



COLORADO
Department of Education

2025 | 2026

Comprehensive Early Literacy Grant (ELG)
Kick-Off



Introductions

Whitney Hutton

Literacy Grant and Data Specialist

Office of Elementary Literacy and School Readiness (ELSR)

Questions on Grant compliance, budgets, assurances, logistics

Hutton_w@cde.state.co.us

Mandy Harris

Senior Literacy Consultant/Dyslexia Focus

Office of Elementary Literacy and School Readiness (ELSR)

Questions on ELG implementation, goals, site visits

Harris_a@cde.state.co.us

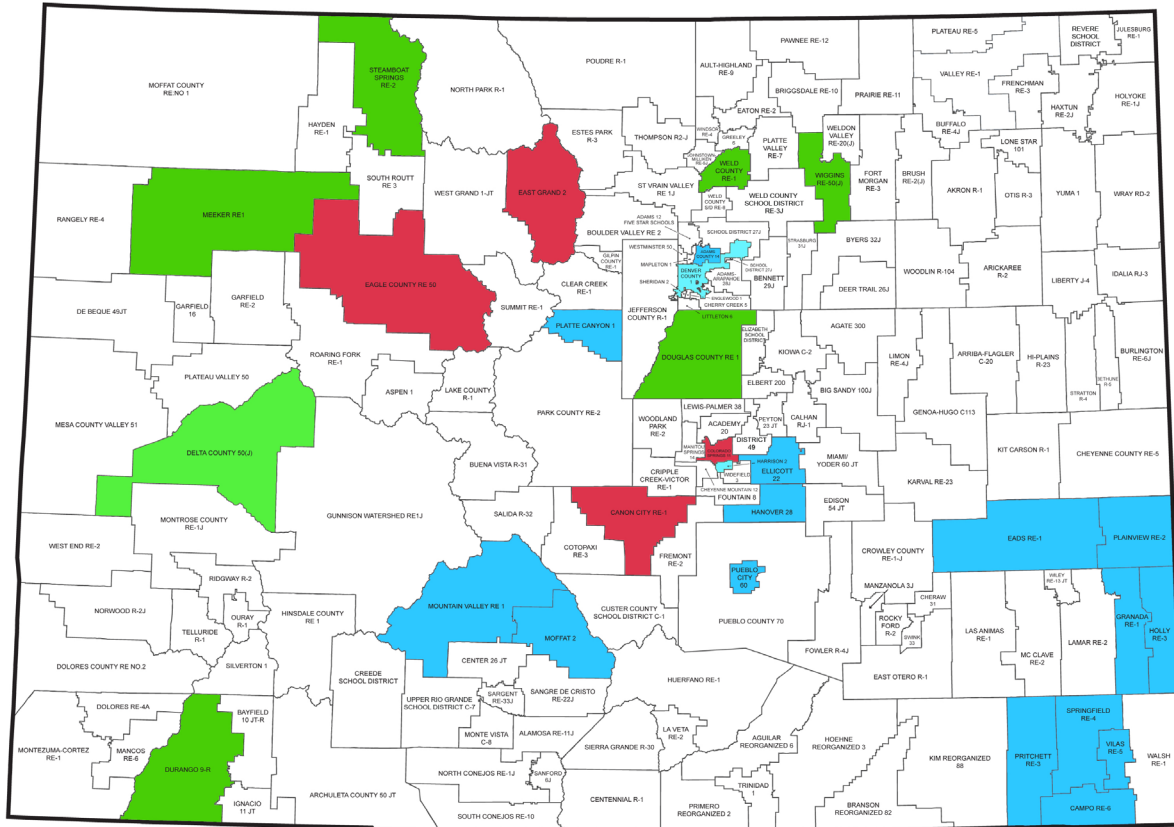
Also in the Room Today:
Primary Grantee Contacts &
Implementation Consultants (IC)

Cohort 6 – Year 4 of ELG

Cohort 7 – Year 2 of ELG



Glimpse of Grantees



Cohort 5

Finished Sustainability year – 1st year post grant

Cohort 6

Year 4 of Comprehensive ELG: Consists of 27 schools from 13 districts in 6 of 8 regions of the state

Cohort 7

Consists of 14 schools from 8 districts in 5 of 8 regions of the state





Today's Agenda

- Purpose of ELG
- Budget Considerations
- Essential Resources
- ELG Instructional Planning and Grant Reporting
- 📄 NEW: CDE Site Visits & Grantee Virtual Presentations
- 📄 NEW: Unified Improvement Planning & ELG

Purpose of Early Literacy Grant





Purpose of the ELG

- Establish instructional systems related to the teaching of reading for all K-3 students based on scientifically based reading research (SBRR).
- Implement a Multi-Tiered System of Supports (MTSS) to reduce the number of students reading below grade level, including those identified as having a significant reading deficiency (SRD).
- Expand professional development to ensure principals and teachers, including interventionist, have the skills and knowledge to improve K-3 reading achievement.
- Assist with administering and interpreting [READ Act approved interim and diagnostic assessments](#).
- Implement [CDE-approved programming](#) (core programs and programs designed for targeted and intensive instructional interventions).



From Purpose to Practice

The Comprehensive Early Literacy Grant is implemented over a **four-year grant cycle**.

Year 1 – Exploration/Installation

Laying the foundation: assess needs, build readiness, plan.

Year 2 - Installation

Put structures in place (literacy coach, school leadership team, IC support).

Year 3 – Initial Implementation

Test, refine and strengthen practices while building capacity.

Year 4 – Full Implementation

Implement with fidelity: consistent, aligned and sustainable practices.

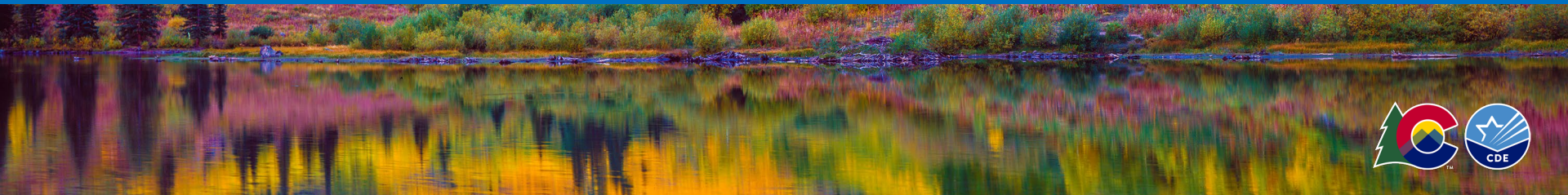
Sustainability

Continue to monitor, manage and adjust to deepen progress.





Budget & Allowable Uses of Funds



Allowable Use of Funds

Allowed

- Staff salary, stipends, and/or benefits
- [CDE-approved instructional programming](#)
 - PD aligned with programming (vendor provided)
- CDE-approved assessments
- [Topic-specific, CDE-approved professional development](#)
- [CDE-approved ELG Implementation Consultant](#) support
- In-state training and conference costs
- K-3 literacy instructional materials

Not allowed

- Technological equipment not related to assessment purposes
- Capital needs
- Out-of-state travel
- Out-of-state conferences
- Instructional programming not on [CDE's approved list](#)
- Assessments not on [CDE's approved list](#)
- Consulting/coaching support not on [CDE's approved list](#)

Funds cannot *supplant*, or be used to substitute, any moneys currently used for the purpose of supporting K-3 literacy.





ELG Budget Guidelines

ELG Budget Compliance Checklist

- Prioritize required roles/activities from your RFA before adding extras.
- Submit all changes as a new budget revision (approval only happens in GAINS, or budget workbook, not by email or conversation).
- Be as specific and detailed as possible in budget description narratives.
- Reallocations over 10% require CDE approval.
- No unapproved reallocations – funds must be returned if not approved prior.
- Do not “spend down” at year-end by shifting funds into salaries or services.
- Funding requests must come from the grantee through a budget revision
- Make sure any request is grounded in SBRR.

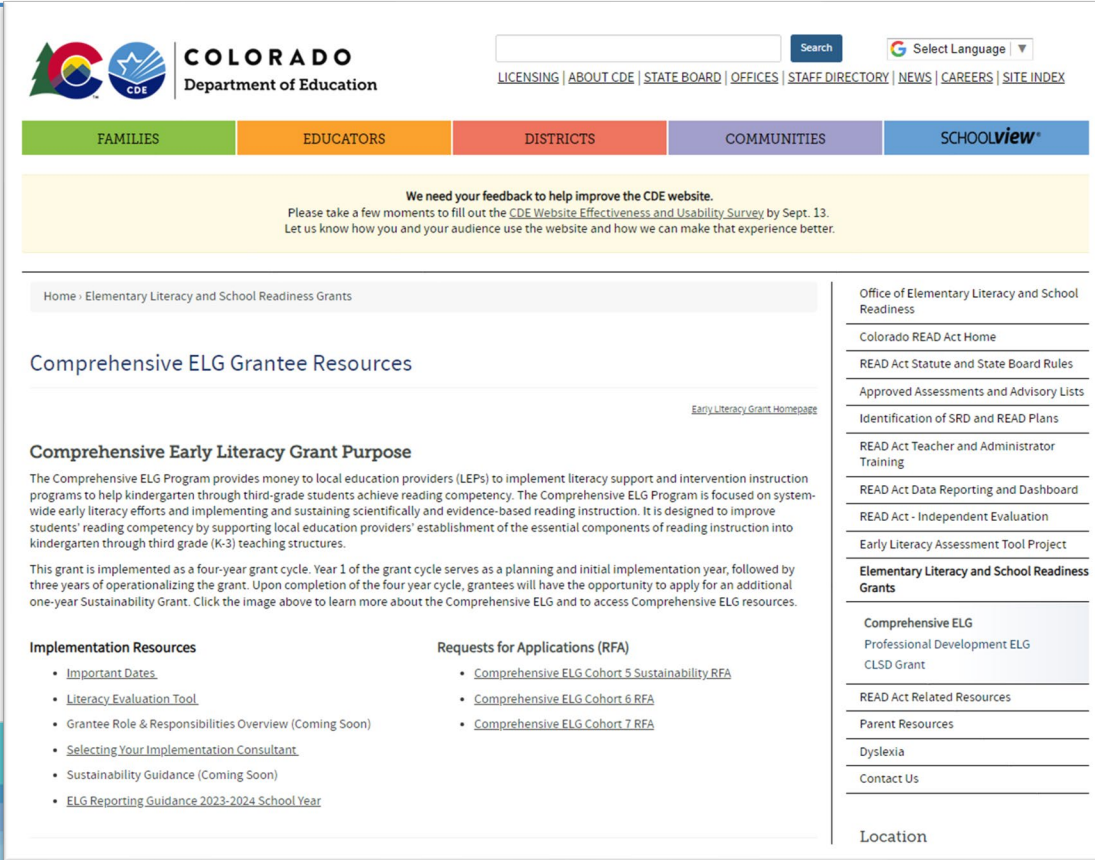





Essential Grantee Resources



Comprehensive ELG Website



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We need your feedback to help improve the CDE website.
Please take a few moments to fill out the [CDE Website Effectiveness and Usability Survey](#) by Sept. 13. Let us know how you and your audience use the website and how we can make that experience better.

Home · [Elementary Literacy and School Readiness Grants](#)

Comprehensive ELG Grantee Resources

[Early Literacy Grant Homepage](#)

Comprehensive Early Literacy Grant Purpose

The Comprehensive ELG Program provides money to local education providers (LEPs) to implement literacy support and intervention instruction programs to help kindergarten through third-grade students achieve reading competency. The Comprehensive ELG Program is focused on system-wide early literacy efforts and implementing scientifically and evidence-based reading instruction. It is designed to improve students' reading competency by supporting local education providers' establishment of the essential components of reading instruction into kindergarten through third grade (K-3) teaching structures.

This grant is implemented as a four-year grant cycle. Year 1 of the grant cycle serves as a planning and initial implementation year, followed by three years of operationalizing the grant. Upon completion of the four year cycle, grantees will have the opportunity to apply for an additional one-year Sustainability Grant. Click the image above to learn more about the Comprehensive ELG and to access Comprehensive ELG resources.

Implementation Resources

- [Important Dates](#)
- [Literacy Evaluation Tool](#)
- [Grantee Role & Responsibilities Overview \(Coming Soon\)](#)
- [Selecting Your Implementation Consultant](#)
- [Sustainability Guidance \(Coming Soon\)](#)
- [ELG Reporting Guidance 2023-2024 School Year](#)

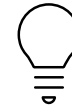
Requests for Applications (RFA)

- [Comprehensive ELG Cohort 5 Sustainability RFA](#)
- [Comprehensive ELG Cohort 6 RFA](#)
- [Comprehensive ELG Cohort 7 RFA](#)

Office of Elementary Literacy and School Readiness

- [Colorado READ Act Home](#)
- [READ Act Statute and State Board Rules](#)
- [Approved Assessments and Advisory Lists](#)
- [Identification of SRD and READ Plans](#)
- [READ Act Teacher and Administrator Training](#)
- [READ Act Data Reporting and Dashboard](#)
- [READ Act - Independent Evaluation](#)
- [Early Literacy Assessment Tool Project](#)
- Elementary Literacy and School Readiness Grants**
 - [Comprehensive ELG](#)
 - [Professional Development ELG](#)
 - [CLSD Grant](#)
- [READ Act Related Resources](#)
- [Parent Resources](#)
- [Dyslexia](#)
- [Contact Us](#)

Location



Bookmark the [Comprehensive ELG website](#) to easily locate all necessary grant resources



Communications

IC Onsite Visit Reports - Implementation consultants must complete an [ELG IC Onsite Visit Report](#) after each site visit.

Contact Information - Update your contacts with the [ELG Contact Information Change Form](#).

Change in Leadership - Use the [School Leadership Transition Plan Form](#) if leadership changes occur.

[Bookings link](#) to schedule a virtual meeting

Monthly ELG Update Emails

- Monthly announcements and upcoming deadlines
- Sent to the ELG listserv

Frequently used resources are sorted by audience in the footer of webpage.

Budget & Fiscal Resources

- [Budget Folders](#)
- [Budget Submission/Revision Form](#)
- [ELG Cohort 5 FY24-25 Sustainability Workbook](#)
- [ELG Cohort 6 3202 Multi-Year Budget Workbook](#)
- [Grant Report Submission](#) (For AFR/IFR submissions only)

Grantee Forms

- [Contact Information Change](#)
- [ELG Exit Information](#)
- [Leadership Transition Plan](#)

Grantee Reporting

- [Leadership Transition Plan](#)
- [ELG EOY Self-Evaluation Reporting](#) (Cohorts 5 & 6, Open May - June)
- [ELG EOY Self-Evaluation Reporting](#) (Cohort 7, Open May - June)
- [Grant Report Submission](#) (For AFR/IFR submissions only)

Implementation Consultant Resources

- [Approved list of ELG Implementation Consultants](#)
- [ELG MOY Goal Progress Report](#) (Cohorts 5 & 6)
- [ELG MOY Goal Progress Report](#) (Cohort 7)

GAINS Resources

- [GAINS \(Grants Administration and Navigation System\)](#)
- [GAINS Log In](#)
- [Contact GAINS](#)
- [Recording of GAINS ELG Professional Development Webinar \(17:54\)](#)
- [Recording of GAINS Comprehensive ELG Application Information Webinar \(18:03\)](#)

ELG Statutory Requirements and Background

- [ELG SBE Rule](#)
- [Colorado READ Act](#)
- [READ Act Rule](#)
- [ELG Grant Awardees](#)
- [About ELG](#)

Request for Application (RFA)



Funding Opportunity

Application Information Webinar: **Wednesday, January 31, 2024, 3:00-4:00PM**
[Click to register](#)

Intent to Apply Due: **Friday, February 2, 2024**
Completion of the Intent to Apply is strongly encouraged but not required.

Applications Due: **Wednesday, March 13, 2024, 5:00PM**
Application will open in GAINS on Wednesday, January 17, 2024, and close on Wednesday, March 13, 2024.

Comprehensive Early Literacy Grant Program: Cohort 7

PURSUANT TO: C.R.S. 22-7-1211



Program Questions:
Whitney Hutton, ELG Grant and Data Specialist
(720) 636-2584 | READActELG@cde.state.co.us

Budget/Fiscal Questions:
Gloria Kochan, Grants Fiscal Specialist
(720) 916-6488 | Kochan_G@cde.state.co.us

Application Process and GAINS Questions:
Kim Burnham, Grants Program Administration
(720) 607-1495 | Burnham_K@cde.state.co.us

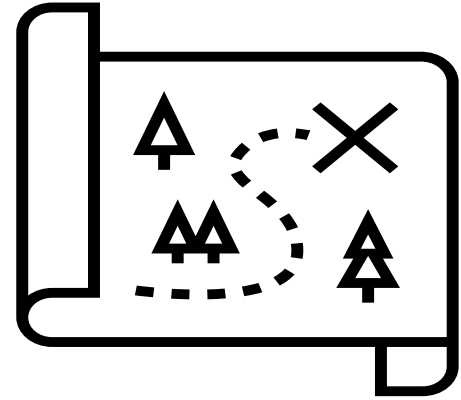
- Linked on main ELG webpage
- Cohort-specific
- Clarifies the intent of the grant
- Sets parameters for your grant
- Includes allowable expenditure information
- Includes grant assurances (agreement)
- Includes your ELG cohort goals
- Provides MOY and EOY reporting samples





Grantee Application

- 4-Year implementation plan to guide your work **AND** can be uploaded to your 25/26 UIP
- Your goals and outcome measures
- Original budget
- Assurances
- Provides CDE with accountability checks and assists us in assessing progression over the duration of the grant



Important Dates



COLORADO
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Comprehensive Early Literacy Grant (ELG) Important Dates: 2025-2026

COHORT 6 (C6) | COHORT 7 (C7) | ALL COHORTS

For the most current version of this document, please visit the [Comprehensive ELG webpage](#).

Due dates and grant requirements are provided by month across the fiscal year. Please see the cohort colors above and review the corresponding dates.

JULY 2025

July 1 **ALL COHORTS:** Fiscal Year 2025-26 starts

SEPTEMBER 2025

Sept. 30 **ALL COHORTS:** [Early Literacy Grant 2025-2026 Kick-Off](#) 3:30-4:30 pm, [Teams Webinar](#)
(Attendance/Registration required by primary grant contacts, ICs, and principals)

Sept. 30 **C6 only:** FY2024-25 Annual Financial Report (AFR) due to CDE [Smartsheet](#)

C7 only: FY2024-25 Final Expenditure Report (FER) due to CDE in GAINS [GAINS](#)

Sept. 30 **C6:** FY2025-26 Continuation Budgets due to CDE [Smartsheet](#)

Sept. 30 **ALL COHORTS:** Complete contact information update form [Smartsheet](#)

NOVEMBER 2025

Nov. 11 **ALL COHORTS:** [Cohorts 6 & 7 ELG Goal Reporting Training](#) (Attendance optional) 3:30 – 4:30 pm, Teams Webinar- link coming soon

JANUARY – MAY 2026

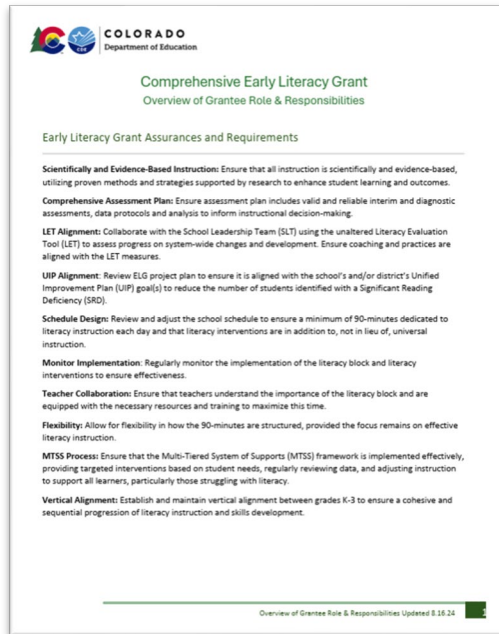
May 2026 **C6 only:** Year 4 ELG Virtual Presentations – As Scheduled by LEPS [To learn more about this requirement register and attend the Grant Kick-Off Webinar September 30, 2025](#)
(Presented by district to CDE)

Updated 09.02.2025

Visit the main ELG website for the most updated version of the [Important Dates](#) document.



ELG Roles & Responsibilities



Overview of Grantee Roles & Responsibilities

Primary Contact: Point person for CDE grantee communication

SLT Team: Meets regularly throughout the year, help disseminate grant information/initiatives to building grade-level teams

ELG Implementation Consultant: Support grant implementation, minimum of monthly site visits, communicate MOY progress to CDE

Literacy Coaches: Help support implementation, required by grant

Primary budget Contact: Point person for fiscal and financials



Literacy Evaluation Tool



COLORADO
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Literacy Evaluation Tool (LET)

A scoring rubric designed to evaluate and monitor school-wide literacy systems.

UNIVERSAL INSTRUCTION

INTERVENTIONS

ASSESSMENT

PROFESSIONAL DEVELOPMENT

DATA

UNIVERSAL INSTRUCTION

There is evidence that substantiates every student is receiving effective, differentiated Tier I core literacy instruction from high-quality Colorado Academic Standards (CAS). For classrooms that teach Multilingual Learners, teachers incorporate the use of the Colorado English Language Proficiency Standards (CELPAS).

Rating Scale: 0= No evidence, 1= Basic, 2= Effective, 3= Proficient, 4= Exemplar

Evaluation Criteria

Basic (1)

Effective (2)

Proficient (3)

Students receive at least a minimum of 90 minutes of research-based, scientifically and evidence-based reading instruction, including oral language, daily. That is implemented with fidelity.

A minimum of 90 minutes of core reading instruction is scheduled daily for all K-3 students.

The 90-minute reading block is a protected time where only literacy instruction, including oral language, takes place.

All instruction, including oral language, during the literacy block is explicit, systematic, and research-based.

The time allocated for literacy instruction, including oral language, meets or exceeds the minimum implementation requirements.

- Introduction
- Systems Analysis
- Scoring Snapshot
- Biliteracy Systems Analysis
- Biliteracy Scoring Snapshot



ELG Amplify Trainings

Amplify Resources

mCLASS DIBELS® 8th Edition Resources

- [DIBELS® 8th Edition and mCLASS Lectura Program Guide](#)
- [DIBELS® 8th Edition and mCLASS Lectura Reporting Guide](#)
- [mCLASS DIBELS 8 Benchmark Goals](#)
- [DIBELS 8 Administration and Scoring Guide](#)

2025-2026 mCLASS DIBELS® 8th Edition Progress Planning Growth Tools

- [mCLASS DIBELS® 8th Edition Progress Planning Tool - Reaching Benchmark](#)
- [mCLASS DIBELS® 8th Edition Progress Planning Tool - Well Below Benchmark](#)

Request PD Support from Amplify

[Amplify PD Request Form](#)

[Amplify PD Menu](#)

[ELAT Google Sign Up Form](#)



Grant Evaluation & Reporting



Tools for Instructional *Planning*

mCLASS Progress Planning Tools

- Use throughout the grant for planning and analyzing system growth
- Hand-enter data from your ELAT tool
- Include all students with BOY and EOY data points

mCLASS Zones of Growth/Progress and Growth Outcomes Report

- Helpful in setting student level growth goals/objectives based on time of year
- Use throughout the grant for planning analyzing student level growth rates that are normed

Lectura Dual Language Report

- Useful for analyzing and comparing literacy progress in both English and Spanish
- Helpful for assessing biliteracy progress

Tools for Grant *Reporting and Systems*

ELG Goal 1 (K-3 Aggregated Rate of Growth Data)

- Shortly after MOY and EOY data windows close, CDE will provide districts with aggregated K-3 growth data
 - You can also hand **calculate** student level growth to K-3 growth on your own
 - Use to analyze K-3 system-wide normed growth for ELG Goal 1

mCLASS ****Benchmark Trend Report****– DIBELS 8 and Lectura (if applicable) ELG Goals 2 and 3

- Demonstrate matched cohort data based on the BOY and MOY/EOY benchmark composite scores
- Used to demonstrate proficiency for ELG Goal 2 (defined as at benchmark or above)
- Used to demonstrate DIBELS 8 growth for ELG Goal 3 (red, yellow, green, and blue)
- Provides aggregated, K-3 data, but users need to adjust report settings according to ELG requirements

Literacy Evaluation Tool Snapshot Report for English only or Biliteracy Models (minimum 1 time per semester)





Correlation Report is Now

BENCHMARK TRENDS

Benchmark trends

Export

How have student benchmark levels changed over time?

Population	Composite Score, 24-25 EOY	Composite Score, 25-26 BOY	Students
All my reporting groups	Well below, 20%	87% 10%	25626
	Below, 14%	41% 41% 17%	16954
	At, 29%	11% 31% 51% 7%	36312
	Above, 37%	38% 56%	46970



Literacy Evaluation Tool



COLORADO
Department of Education

Literacy Evaluation Tool (LET)

A scoring rubric designed to evaluate and monitor school-wide literacy systems.

UNIVERSAL INSTRUCTION	INTERVENTIONS	ASSESSMENT	PROFESSIONAL DEVELOPMENT	DATA
UNIVERSAL INSTRUCTION	There is evidence that substantiates every student is receiving effective, differentiated Tier I core literacy instruction from high-quality Colorado Academic Standards (CAS). For classrooms that teach Multilingual Learners, teachers incorporate the use of the Colorado English Language Proficiency Standards (CELPAS).			
Rating Scale: 0= No evidence, 1= Basic, 2= Effective, 3= Proficient, 4= Exemplar				
Evaluation Criteria	Basic (1)	Effective (2)	Proficient (3)	Exemplar (4)
Students receive at least a minimum of 90 minutes of research-based, scientifically and evidence-based reading instruction, including oral language, daily. That is implemented with fidelity.	A minimum of 90 minutes of core reading instruction is scheduled daily for all K-3 students.	The 90-minute reading block is a protected time where only literacy instruction, including oral language, takes place.	All instruction, including oral language, during the literacy block is explicit, systematic, and research-based.	The time allocated for literacy instruction, including oral language, meets or exceeds the minimum implementation.
☰ Introduction Systems Analysis Scoring Snapshot Biliteracy Systems Analysis Biliteracy Scoring Snapshot +				



Bilingualism and Biliteracy Tools



ELG Assessment and Reporting for Biliteracy Program Models

All students, including those being taught literacy in Spanish, must be administered a BOY and EOY Benchmark assessment in English.

Expected progress across both languages will vary based on the program model.

- Lectura
- DIBELS 8
- Grant Reporting Narratives
- Lectura Dual Language Report
- LET Biliteracy Scoring Tab
- [ELG Reporting Guidance for dual language schools](#)
- [Amplify Support Center Biliteracy Report](#)

ELAT Assessment Schedule

BOY Benchmark:

First 30 calendar days of school year (1-3)

First 60 calendars days of school year (Kindergarten)

MOY Benchmark:

December 1 – 19 or January 5 – January 23

EOY Benchmark:

April 20 – May 22

Progress Monitoring:

Well Below Benchmark (RED composite): Every 7-10 instructional days

Below Benchmark (YELLOW composite): Every 10-12 instructional days





CDE Site Visits & Grantee Presentations





What to Expect

Our goal is to experience a typical school day without adding extra work. We understand school schedules are dynamic, and we remain flexible knowing that the best of plans can quickly change in school environments!

- SLT Meeting with your ELG Implementation Consultant
- SLT Meeting w/o ELG Implementation Consultant
- Grade-Level Data Meeting with or w/o ELG Implementation Consultant
- Data Meeting w/ Leadership (i.e. principal, literacy coach, IC only)
- Classroom Walk-throughs (K-3)
- Grant Impact meeting with the principal and literacy coach (20 min)
- Grant Impact meeting with principal only (20 min)
- Grant Impact meeting with teacher panel/literacy coach/principal (20 min)
- PD led by IC and/or literacy coach
- Other



Grantee Virtual Presentations

During your Virtual Presentation, we encourage you and your team to share:

- An overview of key initiatives implemented with grant funding
- Videos of classroom instruction
- Student artifacts demonstrating literacy growth and engagement
- Photos of grant activities, including professional development and community engagement
- Reflections on lessons learned, successes, and sustainability plans
- Principal, teacher, student, and/or family spotlights/testimonials
- Cohort 6 will be presenting virtually next spring during the months of March - June



Meet the Team

Region 1: Northwest | North Central

Lindsey Beveridge

Region 2: Metro

Brie Johnson

Region 3: Northeast

Sara Carney

Region 4: West Central | Northwest

Mandy Harris

Region 5: Pikes Peak

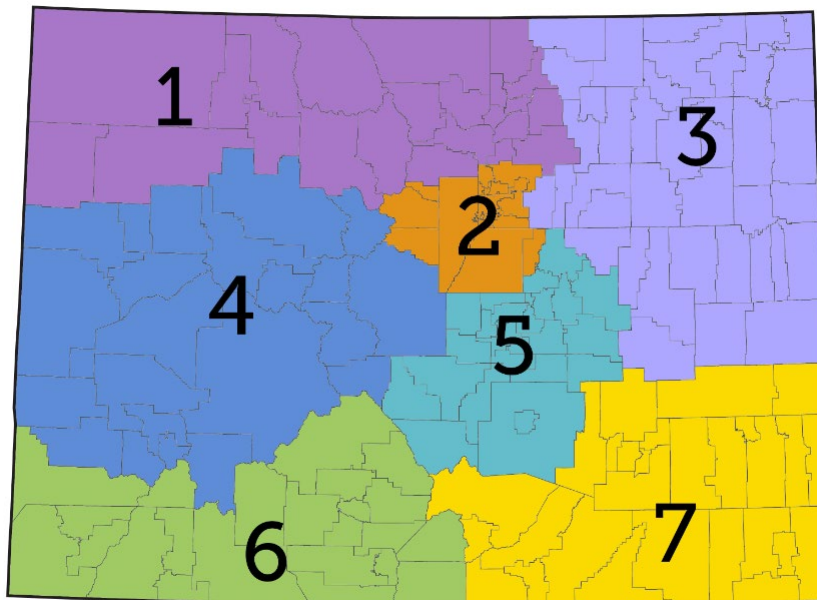
Jamie Olson

Region 6: Southwest

Caitlin Fickling

Region 7: Southeast

Josiah Colombo-Espinoza





Unified Improvement Plans & ELG





ELG/UIP Requirements & Guidance

ELG Grantees now have the option to connect their ongoing ELG efforts with UIP reporting.

- ELG Goals align with UIP student performance priorities:

ELG Goal 2: 50% of K-3 students below/well below benchmark attain proficiency (Grade-Level Expectations).

ELG Goal 3: 50% of K-3 students below/well below benchmark progress at least one category (SRD reduction)

- Root causes and major strategies can be pulled directly from the ELG application/implementation plan
- Use the Literacy Evaluation Tool (LET) to identify root causes, align strategies and set implementation milestones



Questions?

