COLORADO
Department of Education

Funding Opportunity

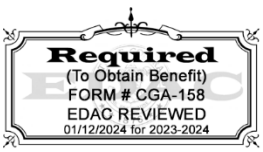
Application Information Webinar: **Wednesday, January 31, 2024, 3:00-4:00PM**
Click to register

Intent to Apply Due**: Friday, February 2, 2024**
Completion of the Intent to Apply is strongly encouraged but not required.

Applications Due: **Wednesday, March 13, 2024, 5:00PM**
Application will open in GAINS on Wednesday, January 17, 2024, and close on Wednesday, March 13, 2024.

Comprehensive Early Literacy Grant Program: Cohort 7

PURSUANT TO: C.R.S. 22-7-1211



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

Budget/Fiscal Questions:
Gloria Kochan, Grants Fiscal Specialist
(720)-916-6488 | Kochan_G@cde.state.co.us

Application Process and GAINS Questions:
Kim Burnham, Grants Program Administration
(720) 607-1495 | Burnham_K@cde.state.co.us

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

Applications for the Comprehensive Early Literacy Grant program must be submitted through GAINS.

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

The application window will open in GAINS on Wednesday, January 17, 2024, and close on Wednesday, March 13, 2024, 5:00PM.

More information about GAINS is available on CDE's website.

Comprehensive Early Literacy Grant Program

Intent to Apply Due: Friday, February 2, 2024
Applications Due: Wednesday, March 13, 2024

Introduction and Purpose

In 2012, the Colorado Reading to Ensure Academic Development (READ) Act established the Comprehensive Early Literacy Grant (ELG) Program to provide money to local education providers (LEPs) to implement literacy support and intervention instruction programs to help kindergarten and first-, second-, and third-grade students achieve reading competency. The Comprehensive ELG Program is focused on system-wide early literacy efforts and implementing and sustaining scientifically and evidence-based reading instruction. It is designed to improve students' reading competency by supporting local education providers' establishment of the essential components of reading instruction into kindergarten through third grade (K-3) teaching structures.

View the Rules for the Administration of the Early Literacy Grant Program.

This grant program exists to:

- Support the establishment of instructional systems related to the teaching of reading for all K-3 students based on scientifically based reading research (SBRR).
- Support the implementation of a Multi-Tiered System of Supports (MTSS) to reduce the number of students reading below grade level, including students identified as having a significant reading deficiency (SRD).
- Increase principal and teacher professional development to ensure that all principals and teachers, including teachers providing interventions for students (i.e., special education, English language development, and Title I teachers), understand the infrastructures that enable increased reading achievement for K-3 students and have the necessary skills to effectively teach all children to read.
- Support the administration and interpretation of interim and diagnostic assessments listed in the State Board of Education-approved Colorado Department of Education (CDE) READ Act Resource Bank of Approved Assessments, pursuant to the READ Act.
- Support the administration and interpretation of assessments, including scheduling progress monitoring for students reading below grade level. (Grantees must adhere to requirements provided by CDE regarding frequency of testing and deadlines for completing assessments and submitting data.)
- Support the implementation of core programs and programs designed for targeted and intensive instructional interventions listed in the CDE Advisory List of Instructional Programming.

Eligible Applicants and Priority Criteria

Local Education Providers (LEPs) are eligible to apply for this opportunity. An LEP may apply individually (either for a single school, or multiple schools under that district/BOCES/authorizer), or as part of a collaborative group of LEPs (a consortium). An eligible LEP is:

- A School District;
- A Board of Cooperative Educational Services (BOCES);
- A Charter School authorized by a School District; or
- A Charter School authorized by the Charter School Institute.

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

Former Comprehensive ELG grantees are eligible to apply and must provide additional information based on past participation. Prior ELG grant recipients must have completed their three- or four-year grant cycle(s) and Sustainability Year(s) and must have remained in good standing throughout the duration of their previous performance period(s) to be considered for new funding and/or have taken steps to ensure future success. (This means that Comprehensive ELG Cohorts 5 and 6 participants will not be eligible since they will not yet have completed their grant cycle plus Sustainability Year.)

Available grant funding will be distributed to Education Providers with school(s) demonstrating high need based on Priority Criteria. Priority will be given to applications for rural schools and schools with a high percentage of students eligible for free and reduced lunch, minority students, and/or students with SRDs.

Charter Schools:
Pursuant to C.R.S. 22-30.5-104 (11), a charter school may choose to apply apart from their authorizer for a competitive grant program created by a federal or state statute or program. The charter school is considered the LEP only for the purposes of applying and determining eligibility. A charter school's authorizer will be the fiscal agent, if funded.

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

Available Funds, Duration of Grant, and Continued Funding

In 2018, the Colorado State Board of Education updated the Rules for the Administration of the Early Literacy Grant Program to stipulate that the Comprehensive ELG will be implemented as a four-year grant cycle. Year 1 (the 2024-2025 fiscal year for Cohort 7, through June of 2025) will serve as a planning and initial implementation year, followed by three years of operationalizing the grant. Upon completion of the four-year cycle, eligible grantees will have the opportunity to apply for an additional one-year Sustainability Grant.

Approximately $1.79 million is available for the 2024-2025 school year, with funding contingent on approval of appropriations from the State Legislature. Grants will be awarded for a four-year term beginning in the 2024-2025 fiscal year. Additional grant funding for subsequent years will be contingent upon annual appropriations by the State Legislature, and grantees meeting all grant, fiscal, and reporting requirements. Funded applicants for the 2024-2025 school year are not guaranteed any additional funding beyond the 2024-2025 year at this time. Funds must be expended by **June 30, 2025**. There will be no carryover of funds.

Comprehensive ELG applications must include a budget workbook reflecting appropriate budget information for all four years of funding. The level of funding will be the same for all four years. ELG funding is contingent on appropriations made by the Colorado State Legislature and grantees meeting one or more of the goals defined below.

If applying as a group and/or consortium, the group or consortium will be held accountable as a unit for the demonstration of achievement goals. However, if the group or consortium does not meet one or more of the achievement goals, individual schools within the group or consortium that meet goals will continue to receive funding for subsequent years and the group or consortium will not continue to receive funding as a group.

To be considered to receive continued funding, grantees must meet one or more of the following goals:

Reducing Significant Reading Deficiencies

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

Progress will be measured and reported using the following:

- Grantees will work with their SLTs and ELG Implementation Consultant to analyze progress at the student, class, and grade level throughout the school year.
- Grantees will use mCLASS® DIBELS 8and/or Lectura Zones of Growth (ZoG) data and the CDE provided mCLASS® DIBELS 8th Edition Progress Planning Tool - Well Below Benchmark to set student-level goals and measure progress.
- mCLASS Lectura Assessments (if applicable)

Submit Lectura data if you have students whose primary language of literacy instruction is Spanish and provide a narrative

Consideration:
Successful achievement of this goal is expected to reduce the number of K-3 students identified as having significant reading deficiencies. Discussions with your ELG Implementation Consultant are crucial in determining the most appropriate and feasible SRD reduction target for your school(s). These efforts align with and may be integrated into the school's Unified Improvement Plan (UIP).

Meeting Grade Level Expectations in Reading

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

Proficiency will be measured and reported using the following:

- Grantees will use mCLASS® DIBELS 8 and/or Lectura end of year K-3 Benchmark Testing report to report progress at the end of the year.
- Grantees will work with their SLTs and ELG Implementation Consultant to analyze progress at the student, class, and grade level throughout the school year.
- Grantees will use mCLASS® DIBELS 8th Zones of Growth (ZoG) and the CDE provided mCLASS® DIBELS 8th Edition Progress Planning Tool - Reaching Benchmark to set student-level goals and measure progress.
- mCLASS Lectura Assessments (if applicable)

Submit Lectura data if you have students whose primary language of literacy instruction is Spanish and provide a narrative

Consideration:
Successful achievement of this goal aligns with the goals and principles outlined in the READ Act, which emphasizes the importance of ensuring that every student achieves grade level expectations in reading by the end of third grade. These efforts align with and may be integrated into the school's Unified Improvement Plan (UIP).

Strategic Progression towards Grade-Level Proficiency

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

Strategic progression will be measured and reported using the following:

- Grantees will use mCLASS® DIBELS 8 and/or Lectura Benchmark Testing report to report progress at the end of the year.
- Grantees will work with their SLTs and ELG Implementation Consultant to analyze progress at the student, class, and grade level throughout the school year.
- Grantees will use mCLASS® DIBELS 8th Zones of Growth (ZoG) and the CDE provided mCLASS® DIBELS 8th Edition Progress Planning Tools - Reaching Benchmark and Well Below Benchmark, to set student-level goals and measure progress.
- CMAS results for third graders after year 4 of grant will be used to report progress at the end of the grant cycle.
- mCLASS Lectura Assessments (if applicable)

Submit Lectura data if you have students whose primary language of literacy instruction is Spanish and provide a narrative

Consideration:
This goal, focusing on literacy progression, serves as a foundational step toward broader academic proficiency as assessed by the ELA CMAS assessments. These efforts align with and may be integrated into the school's Unified Improvement Plan (UIP).

Allowable Use of Funds

A Local Education Provider that receives a grant under the program shall use the monies to fund activities, staff, materials, and other purchases that help embed the essential components of reading instruction into all elements of the K-3 teaching structures in schools. Funds may only supplement and *not* supplant any moneys currently used for this purpose.

Funding should be used for:

- Supplemental staff salary, stipends, and/or benefits;
- CDE-approved instructional programming and related training from vendor-approved providers;
- CDE-approved assessments and related training from vendor-approved providers;
- Professional development from the CDE-approved Topic-Specific Advisory List of Professional Development list;
- CDE-approved ELG Implementation Consultant support;
- Travel, registration, and entrance costs to attend in-state training and conferences; and
- SBRR-aligned instructional materials (specific to the K-3 literacy program).

Funding should not be used for:

- Technological equipment (e.g., computers, laptops, LCDs) not related to assessment purposes;
- Capital needs (including bookshelves and other furniture);
- Out-of-state travel that is not directly related to the critical components of the Comprehensive ELG Program;
- Instructional programing and related support *not* from the list of CDE-approved instructional programming;
- Assessments and related support *not* from the list of CDE-approved assessments;
- Consulting or coaching support *not* from the CDE-approved ELG Implementation Consultant list.

Critical Components of the Application

It is critical that each application:

1. Demonstrates an understanding of the five essential components of effective reading instruction.

2. Includes how the grant will support effective literacy programs and establishes how funds will be used to develop and improve schoolwide literacy instruction and practices .
3. Details an understanding that grant participation incorporates Scientifically Based Reading Research (SBRR) in all practices .
4. Includes the current MTSS/RtI system(s) and how the grant will support developing these systems to provide effective aligned core and targeted intensive instruction that meets the needs of all K-3 students.
5. Addresses how program sustainability will be established for continued progression following completion of the grant.

Critical components of the application are described in detail below.

Section A: Five Essential Components of Effective Reading Instruction

SBRR has identified five essential components of effective reading instruction. To ensure that children learn to read well, students must receive explicit and systematic instruction in these five areas:

> **Phonemic Awareness:** A subset of phonological awareness in which listeners are able to hear, identify, and manipulate phonemes, the smallest units of sound that can differentiate meaning.
> **Phonics:** A method of teaching reading and writing by developing learners' phonemic awareness, that is, the ability to hear, identify, and manipulate the sounds (phonemes) in order to teach the correspondence between these sounds and the spelling patterns (graphemes) that represent them.
> **Fluency:** The capacity to read words in connected text with sufficient accuracy, rate, and prosody to comprehend what is read.
> **Vocabulary:** Knowledge of words and word meanings including words that a person understands and uses in language. Vocabulary is essential for both learning to read and comprehending text.
> **Comprehension:** The process of extracting and constructing meaning from written texts. Comprehension has three key elements: (1) the reader, (2) the text, and (3) the activity.

Cohesive instructional systems align core instruction and targeted, intensive interventions which address systematic and explicit teaching of the five essential components of reading across kindergarten through third grade. This includes programming and materials that ensure daily explicit and systematic instruction in the five essential components of reading instruction. This also includes a plan for how instruction across all tiers will be connected and designed to meet the needs of all students.

Section B: Coherent Structure of Effective Reading Programs

An effective reading program is one that includes:

- Staffing that supports scientifically and evidence-based instruction and continued improvement. Preference will be given to applicants who propose to implement an embedded instructional coaching model to enhance teacher effectiveness
- A comprehensive assessment plan including valid and reliable interim and diagnostic assessments, and how data protocols and analysis informs instructional decision making
- Multi-Tiered Systems of Supports (MTSS) and/or Response to Intervention (RtI) processes that address the frequency, duration, and intensity of core and intervention instruction
- An aligned professional development plan for principals and teachers that may include, but is not limited to:
  - How the plan supports SBRR
  - Literacy and leadership coaching
  - Ongoing, job-embedded professional development for all educators (including school-level administration)
  - A plan to ensure that all teachers providing literacy instruction to students reading below grade level are or will become highly knowledgeable in scientifically and evidence-based reading instruction
- Instructional leadership at the school and district levels:

- District and school-level leadership is critical to the successful implementation of the Comprehensive ELG Program. Therefore, all applications must include a description of how district-level personnel will be represented on a regular basis to support grant activities.
- Ongoing monitoring of program implementation and effectiveness
- A plan aligned with the school's and/or district's Unified Improvement Plan (UIP) goal(s) to reduce the number of students identified with an SRD
- Vertical alignment between grades K-3

The application must address how the school or schools, under SLT guidance, will implement effective K-3 reading instruction in a coherent manner. Each of the above components of effective reading programs must be addressed in the application. The grant will support schools in developing and/or maintaining a School Leadership Team (SLT) to lead efforts to embed the essential components of reading instruction into all elements of K-3 teaching structures. A current leadership team or school improvement team may serve as the Comprehensive ELG SLT.

Scientifically Based Reading Research (SBRR)

SBRR applies rigorous, systematic, and objective procedures to obtain valid knowledge that is relevant to reading development, reading instruction, and reading difficulties. Scientific research employs systematic, empirical methods that draw on observation or experiment. Scientific research may have been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review. It prevents the use of unreliable and untested methods that can actually impede academic progress.

Grantees commit to implementing instructional activities, materials, and professional development provided to principals and teachers that are SBRR-supported and/or included on the CDE-approved Advisory List(s) of Professional Development and Instructional Programming.

Multi-Tiered System of Supports

CDE recognizes the importance of an MTSS for all students. Comprehensive implementation of an MTSS will contribute to more meaningful identification of learning problems related to literacy achievement, improve instructional quality, provide all students with the best opportunity to learn to read, accelerate the reading growth of advanced readers, and assist with the identification of students reading below grade level, including students with an SRD (as defined in the Rules for the Administration of the Colorado READ Act) and students with reading-related learning disabilities.

The application must address the plan to implement an MTSS that provides effective core instruction to meet the needs of all K-3 students. Targeted and intensive instruction must be align with the interim, diagnostic, and progress monitoring data and other data included in the overall body of evidence for each student.

Section C: Program Sustainability Beyond Grant Funding

Implementation research indicates that school- and district-level programs are more successfully sustained when certain factors are in place. These factors include:

- The staff's understanding of the current state of affairs and the reason for the change
- An acceptance and commitment to the program
- A feeling of determination by the staff
- A perception that the program is practical, useful, and beneficial to students
- Administrative support and leadership (including both school- and district-level leadership)

The application must describe the school's current capacity to implement the grant requirements and how the school will sustain the new structures and essential components of effective K-3 reading instruction. The application must also describe the SLT's role in sustaining the program beyond grant funding.

Section D: Budget

In addition to the information mentioned above, proposed plans must include the following:

- Budgeting for two and half days of CDE-provided professional development for the SLT, which should be representative of the following groups: 1) building administrator(s) including each principal; 2) kindergarten and first-grade teaching team; 3) second- and third-grade teaching team; 4) literacy coach; and 5) interventionist(s). This training will take place adjacent to the Office of Literacy Reading Conference each year. The training itself will be free, but plan for potential in-state travel and other related budgetary needs.
- Budgeting for one additional day of professional development for the literacy coach to take place at a different time than the conference. Plan for potential in-state travel.
    - Budgeting and planning for ongoing, on-site assistance (at least one day per month per school) from the 2024-2025 ELG approved Implementation Consultant advisory list.
    - The ELG Implementation Consultants will support grantees' incorporation of SBRR into instructional practice in all K-3 classrooms, including both core and targeted and intensive intervention classrooms. The ELG Implementation Consultants will provide guidance to SLTs to maximize core instruction and intervention time to ensure K-3 reading proficiency. SLTs, including the principal, must meet regularly with the ELG Implementation Consultant to review K-3 student-level data (from interim and diagnostic assessments) and data related to the implementation of grant requirements. Meetings must include regularly updating the school's professional development plan based on reviewed data. (Meetings between the SLT and ELG Implementation Consultant may take place virtually). The principal must routinely visit classrooms with the coach and ELG Implementation Consultant in order to regularly use SBRR-based walkthrough and coaching resources within the principal/administrator required coursework and/or district-developed observation tools that embed the Colorado Principal Literacy Standards.
    - Budget for two and a half days for the ELG Implementation Consultant to attend the Office of Literacy Reading Conference with the SLT each year (in addition the monthly on-site assistance).
- A budget for a K-3 literacy coach if not already present in the school. Schools with more than five K-3 teachers must budget for a full-time coach. Schools with five or fewer teachers may budget for a part-time coach or include a plan indicating how the role of the coach will be filled by existing staff. If role is filled by existing staff, indicate the amount of time the staff member will dedicate to this coaching role. Coaches will be responsible for working with CDE and the ELG Implementation Consultant to assist in program and assessment implementation. Coaches will meet regularly with administration and the ELG Implementation Consultant and will provide feedback and support to teachers between ELG Implementation Consultant visits. Additionally, coaches may be required to attend CDE trainings up to twice a year.

Additional Components

In addition to the information mentioned above, applicants must address the following:

- Participation in the Early Literacy Assessment Tool (ELAT) Project through Amplify for use of mCLASS® DIBELS 8th Edition literacy assessment and mCLASS® Lectura for online reporting
- Which instructional program(s) from CDE's Advisory List of Instructional Programming each school currently uses to provide targeted and intensive instructional interventions for students reading below grade level, including students identified as having an SRD
    - If a school is not currently using an intervention program from the advisory list, the application must include a plan to purchase one or more specific intervention programs from the advisory list

Evaluation and Reporting

Each Education Provider that receives a grant through the Comprehensive ELG Program is required to report the following information to the Department.

To determine the success of the ELG programs operated by districts and schools that receive grants, CDE may contract with an external evaluator to conduct an external evaluation of ELG. Grantees will be required to participate in the external evaluation of the ELG program as requested if a review is conducted. CDE will use data collected annually through the READ Act data collection system as a component of an external evaluation.

Schools must submit interim assessment data periodically following the schedule and deadlines for submission provided by CDE throughout grant implementation. All schools participating in the Comprehensive ELG Program must submit the specified Amplify mCLASS® DIBELS 8th end of year data reports to the CDE.

CDE will collect qualitative data related to implementation fidelity with the Literacy Evaluation Tool (LET). Additional forms to collect qualitative data may be developed and used by CDE during the grant cycle to monitor implementation fidelity. Funded schools will be required to provide the necessary information to complete such forms. An example of the LET is available on the ELG website and will be provided to grantees to complete with their ELG Implementation Consultant. Additionally, ELG Implementation Consultants will submit reports to CDE after each site visit. Grantees must align their ELG implementation plan with their UIP and update it on an ongoing basis.

Applicants must provide signatures of agreement on the Program Assurances Form for this RFA. The applicant agrees to report interim assessment data to the online data collection tool. Information reported to CDE in relation to grant activities is not confidential and is subject to public request. Grantees should ensure reported information does not contain Personally Identifiable Information (PII) or confidential information.

See Appendix A for the Middle-of-Year Program Evaluation Questions, submitted by schools' ELG Implementation Consultants. See Appendix B for End-of-Year School Self-Evaluation, submitted by a representative of the school. Education Providers receiving a grant through Comprehensive ELG may be selected for a site visit by CDE program staff during the 2025-2026 school year.

Data Privacy

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

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

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

Application Assistance and Intent to Apply

An application information webinar will be held on **Wednesday, January 31, 2024**. Click to register. A recording of this application training webinar will be posted on CDE's Early Literacy Grant web page.

Rural applicants: An LEP that is a rural school district or a small rural school district, or a district charter school or institute charter school located within the boundaries of a rural school district or small rural school district may request and submit a simplified grant application. The simplified application process will include:

1. Pre-populated data following application submission indicating the percentage of kindergarten and first-, second-, and third-grade students enrolled in the applying LEP or consortium who have SRDs;
2. An optional narrative to the cost/budget portion of the Comprehensive ELG application;
3. An optional submission of the executive summary describing the application; and
4. Technical assistance from CDE to support application efforts.

BOCES assistance: In addition to the available assistance mentioned above, a BOCES serving member districts with fewer than 4,000 students receives a share of state education program funding specifically to assist districts applying for grants. A BOCES may apply for a grant to provide instructional support in literacy for small rural school districts that are

members of the BOCES. A rural school district that is a member of a BOCES may seek assistance in writing the grant application from the BOCES. Contact your local BOCES for additional information.

If interested in applying for this funding opportunity, submit the Intent to Apply by **Friday, February 2, 2024**. Although strongly encouraged, completion of the Intent to Apply is not a required component of the application process. Completing the Intent to Apply assists CDE in knowing who needs access to the application in GAINS and providing access guidance, securing a sufficient number of peer reviewers, and provides an avenue to communicate important updates with potential applicants.

Review Process and Notification

Applications will be reviewed by CDE staff and peer reviewers to ensure they contain all required components. Funding recommendations will be presented to the State Board of Education for approval on **Wednesday, May 8, 2024**. Funds will be distributed by June 2024. Applicants will be notified of final award status no later than **Thursday, May 9, 2024**.

Note: This is a competitive process – applicants must score at least 66 points out of the 95 possible narrative points to be approved for funding. Applications that score below 66 points may be asked to submit revisions that would bring the application up to a fundable level. There is no guarantee that applying will result in funding or funding at the requested level. All award decisions are final. Applicants that do not meet the qualifications may reapply for future grant opportunities.

Submission Process and Deadline

Applications must be completed and submitted through GAINS by **Wednesday, March 13, 2024, 11:59pm**.

Application materials and resources are available on CDE ELG web site.

Required Elements

The format outlined below must be followed to assure consistent application of the evaluation criteria. See Evaluation Rubric for specific selection criteria (pages 19-22).

Part I A: Applicant Information
Part I B: Participating Schools and Program Assurances
Part II: Narrative and Budget

Comprehensive Early Literacy Grant Program

Intent to Apply Due: Friday, February 2, 2024
Applications Due: Wednesday, March 13, 2024, 11:59pm

Applicants will complete their application at GAINS.
Applications will be accepted in GAINS from January 17 through March 13.

Part I A: Applicant Information

Lead Local Education Provider Information (School District/BOCES/CSI) For Charter School applicants, the Authorized Representative and Fiscal Manager will be contacts from your authorizing district/CSI.			
Lead LEP Name:		**LEP Code:**	
Mailing Address:			
Type of Education Provider [Check 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:		**E-mail:**	
Program Contact Information			
Name:		**Title:**	
Telephone:		**E-mail:**	
Fiscal Manager Information			
Name:			
Telephone:		**E-mail:**	
Requested Funding [If applicant meets requirements for continued funding, level of funding will be the same for all four program years.]			
One year of funding:	$		

Prior Early Literacy Grant Funding Recipients	
1. Did any of the schools included in this application participate in the Comprehensive ELG Program, Cohorts 1-6?	**Yes** ☐ **No** ☐
2. If Yes, which school(s) and cohort(s)?	
If Yes: 3. Did all former grantees complete the grant duration, including a Sustainability Year? **4. Did all former grantees meet all grant requirements and goals?**	**Yes** ☐ **No** ☐ **Yes** ☐ **No** ☐
5. If No to question 3 and/or 4, what problem(s) did the former grantee(s) encounter and how have those issues been addressed to ensure success with future Comprehensive ELG funding?	

Executive Summary [Not Scored]
Provide a brief description outlining the Comprehensive ELG Program plan, highlighting how grantee(s) will use SBRR to embed the essential components of reading instruction into all K-3 teaching structure elements to assist all students in achieving reading competency.

Part I B: Participating Schools Information

Complete the information below for each participating school.

Lead Local Education Provider (LEP)/BOCES			
LEP/BOCES Name:		**LEP/BOCES Code:**	
Recipient School Information			
School Name:		**School Code:**	
Mailing Address:		**Charter School:**	☐ Yes ☐ No

Principal Information			
Name:			
Telephone:		**E-mail:**	

Additional School-Level Information	
This school will:	☐ Participate in the ELAT Project through Amplify
The CDE will collect school and district level data for applicants through the following CDE Data Collections: • READ Spring Assessment (Percentage of K-3 students determined to have an SRD) • READ Literacy Programs & Assessment (The school's interim and diagnostic assessments and the core, supplemental, and intervention programming)	

Part I C: Program Assurances

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

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

1) The grantee will annually provide the Colorado Department of Education the evaluation information required in the Mid-Year Report (**Appendix A**) and the End-of-Year Report (**Appendix B**) of the Request for Applications.
2) The grantee will work with and provide requested data to CDE for Comprehensive ELG Cohort 7 within the time frames specified.
3) The grantee will not discriminate against anyone regarding race, gender, national origin, color, disability, or age.
4) Funds will be used to supplement and not supplant any funds currently being used to provide literacy services and grant dollars will be administered by the appropriate fiscal agent.
5) Funded projects will maintain appropriate fiscal and program records and fiscal audits of this program will be conducted by the grantees as a part of their regular audits.
6) Grantee will ensure all funds are expended in accordance with allowable expenditures. If any findings of misuse of these funds are discovered, project funds will be returned to CDE.
7) The grantee will maintain sole responsibility for the project even though subcontractors may be used to perform certain services.
8) Applicant agrees to assemble a School Leadership Team (SLT) or demonstrate how an existing SLT will complete the SLT requirements outlined in the Request for Applications (RFA) document. SLT membership must include, at a minimum, a building lead administrator, a kindergarten and/or first-grade teacher, a second-grade and/or third-grade teacher, an interventionist, and a literacy coach. The SLT agrees to meet once a month, at minimum, to review the school's kindergarten through third grade (K-3) student-level data and data related to the school's implementation of grant requirements. The SLT also agrees to develop and regularly update the school's professional development plan related to K-3 literacy assessment and instruction.
9) Applicant agrees that the building lead administrator and/or other members of the SLT meet monthly, at minimum, throughout the school year with the selected ELG Implementation Consultant.
10) District leadership is committed to supporting Comprehensive ELG schools in implementing Scientifically Based Reading Research (SBRR) and all other requirements of the grant by actively implementing SBRR walkthrough/coaching guides that embed the Colorado Principal Literacy Standards.
11) Applicant agrees to work with the Colorado Department of Education (CDE) and the selected ELG Implementation Consultant to embed explicit and systematic instruction of the five components of reading into all elements of the K-3 teaching structures, including core instruction and targeted and intensive instructional interventions, and agrees to grant their ELG Implementation Consultant access to school-level data.
12) Applicant agrees to participate in required professional development provided by CDE and/or the selected ELG Implementation Consultant and will ensure that all other professional development provided through ELG funding is aligned with the purpose of this grant program and/or is on the CDE-approved Topic-Specific Advisory List of Professional Development.
13) Applicant agrees to work with CDE and the selected ELG Implementation Consultant to incorporate SBRR findings into instructional practice in all K-3 classrooms.
14) Applicant agrees to provide CDE information required to determine if the grantee is making satisfactory progress toward achieving grant goals. This includes participation in the collection of qualitative data using forms developed and used by CDE during the grant cycle to monitor fidelity of implementation (i.e., MOY Program Evaluation, mCLASS DIBELS 8th reports, Literacy Evaluation Tool, EOY School Self-Evaluation).
15) Applicant will cooperate with CDE in the development and submission of certain reports and individual student data to meet statutory and rule requirements. The applicant agrees to report interim assessment data using the mCLASS® DIBELS 8th Edition literacy assessment, following the schedule and deadlines for submission provided by CDE throughout grant implementation.

16) Students assessed using mCLASS® Lectura will also be assessed in English using the mCLASS® DIBELS 8th Edition literacy assessment at the beginning and end of year, at minimum.
17) Staff at each participating school are committed to implementing the Comprehensive ELG Program as described in the Comprehensive ELG: Cohort 7 RFA document.
18) If a change in school leadership occurs during grant participation, the district and/or new school leadership agrees to notify CDE ELG staff and provide a transition plan to demonstrate new and existing leadership's commitment to grant activities for the remainder of the grant.
19) If a change in school leadership occurs during grant participation, the incoming leader will agree to a transition plan, demonstrate knowledge of (or a plan to develop knowledge of) and commitment to the science of reading, and demonstrate commitment to the Comprehensive ELG by successfully meeting or exceeding expectations outlined in the Colorado Principal Literacy Standards.
20) The work product in this grant application is the original work of the school/applicant and its agents who worked on the application.

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.

21) 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)

22) 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).

23) 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: Narrative and Budget

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, the expectation is that the narrative responses will include references to that award, where applicable. For example, discuss how the funds contributed to the program and what still needs to be accomplished. Applicants should demonstrate ongoing and improved capacity in the program and a well-developed plan for sustainability.

Narrative Questions:

Section A: Five Essential Components of Effective Reading Instruction [Each response not to exceed 500 words]

1) Describe how grant funding will be utilized to develop a cohesive instructional system that aligns core instruction and targeted, intensive interventions which address systematic and explicit teaching of the five essential components of reading across kindergarten through third grade.

Section B: Coherent Structure of Effective Reading Instruction, Scientifically Based Reading Research, and Multi-Tiered System of Supports [Each response not to exceed 500 words]

1) Describe how grant funding will be utilized to support the development of a schoolwide schedule and staffing to support the above system of instruction. Include if the applicant currently employs reading coach(es) or plans to employ reading coach(es) trained in the science of reading and teaching foundational reading skills. Preference will be given to applicants who propose to implement an embedded instructional coaching model to enhance teacher effectiveness.
2) Describe the current literacy assessment(s) being used and how this grant would support a comprehensive assessment plan that includes data analysis and a collection of a body of evidence for the purpose of informing instructional decision making and in monitoring student progress toward reading competency.
3) Describe current Multi-Tiered Systems of Supports (MTSS) and/or Response to Intervention (RtI) processes including the frequency, duration, and intensity of core and intervention instruction. Describe how the grant will help develop these systems to provide effective aligned core and targeted intensive instruction that meets the needs of all K-3 students.
4) Describe current professional development (PD) and how this grant would support an aligned PD plan for principals and teachers. Include:
    a. How the plan supports scientifically based reading research;
    b. Literacy and leadership coaching;
    c. Ongoing, job-embedded professional development for all educators (including school-level administration); and
    d. A plan to ensure that all teachers providing literacy instruction to students reading below grade level are or will become highly knowledgeable in scientifically and evidence-based reading instruction
5) Describe how instructional leadership, including that of school and district leaders, will support a coherent reading program and grant implementation. Include a plan for grant continuity in the event of changes in leadership at both the school and district levels.
6) Describe the rigor at which the applicant will continuously monitor program implementation and effectiveness and make decisions based on this information to improve outcomes throughout the grant duration. Include:
    a. Who will be involved;
    b. The timeline and/or frequency; and
    c. Monitoring progress toward achieving grant goals

7) Describe how the grant will support school and/or district Unified Improvement Plan efforts. Specifically, how will the grant support goal(s) to reduce the number of students determined to have an SRD and the plan to sustain positive student gains over time.
8) Describe the plan to develop and/or maintain a School Leadership Team (SLT) that meets ELG assurances. Address how the school(s), under SLT guidance, will implement an effective K-3 reading program in a coherent manner. Include:
    a. Establishing and maintaining meeting structures to regularly review reading data, fidelity to grant requirements, and progress toward grant goals

Section C: Program Sustainability Grant Funding [Each response not to exceed 500 words]

1) Provide evidence or the plan to ensure that staff, including the school leadership team:
    a. Understand the current state of affairs and the reason for the change(s) that will come with grant implementation;
    b. Accept and are committed to the program;
    c. Feel determined to implement the program with fidelity and achieve grant goals;
    d. Believe that the program will be practical, useful, and beneficial to students;
    e. Have administrative support and leadership, at the school and district level.
2) Describe the school or schools' current capacity to implement the grant requirements and program plan. Include how school staff and district partners were engaged to determine readiness.
3) Identify potential hurdles in implementing the grant and describe possible solutions for each identified hurdle.
4) Describe how the school(s) will sustain the new structures and essential components of effective K-3 reading instruction beyond the grant duration. Include the role of the SLT and district.

Section D: Budget

Complete your proposed program budget in GAINS. When completing the budget, ensure:

1) Budgeted costs are reasonable and necessary, and calculations show how amounts were determined.
2) Budget is sufficient in relation to the measurable objectives, design, scope, and sustainability of planned activities.
3) Costs are directly linked to project goals and activities for Years 1, 2, 3, and 4 of the grant.
4) Budget includes:
    a. Mandatory two and a half days of CDE-provided professional development for the SLT;
    b. One additional day of professional development for the literacy coach;
    c. Ongoing, on-site assistance (at least one day per month per school) from the ELG Implementation Consultant;
    d. Two and a half additional days for the ELG Implementation Consultant to attend the Office of Literacy Reading Conference; and
    e. A K-3 literacy coach if not already present in the school.

Evaluation Rubric and Application Scoring

The following criteria will be used by reviewers to evaluate the application. For the application to be recommended for funding, it must receive at least 66 points out of the 95 possible narrative points and all required elements must be addressed. An application that scores below 66 points may be asked to submit revisions that would bring the application up to a fundable level. An application that receives a score of zero on any required elements will not be funded without revisions.

Part II: Application Narrative and Budget

Section A:	Five Essential Components of Effective Reading Instruction	/10
Section B:	Coherent Structure of Effective Reading Instruction, SBRR, and MTSS	/45
Section C:	Program Sustainability Beyond Grant Funding	/20
Budget		/20
	Subtotal:	**/95**
	Priority Points:	/20
	Total:	

Priority Points: [CDE staff will indicate whether this application meets priority criteria, based on CDE-collected data.]				
School or schools serve a high percentage of students eligible for free and reduced lunch (exceeding the statewide average)	School or schools serve a high percentage of minority students (exceeding the statewide average)	School or schools are Rural/Small Rural. If applying as a consortium, all participating schools must be designated Rural/Small Rural.	School or schools serve serves a high percentage of students with significant reading deficiencies (exceeding the state average)	School or schools who are on priority improvement or turnaround
☐	☐	☐	☐	☐
4 points	**4 points**	**4 points**	**4 points**	**4 points**
				20 Priority Points Total

Section A: Five Essential Components of Effective Reading Instruction

1) Describe how grant funding will be utilized to develop a cohesive instructional system that aligns core instruction and targeted, intensive interventions which address systematic and explicit teaching of the five essential components of reading across kindergarten through third grade.

Applicant did not respond to question or did not provide necessary information.	Applicant provided some information but did not answer the question in full.	Applicant provided the necessary information, and no clarification is required.	Applicant provided all information in a clear, thorough, and exemplary response.
0	3	7	10

Section B: Coherent Structure of Effective Reading Instruction, Scientifically Based Reading Research, and Multi-Tiered System of Supports

1) Describe how grant funding will be utilized to support the development of a schoolwide schedule and staffing to support the above system of instruction. Include if the applicant currently employs reading coach(es) or plans to employ reading coach(es) trained in the science of reading and teaching foundational reading skills. Preference will be given to applicants who propose to implement an embedded instructional coaching model to enhance teacher effectiveness.

Applicant did not respond to question or did not provide necessary information.	Applicant provided some information but did not answer the question in full.	Applicant provided the necessary information, and no clarification is required.	Applicant provided all information in a clear, thorough, and exemplary response.
0	3	7	10

2) Describe the current literacy assessment(s) being used and how this grant would support a comprehensive assessment plan that includes data analysis and a collection of a body of evidence for the purpose of informing instructional decision making and in monitoring student progress toward reading competency.

Applicant did not respond to question or did not provide necessary information.	Applicant provided some information but did not answer the question in full.	Applicant provided the necessary information, and no clarification is required.	Applicant provided all information in a clear, thorough, and exemplary response.
0	1	3	5

3) Describe current Multi-Tiered Systems of Supports (MTSS) and/or Response to Intervention (RtI) processes including the frequency, duration, and intensity of core and intervention instruction. Describe how the grant will help develop these systems to provide effective aligned core and targeted intensive instruction that meets the needs of all K-3 students.

Applicant did not respond to question or did not provide necessary information.	Applicant provided some information but did not answer the question in full.	Applicant provided the necessary information, and no clarification is required.	Applicant provided all information in a clear, thorough, and exemplary response.
0	1	3	5

4) Describe current professional development (PD) and how this grant would support an aligned PD plan for principals and teachers. Include:
   a. How the plan supports scientifically based reading research;
   b. Literacy and leadership coaching;
   c. Ongoing, job-embedded professional development for all educators (including school-level administration); and
   d. A plan to ensure that all teachers providing literacy instruction to students reading below grade level are or will become highly knowledgeable in scientifically and evidence-based reading instruction

Applicant did not respond to question or did not provide necessary information.	Applicant provided some information but did not answer the question in full.	Applicant provided the necessary information, and no clarification is required.	Applicant provided all information in a clear, thorough, and exemplary response.
0	1	3	5

5) Describe how instructional leadership, including that of school and district leaders, will support a coherent reading program and grant implementation. Include a plan for grant continuity in the event of changes in leadership at both the school and district levels.

Applicant did not respond to question or did not provide necessary information.	Applicant provided some information but did not answer the question in full.	Applicant provided the necessary information, and no clarification is required.	Applicant provided all information in a clear, thorough, and exemplary response.
0	1	3	5

6) Describe the rigor at which the applicant will continuously monitor program implementation and effectiveness and make decisions based on this information to improve outcomes throughout the grant duration. Include:
   a. Who will be involved;
   b. The timeline and/or frequency; and
   c. Monitoring progress toward achieving grant goals

Applicant did not respond to question or did not provide necessary information.	Applicant provided some information but did not answer the question in full.	Applicant provided the necessary information, and no clarification is required.	Applicant provided all information in a clear, thorough, and exemplary response.
0	1	3	5

7) Describe how the grant will support school and/or district Unified Improvement Plan efforts. Specifically, how will the grant support goal(s) to reduce the number of students determined to have an SRD and the plan to sustain positive student gains over time.

Applicant did not respond to question or did not provide necessary information.	Applicant provided some information but did not answer the question in full.	Applicant provided the necessary information, and no clarification is required.	Applicant provided all information in a clear, thorough, and exemplary response.
0	1	3	5
8) Describe the plan to develop and/or maintain a School Leadership Team (SLT) that meets ELG assurances. Address how the school(s), under SLT guidance, will implement an effective K-3 reading program in a coherent manner. Include: a. Establishing and maintaining meeting structures to regularly review reading data, fidelity to grant requirements, and progress toward grant goals; and			
Applicant did not respond to question or did not provide necessary information.	Applicant provided some information but did not answer the question in full.	Applicant provided the necessary information, and no clarification is required.	Applicant provided all information in a clear, thorough, and exemplary response.
0	1	3	5

Section C: Program Sustainability Grant Funding			
1) Provide evidence or the plan to ensure that staff, including the school leadership team: a. Understand the current state of affairs and the reason for the change(s) that will come with grant implementation; b. Accept and are committed to the program; c. Feel determined to implement the program with fidelity and achieve grant goals; d. Believe that the program will be practical, useful, and beneficial to students; e. Have administrative support and leadership, at the school and district level.			
Applicant did not respond to question or did not provide necessary information.	Applicant provided some information but did not answer the question in full.	Applicant provided the necessary information, and no clarification is required.	Applicant provided all information in a clear, thorough, and exemplary response.
0	1	3	5
2) Describe the school or schools' current capacity to implement the grant requirements and program plan. Include how school staff and district partners were engaged to determine readiness.			
Applicant did not respond to question or did not provide necessary information.	Applicant provided some information but did not answer the question in full.	Applicant provided the necessary information, and no clarification is required.	Applicant provided all information in a clear, thorough, and exemplary response.
0	1	3	5
3) Identify potential hurdles in implementing the grant and describe possible solutions for each identified hurdle.			
Applicant did not respond to question or did not provide necessary information.	Applicant provided some information but did not answer the question in full.	Applicant provided the necessary information, and no clarification is required.	Applicant provided all information in a clear, thorough, and exemplary response.
0	1	3	5
4) Describe how the school(s) will sustain the new structures and essential components of effective K-3 reading instruction beyond the grant duration. Include the role of the SLT and district.			
Applicant did not respond to question or did not provide necessary information.	Applicant provided some information but did not answer the question in full.	Applicant provided the necessary information, and no clarification is required.	Applicant provided all information in a clear, thorough, and exemplary response.
0	1	3	5

Section D: Budget			
Complete the Excel Budget Workbook for the Implementation Year 1 and Operational Years 2-4. Grantees will receive equal funding all four years of the grant cycle.			
1) Budgeted costs are reasonable and necessary, and calculations show how amounts were determined.			
Applicant did not respond to question or did not provide necessary information.	Applicant provided some information but did not answer the question in full.	Applicant provided the necessary information, and no clarification is required.	Applicant provided all information in a clear, thorough, and exemplary response.

0	1	3	5
2) Budget is sufficient in relation to the measurable objectives, design, scope, and sustainability of planned activities.			
Applicant did not respond to question or did not provide necessary information.	Applicant provided some information but did not answer the question in full.	Applicant provided the necessary information, and no clarification is required.	Applicant provided all information in a clear, thorough, and exemplary response.
0	1	3	5
3) Costs are directly linked to project goals and activities for Years 1, 2, 3, and 4 of the grant.			
Applicant did not respond to question or did not provide necessary information.	Applicant provided some information but did not answer the question in full.	Applicant provided the necessary information, and no clarification is required.	Applicant provided all information in a clear, thorough, and exemplary response.
0	1	3	5
4) Budget includes: a. Mandatory two and a half days of CDE-provided professional development for the SLT; b. One additional day of professional development for the literacy coach; c. Ongoing, on-site assistance (at least one day per month per school) from the ELG Implementation Consultant; d. Two and a half additional days for the ELG Implementation Consultant to attend the Office of Literacy Reading Conference; and e. A K-3 literacy coach if not already present in the school.			
Applicant did not respond to question or did not provide necessary information.	Applicant provided some information but did not answer the question in full.	Applicant provided the necessary information, and no clarification is required.	Applicant provided all information in a clear, thorough, and exemplary response.
0	1	3	5

Appendix A: Middle-of-Year (MOY) Program Evaluation Sample Questions

Grantees are required to work with their Implementation Consultant (IC) in gathering and analyzing the school data submitted to the CDE for program evaluation reporting. Implementation Consultants are required to work collaboratively with the school to complete the following program evaluation questions. *Implementation Consultants* will submit the requested data prior to **February 28 (MOY)** via the ELG MOY Data Funding Goal Progress Check Smartsheet form.

Middle-of-Year (MOY) Program Evaluation Questions

Consultant and Grantee Information:

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

Comprehensive ELG Goal Progression:

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

Consulting Tracking & Support:

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

Planning and Goal Evaluation Resources:

- mCLASS® DIBELS 8th Edition Progress Planning Tool – Reaching Benchmark
  - *School_Consultant Last Name_ Benchmark*
- mCLASS® DIBELS 8th Edition Progress Planning Tool –Well Below Benchmark
  - *School_Consultant Last Name_ Below*
- Goal 1: CDE-provided data from Amplify, mCLASS® DIBELS 8th Edition and/or Lectura Zones of Growth
- Goals 2& 3: mCLASS® DIBELS 8th Edition and/or Lectura Benchmark Testing report
  - *School_Consultant Last Name_MOYBMT*
- Lectura Dual Language Report (if applicable)

Required File Upload(s) for MOY Reporting

Literacy Evaluation Tool (LET) Scoring Snapshot

- *School Name_ MOY_LET*

Appendix B: End-of-Year (EOY) Comprehensive ELG School Self-Evaluation Sample Questions

This form should be completed *without* input from your ELG Implementation Consultant. Please submit one form PER SCHOOL. Note: Smartsheet does not save works in progress. *Each school* is required to submit the requested data by **June 20th (EOY)** via the Comprehensive ELG School Self-Evaluation Smartsheet form.

Comprehensive ELG School Self-Evaluation Questions

Submitter's Information:

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

EOY Early Literacy Grant Goal Reporting (Met/Not Met):

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

Progress will be measured and reported using the following:

- Grantees will use mCLASS® DIBELS 8th Edition end of year Zones of Growth report at end of year.
- CDE will provide grantees with aggregated K-3 data for this goal after the EOY Assessment window has closed.

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

Proficiency will be reported using the following:

- Grantees will use mCLASS® DIBELS 8th Edition and/or Lectura end of year K-3 Class Benchmark Testing report for this goal.
- Grantees must aggregate their well below and below benchmark data for this goal.

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

Strategic progression will be measured and reported using the following:

- Grantees will use mCLASS® DIBELS 8th Edition and/or Lectura end of year K-3 Class Benchmark Testing report for this goal.
- Grantees must aggregate their well below and below benchmark data for this goal.

Evidence (PDF File Upload Required):
If you selected "Met" for goal one, CDE will confirm with Amplify-provided data.
If you selected "Met" for goals two and/or three, attach your DIBELS 8th and/or Lectura Benchmark Testing report in PDF format.
If you did not meet any ELG goals, use the narrative field to provide clear rationale as to why.

School Leadership:

- The School Leadership Team (SLT) includes at a minimum a district administrator, building administrator, kindergarten and/or first grade teacher, second grade and/or third grade teacher, a literacy coach and an interventionist. (Met/Not Met)

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

    Use this field to further explain the answers in the leadership section and to elaborate on the grant work being done at the district and school leadership levels.

Staff:

- School has a full-time K-3 literacy coach. (Or, if school has fewer than six K-3 teachers, school has a part-time coach or the role of the coach is filled by existing staff.) (Met/Not Met)
- Literacy coach works with the ELG Implementation Consultant to assist in program and assessment implementation. (Met/Not Met)
- Select the months in which the literacy coach met with administration and the ELG Implementation Consultant: Select only the months in which all three roles were present for meetings, either in person or virtually. (Multiple Selection)
- Literacy coach provides feedback and support to teachers between ELG Implementation Consultant visits. (Met/Not Met)
- Staff is committed to implementing the Comprehensive ELG Program: (Met/Not Met)
    - If not all staff have made this commitment, select "Not Met" and explain in the feedback question for this section. Avoid using personally identifiable information in your responses.
- Provide a summary of staff participation/involvement and ELG progression. (Open Narrative)
- Use this field to further explain the answers in the staff section and to elaborate on the grant work being done at the instructional and coaching levels.
-

Curriculum Assurances:

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

Assessments and Data Collection:

- School participates in the ELAT Project through mCLASS DIBELS 8th and/or mCLASS Lectura (Met/Not Met)
- Grantees and Implementation Consultants use the following tools regularly to set student-level goals and measure progress: All applicable tools must have been used in order to select “Met”. (Met/Not Met)
    - mCLASS® DIBELS 8th Zones of Growth (ZoG)
    - CDE provided mCLASS® DIBELS 8th Edition Progress Planning Tools - Reaching Benchmark
    - CDE provided mCLASS® DIBELS 8th Edition Progress Planning Tools - and Well Below Benchmark
    - mCLASS® Lectura Assessments (optional, if applicable)
      Submit Lectura data and DIBELS 8 if you have students whose primary language of literacy instruction is Spanish and provide a narrative

- School follows progress monitoring schedule, at minimum, set by ELAT. (Met/Not Met)

    PROGRESS MONITORING SCHEDULE FOR ELAT

Students in Well Below Benchmark: every 7-10 days
Students in Below Benchmark: every 10-12 days

- School grants their ELG Implementation Consultant access to school-level data. (Met/Not Met)
- Provide a summary of assessment and data analysis structures. (Open Narrative)
    - Include benchmark, interim, and progress monitoring systems. Be sure to address frequency of the different assessments, and how data analysis informs instructional decision making.

Professional Development & Consulting:

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

Implementation & Planning:

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

ELG Funding:

- Funds only supplement and do not supplant any moneys previously/currently used. (Met/Not Met)
- All funds are expended in accordance with allowable expenditures. (Met/Not Met)
- School ensures that all other professional development provided through ELG funding is aligned with the purpose of this grant program and is scientifically and evidence-based or is on one of the CDE's advisory lists for professional development. (Met/Not Met)
- Project modifications and changes in the approved budget are requested and approved in writing by CDE before modifications are made to expenditures. (Met/Not Met)
- Annual financial report (AFR) reflecting expenditures of the prior fiscal year is submitted on time. (Met/Not Met)
- Carryover budget request is submitted on time. (Met/Not Met/Not Applicable)
- Interim financial report (IFR) reflecting expenditures July 1 - December 31 of the current fiscal year is submitted on time.(Met/Not Met)
- Provide a summary of any budget rationale to support your answers in the budget section. (Open Narrative)

Required File Upload(s) for EOY Reporting

- Literacy Evaluation Tool (LET) Scoring Snapshot (PDF)
    - *School Name_ MOY_LET*
- DIBELS 8 and/or Lectura Benchmark Testing report
    - *School Name_ EOY_BMT*
- Dual Language Report (if applicable)
    - *School Name_EOY_Dual*