

Adopted 10-17-12

DEPARTMENT OF EDUCATION

Colorado State Board of Education

RULES FOR ADMINISTRATION OF EARLY LITERACY GRANT PROGRAM

1 CCR 301-XX

0.00 STATEMENT OF BASIS AND PURPOSE

These rules are promulgated pursuant to Colorado Revised Statutes section 22-2-107 (1) (c) and section 22-7-1209 (1) (f). Section 22-7-1211, C.R.S., authorizes the Colorado Department of Education to provide moneys to local education providers to implement literacy support and intervention instruction programs to assist students in kindergarten and first, second, and third grades to achieve reading competency. Section 22-7-1209 (1) (f), C.R.S., requires the Colorado State Board of Education to promulgate rules for the administration of this grant program.

1.00 DEFINITIONS

- 1.01 “BOCES” or “Board of Cooperative Services” shall have the same meaning as provided in section 22-5-103 (2), C.R.S.
- 1.02 “Department” means the Colorado Department of Education created pursuant to section 24-1-115, C.R.S.
- 1.03 “Evidence-Based” means the instruction or item described is based on reliable, trustworthy, and valid evidence and has demonstrated a record of success in adequately increasing students’ reading competency in the areas of phonemic awareness, phonics, vocabulary development, reading fluency, including oral skills, and reading comprehension.
- 1.04 “District Charter School” means a charter school authorized by a School District pursuant to part 1 of article 30.5 of title 22.
- 1.05 “Institute Charter School” means a charter school authorized by the state charter school institute pursuant to part 5 of article 30.5 of title 22.
- 1.06 “School District” or “District” means a School District organized and authorized by section 15 of Article IX of the state constitution and organized pursuant to article 30 of title 22, Colorado Revised Statutes.
- 1.07 “Scientifically-Based” means that the instruction or item described is based on research that applies rigorous, systematic, and objective procedures to obtain valid knowledge that is relevant to reading development, reading instruction, and reading difficulties.
- 1.08 “State Board” means the State Board of Education established pursuant to Section 1 of Article IX of the state constitution.
- 1.09 “Local Education Provider” means a School District, a Board of Cooperative Services, a District Charter School, or an Institute Charter School.
- 1.10 “Significant Reading Deficiency” means that a student does not meet the minimum skill levels for reading competency in the areas of phonemic awareness, phonics, vocabulary development, reading fluency, including oral skills, and reading comprehension established by the State Board pursuant to section 22-7-1209, C.R.S., for the student’s grade level.

2.00 APPLICATION REQUIREMENTS AND TIMELINE

- 2.01 On or before April 30 of each year, any Local Education Provider interested in obtaining funding shall submit an early literacy grant application electronically to the department, using the application form provided by the Department. A Local Education Provider may apply individually or as part of a group of Local Education Providers.
- 2.02 Each application submitted shall include, but need not be limited to, the following:
- 2.02 (A) Information concerning the percentage of kindergarten and first-, second-, and third-grade students enrolled in the applying Local Education Provider or group of Local Education Providers who have Significant Reading Deficiencies;
 - 2.02 (B) A description of the instructional program that the applicant(s) plan to implement using the grant moneys, including a description of whether the program is an Evidence-Based program and Scientifically-Based program that is proven to be successful in other public schools in the country;
 - 2.02 (C) A description of the professional development program(s) that the applicant(s) plan to implement for educators to assist students in kindergarten and first, second, and third grades to achieve reading competency;
 - 2.02 (D) A description of the methods that will be used to sustain positive student achievement outcomes over time to ensure that students who move out of the significant reading deficiency designation are able to sustain their improvement;
 - 2.02 (E) An explanation of the cost of the instructional program that the applicant(s) plan to implement using the grant moneys and an explanation of how grant funding will be used to supplement and not supplant any funding currently being used on intensive literacy programs already provided for eligible students;
 - 2.02 (F) The measurable student outcomes that the applicant expects to achieve as a result of implementing the proposed program and a description of the method that will be used to monitor and evaluate outcomes; and
 - 2.02 (G) Any other necessary information, as identified by the Department.
- 2.03 On or before June 1 of each year, the Department shall review each grant application received and recommend to the State Board whether to award the grant and the duration and amount of each grant.
- 2.04 On or before June 15 of each year, based on the recommendations of the Department, the State Board shall award grants to applying Local Education Providers or groups of Local Education Providers.

3.00 APPLICATION EVALUATION CRITERIA

- 3.01 In reviewing grant applications to recommend which applicants should receive grant funding and the duration and amount of each grant, the Department shall consider the following criteria:

- 3.01 (A) The percentage of kindergarten and first-, second-, and third-grade students enrolled in the applying Local Education Provider or group of Local Education Providers who have Significant Reading Deficiencies;
- 3.01 (B) The quality of the instructional program that the applicant(s) plan to implement using the grant moneys, including whether the program is an Evidence-Based program and Scientifically-Based program that is proven to be successful in other public schools in the country;
- 3.01 (C) The quality of the professional development program(s) that the applicant(s) plan to implement for educators to assist students in kindergarten and first, second, and third grade students to achieve reading competency;
- 3.01 (D) The plan the applicant has to sustain positive student gains over time;
- 3.01 (E) The cost of the instructional program that the applicant(s) plan to implement using the grant moneys; and
- 3.01 (F) The rigor with which the applicant(s) intend(s) to monitor and evaluate the implementation of the proposed program.

4.00 DATA COLLECTION AND REPORTING

- 4.01 Each Local Education Provider that receives an early literacy grant shall submit information to the Department describing the following:
 - 4.01 (A) The instructional programs or services for which the Local Education Provider used the grant;
 - 4.01 (B) The number and grade levels of students who participated in each of the types of programs or services provided;
 - 4.01 (C) The progress made by participating students in achieving reading competency; and
- 4.02 The Department shall annually submit to the State Board, governor, the president of the senate, the speaker of the house of representatives, and the education committees of the house of representatives and the senate, or any successor committees, and shall post on the Department web site a report that includes a summary of the implementation of the early literacy grant program in the preceding budget year, including the number of grants, the Local Education Providers that received grants, and the amount of each grant.