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),