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##### Funding Opportunity

Applications Due: **Wednesday, March 20, 2024, by 5:00 PM**

Applications will open on Wednesday, February 7, 2024, and close on Wednesday, March 20, 2024

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| Early Literacy Grant Program – SustainabilityCohort 5, 2024-2025 Pursuant to C.R.S. 22-7-1211 |

**Application & Program Questions:**

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# Early Literacy Grant Program - Sustainability

**Application Due Wednesday, March 20, 2024 by 5:00 PM**

# Purpose

This grant opportunity is designed to distribute funds to assist local education providers in sustainability planning and implementation following receipt of a four-year Comprehensive Early Literacy Grant. Eligibility for the Sustainability Grant is limited to those local education providers that completed the fourth year of funding for a Comprehensive Early Literacy Grant in the 2023-2024 school/fiscal year.

See the [Early Literacy Grant website](http://www.cde.state.co.us/coloradoliteracy/readact/grant) for Early Literacy Grant administration rules.

# Eligibility and Continued Funding

Eligible applicants are local education providers that:

* Completed the fourth year of funding for a Comprehensive Early Literacy Grant in the 2023-2024 school/fiscal year,
* Have a current budget on file with the Colorado Department of Education (CDE) reflecting all four years of revisions and expenditures,
* Have met all conditions of the Comprehensive ELG or will document and submit a plan to meet these conditions in the 2023-2024 school year and beyond (i.e., clear district involvement in leadership team, evaluation data submitted on time), and
* Met at least two of the following targets, demonstrating significant student academic growth toward reading competency\*:
  + Make above to well above average progress moving students out of the well below benchmark category as measured by the [mCLASS® DIBELS 8th Edition Progress Planning Tool - Well Below Benchmark](https://www.cde.state.co.us/coloradoliteracy/progressplanningtoolbelow23)
  + Make above to well above average progress moving students into the benchmark category as measured by the [mCLASS® DIBELS 8th Edition Progress Planning Tool - Reaching Benchmark](https://www.cde.state.co.us/coloradoliteracy/growthplanningtool23), and
  + Move 50% of students scoring below benchmark up at least one performance category (well below benchmark to below benchmark/benchmark or below benchmark to benchmark) as measured by the [mCLASS® DIBELS 8th Edition Progress Planning Tools - Reaching Benchmark](https://www.cde.state.co.us/coloradoliteracy/growthplanningtool23) and/or [Well Below Benchmark](https://www.cde.state.co.us/coloradoliteracy/progressplanningtoolbelow23)

# Available Funds

Approximately $750,000 is available for the Early Literacy Grant – Sustainability for the 2024-2025 school year. The funding allocation process includes an initial information collection from Cohort 5 participants through the [online application](https://app.smartsheet.com/b/form/d0d608e3f1c0484794200e3cfcff118d), award determination by CDE, and budget submission (and potentially resubmissions until the budget meet grant requirements). The State Board of Education will have final approval of grant recommendations.

The award amount determination process will factor in the amount of funding originally allocated per year of the Comprehensive ELG, and the amount of funding remaining following FY23-24, per the annual financial report submission.

# Critical Components of the Plan

The Sustainability Grant application will include an [online application](https://app.smartsheet.com/b/form/d0d608e3f1c0484794200e3cfcff118d) with an attached signed [Program Assurances and Disclaimers](https://www.cde.state.co.us/node/70605) document. Each application submitted shall include but need not be limited to the following:

* progress made by the school(s) over the course of the Comprehensive Early Literacy Grant period,
* how funds will support ongoing positive student outcomes in literacy beyond the sustainability year,
* plans for sustainability of the program established during the Comprehensive ELG and how these funds will support implementation beyond the years of grant funding, including but not limited to changes in leadership that may take place.

Implementation research indicates that school- and 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. (Administrative support includes both school- and district-level leadership).

The applicant’s plan must describe the school’s current capacity for implementing the grant requirements and how the school will sustain structures and essential components of effective reading instruction in grades K-3. The plan must also describe the role of the School Leadership Team (SLT) and literacy coach(es) in sustaining the work of the grant beyond the years of receiving funding.

# Allowable Use of Funds

A Local Education Provider that receives a grant under the program shall use the monies to fund activities, staff, materials, and other purchases that help embed the essential components of reading instruction into all elements of the K-3 teaching structures in schools. Funds may only supplement and *not* supplant any moneys currently used for this purpose.

Funding should be used for:

* Supplemental staff salary, stipends, and/or benefits;
* [CDE-approved instructional programming](https://www.cde.state.co.us/coloradoliteracy/advisorylistofinstructionalprogramming2020) and related training from vendor-approved providers;
* [CDE-approved assessments](https://www.cde.state.co.us/coloradoliteracy/readactassessments) and related training from vendor-approved providers;
* Professional development from the CDE-approved [Topic-Specific Advisory List of Professional Development list](https://www.cde.state.co.us/coloradoliteracy/2021-read-act-review-of-professional-development);
* [CDE-approved ELG Implementation Consultant](https://www.cde.state.co.us/coloradoliteracy/earlyliteracygrantapprovedconsultants) support;
* Travel, registration, and entrance costs to attend in-state training and conferences; and
* SBRR-aligned instructional materials (specific to the K-3 literacy program).

Funding should not be used for:

* Technological equipment (e.g., computers, laptops, LCDs) not related to assessment purposes. Partial funding for technological equipment related to K-3 literacy instructional and/or assessment purposes may be considered.
* Capital needs (including bookshelves and other furniture);
* Out-of-state travel that is not directly related to the critical components of the Comprehensive ELG Program;
* Instructional programing and related support *not* from the list of [CDE-approved instructional programming](https://www.cde.state.co.us/coloradoliteracy/advisorylistofinstructionalprogramming2020);
* Assessments and related support *not* from the list of [CDE-approved assessments](https://www.cde.state.co.us/coloradoliteracy/readactassessments);
* Consulting or coaching support *not* from the [CDE-approved ELG Implementation Consultant](https://www.cde.state.co.us/coloradoliteracy/earlyliteracygrantapprovedconsultants) list.

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# Evaluation and Reporting

To determine the success of the Early Literacy Grant programs operated by districts and schools that receive grants, CDE may contract with an external evaluator to conduct an external evaluation of the Early Literacy Grant. Schools will be required to participate in the external evaluation of the Early Literacy Grant program if a review is conducted.

All schools participating in the Early Literacy Grant – Sustainability will be required to report interim assessment data to the online data collection tool associated with Amplify mCLASS DIBELS 8th. 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. CDE will also use data collected annually through the READ Act data collection system as a component of the external evaluation.

Additional forms to collect qualitative data may be developed and used by CDE during the grant cycle to monitor fidelity of implementation. Funded schools will be required to provide the necessary information to complete such forms.

All schools participating in the Early Literacy Grant will also be asked to align the ELG implementation plan with the unified improvement plan (UIP) and will update on an ongoing basis.

Applicants must provide signatures of agreement on the [Program Assurances and Disclaimers](https://www.cde.state.co.us/node/70605) document. If grant application is approved, funding will not be awarded until all signatures are in place. Please attempt to obtain all signatures before submitting.

# Data Privacy

CDE takes its obligation to protect the privacy of student and educator Personally Identifiable Information (PII) seriously. Therefore, CDE provides a secure system to collect, use, share, and store PII for this grant program, in compliance with CDE’s privacy and security policies and procedures.

Documents submitted in support of the application must not contain any personally identifiable student or educator information. This includes names, identification numbers, and any other information that could identify an individual. Data should only be referenced and included in the aggregate form. Aggregate counts should be appropriately redacted to remove small populations (fewer than 16 for students or five for educators).

# Review Process and Timeline

Applications will be reviewed by CDE staff and/or peer reviewers to ensure they contain all required components. CDE staff will notify applicants of their application status by April 5, 2024.

# Submission Process and Deadline

Applicants must complete and submit the [online application](https://app.smartsheet.com/b/form/d0d608e3f1c0484794200e3cfcff118d) and [Program Assurances and Disclaimers](https://www.cde.state.co.us/node/70605) form by Wednesday, March 20, 2024. Emailed and/or faxed applications and documents will not be accepted. Incomplete or late applications will not be considered. If you do not receive an email confirmation of receipt of your application within one week of submission, please email [readactelg@cde.state.co.us](mailto:readactelg@cde.state.co.us) .

Submit the application and required documents via [online application](https://app.smartsheet.com/b/form/d0d608e3f1c0484794200e3cfcff118d)

by **Wednesday, March 20, 2024**.

# Application Format

* Applications and required document should be submitted and attached via [online application](https://app.smartsheet.com/b/form/d0d608e3f1c0484794200e3cfcff118d).
* Applications should only include the required elements.
* The signature page must include original signatures of the lead organization/fiscal agent.

# Required Elements

Applications and additional required document should be submitted and attached via [online application](https://app.smartsheet.com/b/form/d0d608e3f1c0484794200e3cfcff118d)

Part I: Application Information

Section A: School(s) Information

Section B: Progress

Section C: Sustainability Planning

Part II: Additional Documentation

[Program Assurances and Disclaimers](https://www.cde.state.co.us/node/70605)

# Early Literacy Grant Program - Sustainability

**Applications Due: Wednesday, March 20, 2024**

# Program Assurances and Disclaimers

The appropriate authorized representatives must sign below to indicate their approval of the contents of the application for the Early Literacy Grant program and the receipt of program funds.

|  |  |  |  |
| --- | --- | --- | --- |
| On | (date) | , the Board of | (district/BOCES/CSI) |

hereby agrees to the following assurances:

1. Applicant agrees to continue established School Leadership Team (SLT). SLT membership must include at a minimum a district administrator, building administrator, kindergarten and/or first grade teacher, second grade and/or third grade teacher, and an interventionist. The SLT agrees to meet regularly to review the school’s kindergarten through third grade (K-3) 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 K-3 literacy assessment and instruction.
2. District leadership is committed to supporting Early Literacy Grant schools in implementing scientifically based reading research and all other requirements of the Early Literacy Grant.
3. The applicant agrees to work with the Colorado Department of Education (CDE) to sustain explicit and systematic instruction of the five components of reading in all elements of the K-3 teaching structures, including universal/core instruction, and targeted and intensive instructional interventions.
4. Applicant agrees to participate in required professional development provided by CDE, at a minimum one school-based leader and one district-based leader attend the annual ELG conference if applicable.
5. Professional development provided through Early Literacy Grant funds is aligned with the purpose of the grant program and has been approved by CDE.
6. Applicant agrees to provide CDE information required to determine if the grantee is making satisfactory progress toward achieving grant goals. This includes participation in the collection of qualitative data using forms developed and used by CDE during the grant cycle to monitor fidelity of implementation (i.e., MOY Program Evaluation, mCLASS DIBELS 8th reports, Literacy Evaluation Tool, EOY School Self-Evaluation).
7. Applicant will cooperate with CDE in the development and submission of certain reports and individual student data to meet statutory and rule requirements. The applicant agrees to report interim assessment data using the mCLASS® DIBELS 8th Edition literacy assessment, following the schedule and deadlines for submission provided by CDE throughout grant implementation.
8. Students assessed using mCLASS® Lectura will also be assessed in English using the mCLASS® DIBELS 8th Edition literacy assessment at the beginning and end of year, at minimum.
9. Staff at each participating school is committed to implementing the Early Literacy Grant - Sustainability as described in this application.
10. If a change in school leadership occurs during grant participation, the district and/or new school leadership agrees to [notify CDE ELG staff and provide a transition plan](https://app.smartsheet.com/b/form/5d4fcf8eda0d48de856f534851d3a91a) to demonstrate new and existing leadership’s commitment to grant activities for the remainder of the grant.
11. If a change in school leadership occurs during grant participation, the incoming leader will agree to a transition plan, demonstrate knowledge of (or a plan to develop knowledge of) and commitment to the science of reading, and demonstrate commitment to the Comprehensive ELG by successfully meeting or exceeding expectations outlined in the [Colorado Principal Literacy Standards](https://docs.google.com/document/d/1u4L9VIxFZzUT5vubWc7MYaW2y2Vw7G2yN8wP-u6voCk/edit).
12. Involved school(s) will not discriminate against anyone on the basis of race, gender, national origin, color, disability, sexual orientation, age, or any other protected class in Colorado.
13. The work product in this grant application is the original work of the school/applicant and its agents who worked on the application.
14. If any findings of misuse of these funds are discovered, project funds will be returned to CDE.
15. The grantee will maintain sole responsibility for the project even though subcontractors may be used to perform certain services.
16. Applicant agrees that the building lead administrator and/or other members of the SLT meet beginning, middle and end of year, at a minimum with their selected Implementation Consultant

Funded sites will be expected to cooperate with CDE in the development and submission of certain reports to meet statutory requirements. All grantees must work with and provide requested data to CDE for the Early Literacy Grant program within the time frames specified.

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 CDE. CDE 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 CDE during a current grant competition, then at the discretion of CDE, CDE 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 via e-mail by CDE before modifications are made to the expenditures. Please submit any budget modifications via [ELG Budget Submission form](https://app.smartsheet.com/b/form/fe0f31fc7523489faf63c4627a95f025).

By signing below, the undersigned agree to all Early Literacy Grant program assurances listed above:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  |  |  |  |
| Name of Organization Board President  (School Board, BOCES, Charter School) |  | Signature |  | Date |
|  |  |  |  |  |
| Name of Organization Authorized Representative  (Superintendent, Charter School Institute, BOCES Executive Director) |  | Signature |  | Date |
|  |  |  |  |  |
| Name of Program Contact |  | Signature |  | Date |

**Comprehensive Early Literacy Grant Program  
Applications Due: Thursday, September 15, 2022**

This document is provided for planning purposes only. Each text box in the online application will limit your responses to 4,000 characters. Smartsheet does not save works in progress. Applicants may wish to complete this form, check the character counts, and then copy and paste into the Smartsheet form. Please submit applications online via the [**online application**](https://app.smartsheet.com/b/form/d0d608e3f1c0484794200e3cfcff118d).

|  |  |
| --- | --- |
| **Applicant Contact Information**  Please enter the contact information for the person filling out the application online. If we have any questions about the online application form, we will reach out to this person. | |
| **Name** |  |
| **Title** |  |
| **Phone number** |  |
| **Email** |  |
| **Lead Local Education Provider Information (School District/BOCES/CSI)** | |
| **Which type of application is this?** | Choose an item. |
| **School(s)** |  |
| Progress | |
| **School Progress, K-3** | |
| Describe progress made in literacy by school(s) while being supported by the Comprehensive Early Literacy Grant Program, within K-3.  If including multiple schools, explain the distinctions between them: | |
|  | |
| **School Progress, Beyond K-3** | |
| Describe progress made in literacy by school(s) while being supported by the Comprehensive Early Literacy Grant Program, as a school, beyond K-3.  If including multiple schools, explain the distinctions between them: | |
|  | |
| **Positive Student Outcomes** | |
| How will these funds support ongoing positive student outcomes in literacy beyond the sustainability year? | |
|  | |
| **Sustainability Planning** (only complete this section if you have a sustainability plan.) | |
| **Sustainability Plan Status** | |
| Select the description that best describes your sustainability plan status.  This response will not affect your eligibility. | |
| Choose an item. | |
| **Sustainability Plan** | |
| Describe your sustainability plan for the 2024-2025 school year and beyond. Include specific purchases and activities planned for grant funds, how these purchases and activities will support sustainability of the current ELG Program at the school(s), and how all activities incorporate scientifically based reading research (SBRR).  If including multiple schools, differentiate between them. | |
|  | |
| **School Leadership Team** | |
| Describe the role of the School Leadership Team in supporting sustainability of grant efforts after the grant cycle ends, including but not limited to changes in leadership that may take place. | |
|  | |
| **Literacy Coaches** | |
| Describe the continuing use of literacy coaches to support sustainability efforts. | |
|  | |
| **Structures** | |
| Describe how each school will sustain structures and essential components of effective reading instruction in grades K-3. | |
|  | |
| **Capacity** | |
| Describe each school’s current capacity for implementing the grant requirements and best practices of an early literacy program. | |
|  | |
| **Maintaining and Monitoring Practices** | |
| Describe how school(s) will maintain and monitor comprehensive evidence-based literacy instruction beyond the years of grant funding. | |
|  | |

# Appendix A: Middle-of-Year (MOY) Program Evaluation Questions

Grantees are required to work with their Implementation Consultant (IC) in gathering and analyzing the school data submitted to the CDE for program evaluation reporting. Implementation Consultants are required to work collaboratively with the school to complete the following program evaluation questions. *Implementation Consultants* will submit the requested data **January 31st (MOY)** via the [ELG MOY Goal Progress Report Smartsheet](https://app.smartsheet.com/b/form/5690514b5c4a449d8309fb54e8862ae2) form.

**Middle-of-Year (MOY) Program Evaluation Questions**

Consultant and Grantee Information:

* Implementation Consultant Name (First Last)
* Consulting Firm Name
* Reporting School Year
* ELG Cohort
* District/BOCES Name and Code
* Please select the school/site you are reporting on:

Comprehensive ELG Goal Progression:

* Is this site on track to meet EOY ELG Goal 1?
* MOY ELG Goal 1 Context (Optional): Please provide any information CDE should be aware of related to this site’s progress toward ELG Goal 1:
* Is this site on track to meet EOY ELG Goal 2?
* MOY ELG Goal 2 Context (Optional): Please provide any information CDE should be aware of related to this site’s progress toward ELG Goal 2:
* Is this site on track to meet EOY ELG Goal 3?
* MOY ELG Goal 3 Context (Optional): Please provide any information CDE should be aware of related to this site’s progress toward ELG Goal 3:
* Please select the number of MOY ELG Goals this site is on track for.

Consulting Tracking & Support:

* Have you worked with this site for the entirety of their Comprehensive ELG Cohort?
  + MOY Onsite/Virtual Visit Reporting: Select the months you have formally visited this site during the current school year (select all that apply).
* Have you completed the ELG IC Onsite Reporting form for each visit to-date?
  + Site Visit Context (Optional): Please provide any information the CDE should be aware of related to your monthly site visits and the MOY progress of ELG goals.
* How can the CDE support your work with this site and the Early Literacy Grant? (Optional)

File Upload(s):

* Please upload the following files using the corresponding naming conventions (required):

For planning and reporting purposes:

* Goal 1: mCLASS® DIBELS 8th Edition Progress Planning Tool –Well Below Benchmark
* *School\_Consultant Last Name\_ Below*
* Goal 2: mCLASS® DIBELS 8th Edition Progress Planning Tool – Reaching Benchmark
* *School\_Consultant Last Name\_ Benchmark*
  + - Goal 3: mCLASS® DIBELS 8th Edition Correlation report (Optional MOY 2024-2025)
      * *School\_Consultant Last Name\_MOYCorrelation*
* mCLASS® Lectura Assessments (optional, if applicable)

*Submit Lectura data if you have students whose primary language of literacy instruction is Spanish and provide a narrative under each applicable goal*

* *School\_Consultant Last Name\_ Lectura*

# Appendix B: End-of-Year (EOY) Comprehensive ELG School Self-Evaluation Questions

The End of Year (EOY) data analysis and goal reporting is a collaborative process between grantees and implementation consultants. However, this report should be completed and submitted by ***school personnel only*.** This form is only for Comprehensive ELG Cohorts 5 & 6 EOY reporting. When uploading your reports, please ensure each required report follows the requested naming convention formats. Please submit one form PER SCHOOL. Note: Smartsheet does not save works in progress.  *Each school* is required to submit the requested data by **May 31st (EOY)** via the EOY [Comprehensive ELG School Self-Evaluation Smartsheet form.](https://app.smartsheet.com/b/form/a69b1d86312f4177ab5a5dbbf4536e63" \t "_blank)

**Comprehensive ELG School Self-Evaluation Questions**

Submitter’s Information:

* Please tell us your Name (First Last):
* Please provide your email address:
* Your position/role:
* ELG Cohort:
* Please select your District/BOCES name and code:
* Please select the school/site you are reporting on:

EOY Early Literacy Grant Goal Reporting (Met/Not Met):

**ELG Goal 1:** Students in the well below benchmark category make above average progress or well above average progress in reading each year.

This goal applies to the group of K-3 students who participated in both the BOY and end of year (EOY) of the mCLASS® DIBELS 8th assessment.

Progress will be measured and reported using the following:

* Grantees will use [mCLASS® DIBELS 8th Edition Progress Planning Tool - Well Below Benchmark](https://www.cde.state.co.us/coloradoliteracy/progressplanningtoolbelow23) to measure and report on this goal
* Grantees may also use mCLASS® DIBELS 8th Zones of Growth to measure progress.
* mCLASS® Lectura ASSESSMENTS (optional, if applicable)
  + - * Submit Lectura data if you have students whose primary language of literacy instruction is instruction is Spanish and provide a narrative

EOY ELG Goal 1Context(Open Narrative)

Please provide any information CDE should be aware of related to this site's status on meeting ELG Goal 1.

**ELG Goal 2:** Students make above average progress or well above average progress achieving grade-level reading proficiency.

This goal applies to the group of K-3 students who participated in both the BOY and end of year (EOY) of the mCLASS® DIBELS 8th assessment.

Proficiency (students performing at or above benchmark on mCLASS® DIBELS 8th Edition assessment) will be reported using the following:

* Grantees will use [mCLASS® DIBELS 8th Edition Progress Planning Tool - At/Above Benchmark Levels](https://www.cde.state.co.us/coloradoliteracy/growthplanningtool23)
* Grantees may also use mCLASS® DIBELS 8th Zones of Growth to measure progress.
* mCLASS® Lectura ASSESSMENTS (optional, if applicable)
  + - * Submit Lectura data if you have students whose primary language of literacy instruction is Spanish and provide a narrative

EOY ELG Goal 2 Context(Open Narrative)

Please provide any information CDE should be aware of related to this site's status on meeting ELG Goal 2.

**ELG Goal 3:** 50% of students scoring below benchmark move up at least one performance category.

This goal applies to the group of K-3 students who participated in both the BOY and EOY mCLASS® DIBELS 8th Edition and scored below benchmark or well below benchmark on the BOY assessment.

This goal is intended to measure the progress and proficiency of students who began the year performing below benchmark on the Acadience Reading assessment.

This 50% can include students who moved from the well below benchmark category to the below benchmark category or above AND students who moved from the below benchmark category to the benchmark category or above.

* Grantees will use mCLASS® DIBELS 8th Edition Correlation report to report progress and proficiency at the end of the year.
* mCLASS® Lectura ASSESSMENTS (optional, if applicable)
  + - * *Submit Lectura data if you have students whose primary language of literacy instruction is Spanish and provide a narrative*

EOY ELG Goal 3 Context(Open Narrative)

Please provide any information CDE should be aware of related to this site's status on meeting ELG Goal 3.

Data Reporting File Uploads (File Upload Required)

Evidence must be provided for every goal that is marked as "met".

**Goal 1 "Met" Evidence**: If you selected "Met" for goal one, attach your completed mCLASS® DIBELS 8th Edition Progress Planning Tool - [Well Below Benchmark](https://www.cde.state.co.us/coloradoliteracy/progressplanningtoolbelow23)

School Code\_School Name\_ G1

**Goal 2 "Met" Evidence:** If you selected "Met" for goal two, attach your completed mCLASS® DIBELS 8th Edition Progress Planning Tool - [At/Above Benchmark](https://www.cde.state.co.us/coloradoliteracy/growthplanningtool23) Levels

School Code\_School Name\_ G2

**Goal 3 "Met" Evidence:** If you selected "Met" for goal three, attach your K-3 mCLASS® DIBELS 8th Edition Correlation report(s)

School Code\_School Name\_ G3

**mCLASS® Lectura ASSESSMENTS** (optional, if applicable)

Submit Lectura data if you have students whose primary language of literacy instruction is Spanish and provide a narrative

School Code\_School Name\_ Lectura

File Upload Section

More than one file may be added. Evidence must be provided for each goal that has been marked as "met".

**Please Note:**

* Each goal requires different reports as evidence listed in the previous section
* mCLASS Lectura data may also be optionally added in addition to, and not in lieu of, the required reports
* Please use the naming conventions listed in the description above.

School Leadership:

* The School Leadership Team (SLT) includes at a minimum a district administrator, building administrator, kindergarten and/or first grade teacher, second grade and/or third grade teacher, a literacy coach and an interventionist. (Met/Not Met)
* Select the months the SLT met at least once. (August – June Multiple Selection)
* The SLT leads efforts to embed the essential components of reading instruction into all elements of K-3 teaching structures. (Met/Not Met)
* District-level personnel are represented on a regular basis to support grant activities. (Met/Not Met)
* District leadership is committed to supporting the school in implementing SBRR and all other requirements of the grant. (Met/Not Met)
* The SLT regularly reviews K-3 student-level data (from interim and diagnostic assessments) and data related to the implementation of grant requirements. (Met/Not Met)
* The SLT develops and regularly updates the professional development plan related to K-3 literacy assessment and instruction, based on reviewed data. (Met/Not Met)
* The principal routinely visits classrooms with the literacy coach and ELG Implementation Consultant. (Met/Not Met)
* A change in school leadership occurred this school year. (Yes/No)
* Provide a summary of school leadership and ELG progression: (Open Narrative)
  + - Use this field to further explain the answers in the leadership section and to elaborate on the grant work being done at the district and school leadership levels.

Staff:

* School has a full-time K-3 literacy coach. (Or, if school has fewer than six K-3 teachers, school has a part-time coach or the role of the coach is filled by existing staff.) (Met/Not Met)
* Literacy coach works with the ELG Implementation Consultant to assist in program and assessment implementation. (Met/Not Met)
* Select the months in which the literacy coach met with administration and the ELG Implementation Consultant: Select only the months in which all three roles were present for meetings, either in person or virtually. (Multiple Selection)
* Literacy coach provides feedback and support to teachers between ELG Implementation Consultant visits. (Met/Not Met)
* Staff is committed to implementing the Comprehensive ELG Program: (Met/Not Met)
* If not all staff have made this commitment, select "Not Met" and explain in the feedback question for this section. Avoid using personally identifiable information in your responses.
* Provide a summary of staff participation/involvement and ELG progression. (Open Narrative)
  + - Use this field to further explain the answers in the staff section and to elaborate on the grant work being done at the instructional and coaching levels.

Curriculum Assurances:

* + K-3 uses core instructional program(s) from CDE's Advisory List of Instructional Programming. (Met/Not Met)
  + K-3 uses instructional program(s) from CDE's Advisory List of Instructional Programming to provide targeted and intensive instructional interventions for students reading below grade level, including students identified as having an SRD. (Met/Not Met)

Assessments and Data Collection:

* School participates in the ELAT Project through mCLASS DIBELS 8th and/or mCLASS Lectura (Met/Not Met)
* Grantees and Implementation Consultants use the following tools regularly to set student-level goals and measure progress: All applicable tools must have been used in order to select “Met”. (Met/Not Met)
  + - mCLASS® DIBELS 8th Zones of Growth (ZoG)
    - CDE provided mCLASS® DIBELS 8th Edition Progress Planning Tools - Reaching Benchmark
    - CDE provided mCLASS® DIBELS 8th Edition Progress Planning Tools - and Well Below Benchmark
    - mCLASS® Lectura Assessments (optional, if applicable)
      * + *Submit Lectura data if you have students whose primary language of literacy instruction is Spanish and provide a narrative*
* School follows progress monitoring schedule, at minimum, set by ELAT. (Met/Not Met)
  + - PROGRESS MONITORING SCHEDULE FOR ELAT
    - Students in Well Below Benchmark: every 7-10 days
    - Students in Below Benchmark: every 10-12 days
* School grants their ELG Implementation Consultant access to school-level data. (Met/Not Met)
* Provide a summary of assessment and data analysis structures. (Open Narrative)
* Include benchmark, interim, and progress monitoring systems. Be sure to address frequency of the different assessments, and how data analysis informs instructional decision making.

Professional Development & Consulting:

* All instructional professional development provided to principals and teachers is SBRR-supported. (Met/Not Met)
* SLT attends the required ELG CDE-provided professional development. (Met/Not Met)
  + All members of the SLT must have completed the required training. Note that some members of the SLT may be required to attend more PD than others. All requirements for different roles on the SLT must have been met to select "met".
* School participates in professional development provided by ELG Implementation Consultant. (Met/Not Met)
* School schedules ongoing, on-site assistance at least one day per month from an ELG Implementation Consultant (Met/Not Met)
* Provide a summary of the professional development and Implementation Consultant work done under the ELG. (Open Narrative)

Implementation & Planning:

* School updates their ELG implementation plan on an ongoing basis. (Met/Not Met)
* Select "Met" if the school provides updates beyond the minimum required one time per month meetings. If no updates between the required monthly meetings are provided, select "Not Met" and explain in the feedback section for Implementation & Planning.
* Provide a summary of how the ELG plan is aligned with the school UIP. (Met/Not Met)
* Include information on how the school updates the ELG implementation consultant between the monthly required meetings.

ELG Funding:

* + Funds only supplement and do not supplant any moneys previously/currently used. (Met/Not Met)
  + All funds are expended in accordance with allowable expenditures. (Met/Not Met)
  + School ensures that all other professional development provided through ELG funding is aligned with the purpose of this grant program and is scientifically and evidence-based or is on one of the CDE's advisory lists for professional development. (Met/Not Met)
  + Project modifications and changes in the approved budget are requested and approved in writing by CDE before modifications are made to expenditures. (Met/Not Met)
  + Annual financial report (AFR) reflecting expenditures of the prior fiscal year is submitted on time. (Met/Not Met)
  + Carryover budget request is submitted on time. (Met/Not Met/Not Applicable)
  + Interim financial report (IFR) reflecting expenditures July 1 - December 31 of the current fiscal year is submitted on time.(Met/Not Met)
  + Provide a summary of any budget rationale to support your answers in the budget section. (Open Narrative)