Request for Grant Proposals

Applications Due: Tuesday, November 3, 2015, by 11:59 pm

Application Training Webinar: Monday, October 12, 2015, 9 am – 10 am

Letters of Intent Due: Friday, October 16, 2015

Reading Ignite Literacy Grant Program

Pursuant to: *Title I, Part A* 1003(a)

For program questions contact:
Lynn Bamberry (Bamberry_L@cde.state.co.us or 303-866-6813)
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For fiscal/budget questions contact
Evan Davis (Davis_E@cde.state.co.us or 303-866-6129)

For RFP specific questions contact:
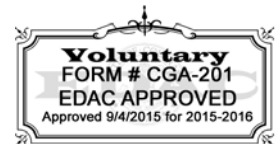Anna Young (Young_A@cde.state.co.us or 303-866-6250)

Voluntary
FORM # CGA-201
EDAC APPROVED
Approved 9/4/2015 for 2015-2016

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Reading Ignite Literacy Grant Program - Overview **REQUEST FOR APPLICATIONS** *Proposals Due: Tuesday, November 3, 2015, by 11:59 pm*	
Introduction	This funding opportunity is designed to distribute ESEA Title I, Part A 1003(a) funds to Local Education Providers to embed the essential components of supplemental reading instruction into all elements of the teaching structures for kindergarten up to sixth grade in eligible Title I **elementary schools**. These structures include targeted and intensive instructional interventions in order to assist students in achieving reading competency. These structures should be embedded into the school's Title I program. Awardees should plan to continue to support these structures with Title I funds once the grant funding has expired. District and school leadership is critical to the successful implementation of the Reading Ignite Literacy Grant. Thus, this application will support eligible Title I 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 K-6 teaching structures. (Note that a currently existing leadership team or school improvement team may serve as the Reading Ignite Literacy Grant School Leadership Team). District support of the Reading Ignite 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 and impact the use of Title I funds. The purpose of the SLT is to guide decisions around reading instruction in the school and provide fidelity to the Reading Ignite Grant tenets. The SLT must meet at least monthly to review the school's K-6 student level data (interim and diagnostic assessments) and data related to the school's implementation of grant requirements.
Purpose	The purpose of this opportunity is to solicit an application for funding from a district, BOCES, district charter school, or Institute Charter School with eligible sites. The Reading Ignite Literacy Grant Program will: • Establish instructional systems related to the teaching of reading for all K-6 students based on Scientifically Based Reading Research (SBRR); • Provide significantly increased professional development to ensure that all principals and teachers, including teachers providing interventions for students, have the skills necessary to understand the infrastructure that enable increased reading achievement for K-6 students and consequently effectively teach all children to read; • Provide assistance 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 (www.cde.state.co.us/coloradoliteracy/ReadAct/resourcebank); • 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 (www.cde.state.co.us/coloradoliteracy/ReadAct/programming); • Provide assistance in scheduling testing of students and interpreting assessment data, including scheduling of progress monitoring of students who are reading below grade level; and

Purpose *(Continued)*	• Monitor implementation of the Reading Ignite Literacy Grant Program through the use of the Literacy Evaluation Tool. • Continue to support Reading Ignite Literacy Grant Program structures with Title I or local funds after grant funds expire.
Meeting CDE's Strategic Goals	This grant program allows the Colorado Department of Education and recipient Education Providers to fulfill the following CDE Strategic Goals: • *Start strong: Every student starts strong with a solid foundation in grades preschool-3.* • *Read by third grade: Every student reads by the end of third grade.* • *Every Student meets or exceeds standards.*
Eligible Applicants	Districts, eligible charter schools, BOCES, and the Charter School Institute may apply on behalf of individual Title I elementary schools with a 2014 SPF rating of Priority Improvement or Turnaround (PI/T) and does not meet rating on reading expectations (see Attachment A).
Available Funds	Approximately $2 million Title I, Part A 1003(a) funds are available for the Reading Ignite Literacy Grant Program for the 2015-2016 school year. In awarding grants to schools that meet the expectations of this grant program, CDE will make awards that are sufficient in size and scope to support the costs associated with establishing instructional systems related to the teaching of reading for students reading below grade level in kindergarten through sixth grade based on Scientifically Based Reading Research (SBRR). Awards will range from $75,000 to $125,000. Approximately 15-20 awards will be made. **Note:** Schools currently receiving funds through the Early Literacy Grant Program may apply for funds for grades 4-6. **In Addition:** Another funding opportunity will be released soon to strengthen Title I Programs. Schools eligible for both opportunities may apply for both, but may only receive funding for one the grant programs.
Allowable Use of Funds	Funds may be used to embed the essential components of reading instruction into all elements of the K-6 teaching structures in eligible Title I elementary schools. **Required Activities include:** • Utilizing a Literacy Coach; • Purchasing or using DIBELS Next or Indicadores Dinámicos del Éxito en la Lectura (IDEL) Assessment Materials; • Costs associated with a DIBELS compliant online data collection tool (e.g., Amplify mCLASS, DIBELSnet); • Costs associated with Networking Days (two per year/Denver area); and/or • On-going, on-site implementation coaching/consulting assistance selected from the READ Act resource bank advisory list of professional development (at least monthly). **Additional Allowable Activities include:** • Purchasing Supplemental Reading Materials; • Providing staff stipends to attend Professional Development if not occurring within the school day, or substitute pay is the Professional Development occurs during the school day;

Allowable Use of Funds (Continued)	**Activities that will not be funded include the following:** • Technological equipment (e.g., computers, laptops, LCDs) that is not related to assessment purposes; • Capital needs (including bookshelves or other furniture); • Out-of-state travel that is not directly related to the critical components of the Reading Ignite 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. Funds from this opportunity received by Local Education Providers must be used to **supplement and not supplant** any federal, state and local moneys currently being used to provide services and activities. For schools receiving SRD funding, Reading Ignite grant funds must supplement, not supplant these funds. Funds must be expended by June 30, 2016 (Year 1) and June 30, 2017 (Year 2).
Review Process and Timeline	This funding opportunity is a competitive process – <u>applicants must score at least 77 points out of the 105 possible points to be approved for funding.</u> Applications that score below 77 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 award decisions are final. Applicants that do not meet the qualifications will be notified and may reapply for future funding opportunities. Applications will be reviewed by reviewers with literacy expertise. Applicants will be notified of final award status no later than January 15, 2016.
Duration of Grant	Grant applications must be submitted for 1 ½ years of Reading Ignite Literacy Grant funding. Applicants must include appropriate budget forms for each year (*Year 1:* January 1, 2016-June 30, 2016 and *Year 2:* July 1, 2016-June 30, 2017). Funding for Year 1 should encompass planning and preparation for full implementation of the Reading Ignite components in Year 2. Additional funding is contingent on meeting grant requirements.
Evaluation & Reporting	All schools participating in the Reading Ignite Literacy Grant will be required to report interim assessment data in the DIBELS compliant online data collection tool (i.e., Amplify mCLASS, DIBELSnet). Awarded 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, but no more than three times per year. Grantees will be required to report planning and implementation progress through the use of the Literacy Evaluation Tool. At the end of year of the grant, grantees must provide a summary of the planning progress, highlighting success in and/or

Evaluation & Reporting *(Continued)*	challenges in planning and implementation, barriers that were overcome, and plans for year 2. In order to be considered for Year 2 funding, grantees must submit an end-of-year one report that summarizes how the schools has been able to meet the following criteria: - A Reading Ignite SLT has been established, meets regularly, and has been providing oversight of the grant implementation; - The established instructional systems related to the teaching of reading for all K-6 students are based on Scientifically Based Reading Research (SBRR); - The reading professional development provided is significantly more frequent than the year prior to implementation and ensures all principals and teachers, including teachers providing interventions for students, have the skills necessary to understand the infrastructure that enable increased reading achievement for K-6 students and consequently effectively teach all children to read; - 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 (www.cde.state.co.us/coloradoliteracy/ReadAct/resourcebank) are being used to inform instruction; - SLT has provided 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 (www.cde.state.co.us/coloradoliteracy/ReadAct/programming); - SLT has provided assistance in scheduling testing of students and interpreting assessment data, including scheduling of progress monitoring of students that are reading below grade level; and - Implementation of the Reading Ignite Literacy Grant Program has been and continues to be monitored through the use of the Literacy Evaluation Tool. After the final year of implementation, grantees must submit to CDE a final evaluation report summarizing the impact of the grant on reading performance of the students in the schools. The final evaluation report must explain how the activities and strategies (outputs) have impacted student and school outcomes. The report must contain: - A description of the current reading system, including core program and interventions; - A explanation of how the reading system has changed as a result of this grant (including what supplemental supports are being provided as a result of this grant); - The evaluation methods used to determine the impact of the Reading Ignite Program (include evaluation questions, goals and objectives of the program that were analyzed in the evaluation); - Evaluation findings (including analyses results, tables, and graphs to demonstrate the impact) and conclusions drawn. To the extent possible, include academic performance results; - A summary lessons learned (and the plan for making changes that will reduce barriers/challenges and increase future impact; and - Any plans for continuing or sustaining the program activities including use of Title I funds (and/or local funds).

Technical Assistance	An initial grant informational training webinar will be held on Monday, October 12 from 9:00 am-10:00 am. This webinar will outline the intent of the grant program, grant expectations, and application procedures. Register for the application training webinar via EventBrite at http://reading-ignite-grant-2015.eventbrite.com. **Note:** If interested in applying for this funding opportunity, please complete the **required Letter of Intent** (Attachment D) and submit by **Friday, October 16, 2015,** to CompetitiveGrants@cde.state.co.us.
Critical Elements of the Proposal	**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; • Demonstrates 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 period of grant funding. Critical Elements of the applicant's proposal are described in detail below. **1. Five Essential Components of Effective Reading Instruction** Scientifically Based Reading Research (SBRR) has identified five essential components of effective reading instruction. 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-6 and the design of school and classroom structures to support such a system of 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.

Critical Elements of the Proposal *(continued)*	**2. Coherent Structure of Effective Reading Programs** 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-6 in a coherent manner. Each of the above components of effective reading programs must be addressed in the applicant's proposal. 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 and on-going, job-embedded professional development for all educators including school level administration; • Dynamic instructional leadership at both the school and district levels and including school and district leaders; and • On-going monitoring of the reading program's implementation and effectiveness. **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, which prevents the use of unreliable and untested methods that can actually impede academic progress. The applicant's proposal must demonstrate that all instructional activities, materials, and professional development provided to principals and teachers are supported by Scientifically Based Reading Research (SBRR) and have been selected from the READ Act's advisory lists of instructional programming and professional development. **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 **targeted and intensive instruction, which 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-6 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. 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 reading below grade level. 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. Applicants must also demonstrate results in improving reading achievement or demonstrate how teachers will become effective and knowledgeable of explicit and systematic teaching of the Five Essential Components of Effective Reading Instruction (see above). **5. Sustainability of the Program Beyond the Period of Grant Funding** 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-6. The proposal must also describe the role of the School Leadership Team (SLT) in sustaining the grant beyond the period of receiving funding. **In addition to the five abovementioned components, all proposals must include each of the following:**
Critical Elements of the Proposal *(continued)*	- Purchase of DIBELS Next (7th edition) (if not already utilized by the school or consortium) for the purpose of an interim assessment; - Purchase of the use of the online data collection tool associated with the school's interim assessment choice (DIBELSnet). All schools participating in the Reading Ignite Literacy Grant will report interim assessment data to the online data collection tool associated with their chosen assessment; - Purchase of one or more of the diagnostic reading assessments from the State Board approved list for the READ Act (if not already utilized by the school); - 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, (if not already utilized by the school or consortium); - Budgeting for two Networking Days provided by CDE for the School Leadership Team (SLT), which should be representative of the following groups: district and building administrator(s) (Principal and a district representative must attend); K-1 grades teaching team; 2-3 grades teaching team; 4-6 grades teaching team; and/or interventionists. - Please plan on travel to the Denver metro area; however, regional sessions may be scheduled. (Note that training may occur in the summer months). - Budgeting for on-going, on-site coaching/consulting assistance selected from the READ Act resource bank advisory list of professional development. On-site coaches or consultants will support Reading Ignite Literacy Grant schools in incorporating Scientifically Based Reading Research (SBRR) findings into instructional practice in all K-6 classrooms, including both universal/core and targeted and intensive intervention classrooms. On-site coaches/consultants chosen by the applicant from the READ Act's Advisory List will provide guidance to schools' leadership teams to maximize universal/core instruction and intervention time to ensure K-6 reading proficiency. A School Leadership Team

Critical Elements of the Proposal *(continued)*	(SLT), including the principal, must meet regularly with the coach/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 coach/consultant may take place via a web-based conference format). The principal should routinely visit classrooms with the coach/consultant.

Submission Process and Deadline

The **electronic copy of the proposal and electronic budget must be submitted to: CompetitiveGrants@cde.state.co.us by Tuesday, November 3, 2015, at 11:59 pm**. The electronic version should include all required components of the proposal as one document. Please attach the electronic budget workbook 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 at: www.cde.state.co.us/fedprograms/ti/sitig.

> Submit an electronic copy of the proposal and electronic budget
> by **Tuesday, November 3, 2015, at 11:59 pm** to:
> CompetitiveGrants@cde.state.co.us

Application Format

- **The total narrative (Sections I - VI) of the application cannot exceed 15 pages**. Please see below for the required elements of the application.
- 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 scanned signatures of all required representatives (e.g., lead organization, fiscal agent).

Required Elements

The format outlined below **must be followed** in order to ensure consistent application of the evaluation criteria. **See evaluation rubric for specific selection criteria needed in Sections I - VI (pages 16-20).**

Part I: **Proposal Introduction (not scored)**
                  Cover Page
                  Recipient School Information and Signature Page
                  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

Reading Ignite Literacy Grant Program

PART I: COVER PAGE *(Complete and attach as the first page of proposal)*

Contact Information

Name of Lead Local Education Agency (LEA):	
Mailing Address:	
School District Authorized Representative:	
Telephone:	E-mail:
Grant Contact Person:	
Mailing Address:	
Telephone:	E-mail:
LEA Fiscal Manager:	
Telephone:	E-mail:

Region: *Indicate the region(s) this proposal will directly impact.*

☐ **Metro** ☐ **Pikes Peak** ☐ **North Central** ☐ **Northwest** ☐ **West Central**
☐ **Southwest** ☐ **Southeast** ☐ **Northeast**

Amount Requested: *Record the amount of funding you are requesting for each year of the grant cycle.*

Year 1: January 1, 2016 - June 30, 2016	$	**Year 2:** July 1, 2016 - June 30, 2017	$	**Total:**	$

Part IA: School Information and Signatures

School Name:			
Telephone:			
Mailing Address:			
Principal Name:			
Telephone:	E-mail:	Title:	
Principal Signature			
Primary School Contact:			
Telephone:	E-mail:	Title:	
Primary Contact Signature:			

Please note: If grant is approved, funding will not be awarded until all signatures are in place. Please attempt to obtain all signatures before submitting the application.

Part IA: School Information and Signatures *(continued)*

Number of students to be served at the following grades: (students that will be enrolled at each of the grade-levels in the 2015-16 school year)

Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade	Total Students

Please list the research-based reading programs to be used for universal/core instruction programs must be selected from the READ Act Resource Bank Advisory List.	
Please list the research-based reading program(s) to be used for targeted and intensive instructional interventions. *(Remember to be inclusive of all 5 components of reading, which may require more than one program based on the specific needs of students.)*	
Please list the interim and diagnostic assessments to be used for students in grades K-3. Assessments must be selected from the READ Act Resource Bank Approved List.	
Please list the professional development selected from the READ Act Advisory List, including on-going, on-site coaching.	
Does your school receive any other supplementary reading grants? If so, please list grants and the number of years your school has received these grants.	

Part IB: Assurances and Disclaimers
(Sign and attach after signature pages)

Districts/BOCES/District Charter Schools/Institute Charter Schools that accept funding through the Reading Ignite Literacy Grant Program agree to the following assurances:

1. The applicant agrees to assemble a School Leadership Team (SLT) or demonstrate how an existing team will complete the requirements of the SLT outlined in the proposal. Membership must include at a minimum a district administrator, building administrator, K-1 teacher, 2-3 teacher, 4-6 teacher, and an interventionist or coach. The SLT agrees to meet at least monthly to review the school's K-6 student level data and data related to the school's implementation of grant requirements. The SLT also agrees to develop and regularly update the school's professional development plan related to assessment and instruction in K-3 literacy.
2. District leadership is committed to supporting Reading Ignite Literacy Grant schools in implementing Scientifically Based Reading Research and all other requirements of the Reading Ignite Literacy Grant.
3. The applicant agrees to work with the Colorado Department of Education (CDE) and the selected coach/consultant to embed explicit and systematic instruction of the five components of reading into all elements of the K-6 teaching structures, including universal/core instruction and targeted and intensive instructional interventions.
4. The applicant agrees to participate in required Networking Days provided by the CDE and the selected coach/consultant and will ensure that all other professional development provided through Reading Ignite Literacy Grant funds is aligned with the purpose of the grant program and has been approved by the CDE.
5. The applicant agrees to work with the CDE and the selected coach/consultant to incorporate Scientifically Based Reading Research findings into instructional practice in all K-6 classrooms (at least monthly).
6. The applicant will provide the CDE such information as may be required to determine if the grantee is making satisfactory progress toward achieving the goals of the grant. This includes periodic site visits as well as participation in the collection of qualitative data through the use of forms developed and used by the CDE during the grant cycle to monitor fidelity of implementation.
7. The applicant agrees to report interim assessment data to the DIBELS compliant online data, following the schedule and deadlines for submission provided by the CDE throughout implementation of the grant (but no more than three times per year).
8. The school will not discriminate against anyone regarding race, gender, national origin, color, disability, or age.
9. Assure that funds will be used to **supplement** and **not supplant** any money currently used to provide services.
10. The work product in this grant application is the original work of the school/applicant and its agents who worked on the application.
11. If any findings of misuse of these funds are discovered, project funds will be returned to the CDE.
12. The grantee will maintain sole responsibility for the project even though subcontractors may be used to perform certain services.

In addition, funded projects will be required to maintain appropriate fiscal and program records. Fiscal audits of funds under this program are to be conducted by the recipient agencies annually as a part of

their regular audit. Auditors should be aware of the Federal audit requirements contained in the Single Audit Act of 1984.

IF ANY FINDINGS OF MISUSE OF FUNDS ARE DISCOVERED, PROJECT FUNDS MUST BE RETURNED TO THE COLORADO DEPARTMENT OF EDUCATION. The Colorado Department of Education may terminate a grant award upon thirty (30) 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. The applicant may subcontract for work to be performed, but shall retain sole responsibility for the project and shall be the only direct recipient of funds.

The work product in this grant application is the original work of the district/applicant and its agents who worked on the application. If a discovery of plagiarism is made known or brought to the attention of officials at the Colorado Department of Education during a current grant competition, then at the discretion of the Department, the Department has the right to remove the grant application for funding consideration because of the occurrence of cause.

Project modifications and changes in the approved budget must be requested via e-mail and be approved in writing by the Colorado Department of Education before modifications are made to the expenditures. Please contact Marti Rodriguez (Rodriguez_M@cde.state.co.us or 303-866-6769) for any budget modifications.

By signing below, the undersigned agrees to all **Reading Ignite Literacy Grant** program assurances listed above:

Name of School Board President	Signature of School Board President

Name of District Superintendent	Signature of District Superintendent

Name of Principal or his/her Designee	Signature of Principal or his/her Designee

Name of Title I Director	Signature of Title I Director

Reading Ignite Grant Program
Evaluation Rubric
(for internal use only)

Part I: **Proposal Introduction**   No Points

Part II: **Narrative**

    Section I: **Five Essential Components of Effective Reading Instruction**   **/15**

    Section II: **Coherent Structure of Effective Reading Programs**   **/35**

    Section III: **Scientifically Based Reading Research**   **/10**

    Section IV: **Plan for Reducing the Number of Students Reading Below Grade Level Including Those Identified as Having a Significant Reading Deficiency**   **/20**

    Section V: **Sustainability of the Program Beyond the Years of Grant Funding**   **/15**

    Section VI: **Budget Narrative and Electronic Budget Form**   **/10**

               Total   **/105**

GENERAL COMMENTS: *Please indicate support for scoring by including overall strengths and weaknesses. These comments are used on feedback forms to applicants.*

Strengths:
-
-

Weaknesses:
-
-

Required Changes:
-
-

Recommendation: | **Funded** _____ | | **Funded w/Changes** ____ | | **Not Funded** _____ |

Selection Criteria & Evaluation Rubric

Part I: Proposal Introduction   No Points

- ✓ **Cover Page**
- ✓ **Signed Certification and Assurances Form**
- ✓ **Executive Summary**
  Provide a brief narrative description (500 words or less) outlining your proposed Reading Ignite Literacy Grant program, highlighting how you will use Scientifically Based Reading Research (SBRR) to embed the essential components of reading instruction into all elements of kindergarten up to sixth grade teaching structures in all schools, including universal and targeted and intensive instructional interventions, to assist all students in achieving reading competency. Please include as a separate sheet of paper preceding the pages containing your narrative (executive summary does not count in total page limit).
- ✓ **Table of Contents**
  Place a table of contents after the Executive Summary.

Part II: Narrative   105 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 77 points out of the 105 possible points and all required parts must be addressed. An application that receives a score of 0 in the initial review on any required parts within the narrative will not be funded.

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

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 the school's current capacity for implementing the requirements of the Reading Ignite Literacy Grant program.	0	2	4	5
b) Describe a comprehensive assessment plan (interim and diagnostic) the school will use to ensure 90-95% reach grade level in reading, including the schedule for conducting each assessment (frequency and timeline).	0	2	4	6
c) 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-6 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
d) Provide specific intervention strategies and/or activities and describe 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. **For example:** <table><tr><td>**Intervention Strategy**</td><td>**Activities**</td><td>**Person(s) responsible**</td><td>**Description of Alignment**</td></tr><tr><td></td><td></td><td></td><td></td></tr></table>	0	2	4	6
e) 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
f) Outline 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 (SLT) in monitoring fidelity and implementation of program.	0	2	4	6
Reviewer Comments:				
			TOTAL POINTS	__/35

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.	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

Section IV: Plan for Reducing the Number of Students Reading Below Grade Level	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-6 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.	0	2	4	5
c) Describe a plan for ensuring that all Title I students reading below grade level receive instruction from highly effective educators with demonstrated knowledge of how children learn to read or demonstrates how teachers will become highly effective and knowledgeable of explicit and systematic teaching of the five components of reading.	0	2	4	5
d) Demonstrate how the Reading Ignite Literacy Grant will support current Unified Improvement Plan (UIP) efforts.	0	2	4	5
Reviewer Comments:				
			TOTAL POINTS	__/20

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 how the school will sustain the new structures and essential components of effective reading instruction in kindergarten up to sixth grade, 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-6 reading intervention programs once the grant has expired?	0	2	4	5
b) Provide evidence (i.e., staff surveys, meeting agendas, commitment forms) that the staff is willing and ready to implement the Reading Ignite Literacy Grant with program fidelity. Demonstrate the 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				___/15

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 separate electronic budget (which includes line items and budget details for each line item) for three years that directly links costs to proposed activities and includes mandatory CDE training days.	0	2	3	4
b) The applicant includes a cost-effective budget narrative that specifies 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	1	2	3
c) Describe how the funds awarded under this program will be used to supplement programs supported with state or local funds. In addition, demonstrate how these funds will not supplant federal, state, local, or non-federal funds.	0	1	2	3
Reviewer Comments:				
TOTAL POINTS				___/10

Eligible Schools

District Number	District Name	School Number	School Name	Grade Span
0020	ADAMS 12 FIVE STAR SCHOOLS	1878	Coronado Hills Elementary School	E
0020	ADAMS 12 FIVE STAR SCHOOLS	2582	Rocky Mountain Elementary School	E
0020	ADAMS 12 FIVE STAR SCHOOLS	6376	North Star Elementary School	E
0020	ADAMS 12 FIVE STAR SCHOOLS	8361	Stukey Elementary School	E
0020	ADAMS 12 FIVE STAR SCHOOLS	8842	Thornton Elementary School	E
0030	ADAMS COUNTY 14	1426	Central Elementary School	E
0030	ADAMS COUNTY 14	2308	Dupont Elementary School	E
0030	ADAMS COUNTY 14	4536	Kemp Elementary School	E
0180	ADAMS-ARAPAHOE 28J	2998	Fletcher Community School	E
0180	ADAMS-ARAPAHOE 28J	4970	Lansing Elementary Community School	E
0180	ADAMS-ARAPAHOE 28J	5361	Lyn Knoll Elementary School	E
0180	ADAMS-ARAPAHOE 28J	6728	Paris Elementary School	E
0180	ADAMS-ARAPAHOE 28J	7558	Sable Elementary School	E
0180	ADAMS-ARAPAHOE 28J	7932	Sixth Avenue Elementary School	E
0180	ADAMS-ARAPAHOE 28J	9060	Vaughn Elementary School	E
0180	ADAMS-ARAPAHOE 28J	9140	Virginia Court Elementary School	E
0180	ADAMS-ARAPAHOE 28J	9514	Wheeling Elementary School	E
1620	AGUILAR REORGANIZED 6	0058	Aguilar Elementary School	E
0880	DENVER COUNTY 1	0220	Amesse Elementary School	E
0880	DENVER COUNTY 1	0650	Beach Court Elementary School	E
0880	DENVER COUNTY 1	1400	Centennial, A School for Expeditionary Learning	E
0880	DENVER COUNTY 1	1846	Columbine Elementary School	E
0880	DENVER COUNTY 1	2789	Escuela Tlatelolco School	E
0880	DENVER COUNTY 1	3426	Gilpin Montessori Public School	E
0880	DENVER COUNTY 1	3512	Goldrick Elementary School	E
0880	DENVER COUNTY 1	3655	Greenlee Elementary School	E
0880	DENVER COUNTY 1	3778	Harrington Elementary School	E
0880	DENVER COUNTY 1	5608	Mathematics and Science Leadership Academy	E
0880	DENVER COUNTY 1	7698	Schmitt Elementary School	E
0880	DENVER COUNTY 1	8131	Oakland Elementary	E
0880	DENVER COUNTY 1	8909	Trevista ECE-8 at Horace Mann	E
0880	DENVER COUNTY 1	9050	Valverde Elementary School	E
0880	DENVER COUNTY 1	9739	Wyatt Academy	E

0900	DOUGLAS COUNTY RE 1	3863	Hope Online Learning Academy Elementary	E
0120	ENGLEWOOD 1	1556	Cherrelyn Elementary School	E
3120	GREELEY 6	1384	Centennial Elementary School	E
3120	GREELEY 6	5620	Maplewood Elementary School	E
3120	GREELEY 6	6774	Martinez Elementary School	E
1540	IGNACIO 11 JT	4252	Ignacio Elementary School	E
1420	JEFFERSON COUNTY R-1	6848	Pennington Elementary School	E
1420	JEFFERSON COUNTY R-1	9154	Vivian Elementary School	E
1510	LAKE COUNTY R-1	9486	Westpark Elementary School	E
0010	MAPLETON 1	0501	Monterey Community School	E
0010	MAPLETON 1	0509	Clayton Partnership School	E
2740	MONTE VISTA C-8	6036	Bill Metz Elementary School	E
2035	MONTEZUMA-CORTEZ RE-1	5436	Manaugh Elementary School	E
2035	MONTEZUMA-CORTEZ RE-1	5836	Mesa Elementary School	E
1440	PLAINVIEW RE-2	6992	Plainview Elementary School	E
2690	PUEBLO CITY 60	0822	Bessemer Elementary School	E
0040	SCHOOL DISTRICT 27J	6294	North Elementary School	E
0470	ST VRAIN VALLEY RE 1J	6404	Northridge Elementary School	E
0070	WESTMINSTER 50	9462	Westminster Elementary School	E

Literacy Evaluation Tool

The Literacy Evaluation Tool should be used by consultants and specialists outside of the education program or by school district personnel to evaluate the literacy program used for increasing literacy outcomes at the elementary level.

Universal Instruction: There is evidence that substantiates every student is receiving effective, differentiated Tier I core literacy instruction from high-quality research-based curricula and instructional strategies aligned to the Colorado Academic Standards (CAS).

Evaluation Criteria	Documentation of Evidence	0=Not in place 1=Partially in place 2=Fully in place
1. Students receive at least 90 minutes of research based reading instruction daily.		
2. Teachers incorporate use of the Colorado Academic Standards related to literacy in their daily instruction.		
3. Teachers demonstrate an understanding that literacy instruction includes both knowledge- and skill-based procedures.		
4. The 5 components of literacy are taught in a systematic and explicit manner utilizing a research based scope and sequence, with an appropriate depth and complexity.		
5. Literacy is taught daily in both differentiated whole group and small group formats based on students' needs.		
6. Small group instruction is targeted and based on student need (including acceleration) and is of long enough duration for students to demonstrate mastery of the targeted skills/concepts.		
7. Lesson objectives are clear, transferable, and communicated to students in a manner that is understandable.		
8. Instructional conversations routinely take place among instructional coach/ principal, interventionists, and classroom teachers after each interim assessment.		
9. High-quality research based instructional materials for varied learning levels are readily available to teachers and students, and teachers are prepared to use the materials daily.		
10. Technology is used to support and/or accelerate student learning and is aligned with the instructional focus.		
11. Literacy instruction is based on scientifically-based research that is reflective of the population of students and is implemented with fidelity.		

Interventions – Additional instruction provided to students that is designed to meet their specific needs while at the same time accelerating their growth toward grade-level benchmarks. Students needing acceleration also receive appropriate interventions to accelerate grade level proficiency.

Evaluation Criteria	Documentation of Evidence	0=Not in place 1=Partially in place 2=Fully in place
1. Students who are below benchmark receive an additional 20-40 minutes of literacy instruction per day that is based on the identified need of the student.		
2. Students who are above grade level receive daily extended learning opportunities or acceleration as needed.		
3. Interventions are focused, with no more than one targeted skill/concept, and delivered with an intensity to ensure student mastery of the skill/concept.		
4. Interventions are delivered in a small-group format with the appropriate level of intensity based on the needs of students.		
5. READ Plans are written in a manner that targets students' identified needs based on the interim and diagnostic assessment data for each student.		
6. Focus of intervention changes based on information gleaned from most recent progress monitoring assessment.		
7. Intervention materials are readily accessible to teachers and students and are appropriate, purposeful, targeted to students' needs, and aligned with core/universal programming.		
8. Students who are below grade level but not eligible for READ plans are considered through the RtI process.		

Assessment: Valid and reliable instruments for screening and progress monitoring reading achievement are clearly specified and are used to guide instruction. Procedures for using assessments are clearly specified. For students in grades K-3, approved interim assessments from the READ Act State Board Approved List are used at a minimum of 3 times a year and more often for students reading below grade level.

Evaluation Criteria	Documentation of Evidence	0=Not in place 1=Partially in place 2=Fully in place
1. A school-wide assessment calendar is shared with staff and adhered to consistently, including screening, progress monitoring, and summative assessment testing dates.		
2. Within the first 30 days of enrollment, an interim assessment is used as a screener to identify students who are reading above and below expectations based on established goals for the interim assessment. Students who are determined to read below established goals are given a progress monitoring assessment within another 30 days to determine whether or not a Significant Reading Deficiency (SRD) exists. Upon determination of an SRD, READ plans are immediately developed in collaboration with parents.		
3. Students identified as needing targeted and intensive interventions are progress monitored at a minimum every two weeks on a consistent basis.		
4. Students identified as having an SRD have been given a valid and reliable diagnostic assessment chosen from the State Board Approved List to identify specific areas of instructional need.		
5. Students identified as reading above expected goals are progress monitored to ensure expected growth is taking place to maintain or exceed grade level proficiency.		
6. Students reading below level who do not qualify for a READ plan are further assessed to determine an instructional plan for meeting grade level proficiency.		
7. Assessors receive on-going, job-embedded professional development related to assessment administration to ensure data is valid and reliable, and fidelity of assessment administration is routinely verified (e.g., checklists, observations).		

School Leadership Team (SLT): An SLT serves the purpose of leading the school's efforts to embed the essential components of reading instruction into all elements of the school's structures and developing and updating the PD plan related to literacy assessment and instruction. Representation is comprised of various grade levels, an administrator, and a representative of teachers working with students receiving interventions.

Evaluation Criteria	Documentation of Evidence	0=Not in place 1=Partially in place 2=Fully in place
1. Dialogue of team meetings is focused on literacy instruction and is specific, attainable, and results oriented.		
2. Team's focus is proactive, concentrating on data and future planning; little time is spent on reacting to current school crisis or needs that do not relate to the team.		
3. Team dialogue and exchange develops new team understandings about literacy for their school environment.		
4. School data is a regular focus of meetings. Progress monitoring results for both school-wide and each grade-level team are a discussion topic at least 3-4 times a year.		
5. Members review data regularly to determine that particular sub-groups of students are or are not making expected progress. Further action statements are developed.		
6. Members give both positive comments and constructive feedback for improvement.		
7. Members complete tasks effectively and on schedule.		
8. Members place highest priority on team/school success.		
9. Members hold each other accountable for their performance and for results.		
10. Team has well-defined and attainable literacy goals and expectations connected to the school's Unified Improvement Plan (UIP).		
11. Team follows effective meeting practices (e.g., meetings begin with a check-in of prior meeting's to-do lists, clear objectives, agenda, stays on task, appropriate time management, establishes decisions and dialogue within the agenda, and documentation).		
12. Agenda is communicated, all participants have input and action steps, and due dates and responsibilities are followed through.		
13. Members review fiscal resources to ensure supports for literacy improvement are targeted and aligned to the school's UIP.		

Professional Development: Professional development (PD) is an integral part of the school-wide system for increased literacy achievement. Professional development includes the skills and knowledge gained in an effort to improve teaching and is aligned to research based principles and instructional practices.

Evaluation Criteria	Documentation of Evidence	0=Not in place 1=Partially in place 2=Fully in place
1. School PD decisions are based on research and data and are made with a collaborative, representative process through the work of the School Leadership Team.		
2. On-going, job-embedded professional learning is provided in many ways to meet varying staff needs.		
3. School leaders regularly encourage teachers to improve instruction regarding literacy after observing frequently and providing specific feedback.		
4. Teachers receive on-going, job-embedded professional development on the instructional materials that are used for all three tiers of instruction as relevant to each teacher's usage.		
5. PD is determined to be high quality and is research based. Staff knows the specific effectiveness behind the research.		
6. In order to establish trends, multiple sources of school data are used when planning and implementing professional development.		
7. PD changes classroom practices based on research and best practices with a rich understanding of the contexts in which these practices have been successful.		
8. PD is aligned to the goals outlined in the school's Unified Improvement Plan (UIP).		
9. Structures are in place for providing on-going, job-embedded professional development for new staff members.		
10. Professional development supports sustainability of school-wide systems for teaching literacy.		

Data-Based Decision Making: Improving literacy achievement is incumbent on discussion about the current state of literacy achievement. Discussions regarding literacy data must become a regular part of the school climate.

Evaluation Criteria	Documentation of Evidence	0=Not in place 1=Partially in place 2=Fully in place
1. A data collection system is in place, and technology support is available for continuous access of the data system.		
2. The school dedicates sufficient time (e.g. 45 minutes each week) for teams to work together as part of the regular daily schedule.		
3. A data protocol that teachers readily understand is used consistently. The protocol is used to inform instructional changes/adjustments when the data demonstrates changes are necessary at the student, classroom, and/or school level.		
4. Teams use data, and the data are disaggregated by trends, sub- groups, and individual students.		
5. Team discusses instructional strategies based on an analysis of the data and commit to action steps.		
6. Administrators demonstrate an understanding of the importance of data meetings, always attend a portion of the meetings, and regularly participate while in attendance.		
7. Teams look at data, value the discussions during their team time, and express a sense of urgency for improving student achievement.		

Community and Family Involvement: Community and family involvement contributes to the social, emotional, physical, academic, and occupational growth of children. Successful involvement is dependent on collaboration among youth, families, schools, businesses, and agencies.		
Evaluation Criteria	**Documentation of Evidence**	0=Not in place 1=Partially in place 2=Fully in place
1. Literacy goals of the school are effectively communicated to parents and other stakeholders in the community in a manner that parents and stakeholders are able to comprehend.		
2. Parents and community members are engaged as partners in ways that are culturally and linguistically responsive.		
3. Parents are regularly informed of literacy expectations and are updated on individual student progress toward meeting those expectations.		
4. Parents of students with READ Plans are updated on progress regularly, and READ Plans are updated at least annually.		
5. Families and community members are welcomed as partners to maximize student literacy learning.		
6. Local resources that support literacy activities are recognized and encouraged.		

Summary of Scores:

Component	Total Earned/Total Possible	Percent of Implementation
Universal Instruction	_____/22	
Interventions	_____/16	
Assessment	_____/14	
School Leadership Team	_____/26	
Professional Development	_____/20	
Data-Based Decision Making	_____/14	
Community and Family Involvement	_____/12	

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READING IGNITE LITERACY GRANT PROGRAM
PROGRESS REPORT QUESTIONS

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Each Education Provider awarded a Reading Ignite Literacy Grant must submit a progress report to CDE on or before June 1, 2016.

Due: June 1, 2016 to
Sarah Cohen, Cohen_S@cde.state.co.us

Provide feedback on the following five questions for this section of the report. In order to help CDE provide the best services, please be as specific and candid as possible with your answers. The response should not be more than **7 type-written pages**.

1. Summarize the planning and progress the school has been able to make on the following criteria:
    - A Reading Ignite SLT has been established, meets regularly, and has been providing oversight of the grant implementation;
    - The established instructional systems related to the teaching of reading for all K-6 students are based on Scientifically Based Reading Research (SBRR);
    - The reading professional development provided is significantly more frequent than the year prior to implementation and ensures all principals and teachers, including teachers providing interventions for students, have the skills necessary to understand the infrastructure that enable increased reading achievement for K-6 students and consequently effectively teach all children to read;
    - 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 (www.cde.state.co.us/coloradoliteracy/ReadAct/resourcebank) are being used to inform instruction;
    - SLT has provided 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 (www.cde.state.co.us/coloradoliteracy/ReadAct/programming);
    - SLT has provided assistance in scheduling testing of students and interpreting assessment data, including scheduling of progress monitoring of students that are reading below grade level; and
    - Implementation of the Reading Ignite Literacy Grant Program has been and continues to be monitored through the use of the Literacy Evaluation Tool.

2. Describe any challenges you ran into in planning and implementing this grant, including challenges expected for Year 2.

3. Discuss any changes needed in the plan for Year 2 implementation. Describe any challenges to implementation and any changes/adjustments that were needed during the first year.

4. Provide a description of your progress on each of your goals. Are you on track to meet the goals established in your application? If not, what changes do you plan to make? Include a description of how the grant activities supported those goals.

5. Describe any budgeting revisions needed and provide the justification for each revision.

Reading Ignite Literacy Grant Program
Letter of Intent
Letters of Intent Due: Friday, October 16, 2015

TO: Competitive Grants & Awards
        Colorado Department of Education

SUBJECT: Letter of Intent

Please be advised that _____ intends to submit an application for the
Reading Ignite Literacy Grant Program on behalf of the following school:

_____
School   Principal's Signature

_____

Authorized Representative's Signature: _____

Contact Person for the Proposal: _____

Mailing Address: _____

Telephone: _____ **Fax:** _____ **Email:** _____

Letters of Intent due by 4 p.m. on October 16, 2015 to:

CompetitiveGrants@cde.state.co.us