



COLORADO
Department of Education

Early Literacy Grant Program

Pursuant to C.R.S. 22-7-1211

Wednesday, February 3, 2016

Introduction

- **The Early Literacy Grant Program Request for Proposal (RFP) is designed to:**
 - Distribute funds to local education providers, including school districts, BOCES, and district charter schools or Institute Charter Schools;
 - To embed the essential components of reading instruction into all elements of the K-3 teaching structures in all schools, including universal and targeted and intensive instructional interventions; and
 - To assist all students in achieving reading competency.
- **The Colorado Department of Education (CDE) recognizes the importance of a Multi-Tiered System of Support (MTSS) for all students. Comprehensive implementation of a multi-tiered system of support will:**
 - Contribute to more meaningful identification of learning problems related to literacy achievement;
 - Improve instructional quality, provide all students with the best opportunity to learn to read;
 - Accelerate the reading growth of advanced readers; and
 - Assist with the identification of students reading below grade level, including students with a Significant Reading Deficiency, and students with learning disabilities related to reading.



Introduction (cont.)

- **District and school leadership is critical to the successful implementation of the Early Literacy Grant.**
 - The RFP will support schools in developing and/or maintaining a School Leadership Team (SLT) for the purpose of leading the school's effort to embed the essential components of reading instruction into all elements of the mainstream K-3 teaching structures. (Note that a currently existing leadership team or school improvement team may serve the purpose of the Early Literacy Grant School Leadership Team).
- **District support of the Early Literacy Grant is critical; therefore, all proposals must include a description of how district level personnel will be represented on a regular basis to support the activities of the grant.**
 - The SLT must meet regularly to review the school's K-3 student level data (interim and diagnostic assessments) and data related to the school's implementation of grant requirements.
 - The SLT will also be responsible for developing and updating the school's professional development plan related to assessment and instruction in K-3 literacy.

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Purpose

- **The purpose of this RFP is to solicit an application for funding from an eligible district, BOCES, district charter school, or Institute Charter school. The Early Literacy Grant Program will:**
 - Provide the necessary assistance to grantees to establish instructional systems related to the teaching of reading for all students in kindergarten through third grade based on Scientifically Based Reading Research (SBRR).
 - Support schools in implementing a multi-tiered system of support in an effort to reduce the number of students reading below grade level, including students identified as having a Significant Reading Deficiency.
 - Be used to provide significantly increased principal and teacher professional development to ensure that all principals and teachers, including teachers providing interventions for students (i.e., special education, English language development, Title I), have the skills necessary to effectively teach all children to read and understand the infrastructures that enable increased reading achievement for K-3 students.

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Purpose (cont.)

- Provide assistance to grantees in administering and interpreting interim and diagnostic assessments as listed in the CDE READ Act State Board approved lists of interim and diagnostic assessments pursuant to the READ Act
(<http://www.cde.state.co.us/coloradoliteracy/ReadAct/resourcebank.asp>)
- Provide support in implementing universal/core programs and programs designed for targeted and intensive instructional interventions, as listed in the CDE READ Act advisory list of instructional programming
(<http://www.cde.state.co.us/coloradoliteracy/ReadAct/programming.asp>)
- Provide assistance to grantees in scheduling testing of students and interpreting assessment data, including scheduling of progress monitoring of students that are reading below grade level. Grantees must adhere to requirements provided by the Department regarding frequency of testing and deadlines for completing assessments and submitting data.

See **Attachment A** for the Rules for the Administration of the Early Literacy Grant.

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Eligibility and Continued Funding

- Districts and BOCES may apply on behalf of individual schools or a collaborative group (consortium) of schools.
- If applying as a consortium, the consortium as a unit will be held accountable for the demonstration of achievement targets; however, if the consortium does not meet one or more of the achievement targets, individual schools within the consortium that meet targets may continue to receive subsequent years funding, and the consortium will not continue to receive funding as a group.
- In order to be considered for subsequent year's funding, grantees must meet one or more of the following targets:
 - Make above to well above average progress moving students out of the well below benchmark category as measured by the DIBELS Next Growth Tool
(www.cde.state.co.us/coloradoliteracy/elatresourcesdocuments).
 - Make above to well above average progress moving students into the benchmark category as measured by the DIBELS Next Growth Tool
 - Move 50% of students scoring below benchmark up at least one performance category (well below benchmark to below benchmark/benchmark or below benchmark to benchmark).

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Available Funding

- Approximately \$3 million is available for the Early Literacy Grant Program for the 2016-2017 school year.
- In awarding grants to schools that meet the expectations of this grant program, CDE will make awards that are of sufficient size and scope to support the costs associated with establishing instructional systems related to the teaching of reading for all students in kindergarten through third grade based on Scientifically Based Reading Research (SBRR).
- Applicants choosing to submit a consortia application (on the behalf of multiple schools) may not apply and be funded for more than \$1 million for the project.

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Critical Proposal Components

- **It is critical that the proposal of each applicant:**
 - Demonstrates a deep understanding of the five essential components of effective reading instruction;
 - Establishes that the proposed activities will operate in a coherent, seamless manner, including elements of effective literacy programs;
 - Details how all activities incorporate Scientifically Based Reading Research (SBRR);
 - Includes a plan for implementing a multi-tiered system of support in an effort 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 grade level; and
 - Addresses sustainability of the program established during the grant's implementation phase beyond the years of grant funding.

Critical components of the applicant's proposal are described in detail in the next slides.

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1. Five Essential Components of Effective Reading Instruction

- Scientifically Based Reading Research (SBRR) has identified five essential components of effective reading instruction. To ensure that children learn to read well, explicit and systematic instruction must be provided in these five areas:
 - Phonemic awareness: A subset of phonological awareness in which listeners are able to hear, identify, and manipulate phonemes, the smallest units of sound that can differentiate meaning.
 - Phonics: A method of teaching reading and writing by developing learner's phonemic awareness, that is, the ability to hear, identify, and manipulate the sounds (phonemes) in order to teach the correspondence between these sounds and the spelling patterns (graphemes) that represent them.
 - Fluency: The capacity to read words in connected text with sufficient accuracy, rate, and prosody to comprehend what is read.
 - Vocabulary: Knowledge of words and word meanings and includes words that a person understands and uses in language. Vocabulary is essential for both learning to read and comprehending text.
 - Comprehension: The process of extracting and constructing meaning from written texts. Comprehension has three key elements: (1) the reader, (2) the text, and (3) the activity.
- The applicant's proposal must demonstrate how the reading program, including universal/core instruction and targeted and intensive instructional interventions, will address appropriate systematic and explicit teaching of the five essential components of reading across grade levels K-3 and the design of school and classroom structures to support such a system of instruction.

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2. Coherent Structure of Effective Reading Programs

- An effective reading program is one that coherently integrates:
 - A comprehensive assessment plan that includes interim and diagnostic assessments that are valid and reliable;
 - Instructional programming and materials that include explicit and systematic instruction in the five essential components of reading instruction on a daily basis and that are of an appropriate level, duration, and content;
 - An aligned professional development plan for principals and teachers that may include but is not limited to literacy and leadership coaching on-going, job-embedded professional development for all educators including school level administration;
 - Dynamic instructional leadership, including school and district leaders; and
 - On-going monitoring of the reading program's implementation and effectiveness.
- The applicant's proposal must address how the school, under the guidance of the School Leadership Team (SLT), will implement an effective reading program K-3 in a coherent manner.
- Each of the above components of effective reading programs must be addressed in the applicant's proposal.
- Please note that Early Literacy Grant schools will be required to participate in professional development provided by the Department as outlined in the RFP.

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3. Scientifically Based Reading Research

- 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 actually impede academic progress.
- The applicant's proposal must demonstrate that all instructional activities and materials and professional development provided to principals and teachers are supported by Scientifically Based Reading Research (SBRR) and have been selected from the Department's advisory lists of instructional programming and professional development.

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4. Plan for Reducing the Number of Students Reading Below Grade Level

- The applicant's proposal must address a plan for implementing a multi-tiered system of support in an effort to provide effective universal/core instruction to meet the needs of all students.
 - Targeted and intensive instruction must be aligned with the universal/core instruction taking place in the regular classroom.
- The proposal must demonstrate a cohesive system of instruction both system-wide in grades K-3 and among the tiers of instruction within each grade level, through the adoption of one or more of the instructional programs from the READ Act advisory list.
 - Additionally, the applicant's proposal must address how targeted and intensive interventions will be implemented to support students not meeting grade level expectations with a specific emphasis on students identified as having a Significant Reading Deficiency.
 - The applicant's plan should align with the school's and/or district's Unified Improvement Plan (UIP) goals for reducing the number of students identified as having a Significant Reading Deficiency.
 - For students reading below grade level, including those with a Significant Reading Deficiency, it is imperative that instruction is delivered by the most effective and knowledgeable teachers. Thus, applicants must provide assurance in their proposals that all students reading below grade level will receive instruction from effective educators with demonstrated knowledge of how children learn to read and demonstrated results in improving reading achievement or demonstrate how teachers will become effective and knowledgeable of explicit and systematic teaching of the 5 components of reading.

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5. Sustainability of the Program

- Implementation research indicates that school or 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; and
 - Administrative support and leadership.
(Note: Administrative support includes both school level and district level leadership).
- The applicant's proposal must describe the school's current capacity for implementing the grant requirements and how the school will sustain the new structures and essential components of effective reading instruction in grades K-3.
- The proposal must also describe the role of the School Leadership Team (SLT) in sustaining the grant beyond the years of receiving funding.

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Critical Proposal Components (cont.)

- In addition to the 5 components mentioned on the previous slides, all proposals must include each of the following:
 - Purchase of ***DIBELS Next*** and either DIBELSnet or mClass for online reporting or documentation of participation in the Early Literacy Assessment Tool Project for use of mClass.
 - Documentation of which ***diagnostic reading assessments*** from the State Board approved list for the READ Act is or will be used in the school.

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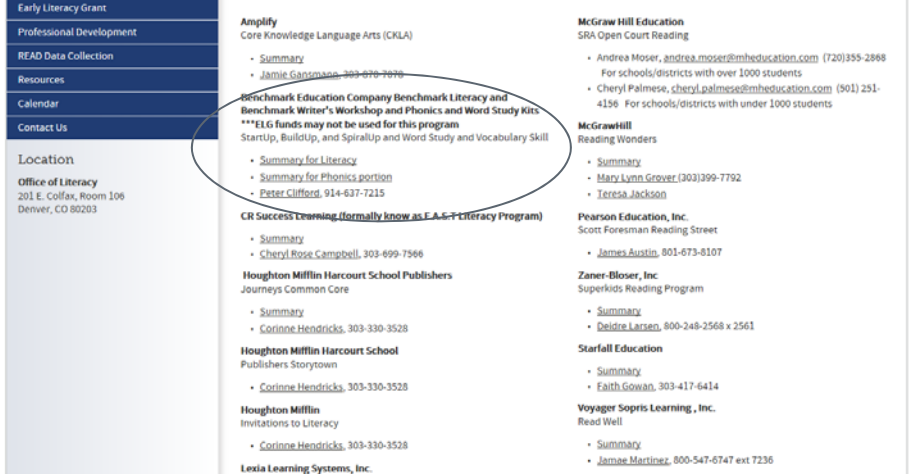


Critical Proposal Components (cont.)

- In addition to the 5 components mentioned on the previous slides, all proposals must include each of the following:
- Purchase of one instructional program from the READ Act advisory list for the purpose of **universal/core instruction** (if not already utilized by the school or consortium).



15 Continued on next slides.



** This screenshot is not a complete list. Please see webpage for full list

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Critical Proposal Components (cont.)

- In addition to the 5 components mentioned on the previous slides, all proposals must include each of the following:
 - Purchase of one or more of the instructional programs from the READ Act advisory list for the purpose of providing **targeted and intensive instructional interventions** for students reading below grade level, including students identified as having a Significant Reading Deficiency (if not already utilized by the school or consortium).



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Continued on next slide.



Critical Proposal Components (cont.)

- Budgeting for two days of professional development provided by CDE for the School Leadership Team (SLT), which should be representative of the following groups: building administrator(s) (Principal must attend); K-1 grades teaching team; 2-3 grades teaching team; literacy coach; and interventionist(s). This training will take place along with the Office of Literacy Reading Conference in October. Please plan on travel to the Denver metro area.
- Budgeting for one additional day of professional development for the literacy coach to take place at a different time than the conference. Please plan on travel to the Denver metro area.

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Critical Proposal Components (cont.)

- Budgeting for on-going, ***on-site consulting assistance*** (at least one day per month for each school) selected from the READ Act resource bank advisory list of professional development. On-site consultants will support Early Literacy Grant schools in incorporating Scientifically Based Reading Research (SBRR) findings into instructional practice in all K-3 classrooms, including both universal/core and targeted and intensive intervention classrooms. On-site consultants will provide guidance to schools' leadership teams to maximize universal/core instruction and intervention time to ensure K-3 reading proficiency. School Leadership Teams, including the principal, must meet regularly with the consultant to review the school's K-3 student level data (interim and diagnostic assessments) and data related to the school's implementation of grant requirements. Meetings must include regularly updating the school's professional development plan based on the data that has been reviewed. (Note that meetings between the SLT and consultant may take place via a web-based conference format). The principal must routinely visit classrooms with the coach and consultant. ***Two additional days must be budgeted for the consultant to attend the Office of Literacy Reading Conference with the SLT each year.***

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Project

Early Literacy Grant

Professional Development

READ Data Collection

Resources

Calendar

Contact Us

Location

Office of Literacy
201 E. Colfax, Room 106
Denver, CO 80203

History and Purpose

The Early Literacy Grant is designed to distribute funds to local education providers, including school districts, BOCES, and district charter schools or Institute Charter Schools, to ensure the essential components of reading instruction are embedded into all elements of the primary, K-3 teaching structures in all schools, including universal and targeted and intensive instructional interventions, to assist all students in achieving reading competency. On August 6, 2012, CDE presented to the State Board proposed draft rules related to the Early Literacy Grant, one component of the READ Act. After receiving written public comments and holding a rulemaking hearing on October 17, 2012, the State Board voted unanimously to adopt the Early Literacy Grant rules.

- Rules for the Administration of the Early Literacy Grant (Adopted 10-17-12)

The Early Literacy Grant is funded every three years. The current cycle of the grant is from 2013-2016. The 2013-2014 school year was the first year of the grant program, implemented in 30 schools representing 15 school districts in 7 regions of the state.

- 2014-2015 Early Literacy Grant Districts and Schools

News:

2016-17 Grant Cycle Open

Approximately \$4 million is available for the Early Literacy Grant Program for the 2016-2017 school year. An application training webinar will be held on Wednesday, February 3, 2016, from 1 - 2 p.m. To register, please visit: <http://earlyliteracy2016.eventbrite.com>

Application Documents:

Early Literacy Grant Application...Applications are due Tuesday, March 15.

Early Literacy Electromail Budget worksheet

Application Cover Pages and Attachments

Letter of Intent...Submit letters of intent to apply by Friday, February 5

Approved On-site Consultants for the Early Literacy Grant

Advisory Lists of PD and Programming

Approved Assessments

Early Literacy Assessment Tool Project

Early Literacy Grant

Professional Development

READ Data Collection

Resources

Calendar

Contact Us

Location

Office of Literacy
201 E. Colfax, Room 106
Denver, CO 80203

Early Literacy Grant Approved Consultants

Approved on-site consultants for the Early Literacy Grant Cycle 2016-2019

| | |
|---|---|
| <p>509K Group</p> <ul style="list-style-type: none"> • 400 Associates, 847-499-8234 • Summary <p>Bridges to Literacy</p> <ul style="list-style-type: none"> • Jodi Dodson, 303-737-2929 • Summary <p>COMC, Inc.</p> <ul style="list-style-type: none"> • Linda Diamond, 310-340-4200 x4201 • Summary <p>Dynamic Learning Group</p> <ul style="list-style-type: none"> • Tara Frazier-Smith, 406-439-4466 • Summary <p>Gibson Hardware & Associates</p> <ul style="list-style-type: none"> • Vicki Gibson, Ph.D. and Jan Hadermuck, Ph.D., 206-498-6123 <p>Growing Educational Practices</p> <ul style="list-style-type: none"> • Jillian Young, 720-439-5880 • Summary | <p>Literacy Now/Smart Educational Consulting</p> <ul style="list-style-type: none"> • Susan M. Smart, Ph.D., 415-943-8780 <p>Literacy Transformations, LLC</p> <ul style="list-style-type: none"> • Heidi Sh. M.A., 303-619-6156 • Summary <p>Schools Cared</p> <ul style="list-style-type: none"> • Patti Montgomery, 303-981-6119 • Summary <p>Swirling Literacy</p> <ul style="list-style-type: none"> • Dr. Charles Deak Hall and Christine Hall, 720-433-8776 • Summary <p>STIVE</p> <ul style="list-style-type: none"> • Dorinda Hussaker, 406-439-4117 • Summary <p>Voyager Segue Learning, Inc.</p> <ul style="list-style-type: none"> • James Martinez, 303-547-6747 ext 7236 • Summary |
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Critical Proposal Components (cont.)

- Budget for a K-3 ***literacy coach*** if not already present in the school. Schools with more than five K-3 teachers must budget a full-time coach. Schools with five or fewer teachers may budget for a part-time coach or include a plan indicating how the role of the coach will be filled by existing staff. If role is filled by existing staff, indicate the amount of time staff member will dedicate to coaching role. Coaches will be responsible for working with CDE and on-site consultant to assist in implementation of programs and assessments. Coaches will meet regularly with consultant and administration and will provide feedback and support to teachers between consultant visits. Additionally, coaches will attend required CDE trainings twice a year.

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Use of Funds

- Funds may be used to supplement and not supplant any moneys currently being used to embed the essential components of reading instruction into all elements of the K-3 teaching structures in schools.
- Activities that will not be funded include the following:
 - Technological equipment (e.g., computers, laptops, LCDs) that is not related to assessment purposes (if supplemental funds are available after years one and two, technological equipment for instructional purposes will be considered);
 - Capital needs (including bookshelves or other furniture);
 - Out-of-state travel that is not directly related to the critical components of the Early Literacy Grant program;
 - Professional development that is not from the advisory list of professional development for the READ Act;
 - Assessment materials that are not from the State Board approved list of interim and diagnostic assessments for the READ Act;
 - Instructional programming that is not from the advisory list of instructional programs for the READ Act; and
 - Technical and/or coaching/consulting support that is not from the READ Act advisory list of professional development.

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Duration of Grants

- **Grant applications must be submitted for three years of Early Literacy Grant funding.**
 - Applicants must include appropriate budget forms for all 3 years.
- **Funding for years 2 and 3 of the Early Literacy Grant is contingent upon appropriations made by the Colorado State Legislature and the school/consortium meeting one or more of the targets defined in the Eligibility and Continued Funding Section of this RFP.**

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Evaluation and Reporting

- **To determine the success of the Early Literacy Grant programs operated by districts and schools that receive grants, the Department may contract with an external evaluator to conduct an external evaluation of the Early Literacy Grant. Schools will be required to participate in the external evaluation of the Early Literacy Grant program if a review is conducted.**
- **All schools participating in the Early Literacy Grant will be required to report interim assessment data to one of the online data collection tools associated with DIBELS Next (DIBELSnet or mClass). Schools will be required to submit interim assessment data periodically following the schedule and deadlines for submission provided by CDE throughout implementation of the grant. The Department will also use data collected annually through the READ Act data collection system as a component of the external evaluation.**

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Evaluation and Reporting (cont.)

- The Department will collect qualitative data related to fidelity of implementation through the use of the Literacy Evaluation Tool. Additional forms to collect qualitative data may be developed and used by the Department during the grant cycle to monitor fidelity of implementation. Funded schools will be required to provide the necessary information to complete such forms. The Literacy Evaluation Tool is included in *Attachment C*.

Applicants must provide signatures of agreement on the Assurances page of the RFP (pages 16-17).

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Data Privacy

- CDE takes seriously its obligation to protect the privacy of student Personally Identifiable Information (PII) collected, used, shared and stored. Therefore, CDE provides a secure system to collect information, survey responses and PII for this grant program. PII will be collected, used, shared and stored in compliance with CDE's privacy and security policies and procedures.

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Submission Process and Deadline

- The electronic copy of the proposal and electronic budget must be submitted by Tuesday, March 15, 2016, at 11:59 pm, to CompetitiveGrants@cde.state.co.us.
- The electronic version should include all required components of the proposal as one document.
 - Please attach the electronic budget workbook in Excel format as a separate document.
- Faxes will not be accepted. Incomplete or late proposals will not be considered.
- Application materials and budget are available for download on the CDE Website at: <http://www.cde.state.co.us/coloradoliteracy/readact/grant>.

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Application Format

- The total narrative (Sections I – VI) of the application cannot exceed 12 pages. Please see below for the required elements of the application.
 - Note: Applications that exceed 12 pages will not be reviewed.
- All pages must be standard letter size, 8-1/2" x 11" using 12-point font and single-spaced with 1-inch margins and numbered pages.
- The signature page must include original signatures of the lead organization/fiscal agent.

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Required Elements

- The format outlined below must be followed in order to ensure consistent adherence of the evaluation criteria. See evaluation rubric for specific selection criteria needed in sections I – VI (pages 18 – 22).

Part I: Introduction (not scored)

- I: Cover Page
- IA: Recipient School Information and Signature Page
- IB: Assurances Form
- Executive Summary

Part II: Narrative

- Section I: Five Essential Components of Effective Reading Instruction
- Section II: Coherent Structure of Effective Reading Programs
- Section III: Scientifically Based Reading Research
- Section IV: Plan for Reducing the Number of Students Reading Below Grade Level Including Those Identified as Having a Significant Reading Deficiency
- Section V: Sustainability of the Program Beyond the Years of Grant Funding
- Section VI: Budget Narrative and Electronic Budget Form
Electronic Budget (separate excel file)

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Review Process



Review Process

- **Applications will be reviewed by CDE staff and an evaluation committee to ensure applications contain all required components.**
 - Note: This is a competitive process – applicants must score at least 80 points (80%) out of the 100 points possible to be considered for funding.
 - Applications that score below 80 points *may* be asked to submit revisions that would bring the application up to a fundable level.
 - There is no guarantee that submitting a proposal will result in funding or funding at the requested level.
 - All application decisions are final.
 - Applicants that do not meet the qualifications will be notified and may reapply in future grant applications.
 - Applicants, including the School Leadership Team (SLT), may be asked to participate in a selection interview conducted by personnel from the CDE Office of Literacy.
 - Applicants will be notified of final award status no later than Friday May 13, 2016.

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Selection Criteria and Evaluation Rubric

- **Part I: Proposal Introduction (No Points)**
 - Cover Page
 - Signed Assurances Form
 - Executive Summary
 - Provide a brief narrative description (500 words or less) outlining your proposed Early Literacy Grant program, highlighting how you will use scientifically based reading research to embed the essential components of reading instruction into all elements of the K-3 teaching structures in all schools, including universal and targeted and intensive instructional interventions, to assist all students in achieving reading competency. If funded, this summary may be posted on CDE's Website for inclusion in an overview of funded Early Literacy Grant programs. Please use a separate sheet of paper (executive summary does not count in total page limit).
- **Part II: Narrative (100 Points)**
 - The following criteria will be used by reviewers to evaluate the application as a whole. In order for the application to be recommended for funding, it must receive at least 80 points (80%) out of the 100 possible points and all required parts must be addressed. An application that receives a score of 0 on any required parts within the narrative will not be funded.

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Section I: Five Essential Components of Effective Reading Instruction

| Section I: Five Essential Components of Effective Reading Instruction | Inadequate (information not provided) | Minimal (requires additional clarification) | Adequate (clear and complete) | Excellent (concise and thoroughly developed) |
|---|--|--|----------------------------------|---|
| a) Describe current understanding and integration of the 5 components of reading. Examples may include any previous or proposed professional development the staff has had regarding research and the integration of the components or the lack thereof. | 0 | 2 | 3 | 4 |
| b) Describe how classroom teachers will be provided professional development or understanding of the 5 components in universal/core instruction and targeted and intensive instruction in order to create seamless and aligned systems of instruction. | 0 | 2 | 3 | 4 |
| c) Provide a clear description of the how the School Leadership Team (SLT) supports, including the district, or will support, full implementation of the systematic and explicit teaching of the 5 components of reading in all instructional environments. | 0 | 2 | 3 | 4 |
| d) Describe how enhancing the knowledge of teachers regarding the 5 components of reading and the integration of the 5 components of reading into instructional practices will enhance the current state of reading instruction. | 0 | 1 | 2 | 3 |
| Reviewer Comments: | | | | |
| TOTAL POINTS | | | | /15 |

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Section II: Coherent Structure of Effective Reading Programs

| Section II: Coherent Structure of Effective Reading Programs | Inadequate (information not provided) | Minimal (requires additional clarification) | Adequate (clear and mostly complete) | Excellent (concise and thoroughly developed) |
|--|--|--|---|---|
| a) Describe a comprehensive assessment plan (interim and diagnostic) the school will use to ensure 90-95% of students are at grade level by 3 rd grade, including the schedule for conducting each assessment (frequency). | 0 | 2 | 4 | 6 |
| b) Describe instructional programming and materials that are research-based, and the applicant includes a process for implementation that ensures explicit and systematic teaching of the 5 components of reading will be integrated at an appropriate level, content, and duration of time in each K-3 classroom. The applicant describes how intervention instruction and materials will be aligned with universal/core instruction and designed to meet the needs of individual students. | 0 | 2 | 4 | 6 |
| c) Provide specific intervention strategies and/or activities and describes how instruction will be responsive to student data and timelines. The applicant describes persons responsible for intervention instruction, including a description of how intervention teachers will assure alignment with regular classroom instruction. | 0 | 2 | 4 | 6 |
| d) Provide a professional development plan that ensures the learning of formal knowledge of Scientifically Based Reading Research (SBRR) supplemented with "craft" knowledge - assuring teachers can see the relevance of what they have learned applied to their profession. The applicant demonstrates how outside coaching/consultation has a meaningful place in the plan. | 0 | 2 | 4 | 6 |
| e) Outlines a clear process for how the implementation of the reading program initiative will be monitored with a direct link to the coaching/consulting requirements. The applicant describes the role of the School Leadership Team in monitoring fidelity and implementation. | 0 | 2 | 4 | 6 |
| Reviewer Comments: | | | | |
| TOTAL POINTS | | | | /30 |

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Section III: Scientifically Based Reading Research

| Section III: Scientifically Based Reading Research | Inadequate (information not provided) | Minimal (requires additional clarification) | Adequate (clear and complete) | Excellent (concise and thoroughly developed) |
|--|--|--|----------------------------------|---|
| a) Indicate the comprehensive reading program chosen for universal/core instruction that is on the READ Act Advisory List of Instructional Programming. | 0 | 1 | 2 | 3 |
| b) Indicate that reading interventions for both targeted and intensive instruction are from the READ Act Advisory List of Instructional Programming. The programs listed are sufficient in scope, and their use has been described in an appropriate manner. | 0 | 1 | 2 | 3 |
| c) Demonstrate that all instructional activities and materials, and professional development provided to principals and teachers are supported by Scientifically Based Reading Research. | 0 | 2 | 3 | 4 |
| Reviewer Comments: | | | | |
| TOTAL POINTS | | | | /10 |

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Section IV: Plan for Reducing the Number of Students Reading Below Grade Level

| Section IV: Plan for Reducing the Number of Students Reading Below Grade Level Including Those Identified as Having a Significant Reading Deficiency | Inadequate (information not provided) | Minimal (requires additional clarification) | Adequate (clear and complete) | Excellent (concise and thoroughly developed) |
|---|--|--|----------------------------------|---|
| a) Describe a cohesive system of instruction both system-wide in grades K-3 and among the tiers of instruction within each grade level, including targeted and intensive interventions that are aligned with universal/core instruction and designed to meet the needs of individual students. | 0 | 2 | 4 | 5 |
| b) Demonstrate that a problem-solving process exists (or describes how one will be implemented) that assures every student is monitored for success and interventions are put into place if the student is not successful. The applicant describes specific practices for monitoring and meeting the needs of students identified as having a Significant Reading Deficiency. | 0 | 2 | 4 | 5 |
| c) Describe a plan for ensuring that all students reading below grade level receive instruction from highly qualified educators with demonstrated knowledge of how children learn to read or demonstrates how teachers will become highly qualified and knowledgeable of explicit and systematic teaching of the five components of reading. | 0 | 2 | 4 | 5 |
| d) Demonstrate how the Early Literacy Grant will support current Unified Improvement Plan (UIP) efforts. | 0 | 2 | 4 | 5 |
| Reviewer Comments: | | | | |
| TOTAL POINTS | | | | /20 |

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Section V: Sustainability of the Grant Program

| Section V: Sustainability of the Program Beyond the Years of Grant Funding | Inadequate (information not provided) | Minimal (requires additional clarification) | Adequate (clear and complete) | Excellent (concise and thoroughly developed) |
|--|--|--|----------------------------------|---|
| a) Describe the school's current capacity for implementing the requirements of the Early Literacy Grant program. | 0 | 2 | 4 | 5 |
| b) Describe how the school will sustain the new structures and essential components of effective reading instruction in grades K-3, including information about how structures will remain in place once grant funds expire. For example, how will capacity be built to continue quality SBRR-driven K-3 reading intervention programs once the grant has expired? | 0 | 2 | 4 | 5 |
| c) Provide evidence that the staff is willing and ready to implement the Early Literacy Grant with program fidelity. A culture of high expectations for students and staff exists. There is an agreement by school leaders to meet regularly with the selected coach/consultant to review data and conduct classroom observations. | 0 | 2 | 4 | 5 |
| c) Describe the role of the School Leadership Team (SLT) in sustaining the grant beyond the years of receiving funding. | 0 | 2 | 4 | 5 |
| Reviewer Comments: | | | | |
| TOTAL POINTS | | | | /20 |

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Section VI: Electronic Budget and Budget Narrative

| Section VI: Electronic Budget & Budget Narrative | Inadequate (information not provided) | Minimal (requires additional clarification) | Adequate (clear and complete) | Excellent (concise and thoroughly developed) |
|---|--|--|----------------------------------|---|
| a) Proposal includes a cost-effective budget (both a line item and narrative) for 3 years that directly links costs to proposed activities and includes mandatory CDE training days. The applicant includes information about leveraging funds with other private, state, or federal dollars (e.g., Title I) to maximize impact for students. If the applicant is partnering with other schools, there is a description of how funds will be leveraged and how dollar efficiency will be increased. | 0 | 2 | 4 | 5 |
| Reviewer Comments: | | | | |
| TOTAL POINTS | | | | /5 |

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Questions??

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Contacts

- **For program questions contact:**

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- **For fiscal/budget questions contact:**

- Marti Rodriguez (Rodriguez_M@cde.state.co.us | 303-866-6769)

- **For application-specific questions contact:**

- Kim Burnham (Burnham_K@cde.state.co.us | 303-866-6916)

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