

Funding Opportunity

Application Information Webinar: **Tuesday, January 30, 2024, 3:00-4:00pm**

Click to [Register to attend](https://us06web.zoom.us/meeting/register/tZMudOirrTouHdeFrkDqkR_A-ySkTP_q3uC6).

Intent to Apply Due**: Friday, February 2, 2024**

Completion of the Intent to Apply is strongly encouraged but not required.

Applications Due: **Wednesday, February 28, 2024, 11:59PM**

Application will open in GAINS on Wednesday, January 17, 2024 and close on Wednesday, February 28, 2024.

|  |
| --- |
| Early Literacy Grant Program:Professional Development PURSUANT TO: C.R.S. 22-7-1211 |

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Description automatically generated

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

**Applications for the ELG Professional Development Grant must be submitted through** [**GAINS**](https://colorado.egrantsmanagement.com/)**.**

Submission of application materials either in hard copy or via

e-mail will not be accepted.

The application window will open in GAINS on Wednesday, January 17, and close on Wednesday, February 28, 2024, 11:59pm.

[More information about GAINS is available on CDE’s website.](https://www.cde.state.co.us/gains)

**Early Literacy Grant - Professional Development Grant**

**Intent to Apply Due: Friday, February 2, 2024**

**Applications Due: Wednesday, February 28, 2024, 11:59pm**

# Introduction and Purpose

House Bill 18-1393 amendments to the Colorado Reading to Ensure Academic Development Act (READ Act) authorized the annual Early Literacy Grant Professional Development (ELG PD) Program. This grant opportunity is geared to support Colorado educators in the implementation of scientifically- and evidence-based reading programming and strategies for kindergarten through third grade (K-3) students. An effort championed by the State Board of Education (SBE), these funds are specifically intended for early literacy professional development for elementary educators. This grant opportunity is designed to support Colorado educators in implementation of scientifically based reading research (SBRR) programs and strategies for K-3 students.

# Eligible Applicants and Priority Criteria

Local Education Providers (LEPs) are eligible to apply for this opportunity. An eligible LEP is:

* A School District;
* A Board of Cooperative Educational Services (BOCES);
* A Charter School authorized by a School District; or
* A Charter School authorized by the Charter School Institute.
* One who is already implementing evidence-based and scientifically based universal instruction and interventions that are resulting in significant student academic growth toward reading competency. (*If an application does not provide quantitative evidence of this, the application will not be further reviewed or considered for funding*.)

**Note:** Applications will not be accepted from individual non-charter schools and must be authorized and submitted through the LEP.

**Charter Schools:**

Pursuant to [C.R.S. 22-30.5-104 (11)](https://advance.lexis.com/documentpage/?pdmfid=1000516&crid=f793ddcd-a668-40c2-88c9-13152b4e624f&nodeid=AAWAAEAACAACAAE&nodepath=%2FROOT%2FAAW%2FAAWAAE%2FAAWAAEAAC%2FAAWAAEAACAAC%2FAAWAAEAACAACAAE&level=5&haschildren=&populated=false&title=22-30.5-104.+Charter+school+-+requirements+-+authority+-+rules+-+definitions.&config=014FJAAyNGJkY2Y4Zi1mNjgyLTRkN2YtYmE4OS03NTYzNzYzOTg0OGEKAFBvZENhdGFsb2d592qv2Kywlf8caKqYROP5&pddocfullpath=%2Fshared%2Fdocument%2Fstatutes-legislation%2Furn%3AcontentItem%3A65MT-X293-CGX8-0095-00008-00&ecomp=8gf59kk&prid=b437b07b-e138-4d15-acfc-74ff860597f5), a charter school may choose to apply apart from their authorizer for a competitive grant program created by a federal or state statute or program. The charter school is considered the LEP only for the purposes of applying and determining eligibility. A charter school’s authorizer will be the fiscal agent, if funded.

* A charter school that applies for a grant shall provide to its authorizing district:
  + A copy of the grant application at the time the application is submitted to CDE; and
  + If the charter school receives the grant moneys, a summary of the grant requirements, a summary of how the charter school is using the grant moneys, and periodic reports on the charter school’s progress in meeting the goals of the grant as stated in its application.
* If a charter school intends to apply for a grant that the school’s authorizing school district is also intending to apply for, the charter school shall seek to collaborate with the school district in the application and to submit the application jointly. If the charter school and the school district are unable to agree to collaborate in applying for the grant, the charter school may apply for the grant independently or in collaboration with other charter schools.

The review process will prioritize the following factors:

* the rate of K-3 students who have significant reading deficiencies (compared to the statewide average),
* the rate of students eligible for free and reduced lunch (compared to the statewide average),
* the rate of minority students (compared to the statewide average),
* rural or small and rural status,
* school or schools who are on priority improvement or turnaround.

# Available Funds and Duration of Grant

Approximately $1,125,000 million is available for the 2024-2025 school year. Additional grant funding opportunities for subsequent years will be contingent upon annual appropriations by the General Assembly. CDE plans to disburse funding to approved applicants by July 2024. Funds must be expended by **June 30, 2025**. There will be no carryover of funds. Unobligated funds at the end of the fiscal year will be returned to CDE.

# Allowable Use of Funds

A Local Education Provider that receives a grant under the program shall use the monies to uses that are specific to professional development; funds may be used, for example, to purchase *training* on student curricula, but may not be used to purchase student curricula. Funds from this opportunity may be used to supplement, not supplant, any funds currently used to support SBRR professional development.

Funding should be used for:

* costs associated with *employing* literacy coaches who are trained in the science of reading and in teaching the foundational reading skills of phonemic awareness, phonics, vocabulary development, reading fluency including oral skills, and reading comprehension to provide educator professional development in teaching foundational reading skills,
* professional development from the CDE-approved [Topic-Specific Advisory List of Professional Development](https://www.cde.state.co.us/coloradoliteracy/2021-read-act-review-of-professional-development),
* onsite consulting, coaching, and/or training to support effective literacy instruction provided by an ELG Implementation Consultant from the CDE-approved [ELG Implementation Consultant Advisory List](https://www.cde.state.co.us/coloradoliteracy/earlyliteracygrantapprovedconsultants),
* training related to programming from the CDE-approved [2020 Advisory List of Instructional Programming](https://www.cde.state.co.us/coloradoliteracy/advisorylistofinstructionalprogramming2020), provided by the approved vendor or a vendor-approved trainer,
* training related to assessments from the CDE-approved [READ Approved Diagnostic and Summative Assessments](http://www.cde.state.co.us/coloradoliteracy/readdiagnosticandsummativeassessments) and/or [READ Approved Interim Assessments,](https://www.cde.state.co.us/coloradoliteracy/readactassessments) provided by the approved vendor or a vendor-approved trainer,
* related tuition, fees, books, materials, and/or training program costs, and
* stipends, substitutes, and/or travel costs to attend approved and selected professional development opportunities.

# Critical Components of the Application

**It is critical that each application addresses:**

1. Which evidence-based or scientifically based universal instruction and intervention programs are schools currently implementing that are resulting in significant student academic growth toward reading competency.
2. Whether the applicant employs or plans on employing a literacy coach who is trained in the science of reading and in teaching the foundational reading skills of phonemic awareness, phonics, vocabulary development, reading fluency including oral skills, and reading comprehension to provide educator professional development in teaching foundational reading skills. Preference will be given to applicants who propose to implement an embedded instructional coaching model to enhance teacher effectiveness in teaching foundational reading skills.
3. The degree to which the instructional programs being used incorporate effective use of technology, including software, to assist in assessing and monitoring student progress toward reading competency.
4. The evidenced-based or scientifically based professional development program(s) that the applicants plans to use grant funds on.
5. A description of how acquiring these additional funds will support positive student achievement outcomes over time to ensure that students in all tiers, including those who move out of the Significant Reading Deficiency designation are able to sustain their improvement.

# Evaluation and Reporting

Each Education Provider that receives a grant through the ELG Professional Development grant is required to report, at a minimum, the following information to the Department on or before **May 31st (EOY).**

* an evaluation report at the end of the grant year that includes:
  + the evidence-based practices that participant(s) implemented with grant funds,
  + the role(s) and number of adults who participated in grant-funded professional development,
  + the number of students represented by those who received training using grant funds, disaggregated by grade level,
  + the progress made from implementing the selected program with fidelity,
  + the improvements in literacy outcomes as measured by school-wide benchmarks, progress monitoring, and other relevant measures,
  + additional outcomes as a result of the professional development, including participant feedback, demonstrated participant learning and use of learned knowledge and skills, improved organizational support for implementation, and improved student outcomes,
  + the amount of funding each grantee dedicated toward each allowable use of funds (outlined above), and
  + any additional expected student impact as a result of this grant.
* an annual and interim financial report, and,
* if the state legislature appropriates continuation funds, submission of a continuation application with a continuation budget.

Reporting guidelines can be found in Appendix A of this document. CDE will send awarded grant program managers an evaluation form to complete.

CDE staff may conduct in-person and/or virtual site visits for grantees during the 2024-2025 school year.

# 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 ELG Professional Development 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 as part of the application 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.

Information reported to CDE in relation to grant activities is not confidential and is subject to public request. Awarded grantees should ensure reported information does not contain Personally Identifiable Information (PII) or confidential information.

# Application Assistance and Intent to Apply

An application information webinar will be held on **Tuesday, January 30, 2024, 3:00-4:00pm**. [Click to register](https://www.cde.state.co.us/coloradoliteracy/readact/grant) for this webinar. This session will be recorded and posted on the [CDE ELG Professional Development webpage](https://www.cde.state.co.us/coloradoliteracy/elgprofessionaldevelopment) following the presentation. Grant recipients may request technical assistance from CDE staff throughout the duration of the grant.

The ELG PD application has been made as accessible and simplified as possible to applicants. All requested information is necessary to determine program eligibility, fit, and capacity. Applicants may additionally request technical assistance from CDE to support application efforts.

**BOCES assistance:** In addition to the available assistance mentioned above, a BOCES serving member districts with fewer than 4,000 students receives a share of state education program funding specifically to assist districts applying for grants. A BOCES may apply for a grant to provide instructional support in literacy for small rural school districts that are members of the BOCES. A rural school district that is a member of a BOCES may seek assistance in writing the grant application from the BOCES. Contact your local BOCES for additional information.

If interested in applying for this funding opportunity, submit the Intent to Apply by **Friday, February 2, 2024**. Although strongly encouraged, completion of the Intent to Apply is not a required component of the application process. Completing the Intent to Apply assists CDE in knowing who needs access to the application in GAINS and providing access guidance, securing a sufficient number of peer reviewers, and provides an avenue to communicate important updates with potential applicants.

# Review Process and Notification

Applications will be reviewed by CDE staff and peer reviewers to ensure they contain all required components. The Colorado SBE will review grant recommendations and applicants will be notified of award status and funding amount by Friday**, May 10, 2024**.

**Note:** This is a competitive process – applicants must score at least 52 points out of the 75 possible narrative points to be approved for funding. Applications that score below 52 points 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. Applicants that do not meet the qualifications may reapply for future grant opportunities.

# Submission Process and Deadline

Applications must be completed and submitted through [GAINS](https://colorado.egrantsmanagement.com/) by **Wednesday, February 28, 2024, 11:59pm**.

Application resources and required documents to include in the submission will be available on the [CDE ELG Professional Development webpage](https://www.cde.state.co.us/coloradoliteracy/elgprofessionaldevelopment).

# Required Elements

**The ELG Professional Development application includes the following elements, all of which must be completed.** See Evaluation Rubric for specific selection criteria (pages 10-13).

**Part I: Application Introduction**

Applicant Information

Program Assurances

**Part II: Professional Development Selection**

**Part III:** **Application Narrative**

Section A: Applicant Narrative

Section B: Professional Development Plan

Section C: Budget

**Early Literacy Grant - Professional Development Grant**

**Intent to Apply Due: Friday, February 2, 2024**

**Applications Due: Wednesday, February 28, 2024, 11:59PM**

Applicants will complete their application at [GAINS](https://colorado.egrantsmanagement.com/).

Applications will be accepted in GAINS from January 17, 2024, through February 28, 2024.

# Part I: Applicant Information

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Lead Local Education Provider (LEP)/BOCES Information** | | | | | | |
| **LEP/BOCES Name:** | |  | | | **LEP/BOCES Code:** |  |
| **Type of Education Provider**  Choose which best describes your organization or authorizer. | | | | | | |
| ☐ School District☐ BOCES☐ Charter School Institute | | | | | | |
| **District-Wide Application**  Check if applicable. | | | | | | |
| ☐ This application includes all district schools with kindergarten, 1st, 2nd, and/or 3rd grade students. | | | | | | |
| **Recipient School(s) and School Code(s)** | | | | | | |
|  | | | | | | |
| **Grade Levels**  Select the grade level(s) served by any and all schools included in this application. | | | | | | |
| ☐ Kindergarten ☐ 1st grade ☐ 2nd grade ☐ 3rd grade | | | | | | |
| **Authorized Representative Information** | | | | | | |
| **Name:** |  | | **Title:** |  | | |
| **Telephone:** |  | | **E-mail:** |  | | |
| **Program Contact Information** | | | | | | |
| **Name:** |  | | **Title:** |  | | |
| **Telephone:** |  | | **E-mail:** |  | | |
| **Fiscal Manager Information** | | | | | | |
| **Name:** |  | | **Title:** |  | | |
| **Telephone:** |  | | **E-mail:** |  | | |

**Program Assurances**

**Applicants will agree to the below Assurances within the ELG Professional Development Grant** **application in GAINS.**

**An upload of this document is not required.**

The applicant hereby applies for and, if awarded, accepts the state funds requested in this application. In consideration of the receipt of these grant funds, the applicant agrees that the General Assurances form for all state funds and the terms therein are specifically incorporated by reference in this application. The applicant also certifies that all program and pertinent administrative requirements will be met. In addition, grantees that accept ELG Professional Development Grant funding agree to the following assurances:

1. The grantee will annually provide the Colorado Department of Education the evaluation information required in the End-of-Year Report (**Appendix A**) of the Request for Applications.
2. The grantee will work with and provide requested data to CDE for the ELG Professional Development Grant within the time frames specified.
3. The grantee will not discriminate against anyone regarding race, gender, national origin, color, disability, or age.
4. Funds will be used to supplement and not supplant any funds currently being used to provide professional development services and grant dollars will be administered by the appropriate fiscal agent.
5. 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.
6. If any findings of misuse of these funds are discovered, project funds will be returned to CDE.
7. The grantee will maintain sole responsibility for the project even though subcontractors may be used to perform certain services.
8. Funds must be expended by **June 30, 2025**. There will be no carryover of funds. Unobligated funds at the end of the fiscal year will be returned to CDE.

**Duplication of Benefits**

Federal or State funds generally cannot be used to pay for the exact same cost or activity already paid for from another source of funding. This is sometimes referred to as a prohibition on duplication of benefits (DOB), or “double-dipping.” Entities using multiple funding sources should be aware of the different authorities and program requirements for each funding source, being careful to avoid DOB in instances where they are paying for similar costs or activities from multiple sources. (2CFR200.302) Subrecipients should avoid a duplication of benefits for any federal or state award. A duplication of benefits occurs when the amount of the assistance (i.e., funding) to a beneficiary exceeds the total allowable assistance (i.e., based on the total allocable expenses) to that beneficiary for that purpose.

1. Applicant certifies no duplication of benefits resulting in this funding will occur. If awarded, the Awardee (applicant) will notify in writing CDE should this occur.

**Fraud, Waste and Abuse**

Recipients of grant funds are responsible for taking steps to reduce fraud, waste, and abuse. Fraud Waste and Abuse can come in many forms, such as:

* Embezzlement, bribery, or other public corruption involving federal or state funds;
* Serious mismanagement involving federal or state programs or funds;
* Theft or misuse of Federal student aid to include knowledge of fraud, waste, or abuse involving a financial aid administrator or other entity official(s), or knowledge of fraud, waste, or abuse involving a student loan servicer or collection agency;
* Knowledge that your entity is not complying with regulations or laws involving Federal student aid or other federal or state program or operation requirements;
* Conflicts of interest-violation of arm’s length agreements;
* Contract and procurement irregularities;
* Theft or abuse of government property;
* Employee misconduct; or
* Ethics violations by officials.

Entities are required to have a procedure or methodology for timely reporting, in writing, of any noted violations that may potentially affect the federal or state award. (2CFR200.113)

1. Applicant certifies there are sufficient internal controls in place to reduce or eliminate the possibility of fraud, waste and abuse with these, or any funds within their agency, and if an instance occurs. If awarded, the Awardee (applicant) will notify CDE in writing.

**Conflict of Interest**

The applicant hereby certifies that, to the best of its knowledge and belief, there are no present or currently planned interests (financial, contractual, organizational, or otherwise) relating to the work to be performed under the contract or grant resulting from this award that would create any actual or potential conflict of interest (or apparent conflicts of interest) (including conflicts of interest for immediate family members: spouses, parents, children) that would impinge on its ability to render impartial, technically sound, and objective assistance or advice or result in it being given an unfair competitive advantage. In this clause, the term “potential conflict” means reasonably foreseeable conflict of interest. The applicant further certifies that it has and will continue to exercise due diligence in identifying and removing or mitigating, to the Government's or Colorado Department of Education’s satisfaction, such conflict of interest (or apparent conflict of interest).

1. Applicant certifies there are sufficient internal controls in place to reduce or eliminate the possibility of any conflicts of interest with these, or any funds within their agency. If awarded, the Awardee (applicant) will notify CDE in writing. (2CFR200.112)

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 GAINS and approved by CDE before modifications are made to the expenditures.

Approvals for this grant must be captured in GAINS from the following personnel:

* Applicant Authorized Representative
* Applicant Fiscal Manager

**Note:** For Charter School applicants, the above personnel must be from your authorizing district or CSI.

# Part II: Professional Development Selection

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Professional Development Category:**  **Which type(s) of professional development do you plan to implement?** Select all that apply. | | | | | | |
| Professional development from the CDE-approved [Topic-Specific Advisory List of Professional Development](https://www.cde.state.co.us/coloradoliteracy/2021-read-act-review-of-professional-development) | | | | | | ☐ |
| Onsite consulting, coaching, and/or training to support effective literacy instruction provided by an ELG Implementation Consultant from the CDE-approved [ELG Implementation Consultant Advisory List](https://www.cde.state.co.us/coloradoliteracy/earlyliteracygrantapprovedconsultants) | | | | | | ☐ |
| Training related to programming from the CDE-approved [2020 Advisory List of Instructional Programming](https://www.cde.state.co.us/coloradoliteracy/advisorylistofinstructionalprogramming2020), provided by the approved vendor or a vendor-approved trainer | | | | | | ☐ |
| Training related to assessments from the CDE-approved [READ Diagnostic and Summative Assessments](http://www.cde.state.co.us/coloradoliteracy/readdiagnosticandsummativeassessments) and/[or READ Approved Interim Assessments](https://www.cde.state.co.us/coloradoliteracy/readactassessments), provided by the approved vendor or a vendor-approved trainer | | | | | | ☐ |
| **If you selected topic-specific professional development above, which program(s) do you plan to use?**  List each program and its provider. | | | | | | |
| **Program** | | | | | **Provider** | |
|  | | | | |  | |
| **If you selected ELG Implementation Consultant professional development above, which type(s) of professional development do you plan to use?** Select all that apply. | | | | | | |
| Administration and Interpretation of Assessments | | ☐ | Professional Development (i.e., training on how to select PD) | | | ☐ |
| Assessment | | ☐ | School Leadership Team (SLT) | | | ☐ |
| Data-based Decision Making | | ☐ | Structure of Language | | | ☐ |
| Fluency Development | | ☐ | Supporting Literacy Instruction for Multilingual Learners | | | ☐ |
| Handwriting, Spelling, and Written Expression | | ☐ | Systems of Literacy Instruction | | | ☐ |
| Interventions | | ☐ | Text Comprehension Development | | | ☐ |
| Literacy Development | | ☐ | Universal Instruction | | | ☐ |
| Phonics and Word Recognition Development | | ☐ | Vocabulary Development | | | ☐ |
| Phonology Development | | ☐ |  | | | |
| **If you selected instructional programming professional development above, for which curriculum or curricula do you plan to receive professional development?**  List each program and its vendor-provided/approved professional development you plan to use. | | | | | | |
| **Program** | | | | **Professional Development** | | |
|  | | | |  | | |
| **If you selected assessment professional development above, for which assessment(s) do you plan to receive professional development?**  List each assessment and its vendor-provided/approved professional development you plan to use. | | | | | | |
| **Assessment** | | | | **Professional Development** | | |
|  | | | |  | | |
| **Total Amount of Funding Requested:** |  | | | | | |
|  |  |  |  |  |  |  |

# Part III: Narrative and Budget

Responses must be completed and submitted through [GAINS](https://colorado.egrantsmanagement.com/). Although the system will save your work in progress, applicants may find it useful to compose answers in a separate document and copy them into the form.

For those applicants that have previously received funding from the Early Literacy Grant - Professional Development Program, the expectation is that the narrative responses will include references to that award, where applicable. For example, discuss how the funds contributed to the program and what still needs to be accomplished. Applicants should demonstrate ongoing and improved capacity in the program and a well-developed plan for sustainability.

**Narrative Questions:**

**Section A: Applicant Narrative** [Limit responses to 500 words].

1. Provide a narrative that demonstrates how the evidence-based and scientifically based universal and intervention instructional programs you are currently implementing have resulted in significant student academic growth toward reading competency.
2. Convey the following criteria in a clear and concise manner:
   1. Gaps or weaknesses in current early literacy implementation
   2. The need for ELG PD funding
   3. Commitment and alignment to implementing sustainable scientifically based reading research (SBRR) literacy instruction

**Section B: Professional Development Plan** [Limit responses to 500 words].

1. Provide a brief overall description of the proposed ELG PD plan to help reviewers understand it at a high level, including major goals and objectives for the PD.
2. If you propose to implement an embedded instructional coaching model, explain how the professional development plan will enhance teacher effectiveness in teaching foundational reading skills.
3. Convey the following criteria in a clear and concise manner:
   1. How PD plan will support participants in gaining early literacy knowledge and in implementation of SBRR literacy instruction
   2. A description of how acquiring these additional funds will support positive student achievement outcomes over time to ensure that students in all tiers, including those who move out of the Significant Reading Deficiency designation are able to sustain their improvement.
   3. The measurable student outcomes that the applicant expects to achieve as a result of implementing the proposed professional development plan and a description of the method that will be used to monitor and evaluate outcomes. Include how the applicant plans to regularly use progress monitoring data to inform instructional decision-making.

**Section C: Budget** [Limit responses to 500 words]

1. Budgeted costs are reasonable and necessary, and calculations show how amounts were determined.
2. Budget is sufficient in relation to the measurable objectives, design, scope, and sustainability of planned activities.
3. Costs are directly linked to the PD objectives and explain how planned grant expenditures are reasonable and sufficient.

**Program Budget:**

Complete your proposed program budget in GAINS.

# Evaluation Rubric and Application Scoring

The following criteria will be used by reviewers to evaluate the application. For the application to be recommended for funding, it must receive at least **52** points out of the **75** possible narrative points and all required elements must be addressed. An application that scores below **52** points may be asked to submit revisions that would bring the application up to a fundable level. An application that receives a score of zero on any required elements will not be funded without revisions.

|  |  |  |  |
| --- | --- | --- | --- |
| **Part II:** | **Narrative and Budget** | |  |
|  | Section A: | Applicant Narrative | 25 |
|  | Section B: | Professional Development Plan | 35 |
|  | Section C: | Budget | 15 |
| **Subtotal:** | | | **/75** |
| **Priority Points:** | | | **/20** |
| **Total:** | | |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Priority Points: [CDE staff will indicate whether this application meets priority criteria, based on CDE-collected data.] | | | | |
| School or schools serve a high percentage of K-3 students who have significant reading deficiencies (exceeding the statewide average) | School or schools serve a high percentage of students eligible for free and reduced lunch (exceeding the statewide average) | School or schools serve a high percentage of minority students (exceeding the statewide average) | School or schools are Rural/Small Rural. If applying as a consortium, all participating schools must be designated Rural/Small Rural. | School or schools who are on priority improvement or turnaround. |
| ☐ | ☐ | ☐ | ☐ | ☐ |
| **4 points** | **4 points** | **4 points** | **4 points** | **4 points** |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Section A: Applicant Narrative** | | | | | | |
| 1. Provide a narrative that demonstrates how the evidence-based and scientifically based universal and intervention instructional programs you are currently implementing have resulted in significant student academic growth toward reading competency. | | | | | | |
| Applicant did not respond to question or did not provide necessary information. | Applicant provided some information but did not answer the question in full. | Applicant provided the necessary information, and no clarification is required. | Applicant provided all information in a clear, thorough, and exemplary response. | | | |
| 0 | 3 | 7 | 10 | | | |
| 1. Convey the following criteria in a clear and concise manner: | | | | | | |
| * 1. Gaps or weaknesses in current early literacy implementation. | | | | | | |
| Applicant did not respond to question or did not provide necessary information. | Applicant provided some information but did not answer the question in full. | Applicant provided the necessary information, and no clarification is required. | Applicant provided all information in a clear, thorough, and exemplary response. | | | |
| 0 | 1 | 3 | 5 | | | |
| * 1. The need for ELG PD funding. | | | | | | |
| Applicant did not respond to question or did not provide necessary information. | Applicant provided some information but did not answer the question in full. | Applicant provided the necessary information, and no clarification is required. | Applicant provided all information in a clear, thorough, and exemplary response. | | | |
| 0 | 1 | 3 | 5 | | | |
| 1. Commitment and alignment to implementing sustainable scientifically based reading research (SBRR) literacy instruction. | | | | | |
| Applicant did not respond to question or did not provide necessary information. | Applicant provided some information but did not answer the question in full. | Applicant provided the necessary information, and no clarification is required. | Applicant provided all information in a clear, thorough, and exemplary response. | | | |
| 0 | 1 | 3 | 5 | | | |
| **Total Points** | | | | **/25** | | |
|  |  |  |  |  | | |
| **Section B: Professional Development Plan** | | | | | | |
| 1. Provide a brief overall description of the proposed ELG PD plan to help reviewers understand it at a high level, including major goals and objectives for the PD. | | | | | | |
| Applicant did not respond to question or did not provide necessary information. | Applicant provided some information but did not answer the question in full. | Applicant provided the necessary information, and no clarification is required. | Applicant provided all information in a clear, thorough, and exemplary response. | | | |
| 0 | 3 | 7 | 10 | | | |
| 1. If you propose to implement an embedded instructional coaching model, explain how the professional development plan will enhance teacher effectiveness in teaching foundational reading skills. | | | | | | |
| Applicant did not respond to question or did not provide necessary information. | Applicant provided some information but did not answer the question in full. | Applicant provided the necessary information, and no clarification is required. | Applicant provided all information in a clear, thorough, and exemplary response. | | | |
| 0 | 3 | 7 | 10 | | | |
| 1. Convey the following criteria in a clear and concise manner: | | | | | | |
| 1. How PD plan will support participants in gaining early literacy knowledge and in implementation of SBRR literacy instruction. | | | | | | |
| Applicant did not respond to question or did not provide necessary information. | Applicant provided some information but did not answer the question in full. | Applicant provided the necessary information, and no clarification is required. | Applicant provided all information in a clear, thorough, and exemplary response. | | | |
| 0 | 1 | 3 | 5 | | | |
| 1. A description of how acquiring these additional funds will support positive student achievement outcomes over time to ensure that students in all tiers, including those who move out of the Significant Reading Deficiency designation are able to sustain their improvement. | | | | | | |
| Applicant did not respond to question or did not provide necessary information. | Applicant provided some information but did not answer the question in full. | Applicant provided the necessary information, and no clarification is required. | Applicant provided all information in a clear, thorough, and exemplary response. | | | |
| 0 | 1 | 3 | 5 | | | |
| 1. The measurable student outcomes that the applicant expects to achieve as a result of implementing the proposed professional development plan and a description of the method that will be used to monitor and evaluate outcomes. | | | | | | |
| Applicant did not respond to question or did not provide necessary information. | Applicant provided some information but did not answer the question in full. | Applicant provided the necessary information, and no clarification is required. | Applicant provided all information in a clear, thorough, and exemplary response. | | | |
| 0 | 1 | 3 | 5 | | | |
| **Total Points:** | | | | | **/35** | |
|  |  |  |  | |  | |
| **Section C: Budget** | | | | | | |
| 1. Budgeted costs are reasonable and necessary, and calculations show how amounts were determined. | | | | | | |
| Applicant did not respond to question or did not provide necessary information. | Applicant provided some information but did not answer the question in full. | Applicant provided the necessary information, and no clarification is required. | Applicant provided all information in a clear, thorough, and exemplary response. | | | |
| 0 | 1 | 3 | 5 | | | |
| 1. Budget is sufficient in relation to the measurable objectives, design, scope, and sustainability of planned activities. | | | | | | |
| Applicant did not respond to question or did not provide necessary information. | Applicant provided some information but did not answer the question in full. | Applicant provided the necessary information, and no clarification is required. | Applicant provided all information in a clear, thorough, and exemplary response. | | | |
| 0 | 1 | 3 | 5 | | | |
| 1. Costs are directly linked to the PD objectives and explain how planned grant expenditures are reasonable and sufficient. | | | | | | |
| Applicant did not respond to question or did not provide necessary information. | Applicant provided some information but did not answer the question in full. | Applicant provided the necessary information, and no clarification is required. | Applicant provided all information in a clear, thorough, and exemplary response. | | | |
| 0 | 1 | 3 | 5 | | | |
| **Total Points:** | | | | | **/15** | |
|  |  |  |  | |  | |

# Attachment A: End-of-Year (EOY) Evaluation Reporting Guidelines

Grant recipients must submit an end-of-year evaluation program report detailing the following information by **July 21, 2025**. Submission instructions will be emailed to grant managers during grant implementation.

**Overview**

* What evidence-based program(s) and practice(s) did participants implement with grant funds? (Provide a brief description between 100 and 500 words, including the organization that provided the professional development and a description of the professional development.)
* How many adults participated in grant-funded professional development and what were their roles?
* How many students (disaggregated by grade level) were represented by those who received training using grant funds?
* What amount of funding did each grant participant dedicate toward each allowable use of funds?

**Implementation**

* What was the overall participant feedback regarding the grant-funded professional development?
* What participant learning and use of learned knowledge and skills took place?
* How did organizational support improve to promote implementation of learned knowledge and skills?
* How will participants sustain early literacy education practices as a result of this professional development?

**Impact**

* What progress was made from implementing the selected professional development program?
* What improvements in literacy outcomes were made as a result of these grant funds?
  + What, if any, positive changes were apparent in school-wide benchmark results?
  + What, if any, positive changes were apparent in progress monitoring?
  + What, if any, positive changes were apparent in other relevant measures?
  + How many and what percentage of students (disaggregated by grade level) had significant reading deficiencies before and after implementation?
  + How many and what percentage of students (disaggregated by grade level) who did not have significant reading deficiencies were not meeting grade-level expectations before and after implementation?
* What additional positive student impacts are expected as a result of this grant?