Word, Excel, or PDF format. Please upload the following attachments: 1) Program Assurances Form, 2) Budget, 3) Budget Narrative, 4) GEPA Statement and 5) Statements of Interest from participating schools/partners.

If you are submitting a separate document as evidence of science based curriculum for Section C of the project narrative, attach that here too.

Drag and drop files here or [browse files](#)





# Attachment A: GEPA Statement

The applicant must provide a statement of equitable access that meets the requirements of the General Education Provision Act (GEPA, Section 427).

More information can be found here:

<https://www2.ed.gov/policy/elsec/leg/esea02/pg122.html>



# Attachment B: Budget

- Attach the budget workbook in Excel format using the provided Excel Template.
- An overall budget narrative should be attached in a separate document in Word or PDF format.
- Please follow the instructions located in the first tab of the Excel Template.
- For questions about the budget template, contact Patrick Mueller, Grants Fiscal
- For questions about allowable costs and uses, contact Stacey Smith, CLSD Grant Program Manager
- Please submit a budget for Year 1 (2021-2022 SY) ONLY.



# Attachment B: Budget cover page



## Colorado Comprehensive Literacy State Development Grant Code 5371 Source Code 4000

District Name:	Adams 1, Mapleton	▼
District Number:	0010	
Budget Report:	Original Budget	
Date:		

<---Use Dropdown to Choose your District Name

### Name of Authorizer

Name:	
Phone No.:	
E-mail:	

### Name of Fiscal Contact

Name:	
Phone No.:	
E-mail:	

Submit this excel file to:	
Grants Fiscal Staff Contact:	Patrick Mueller: Mueller_P@cde.state.co.us
CLSD Program Contact:	Stacey Smith: Smith_S@cde.state.co.us

Budgeted Funding: \$ 28,750.00





# Attachment B: Budget summary

Line	DESCRIPTION	AMOUNT
<b>Instruction Categories</b>		
1	Purchased Professional & Technical Services (0300)	\$ 1,000
2	Other Purchased Services (0500)	\$ 2,000
3	Supplies (0600)	\$ 3,000
4	Non Capitalized (0735)	\$ 500
6	<b>Subtotal</b>	<b>\$ 6,500</b>
<b>Support Categories</b>		
7	Purchased Professional & Technical Services (0300)	\$ 500
8	Other Purchased Services (0500)	\$ 1,000
9	Supplies (0600)	\$ 20,250
10	Non Capitalized (0735)	\$ -
12	<b>Subtotal</b>	<b>\$ 21,750</b>
13	<b>Indirect Costs</b>	<b>\$ 500</b>
14	<b>Grand Total</b>	<b>\$ 28,750</b>
<b>Purchase Type</b>		
15	Literacy Consultant and Coaching (external)	\$ 1,500.00
16	Professional development for teachers and admins on the Science of Teaching Reading and language development	\$ 2,000.00
17	Curriculum, instructional materials and evaluation tools purchase (must be pre-approved by CDE)	\$ 3,000.00
18	Limited travel associated with PD (must be approved by CDE first)	\$ 1,000.00
19	Supplies/costs associated with parent and family engagement	\$ 20,750.00
20	Evaluation of existing structures, practices and instructional materials to ensure they are evidence based	\$ -
21	Sustainability planning beyond grant funding	\$ -
22	Collaboration with K-12 Feeder System (allowed in Birth-5 ONLY)	\$ -
23	Support expansion of early reading risk identification (allowed in Birth-5 ONLY)	\$ -
24	Costs associated with participation in local and/or regional Communities of Practice	\$ -
25	Indirect Costs	\$ 500.00
26	<b>Total</b>	<b>\$ 28,750.00</b>
<b>Purchase Use</b>		
27	Birth-5	\$ 1,500.00 5%
28	Kinder-5th	\$ 3,000.00 10%
29	6-12th	\$ 23,000.00 80%
30	Admin/Indirect Costs: limited to 5% of total	\$ 1,250.00 4.35%
31	<b>Total</b>	<b>\$ 28,750.00 100%</b>
32	<b>Indirect Costs</b>	<b>\$ 500.00 2%</b>
	Indirect Cost Rate Maximum	10.50
33	<b>Check</b>	<b>\$ -</b>
34	<b>Check</b>	<b>\$ -</b>

# Attachment B: Budget AFR Summary

## Colorado Comprehensive Literacy State Development

Grant Code 5371 Source Code 4000

### ANNUAL FINANCIAL REPORT

Adams 1, Mapleton

1/0/1900

Line	DESCRIPTION	Budget	Actual Expenditures
<b>Instructional Categories</b>			
1	Purchased Professional & Technical Services (0300)	\$ 1,000	\$ -
2	Other Purchased Services (0500)	\$ 2,000	\$ -
3	Supplies (0600)	\$ 3,000	\$ -
4	Non Capitalized (0735)	\$ 500	\$ -
6	<b>Subtotal</b>	<b>\$ 6,500</b>	<b>\$ -</b>
<b>Support Categories</b>			
7	Purchased Professional & Technical Services (0300)	\$ 500	\$ -
8	Other Purchased Services (0500)	\$ 1,000	\$ -
9	Supplies (0600)	\$ 20,250	\$ -
10	Non Capitalized (0735)	\$ -	\$ -
12	<b>Subtotal</b>	<b>\$ 21,750</b>	<b>\$ -</b>
13	<b>Indirect Costs</b>	<b>\$ 500</b>	<b>\$ -</b>
14	<b>Grand Total</b>	<b>\$ 28,750</b>	<b>\$ -</b>

--	--

Typed Name of Person Preparing Report

Date

# Attachment B: Budget error checking

Colorado Comprehensive Literacy State Development Grant Code 5371 Source Code 4000 Error Checking Adams 1, Mapleton 1/0/1900			
	Detail Sheets	5-Budget Summary	
	\$ 28,750.00	28,750	equal
If the subtotals do not equal each other, the most likely problem is on the detail sheet. All required entries may not have been entered.			



# Attachment C: Participating schools

Applicants must solicit **statements of interest** from each school, partner, and stakeholder across the birth through grade 12 continuum who will participate in the CLSD Grant.

## **Each Statement of Interest should:**

- Be no more than 1-2 pages (12 pt. font and single spaced)
- Show that there is community support for the project
- Outline the need for literacy support in each participating school/partner
- Demonstrate capacity for engaging in the CLSD grant

Applications that include schools/partners meeting priority eligibility criteria listed on page 3 will be given priority consideration for funding

Please upload all statements of interest as **one** PDF document.

Individual schools, early childhood education providers, and community partners must also be listed out individually in the Smartsheet Application Form.

# Program Assurances

## Part IC: Program Assurances Form

The appropriate Authorized Representatives must sign below to indicate their approval of the contents of the application for the CO Comprehensive Literacy State Development grant, and the receipt of program funds.

On \_\_\_\_\_ (date), 2021, the Board of \_\_\_\_\_ (district/BOCES/CSI)  
hereby agrees to the following assurances:

- 1) Grantee will ensure all funds are expended in accordance with allowable expenditures and ensure that a minimum of 95% of the budget is allocated for program implementation using the 15/40/40/5 formula.
- 2) LEP leadership is committed to supporting CLSD schools in implementing evidence- and science-based practices.
- 3) Applicant agrees to work with the Colorado Department of Education (CDE) and the selected CLSD Literacy Consultant to embed explicit and systematic instruction rooted in the Science of Reading into all elements of teaching structures across all age and grade bands, including core instruction and targeted and intensive instructional interventions, and agrees to grant their CLSD Literacy Consultant access to school-level data and all other requirements of the grant.
- 4) Applicant agrees to participate in professional development that is rooted in evidence- and science-based practice and aligned with the purpose of this grant program.
- 5) Applicant agrees that participating schools/partners will use curricula, including core and targeted intervention materials, and assessments that are evidence- and science based.
- 6) Applicant will cooperate with CDE in the development and submission of quarterly and annual progress and financial reports to meet grant requirements. The applicant agrees to report student performance and assessment data in accordance with the reporting requirements for the CLSD grant, following the schedule and deadlines for submission provided by CDE throughout grant implementation.
- 7) Applicant agrees to provide CDE information required to determine if the grantee is making satisfactory progress toward achieving grant goals. This includes participation in the collection of qualitative data using forms developed and used by CDE during the grant cycle to monitor fidelity of implementation (i.e., consultant reports, surveys, correspondence requests from CDE, quarterly progress reports, etc.).
- 8) Staff at each participating school is committed to implementing the CLSD Program as described in the CO Comprehensive Literacy State Development (CLSD) RFA document.
- 9) If a change in LEP and/or school leadership occurs during grant participation, the district and/or new school leadership agrees to notify the CLSD Program Grant Manager and provide a transition plan to demonstrate new and existing leadership's commitment to grant activities for the remainder of the grant.
- 10) If a change in LEP and/or school leadership occurs during grant participation, the incoming leader will agree to a transition plan, demonstrate knowledge of (or a plan to develop knowledge of) and commitment to the science of reading, and demonstrate commitment to the CLSD Grant requirements and purpose.
- 11) The grantee and all participating schools and community partners 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.
- 12) Funds will be used to supplement and not supplant any funds currently being used for literacy efforts or professional development and grant dollars will be administered by the appropriate fiscal agent.
- 13) Funded projects will maintain appropriate fiscal and program records and that fiscal audits of this program will be conducted by the grantees as a part of their regular audits.
- 14) If any findings of misuse of these funds are discovered, project funds will be returned to CDE.
- 15) The grantee will maintain sole responsibility for the project even though subcontractors may be used to perform certain services.

The Colorado Department of Education 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. To submit changes, contact Patrick Mueller, Grants Fiscal ([Mueller\\_P@cde.state.co.us](mailto:Mueller_P@cde.state.co.us)) and Stacey Smith, CLSD Program Grant Manager ([Smith\\_S@cde.state.co.us](mailto:Smith_S@cde.state.co.us)).

_____ 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 LEP Program Contact	_____ Signature	_____ Date



# QUESTIONS – Attachments and Budget





# CLSD Grant

## Evaluation + Reporting





# Quarterly + Annual Reports

CLSD grantees must complete the following steps quarterly through **CDE-provided Smartsheet form:**

- Submit a General Ledger showing CLSD expenditures and revenue for the quarter and year to date.
- Provide a narrative summary including a description of progress and obstacles on grant related activities.
- Contracted literacy consultants must also report grantee progress quarterly.
- Beginning and end of year student data must be submitted according to the reporting schedule.
- A final annual financial report and project summary narrative will be required at the close of each grant cycle.

## **Reports Due:**

- January 31<sup>st</sup> (October 1-December 31)
- April 30<sup>th</sup> (January 1-March 31)
- July 31<sup>st</sup> (April 1-June 30)
- October 31<sup>st</sup> (July 1-September 30) – Quarterly + Annual





# Annual budget submission + project changes

- An updated budget must be submitted each year
- Due no later than August 15<sup>th</sup> of each year
- Carryover funds
- Project and/or budget modifications



# CLSD project evaluation

- CDE may contract with an external evaluator to conduct an external evaluation of CLSD
- CLSD grantees may be selected for a site visit by CDE program staff
- Information reported to CDE related to grant activities is not confidential and is subject to public request. **Grantees should ensure reported information does not contain PII or confidential information.**

# QUESTIONS – Evaluation and Reporting



INFORMATIONAL WEBINAR | MAY 2021

# COMPREHENSIVE LITERACY STATE DEVELOPMENT GRANT PROGRAM NATIONAL EVALUATION

---

MAKING  
RESEARCH  
RELEVANT

---



The American Institutes for Research (AIR) allows for the recording of audio, visuals, participants, and other information sent, verbalized, or utilized during business related meetings. By joining a meeting, you automatically consent to such recordings. Any participant who prefers to participate via audio only should disable their video camera so only their audio will be captured. Video and/or audio recordings of any AIR session shall not be transmitted to an external third party without the permission.

# CLSD Impact Study

- How it will work
- Requests, benefits, and eligibility for subgrantees

# How will the CLSD Impact Study Work?

## 1 State grantees invite districts to apply for subgrants

States hold subgrant competitions in the first grant year (2020-21); **subgrantees implement CLSD activities 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



# How will the CLSD Impact Study Work?

## 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; 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 signing letters of intent



# How will the CLSD Impact Study Work?

## 3 States review district applications



**Number and amount of subawards** are determined

States make subawards to a subset of districts, some of which are eligible for and interested in participating in the impact study

The study team will then work with those districts to finalize participation



# How will the CLSD Impact Study Work?

## 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 subgrant



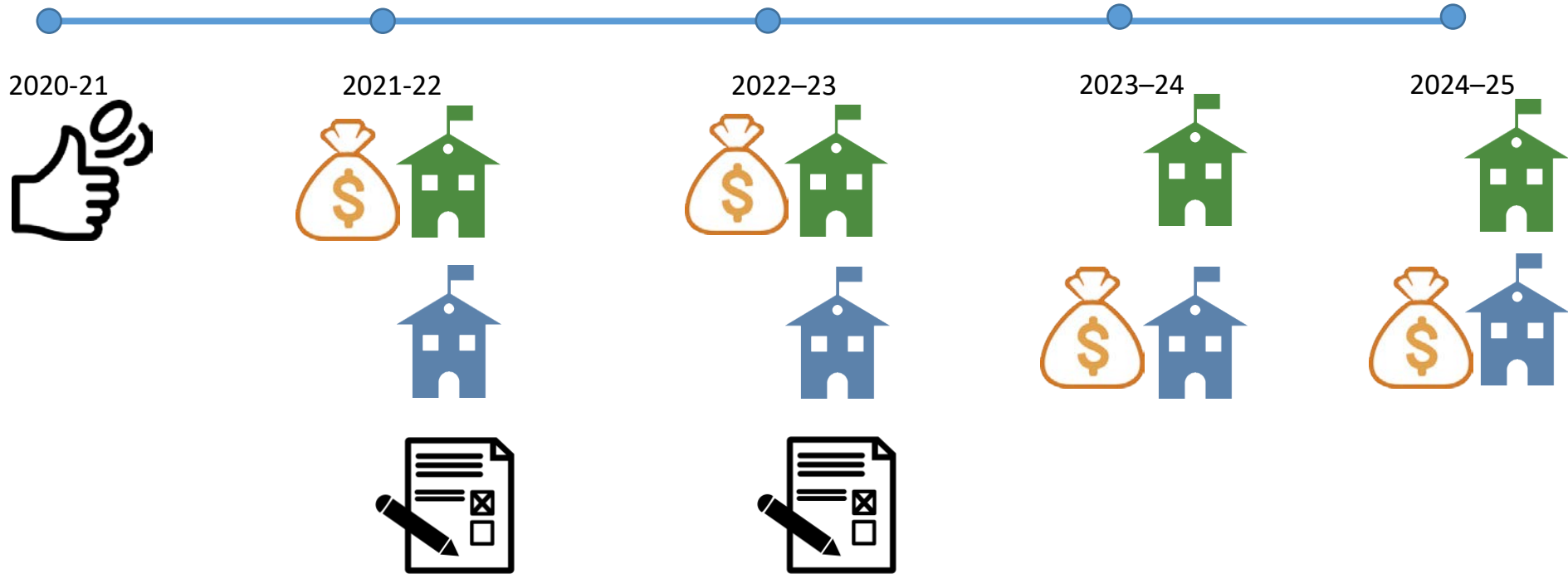
**2023-24 and 2024-25**

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

# CLSD Impact Study

- How it will work
- Requests, benefits, and eligibility for subgrantees

# Request: Abide By Lottery and Complete Surveys



# Multiple Benefits for Subgrantees

- **Learn about and apply** effective strategies, practices, and programs from early implementers to other schools
- Districts will receive **\$15,000** per participating elementary school *regardless of which funding group they are assigned*
- **Minimal disruption**; in all cases, districts will retain full control over which schools receive CLSD funds

# District Eligibility for CLSD Impact Study

- Meet state-determined eligibility criteria for CLSD subgrant
- Apply for a CLSD subgrant
- Indicate willingness to participate in the impact study in their applications or through a letter of interest
- Have 2 or more elementary schools included in their CLSD subgrant, although districts with 4+ elementary schools are best suited for the study
- Receive a CLSD subgrant



# Compensation for Participating Districts

- Districts may receive \$15,000 per participating elementary school



- Total might be \$60,000 or more because districts with 4+ elementary schools are best suited for CLSD impact study



- Districts have discretion over how to use these funds

## 2. Next Steps

# Let Us Know You're Interested

- We will follow up by email to provide you with additional resources as well as a Letter of Interest document where you can indicate your willingness to participate in the impact study
- You can also get more information on our study webpage:  
[https://ies.ed.gov/ncee/projects/evaluation/literacy\\_comprehensive.asp](https://ies.ed.gov/ncee/projects/evaluation/literacy_comprehensive.asp)



# 3. Questions and Answers

# Questions from Districts/Potential Subgrantees?



# CLSD NATIONAL EVALUATION

ELLIE FULBECK AND BECCA SMITH

[EFULBECK@AIR.ORG](mailto:EFULBECK@AIR.ORG)

[RSMITH@AIR.ORG](mailto:RSMITH@AIR.ORG)

THANK YOU

---

MAKING  
RESEARCH  
RELEVANT

---

# CLSD Grant

## Scoring + Rubric



# Application scoring guide

## CO Comprehensive Literacy State Development (CLSD)

Applications Due: Friday, July 30, 2021, by 11:59 pm

### Application Scoring Guide

CDE Use Only

<b>Part I:</b>	<b>Applicant Info, Recipient Schools, and Assurances Form</b>	Not Scored
<b>Part II:</b>	<b>Narrative</b>	
Section A:	Executive Summary Demonstrating Need	/10
Section B:	Capacity and Plan for Development of CLLP	/50
Section C:	Evidence of LEP's Understanding of/Approach to EBP (Excel Attachment)	/50
Section D:	Description of How Applicant Will Meet Needs of Underserved Students	/40
Section E:	Professional Development and Implementation Consulting Plan	/40
Section F:	Inclusion of Early Childhood Educators, Family, and Community Partners	/20
Section G:	Plan for Program Sustainability Beyond Grant Funding	/25
<b>Part III:</b>	<b>Attachments</b>	
Attachment A:	GEPA Statement	/1
Attachment B:	Budget with Narrative that Demonstrates 95% Spent on Programming	/3
Attachment C:	Statements of Interest from Participating Schools/Partners	/1
<b>Subtotal:</b>		<b>/240</b>
<b>Priority Considerations</b>	[See page 4 of RFA for list of Priority Criteria]	/35
<b>Total:</b>		<b>/275</b>

# Priority considerations

**Applicant is in full compliance with the Colorado READ Act.**

**Eligible to apply**

☐ Yes

**Not eligible to apply**

☐ No

## Priority Considerations

CDE will indicate whether this application met the priority criteria (see page 4 of the RFA). This application demonstrates:

Criteria	Meets [5 Points]	Does Not Meet [0 Points]	TOTAL
School(s) located in a Qualified Opportunity Zone (QOZ)	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
School(s) with a high percentage of students who are eligible for Free and Reduced Lunch exceeding the statewide rate, (40.19%)	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
School(s) with a high percentage of English learner students exceeding the statewide rate, (12.89%)	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
School(s) with a high percentage of students with a disability exceeding the statewide rate, (11.84%)	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
School(s) with a high percentage of students with an SRD exceeding the statewide rate, (16.3%) (K-3 only)	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
Applying as a district-wide effort	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
Includes early childhood providers (birth-3 years) and preschool (3-5 years) in system-wide literacy efforts and the LSLT	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
<b>Priority Considerations Total</b>			<b>/35</b>

# Scoring definitions

## Scoring Definitions

Minimally Addressed or Does Not Meet Criteria - information not provided

Met Some but Not All Identified Criteria - requires additional clarification

Addressed Criteria but Did Not Provide Thorough Detail - adequate response, but not thoroughly developed or high-quality response

Met All Criteria with High Quality - clear, concise, and well thought out response

Section A: Executive Summary Demonstrating Need	Minimally Addressed or Does Not Meet Criteria	Met Some but Not All Identified Criteria	Addressed Criteria but Did Not Provide Thorough Detail	Met All Criteria with High Quality	TOTAL
1) Executive summary describes current literacy landscape within the applicant's LEP jurisdiction.	0	1	3	5	
2) Executive summary appropriately highlights the need for further support to enhance and improve oral language and ELA proficiency scores for underserved students.	0	1	3	5	
<b>Reviewer Comments:</b>					
Total					/10



# Application timeline

- Application window open until July 30, 2021
- Review committee will review and score applications August 1-August 30, 2021
- Applications that are missing information or not meeting application requirements may be contacted to make changes or submit missing pieces
- Award and denial notices will be sent to applicants by September 1, 2021
- The grant will start on October 1, 2021
- Funds will be available for drawdown on October 1, 2021



# QUESTIONS – Scoring and Rubric



Thank you for joining us today!