

# **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



#### **Program Questions:**

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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 <u>Smartsheet Application Form</u>.

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-5<sup>th</sup> grade (40%)
- 6<sup>th</sup>-12<sup>th</sup> 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 5<sup>th</sup> grade students who meet or exceed proficiency on Colorado English language arts (ELA) assessments.
- Increase the percent of participating 8<sup>th</sup> 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 <u>must</u> 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.

## 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-5<sup>th</sup> grade (40%)
- Grades 6-12 (40%)
- Administrative + Indirect costs\* (5%)

<sup>\*</sup>Reflects enrollment data for the 2020-2021 school year and is available to view in SchoolView.

<sup>\*\*</sup>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.

\*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 <u>and</u> 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 <u>and</u> 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 <u>must</u> 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 <u>Family School and Community Partnerships Framework</u> 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>U.S. Department of Education General Education Provisions Act</u>

#### **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. <u>Uses that will be considered for funding include, but are not limited to</u>:

#### **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 **<u>List</u>** 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 LSLLT.
- 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 6<sup>TH</sup>-12<sup>TH</sup> 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 <u>READ Act</u>.

#### **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 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. <u>Grantees should ensure reported information does not contain PII or confidential information</u>. 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 <u>voluntary but strongly encouraged</u>. 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 <u>is not</u> 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 | <a href="mailto:efulbeck@air.org">efulbeck@air.org</a> | (650) 350-9045 Dr. Jessica Heppen | <a href="mailto:jheppen@air.org">jheppen@air.org</a> | (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:
<u>1.</u>	[Name of Elementary School 1]

<u>1.                                    </u>	[Name of Elementary School 1]
2.	[Name of Elementary School 2]
3.	[Name of Elementary School 3]
1.	[Name of Elementary School 4]
	[continue as needed]

☐ Our LEP is <b>not interested in participating</b> 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 <u>Smartsheet Application Form</u> by <u>Friday</u>, <u>October 29</u>, <u>2021</u>, <u>by 11:59 pm MST</u>. 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 <u>CompetitiveGrants@cde.state.co.us</u>. Application materials and budget are available for download on CDE's <u>CLSD Grant webpage</u>.

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 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 <a href="Excel Template">Excel Template</a>.
- 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**

		Lea	ad Local Education Pro	vider (LE	P)/BOCES Info	rmation		
LEP/BOCES N	lame:						LEP/BOCE	S Code:
<b>Mailing Add</b>	ress:						DUNS #:	
	_		Type of Ed	ucation P	rovider		-	
		(check b	ox below that best des	cribes the	e organization (	or authori	izer)	
	☐ School District ☐ BOCES ☐ Charter School Institute							
				Region				
		(indi	cate region of Colorado	this prog	gram will direct	ly impact	)	
	☐ Met	ro	☐ Pikes Peak	Пи	orth Central		☐ Nort	hwest
		West Central	□ Southwest		☐ Southeast		☐ Northea	
				•				
			Authorized Repro	esentativ	e Information			
Name:				Title:				
Telephone:				E-mail:				
			Program Co	ntact Info	ormation			
Name:				Title:				
Telephone:				E-mail:				
			Fiscal Man	ager Info	rmation			
Name:								
Telephone:				E-mail:				
•								
Amount of F	unding	Requested:						
					<u> </u>			

## **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**

	appropriate Authorized Representatives must sign aprehensive Literacy State Development grant, and			lication for the CO
On		1. the Board of	(district/BOCES/CSI)	
ner	eby agrees to the following assurances:		(4.5264, 2.5.25, 5.5.)	
1) 2) 3) 4) 5)	Grantee will ensure all funds are expended in accobudget is allocated for program implementation of LEP leadership is committed to supporting CLSD of Applicant agrees to work with the Colorado Depa explicit and systematic instruction rooted in the Signade bands, including core instruction and target Literacy Consultant access to school-level data and Applicant agrees to participate in professional dewith the purpose of this grant program.  Applicant agrees that participating schools/partneassessments that are evidence- and science based Applicant will cooperate with CDE in the development grant requirements. The applicant agrees to reporting requirements for the CLSD grant, follow grant implementation.	using the 15/40/40/5 schools in implementing the result of Education (science of Reading into ted and intensive instance of the and intensive instance of the education of the e	formula.  Ing evidence- and science-based practic (CDE) and the selected CLSD Literacy Coto all elements of teaching structures act (cotonal interventions, and agrees to gents of the grant.  Ited in evidence- and science-based practicular core and targeted intervention of quarterly and annual progress and firmance and assessment data in accord deadlines for submission provided by (cotonal intervention).	es. Insultant to embed ross all age and grant their CLSD ctice and aligned in materials, and inancial reports to ance with the CDE throughout
7) 8)	Applicant agrees to provide CDE information requachieving grant goals. This includes participation during the grant cycle to monitor fidelity of imple CDE, quarterly progress reports, etc.). Staff at each participating school is committed to	in the collection of quementation (i.e., consumentation)	alitative data using forms developed a iltant reports, surveys, correspondence	nd used by CDE e requests from
9)	Literacy State Development (CLSD) RFA document If a change in LEP and/or school leadership occurs notify the CLSD Program Grant Manager and prov commitment to grant activities for the remainder	s during grant particip vide a transition plan t		
11) 12) 13) 14)	If a change in LEP and/or school leadership occurs demonstrate knowledge of (or a plan to develop a commitment to the CLSD Grant requirements and The grantee and all participating schools and commitment, national origin, color, disability, sexual origin, swill be used to supplement and not suppla development and grant dollars will be administer funded projects will maintain appropriate fiscal at the grantees as a part of their regular audits. If any findings of misuse of these funds are discovant for the grantee will maintain sole responsibility for the services.	s during grant particip knowledge of) and co d purpose. nmunity partners will entation, age, or any nt any funds currently ed by the appropriate and program records a vered, project funds w	mmitment to the science of reading, and the discriminate against anyone on the other protected class in Colorado.  To being used for literacy efforts or profestiscal agent.  Indicate that fiscal audits of this program with the returned to CDE.	nd demonstrate basis of race, essional II be conducted by
арр	Colorado Department of Education may terminate licant is not fulfilling the requirements of the fund enerating less than satisfactory results.	e a grant award upon ed program as specifi	thirty days' notice if it is deemed by CD ed in the approved project application,	DE that the or if the program
<u>befo</u>	ect modifications and changes in the approved buore modifications are made to the expenditures. To seller P@cde.state.co.us) and Stacey Smith, CLSD	o submit changes, cor	tact Patrick Mueller, Grants Fiscal	g by the CDE
	Name of Organization Board President (School Board, BOCES, Charter School)		Signature	Date
(Su	Name of Organization Authorized Represent perintendent, Charter School Institute, BOCES Exec		Signature	Date
	Name of LEP Program Contact		Signature	Date

<b>Note:</b> If grant application is approved, funding will not be awarded until all signatures are in place. Please at signatures before submitting the application.	tempt to obtain all

# CO Comprehensive Literacy State Development (CLSD) Applications Due: Friday, October 29, 2021, by 11:59 pm

## **Application Scoring Guide**

CDE Use On	ly						
Part I:	Applicant Info,	Recipient Schools, and Assurances Form			Not S	cored	
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/Approac	ch to EBP (Excel Attachn	nent)		/50	
	Section D:	Description of How Applicant Will Meet Nee	eds of Underserved Stud	lents		/40	
	Section E:	Professional Development and Implementat	ion Consulting Plan			/40	
	Section F:	Inclusion of Early Childhood Educators, Fami	ily, and Community Part	ners		/20	
	Section G:	Plan for Program Sustainability Beyond Gran	t Funding			/25	
Part III:	Attachments						
Attachment A: GEPA Statement							
	Attachment B:	Budget with Narrative that Demonstrates 95	5% Spent on Programmi	ng		/3	
	Attachment C:	Statements of Interest from Participating Sci	hools/Partners			/1	
			S	ubtotal:		/240	
Priority C	onsiderations	[See page 4 of RFA for list of Priority Criteria	1			/35	
		,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	•	Total:		/275	
						7=10	
Appli	cant is in comp	liance with the Colorado READ Act or	☐ Yes		□ No		
	workir	ng towards compliance.	□ res				
CDE	will indicate wheth	<b>Priority Consideration</b> ser this application met the priority criteria (see pa		lication do	manstrata	~•	
CDL	will indicate wheth	er this application met the phonty triteria (see po	age 4 of the MA). This app		Does Not	). 	
		Criteria		Meets [5 Points]	Meet [0 Points]	TOTAL	
School(s) lo	ocated in a Qualifie	ed Opportunity Zone (QOZ)		☐ Yes	□ No		
		age of students who are eligible for Free and Red	uced Lunch exceeding	☐ Yes	□ No		
	ide rate, (40.19%)						
		age of English learner students exceeding the stat		☐ Yes	□ No		
		age of students with a disability exceeding the sta age of students with an SRD exceeding the statew		☐ Yes	☐ No		
only)	vitir a riigii percerit	age of students with all SND exceeding the statew	nue rate, (10.5%) (K-5	☐ Yes	□ No		
	s a district-wide ef	fort		☐ Yes	□No		
	•	viders (birth-3 years) and preschool (3-5 years) in	system-wide literacy	☐ Yes	□ No		
efforts and	the LSLLT		Dui autau Cauai d			/25	
			Priority Consid	erations	iotai	/35	
		dicate support for scoring by including overall will be provided to applicants with their fina		ses, and a	iny require	ed	
RECOMN	//ENDATION:	Funded Funded with Cha	anges.	Not Fun	مامما		

#### **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

<u>Addressed Criteria but Did Not Provide Thorough Detail</u> - 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

СО	ction B: Applicant capacity and plan for engaging external literacy nsultant to develop a district-wide Comprehensive Local Literacy an (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 <sup>th</sup> grade range in the LSLLT.	0	1	3	5	
6)	Includes appropriate stakeholders in the 6 <sup>th</sup> -12 <sup>th</sup> grade range in the LSLLT.	0	1	3	5	
7)	Includes appropriate family and community partner stakeholders in the LSLLT.	0	1	3	5	
Re	viewer Comments:					
					Total	/50

witl	tion C: District understanding of and approach to implementing in fidelity the components of evidence- and science-based reading ruction 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
	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	
	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	
	Provides sufficient evidence that curricula used in participating 6 <sup>th</sup> -12 <sup>th</sup> 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	
	Addresses appropriate systematic and explicit teaching of reading and language development for K-5 <sup>th</sup> grade.	0	1	3	5	
	Addresses appropriate systematic and explicit teaching of reading and language development for 6 <sup>th</sup> -12 <sup>th</sup> grade.	0	1	3	5	
	Addresses the design of school and classroom structures to support such a system of instruction across age/grade bands.	0	1	3	5	
Rev	iewer Comments:					
					Total	/50

	n D: Demonstrates how grant activities will meet the needs of served 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
l ' .	equately addresses how they will meet the needs of English arners.	0	3	7	10	
1 '	equately addresses how they will meet the needs of students th disabilities.	0	3	7	10	
· ·	equately addresses how they will meet the needs of students gible for free and reduced lunch.	0	3	7	10	
at-	equately addresses how they will meet the needs of other risk students such as migrant children, students in foster care d/or students experiencing homelessness.	0	3	7	10	
Reviewer Comments:						
					Total	/40

ad Iar	ction E: Professional development (PD) for teachers and ministrators that expands content knowledge and application of aguage development and evidence-based instruction across all age d 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 <sup>th</sup> grade.	0	1	3	5	
4)	Adequately addresses PD plan for administrators K-5 <sup>th</sup> grade.	0	1	3	5	
5)	Adequately addresses PD plan for teachers 6 <sup>th</sup> -12 <sup>th</sup> grade.	0	1	3	5	

					Total	/40
Reviewer Comments:						
	that transfers professional learning to classroom practice.	U	3	,	10	
7)	Demonstrates capacity to engage in ongoing literacy consulting	0	2	7	10	
6)	Adequately addresses PD plan for administrators 6 <sup>th</sup> -12 <sup>th</sup> grade.	0	1	3	5	

	on F: Meaningful engagement of early childhood educators , 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
e	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	
S	Plan to include ECE providers, family and community partners in chool and district literacy leadership teams and as active partners in the development of the CLLP.	0	3	5	10	
C	ncludes existing partnerships with ECE providers, family and community partners <i>OR</i> a plan for creating and establishing new partnerships with them.	0	1	3	5	
Reviewer Comments:						
					Total	/20

Section G: Prog grant funding.	ram sustainability for continuation of results beyond	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
	tes an understanding of the critical components of sustainability planning. Could include current ty plan(s).	0	3	7	10	
'	apacity to implement the grant requirements both after grant programming.	0	3	7	10	
3) Describes L	EP'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			