Funding Opportunity

Recorded Application Information Webinar available on
[CDE's Early Literacy Grant: Professional Development webpage](#).

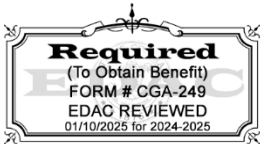Intent to Apply Due: **Wednesday, February 12, 2025**

[Applications Due](#): **Wednesday, February 26, 2025, by 4:00 pm**
Application will open in GAINS on Wednesday, January 22, 2025 and closes on Wednesday, February 26, 2025.

Early Literacy Grant Program: Professional Development

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

Program Questions:
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Table of Contents

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

Applications for the Early Literacy Grant: Professional Development must be submitted in GAINS.

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 22, 2025, and close on Wednesday, February 26, 2025 at 4 pm.

More information about GAINS is available on CDE's website.

Accessing GAINS

School District and BOCES Applicants
- Contact your district Local Access Manager (LAM) to receive access to GAINS. Documentation and training on this process for LAMs is available on CDE's GAINS Training webpage.

Charter School Applicants
- Complete the Charter School GAINS Access Request Form

All Other Applicants
- Complete the Non-District Organization GAINS Access Request Form

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. The purpose of this grant opportunity is to support Colorado educators in the implementation of scientifically based reading research (SBRR) programs and strategies for kindergarten through third grade (K-3) students. These funds are specifically intended for early literacy professional development for elementary educators.

This grant program exists to:
1. Support schools with quality professional development programming for K-3 educators
2. Support positive K-3 student achievement outcomes and/or reading competency
3. Reduce the number of students determined to have a Significant Reading Deficiency (SRD)
4. Develop sustained student achievement and gains in all tiers over time

Only applicants that specifically address one or more of the three purposes identified for funding will be considered.

Eligible Applicants

The purpose of this grant is to support LEPs in achieving full implementation of scientifically based reading research (SBRR) programming. LEPs not currently utilizing scientifically and evidence-based universal instruction or demonstrating significant academic growth may not meet eligibility requirements for this grant opportunity. Applicants must provide a clear professional development plan that will enhance ongoing efforts to improve academic performance and student achievement in early literacy.

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*.)

Applicants that have received ELG:PD funds prior and/or are active grantees in the Comprehensive ELG program are eligible to apply for this funding opportunity. However, applicants must clearly describe their current grant activities and services within the application and demonstrate how the proposed funding will expand, augment, or sustain these efforts if awarded. Additionally, past expenditure of funds and the quality of program implementation will be taken into consideration during the review process.

Charter Schools:
Pursuant to [C.R.S. 22-30.5-104 (11)](), 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.

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

Priority Criteria

Grant funding will be allocated to LEPs that demonstrate the greatest need, as determined by the Priority Criteria outlined in this RFA.

This RFA identifies five additional priority areas for funding. Applicants may earn priority points in the scoring rubric by meeting one or more of these criteria.

Priority points will be awarded based on the characteristics of the LEP as a whole, not individual schools. While individual schools within the LEP may be included in the application, they are not eligible for separate priority points.

Eligibility for priority points will be determined by the Colorado Department of Education (CDE) using publicly available data and internal reviews.

The priority areas for this grant competition are as follows:
- **Significant Reading Deficiencies:** LEPs with K-3 student populations where the percentage of students identified with significant reading deficiencies exceeds the 2023-24 statewide average of 19.8%
- **Economic Need:** LEPs where the percentage of students eligible for free and reduced lunch exceeds the 2023-24 statewide average of 45.7%.
- **Minority Representation:** LEPs where the percentage of minority students exceeds the 2023-24 statewide average of 49.5%.
- **Students with Disabilities:** LEPs where the percentage of students with an Individualized Educational Plan (IEP) exceeds the 2023-24 statewide average of 15%.
- **Rural/Small Rural Designation:** LEPs designated as Rural/Small Rural as determined by CDE.

Available Funds and Duration of Grant

Approximately $1,125,000 million is available for the 2025-2026 school year, with funding contingent on approval of appropriations from the State Legislature. Grants will be awarded for a one-year term beginning in the 2025-2026 fiscal year. Funded applicants for the 2025-2026 school year are not guaranteed any additional funding beyond the 2025-2026 year at this time. Funds must be expended by **June 30, 2026**. 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 and not supplant** any funds currently used to support SBRR professional development.

Funding can 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 that is on the CDE-approved [Topic-Specific Advisory List of Professional Development](#) (additional CDE-approval not needed)
- Scientifically and evidence-based professional development that is not on the CDE-approved list (must obtain CDE-approval through this grant application process)
- 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](#),
- Training related to programming from the CDE-approved [2020 Advisory List of Instructional Programming](#), provided by the approved vendor or a vendor-approved trainer,
- Training related to assessments from the CDE-approved [READ Approved Diagnostic and Summative Assessments](#) and/or [READ Approved Interim Assessments,](#) provided by the approved vendor or a vendor-approved trainer,
- Related tuition, fees, books, materials, and/or professional development program costs, and
- Stipends, substitutes, and/or in-state travel costs to attend CDE-approved professional development opportunities.

Evaluation and Reporting

Each Education Provider that receives a grant through the Early Literacy Grant Professional Development opportunity is required to report, at a minimum, the following information to the Department on or before **May 30th , 2026:**
- An evaluation report at the end of the grant year that includes:
  - The evidence-based practices that participant(s) implemented with grant funds,
  - The number of educators and/or administrators who participated in grant-funded professional development,
  - The number of students represented by those who received training using grant funds, disaggregated by grade level,
  - K-3 student progress made in achieving reading competency,
  - The improvements in literacy outcomes as measured by school-wide benchmarks, progress monitoring, and other relevant measures,
  - Qualitative outcomes as a result of the professional development, including but not limited to participant feedback, demonstrated participant learning and use of learned knowledge and skills, and improved organizational support for implementation
  - 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,
- A final ELG budget in GAINS
- If the state legislature appropriates continuation funds, submission of a continuation application with a continuation budget.

Education Providers receiving a grant through Early Literacy Grant: Professional Development may be selected for a site visit by CDE program staff during the 2025-2026 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 Early Literacy Grant: Professional Development. 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 recorded webinar is available on the CDE's Early Literacy Grant: Professional Development webpage.

If interested in applying for this funding opportunity, submit the Intent to Apply by **Wednesday, February 12, 2025**. 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. Applicants will be notified of final award status no later than **Monday, May 30, 2025**.

Note: This is a competitive process – applicants must score at least 38 points out of the 54 possible narrative points to be approved for funding. Applications that score below 38 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 by **Wednesday, February 26, 2025, 4:00 pm**.

Application materials and resources are available on CDE's Early Literacy Grant: Professional Development webpage.

Required Elements

The format outlined below must be followed to assure consistent application of the evaluation criteria. See Evaluation Rubric for specific selection criteria (pages 13-17).

Part I: Applicant Information and Program Assurances
☐ Applicant Information: Completed in full
☐ Signed and Dated Program Assurances

Part II: Narrative, PD Plan, Evaluation and Budget
☐ Section A: Applicant Narrative
☐ Section B: Professional Development Implementation Plan
☐ Section C: Professional Development Plan Goals and Evaluation
☐ Section D: Budget

Early Literacy Grant: Professional Development
Intent to Apply Due: Wednesday, February 12, 2025
Applications Due: Wednesday, February 26, 2025 by 4 pm

Applicants will complete their application in GAINS.
Applications will be accepted in GAINS from Wednesday, January 22, 2025 to Wednesday, February 25, 2025 at 4:00 PM

Part I: Applicant Information and Program Assurances

Application Contact:
The person that CDE should contact if there any questions or additional information needed for this application.

Name:		Title:	
Telephone:		E-mail:	

Program Contact:
The person who will be responsible for receiving communications from CDE staff about this program.

Name:		Title:	
Telephone:		E-mail:	

Fiscal Manager Information:

Name:		Title:	
Telephone:		E-mail:	

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:
☐ This application includes all district schools with kindergarten, 1st, 2nd, and/or 3rd grade students.
☐ This application includes some district schools with kindergarten, 1st, 2nd, and/or 3rd grade students.

Recipient School(s) and School Code(s): List all that apply

Grade Levels:
Select the grade level(s) served by any and all schools included in this application.

☐ Kindergarten   ☐ 1st grade   ☐ 2nd grade   ☐ 3rd grade

Program Assurances

Applicants will agree to the below Assurances within the Early Literacy Grant: Professional Development 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 Early Literacy Grant Professional Development 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.
2) The grantee will work with and provide requested data to CDE for the Early Literacy Grant: Professional Development program 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 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, 2026. There will be no carryover of funds. Unobligated funds at the end of the fiscal year will be returned to CDE.
9) 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.
10) 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.
11) 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)

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.

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)

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).

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 Categories:
Which type(s) of professional development do you plan to implement? Check <u>all categories that apply</u> and complete the required information for each category selected.

☐ **Topic-specific Advisory List of Professional Development:** Proposed Professional Development Plan includes programming from the CDE-approved <u>Topic-specific Advisory List of Professional Development</u> (Programs from this list are considered pre-approved by CDE)

If you selected topic-specific professional development category from the section above, which program(s) do you plan to use?

Program	Provider	Approximate # of staff directly receiving this PD

☐ **Professional Development <u>Not</u> on a CDE Advisory List:** If plan proposes a Professional Development program that is not already on an existing CDE-approved list, grantees must demonstrate that the program is scientifically and evidence-based and clearly explain the need for it in the Part III professional development plan of the application. Scientifically and evidence-based professional development that is not on the CDE-approved list is subject to CDE-approval through this grant application process.

Program	Program Publisher	Direct Link to Program Website	Approximate # of staff directly receiving this PD

☐ **ELG Implementation Consultant Advisory List:** Purposed Professional Development Plan includes onsite consulting, coaching, and/or training to support effective literacy instruction provided by an ELG Implementation Consultant from the CDE-approved <u>ELG Implementation Consultant Advisory List</u>

If you selected ELG Implementation Consultant Advisory List, what areas of focus do you plan on targeting with the ELG Implementation Consultant? Select all that apply.

Administration and Interpretation of Assessments	☐	Professional Development (i.e., training on how to select quality 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	☐
Intervention and/or Differentiation	☐	Comprehension Development	☐
Literacy Development	☐	Universal Instruction	☐
Phonics and Word Recognition Development	☐	Vocabulary Development (cont. on next page)	☐

Phonological Development	☐	Oral Language Development	☐
		Approximate # of staff directly receiving this PD	

☐ **Training Related to Instructional Programming:** Purposed Professional Development Plan includes training related to programming from the CDE-approved 2020 Advisory List of Instructional Programming, provided by the approved vendor or a vendor-approved trainer.

If you selected instructional programming professional development category section above, which curriculum or curricula do you plan to receive professional development on? List each program and its vendor-provided/approved professional development you plan to use.

Program	Provider	Approximate # of staff directly receiving this PD

☐ **Training Related to Assessments:** Purposed Professional Development Plan includes training related to assessments from the CDE-approved READ Diagnostic and Summative Assessments and/or READ Approved Interim Assessments, provided by the approved vendor or a vendor-approved trainer

If you selected assessment professional development category section 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	Approximate # of staff directly receiving this PD

Total Amount of Funding Requested:

$

Part III: Narrative, PD Plan, Evaluation and Budget

Responses should be completed in the online application form. 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 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.

Section A: Needs Assessment Narrative [Limit responses to 500 words].
1. Provide a narrative that details the evidence-based and scientifically based universal and intervention instructional programs you are currently implementing.
2. Provide a 3-year scope with supporting data that demonstrates significant student academic growth toward reading competency.
3. Convey the following criteria in a clear and concise manner:
   a. Gaps or weaknesses in current early literacy implementation
   b. The need for Early Literacy Grant Professional Development (ELG PD) funding

Section B: Professional Development Plan [Limit responses to 500 words].
1. Propose an ELG PD plan is that addresses how it will support participants in gaining early literacy knowledge and in implementation of SBRR literacy instruction.
2. If you propose to implement an embedded instructional coaching model, explain how this will enhance teacher effectiveness in teaching foundational reading skills system-wide.
3. Convey the following criteria in a clear and concise manner:
   a. How the professional development plan will support participants in gaining early literacy knowledge and in implementation of SBRR literacy instruction.
   b. A description of how acquiring these additional funds will support positive student achievement outcomes over time for students in all tiers. Include how students who move out of the Significant Reading Deficiency designation will be supported for sustained literacy skill improvement.

Section C: Program Goals and Evaluation [Limit responses to 500 words].
1) Include major goals and objectives for the professional development plan.
2) Include a plan for monitoring and evaluating the impacts on instructional implementation as a result of the proposed professional development program.
3) Include 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 student outcomes.

Section D: Program Budget
When submitting your budget, ensure the following:
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.
4. 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 **38** points out of the **54** possible points (priority points not included) and all required elements must be addressed. An application that scores below **38** 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 III: **Narrative, PD Plan, Evaluation and Budget**

Priority:	Priority Points *(20 total possible)*	XX/20
Section A:	Needs Assessment Narrative (*12 total possible*)	XX/12
Section B:	Professional Development Plan *(18 total possible)*	XX/18
Section C:	Professional Development Plan Goals and Evaluation *(18 total possible)*	XX/18
Section D:	Budget *(6 total possible)*	XX/06

Subtotal:	**/54**
Priority Points (if applicable)**:**	**/20**
Total Available:	

Priority Points

Priority points are awarded to applicants who demonstrate high needs based on the criterion below. The Colorado Department of Education determines which applicants receive priority points based on LEP/BOCES data reporting.

LEP's percentage of K-3 students who have significant reading deficiencies exceeds 19.8%.	LEP's percentage of students eligible for free and reduced lunch exceeds 45.7%.	LEP's percentage of minority students exceeds 49.5%.	LEP's percentage of students with an Individualized Educational Plan (IEP) exceeds 15.0%.	LEP is designated as Rural/Small Rural as determined by CDE
☐	☐	☐	☐	☐
4 points	4 points	4 points	4 points	4 points

Section A: Needs Assessment Narrative

1. Narrative identifies the evidence-based and scientifically based universal and intervention instructional programs grantee is currently implementing, addresses gaps and weaknesses in current early literacy implementation, and clearly identifies the need for ELG funding.			
• Response does not provide necessary information	• Response identifies some or all the instructional programs being used • Gaps and weaknesses in current early literacy implementation are not addressed • Need for ELG PD funding is loosely connected to the purpose of grant or is not addressed	• Response identifies all the instructional programs being used • Gaps and weaknesses in current early literacy implementation are identified • Need for ELG PD funds is clearly stated and relates to the purpose of the grant	• Response identifies all the instructional programs being used • Response includes thorough gaps and weaknesses analysis in current early literacy implementation • Need for ELG PD funding is clearly identified and includes specific examples in rationale
0	2	4	6

2. A scope of progress with supporting data that demonstrates significant student academic growth toward reading competency over the past three years is provided.			
• Response does not provide necessary information	• A three-year scope is provided • Supporting data is not included, is not disaggregated by grades, or does not demonstrate significant student academic growth toward reading competency	• A three-year scope with supporting data is provided • Data is disaggregated by grade • Data demonstrates significant student academic growth toward reading competency	• A three-year scope with supporting data is provided • Data is disaggregated by grade • Data addresses skill component details • Data demonstrates significant student academic growth toward reading competency over time that is well above state averages
0	2	4	6

Section B: Professional Development Plan

1. A proposed ELG PD plan is provided that addresses how it will support participants in gaining early literacy knowledge and in implementation of scientifically and evidence-based literacy instruction.			
• Response does not provide necessary information	• PD plan is unclear • PD plan does not include strategies, or • Included strategies are unlikely to result in supporting participants in gaining early literacy knowledge, and/or • Strategies are unlikely to result in implementation of scientifically and evidence-based literacy instruction	• PD plan is clear • PD plan includes strategies likely to result in supporting participants in gaining early literacy knowledge • PD plan includes strategies likely to result in effective implementation of scientifically and evidence-based literacy instruction • PD plan identifies staff responsibilities to ensure effective execution and accountability	• PD plan is clear • PD plan includes strategies likely to result in systemwide supports for ensuring participants gaining early literacy knowledge • PD plan ensures sustained, consistent implementation of scientifically and evidence-based literacy instruction • PD plan clearly defines staff responsibilities over time to ensure effective, sustained execution and accountability
0	2	4	6

2. An embedded instructional coaching model is proposed in plan that clearly explains how it will enhance teacher effectiveness in teaching foundational reading skills system-wide.

• Response does not provide necessary information	• An embedded instructional coaching model is proposed in plan • Embedded coaching model is unclear, or is unlikely to enhance teacher effectiveness in teaching foundational reading skills	• An embedded instructional coaching model clearly addresses how it will enhance teacher effectiveness in teaching foundational reading skills • Model includes some sustainability measures, such as ongoing, targeted professional development, structured coaching cycles, continuous data monitoring, and a clear feedback loop	• An embedded instructional coaching model is clear and includes strategies likely to result in enhanced teacher effectiveness in teaching foundational reading skills • Model includes robust sustainability measures, such as ongoing, targeted professional development, structured coaching cycles, continuous data monitoring, a clear feedback loop, and a transition plan
0	2	4	6

3. ELG PD plan includes a description of how acquiring these additional funds will support positive student achievement outcomes over time for students in all tiers of instruction.

• Response does not provide necessary information	• ELG PD plan includes some connection on how acquired funding will support positive student achievement outcomes • ELG PD plan does not or minimally addresses students in all tiers of instruction • Sustainability is not addressed	• ELG PD plan includes a description that connects acquired funds to positive student achievement • All three tiers of instruction are addressed in plan • Sustainability is addressed by incorporating some strategies such as building capacity within staff, ongoing professional development opportunities, and the integration of data-driven decision-making to ensure continuous improvement in student outcomes over time	• ELG PD plan includes a description that connects acquired funds to positive student achievement • All three tiers of instruction are addressed in plan • Plan addresses how applicant will create sustained improvement for all students, including those moving from SRD designation. • Plan ensures sustainability by building staff capacity, providing ongoing professional development, and using data-driven decision-making • Strategies our outlined for maintaining growth after funding ends, including establishing internal leadership and using data to drive future improvements
0	2	4	6

Section C: Program Goals and Evaluation

1. Major goals and objectives are included in the professional development plan.			
• Response does not provide necessary information	• At least one major goal and objective are included in the professional development plan • Goal and objectives are not measurable, achievable, realistic, or time-bound (SMART) • The plan may lack clear details of how the goals are connected to identified PD funding needs	• Major goal(s) and/or objective(s) are included in the professional development plan • Goals and objectives are specific, measurable, achievable, realistic, and time-bound (SMART) • Goals and objectives are aligned with assumed needs, however, may not be clearly connected to identified PD funding needs	• Major goal(s) and/or objective(s) are included in the professional development plan • Goals and objectives are specific, measurable, achievable, realistic, and time-bound (SMART) • Goals and objectives are directly tied to identified needs from a thorough needs assessment and are clearly connected to requested PD funding needs
0	2	4	6
2. A plan for monitoring and evaluating the impacts on instructional implementation as a result of the proposed professional development program is provided.			
• Response does not provide necessary information	• Plan for monitoring and evaluating the instructional impacts of implementation of professional development program is incomplete or unclear • Plan does not fully explain the process or address all relevant areas (e.g., student outcomes, teacher knowledge, or system-level impacts)	• Plan for monitoring and evaluating the instructional impacts of implementation are clearly explained • Plan includes some specific methods and criteria for measuring effectiveness • Plan includes some data collection strategies and evaluation timelines, addressing key areas such as student outcomes and teacher knowledge	• Plan for monitoring and evaluating the instructional impacts of implementation is rigorous and clear • Plan includes key evaluation areas such as student outcomes, teacher knowledge and implementation, and the effectiveness of literacy leadership • Evaluation and monitoring strategies include specific, measurable methods for assessing effectiveness, clear data collection, evaluation timelines, and ensure ongoing adjustments for continuous improvement
0	2	4	6

3. Measurable student outcomes the applicant expects to achieve as a result of implementing the proposed professional development plan are included, along with a description of the method that will be used to monitor and evaluate student outcomes.

• Response does not provide necessary information	• Measurable student outcomes are included • Description of the method(s) that will be used to monitor and evaluate student outcomes is incomplete or lacking in clarity • Not all foundational early literacy reading skills are represented in outcome measurement(s)	• Measurable student outcomes for each component are included • Description of the method(s) that will be used to monitor and evaluate student outcomes is clear • Expected proposed outcomes are reasonable, but may not fully connect to funded PD	• Measurable student outcomes for each component of reading and oral language are included • Description of the method(s) that will be used to monitor and evaluate student outcomes is clear • Expected proposed outcomes are ambitious and attainable • Expected outcomes are clearly connected to the elements requested for PD funding and long-term goals
0	2	4	6

Section D: Budget

1. A detailed budget provides all required components and values are reasonable, sufficient, and accompanied with calculations and explanations for how requested funds were determined and how they will be used.

• Response does not provide necessary information	• Budget is provided, but is missing one or more required components • Not all budget items fall under allowable uses of funds	• Costs are reasonable and necessary • Budget includes calculations to show how amounts were determined • Calculations include total amount requested and per-person cost • Budget is proportional to implementation goals and objectives • Budget is proportional to professional development plan design, scope, and planned activities • Budget addresses sustainability • Costs are directly linked to PD objectives • Costs explain how proposed expenditures are reasonable and sufficient	• All required budget components are included • Budget is thoughtful and thorough, evidenced by clear explanations of how requested funds were determined and how they will be used • Application provides a contingency plan for spending allowable funds by the grant deadline • Budget draws a clear connection to both implementation objectives and expected student outcomes
0	2	4	6