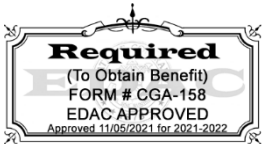# Funding Opportunity: Request for Applications

Applications Due: **Monday, February 28, 2022, by 11:59 pm**

Application Information Webinar: **Wednesday, December 1, 2021, at 1:30 pm**

Comprehensive Early Literacy Grant Program: Cohort 6

PURSUANT TO: C.R.S. 22-7-1211

Required
(To Obtain Benefit)
FORM # CGA-158
EDAC APPROVED
Approved 11/05/2021 for 2021-2022

Program Questions:
Whitney Hutton, ELG Grant and Data Specialist
(720)-636-2584 | READActELG@cde.state.co.us

Budget/Fiscal Questions:
Gloria Kochan, Grants Fiscal Specialist
(720)-916-6488 | Kochan_G@cde.state.co.us

Application Process and GAINS Questions:
Kim Burnham, Grants Program Administration
(720) 607-1495 | Burnham_K@cde.state.co.us

Table of Contents

Note: The following version of the application is intended only as a reference document for instructions and grant application planning purposes.

Applications for the Comprehensive Early Literacy Grant Program will be submitted online via Smartsheet Form.

Submission of application materials either in hard copy or via e-mail will not be accepted.

Introduction

In 2012, the Colorado Reading to Ensure Academic Development (READ) Act established the Comprehensive Early Literacy Grant (ELG) Program to provide money to local education providers (LEPs) to implement literacy support and intervention instruction programs to help kindergarten and first-, second-, and third-grade students achieve reading competency. The Comprehensive ELG Program is focused on system-wide early literacy efforts and implementing and sustaining scientifically and evidence-based reading instruction. It is designed to improve students' reading competency by supporting local education providers' establishment of the essential components of reading instruction into kindergarten through third grade (K-3) teaching structures.

Purpose

The purpose of this request for applications (RFA) is to solicit applications for funding from eligible districts, board of cooperative services (BOCES), district charter schools, and/or institute charter schools. The Comprehensive ELG Program will:

- Support the establishment of instructional systems related to the teaching of reading for all K-3 students based on scientifically based reading research (SBRR).
- Support the implementation of a Multi-Tiered System of Supports (MTSS) to reduce the number of students reading below grade level, including students identified as having a significant reading deficiency (SRD).
- Increase principal and teacher professional development to ensure that all principals and teachers, including teachers providing interventions for students (i.e., special education, English language development, and Title I teachers), understand the infrastructures that enable increased reading achievement for K-3 students and have the necessary skills to effectively teach all children to read.
- Support the administration and interpretation of interim and diagnostic assessments listed in the State Board of Education-approved [Colorado Department of Education (CDE) READ Act Resource Bank of Approved Assessments](#), pursuant to the READ Act.
- Support the administration and interpretation of assessments, including scheduling progress monitoring for students reading below grade level. (Grantees must adhere to requirements provided by CDE regarding frequency of testing and deadlines for completing assessments and submitting data.)
- Support the implementation of core programs and programs designed for targeted and intensive instructional interventions listed in the [CDE Advisory List of Instructional Programming](#).

[View the Rules for the Administration of the Early Literacy Grant Program](#).

Eligibility and Priority Considerations

Grants may be awarded to eligible LEPs. An LEP may apply individually (either for a single school, or multiple schools under that district/BOCES/authorizer), or as part of a collaborative group of LEPs (a consortium). Eligible LEPs include:

- A school district,
- BOCES,
- A district charter school, and
- An institute charter school.

Former Comprehensive ELG grantees are eligible to apply and must provide additional information based on past participation. Prior ELG grant recipients must have completed their three- or four-year grant cycle(s) and Sustainability Year(s) and must have remained in good standing throughout the duration of their previous performance period(s) to be considered for new funding and/or have taken steps to ensure future success. (This means that Comprehensive ELG Cohorts 4 and 5 participants will not be eligible since they will not yet have completed their grant cycle plus Sustainability Year.)

Priority will be given to applications for rural schools and schools with a high percentage of students eligible for free and reduced lunch, minority students, and/or students with SRDs.

Available Funds, Grant Duration, and Continued Funding

In 2018, the Colorado State Board of Education updated the Rules for the Administration of the Early Literacy Grant Program to stipulate that the Comprehensive ELG will be implemented as a four-year grant cycle. Year 1 (the 2022-2023 fiscal year for Cohort 6, through June of 2023) will serve as a planning and initial implementation year, followed by three years of operationalizing the grant. Upon completion of the four-year cycle, eligible grantees will have the opportunity to apply for an additional one-year Sustainability Grant.

Up to $3.8 million is available for the Comprehensive ELG Program, Cohort 6 for each year of the four-year grant cycle. In awarding grants to schools that meet the expectations of this program, CDE will issue award amounts that are of sufficient size and scope to support the costs of establishing SBRR-based instructional systems for the teaching of reading to all K-3 students. The recommended maximum request amount for Years 1-4 is $100,000 per year for single school applicants and $250,000 per year for multi-school and consortium applicants. There is no guarantee that submitting an application will result in funding or funding at the requested level.

Comprehensive ELG applications must include a budget workbook reflecting appropriate budget information for all four years of funding. The level of funding will be the same for all four years. ELG funding is contingent on appropriations made by the Colorado State Legislature and grantees meeting one or more of the goals defined below.

If applying as a group and/or consortium, the group or consortium will be held accountable as a unit for the demonstration of achievement goals. However, if the group or consortium does not meet one or more of the achievement goals, individual schools within the group or consortium that meet goals will continue to receive funding for subsequent years and the group or consortium will not continue to receive funding as a group.

To be considered to receive continued funding, grantees must meet one or more of the following goals. Grantees must ensure:

1. **Students in the well below benchmark category make above average progress or well above average progress in reading each year.**
   a. This goal is intended to measure student *progress* on the mCLASS® DIBELS 8th Edition assessment from the beginning to end of the school year for students who scored in the well below benchmark category on the beginning of year (BOY) assessment.
   b. This goal applies to the group of K-3 students who participated in both the BOY and end of year (EOY) mCLASS® DIBELS 8th Edition assessment. (This goal does NOT mean that each student must make above average progress or well above average progress.)
   c. To measure and report on this goal, grantees will use the CDE-provided *Amplify Progress Planning Tool for mCLASS: mCLASS® DIBELS 8th Edition , decreasing the Percentage of Students Reading Well Below Benchmark Level*.
   d. Grantees will work with their SLTs and ELG Implementation Consultant to analyze progress at the student, class, and grade level throughout the school year; CDE will measure goal achievement at the K-3 group level.
   e. Grantees will also use Pathways of Progress to set student-level goals and measure progress.

2. **Students make above average progress or well above average progress achieving grade-level reading proficiency.**
   a. This goal is intended to measure student *proficiency* (performing at or above benchmark on the mCLASS® DIBELS 8th Edition assessment, by moving into one these categories or maintaining performance in these categories).
   b. This goal applies to the group of K-3 students who participated in both the BOY and EOY mCLASS® DIBELS 8th Edition assessment. (This goal does NOT mean that each student must make above average progress or well above average progress.)

c. To measure and report on this goal, grantees will use the CDE-provided *Amplify Progress Planning Tool for mCLASS: mCLASS® DIBELS 8th Edition , Increasing the Percentage of Students Reading At/Above Benchmark Levels*.

d. Grantees will work with their SLTs and ELG Implementation Consultant to analyze progress at the student, class, and grade level throughout the school year; CDE will measure goal achievement at the K-3 group level.

e. Grantees will also use Pathways of Progress to set student-level goals and measure progress.

3. **50% of students scoring below benchmark move up at least one performance category.**
   a. This goal is intended to measure the *progress and proficiency* of students who began the year performing below benchmark on the mCLASS® DIBELS 8th Edition assessment.
   b. This goal applies to the group of K-3 students who participated in both the BOY and EOY mCLASS® DIBELS 8th Edition assessment and scored below benchmark or well below benchmark on the BOY assessment.
   c. 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.
   d. Grantees will work with their SLTs and ELG Implementation Consultant to analyze progress at the student, class, and grade level throughout the school year; CDE will measure goal achievement at the K-3 level.
   e. To measure and report on this goal, grantees will use mCLASS® DIBELS 8th Edition Correlation Report.

Allowable Uses of Funds

Funding must support the grantee's K-3 literacy program: Funds may be used for 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.

Uses that will be considered for funding include, but are not limited to:
- Supplemental staff salary, stipends, and/or benefits;
- CDE-approved instructional programming and related training from vendor-approved providers;
- CDE-approved assessments and related training from vendor-approved providers;
- Professional development from the CDE-approved Topic-Specific Advisory List of Professional Development list;
- CDE-approved ELG Implementation Consultant 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).

Uses that will not be funded include:
- Technological equipment (e.g., computers, laptops, LCDs) not related to assessment purposes;
- 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;
- Assessments and related support *not* from the list of CDE-approved assessments;
- Consulting or coaching support *not* from the CDE-approved ELG Implementation Consultant list.

Critical Components of the Application

It is critical that each application:
1. Demonstrates a deep understanding of the five essential components of effective reading instruction;
2. Includes elements of effective literacy programs and establishes that the planned activities will operate in a coherent, seamless manner;
3. Details how all activities incorporate SBRR;
4. Includes a plan to implement an MTSS to reduce the number of students reading below grade level, demonstrating a cohesive plan of instruction both system-wide and among the tiers of instruction within each grade level; and
5. Addresses program sustainability established during the grant's implementation phase beyond grant funding.

Critical components of the application are described in detail below.

1. **Five Essential Components of Effective Reading Instruction**
SBRR has identified five essential components of effective reading instruction. To ensure that children learn to read well, students must receive explicit and systematic instruction in these five areas:

1. **Phonemic Awareness:** A subset of phonological awareness in which listeners are able to hear, identify, and manipulate phonemes, the smallest units of sound that can differentiate meaning.
2. **Phonics:** A method of teaching reading and writing by developing learners' phonemic awareness, that is, the ability to hear, identify, and manipulate the sounds (phonemes) in order to teach the correspondence between these sounds and the spelling patterns (graphemes) that represent them.
3. **Fluency:** The capacity to read words in connected text with sufficient accuracy, rate, and prosody to comprehend what is read.
4. **Vocabulary:** Knowledge of words and word meanings including words that a person understands and uses in language. Vocabulary is essential for both learning to read and comprehending text.
5. **Comprehension:** The process of extracting and constructing meaning from written texts. Comprehension has three key elements: (1) the reader, (2) the text, and (3) the activity.

The application must demonstrate how the reading program, including core instruction and targeted and intensive instructional interventions, will address appropriate systematic and explicit teaching of the five essential components of reading across K-3 grade levels. It must also describe the design of school and classroom structures to support such a system of instruction.

2. **Coherent Structure of Effective Reading Programs**
An effective reading program is one that coherently integrates:
- A comprehensive assessment plan including valid and reliable interim and diagnostic assessments;
- Instructional programming and materials including daily explicit and systematic instruction in the five essential components of reading instruction;
- Instructional programming and materials of an appropriate level, duration, and content;
- An aligned professional development plan for principals and teachers that may include, but is not limited to,
  o literacy and leadership coaching,
  o ongoing, job-embedded professional development for all educators (including school-level administration), and
  o a plan to ensure that all teachers providing instruction to students reading below grade level are or will become highly knowledgeable in the teaching of reading;
- Dynamic instructional leadership, including that of school and district leaders;
- Ongoing monitoring of program implementation and effectiveness; and
- A plan aligned with the school's and/or district's Unified Improvement Plan (UIP) goal(s) to reduce the number of students identified with an SRD.

District- and school-level leadership is critical to the successful implementation of the Comprehensive ELG Program. Thus, this program will support schools in developing and/or maintaining a School Leadership Team (SLT) to lead efforts to embed the essential components of reading instruction into all elements of K-3 teaching structures. (A current leadership team or school improvement team may serve as the Comprehensive ELG SLT). District support of the ELG is critical; therefore, all applications must include a description of how district-level personnel will be represented on a regular basis to support grant activities. The SLT must meet regularly to review K-3 student-level data (from interim and diagnostic assessments) and data related to the implementation of grant requirements. The SLT will also be responsible for developing and updating the professional development plan related to K-3 literacy assessment and instruction.

The application must address how the school or schools, under SLT guidance, will implement an effective K-3 reading program in a coherent manner. Each of the above components of effective reading programs must be addressed in the application. Please note that Comprehensive ELG grantees will be required to participate in CDE-provided professional development outlined below.

3. **Scientifically Based Reading Research**

SBRR applies rigorous, systematic, and objective procedures to obtain valid knowledge that is relevant to reading development, reading instruction, and reading difficulties. Scientific research employs systematic, empirical methods that draw on observation or experiment. Scientific research may have been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review. It prevents the use of unreliable and untested methods that can actually impede academic progress.

The application must demonstrate that all instructional activities, materials, and professional development provided to principals and teachers are SBRR-supported and/or included on the CDE-approved Advisory List(s) of Professional Development and Instructional Programming.

4. **Multi-Tiered System of Supports**

CDE recognizes the importance of an MTSS for all students. Comprehensive implementation of an MTSS will contribute to more meaningful identification of learning problems related to literacy achievement, improve instructional quality, provide all students with the best opportunity to learn to read, accelerate the reading growth of advanced readers, and assist with the identification of students reading below grade level, including students with an SRD (as defined in the Rules for the Administration of the Colorado READ Act) and students with reading-related learning disabilities.

The application must address the plan to implement an MTSS that provides effective core instruction to meet the needs of all K-3 students. Targeted and intensive instruction must align with the core instruction in the regular classroom.

5. **Program Sustainability Beyond Grant Funding**

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 (including both school- and district-level leadership).

The application must describe the school's current capacity to implement the grant requirements and how the school will sustain the new structures and essential components of effective K-3 reading instruction. The application must also describe the SLT's role in sustaining the program beyond grant funding.

Additional Components

In addition to the five components mentioned above, proposed plans must include the following:
- Participation in the Early Literacy Assessment Tool (ELAT) Project through Amplify for use of mCLASS® DIBELS 8th Edition Reading assessment and mCLASS for online reporting.
- Which diagnostic reading assessment(s) from CDE's Advisory List of READ Diagnostic and Summative Assessments each school currently uses or plans to use.
- Which core instructional program from CDE's Advisory List of Instructional Programming each school currently uses.
  - If a school is not currently implementing a core instructional program from the advisory list, the application must include a plan to purchase a specific core instructional program from the advisory list.
- Which instructional program(s) from CDE's Advisory List of Instructional Programming each school currently uses to provide targeted and intensive instructional interventions for students reading below grade level, including students identified as having an SRD.
  - If a school is not currently using an intervention program from the advisory list, the application must include a plan to purchase one or more specific intervention programs from the advisory list.

- Budgeting for two and half days of CDE-provided professional development for the SLT, which should be representative of the following groups: 1) building administrator(s) including each principal; 2) kindergarten and first-grade teaching team; 3) second- and third-grade teaching team; 4) literacy coach; and 5) interventionist(s). This training will take place adjacent to the Office of Literacy Reading Conference each year. The training itself will be free, but plan for potential in-state travel and other related budgetary needs.
- Budgeting for one additional day of professional development for the literacy coach to take place at a different time than the conference. Plan for potential in-state travel.
- Budgeting for ongoing, on-site assistance (at least one day per month per school) from an [ELG-approved Implementation Consultant](#).
  - The ELG Implementation Consultants will support grantees' incorporation of SBRR into instructional practice in all K-3 classrooms, including both core and targeted and intensive intervention classrooms. The ELG Implementation Consultants will provide guidance to SLTs to maximize core instruction and intervention time to ensure K-3 reading proficiency. SLTs, including the principal, must meet regularly with the ELG Implementation Consultant to review K-3 student-level data (from interim and diagnostic assessments) and data related to the implementation of grant requirements. Meetings must include regularly updating the school's professional development plan based on reviewed data. (Meetings between the SLT and ELG Implementation Consultant may take place virtually). The principal must routinely visit classrooms with the coach and ELG Implementation Consultant.
  - Budget for two and a half days for the ELG Implementation Consultant to attend the Office of Literacy Reading Conference with the SLT each year (in addition the monthly on-site assistance).
- Budget for a K-3 literacy coach if not already present in the school. Schools with more than five K-3 teachers must budget for a full-time coach. Schools with five or fewer teachers may budget for a part-time coach or include a plan indicating how the role of the coach will be filled by existing staff. If role is filled by existing staff, indicate the amount of time the staff member will dedicate to this coaching role. Coaches will be responsible for working with CDE and the ELG Implementation Consultant to assist in program and assessment implementation. Coaches will meet regularly with administration and the ELG Implementation Consultant and will provide feedback and support to teachers between ELG Implementation Consultant visits. Additionally, coaches may be required to attend CDE trainings up to twice a year.

Evaluation and Reporting

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

All schools participating in the Comprehensive ELG Program must report interim assessment data through one of the online data collection tools associated with mCLASS® DIBELS 8th Edition Reading Assessment. Schools must submit interim assessment data periodically following the schedule and deadlines for submission provided by CDE throughout grant implementation. CDE will also use data collected annually through the READ Act data collection system as a component of an external evaluation.

CDE will collect qualitative data related to implementation fidelity with the Literacy Evaluation Tool (LET). Additional forms to collect qualitative data may be developed and used by CDE during the grant cycle to monitor implementation fidelity. Funded schools will be required to provide the necessary information to complete such forms. An example of the LET is available on the [ELG website](#) and will be provided to grantees to complete with their ELG Implementation Consultant. Additionally, ELG Implementation Consultants will submit reports to CDE after each site visit. Grantees must align their ELG implementation plan with their UIP and update on an ongoing basis.

Applicants must provide signatures of agreement on the [Program Assurances Form](#) for this RFA. Information reported to CDE in relation to grant activities is not confidential and is subject to public request. Grantees should ensure reported information does not contain Personally Identifiable Information (PII) or confidential information.

Data Privacy

CDE takes its obligation to protect the privacy of student and educator 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.

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 n=16 for students or n=5 for educators.

Application Technical Assistance

Register for an application information webinar on Wednesday, December 1, 2021, at 1:30 pm.

Rural applicants: An LEP that is a rural school district or a small rural school district, or a district charter school or institute charter school located within the boundaries of a rural school district or small rural school district may request and submit a simplified grant application. The simplified application process will include:
1. Pre-populated data following application submission indicating the percentage of kindergarten and first-, second-, and third-grade students enrolled in the applying LEP or consortium who have SRDs;
2. An optional narrative to the cost/budget portion of the Comprehensive ELG application;
3. An optional submission of the executive summary describing the application; and
4. Technical assistance from CDE to support application efforts.

BOCES assistance: In addition to the available assistance mentioned above, a BOCES serving member districts with fewer than 4,000 students receives a share of state education program funding specifically to assist districts applying for grants. A BOCES may apply for a grant to provide instructional support in literacy for small rural school districts that are members of the BOCES. A rural school district that is a member of a BOCES may seek assistance in writing the grant application from the BOCES. Contact your local BOCES for additional information.

Review Process and Timeline

Applications will be reviewed by CDE staff and peer reviewers to ensure they contain all required components and to evaluate content. Applicants will be notified of final award status no later than **April 2022.** Funding recommendations will be presented to the State Board of Education for approval in April 2022. Funds will be distributed by May 2022.

Note: This is a competitive process: Applicants must score at least 75 points out of the 125 possible points to be approved for funding. Applicants that score below 75 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. Applicants, including the SLT, may be asked to participate in a selection interview conducted by CDE personnel.

Submission Process and Deadline

Completed applications (including all required elements outlined below) must be submitted online via **Smartsheet Form** by **Monday, February 28, 2022, at 11:59 pm**.

Within the online application, applicants must upload the signed Program Assurances Form and the Excel Budget Workbook before submitting the online application.

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

Application materials including the Program Assurances Form and Excel Budget Workbook are available for download on the CDE ELG website.

Submit the application elements, including required attachments, online via the

Smartsheet Form.

Applications Due: **Monday, February 28, 2022, by 11:59 pm**

Required Elements

The Comprehensive ELG **Smartsheet Form** includes the following elements, all of which must be completed.

Parts I-II: **Applicant Information, Participating Schools, and Program Assurances Form** [Not Scored]
  ▪ Download the Program Assurances Form and submit with original signatures. 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 and Budget**
Executive Summary [Not Scored]
Section A: Knowledge of the Five Components of Effective Reading Instruction
Section B: Coherent Structure of Effective Reading Instruction
Section C: Program Sustainability Beyond Grant Funding
Section D: Budget Narrative and Excel Budget Workbook
  ▪ Download the Excel Budget Workbook and submit the completed version in Excel format.

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

Smartsheet Form.

Part IA: Lead Applicant Information

Lead Local Education Provider Information (School District/BOCES/CSI)			
Lead LEP Name:		**LEP Code:**	
Mailing Address:			
Type of Education Provider [Check box below that best describes your organization or authorizer.]			
☐ School District	☐ District Authorized Charter School	☐ CSI-Authorized Charter School	☐ BOCES
Authorized Representative Information			
Name:		**Title:**	
Telephone:		**E-mail:**	
Program Contact Information			
Name:		**Title:**	
Telephone:		**E-mail:**	
Fiscal Manager Information			
Name:			
Telephone:		**E-mail:**	
Requested Funding [If applicant meets requirements for continued funding, level of funding will be the same for all four program years.]			
One year of funding: $			

Prior Early Literacy Grant Funding Recipients	
1. Did any of the schools included in this application participate in the Comprehensive ELG Program, Cohorts 1-5?	Yes ☐ No ☐
2. If Yes, which school(s) and cohort(s)?	
If Yes: **3. Did all former grantees complete the grant duration, including a Sustainability Year?** **4. Did all former grantees meet all grant requirements and goals?**	Yes ☐ No ☐ Yes ☐ No ☐
5. If No to question 3 and/or 4, what problem(s) did the former grantee(s) encounter and how have those issues been addressed to ensure success with future Comprehensive ELG funding?	

Part IB: Participating Schools Information

Complete the information below for each participating school.

Lead Local Education Provider (LEP)/BOCES			
LEP/BOCES Name:		**LEP/BOCES Code:**	
Recipient School Information			
School Name:		**School Code:**	
Mailing Address:		**Charter School:**	☐ Yes ☐ No
Principal Information			
Name:			
Telephone:		**E-mail:**	

Additional School-Level Information
This school will: ☐ Participate in the ELAT Project through Amplify   **OR**   ☐ Purchase mCLASS® DIBELS 8th Edition for online reporting
Which diagnostic reading assessment(s) from CDE's Advisory List of READ Diagnostic and Summative Assessments does this school currently use or plan to adopt?
Which core instructional programming from CDE's Advisory List of Instructional Programming does this school currently use or plan to adopt?
Which instructional programming from CDE's Advisory List of Instructional Programming does this school currently use or plan to adopt to provide targeted and intensive instructional interventions for students reading below grade level, including students identified as having an SRD?
Who will act as this school's ELG-approved Implementation Consultanthttps://www.cde.state.co.us/coloradoliteracy/earlyliteracygrantapprovedconsultants**?**
Which professional development from CDE's Topic-Specific Advisory List of Professional Development does the school currently use or plan to adopt to improve K-3 reading achievement? This response should not include ELG Implementation Consultant support and/or the required READ Act K-3 Teacher Training.

Part II: Program Assurances Form

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

On _____ (date) _____, the Board of _____ (district) _____ hereby agrees to the following assurances:

1. Grantee will ensure all funds are expended in accordance with allowable expenditures.
2. Applicant agrees to assemble a School Leadership Team (SLT) or demonstrate how an existing SLT will complete the SLT requirements outlined in the Request for Applications (RFA) document. 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.
3. District leadership is committed to supporting Comprehensive ELG schools in implementing Scientifically Based Reading Research (SBRR) and all other requirements of the grant.
4. Applicant agrees to work with the Colorado Department of Education (CDE) and the selected ELG Implementation Consultant to embed explicit and systematic instruction of the five components of reading into all elements of the K-3 teaching structures, including core instruction and targeted and intensive instructional interventions, and agrees to grant their ELG Implementation Consultant access to school-level data.
5. Applicant agrees to participate in required professional development provided by CDE and/or the selected ELG Implementation Consultant and will ensure that all other professional development provided through ELG funding is aligned with the purpose of this grant program and/or is on the CDE-approved Topic-Specific Advisory List of Professional Development list.
6. Applicant agrees to work with CDE and the selected ELG Implementation Consultant to incorporate SBRR findings into instructional practice in all K-3 classrooms.
7. 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., consultant reports, Literacy Evaluation Tool).
8. 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 to the online data collection tool associated with their chosen assessment, following the schedule and deadlines for submission provided by CDE throughout grant implementation.
9. Staff at each participating school is committed to implementing the Comprehensive ELG Program as described in the Comprehensive ELG: Cohort 5 RFA document.
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 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.
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. Grantee will maintain sole responsibility for the project even though subcontractors may be used to perform certain services.

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 Comprehensive ELG Program within specified time frames.

In addition, grantees must maintain appropriate fiscal and program records. Fiscal audits of funds under this program are to be conducted by the recipient providers 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 days' notice if CDE deems 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 grantee 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 CDE officials 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 and approved in writing by the CDE before modifications are made to the expenditures. Complete an ELG Budget Submission form to request any modifications. (Only begin using the ELG Budget Submission form following receipt of a Grant Award Letter from CDE.)

By signing below, the undersigned agree to all Comprehensive 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

Note: Funding will not be awarded until all signatures are in place. Please attempt to obtain all signatures before submitting the application.

Part III: Application Narrative and Budget

Applicants will be prompted to provide the following information requested in the Executive Summary and the Selection Criteria and Evaluation Rubric in the Comprehensive Early Literacy Grant Program [Smartsheet Form](#).

Smartsheet does not save works in progress, so applicants may wish to complete their responses in a separate document and copy and paste them into the Smartsheet form.

Each response must be no more than 4,000 characters and may not include graphics or tables and each question must be fully answered within its individual response field. (4,000 characters is approximately one single-spaced page.)

Executive Summary [Not Scored]
Provide a brief description outlining the Comprehensive ELG Program plan, highlighting how grantee(s) will use SBRR to embed the essential components of reading instruction into all K-3 teaching structure elements to assist all students in achieving reading competency.

Selection Criteria and Evaluation Rubric

The following criteria will be used by reviewers to evaluate the application. For the application to be recommended for funding, it must receive at least 75 points out of the 125 possible points and all required elements must be addressed. An application that receives a score of zero on any required elements will not be funded.

For applicants who previously received Comprehensive ELG funding, the expectation is that the narrative will include references to that award, where applicable. For example, discuss how the funds contributed to the program and what still needs to be accomplished. Applicants should demonstrate ongoing and improved capacity in the program and a well-developed plan for sustainability.

Scoring Definitions:
Minimally Addresses/Does Not Meet Criteria: Information provided is insufficient.
Addresses Some Criteria: Information provided requires additional context or clarification.
Addresses All Criteria: Information provided meets the required response criteria.
High-Quality Response: Response is exemplary, meets all criteria, and thoroughly supports applicant's case for funding.

Section A: Five Essential Components of Effective Reading Instruction	Minimally Addresses/ Does Not Meet Criteria	Addresses Some Criteria	Addresses All Criteria	High-Quality Response
1) Describe how the planned program, including core instruction and targeted and intensive instructional interventions, will address appropriate systematic and explicit teaching of the five essential components of reading across kindergarten through third grade (K-3) levels.	0	3	7	10
2) Describe the design of school and classroom structures to support such a system of instruction.	0	3	7	10
Section A Total				/20

Section B: Coherent Structure of Effective Reading Instruction, Scientifically Based Reading Research, and Multi-Tiered System of Supports	Minimally Addresses/ Does Not Meet Criteria	Addresses Some Criteria	Addresses All Criteria	High-Quality Response
1) Describe current assessment practices for supporting students to read and how this grant would support a comprehensive assessment plan, including valid and reliable interim and diagnostic assessments, to ensure students read at grade level	0	1	3	5

by third grade. Include how assessment practices reflect scientifically based reading research.				
2) Describe current instructional programming and practices and how this grant would support daily explicit and systematic instruction in the five essential components of reading instruction, at an appropriate level, duration, and content. Include how instruction incorporates scientifically based reading research. If applicable, include a description of how staff (including leadership) would receive training in new instructional programming and practices.	0	1	3	5
3) Describe current professional development (PD) and how this grant would support an aligned PD plan for principals and teachers. Include: a. How the plan supports scientifically based reading research; b. Literacy and leadership coaching; c. Ongoing, job-embedded professional development for all educators (including school-level administration); and d. A plan to ensure that all teachers providing instruction to students reading below grade level are or will become highly knowledgeable in the teaching of reading.	0	1	3	5
4) Describe how instructional leadership, including that of school and district leaders, would support a coherent and effective reading program.	0	1	3	5
5) Describe the plan to continuously monitor program implementation and effectiveness and make decisions based on this information to improve outcomes throughout the grant duration. Include: a. Who will be involved; b. The timeline and/or frequency; c. The administration and interpretation of assessments, including scheduling progress monitoring for students reading below grade level; d. Monitoring progress toward achieving grant goals; and e. Other intended data collection and analysis.	0	1	3	5
6) Describe how the grant will support school and/or district Unified Improvement Plan efforts. Specifically, how will the grant support goal(s) to reduce the number of students identified with an SRD?	0	1	3	5
7) Describe the plan to develop and/or maintain a School Leadership Team (SLT) to build and strengthen quality K-3 reading instruction. Address how the school(s), under SLT guidance, will implement an effective K-3 reading program in a coherent manner. Include: a. How district-level personnel will be represented on a regular basis to support grant activities; b. Conducting ongoing classroom observations; c. Establishing and maintaining meeting structures; d. Establishing structures to regularly review reading data, fidelity to grant requirements, and progress toward grant goals; and e. The plan to develop and update the professional development plan related to K-3 literacy assessment and instruction.	0	1	3	5
8) Describe how the grant will support implementing a Multi-Tiered System of Supports (MTSS) that provides effective core instruction to meet the needs of all K-3 students. Include how targeted and intensive instruction will align with the core instruction in the regular classroom and how the MTSS will incorporate scientifically based reading research.	0	1	3	5
9) Describe your ELG Implementation Consultant support plan to improve K-3 reading achievement, including the frequency and structures for consultant meetings.	0	1	3	5
Section B Total				**/45**

Section C: Program Sustainability Grant Funding	Minimally Addresses/ Does Not Meet Criteria	Addresses Some Criteria	Addresses All Criteria	High-Quality Response

1) Provide evidence or the plan to ensure that staff, including the school leadership team:
  a. Understand the current state of affairs and the reason for the change(s) that will come with grant implementation;
  b. Accept and are committed to the program;
  c. Feel determined to implement the program with fidelity and achieve grant goals;
  d. Believe that the program will be practical, useful, and beneficial to students;
  e. Have administrative support and leadership, at the school and district level.
	0	1	3	5

2) Describe the school or schools' current capacity to implement the grant requirements and program plan. Include how school staff and district partners were engaged to determine readiness.	0	1	3	5
3) Identify potential hurdles in implementing the grant and describe possible solutions for each identified hurdle.	0	1	3	5
4) Describe how the school(s) will sustain the new structures and essential components of effective K-3 reading instruction beyond the grant duration. Include the role of the SLT and district.	0	1	3	5
Section C Total				/20

Section D: Budget Complete the Excel Budget Workbook for the Implementation Year 1 and Operational Years 2-4. Grantees will receive equal funding all four years of the grant cycle.	Minimally Addresses/ Does Not Meet Criteria	Addresses Some Criteria	Addresses All Criteria	High-Quality Response
1) Budgeted costs are reasonable and necessary, and calculations show how amounts were determined.	0	1	3	5
2) Budget is sufficient in relation to the measurable objectives, design, scope, and sustainability of planned activities.	0	1	3	5
3) Costs are directly linked to project goals and activities for Years 1, 2, 3, and 4 of the grant.	0	1	3	5

4) Budget includes:
  a. Mandatory two and a half days of CDE-provided professional development for the SLT;
  b. One additional day of professional development for the literacy coach;
  c. Ongoing, on-site assistance (at least one day per month per school) from the ELG Implementation Consultant;
  d. Two and a half additional days for the ELG Implementation Consultant to attend the Office of Literacy Reading Conference; and
  e. A K-3 literacy coach if not already present in the school.
	0	1	3	5

Section D Total				/20

Budget Narrative [Not Scored]

Provide a brief description of your budget. Include any necessary context to help reviewers understand and/or confirm budget requirements.

Comprehensive Early Literacy Grant Program

Application Scoring

CDE Use Only

Parts I-II:	**Applicant Information, Participating Schools, and Program Assurances Form**	Not Scored
Part III:	**Application Narrative and Budget**	
	Section A: Five Essential Components of Effective Reading Instruction	/20
	Section B: Coherent Structure of Effective Reading Instruction, SBRR, and MTSS	/45
	Section C: Program Sustainability Beyond Grant Funding	/20
	Section D: Budget Narrative and Excel Budget Workbook	/20
	Subtotal:	**/105**
	Priority Points:	/20
	Total:	**/125**

Priority Points: [CDE staff will indicate whether this application meets priority criteria, based on CDE-collected data.]				
School or schools serve a high percentage of students eligible for free and reduced lunch (exceeding the statewide average)	School or schools serve a high percentage of minority students (exceeding the statewide average)	School or schools are Rural/Small Rural. If applying as a consortium, all participating schools must be designated Rural/Small Rural.	School or schools serve serves a high percentage of students with significant reading deficiencies (exceeding the state average)	School or schools serve a very high percentage of students with significant reading deficiencies (exceeding twice the state average)
☐	☐	☐	☐	☐
4 points	**4 points**	**4 points**	**4 points**	**4 points**
			Priority Points Total	**/20**

GENERAL COMMENTS: Please indicate support for scoring by including overall 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 IA and/or IB requirements.   ☐

Appendix A: Middle-of-Year (MOY) Sample 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 **February 28 (MOY)** via the [ELG MOY Goal Progress Report Smartsheet](#) 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 Sample 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 **June 20 (EOY)** via the EOY Comprehensive ELG School Self-Evaluation Smartsheet form.

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:

- CDE will provide Amplify data for aggregated growth reporting
- Grantees may use mCLASS® DIBELS 8th Edition Progress Planning Tool - Well Below Benchmark to measure and analyze goal progression
- Grantees may also use mCLASS® DIBELS 8 and/or Lectura Zones of Growth to measure progress
- mCLASS® Lectura ASSESSMENTS (if applicable)
  - *Submit Lectura data in addition to DIBELS 8 if you have students whose primary language of literacy instruction is instruction is Spanish*

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 and/or Lectura Correlation Report to report
- Grantees may plan and analyze data using [mCLASS® DIBELS 8th Edition Progress Planning Tool - At/Above Benchmark Levels](#)
- mCLASS® Lectura ASSESSMENTS (if applicable)
  - *Submit Lectura data in addition to DIBELS 8 if you have students whose primary language of literacy instruction is Spanish*

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 mCLASS® DIBELS 8th Edition 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 8 and/or Lectura Correlation report to report progress and proficiency at the end of the year
- mCLASS® Lectura ASSESSMENTS (if applicable)
  - *Submit Lectura data in addition to DIBELS 8 if you have students whose primary language of literacy instruction is Spanish and*

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, CDE will confirm using Amplify-provided aggregated growth data.

Goal 2 "Met" Evidence: If you selected "Met" for goal two, attach the DIBELS 8 and/or Lectura Correlation report with CDE-specific settings.
   School Code_School Name_ Correlation

Goal 3 "Met" Evidence: If you selected "Met" for goal three, attach the DIBELS 8 and/or Lectura Correlation report with CDE-specific settings. Only one correlation report is required if goals two and three were met.
   School Code_School Name_ Correlation

mCLASS® Lectura ASSESSMENTS (if applicable)
Submit Lectura data if you have students whose primary language of literacy instruction is Spanish
   School Code_School Name_ Lectura

Lectura Dual Language Report (if applicable)
School Code_School Name_ Dual

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 should be included in addition to DIBELS 8, if applicable
- 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)