

##### Funding Opportunity

Applications Due: **Thursday, May 14, 2020, by 11:59 pm**

Application Information Webinar: **Friday, April 17, 2020, at 10 am**

|  |
| --- |
| Early Literacy Grant Program – Professional Development Pursuant to C.R.S. 22-7-1211 |

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# Early Literacy Grant Program – Professional Development

**Applications Due: Wednesday, May 14, 2020, by 11:59 pm**

# Introduction

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

# Eligibility

Grants may be awarded to an applying local education provider (LEP) that is a school district on a district-wide basis or to individual schools of the school district. An LEP may apply individually or as part of a group of LEPs.[[1]](#endnote-1) Eligible LEPs include:

* a school district,
* an individual school,
* 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 LEP. If funded, a charter school’s authorizer would be their fiscal agent.

Funding is restricted to LEPs that are already implementing evidence-based or scientifically based universal instruction and interventions that are resulting in significant student academic growth toward reading competency.[[2]](#endnote-2) If application does not provide evidence of this, the application will not be further reviewed or considered for funding.

Priority will be given to applicants demonstrating high need based on certain criteria:

* serving a high percentage of students eligible for free and reduced lunch (exceeding the statewide average of 40.7%),
* serving a high percentage of minority students (exceeding the statewide average of 47.1%),
* that are rural or small and rural,
* applying as a district-wide effort,
* that include preschool in system-wide literacy efforts, and
* that have dyslexia awareness professional learning.

# Available Funds

Approximately $500,000 is available for the 2020-2021 Early Literacy Grant – Professional Development for district- or school-level SBRR professional development. The recommended range per school in an application is $2,000-$25,000. (For example, if an application includes three schools, the recommended range is between $6,000 and $75,000.) Reviewers will consider a range of application factors when determining the amount to award, including the number of professional development participants, the specifics of the proposed plan, and the applicant’s level of need.

# Allowable Use of Funds

Funds from this opportunity may be used to supplement, not supplant, any funds currently used to support SBRR professional development.

Funding uses that will be considered include:

* professional development from the [CDE-approved professional development list](https://www.cde.state.co.us/coloradoliteracy/approvedprofessionaldevelopment) and related tuition, fees, and/or training program costs,\*
* books and/or materials included in the selected professional development program,
* onsite consulting and/or coaching to support effective literacy instruction (Consultants from the [CDE-approved implementation consultant list](https://www.cde.state.co.us/coloradoliteracy/earlyliteracygrantapprovedconsultants) recommended but not required),
* stipends, substitutes, and/or travel costs to attend literacy training opportunities, and
* follow-up coaching from various SBRR programs.

These [professional development opportunity resources](https://www.cde.state.co.us/coloradoliteracy/professionaldevelopmentopportunities) may provide useful information, but their inclusion is not required in proposals.

\*If the CDE-approved professional development list is not complete by the opening of the application window, CDE staff will issue an amendment to this RFP.

# Timeline

|  |  |
| --- | --- |
| Date | Item |
| April 14, 2020 | Application window opens  |
| April 17, 2020 | Informational webinar |
| May 14, 2020 | Applications due to CDE |
| June 12, 2020\* | Applicants notified of final award status |
| June 30, 2021 | Final day to spend grant funds |
| July 20, 2022 | Reports from grant recipients detailing the professional development plan, budget, and effects of implementation due  |

\*This date is dependent on the SBE meeting schedule.

# Duration of Grant

Grants will be awarded in the 2019-20 fiscal year, for use in the 2020-2021 school year. Additional grant funding opportunities for subsequent years will be contingent upon annual appropriations by the General Assembly. CDE will dispense funding to approved applicants by **June 30, 2020.** Applicants have until **June 30, 2021** to spend funds. There will be no carryover of funds. Unobligated funds at the end of the fiscal year will be returned to CDE.

# Evaluation and Reporting

Early Literacy Grant – Professional Development grant recipients are required to report[[3]](#endnote-3), at a minimum, the following to CDE on or before **July 20, 2022:**

* an evaluation report at the end of the grant year that includes:
	+ the evidence-based practices that participant(s) implemented with grant funds,
	+ the role(s) and number of adults who participated in grant-funded professional development,
	+ the number of students represented by those who received training using grant funds, disaggregated by grade level,
	+ the progress made from implementing the selected program with fidelity,
	+ the improvements in literacy outcomes as measured by school-wide benchmarks, progress monitoring, and other relevant measures,
	+ additional outcomes as a result of the professional development, including participant feedback, demonstrated participant learning and use of learned knowledge and skills, improved organizational support for implementation, and improved student outcomes,
	+ the amount of funding each grantee dedicated toward each allowable use of funds (outlined above), and
	+ any additional expected student impact as a result of this grant.
* an annual financial report, and,
* if the state legislature appropriates continuation funds, submission of a continuation application with a continuation budget.

Reporting guidelines can be found in Appendix A of this document and on the [CDE website](https://www.cde.state.co.us/coloradoliteracy/readact/grant).

CDE staff may conduct site visits for select grant recipients during the 2020-2021 school year.

# 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).

# Technical Assistance

An application training webinar will be held on **Friday, April 17, 2020, at 10 am**. [Register for this webinar here](https://zoom.us/webinar/register/WN_7bipHIuhRlWodrBUIUTtmw). This session will be recorded and posted on [CDE’s website](https://www.cde.state.co.us/coloradoliteracy/readact/grant) following the presentation. Grant recipients may request technical assistance from CDE staff throughout the duration of the grant.

Upon request, CDE will provide a simplified application process for rural applicants.[[4]](#endnote-4) This process includes:

* an application with pre-populated data indicating the percentage of kindergarten and first-, second-, and third-grade students enrolled in the applying LEP or group of LEPs who have significant reading deficiencies,
* an optional submission of the executive summary describing the proposal, and
* technical assistance from CDE to support application efforts.

In addition to the available assistance mentioned above, each BOCES that serves member districts with fewer than 4,000 students annually receives a share of state education program funding specifically to assist those districts in grant applications. Please contact your local BOCES for additional information.

# Review Process and Timeline

CDE staff will review applications to ensure they contain all required components and will score applications based on an established rubric. Reviewers will determine whether an application is approved, and if so, for what funding amount and for what duration.[[5]](#endnote-5) This is a competitive process; Applicants must score at least 84 out of the 120 possible points to be approved for funding. (See the Selection Criteria and Evaluation Rubric below.) Applicants that score below 84 points may be asked to submit revisions to raise the application 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 who do not meet the qualifications for this grant may reapply for future grant opportunities.

The Colorado SBE will approve grant recommendations and applicants will be notified of final award status no later than **Friday, June 12, 2020**.

# Submission Process and Deadline

Applications must be completed (including all elements outlined below) and submitted through this [Smartsheet form](https://app.smartsheet.com/b/form/aabaaaffe9a74899a921868cbf1c2c14) by **Wednesday, May 14, 2020, at 11:59 pm.**

Application resources and required documents to include in the submission are available on the [CDE website](https://www.cde.state.co.us/coloradoliteracy/readact/grant). Incomplete or late applications will not be considered. You should receive an automated confirmation email from Smartsheet upon submitting your application. If you do not, please email CompetitiveGrants@cde.state.co.us.

# Required Elements

**The ELG Professional Development** [**Smartsheet application form**](https://app.smartsheet.com/b/form/aabaaaffe9a74899a921868cbf1c2c14) **includes the following elements, all of which must be completed.** See the evaluation rubric for specific selection criteria needed in Part II.

Part I: Application Introduction (not scored, but must be included)

Applicant Information

Program Assurances Form

*Download the* [*assurances form*](https://www.cde.state.co.us/coloradoliteracy/readact/grant) *and attach it with original signatures as a PDF file. If the application 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.*

Part II: Application Narrative

Section A: Grant Proposal Summary

Section B: Professional Development Plan

Section C: Budget Narrative & Electronic Budget

*Download the* [*electronic budget*](https://www.cde.state.co.us/coloradoliteracy/readact/grant) *and attach it as an Excel file.*

# Early Literacy Grant – Professional Development

**Applications Due: Wednesday, May 14, 2020 by 11:59 pm**

**\*\*Please provide the following within the Early Literacy Grant – Professional Development** [**Smartsheet form**](https://app.smartsheet.com/b/form/aabaaaffe9a74899a921868cbf1c2c14)**\*\***

# Part IA: Applicant Information

|  |
| --- |
| **Lead Local Education Provider (LEP)/BOCES Information** |
| **LEP/BOCES Name:** |  | **LEP/BOCES Code:** |  |
| **Type of Education Provider**(choose which best describes your organization or authorizer) |
| [ ]  School District [ ]  BOCES [ ]  Charter School Institute |
| **Recipient Schools**(list all schools impacted by this funding) |
|  |  |  |  |
| Authorized Representative Information |
| **Name:** |  | **Title:** |  |
| **Telephone:** |  | **E-mail:** |  |
| **Program Contact Information** |
| **Name:** |  | **Title:** |  |
| **Telephone:** |  | **E-mail:** |  |
| **Fiscal Manager Information** |
| **Name:** |  | **Title:** |  |
| **Telephone:** |  | **E-mail:** |  |
| **Amount of Funding Requested:** |  |
| **Percentage of students who have a significant reading deficiency** | **Percentage of students who do not have a significant reading deficiency but who are not meeting grade-level expectations in reading adopted by the State Board** |
| Kindergarten: |  | Kindergarten: |  |
| 1st grade:  |  | 1st grade:  |  |
| 2nd grade: |  | 2nd grade: |  |
| 3rd grade: |  | 3rd grade: |  |
| **Current evidence-based or scientifically based universal instruction and interventions that are resulting in significant student academic growth toward reading competency****(List program title, publisher, and edition)** |
|  | **Core program(s):** | **Supplemental program(s):** | **Intervention program(s):**  |
| Kindergarten: |  |  |  |
| 1st grade:  |  |  |  |
| 2nd grade: |  |  |  |
| 3rd grade: |  |  |  |
| **Evidence of significant student academic growth resulting from current instruction and interventions listed above** |
| Kindergarten: |  |
| 1st grade:  |  |
| 2nd grade: |  |
| 3rd grade: |  |
| **Number of staff involved in PD grant request** |
| K-3 teachers: |  | Additional staff (i.e., preschool, administration): |  |
| **Do you currently employ reading coach(es)?**  |  |

# Part IB: Program Assurances Form

The appropriate Authorized Representatives must sign below to indicate their approval of the contents of the Early Literacy Grant – Professional Development application, and the receipt of program funds.

|  |  |  |  |
| --- | --- | --- | --- |
| On | (date) | , 2020, the Board of | (district) |

hereby agrees to the following assurances:

1. The grantee will annually provide the Colorado Department of Education (CDE) with the required evaluation information and End-of-Year Program Report described in the request for proposals.
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. The grantee will maintain appropriate fiscal and program records for funded project(s) and will conduct fiscal audits of funded project(s) as a part of their regular audits.
5. The grantee will retain all records of the program 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.

The Colorado Department of Education may terminate a grant award upon thirty 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.

Project modifications and changes in the approved budget must be requested in writing and be approved in writing by the CDE before modifications are made to the expenditures. Contact Marti Rodriguez (Rodriguez\_M@cde.state.co.us | 303-866-6769) and Laura Stelling (Stelling\_L@cde.state.co.us | 303-866-6971) for any modifications.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  |  |  |  |
| 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 |

**Note:** You must upload a copy of this page to the [Smartsheet form](https://app.smartsheet.com/b/form/aabaaaffe9a74899a921868cbf1c2c14). If grant application 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 – Professional Development**

# Application Scoring

CDE Use Only

|  |  |  |
| --- | --- | --- |
| **Part I:** | **Application Introduction** Not scored, but must be complete and include evidence that applying LEP(s) meet eligibility criteria by already implementing evidence-based or scientifically based universal instruction and interventions resulting in significant student academic growth toward reading competency.[[6]](#endnote-6) If application does not provide evidence of this, the application will not be further reviewed or considered for funding. | Meets ☐Does Not Meet ☐*Must meet to move forward* |
| **Part II:** | **Application 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:** | **/140** |

|  |
| --- |
| **PRIORITY:** CDE will indicate whether this application meets priority criteria (see Eligibility section of the RFP). ***This application demonstrates:*** |
| LEP serves a high percentage of students eligible for free and reduced lunch (exceeding the statewide average of 40.7%) | LEP serves a high percentage of minority students (exceeding the statewide average of 47.1%) | LEP is rural or small and rural | Applying as a district-wide effort | Inclusion of preschool in system-wide literacy efforts | Inclusion of dyslexia awareness in professional development plan |
| ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| **3 points** | **3 points** | **3 points** | **5 points** | **3 points** | **3 points** |
| **Total priority points: /20** |

**GENERAL COMMENTS:** Indicate support for scoring by including overall application strengths and weaknesses. These comments will be provided to applicants with their final scores.

**Strengths:**

**Weaknesses:**

**Required Changes:**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **RECOMMENDATION:** | Funded |  [ ]  |  | Funded with Changes |  [ ]  |  | Not Funded |  [ ]  |
|  |
| Did not complete review. Not funded because applicant did not meet Part I requirements. |  [ ]  |

# Selection Criteria and Evaluation Rubric

Part I: Application Introduction [Not Scored]

Applicant Information and Assurances: Complete the applicant information within the [Smartsheet form](https://app.smartsheet.com/b/form/aabaaaffe9a74899a921868cbf1c2c14) and upload program assurances in the Smartsheet form as well.

**Part II: Application Narrative** [120 Points]

Reviewers will use the following criteria to evaluate the application. To be considered for funding, an application must receive at least 84 out of 120 possible points and include all required elements. An application that receives a score of 0 on any required element will not be funded.

**Scoring Definitions**

Minimally addressed or does not meet criteria: Provides insufficient information

Meets some but not all criteria: Provides some information but requires additional context and/or clarification

Meets all criteria with high quality: Provides clear, concise, and thorough response

**\*\*Please address the following questions within the Early Literacy Grant – Professional Development (ELG PD)** [**Smartsheet form**](https://app.smartsheet.com/b/form/aabaaaffe9a74899a921868cbf1c2c14)**\*\***

**Section A: Grant Proposal Summary**

|  |
| --- |
| 1) Provide a brief overall description of the proposed ELG PD funding to help reviewers understand your plan at a high level.  |
| Minimally addresses or does not meet criteria: Plan unclear | Meets some but not all criteria: Clear plan but plan is unlikely to improve literacy outcomes | Meets all criteria with high quality: Clear plan that is likely to improve literacy outcomes |
| 0 | 3 | 9 |
| 2) Convey the following criteria in a clear and concise manner: |
| 1. The need for ELG PD funding
 |
| Minimally addresses or does not meet criteria | Meets all criteria with high quality: Understandable and related to PD plan |
| 0 | 3 |
| 1. Type(s) of PD planned (selected from the [CDE-approved professional development list](https://www.cde.state.co.us/coloradoliteracy/approvedprofessionaldevelopment))
 |
| Minimally addresses or does not meet criteria | Meets all criteria with high quality: Understandable, selected from CDE-approved PD list, and appropriate for proposal scope |
| 0 | 3 |
| 1. Gaps or weaknesses in current early literacy implementation
 |
| Minimally addresses or does not meet criteria | Meets all criteria with high quality: Understandable and related to PD plan |
| 0 | 3 |
| 1. Commitment and alignment to scientifically based reading research (SBRR) literacy instruction
 |
| Minimally addresses or does not meet criteria | Meets all criteria with high quality: Understandable and shows clear connection between plan and SBRR |
| 0 | 3 |
| 1. Major goals for the PD
 |
| Minimally addresses or does not meet criteria | Meets all criteria with high quality: Understandable, rigorous, and appropriate for proposal scope |
| 0 | 3 |
| 1. Who (number of people, broken down by role type) will be involved in the PD
 |
| Minimally addresses or does not meet criteria | Meets all criteria with high quality: Understandable and appropriate for proposal scope and funding |
| 0 | 3 |
| 1. How the PD plan will support participants in gaining early literacy knowledge and in implementation of SBRR literacy instruction
 |
| Minimally addresses or does not meet criteria | Meets all criteria with high quality: Understandable and shows clear connection between plan, learning, and implementation |
| 0 | 3 |
| **Reviewer comments:** |
| **Total points: /30** |

**Section B: Professional Development Plan**

|  |
| --- |
| 1. Indicate the SBRR literacy practices that will be implemented through the PD and describe how this learning will address district and/or school needs. (See the [P-3 Literacy Program website](https://www.cde.state.co.us/coloradoliteracy/resources) for recommended practices.) Describe how these funds will support positive student achievement outcomes over time to ensure that students in all tiers are able to sustain improvement.
 |
| Minimally addresses or does not meet criteria: Does not include all three criteria(evidence-based practices, how to address needs, and student support) | Meets some but not all criteria: Addresses at least two criteria thoroughly, or addresses all three criteria but with few or low-quality details | Meets all criteria with high quality: Addresses practices, needs, and student support with high-quality details |
| 0 | 7 | 15 |
| 1. Provide a detailed description of who the target audience is for this PD and what the desired results are from engaging participants in this learning. Address which district- and/or school- based roles should attend; if PD attendance will be voluntary; if and how attendance will be incentivized; and how having participants attend this PD will sustain and support early literacy efforts.
 |
| Minimally addresses or does not meet criteria: Includes no description of targeted audience or desired results, or includes targeted audience or desired results provided, but not both | Meets some but not all criteria: Addresses targeted audience and desired results with few or low-quality details | Meets all criteria with high quality: Addresses targeted audience and desired results with high-quality details |
| 0 | 5 | 10 |
| 1. Describe the expected, measurable student outcomes and planned tools and procedures to monitor and evaluate PD impact and outcomes.
 |
| Minimally addresses or does not meet criteria: Does not note expected outcomes and/or planned evaluation tools and procedures | Meets some but not all criteria: Notes, but does not thoroughly describe expected outcomes, evaluation tool(s), and procedure(s) | Meets all criteria with high quality: Describes rigorous and appropriate plan to monitor and evaluate PD outcomes, including thorough description of expected outcomes, tools, and procedures |
| 0 | 7 | 15 |
| 1. Describe the methods to ensure sustainability of implementing the learned knowledge and skills from this PD. Address how grantees will ensure grant-funded strategies will be implemented beyond the life of the grant; planned integration into school, family, and community systems; and planned diversification of financial opportunities.
 |
| Minimally addresses or does not meet criteria: Does not describe sustainability plans, or only addresses one sustainability area | Meets some but not all criteria: Thoroughly addresses two of the three sustainability areas, or addresses all three sustainability areas, but not thoroughly | Meets all criteria with high quality: Thoroughly addresses sustainability plan, including all three sustainability areas |
| 0 | 5 | 10 |
| **Reviewer comments:** |
| **Total points: /50** |

**Section C: Budget Narrative & Electronic Budget**

|  |
| --- |
| 1. Describe how all expenditures in the electronic budget connect to the PD objectives and ensure planned activities are reasonable and sufficient.
 |
| Minimally addresses or does not meet criteria | Meets some but not all criteria | Meets all criteria with high quality |
| 0 | 7 | 15 |
| 2) Address how grant funds 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. |
| Minimally addresses or does not meet criteria | Meets some but not all criteria | Meets all criteria with high quality |
| 0 | 5 | 10 |
| 3) Describe how the proposed PD will be continued once the grant dollars have expired. Address how effective early literacy teachers will be recruited and retained once grant funds are no longer available and how new staff will be trained in the PD to sustain the grant efforts beyond the funding year. |
| Minimally addresses or does not meet criteria | Meets some but not all criteria | Meets all criteria with high quality |
| 0 | 7 | 15 |
| **Reviewer comments:** |
| **Total points: /40** |

# Appendix A: End-of-Year Evaluation Reporting Guidelines

Grant recipients must submit an end-of-year evaluation program report detailing the following information. Submit the report as a Word document to Laura Stelling (Stelling\_L@cde.state.co.us) by **July 20, 2022**.

**Overview**

1. What evidence-based program(s) and practice(s) did participants implement with grant funds? (Provide a brief description between 100 and 500 words, including the organization that provided the professional development and a description of the professional development.)
2. How many adults participated in grant-funded professional development and what were their roles?
3. How many students (disaggregated by grade level) were represented by those who received training using grant funds?
4. What amount of funding did each grant participant dedicate toward each allowable use of funds?

**Implementation**

1. What was the overall participant feedback regarding the grant-funded professional development?
2. What participant learning and use of learned knowledge and skills took place?
3. How did organizational support improve to promote implementation of learned knowledge and skills?
4. How will participants sustain early literacy education practices as a result of this professional development?

**Impact**

1. What progress was made from implementing the selected professional development program?
2. What improvements in literacy outcomes were made as a result of these grant funds?
	1. What, if any, positive changes were apparent in school-wide benchmark results?
	2. What, if any, positive changes were apparent in progress monitoring?
	3. What, if any, positive changes were apparent in other relevant measures?
	4. How many and what percentage of students (disaggregated by grade level) had significant reading deficiencies before and after implementation?
	5. How many and what percentage of students (disaggregated by grade level) who did not have significant reading deficiencies were not meeting grade-level expectations before and after implementation?
3. What additional positive student impacts are expected as a result of this grant?
1. Colorado Reading to Ensure Academic Development Act, Colo. Rev. Stat. §§ 22-7-1211, (2019) [↑](#endnote-ref-1)
2. Colorado Reading to Ensure Academic Development Act, Colo. Rev. Stat. §§ 22-7-1211, (2019) [↑](#endnote-ref-2)
3. Rules for Administration of Early Literacy Grant Program, 1 Colo. Code Regs. 301-90 (2019) [↑](#endnote-ref-3)
4. Rules for Administration of Early Literacy Grant Program, 1 Colo. Code Regs. 301-90 (2019) [↑](#endnote-ref-4)
5. Colorado Reading to Ensure Academic Development Act, Colo. Rev. Stat. §§ 22-7-1211, (2019) [↑](#endnote-ref-5)
6. Colorado Reading to Ensure Academic Development Act, Colo. Rev. Stat. §§ 22-7-1211, (2019) [↑](#endnote-ref-6)