COLORADO
Department of Education

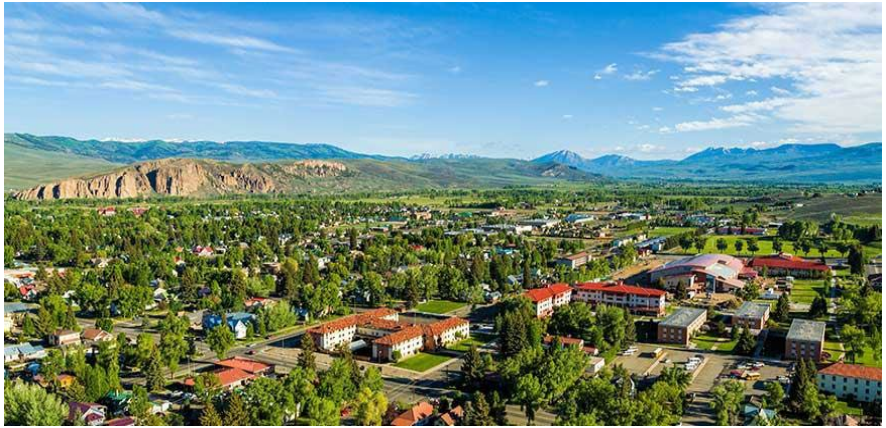
Comprehensive Literacy State Development Grant (CLSD)

2026-2027 Year 2

Annual Orientation

08.25.26

Introductions



CLSD Grant Manager

Mandy Harris, harris_a@cde.state.co.us

Today's Agenda

- → High-level overview of the CLSD grant at the federal and state levels
- → Closing Out Year 1
- → Year 2 Grant Management and Implementation Focus
- → Revisiting Local Literacy Plans and Project Goals
- → CLSD Updates
- → Action Item Time & Next Steps
- → Exit Ticket: Quick Feedback Survey
- → Questions and Processing Time

Meeting Platform & Norms

Thank you for being present

Take breaks as needed

The chat feature is public

Write down questions and save for the end

You can page through the deck (use sync button to get back to the slide I’m on)

Links in deck are active for you

PDF form of this presentation with active links will be posted on CLSD website



CLSD Purpose & Goals



CLSD Overview – National Level

Colorado is one of 23 awardees of the federal CLSD Grant

Five-year grant cycle (for the states) with the following goals:

- Increase district capacity and infrastructure in implementing high-quality, evidence-based instructional practices and literacy activities at all grade levels
- Increase the number of disadvantaged students with access to high-quality instructional opportunities and staff trained in the science of reading
- Increase literacy outcomes for all students served by subgrantee schools

Federal Performance Measures

Department of Education Colorado CLSD Project Overview (PDF)

The % of children prepared for kindergarten ready to read increases 25%

The % of students in grades K-3 identified as having an SRD decreases 10%

The % of students in grades 4-5 achieving proficiency increases 20%

The % of students in grades 6-8 achieving proficiency increases 20%

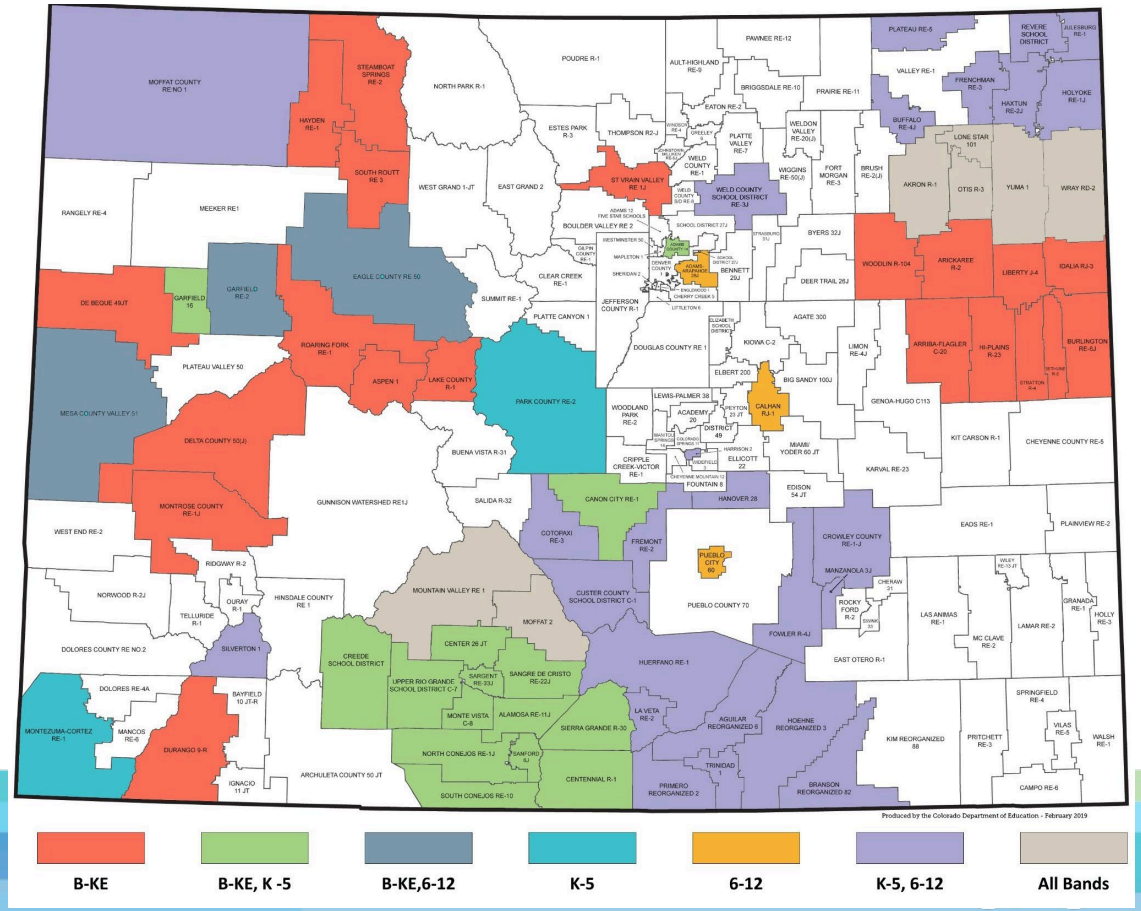
The % of students in grades 9-11 meeting expectations increases 20%

Increase oral language skills for 4-year-olds. ** Also state for grantees in Birth – Kinder Entry*

CLSD Overview- State Level

Highly competitive process
4-year grant cycle
“Cohort 2” or “2025 Cohort”
33 grantees: 25 rural, 8 non-rural

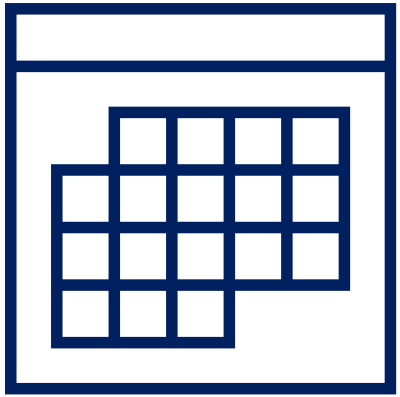
- Birth – Kindergarten Entry (KE)
- Birth – KE, K-5
- Birth-KE, 6-12
- K-5
- 6-12
- K-5 + 6-12
- Birth- KE, K-5, 6-12





Closing Out Year 1

Important Year 1 Dates



September 1, 2026: Y1 final budget revisions due

September 30, 2026:

→ Birth-kindergarten entry age four-year-old language data due

→ Local Literacy Plans (LLP) developed/revised/finalized and submitted

→ 25_26 End of Year project reports (Microsoft form) due

→ Last day to spend Y1 funds

October 15, 2026:

Last day to request Fund Reimbursement

December 1, 2026:

Year 1 Final Expenditure Reports (FERs) due in GAINS

*** If the final spending for the budget line item is over 10% of your original budgeted amount, you will not be able to submit you FER in GAINS. Please schedule a time with me to work on a budget revision if this situation applies to your program.***

Grant Management- Year 2 Focus



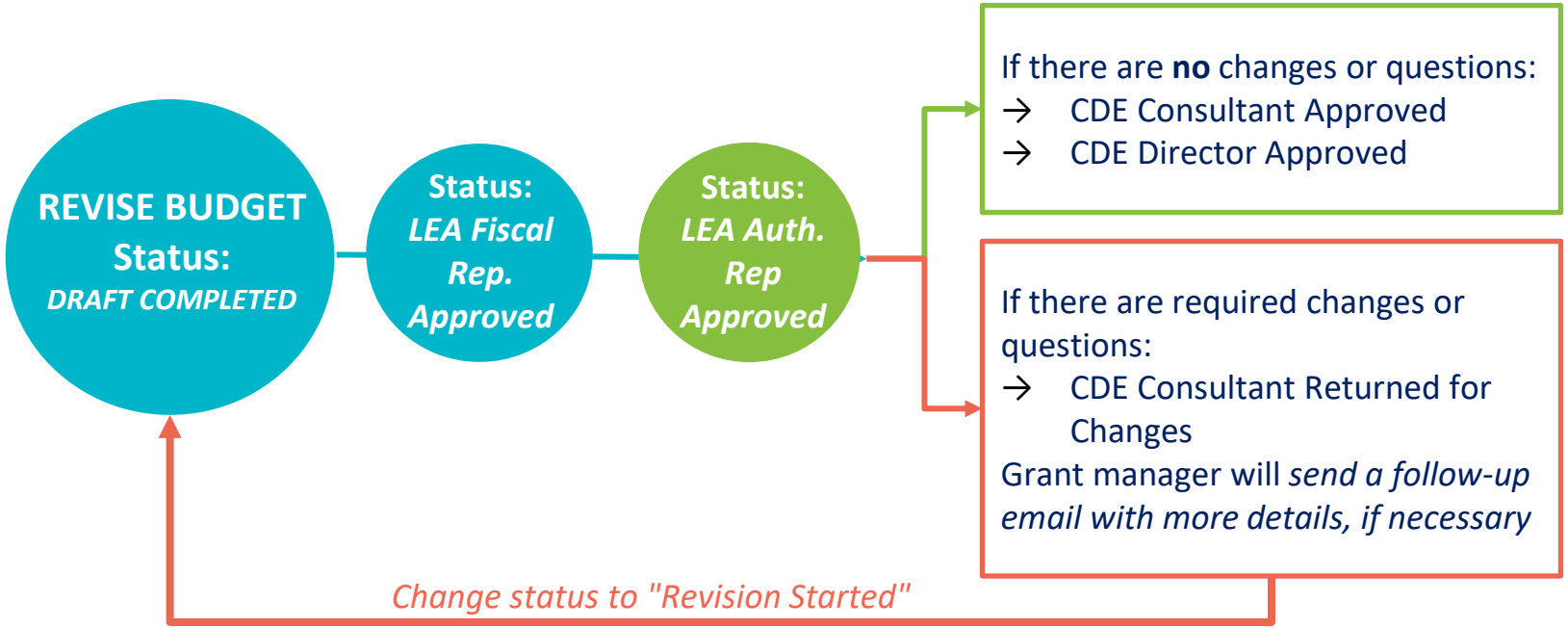
Managing Your Grant: Program Requirements

- Annual grant performance monitoring and participation in data collection surveys to evaluate progress are required.
- Subgrant recipients are expected to make a good-faith effort to ensure the highest possible student participation in CMAS English Language Arts.
- All grant partnership virtual meetings will need to be scheduled and attended on or before **November 30**.
- Site visits will occur this year.

Managing Your Grant: Budget Updates

- Annual budgets are submitted in GAINS in September for approval of new school year.
- Year 2 Budgets are now open in GAINS through **September 30**.
- Year 2 and 3 budgets should align to the new Fiscal Year performance period of October 1– September 30.
- As you budget for year 2, be sure that you are thinking about your budget for NEXT Year beginning of school. Allowable uses of funds such as annual subscriptions and fall trainings will need to be in this coming year's budget.

Managing Your Grant: Budget Revisions



Managing Your Grant: Fiscal Requirements

Programs must draw down funds quarterly, at a minimum, and no more than once a month

- Quarterly reminders will go out a week before the draw down deadline
- Virtual support meetings will be requested for any missed drawdowns

All funds for each grant year (Years 2-3) must be expended between Oct. 1 and Sept. 30.

The final day to submit reimbursement requests for the previous year is October 15.

Final Expenditure Reports (FER) are due December 1 each year via GAINS.

Managing Your Grant: 2025 RFA



COLORADO
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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

Program Questions:
Laura Lay, CLSD Program Grant Manager
303-868-9822 | lay_l@cde.state.co.us

Budget/Fiscal Questions:
Tricia Miller, Grants Fiscal
303-877-2154 | miller_t@cde.state.co.us

Application Process Questions:
Megan Allen Winicki, Competitive Grants and Awards
(303) 656-8686 | Allen_m@cde.state.co.us

Colorado Department of Education | Teaching and Learning Unit

The 2025 Request for Funding Application (RFA) is not just for the application. It is your guidebook on grant assurances, requirements, and purpose.

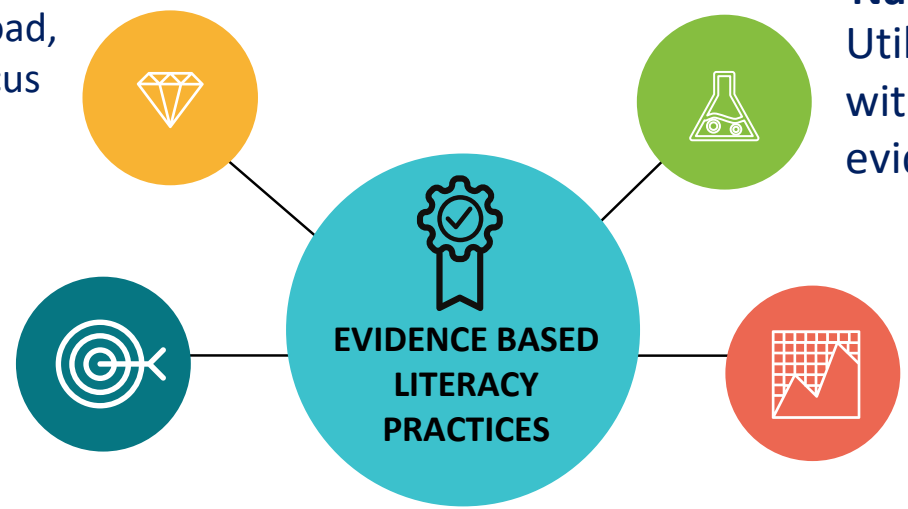


Grant Implementation

Grant Focus: Evidence-Based Literacy

High-Quality Curricula
Reduces teacher workload, allowing teachers to focus on effective instruction

IES Practice Guides/ National Literacy Center
Utilize proven strategies with moderate or strong evidence



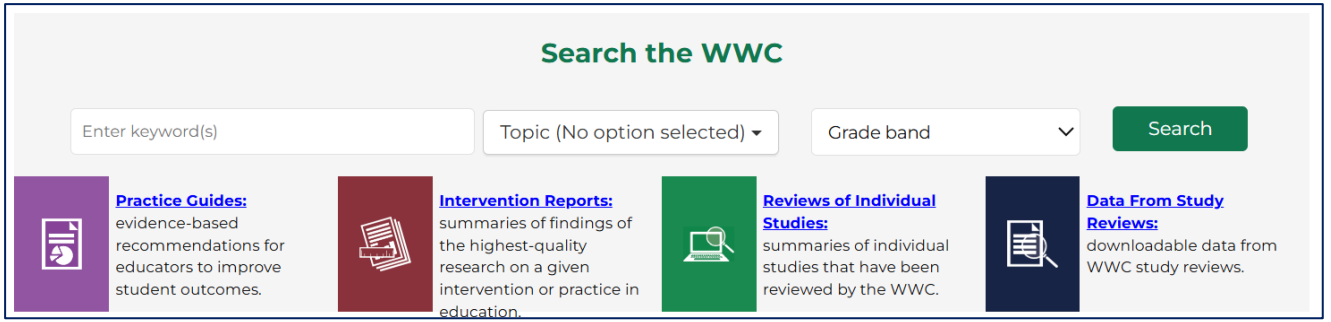
Structured Literacy
Literacy approaches grounded in reading research

Data-Informed
Use assessment and progress monitoring to guide targeted instruction and decision-making

Institute of Education Sciences (IES | WWC)

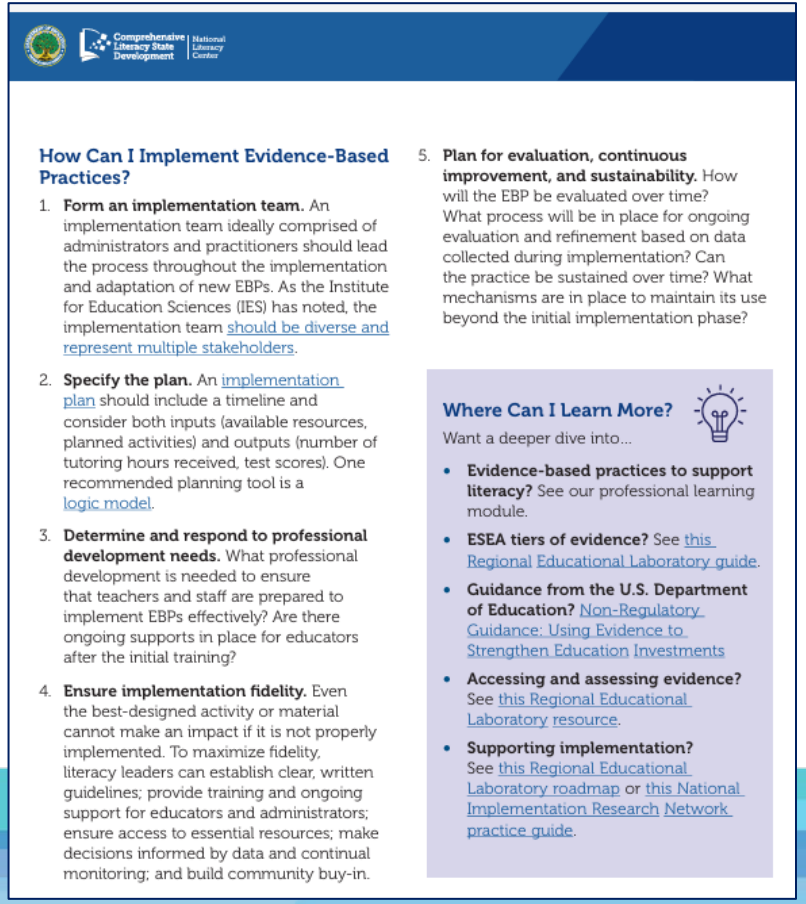


How teachers can use IES Practice Guides



What Works Clearing House Filtered Searches for Evidence Based Practices

CLSD Literacy Center



Comprehensive Literacy State Development | National Literacy Center

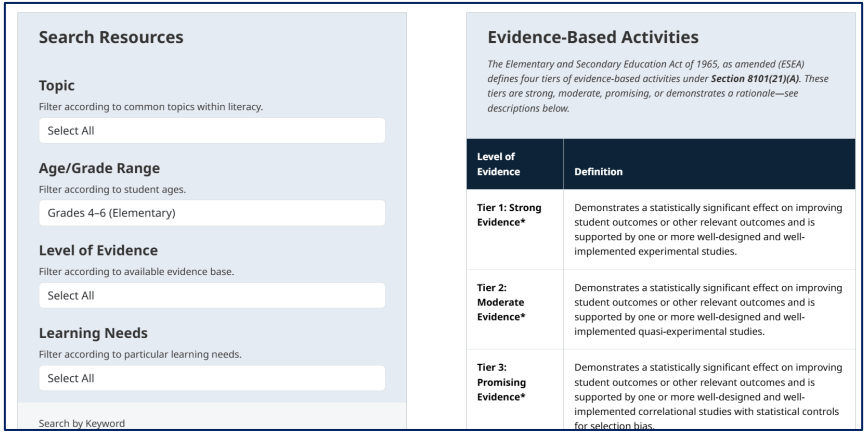
How Can I Implement Evidence-Based Practices?

1. **Form an implementation team.** An implementation team ideally comprised of administrators and practitioners should lead the process throughout the implementation and adaptation of new EBPs. As the Institute for Education Sciences (IES) has noted, the implementation team should be diverse and represent multiple stakeholders.
2. **Specify the plan.** An implementation plan should include a timeline and consider both inputs (available resources, planned activities) and outputs (number of tutoring hours received, test scores). One recommended planning tool is a logic model.
3. **Determine and respond to professional development needs.** What professional development is needed to ensure that teachers and staff are prepared to implement EBPs effectively? Are there ongoing supports in place for educators after the initial training?
4. **Ensure implementation fidelity.** Even the best-designed activity or material cannot make an impact if it is not properly implemented. To maximize fidelity, literacy leaders can establish clear, written guidelines; provide training and ongoing support for educators and administrators; ensure access to essential resources; make decisions informed by data and continual monitoring; and build community buy-in.
5. **Plan for evaluation, continuous improvement, and sustainability.** How will the EBP be evaluated over time? What process will be in place for ongoing evaluation and refinement based on data collected during implementation? Can the practice be sustained over time? What mechanisms are in place to maintain its use beyond the initial implementation phase?

Where Can I Learn More?

Want a deeper dive into...

- **Evidence-based practices to support literacy?** See our professional learning module.
- **ESEA tiers of evidence?** See this Regional Educational Laboratory guide.
- **Guidance from the U.S. Department of Education?** Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments
- **Accessing and assessing evidence?** See this Regional Educational Laboratory resource.
- **Supporting implementation?** See this Regional Educational Laboratory roadmap or this National Implementation Research Network practice guide.



Search Resources

Topic

Filter according to common topics within literacy.

Select All

Age/Grade Range

Filter according to student ages.

Grades 4–6 (Elementary)

Level of Evidence

Filter according to available evidence base.

Select All

Learning Needs

Filter according to particular learning needs.

Select All

Search by Keyword

Evidence-Based Activities

*The Elementary and Secondary Education Act of 1965, as amended (ESEA) defines four tiers of evidence-based activities under **Section 8101(21)(A)**. These tiers are strong, moderate, promising, or demonstrates a rationale—see descriptions below.*

Level of Evidence	Definition
Tier 1: Strong Evidence*	Demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes and is supported by one or more well-designed and well-implemented experimental studies.
Tier 2: Moderate Evidence*	Demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes and is supported by one or more well-designed and well-implemented quasi-experimental studies.
Tier 3: Promising Evidence*	Demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes and is supported by one or more well-designed and well-implemented correlational studies with statistical controls for selection bias.

Colorado Department of Education

We're in this Together!

Office of Learning Supports (OLS)
- → COMTSS Systems & Structures
- → RtI
- → Multidisciplinary Teaming

Family-School-Community Partnerships(FSCP)
- → High Impact Practices
- → Online trainings
- → FSCP Trail map

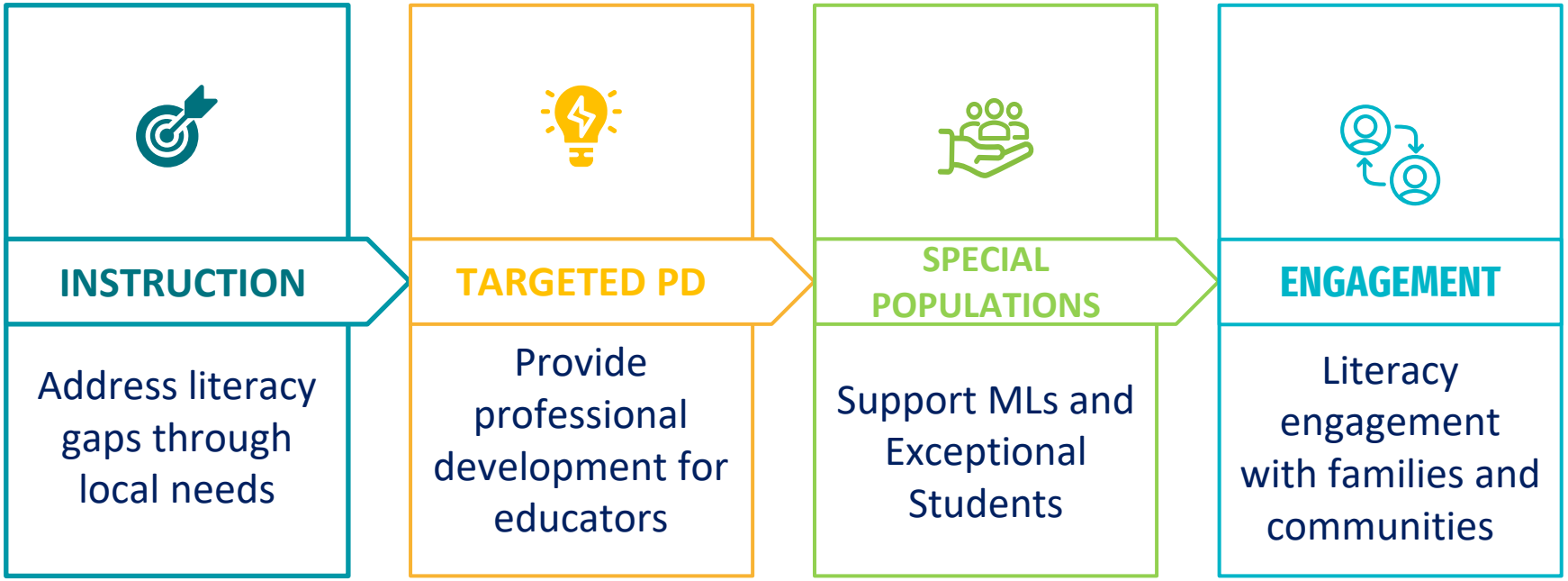
Colorado Department of Early Childhood (CDED)
- → Colorado Early Learning Guidelines
- → EQ Initiative (Infant/Toddlers)

Exceptional Student Services Unit (ESSU)
- → IEPs/Preschool Special Ed
- → Behavioral Needs
- → Culture
- → Multilingual Learners
- → Twice Exceptional

Elementary Literacy and School Readiness (ELSR)
- → READ Act Alignment
- → READ Act Assessments
- → READ Plans
- → Implementing SoR
- → Regional Consulting Support

Standards and Instructional Support (SIS)
- → Cross walking curriculum and standards
- → Standards-based instruction
- → Content specific consulting

Grant Project Focus: *Local Needs Alignment*



Communication Plan

Multidirectional communication strategy that actively involves and empowers teachers, parents, and other key stakeholders

Develop intentionality in key messaging

Provide clear channels for feedback, questions, and concerns from all stakeholders



Communication Plan Key Audiences



TEACHERS

→ Highlight benefits of grant for PD and student success

→ Detail new opportunities

→ Provide clear steps for accessing training and resources



FAMILIES

→ Explain how grant will improve learning experiences

→ Emphasize engagement and support opportunities

→ Create opportunities to answer questions



COMMUNITY

→ Highlight expected positive impacts on district and community

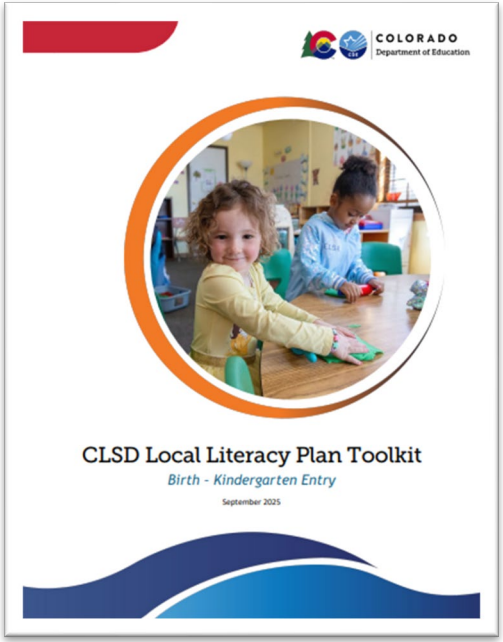
→ Connect grant focus to existing initiatives

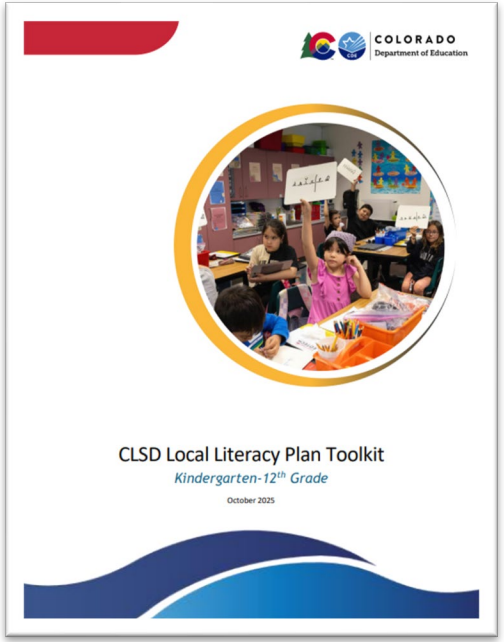
→ Showcase grant in action

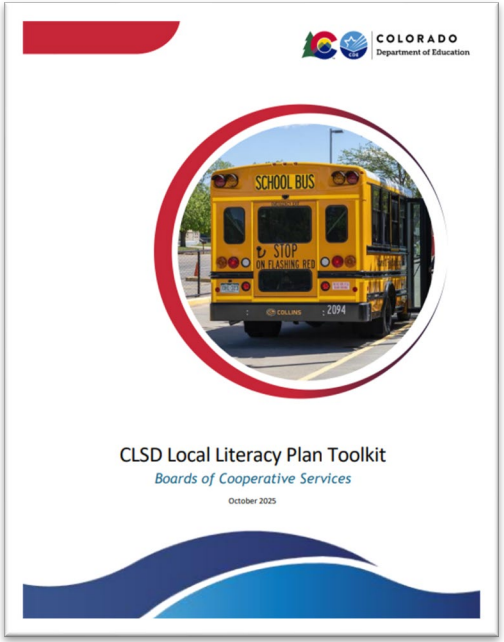


Revisiting Your Local Literacy Plan & Goals

Local Literacy Plans (LLPs)







Toolkit Templates

What is a Local Literacy Plan?

A local literacy plan sets the vision for an organization's literacy programming and serves as a roadmap to guide implementation and achieve performance goals.

A comprehensive literacy plan should:

- → Be informed by a needs assessment
- → Align with the Statewide Comprehensive Literacy Plan
- → Include age bands served
- → Include specific goals
- → Include instruction and practices supported by evidence
- → Include a plan for professional learning
- → Be data-driven, with appropriate collection and use of data
- → Reflect leadership, educator, partner, and family voice and communication

Literacy Plan Sections

Each section of your plan can stand alone by design. Together, they will build a comprehensive literacy plan for your district or organization.

- → Introduction
- → Literacy Team
- → Literacy Vision
- → Needs Assessment
- → Goals
- → Literacy Instruction
- → Use of Data
- → Leadership
- → Professional Development
- → Family Involvement
- → Partnerships
- → Communication Planning

Revisiting Project Goals

Project Goals Follow Up

Keep your project focus visible and in sight as you meet with your team throughout the year.



Develop 2-3 Project Goals
Aligned to UIP, if applicable
Review from Y1 with your team



Project Goal Check:
Are they measurable?
Are they connected to student outcomes or key project foci?



Update, Where Applicable
UIP, Local Literacy Plan
How do they remain visible in our work?



CLSD Updates



CLSD Website Updates



Grant Management

- Allowable Use of Funds
- **Budget Entries**
- **Drawdown Information**
- FAQ



Implementation

- **Colorado Literacy Plan** (pdf)
- **Evidence-based Practices**
- **Local Literacy Plan Toolkits**



Grantee Resources

- **Family and Community Engagement**
- **Professional Learning**

NEW ADDITIONS

- CLSD Events/Reminder Calendar (coming soon)
- CLSD Community Section
- Grantee Spotlight
- Frequently Used Resources
- Grant Partnership Scheduling
- Site Visit Scheduling

Grant Partnership Meeting & Site Visits

Grant Partnership Scheduling Link

GRANT PARNTERSHIP MEETINGS
Required, 1 hour virtual
Schedule before November 30
Purpose:

- Connect on Implementation
- Review Goal & Communication Plan
- Share Y2 Focus
- Q&A

In-Person Site Visit Scheduling Link

In-Person Site Visit
By appt. only, you can design, 2-8 hrs
Schedule throughout year
Purpose:

- Share site-level implementation
- Showcase promising practices
- Thought-partner
- Q&A



Today's Action Items

Around the Corner…



Colorado Department of Education
Comprehensive Literacy State Development Grant

2026-2027 Important Dates

For the most current dates, visit the CLSD calendar online.

September 2026
September 3: Final (Y1) budget revisions due
September 8: CLSD Office Hours 11:30 AM - 12:00 PM (Optional)
September 22: CLSD End of Year Reporting 11:30 AM - 12:30 PM (Optional)
September 30:
- Last day to spend Year 1 funds
- End of Year project reports due
- Y1 Local Literacy Plans due in Syncplicity
- 4-Year-Old oral language data for (Birth - Kinder Entry only)
- Y2 Budgets close in GAINS

October 2026
October 1: Y2 Performance period begins
October 1: Y2 Annual allocation available
October 15: Last day to request reimbursement for Year 1 expenditures
October: Year 2 Grant Award Letters (GALs) issued (Reimbursement requests may be submitted immediately upon receipt of the GAL)

November 2026
November 30: Last day of attending Grant Partnership Meeting

December 2026
December 1: Y2 Revised budgets due
December 1: Final Expenditure Reports (FER) due
December 18: First quarter drawdown reminder
December 31: Fiscal Q1 ends | Q1 drawdown due

March 2027
March 19: Second Quarter drawdown reminder
March 31: Fiscal Q2 ends | Q2 drawdown due

June 2027
June 18: Third Quarter drawdown reminder
June 30: Fiscal Q3 ends | Q3 drawdown due

August 2027
August 2: Year 3 budgets open in GAINS

September 2027
September 3: Final (Y2) budget revisions due
September 17: Fourth quarter drawdown reminder
September 30:
- Last day to spend Year 2 funds
- Y2 End of Year project reports due
- Y2 4-Year-Old oral language data due for (Birth - Kinder Entry only)
- Y3 Budgets close in GAINS
- Fiscal Q4 ends |Q4 drawdown due

Fiscal Quarters
Quarter 1: October 1 – December 31
Quarter 2: January 1 – March 31
Quarter 3: April 1 – June 30
Quarter 4: July 1 – September 30

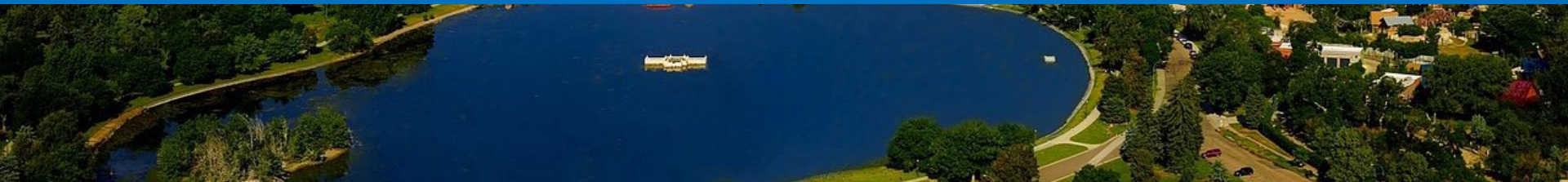
Fund drawdowns must occur quarterly, at minimum and no more than once per month.

25-26 Important Dates Printable

- ❑ Review Project Goals with team
- ❑ Review/Develop/Implement CLSD Communication Plan
- ❑ Revise Local Literacy Plans, if applicable
- ❑ Schedule Grant Partnership Virtual Meeting using **Grant Partnership** Bookings (required)
- ❑ Save the dates for upcoming webinars/office hours (optional)



Exit Ticket: Brief Survey



Questions & Processing Time



General CLSD Grant Questions:

- Mandy Harris, harris_a@cde.state.co.us

Grant Finance Questions:

- Gloria Kochan, Kochan_g@cde.state.co.us

GAINS Questions:

- Megan Allen Winicki, allen_m@cde.state.co.us