COLORADO
Department of Education

Funding Opportunity

Intent to Apply Due:
March 31, 2025 by 4:00 pm MST

Applications Due:
May 1, 2025 by 4:00 pm MST
Application will open in GAINS on March 17, 2025, and close on May 1, 2025.

Recorded Application Information Webinar:
https://www.cde.state.co.us/early/comprehensive-state-literacy-development-grant

Comprehensive Literacy State Development Grant

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Required
(To Obtain Benefit)
FORM # ELSR-102B
EDAC REVIEWED
02/14/2025 for 2024-2025

Table of Contents

Introduction 1
Regulations and Guidance 1
Eligible Applicants 2
Priority Criteria 3
Available Funds 3
Expected Award Amounts 4
Duration of Grant and Continued Funding 5
Award Reductions 5
Eligibility, Priority Criteria, and Needs Assessment Tool 5
Commitments 6
Use of Funds 8
Limited Use of Funds 13
Non-Allowable Use of Funds 13
Monitoring, Evaluation, and Reporting 13
Data Privacy 14
Application Assistance and Intent to Apply 14
Review Process and Timeline 14
Submission Process and Deadline 14
Required Elements 15
Part I: Applicant Information 16
Part II: Needs Assessment, Narrative, Budget 16
Evaluation Rubric and Applicant Scoring 27
Attachment A: Financial Management Risk Assessment 34
Attachment B: Program Assurances Form 35
Attachment C: Sample Job Description Template 36
Appendix A: Definitions 37

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

Applications for the Comprehensive Literacy State Development Grant Program will be submitted online via GAINS.

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

CO Comprehensive Literacy State Development Grant

Applications Due: May 1, 2025 by 4:00 pm MST

Introduction

The Colorado Department of Education aims to ensure equity and opportunity for every student. This is reflected in the Comprehensive State Literacy Plan goals: (1) All students enter kindergarten ready to learn; (2) All students are literate by third grade; (3) All students enter fourth grade on-time; (4) All students perform at or above grade level in English language arts by eighth grade; (5) All students graduate; and (6) All students enroll in post-secondary education or graduate workforce-ready.

Colorado has been awarded a $21 million Comprehensive Literacy State Development (CLSD) Grant. This federally supported grant aims to enhance literacy skills for children from birth to grade 12, focusing on historically underserved students, including those in poverty, English learners, and children with disabilities. The grant supports subgrantees in creating a Comprehensive Local Literacy Plan (CLLP) aligned with the Statewide Literacy Plan (SLP). It involves evaluating and ensuring evidence-based practices and materials, increasing family and community engagement in literacy, and providing professional development for teachers and administrators on the science of reading and effective classroom practices.

The grant opportunity prioritizes subgrantees serving underserved children, particularly those in poverty, rural areas, English learners, and children with disabilities. The CDE is inviting applications for either a one-year grant period for eligible existing subgrantees or a four-year grant from July 2025 to June 2029. Annual evaluations will assess progress toward goals as part of the continuous improvement process at both state and local levels. The impact of the funds on proficiency levels will be reviewed each year, with funding awarded annually based on these reviews. Subgrantees with ongoing or significant non-compliance may have their sub-grants terminated. The Department will closely monitor compliance and address any issues promptly.

Approximately $19.75 million over 4 years is available for the Department to award subgrants to carry out the following objectives:

1. Increase the percentage of participating 4-year-old children who achieve significant gains in oral language skills;
2. Increase the percentage of participating fifth-grade students who meet or exceed proficiency on state reading/language arts assessments under section 1111(b)(2)(B)(v)(I) of the ESEA, as amended by the ESSA;
3. Increase the percentage of participating eighth-grade students who meet or exceed proficiency on state reading/language arts assessments under section 1111(b)(2)(B)(v)(I) of the ESEA, as amended by the ESSA; and
4. Increase the percentage of participating high school students who meet or exceed proficiency on state reading/language arts assessments under section 1111(b)(2)(B)(v)(I) of the ESEA, as amended by the ESSA.

Grant funds are intended to support literacy efforts in the following ranges:

- Birth-5 years including preschool (15%)
- Kindergarten-5th grade (40%)
- 6th-12th grade (40%)
- Administrative + indirect (5%)

Regulations and Guidance

The Comprehensive Literacy State Development Grant is carried out under the legislative authority under Sections 2221-2225 and 2301 of the ESEA. Application Regulations: The Education Department General Administrative Regulations in 34 CFR parts 75, 77, 79, 81, 82, 84, 86, 97, 98, and 99. (b) The Office of Management and Budget Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485. (c) The Uniform Administrative Requirements, Cost Principles, and

Audit Requirements for Federal Awards in 2 CFR part 200, as adopted and amended as regulations of the Department in 2 CFR part 3474. (d) The Supplemental Priorities.

Eligible Applicants

Birth-Kindergarten Entry

Eligible applicants include:

- A school district.
- A Board of Cooperative Services (BOCES).
- Local Coordinating Organization.
- Early Childhood Council.
- One or more early childhood education programs, which may include home-based literacy programs for preschool-aged children.

AND

- Serve low-income or otherwise disadvantaged children.

Serving "low-income families" may be defined as one where children:

1. Reside within a Qualified Opportunity Zone (QOZ) – (Learn more and view an interactive map **HERE**),
2. Qualify for free or reduced-price lunch under the National School Lunch Act,
3. Receive Temporary Assistance for Needy Families (TANF), or
4. Are eligible for Medicaid under Title XIX of the Social Security Act.

Kindergarten-5th Grade

Eligible applicants include:

- A school district.
- A Board of Cooperative Services (BOCES).
- A charter school or consortium of charter schools authorized by a school district.
- A charter school or consortium of charter schools authorized by the Charter School Institute.

AND

- Serve a student population in which at least 50% of enrolled students are eligible for free or reduced-price lunch.
- Serve a high percentage of children reading or writing below grade level, as determined by meeting at least one of the following indicators:
    - K-3 SRD identification exceeding 19.8%**
    - 4th grade CMAS data showing fewer than 42.0%** of students meeting expectations

6th-12th Grade

Eligible applicants include:

- A school district.
- A Board of Cooperative Services (BOCES).
- A charter school or consortium of charter schools authorized by a school district.
- A charter school or consortium of charter schools authorized by the Charter School Institute.

AND

- Serve a student population in which at least 40% of enrolled students are eligible for free or reduced-price lunch.
- Serve a high percentage of children reading or writing below grade level, as determined by meeting at least one of the following indicators:
    - 7th grade CMAS data with less than 46.3%** of students meeting expectations
    - 9th grade PSAT data with less than 65.0%** of students meeting expectations
    - 11th grade SAT data with less than 57.6%** of students meeting expectations
    - Graduation rate below 84.2%***

*2024-2025 Pupil Membership

** 2023-2024 Assessment Data
***2023-2024 Graduation Data

Eligible applicants must agree to engage early childhood education provider(s) as active partners, including them as members of the District and School Literacy Leadership Teams and as participants in the development and implementation of a district-wide Comprehensive Local Literacy Plan.

Applications will not be accepted from individual schools. Charter Schools are an exception and may apply on their own behalf. A charter school's authorizer will be the fiscal agent, if funded.

Each eligible applicant shall submit one application for the Comprehensive Literacy State Development award. The application may include one age/grade range under the grant (birth-kindergarten entry; K-5; 6-12) or include up to two age/grade ranges.

Priority Criteria

70% of available grant funding will be distributed to applicants with participating schools demonstrating high need based on certain eligibility and priority criteria:

- New subgrantee
- Rural district designation
- Serving a high percentage of ELs (exceeding the statewide average of 12.0%*)
- Serving a high percentage of students with an IEP (exceeding 15.0%*)

30% of available grant funding will be distributed to applicants with participating schools demonstrating high need based on certain Priority Criteria:

- New subgrantee
- Serving a high percentage of ELs (exceeding the statewide average of 12.0%*)
- Serving a high percentage of students with an IEP (exceeding 15.0%*)

For Birth to Kindergarten entry applicants, the rural designation and priority points are determined based on the district data for the area where the program is located, regardless of whether the applicant is part of that district.

While we aim to allocate 70% of funds to rural districts, the final distribution between rural and non-rural funds may be adjusted based on the applicants.

*2024-2025 Pupil Membership Data

Available Funds

Approximately $4,937,500 is available each year for a total of $19,750,000 over 4 years. $2,962,500 per year is allocated for the birth – kindergarten entry age band, and $7,900,000 is allocated each year for the K-5th grade and 6th-12th grade age bands. Applicants may apply for one or two age bands. Funding is contingent on continued available funds from the U.S. Department of Education.

The table below provides the total funding and estimated number of grant awards for applicants that serve students in a rural designation.

Age Band	Total Funding	Estimated Grants
Birth – Pre-Kindergarten	$2,205,000	10-14
Kindergarten to Grade 5	$5,880,000	10-14
Grades 6-12	$5,880,000	10-14

The table below provides the total funding and estimated number of grant awards for applicants that serve students in a non-rural designation.

Age Band	Total Funding	Estimated Grants
Birth – Pre-Kindergarten	$945,000	3-6
Kindergarten to Grade 5	$2,420,000	3-6
Grades 6-12	$2,420,000	3-6

Expected Award Amounts

To ensure equitable distribution of funds across Colorado, CDE has placed a limit on the maximum funding each eligible entity may receive during the four-year grant program. This limit is derived from student enrollment within the school district or districts served by a cooperative board. The guidelines in the table below outline the maximum funding that may be awarded to districts according to student enrollment in K-12th grade membership from CDE's 2024-2025 Pupil Membership Data. *For Birth to Kindergarten applicants, funding limits will be based on enrollment data for all the sites they serve. Subgrant applicants cannot apply at the school or site-specific level; instead, they must include all sites served by the entity.

Birth – Pre-Kindergarten

Community Provider Applicant: PK Pupil Enrollment*	4 Year Maximum Amount
<100	$60,000
<500	$100,000
School District, BOCES, Local Coordinating Organization, Early Childhood Council Applicant: PK-12 Pupil Enrollment	**4 Year Maximum Amount**
<1,000	$150,000
1,000+	$210,000
10,000+	$300,000

Kindergarten to Grade 5

PK-12 Pupil Enrollment	4 Year Maximum Amount
<1,000	**$400,000**
1,000+	**$560,000**
10,000+	**$800,000**

Grades 6-12

PK-12 Pupil Enrollment	4 Year Maximum Amount
<1,000	**$400,000**
1,000+	**$560,000**
10,000+	**$800,000**

Current subgrantees who meet the 2024 CLSD eligibility requirements may also apply for one-year continuation funds following the same funding formula.

Birth – Pre-Kindergarten

PK-12 Pupil Enrollment	1 Year Maximum Amount
<1,000	**$37,500**
1,000+	**$52,5000**
10,000+	**$75,000**

Kindergarten to Grade 5

PK-12 Pupil Enrollment	1 Year Maximum Amount
<1,000	$100,000
1,000+	$140,000
10,000+	$200,000

Grades 6-12

PK-12 Pupil Enrollment	4 Year Maximum Amount
<1,000	$100,000
1,000+	$140,000
10,000+	$200,000

Duration of Grant and Continued Funding

Grants will be awarded for either a four-year term or a one-year term, with the grant cycle beginning in the 2025-2026 school year. New subgrantees are eligible to apply for the four-year grant. Current subgrantees who meet eligibility requirements may apply for either the four-year grant or a one-year continuation grant. Additional grant funding for subsequent years and cohorts is contingent on continued available funds from the U.S. Department of Education and grantees meeting all grant, fiscal, and reporting requirements. Funded applicants are not guaranteed any funding beyond the 2028-2029 school year. The grant cycle will run July 1-June 30 each year. Funds will be distributed annually and must be expended by June 30 of each year. Carryover funds may be approved but are not guaranteed or automatic. It is recommended that grantees utilize all awarded funds each year.

Grant Year	Example Amount	Timeframe
Year 1	$100,000	July 1, 2025 – June 30, 2026
Year 2	$100,000	July 1, 2026 – June 30, 2027
Year 3	$100,000	July 1, 2027 – June 30, 2028
Year 4	$100,000	July 1, 2028 – June 30, 2029

Award Reductions

A subgrantee's award may be reduced during the grant period if the subgrantee fails to meet program commitments. Awards may also be reduced due to fiscal or programmatic concerns or findings identified during the grant period. Any potential award reductions will be communicated and discussed with the subgrantee in advance of implementation.

Eligibility, Priority Criteria, and Needs Assessment Tool

The **CLSD Eligibility, Priority Criteria, and Needs Assessment Tool** can be used to determine both your eligibility and the priority criteria points for your application. The CLSD Eligibility, Priority Criteria, and Needs Assessment Tool can be used to determine both your eligibility and the priority criteria points for your application.

The first tab, Applicant Eligibility, includes a dropdown menu of Colorado districts and BOCES, marked with a blue arrow. Select your entity name from the list to automatically populate your eligibility, priority points, and the maximum funding amount for each grade band.

The next three tabs—Leadership & Infrastructure, Professional Development & Instruction, and Partnerships & Family Engagement—are all part of the needs assessment for the application. In this section, you can indicate your status for

each indicator by selecting Excelling, Progressing, or Emerging from the dropdown menu (located in the cell marked with an arrow). Please note that your responses in this section will not impact funding decisions. Instead, this information will help identify areas of need and guide the development of your CLSD project and PK-12 local literacy plan.

The fifth and final tab, Needs Assessment Results, automatically generates a rating for each area based on your responses in the previous tabs. This score reflects the identified needs for your entity and will guide the development of your CLSD project. The activities and plan for your CLSD project should be directly aligned with the areas of identified need.

Commitments

Each subgrant recipient must commit to the following activities:

1. **Cooperation with National Implementation Evaluation**: The purpose of the national evaluation is to understand the implementation of CLSD and its impact on student literacy. Grantees and subgrantees are required to cooperate with the national evaluation in accordance with U.S. Department of Education regulations (EDGAR 75.591). All subgrantees will complete a survey about the strategies and practices funded under CLSD. The U.S. Department of Education and its contractor will provide states and their subgrantees more details on the types of data and process for submission after grants are awarded.
2. **Alignment with State Priorities:** All literacy initiatives are fully aligned with the requirements set forth in state legislation and the Colorado State Literacy Plan, including compliance with the Colorado READ Act.
3. **Local Literacy Plan:** Development and implementation of a local literacy plan that addresses literacy initiatives, goals, and activities spanning from birth through 12th grade. Subgrantees focusing on specific age bands must collaborate with local leaders of the birth-to-five age group, the K–12 system, and incorporate family input. This plan must include the following essential components:
    a. **Subgrantee Literacy Vision and Goals**
    Establish clear literacy goals and a vision statement that reflects the LEA/district's commitment to literacy success for every student.
    b. **Subgrantee Literacy Team**
    Identify a team responsible for developing, implementing, and monitoring the literacy plan. This team should include general and special educators, administrators, and literacy specialists who represent various grade levels and areas of expertise.
    c. **Needs Assessment**
    Conduct an assessment to evaluate current literacy practices, resources, and student literacy outcomes. Use this data to identify strengths, areas for improvement, and target populations.
    d. **Guidelines for Evidence-Based Practices by Age Band**
    Define specific evidence-based literacy practices tailored to each age group and identify current practices:
        - Birth to Kindergarten Entry
        - Kindergarten-5th Grade
        - 6th-12th Grade
    e. **Description of Targeted Intervention and Support Systems**
    Outline a multi-tiered approach for interventions (e.g., MTSS or RTI) to support struggling readers and specific high-need groups, including multilingual learners and students with disabilities including dyslexia.
    f. **Use of Data**
    Incorporate a system for using data to drive decisions, measure progress, and refine instruction. Include processes for regular assessments (screening, diagnostic, formative, and summative) to inform instruction at every level.

g. **Literacy Leadership and Staff Turnover Planning**
   Detail plans for literacy leadership and continuity, even with staff turnover. Identify key roles, training programs, and succession planning to maintain literacy program quality over time.

h. **Current and Future Resource Allocation**
   Include a strategy for allocating resources, such as funding, materials, and staffing, to support literacy goals now and in the future.

i. **Family and Community Engagement**
   Describe efforts to involve families and the community in literacy development, including communication strategies and resources to support literacy at home.

4. **Site Participation:** Subgrant participation will include all schools/sites within the organization that serve the applied age band, ensuring organization-wide implementation and impact.
5. **Participation in Communities of Practice/Literacy Network**: Subgrant recipients must participate in technical assistance provided by the Department throughout the grant cycle. Subgrant participants may be required to share information on their grant project implementation in community of practice meetings and with other subgrantees.
6. **Educator Pre- and Post-Assessments:** All administrators, coaches, and teachers participating in subgrant activities will participate in Department identified pre- and post-assessments used for state program evaluation.
7. **Student Data and Assessment:** All subgrant recipients receiving funds for birth to kindergarten entry must administer the Teaching Strategies GOLD assessment to capture the percentage of 4-year-olds with significant gains in oral language skills from Fall to Spring each year. BOCES and LCO subgrantees are required to collaborate with participating providers to ensure the administration of the TS Gold assessment.
   Subgrant recipients receiving funds for kindergarten through grade 5 must administer the Kindergarten Readiness Assessment and Colorado's State Tests in English Language Arts (CMAS) to students enrolled in the district or school in grades 3-5, as well as an approved READ Act interim assessment for K-3 students.
   All subgrant recipients receiving funds for middle school (grades 6-8) must administer Colorado's State Tests in English Language Arts (CMAS) to students enrolled in the district or school in grades 6-8. All subgrant recipients receiving funds for high school must administer Colorado's State Tests in English Language Arts (PSAT and SAT) to students enrolled in the district or school in grades 9-11.
8. **Monitoring:** In addition to all standard monitoring activities, all subgrant recipients will comply with requests to collect information via surveys, interviews and/or assessments on gains in teachers' and administrators' capacity to provide effective language and literacy instruction. All subgrant recipients will update their local literacy plans each school year to reflect the changes in progress and needs as determined by the subgrantee.
9. **Reporting:** All subgrant participants will comply with standard reporting requirements, including submission of district and student artifacts such as examples of READ Plans, IEPs, work samples and assessment results. Subgrantees focusing on the birth-kindergarten entry age band will be required to report to the state each year the progress of participating 4-year-olds on the TS Gold assessment.

Use of Funds

All activities must receive pre-approval from CDE.
Funds should be prioritized to directly impact student literacy outcomes. Required activities and suggested funding uses are listed below, along with examples of how funds might support these activities. Subgrantees may propose additional activities for approval beyond these examples.

Birth-Kindergarten Entry Activities

Required Activities:

1. **Local Literacy Plan:** Development and implementation of an updated local literacy plan that serves all students and employs evidence-based practices for emergent and early literacy skills.
2. **Literacy Curriculum for 4-Year-Olds**: Utilize and report to CDE curricular resources aligned with current research on language, reading, and writing and Colorado Universal Preschool Quality Standards for four-year-olds served under the grant. Funds may be used to purchase a curriculum aligning with the science of reading if one is not in place.
3. **Evaluation of 4-Year-Old Student Progress:** Evaluate and report 4 year old student progress using Teaching Strategies Gold, funds may be used to purchase additional portfolios and to support coaching for community-based providers on using TS Gold.
4. **Emergent and Early Literacy Instruction Professional Development for Educators, Coaches and Decision-Makers:** Provide a minimum of two per year high-quality professional learning opportunities for staff involved in language and literacy instruction, as well as decision-makers influencing language and literacy outcomes. This includes early childhood educators, teachers, principals, school leaders, providers, paraprofessionals, specialized instructional support personnel, coaches, and other instructional leaders. Funds may cover professional development costs, substitute teachers, or stipends for teachers attending training outside of contract hours.
5. **Literacy Initiative Development Training:** Train providers and personnel to develop and administer evidence-based early childhood education literacy initiatives.
    - The Colorado Shines Professional Development Information System (PDIS) is a free, online resource for training related to early care and learning.
    - The Division of Early Care and Learning approves vendors for the following training topics: Standard Precautions, CPR and First Aid, Wilderness First Aid, Family Child Care Home Pre-Licensing, and Medication Administration Training.
6. **Statewide Vision of Emergent and Early Literacy:** Contribute to a unified vision of emergent and early literacy in early childhood across the state through participation in communities of practice/literacy network meetings.
7. **Family and Early Childhood Professional Engagement:** Organize and facilitate the active involvement of families, early childhood education staff, school leaders, support personnel, and teachers to support the literacy development of children served under the grant. Expand parent, family, caregiver, and community partner engagement activities. Funding may be used for material costs, training, translation services, staff stipends for time outside of contract hours.

Examples of other allowable activities:

- Collaboration with K-12 system to ensure continuity of service.
- Supporting shared training between community-based child care providers and district-based prek-12 in early math (i.e. Kids Play Math), early literacy, or early literacy screeners to promote aligned literacy development.
- Supporting shared training between early childhood coaches and k-12 literacy instructors.
- Develop a data pipeline so that data on language and literacy development collected during preschool will follow the child into elementary school.
- Consultant support for ongoing, job-embedded coaching in implementing the science of reading for preschool, such as LENA Grow.
- Complete the necessary steps to move up levels in the Colorado Shines Rating and Improvement System
- Conduct home-language surveys and provide support in families' home languages to promote language and literacy development in both the home and school languages.

- Assist families and caregivers in transitioning from early childhood programs to kindergarten.
- Expansion of early reading risk identification (i.e. dyslexia, speech/language disorders, auditory processing, autism spectrum disorder, brain injury, intellectual disabilities, sensory differences, other disabilities that affect reading, speaking, and writing development).
- Establish programs with community partners to expand student opportunities in and out of school.

KINDERGARTEN-5th GRADE ACTIVITIES

Required Activities:

1. **Local Literacy Plan:** Development and implementation of a local literacy plan spanning from birth through 12th grade that addresses literacy initiatives, goals, and activities and serves the needs of all children, including children with disabilities and English learners, especially children who are reading or writing below grade level.
2. **Literacy Curriculum:** Utilize and report to CDE curriculum, instructional supports, and classroom materials aligned with current research on language, reading, and writing. Funds may be used to purchase curricula and supportive resources aligning with the science of reading.
3. **Literacy Instruction:** Provide comprehensive K-5 literacy instruction that includes intensive, supplemental, accelerated, and explicit intervention and support in reading and writing for students whose literacy skills are below grade level.
4. **Professional Development:** Offer at minimum two per year high-quality professional learning opportunities for teachers, literacy coaches, literacy specialists, English as a second language specialists (as appropriate), principals, other school leaders, specialized instructional support personnel, school librarians, paraprofessionals, and other program staff. Funds may cover professional development costs, substitute teachers, or teacher stipends for training outside contract hours. Professional learning opportunities should focus on evidence-based strategies and practices to address the diverse needs of elementary learners, including:
    - Deepening structured literacy knowledge: Expanding on foundational knowledge learned through mandated READ Act teacher training coursework.
    - Supporting struggling readers: Identifying and meeting the needs of struggling readers.
    - Multi-tiered systems of support (MTSS)
    - Language and vocabulary development
    - English learners/emergent bilingual students
    - Advanced word study and morphology
    - Syntax and writing instruction
    - Assistive technology implementation
    - Building background knowledge
5. **Participation in Technical Assistance and Communities of Practice:** Participation in technical assistance provided by the Department throughout the grant cycle. Subgrant participants may be required to share information on their grant project implementation in community of practice meetings and with other subgrantees.
6. **Engagement with Parents, Families, Caregivers, and Community Partners:** Organize and facilitate the active involvement of families, early childhood education staff, school leaders, support personnel, and teachers to support the literacy development of children served under the grant. Expand parent, family, caregiver, and community partner engagement in literacy practices and activities. Funding may be used for material costs, training, translation services, and staff stipends for time outside of contract hours.
7. **Primarily Support School Day Activities:** Grant funds support activities delivered primarily during the regular school day, with some opportunity to enhance learning through supplementary instruction and activities offered after school, on weekends, or during out-of-school times.

Examples of other allowable activities:

- External consultant support for coaching and implementation of evidence and science-based practices in classrooms.
- Support for a new qualified reading specialist or other professional learning specialist such as a multilingual education specialist position covering 100% FTE in year 1, 90% in year 2, 80% in year 3 and 70% in year 4.

- Resources to improve family communication and provide support in families' home languages to promote language and literacy development in both the home and school languages.
- Expansion of early reading risk identification (i.e. dyslexia, speech/language disorders, auditory processing, autism spectrum disorder, brain injury, intellectual disabilities, sensory differences, other disabilities that affect reading, speaking, and writing development)
- Resources to improve targeted intervention and support systems.
- Support and resources focusing on English language development for multilingual learners aligned to Colorado English Language Proficiency (CELP) standards.
- Support and resources to ensure culturally responsive teaching. This might include new learning materials, professional development, curriculum review, mentorship programs, and community engagement initiatives.
- Assistive technology related to reading. Any technology or software purchases should be used to support or ensure access to, not replace, necessary direct instruction.
- Staffing or materials for summer reading programs.
- Materials for professional book studies related to evidence-based reading instruction.

6th-12th Grade Activities

Required Activities:

1. **Local Literacy Plan:** Development and implementation of a local literacy plan spanning from birth through 12th grade that addresses literacy initiatives, goals, and activities and serves the needs of all children, including children with disabilities and English learners, especially children who are reading or writing below grade level.
2. **Literacy Curriculum:** Utilize and report to CDE curriculum, instructional supports, and classroom materials aligned with current research on language, reading, and writing. Funds may be used to purchase curricula and supportive resources aligning with the science of reading.
3. **Assess the Quality of Adolescent Literacy Instruction:** Assess the quality of current adolescent comprehensive literacy instruction as part of well-rounded education. Well-rounded education encompasses courses, activities, and programming in subjects such as English, reading or language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, physical education.
4. **Literacy Instruction:** Provide comprehensive 6-12 literacy instruction that includes intensive, supplemental, accelerated, and explicit intervention and support in reading and writing for students whose literacy skills are below grade level.
5. **Professional Development:** Offer at minimum two per year high-quality professional learning opportunities for teachers, literacy coaches, literacy specialists, English as a second language specialists (as appropriate), principals, other school leaders, specialized instructional support personnel, school librarians, paraprofessionals, and other program staff. Funds may cover professional development costs, substitute teachers, or teacher stipends for training outside contract hours. Professional learning opportunities should focus on evidence-based strategies and practices to address the diverse needs of adolescent learners, including:
    - Structured literacy overview: Foundational knowledge for secondary educators (e.g., Building a Strong Foundation for Lifelong Literacy Success, Achieve the Core, AIM Institute for Learning and Research).
    - Supporting adolescent struggling readers: Identifying and meeting the needs of struggling readers.
    - Multi-tiered systems of support (MTSS) for adolescents
    - Language and vocabulary development
    - English learners/emergent bilingual students
    - Advanced word study and morphology
    - Syntax and writing instruction
    - Reading comprehension strategies
    - Assistive technology implementation
    - Building background knowledge
6. **Involvement of All Educators in Literacy Development:** Organize and facilitate the active involvement of principals, other instructional leaders, teachers, teacher literacy teams, English as a second language specialists (as appropriate), paraprofessionals, special educators, specialized instructional support personnel (as appropriate),

and school personnel in the literacy development of children served by the grant. Provide time for teachers to meet to plan evidence based adolescent comprehensive literacy instruction to be delivered as part of a well-rounded education.

7. **Participation in Technical Assistance and Communities of Practice:** Participation in technical assistance provided by the Department throughout the grant cycle. Subgrant participants may be required to share information on their grant project implementation in community of practice meetings and with other subgrantees.
8. **Engagement with Parents, Families, Caregivers, and Community Partners:** Expand parent, family, caregiver, and community partner engagement activities. Funding may be used for material costs, training, translation services, staff stipends for time outside of contract hours.
9. **Primarily Support School Day Activities:** Grant funds support activities delivered primarily during the regular school day, with some opportunity to enhance learning through supplementary instruction and activities offered after school, on weekends, or during out-of-school times.

Examples of other allowable activities:

- External consultant support for coaching and implementation of evidence and science-based practices in classrooms.
- Development of resident coaching program.
- Support for a new qualified reading specialist or other professional learning specialist such as a multilingual education specialist position covering 100% FTE in year 1, 90% in year 2, 80% in year 3 and 70% in year 4.
- Resources to improve family communication and provide support in families' home languages to promote language and literacy development in both the home and school languages.
- Resources to improve targeted intervention and support systems.
- Support and resources focusing on English language development for multilingual learners aligned to Colorado English Language Proficiency (CELP) standards, including professional development coursework and teacher stipends to obtain Culturally and Linguistically Diverse Education and Bilingual Education endorsements.
- Support and resources to ensure culturally responsive teaching. This might include new learning materials, professional development, curriculum review, mentorship programs, and community engagement initiatives.
- Assistive technology related to reading. Any technology or software purchases should be used to support or ensure access to, not replace, necessary direct instruction.
- Development of out of class literacy opportunities such as books clubs, writing workshops, and reading mentorship programs.
- Funding for materials and training, including student stipends, to support student-led reading tutoring programs for beginning readers in the community.
- Support and resources for justice-involved youth through partnerships with residential and reintegration programs, alternative education programs, literacy and academic enrichment programs, tutoring, digital literacy training, and access to libraries and learning materials.
- Literacy-focused PSAT and SAT preparation programs, including reading comprehension strategies, vocabulary building, critical reading skills, and practice assessments.
- Materials for professional book studies related to evidence-based reading instruction.

<u>High-Leverage Activities for All</u>

Developing Strong Literacy Leadership and Infrastructure: Subgrantees are required to establish and improve literacy leadership and infrastructure. Subgrantees are encouraged to use Year 1 funds for planning and evaluating literacy-based systems at an organization level**.**

- **Examples of allowable uses for this purpose include:**
  - Consultant support for subgrantees to develop a comprehensive local literacy plan aligned with the Statewide Literacy Plan (SLP) and evidence-based high-impact strategies for birth-grade 12. The updated SLP will be released in 2025/2026 on the CDE Website and distributed to CLSD grantees directly.
  - Consultant support for infrastructure development and coaching at the leadership level.
  - Evaluation of existing structures, practices, and instructional materials across birth-grade 12 to ensure alignment with evidence-based practices and the science of reading.

- Establishing a literacy leadership team with members knowledgeable in early childhood, elementary, middle, and high school education, including expertise in general education, special education, multilingual learner instruction, and literacy focused practices. The team will meet regularly to develop and implement comprehensive literacy strategies, monitor progress, and adjust initiatives as needed to support student success across all grade levels.
- Developing consistent screening, identification, and intervention practices for students with dyslexia or other disabilities that may affect reading, speaking, and writing development.
- Developing procedures and support mechanisms to guide educators in identifying significant reading deficiencies or reading skill deficits among students who are Not English Proficient and Limited English Proficient.
- Developing procedures and support mechanisms to guide educators in identifying significant reading deficiencies or reading skill deficits among students suspected of having a disability impacting literacy skill acquisition.
- Developing a strong data-based decision-making system to drive instruction and continuously improve PK-12 student outcomes.
- Sustainability planning beyond grant funding.

Engage in High-Quality Professional Learning and Instruction: Professional learning and instructional activities are required throughout the life of the grant.

- **Examples of allowable uses for this purpose include:**
  - Purchase of curricular resources to ensure literacy instruction is aligned with current research on language, reading, and writing. Teachers receive access to high-quality, research-based curricular materials, removing the need for them to create their own.
  - Preference for professional learning that ties to specific content and standards, incorporates active learning, is job-embedded, collaborative, provides models, includes coaching, is sustainable, continuous, and aligned with the local literacy plan.
  - Professional learning and systems to ensure vertical alignment and continuity across grade levels and transitions between schools (PK to K, Elementary to Middle, Middle to High).
  - Professional learning to ensure teachers can meet individual student needs through consistent differentiated instruction. This includes addressing the needs of students with disabilities, from various cultural backgrounds, multilingual learners, and providing specially designed instruction for students with IEPs.
  - Purchase of supportive literacy resources to enhance classroom and school libraries, including decodable collections, hi-lo collections, graphic novels, etc.
  - Purchase of software or online subscriptions to support or accelerate student learning. Technology should complement, not replace, teacher-led accessible direct instruction, aligning fully with instructional goals.
  - Expanding summer, extended, afterschool, and out-of-school learning opportunities for students.

Establishing Partnerships and Family Engagement Activities: Subgrantees are required to foster and strengthen internal and external partnerships to advance their literacy goals.

- **Examples of allowable uses for this purpose include:**
  - Establishing effective internal partnerships and communication among departments and teams, involving all stakeholders, including grade-level teachers, special education teachers, interventionists, SLPs, ELD teachers, etc.
  - Integrating school library services into the local literacy plan, consistently including librarians in literacy initiatives, and establishing regular collaborative programs between teachers and librarians.
  - Establishing and maintaining community partnerships, such as with public libraries, community centers, after-school programs, cultural institutions, local colleges, and other entities, resulting in joint programs like workshops, literacy initiatives, and extracurricular activities.
  - Creating out-of-school learning opportunities provided by the subgrantee or community partnerships, including tutoring, summer school, book clubs, family literacy nights, summer reading, and reading buddy programs.
  - Developing a system to keep caregivers and community members informed of subgrantee's literacy strategies, progress, and goals, with opportunities for feedback and active participation in literacy planning.
  - Expanding district-wide parent and family engagement efforts across all grade levels through events, workshops, community partnerships, and activities held at schools or in the community.

ADMINISTRATIVE & INDIRECT COSTS

Administrative costs are general or centralized expenses of overall administration of an organization that receives grant funds and does not include particular program costs. The costs are for activities or services that benefit more than one project. Their precise benefits to a specific project are often difficult or impossible to trace.

Districts and BOCES with a negotiated Indirect Cost Rate (ICR) with the Colorado Department of Education cannot budget for administrative costs separately, as they may only claim up to their restricted ICR within their budget. Applicants without a negotiated ICR may claim up to 5% for administrative costs.

Limited Use of Funds

In-state conference costs may be approved as an allowable professional learning activity if:

- The conference information supports advancing literacy skills through the use of evidence-based practices, activities, and interventions.
- There is a plan to share information and insights with teachers and leaders in the organization.
- The subgrantee demonstrates careful use of funds by limiting attendees, selecting conferences based on specific needs, and linking attendance to program implementation.

Non-Allowable Use of Funds

- Supplanting existing programs or positions.
- Capital expenses (e.g., facility acquisition, renovation, technology leases, permanent fixtures like elevators, water main valves, playground/fitness equipment installation).
- Standard classroom furniture, files, and equipment not specific to the instructional program (e.g., tables, chairs, desks).
- Employee hiring/recruitment expenses (e.g., placement firm fees, travel for prospective employees).
- Non-educational promotional/novelty items for advertising, events, or recruiting.
- Food, drink, or alcohol costs.
- Out-of-state travel.
- Materials and activities not aligned with the science of reading.
- Mandated activities (e.g., training required by SB 19-199 or SB 22-04) unless supplementing the knowledge gained from such training.
- Activities or purchases not pre-approved by the CDE program manager.

Monitoring, Evaluation, and Reporting

Under federal requirements, the Department must annually assess subgrantees to identify potential fiscal and programmatic risks. These risks may result in additional reporting, training, technical assistance, corrective actions, or, in severe cases, subgrant suspension or termination. The Comprehensive Literacy State Development Grant Manager, along with the Grants Fiscal Manager and other designated staff, will monitor and oversee all subgrant awardees. This oversight includes providing technical assistance, as well as guidance on the fiscal reporting process.

As a condition of this federal subgrant, CDE is responsible for evaluating and monitoring each subgrantee to ensure compliance with federal regulations and the achievement of performance goals. Monitoring activities will begin following the issuance of the official award and will assess adherence to the approved grant activities and fiscal requirements.

Should any compliance issues arise during these activities, CDE will promptly inform the subgrantee. In such cases, the subgrantee must immediately address the issue or, if necessary, develop a corrective action plan. Future monitoring will focus on the subgrantee's adherence to the commitments outlined in the corrective action plan. Persistent or unresolved non-compliance may lead to the termination of the subgrant.

In addition, CDE will closely review audits for any findings or compliance concerns. These will be managed in the same manner, with timely communication and corrective actions as required.

Data Privacy

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

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

Application Assistance and Intent to Apply

A recorded webinar with application information is available for viewing:
https://www.cde.state.co.us/early/comprehensive-state-literacy-development-grant

The information webinar covers FAQs about the CLSD grant, components of the program including allowable activities, evaluation and data collection, and project evaluation. Ongoing TA will be available to CLSD grantees throughout the duration of the grant.

If interested in applying for this funding opportunity, submit the Intent to Apply by **Friday, March 31, 2025**. 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.

For questions about eligibility, the grant program, or the application process, please email harris_a@cde.state.co.us

Review Process and Timeline

Applications will be reviewed by CDE staff and peer reviewers to ensure they contain all required components. Applicants will be notified of final award status no later than May 30, 2025.

Note: As part of a competitive application process applicants will be scored based on a rubric (available below). Applications may be asked to submit revisions that would bring the application up to a fundable level. There is no guarantee that applying will result in funding or funding at the requested level. All award decisions are final.

Submission Process and Deadline

Applications must be submitted through GAINS.
Application materials and resources are available on the CLSD webpage.

Submit by May 1, 2025, the application elements, including required attachments, online via:
https://colorado.egrantsmanagement.com/

Required Elements

See Evaluation Rubric for specific selection criteria (pages 27-33).

Part I: Applicant Information

- ☐ Applicant Information

Part II: Needs Assessment, Narrative, and Budget

- ☐ Needs Assessment and Scoring of Needs Assessment
- ☐ Narrative Questions
- ☐ Budget Detail

Required Uploads

- ☐ Attachment A: Financial Management Risk Assessment
- ☐ Attachment B: Program Assurances
- ☐ Job Description(s) of Key Personnel and Organizational Chart(s)

Optional Attachments, If Applicable

- ☐ Memorandum(s) of Understanding (MOUs) from identified partner(s) and/or consortium agreement
- ☐ No more than five pages with tables/graphs/figures to support narrative responses

Part I: Applicant Information

Section A: Applicant Information

Lead Local Education Agency			
LEP/BOCES Name:		**LEP/BOCES Code:**	
Mailing Address:		**DUNS #:**	
Type of Education Provider (Check box below that best describes the organization or authorizer.)			
☐ School District ☐ BOCES ☐ Facility School ☐ Charter School Institute			
Region Indicate region(s) of Colorado this program will directly impact.			
☐ Metro ☐ Pikes Peak ☐ North Central ☐ West Central ☐ Southwest ☐ Southeast			
Age Bands Served by Grant			
☐ Birth – Kindergarten Entry ☐ Kindergarten – 5th Grade ☐ 6th-12th Grade			
Applying for:			
☐ 4-Year Grant ☐ 1-Year Continuation Grant			
Authorized Representative Information			
Name:		**Title:**	
Telephone:		**E-mail:**	
Program Contact Information			
Name:		**Title:**	
Telephone:		**E-mail:**	
Fiscal Manager Information			
Name:			
Telephone:		**E-mail:**	
Amount Requested			
(Maximum amount based on Based on Age Bands and Pupil Membership)	$		

Part II: Needs Assessment, Narrative, Budget

Responses should be completed in the online application form. Although the system will save your work in progress, applicants may find it useful to use the CLSD Eligibility, Priority Criteria and Needs Assessment Tool to locate maximum funding information and record answers to the needs assessment and copy them into the form.

Section A: Needs Assessment

Conducting a needs assessment to evaluate literacy practices, resources, and student literacy outcomes is a required component of the CLSD grant. The following needs assessment identifies strengths and areas for improvement and is addressed in the next section of the application. It focuses on three key areas: leadership and infrastructure, professional development and instruction, and partnerships and family engagement. Your responses to the needs assessment will help guide the development of your program plan. While completing the needs assessment is mandatory, the scores will not be used to determine eligibility for receiving the grant.

Section A.1: Needs Assessment for Local Literacy Plan - Leadership and Infrastructure

Please indicate your status in this section by selecting whether you are **excelling, progressin**g, or **emerging** for each indicator. Answers in this section are not scored and will not affect funding decisions. Your responses will assist in developing your PK-12 local literacy plan.

1. **A Comprehensive PK-12 local literacy plan is in place for the subgrant applicant.**

◯ **Excelling:** A fully integrated PK-12 literacy plan, with considerations for the specific context and culture of the learning community, features advanced teacher training, promotes high student engagement, utilizes comprehensive assessments, and emphasizes strong community involvement goals.

◯ **Progressing:** A fully integrated PK-12 literacy plan with advanced teacher training, high student engagement, comprehensive assessments, and strong community involvement goals has been developed, but not fully implemented. The literacy plan may not consider the specific context and culture of the learning community.

◯ **Emerging:** An integrated PK-12 literacy plan with advanced teacher training, high student engagement, comprehensive assessments, and strong community involvement goals has not been developed.

2. **The applicant has a literacy leadership team in place.**

◯ **Excelling:** The applicant has a well-established literacy leadership team in place, comprising knowledgeable and experienced members. The team meets regularly to collaboratively develop and implement comprehensive literacy strategies, monitor progress, and adjust initiatives as needed to support student success across all grade levels.

◯ **Progressing**: The applicant has formed a literacy leadership team, which meets periodically to discuss literacy initiatives and strategies. Roles and responsibilities are being defined, and initial plans are being developed.

◯ **Emerging:** The applicant has identified a need for a literacy leadership team but has not yet established one or has just started the process.

3. **Applicant has strong literacy leadership and engages in effective guidance for instructional staff.**

◯ **Excelling:** Organization and school leaders at all grade levels possess a deep understanding of reading acquisition and evidence-based instructional practices. Leaders provide clarity when needed and engage in informed decision-making. There is a unified voice on literacy matters.

◯ **Progressing:** Some leaders possess a deep understanding of reading acquisition and evidence-based instructional practices. Literacy expertise has not been developed by leaders serving all grades. A unified voice and comprehensive expertise are in progress but still needed.

◯ **Emerging:** There is limited understanding of reading acquisition and evidence-based instructional practices among district and school leaders; clarity and informed decision-making are inconsistent, and a unified voice on literacy matters is lacking.

4. Applicant has cultivated a culture of learning for staff.

◯ **Excelling:** The applicant has successfully established a robust culture of learning for staff, with comprehensive and targeted professional development programs, strong support for continuous improvement, and a collaborative environment that promotes innovation and excellence. Staff is included in decision making and feels confident and comfortable in new learning.

◯ **Progressing:** The applicant is actively cultivating a culture of learning for staff, providing regular professional development opportunities and encouraging ongoing learning and skill enhancement. Staff is not included in decision making and may feel uncomfortable or challenged in adapting to new learning experiences.

◯ **Emerging:** The applicant is beginning to foster a culture of learning among staff, with sporadic professional development opportunities and limited encouragement for continuous improvement. Staff may experience discomfort or struggle with new learning initiatives, indicating a need for more structured support and encouragement.

5. Applicant has a strong data-based decision-making system in place, including driving instructional decisions.

◯ **Excelling:** Applicant has a robust data-based decision-making system in place, including consistent scheduling of data teams meetings. Data is effectively utilized to drive instruction and continuously improve student outcomes.

◯ **Progressing:** Applicant has a data-based decision-making system in place, but scheduling of data teams meetings may be inconsistent. Data is used to inform instruction but may not be pinpointing specific student skill deficits. Efforts to improve student outcomes are ongoing.

◯ **Emerging:** Applicant has a limited or underdeveloped data-based decision-making system, with irregular scheduling of data teams meetings. Data is frequently limited to composite score levels, and its use for instructional purposes and student improvement is minimal or ineffective.

6. The applicant has established comprehensive literacy goals aimed at enhancing student outcomes.

◯ **Excelling:** Applicant has developed goals that are specific, measurable, achievable, relevant, and timebound (SMART).

◯ **Progressing:** Applicant has developed goals that have most of the elements of a SMART goal, but not all.

◯ **Emerging:** Applicant has developed goals that lack SMART goal elements or goals have not yet been developed.

7. Goals address reading progress for all grade levels represented in the system.

◯ **Excelling:** Clear and measurable goals for reading progress are set across all grade levels, closely aligned with student needs and curriculum standards. Goals are regularly monitored and adjusted to ensure continuous improvement in student reading outcomes.

◯ **Progressing:** Goals for reading progress are established for all grade levels or may be missing from some grade levels, generally aligned with student needs and curriculum standards, but they may lack specificity or measurable outcomes.

◯ **Emerging:** Goals for reading progress are inconsistently set across grade levels and/or may have minimal alignment to student needs and curriculum standards.

Section A.2: Needs Assessment for Local Literacy Plan - Professional Development and Instruction

Please indicate your status in this section by selecting whether you are excelling, progressing, or emerging for each indicator. Answers in this section are not scored and will not affect funding decisions. Your responses will assist in developing your PK-12 local literacy plan.

1. **The applicant offers comprehensive professional development for educators and leaders across all levels from PK-12th grade.**

◯ **Excelling:** The applicant has established a robust and well-structured professional development framework for educators and leaders from PK-12. PD encompasses advanced training in the science of reading instruction, effective writing pedagogy, language development strategies, comprehensive support for diverse learners, and data-driven instruction and differentiation. This initiative is consistently updated and aligned with current educational research and best practices.

◯ **Progressing:** The applicant has implemented a comprehensive professional development program for educators and leaders, covering essential areas such as reading instruction, writing pedagogy, language development, support for diverse learners, and data-driven differentiation strategies. Some efforts are needed to ensure PD offerings are available for educators at all grade levels and cover all relevant topics.

◯ **Emerging:** The applicant is currently developing professional development or is in the initial stages of planning opportunities for educators and leaders across all levels and relevant topics.

2. **Professional development is aligned with the applicant's data and goals.**

◯ **Excelling:** PD activities are consistently and comprehensively aligned with the applicant's data and goals, with regular reviews ensuring continued alignment. There is a robust system in place that measures the significant positive impact of PD on student achievement and staff performance, with all relevant stakeholders actively involved in planning and evaluation.

◯ **Progressing:** PD activities are generally aligned with the applicant's data and goals, though there may be occasional gaps. Mechanisms exist to monitor the impact of PD, but results may be variable and not consistently analyzed. Some stakeholders are involved in the planning process, though their input may be limited.

◯ **Emerging:** PD activities show some alignment with the applicant's data and goals, but this alignment is inconsistent. There is little evidence of PD's impact on student achievement or staff performance, no formal measurement system exists, and/or stakeholder involvement in the planning and evaluation process is minimal.

3. **Professional development is designed for a high classroom implementation rate.**

◯ **Excelling:** Professional development includes a balanced combination of outside-the-classroom sessions that present theory, demonstrate practices, and offer feedback opportunities, alongside robust, ongoing in-classroom coaching. This approach ensures that teachers not only gain knowledge but also effectively implement new practices with students, leading to significant improvements in classroom practice and student outcomes.

◯ **Progressing:** Professional development primarily consists of outside-the-classroom sessions focusing on theory, practice demonstrations, and feedback. While this approach improves teacher knowledge, it has limited impact on actual classroom practice, and in-classroom coaching is implemented sporadically, leading to some improvement in practice implementation with students.

◯ **Emerging:** Professional development is mostly limited to outside-the-classroom sessions that present theory and demonstrate practices with minimal opportunities for feedback. This approach leads to increased teacher knowledge but does not significantly impact classroom practice. Or there may be a lack of professional development opportunities overall.

4. **Literacy Instruction is aligned with up-to-date research.**

◯ **Excelling:** Literacy instruction is fully aligned with the latest research on language, reading, and writing, incorporating evidence-based practices consistently across all grade levels. Teachers have access to high-quality, research-aligned curricular resources, eliminating the need to create their own materials.

◯ **Excelling:** Literacy instruction is fully aligned with the latest research on language, reading, and writing, incorporating evidence-based practices consistently across all grade levels. Teachers have access to high-quality, research-aligned curricular resources, eliminating the need to create their own materials.

◯ **Emerging:** Literacy instruction inconsistent in alignment with current research on language, reading, and writing, with outdated practices still in use and infrequent updates. Teachers at some grade levels lack access to high-quality, research-aligned curricular resources, resulting in frequent creation of their own materials**.**

5. **Literacy Instruction across grade levels includes a comprehensive scope of essential skills and systems are in place for vertical alignment.**

◯ **Excelling:** Literacy instruction across grades comprehensively covers essential skills including reading, spelling, handwriting, written expression, language development, knowledge building, and critical thinking skills, ensuring a holistic approach to literacy and academic growth.

◯ **Progressing:** Literacy instruction covers reading, spelling, handwriting, written expression, language development, knowledge building, and critical thinking skills across grades to some extent, but the coverage may not consistently ensure mastery in all areas.

◯ **Emerging:** Literacy instruction offers incomplete coverage of skills across grades, revealing trends where students may not receive adequate instruction in specific skill areas.

6. **Systems for individualized student support and differentiation are in place.**

◯ **Excelling:** Teachers demonstrate comprehensive knowledge and understanding of meeting individual student needs, including those of students with disabilities, students of various cultures, and multilingual students, through effective differentiated instruction, consistently and effectively employed. Support and differentiation for students are well documented and follows the student.

◯ **Progressing:** Teachers show some understanding of meeting individual student needs, including those of students with disabilities, students of various cultures, and multilingual students, through differentiated instruction. Differentiated instruction strategies are utilized to some extent, but their effectiveness in meeting diverse learning needs may vary.

◯ **Emerging:** Teachers demonstrate limited understanding of meeting individual student needs, including those of students with disabilities, students of various cultures, and multilingual students, and how to effectively differentiate instruction. The applicant is in the process or planning stages of developing systems and professional development opportunities for teachers in these critical areas.

7. **Technology is used appropriately to support and/or accelerate student learning and is aligned with the instructional focus.**

◯ **Excelling:** When technology is used for instruction or practice, it seamlessly supports, ensures access to content, and/or accelerates student learning, fully aligned with instructional focus. A technology standards framework is in place and ensures appropriate implementation, with ongoing data collection and analysis to track program effectiveness and guide continuous improvement and personalized learning strategies.

◯ **Progressing:** When technology is used, it supports and accelerates student learning and is generally aligned with the instructional focus. A technology standards framework is not in place or is being developed. There are some efforts to collect and use data to evaluate the effectiveness of technology programs, but these practices may not be consistent or comprehensive.

◯ **Emerging:** When technology is used to support and accelerate student learning, its application is minimal and not consistently aligned with the instructional focus. Data collection and analysis to track the effectiveness of technology programs are infrequent or nonexistent.

8. **The applicant performs at a high level, with student proficiency data consistently exceeding the statewide average across multiple grade levels.**

◯ **Excelling:** Student proficiency data consistently exceeds the statewide average across all measured grades (third-grade CMAS: 42.1%, fifth-grade CMAS: 47.3%, eighth-grade CMAS: 42.8%, and eleventh-grade Reading and Writing SAT: 57.6%) on statewide assessments. Strong systems are in place to sustain this performance, with evidence of continuous improvement practices ensuring alignment with instructional priorities and targeted supports.

◯ **Progressing:** Student proficiency data is higher than the statewide average for at least two measured grades (third-grade CMAS: 42.1%, fifth-grade CMAS: 47.3%, eighth-grade CMAS: 42.8%, and eleventh-grade Reading and Writing SAT: 57.6%). Efforts are underway to address areas of uneven performance through targeted interventions and data-informed instructional adjustments**.**

◯ **Emerging:** Student outcome proficiency data occasionally exceeds the statewide average for certain grades but lacks consistency across all measured grades. Systems to analyze and address proficiency gaps are developing.

9. **Professional development opportunities are offered to all educators involved in literacy instruction.**

◯ **Excelling:** Comprehensive professional development opportunities are consistently extended to all educators, including grade-level teachers, special education teachers, interventionists, SLPs, ELD teachers, paraprofessional support staff, and long-term substitutes. Training aligns with instructional priorities and is tailored to meet diverse staff needs.

◯ **Progressing:** Professional development opportunities are offered to most educators, including grade-level teachers, special education teachers, and interventionists. Efforts are being made to align training with instructional goals and expand access to all roles.

◯ **Emerging:** Professional development opportunities are limited and primarily focused on general educator roles, with minimal inclusion of special educators, paraprofessional support staff, and/or long-term substitutes. Training alignment with instructional priorities and accessibility for all staff is still in development.

Section A.3: Needs Assessment for Local Literacy Plan - Partnerships and Family Engagement

Please indicate your status in this section by selecting whether you are excelling, progressing, or emerging for each indicator. Answers in this section are not scored and will not affect funding decisions. Your responses will assist in developing your PK-12 local literacy plan.

1. **The applicant has established effective partnerships, collaboration, and communication internally among departments and teams.**

◯ **Excelling:** Teams consistently collaborate across departments, with clear, frequent communication involving all stakeholders including various grade level, special education, interventionist, SLPs, ELD teachers, etc. This strong partnership results in a cohesive, aligned approach to literacy instruction and measurable improvements in student outcomes.

◯ **Progressing:** Departments collaborate regularly, though it may be informal or less structured. Communication is generally effective, but occasional gaps or inconsistencies exist. Partnerships are developing, with increasing alignment and shared goals, though full coordination is still in progress.

◯ **Emerging:** Collaboration between departments and teams is sporadic, often driven by immediate needs rather than strategic planning. Communication is inconsistent, possibly leading to misunderstandings and misalignments in literacy instruction. Partnerships are in the early stages, with departments working independently and goals not yet fully aligned.

2. **Library services are fully integrated in the applicant's literacy plan.**

◯ **Excelling:** The applicant has fully integrated school library services into the local literacy plan and consistently includes school librarians in all literacy conversations and planning. Regular collaborative programs between teachers and librarians promote a cohesive approach to literacy across the district.

◯ **Progressing:** The applicant has partially included school library services in the local literacy plan, with school librarians occasionally involved in literacy conversations and planning. Initial collaborative efforts between teachers and librarians exist but are not fully developed or consistently applied across all schools.

◯ **Emerging:** The applicant's integration of school library services into the local literacy plan is minimal, with school librarians rarely involved in literacy conversations and planning. Collaborative efforts between teachers and librarians are infrequent and lack effective structure.

3. **The applicant has established strong community partnerships.**

◯ **Excelling:** The applicant consistently establishes and maintains robust partnerships with diverse community organizations, including the local public library, community centers, after-school programs, cultural institutions, local colleges or universities, and other relevant entities. These partnerships result in collaborative programs and initiatives that benefit students, such as joint educational workshops, literacy programs, and extracurricular activities.

◯ **Progressing:** The applicant is actively expanding its partnerships with community organizations, with some initial collaborative efforts already in place, such as occasional joint events or shared resources.

◯ **Emerging:** The applicant's efforts to partner with community organizations have been limited or sporadic. While there are occasional collaborations with community organizations, they are not consistently developed or sustained over time.

4. **Out-of-school learning opportunities are available.**

◯ **Excelling:** Students have consistent access to diverse out-of-school educational opportunities at all grade levels. Activities are provided by the applicant or provided through a community partnerships, and include programs such as tutoring, summer school, book clubs, family literacy nights, summer reading, and reading buddy programs.

◯ **Progressing:** Students have some access to consistent out-of-school educational opportunities. They may not be consistently available across all student demographics or geographic areas. Efforts are being made to expand these opportunities.

◯ **Emerging:** Access to out-of-school educational opportunities provided by the applicant or community partner is limited or sporadic. While there are some initiatives in place, such as occasional programs or partnerships, they may not reach all students equally, and efforts to expand access are ongoing.

5. **Caregivers and community members are informed of the applicant's literacy strategies, progress, and goals.**

◯ **Excelling:** Parents and community members are regularly informed of the applicant's literacy strategies, progress, and goals through multiple channels. There are structured opportunities for them to provide feedback and actively participate in literacy planning and initiatives.

◯ **Progressing:** Parents and community members are informed of the applicant's literacy strategies, progress, and goals through periodic updates. There are some opportunities for feedback, but these may not be consistent or widely promoted.

◯ **Emerging:** Information about the applicant's literacy strategies, progress, and goals is sporadically or not shared with parents and community members. Opportunities for providing feedback are minimal or nonexistent.

6. **Effective communication with caregivers is in place at all grade levels in the preferred language of caregivers.**

◯ **Excelling:** When students encounter challenges, parents are promptly informed through effective communication channels, and they have easy access to information on how to support their child and navigate the intervention process within the school/district. This takes place at all grade levels, including upper grades.

◯ **Progressing:** Communication channels for informing parents about student challenges at all grade levels are developing. Access to information on supporting their child or navigating interventions may be inconsistent or difficult for parents to understand, and not all community languages are covered. There is an ongoing effort to improve family involvement in literacy.

◯ **Emerging:** Communication about student challenges primarily occurs through READ plan requirements. Information for parents on supporting their child or navigating interventions is inconsistent, not readily available, or difficult to understand, and/or communication is only in English. Efforts to enhance family involvement in literacy are underway, but resources and clarity remain limited.

7. **The applicant creates meaningful opportunities for family engagement through literacy activities.**

◯ **Excelling:** Meaningful opportunities for family engagement in literacy activities are established across all grade levels through events, workshops, community partnerships, and other events or activities at school or in the community.

◯ **Progressing:** The range of literacy enrichment activities offered to families is somewhat limited, potentially limiting engagement effectiveness. Activities may be focused at younger grade bands, but are lacking for middle and high school students.

◯ **Emerging:** Literacy enrichment activities for families are repetitive, limited in scope, or nonexistent, lacking variety or adaptation to diverse family needs.

Needs Assessment Results

Tab 5 on the CLSD Eligibility, Priority Criteria & Needs Assessment Tool

Leadership and Infrastructure Questions

Question 1: Literacy Plan	**Emerging 1**	**Progressing 2**	**Excelling 3**
Question 2: Literacy Leadership	**Emerging 1**	**Progressing 2**	**Excelling 3**
Question 3: Effective Staff Guidance	**Emerging 1**	**Progressing 2**	**Excelling 3**
Question 4: Culture of Learning	**Emerging 1**	**Progressing 2**	**Excelling 3**
Question 5: Data-Based Decision Making	**Emerging 1**	**Progressing 2**	**Excelling 3**
Question 6: Established Goals	**Emerging 1**	**Progressing 2**	**Excelling 3**
Question 7: Goals Represent All Ages	**Emerging 1**	**Progressing 2**	**Excelling 3**

Total Points for Leadership and Infrastructure:

Emerging <14	**Progressing 14-17**	**Excelling 18-21**

Leadership and Infrastructure Rating:

Professional Development and Instruction Questions

Question 1: Instruction Aligned to Research	**Emerging 1**	**Progressing 2**	**Excelling 3**
Question 2: Vertical Alignment	**Emerging 1**	**Progressing 2**	**Excelling 3**
Question 3: Individualized Student Support	**Emerging 1**	**Progressing 2**	**Excelling 3**
Question 4: Appropriate Use of Technology	**Emerging 1**	**Progressing 2**	**Excelling 3**
Question 5: Student Proficiency Data	**Emerging 1**	**Progressing 2**	**Excelling 3**
Question 6: PK-12 Professional Development	**Emerging 1**	**Progressing 2**	**Excelling 3**
Question 7: PD Inclusion of All Educators	**Emerging 1**	**Progressing 2**	**Excelling 3**
Question 8: PD Aligned with Data & Goals	**Emerging 1**	**Progressing 2**	**Excelling 3**
Question 9: Designed for Classroom Implementation	**Emerging 1**	**Progressing 2**	**Excelling 3**

Total Points for Professional Development and Instruction:

Emerging <18	**Progressing 18-22**	**Excelling 23-27**

Professional Development and Instruction Rating:

Partnership and Family Engagement Questions

Question 1: Internal Partners	**Emerging 1**	**Progressing 2**	**Excelling 3**
Question 2: Library Services	**Emerging 1**	**Progressing 2**	**Excelling 3**
Question 3: Community Partners	**Emerging 1**	**Progressing 2**	**Excelling 3**
Question 4: Out-of-School Learning Opportunities	**Emerging 1**	**Progressing 2**	**Excelling 3**
Question 5: Communication of Literacy Plan and Goals	**Emerging 1**	**Progressing 2**	**Excelling 3**
Question 6: Caregiver Communication	**Emerging 1**	**Progressing 2**	**Excelling 3**
Question 7: Family Engagement	**Emerging 1**	**Progressing 2**	**Excelling 3**

Total Points for Partnership and Family Engagement:

Emerging	Progressing	Excelling
<14	**14-17**	**18-21**

Partnership and Family Engagement Rating:

Section B: Narrative

Responses should be completed in the online application form. Although the system will save your work in progress, applicants may find it useful to compose answers to the narrative questions in a separate document and copy them into the form. Applicants must complete the narrative questions labeled "**All Age Band Applicant Questions**" as well as the questions specific to each age band for which they are applying.

For those applicants that have previously received funding from the CLSD 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.

All Age Band Applicant Questions [Not to exceed 500 words]

1. Demonstration of Need:
    a. What specific needs were identified as areas of potential growth in your needs assessment?
    b. Please explain how your grant project plan addresses identified needs and how funding will be used to improve literacy practices and student outcomes.
    c. Please provide relevant school and district literacy data that highlights current performance levels and challenges in language and literacy development for children from birth through kindergarten entry.
    d. How does this data support the need for the proposed use of CLSD funds?
2. Applicant Capacity:
    a. What is your district's current approach to literacy instruction, and how do you envision building or refining a comprehensive PK-12 literacy plan?
    b. Describe your plan for engaging stakeholders (teachers, families, and community partners) in developing and implementing a district-wide plan.
    c. What processes do you have in place or plan to have to monitor and evaluate grant-funded activities to ensure alignment with project goals?
    d. Is your district currently managing any additional large-scale projects that are unrelated to literacy? If so, how will you ensure the capacity to effectively implement this literacy-focused grant alongside those projects?
    e. Do you have identified staff to meet program requirements and ensure the timely and accurate submission of progress and financial reports? If so, please describe their roles and responsibilities.
3. Program Sustainability:
    a. How will you ensure program activities and outcomes are sustained beyond the grant period, including securing funding and integrating the program into existing initiatives?
    b. What strategies will you use to build internal capacity, such as staff training, transition plans, or leadership development, to support long-term program success?

Birth – Kindergarten Entry Applicant Questions [Not to exceed 500 words]

1. Use of Funds for Language and Literacy Development:
    a. How will your program use CLSD funds to enhance language and literacy development and school readiness for children from birth to kindergarten entry?
    b. Please include an analysis of relevant data supporting your proposed use of funds.
2. Staff Preparation and Professional Development:
    a. How will CLSD funds be utilized to prepare and provide ongoing support to staff in your early childhood education programs?
    b. Describe the type of high-quality professional development planned.
3. Coordination with K-12 Literacy Instruction:
    a. How will the activities funded by the CLSD grant be coordinated with comprehensive literacy instruction from kindergarten through grade 12?
4. Evaluation of Success:
    a. What methods will be used to evaluate the success of CLSD-funded activities in enhancing early language and literacy development for children from birth to kindergarten entry?

Kindergarten – 12th Grade Applicant Questions [Not to exceed 500 words]

1. Ongoing High-Quality Professional Development:
   a. How will the applicant deliver ongoing high-quality professional development to all teachers, principals, school leaders, specialized instructional support personnel, and other instructional leaders?
2. Identification of Students Needing Literacy Support:
   a. What process will the applicant use to identify children who need literacy interventions or other support services?
3. Integration into Well-Rounded Education:
   a. Explain how comprehensive literacy instruction will be integrated into a well-rounded education. Well-rounded education encompasses courses, activities, and programming in subjects such as English, reading or language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, physical education.
4. Coordination of Literacy Instruction Across Programs:
   a. How will the applicant coordinate comprehensive literacy instruction with early childhood education programs, elementary schools, and after-school programs in the service area?

Section C: Budget

The CLSD grant spans four years. Your submitted budget should outline a comprehensive plan for utilizing the funds across all four years of the grant. This plan must align with the areas of need identified in your needs assessment and reflect your overall literacy goals. While specific details may evolve as you progress through the grant project, the budget should remain consistent with your long-term objectives.

Responses must be completed in the online application form. Although the system allows you to save work in progress, applicants are encouraged to draft their answers in a separate document and paste them into the form to ensure accuracy.

To assist in your planning, you can use the CLSD Eligibility, Priority Criteria, and Needs Assessment Tool, which outlines the maximum total funding and annual funding amounts available for your entity based on the age bands you are applying for.

Evaluation Rubric and Applicant Scoring

The CLSD Eligibility, Priority Criteria, and Needs Assessment Tool can be used to help score this section.

Priority Criteria for All:	**Did Not Meet Criteria**	**Met Criteria**
1. New Subgrantee		
2. High Percentage of Multilingual Learners		
3. High Percentage of Students with IEPs		
Priority Criteria Total		**/15**
Eligibility Criteria for Birth-Kindergarten Entry Applicants *Must meet #1		
1. Serve low-income families or otherwise disadvantaged children		
Birth-Kinder Entry Eligibility		
Eligibility Criteria for Kindergarten – 5th Grade Applicants *Must meet #1 AND 2 or 3		
1. Minimum of 50% Students Eligible for Free and Reduced Lunch		
2. High Percentage of K-3 Significant Reading Deficiency:		

3. High Percentage of 4th Grade Students Not Meeting Proficiency on CMAS		
Kindergarten – 5th Grade Eligibility		

Eligibility Criteria for 6th-12th Grade Applicants ***Must meet #1 AND one of 2, 3, 4 or 5**		
1. Minimum of 40% Students Eligible for Free and Reduced Lunch		
2. High Percentage of 7th Grade Students Not Meeting Proficiency on CMAS		
3. High Percentage of 9th Grade Students Not Meeting Proficiency on PSAT		
4. High Percentage of 11th Grade Students Not Meeting Proficiency on SAT		
5. Below average high school graduation rate		
6th-12th Grade Eligibility		

Narrative Questions (All Age Bands):

1) Demonstration of Need:
   a) What specific needs were identified as areas of potential growth in your needs assessment?
   b) Please explain how your grant project plan addresses identified needs and how funding will be used to improve literacy practices and student outcomes.
   c) Please provide relevant school and district literacy data that highlights current performance levels and challenges in language and literacy development for children from birth through kindergarten entry.
   d) How does this data support the need for the proposed use of CLSD funds?

• Most or all essential components are missing. • This includes: ○ Needs assessment and identified needs are not provided. ○ No explanation of how the plan or funding will improve literacy practices or outcomes. ○ Literacy data is missing. ○ No connection between data and proposed use of funds.	• Identified needs and plan are described but lack detail or alignment. • Limited explanation of how funding will address needs or improve outcomes. • Literacy data is included but lacks depth or relevance. • Weak or incomplete connection between data and proposed use of funds.	• Specific needs are identified and incorporated in project plan. • Funding use is explained and tied to needs and key strategies/activities. • Relevant literacy data highlights current performance and challenges. • Data is logically connected to proposed use of funds.	• Identified needs strongly align with the project plan and are referenced throughout application. • Detailed explanation of funding use, including a clear rationale for spending priorities and how the investment will improve literacy practices and student outcomes. • Comprehensive and relevant literacy data from multiple sources illustrates challenges and needs. • Data strongly supports and justifies the proposed use of funds.
0	5	10	15

2) Applicant capacity for developing and implementing local literacy plan:
   a) What is your district's current approach to literacy instruction, and how do you envision building or refining a comprehensive PK-12 literacy plan?
   b) Describe your plan for engaging stakeholders (teachers, families, and community partners) in developing and implementing a district-wide plan.

c) What processes do you have in place or plan to have to monitor and evaluate grant-funded activities to ensure alignment with project goals?			
• Most or all essential components are missing. • This Includes: ○ No details on the current literacy approach or plans for improvement. ○ No stakeholder engagement plan. ○ Project monitoring processes not provided.	• General description of the current literacy approach, may not fully describe all age bands • Plans for improvement are vague. • Stakeholder engagement and monitoring processes are mentioned but lack detail or specificity.	• Clear description of the current PK-12 literacy approach and feasible plans for improvement. • Detailed stakeholder engagement plan with specific strategies. • Defined monitoring processes with some alignment to project goals.	• Comprehensive description of current literacy activities spanning PK-12, identifying strengths and weaknesses at each age band/grade level. • Detailed plans for improvement specific to each age band. • Robust stakeholder engagement plan. • Thorough monitoring processes aligned with goals and continuous improvement.
0	3	7	10
2) Applicant Capacity for Managing CLSD Grant: d) Is your district currently managing any additional large-scale projects that are unrelated to literacy? If so, how will you ensure the capacity to effectively implement this literacy-focused grant alongside those projects? e) Do you have identified staff to meet program requirements and ensure the timely and accurate submission of progress and financial reports? If so, please describe their roles and responsibilities.			
• Most or all essential components are missing. • This Includes: ○ Staff roles not identified ○ Response does not address current large-scale projects or capacity to implement the grant.	• Staff roles are vaguely mentioned or insufficiently detailed. • Response does not include other projects or mentions them but lacks a clear plan to manage the literacy grant alongside them.	• Staff roles are identified, with some explanation of their responsibilities for meeting program requirements. • Response provides a general plan to manage the literacy grant alongside other projects.	• Clearly identified staff with well-defined roles and responsibilities for implementing project plan and submitting timely, accurate reports. • Comprehensive plan ensures effective grant implementation alongside other projects.
0	3	7	10
3) Program Sustainability: a) How will you ensure program activities and outcomes are sustained beyond the grant period, including securing funding and integrating the program into existing initiatives? b) What strategies will you use to build internal capacity, such as staff training, transition plans, or leadership development, to support long-term program success?			
• Most or all essential components are missing. • This Includes: ○ No plan provided for sustaining program activities or outcomes. ○ Does not address securing funding, integrating the program into existing initiatives, or building internal capacity.	• Limited plan for sustaining program activities and outcomes. • Mentions funding or integration into existing initiatives but lacks specifics. • Briefly references internal capacity-building strategies without clear details or feasibility.	• Clear plan for sustaining program activities and outcomes with some detail on funding and integration into existing initiatives. • Includes specific strategies for building internal capacity, such as new staff training or leadership development, or a transition plan.	• Comprehensive, detailed plan for sustaining program activities and outcomes beyond the grant period. • Strong, actionable strategies for securing funding and fully integrating the program into existing initiatives. • Robust internal capacity-building plan, including

			new staff training, leadership development, and staff transition planning to support long-term success.
0	5	10	15

Additional Birth – Kindergarten Entry Specific Questions:			
1) Use of Funds for Language and Literacy Development: a) How will your program use CLSD funds to enhance language and literacy development and school readiness for children from birth to kindergarten entry? b) Please include an analysis of relevant data supporting your proposed use of funds.			
• Most or all essential components are missing. • This Includes: ○ No clear plan for using funds to enhance language and literacy development or school readiness. ○ No relevant data or analysis is included to support the proposed use of funds.	• Basic plan for using funds but lacks detail or alignment with language and literacy development goals. • Includes minimal data, but analysis is weak or does not clearly justify the proposed use of funds.	• Clear plan for using funds to enhance language and literacy development and school readiness. • Relevant data is provided with some analysis that supports the proposed use of funds.	• Comprehensive and well-detailed plan for using funds to significantly enhance language and literacy development and school readiness. • Includes robust and relevant data with thorough analysis that strongly justifies the proposed use of funds.
0	3	7	10
2) Staff Preparation and Professional Development: a) How will CLSD funds be utilized to prepare and provide ongoing support to staff in your early childhood education programs? b) Describe the type of high-quality professional development planned.			
• Most or all essential components are missing. • This Includes: ○ No plan provided for using funds to prepare or support staff in early childhood education programs. ○ Professional development is not described or lacks any mention of quality or relevance.	• Basic plan for using funds to support staff but lacks detail or clarity on how preparation or ongoing support will be provided. • Mentions professional development, but the description is vague or does not address goals.	• Clear plan for using funds to prepare and provide ongoing support to staff. • Includes a description of professional development with some evidence of quality and relevance to early childhood education goals.	• Comprehensive and detailed plan for using funds to provide robust, ongoing support to staff. • Describes high-quality, evidence-based professional development directly aligned with the needs of early childhood education programs.
0	3	7	10
3) Coordination with K-12 Literacy Instruction: a) How will the activities funded by the CLSD grant be coordinated with comprehensive literacy instruction from kindergarten through grade 12?			
• Most or all essential components are missing. • This Includes:	• Basic plan for coordinating CLSD-funded activities with K-12 literacy instruction,	• Clear plan for coordinating CLSD-funded activities with K-12 literacy instruction.	• Comprehensive, detailed plan for coordinating CLSD-funded activities with K-12 literacy instruction

○ No plan provided for coordinating CLSD-funded activities with K-12 literacy instruction. ○ Lacks any mention of alignment or integration with existing literacy efforts across grade levels.	but lacks detail or specificity. • Minimal mention of alignment with existing literacy efforts, and connections to comprehensive instruction are weak.	• Plan demonstrates alignment with existing and future literacy efforts and provides strategies for integration.	identifying relevant contacts and future activities. • Plan fully aligns with existing literacy efforts, demonstrating strong integration and continuity across grade levels.
0	3	7	10
4) Evaluation of Success: a) What methods will be used to evaluate the success of CLSD-funded activities in enhancing early language and literacy development for children from birth to kindergarten entry?			
• Most or all essential components are missing. • This Includes: ○ No evaluation methods are described to measure the success of CLSD-funded activities. ○ Lacks any mention of metrics, tools, or processes for assessing early language and literacy development.	• Basic evaluation methods are mentioned, but they are vague or lack clarity and alignment with program goals. • Limited detail on metrics, tools, or processes for assessing success in enhancing early language and literacy development.	• Clear evaluation methods are provided, with specific metrics, tools, or processes to measure the success of CLSD-funded activities. • Demonstrates alignment between evaluation methods and program goals but may lack depth or consideration of all key aspects of early language and literacy development.	• Comprehensive, detailed evaluation plan with robust metrics, tools, and processes to assess the success of CLSD-funded activities. • Strong alignment with program goals, thoroughly addressing early language and literacy development for children from birth to kindergarten entry.
0	3	7	10
Additional Kindergarten – 12th Grade Specific Questions:			
1) Ongoing High-Quality Professional Development: a) How will the applicant deliver ongoing high-quality professional development to teachers, principals, school leaders, specialized instructional support personnel, and other instructional leaders?			
• Most or all essential components are missing. • This Includes: ○ No plan provided for delivering professional development. ○ Lacks mention quality, relevance, or intended audience.	• Basic plan for professional development with limited detail or focus on quality. • Mentions some target audiences but lacks specificity, inclusion of essential staff, or alignment with instructional needs.	• Clear plan for delivering professional development with evidence of quality and relevance. • Includes plan for engaging multiple instructional roles.	• Comprehensive, detailed plan for delivering high-quality professional development tailored to diverse instructional roles, includes all relevant school professionals. • Strong alignment with instructional goals and strategies for sustained, impactful implementation.
0	3	7	10
2) Identification of Students Needing Literacy Support: a) What process will the applicant use to identify children who need literacy interventions or other support services?			
• Most or all essential components are missing. • This Includes:	• Basic process for identifying students needing literacy support is	• Clear process for identifying students needing literacy support.	• Comprehensive, data-driven process for identifying students

○ No process described for identifying students needing literacy support. ○ No specific mention of reading risk that may affect literacy skills.	mentioned but lacks detail for addressing Multilingual learners or students with reading risks (e.g., dyslexia, speech/language disorders, etc.). • Identification is limited to certain grade levels, does not include all grades served by the grant. • No clear explanation of how students with diverse needs will be considered.	• Includes focus on Multilingual Learners and students with reading risks (e.g., dyslexia, speech/language disorders, ASD, intellectual disabilities, etc.). • Describes methods and plan for identification at grade levels served by the grant, but may lack details across the full PK-12 spectrum.	needing literacy support at all grade levels supported through application plan. • Includes targeted strategies for Multilingual Learners and students with various reading risks (e.g., dyslexia, speech/language disorders, auditory processing). • Clear plan to address literacy needs for students with disabilities and diverse language backgrounds across the PK-12 continuum.
0	3	7	10
3) Integration into Well-Rounded Education: a) Explain how comprehensive literacy instruction will be integrated into a well-rounded education. Well-rounded education encompasses courses, activities, and programming in subjects such as English, reading or language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, physical education.			
• Most or all essential components are missing. • This Includes: ○ No explanation of how literacy instruction will be integrated into a well-rounded education. ○ No mention of the connection between literacy and other subjects or programming.	• Basic explanation of integrating literacy instruction into a well-rounded education but lacks detail or clear alignment with multiple subjects. • Mentions programming in subjects but does not include how staff will be engaged or planned activities.	• Clear explanation of how literacy instruction will be integrated into a well-rounded education. • Describes connections with subjects (e.g., language arts, science, math, arts) with staff inclusion and some planned activities.	• Comprehensive, detailed plan for integrating literacy instruction into a well-rounded education across multiple subjects (e.g., English, math, science, arts, etc.). • Strong alignment between literacy goals and the broader educational objectives, with a clear strategy for seamless integration into all areas of the curriculum.
0	3	7	10
4) Coordination Across Programs: a) How will the applicant coordinate comprehensive literacy instruction with early childhood education programs, elementary schools, and after-school programs in the service area?			
• Most or all essential components are missing. • This Includes: ○ No plan provided for coordinating literacy instruction PK-12th grade. ○ Lacks any mention of strategies for alignment	• Basic plan for coordinating literacy instruction with early childhood, elementary, middle/high school, and/or after-school programs, but is missing coordination with some of the age bands.	• Clear plan for coordinating literacy instruction with early childhood, elementary education, middle/high school, and relevant after-school programs.	• Comprehensive, detailed plan for coordinating literacy instruction across early childhood, elementary education, middle/high school, and relevant after-school programs.

or integration PK-12 instruction. ○ No plans or mention of after-school/out-of-school programs.	• Some mention of coordination but does not include strategies or methods for ensuring alignment. • No plans or mention of after-school/out-of-school programs.	• Describes some strategies or methods for ensuring alignment. • Includes plans to increase opportunities for after/out-of-school literacy support.	• Strong strategies for ensuring seamless alignment and integration • Robust plan to increase and enhance literacy support opportunities in after-school/out-of-school programs.
0	3	7	10
Budget Details			
1) The budget provides a clear and comprehensive overview of how CLSD funds will be spent over the four years of the grant, demonstrating alignment with the needs identified in the application's needs assessment.			
• No Budget provided	• Provides an overview of spending but lacks a general plan for all four years. • Some allocations are aligned with the needs identified in the application's needs assessment, but others appear unrelated or lack justification.	• Provides sufficient detail and a clear breakdown of expenditures across all four years. • Allocations align with the needs identified in the application's needs assessment and with the project plan.	• Budget is detailed and provides a clear, comprehensive breakdown of expenditures across all four years. • Allocations are aligned with the needs identified in the application's needs assessment. • All required activities and several suggested activities from the application information are included and thoroughly addressed.
0	3	7	10
2) Budget allocations are reasonable and sufficient.			
• Most or all essential components are missing. • This Includes: ○ Costs are not justified ○ Budget includes significant omissions or excessive/unnecessary expenses. ○ No evidence of cost-effectiveness or efficient use of funds.	• Includes some necessary and reasonable costs but may have unnecessary or excessive expenses. • Limited evidence of cost-effectiveness or efficient use of funds. • There is no plan to transition cost responsibility for funded positions.	• Costs are necessary, reasonable, and sufficient to support project outcomes. • Demonstrates consideration of cost-effectiveness and efficient use of funds. • When applicable, includes a plan for transitioning cost responsibility for funded positions to the LEA, reducing grant funding by end of grant cycle.	• All costs are necessary, reasonable, and sufficient to achieve stated outcomes. • There is clear evidence of cost-effectiveness and efficient use of funds. • When applicable, includes a plan for transitioning cost responsibility for funded positions to the LEA, reducing grant funding each year.
0	3	7	10

Attachment A: Financial Management Risk Assessment

All applicants applying for CLSD grant funds must fill out the following assessment. These questions are intended to collect information about the capacity and ability of the applicant to manage federal and/or state grant funds. Applicants are advised to make sure that the person(s) completing these questions are those responsible for and knowledgeable about the fiscal agent's financial management functions. Scores from this section will determine if the organization's level of risk to manage federal grant funds is high, medium, or low, and these scores will be utilized in determining potential grant awards.

Financial Management Risk Assessment					
1) Is the applicant on the Federal or State Debarment? (If Yes, no need to complete the rest of this form.)	**Yes**	**No**			
	25	0			
2) Is the applicant in good standing on the Secretary of State Registration list?	**Yes (or N/A)**	**No**			
	0	5			
3) Does the applicant have an active, no exclusion, UEI Number?	**Yes**	**No**			
	0	5			
4) Has the applicant ever been suspended or debarred from receiving state or federal grants or contracts?	**Yes**	**No**			
	5	0			
5) Has the applicant ever had a government contract, project, or agreement terminated?	**Yes**	**No**			
	5	0			
6) Has there been changes in the applicant's fiscal and/or program personnel in the previous year?	**Yes**	**No**			
	5	0			
7) Does the applicant use a commercial/licensed financial software system? If Yes, what system?	**Yes**	**No**			
	0	5			
8) Does the applicant's financial software system ensure that grant funds are not comingled with general operating funds?	**Yes**	**No**			
	0	5			
9) Has the applicant received federal or state awards from the Colorado Department of Education in the past four years (since FY18-19)? If Yes, which program and year?	**Yes**	**No**			
	0	1			
10) Does the applicant have written procedures for procurement, time and effort (federal) and fiscal management (to include internal control procedures) of Federal or State grant funding that specifically comply with the Uniform Grants Guidance?	**Yes**	**No**			
	0	5			
11) How many years has the applicant been in existence?	**<2 years**	**2-5 years**	**6-10 years**	**11-14 years**	**15 years or more**
	4	3	2	1	0
12) Does the applicant have experience managing other federal, state, local and/or private funds?	**<1 year**	**2-4 years**	**5-7 years**	**8-10 years**	**More than 10 years**
	4	3	2	1	0
13) Does the applicant have experience administering federal funds or other grants that provide funds for services to a comparable target population?	**<1 year**	**2-4 years**	**5-7 years**	**8-10 years**	**More than 10 years**
	4	3	2	1	0
14) Number of years that the applicant's primary fiscal contact has been in the position (or a similar position) as of the application date?	**<1 year**	**1-2 years**	**3-5 years**	**6-9 years**	**More than 10 years**
	4	3	2	1	0
15) Amount of grant award requested for this project:	**More than $300,000**	**$200,000 - $299,999**	**$100,000 - $199,999**	**$50,000 - $99,999**	
	4	3	2	1	
16) Single Audit Status (answer only if you receive *more than* $750,000 in federal funding from other resources). Finding refers to a material weakness, significant deficiency, or questioned costs.	**No single audit performed**	**Received a Program AND Fiscal audit finding**	**Received a Fiscal OR Program audit finding**	**No findings were received**	
	4	3	2	0	
17) Financial Audit Status (answer NOT required to have a Single Audit, but instead a standard financial audit).	**No audit performed for prior year**	**Financial Audit completed for prior year**	**IRS 990 Form**		
	5	0	0		
18) Submit a copy of most recent financials (non-district entities only). Based on this submission, indicate the percentage of the proposed grant budget being applied for as compared to total operating budget (i.e., grant budget divided by total operating budget).	**40% or greater**	**31% - 39%**	**20%- 30%**	**6%-19%**	**<5%**
	4	3	2	1	0
High Risk – More than 20 points **Medium Risk** – 8-20 points **Low Risk** – Below 8 points				**Total Points:** **Risk Designation:**	

Attachment B: Program Assurances Form

The appropriate Authorized Representatives must sign below to indicate their approval of the contents of the application for the CO Comprehensive Literacy State Development grant, and the receipt of program funds.

On (date), 2025, the Board of (district/BOCES/CSI) hereby agrees to the following assurances:

1. Grantee will ensure all funds are expended in accordance with allowable expenditures.
2. Applicant leadership is committed to supporting CLSD schools in implementing evidence and science-based practices.
3. Grantee will align the activities provided by the program with the state academic standards and embed explicit and systematic instruction rooted in the Science of Reading into all elements of teaching structures across all age and grade bands, including core instruction and targeted and intensive instructional interventions.
4. Applicant agrees to participate in professional development that is rooted in evidence and science-based practice and aligned with the purpose of this grant program.
5. Applicant agrees that participating schools/partners will use curricula, including core and targeted intervention materials, and assessments that are evidence and science based.
6. Applicant will cooperate with CDE in the development and submission of periodic progress and financial reports to meet grant requirements. The applicant agrees to report student performance and assessment data in accordance with the reporting requirements for the CLSD grant, following the schedule and deadlines for submission provided by CDE throughout grant implementation.
7. Applicant agrees to provide CDE information required to determine if the grantee is making satisfactory progress toward achieving grant goals. This includes participation in the collection of qualitative data using forms developed and used by CDE during the grant cycle to monitor fidelity of implementation (i.e., literacy team reports, surveys, correspondence requests from CDE, periodic progress reports, student artifacts, etc.).
8. Staff at each participating school are committed to implementing the CLSD Program as described in the Comprehensive Literacy State Development RFA document.
9. If a change in organization and/or school leadership occurs during grant participation, the district and/or new school leadership agrees to notify the CLSD Program Grant Manager and provide a transition plan to demonstrate new and existing leadership's commitment to grant activities for the remainder of the grant.
10. If a change in organization and/or school leadership occurs during grant participation, the incoming leader will agree to a transition plan, demonstrate knowledge of (or a plan to develop knowledge of) and commitment to the science of reading, and demonstrate commitment to the CLSD Grant requirements and purpose.
11. The grantee and all participating schools and community partners will not discriminate against anyone on the basis of race, gender, national origin, color, disability, sexual orientation, age, or any other protected class in Colorado.
12. Funds will be used to supplement and not supplant any funds currently being used for literacy efforts or professional development and grant dollars will be administered by the appropriate fiscal agent.
13. Funded projects will maintain appropriate fiscal and program records and that fiscal audits of this program will be conducted by the grantees as a part of their regular audits.
14. If any findings of misuse of these funds are discovered, project funds will be returned to CDE.
15. The grantee will maintain sole responsibility for the project even though subcontractors may be used to perform certain services.

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.

Attachment C: Sample Job Description Template

This is intended to be an example for applicants and should be modified according to the applicants' proposed CLSD programs and specific protocols, processes, documents, etc. for hiring individuals.

Position Title: Literacy Interventionist

Date Posted: xx/xx/2025

Location:

Closing Date:

Salary Range:
Status: Full time, benefits eligible, exempt, in-person position

Summary: The primary function of the Literacy Interventionist is to help students develop proficient reading skills that will contribute to their academic growth.

Essential Duties and Responsibilities:

- Literacy interventionists work extensively with students to help them improve specific reading skills such as letter-naming, initial sounds, phoneme segmentation, fluency, and comprehension strategies (75%)
- Interventionists work with teachers to design methods of learning that are most appropriate for each child (25%)
- Description of other duties…

Minimum Qualifications:
As the district/school/eligible entity deems appropriate in accordance with state law.

Salary Information:
As the district/school/eligible entity deems appropriate.

Benefits Information:
As the district/school/eligible entity deems appropriate.

Appendix A: Definitions

Comprehensive literacy instruction: Section 2221(b)(1)

The term ‘‘comprehensive literacy instruction’’ means instruction that—

(A) includes developmentally appropriate, contextually explicit, and systematic instruction, and frequent practice, in reading and writing across content areas;

(B) includes age-appropriate, explicit, systematic, and intentional instruction in phonological awareness, phonic decoding, vocabulary, language structure, reading fluency, and reading comprehension;

(C) includes age-appropriate, explicit instruction in writing, including opportunities for children to write with clear purposes, with critical reasoning appropriate to the topic and purpose, and with specific instruction and feedback from instructional staff;

(D) makes available and uses diverse, high-quality print materials that reflect the reading and development levels, and interests, of children;

(E) uses differentiated instructional approaches, including individual and small group instruction and discussion;

(F) provides opportunities for children to use language with peers and adults in order to develop language skills, including developing vocabulary;

(G) includes frequent practice of reading and writing strategies;

(H) uses age-appropriate, valid, and reliable screening assessments, diagnostic assessments, formative assessment processes, and summative assessments to identify a child’s learning needs, to inform instruction, and to monitor the child’s progress and the effects of instruction;

(I) uses strategies to enhance children’s motivation to read and write and children’s engagement in self-directed learning;

(J) incorporates the principles of universal design for learning;

(K) depends on teachers’ collaboration in planning, instruction, and assessing a child’s progress and on continuous professional learning; and

(L) links literacy instruction to the challenging State academic standards, including the ability to navigate, understand, and write about, complex print and digital subject matter.

Eligible entity: Section 2221(b)(2)

The term ‘eligible entity’ means an entity that consists of—

(A) one or more local educational agencies that serve a high percentage of high-need schools and— (i) have the highest number or proportion of children who are counted under section 1124(c), in comparison to other local educational agencies in the State; (ii) are among the local educational agencies in the State with the highest number or percentages of children reading or writing below grade level, based on the most currently available State academic assessment data under section 1111(b)(2); or (iii) serve a significant number or percentage of schools that are implementing comprehensive support and improvement activities and targeted support and improvement activities under section 1111(d);

(B) one or more early childhood education programs serving low-income or otherwise disadvantaged children, which may include home-based literacy programs for preschool-aged children, that have a demonstrated record of providing comprehensive literacy instruction for the age group such program proposes to serve; or

(C) a local educational agency, described in subparagraph (A), or consortium of such local educational agencies, or an early childhood education program, which may include home-based literacy programs for preschool-aged children, acting in partnership with 1 or more public or private nonprofit organizations or agencies (which may include early childhood education programs) that have a demonstrated record of effectiveness in— (i) improving literacy achievement of children, consistent with the purposes of participation under this subpart, from birth through grade 12; and (ii) providing professional development in comprehensive literacy instruction.

Evidence-based: Section 8101(21)(A)

Except as provided in subparagraph (B), the term 'evidence-based', when used with respect to a State, local educational agency, or school activity, means an activity, strategy, or intervention that— (i) demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on— (I) strong evidence from at least 1 well designed and well-implemented experimental study; (II) moderate evidence from at least 1 well designed and well-implemented quasi-experimental study; or (III) promising evidence from at least 1 well designed and well-implemented correlational study with statistical controls for selection bias.

High-need school: Section 2221(b)(3)(A)

The term "high-need school' means (i) an elementary school or middle school in which not less than 50 percent of the enrolled students are children from low-income families; or (ii) a high school in which not less than 40 percent of the enrolled students are children from low-income families, which may be calculated using comparable data from the schools that feed into the high school.

Low-income family: Section 2221(b)(3)(B)

For purposes of subparagraph (A), the term "low-income family" means a family (i) in which the children are eligible for a free or reduced-price lunch under the Richard B. Russell National School Lunch Act (42 U.S.C. 1751 et seq.); (ii) receiving assistance under the program of block grants to States for temporary assistance for needy families established under part A of title IV of the Social Security Act (42 U.S.C. 601 et seq.); or (iii) in which the children are eligible to receive medical assistance under the Medicaid program under title XIX of the Social Security Act.

Professional development: Section 8101(42)

The term ''professional development'' means activities that—

(A) are an integral part of school and local educational agency strategies for providing educators (including teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, and, as applicable, early childhood educators) with the knowledge and skills necessary to enable students to succeed in a well- rounded education and to meet the challenging State academic standards; and

(B) are sustained (not stand-alone, 1-day, or short term workshops), intensive, collaborative, job-embedded, data-driven, and classroom-focused, and may include activities that—

(i) improve and increase teachers'— (I) knowledge of the academic subjects the teachers teach; (II) understanding of how students learn; and (III) ability to analyze student work and achievement from multiple sources, including how to adjust instructional strategies, assessments, and materials based on such analysis;

(ii) are an integral part of broad schoolwide and districtwide educational improvement plans;

(iii) allow personalized plans for each educator to address the educator's specific needs identified in observation or other feedback;

(iv) improve classroom management skills;

(v) support the recruitment, hiring, and training of effective teachers, including teachers who became certified through State and local alternative routes to certification;

(vi) advance teacher understanding of— (I) effective instructional strategies that are evidence-based; and (II) strategies for improving student academic achievement or substantially increasing the knowledge and teaching skills of teachers;

(vii) are aligned with, and directly related to, academic goals of the school or local educational agency;

(viii) are developed with extensive participation of teachers, principals, other school leaders, parents, representatives of Indian tribes (as applicable), and administrators of schools to be served under this Act;

(ix) are designed to give teachers of English learners, and other teachers and instructional staff, the knowledge and skills to provide instruction and appropriate language and academic support services to those children, including the appropriate use of curricula and assessments;

(x) to the extent appropriate, provide training for teachers, principals, and other school leaders in the harms of copyright piracy, so that technology and technology applications are effectively used in the classroom to improve teaching and learning in the curricula and academic subjects in which the teachers teach;

(xi) as a whole, are regularly evaluated for their impact on increased teacher effectiveness and improved student academic achievement, with the findings of the evaluations used to improve the quality of professional development;

(xii) are designed to give teachers of children with disabilities or children with developmental delays, and other teachers and instructional staff, the knowledge and skills to provide instruction and academic support services, to those children, including positive behavioral interventions and supports, multi-tier system of supports, and use of accommodations;

(xiii) include instruction in the use of data and assessments to inform and instruct classroom practice;

(xiv) include instruction in ways that teachers, principals, other school leaders, specialized instructional support personnel, and school administrators may work more effectively with parents and families;

(xv) involve the forming of partnerships with institutions of higher education, including, as applicable, Tribal Colleges and Universities as defined in section 316(b) of the Higher Education Act of 1965 (20 U.S.C. 1059c(b)), to establish school-based teacher, principal, and other school leader training programs that provide prospective teachers, novice teachers, principals, and other school leaders with an opportunity to work under the guidance of experienced teachers, principals, other school leaders, and faculty of such institutions;

(xvi) create programs to enable paraprofessionals (assisting teachers employed by a local educational agency receiving assistance under part A of title I) to obtain the education necessary for those paraprofessionals to become certified and licensed teachers;

(xvii) provide follow-up training to teachers who have participated in activities described in this paragraph that are designed to ensure that the knowledge and skills learned by the teachers are implemented in the classroom; and

(xviii) where practicable, provide jointly for school staff and other early childhood education program providers, to address the transition to elementary school, including issues related to school readiness.

Well-rounded education: Section 8101(52)

The term ‘‘well-rounded education’’ means courses, activities, and programming in subjects such as English, reading or language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, physical education, and any other subject, as determined by the State or local educational agency, with the purpose of providing all students access to an enriched curriculum and educational experience.