



Supporting Student Outcomes

Questions to consider when using your ESEA funds for Literacy activities

Overview: Elementary and Secondary Education Act (ESEA) funds are intended to assist districts in achieving accelerated growth for those students most at-risk of not meeting academic standards. Through the Consolidated Application, local education agencies (LEAs) are able to coordinate grant strategies to lead to a greater impact on student achievement. To help maximize these strategies through the use of ESEA funds, CDE has created a series of guiding questions intended to help LEAs focus their efforts. Below are a series of questions to consider when an LEA chooses to use funds for LITERACY activities.

Elements of the Colorado Literacy Framework

- Integration of the Five Components of Reading
- Early learning experiences support literacy development
- Research-based instructional practices that foster communication skills, including oral and written language
- Purposeful, direct, explicit, and systemic instruction
- Student learning and motivation enhanced by a connection to cultural experience and personal relevance
- Use of valid and reliable student literacy achievement data
- Collaboration among educators, family and community
- Literacy instruction provided within a tiered system of support

Supplemental activities

- How are interventionists used? Are they working with the most at-risk students?
- How often are students served (frequency, duration, and intensity)?
- What is the group size?
- What trainings have the interventionists received?
- What professional development is available so that teachers can effectively implement the programs?
- What is the assessment and ongoing feedback loop for teachers/students?
- How is the data from literacy assessments used to determine/shape the emphasis on the components of reading and writing?
- What assessment menu is used to determine student needs?
- What is the schedule for progress monitoring?
- How is data used to improve instruction?
- What professional development is the leader receiving to effectively oversee literacy instruction?
- What professional development does the leader get to look at building-wide data and be able to shift resources, if necessary?
- How are teachers encouraged to take on leadership roles?

CDE Strategic Goals

Districts should keep in mind CDE's Strategic Goals when completing the Consolidated Application:

- Start Strong
- Read by 3rd Grade
- Meet or Exceed Standards
- Graduate Ready

Approved Literacy Programs

CDE has identified quality reading instructional programs and professional development programs for optional use by LEAs. Those programs can be found here: <http://www.cde.state.co.us/coloradoliteracy/readact/programming>