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### Annual Funding Opportunity

**Applications Due:** May 3, 2019, by 11:59 pm

**Application Information Webinar:** April 11, 2019, at 10:30 AM.

**Early Literacy Grant - Professional Development**

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

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**Colorado Department of Education**

**Preschool through Grade 3 Office: Literacy Program**

201 E. Colfax, Suite 106, Denver, CO 80203

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# Early Literacy Grant for Professional Development Program

# Applications Due: Friday, May 3, 2019 by 11:59 pm

# Introduction

House Bill 18-1393, revised READ Act, authorized the Early Literacy Grant Annual Professional Development (ELG PD) Program. This grant opportunity is geared to support Colorado educators in implementation of scientifically and evidence-based reading programming and strategies for K-3 students. An effort championed by the State Board of Education, these funds are specifically intended for early literacy professional development for elementary educators.

# Eligible Applicants

Public local education providers (LEPs) must apply for funds on behalf of schools.

Public local education providers (LEPs) are eligible to apply for this opportunity. An eligible LEP is:

* A School District;
* A Board of Cooperative Services (BOCES);
* A District Charter School;
* An Institute Charter School; and
* An Online School.

Applications will be accepted from individual schools, but must be authorized and submitted through their LEA. A charter school’s authorizer will be the fiscal agent, if funded.

Available grant funding will be distributed to applicants demonstrating high need based on Priority Criteria. Priority will be given to LEP’s:

* Serving students eligible for Free and Reduced Lunch exceeding the statewide average of 42%.
* Serving a high number of minority students exceeding the statewide average of 46.6%.
* That are Rural or Small/Rural LEPs.
* Applying as a district wide effort.
* Inclusion of Preschool in System Literacy Efforts
* Dyslexia Awareness Professional Learning

# Available Funds

Approximately $150,000 is available for district or school level determined scientifically and evidence-based literacy professional development. CDE anticipates requests ranging from $1,000 - $15,000.

# Allowable Use of Funds

Funds may be used for professional development tuition, fees, and/or training program costs, and/or professional development books and/or materials included in professional development plan, onsite consulting and/or coaching for job embedded support of delivery of effective literacy instruction. Additionally funds may be used for stipends/substitutes and travel for attending and/or follow up coaching from various evidence-based literacy training opportunities.

The following are potential considerations, but not required to include in proposal:

* <https://www.cde.state.co.us/coloradoliteracy/approvedprofessionaldevelopment>
* <https://www.cde.state.co.us/coloradoliteracy/earlyliteracygrantapprovedconsultants>
* <https://www.cde.state.co.us/coloradoliteracy/professionaldevelopmentopportunities>

Funds from this opportunity must be used to **supplement and not supplant** any federal, state and local moneys currently in place. Funds must be expended by June 30, 2020. There will be no carryover of funds. Unobligated funds at the end of the fiscal year will be returned to the Colorado Department of Education.

# Application Timeline

|  |  |
| --- | --- |
| **April 11, 2019** | Application Webinar |
| **April 15, 2019** | Letter of Intent due to CDE |
| **May 3, 2019** | Applications due to CDE |
| **June 14, 2019\*** | Applicants will be notified of final award status |
| **June 30, 2020** | Grant funds must be expended by June 30, 2020 |
| **July 10, 2021** | LEPs receiving grants must submit a report detailing the professional development plan, budget, and effects of implementation |

\*This date is dependent on the State Board of Education meeting schedule.

# Duration of Grant

Grants will be awarded for a one-school year term in the 2018-19 fiscal year. Additional grant funding opportunities for subsequent years will be contingent upon annual appropriations by the General Assembly. Funding will be dispersed by the CDE to approved applicants by **June 21, 2019.** Applicants have until **June 30, 2020**, to expend funds.

**Reporting and Evaluation**

Each LEP that receives a grant through the Early Literacy Grants for Professional Development is required to report, at a minimum, the following information to the Department on or before **July 20, 2021:**

* An evaluation report at the end of grant year that includes:
  + The evidence-based best practices that the applicant(s) implemented using the grant moneys;
  + The number of adults and their role who benefitted from the grant moneys;
  + The number and grade levels of students represented by those who received training using the grant moneys;
  + The progress made in implementing the identified evidence-based best practices with fidelity; and
  + The progress made in improving literacy outcomes as measured by school-wide benchmarks, progress monitoring, and other relevant measures.
  + The outcomes of the grant, including participant feedback, demonstrated participant learning, improved organizational support for implementation, evidence of participant use of learned knowledge and skills, evidence of improved student outcomes as a result of the PD;
  + The amount of funding each grantee dedicated toward allowable expenses, including tuition, fees, training programs, books, and/or materials on behalf of teachers; and
  + The expected impact of the additional teacher training and education on students.
* An annual financial report
* If continuation funds are appropriated by the state legislature, submission of a continuation application with a continuation budget will be required

Education providers receiving a grant may be selected for a site visit by CDE program staff during the 2019-2020 school year.

**Data Privacy**

CDE takes seriously its obligation to protect the privacy of student and educator Personally Identifiable Information (PII) collected, used, shared, and stored. PII will not be collected through the Early Literacy Grant for Professional Development. All program evaluation data will be collected in the aggregate and will be used, shared, and stored in compliance with CDE’s privacy and security policies and procedures.

Please note: Documents submitted must not contain any personally identifiable student or educator information including names, identification numbers, or anything that could identify an individual. All data should be referenced/included in the aggregate and the aggregate counts should be redacted to remove small numbers under 16 for students or five for educators.

**Letter of Intent**

Letter of Intent: If interested in applying for this funding opportunity, please submit the Letter of Intent at <https://www.surveymonkey.com/r/2019ELG> by **Monday, April 15, 2019, by 11:59 pm.** This allows CDE to plan for the review process and communicate with prospective applicants should a need arise.

**Review Process and Timeline**

Applications will be reviewed by CDE staff and peer reviewers to ensure they contain all required components.

**Note:** This is a competitive process – applicants must score at least 84 points out of the 120 possible points to be approved for funding (see the Selection Criteria and Evaluation Rubric below). LEAs with applications that score below 84 points may be asked to submit revisions that would bring the application up to a fundable level. There is no guarantee that submitting an application will result in funding or funding at the requested level. All award decisions are final. Applicants that do not meet the qualifications may reapply for future grant opportunities.

The State Board of Education will approve grant recommendations and applicants will be notified of final award status no later than **June 14, 2019**.

# Technical Assistance

An application training webinar will be held on **April 11, 2019 from 10:30 am**. [Register for this technical assistance here](https://zoom.us/webinar/register/WN_sS-E1e2xROePeLBI02ZmqA). Note: this session will be recorded and posted on the website following the presentation.

LEAs receiving a grant may request technical assistance from CDE staff for the duration of the grant.

Assistance from BOCES: In addition to the available assistance mentioned above, BOCES serving member districts with less than 4,000 students annually receives a share of state education program funding specifically to assist those districts with applying for grants. Please contact your local BOCES for additional information.

# Submission Process and Deadline

Completed applications must be submitted to CompetitiveGrants@cde.state.co.us by **May 3, 2019 at 11:59 pm.**

In addition, the electronic Excel budget must be submitted to [CompetitiveGrants@cde.state.co.us](mailto:CompetitiveGrants@cde.state.co.us) by **May 3, 2019 at 11:59 pm.**

Incomplete or late applications will not be considered. If you do not receive an email confirmation of receipt of your application within 24 hours of the deadline, please email [CompetitiveGrants@cde.state.co.us](mailto:CompetitiveGrants@cde.state.co.us).

Application materials and budget are available for download on the CDE website at: <https://www.cde.state.co.us/coloradoliteracy/readact/grant>.

Submit the application,

AND

Submit the electronic budget to: [CompetitiveGrants@cde.state.co.us](mailto:CompetitiveGrants@cde.state.co.us)

By: **May 3, 2019 at 11:59 pm**

**Application Format**

* The application must be completed online with attached signature form, assurances form, and budget forms.
* The signature page must include original signatures of the lead organization/fiscal agent.
* If grant is approved, funding will not be awarded until all signatures are in place. Applications may be submitted without signatures; however, please attempt to obtain all signatures before submitting the application.

# Required Elements

The format outlined below must be followed in order to assure consistent application of the evaluation criteria. See evaluation rubric for specific selection criteria needed in Part II (pages 10-12).

Part I: Application Introduction (not scored):

Part IA: Cover Page – Applicant Information

Part IB: Program Assurances Form

Part II: Narrative:

Section A: Grant Proposal Summary

Section B: Professional Development Plan

Section C: Budget Narrative & Electronic Budget

**Early Literacy Grant for Professional Development Program**

**Due by: (Date TBD), 2019 by 11:59 pm**

**Part IA: Applicant Information**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Lead Local Education Provider (LEP)** | | | | | | | | | |
| **LEP/BOCES Name:** | |  | | | | | **District/BOCES Code:** | |  |
| **Mailing Address:** | |  | | | | | | | |
| **Recipient Schools**  (list all schools impacted by this funding – additional rows may be added) | | | | | | | | | |
|  | | | | |  | | | | |
|  | | | | |  | | | | |
|  | | | | |  | | | | |
| **Authorized Representative Information** | | | | | | | | | |
| **Name:** |  | | | **Title:** | |  | | | |
| **Telephone:** |  | | | **E-mail:** | |  | | | |
| **Program Contact Information** | | | | | | | | | |
| **Name:** |  | | | **Title:** | |  | | | |
| **Telephone:** |  | | | **E-mail:** | |  | | | |
| **Fiscal Manager Information** | | | | | | | | | |
| **Name:** |  | | | | | | | | |
| **Telephone:** |  | | | **E-mail:** | |  | | | |
| **Recipient Schools**  **(list all schools impacted by this funding – additional rows may be added)** | | | | | | | | | |
|  | | | | |  | | | | |
|  | | | | |  | | | | |
| **Grant Information** | | | | | | | | | |
| **Amount of Funding Requested (FY2018-2019):** | | |  | | | | | | |
| **Priority: Check all boxes that apply:** | | | □ Serving students eligible for a Free and Reduced Lunch exceeds the statewide average of 42%.  □ Serving a high number of minority students exceeding the statewide average of 46.6%.  □ District Supported Initiative  □ Rural/Small Rural  □ Inclusion of Dyslexia Awareness and Support in Professional Development Plan  □ Inclusion of Preschool in Prof. Development Plan | | | | | | |
| **State current reading programming being utilized (Core, Supplemental, and Interventions):** | | |  | | | | | | |
| **State which READ Act interim is being utilized:** | | |  | | | | | | |
| **Select the intended use of ELG professional development grant funds.** | | | □ Support School based Early Literacy Implementation  □ Support District Early Literacy Implementation Plan | | | | | | |
| **How many K-3 teachers and additional staff are involved in professional development grant request?** | | | 2018-19 K-3 Teachers | | | | |  | |
| 2018-19 Additional Staff (i.e. preschool, administration, etc.) | | | | |  | |

**Part IC: Assurances Form**

# Colorado’s Early Literacy Grant for Professional Development

*The School Board President and Board- Appointed Authorized Representative must sign below to indicate their approval of the contents of the application, and the receipt of program funds.*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| On | (date) , | 2019, | the Board of |  |

hereby applies for and, if awarded, accepts the state funds requested in this application. In consideration of the receipt of these grant funds, the Board agrees that the General Assurances form for all state funds and the terms therein are specifically incorporated by reference in this application. The Board also certifies that all program and pertinent administrative requirements will be met. In addition, grantees that accept **Early Literacy Grant for Professional Development Program** funding agree to the following assurances:

1. The grantee will annually provide the Colorado Department of Education with the evaluation information required on page 4 and in the End-of-Year Program Report (Appendix A) of the Request for Proposal.
2. The grantee will work with and provide requested data to CDE for the Grant Program within the timeframes specified.
3. The school will not discriminate against anyone regarding race, gender, national origin, color, disability, or age.
4. Funded projects will maintain appropriate fiscal and program records and fiscal audits of this program will be conducted by the grantees as a part of their regular audits.
5. All records of the program will be retained for five years and access to those records will be available for the purposes of review and audit.
6. If any findings of misuse of these funds are discovered, project funds will be returned to CDE.
7. The grantee will maintain sole responsibility for the project even though subcontractors may be used to perform certain services.

|  |  |  |
| --- | --- | --- |
|  |  |  |
| Name of Board/BOCES President |  | Signature of Board/BOCES President |
|  |  |  |
| Name of District Superintendent/BOCES Executive Director/CSI Executive Director |  | Signature of District Superintendent/BOCES Executive Director/CSI Executive Director |
|  |  |  |
| Program Contact |  | Signature of Program Contact |
|  |  |  |
|  |  |  |

**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.

# Early Literacy Grant for Professional Development Program

# Selection Criteria and Evaluation Rubric

# Application Scoring *(CDE Use Only)*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Part I:** | **Application Introduction** | | No Points | |
| **Part II:** | **Narrative** | |  | |
|  |  |  |  |  |
|  | Section A: | Grant Proposal Summary |  | /30 |
|  | Section B: | Professional Development Plan |  | /50 |
|  | Section C: | Budget Narrative and Electronic Budget Form |  | /40 |
|  |  | **Sub-total:** |  | **/120** |
|  |  | **Priority Points:** |  | **/20** |
|  |  | **Total:** |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **PRIORITY:** CDE will indicate whether this application met the priority criteria (see page 3 of the RFP).  ***This application demonstrates:*** | | | | | |
| **3 Points** | **3 Points** | **3 Points** | **5 Points** | **3 Points** | **3 Points** |
| LEP with a high percentage of students who are eligible for  Free and Reduced Lunch exceeding the statewide rate of 42% | LEP serves a high number of minority students exceeding the statewide average of 46.6% | Rural or Small/Rural LEA | Systemic Implementation:  District Wide | Inclusion of Dyslexia Awareness and Support in Professional Development Plan | Inclusion of Preschool in System Literacy Efforts |
| **☐** | **☐** | **☐** | **☐** | **☐** | **☐** |

**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 with Changes |  |  | Not Funded |  |

# Selection Criteria & Evaluation Rubric

**Part I: Cover Pages and Assurances (No Points)**

Applicant Information and Assurances

**Part II: Narrative (120 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 84 points out of the 120 possible points and all required elements must be addressed. An application that receives a score of 0 on any required elements will not be funded.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Section A: Grant Proposal Summary** | **Minimally Addressed or does not meet criteria**  ***(information not provided)*** | **Met some but not all identified criteria**  ***(requires additional clarification)*** | | **Met All Criteria with High Quality**  ***(Clear, concise and well thought out response)*** |
| Provide a brief description of the proposed ELG PD funding. The summary must be no more than 500 words and convey the following criteria in a clear and concise manner:   * The need for ELG PD funding; * Types of professional development planned; * Gaps or weaknesses in current early literacy implementation. * Commitment and alignment to evidence-based literacy instruction. * Major goals for professional development; and * How the professional development plan will support participants in gaining early literacy knowledge and implementation of evidence-based literacy instruction. * Indicate if the first-time applying for the ELG PD opportunity; or * How additional ELG PD grants in 2019-20 will augment the previous impact of early literacy grant awards. | 5 | 15 | | 30 |
| **Reviewer Comments:** | | | | |
| **TOTAL POINTS** | | | **/30** | |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Section B: Professional Development Plan** | **Minimally Addressed or does not meet criteria**  ***(information not provided)*** | **Met some but not all identified criteria**  ***(requires additional clarification)*** | | **Addressed criteria but did not provide thorough detail**  ***(adequate response, but not thoroughly developed or high quality response)*** | | **Met All Criteria with High Quality**  ***(Clear, concise and well thought out response)*** |
| 1. Indicate the evidence-based literacy practices that will be implemented through professional development and describe how this learning will address the district and/or school needs.   See the P-3 Literacy Program website for recommended practices along with descriptions: <https://www.cde.state.co.us/coloradoliteracy/resources> | No evidence-based practices indicated within professional development plan  (0) | Evidence-based practices indicated but no description of how the practices will addresses need  (3) | Practices and need addressed within professional development plan with few or low quality details  (7) | | Practices and need addressed within professional development plan with high quality details  (15) | |
| 1. Provide a detailed description of who the target audience is for this professional development and what are the desired results from engaging participants in this learning.   Specifically address:   * Which district/schools based roles should attend? * Will attendance of the training be voluntarily; * If incentivizing attendance, please describe; and * How will having participants attend this professional development sustain and support early literacy efforts? | No description of targeted audience or desired results provided  (0) | Addressed targeted audience or desired results, but not both  (3) | Addressed targeted audience and desired results with few of low quality details  (5) | | Addressed targeted audience and desired results with high quality details  (10) | |
| 1. Describe the Tools and procedures that will be used to evaluate the impact of the professional development.   Evaluation can include five levels: <https://tguskey.com/wp-content/uploads/Professional-Learning-1-Gauge-Impact-with-Five-Levels-of-Data.pdf> (see Appendix A) | No description of methods  (0) | One level of evaluation described  (3) | 2-3 levels of evaluation described, with at least one including a measure of use of new knowledge and skills  (7) | | 3-5 levels of evaluation described, including letters d and e.  (15) | |
| 1. Describe the methods that will be used to ensure sustainability of the chosen evidence-based best practice beyond the life of the grant. See website for recommended strategies.   Please address:   * How grantees will ensure that grant-funded strategies will be implemented beyond the life of the grant. * Integration into school, family, and community systems * Diversification of financial opportunities. | No description of sustainability  (0) | Addressed 1 area of sustainability well  (3) | Addressed 2 areas of sustainability well  (5) | | Addressed 3 or more areas of sustainability well  (10) | |
| **Reviewer Comments:** | | | | | | |
| **TOTAL POINTS** | | | | **/50** | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Section C: Budget Narrative & Electronic Budget** | **Minimally Addressed or does not meet criteria**  ***(information not provided)*** | **Met some but not all identified criteria**  ***(requires additional clarification)*** | **Addressed criteria but did not provide thorough detail**  ***(adequate response, but not thoroughly developed or high quality response)*** | **Met All Criteria with High Quality**  ***(Clear, concise and well thought out response)*** |
| 1. Describe how all expenditures contained in the electronic budget connect to the professional development objectives and activities are reasonable and sufficient. | 3 | 7 | 11 | 15 |
| 1. Clearly address how the funds awarded under the program will be used to supplement the level of funds available for authorized programs and activities, and **will not supplant** any federal, state, local or non-federal funds. | 0 | 3 | 5 | 10 |
| 1. Describe a clear and well-conceived plan for how the proposed professional development will be continued once the grant dollars have expired. Specifically address:  * How effective early literacy teachers will be recruited and retained once grant funds are no longer available. * How new staff will be trained in the professional development to sustain the grant efforts beyond the funding year. | 3 | 7 | 11 | 15 |
| **Reviewer Comments:** | | | | |
| **TOTAL POINTS** | | | **/40** | |

# Appendix A: End-of-Year Reporting Guiding Questions Teacher Impact

Education Providers that receive funds through this program are required to submit an end-of-year program report detailing the following information to CDE on or before **July 10, 2021**: Submit each report in a Word document via email to Alex Frazier ([Frazier\_A@cde.state.co.us](mailto:Frazier_A@cde.state.co.us)).

District/School Impact - how many schools/educators benefitted from grant funds?

* If the district did not directly provide early literacy professional development, what training was attended?
* What institution/entity provided the training?
* How will participants sustainably implement early literacy education as a result of the investment in professional development?

Professional Development Outcomes – Consider Guskey’s 5 Levels of Evaluating Professional Development

1. evaluation of participant reaction

* Was the trainer knowledgeable?
* Were effective opportunities for application provided?
* Did the session materials contribute to learning?
* Were facilities and equipment conducive to learning?
* Were the stated session objectives met?

1. evaluation of participant learning
   * Did participants acquire the intended knowledge and skills?
2. evaluation of organizational support and change

* Was implementation advocated and supported?
* Were sufficient implementation resources allocated?
* Was the organization positively impacted?

1. evaluation of use of new knowledge and skills

* Do participants consistently apply the new knowledge and skills?
* Did participant practices change?

1. evaluation of student learning outcomes

* What was the impact on students?
* How did it affect student performance or achievement?

<http://www.ascd.org/publications/educational-leadership/mar02/vol59/num06/Does-It-Make-a-Difference%C2%A2-Evaluating-Professional-Development.aspx>

Anticipated Early Literacy Needs

* What are your greatest needs related to early literacy?
* What would help your district attract and retain early literacy teachers?
* What are your district plans regarding future early literacy implementation?