# Early Literacy Grant Program

**Applications Due Wednesday, March 15, 2017, by 11:59 pm**

# Part IA: Cover Page – Applicant and Recipient Information

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| **Application Type**  (select one) | | | | | | | | | | | | | | | | |
| **Single School/Institute Charter School Application** (one single school application)  **Multi-School Consortium Application** (one district, BOCES, or the Charter School Institute applying on behalf of multiple schools within a single district, multiple districts, or CSI) | | | | | | | | | | | | | | | | |
| **List all participating districts and schools and/or Institute Charter Schools** (add rows as necessary) | | | | | | | | | | | | | | | | |
| **District(s)** | | | | | | | | **School(s)** | | | | | | | | |
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| **Lead Local Education Agency (LEA)/BOCES Information** | | | | | | | | | | | | | | | | |
| **LEA/BOCES Name:** | | |  | | | | | | | | | | **LEA/BOCES Code:** | | |  |
| **Mailing Address:** | | |  | | | | | | | | | | **DUNS** #: | |  | |
| **Region**  (indicate region of Colorado this program will directly impact) | | | | | | | | | | | | | | | | |
| Metro Pikes Peak North Central Northwest  West Central Southwest Southeast Northeast | | | | | | | | | | | | | | | | |
| District/BOCES/CSI Authorized Representative Information | | | | | | | | | | | | | | | | |
| **Name:** | |  | | | | | **Title:** | |  | | | | | | | |
| **Telephone:** | |  | | | | | **E-mail:** | | | |  | | | | | |
| **Signature:** | |  | | | | | | | | | | | | | | |
| **Program Contact Information** | | | | | | | | | | | | | | | | |
| **Name:** | |  | | | | | **Title:** | |  | | | | | | | |
| **Telephone:** | |  | | | | | **E-mail:** | | | |  | | | | | |
| **Signature:** | |  | | | | | | | | | | | | | | |
| **Fiscal Manager Information** | | | | | | | | | | | | | | | | |
| **Name:** | |  | | | | | | | | | | | | | | |
| **Telephone:** | |  | | | | | **E-mail:** | | | |  | | | | | |
| **Signature:** | |  | | | | | | | | | | | | | | |
| Amount of Funding Requested | | | | | | | | | | | | | | | | |
| **Year 1:** | $ | | | **Year 2:** | $ | **Year 3:** | | | | $ | | **3 Year Total:** | | $ | | |

**Note:** If grant is approved, funding will not be awarded until all signatures are in place. Please attempt to obtain all signatures before submitting the application.

# Recipient Information

Complete this page for each participating school. Include additional copies for each school as necessary.

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Education Provider Information** | | | | | | | | | |
| **LEA/BOCES Name:** | |  | | | | | | | |
| **Board President:** | |  | **Board President Signature:** | | | |  | | |
| **Superintendent:** | |  | **Superintendent Signature:** | | | |  | | |
| **Recipient School Information** | | | | | | | | | |
| **School Name:** | |  | | | | | | **School Code:** |  |
| **Mailing Address:** | |  | | | | | | | |
| Principal/Designee Information | | | | | | | | | |
| **Name:** |  | | | **Title:** |  | | | | |
| **Telephone:** |  | | | **E-mail:** | |  | | | |
| **Signature:** |  | | | | | | | | |
| Program Contact Information | | | | | | | | | |
| **Name:** |  | | | **Title:** |  | | | | |
| **Telephone:** |  | | | **E-mail:** | |  | | | |
| **Signature:** |  | | | | | | | | |

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| **Number of students to be served at the following grades:**  (Use data from the 2016 READ collection for number of students and SRD numbers.) | | | | | | |
| **Total Kindergarten** | **Total 1st Grade** | | **Total 2nd Grade** | **Total 3rd Grade** | **Total Students** | |
|  |  | |  |  |  | |
| **SRD Kindergarten** | **SRD 1st Grade** | | **SRD 2nd Grade** | **SRD 3rd Grade** | **Total SRD K-3** | |
|  |  | |  |  | Number | Percent |
| Please list the research-based reading programs to be used for universal/core instruction. Programs must be selected from the READ Act Resource Bank Advisory List. (Please provide name(s) of program. Explain whether the program(s) will be purchased with ELG funds or if the program(s) is/are already in place.) | | | |  | | |
| **Please list the research-based reading program(s) to be used for targeted and intensive instructional interventions.** (Remember to be inclusive of all 5 components of reading, which may require more than one program based on the specific needs of students.) | |  | | | | |
| List all programs from the Approved List that are already in place in the school(s): | | | | |
| List all programs from the Approved List to be purchased with ELG funds: | | | | |
| List the diagnostic assessment(s) to be used for students in grades K-3. Assessments must be selected from the READ Act Resource Bank Approved List. | | | |  | | |
| Please list the professional development selected from the READ Act Advisory List, including on-going, on-site coaching. (Provide the name of the consultant/consulting firm applicant will be contracting with for on-going, on-site coaching. List any other PD to be purchased with ELG funds.) | | | |  | | |
| **Does your school receive any other supplementary reading grants?** If so, please list grants and the number of years your school has received these grants. | | | |  | | |

# Part IB: Program Assurances and Disclaimers

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

|  |  |  |  |
| --- | --- | --- | --- |
| On | (date) | , 2017, the Board of | (district) |

hereby agrees to the following assurances:

1. The applicant agrees to assemble a School Leadership Team (SLT) or demonstrate how an existing team will complete the requirements of the SLT outlined in the proposal. Membership must include at a minimum a district administrator, building administrator, K-1 teacher, 2-3 teacher, and an interventionist. The SLT agrees to meet regularly to review the school’s K-3 student level data and data related to the school’s implementation of grant requirements. The SLT also agrees to develop and regularly update the school’s professional development plan related to assessment and instruction in K-3 literacy.
2. District leadership is committed to supporting Early Literacy Grant schools in implementing Scientifically Based Reading Research and all other requirements of the Early Literacy Grant.
3. The applicant agrees to work with the Department and the selected coach/consultant to embed explicit and systematic instruction of the five components of reading into all elements of the K-3 teaching structures, including universal/core instruction and targeted and intensive instructional interventions, and agrees to grant the consultant access to school level data.
4. The applicant agrees to participate in required professional development provided by the Department and the selected coach/consultant and will ensure that all other professional development provided through Early Literacy Grant funds is aligned with the purpose of the grant program and has been approved by the Department.
5. The applicant agrees to work with the Department and the selected coach/consultant to incorporate Scientifically Based Reading Research findings into instructional practice in all K-3 classrooms.
6. The applicant will provide the Colorado Department of Education (CDE) such information as may be required to determine if the grantee is making satisfactory progress toward achieving the goals of the grant. This includes participation in the collection of qualitative data through the use of forms developed and used by the Department during the grant cycle to monitor fidelity of implementation (i.e., consultant reports, Literacy Evaluation Tool, etc.).
7. The applicant will cooperate with CDE in the development and submission of certain reports and individual student data to meet statutory and rule requirements. The applicant agrees to report interim assessment data to the online data collection tool associated with their chosen assessment, following the schedule and deadlines for submission provided by CDE throughout implementation of the grant.
8. Staff at each participating school is committed to implementing the Early Literacy Grant program as described in this application.
9. The school will not discriminate against anyone regarding race, gender, national origin, color, disability, or age.
10. The work product in this grant application is the original work of the school/applicant and its agents who worked on the application.
11. If any findings of misuse of these funds are discovered, project funds will be returned to CDE.
12. The grantee will maintain sole responsibility for the project even though subcontractors may be used to perform certain services.

Funded sites will be expected to cooperate with CDE in the development and submission of certain reports to meet statutory requirements. All grantees must work with and provide requested data to CDE for the Early Literacy Grant program within the time frames specified.

In addition, funded projects will be required to maintain appropriate fiscal and program records. Fiscal audits of funds under this program are to be conducted by the recipient agencies annually as a part of their regular audit. Auditors should be aware of the Federal audit requirements contained in the Single Audit Act of 1984.

IF ANY FINDINGS OF MISUSE OF FUNDS ARE DISCOVERED, PROJECT FUNDS MUST BE RETURNED TO THE COLORADO DEPARTMENT OF EDUCATION. The Colorado Department of Education may terminate a grant award upon thirty (30) 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. The applicant may subcontract for work to be performed, but shall retain sole responsibility for the project and shall be the only direct recipient of funds.

The work product in this grant application is the original work of the district/applicant and its agents who worked on the application. If a discovery of plagiarism is made known or brought to the attention of officials at the Colorado Department of Education during a current grant competition, then at the discretion of the Department, the Department has the right to remove the grant application for funding consideration because of the occurrence of cause.

Project modifications and changes in the approved budget must be requested via e-mail and be approved via e-mail by the Colorado Department of Education before modifications are made to the expenditures. Please contact Rachael Anderberg ([Anderberg\_R@cde.state.co.us](mailto:Anderberg_R@cde.state.co.us) | 303-866-6150) in CDE’s Office of Literacy for any budget modifications.

By signing below, the undersigned agree to all Early Literacy Grant Program assurances listed above:

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| --- | --- | --- |
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| Name of School Board President/BOCES President |  | Signature |
|  |  |  |
| Name of District Superintendent or  Charter School/BOCES Executive Director |  | Signature |
|  |  |  |
| Name of Fiscal Agent’s Authorized Representative |  | Signature |

# Narrative Response Template | Selection Criteria and Evaluation Rubric

Part I: Application Introduction (No Points)

Cover Pages and Assurances

Complete applicant information and program assurances and include as the first pages of the application. Cover Pages, Assurances, and the Executive Summary are not included in the 15-page narrative template limit.

|  |
| --- |
| Executive Summary |
| Provide a brief description (no more than 500 words) outlining the proposed Early Literacy Grant program, highlighting how applicant will use scientifically based reading research to embed the essential components of reading instruction into all elements of the K-3 teaching structures in all schools, including universal and targeted and intensive instructional interventions, to assist all students in achieving reading competency. If funded, this summary may be posted on CDE’s Website for inclusion in an overview of funded Early Literacy Grant programs. The executive summary does not count in total page limit. |
| Click here to enter text. |

**Part II: Narrative (100 Points)**

Template with included narrative responses must not exceed 15 pages. The following criteria will be used by reviewers to evaluate the application as a whole. In order for the application to be recommended for funding, it must receive at least 80 points out of the 100 possible points and all required elements must be addressed. An application that receives a score of 0 on any required elements will not be funded.

Scoring Definitions

Not Addressed/Met No Criteria: Information Not Provided

Met One or More Criteria: Requires Additional Clarification or Development

Met All Criteria: Concise, Thoroughly Developed, High Quality, Well-Written Response

|  |  |  |  |
| --- | --- | --- | --- |
| Section A: Five Essential Components of Effective Reading Instruction | | | |
| 1. Describe current understanding and integration of the 5 components of reading. Examples may include any previous or proposed professional development the staff has had regarding research and the integration of the components or the lack thereof. | | | |
| Click here to enter text. | | | |
| **Not Addressed/Met No Criteria** | **Met One or More Criteria** | **Met All Criteria** | **Score** |
| 0 | 2 | 4 |  |

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| --- | --- | --- | --- |
| 1. Describe how classroom teachers will be provided professional development or understanding of the 5 components in universal/core instruction and targeted and intensive instruction in order to create seamless and aligned systems of instruction. | | | |
| Click here to enter text. | | | |
| **Not Addressed/Met No Criteria** | **Met One or More Criteria** | **Met All Criteria** | **Score** |
| 0 | 2 | 4 |  |

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| --- | --- | --- | --- |
| 1. Provide a clear description of the how the School Leadership Team (SLT), including the district, supports or will support full implementation of the systematic and explicit teaching of the 5 components of reading in all instructional environments. | | | |
| Click here to enter text. | | | |
| **Not Addressed/Met No Criteria** | **Met One or More Criteria** | **Met All Criteria** | Score |
| 0 | 2 | 4 |  |

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| --- | --- | --- | --- |
| 1. Describe how enhancing the knowledge of teachers regarding the 5 components of reading and the integration of the 5 components of reading into instructional practices will enhance the current state of reading instruction. | | | |
| Click here to enter text. | | | |
| **Not Addressed/Met No Criteria** | **Met One or More Criteria** | **Met All Criteria** | Score |
| 0 | 2 | 4 |  |

|  |  |
| --- | --- |
| Section A: Five Essential Components of Effective Reading Instruction | |
| **Reviewer Comments:** | **/16** |

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| --- | --- | --- | --- |
| Section B: Coherent Structure of Effective Reading Programs | | | |
| 1. Describe a comprehensive assessment plan (interim and diagnostic) the school will use to ensure 90-95% of students are at grade level by 3rd grade, including the schedule for conducting each assessment (frequency). | | | |
| Click here to enter text. | | | |
| **Not Addressed/Met No Criteria** | **Met One or More Criteria** | **Met All Criteria** | **Score** |
| 0 | 3 | 6 |  |

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| --- | --- | --- | --- |
| 1. Describe instructional programming and materials that are research-based, and the applicant includes a process for implementation that ensures explicit and systematic teaching of the 5 components of reading will be integrated at an appropriate level, content, and duration of time in each K-3 classroom. The applicant describes how intervention instruction and materials will be aligned with universal/core instruction and designed to meet the needs of individual students. | | | |
| Click here to enter text. | | | |
| **Not Addressed/Met No Criteria** | **Met One or More Criteria** | **Met All Criteria** | **Score** |
| 0 | 3 | 6 |  |

|  |  |  |  |
| --- | --- | --- | --- |
| 1. Provide specific intervention strategies and/or activities and describe how instruction will be responsive to student data and timelines. Describe how intervention teachers will assure alignment with regular classroom instruction and clearly articulates the problem solving process, including progress monitoring, that will assist in reducing the number of students reading below grade level. | | | |
| Click here to enter text. | | | |
| **Not Addressed/Met No Criteria** | **Met One or More Criteria** | **Met All Criteria** | Score |
| 0 | 3 | 6 |  |

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| --- | --- | --- | --- |
| 1. Provide a professional development plan that ensures the learning of formal knowledge of Scientifically Based Reading Research (SBRR) supplemented with “craft” knowledge - assuring teachers can see the relevance of what they have learned applied to their profession. The plan should specifically address how professional development will be provided to those providing instruction to students reading below grade level. Demonstrate how outside coaching/consultation has a meaningful place in the plan. | | | |
| Click here to enter text. | | | |
| **Not Addressed/Met No Criteria** | **Met One or More Criteria** | **Met All Criteria** | Score |
| 0 | 3 | 6 |  |

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| --- | --- | --- | --- |
| 1. Outline a clear process for how the implementation of the reading program initiative will be monitored with a direct link to the coaching/consulting requirements. Describe the role of the School Leadership Team in monitoring fidelity and implementation. | | | |
| Click here to enter text. | | | |
| **Not Addressed/Met No Criteria** | **Met One or More Criteria** | **Met All Criteria** | Score |
| 0 | 3 | 6 |  |

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| --- | --- | --- | --- |
| 1. Demonstrate how the Early Literacy Grant will support current Unified Improvement Plan (UIP) efforts. | | | |
| Click here to enter text. | | | |
| **Not Addressed/Met No Criteria** | **Met One or More Criteria** | **Met All Criteria** | Score |
| 0 | 3 | 6 |  |

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| --- | --- |
| Section B: Coherent Structure of Effective Reading Programs | |
| **Reviewer Comments:** | **/36** |

|  |  |  |
| --- | --- | --- |
| Section C: Scientifically Based Reading Research | | |
| 1. The Comprehensive Core Program was selected from the READ Act Advisory List. | | |
| Click here to enter text. | | |
| **Not Addressed/Met No Criteria** | **Met All Criteria** | **Score** |
| 0 | 3 |  |

|  |  |  |
| --- | --- | --- |
| 1. All Interventions being used in the school are on the READ Act Advisory List. | | |
| Click here to enter text. | | |
| **Not Addressed/Met No Criteria** | **Met All Criteria** | **Score** |
| 0 | 3 |  |

|  |  |  |
| --- | --- | --- |
| 1. All professional development is provided from a provider listed on the approved list. | | |
| Click here to enter text. | | |
| **Not Addressed/Met No Criteria** | **Met All Criteria** | **Score** |
| 0 | 3 |  |

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| --- | --- | --- |
| 1. A consultant from the approved list has been selected and the budget reflects monthly visits at **each school**. | | |
| Click here to enter text. | | |
| **Not Addressed/Met No Criteria** | **Met All Criteria** | **Score** |
| 0 | 3 |  |

|  |  |  |
| --- | --- | --- |
| 1. Training from the publisher has been budgeted for each program to be purchased with ELG funds. | | |
| Click here to enter text. | | |
| **Not Addressed/Met No Criteria** | **Met All Criteria** | **Score** |
| 0 | 3 |  |

|  |  |  |
| --- | --- | --- |
| 1. Travel and release time for the annual CDE Office of Literacy READing Conference has been budgeted for the SLT for all three years. | | |
| Click here to enter text. | | |
| **Not Addressed/Met No Criteria** | **Met All Criteria** | **Score** |
| 0 | 3 |  |

|  |  |
| --- | --- |
| Section C: Scientifically Based Reading Research | |
| **Reviewer Comments:** | **/18** |

|  |  |  |  |
| --- | --- | --- | --- |
| Section D: Sustainability of the Program beyond the Years of Grant Funding | | | |
| 1. Describe the school’s current capacity for implementing the requirements of the Early Literacy Grant program. | | | |
| Click here to enter text. | | | |
| **Not Addressed/Met No Criteria** | **Met One or More Criteria** | **Met All Criteria** | **Score** |
| 0 | 3 | 5 |  |

|  |  |  |  |
| --- | --- | --- | --- |
| 1. Describe how the school will sustain the new structures and essential components of effective reading instruction in grades K-3, including information about how structures will remain in place once grant funds expire. For example, describe how capacity will be built to continue quality SBRR-driven K-3 reading intervention programs once the grant has expired. | | | |
| Click here to enter text. | | | |
| **Not Addressed/Met No Criteria** | **Met One or More Criteria** | **Met All Criteria** | **Score** |
| 0 | 3 | 5 |  |

|  |  |  |  |
| --- | --- | --- | --- |
| 1. Provide evidence that the staff is willing and ready to implement the Early Literacy Grant with program fidelity. A culture of high expectations for students and staff exists. There is an agreement by school leaders to meet regularly with the selected coach/consultant to review data and conduct classroom observations. | | | |
| Click here to enter text. | | | |
| **Not Addressed/Met No Criteria** | **Met One or More Criteria** | **Met All Criteria** | Score |
| 0 | 3 | 5 |  |

|  |  |  |  |
| --- | --- | --- | --- |
| 1. Describe the role of the School Leadership Team (SLT) in sustaining the grant beyond the years of receiving funding. | | | |
| Click here to enter text. | | | |
| **Not Addressed/Met No Criteria** | **Met One or More Criteria** | **Met All Criteria** | Score |
| 0 | 3 | 5 |  |

|  |  |
| --- | --- |
| Section E: Sustainability of the Program Beyond the Years of Grant Funding | |
| **Reviewer Comments:** | **/20** |

|  |  |  |  |
| --- | --- | --- | --- |
| Section F: Budget Narrative and Electronic Budget  * Budget Narrative **is included** in the 15-page narrative template limit. * Electronic Budget Spreadsheet **does not** count toward page limit. | | | |
| 1. In addition to submitting the electronic budget spreadsheet (Excel file) which covers each of the three years, in compliance with CDE’s standard fiscal rules, include a **Budget Narrative** (included in the 15-page narrative template limit) in a narrative format that addresses the following criteria:  * Provide an explanation that summarizes the proposed uses of grant funds by budget category and is tied to the proposed program strategies. * Costs are directly linked to proposed activities and include mandatory CDE training days. * Provide an explanation of leveraging of funds with other private, state, or federal dollars (e.g., Title I) to maximize impact for students. If the applicant is partnering with other schools, describe how funds will be leveraged and how dollar efficiency will be increased. | | | |
| Click here to enter text. | | | |
| **Not Addressed/Met No Criteria** | **Met One or More Criteria** | **Met All Criteria** | **Score** |
| 0 | 3 | 5 |  |

|  |  |  |  |
| --- | --- | --- | --- |
| 1. Complete and attach the **Electronic Budget Spreadsheet (Excel file)**. List costs of the proposed project as presented that are reasonable, necessary, and are calculated to show how amounts are determined. The budget should be sufficient in relation to the measurable objectives, design, scope, and sustainability of project activities. Costs are reasonable, and connected to project goals and activities for each of the three years of the grant.   **Item Description Example:**  .X FTE for [role or title] at $xxxxx per [hour or month or year] times [x per hours or months or year] | | | |
| **Not Addressed/Met No Criteria** | **Met One or More Criteria** | **Met All Criteria** | **Score** |
| 0 | 2 | 5 |  |

|  |  |
| --- | --- |
| Section F: Budget Narrative and Electronic Budget | |
| **Reviewer Comments:** | **/10** |