



**COLORADO**  
Department of Education

## Funding Opportunity

Recorded Application Information Webinar available on  
[CDE's Early Literacy Grant – Professional Development webpage](#)

**Intent to Apply (Required) Due: Friday, February 20, 2026, 4:00 p.m.**

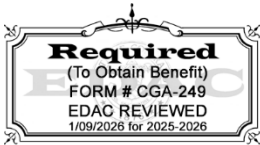
Application will open in GAINS on Monday, January 12, 2026, and close on Wednesday, February 25, 2026.

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

Application will open in GAINS on Monday, January 12, 2026, and close on Wednesday, February 25, 2026.

### Early Literacy Grant – Professional Development (ELG-PD)

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 Early Literacy Grant – Professional Development 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, January 12, 2026**, and close on **Wednesday, February 25, 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 .....	2
Funding Range and Award Determinations .....	2
Allowable Use of Funds .....	3
Program Requirements .....	4
Monitoring, Evaluation and Reporting .....	5
Data Privacy .....	6
Intent to Apply and Application Assistance .....	7
Application Submission Deadline .....	7
Review Process and Notification .....	8
Critical Components of the Application .....	8
Part I: Applicant Information and Program Assurances .....	9
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 ELG-PD Grant Reporting Requirements .....	24

# Early Literacy Grant – Professional Development (ELG-PD)

Intent to Apply Due: Friday, February 20, 2026, 4:00 p.m.

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

## Overview and Purpose

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The Early Literacy Grant – Professional Development (ELG-PD), established under the Colorado Reading to Ensure Academic Development (READ) Act, provides funding to Local Education Providers (LEPs) to strengthen the knowledge and skills of K-3 educators in evidence-based reading instruction.

This grant supports professional development that is grounded in Scientifically Based Reading Research (SBRR) and aligned with the requirements of the READ Act, including training in evidence-based practices, implementation of approved instructional programming, and development of effective literacy instruction and intervention systems.

The purpose of the ELG-PD grant is to build educator capacity to deliver high-quality, evidence-based literacy instruction, improve K-3 reading outcomes, and support LEPs in sustaining aligned instructional practices. Funding is guided by the READ Act and [Rules for the Administration of the Early Literacy Grant Program](#).

## Eligible Applicants

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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.

### Scope of Application

The ELG-PD grant may support professional development for an entire LEP or for a subset of schools within an LEP. Applicants may choose to target PD to specific schools, grade-levels, or educator groups based on local need, readiness, and priorities aligned with the READ Act. Eligibility is determined at the LEP level; however, applicants must clearly identify the schools and staff who will participate in the proposed professional development.

### Previous ELG Grantees

LEPs that have previously received funding through the Comprehensive ELG and/or the ELG Professional Development grant are eligible to apply for this opportunity. This includes LEPs that are currently participating in a Comprehensive ELG grant cycle. Prior or active participation does not limit eligibility for ELG-PD; however, applicants must describe how the proposed professional development will expand, strengthen, or enhance their existing literacy systems and practices.

### Additional Eligibility Considerations

While all LEPs may apply, statute directs the Department to prioritize funding for LEPs that are already implementing evidence-based or scientifically based universal instruction and interventions aligned with the READ Act. LEPs demonstrating established READ Act aligned practices and clear plans for high-quality professional development will be more competitive for funding.

### 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**

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The Early Literacy Grant – Professional Development (ELG-PD), established under the Colorado READ Act, provides annual funding to support evidence-based professional development for K-3 educators. Funding availability is determined each year through the READ Act appropriation and the 15% statutory set-aside for professional development.

### **Grant Term**

- The ELG-PD is awarded as a one-year grant, with funding available for the FY2026-27.
- LEPs may apply for ELG-PD in multiple years, including while participating in a Comprehensive ELG grant cycle.

### **Funding Availability**

- Approximately \$1,125,000 million is available statewide for FY2026-27, contingent upon annual appropriations by the Colorado General Assembly.
- Awards will vary based on the number of applications, demonstrated need, and alignment with READ Act requirements.
- This funding opportunity is supported through the READ Act’s professional development set-aside, as established in C.R.S. 22-7-1211(1)(b). Statute permits the Department to allocate up to fifteen percent of the Early Literacy Grant funds to support professional development for LEPs that are already implementing evidence-based or scientifically based instruction and interventions that are resulting in significant student academic growth, as determined by the independent evaluator referenced in C.R.S. 22-7-1209(8). This statutory guidance informs how funds are distributed statewide and ensures alignment with the purpose of the ELG-PD program.

### **Fiscal Requirements**

- Funds must be expended by June 30 of the award year.
- Carryover is not permitted; unspent funds must be returned to CDE.
- All expenditures must align with allowable uses outlined in this RFA and follow state fiscal and procurement requirements.

## **Funding Range and Award Determinations**

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To ensure equitable distribution of funds while supporting high-quality implementation, CDE anticipates awards ranging from \$15,000 to \$40,000 for single-school applications and \$40,000 to \$150,000 for district-wide or multi-school applications. Actual award amounts will vary depending on the number of educators served, the scope of proposed professional development, and the statewide demand for funds.

These ranges reflect the expected cost of implementing allowable activities, which may include:

- Evidence-based professional development aligned with the READ Act
- Coaching or follow-up support connected to the selected PD
- Stipends or substitute coverage to support educator participation

ELG-PD is a highly competitive grant, and funding decisions will prioritize program quality, alignment with READ Act requirements, and equitable distribution of funds statewide. CDE may adjust award amounts based on the number of qualified applicants, available funding, and representation across geographic and demographic regions.

Applicants are not required to request the maximum award amount; proposed budgets should reflect the actual, reasonable, and necessary costs to deliver the planned professional development. Submission of a proposed budget does not guarantee full funding, and CDE retains final authority over all award determinations.

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

## Allowable Use of Funds

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All proposed expenditures must be pre-approved by CDE and must directly support the delivery of high-quality, evidence-based professional development for K-3 educators. Funds should be prioritized for activities that build educator capacity in scientifically based reading instruction.

### Allowable Activities

Grant funds must support evidence-based professional development (PD) aligned with the READ Act, which may include:

- Costs associated with *employing* literacy coaches who are trained in the science of reading for the purpose of providing educator professional development.
- Professional development aligned to the CDE-approved [Topic-Specific Advisory List of Professional Development](#) (additional CDE approval not required).
- Scientifically and evidence-based professional development not on the Advisory List (requires CDE review and budget approval).
- Onsite consulting, coaching, or training to support effective literacy instruction provided by an ELG Implementation Consultant from the [ELG Implementation Consultant Advisory List](#)
- Training on instructional programming from the [2020 Advisory List of Instructional Programming](#), provided by the approved vendor or a vendor-approved trainer.
- Training related to assessments from the CDE-approved [READ Approved Diagnostic and Summative Assessments](#) and/or [READ Approved Interim Assessments](#), provided by the approved vendor or a vendor-approved trainer.
- Related tuition, fees, books, materials, and/or professional development program costs that align with the science of reading and support evidence-based instructional practices.
- Stipends, substitute coverage, and in-state travel to attend CDE-approved professional development opportunities.
- In-state conferences or workshops that align with evidence-based literacy instruction and support the implementation of PD content.
- Materials that directly support implementation of PD implementation, such as professional texts, training manuals, and practice materials.

### Non-Allowable Activities

Grant funds may not be used for:

- Supplanting existing PD, staffing, or district-funded initiatives
- Purchasing instructional programming, curriculum, or assessments
- Technology, software, or equipment not directly tied to PD implementation
- Capital expenses (building renovations, furniture, permanent fixtures)
- Out-of-state travel
- Food, beverages, or alcohol
- General district administrative, fiscal, or overhead costs
- Mandated training required by state law (SB 19-199 or SB 22-04), unless supplementing prior learning
- Activities or purchases not aligned with Scientifically Based Reading Research
- Any activity or cost not pre-approved by CDE

## **Program Requirements**

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All awarded Local Education Providers (LEPs) must commit to full participation in the Early Literacy Grant – Professional Development (ELG-PD) program as a condition of funding. These requirements ensure high-quality professional learning aligned with the Colorado READ Act and support the use of scientifically and evidence-based literacy practices in K-3 classrooms.

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 professional development supported with ELG-PD funds must align with Scientifically Based Reading Research (SBRR) as defined by the Colorado READ Act and State Board of Education (SBE) rules.

Grantees must ensure:

- All professional development selected is aligned with CDE’s Advisory List of Professional Development or otherwise meets SBRR expectations.
- K-3 educators deliver explicit, systematic instruction in the five essential components of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension.
- PD strengthens educator’s understanding of the science of reading and supports effective classroom implementation across core, supplemental, and intervention instruction.
- PD supports implementation of READ Plans and improves instruction for students identified with Significant Reading Deficiencies (SRDs).

### **Professional Development Requirements**

ELG-PD funds must be used to increase educator knowledge and improve classroom instruction through high-quality, evidence-based professional development.

Grantees must:

- Participate in CDE-required PD opportunities provided across the grant cycle.
- Ensure all educators whose roles are connected to K-3 literacy attend required PD sessions (e.g., teachers, interventionists, special education staff, ML specialists, instructional leaders).
- Allocate funds for participation costs such as registration, substitute coverage, or in-state travel if required.
- Implement selected PD with fidelity and provide time for follow-up practice, collaboration, and application of learning.
- If selecting a PD provider not currently on CDE’s Advisory List, demonstrate that the provider’s content and training model align with SBRR and meet READ Act criteria for evidence-based literacy instruction.

### **Multi-Tiered System of Supports (MTSS)**

ELG-PD professional development should strengthen educator’s ability to deliver differentiated, data-driven literacy instruction within an MTSS framework.

Grantees must:

- Use valid and reliable interim and diagnostic assessments to identify needs in foundational reading skills.
- Provide core, targeted, and intensive instruction aligned with SBRR.
- Use progress-monitoring data to evaluate the effectiveness of interventions and adjust supports.
- Ensure PD supports classroom implementation of MTSS-aligned literacy practices.

### **Unified Improvement Plan (UIP) Alignment**

Grant-funded work must be integrated into the school’s improvement planning as required by the READ Act.

Grantees must ensure:

- ELG-PD goals, PD participation, and progress data are reflected in the school’s UIP.
- PD activities support the literacy-related student performance challenges, root causes, and major improvement strategies identified in the UIP.
- Grant-funded PD strengthens the district’s and school’s READ implementation efforts.

## **Assessment and Data Use**

Grantees must demonstrate strong assessment practices and use data to inform literacy instruction.

- Use READ Act-approved interim and diagnostic assessments.
- Engage staff in training on assessment administration, interpretation, and instructional response.
- Submit required data to CDE for monitoring or evaluation purposes, as requested.
- Use data to inform PD priorities and measure the impact of professional learning on classroom instruction and student outcomes.
- Align assessment practices and PD implementation with the requirements of READ Plans.

## **Program Sustainability**

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

This includes:

- Developing a sustainability plan outlining how ongoing PD and instructional systems will continue.
- Integrating ELG-PD learning and structures into district budgets, PD calendars, and improvement plans.
- Demonstrating district-level commitment to continued SBRR-aligned instruction and ongoing literacy-focused professional learning.

## **Collaboration and Reporting**

Grantees must:

- Participate in all required CDE check-ins, technical assistance, and monitoring activities.
- Provide documentation of PD participation, implementation progress, and impact on classroom instruction.
- Support CDE's statewide evaluation by participating in data collection and information requests, including the annual external evaluation of the Colorado READ Act.
- Coordinate PD planning and implementation with district READ Act leadership to ensure coherence across initiatives.

## **Fiscal Compliance**

Grantees must:

- Ensure all expenditures are necessary, reasonable, and aligned with approved PD activities.
- Use funds only for allowable costs and maintain documentation for all expenses.
- Receive CDE approval on all budgets, revisions, and financial reports.
- Maintain compliance with programmatic and fiscal requirements to remain eligible for funding.
- Ensure funds are not used to purchase core instructional programs or materials unless explicitly tied to PD implementation.

## **Monitoring, Evaluation and Reporting**

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CDE oversees all Early Literacy Grant – Professional Development (ELG-PD) awards to ensure compliance with program requirements, effective fiscal management, and progress toward improving K-3 literacy instruction 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 grant year to assess adherence to approved grant activities, budgets, and reporting requirements. Monitoring activities support accountability and continuous improvement and may include ongoing technical assistance and evaluation support.

### **Annual Monitoring Activities 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 PD participation records, including the number and roles of educators who engaged in grant-funded professional development.
- Review of evidence of implementation of learned practices (e.g., educator reflection, follow-up collaboration time, application of new instructional strategies).
- Collection of required end-of-year evaluation information from grantees.
- A virtual or on-site monitoring visit conducted by CDE program staff, if selected.

### **End-of-Year Reporting Requirements**

Each grantee must submit an end-of-year evaluation report to CDE which must include:

- The evidence-based practices educators implemented as a result of grant-funded professional development.
- The number of educators and/or administrators who participated in PD, including their roles.
- The number of students served by educators who received training disaggregated by grade level.
- A summary of K-3 student progress toward reading competency as measured by READ Act-approved interim assessments.
- Improvements in literacy outcomes as reflected in school-wide benchmarks, progress monitoring, and other relevant measures.
- Qualitative outcomes, including participant feedback, observed changes in instructional practice, and evidence of strengthened organizational support for implementation.
- A breakdown of expenditures by allowable use of funds.
- Any additional expected or observed student impact resulting from the PD.

### **Fiscal Reporting Requirements**

Grantees must submit the following through GAINS:

- Original ELG-PD budget
- Interim Financial Report (IFR)
- A final ELG-PD budget
- A Final Expenditure Report (FER)

### **Non-Compliance and Corrective Action**

If monitoring identifies areas of non-compliance or concerns, CDE will notify the grantee and outline the required corrective actions. Grantees must address identified issues promptly or develop a corrective action plan.

All information submitted to CDE in connection with this grant is subject to public disclosure under state law.

### **Assurances**

Applicants must agree to the Program Assurances as part of the application submission in GAINS. Submission of an application affirms the LEP's agreement to all assurances listed in this RFA.

### **Data Privacy**

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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-PD. 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**

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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, February 20, 2026** (SmartSheet submission form linked on CDE Early Literacy Grant – Professional Development webpage).

Submitting the Intent to Apply is a required step to:

- Establish GAINS access for this funding opportunity.
- Help CDE plan for adequate application review capacity and technical assistance.
- Ensure applicants receive important updates and resources throughout the application window.

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 assist applicants in preparing high-quality application, including:

- A recorded application webinar available on the Early Literacy Grant – Professional Development webpage.
- Guidance materials 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 Early Literacy Grant – Professional Development webpage.

## **Application Submission Deadline**

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

Application materials and resources are available on [CDE's Early Literacy Grant – Professional Development webpage](#)

## Review Process and Notification

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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

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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](#))

# Early Literacy Grant – Professional Development

Intent to Apply Due: Friday, February 20, 2026, 4:00 p.m.

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

Applicants will complete their application at [GAINS](#).  
Applications will be accepted in GAINS from January 12, 2026 – February 25, 2026.

## Part I: Applicant Information and Program Assurances

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### 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:

Title:

Telephone

Email:

### Primary Grantee Contact Information:

Name:

Title:

Telephone

Email:

### Fiscal Manager Information:

Name:

Title:

Telephone

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

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**Applicants will agree to the below Assurances within the Early Literacy Grant – Professional Development 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 Early Literacy Grant – Professional Development 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 end-of-year reports, and any additional progress reports or data requests.
2. The grantee agrees to implement all requirements of the Early Literacy Grant – Professional Development as described in the Request for Applications (RFA) and program guidance, including those outlined in the *Program Requirements* section.
3. All instructional practices, materials, and professional development supported with ELG-PD funds will align with Scientifically Based Reading Research (SBRR) and provide explicit and systematic instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension.
4. The grantee will participate in all required CDE professional development and ensure any professional development funded through ELG-PD is aligned with SBRR and, when applicable, listed on CDE’s Advisory Lists of Instructional Programming or Professional Development.
5. 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.
6. 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-PD program.
7. Staff at each participating school are committed to implementing the ELG-PD program as described in the approved RFA application, budget, and subsequent revisions.
8. 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-PD activities.
21. ELG-PD 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

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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-Professional Development, 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: Professional Development Needs Assessment & Eligibility

1. Describe the scientifically and evidence-based universal and intervention literacy programs currently in use. Include any gaps or weaknesses in implementation and explain the need for ELG Professional Development funding.
2. Statute permits the CDE to allocate Early Literacy Professional Development Grant funds to support LEPs that are already implementing evidence-based or scientifically based instruction and interventions that are resulting in significant student academic growth (C.R.S. 22-7-1209(8)). This statutory guidance informs how funds are distributed statewide and ensures alignment with the purpose of the ELG-PD program. For ELG-PD grant application purposes, student academic growth toward reading competency is defined as any reduction in the percentage of K-3 students identified as having a significant reading deficiency (SRD) from the 2023-24 school year to the 2024-25 school year for the overall student population of the LEP.
  - SRD refers to a student identified as having a significant reading deficiency as defined in the Colorado READ Act.
  - Statutory eligibility is determined by CDE using internally collected and publicly reported LEP-level SRD data.
  - Applicants are not required to calculate or report growth for this rubric item.

#### Section B: Professional Development Plan

3. Provide an ELG Professional Development plan that addresses the approximate number of K-3 staff and their collective roles (i.e. teacher, interventionists, paraprofessionals, admin). The PD plan should include structures that will ensure application of newly acquired skills connected to the professional development. In accordance with the Colorado State Board of Education Rules for Administration of Early Literacy Grant program, preference will be given to applicants who propose to implement an embedded instructional coaching model to enhance teacher effectiveness (Colorado State Board of Education Rules, 1 CCR 301-90, Rule 5.02(2)(b)(III)).

#### Section C: Professional Development Goals and Evaluation

4. Provide goals and objectives that will be used to determine the effectiveness of professional development on high-quality, scientifically and evidence-based instruction. Describe how progression of staff participating in professional development will be monitored. This item focuses on how applicants plan to measure the expected teacher effectiveness of professional development implementation.
5. Describe the expected, measurable student outcomes that are expected and directly linked to the professional development plan, including disaggregation by grade and/or student subgroups. Explain how progress toward these student outcomes will be monitored and evaluated. This item focuses on how applicants plan to measure the expected student outcomes that result from professional development implementation.

#### Section D: Budget

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

## Overview of High-Quality Responses

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A scoring rubric with criteria is provided on pages 18-23 to guide applicants in developing high-quality responses that reflect readiness for the Early Literacy Grant – Professional Development (ELG-PD). Competitive applications demonstrate clear, coherent plans and 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: Professional Development Needs and Eligibility**

Section A is about identifying any gaps and weaknesses in K-3 literacy instructional implementation of scientifically and evidence-based programs. Strong responses will clearly identify the current evidence-based universal and intervention literacy programs in use, include program names, publishers, and editions, and will confirm alignment with the CDE Advisory Lists for Core and Intervention instructional programming. Key gaps or weaknesses in K-3 literacy implementation are clearly stated and connected to the need and request for ELG Professional Development funding.

For question A-2: Statutory eligibility is determined solely by CDE based on LEP-level SRD data and no narrative is required. Funding eligibility depends on whether the LEP meets the statutory growth requirements as defined by an independent evaluator for the CDE.

### **Section B: Professional Development Plan**

A high-quality response will clearly describe an ELG Professional Development plan by identifying the approximate number of K–3 staff who will participate and their collective roles (e.g., teachers, interventionists, paraprofessionals, administrators). It explains the professional learning structures that will ensure new skills are applied in practice, with a scoring preference applied for plans that include an embedded instructional coaching model for enhancing teacher effectiveness. The response should include specific, context-based details such as coaching cycles, professional learning communities, observation and feedback routines, and leadership monitoring and should demonstrate how the plan will support sustained implementation of evidence-based literacy practices.

### **Section C: Professional Development Goals and Evaluation**

A high-quality response clearly defines how the effectiveness of professional development will be measured for both educator effectiveness and student outcomes. Evaluation is measured using instructional effectiveness data and student outcome data that directly connects to the professional development plan.

Response should include well-developed, measurable goals and objectives for professional development that clearly describe expected changes in instructional practice and teacher effectiveness, along with a defined system for monitoring staff progress using specific tools, timelines, and responsible staff.

Response also includes expected, measurable student outcomes that are directly linked to the professional development plan, disaggregated by grade level and/or student subgroups. It explains how student progress will be monitored and evaluated over time and demonstrates a clear, evidence-based connection between professional development implementation, improved instructional practice, and resulting gains in student literacy outcomes, using detailed, context-specific information unique to the applicant.

### **Section D: Budget**

A high-quality response provides a clear, detailed budget that fully aligns with the proposed professional development plan. All requested professional development activities, materials, and services are clearly identified, with expenses appropriately itemized and calculations accurate. Costs are reasonable and necessary given the scope of the plan and the number of participants, and sufficient to support successful implementation. The budget includes specific details for each cost, such as provider names, websites (if applicable), and descriptions of materials or services, demonstrates allowable use of funds, and clearly avoids supplanting existing funding sources.

## Evaluation Rubric and Application Scoring

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### 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
- Address all required elements
- Meet statute eligibility requirements

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 ELG-PD grant within the applicant's unique LEP/school context.

### Scoring Summary

<b>Part II:</b>	<b>Written Response and Budget</b>	
	Section A: Professional Development Needs Assessment and Eligibility	XX/12
	Section B: Professional Development Plan	X/6
	Section C: Professional Development Implementation Goals and Evaluation	X/12
	Section D: Budget	X/6
	<b>Subtotal:</b>	<b>/36</b>
	<b>Priority Points:</b>	<b>/4</b>
	<b>Total:</b>	<b>/40</b>

### 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

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<b>Priority Points:</b> [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"/>
<b>1 point</b>	<b>1 point</b>	<b>1 point</b>	<b>1 point</b>
			<b>4 Priority Points Total</b>

## Section A: Professional Development Needs Assessment & Eligibility

1. Describe the scientifically and evidence-based universal and intervention literacy programs currently in use. Include any gaps or weaknesses in implementation and explain the need for ELG Professional Development funding.

<b>0- Applicant did not respond to question or did not provide necessary information.</b>	<b>2- Applicant provided some information but did not answer the question in full.</b>	<b>4- Applicant provided the necessary information, and no clarification is required.</b>	<b>6- Applicant provided all information in a clear, thorough, and exemplary response.</b>
<p>Does not list any universal or intervention instructional programs.</p> <p>Does not clearly address gaps and weaknesses in current early literacy implementation.</p> <p>Does not include a description of how gaps or weaknesses were identified; no data referenced.</p> <p>Does not state a clear need for ELG PD funding, or need is loosely connected to the grant purpose.</p> <p>Is incomplete or off topic.</p>	<p>Lists the name, publisher, and edition of the current Core Instructional Program(s) being used.</p> <p>One or more listed program is not on the CDE Advisory Lists of Core and Intervention Instructional Programming.</p> <p>Gaps and weaknesses are mentioned but minimally described, general, or not clearly connected to implementation.</p> <p>The need for ELG PD funding is stated but is vague, loosely related to grant purposes, and/or is not informed by data.</p> <p>An overly general answer that lacks specific examples or could apply broadly to any school.</p>	<p>Lists the name, publisher, and edition of the current Core Instructional Program(s) being used.</p> <p>All listed programs are on the CDE Advisory Lists of Core and Intervention Instructional Programming.</p> <p>Gaps and weaknesses are identified and include basic explanations and clear connections to programs.</p> <p>A description of how gaps and weaknesses were identified, including reference to specific data sources (e.g., assessments, walkthroughs, progress monitoring).</p> <p>The need for ELG PD funding is stated and appropriately aligned to the purpose of the grant.</p> <p>Includes clear, context-specific information unique to the applicant.</p>	<p>Lists the name, publisher, and edition of the current Core Instructional Program(s) being used.</p> <p>All listed programs are on the CDE Advisory Lists of Core and Intervention Instructional Programming.</p> <p>Includes a thorough, well-supported analysis of gaps and weaknesses that is explicitly connected to current programs.</p> <p>A description of how gaps and weaknesses were identified, including reference to specific data sources (e.g., assessments, walkthroughs, progress monitoring).</p> <p>The need for ELG PD funding is explicit, detailed, and supported by specific examples or evidence demonstrating how funding will address identified gaps.</p> <p>Includes clear, detailed, and context-specific information unique to the applicant, demonstrating authenticity and depth of understanding.</p>

2. Statute permits the CDE to allocate Early Literacy Professional Development Grant funds to support LEPs that are already implementing evidence-based or scientifically based instruction and interventions that are resulting in significant student academic growth (C.R.S. 22-7-1209(8)). This statutory guidance informs how funds are distributed statewide and ensures alignment with the purpose of the ELG-PD program. For ELG-PD grant application purposes, student academic growth toward reading competency is defined as any reduction in the percentage of K-3 students identified as having a significant reading deficiency (SRD) from the 2023-24 school year to the 2024-25 school year for the overall student population of the LEP.
- SRD refers to a student identified as having a significant reading deficiency as defined in the Colorado READ Act.
  - Statutory eligibility is determined by CDE using internally collected and publicly reported LEP-level SRD data.
  - Applicants are not required to calculate or report growth for this rubric item.

<b>0- Applicant did not respond to question or did not provide necessary information.</b>			<b>6- Applicant provided all information in a clear, thorough, and exemplary response.</b>
<p><i>No Response deeded, data collected by CDE for this answer.</i></p> <p>SRD data does not meet statutory eligibility requirements as determined by CDE.</p>			<p><i>No Response deeded, data collected by CDE for this answer.</i></p> <p>SRD data meets statutory eligibility requirements as determined by CDE.</p>

## Section B: Professional Development Plan

3. Provide an ELG Professional Development plan that addresses the approximate number of K-3 staff and their collective roles (i.e. teacher, interventionists, paraprofessionals, admin). The PD plan should include structures that will ensure application of newly acquired skills connected to the professional development. In accordance with the Colorado State Board of Education Rules for Administration of Early Literacy Grant program, preference will be given to applicants who propose to implement an embedded instructional coaching model to enhance teacher effectiveness (1 CCR 301-90 (5)(2)(b.3))

<b>0- Applicant did not respond to question or did not provide necessary information.</b>	<b>2- Applicant provided some information but did not answer the question in full.</b>	<b>4- Applicant provided the necessary information, and no clarification is required.</b>	<b>6- Applicant provided all information in a clear, thorough, and exemplary response.</b>
<p>Does not include approximate numbers of K-3 staff participating in PD.</p> <p>Does not include collective roles of participants.</p> <p>Does not include structures connected to ensuring application of participants' newly acquired skills.</p> <p>Is incomplete or off topic.</p>	<p>Approximate numbers of K-3 staff participating in PD are not included.</p> <p>Collective roles of participating staff are not included.</p> <p>Little to no description of structures that support application of new skills (i.e. coaching models, professional learning communities, observation cycles).</p> <p>An overly general answer, lacks specific examples, or could apply broadly to any school.</p>	<p>Approximate numbers of K-3 staff participating in PD are included.</p> <p>Collective roles of participating staff are included.</p> <p>Clear description of structures that ensure application of new skills (i.e. coaching models, professional learning communities, observation cycles).</p> <p>Includes clear, context-specific information unique to the applicant.</p>	<p>Approximate numbers of K-3 staff participating in PD are included.</p> <p>Collective roles of participating staff are included.</p> <p>Description of structures that ensure application of new skills (i.e. coaching models, professional learning communities, observation cycles) includes principal-led implementation checks, data-driven professional learning communities, structured practice opportunities, and follow-up coaching.</p> <p>An embedded instructional coaching model and description of how it will enhance teacher effectiveness is included.</p> <p>Includes clear, detailed, and context-specific information unique to the applicant, demonstrating authenticity and depth of understanding.</p>

## Section C: Professional Development Goals and Evaluation

4. Provide goals and objectives that will be used to determine the effectiveness of professional development on high-quality, scientifically and evidence-based instruction. Describe how progression of staff participating in professional development will be monitored. This item focuses on how applicants plan to measure the expected teacher effectiveness of professional development implementation.

<b>0- Applicant did not respond to question or did not provide necessary information.</b>	<b>2- Applicant provided some information but did not answer the question in full.</b>	<b>4- Applicant provided the necessary information, and no clarification is required.</b>	<b>6- Applicant provided all information in a clear, thorough, and exemplary response.</b>
<p>Does not include goals or objectives for the professional development plan.</p> <p>Does not include description of expected outcomes, or how progress will be monitored.</p> <p>Is incomplete or off topic.</p>	<p>Includes at least one goal or objective, but they are not measurable, limiting the ability to evaluate effectiveness.</p> <p>Includes a minimal description of how progress is monitored, offering little clarity on how outcomes will be assessed.</p> <p>Incomplete and/or broad statements on how professional development and teacher effectiveness are connected.</p> <p>Includes an overly general answer, lacks specific examples, or could apply broadly to any school.</p>	<p>Includes goals and objectives that are specific and measurable, with identifiable expected outcomes.</p> <p>Includes clear progress-monitoring methods, such as scheduled check-ins, observation cycles, or data reviews, though timelines, tools, or responsibilities may not be fully defined.</p> <p>The goals and objectives are aligned with the broader professional development plan and demonstrate a reasonable connection between learning and practice.</p> <p>Includes clear, context-specific information unique to the applicant.</p>	<p>Goals and objectives are written as fully developed SMART goals (specific, measurable, achievable, realistic, time-bound) and clearly articulate expected outcomes for instructional practice.</p> <p>Includes a comprehensive monitoring and evaluation system that includes assessment tools, timelines, responsible staff, data review processes, and how results will inform next steps.</p> <p>The goals and objectives are aligned with the broader professional development plan and demonstrate a reasonable connection between learning and practice.</p> <p>Evaluation plan includes high-quality feedback loops that provide timely, actionable, classroom-specific guidance tied directly to the PD content and evidence-based literacy practices.</p> <p>Includes clear, detailed, and context-specific information unique to the applicant, demonstrating authenticity and depth of understanding.</p>

5. Describe the expected, measurable student outcomes that are expected and directly linked to the professional development plan, including disaggregation by grade and/or student subgroups. Explain how progress toward these student outcomes will be monitored and evaluated. This item focuses on how applicants plan to measure the expected student outcomes that result from professional development implementation.

<b>0- Applicant did not respond to question or did not provide necessary information.</b>	<b>2- Applicant provided some information but did not answer the question in full.</b>	<b>4- Applicant provided the necessary information, and no clarification is required.</b>	<b>6- Applicant provided all information in a clear, thorough, and exemplary response.</b>
<p>No student outcomes are included.</p> <p>No description of how student outcomes will be monitored or evaluated.</p> <p>No consideration of grade-level or subgroup differences.</p> <p>Is incomplete or off topic.</p>	<p>Student outcomes are vague or unrelated to the professional development plan.</p> <p>Includes a limited explanation of methods for monitoring or evaluating progress.</p> <p>Disaggregation by grade level or student subgroups is missing or is unclear.</p> <p>Connection between professional development and expected student outcomes that is weak or implied.</p> <p>Includes an overly general answer, lacks specific examples, or could apply broadly to any school.</p>	<p>Student outcomes are specific, measurable and aligned with the professional development plan.</p> <p>Methods for monitoring and evaluating progress, though timelines, tools, or responsible staff may be partially defined.</p> <p>Includes disaggregation of outcomes by grades or student subgroups.</p> <p>Includes a clear connection between professional development and expected student results.</p> <p>Includes clear, context-specific information unique to the applicant.</p>	<p>Student outcome goals are SMART (specific, measurable, achievable, realistic, time-bound) and clearly linked to professional development implementation.</p> <p>Includes a comprehensive monitoring and evaluation system, including assessment tools, timelines, responsible staff, and processes for reviewing and using results from student outcomes.</p> <p>Student outcomes are disaggregated by grade level and student subgroups.</p> <p>Includes a strong, explicit connection between professional development and the expected improvements in student learning.</p> <p>Evaluation methods support continuous instructional improvement that is driven by student progress and outcomes and inform ongoing professional development for staff.</p> <p>Includes clear, detailed, and context-specific information unique to the</p>

			applicant, demonstrating authenticity and depth of understanding.
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**Section D: Budget**

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

<b>0- Applicant did not respond to question or did not provide the necessary information.</b>			<b>6- Applicant provided all information in a clear, thorough, and exemplary response.</b>
No Budget provided			Budgeted costs are reasonable, necessary, and meet allowable usage.  Calculations are itemized and accurate.  Specific names and details are provided for all requested professional development, materials, and supplies.  Budget is sufficient in relation to the professional development plan.  The budget does not include supplanting of grant funding.

## Attachment A: Sample ELG-PD Grant Reporting Requirements

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ELG Professional Development grantees should complete this form annually. Please answer the questions in 100-500 words (questions about funding amounts can be shorter). There is an optional field for additional information or context at the end. **PLEASE NOTE:** Smartsheet does not save works in progress.

- Please tell us your name (First Last):
- Please provide your email address:
- Your Position/Role:
- Please select your District/BOCES name and code:
- Please select the school/site you are reporting on: Select "District Only" if you are reporting district or BOCES only (no specific school site). Select Other/Not listed if your site is not on this list.

Did you use funds for services provided by a CDE-Approved Implementation Consultant? (Yes/No)  
If yes, provide Consultant Name and Consulting Firm

### Implementation Outcomes

Please provide a narrative summary of ELG PD grant outcomes you provided in your grant application under Section B: Professional Development Plan. Your application can be viewed in [GAINS](#).  
You can review the application rubric items referenced in this section in the RFA.

#### Professional Development Plan Outcomes:

Explain your progress on meeting the major goals and objectives detailed in your ELG PD application. Include rationale for those that you did not meet. Be sure to clearly state each objective and goal in your response.

#### Instructional Practice/Teacher Knowledge Outcomes:

Explain your progress on meeting the major goals and objectives detailed in your ELG PD. Include rationale for those that you did not meet.

#### Student Outcomes

Explain your progress on meeting the major goals and objectives detailed in your ELG PD application. Include rationale for those goals and/or objectives you did not meet.

Please use this field to add optional artifacts that support your outcome summaries.

### ELG PD Grant Impact Statements

If you are also a grantee for other Early Literacy Grants, please ensure your answers in this section are specific to the ELG Professional Development grant.

- What are the most significant shifts in instructional practice(s) regarding early literacy instruction at your school this year?
- What are the most significant shifts in school systems and instructional supports this year?
- Highlight a specific example or story of how the grant work has positively impacted a student, teacher, or others involved in the grant work.
- What are some major barriers to implementation or success at this time?
- Are there any additional comments or information you would like to share with the CDE?