



COLORADO
Department of Education

Comprehensive Literacy State Development (CLSD) Grant

Subgrantee Handbook

Revised October 2024



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Meet The Colorado Department of Education

As a dynamic service agency, the Colorado Department of Education (CDE) provides leadership, resources, support, and accountability to the state's 178 school districts, 1,888 schools, over 53,000 teachers and over 3,200 administrators to help them build capacity to meet the needs of the state's approximately 905,000 public school students. To learn more about CDE, visit our main [About CDE](#) page.

Our Vision

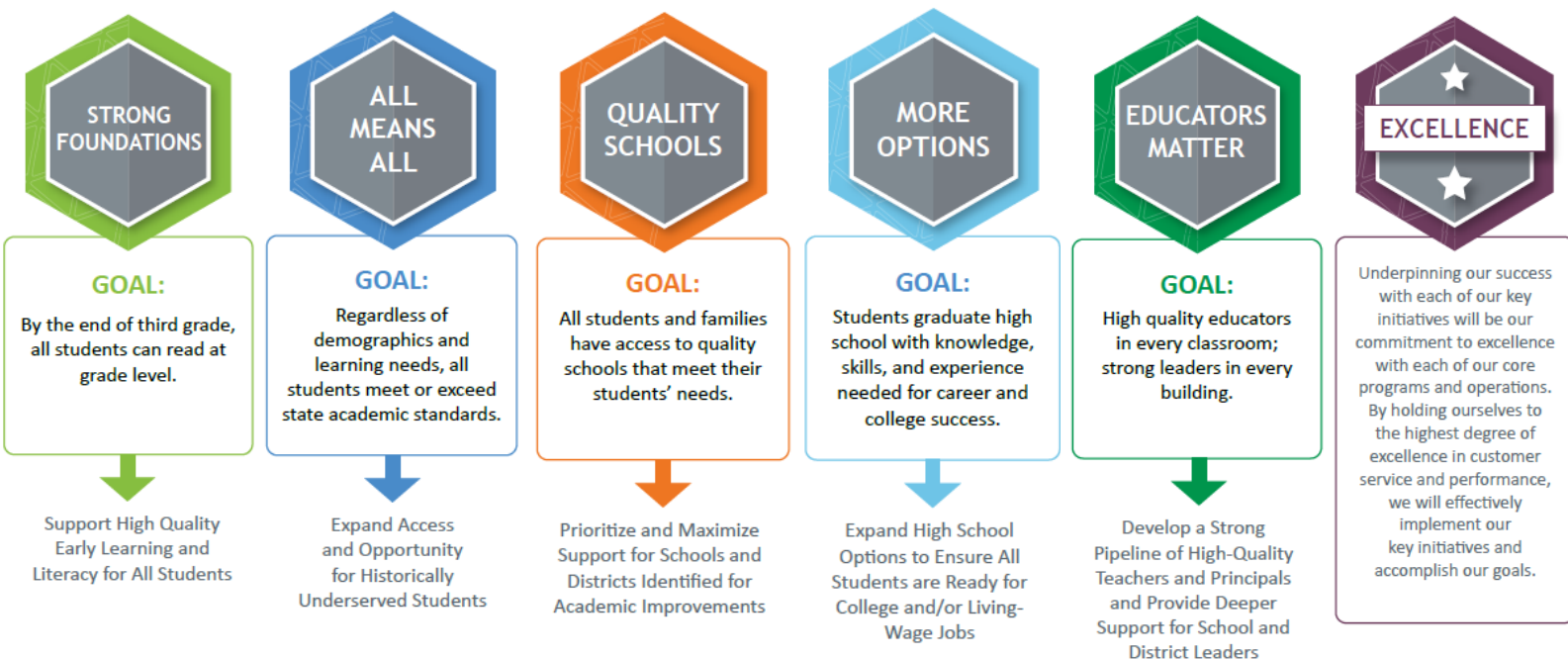
All students graduate reading for college and careers and are prepared to be productive citizens of Colorado.

Our Mission

Ensuring equity and opportunity for every student, every step of the way.

Our Strategy

- Strong Foundations: Support High-Quality Early Learning and Literacy for All Students
- All Means All: Expand Access and Opportunity for Historically Underserved Students
- Quality Schools: Prioritize and Maximize Support for Schools and Districts Identified for Academic Improvements
- More Options: Expand High School Options to Ensure All Students Are Ready for College and/or Living-Wage Jobs
- Educators Matter: Develop a Strong Pipeline of High-Quality Teachers and Principals and Provide Deeper Support for School and District Leaders
- Support for School and District Leaders
- Organizational Excellence





Intro to Literacy in Colorado

Colorado's vision is that all students graduate ready for college and careers and are prepared to be productive citizens. To achieve our vision, we recognize that all students must acquire literacy to be successful in life. We have identified six key initiatives to move us toward obtaining our vision: Strong Foundations, All Means All, Quality Schools, More Options, Educators Matter, and Excellence. We have adopted policies and procedures that guide our work in supporting all learners in obtaining essential literacy skills. As we move forward, it is essential that we synchronize our efforts to strengthen and guarantee success for all students. The Department encourages districts and schools to align their efforts and funding with a local comprehensive literacy plan, emphasizing the importance of having a clear and well-defined strategy to maximize the impact on student achievement.

[Statewide Literacy Plan](#)

CDE conducted a Statewide Literacy Needs Assessment and Gap Analysis. Information from this assessment was used to formulate a comprehensive statewide literacy plan.

Intro to the CLSD Project

The Comprehensive Literacy State Development Program is a competitive federal grant that seeks to improve literacy in the state by using evidence-based practices, activities and interventions, including pre-literacy skills. The grant will span five years and will provide funding to districts through a competitive grant process.

The grant provides professional development and technical assistance, literacy coaching, and will help districts disseminate family literacy information. Ninety-five percent of the funds are directed to school districts, with an additional focus on Qualified Opportunity Zones throughout Colorado.

The Colorado Comprehensive Literacy Project activities create an infrastructure for districts to develop their own local literacy plans and direct additional funding to implement research-based literacy strategies and interventions.

To support long-term outcomes of the target populations, the main 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.

In January 2023, CDE was invited to apply for supplemental CLSD funds for the remainder of the grant. CDE applied for, and was awarded, \$1.5 million. It was decided to use these funds to support a separate cohort of grantees with a scaled-back scope of work for the remaining 2 years.

Grant funds are intended to support literacy efforts using the following funding formula:

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



Purpose of the CLSD Project

- 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.

Intended Outcomes for the CLSD Project

- 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 percentage 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, EIs, and students with disabilities in all age and grade levels birth through grade 12.

CLSD Project Contacts and Important Links

CLSD Project Contacts

Laura Lay, CLSD Program Grant Manager

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303-868-9822

Tricia Miller, Grants Fiscal

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Mandy Christensen,

Competitive Grants

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CLSD Important Links

- [Schedule a call with CLSD Program Manager](#)
- [CLSD Website](#)
- [Overview Info for District Staff](#)
- [Subgrantee Resource Page](#)
- [Allowable & Non-Allowable Activities](#)
- [Link to Request Funds](#)



CLSD Original Cohort Subgrant Awards

CLSD funds will support one cohort for 4 years, beginning in the fall of the 2021-2022 school year through the 2024-2025 school year. CDE has committed to award at least 95% of the \$16.1 million it received directly to districts through subawards. Below is a list of the districts that were selected to receive a CLSD subgrant through a competitive process. While there are similar components across projects, each is unique in their own way based on their needs to expand comprehensive literacy efforts in their community. Applicants received additional priority points for meeting certain priority eligibility criteria to ensure grant funds are largely supporting historically underserved students.

CLSD Supplemental PD Cohort Subgrant Awards

In January 2023, CDE was invited to apply for supplemental CLSD funds for the remainder of the grant. CDE applied for, and was awarded, \$1.5 million. It was decided to use these funds to support a separate cohort of grantees with a scaled back scope of work for the remaining 2 years.

Priority Eligibility Criteria

- serving a high percentage of students eligible for free and reduced lunch (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 18-19 SY on the [READ Act Data Dashboard](#).

Original Grantees (4-year Cohort):

- Aurora Public Schools
- Community Leadership Academy/Victory Prep (CSI Authorized)
- Cherry Creek 5
- Harrison 2
- Lake County Schools
- Lewis-Palmer 38
- Pueblo 70
- Sheridan 2
- St. Vrain Valley Schools
- Telluride School District

PD Cohort Grantees (2-year Cohort):

- AXIS International (CSI)
- Canon City Schools
- Delta County
- Global Village Academy (CSI)
- Norwood Schools
- Ricardo Flores Magon Academy (CSI)
- South Central BOCES



CLSD Implementation Resources

[CLSD Resources and Professional Learning](#)

This webpage located within the CLSD Subgrantee Resource page includes CDE and state resources, IES resources, and links to other helpful evidence-based practice resources. CDE and Subgrantees will grow this bank of resources throughout the project.

If there is something you need to support your project and you can't find it on these webpages, reach out to the CLSD Program Grant Manager for technical assistance.

If CDE does not have the necessary resource, it is possible we will be able to find another State Education Agency or district subgrantee in another state who has developed that resource.

District Literacy Responsibilities and Expectations

1. **Comprehensive Literacy Plan:** Develop and maintain a fully integrated PK-12 District/LEA Literacy Plan that considers the specific context and culture of the learning community. The plan should feature advanced teacher training, promote high student engagement, utilize comprehensive assessments, and emphasize strong community involvement goals.
2. **Literacy Leadership Team:** Establish a well-organized literacy leadership team, consisting of knowledgeable and experienced members. The team should meet regularly to collaboratively develop and implement comprehensive literacy strategies, monitor progress, and make necessary adjustments to support student success across all grade levels.
3. **Strong Literacy Leadership:** Ensure that LEA and school leaders at all grade levels have a deep understanding of reading acquisition and evidence-based instructional practices. Leaders should provide clear guidance, engage in informed decision-making, and present a unified voice on literacy matters to effectively support and advance literacy goals.
4. **Culture of Learning:** The LEA has established a robust culture of learning for staff, featuring comprehensive and targeted professional development programs, strong support for continuous improvement, and a collaborative environment that promotes innovation and excellence. Staff are actively included in decision-making processes, ensuring they feel confident and comfortable in embracing new learning and practices.
5. **Effective Internal Partnerships:** The LEA has established effective partnerships, collaboration, and communication internally among departments and teams. Teams consistently collaborate across departments, with clear and frequent communication involving all stakeholders—including various grade levels, special education, interventionists, SLPs, ELD teachers, and others.
6. **Data-Based Decision-Making:** The LEA has a robust data-based decision-making system in place, including consistently scheduled data team meetings. Data is effectively utilized to drive instruction and continuously improve student outcomes.
7. **Comprehensive SMART Goals:** The LEA has developed goals that are specific, measurable, achievable, relevant, and time-bound (SMART) to effectively target and improve student outcomes.



8. **Goals Addressing All Grade Levels:** The LEA has developed comprehensive SMART goals that are specific, measurable, achievable, relevant, and time-bound to effectively target and improve reading progress for all grade levels represented in the system.
9. **Continuous Improvement:** Regularly review and update the District Literacy Plan to ensure continuous improvement, incorporating feedback and data to enhance literacy instruction and address emerging needs.

CLSD Literacy Instruction and Professional Development Requirements

1. **Scientifically and Evidence-Based Instruction:** Ensure that all instruction is scientifically and evidence-based, utilizing proven methods and strategies supported by research to enhance student learning and outcomes.
2. **Access to High-Quality Resources:** Confirm teachers have access to high-quality, research-aligned curricular resources, eliminating the need to create their own materials and ensuring they can focus on effective instruction.
3. **Professional Development:** Plan for professional development that includes a balanced combination of outside-the-classroom sessions that present theory, demonstrate practices, and offer feedback opportunities, along with robust, ongoing in-classroom coaching.
4. **Comprehensive Assessment Plan:** Ensure plan includes valid and reliable interim and diagnostic assessments, data protocols and analysis to inform instructional decision-making.
5. **UIP Alignment:** Review plan to ensure it is aligned with the school's and/or district's Unified Improvement Plan (UIP) goal(s) to reduce the number of students identified with an SRD.
6. **Schedule Design:** Review and adjust the school schedule to include a dedicated block of time for literacy instruction each day. Additionally, incorporate literacy instruction within subject areas to support integrated learning across the curriculum.
7. **MTSS Process:** Ensure that the Multi-Tiered System of Supports (MTSS) framework is implemented effectively, providing targeted interventions based on student needs, regularly reviewing data, and adjusting instruction to support all learners, particularly those struggling with literacy.
8. **Vertical Alignment:** Establish and maintain vertical alignment between grades K-3 to ensure a cohesive and sequential progression of literacy instruction and skills development.

On-going Grant Activities and Management

1. **Familiarity with Grant Requirements:** Ensure familiarity with all grant requirements, assurances, and the Request for Applications (RFA) to ensure compliance and effective grant management.
2. **Fiscal Responsibility:** Ensure that all required fiscal documents are submitted in a timely manner according to grant deadlines. This includes submitting the Annual Financial Report (AFR) and the new budget for the upcoming fiscal year using the designated forms.
3. **Budget Revisions Approval:** Ensure that any budget revisions made during the specified window are submitted for approval and are reviewed by the CLSD Grant Program Manager.



4. Allowable Expenses: Review the Allowable Uses of Funds section in your cohort-specific RFA document on the website.
5. Evaluation and Reporting: Review the Evaluation and Reporting section in your cohort-specific RFA document on the website.
6. Grant Requirement Guidance: Refer any questions about grant requirements to the CLSD Grant Program Manager to ensure the most accurate and up-to-date information.
7. Site Visits or Desktop Reviews: Grantees are required to actively participate in site visits or desktop reviews as part of the grant monitoring process. The goal of these reviews is to ensure compliance with grant requirements, assess program performance, and identify areas for improvement.

Continuity in Grant Activities

1. Contact Information Form: If there have been changes to your primary grant and budget contacts, complete the CLSD Contact Information Change Form.
2. Leadership Transition Plan: If there are leadership changes, develop a District Leadership Transition Plan to ensure continuity in grant activities.
3. Interim Leader Training: Prepare an interim leader (e.g., assistant principal) to take over grant responsibilities during any transition period.
4. Communication Plan: Ensure that the new district leader is quickly brought up to speed on grant requirements and the role of the external consultant.
5. Consultant Support: Use the external consultant to help maintain continuity and provide support during the leadership transition.

Communities of Practice

Communities of Practice (CoP) sessions with Colorado CLSD Subgrant Award recipients will take place throughout the performance period.

Working With Your Literacy Consultant

All CLSD subgrant projects will be utilizing support from an external literacy consultant. Having this extra support has been shown to increase impact and support the system-wide changes needed to implement evidence-based practices.

Role of External Consultants:

1. Support Role: Communicate to teachers that consultants are there to support and improve instructional practices, not to evaluate job performance.
2. Classroom Visits: Consultants should conduct regular classroom visits to observe literacy instruction and provide constructive feedback.



3. Professional Development: Schedule opportunities for consultants to deliver professional development sessions on literacy strategies and best practices.
4. Coaching and Support: Facilitate coaching by having consultants work closely with teachers to observe instruction, provide feedback, and apply effective strategies.
5. Tailored Support: Ensure consultants provide differentiated support based on teachers' varying experience levels and needs.
6. Collaboration with Literacy Coaches: Promote active collaboration between consultants and literacy coaches to ensure consistency in instruction and build sustainable practices.
7. Modeling Effective Instruction: Consultants and literacy coaches should model effective literacy instruction during classroom visits and professional development.
8. Data Analysis: Consultants should help analyze student performance data to inform instruction and guide improvements. Co-develop and implement a data meeting protocol if strong systems are not already in place.
9. Curriculum Support: Ensure consultants support the school's chosen literacy curriculum and help teachers maximize its use.
10. Resource Recommendations: Consultants should recommend resources and materials as needed to enhance literacy instruction.



Allowable and Non-allowable Activities- Original Cohort

DISTRICT-WIDE ACTIVITIES:

- Consulting support 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.
- 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.
- Non-instructional staff positions that help build the capacity of the district to implement effective evidence-based literacy instruction. (Example: Literacy or Program Manager, District-wide intervention/instructional coach, etc. Direct instruction staff is non-allowable.)
- Establishing and/or expanding district-wide parent and family engagement efforts ([CDE FSCP Framework](#)).
- Sustainability planning beyond grant funding.
- Limited travel associated with carrying out CLSD project activities or attending CLSD funded/approved professional development. (i.e., mileage at the current rate, per diem, hotel).

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

The purchase of evidence and science-based curriculum, instructional supports, classroom materials, and assessment tools must be pre-approved and demonstrate alignment to evidence-based practices.

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 6th-12th GRADE ACTIVITIES (40%)

- Professional development for teachers and administrators in the science of reading, writing, language development, supporting English learners, supporting struggling readers, supporting students with dyslexia, etc. 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. Can be for Core, Supplemental, or Intervention. Digital or web-based instructional supports and materials that support the implementation of evidence-based literacy instruction and/or family literacy engagement. **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 or increase access to learning for students with disabilities that are aligned with evidence and science-based practices.
- Consulting support on implementation of evidence- and science-based practices in classrooms.
- Literacy consultant support from a consultant on the CLSD Consultant [Advisory List](#).
- All K-3 activities must be aligned with the [READ Act](#).



Allowable and Non-allowable Activities- PD Cohort

BIRTH-5 YEARS OLD ACTIVITIES (15%)

- Professional development on language development and the science of reading for early learners for teachers, administrators, paras, and support staff.
- Eligible costs for professional development are: 1) Extra Duty Pay salary and benefits; 2) Mileage to participate in the professional learning (off-site only); 3) Purchase of the professional development product and training materials; 4) If not a PD product, fee for trainer or consultant delivering the PD.
- Sustainability planning by partnering with Local Coordinating Organizations (LCOs), Family Resource Centers, Community Centered Boards (CCB), Child Find, childcare providers in the community, etc.
- 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, administrators, instructional coaches, and support staff in the science of reading, writing, and language development.
 - Eligible costs for professional development are: 1) Extra Duty Pay salary and benefits; 2) Mileage to participate in the professional learning (off-site only); 3) Purchase of the professional development product and training materials; 4) If not a PD product, fee for trainer or consultant delivering the PD.
- Participation in the 2-year Principal Leadership Institute: Literacy Leader Track.
 - \$2500 stipend each year for participation in training, meetings, and in-person events related to the PLI.
 - Mileage and limited travel for in-person activities related to the PLI, including hotel and per diem.
- District or school-wide literacy instructional coach. (Salary, benefits, and mileage between sites)
- All K-3 activities must be aligned with the READ Act.

Administrative + Indirect Costs (5%) – Both Cohorts

- 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.

Non-allowable Activities for either cohort include:

- Capital needs, technology equipment (including tablets, laptops, bookshelves, other furniture, etc.), construction costs, food or alcohol costs, promotional or incentive items, and gift certificates.
- Out-of-state travel.
- 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.
- Activities considered supplanting (Supplanting vs. Supplementing Guidance)

All expenditures must be pre-approved by CDE.

The Federal Register published by the US Department of Education outlining these components and requirements can be found at [THIS LINK](#).



Subgrantee Monitoring and Reporting

Reporting Instructions and Schedule

It is important that we track our activities and progress to ensure we are having an impact on student learning outcomes and seeing the necessary shifts within the district and schools to support those outcomes. CDE hopes to make the reporting process for the CLSD Grant as painless as possible so that you can spend your time improving student outcomes, not filling out another spreadsheet. We've created a reporting process that we hope lives into this value. Please remember to only report activities that occurred during the reporting period.

Financial Reporting Schedule

DUE April 30 – IFR

- [IFR/AFR Expense Form in Smartsheet](#)
 - A detailed General Ledger attached to the above IFR/AFR Smartsheet Form. Please make sure vendor information is clearly visible and that the ledger reflects the correct dates: October 1-March 31.
 - All expenses filled out in the **IFR tab** of the AFR & Budget Template form.

DUE November 30 – AFR

- [IFR/AFR Expense Form in Smartsheet](#)
 - A detailed General Ledgers attached in the above IFR/AFR Smartsheet Form. Please make sure vendor information is clearly visible and that the expenses are for the correct dates: October 1-September 30.
 - Last day to request funds is November 15.
 - All expenses filled out in the AFR tab of the AFR & Budget Template form.
 - IMPORTANT NOTE: Please ensure that you did NOT take more than 5% towards indirect/admin costs. This will be 5% of your actual expenses, NOT your approved budget.

Grantees are required to submit quarterly ledger reports, an interim financial report, and an annual financial report according to the reporting schedule listed above. A general ledger showing expenditures will be required. General ledgers must track CLSD grant expenditures and revenue separately from other funding sources. Reports must include grant code **5371**, AND source code **4000**.

The directions for completing both quarterly and annual financial reports are as follows:

1. Print a detailed ledger from your accounting system for the reporting period only. Please make sure that vendors/payees are clearly identifiable in the ledger report.
2. During April and October reporting, you will enter actual expenses in the current year's AFR & Budget Template and submit with your ledger. In April, you will enter expenses for October 1-March 31 in the IFR Tab. In October, you will enter expenses for the entire year October 1-September 30 in AFR Tab.
3. To submit these reports, visit this link:
<https://app.smartsheet.com/b/form/702de089fc6b45ac97c31f343c8f745f>
4. Select from the dropdown menu the type of submission based on whether you are submitting an interim quarterly report the final annual financial report. All reporting periods are considered "interim" except the October report, which is "annual".
5. Select your district/Organization name from the next dropdown menu.
6. Skip "School Code & School Name" as awards were given at the district level.
7. Select "Federal" from the "State or Federal" dropdown menu. This will bring up a new dropdown menu where you can select which federal grant you are reporting on.
8. Select "5371 CLSD" from the dropdown menu.
9. Select the appropriate fiscal year from the dropdown menu.



10. Attach your general ledger and IFR/AFR report using the provided template. **Note:** There is only one place to upload documents on this form, so you will upload both in the same box.
11. Add any notes you'd like to share with Grants Fiscal in the provided box. (Optional)
12. Write the name and email of the person submitting the report.
13. Click "Certification of Submission" checkbox.
14. If you'd like a copy of the submission sent to you, click the "Send me a copy of my responses" checkbox.
15. Click "Submit".

Requesting Funds

To request funds from the CLSD Grant, visit this link:

<http://www.cde.state.co.us/cdefisgrant/requestforfundsforms>

1. Click the Formsite link under "All Competitive Grants"
2. Login using your district login credentials.
3. Select the grant you wish to request funds for: "Colorado Literacy State Development" or "Colorado Literacy Professional Development." Both options have the CDE Grant Code 5371.
4. If you have trouble logging in or have questions, there are tutorial and resource links at the bottom of the page. You can also contact the Grants Fiscal agent for the CLSD Grant: Tricia Miller, miller_t@cde.state.co.us

If you'd like to track or monitor spending and previous drawdown requests, you can visit this page:

http://www.cde.state.co.us/cdefisgrant/grant_distribution_reports

1. You will look under the current fiscal year "Competitive Grants Distributions – FY####"
2. This will download an excel file.
3. Find the tab labeled "CLSD Grant" to see up to date funding distributions.

Narrative Reporting

Grantees will use the Narrative Reporting Form to report on progress twice a year, at the beginning of the school year and end of school year. Grantees should provide a brief overview of the activities they have focused on during the reporting period, covering both highlights and challenges.

Grantees may be requested to provide updates on the status of their projects outside of the official reporting schedule. These requests are made to ensure continuous oversight, address any emerging concerns, or share progress with stakeholders. Grantees are encouraged to maintain thorough and up-to-date records to facilitate timely responses to such inquiries and demonstrate their commitment to transparency and effective project management.

- [Progress Report Link](#) (Due October 31st)
- [Progress Report PDF](#)

Site Visits or Desktop Reviews

Grantees are required to actively participate in site visits or desktop reviews as part of the grant monitoring process. The goal of these reviews is to ensure compliance with grant requirements, assess program performance, and identify areas for improvement.

The Program Manager will communicate the process for a desktop review or site visit, ensuring grantees have ample time to prepare the necessary materials for evaluation.



Student Data Reporting

CDE will be looking at student outcome data for all students supported by the CLSD Grant regardless of subgroup or grade.

GPRA Measures

CDE is required to report specific student data to the US Department of Education as part of our reporting on the CLSD Project and Grant Activities. This includes the following:

- Oral language skills for 4-year-olds using Results Matter data.
- 5th grade students who meet or exceed proficiency on CMAS ELA assessments
- 8th grade students who meet or exceed proficiency on CMAS ELA assessments.
- High school students who meet or exceed proficiency on 11th grade SAT ELA assessments.
- ELA proficiency scores for 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.
- Percentage of activities being implemented that are aligned to scientifically and evidence-based practices.

CDE will work to ensure that we can pull this information from existing data collection resources to minimize work on your end. If at all possible, please ensure that your data collection team is collecting student data for the groups listed above in case we are unable to pull the necessary information from CDE data resources.

PII & 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.

Changes to Your Project

Project and budget modification requests will be considered on a case-by-case basis. Please contact the CLSD Program Grant Manager [via email](#) if a project or budget modification is necessary. All changes must be approved *in writing* by CDE **prior** to moving forward with the proposed changes. Any changes to the project or budget that did not receive prior written approval will not be reimbursed.

Submitting a New Yearly Budget

A new budget for the upcoming grant cycle must be submitted annually following the timeline indicated by the Program Manager. A budget template will be provided to awardees directly in the final quarter of the grant cycle. **It is required in all years of the grant to adhere to the 15/40/40/5 formula to ensure correct distribution of funding across the various age and grade bands and allowable administrative funds.** This is a federal requirement of the CLSD Grant and cannot be changed. Please reach out to the CLSD Program Grant Manager if you need guidance on filling out your Yearly Budget.



Carryover

If a grantee is unable to spend their funds within a given year, they may have the opportunity to carry over those funds to the next performance period. The availability of carryover funds will be determined after the Annual Financial Reports (AFRs) are reconciled after submitted in November. Grantees will receive additional details about the process for applying for partial or full carryover at that time.

Project Evaluation

To determine the success of the CLSD program, CDE has contracted 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. The evaluation will consist of three surveys geared towards different project support roles. These surveys should take no more than 15-20 minutes. Links to the surveys will be sent out at the end of each school year.

1. **Administrator Survey** (For district-level staff supporting the CLSD Grant who are not direct instructional staff. i.e. Literacy Coordinator, Grant Coordinator, Directors of Curriculum & Instruction, Instructional Coaches, and staff funded by the CLSD Grant in any way).
2. **Literacy Consultant Survey** (For the CLSD funded literacy consultants ONLY)
3. **Teacher/Educator Survey** (For those direct instructional staff that are working in a CLSD funded school)