



COLORADO
Department of Education

Funding Opportunity

Recorded Application Information Webinar available on
[CDE's Comprehensive Early Literacy Grant webpage.](#)

Intent to Apply (Required) Due: Friday, January 23, 2026, 4:00 p.m.

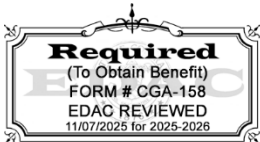
Application will open in GAINS on Monday, November 24, 2025, and close on Wednesday, January 28, 2026.

Applications Due: Wednesday, January 28, 2026, 4:00 p.m.

Application will open in GAINS on Monday, November 24, 2025, and close on Wednesday, January 28, 2026.

Comprehensive Early Literacy Grant Program: Cohort 8

Pursuant to C.R.S. 22-7-1211



Program Questions:

Whitney Hutton, ELG Grant and Data Specialist
(720)-636-2584 | Hutton_w@cde.state.co.us

Budget/Fiscal Questions:

Gloria Kochan, Grants Fiscal Specialist
(720)-916-6488 | Kochan_g@cde.state.co.us

Application Process and GAINS Questions:

Megan Allen Winicki, Grants Management Specialist
(303) 656-8686 | Allen_m@cde.state.co.us
GAINS@cde.state.co.us

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

Applications for the Comprehensive Early Literacy Grant program must be submitted through [GAINS](#).

Submission of application materials either in hard copy or via e-mail will not be accepted.

The application window will open in GAINS on **Monday, November 24, 2025**, and close on **Wednesday, January 28, 2026, 4:00 p.m.**

[More information about GAINS is available on CDE's website.](#)

Contents

Overview and Purpose	1
Eligible Applicants	1
Grant Duration and Funding Availability	1
Funding Range and Award Determinations	2
Allowable Use of Funds	2
Program Requirements	3
ELG Goals.....	6
Monitoring, Evaluation and Reporting.....	7
Data Privacy.....	7
Intent to Apply and Application Assistance	8
Application Submission Deadline.....	8
Review Process and Notification	9
Critical Components of the Application	9
Part I: Applicant Information and Program Assurances	10
Part II: Written Responses and Budget Alignment.....	14
Overview of High-Quality Responses	15
Evaluation Rubric and Application Scoring	16
Application Evaluation Rubric	17
Attachment A: Sample Middle of Year Grant Reporting Requirements.....	24
Attachment B: Sample End of Year Grant Reporting Requirements	25

Comprehensive Early Literacy Grant: Cohort 8

Intent to Apply Due: Friday, January 23, 2026, 4:00 p.m.

Applications Due: Wednesday, January 28, 2026, 4:00 p.m.

Overview and Purpose

The Comprehensive Early Literacy Grant (ELG), established through the Colorado Reading to Ensure Academic Development (READ) Act, provides funding to Local Education Providers (LEPs) to ensure all kindergarten through third-grade students become proficient readers.

The grant supports the implementation of sustainable, system-wide literacy programs grounded in Scientifically Based Reading Research (SBRR) through evidence-based instruction, assessment and professional development.

Its purpose is to strengthen K-3 literacy systems, reduce the number of students reading below grade level and increase the number meeting grade-level expectations by the end of third grade. The program is governed by the [Rules for the Administration of the Early Literacy Grant Program](#).

Eligible Applicants

Local Education Providers (LEPs) are eligible to apply for this opportunity. An LEP may apply individually (for one or multiple schools within the district, BOCES, or authorizer) or as part of a consortium of LEPs.

An eligible LEP is defined as:

- A School District
- A Board of Cooperative Educational Services (BOCES)
- A District-Authorized Charter School
- A Charter School authorized by the Charter School Institute (CSI)

Applications will not be accepted directly from individual non-charter schools and must be submitted through the eligible LEP.

Former Comprehensive ELG grantees are eligible to apply if they have completed their prior three- or four-year grant and Sustainability Year cycles and remained in good standing throughout the previous performance period. Applicants with prior ELG funding must describe how the proposed plan will expand, sustain, or strengthen their existing literacy systems and practices.

Charter Schools:

Pursuant to [C.R.S. 22-30.5-104 \(11\)](#), charter schools may apply independently of their authorizer for this competitive grant. If awarded, the authorizing district or CSI will serve as the fiscal agent. Charter applicants must:

- Provide their authorizer a copy of the grant application at the time of submission, and
- Share summaries of planned use of funds and progress reports if funded.

Collaboration between districts and charter schools is encouraged when both plan to apply for the same opportunity.

Grant Duration and Funding Availability

The Comprehensive Early Literacy Grant (ELG) operates on a four-year grant cycle established by the Colorado State Board of Education through the *Rules for the Administration of the Early Literacy Grant Program*.

Grant Term

- Year 1 (FY2026-27 Cohort 8) serves as a planning and initial implementation year, followed by three years of full implementation.
- Upon completion of the four-year cycle, eligible grantees may apply for a one-year Sustainability Grant to maintain and strengthen literacy systems.

Funding Availability

- Approximately \$3.8 million is available statewide for FY2026-27, contingent upon annual appropriations by the Colorado General Assembly.
- Continued funding in subsequent years depends on both annual legislative appropriations and the grantee's compliance with all programmatic, fiscal and reporting requirements.

Fiscal Requirements

- Funds must be expended by June 30 of each fiscal year.
- Carryover is not permitted; unspent funds must be returned to CDE.

Funding Range and Award Determinations

To ensure equitable distribution of funds while supporting high-quality implementation, CDE anticipates awards ranging from \$140,000 to \$160,000 per participating school per year, with total awards not to exceed approximately \$280,000 per LEP annually.

This range reflects the expected cost of implementing required components, including:

- A full-time literacy coach
- Ongoing professional development for teachers and leaders
- Monthly support from a CDE-approved Implementation Consultant

Comprehensive ELG is a highly competitive grant, and funding decisions will prioritize both program quality and statewide equity. CDE may adjust award amounts based on the number of qualified applicants, available funds, and representation across geographic and demographic regions.

Applicants are not required to request the full award amount; proposed budgets should reflect the actual, reasonable, and necessary costs to implement required activities. CDE retains final authority over all award determinations, including funding levels and the number of schools supported. Submission of a proposed budget does not guarantee full funding.

CDE reserves the right to reduce or rescind awards if a grantee fails to meet program or fiscal requirements, demonstrates insufficient progress towards ELG goals, or exhibits compliance concerns identified during monitoring. Any potential adjustments will be communicated in advance.

Allowable Use of Funds

All proposed expenditures must be pre-approved by CDE and must directly support the implementation of required grant activities. Funds should be prioritized for activities that have a clear and measurable impact on K–3 student literacy outcomes.

Required Activities

Grant funds must support the following core components:

- Employ and maintain a full-time K-3 Literacy Coach at each funded school (or part-time for schools with fewer than five K-3 teachers).
- Establish and maintain a School Leadership Team (SLT) that meets monthly, at a minimum, to monitor progress and align literacy practices.

- Engage a CDE-approved Implementation Consultant (IC) from the [ELG Implementation Consultant Advisory List](#) to provide a minimum of one day per month of on-site support.

Allowable Activities

Grant funds may also support additional activities that strengthen, extend, or sustain implementation of evidence-based literacy practices, such as:

- Supplemental staff salary, stipends, and/or benefits for literacy coaches and interventionists who have completed the required CDE training.
- Professional development aligned to the CDE-approved [Topic-Specific Advisory List of Professional Development](#) (additional CDE approval not required).
- Scientifically and evidence-based PD not on CDE's Advisory List (requires CDE review and budget approval).
- Substitute coverage or stipends for staff attending professional learning outside of contract hours.
- In-state literacy conferences, if content aligns with evidence-based literacy instruction and attendance is reasonable and directly connected to school implementation goals.
- Materials and resources that reinforce evidence-based literacy instruction (e.g., decodable texts, manipulatives for phonological awareness, progress monitoring tools).
- Stipends and/or materials for extended-day, after-school, or summer school literacy programs that strengthen student reading outcomes.
- Training related to instructional programming from the CDE-approved [Advisory List of Instructional Programming](#), provided by the approved vendor or a vendor-approved trainer.
- Training related to assessments from the CDE-approved [READ Act Approved Assessments List](#), provided by the approved vendor or a vendor-approved trainer.
- Related tuition, fees, books, materials, program costs that align with the science of reading and support implementation of evidence-based literacy instruction.

Non-Allowable Activities

Grant funds may not be used for:

- Supplanting existing programs, positions, or activities.
- Capital expenses (e.g., building renovations, technology leases, or permanent fixtures).
- Standard classroom furniture or general equipment not specific to literacy instruction.
- Employee hiring or recruitment costs.
- Non-educational promotional activities.
- Food, beverages, or alcohol.
- Out-of-state travel.
- District-level administrative or oversight costs (e.g., grant management, fiscal coordination, reporting).
- Activities or purchases not aligned with scientifically based reading research.
- Mandated training required by state law (SB 19-199 or SB 22-04), unless supplementing prior learning.
- Any activity or purchase not pre-approved by CDE.

Program Requirements

All awarded Local Education Providers (LEPs) must commit to full participation in the Comprehensive Early Literacy Grant (ELG) program as a condition of funding. These requirements ensure fidelity of implementation, alignment with the Colorado READ Act, and sustainability of scientifically and evidence-based literacy practices.

Applicants should review the requirements below carefully to ensure all required activities and associated costs are reflected in their proposed plans and budgets.

Scientifically Based Reading Research (SBRR)

All instructional programs, materials, and professional development supported with ELG funds must align with Scientifically Based Reading Research (SBRR).

- Instructional and intervention programs must be selected from CDE’s Advisory List of Instructional Programming.
- Professional development must be selected from or aligned with CDE’s Advisory List of Professional Development.
- All educators providing K–3 literacy instruction must deliver explicit, systematic instruction in the five essential components of reading instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension.

School Leadership Team (SLT)

Each funded school must maintain an active SLT to lead grant implementation, continuous improvement and sustainability efforts.

- The SLT must include (at minimum):
 - Principal and/or assistant principal
 - K-3 grade-level teacher representatives
 - Literacy coach
 - Interventionist(s)
- Expectations:
 - Meet at least monthly to review student data, monitor implementation fidelity, and plan professional development.
 - Meet at least monthly with the school’s CDE-approved Implementation Consultant to analyze progress and address identified needs.
 - A current school improvement or leadership team may serve as the SLT if it fulfills all ELG expectations.
 - The principal must routinely visit classrooms with the literacy coach and Implementation Consultant to observe instruction using SBRR-aligned walkthrough and coaching tools.

Literacy Coach

Each funded school must employ or designate a literacy coach who provides job-embedded, SBRR-aligned professional learning to K–3 teachers.

- Schools with more than five K–3 teachers must employ a full-time literacy coach.
- Schools with five or fewer K–3 teachers may propose a part-time coach or designate an existing staff member; the application must specify the percent of time allocated.
- Coaches must:
 - Participate in all required CDE-provided trainings.
 - Collaborate with the principal and Implementation Consultant to support teachers and improve instruction.
 - Meet regularly with teachers for planning, observation, and feedback aligned to SBRR

Implementation Consultant (IC)

Each funded school must engage a CDE-approved Implementation Consultant.

- Provide a minimum of one day per month of on-site support.
- Guide the SLT in integrating SBRR across core and intervention instruction.
- Collaborate with coaches and principals to monitor implementation, support data-driven decision-making, and adjust professional learning as needed.
- Support the grantee in completing the required Literacy Evaluation Tool (LET) and using results to inform continuous improvement.

Professional Development (PD) Requirements

All grantees must participate in CDE-required professional development opportunities provided throughout the grant cycle.

- Annual PD requirements are determined by CDE and communicated to grantees prior to budget planning each year.
- Grantees are expected to allocate funds for in-state travel or substitute coverage if applicable.
- Required PD may include training for literacy coaches, School Leadership Teams, and/or principals and is designed to strengthen implementation of evidence-based literacy practices and support program sustainability.

Multi-Tiered System of Supports (MTSS)

All grantees must implement or strengthen an MTSS framework to ensure data-driven, differentiated literacy instruction.

- Use valid and reliable interim and diagnostic assessments (e.g., mCLASS® DIBELS 8, mCLASS® Lectura).
- Provide core, targeted, and intensive instruction based on student data.
- Use progress-monitoring data to adjust supports and evaluate intervention effectiveness.

Assessment and Data Use

Participation in the Early Literacy Assessment Tool (ELAT) Project through Amplify is required.

- Use mCLASS® DIBELS 8 (and mCLASS® Lectura, as applicable) for all K–3 students. Data must be used to guide instruction, monitor progress toward proficiency, and evaluate program outcomes.
- Submit data to CDE as requested for program evaluation and accountability.
- Use data to inform instruction, monitor progress, and evaluate program outcomes.

Literacy Evaluation Tool (LET)

Each school is required to use the Literacy Evaluation Tool (LET) developed by the Colorado Department of Education.

The LET is designed to:

- Measure fidelity of implementation of evidence-based literacy practices aligned with the science of reading.
- Provide actionable feedback to School Leadership Teams (SLTs), literacy coaches, and Implementation Consultants (ICs) for continuous improvement.
- Support the school’s and district’s progress monitoring, reflection, and professional learning plans.

Requirements:

- Each school must complete the LET at least twice annually (typically mid-year and end-of-year).
- The Implementation Consultant will assist in data collection, scoring, and submission of the LET to CDE.
- Results must be reviewed collaboratively by the SLT, coach, and principal and used to inform instructional and professional development adjustments.

Unified Improvement Plan (UIP) Alignment

All grantees must align their grant implementation and data practices with the school’s UIP as required by the Colorado READ Act.

- ELG activities, goals and progress data (e.g., DIBELS 8, LET results, implementation and professional development plans) must be reflected in the UIP to demonstrate integration of grant-funded literacy work into the school’s overall improvement strategy.
 - Grant work should be connected to the UIP student performance priorities and targets.
 - Grant implementation challenges and connected strategies for improvement should be aligned with the UIP root causes and major improvement strategies.

Program Sustainability

Grantees must plan for sustaining evidence-based literacy practices beyond the grant period.

- Develop a written sustainability plan outlining strategies for maintaining literacy roles, PD, and instructional systems after funding ends.
- Integrate ELG structures into district and school budgets and improvement plans.
- Demonstrate district-level commitment to continued implementation of SBRR practices.

Collaboration and Reporting

- Participate in all required CDE check-ins, monitoring visits, and professional development.
- Provide documentation of implementation progress.
- Support CDE’s statewide evaluation by participating in data collection and information requests, including the annual external evaluation of the Colorado READ Act.

Fiscal Compliance

- All expenditures must be necessary, reasonable, and allocable to approved grant activities.
- ELG funds may not be used for indirect, administrative, or supervisory costs associated with standard district operations.
- All budgets, revisions, and financial reports must receive CDE approval.
- Continued funding is contingent on compliance with fiscal and program requirements and demonstrated progress toward grant goals.

ELG Goals

To continue receiving funding, grantees must demonstrate measurable progress toward one or more of the following goals each year of the grant cycle.

These goals align with the Colorado READ Act, each school's Unified Improvement Plan (UIP), and the Colorado Department of Education's strategic priorities for advancing early literacy. Together, they emphasize accelerated growth, the reduction of students determined to have significant reading deficiencies, attainment of grade-level proficiency, and sustained improvement in literacy outcomes.

Each goal represents a distinct focus of progress measurement:

- Goal 1 measures accelerated *student growth or progress* in reading.
- Goal 2 measures *proficiency* and the *reduction of students with significant reading deficiencies (SRDs)*.
- Goal 3 measures *strategic progression* toward grade-level proficiency over time.

ELG Goals

Goal 1 - Accelerated Growth

At least 50% of K-3 students initially scoring in the well below benchmark on the mCLASS® DIBELS 8 assessment will demonstrate above-average or well above-average progress in reading on the end of year mCLASS® DIBELS 8 assessment.

Goal 2 – Grade-Level Proficiency and Reduction of SRDs

At least 50% of K-3 students performing below or well below benchmark at the beginning of year will attain proficiency by performing at or above benchmark on the end of year mCLASS® DIBELS 8 assessment.

Goal 3 – Progression Toward Grade-Level Proficiency

At least 50% of K-3 students initially scoring below or well below benchmark on the mCLASS® DIBELS 8 assessment will progress by at least one performance category.

Measurement and Reporting

Progress toward these goals will be measured using mCLASS® DIBELS 8 and/or mCLASS® Lectura data at the middle and end of each year.

- Data must be aggregated across grades K-3 and reviewed by the School Leadership Team (SLT) and Implementation Consultant (IC) to inform instruction and intervention.
- For students whose primary language of literacy instruction is Spanish, grantees must also submit mCLASS® Lectura data accompanied by a brief narrative describing implementation and outcomes.
- All data must be submitted to CDE according to the reporting timelines published on the Comprehensive ELG webpage.
- CDE will provide training and guidance on which mCLASS® reports align with each goal, available annually on the Comprehensive ELG webpage.

Monitoring, Evaluation and Reporting

CDE oversees all Comprehensive Early Literacy Grant (ELG) awards to ensure compliance with program requirements, effective fiscal management, and measurable progress toward literacy outcomes as outlined in the Colorado READ Act (C.R.S. 22-7-1209).

Following the issuance of official awards, CDE program and fiscal staff will monitor each grantee throughout the duration of the grant cycle to assess adherence to approved grant activities, budgets, and implementation requirements. This oversight includes ongoing technical assistance, fiscal guidance, and evaluation support to promote both accountability and continuous improvement.

Monitoring activities are conducted annually and may include:

- Review of initial budgets, revisions, and grant award letters (GALs) submitted and approved through the GAINS system.
- Review of Interim Financial Reports (IFRs) and Final Expenditure Reports (FERs) to ensure accuracy, compliance and alignment with approved budgets.
- Review of interim assessment data, including Amplify mCLASS® DIBELS 8 and/or Lectura reports and READ Act data collections.
- Review of Literacy Evaluation Tool (LET) submissions and other CDE-developed implementation fidelity instruments.
- Collection of required Middle-of-Year and End-of-Year reports from schools and Implementation Consultants.
- At least one virtual or on-site monitoring visit conducted by CDE program staff during the grant cycle.
- Review of Implementation Consultant reports following each school visit.

CDE may also contract with an external evaluator to conduct an independent evaluation of the ELG program. Grantees are required to participate fully in any such evaluation, including responding to data or information requests. If monitoring activities identify areas of non-compliance or concern, CDE will notify the grantee and provide clear guidance on the necessary corrective action. Grantees must address these issues promptly or, if required, develop and submit a corrective action plan. Future monitoring will focus on progress toward resolving identified concerns. Persistent or uncorrected non-compliance may affect future funding eligibility.

Applicants must agree to the Program Assurances as part of the application submission in GAINS. By submitting an application, the applicant affirms agreement to all assurances listed in the RFA (see page 10).

Grantees must report interim assessment data using the designated online data collection tool. Information reported to CDE in connection with grant activities is not confidential and is subject to public disclosure under state law.

All monitoring and evaluation activities are designed to ensure the integrity and accountability of the Early Literacy Grant program while supporting grantees in achieving sustained, evidence-based improvements in K–3 literacy instruction.

See Appendix A for the *Middle-of-Year Program Evaluation Questions* submitted by each school’s ELG Implementation Consultant.

See Appendix B for the *End-of-Year School Self-Evaluation* submitted by the primary contact of each grantee.

Data Privacy

CDE takes seriously its obligation to protect the privacy of student and educator Personally Identifiable Information (PII) that is collected, used, shared, and stored. No PII will be collected through the Comprehensive Early Literacy Grant (ELG). All program evaluation data will be collected in the aggregate and used, shared, and stored in compliance with CDE’s privacy and security policies.

Important: Documents submitted as part of the application must not contain any personally identifiable student or educator information (e.g., names, identification numbers, or any other information that could identify an individual). All data should be presented in aggregate form, and small counts should be redacted to remove numbers under $n = 16$ for students and $n = 5$ for educators.

Information reported to CDE in relation to grant activities is not confidential and is subject to public disclosure under Colorado law. Awarded grantees must ensure that all information submitted to CDE is free of PII or other confidential information.

Intent to Apply and Application Assistance

To access the grant application in the Grant Administration and Implementation Navigation System (GAINS), LEPs must complete and submit an Intent to Apply form.

Intent to Apply Deadline: Friday, January 23, 2026 (SmartSheet submission form linked on CDE Comprehensive Early Literacy Grant website)

Submitting the Intent to Apply is a required step to:

- Establish access to the GAINS system for this funding opportunity.
- Allow CDE to plan for sufficient application reviews and technical support
- Ensure applicants receive important updates, resources, and reminders throughout the process.

Submitting an Intent to Apply does not obligate an LEP to submit a full application and does not guarantee funding.

Application Assistance

CDE provides several supports to help applicants complete a high-quality application:

- A recorded application webinar available on the Comprehensive Early Literacy Grant webpage.
- Guidance materials and templates in this RFA outlining required components and evaluation criteria.
- Sample scoring rubric included in this RFA to clarify expectations for high-quality responses.
- Optional 1:1 technical assistance sessions with CDE staff for applicants seeking individualized support.

All application materials and resources will be available on CDE's Comprehensive Early Literacy Grant webpage.

Application Submission Deadline

Applications must be completed and submitted through [GAINS](#) by **Wednesday, January 28, 2026, 4:00 pm**.

Application materials and resources are available on CDE's [Comprehensive ELG](#) webpage.

Review Process and Notification

Applications will be reviewed by CDE staff trained in the Science of Reading (SOR) and early literacy implementation to ensure they meet all required components and demonstrate readiness for high-quality grant implementation, as outlined in statute. Reviews will assess application quality, alignment with the requirements outlined in this RFA and the strength of proposed plans to improve K-3 literacy outcomes.

CDE will make award recommendations based on application quality, available funds, and the goal of ensuring equitable distribution of awards across the state. Final funding decisions are contingent upon approval by the Colorado State Board of Education (SBE).

Applicants will be notified of their award status no later than **Friday, May 29, 2026**.

Note: This is a competitive process. Applicants must score at least 24 out of 36 possible points on the written response and budget sections to be eligible for funding. Submitting an application does not guarantee funding or funding at the requested level. All final award determinations, including award amounts, participating schools, and funding levels are subject to CDE and SBE approval.

Critical Components of the Application

The format outlined below must be followed to ensure consistent application of the evaluation criteria. See Evaluation Rubric for specific selection criteria (pages 17 - 23).

Part I: Applicant Information and Program Assurances (submitted in [GAINS](#))

Part II: Written Responses and Budget Alignment (submitted in [GAINS](#))

Comprehensive Early Literacy Grant: Cohort 8

Intent to Apply Due: Friday, January 23, 2026, 4:00 p.m.

Applications Due: Wednesday, January 28, 2026, 4:00 p.m.

Applicants will complete their application at [GAINS](#).
Applications will be accepted in GAINS from November 24, 2025 – January 28, 2026.

Part I: Applicant Information and Program Assurances

Type of Education Provider:

Check the box below that best describes your organization or authorizer:

School District District Authorized Charter School CSI-Authorized Charter School BOCES

Authorized Representative Information:

Name:

Telephone

Title:

Email:

Primary Grantee Contact Information:

Name:

Telephone

Title:

Email:

Fiscal Manager Information:

Name:

Telephone

Title:

Email:

Participating School(s) Information: Complete the information below for each participating school. All grant recipient schools must participate in the ELAT Project through Amplify.

LEP/BOCES Name:

LEP/BOCES Code:

School Name:

School Code:

Mailing Address:

Charter School: YES NO

Principal Name:

Principal Telephone:

Principal E-mail:

Part I: Program Assurances

Applicants will agree to the below Assurances within the Comprehensive Early Literacy Grant application in GAINS. An upload of this document is not required.

The applicant hereby applies for and, if awarded, accepts the state funds requested in this application. In consideration of the receipt of these grant funds, the applicant agrees that the General Assurances form for all state funds and the terms therein are specifically incorporated by reference in this application. The applicant also certifies that all program and pertinent administrative requirements will be met. In addition, grantees that accept Comprehensive Early Literacy Grant funding agree to the following assurances:

1. The grantee will annually submit all evaluation and implementation information required by the Colorado Department of Education (CDE), including mid-year and end-of-year reports, and any additional progress reports or data requests.
2. The grantee will cooperate with CDE and the selected Implementation Consultant in collecting qualitative and quantitative data (e.g., mCLASS® DIBELS 8, mCLASS® Lectura, Literacy Evaluation Tool, and other instruments used by CDE to monitor fidelity of implementation).
3. The grantee agrees to implement all requirements of the Comprehensive Early Literacy Grant as described in the Request for Applications (RFA) and program guidance, including those outlined in the *Program Requirements* section.
4. All instructional practices, materials, and professional development supported with ELG funds will align with Scientifically Based Reading Research (SBRR) and provide explicit and systematic instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension.
5. The grantee will establish and maintain a School Leadership Team (SLT) that meets all criteria in the RFA, convenes monthly to analyze student-level data, monitors implementation, and collaborates with the Implementation Consultant.
6. The grantee will employ or designate a literacy coach consistent with program requirements and ensure participation in all required CDE-provided professional learning.
7. The grantee will partner with a CDE-approved Implementation Consultant and provide access to relevant school-level data and meetings necessary for effective support.
8. The grantee will participate in all required CDE professional development and ensure any professional development funded through ELG is aligned with SBRR and, when applicable, listed on CDE's Advisory Lists of Instructional Programming or Professional Development.
9. The grantee will participate in the Early Literacy Assessment Tool (ELAT) Project through Amplify and administer approved literacy assessments (mCLASS® DIBELS 8 and mCLASS® Lectura, as applicable) for all K–3 students according to CDE timelines.
10. Students assessed using mCLASS® Lectura will also be assessed in English using mCLASS® DIBELS 8 at the beginning and end of the year, at minimum.
11. District leadership will actively support grant implementation and related grant requirements, including engagement with building leadership and key stakeholders throughout the duration of the grant.
12. Building leadership will actively support grant implementation and related grant requirements, including engagement in SLT, instructional walkthroughs, and literacy coaching.
13. In the event of a leadership change, the district will notify CDE within 30 days, provide a transition plan, and ensure the new leader demonstrates commitment to SBRR and the ELG program.
14. Staff at each participating school are committed to implementing the Comprehensive ELG program as described in the approved RFA application, budget, and subsequent revisions.
15. The grantee will cooperate with CDE in all required monitoring, site visits, and evaluation activities.
15. All budgets and financial reports must be submitted via GAINS including:
 - Initial Budget – submitted and approved by CDE before any funds are distributed or expended;
 - Revised/Final Budget – submitted for approval prior to making project or budget modifications;
 - Interim Financial Report (IFR) reflecting expenditures to date; and

- Final Financial Report (FER) summarizing all expenditures for the grant year.
16. All budgets must receive CDE final approval and the Grant Award Letter (GAL) prior to any expenditure of funds.
 17. Any deviation greater than 10 percent within a budget category requires a formal budget modification request and written CDE approval before incurring the expense.
 18. Any project modifications (including staffing or activity changes that alter the approved scope) must be requested and approved in writing by CDE prior to implementation.
 19. Funds will be used to supplement, not supplant, existing literacy funds, and will be administered by the appropriate fiscal agent.
 20. The grantee will maintain accurate fiscal and programmatic records and ensure all expenditures are necessary, reasonable, and allocable to approved ELG activities.
 21. ELG funds may not be used for indirect costs, administrative or supervisory expenses associated with standard district operations (e.g., fiscal management, grant coordination, reporting, or compliance).
 22. Funds may not be used in any manner that creates a real or perceived conflict of interest, including compensating individuals who participate in vendor, contractor, or consultant selection or oversight.
 23. The grantee will comply with all applicable state and federal fiscal regulations, procurement standards, and audit requirements, and will return any unspent or disallowed funds.
 24. The grantee retains sole responsibility for project implementation, even when subcontractors or consultants are engaged to perform certain services.
 25. The grantee agrees to maintain compliance with all applicable civil-rights and nondiscrimination laws (race, color, national origin, gender, disability, or age).
 26. The grantee acknowledges that final award recommendations and funding amounts are subject to approval by the Colorado State Board of Education.
 27. The grantee certifies that all information and work products included in this application represent the original work of the applicant and its agents.

Duplication of Benefits

Federal or State funds generally cannot be used to pay for the exact same cost or activity already paid for from another source of funding. This is sometimes referred to as a prohibition on duplication of benefits (DOB), or “double-dipping.” Entities using multiple funding sources should be aware of the different authorities and program requirements for each funding source, being careful to avoid DOB in instances where they are paying for similar costs or activities from multiple sources. (2CFR200.302) Subrecipients should avoid a duplication of benefits for any federal or state award. A duplication of benefits occurs when the amount of the assistance (i.e., funding) to a beneficiary exceeds the total allowable assistance (i.e., based on the total allocable expenses) to that beneficiary for that purpose.

- 1) Applicant certifies no duplication of benefits resulting in this funding will occur. If awarded, the Awardee (applicant) will notify in writing CDE should this occur.

Fraud, Waste and Abuse

Recipients of grant funds are responsible for taking steps to reduce fraud, waste, and abuse. Fraud Waste and Abuse can come in many forms, such as:

- Embezzlement, bribery, or other public corruption involving federal or state funds;
- Serious mismanagement involving federal or state programs or funds;
- Theft or misuse of Federal student aid to include knowledge of fraud, waste, or abuse involving a financial aid administrator or other entity official(s), or knowledge of fraud, waste, or abuse involving a student loan servicer or collection agency;
- Knowledge that your entity is not complying with regulations or laws involving Federal student aid or other federal or state program or operation requirements;
- Conflicts of interest-violation of arm’s length agreements;
- Contract and procurement irregularities;
- Theft or abuse of government property;
- Employee misconduct; or

- Ethics violations by officials.

Entities are required to have a procedure or methodology for timely reporting, in writing, of any noted violations that may potentially affect the federal or state award. (2CFR200.113)

- 2) Applicant certifies there are sufficient internal controls in place to reduce or eliminate the possibility of fraud, waste and abuse with these, or any funds within their agency, and if an instance occurs. If awarded, the Awardee (applicant) will notify CDE in writing.

Conflict of Interest

The applicant hereby certifies that, to the best of its knowledge and belief, there are no present or currently planned interests (financial, contractual, organizational, or otherwise) relating to the work to be performed under the contract or grant resulting from this award that would create any actual or potential conflict of interest (or apparent conflicts of interest) (including conflicts of interest for immediate family members: spouses, parents, children) that would impinge on its ability to render impartial, technically sound, and objective assistance or advice or result in it being given an unfair competitive advantage. In this clause, the term “potential conflict” means reasonably foreseeable conflict of interest. The applicant further certifies that it has and will continue to exercise due diligence in identifying and removing or mitigating, to the Government’s or Colorado Department of Education’s satisfaction, such conflict of interest (or apparent conflict of interest).

- 3) Applicant certifies there are sufficient internal controls in place to reduce or eliminate the possibility of any conflicts of interest with these, or any funds within their agency. If awarded, the Awardee (applicant) will notify CDE in writing. (2CFR200.112)

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 GAINS and approved by CDE before modifications are made to the expenditures.

Approvals for this grant must be captured in GAINS from the following personnel:

- Applicant Authorized Representative
- Applicant Fiscal Manager

Note: For Charter School applicants, the above personnel must be from your authorizing district or CSI.

Part II: Written Responses and Budget Alignment

Responses must be completed and submitted through [GAINS](#). Although the system will save your work in progress, applicants may find it useful to compose answers in a separate document and copy them into the form.

For those applicants that have previously received funding from the Early Literacy Grant, responses should reflect lessons learned from that experience and demonstrate ongoing improvement, capacity building and a clear plan for sustainability.

Prompts for Written Responses:

Section A: Grant Readiness and Capacity for Evidence-Based Literacy Practices

1. Summarize your school’s readiness to implement evidence-based literacy practices over the next four years. Describe current strengths in K–3 reading instruction, the prior or ongoing work aligned with the science of reading, and actions that have been taken to build leadership and staff engagement.
2. Explain how grant funds will strengthen a cohesive instructional system that connects core instruction and targeted intervention within your MTSS framework. Include how your current system:
 - Ensures explicit and systematic teaching of the five essential components of reading—phonemic awareness, phonics, fluency, vocabulary, and comprehension—plus oral language
 - Allocates literacy instructional time in both Core and intervention settings
 - Applies intensification to interventions
 - Aligns K-3 literacy instruction

Section B: Staffing Structures and Professional Development

3. Describe how grant funding will support staffing and professional development to strengthen K–3 literacy instruction. Include:
 - How your literacy coach is currently used or how you plan to use one with grant funding
 - Your plan for selecting which staff/roles will be recruited/included for your School Leadership Team
 - Existing structures for professional development, and improving teacher effectiveness

Section C: Data-Driven Decision Making and Assessment Practices

4. Describe how your school currently assesses and uses resulting data to support early literacy instruction for K-3 students. Include:
 - The K-3 literacy assessments currently administered, their purpose, and a summary of your existing assessment schedule
 - How data is collected and shared among staff, students, and families
 - Description of who is involved in literacy data analysis at the classroom, school, and district level
 - How grant funding will strengthen the areas of improvement within your current data practices

Section D: Goals, Gap Analysis, and Sustainability

5. Describe how your school addresses gaps in early literacy outcomes and how you plan to sustain grant implementation throughout the grant cycle and beyond. Include:
 - Literacy-related SMART goals, including objectives that: a) reduce the number of students with a significant reading deficiency (SRD) and b) increase the number of students who meet grade-level reading expectations. Describe the outcomes you expect to see at the end of the grant cycle
 - How your plan aligns with your Unified Improvement Planning
 - Explain how identified areas for improvement will be strengthened by your use of grant funds
 - Describe your plans for onboarding and transitioning new staff throughout the grant cycle to ensure implementation continuity

Section E: Program Budget Complete your proposed program budget in GAINS

Overview of High-Quality Responses

A scoring rubric with criteria is provided on pages 17-23 to guide applicants in developing high-quality responses that reflect readiness for the Comprehensive Early Literacy Grant (ELG). Competitive applications demonstrate clear, coherent plans, authenticity. Responses should demonstrate depth of understanding and are unique to the applicant while explaining how grant funding will support existing strengths in literacy instruction and further develop identified areas for improvement.

Section A: Grant Readiness and Capacity for Evidence-based Literacy Practices

Strong applications will provide a clear, cohesive picture of the school's preparedness to advance evidence-based literacy practices over the next four years. Applicants should describe current strengths in K–3 reading instruction and demonstrate how existing initiatives aligned with the science of reading form a solid foundation for continued growth. Responses should highlight systems that support data-driven decision-making, sustained instructional improvement, and active staff engagement in the change process. Leadership commitment, authentic reflection on the school's unique context, and readiness to implement evidence-based practices at scale should be evident.

Section B: Staffing Structures and Professional Development

Responses should clearly explain how grant funding will enhance staffing and professional development to strengthen K–3 literacy instruction. Scoring priority is assigned to applicants who include an embedded coaching model that provides consistent, meaningful feedback and supports ongoing professional growth. Responses should specify how literacy coaches and leadership team members will be utilized, with active principal involvement. Professional learning should be structured, continuous, and connected to educator effectiveness measures. Overall, strong applications will show a coordinated approach to building staff capacity and improving literacy outcomes.

Section C: Data-based Decision Making and Assessment Practices

Applicants should clearly describe how K–3 literacy assessments are selected, administered, and used to guide instruction. Applicants should demonstrate understanding of the purpose and frequency of each assessment and detail the systematic collection, sharing, and analysis of data among staff, students, and families. Responses should illustrate how data is currently used to drive instructional decision making at the classroom, school, and district levels. Strong applications will describe how grant funding will strengthen data practices, support instructional decision-making, and address identified gaps in student literacy outcomes.

Section D: Goals, Gap Analysis, and Sustainability

Applications should describe how the school plans to sustain the grant implementation throughout the 4-year cycle and how the grant goals align with the school's Unified Improvement Planning (UIP). Strong responses should demonstrate known early literacy gaps and list SMART goals and objectives on reducing the number of students with significant reading deficiencies and increasing the number of students demonstrating grade-level reading proficiency. Expected outcomes of grant implementation should be clear and connected to allowable uses of funding. Overall, a strong application will demonstrate a clear, actionable plan for continuous improvement, sustainability, and measurable literacy gains.

Section E: Budget Alignment

Strong applications will present a clear, reasonable, and itemized budget that aligns with the school’s literacy goals and grant activities. Applicants should demonstrate how funding supports key roles, including a full-time K–3 literacy coach if needed, professional development for the School Leadership Team and coaches, and ongoing in-person support from the ELG Implementation Consultant. Responses should show that costs are sufficient for the scope and sustainability of planned activities, directly linked to measurable outcomes, and aligned with allowable uses to support high-fidelity implementation.

Evaluation Rubric and Application Scoring

Scoring Overview

The following criteria will be used by reviewers to evaluate applications. To be recommended for funding, an applicant must:

- Receive at least 24 out of 36 possible points on the written response and budget sections, and
- Address all required elements.

Applications are reviewed by CDE staff trained in the Science of Reading (SOR) and early literacy implementation. Reviewers will evaluate the quality and specificity of responses, alignment with grant requirements, and the applicant’s readiness to implement high-quality literacy instruction.

Note: Responses that restate rubric language or rely on generic descriptions will not score highly. Reviewers must see clear, detailed, and specific plans for implementing the Comprehensive Early Literacy Grant within the applicant’s unique school context.

Scoring Summary

Part II:	Written Response and Budget	
	Section A: Grant Readiness and Capacity for Evidence-based Literacy Practices	XX/12
	Section B: Staffing Structures and Professional Development	X/6
	Section C: Data-based Decision Making and Assessment Practices	X/6
	Section D: Goals, Gap Analysis, and Sustainability	X/6
	Section E: Budget	X/6
	Subtotal:	/36
	Priority Points:	/4
	Total:	/40

Priority Points

Applications meeting the minimum scoring threshold (24 points) are eligible for priority points.

Priority points will be awarded to LEPs meeting one or more of the following criteria:

- Percentage of K-3 students identified with a significant reading deficiency (SRD) exceeds the statewide average.
- Percentage of students eligible for free or reduced lunch exceeds the statewide average.
- Percentage of minority students exceeds the statewide average.
- LEP is designated as Rural or Small Rural by CDE.

CDE assigns priority points using publicly available and internal data sources based on LEP-level data.

Scoring Considerations

Applicants whose scores fall slightly below the minimum required threshold (e.g., within two points of the minimum qualifying score) may be reviewed further by CDE to determine whether priority point eligibility would raise the total score to a fundable level.

This secondary review process will be used only when the total number of fundable applications is close to exceeding available funding and when additional consideration would not compromise the integrity or competitiveness of the process.

CDE reserves full discretion in determining whether to apply this consideration based on application quality, available funds, and statewide equity priorities.

Application Evaluation Rubric

Priority Points: [CDE staff will indicate whether this application meets priority criteria, based on CDE-collected data.]			
LEP's percentage of K-3 students identified as having SRDs exceeds statewide average	LEP's percentage of students eligible for free or reduced lunch exceeds statewide average	LEP's percentage of minority students exceeds statewide average	LEP is designated as Rural/Small Rural as determined by CDE
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1 point	1 point	1 point	1 point
			4 Priority Points Total

Section A: Grant Readiness and Capacity for Evidence-Based Literacy Practices

1. Summarize your school’s readiness to implement evidence-based literacy practices over the next four years. Describe current strengths in K–3 reading instruction, the prior or ongoing work aligned with the science of reading, and actions that have been taken to build leadership and staff engagement.

0- Applicant did not respond to question or did not provide necessary information.	2- Applicant provided some information but did not answer the question in full.	4- Applicant provided the necessary information, and no clarification is required.	6- Applicant provided all information in a clear, thorough, and exemplary response.
<p><i>Response:</i></p> <p>Does not include description of literacy practices</p> <p>Is incomplete or off topic</p>	<p><i>Response Includes:</i></p> <p>General statements without specific examples of literacy practices</p> <p>Limited connection to instruction that aligns with evidence-based practices</p> <p>Minimal leadership or system structures identified</p> <p>Weak evidence of efforts to engage staff for change readiness</p> <p>Overly general answer, lacks specific examples, or could apply broadly to any school</p>	<p><i>Response Includes:</i></p> <p>Some examples of relevant, evidence-based literacy practices</p> <p>Identified strengths in K-3 instruction align with evidence-based practices</p> <p>Emerging leadership and system structures for implementing change</p> <p>Some efforts made to engage staff for change readiness</p> <p>Clear, context-specific information unique to the applicant</p>	<p><i>Response Includes:</i></p> <p>Clear example(s) of evidence-based literacy initiatives across grades and over 4 years</p> <p>Identified strengths in K-3 instruction aligned with evidence-based practices and existing structures for systems improvement</p> <p>Demonstrated leadership and system structures for implementing change</p> <p>Dedicated efforts in engaging staff for change readiness</p> <p>Clear, detailed, and context-specific information unique to the applicant, demonstrating authenticity and depth of understanding</p>

2. Explain how grant funds will strengthen a cohesive instructional system that connects core instruction and targeted intervention within your MTSS framework. Include how your current system:
- Ensures explicit and systematic teaching of the five essential components of reading—phonemic awareness, phonics, fluency, vocabulary, and comprehension—plus oral language
 - Allocates literacy instructional time in both Core and intervention settings
 - Applies intensification to interventions
 - Aligns K-3 literacy instruction

0- Applicant did not respond to question or did not provide necessary information.	2- Applicant provided some information but did not answer the question in full.	4- Applicant provided the necessary information, and no clarification is required.	6- Applicant provided all information in a clear, thorough, and exemplary response.
<p><i>Response:</i></p> <p>Does not address how grant funds will strengthen a cohesive instructional system</p> <p>Is incomplete or off topic</p>	<p><i>Response Includes:</i></p> <p>Minimal understanding of how grant funds will strengthen a cohesive instructional system</p> <p>Limited specificity in implementation structures for five components of reading and oral language</p> <p>Literacy instructional times across some tiers that do not meet READ Act requirements</p> <p>K-3 alignment is mentioned in broad terms</p> <p>Limited or broad mention of MTSS and intervention intensification</p> <p>Overly general answer, lacks specific examples, or could apply broadly to any school</p>	<p><i>Response Includes:</i></p> <p>General understanding of how grant funds will strengthen a cohesive instructional system</p> <p>Structures for ensuring implementation for some of the five components of reading and oral language</p> <p>Literacy instructional times across tiers that meet READ Act requirements</p> <p>K-3 alignment of core and intervention literacy instruction</p> <p>Professional learning connected to K-3 systems</p> <p>Clearly stated structures for MTSS and details on how interventions are intensified across K-3</p> <p>Clear, context-specific information unique to the applicant</p>	<p><i>Response Includes:</i></p> <p>Clear understanding/plan of how grant funds will strengthen existing cohesive instructional systems</p> <p>Structures for ensuring implementation for all the five components of reading and oral language</p> <p>Detailed framework of K-3 core and intervention schedule that includes structures likely to result in continued improvement</p> <p>Professional learning is varied and differentiated across K-3 systems</p> <p>Clearly stated structures for MTSS and details on how interventions are intensified across K-3</p> <p>Clear, detailed, and context-specific information unique to the applicant, demonstrating authenticity and depth of understanding</p>

Section B: Staffing Structures and Professional Development

3. Describe how grant funding will support staffing and professional development to strengthen K–3 literacy instruction. Include:

- How your literacy coach is currently used or how you plan to use one with grant funding
- Your plan for selecting which staff/roles will be recruited/included for your School Leadership Team
- Existing structures for professional development, and improving teacher effectiveness

0- Applicant did not respond to question or did not provide necessary information.	2- Applicant provided some information but did not answer the question in full.	4- Applicant provided the necessary information, and no clarification is required.	6- Applicant provided all information in a clear, thorough, and exemplary response.
<p><i>Response:</i></p> <p>Does not address how grant funds will strengthen staffing structures or professional development</p> <p>Is incomplete or off topic</p>	<p><i>Response Includes:</i></p> <p>Minimal details about an existing or proposed coaching model Little connection on how grant funding will support professional learning</p> <p>Minimal understanding of K-3 staffing allocations to meet grant assurances</p> <p>Incomplete and/or broad statements on how professional development and teacher effectiveness are connected</p> <p>Overly general answer, lacks specific examples, or could apply broadly to any school</p>	<p><i>Response Includes:</i></p> <p>A literacy coaching model or plan that lacks specificity</p> <p>Broad connection on how grant funding will support professional learning</p> <p>Clear understanding of K-3 staffing allocations to meet grant assurances</p> <p>Educator effectiveness is assessed two or less times per year, lacks multiple data points, or is loosely connected to coaching model/plan</p> <p>Educator feedback loops are not in place and/or are applied inconsistently across grades</p> <p>Clear, context-specific information unique to the applicant</p>	<p><i>Response includes:</i></p> <p>A detailed, embedded instructional coaching model or plan</p> <p>Clear connection on how grant funding will support professional learning</p> <p>Detailed plan of K-3 staffing allocations that includes high level of principal engagement and participation to meet grant assurances</p> <p>Educator effectiveness is measured consistently throughout the year and is connected to coaching model</p> <p>Educator feedback loops that provide teachers with timely and meaningful feedback likely to improve literacy instruction</p> <p>Clear, detailed, and context-specific information unique to the applicant, demonstrating authenticity and depth of understanding</p>

Section C: Data-driven Decision Making and Assessment Practices

6. Describe how your school currently assesses and uses resulting data to support early literacy instruction for K-3 students. Include:
- The K-3 literacy assessments currently administered, their purpose, and a summary of your existing assessment schedule
 - How data is collected and shared among staff, students, and families
 - Description of who is involved in literacy data analysis at the classroom, school, and district level
 - How grant funding will strengthen the areas of improvement within your current data practices

0- Applicant did not respond to question or did not provide necessary information.	2- Applicant provided some information but did not answer the question in full.	4- Applicant provided the necessary information, and no clarification is required.	6- Applicant provided all information in a clear, thorough, and exemplary response.
<p><i>Response:</i></p> <p>No or very limited description of assessments or data practices</p> <p>Is incomplete or off topic</p>	<p><i>Response includes:</i></p> <p>Mention of some assessments, but conveys limited understanding of their purposes</p> <p>Limited or incomplete explanation or plan on how data is shared among staff, students, and families</p> <p>Unclear or inconsistent description of how data is analyzed schoolwide</p> <p>Minimal understanding of how grant funding will strengthen identified areas of improvement within existing data practices</p> <p>Overly general answer, lacks specific examples, or could apply broadly to any school</p>	<p><i>Response includes:</i></p> <p>Identified assessments, their purposes, and the frequency at which each is administered</p> <p>Processes for data collection and sharing amongst staff, students, and families</p> <p>Description of how data is analyzed schoolwide to guide instructional decision making</p> <p>Clear understanding of how grant funding will strengthen identified areas of improvement within existing data practices</p> <p>Clear, context-specific information unique to the applicant</p>	<p><i>Response includes:</i></p> <p>Identified assessments, their purposes, the frequency at which each is administered, and rationale for provided assessment schedule</p> <p>Evidence of systematic and collaborative data collection, and sharing amongst staff, students, and families</p> <p>Clear description of how data is analyzed schoolwide specific to roles and system levels to guide instructional decision making</p> <p>Clear understanding of how grant funding will strengthen identified areas of improvement within existing data practices</p> <p>Clear, detailed, and context-specific information unique to the applicant, demonstrating authenticity and depth of understanding</p>

Section D: Goals, Gap Analysis, and Sustainability

7. Describe how your school addresses gaps in early literacy outcomes and how you plan to sustain grant implementation throughout the grant cycle and beyond. Include:
- Literacy-related SMART goals, including objectives that: a) reduce the number of students with a significant reading deficiency (SRD) and b) increase the number of students who meet grade-level reading expectations. Describe the outcomes you expect to see at the end of the grant cycle
 - How your plan aligns with your Unified Improvement Planning
 - Explain how identified areas for improvement will be strengthened by your use of grant funds
 - Describe your plans for onboarding and transitioning new staff throughout the grant cycle to ensure implementation continuity

0- Applicant did not respond to question or did not provide necessary information.	2- Applicant provided some information but did not answer the question in full.	4- Applicant provided the necessary information, and no clarification is required.	6- Applicant provided all information in a clear, thorough, and exemplary response.
<p><i>Response:</i></p> <p>Does not address gaps in early literacy outcomes or a plan to sustain grant implementation</p> <p>Is incomplete or off topic</p>	<p><i>Response Includes:</i></p> <p>Challenges or improvement strategies that are general or incomplete</p> <p>Literacy goals and objectives that are limited or vague</p> <p>Limited connection between identified needs, funding use, and projected outcomes</p> <p>Unclear or limited planning for onboarding or transitioning staff</p> <p>Overly general answer, lacks specific examples, or could apply broadly to any school</p>	<p><i>Response Includes:</i></p> <p>Broad description of some implementation challenges and strategies for improvement</p> <p>SMART goals and objectives that specifically address SRD reduction or increasing students meeting grade-level reading expectations</p> <p>Connects identified areas of improvement to specific allowable uses of funding and projected outcomes</p> <p>Broad plan for onboarding or transitioning staff through duration of the grant cycle</p> <p>Clear, context-specific information unique to the applicant</p>	<p><i>Response Includes:</i></p> <p>Detailed description of implementation challenges and connected strategies for improvement</p> <p>SMART goals and objectives that specifically address SRD reduction and increasing the number of students meeting grade-level reading expectations</p> <p>Connects identified areas of improvement to specific allowable uses of funding and projected outcomes</p> <p>Detailed plan for onboarding and transitioning staff through duration of the grant cycle</p> <p>Clear, detailed, and context-specific information unique to the applicant, demonstrating authenticity and depth of understanding</p>

Section E: Budget

8. Provide a detailed budget that includes reasonable and necessary expenses.

0- Applicant did not respond to question or did not provide the necessary information.			6- Applicant provided all information in a clear, thorough, and exemplary response.
No Budget provided			<p>Budgeted costs are reasonable, necessary, and meet allowable usage</p> <p>Calculations are itemized and accurate</p> <p>Specific names and details are provided for all requested professional development, materials, and supplies</p> <p>Budget is sufficient in relation to the measurable objectives, design, scope, and sustainability of grant goals</p> <p>Budget includes allocation for monthly, in-person site visits by ELG Implementation consultant</p> <p>A full-time ELG K-3 literacy coach position allocation is included if one is currently not staffed by school</p>

Attachment A: Sample Middle of Year Grant Reporting Requirements

Grantees are required to work with their Implementation Consultant (IC) in gathering and analyzing the school data submitted to the CDE for program evaluation reporting. Implementation Consultants are required to work collaboratively with the school to complete the following program evaluation questions. *Implementation Consultants will submit the requested data January 31st (MOY) via the ELG MOY Data Funding Goal Progress Check Smartsheet form. Actual reporting questions may differ slightly from the samples provided.*

Comprehensive ELG School Middle of Year Grant Reporting Questions

Middle-of-Year (MOY) Program Evaluation Questions

Consultant and Grantee Information:

- Implementation Consultant Name (First Last)
- Consulting Firm Name
- Reporting School Year
- ELG Cohort
- District/BOCES Name and Code
- Please select the school/site you are reporting on:

Comprehensive MOY ELG Goal Progression: Context field is required for all goals that are not on track.

- Is this site on track to meet EOY ELG Goal 1?
 - MOY ELG Goal 1 Context (Optional): Please provide any information CDE should be aware of related to this site's progress toward ELG Goal 1:
- Is this site on track to meet EOY ELG Goal 2?
 - MOY ELG Goal 2 Context (Optional): Please provide any information CDE should be aware of related to this site's progress toward ELG Goal 2:
- Is this site on track to meet EOY ELG Goal 3?
 - MOY ELG Goal 3 Context (Optional): Please provide any information CDE should be aware of related to this site's progress toward ELG Goal 3:
- Please select the number of MOY ELG Goals this site is on track for:

Consulting Tracking & Support:

- Have you worked with this site for the entirety of their Comprehensive ELG Cohort?
- MOY Onsite/Virtual Visit Reporting: Select the months you have formally visited this site during the current school year (select all that apply).
- Have you completed the ELG IC Onsite Reporting form for each visit to date?
- Site Visit Context (Optional): Please provide any information the CDE should be aware of related to your monthly site visits and the MOY progress of ELG goals.
- How can the CDE support your work with this site and the Early Literacy Grant? (Optional)

File Upload(s):

- Please upload the following files using the corresponding naming conventions (required):
 - MOY Literacy Evaluation Tool Scoring Snapshot (PDF)

All schools must have completed the LET in its entirety at least one time prior to MOY reporting. Schools do not need to submit the DIBELS 8/Lectura Benchmark Trends report at MOY; however, these data sources should still be used in determining whether a school is on track for meeting EOY goals.

Attachment B: Sample End of Year Grant Reporting Requirements

This form should be completed by Primary Grantee Contacts in collaboration with the school Principal and ELG Implementation Consultant. Please submit one form per school. Note: Smartsheet does not save works in progress. Each school is required to submit the requested data by the EOY reporting deadline via the Comprehensive ELG School Self-Evaluation Smartsheet form. **Actual reporting questions may differ slightly from the samples provided.**

Comprehensive ELG School End of Year Self-Evaluation Questions

Submitter's Information:

- Please tell us your Name (First Last):
- Please provide your email address:
- Your position/role:
- Please provide your ELG Implementation Consultants Name (First
- ELG Cohort:
- Please select your District/BOCES name and code:
- Please select the school/site you are reporting on:

EOY Early Literacy Grant Goal Reporting (Met/Not Met): Context field is required for all goals that are Not Met.

ELG GOAL 1: 50% of K-3 students initially scoring in the well below benchmark on the mCLASS® DIBELS 8 assessment will demonstrate above-average or well above-average progress in reading.

Growth Progression will be measured and reported using the following:

- Grantees may use mCLASS® DIBELS 8 or Lectura Growth Outcome data to report progress at the middle of year and end of year. Student level data from the Growth Outcome report must be aggregated K-3 for reporting purposes. Alternately, grantees may elect to use CDE-provided aggregated data from Amplify to report progress at the middle of year and end of year.
- Grantees will work with their SLTs and ELG Implementation Consultant to analyze progress at the student, class, and grade level throughout the school year.
- mCLASS® Lectura Assessments (if applicable)
Submit Lectura data if you have students whose primary language of literacy instruction is Spanish and provide a narrative.

ELG GOAL 2: 50% of K-3 students performing below or well below benchmark at the beginning of year will attain proficiency by performing at or above benchmark on the end of year mCLASS® DIBELS 8 assessment.

Proficiency will be measured and reported using the following:

- Grantees will submit mCLASS® DIBELS 8 and/or Lectura Benchmark Trends middle of year and end of year data to report progress at the end of the year.
- Grantees will work with their SLTs and ELG Implementation Consultant to analyze progress at the student, class, and grade level throughout the school year.
- mCLASS® Lectura Assessments (if applicable)
Submit Lectura data if you have students whose primary language of literacy instruction is Spanish and provide a narrative.

ELG GOAL 3: 50% of K-3 students initially scoring below or well below benchmark on the mCLASS® DIBELS 8 assessment will progress by at least one performance category.

Strategic progression will be measured and reported using the following:

- Grantees will submit mCLASS® DIBELS 8 and/or Lectura Benchmark Trends middle of year and end of year data to report progress at the end of the year.
- Grantees will work with their SLTs and ELG Implementation Consultant to analyze progress at the student, class, and grade level throughout the school year.
- mCLASS® Lectura Assessments (if applicable)
Submit Lectura data if you have students whose primary language of literacy instruction is Spanish and provide a narrative.

File Uploads - Evidence (PDF File Upload Required):

- Provide one PDF copy of the DIBELS 8 and/or Lectura Benchmark Trends report. Ensure appropriate settings were enabled prior to exporting PDF from mCLASS. Only one upload of this file is needed as supporting evidence for both ELG Goal 2 and 3.
- Provide a PDF of the Scoring Snapshot for the LET
All schools must have completed the LET in its entirety at least two times prior to EOY reporting

School Leadership:

- The School Leadership Team (SLT) includes at a minimum a district administrator, building administrator, kindergarten and/or first grade teacher, second grade and/or third grade teacher, a literacy coach and an interventionist. (Met/Not Met)
- Select the months the SLT met at least once. (August – June Multiple Selection)
- The SLT leads efforts to embed the essential components of reading instruction into all elements of K-3 teaching structures. (Met/Not Met)
- District-level personnel are represented on a regular basis to support grant activities. (Met/Not Met)
- District leadership is committed to supporting the school in implementing SBRR and all other requirements of the grant. (Met/Not Met)
- The SLT regularly reviews K-3 student-level data (from interim and diagnostic assessments) and data related to the implementation of grant requirements. (Met/Not Met)
- The SLT develops and regularly updates the professional development plan related to K-3 literacy assessment and instruction, based on reviewed data. (Met/Not Met)
- The principal routinely visits classrooms with the literacy coach and ELG Implementation Consultant. (Met/Not Met)
- A change in school leadership occurred this school year. (Yes/No)

Staff:

- School has a full-time K-3 literacy coach. (Or, if school has fewer than six K-3 teachers, school has a part-time coach or the role of the coach is filled by existing staff.) (Met/Not Met)
- Literacy coach works with the ELG Implementation Consultant to assist in program and assessment implementation. (Met/Not Met)
- Select the months in which the literacy coach met with administration and the ELG Implementation Consultant: Select only the months in which all three roles were present for meetings, either in person or virtually. (Multiple Selection)
- Literacy coach provides feedback and support to teachers between ELG Implementation Consultant visits. (Met/Not Met)
- Staff are committed to implementing the Comprehensive ELG Program: (Met/Not Met)
- Provide a summary of staff participation/involvement and ELG progression. (Open Narrative)

Curriculum Assurances:

- K-3 uses core instructional program(s) from CDE's Advisory List of Instructional Programming. (Met/Not Met)
- K-3 uses instructional program(s) from CDE's Advisory List of Instructional Programming to provide targeted and intensive instructional interventions for students reading below grade level, including students identified as having an SRD. (Met/Not Met)

Assessments and Data Collection:

- School participates in the ELAT Project through mCLASS DIBELS 8th and/or mCLASS Lectura (Met/Not Met)
- Grantees and Implementation Consultants are well versed and trained in how to access and interpret data using the mCLASS® DIBELS 8 and/or Lectura reporting suite (Met/Not Met)
- School follows progress monitoring schedule, at minimum, set by ELAT. (Met/Not Met)
 - PROGRESS MONITORING SCHEDULE FOR ELAT
 - Students in Well Below Benchmark: every 7-10 days
 - Students in Below Benchmark: every 10-12 days
- School grants their ELG Implementation Consultant access to school-level data. (Met/Not Met)
- Provide a summary of assessment and data analysis structures. (Open Narrative)

Professional Development & Consulting:

- All instructional professional development provided to principals and teachers is SBRR-supported. (Met/Not Met)
- SLT attends the required ELG CDE-provided professional development. (Met/Not Met)
 - All members of the SLT must have completed the required training. Note that some members of the SLT may be required to attend more PD than others. All requirements for different roles on the SLT must have been met to select "met".
- School participates in professional development provided by ELG Implementation Consultant. (Met/Not Met)
- School schedules ongoing, on-site assistance at least one day per month from an ELG Implementation Consultant (Met/Not Met)
- Provide a summary of the professional development and Implementation Consultant work done under the ELG. (Open Narrative)

Implementation & Planning:

- School updates their ELG implementation plan on an ongoing basis. (Met/Not Met)
 - Select "Met" if the school provides updates beyond the minimum required one time per month meetings. If no updates between the required monthly meetings are provided, select "Not Met" and explain in the feedback section for Implementation & Planning.
- Provide a summary of how the ELG plan is aligned with the school UIP. (Met/Not Met)
 - Include information on how the school updates the ELG implementation consultant between the monthly required meetings.

ELG Funding:

- Funds only supplement and do not supplant any moneys previously/currently used. (Met/Not Met)
- All funds are expended in accordance with allowable expenditures. (Met/Not Met)
- School ensures that all other professional development provided through ELG funding is aligned with the purpose of this grant program and is scientifically and evidence-based or is on one of the CDE's advisory lists for professional development. (Met/Not Met)

Primary Contact Budget Assurances (Check Box)

- As the primary contact for the Comprehensive Early Literacy Grant for our site, I acknowledge the following:
- Budget revisions and final submissions are due on May 30th of this year
- The Annual financial report (AFR) is due on September 30th of this year
- Carry-over funds are not allowed
- All funds must be spent by June 30

By checking the box below, I confirm my understanding of the budget requirements of the grant and the respective deadlines and will communicate with the person(s) responsible for ensuring the required information is submitted to the CDE in completion and on time.

ELG Grant Impact Statements (Required Open Narrative fields)

- What are the most significant shifts in instructional practice(s) regarding early literacy instruction at your school this year?
 - Briefly highlight the changes you are seeing at the site regarding literacy instruction. Specific examples to support statements are helpful.
- What are the most significant shifts in school systems and instructional supports this year?
 - Briefly share any major strategies or changes at the system level that have helped improve instructional support and literacy practices overall.
- Highlight a specific example or story of how the grant work has positively impacted a student, teacher, or others involved in the grant work.
 - The CDE is seeking stories we can highlight and share with others as part of our work related to the Colorado READ Act. These stories may be shared with leadership, the State Board of Education, or our communications team. Please do not use personally identifiable information in your response.
- What are some major barriers to implementation or success at this time?
 - The CDE is looking to improve our support and assurances for grant implementation. This information helps us assess our own work and pinpoint how to better support our grantees and implementation consultants. This answer can include assurances that make grant implementation difficult and can also include school-specific challenges that we may not be aware of.