



COLORADO
Department of Education

Funding Opportunity

Applications Due: **Wednesday, March 25, 2026, 4:00 p.m.**

Application will open in GAINS on Friday, February 13, 2026, and close on Wednesday, March 25, 2026.

Early Literacy Grant (ELG) – Sustainability | Cohort 6

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

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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 ELG – Sustainability | Cohort 6 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 **Friday, February 13, 2026**, and close on **Wednesday, March 25, 2026, 4:00 p.m.**

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

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Early Literacy Grant (ELG) – Sustainability | Cohort 6

Applications Due: Wednesday, March 25, 2026, 4:00 p.m.

Overview and Purpose

The Early Literacy Grant (ELG) – Sustainability supports Cohort 6 Comprehensive ELG grantees as they transition from full grant funding to long-term, locally sustainable early literacy systems. This funding is intended to help Local Education Providers and schools maintain and strengthen evidence-based K-3 literacy practices that align with the requirements of the READ Act.

ELG Sustainability funding is designed to preserve core components of high-quality early literacy implementation, including structured literacy instruction, ongoing professional development, coaching and implementation support, and the use of high-quality instructional materials. Rather than funding new initiatives, Sustainability funding prioritizes continuity, refinement, and capacity-building to ensure that systems developed through the Comprehensive ELG remain effective after grant funding ends.

Through this grant, Cohort 6 grantees are expected to demonstrate how Sustainability funds will support a gradual transition to local funding sources while continuing to improve K-3 literacy outcomes. Applicants should clearly articulate how proposed activities build on existing ELG-funded work, address identified needs and support the long-term sustainability of READ Act – aligned literacy systems at both the school and district levels. The program is governed by the [Rules for the Administration of the Early Literacy Grant Program](#).

Eligible Applicants

Eligibility for the Early Literacy Grant (ELG) – Sustainability | Cohort 6 is limited to local education providers (LEPs) that previously received funding through the Comprehensive Early Literacy Grant as part of Cohort 6 and have completed their final year of Comprehensive ELG implementation.

Eligible applicants must be in good standing with the Colorado Department of Education (CDE), including compliance with all applicable grant requirements, reporting, and fiscal obligations associated with prior ELG awards. Applicants must demonstrate continued alignment with the READ Act and maintain implementation of evidence-based K–3 literacy practices established through the Comprehensive ELG.

Applications must be submitted at the LEP level. Participating schools must have been included in the original Cohort 6 Comprehensive ELG award and must remain actively engaged in early literacy implementation supported through ELG funding.

Grant Duration and Funding Availability

The ELG Sustainability | Cohort 6 operates as a one-year, non-competitive grant intended to support eligible grantees following completion of the four-year Comprehensive ELG cycle.

Grant Term

- The ELG Sustainability grant is a one-year award.
- Sustainability funding is intended to support the continuation and strengthening of READ Act-aligned literacy systems established through the Comprehensive ELG.

Funding Availability

- Approximately \$750,000 is available statewide for ELG sustainability funding, contingent upon annual appropriations by the Colorado General Assembly.
- Award amounts will vary based on the number of eligible applicants, the availability of funds, and the scope of proposed sustainability activities.
- CDE reserves the right to adjust award amounts to maximize statewide impact.

Fiscal Requirements

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

Funding Range and Award Determinations

Individual Sustainability award amounts will vary and are dependent on the number of eligible applicants, the availability of funds, and the scope of proposed sustainability activities. While Sustainability award amounts are expected to be lower than Comprehensive ELG awards, they are intended to support targeted, high-impact sustainability efforts that maintain READ Act-aligned literacy systems.

Given the total amount of funding available for Sustainability grants, districts can anticipate awards in the range of approximately **17–20% of their original Cohort 6 Comprehensive ELG award**, though final award amounts may vary based on statewide funding availability and the number of eligible applicants.

Applicants may request funding above this anticipated range if needed to support their sustainability plan; however, CDE may award partial funding in order to distribute funds as equitably as possible across eligible applicants.

Sustainability grants are **not competitive**. Funding is available to all eligible Cohort 6 Comprehensive ELG grantees that are in good standing and meet Sustainability eligibility requirements.

Applications will be reviewed by CDE to confirm eligibility, ensure alignment with ELG Sustainability purposes, and determine appropriate award amounts based on the proposed sustainability activities and available funds. Applications will **not** be scored or ranked.

In determining final award amounts, CDE may consider:

- The number of schools previously supported through the Cohort 6 Comprehensive ELG
- The scope and cost of proposed sustainability activities
- The availability of other funding sources supporting early literacy implementation
- The total number of eligible applicants and statewide funding availability

Allowable Use of Funds

ELG Sustainability funds may be used to support the continuation and strengthening of READ Act-aligned, evidence-based K–3 literacy systems established through participation in the Comprehensive Early Literacy Grant. Allowable uses must build on existing ELG-funded work and are **not intended to initiate new programs, expand to additional schools, or replicate the full scope of the Comprehensive ELG**.

Allowable uses of funds include, but are not limited to, the following:

- **Literacy coaching and implementation support**, including partial staffing or shared coaching models that maintain the core coaching functions established during the Comprehensive ELG
- **Targeted implementation consultant support**, such as reduced-frequency site visits, virtual coaching, or focused technical assistance aligned to identified sustainability priorities
- **Professional learning for educators and leaders** that sustains and refines evidence-based literacy practices
- **Instructional materials and resources**, including replacement or limited supplemental materials aligned to READ Act requirements and previously adopted curricula
- **Data use and continuous improvement activities**, including support for assessment administration, data analysis, and instructional decision-making

Applicants should propose a scope of work that reflects a reduced funding level and clearly describe how core literacy systems will be maintained through a combination of Sustainability funding and local resources.

Sustainability funding is intended to support strategic, high-impact components of literacy implementation rather than full replication of the Comprehensive ELG model. Applicants should prioritize activities that are essential to maintaining system coherence and supporting continued improvement in K–3 literacy outcomes.

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 with a clear and measurable connection to K–3 student literacy outcomes.

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 clearly supplementing prior learning
- Any activity or purchase not pre-approved by CDE

Program Requirements

The ELG Sustainability program is designed to support schools and districts in maintaining and institutionalizing core ELG practices as external grant-funded supports are reduced or phased out. Sustainability funding is intended to strengthen internal systems, leadership, and instructional coherence so evidence-based literacy practices remain embedded beyond the grant period.

Recipients of the ELG Sustainability grant must meet the following program requirements to remain eligible for funding:

Maintain Core ELG Literacy Systems

Grantees must continue to implement the embedded READ Act–aligned literacy systems established through the Comprehensive ELG, including:

- Evidence-based Tier 1 literacy instruction
- Aligned intervention and progress monitoring systems
- Data-informed instructional decision-making practices

Sustainability funding is intended to support the maintenance and refinement of these systems, not the initiation of new programs or expansion to additional schools.

Sustain Leadership and Coaching Capacity

Grantees must maintain leadership structures and coaching supports necessary to sustain high-quality literacy implementation, which may include:

- School leadership team (SLT) routines focused on literacy
- Literacy coaching models aligned to prior ELG implementation (which may be partial or shared)
- Clear roles and responsibilities for principals, coaches, and district leaders

Maintain Progress Toward ELG Goals

Grantees must continue working toward the Early Literacy Grant (ELG) goals established during the Comprehensive ELG period. Sustainability funding is intended to support continued progress and momentum toward these goals rather than establish new performance targets.

Grantees should monitor progress using available data sources and use results to inform ongoing instructional and system-level adjustments.

Embed LET Findings into Continuous Improvement

Grantees must continue to use findings from the Literacy Evaluation Tool (LET) to inform ongoing improvement efforts. LET results should be:

- Reviewed with school and district leadership
- Used to prioritize sustainability activities
- Integrated into existing improvement planning and monitoring processes

Demonstrate Principal Ownership

School principals must continue to serve as instructional leaders for literacy and actively support the implementation and sustainability of ELG practices, including participation in:

- Literacy-focused leadership routines
- Data reviews and instructional monitoring
- Coaching and professional learning activities, as appropriate

Participate in Required Monitoring and Reporting

Grantees must comply with all required reporting and monitoring activities associated with the ELG Sustainability grant, which may include:

- Submission of required fiscal budgets and programmatic reports
- Participation in check-ins or monitoring activities as requested by CDE
- Ongoing compliance with READ Act and ELG requirements

Use Funds as Approved

Grantees must ensure that all Sustainability funds are used in accordance with the approved application, budget, and CDE guidance. Any proposed changes to scope or expenditures must receive prior approval from CDE.

ELG Goals

The Early Literacy Grant (ELG) Sustainability funding is intended to support continued progress toward the ELG goals established during the Comprehensive ELG period. These goals remain aligned with the Colorado READ Act, each school's Unified Improvement Plan (UIP), and CDE's strategic priorities for early literacy.

During the Sustainability year, grantees are expected to continue working toward these goals and use available data to monitor progress, recognizing that Sustainability funding represents a reduced scope of support and is not intended to replicate the full Comprehensive ELG model.

- 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 leadership teams, as applicable.
- 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.
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Monitoring, Evaluation and Reporting

The Colorado Department of Education (CDE) oversees ELG Sustainability grants to ensure compliance with program and fiscal requirements and to support continued progress toward READ Act-aligned literacy outcomes.

Following the issuance of official awards, CDE program and fiscal staff will monitor Sustainability grantees throughout the one-year grant period to ensure adherence to approved grant activities and budgets. Monitoring is intended to support accountability, fiscal integrity, and continuous improvement while recognizing the reduced scope of Sustainability funding.

Monitoring and Reporting Activities

Monitoring activities for ELG Sustainability grants may include, but are not limited to:

- Review of approved budgets, budget revisions, and Grant Award Letters (GALs) submitted through the GAINS system
- Review of required fiscal reports, including Interim Financial Reports (IFRs) and Final Expenditure Reports (FERs), to ensure alignment with approved budgets
- Review of interim and end-of-year literacy data, including Amplify mCLASS® DIBELS 8 and/or mCLASS® Lectura data, as applicable
- Review of Literacy Evaluation Tool (LET) submissions to inform sustainability priorities and continuous improvement
- Submission of required Middle-of-Year (MOY) and End-of-Year (EOY) program evaluation reports
- Periodic check-ins or monitoring activities conducted by CDE program staff, as needed

Sustainability grantees are not expected to engage in the same level of monitoring or site-based support required during the Comprehensive ELG period. Monitoring activities will be scaled appropriately to reflect the one-year, reduced scope nature of Sustainability funding.

Evaluation and Continuous Improvement

CDE may contract with an external evaluator to conduct an independent evaluation of the ELG program. Sustainability grantees are required to participate in any such evaluation, including responding to reasonable data or information requests.

If monitoring activities identify areas of non-compliance or concern, CDE will notify the grantee and provide guidance on necessary corrective actions. Grantees may be required to address identified issues or submit a corrective action plan. Persistent or unresolved non-compliance may affect future funding eligibility.

Program Assurances and Data Reporting

Applicants must agree to the Program Assurances as part of the application submission in GAINS. By submitting an application, applicants affirm agreement to all assurances listed in the RFA.

Grantees must report required data using designated CDE data collection tools. Information reported to CDE in connection with grant activities is not confidential and may be subject to public disclosure under state law.

All monitoring and evaluation activities are designed to ensure the integrity and accountability of the ELG program while supporting grantees in sustaining evidence-based K–3 literacy systems.

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 ELG Sustainability grant. 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.

Application Access

The ELG Sustainability application will be available in the Grant Administration and Implementation Navigation System (GAINS) to all eligible applicants.

Because Sustainability funding is not competitive, an Intent to Apply is not required. Eligible local education providers (LEPs) will be able to access and submit the application directly during the application window.

Applications must be completed and submitted through [GAINS](#) by **Wednesday, March 25, 2026, 4:00 pm**.

Review Process and Notification

Applications will be reviewed by CDE program and fiscal staff to confirm eligibility, completeness, and alignment with the requirements and purposes outlined in this RFA.

Because Sustainability funding is not competitive, applications will not be scored or ranked. The review process is intended to:

- Verify that the applicant is eligible and in good standing
- Confirm that proposed activities align with ELG Sustainability purposes and allowable uses of funds
- Ensure that budgets are reasonable, allowable, and aligned with the proposed scope of work

Applicants will be notified of award decisions following completion of the CDE review and approval process. Submitting an application does not guarantee funding at the requested level. CDE reserves the right to modify proposed budgets, award partial funding, or request clarifications as needed prior to final award determination.

Critical Components and Submission

The ELG Sustainability | Cohort 6 application consists of two required components, both completed and submitted through the Grant Administration and Implementation Navigation System ([GAINS](#)).

Part I: Applicant Information and Program Assurances

Part II: Written Responses and Budget

All required fields must be completed in GAINS for an application to be considered complete.

Early Literacy Grant (ELG) – Sustainability | Cohort 6

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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 as part of the ELG Sustainability application submitted in GAINS. An upload of this document is not required.

By submitting an application, the applicant certifies that all information provided is accurate and agrees to comply with all applicable programmatic, fiscal, and administrative requirements. If awarded, the grantee agrees to the following assurances:

1. The grantee will submit all required programmatic and fiscal reports, including **Middle-of-Year (MOY)** and **End-of-Year (EOY)** evaluations, and any additional information requested by the Colorado Department of Education (CDE).
2. The grantee will continue to implement **READ Act–aligned, evidence-based K–3 literacy systems** established through the Comprehensive ELG and will use Sustainability funds to maintain and strengthen these systems.
3. The grantee will continue working toward the **ELG goals** established during the Comprehensive ELG period and will use available data to monitor progress and inform continuous improvement.
4. The grantee will use findings from the **Literacy Evaluation Tool (LET)** and other existing data sources to inform sustainability planning and ongoing implementation.
5. District and school leadership will actively support literacy implementation and sustainability efforts, including **principal ownership** and engagement in leadership routines and data-informed decision-making.
6. In the event of a change in district or school leadership that may affect implementation, the grantee will notify CDE in a timely manner and ensure continuity of literacy systems and practices.
7. The grantee will continue participation in the **Early Literacy Assessment Tool (ELAT) Project** and administer approved literacy assessments in accordance with CDE guidance and timelines.
8. The grantee will administer **mCLASS® DIBELS 8** for all K–3 students receiving literacy instruction in English.
9. For students whose primary language of literacy instruction is Spanish, the grantee will administer **mCLASS® Lectura** and will also administer **mCLASS® DIBELS 8** in English at the beginning and end of the year, at minimum.
10. The grantee will ensure assessment data are used locally to inform instruction, intervention, and continuous improvement.
11. All ELG Sustainability funds will be used only for **allowable, approved activities** that align with the purposes outlined in this RFA and the approved application and will **supplement, not supplant**, existing literacy funding sources.
12. ELG Sustainability funds may not be used for indirect costs, district-level administrative or oversight expenses, or other non-allowable activities as outlined in the RFA.
13. All budgets, budget revisions, and required financial reports (including **IFRs** and **FERs**) will be submitted and approved through **GAINS**, and all budgets must receive CDE final approval and a **Grant Award Letter (GAL)** prior to any expenditure of funds.
14. Any budget modification or project change that alters the approved scope of work must be requested and approved by CDE prior to implementation.
15. The grantee will maintain accurate fiscal and programmatic records and ensure all expenditures are necessary, reasonable, and allocable to approved ELG Sustainability activities.
16. The grantee will cooperate with CDE in all required **monitoring, evaluation, reporting, and site-based or virtual review activities** related to the ELG Sustainability grant.
17. The grantee agrees to participate in any state- or CDE-contracted evaluation of the ELG program, including responding to reasonable data or information requests.
18. Persistent non-compliance with program or fiscal requirements may result in corrective action, repayment of funds, or ineligibility for future funding.
19. If a grantee elects to engage in an external Implementation Consultant using ELG Sustainability funds, the consultant must be selected from CDE’s Advisory List of ELG Implementation Consultants.
20. Funds may not be used in any manner that creates a real or perceived **conflict of interest**, including compensating individuals involved in vendor, contractor, or consultant selection or oversight.

21. The grantee will comply with all applicable **state and federal fiscal regulations, procurement standards, audit requirements, and civil-rights and nondiscrimination laws.**
22. The grantee retains sole responsibility for project implementation, even when subcontractors or consultants are engaged.
23. 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

All application responses must be completed and submitted through [GAINS](#). While GAINS will save work in progress, applicants may find it helpful to draft responses in a separate document before entering them into the system.

As this application is intended for LEPs that previously received Comprehensive Early Literacy Grant funding, responses should reflect lessons learned from that experience and describe how schools will continue to strengthen literacy systems, build internal capacity, and sustain evidence-based practices with reduced external funding and support.

Prompts for Written Responses:

If multiple schools are included, clearly differentiate responses as needed.

Section A: Implementation Context and Progress

1. Briefly describe your school(s)' experience implementing the Comprehensive Early Literacy Grant (ELG) in grades K-3. Include key contextual factors that influenced implementation and progress over time.

You may address:

- Conditions at the start of the grant (e.g., staffing, leadership, readiness)
- Major changes over the four years that affected implementation
- Areas of progress in literacy systems, structures, or instructional practices

Section B: Core ELG Practices and Systems to Sustain

2. Identify the core ELG practices, systems, and structures your school(s) will prioritize for sustainability following the conclusion of Comprehensive ELG funding.

In response:

- List key practices strengthened through ELG (e.g., Tier 1 instruction, intervention systems, SLT routines, coaching models, data structures, professional learning)
- Identify which practices had the greatest impact on literacy outcomes
- Explain how priorities were selected based on impact, READ Act alignment, and feasibility with local staffing and resources

Section C: Resources, Evidence, and Lessons Learned

3. Describe the tools, resources, and evidence your school(s) will leverage to support sustainability, along with key lessons learned during ELG implementation

In your response, you may include:

- Use of Literacy Evaluation Tool (LET) findings, ELG goals, and data routines
- Coaching tools, walkthrough protocols, or instructional routines
- Challenges encountered and adjustments made during implementation
- Lessons learned that will inform sustainability planning

Section D: Sustainability Plan and Use of Funds

4. Sustainability Plan – describe how your district and participating school(s) will sustain ELG practices during the Sustainability year and beyond.

In your response, address:

- Planned activities and purchases using Sustainability funds
- How these activities support maintaining core ELG practices with reduced funding
- How internal leadership and coaching capacity will be strengthened
- How Tier 1 instruction and intervention systems will remain aligned

- How LET findings and data will be embedded into ongoing improvement cycles

Section E: Leadership and Ongoing Ownership

Describe how school leadership will continue to own and support literacy implementation beyond the Comprehensive ELG period.

In your response, include:

- The role of principals in sustaining literacy systems
- How School Leadership Teams (SLTs) will support monitoring and decision-making
- How leadership responsibilities will be maintained through staffing or leadership changes

Section F: Program Budget

Complete your proposed ELG Sustainability budget in GAINS using the designated budget section. If multiple schools are included, clearly indicate how budgeted costs support each participating school.

Budget should:

- Align with the activities described in **Section D: Sustainability Plan and Use of Funds**
- Reflect a reduced scope of work appropriate for one year of Sustainability funding
- Include only allowable costs consistent with ELG Sustainability guidance
- Clearly identify how Sustainability funds will be used to maintain core ELG practices
- CDE will review proposed budgets for allowability, reasonableness, and alignment with the approved scope of work. Applicants may be asked to revise budgets prior to final approval.