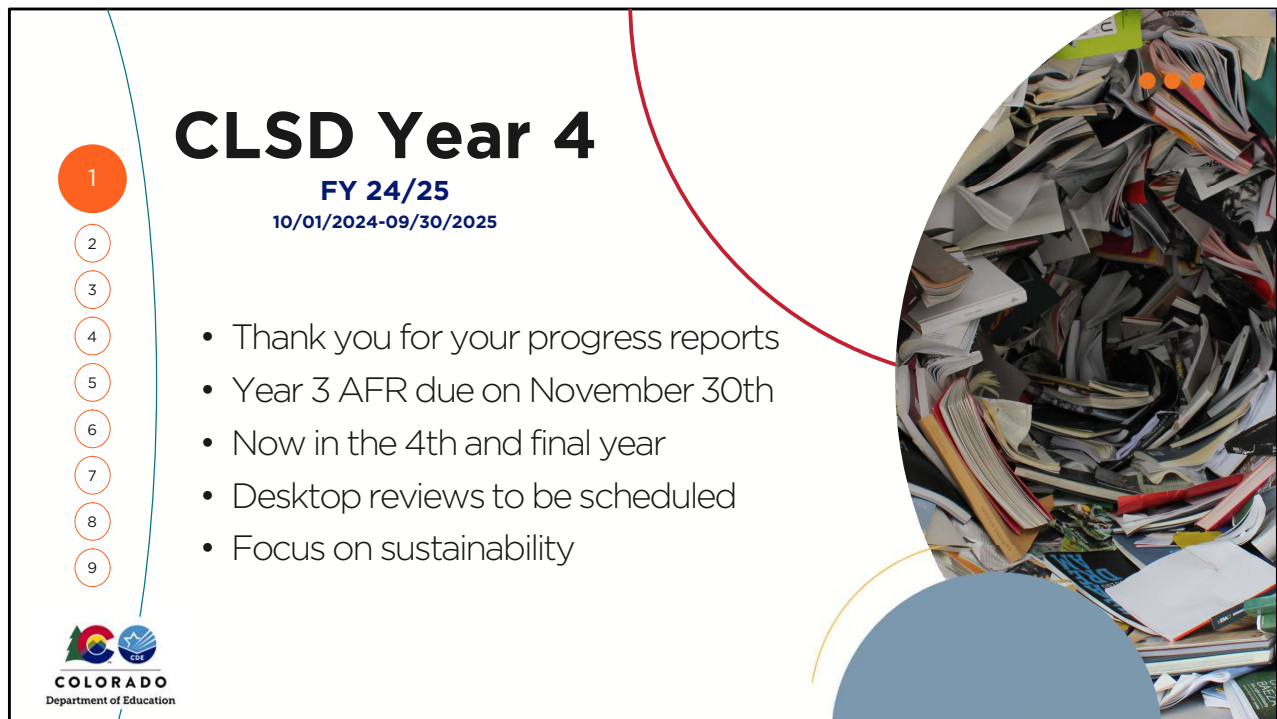





CLSD information can be found on the CDE CLSD webpages:
<https://www.cde.state.co.us/early/comprehensive-state-literacy-development-grant>

The slide features a vertical list of numbers 1 through 9 on the left, with the number 1 highlighted in an orange circle. To the right of this list is the title "CLSD Year 4" in large black font, followed by "FY 24/25" in blue and the date range "10/01/2024-09/30/2025" in smaller blue text. A bulleted list of five items is positioned to the right of the title. On the far right, there is a circular inset image showing a large, messy pile of papers and documents. The Colorado Department of Education logo is located in the bottom left corner of the slide.

CLSD Year 4

FY 24/25
10/01/2024-09/30/2025

- Thank you for your progress reports
- Year 3 AFR due on November 30th
- Now in the 4th and final year
- Desktop reviews to be scheduled
- Focus on sustainability


COLORADO
Department of Education

Thank you for submitting your progress reports, which provide valuable insights into your ongoing efforts.

A few of the topics that will be covered today are highlights from your reports, information about the Year 3 Annual Financial Reports (AFR) that are due by November 30th, and moving into this last year of the grant.


As we move into the 4th and final year of the grant, we will begin scheduling desktop reviews to ensure compliance and program effectiveness. Looking ahead, we encourage all grantees to prioritize sustainability planning to maintain and expand the impact of your initiatives beyond the grant period.


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CLSD Highlights

Discarded Practices

- Balanced Literacy Practices
- Weak Goal Setting & Isolated Planning
- Teacher-Created or Balanced Literacy Materials
- Wait to Fail Approach
- Non-Standardized & Level Based Assessments
- One-Off Literacy Events





CLSD districts mirror statewide COVID-19 impacts on literacy but consistently outperform in project measures.

Since Year 1 (2021-2022):

- Statewide grades 3-8 CMAS proficiency dropped 1.7%, but CLSD districts increased by 0.4%.
- Fifth-grade proficiency rose 2% in CLSD districts vs. 1.9% statewide.
- Eighth-grade proficiency decreased 1.4% in CLSD districts vs. 4.1% statewide.
- Eleventh-grade SAT proficiency rose by 1.1% in CLSD districts, while the state declined by 0.9%.

Although these data points may not differ greatly from statewide averages, CLSD districts started with lower proficiency levels and serve higher-need populations, highlighting their progress.

From the CLSD progress reports, grantees noted practices that were discarded as part of the grant work as well as the most impactful activities.

Some highlights of discarded activities are:

- **Balanced Literacy Practices:** The shift away from balanced literacy, including leveled texts and the 3-cueing system, and moving to focused instruction with decodable texts and explicit phonics instruction. There were many mentions of removing the use of leveled text and balanced literacy practices.
- **Weak Goal Setting & Isolated Planning:** Replaced weak goal-setting in READ plans, including using a single measure to determine SRD, with targeted and data-driven progress monitoring using new assessment resources such as DIBELS 8. Data teams now incorporate multiple sources of evidence to create a comprehensive picture of student needs. Creating systems with regular collaboration on student progress allows for personalized and data-informed instructional planning.
- **Teacher-Created Materials or Balanced Literacy Materials:** Replaced balanced literacy and teacher-created materials with evidence-based curriculum and materials.
- **Non- Standardized & Level-Based Assessments:** Non-standardized assessments and level-based assessments such as DRA were replaced with new assessment tools allowing consistent data collection and analysis, aligned with district-wide standards.
- **One-Off Literacy Events:** Supportive literacy events such as family literacy events, previously isolated, are now embedded in the district's literacy framework, with family literacy liaisons collaborating monthly to design cohesive, impactful programs that reinforce classroom instruction.
- **Wait to Fail Approach:** Shifts from a "wait-to-fail" approach to an early intervention, preventative model that prioritizes timely identification of literacy needs and provides immediate support, ensuring that students receive targeted assistance before significant skill gaps emerge.

CLSD Highlights

Most Impactful - Birth to Kinder

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Parent and Family Engagement

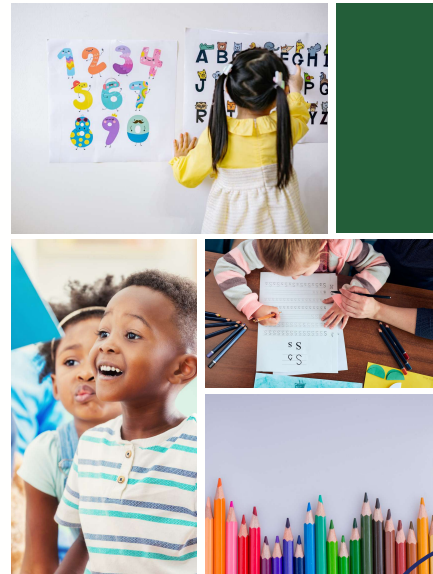
Professional Development

Collaboration and Vertical Alignment

Adoption of Curriculum


Consultant Support

Improved Communication



Some of the reported activities found to be most impactful for the birth to kindergarten entry age band are:

- **Parent and Family Engagement:** Family Literacy Liaison positions, early literacy make and take events, birth to five family literacy nights in collaboration with library and Bright Futures, Early childhood cafecitos to help families in improving literacy home learning
- **Professional Development:** oral language development, early literacy skills, data analysis
- **Collaboration and Vertical Alignment:** PD and relationship building with Pre-K and Kindergarten staff, Aligning the PreK literacy curriculum with the K-5 curriculum
- **Adoption of curriculum:** CKLA, Creative Curriculum, Heggerty
- **Consultant Support:** walkthroughs with specific feedback for teachers, assistance in developing systems for data collection and analysis to monitor progress of early reading skills
- **Improved Communication:** Provide families access to bilingual resources to ensure exposure to literacy in both home language and English, fostering bilingual development early on



CLSD Highlights

Most Impactful - Kinder to 5th Grade

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Alignment and Planning

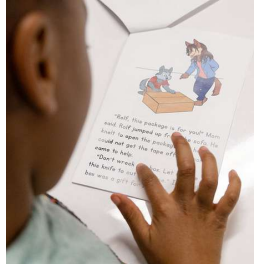

Professional Development & Coaching

Intervention & Tiered Support Systems

Curriculum & Resource Adoption

Community & Family Engagement Activities

Leadership and Vision Building

Some of the reported activities found to be most impactful for the kindergarten to 5th grade age band are:

- **Professional Development and Coaching:** Professional learning grounded in science of reading, job-embedded coaching, Denver Dyslexia Partnership CALT/CALP Cohorts, half-day literacy intensives, Teach to REACH annual conference featuring subject matter expert PD sessions, Thinking Maps training and integration in instruction, 7 Steps to Language Rich Environment training, OG training
- **Alignment and Planning:** Vertical alignment initiatives, creation of literacy teams, PLCs to plan instruction, review data, and identify students for intervention, creating common expectations, joint planning sessions between partner language and English literacy teachers, alignment with PreK and 6th/7th/8th, collaboration between Literacy Coordinator and Dual Immersion Coordinator
- **Intervention & Tiered Support Systems:** Planning and structure for regular assessments and progress monitoring, refining of structured literacy block with small group interventionist support, targeted Tier 2 and Tier 3 interventions, creation of Multi-tiered systems of support model that supports foundational literacy instruction at all grade levels aligned and rigorous curriculum at all tiers
- **Curriculum & Resource Adoption:** Evidence based curricula and assessment resources, improved library collections, supplemental materials such as software and games for practice and acceleration
- **Community & Family Engagement Activities:** Outdoor book lending house, family literacy events, author visits, partnerships with community organization and joint

planning of literacy activities

- **Leadership and Vision Building:** Creation of literacy teams, development of district literacy plan or vision, collaborative goal setting, literacy leadership development, creating a culture of learning

CLSD Highlights

Most Impactful - 6th to 12th Grade

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Professional Development & Coaching

Intervention & Tiered Support Systems

Curriculum & Resource Adoption

Literacy Focus & Alignment



Some of the reported activities found to be most impactful for the 6th – 12th grade age band are:

- **Professional Development and Coaching:** Building a culture of coaching, SRSD, AVID Framework, and Thinking Maps training for MS and HS teachers, training in the science of reading, data collection and analysis, coaching support to bridge literacy gaps between elementary and middle school
- **Intervention and Tiered Support Systems:** Establishing resources and systems to support targeted interventions for struggling readers, strengthened data collection and teacher training as SRD identification extends to grades 4-12, adopted MTSS model to address individual and grade level needs, training to support multilingual learners and enhance intervention strategies
- **Curriculum and Resource Adoption:** CKLA for 6-8, StudySync for 6-12, Thinking Maps, SRSD, AVID Framework, Lexia PowerUp, book club materials, enhanced library collections
- **Literacy Focus and Alignment:** Collaborative sessions for teachers to align instructional practices and share research insights, PLCs to support cross-content collaboration to ensure consistent literacy strategies across subjects, embedding conversation skills into all instruction to develop vocabulary, critical thinking, and respectful engagement.

Year 3 AFR

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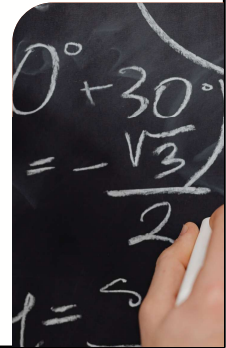
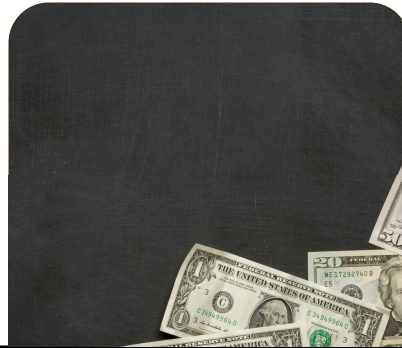
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- Due November 30th
- Submitted through Smartsheet
- Include general ledger with submission
- Contact Laura Lay for general questions
- Contact Tricia Miller for specific finance questions



The Year 3 AFR is due by November 30th and must be submitted through Smartsheet:
<https://app.smartsheet.com/b/form/702de089fc6b45ac97c31f343c8f745f>
Be sure to include the general ledger with your submission.

For general questions, contact Laura Lay: lay_l@cde.state.co.us, and for specific finance-related questions, reach out to Tricia Miller: miller_t@cde.state.co.us.

Year 4

Final Year Considerations

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- October 1, 2024 - September 30, 2025
- Carryover TBD
 - Partial/full carryover will be determined after AFRs are reconciled
 - We may need additional information if our numbers do not match your AFRs
- Desktop reviews for this year
- Sustainability



For the final grant year (October 1, 2024 – September 30, 2025), carryover amounts are to be determined and communicated after the reconciliation of AFRs. If discrepancies arise between our records and your AFRs, we may request additional information before determining amounts.

This year will also include desktop reviews, and sustainability planning should be a priority.



Desktop Reviews

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I will email to schedule reviews, most likely in January.

During these reviews, we will cover:

- **Grant Working Files:** Requirements, updates, and related documentation.
- **Your Presentation on the CLSD Grant Project,** including:
 - Program overview
 - Performance data
 - Highlighted activities
 - Examples & artifacts
 - Challenges and solutions
 - Sustainability plan

 COLORADO
Department of Education

I will email you to schedule reviews, likely in January. During these reviews, we will discuss your grant working files, including requirements, updates, and related documentation.

I am also asking that you present on your CLSD Grant Project, covering a program overview, performance data, highlighted activities, examples and artifacts, challenges and solutions, and your sustainability plan.

All relevant details will be included when I schedule the review with you.

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Sustainability



Funding

- Alternate Funding
- Shifting Responsibility
- Scaling Down Services

Building Systems and Structures

- Embedding Programs in Existing Infrastructure
- Training Existing Staff
- Establishing Strong Data Systems

Building Capacity and Skills

- Professional Learning
- Staff Retention
- Literacy Leadership



Grant sustainability is an essential part of ensuring the long-term impact of your work. Ideally, sustainability planning has been part of your approach from the beginning.

Some aspects of the grant were intentionally designed with sustainability in mind, such as building district systems and infrastructure that will remain valuable beyond the grant period, as well as prioritizing professional development to equip staff with lasting skills and knowledge. However, additional considerations, such as staff retention and plans to address staff turnover or transitions, are also necessary to ensure long-term success.

If not, now is the time to focus these areas:

Funding

- **Alternate Funding**

Are there other revenue streams or grants that can support ongoing activities?

This brings up our next round of CLSD funding. The RFA should be posted by the end of February. The Early Literacy Grant is another option for preschool – third-grade activities.

- **Shifting Responsibility**

Structuring a position's (or activities) funding to gradually decrease over time (e.g., 100% FTE in year one, 90% in year two, 80% in year three) is an effective sustainability approach.

If there is an activity that is being fully funded with CLSD grant funds, you might want to consider shifting part of the responsibility this year.

- **Scaling Down Services**

If you've been spending a large portion of your budget on the external consultant or any specific activity, now might be a good time to scale back.

Building Systems and Structures

- **Embedding Programs in Existing Infrastructure**

Integrate grant-funded activities within district operations. This could mean identifying the most impactful aspects of the grant and continuing those beyond its term.

- **Training Existing Staff**

Prepare current staff to take over responsibilities to ensure continuity. For instance, existing staff might assume the job-embedded coaching that is being provided by the external consultant.

- **Establishing Strong Data Systems**

Establishing strong data systems is a key sustainability strategy that supports building systems and structures.

Reliable data systems enable ongoing monitoring, informed decision-making, and the ability to measure progress. These systems will remain in place and continue to function after the grant.

Building Capacity and Skills

- **Professional Learning**

One of the grant's primary objectives has been professional learning with sustainability in mind. Ensuring staff has ongoing learning opportunities and that the learning is being implemented in the classroom is key.

- **Staff Retention**

Retaining trained staff is an essential strategy. Supporting retention will help keep the skills gained through the grant within the organization.

Staff retention involves many factors, such as celebrations, fostering a collaborative culture, work-life balance, and offering compensation or incentives for certain activities.

These elements can be incorporated into your project plan or district literacy plan.

- **Literacy Leadership**

It's important to have a shared vision among leadership and throughout the district.

Developing a written and published district literacy plan is part of this work.

Also creating a clear onboarding plan for new staff to maintain consistency, especially with staff turnover is another important aspect of literacy leadership.

Grantee Strategies

- Shifting responsibility for some activities such as literacy liaisons, showing the value of work
- Using READ Act funds, EARSS Grant (absenteeism grant)
- Impact in Birth-5 space – still work to be done, case will need to be made to continue work



Follow-Up

- Will email to schedule desktop reviews
- What does evidence-based practice look like at the secondary level?
 - Minimum competencies
 - Dyslexia screening, identifying students with skill deficits
 - Focus more on comprehension and writing
 - More time to collaborate about secondary literacy
 - State level funds to focus on literacy -- early childhood focus, elementary focus, secondary focus,

