



COLORADO
Department of Education

Funding Opportunity

Applications Due:
Friday, October 29, 2021, by 11:59 pm MST

Application information webinar recordings available on the [CLSD Webpage](#)

Colorado Comprehensive Literacy State Development Grant

Pursuant to: Title I, Part E Elementary and Secondary Education Act Of 1965 - Striving Readers



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

Application materials for the Comprehensive Literacy State Development Grant Program will be submitted online via the [Smartsheet Application Form](#).

Submission of application materials via e-mail will not be accepted.

CO Comprehensive Literacy State Development (CLSD) Grant

Applications Due: Friday, October 29, 2021, by 11:59 pm

Introduction

The Colorado Comprehensive Literacy State Development (CLSD) Grant is a federally supported grant intended to expand the use of evidence-based reading practices and interventions that advance literacy skills for children from birth through grade 12 with an emphasis on historically underserved students including children in poverty, English learners (ELs), and children with disabilities. It is designed to improve students' reading competency by supporting local education providers (LEPs) in the development of a Comprehensive Local Literacy Plan (CLLP) aligned with the Statewide Literacy Plan (SLP) (updated SLP to be released Fall/Winter 2021), evaluation of existing structures, practices, and instructional materials across birth through grade 12 to ensure they are evidence-based, expand family and community engagement in literacy efforts, and support teachers and administrators with professional development and coaching on the science of reading, classroom practices, and implementation of the CLLP.

To support long-term outcomes of the target populations, the CLSD grant will support one cohort for 4 years, beginning in the fall of the 2021-2022 school year through the 2024-2025 school year. Round 2 Applicants will have a shortened Year 1 January 1-September 30 (9 months).

*Note: Voluntary participation in the Impact Study may alter dates for some schools. See page 10 for more details.

Grant funds are intended to support literacy efforts in the following ranges during each year of the grant:

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

Purpose

This grant program exists to:

- Support LEPs in the development and implementation of a Comprehensive Local Literacy Plan (CLLP) aligned with the Statewide Literacy Plan (SLP) and Colorado Academic Standards for Reading, Writing, and Communicating.
- Support LEPs and schools with evaluation of existing structures, practices, and instructional materials across birth through grade 12 to ensure they are evidence-based, including how closely they align with the science of reading.
- Support teachers and administrators with implementation of evidence-based reading practices in classrooms through professional development, coaching, and participation in Communities of Practice (CoP).
- Streamline literacy efforts across Colorado by expanding community and family engagement programs.

In order to:

- Increase oral language skills for 4-year-olds.
- Increase the percent of participating 5th grade students who meet or exceed proficiency on Colorado English language arts (ELA) assessments.
- Increase the percent of participating 8th grade students who meet or exceed proficiency on Colorado reading/language arts assessments.
- Increase the percent of participating high school students who meet or exceed proficiency on Colorado reading/language arts assessments.
- Increase ELA proficiency in underserved populations such as students receiving free and reduced lunch, ELs, and students with disabilities in all age and grade levels birth through grade 12.

Eligibility and Priority Considerations

Local Education Providers (LEPs) are eligible to apply for this opportunity. Eligible LEPs include:

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

In addition:

- Eligible districts **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.
- Schools within a district's feeder system (birth through grade 12) must agree to participate fully in the evaluation and progress monitoring processes.

Applications will not be accepted from individual schools. A charter school's authorizer will be the fiscal agent, if funded.

NOTE Funding is restricted to LEPs that are already implementing evidence-based or scientifically based universal instruction and interventions. Evidence of full compliance with the [Colorado READ Act](#) (CRS 22-7-12) will be required from all applicants. If application does not provide evidence of this, the application will not be further reviewed or considered for funding.

Available grant funding will be distributed to LEPs with participating schools demonstrating high need based on certain Priority Eligibility Criteria:

- serving a high percentage of students eligible for free and reduced lunch (exceeding the statewide average of 40.19%*).
- serving a high percentage of ELs (exceeding the statewide average of 12.89%*).
- serving a high percentage of students with an IEP (exceeding the statewide average of 11.84%*).
- serving a high percentage of students with SRDs (exceeding the statewide average of 16.3%**).
- located in a Qualified Opportunity Zone (QOZ) – (learn more and view an interactive map [HERE](#)).
- applying as a district-wide effort; and
- including early childhood providers (birth-3 years) and preschool (3-5 years) in system-wide literacy efforts.

*Reflects enrollment data for the 2020-2021 school year and is available to view in [SchoolView](#).

**Statewide SRD data is only available for K-3. Most recent data available is for the 2018-2019 school year on the [READ Act Data Dashboard](#).

Available Funds, Grant Duration, and Continued Funding

Approximately \$6,160,625 is available for the 2021-2022 school year (Year 1) and \$3,080,309 for each subsequent year (Years 2-4) for a total of \$15,401,552 over 4 years. Round 1 applications distributed \$3,044,000 in Year 1 funds. Round 2 applications have approximately \$3.3 million in available Year 1 funds. Extra funds in Year 1 of the grant will be allocated to support the development of a district-wide Comprehensive Local Literacy Plan (CLLP), and evaluation of existing structures, practices, and instructional materials across birth through grade 12 to ensure they are evidence-based, including how closely they align with the science of reading.

The following percentages **must** apply to each age and grade range for all grant related activities and expenditures:

- **Birth-5 years** (15%)
- **Kindergarten-5th grade** (40%)
- **Grades 6-12** (40%)
- **Administrative + Indirect costs*** (5%)

***Note*:** It is a federal requirement that 95% of funds be used towards program implementation. The sum of administrative activities plus indirect costs cannot exceed 5% of the total requested amount. Amount charged to indirect cannot exceed an applicant's Indirect Cost Rate.

Grants will be awarded to one cohort for a four-year term beginning in the 2021-2022 school year. Additional grant funding for subsequent years is contingent on continued available funds from the US Department of Education and grantees meeting all grant, fiscal, and reporting requirements. Funded applicants are not guaranteed any funding beyond the 2024-2025 year at this time. **Round 2 applicant grant cycle will run January 1 - September 30 in Year 1 and October 1-September 30 in Years 2-4.** Funds will be distributed annually and must be expended by **September 30 of each year.** Carryover funds may be approved but it is recommended that grantees utilize all awarded funds each year. Request amount may vary based on the size of the LEP and intended funding use. There is no guarantee that submitting an application will result in funding or funding at the requested level.

Project Narrative - Critical Components

It is critical that each application clearly outlines the following components in their project narrative:

1. Executive summary describing current literacy landscape within the LEP and the need for further support to enhance and improve oral language and ELA proficiency, highlighting specific needs of targeted populations.
2. Applicant capacity and plan for engaging an external literacy consultant to develop a district-wide Comprehensive Local Literacy Plan (CLLP), or revise an existing plan, that meets the needs of all children birth through grade 12.
3. District-wide understanding of and approach to implementing with fidelity the components of evidence- and science-based reading instruction appropriate for age and grade level.
4. Description of how grant activities will focus on meeting the needs of targeted student populations such as those receiving free and reduced lunch, English learners (ELs), and students with disabilities.
5. Appropriate professional development for teachers and administrators that expands content knowledge and application of language development and evidence- and science-based reading instruction across all age and grade bands.
6. How applicant will meaningfully include and engage early childhood educators, family and community partners in literacy planning and implementation efforts.
7. Program sustainability built throughout grant implementation for continuation of practices and results beyond grant funding.
8. General Education Provision Act (GEPA, Section 427). U.S. Department of Education General Education Provisions Act [General Education Provision Act \(GEPA\) Statement](#).

Critical application components described in detail below.

Section A: Executive Summary

Applicants must provide a brief overview of the literacy landscape within their jurisdiction and the need for further support to enhance and improve oral language and ELA proficiency scores, highlighting need of underserved students.

Section B: Comprehensive Local Literacy Plan (CLLP)

CLSD grantees will develop and implement a comprehensive and integrated literacy plan for birth through grade 12 that includes internal and external partners. Grantees, with the support of an external literacy consultant and a Local School Literacy Leadership Team (LSLLT), will create a comprehensive literacy plan, or update an existing plan, that is data driven and aligned with the updated Colorado Statewide Literacy Plan (to be released Fall 2021). Applicants must outline their capacity to engage with an external literacy consultant to develop/update the CLLP, include key stakeholders that will participate in the CLLP process (administrators, teachers, specialists, parents, ECE, partners, etc.), and show an understanding of the importance of including the components listed below.

The CLLP **must** include:

- Evidence-based practices that help children develop the primary four language skills: reading, writing, speaking, and listening, addressing each part of the continuum (birth through grade 12).

- Evidence of professional learning opportunities in literacy for teachers, literacy leaders *and* administrators based on the Science of Reading including:
 - MTSS strategies to reduce the number of students reading below grade level, demonstrating a cohesive plan of instruction both system-wide and among the tiers of instruction within each age and grade level for at-risk students (e.g., rural communities, low-income, English Language Learners, migrant children, students with SRD) and students with disabilities.
- Alignment to the *Colorado Academic Standards for Reading Writing and Communicating* (standards can be found online [HERE](#)).
- An explanation of the district's data driven instruction plan including:
 - How the district plans to support birth to 5 screening, assessment, and diagnosis of pre-literacy skills. This can be part of a team-based discussion with community providers.
 - Universal screeners, diagnostic assessments, and progress monitoring as well as the use of formative and summative data (i.e., valid and reliable screening, diagnostic, and progress monitoring data) for elementary and secondary grades.
 - Tracking and monitoring literacy attainment that informs instruction, intervention, accommodations, professional learning, and program improvement across age and grade bands appropriate for learner needs.
- Support of early reading risk identification (i.e. dyslexia, speech disorders, auditory processing, autism, sensory, other disabilities that affect reading, speaking, and writing development and social risk factors) appropriate across age and grade ranges.
- Outline either an existing structure for a Local School Literacy Leadership Team (LSLLT) or plans to create a LSLLT as part of this grant that includes stakeholders across the birth to grade 12 continuum.

Section C: Evidence-based practices aligned to research for effective reading and literacy instruction

Applicants will submit evidence for each of the age ranges and grade bands that demonstrates curricula used in participating schools, including core instruction and targeted and intensive instructional interventions, are aligned with the Science of Reading and evidence-based practice, as well as how they will address appropriate systematic and explicit teaching of reading and language development appropriate to each age/grade range birth through grade 12. It must also describe the design of school and classroom structures to support such a system of instruction.

As part of the UIP process, districts have already submitted evidence for K-3 as part of the READ Act requirements. Applicants may use the same [Excel document](#) submitted for K-3 grades to submit evidence for grades 4-12 as well.

Section D: Meeting the needs of underserved students

An effective reading program is one that coherently integrates all students. CLSD Grantee plans must specifically address how they will meet the needs of underserved students across all age and grade bands for students including but not limited to: students receiving free and reduced lunch, English learners, migrant children, students with disabilities, students with a Significant Reading Deficiency (SRD), students in foster care, students experiencing homelessness, etc.

Section E: Professional development and literacy consulting support for teachers and administrators

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

The application must demonstrate that all professional development provided to administrators and teachers using grant funds are aligned with the science of reading and evidence-based practices. Professional learning opportunities must be approved by the CLSD Program Grant Manager prior to expending funds. Participation in local and/or regional Communities of Practice (CoPs) with other CLSD participating schools can be included.

Literacy consultation should be used to support the transfer of professional learning in the science of reading into practice both in the classroom and administrative literacy support. Grantees will be required to meet with their external literacy consultant for the duration of the grant based on grantee needs and funding allocation. Literacy consultants must be pre-approved by CDE. Approval process is to be determined and will be released before start of the grant.

Section F: Meaningful engagement of early childhood educators, family, and community partners in literacy initiatives

A growing body of research demonstrates that increased attention to early language development and pre-reading skills increases a child's readiness for school and improves long-term academic and social outcomes. Applicants **must** include a plan to engage early childhood education provider(s), family, and community partners 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 (CLLP). Applicants can include existing partnerships in this application or outline plans for establishing new partnerships (includes independent, home-based, and faith-based childcare and preschool providers; Head Start; public preschool providers, nonprofits, libraries, museums, councils, etc.) Applicants can use CDE's [Family School and Community Partnerships Framework](#) as reference.

Section G: Program sustainability beyond grant funding

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

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

The application must describe the current capacity to implement the grant requirements and how they will sustain the new structures and essential components of evidence- and science-based practices in birth through grade 12. The application must also describe the LEP's role in sustaining the program beyond grant funding.

Attachment A: GEPA Statement

The applicant must provide a statement of equitable access that meets the requirements of the General Education Provision Act (GEPA, Section 427). [U.S. Department of Education General Education Provisions Act](#)

Attachment B: Budget Workbook and Budget Narrative

Attach the budget workbook in Excel format using the provided [Excel Template](#). An overall budget narrative should be attached in a separate document in Word or PDF format.

Attachment C: LEP Identification of Schools/Partnering Agencies

As part of the application for the CO CLSD Grant, eligible LEPs must solicit **statements of interest** from each school, partner, and stakeholder across the birth through grade 12 continuum who will participate in the CLSD Grant. Letters should be no more than 1-2 pages (12 pt. font and single spaced) and should show that there is community support for the project, outline the need for literacy support in each participating school/partner, and demonstrate capacity for engaging in the CLSD grant. Included schools/partners should meet the priority eligibility criteria listed on page 3.

Please upload all statements of interest as one PDF document. Individual schools, early childhood education providers, and community partners must also be listed out individually in the Smartsheet Application Form. (See *Part IB: Recipient Schools Information* on page 13 for more information.)

Allowable Use of Funds

Year 1 grant activities are meant to provide an opportunity for districts to engage in thoughtful planning of system wide literacy efforts. Suggested uses for funding are listed below. **Uses that will be considered for funding include, but are not limited to:**

DISTRICT-WIDE ACTIVITIES:

Districts are encouraged to use Year 1 funds for planning and evaluating literacy-based systems at a district level.

Examples of allowable uses for this purpose could include:

- Consulting support for LEPs and School Districts on developing a Comprehensive Local Literacy Plan (CLLP) or update an existing plan. Plans must be aligned with the Statewide Literacy Plan (SLP) and be rooted in evidence-based high-impact strategies across the different age and grade bands birth through grade 12. An updated SLP will be released Fall 2021 and will be available on the CDE Website and distributed to CLSD grantees directly.
- Evaluation of existing structures, practices, and instructional materials across birth through grade 12 to ensure they are evidence-based, including how closely they align with the science of reading.
- Establishing and/or expanding district-wide parent and family engagement efforts ([CDE FSCP Framework](#)).
- Sustainability planning beyond grant funding.

Note on requests for the purchase of curriculum and instructional materials.

- The purchase of evidence- and science-based curriculum, instructional supports, classroom materials and assessment tools will be considered only if the LEP has demonstrated ongoing systemwide implementation of evidence- and science-based practices in K-3. It is recommended LEPs submit this request in Years 2-4 after evaluation and planning. If an LEP chooses to submit curriculum as a request, applicants must provide justification of alignment with evidence- and science-based practices. Evidence provided can include: What Works Clearinghouse, found on another state's approved list, ESSA evidence, etc. *LEPs may want to use the [CDE Advisory List](#) for informed decision making.*

BIRTH-5 YEARS OLD ACTIVITIES (15%)

- Professional development in the science of language development and reading for early education providers and administrators.
- Collaboration with K-12 Feeder system and participation in the LSLT.
- Parent, family, caregiver, and community partner engagement activities (Example: [Growing Readers](#)).
- Support expansion of early reading risk identification (i.e., dyslexia, speech disorders, auditory processing, autism, sensory, other disabilities that affect reading, speaking, and writing development, social factors).

KINDERGARTEN-5th GRADE ACTIVITIES (40%) and 6th-12th GRADE ACTIVITIES (40%)

- Professional development for teachers and administrators in the science of reading, writing, and language development. Participation in Communities of Practice rooted in evidence-based practices with other CLSD participating schools can be included.
- Curriculum, instructional supports, and classroom materials aligned with evidence- and science-based practices. **Restrictions apply, see note above regarding curriculum purchases for details.*
- Assessment tools aligned with evidence- and science-based practices and aligned for appropriate grade level with the [READ Act Advisory List of Assessments](#). **Restrictions apply, see note regarding curriculum purchases.*
- Instructional materials that support English learners that are aligned with evidence and science-based practices.
- Consulting support on implementation of evidence- and science-based practices in classrooms.
- Literacy consultants approved by the CLSD Program Grant Manager. Approval process is to be determined and will be released before start of the grant.
- All K-3 activities must be aligned with the [READ Act](#).

ADMINISTRATIVE + INDIRECT COSTS (5%)

- Administrative costs must be directly related to the support and implementation of the CLSD grant and pre-approved by CDE.
- It is a federal requirement that 95% of funds be used towards program implementation. The sum of administrative activities plus indirect costs cannot exceed 5% of the total awarded amount. Amount charged to indirect cannot exceed an applicant's Indirect Cost Rate.

Uses that will not be funded include:

- Capital needs, technology equipment (including tablets, laptops, bookshelves, other furniture, etc.), software, construction costs, food or alcohol costs, and gift certificates.
- Out-of-state travel that is not directly related to the critical components of the CLSD Program.
- Professional development, assessments, and instructional practices that are not aligned with the science of reading and any non-instructional activity not listed in the allowable costs.
- Direct service staff salary or benefits such as intervention teachers.

All expenditures must be pre-approved by CDE.

Evaluation and Reporting

Each CLSD grantee is required to report, at a minimum, the following information to the Department:

Quarterly Reports and Annual Final Report

CLSD grantees must complete the following steps quarterly through CDE-provided Smartsheet form:

- Submit a General Ledger showing CLSD expenditures and revenue for the quarter and year to date.
- Provide a narrative summary including a description of progress and obstacles on grant related activities.
- Contracted literacy consultants must also report grantee progress quarterly.
- Beginning and end of year student data must be submitted according to the reporting schedule below.
- A final annual financial report and project summary narrative will be required at the close of each grant cycle according to the reporting schedule below.

Quarterly and annual financial and progress reports from grant recipients and contracted literacy consultants are due on the following dates in the CDE provided form:

- **January 31:** Covers reporting period October 1-December 31 (*Round 2 applicants will not submit this report in Year 1 but will be required to submit it in Years 2-4 of the grant cycle*)
 - o General Ledger supporting CLSD grant with supporting documentation (Quarterly and YTD)
 - o Brief project narrative
 - o Literacy consultant report
 - o Beginning of year student ELA scores
- **April 30:** Covers reporting period January 1-March 31
 - o General Ledger supporting CLSD grant with supporting documentation (Quarterly and YTD)
 - o Brief project narrative
 - o Literacy consultant report
- **July 31:** Covers reporting period April 1-June 30
 - o General Ledger supporting CLSD grant with supporting documentation (Quarterly and YTD)
 - o Brief project narrative
 - o Literacy consultant report
 - o End of year student ELA scores
- **October 31:** Covers reporting period July 1-September 30
 - o General Ledger supporting CLSD grant with supporting documentation (Quarterly and YTD)
 - o Detailed project narrative summarizing final quarter and annual project activities
 - o Literacy consultant report
 - o End of year student ELA scores and performance measures

Remember to only report activities that occurred during the reporting period. If the reporting deadline falls on a weekend, the report is due the Friday before.

General ledgers must track CLSD grant expenditures and revenue separately from other funding sources. Reports must include grant code **5371**, AND source code **4000**.

Annual Budget Submission

A new budget for the upcoming grant cycle must be submitted annually **no later than August 15 of each year**. A budget template will be provided to awardees directly in the final quarter of the grant cycle.

If a grantee is unable to spend their funds in a given year, they may make a carryover funding request. Carryover requests must include a brief explanation as to why funds were not spent in the prior grant year and justification as to why carryover into the next grant cycle is necessary to support CLSD activities. A carryover request does not guarantee approval or availability of the funds beyond the awarded grant cycle. If carryover funds are allowed, those can be submitted with the new budget referenced in the paragraph above.

Project and Budget Modification Requests

Project and budget modification requests will be considered on a case-by-case basis. Please contact the CLSD Program Grant Manager if a project or budget modification is necessary.

Other Project Evaluation

To determine the success of the CLSD program, CDE may contract with an external evaluator to conduct an external evaluation of CLSD. Grantees will be required to participate in the external evaluation of the CLSD program as requested if a review is conducted.

CLSD grantees may be selected for a site visit by CDE program staff during the grant, COVID restrictions permitting.

Information reported to CDE related to grant activities is not confidential and is subject to public request. Grantees should ensure reported information does not contain PII or confidential information. See Data Privacy section below.

Impact Study (Optional)

Additional Funding Opportunity for Districts in CLSD Grantee States

The U.S. Department of Education is conducting a national evaluation of CLSD to understand the implementation of the program and its impact on student literacy. On behalf of the U.S. Department of Education, the American Institutes for Research (AIR) invites districts interested in applying for CLSD grant to participate in the impact study. Each grantee participating in the evaluation will pick which schools receive CLSD funding as usual, but the timing of funding for the grantee's participating *elementary schools* (grades 3, 4, and 5 only) will be determined by random assignment (i.e., a lottery). About half of a grantee's participating elementary schools will receive CLSD funding immediately and half will receive it after 2 years. The lottery ensures that differences in outcomes can be attributed to CLSD funding and not to features of the schools or their decisions to participate. Participating district grantees would be impacted in the following ways:

- Staggering the rollout of CLSD funds to schools over time will help districts **learn about and apply** lessons from early implementers to other schools.
- Districts will receive **\$15,000** per participating elementary school.

District Participation and Eligibility

District participation in the impact study is voluntary but strongly encouraged. By completing the information in this section of the application indicates applicants' interest in participating in the impact study. Expressing interest at the time of application is not a commitment of participation. LEPs with four or more elementary schools included in their CLSD grant are best positioned to participate in the impact study, but LEPs with at least two elementary schools included in their CLSD grant are eligible to participate. More information about the impact study will be included in the Application TA Webinar hosted by CDE or applicants can contact the study managers listed below.

Questions About the Impact Study

For additional information about the impact study, please see the [study webpage](#). Applicants may also contact:

Dr. Eleanor Fulbeck | efulbeck@air.org | (650) 350-9045

Dr. Jessica Heppen | jheppen@air.org | (202) 403-5488

Impact Study Participation

Please indicate LEP's willingness to participate in the impact study if selected to receive a CLSD Grant by checking the appropriate box in the online Smartsheet Application Form. Example of checkbox and language are found below.

☐ Our LEP **is interested in participating** in the impact study and receive \$15,000 for each participating elementary school. The elementary schools we will include in the impact study are:

1. [Name of Elementary School 1] _____
2. [Name of Elementary School 2] _____
3. [Name of Elementary School 3] _____
4. [Name of Elementary School 4] _____
5. [continue as needed] _____

☐ Our LEP is **not interested in participating** in the impact study and receiving \$15,000 for each participating elementary school at this time. By selecting this box, we understand that we may be contacted to participate in the impact study later if there is space available.

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

Several application information webinar recordings are available on the [CLSD Website](#).

Topics covered in the webinar recordings are FAQs about the CLSD grant, eligibility, components of the program including allowable activities, evaluation, data collection, filling out the budget template, and project evaluation including the optional impact study. Ongoing technical assistance will be available to CLSD grantees throughout the duration of the grant.

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 **November 26, 2021**.

Note: As part of a competitive application process applicants are required to meet the eligibility criteria outlined on page 4 and 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 the [Smartsheet Application Form](#) by **Friday, October 29, 2021, by 11:59 pm MST**. Attachments for the application must be in Word, Excel, or PDF format. E-mailed applications will not be accepted. Incomplete or late applications will not be considered. If an applicant does not receive an email confirmation of receipt of application within 24 hours after the deadline, email CompetitiveGrants@cde.state.co.us. Application materials and budget are available for download on CDE's [CLSD Grant webpage](#).

Submit all application elements, including required attachments, online via the

[Smartsheet Application Form](#)

By: **Friday, October 29, 2021, by 11:59 pm MST**

Application Format

- Each section of the narrative will have its own space to enter information in the Smartsheet Application Form. The project narrative (Sections A-G) of the application cannot exceed 4,000 characters per section. Details for critical components to address can be found starting on page 5 of this RFA. See below for the required elements of the application. Applications that exceed the page and character limits will not be reviewed.
- The Smartsheet Application Form does not save works in progress. It is best to complete all application elements separately then upload or transfer the information into the application when you are ready to do so in one session.
- The signature page must include original signatures of the lead organization/fiscal agent.
- Budgets will be submitted on a yearly basis. Please submit budget and budget narrative for the 2021-2022 school year only with initial application.
- Applicants must submit a separate overall budget narrative AND include a brief narrative for each budget line item directly in the provided [Excel Template](#).
- Name all attachments as "Applicant Name – CLSD File Name_Date"

Required Elements

The CLSD Grant [Smartsheet Application Form](#) includes the following elements, all of which must be completed.

Part I: Applicant Information, Participating Schools, and Program Assurances Form [Not Scored]

Submit completed Program Assurances Form with original signatures. If the application is approved, funding will not be awarded until all signatures are in place. Applications may be submitted without signatures. However, please attempt to obtain all signatures before submitting the application.

Part II: Project Narrative

- | | |
|------------|--|
| Section A: | Executive Summary |
| Section B: | Capacity and plan for development of CLLP |
| Section C: | Evidence of LEP's understanding of and approach to evidence-based practices |
| Section D: | Description of how they will meet the literacy needs of underserved students |
| Section E: | Professional development and implementation consulting plan |
| Section F: | Inclusion of early childhood educators, family, and community partners |
| Section G: | Plan for program sustainability beyond grant funding |

Part III: Required Attachments (file size limited to 30mb/each):

- | | |
|---------------|---|
| Attachment A: | GEPA Statement |
| Attachment B: | Budget Workbook and Narrative (use provided Excel Template and attach separate narrative) |
| Attachment C: | Statements of Interest from Schools/Partners (uploaded as one PDF document) |

Optional Attachment: Excel document with supporting evidence of curricula used (Section C)

CO Comprehensive Literacy State Development (CLSD) Grant

Applications Due: Friday, October 29, 2021, by 11:59 pm

The below is provided for planning purposes only. Part IA and Part IB will be completed using the [Smartsheet Application Form](#).

Part IA: Applicant Information

Lead Local Education Provider (LEP)/BOCES Information			
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 ☐ Charter School Institute			
Region (indicate region of Colorado this program will directly impact)			
☐ Metro ☐ Pikes Peak ☐ North Central ☐ Northwest ☐ West Central ☐ Southwest ☐ Southeast ☐ Northeast			
Authorized Representative Information			
Name:		Title:	
Telephone:		E-mail:	
Program Contact Information			
Name:		Title:	
Telephone:		E-mail:	
Fiscal Manager Information			
Name:			
Telephone:		E-mail:	
Amount of Funding Requested:			

Part IB: Recipient Schools Information

Complete this section directly in the Smartsheet Application Form. List all schools and school codes included in this grant, separated by semicolons: "Alphabet Elementary School #2923; Bright Montessori #4792". If listing a community partner that does not have a number, enter #CP after their name. [Use official school name and 4-digit code](#).

Applicants who are selected to receive CLSD funds will be required to submit principal contact information for each participating school before the start of the grant on October 1, 2021.

Recipient School Information			
School Name:		School Code:	Charter School: ☐ Yes ☐ No
School Name:		School Code:	Charter School: ☐ Yes ☐ No
School Name:		School Code:	Charter School: ☐ Yes ☐ No
School Name:		School Code:	Charter School: ☐ Yes ☐ No
School Name:		School Code:	Charter School: ☐ Yes ☐ No
School Name:		School Code:	Charter School: ☐ Yes ☐ No
School Name:		School Code:	Charter School: ☐ Yes ☐ No

Part IC: 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), 2021, 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 and ensure that a minimum of 95% of the budget is allocated for program implementation using the 15/40/40/5 formula.
- 2) LEP leadership is committed to supporting CLSD schools in implementing evidence- and science-based practices.
- 3) Applicant agrees to work with the Colorado Department of Education (CDE) and the selected CLSD Literacy Consultant to 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, and agrees to grant their CLSD Literacy Consultant access to school-level data and all other requirements of the grant.
- 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 quarterly and annual 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., consultant reports, surveys, correspondence requests from CDE, quarterly progress reports, etc.).
- 8) Staff at each participating school is committed to implementing the CLSD Program as described in the CO Comprehensive Literacy State Development (CLSD) RFA document.
- 9) If a change in LEP 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 LEP 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.

Project modifications and changes in the approved budget must be requested in writing and be approved in writing by the CDE before modifications are made to the expenditures. To submit changes, contact Patrick Mueller, Grants Fiscal (Mueller_P@cde.state.co.us) and Stacey Smith, CLSD Program Grant Manager (Smith_S@cde.state.co.us).

_____ Name of Organization Board President (School Board, BOCES, Charter School)	_____ Signature	_____ Date
_____ Name of Organization Authorized Representative (Superintendent, Charter School Institute, BOCES Executive Director)	_____ Signature	_____ Date
_____ Name of LEP Program Contact	_____ Signature	_____ Date

Note: If grant application is approved, funding will not be awarded until all signatures are in place. Please attempt to obtain all signatures before submitting the application.

CO Comprehensive Literacy State Development (CLSD)

Applications Due: Friday, October 29, 2021, by 11:59 pm

Application Scoring Guide

CDE Use Only

Part I: Applicant Info, Recipient Schools, and Assurances Form

Not Scored

Part II: Narrative

Section A:	Executive Summary Demonstrating Need	/10
Section B:	Capacity and Plan for Development of CLLP	/50
Section C:	Evidence of LEP's Understanding of/Approach to EBP (Excel Attachment)	/50
Section D:	Description of How Applicant Will Meet Needs of Underserved Students	/40
Section E:	Professional Development and Implementation Consulting Plan	/40
Section F:	Inclusion of Early Childhood Educators, Family, and Community Partners	/20
Section G:	Plan for Program Sustainability Beyond Grant Funding	/25

Part III: Attachments

Attachment A:	GEPA Statement	/1
Attachment B:	Budget with Narrative that Demonstrates 95% Spent on Programming	/3
Attachment C:	Statements of Interest from Participating Schools/Partners	/1

Subtotal: /240

Priority Considerations [See page 4 of RFA for list of Priority Criteria]

/35

Total: /275

Applicant is in compliance with the Colorado READ Act or working towards compliance.

☐ Yes

☐ No

Priority Considerations

CDE will indicate whether this application met the priority criteria (see page 4 of the RFA). This application demonstrates:

Criteria	Meets [5 Points]	Does Not Meet [0 Points]	TOTAL
School(s) located in a Qualified Opportunity Zone (QOZ)	☐ Yes	☐ No	
School(s) with a high percentage of students who are eligible for Free and Reduced Lunch exceeding the statewide rate, (40.19%)	☐ Yes	☐ No	
School(s) with a high percentage of English learner students exceeding the statewide rate, (12.89%)	☐ Yes	☐ No	
School(s) with a high percentage of students with a disability exceeding the statewide rate, (11.84%)	☐ Yes	☐ No	
School(s) with a high percentage of students with an SRD exceeding the statewide rate, (16.3%) (K-3 only)	☐ Yes	☐ No	
Applying as a district-wide effort	☐ Yes	☐ No	
Includes early childhood providers (birth-3 years) and preschool (3-5 years) in system-wide literacy efforts and the LSLT	☐ Yes	☐ No	
Priority Considerations Total			/35

GENERAL COMMENTS: Indicate support for scoring by including overall strengths and weaknesses, and any required changes. These comments will be provided to applicants with their final scores.

RECOMMENDATION: Funded _____ Funded with Changes _____ Not Funded _____

Selection Criteria and Evaluation Rubric

Part I: Application Introduction [Not Scored]

Applicant Information, Recipient School Information, and Program Assurances

Part II: Narrative and Attachments [275 Points]

The following criteria will be used by reviewers to evaluate the application. In order for the application to be recommended for funding all required elements must be addressed. An application that receives a score of zero on any required elements will not be funded.

Scoring Definitions

Minimally Addressed or Does Not Meet Criteria - information not provided

Met Some but Not All Identified Criteria - requires additional clarification

Addressed Criteria but Did Not Provide Thorough Detail - adequate response, but not thoroughly developed or high-quality response

Met All Criteria with High Quality - clear, concise, and well thought out response

Section A: Executive Summary Demonstrating Need	Minimally Addressed or Does Not Meet Criteria	Met Some but Not All Identified Criteria	Addressed Criteria but Did Not Provide Thorough Detail	Met All Criteria with High Quality	TOTAL
1) Executive summary describes current literacy landscape within the applicant's LEP jurisdiction.	0	1	3	5	
2) Executive summary appropriately highlights the need for further support to enhance and improve oral language and ELA proficiency scores for underserved students.	0	1	3	5	
Reviewer Comments:					
					Total /10

Section B: Applicant capacity and plan for engaging external literacy consultant to develop a district-wide Comprehensive Local Literacy Plan (CLLP) that meets the needs of students birth through grade 12.	Minimally Addressed or Does Not Meet Criteria	Met Some but Not All Identified Criteria	Addressed Criteria but Did Not Provide Thorough Detail	Met All Criteria with High Quality	TOTAL
1) Demonstrates capacity and plan to engage an external literacy consultant to develop a Comprehensive Local Literacy Plan.	0	3	5	10	
2) Demonstrates the importance of including all age and grade ranges birth through grade 12 into the CLLP.	0	3	7	10	
3) Demonstrates the importance of including strategies that meet the needs of at-risk and underserved students.	0	3	7	10	
4) Includes appropriate stakeholders in the birth-5 years old range including preschool in the LSLLT.	0	1	3	5	
5) Includes appropriate stakeholders in the Kinder-5 th grade range in the LSLLT.	0	1	3	5	
6) Includes appropriate stakeholders in the 6 th -12 th grade range in the LSLLT.	0	1	3	5	
7) Includes appropriate family and community partner stakeholders in the LSLLT.	0	1	3	5	
Reviewer Comments:					
					Total /50

Section C: District understanding of and approach to implementing with fidelity the components of evidence- and science-based reading instruction appropriate for age and grade level.	Minimally Addressed or Does Not Meet Criteria	Met Some but Not All Identified Criteria	Addressed Criteria but Did Not Provide Thorough Detail	Met All Criteria with High Quality	TOTAL
1) Provides sufficient evidence that learning and instruction tools used in participating early childhood education environments and preschools are aligned with evidence-based practices for effective language and pre-literacy skill development.	0	3	7	10	
2) Provides sufficient evidence that curricula used in participating K-5 schools, including core instruction and targeted and intensive instructional interventions, are aligned with the Science of Reading and evidence-based practice.	0	3	7	10	
3) Provides sufficient evidence that curricula used in participating 6 th -12 th grade schools, including core instruction and targeted and intensive instructional interventions, are aligned with the Science of Reading and evidence-based practice.	0	3	7	10	
4) Addresses appropriate systematic and explicit teaching of reading and language development for birth-5 years old.	0	1	3	5	
5) Addresses appropriate systematic and explicit teaching of reading and language development for K-5 th grade.	0	1	3	5	
6) Addresses appropriate systematic and explicit teaching of reading and language development for 6 th -12 th grade.	0	1	3	5	
7) Addresses the design of school and classroom structures to support such a system of instruction across age/grade bands.	0	1	3	5	
Reviewer Comments:					
					Total /50

Section D: Demonstrates how grant activities will meet the needs of underserved students across all age and grade bands.	Minimally Addressed or Does Not Meet Criteria	Met Some but Not All Identified Criteria	Addressed Criteria but Did Not Provide Thorough Detail	Met All Criteria with High Quality	TOTAL
1) Adequately addresses how they will meet the needs of English learners.	0	3	7	10	
2) Adequately addresses how they will meet the needs of students with disabilities.	0	3	7	10	
3) Adequately addresses how they will meet the needs of students eligible for free and reduced lunch.	0	3	7	10	
4) Adequately addresses how they will meet the needs of other at-risk students such as migrant children, students in foster care and/or students experiencing homelessness.	0	3	7	10	
Reviewer Comments:					
					Total /40

Section E: Professional development (PD) for teachers and administrators that expands content knowledge and application of language development and evidence-based instruction across all age and grade bands.	Minimally Addressed or Does Not Meet Criteria	Met Some but Not All Identified Criteria	Addressed Criteria but Did Not Provide Thorough Detail	Met All Criteria with High Quality	TOTAL
1) Adequately addresses PD plan for teachers birth-5 years.	0	1	3	5	
2) Adequately addresses PD plan for administrators birth-5 years.	0	1	3	5	
3) Adequately addresses PD plan for teachers K-5 th grade.	0	1	3	5	
4) Adequately addresses PD plan for administrators K-5 th grade.	0	1	3	5	
5) Adequately addresses PD plan for teachers 6 th -12 th grade.	0	1	3	5	

6) Adequately addresses PD plan for administrators 6 th -12 th grade.	0	1	3	5	
7) Demonstrates capacity to engage in ongoing literacy consulting that transfers professional learning to classroom practice.	0	3	7	10	
Reviewer Comments:					
					Total /40

Section F: Meaningful engagement of early childhood educators (ECE), family and community partners in literacy efforts.	Minimally Addressed or Does Not Meet Criteria	Met Some but Not All Identified Criteria	Addressed Criteria but Did Not Provide Thorough Detail	Met All Criteria with High Quality	TOTAL
1) Demonstrates the importance of including early childhood education providers, family and community partners in district-wide literacy planning and implementation efforts.	0	1	3	5	
2) Plan to include ECE providers, family and community partners in school and district literacy leadership teams and as active partners in the development of the CLLP.	0	3	5	10	
3) Includes existing partnerships with ECE providers, family and community partners OR a plan for creating and establishing new partnerships with them.	0	1	3	5	
Reviewer Comments:					
					Total /20

Section G: Program sustainability for continuation of results beyond grant funding.	Minimally Addressed or Does Not Meet Criteria	Met Some but Not All Identified Criteria	Addressed Criteria but Did Not Provide Thorough Detail	Met All Criteria with High Quality	TOTAL
1) Demonstrates an understanding of the critical components of successful sustainability planning. Could include current sustainability plan(s).	0	3	7	10	
2) Describes capacity to implement the grant requirements both during and after grant programming.	0	3	7	10	
3) Describes LEP's role in sustaining the program beyond the grant.	0	1	3	5	
Reviewer Comments:					
					Total /25

Attachments:	Meets [1 Point]	Does Not Meet [0 Points]	TOTAL
1) GEPA Statement	☐ Yes	☐ No	
2) Budget	☐ Yes	☐ No	
3) Budget narrative appropriately justifies expenditures, demonstrates they are aligned with allowable activities.	☐ Yes	☐ No	
4) Budget allocates 95% of funding to programming: Birth-5 years (15%), K-5 (40%) and 6-12 (40%). Indirect/Admin does NOT exceed 5% of overall funding request.	☐ Yes	☐ No	
5) Statement of interest from participating schools/partners.	☐ Yes	☐ No	
Reviewer Comments:			
			Total /5