

Funding Opportunity

Applications Due: **Monday, June 19, 2023, by 11:59 pm**

Application Information Webinar

May 22, 2023, 2:30 pm – 3:30 pm

**Link to join Webinar**

<https://us06web.zoom.us/webinar/register/WN_mWrsGeteSxiqfzQrZX6C3w>

May 24, 2023 12:00 pm – 1:00 pm

**Link to join Webinar**

<https://us06web.zoom.us/webinar/register/WN_SFCZlCWpRyeR0D2J4hGMnw>

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| Colorado Comprehensive Literacy State Development Grant:Professional Development (PD) Cohort Pursuant to Title I, Part E Elementary and Secondary Education Act Of 1965 - Striving Readers |

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Description automatically generated

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**Note:** The following version of the application is intended as a reference document for instructions and grant application planning purposes.

**Applications for the Comprehensive Literacy State Development Grant Program – PD Cohort must be submitted through the** [**online application form**](https://app.smartsheet.com/b/form/17a8daf579b04b2682ea65c1c53386b7)**.**

Submission of application materials either in hard copy or via

e-mail will not be accepted.

**CO Comprehensive Literacy State Development Grant: Professional Development Cohort**

**Applications Due: Monday, June 19, 2023, by 11:59 pm**

# Introduction

The Colorado Comprehensive Literacy State Development (CLSD) Grant is a federally supported grant 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, multilingual learners (MLs), and children with disabilities. In 2019, Colorado Department of Education (CDE) was awarded $16 million over 5 years, 95% of which must be distributed to Local Education Providers (LEPs) as subgrants. This first cohort of CLSD grantees were given grants designed to improve students’ reading competency by supporting LEPs in the development of a Comprehensive Local Literacy Plan (CLLP) aligned with the Statewide Literacy Plan (SLP), evaluation of existing structures, practices, and instructional materials across birth through grade 12 to ensure they are evidence-based, expand family and community engagement in literacy efforts, and support teachers and administrators with professional development and coaching on the science of reading, classroom practices, and implementation of the CLLP. In spring of 2023, the US Department of Education extended CDE the opportunity to request additional CLSD funds. CDE was awarded an additional $1.5 million dollars, 95% of which also must be granted as subawards to LEs. These supplemental funds will support a new cohort of grantees for 2 years beginning October 1, 2023, through September 30, 2025.

Per federal restrictions for the CLSD grant, funds must support literacy efforts in the following ranges:

* Birth-5 years including preschool (15%)
* Kindergarten-5th grade (40%)
* 6th-12th grade (40%)
* 5% Admin or Indirect\* (Standard IDCR agreements don’t apply to this grant)

# Purpose

**This grant program exists to:**

* Support LEPs and schools expand the use and implementation of evidence-based literacy practices through increased professional learning opportunities for teachers, administrators, literacy leaders, instructional coaches, and support staff across the age and grade bands.
* Support LEPs and schools expand job embedded coaching supports for instructional staff by providing funding for principals, building administrators and literacy leaders participation in the Principal Leadership Institute (PLI).
* Increase the capacity and expertise in literacy for under resourced LEPs by providing a limited amount of funding to hire a district and/or building wide literacy instructional coach.
* Increase the capacity of early education literacy programming.
* Streamline literacy efforts across Colorado by expanding community and family engagement programs.

**In order to:**

* Increase oral language skills for 4-year-olds.
* Increase the percent of participating 5th grade students who meet or exceed proficiency on Colorado English language arts (ELA) assessments.
* Increase the percent of participating 8th grade students who meet or exceed proficiency on Colorado reading/language arts assessments.
* Increase the percent of participating 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, multilingual learners, and students with disabilities in all age and grade levels birth through grade 12.

# Eligible Applicants

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.

In addition:

* Eligible districts **must** agree to engage early childhood education provider(s) as active partners.
* Schools within a district’s feeder system (birth through grade 12) and included in this project must agree to participate fully in the evaluation and progress monitoring processes.

Applications will not be accepted from individual schools. A charter school’s authorizer will be the fiscal agent, if funded.

**\*NOTE\*** Funding is restricted to LEPs that are already implementing evidence-based or scientifically based universal instruction and interventions. Evidence of full compliance with the [Colorado READ Act](https://www.cde.state.co.us/coloradoliteracy) (CRS 22-7-12) will be required from all applicants. If there is insufficient evidence of this compliance, the application will not be further reviewed or considered for funding.

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 (exceeding the 2022-2023 statewide average of 40.2%\*).
* serving a high percentage of ELs (exceeding the 2022-2023 statewide average of 12.4%\*).
* serving a high percentage of students with an IEP (exceeding the 2022-2023 statewide average of 12.4%\*).
* serving a high percentage of students with SRDs (exceeding the 2021-2022 statewide average of 21.3%\*\*).
* located in a Qualified Opportunity Zone (QOZ) – ([learn more and view an interactive map](https://oedit.colorado.gov/colorado-opportunity-zone-program)); and
* including early childhood providers (birth-3 years) and preschool (3-5 years) in project plan.

\*Reflects enrollment data for the 2022-2023 school year and is available to view in [SchoolView](https://edx.cde.state.co.us/SchoolView/DataCenter/reports.jspx?_adf_ctrl-state=pac20phbp_4&_afrLoop=6014641851829965&_afrWindowMode=0&_adf.ctrl-state=rfvihymf6_29).

\*\*Statewide SRD data is only available for K-3. Most recent data available is for the 2021-2022 school year on the [READ Act Data Dashboard](http://www.cde.state.co.us/code/readactdashboard).

**Note:** Applications will not be accepted from individual non-charter schools and must be authorized and submitted through the LEP.

**Charter Schools:**

Pursuant to [C.R.S. 22-30.5-104 (11)](https://advance.lexis.com/documentpage/?pdmfid=1000516&crid=f793ddcd-a668-40c2-88c9-13152b4e624f&nodeid=AAWAAEAACAACAAE&nodepath=%2FROOT%2FAAW%2FAAWAAE%2FAAWAAEAAC%2FAAWAAEAACAAC%2FAAWAAEAACAACAAE&level=5&haschildren=&populated=false&title=22-30.5-104.+Charter+school+-+requirements+-+authority+-+rules+-+definitions.&config=014FJAAyNGJkY2Y4Zi1mNjgyLTRkN2YtYmE4OS03NTYzNzYzOTg0OGEKAFBvZENhdGFsb2d592qv2Kywlf8caKqYROP5&pddocfullpath=%2Fshared%2Fdocument%2Fstatutes-legislation%2Furn%3AcontentItem%3A65MT-X293-CGX8-0095-00008-00&ecomp=8gf59kk&prid=b437b07b-e138-4d15-acfc-74ff860597f5), a charter school may choose to apply apart from their authorizer for a competitive grant program created by a federal or state statute or program. The charter school is considered the LEP only for the purposes of applying and determining eligibility. A charter school’s authorizer will be the fiscal agent, if funded.

* A charter school that applies for a grant shall provide to its authorizing district:
  + A copy of the grant application at the time the application is submitted to CDE; and
  + If the charter school receives the grant moneys, a summary of the grant requirements, a summary of how the charter school is using the grant moneys, and periodic reports on the charter school’s progress in meeting the goals of the grant as stated in its application.
* If a charter school intends to apply for a grant that the school’s authorizing school district is also intending to apply for, the charter school shall seek to collaborate with the school district in the application and to submit the application jointly. If the charter school and the school district are unable to agree to collaborate in applying for the grant, the charter school may apply for the grant independently or in collaboration with other charter schools.

# Available Funds, Duration of Grant, and Continued Funding

Approximately $1,425,000 is available to one cohort for 2 years ($712,500 per year).

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

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

**\*Note**\*: It is a federal requirement that 95% of funds be used towards program implementation. The sum of administrative activities plus indirect costs cannot exceed 5% of the total requested amount. Amount charged to indirect cannot exceed an applicant’s Indirect Cost Rate or 5% of direct expenses as reported in the IFR/AFR financial reports.

Grants will be awarded to one cohort for a two-year term beginning in the 2023-2024 school year. Additional grant funding for subsequent years is contingent on continued available funds from the US Department of Education and grantees meeting all grant, fiscal, and reporting requirements. Funded applicants are not guaranteed any funding beyond the 2024-2025 year at this time. **The grant cycle is aligned to the federal fiscal year and will run October 1 - September 30 of each year**. Funds will be distributed annually and must be expended by **September 30 of each year.** Carryover funds may be approved but it is recommended that grantees utilize all awarded funds each year. Request amount may vary based on the size of the LEP and intended funding use. There is no guarantee that submitting an application will result in funding or funding at the requested level.

# Project Narrative: Critical Components

**It is critical that each application clearly outlines the following components in their application:**

1. Proposal summary describing current literacy landscape within the LEP or school and the need for further support to enhance and improve oral language and ELA proficiency, highlighting how grant activities will focus on meeting the needs of targeted student populations such as those receiving free and reduced lunch, multilingual learners (MLs), and students with disabilities.
2. Briefly outline a thoughtful plan of how the applicant intends to use grant funds in line with allowable activities to address the gaps and weaknesses in literacy systems, structures, and implementation.
3. Budget Narrative and Budget Workbook demonstrating costs for the proposed project in alignment with allowable activities and the 15/50/50 funding formula. Applicant must also provide completed Financial Management Risk Assessment (Attachment A).

**Required Attachments:**

Budget Workbook (use the CDE provided template)

Attachment A: Financial Management Risk Assessment (see pages 18-19)

***Critical application components are described in detail below*.**

**Section A: Grant Proposal 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 how grant activities will focus on meeting the needs of targeted student populations such as those receiving free and reduced lunch, multilingual learners, migrant children, students with disabilities, students with a Significant Reading Deficiency (SRD), students in foster care, students experiencing homelessness, etc. by answering the following questions. **Limit responses to 200 words each.**

1. Provide a brief overall description of the proposed plan to help reviewers understand your project at a high level.
2. Describe the following criteria in a clear and concise manner:
   1. The need for CLSD funding to support your project.
   2. Gaps or weaknesses in current literacy implementation K-12, early language and literacy efforts (Birth-PreK), and family literacy engagement.
   3. Summarize the major goals for the proposed project plan and how they will help address the gaps in implementation.
   4. Describe the applicant’s commitment to and understanding of evidence-based practices and the Science of Reading.

**Section B: Detailed Project Proposal**

Outline a brief plan of how the applicant intends to use grant funds in line with allowable activities to address the gaps and weaknesses described in Section A2b above. **Limit responses to 200 words each.**

1. The types of professional learning planned, including participants in the PLI (if applicable), and how they will help address the gaps in implementation. Specific vendors do not need to be identified at the time of the application. However, all PD must be pre-approved in writing ***prior*** to purchase or engagement in learning.
2. Outline the proposed breakdown of those who will participate in:
   1. The above non-PLI professional learning opportunities (number of people, grade(s) level(s) taught, content area /role).
   2. The Principal Leadership Institute (PLI): Literacy Leader Track (Principal name, grades supporting, school name, number of years as a principal).
3. Describe the expected, measurable student outcomes and planned tools and procedures to monitor and evaluate PD impact and outcomes.
4. Brief description of how the applicant will meaningfully include and engage early childhood educators, family and community partners in literacy planning and implementation efforts.
5. If applicant intends to request funds for a literacy instructional coach, please provide a brief description of the need for this position, age and grade bands they will serve, how the applicant plans to leverage the literacy coach to enhance literacy programming, and how you will plan to sustain the position beyond grant funding (if applicable). If applicant does not intend to request CLSD funds for a literacy instructional coach, please provide a brief description of what job embedded coaching supports are already in place and/or planned with other funding sources. Coaching can be in the form of building leaders, consultants, peer mentors, teaching team feedback cycles, other district/school supports, etc.
6. Program sustainability plan. 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 beyond grant funding.

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

Applicants must provide a Budget Narrative outlining the components below and explaining the cost of the proposed CLSD project plan.

1. Describe how all expenditures in the budget workbook connect to the project objectives and that expenditures are reasonable and sufficient and will not supplant any federal, state, local or non-federal funds.
2. Develop a budget workbook aligned to the narrative and is within the 15/40/40/5 formula requirements.

Must use the CDE provided Budget Workbook template and upload in the online application.

# Allowable Use of Funds

**Uses that will be considered for funding include:**

**BIRTH-5 YEARS OLD ACTIVITIES (15%)**

* Professional development on language development and the science of reading for early learners for teachers, administrators, paras, and support staff.
  + It is not required that applicants select a vendor or program at the time of application submission. However, pre-approval of the program and/or vendor must be given in writing by the CLSD Program Manager *before* purchasing or engaging in any professional learning to ensure alignment to evidence-based practices.
  + Eligible costs for professional development are: 1) Extra Duty Pay salary and benefits; 2) Mileage to participate in the professional learning (off-site only); 3) Purchase of the professional development product and training materials; 4) If not a PD product, fee for trainer or consultant delivering the PD.
* Sustainability planning by partnering with Local Coordinating Organizations (LCOs), Family Resource Centers, Community Centered Boards (CCB), Child Find, childcare providers in the community, etc.
* Parent, family, caregiver, and community partner engagement activities (Example: [Growing Readers](https://www.cde.state.co.us/cdelib/growingreaderstogether)).
* Support expansion of early reading risk identification (i.e., dyslexia, speech disorders, auditory processing, autism, sensory, other disabilities that affect reading, speaking, and writing development, social factors).

**KINDERGARTEN-5th GRADE ACTIVITIES (40%) and 6TH-12TH GRADE ACTIVITIES (40%)**

* Professional development for teachers, administrators, instructional coaches, and support staff in the science of reading, writing, and language development.
  + It is not required that applicants select a vendor or program at the time of application submission. However, pre-approval of the program and/or vendor must be given in writing by the CLSD Program Manager *before* purchasing or engaging in any professional learning to ensure alignment to evidence-based practices.
  + Eligible costs for professional development are: 1) Extra Duty Pay salary and benefits; 2) Mileage to participate in the professional learning (off-site only); 3) Purchase of the professional development product and training materials; 4) If not a PD product, fee for trainer or consultant delivering the PD.
* Participation in the 2-year Principal Leadership Institute: Literacy Leader Track (see PLI description below).
  + $2500 stipend each year for participation in training, meetings, and in-person events related to the PLI.
  + Mileage and limited travel for in-person activities related to the PLI, including hotel and per diem.
* District or school-wide literacy instructional coach. (Limited funding)
* Salary and benefits. (Please provide a job description and table for district salary and benefits to support the amount requested.)
* Mileage for the coach to travel between school sites.
* All K-3 activities must be aligned with the [READ Act](https://www.cde.state.co.us/coloradoliteracy).

**ADMINISTRATIVE + INDIRECT COSTS (5%)**

* Administrative costs must be *directly related* to the support and implementation of the CLSD grant and pre-approved by CDE. Admin expenses cannot supplant other funding sources.
* It is a federal requirement that 95% of funds be used towards program implementation. 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 or 5% of direct expenses as reported in the IFR/AFR financial reports.

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

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

***All expenditures must be pre-approved by CDE.***

**Principal Leadership Institute: Literacy Leader Track**

CDE’s Elementary Literacy and School Readiness Office and the CLSD Team have partnered with the Educator and Leadership Development team to support school leaders’ participation in the [Principal Leadership Institute](https://www.cde.state.co.us/educatortalent/principalleadershipinstitute): Literacy Leader Track for the Principal Leadership Institute (PLI). Submitting a request for Principals to participate in the PLI as part of this application does not guarantee they will be accepted into the institute. To be considered for and participate in the PLI, leaders would need to submit a brief online [**application**](https://app.smartsheet.com/b/form/e767f52efbdb457c8a7103d3bb095faa), secure a **recommendation** from the literacy consultant (or principal’s supervisor if not currently working with a consultant), and complete an **interview** with staff from the Educator and Leadership Development team to ensure suitability. Participating principals will receive a $2,500 stipend per year for completing 8 days of training (Year 1 only), ongoing support calls and training with CDE, implementing the coaching strategies learned during year 1 by supporting their mentees in year 2, as well as mileage, hotel and per diem for in-person activities related to the PLI.

The PLI focuses on developing the leadership capacity of exemplary principals\* and offers several pathways for participants. Those participating through this grant would be part of the Literacy Leadership pathway. Participants will receive Cognitive Coaching® training and content training related to, for example, what the law requires of new principal training and how to ensure the implementation of the science of reading in your building.

The PLI is a two-year commitment: During Year 1 (2023-2024), participants receive the 8 days of training from Educator and Leadership Development and receive support and coaching from the Educator and Leadership Development Team. During Year 2 (2024-2025), participants serve as coaches for other principals going through the PLI focused on literacy.

\*Typically, the Educator and Leadership Development Team looks for the following characteristics in principals to receive the PLI training and become a principal coach:

* 5+ years in principal role
* Demonstrates strength in several of the following capacities:
  + Distributive leadership
    - Effective instructional leadership team
    - Strong collaborative structures in place
    - Clear problem-solving structures
    - Consistent feedback loops
    - Culture of trust
  + Literacy (Science of Reading) Implementation
    - Strong literacy background and understanding of the science of reading
    - Coaching structures to support teachers in literacy instruction
    - Effective PLCs and/or data-driven instruction
* Fosters strong climate and culture
* High craftsmanship in balancing managerial and instructional leadership
* Identifies as a coach: mediates others’ thinking, not just giving solutions and own ideas
* Builds capacity of others
* Highly reflective

\**It is not a requirement that all CLSD Applicants select participation in the Principal Leadership Institute*\*

# Evaluation and Reporting

Each CLSD grantee is required to report, at a minimum, the following information to the Department:

**Quarterly, Interim, and Annual Reports**

CLSD grantees must comply with the reporting requirements as outlined below. All reports are due on the following dates using the CDE provided online form and templates:

* **January 31**:
  + - General Ledger supporting CLSD grant covering the reporting period October 1-December 31
* **April 30 (IFR)**:
  + - General Ledger supporting CLSD grant activities (January 1-March 31 ONLY)
    - Brief project narrative describing activities and progress for the first 6 months (October 1-March 31).
* **July 31**:
  + - General Ledger supporting CLSD grant activities (April 1-June 30)
* **October 31**:
  + - General Ledger supporting CLSD grant: Quarterly and YTD.
    - Detailed project narrative summarizing project activities and progress for the entire year.

Remember to only report activities that occurred during the reporting period.

If the reporting deadline falls on a weekend, the report is due the Friday before.

General ledgers must track CLSD grant expenditures and revenue separately from other funding sources. Reports must include grant code **5371,** ANDsource code **4000.**

**Annual Budget Submission**

A new budget for the upcoming grant cycle must be submitted annually **no later than July 31 of each year**. A budget template will be provided to awardees directly by May 1st.

If a grantee is unable to spend their funds in a given year, they may make a carryover funding request. Carryover requests must include a brief explanation as to why funds were not spent in the prior grant year and justification as to why carryover into the next grant cycle is necessary to support CLSD activities. A carryover request does not guarantee approval or availability of the funds beyond the awarded grant cycle.

**Project and Budget Modification Requests**

Project and budget modification requests will be considered on a case-by-case basis and generally limited to 2 per grant cycle. Please contact the CLSD Program Grant Manager if a project or budget modification is necessary.

**Other Project Evaluation**

To determine the success of the CLSD program, CDE may contract with an external evaluator to conduct an external evaluation of CLSD. Grantees will be required to participate in the external evaluation of the CLSD program as requested if a review is conducted. CDE is required to conduct two site visits per year. The first visit is a virtual “kickoff call” in the fall. The second visit is typically in the spring and in-person.

Information reported to CDE in relation to grant activities is not confidential and is subject to public request. Awarded grantees should ensure reported information does not contain Personally Identifiable Information (PII) or confidential information.

# Data Privacy

CDE takes seriously its obligation to protect the privacy of student and educator Personally Identifiable Information (PII) collected, used, shared, and stored. PII will not be collected through the CO Comprehensive Literacy State Development (CLSD) Grant. All program evaluation data will be collected in the aggregate and will be used, shared, and stored in compliance with CDE’s privacy and security policies and procedures.

**Note:** Documents submitted as part of the application must not contain any personally identifiable student or educator information including names, identification numbers, or anything that could identify an individual. All data should be referenced/included in the aggregate and the aggregate counts should be redacted to remove small numbers under n=16 for students or n=5 for educators.

# Application Assistance and Intent to Apply

Application information webinars will be held on:

May 22, 2023, 2:30 pm – 3:30 pm

**Link to join Webinar**

<https://us06web.zoom.us/webinar/register/WN_mWrsGeteSxiqfzQrZX6C3w>

May 24, 2023 12:00 pm – 1:00 pm

**Link to join Webinar**

<https://us06web.zoom.us/webinar/register/WN_SFCZlCWpRyeR0D2J4hGMnw>

The information webinar will cover FAQs about the CLSD grant, components of the program including allowable activities, filling out the budget template, and project evaluation. Ongoing technical assistance will be available to all CLSD grantees throughout the duration of the grant. There is no Intent to Apply for this application.

# Review Process and Notification

Applications will be reviewed by CDE staff and peer reviewers to ensure they contain all required components. Applicants will be notified of final award status no later than **August 1, 2023.**

**Note:** As part of a competitive application process applicants are required to meet most, if not all, of the priority criteria outlined on page 4 and will be scored based on a rubric (see pages 14-16). Applicants may be asked to submit revisions that would bring the application up to a fundable level. There is no guarantee that applying will result in funding or funding at the requested level. All award decisions are final.

# Submission Process and Timeline

Completed applications (including all required elements outlined below) must be submitted through the [online application form](https://app.smartsheet.com/b/form/17a8daf579b04b2682ea65c1c53386b7) by **Monday, June 19, 2023, by 11:59 pm**.

Within the online application, applicants will complete Part I with their applicant information and upload attachments as described in the Required Elements section below.

Incomplete or late applications will not be considered. If you do not receive an email confirmation of receipt of your submission from the application system within 24 hours after the deadline, e-mail [CompetitiveGrants@cde.state.co.us](mailto:CompetitiveGrants@cde.state.co.us).

Application materials and budget are available for download on [CDE's CLSD Grant webpage](https://www.cde.state.co.us/early/comprehensive-state-literacy-development-grant).

**Timeline**

Application opens: May 15, 2023

Application deadline: June 19, 2023

Review and revisions window: June 20-July 14, 2023

Award notifications: No later than August 1, 2023

Grant begins: October 1, 2023

# Application Format

* Each section of the narrative will have its own space to enter information in the online application form.
  + **Section A: Grant Proposal Summary** should be limited to 200 words per section.
  + Responses for **Section B: Detailed Project Proposal** should be thorough but concise. Please keep each response for this section to 200 words or less.
* Details for critical components to address can be found starting on page 5 of this RFA. See below for the required elements of the application. If you need any clarification at all about what the character limits will or will not include, please reach out to the application contacts prior to submitting.
* Applications that exceed the character limits will not be reviewed.
* The online application form does not save works in progress. It is best to complete all application elements separately then copy the information into the application when you are ready to do so in one session.
* Budgets will be submitted on a yearly basis. Please submit Budget Workbook and Budget Narrative for the 2023-2024 grant year only with initial application.
* Applicants must provide a Budget Narrative in the online application form AND include a brief description for each budget line item directly in the Budget Workbook template.
* Name all attachments as “Applicant Name – CLSD File Name\_Date”
* The Program Assurances Form must include signatures from the lead organization/fiscal agent (authorizer if charter school). If grant application is approved, funding will not be awarded until all signatures are in place.

**Note:** Apart from the items noted below, attachments or addendums cannot be utilized to address the required elements or be factored into the scoring and are therefore discouraged.

# Required Elements

The format outlined below must be followed in order to assure consistent application of the evaluation criteria. See evaluation rubric for specific selection criteria needed in Part III (pages 14-16).

|  |
| --- |
| **Complete responses in the** [**online application form**](https://app.smartsheet.com/b/form/17a8daf579b04b2682ea65c1c53386b7)**:**  Part I: Applicant Information  Part III: Application Narrative  Section A: Grant Proposal Summary  Section B: Detailed Project Proposal  Section C: Budget Narrative |
| **Upload these documents in the** [**online application form**](https://app.smartsheet.com/b/form/17a8daf579b04b2682ea65c1c53386b7)**:**  1. Part II: Program Assurances Form    2. Budget Workbook  Submit in Excel format in [original CDE template](https://www.cde.state.co.us/early/comprehensive-state-literacy-development-grant).  3. Attachment A: Financial Management Risk Assessment Form |
| **Please ensure that the applicant name is present in the title of all documents to be uploaded into the online form.**  For example: “Applicant Name – CLSD File Name\_Date” |

**CO Comprehensive Literacy State Development Grant: Professional Development Cohort**

**Applications Due: Monday, June 19, 2023, by 11:59 pm**

# Part I: Applicant Information

All elements of Part I will be completed in the online application form. The online system does not save works in progress so applicants may wish to complete their information in this document and copy responses into the online application.

**Submit all application materials through the** [**online application form**](https://app.smartsheet.com/b/form/17a8daf579b04b2682ea65c1c53386b7)**.**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Local Education Provider (LEP) Information**  For Charter School applicants, please enter the authorizing district’s or CSI’s details in the LEP Information section.  Specific school information will be captured below. | | | | | | | | | | | |
| **LEP Name:** | |  | | | | | | [**Four-Digit LEP Code**](https://www.cde.state.co.us/datapipeline/org_orgcodes)**:** | | |  |
| **Mailing Address:** | |  | | | | | | [**UEI #**](https://sam.gov/content/duns-uei)**:** |  | | |
| **Are there** [**exclusions**](https://www.fsd.gov/gsafsd_sp?id=gsafsd_kb_articles&sys_id=a98eb3091bf111540944ece0f54bcbfe) **associated with this UEI?** | | | | | No  Yes (please provide details) | | | | | | |
| **UEI # Expiration:** | |  | | If UEI is expired, funds cannot be awarded until UEI is brought to current status. If UEI is restricted from view in [SAM.gov](https://sam.gov/content/home), include a screenshot of UEI registration, showing no exclusions. | | | | | | | |
| **Type of Education Provider**  [check box below that best describes your organization or authorizer] | | | | | | | | | | | |
| School District  BOCES  Charter School Institute | | | | | | | | | | | |
| **Region**  [indicate region of Colorado this program will directly impact] | | | | | | | | | | | |
| Metro  Pikes Peak  North Central  Northwest  West Central  Southwest  Southeast  Northeast | | | | | | | | | | | |
| **Requested Funding**  Ensure that these amounts match the submitted Budget Workbook. | | | | | | | | | | | |
| **Is applicant requesting indirect costs based on their Federally Negotiated Indirect Cost Rate?** | | | | | | | | | | Yes  No | |
| **Year 1 Requested Funds**  [10/01/23 – 09/30/24] | | | $ | | | | | | | | |
| Authorized Representative Information For Charter School applicants, the Authorized Representative and Fiscal Manager will be contacts from your authorizing district/CSI. | | | | | | | | | | | |
| **Name:** |  | | | | | **Title:** |  | | | | |
| **Telephone:** |  | | | | | **E-mail:** |  | | | | |
| **Program Contact Information** | | | | | | | | | | | |
| **Name:** |  | | | | | **Title:** |  | | | | |
| **Telephone:** |  | | | | | **E-mail:** |  | | | | |
| **Fiscal Manager Information** | | | | | | | | | | | |
| **Name:** |  | | | | | | | | | | |
| **Telephone:** |  | | | | | **E-mail:** |  | | | | |
| **Recipient Schools Information**  List all schools and school codes included in this grant, separated by semicolons: "Alphabet Elementary School - 2923; Bright Montessori - 4792". If listing a community partner that does not have a number, enter (CP) after their name.  [View Official School Names and Four-Digit School Codes.](https://www.cde.state.co.us/datapipeline/org_orgcodes) | | | | | | | | | | | |
| School Name – 0000; School Name – 0000; etc. | | | | | | | | | | | |
| **GEPA Statement** | | | | | | | | | | | |
| Please enter your GEPA statement that is aligned to federal requirements outlined in the  [**General Education Provision Act (GEPA) Statement Policy**](https://www.cde.state.co.us/fedprograms/gepa)**.** | | | | | | | | | | | |

# Part II: 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) | , 2023, 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) 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.
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 progress and financial reports to meet grant requirements. The applicant agrees to follow 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., surveys, correspondence requests from CDE, progress reports).
8. Staff at each participating school is committed to implementing the CLSD Program as described in the CO Comprehensive Literacy State Development (CLSD) – PD Cohort 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 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.
16. Grantee agrees to abide by their commitments outlined in the [General Education Provision Act (GEPA) Statement](https://www.cde.state.co.us/fedprograms/gepa) included in their application.

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 Anna Friedman, Grants Fiscal ([Friedman\_A@cde.state.co.us](mailto:Friedman_A@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 |

**Note:** 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 III: Application Narrative Criteria and Evaluation Rubric

Parts I-II: Application Introduction [Not Scored]

Applicant Information and Program Assurances Form

**Part III: Narrative and Attachments** [150 Points]

The following criteria will be used by reviewers to evaluate the application. In order for the application to be recommended for funding all required elements must be addressed. An application that receives a score of zero on any required elements will not be funded or may be funded with changes or clarification.

**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**

Outline a brief plan of how the applicant intends to use grant funds in line with allowable activities to address the gaps and weaknesses. **Limit responses to 200 words each.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **1) Provide a brief overall description of the proposed plan to help reviewers understand your project at a high level.** | | | | | |
| 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 | | 10 | |
| **2) Convey the following criteria in a clear and concise manner:** | | | | | |
| 1. **The need for CLSD funding.** | | | | | |
| Minimally addresses or does not meet criteria | | Meets all criteria with high quality: Understandable and relevant to project plan | | |  |
| 0 | | 5 | | |
| 1. **Gaps or weaknesses in current literacy implementation K-12, early language and literacy efforts (Birth-PreK), and family literacy engagement.** | | | | | |
| Minimally addresses or does not meet criteria | | Meets all criteria with high quality: Understandable, clearly identifies gaps in implementation across all the age and grade bands | | |  |
| 0 | | 5 | | |
| 1. **Summarize the major goals for the proposed project plan and how they will help address the gaps in implementation.** | | | | | |
| Minimally addresses or does not meet criteria | | Meets all criteria with high quality: Understandable, rigorous, and appropriate for proposal scope | | |  |
| 0 | | 5 | | |
| 1. **Describe the applicant’s commitment to and understanding of evidence-based practices and the Science of Reading (SoR).** | | | | | |
| Minimally addresses or does not meet criteria | | Meets all criteria with high quality: Understandable and clear connection between plan and SoR | | |  |
| 0 | | 5 | | |
| **Section A Points:** | | | | **/30** | |

**Section B: Detailed Project Proposal**

Outline a brief plan of how the applicant intends to use grant funds in line with allowable activities to address the gaps and weaknesses described in Section A2b above. **Limit responses to 200 words each.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1. **The types of professional learning planned, including participants in the PLI (if applicable\*), and how they will help address the gaps in implementation.** | | | | |
| Minimally addresses or does not meet criteria: Does not include all criteria (types of PD planned, how it will address gaps, and list of PLI participants\*) | Meets some but not all criteria: Addresses only part of the criteria or all criteria with few or low-quality details | Meets all criteria with high quality: Addresses project plan including how it will address gaps with high-quality details | |  |
| 0 | 7 | 15 | |
| 1. **Outlines the proposed breakdown of those who will participate in the above professional learning opportunities, including the PLI if applicable (number of people, grade(s) level(s) taught, content area/role).** | | | | |
| Minimally addresses or does not meet criteria: Includes no description of targeted audience or grade/content taught | Meets some but not all criteria: Addresses targeted audience but does not provide sufficient details about grade/content taught | Meets all criteria with high quality: Addresses targeted audience and provides sufficient details about grade/content taught. Includes PLI participant list if applicable | |  |
| 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 outcomes, including thorough description of expected outcomes, tools, and procedures | |  |
| 0 | 7 | 15 | |
| 1. **Brief description of how the applicant will meaningfully include and engage early childhood educators (ECE), family and community partners in literacy planning and implementation efforts.** | | | | |
| Minimally addresses or does not meet criteria: Plan does not include appropriate and meaningful engagement of ECE, family and community partners | Meets some but not all criteria: Describes plan to engage ECE, family and community with few details or is not likely to improve literacy outcomes | Meets all criteria with high quality: Describes plan to meaningfully engage ECE, family and community partners with high quality details and the plan is likely to improve literacy outcomes | |  |
| 0 | 5 | 10 | |
| 1. **Brief description of the need for a literacy coach, age and grade bands they will serve, how the applicant plans to leverage the position to enhance literacy programming, and how they plan to sustain the position beyond grant funding (if applicable\*). If applicant did not request CLSD funds for a literacy instructional coach, they provided a brief description of what job embedded coaching supports are already in place and/or planned with other funding sources.** | | | | |
| Minimally addresses or does not meet criteria: Does not describe plan for literacy coach\* or how job-embedded coaching already exists or is planned | Meets some but not all criteria: Request for literacy coach did not provide adequate details of how they will be leveraged and sustained\*. Or only partially described existing coaching supports with few details | Meets all criteria with high quality: Thoroughly addresses the plan for the literacy coach, how they will be leveraged, and sustained\*. Or existing coaching structures were described with high quality details | |  |
| 0 | 5 | 10 | |
| 1. **The application includes a sustainability plan that describes 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 beyond grant funding.** | | | | |
| Minimally addresses or does not meet criteria: Does not describe sustainability plan or current capacity to implement the grant | Meets some but not all criteria: Only addresses one of the two criteria of capacity/sustainability or addresses both with few details | Meets all criteria with high quality: Thoroughly addresses sustainability plan and capacity for implementing the grant with high quality details | |  |
| 0 | 5 | 10 | |
| **Section B Points:** | | | **/70** | |

**Section C: Budget Narrative, Budget Workbook, and Financial Management Risk Assessment**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 1. **Describe how all expenditures in the budget workbook connect to the project objectives and that expenditures are reasonable and sufficient 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. **Develop a budget workbook aligned to the narrative and is within the 15/40/40/5 formula requirements.** | | | | | | |
| Budget workbook justifies expenditures, demonstrates alignment with allowable activities, and adheres to the required funding proportions: Birth-5 years (15%), K-5 (40%) and 6-12 (40%). Indirect/Admin does NOT exceed 5% of overall funding request. | | | | | |  |
| Does Not Meet Criteria / Not Submitted - 0 | | Complete / Meets Criteria - 10 | | | |
| 1. **Financial Management Risk Assessment (Attachment A)** | | | | | | |
| **High Risk** – More than 20 points **Medium Risk** – 8-20 points **Low Risk** – Below 8 points | | | | | | |
| Not Provided / Incomplete /  High Risk Score | | | Complete / Information Provided /  Low-Medium Risk Score | | | |
| **Section C Points:** | | | | | **/20** | |

**CO Comprehensive Literacy State Development Grant: Professional Development Cohort**

# Application Scoring

CDE Use Only

|  |  |  |  |
| --- | --- | --- | --- |
| **Parts I-II:** | **Application Introduction** | | Not Scored |
| **Part III:** | **Narrative** | |  |
|  | Section A: | Grant Proposal Summary | /30 |
|  | Section B: | Detailed Project Proposal | /70 |
|  | Section C: | Budget and Financial Management Risk Assessment | /20 |
|  |  | **Subtotal:** | /120 |
|  |  | **Priority Considerations:** | /30 |
| **Total:** | | | **/150** |

|  |  |  |
| --- | --- | --- |
| **Applicant is in full compliance with the Colorado READ Act.** | Yes | 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) | Yes | No | |  |
| School(s) with a high percentage of students who are eligible for Free and Reduced Lunch exceeding the statewide rate, (40.19%) | Yes | No | |  |
| School(s) with a high percentage of English learner students exceeding the statewide rate, (12.89%) | Yes | No | |  |
| School(s) with a high percentage of students with a disability exceeding the statewide rate, (11.84%) | Yes | No | |  |
| School(s) with a high percentage of students with an SRD exceeding the statewide rate, (16.3%) (K-3 only) | Yes | No | |  |
| Includes early childhood providers (birth-3 years) and preschool (3-5 years) in project plan | Yes | No | |  |
| **Priority Considerations Total:** | | | **/30** | |

**GENERAL COMMENTS:**

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

# Attachment A: Financial Management Risk Assessment

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Financial Management Risk Assessment**  **All applicants applying for the CO Comprehensive Literacy State Development Grant: Professional Development Cohort must fill out the following assessment.** These questions are intended to collect information about the capacity and ability of the applicant to manage federal and/or state grant funds. Applicants are advised to make sure that the person(s) completing these questions are those responsible for and knowledgeable about the Fiscal Agent’s financial management functions. Scores from this section will determine if the organization’s level of risk to manage federal grant funds is high, medium, or low, and these scores will be utilized in determining potential grant awards.  **High Risk** – More than 20 points  **Medium Risk** – 8-20 points  **Low Risk** – Below 8 points | | | | | | | | | | |
| 1. Is the applicant on the Federal or State Debarment List? (If yes, no need to complete the rest of this form.) | | | | | | | **Yes** | | | **No** |
| 25 | | | 0 |
| 1. Is the applicant in good standing on the Secretary of State registration?   (CBO or Non-Profit) | | | | | | | **Yes (or N/A)** | | | **No** |
| 0 | | | 5 |
| 1. Does the applicant have an active [UEI Number](https://sam.gov/content/duns-uei) with no [exclusions](https://www.fsd.gov/gsafsd_sp?id=gsafsd_kb_articles&sys_id=a98eb3091bf111540944ece0f54bcbfe)? UEI#: UEI Expiration Date: | | | | | | | **Yes** | | | **No** |
| 0 | | | 5 |
| 1. Has the applicant ever had a government contract, project, or agreement terminated? | | | | | | | **Yes** | | | **No** |
| 5 | | | 0 |
| 1. Has there been changes in the applicant’s fiscal and/or program personnel in the previous year? | | | | | | | **Yes** | | | **No** |
| 5 | | | 0 |
| 1. Does the applicant use a commercial/licensed financial software system? If yes, what system? | | | | | | | **Yes** | | | **No** |
| 0 | | | 5 |
| 1. Does the applicant’s financial software system ensure that grant funds are not comingled with general operating funds? | | | | | | | **Yes** | | | **No** |
| 0 | | | 5 |
| 1. Has the applicant received federal or state awards from the Colorado Department of Education in the past four years? If yes, which program(s) and year(s)? | | | | | | | **Yes** | | | **No** |
| 0 | | | 1 |
| 1. Does the applicant have written procedures for procurement, time and effort (federal), and fiscal management (to include internal control procedures) of Federal or State grant funding that specifically comply with the Uniform Grants Guidance? | | | | | | | **Yes** | | | **No** |
| 0 | | | 5 |
| 1. How many years has the applicant been in existence? | **<2 years** | **2-5 years** | | **6-10 years** | | **11-14 years** | | | **15 years or more** | |
| 4 | 3 | | 2 | | 1 | | | 0 | |
| 1. Does the applicant have experience managing other federal, state, local and/or private funds? | **<1 year** | **2-4 years** | | **5-7 years** | | **8-10 years** | | | **More than 10 years** | |
| 4 | 3 | | 2 | | 1 | | | 0 | |
| 1. Does the applicant have experience administering federal funds or other grants that provide funds for services to a comparable target population? | **<1 year** | **2-4 years** | | **5-7 years** | | **8-10 years** | | | **More than 10 years** | |
| 4 | 3 | | 2 | | 1 | | | 0 | |
| 1. Number of years that the applicant’s primary fiscal contact has been in the position (or a similar position) as of the application date? | **<1 year** | **1-2 years** | | **3-5 years** | | **6-9 years** | | | **More than 10 years** | |
| 4 | 3 | | 2 | | 1 | | | 0 | |
| 1. Amount of grant funding requested for this project: $ | **More than $300,000** | | **$200,000 - $299,999** | | **$100,000 - $199,999** | | | **< $99,999** | | |
| 4 | | 3 | | 2 | | | 1 | | |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1. Single Audit Status (answer only if applicant receives *more than* $750,000 in federal funding from other resources). Finding refers to a material weakness, significant deficiency, or questioned costs. To be reviewed in the Audit Clearing House. | **No single audit performed** | | **Received a Program AND Fiscal audit finding** | | | **Received a Fiscal OR Program audit finding** | | | | **No findings were received OR N/A** | |
| 4 | | 3 | | | 2 | | | | 0 | |
| 1. Financial Audit Status (answer if NOT required to have a Single Audit, but instead a standard financial audit). | **No audit performed for prior year** | | | **Financial Audit completed for prior year** | | | | **IRS 990 Form** | | | |
| 5 | | | 0 | | | | 0 | | | |
| 1. Submit a copy of most recent Financial Audit. Based on this submission, indicate the percentage of the proposed grant budget being applied for as compared to total operating budget (i.e., grant budget divided by total operating budget). | **40% or greater** | **31% - 39%** | | | **20%- 30%** | | **6%-19%** | | | | **<5%** |
| 4 | 3 | | | 2 | | 1 | | | | 0 |
| **CDE Comments:** | | | | | | | | | | | |
| **Total Points:** | | | | | | | | |  | | |
| **Risk Designation:** | | | | | | | | |  | | |

**High Risk** – More than 20 points

**Medium Risk** – 8-20 points

**Low Risk** – Below 8 points

By signing this report, I certify to the best of my knowledge and belief that the report is true, complete, and accurate. I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject this entity to immediate termination of a grant award agreement up to and including return of any disbursed funds.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  |  |  |  |
| Preparer - Typed Name and Title |  | Signature |  | Date |
|  | | |  |  |
| Entity Name | | |  |  |