

U.S. Department of Education
Washington, D.C. 20202-5335

APPLICATION FOR GRANTS
UNDER THE

Application for New Grants Under the Comprehensive Literacy State Development Program

CFDA # 84.371C

PR/Award # S371C200008

Grants.gov Tracking#: GRANT13119573

OMB No. 1894-0006, Expiration Date: 01/31/2021

Closing Date: Jun 02, 2020

PR/Award # S371C200008

****Table of Contents****

Form	Page
1. Application for Federal Assistance SF-424	e3
2. Standard Budget Sheet (ED 524)	e6
3. Disclosure Of Lobbying Activities (SF-LLL)	e8
4. ED GEPA427 Form	e9
Attachment - 1 (1235-GEPA 427 Statement)	e10
5. Grants.gov Lobbying Form	e11
6. Dept of Education Supplemental Information for SF-424	e12
7. ED Abstract Narrative Form	e13
Attachment - 1 (1234-CO-CLSD Abstract)	e14
8. Project Narrative Form	e15
Attachment - 1 (1238-Colorado CLSD Project Narrative (2))	e16
9. Other Narrative Form	e46
Attachment - 1 (1237-CO-CLSD Other Attachments)	e47
10. Budget Narrative Form	e83
Attachment - 1 (1236-Budget Detail and Narrative CO CLSD)	e84

This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424

* 1. Type of Submission:

- ☐ Preapplication
☒ Application
☐ Changed/Corrected Application

* 2. Type of Application:

- ☒ New
☐ Continuation
☐ Revision

* If Revision, select appropriate letter(s):

* Other (Specify):

* 3. Date Received:

05/29/2020

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

Choose State...

8. APPLICANT INFORMATION:

* a. Legal Name: Colorado Department of Education

* b. Employer/Taxpayer Identification Number (EIN/TIN):

* c. Organizational DUNS:

d. Address:

* Street1:

201 E Colfax

Street2:

* City:

Denver

County/Parish:

Choose State...

* State:

CO: Colorado

Province:

* Country:

USA: UNITED STATES

* Zip / Postal Code:

80203-1799

e. Organizational Unit:

Department Name:

Division Name:

f. Name and contact information of person to be contacted on matters involving this application:

Prefix:

* First Name:

Anji

Middle Name:

* Last Name:

Gallanos

Suffix:

Title: Preschool through Third Grade Director

Organizational Affiliation:

Anji Gallanos

* Telephone Number:

Fax Number:

* Email:

PR/Award # S371C200008

Page e3

Application for Federal Assistance SF-424

* 9. Type of Applicant 1: Select Applicant Type:

A: State Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

* 10. Name of Federal Agency:

Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.371

CFDA Title:

Comprehensive Literacy Development

* 12. Funding Opportunity Number:

ED-GRANTS-040320-001

* Title:

Office of Elementary and Secondary Education (OESE): Comprehensive Literacy State Development (CLSD) Program CFDA Number 84.371C

13. Competition Identification Number:

84-371C2020-1

Title:

Application for New Grants Under the Comprehensive Literacy State Development Program

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

* 15. Descriptive Title of Applicant's Project:

Colorado Comprehensive State Literacy

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424**16. Congressional Districts Of:*** a. Applicant * b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

17. Proposed Project:* a. Start Date: * b. End Date: **18. Estimated Funding (\$):***** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

- ☒ a. This application was made available to the State under the Executive Order 12372 Process for review on .
- ☐ b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- ☐ c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**☐ Yes ☒ No

If "Yes", provide explanation and attach

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

☒ ** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title: * Telephone Number: Fax Number: * Email: * Signature of Authorized Representative: * Date Signed:

**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 08/31/2020

Name of Institution/Organization

Colorado Department of Education

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	--------------

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☒ Yes ☐ No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 07/09/2019 To: 06/30/2020 (mm/dd/yyyy)

Approving Federal agency: ☒ ED ☐ Other (please specify):

The Indirect Cost Rate is %.

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? ☐ Yes ☐ No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?
☐ Yes ☐ No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

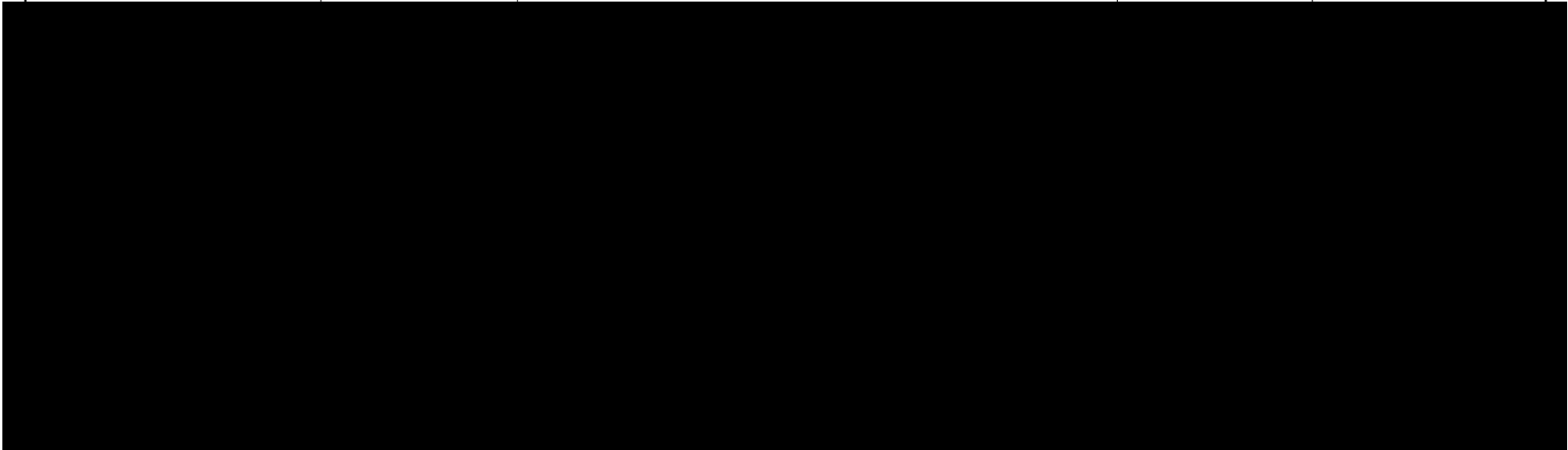
☐ Is included in your approved Indirect Cost Rate Agreement? Or, ☒ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 9.00 %.

PR/Award # S371C200008

Name of Institution/Organization	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
Colorado Department of Education		

**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
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SECTION C - BUDGET NARRATIVE (see instructions)

ED 524

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

OMB Number: 4040-0013

Expiration Date: 02/28/2022

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name <input type="text" value="Anji Gallanos"/> * Street 1 <input type="text" value="201 E Colfax"/> Street 2 <input type="text"/> * City <input type="text" value="Denver"/> State <input type="text" value="CO: Colorado"/> Zip <input type="text" value="80203"/> Congressional District, if known: <input type="text"/>		
5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime: 		
6. * Federal Department/Agency: <input type="text" value="US Department of Education"/>	7. * Federal Program Name/Description: <input type="text" value="Comprehensive Literacy Development"/> CFDA Number, if applicable: <input type="text" value="84.371"/>	
8. Federal Action Number, if known: <input type="text"/>	9. Award Amount, if known: \$ <input type="text"/>	
10. a. Name and Address of Lobbying Registrant: Prefix <input type="text"/> * First Name <input type="text" value="NA"/> Middle Name <input type="text"/> * Last Name <input type="text" value="NA"/> Suffix <input type="text"/> * Street 1 <input type="text" value="NA"/> Street 2 <input type="text"/> * City <input type="text" value="NA"/> State <input type="text"/> Zip <input type="text"/>		
b. Individual Performing Services (including address if different from No. 10a) Prefix <input type="text"/> * First Name <input type="text" value="NA"/> Middle Name <input type="text"/> * Last Name <input type="text" value="NA"/> Suffix <input type="text"/> * Street 1 <input type="text" value="NA"/> Street 2 <input type="text"/> * City <input type="text" value="Denver"/> State <input type="text"/> Zip <input type="text"/>		
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure. * Signature: <input type="text" value=""/> * Name: Prefix <input type="text"/> * First Name <input type="text" value="Anji"/> Middle Name <input type="text"/> * Last Name <input type="text" value="Gallanos"/> Suffix <input type="text"/> Title: <input type="text" value="Preschool through Third Grade Director"/> Telephone No.: <input type="text"/> Date: <input type="text" value="05/29/2020"/>		
Federal Use Only:		Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

PR/Award # S371C200008

Page e8

NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005
Expiration Date: 04/30/2020

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.
- (4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email [REDACTED] and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

1235-GEPA 427 Statement.pdf

Add Attachment

Delete Attachment

View Attachment

PR/Award # S371C200008

Page e9

Colorado Department of Education
GEPA: Section 427 Requirements

The Colorado Department of Education is committed to ensuring equal access and equitable participation in all programs administered to students, teachers, families, subgrantees and other parties. All programs developed by the Colorado Department of Education are inclusive of those who choose to participate regardless of their gender, race, national origin, color, disability/special needs or age. The local needs of the project population were considered in the development of this proposal as described in the grant narrative. The Colorado Department of Education is confident that barriers related to these classifications will not impede the ability of an individual to participate in the program.

In order to overcome any barriers or unintended consequences that should emerge related to an individual's membership in a protected class or in regard to inequitable participation within the scope of the project the Colorado Department of Education has taken additional steps to ensure equal opportunities. These actions include the following:

- Equal opportunity statements will be published on project forms, websites, and other documents related to the project.
- The project will take an anti-bias approach to the communication and implementation of the program and has used curriculum that is adaptable for children with disabilities.
- The Colorado Department of Education will conduct annual training related to equal access and discriminatory practices in institutional training plans for staff, personnel, and subgrantees.
- Program materials will be provided in the home languages of all participants and interpretation/translation services will be provided upon request.
- The Colorado Department of Education implements a plan for ensuring equal opportunity for participation to all who utilize their services.
- The program will not utilize vendors or service providers that discriminate based on protected classes or special needs.
- The Colorado Department of Education will make reasonable accommodations to allow for maximum participation regardless of gender, race, national origin, color, disability/special needs or age.
- We make a special effort to employ a diverse faculty and staff.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION

Colorado Department of Education

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: * First Name: Anji Middle Name:
* Last Name: Gallanos Suffix:
* Title: Preschool through Third Grade Director

* SIGNATURE:



* DATE:

05/29/2020

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

OMB Number: 1894-0007
Expiration Date: 09/30/2020

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
<input type="text"/>	Anji	<input type="text"/>	Gallanos	<input type="text"/>

Address:

Street1:	201 E Colfax
Street2:	<input type="text"/>
City:	Denver
County:	CO
State:	CO: Colorado
Zip Code:	80203-1799
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
<input type="text"/>	<input type="text"/>

Email Address:

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

☐ Yes ☐ No ☒ Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

☐ Yes ☒ No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

☐ Yes Provide Exemption(s) #: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6

☐ No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

<input type="text"/>	Add Attachment	Delete Attachment	View Attachment
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Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment: 1234-CO-CLSD Abstract.pdf

Add Attachment

Delete Attachment

View Attachment

Project Summary/Abstract

Project Title: Colorado Comprehensive Literacy (CO-CLSD)

Applicant Name: Colorado Department of Education

Contact: Anji Gallanos, Director Preschool-Grade 3 Office

Phone: [REDACTED] **Email:** [REDACTED]

Address: 201 East Colfax Ave. Denver, CO 80203

The Colorado Department of Education is requesting \$ [REDACTED] to implement the Colorado Comprehensive Literacy Project (CO-CLSD). The CO-CLSD will lead to measurable literacy improvements for all of Colorado's students with a priority for low-income, high-need students, including children with disabilities, children that are homeless, and children from underrepresented groups. Too many children in Colorado are not proficient in reading by the third grade and a significant percent of students do not graduate from high school ready to enter the workforce due to limited literacy proficiency. In Colorado, more than 13% of children live in poverty and 39% live in a family with an income below 200% of the federal poverty threshold.

The state grapples with a chronic achievement gap which is widening over time. Since 2012, the percent of Colorado students scoring Mastery or above on the English Language Arts portion of the Colorado Measure of Academic Success Assessment has only improved by 3%. Additionally, children of color and children in poverty score far below their middle-income peers and students as a whole. In 2019, student scores on the National Assessment of Educational Progress indicated that of Colorado fourth graders, 29% performed proficient in reading and the average score was 267 points. When scores were disaggregated by race and income, disparities emerge. Black eighth grade students demonstrated NAEP scores 31 points lower than white students, Hispanic students scored 26 points lower, and students eligible for free and reduced-priced lunch scored 28 points lower than all students. Students in grades 9-12 are also performing poorly. The 2019 results of the PSAT and SAT revealed that more than half of Colorado's high schools recorded lower SAT test scores last spring when compared with 2018. Data from the Reading and Writing portion of the assessment also reports scores that are below the nationwide average of 531, with a score of 454 among Colorado students in grade nine, 479 for students in grade ten, and 501 for students in grade eleven.

The CO-CLSD project will target resources to school districts, both rural and urban that are geographically diverse and will direct funds to at least three Qualified Opportunity Zones throughout Colorado. The project goals are as follows: 1) Revise and update the State Literacy Needs Assessment and revise the Colorado Strategic Literacy Plan; 2) Subgrant 95% of awarded funds to sites meeting criteria established by the CDE; and 3) Improve literacy outcomes for disadvantaged children from birth-grade 12. The project will include providing professional development and technical assistance, literacy coaching, and disseminating family literacy information. The project outcomes include: The percent of participating four-year-old children who achieve significant gains in oral language skills will increase by 2% annually (10% by 2025); The percent of participating 5th grade students who meet/exceed proficiency on state reading/language arts assessments will increase by 2% annually (10% by 2025); The percent of participating 8th grade students who meet/exceed proficiency on State reading/language arts assessments will increase by 2% annually (10% by 2025); The percent of participating high school students who meet or exceed expectations on state reading/language arts assessments will increase by 1% annually (5% by 2025); and 100% of subgrantee activities will meet the requirements of strong or moderate evidence-based interventions.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

To add more Project Narrative File attachments, please use the attachment buttons below.

[Add Optional Project Narrative File](#)

[Delete Optional Project Narrative File](#)

[View Optional Project Narrative File](#)

Contents

(a) Need for the Project	4
(b) Quality of Project Design:	11
(c) Management Plan:.....	23
(d) Project Services	27

Introduction and Priorities: The Colorado Department of Education (CDE) is applying for \$16,212,160 to implement the Colorado Comprehensive Literacy State Development Project (CO-CLSD) to expand the use of evidence-based reading practices and interventions that advance literacy skills for children from birth to grade-12 with an emphasis on disadvantaged children including children in poverty, English learners (ELs), and children with disabilities.

Competitive Preference Priorities: *Applications from New Grantees* - The CDE has not had an active grant in the past five years under the CLSD or SRCL (see attached confirmation).

Spurring Investments in Qualified Opportunity Zones (QOZs) – The CO-CLSD will target qualified opportunity zones (QOZs) in Colorado by awarding subgrant applicants in QOZs additional points on competitive subgrant applications. The project team will create a QOZ advisory committee that engages educators, businesses, and philanthropic partners located in QOZs to provide input on the Comprehensive Literacy State Plan (SLP) and family literacy programs implemented in the QOZ. Additionally, the needs of QOZs will be highlighted by using the state’s comprehensive literacy needs assessment (SLA) as a tool for linking the importance of literacy to issues such as overall health and wellness, economic mobility, and employment outcomes.

During project year-one, census tracts that will be targeted for subgrantee work include an urban high-poverty area, Tract ID: 08059011550 (Jefferson County School District) and two

rural high-poverty tracts located in Eagle and Garfield Counties, Tract ID: 08045951600 (Eagle County School District) and Tract ID: 08045951901 (Garfield County School District). At least three additional census tracts that will be solicited for participation will be identified annually.

Promoting Innovation, and Efficiency, Streamlining Education with an Increased Focus on Improving Student Outcomes and Providing Increased Value to Students and Taxpayers

In 2012, the Colorado General Assembly passed the Reading to Ensure Academic Development Act (READ Act) to ensure every student reads proficiently by the end of 3rd grade. The provisions of the Act promote early identification of significant reading difficulties (SRDs) and provide support for effective intervention using diagnostic assessments and READ plans that bring students with an SRD up to grade level reading competency. Through READ, local education providers receive additional funds to support READ plans for individual students in grades K-3 in accordance with the following allowable uses: to operate a summer school literacy program; to purchase tutoring services in reading for students with SRDs; to purchase from a board of cooperative services (BOCES) the services of a literacy specialist for educator professional development; to provide targeted, scientifically based or evidence-based intervention to students with SRDs, and finally, all K-3 teachers must demonstrate proficiency in scientifically or evidence-based reading practices. The CO-CLSD project will provide increased value to students and taxpayers by replicating READ provisions for students in grades 4-12, which will leverage the READ infrastructure and expand comprehensive literacy instruction and supports to more students.

The Early Literacy Grant (ELG) is a subcomponent READ that links education providers to resources and support for implementing READ provisions. The ELG program focuses on system-wide early literacy and the implementation of scientifically and evidence-based reading

programming and strategies for K-3 students. Through the ELG, funds are distributed to local education providers (school districts, BOCES, district charter schools, Institute Charter Schools) to ensure essential components of reading instruction are embedded into primary K-3 teaching structures in all schools, including universal, targeted, and intensive instructional interventions.

ELG are used to: assist grantees in establishing instructional systems based on Scientifically Based Reading Research (SBRR) to improve the quality of reading instruction for K – 3 students; help schools implement a multi-tiered support system to reduce the number of students reading below grade level; provide professional development to principals, teachers and intervention teachers on effective instructional practices and the underlying teaching infrastructures to improve reading achievement among K – 3 students; assist grantees in administering and interpreting approved interim and diagnostic assessments pursuant to the READ Act; support implementation of school-wide literacy programs, programs for targeted and intensive instructional interventions; and to assist grantees with testing schedules and interpreting assessment data. Colorado will leverage ELG investments (staff, technology, etc.) by using the ELG subgrant distribution system to administer the CSLD subgrants for grades 4-12.

The CO-CSLD will enhance the work included in 2019, House Bill 1134 (HB 1134) titled: Identification and Interventions for Students with Dyslexia. HB 1134 creates a working group to analyze state and national data and practices concerning identification and support for students with dyslexia. The working group recommends dyslexia screening tools and processes, a statewide plan for identifying and supporting students with dyslexia, and educator training in recognizing and providing interventions for students with dyslexia. The project will align with the work of HB 1134 to meet the needs of students with dyslexia outside of the K-3 grade range.

(a) Need for the Project: The CO-CLSD will address gaps and weaknesses in the state literacy support infrastructure and services with a focus on high-need communities across Colorado, defined geographically (including rural communities), and by the extent to which an entity serves children and students from families with income levels below 200% of the federal poverty line (FPL) or are Local Educational Agencies (LEAs) serving a large percentage of high-need schools. At first glance, Colorado fares well when educational attainment and literacy rates are compared to other states. The National Assessment of Adult Literacy indicates 10% of Colorado adults lack basic literacy skills and the state ranks as the third most educated state in the nation. However, according to the National Center for Education Statistics, Colorado ranks 45th in the nation in the percent of students that graduate within four years with a high school diplomaⁱ. The phenomenon of having a highly educated population, yet poor student outcomes is known as the “Colorado Paradox”. The Colorado Paradox reflects a trend of highly educated workers moving to Colorado rather than Colorado’s outcomes in educating our students for the workforce.

Weaknesses in Infrastructure: The roots of the Colorado Paradox begin in early childhood. They are underscored by structural challenges that limit children’s ability to reach their potential. In Colorado, more than 13% of children live in poverty and 39% live in a family with an income below 200% of FPLⁱⁱ. Additionally, there are 22,679 homeless children aged birth-to-grade 12 and 5,704 children in foster care that are at increased risk of school failure. In Colorado, 41% of school districts are eligible for Small Rural School Achievement Program or Rural and Low-Income Program indicating chronic low achievement and high rates of students in poverty.

More must be done to ensure that all children in Colorado have access to high-quality literacy instruction and appropriate interventions. As shown in Table 1, across grades 4-12 students demonstrate low rates of literacy proficiency and a persistent achievement gap in

Language Arts (LA) on the National Assessment of Educational Progress (NAEP) and on the Colorado Measures of Academic Success (CMAS) standardized tests.

Table 1: Percent of Students Proficient in Reading (selected groups)				
Student Cohort	NAEP 2011ⁱⁱⁱ	NAEP 2019^{iv}	CMAS 2015^v	CMAS 2019
All 4th Grade Students	39%	29%	41.7%	48%
Black 4th Grade	18%	25%	24.4%	31.9%
Hispanic 4th Grade	18%	23%	24.3%	31.3%
Eligible for FRP Lunch	19%	22%	23.8%	24.1%
ELs – 4th Grade	5%	8%	8.2%	11.8%
Disabilities - 4th Grade	11%	12%	8.2%	10.5%
All 8th Grade	40%	33%	40.9%	46.9%
Black 8th Grade	19%	18%	25.9%	33.4%
Hispanic 8th Grade	16%	20%	25.3%	31.2%
Eligible for FRP Lunch	20%	19%	24.5%	30%
ELs - 8th Grade	2%	2%	5.3%	5.9%
Disabilities – 8th Grade	6%	11%	6.2%	7.2%

The READ Act led to the development of the Colorado Literacy Framework, the Colorado Strategic Literacy Plan (SLP), and the establishment of a State Literacy Leadership Team. While the READ Act provides a strong framework for grades K-3, it does not address the needs of students in grades 4-12. Systemic gaps and infrastructure challenges must be addressed to accelerate literacy achievement and address inequalities experienced by struggling readers, ELs, children with a low-income or other disadvantages, and children with disabilities.

Colorado's Literacy Framework was developed with the goal to provide a consistent voice around literacy and informed the establishment of the SLP. However, the use of the SLP has been limited because support for literacy drops off after 3rd grade and districts lack adequate training and resources to address the unique needs of their students.

State Literacy Needs Assessment (SLA): The needs assessment driving literacy initiatives in Colorado has not been updated since 2011. The SLA is not comprehensive making it a less effective tool for determining state literacy needs. For example, the SLA only examined CDE led programs and initiatives impacting literacy achievement and did not encompass feedback from a full range of stakeholders or include enough components to gain a complete picture of the needs and characteristics of literacy practices implemented in schools.

The SLA must be reviewed and updated to address revised academic standards in Standards and Curriculum, Literacy Assessment, Instruction and Intervention, Professional Learning and Practice, Transitions, Partnerships, and Literacy Leadership, Goals and Sustainability. The SLA assessment also must encompass a continuum of literacy instruction starting with family literacy and extending through students' experiences to grade 12. Through the CO-CLSD, CDE will review and update the SLA to identify high need schools, significant gaps in literacy proficiency, and inequities in access to effective literacy teaching and instruction.

Colorado Strategic Literacy Plan (SLP): The SLA will be utilized to revise the SLP. The SLP was developed in 2012 and asserts a cohesive set of expectations for LEAs to use in advancing evidence-based literacy programs and instruction, but its practical application has not yet been realized. Based on input from the State Literacy Leadership Team and the External Literacy Advisory Team, the SLP must be revised to include current research that is reflective of the needs of all students. Additionally, the SLP was created in the context of a system-wide

educational system reform and no longer aligns to school compliance requirements, expectations, and standards related to literacy instruction. Lastly, the SLP does not offer aligned actionable strategies for grades K-12 that reflect post-secondary expectations.

The CO-CLSD project activities will also create an infrastructure for districts to develop their own local literacy plans and to apply for funding to implement research-based literacy strategies and interventions. The project activities will result in the use of evidence-based language and literacy instructional practices and interventions that improve literacy outcomes, not only in the classroom, but across Colorado's entire educational system.

Weaknesses in Services: Since 2012, Colorado has made limited progress in promoting evidence-based literacy instruction and the impact of the READ Act is not as significant for some students, such as students living in families with a low-income, struggling readers, students with disabilities, and students of color as shown by data in Table 1.

Need: *Expansion of Evidence-Based Comprehensive Literacy Practices, Activities, and Interventions:* Using feedback meetings and data from local districts participating in literacy initiatives, CDE has discerned several factors that are contributing to diminished literacy proficiency and the achievement gap between children that have a low-income, ELs, students with disabilities, students with markers of dyslexia, students of color, and their peers. Issues such as inconsistent implementation of literacy initiatives across schools, limited professional development for teachers who lack literacy content knowledge and understanding of how students learn to read, lack of support for students beyond grade 3, and unfamiliarity among teachers and school administrators with current research on reading instruction have impeded student literacy proficiency. The CO-CLSD will address all of these issues and build districts' capacity to sustain interventions. The project will also provide assistance to all subgrantees to

establish supports for teaching reading and supporting family engagement in literacy from birth through grade 12 using scientifically based reading research (SBRR).

Need: *Development of Statewide Resources that Address Inequities and System Gaps:*

Collectively, as shown in Table 1, Colorado’s literacy data highlights the impact of a lack of targeted supports for students who are low-income or otherwise disadvantaged, ethnically and racially diverse, have markers of dyslexia, ELs, and students who have disabilities. The time period from birth to age eight is considered by developmental scientists to be a critical period that sets the stage for children’s educational and lifelong success. Literacy and language development play a key role in this process^{vi}. However, many children lack access to formal early learning programs. Additionally, due to the COVID-19 pandemic, social distancing guidelines, and the resulting state budget impact of COVID-19, children are likely to experience a reduction in access to services 2021-2022. Currently, only 22% of Colorado’s 3-5 year olds are reached in formal early learning programs^{vii}. Additionally, of 198,703 infants and toddlers it is estimated that just 7% receive some form of early learning and development services^{viii}.

Colorado’s early childhood data highlights the impact of early and sustained literacy interventions. According to the 2019 CAP4K report, 64% of Colorado’s kindergarteners are considered “school ready”, meaning they are meeting developmental expectations across six domains of readiness including literacy and language development. However, when data are disaggregated by income, just 28% of students are school ready. Readiness data by race and ethnicity indicates that while over 50% of white students meet expectations, only 33% of Hispanic students, 39% of American Indian/Alaska Native (AI/AN) students, 25% of black/African American (AA) students, 44% of students that are two or more races, and 43% of students that are Native Hawaiian/ Pacific Islander (NH/PI) meet expectations^{ix}.

The READ Act has not led to the increase in student literacy proficiency state leaders anticipated to achieve. According to 2019 state standardized test scores, the percent of students that meets or exceeds expectations has increased only 6% on the English Language Arts portion of the Colorado Measures of Academic Success (CMAS) assessment since implementation of the READ Act of 2012. Additionally, statewide data shows only a 1% reduction in the number of students identified with a significant reading deficiency between 2012 and 2019. NAEP scores for 2019 (Table 1) show that English Language Arts (ELA) achievement is dropping in 4th and 8th grade. The ELA achievement gap is growing wider for 8th grade students that are black or in poverty and remains marginally unchanged for ELs. This data could indicate that the loss of support in 3rd grade leads to diminished achievement later on.

Data disaggregated by race, ability, and income shows the same gaps reported for elementary students persist into the high school years. The 2019 results of the PSAT and SAT revealed that more than half of Colorado's high schools recorded lower SAT test scores last spring when compared with the prior year. On the Evidence-Based Reading and Writing portion of the assessment, scores were below the nationwide average of 531 with a score of 454 among Colorado students in 9th grade, 479 in 10th grade, and 501 in 11th grade. Data disaggregated by race and ethnicity demonstrate that black students in grades 9-12 averaged a score of 432 on the and Hispanic students scored 433, compared to white students who scored 508 across grades 9-12. Among economically disadvantaged students, a score of 431 was reported, compared to those students who are not economically disadvantaged who scored a 505, which is also well below the national average score on the Evidence-Based Reading and Writing assessment. Students that were ELs scored 366 compared to students who are proficient in English who had a score of 488^x. The READ Act was revised in May of 2019 in response to an unanticipated lack

of improvements resulting from its first five years of outcomes, however resources and systems to support the changes are not yet in place. Additional systemic elements and strategies must be incorporated into state literacy structures to support students and educators in grades K-3, 4-12, and for children birth-to-five.

Need: Students with Disabilities Require Additional Support: As of December 2019, Colorado's administrative units served 98,489 students with disabilities in kindergarten through 12th grade. Of these, 15,037 were preschool children. Additionally, more than 15,000 children aged birth-to-three received Part C disabilities services. In 2009, 75.6% of Colorado's 4th graders without disabilities scored at and above basic on state standardized tests in reading, whereas 32.3% of 4th graders with disabilities scored comparably, resulting in the gap of 43.3%. The widened gap remains today at 52.5%. In 2019, 76.4% of Colorado's 4th grade students without disabilities scored at or above basic in reading, in comparison to 23.9% for students with disabilities **Error! Bookmark not defined..** Not only is the widened gap concerning, but the fact the gap was widened by the decreased performance by students with disabilities, rather than increased performance by students without disability, might be even more concerning. Of particular concern, is the literacy skill attainment of students falling into the eligibility category of Specific Learning Disability where just 3% did not demonstrate poor performance on the state ELA assessment. In high school, students identified with disabilities taking the PSAT/SAT scored 385 compared to an average score of 487 for students who do not have a disability ^x.

In addition to providing more support for children with disabilities and SRDs, the CO-CLSD will expand the K-3 dyslexia awareness and identification protocol established in HB 1134. Currently CDE is able to build procedures within the early literacy landscape and has seen success. This grant will scale strategies within the Colorado post-pilot as well as expand beyond

3rd grade to ensure CDE meets the needs of learners who are no longer in K-3 classrooms. CDE is committed to: bringing together stakeholders supporting students who struggle with reading including those with dyslexia; educating stakeholders on reading difficulties including dyslexia; and to strengthening relationships with stakeholders interested in early literacy.

(b) Quality of Project Design:

The CO-CLSD will aggressively leverage Colorado’s investments in literacy while enhancing the services, infrastructure, and the intensity of literacy support for students and instructors. The project goals and objectives are as follows: **Goal 1: Revise and update the State Literacy Needs Assessment (SLA) and revise the Colorado Strategic Literacy Plan (SLP).** ***Objective 1.1:*** By January, 2021 revise and update the SLA to address the 8 essential content areas of Standards and Curriculum, Literacy Assessment, Instruction and Intervention, Professional Learning and Practice, Transitions, Partnerships, and Literacy Leadership, Goals and Sustainability. ***Objective 1.2:*** By May 2021, create tools and professional development resources that will be utilized by subgrantees to develop local SLAs and SLPs. ***Objective 1.3:*** By May, 2021 utilize SLA data to update the SLP in the six essential content areas of Standards-Based Curriculum, Instruction and Intervention, Comprehensive Assessment, Leadership, Family and Community Partnerships, and Educator Preparation and Professional Development, and increase awareness of the SLP at 3 regional workshops.

Goal 2: Subgrant 95% of awarded funds to sites meeting criteria established by the CDE.

Objective 2.1: By July 2021, develop application process for subgrants that gives priority to eligible applicants that serve disadvantaged children birth-12 years and applicants in Designated Qualified Opportunity Zones (QOZs). ***Objective 2.2:*** By December 2021, provide 3 regional grant writing workshops, 2 webinars, and resources for subgrantee applicants. ***Objective 2.3:***

Conduct at least two technical assistance site visits per year from years 2-5 for 100% of subgrantees to respond to the needs of subgrantees and in partnership with literacy consultants and assist them in the development and alignment of their local SLP.

Goal 3: Improve literacy outcomes for disadvantaged children from birth-grade 12.

Objective 3.1: By the June, 2021 work with a literacy consulting group to implement a literacy coaching framework that includes intensive, evidence-based reading interventions that are aligned with evidence-based core instruction to be utilized in a Response to Intervention (RtI) process at the district level for use in grades K-12. **Objective 3.2:** Provide CDE-supported literacy consulting in at least 20 districts annually. **Objective 3.3:** Beginning in September, 2020 Conduct quarterly meetings to collaborate with entities (CDHS, Office of Early Childhood) and Colorado University Systems to align professional development and preservice literacy instruction education systems. **Objective 3.4:** By June 2021, support LEA's in implementing family literacy activities aligned with the SLP content areas.

Outcomes: The percent of participating four-year-old children who achieve significant gains in oral language skills will increase by 2% annually totaling 10% by 2025; The percent of participating 5th grade students who meet or exceed proficiency on state reading/language arts assessments will increase by 2% annually, 10% by 2025; The percent of participating 8th grade students who meet or exceed proficiency on State reading/language arts assessments will increase by 2% annually, 10% by 2025; The percent of participating high school students who meet or exceed expectations on state reading/language arts assessments will increase by 1% annually, 5% by 2025; and 100% of activities implemented by subgrantees will meet the requirements of strong or moderate evidence in the CLSD definition of "evidence-based" .

Revisions to the SLA and SLP: CLSD funds will be utilized to revise the SLA and update the compendium of evidence-based literacy interventions, strategies, and activities in the SLP. The project will also result in a continuous improvement process that will assure ongoing attention to emerging trends related to literacy development needs for students and teachers. The SLA and SLP were developed in 2011-2012 through a Striving Readers Comprehensive Literacy (SRCL) grant received prior in 2010. The process was led by the State Literacy Leadership Team (SLLT) consisting of CDE representatives from all department units that impact literacy including: Response to Intervention (RtI); Exceptional Student Services; Gifted Education; Culturally, Linguistically, Diverse Education; Federal Programs including Title I; state and public libraries; and Teaching and Learning. The External Leadership Advisory Team which includes representatives from across the state who demonstrate literacy expertise with specific age groups or certain student demographic groups was also included.

To revise the SLA and the SLP, the CO-CLSD project manager will work with an external literacy consultant with content expertise in state literacy needs assessments to develop a Comprehensive State Literacy Plan workgroup (SLP workgroup) consisting of a diverse stakeholders from all regions of Colorado including the SLLT and External Literacy Advisory Team members. The SLP workgroup will review the SLA findings from 2012 and will analyze new data to update the assessment. Data sources that will be incorporated into the process include READ Act data, CMAS data, and Kindergarten School Readiness and Results Matter data. The needs assessment will also incorporate the findings of the recently completed Early Childhood Needs Assessment developed by the Colorado Office of Early Childhood as part of the B-5 Preschool Development Grant. This information can inform family literacy strategies. The consultant will report to the CO-CLSD project manager.

The consultant will promote equitable participation of stakeholders and provide focus and direction so the process is timely and comprehensive. The review of the data will be tied back to the content areas of: Standards and Curriculum, Literacy Assessment, Instruction and Intervention, Professional Learning and Practice, Transitions, Partnerships, and Literacy Leadership, Goals and Sustainability, and needs identified by stakeholders. The SLA will assess the CDE's implementation and support for the Colorado Literacy Framework. The steps include: planning, data collection, data interpretation, priorities, and connecting the SLA to the SLP.

The information will result in the outcome of an updated SLA that highlights systemic gaps in Colorado's literacy infrastructure and services, gaps in literacy proficiency for different cohorts of students (children in families with a low-income or otherwise disadvantaged, children with disabilities, ELs) and inequities in student access to effective teachers of literacy and literacy development resources, including differences related to geographic factors. Upon completion, the SLA will be presented to the State Board of Education in winter/spring 2021 and will identify areas where support and guidance is needed, which will inform the SLP.

The SLP describes Colorado's vision for supporting literacy development for children from birth-to-grade 12 and is a roadmap for integrating and strengthening the comprehensive literacy development infrastructure. The SLP will be updated to include evidenced-based literacy development strategies that build upon successful initiatives in place, while integrating new approaches that reflect the latest research on improving student outcomes, such as RtI^{xi}, coaching models^{xii}, and instructional systems that incorporate SBRR^{xiii}.

The SLP revision process will fold in required and related stakeholder groups for cohesive implementation. The revisions to the SLP will be facilitated by the literacy consultant through monthly workgroup sessions. Three regional meetings conducted as part of the SLA will

engage teachers, administrators, and stakeholder groups such as the Dyslexia Working Group, READ Plan Working Group, READ Act Stakeholder Group, higher education and community leaders in conversations about their use and perceptions of the SLP. The information will contribute to SLP revision to ensure it meets the needs of families and subgrantees.

The SLP revision process will include a high-quality review of relevant literature on evidenced-based comprehensive instruction and the development of criteria that will not only be utilized in updating the SLP strategies, but will be a requirement for subgrantees to conform with in their local comprehensive literacy plans (LCLPs). To conduct the review, the consultant and workgroups will update the comprehensive Colorado's approved list of evidence-based literacy interventions using a rubric based on the following criteria: 1) The intervention meets the definition of strong, moderate evidence or promising evidence; 2) The intervention facilitates age-appropriate and accessible instruction and practice across the continuum of birth-grade 12 literacy development, 3) The intervention supports differentiated instruction based on documented student needs, and 4) Interventions support the range of literacy skills that develop from birth-grade 12. To be approved, the intervention/tool must meet all four criteria. To support LEA's in building literacy engagement with families, during year-one, CDE will convene a stakeholder group to support the development of a family literacy practices and approaches.

Resources that will be consulted to ensure that programs meet the required standard of evidence include the Institute of Education Sciences "What Works Clearinghouse" (WWC) for children preschool up to grade 12, The National Center on Improving Literacy (NCIL), Child Trends What Works Database (for birth-to-five), expert reviewers in the field of literacy, and peer-reviewed databases, and organizations that are nationally recognized as literacy experts (see evidence table in attachments). When completed, the SLP will be released for feedback and

adopted by the State of Board of Education. The SLP will then be promoted through regional meetings and webinars, disseminated widely, and used to guide LEAs in writing their local literacy plans and goals.

By aligning the local goals with strategies and goals in the SLP, CDE can target supports such as professional development to assure consistent implementation and coherence across schools, districts, and the literacy development system. The SLA and SLP will undergo continuous review and revision. Annually, CDE will examine continuous improvement plans and data from: RtI, student achievement, teacher effectiveness reports, and student accountability systems. The workgroup will then update the evidence that supports the strategies in the SLP.

Subgrantees: The requirement to subgrant funds will be met through a competitive Request for Proposals (RFP) which will be specific for applicants serving children birth-five in early childhood settings and for kindergarten – grade 12 applicants. CDE has experience administering subgrants for activities similar in scope to the CO-CLSD project through the ELG program. The RFP process will be based on our existing systems which has proven effective and efficient. During the SRCL subgrant process, many applicants applied for funds using a system-wide birth-to-grade 12 approach, so this flexibility will be built into the CO-CLSD subgrant application as well. The subgrant process will offer CDE the opportunity to engage in a dialogue with potential applicants about the intent of the CO-CLSD, evidence-based B-12 literacy interventions, the Colorado Teacher Quality Standards for Literacy, the SLP, and pre-literacy activities for children birth-to-five. The subgrant process will be fair and transparent to assure all applicants have equal access to the information they need to develop a fundable, high-quality, responsive application. The application process will consist of: 1) Training and technical assistance; 2) An independent review process; and 3) Follow-up and monitoring.

The RFPs will reflect CLSD requirements. Applicants must articulate a plan to: 1) Target services for student groups with the most significant literacy gaps, especially students living in poverty and residing in rural parts of Colorado; 2) Improve access to equitable services, and 3) Implement high-quality evidence-based literacy interventions aligned with the SLP. In alignment with the CLSD mandate, 15% of funds will be subgranted to entities for birth-to-kindergarten activities (\$2,434,824); 40% of funds will be subgranted equitably for K-5 activities (\$6,484,864); and 40% will be allocated equitably for grades 6-12 (\$6,484,864). CDE will create a scoring formula to ensure applicants meeting the following conditions receive priority points: those who serve a high percent of children with an income at or below 200 percent of the FPL or otherwise disadvantaged, LEAs with a high number or percentage of high need schools, LEAs in a QOZs, entities serving a high percentage of students with disabilities, and applicants implementing evidenced-based activities that meet strong or moderate evidence standards.

Although the subgrant process is competitive, every district in the state and a range of entities serving children in birth-to-five early childhood settings will be invited to apply and to engage in the training and technical assistance associated with the RFP to develop a proposal that addresses the needs in their community. CDE will provide at least three regional training sessions focused on application development in addition to webinars and other guidance. CDE will collaborate with BOCES for the delivery of professional development for applicants that lack the resources to plan and implement a LCLP. Each proposal will undergo an independent peer review process using a rubric aligned to the scoring criteria and priority points to determine the quality of the activities, the applicants capacity to implement their project with fidelity, and the sufficiency of the size and scope of the project to achieve a positive impact. Applicants with

the highest scores will be selected. The follow-up process will include conducting at least two site visits to provide professional development, coaching, and monitoring of grant activities.

A required component of the application process will be for each applicant (referred to as sites) to establish a Local School Literacy Leadership Team (LSLLT). The LSLLTs will be comprised of stakeholders in the community that represent grades birth-to-12 and other aspects of literacy service delivery. The RFP will require that the LSLLTs identify a literacy consultant from CDE's list of approved consultants in order to conduct a literacy audit and needs assessment that identifies: the demographics of children served; local literacy needs; existing literacy initiatives; parent and community engagement activities; assessment data methods; implementation strategies; the quality, fidelity, and sustainability of professional development; continuous improvement processes; literacy strengths; and growth areas. This information must be used to create or revise a LCLP that aligns to the SLP. The plans must detail and address the status of each of the six essential literacy components that are included in the SLP. On an ongoing basis, the LSLLTs must meet regularly to review the school's student level data (interim and diagnostic assessments) and data related to the school's implementation of grant requirements. The LSLLTs will be responsible for developing and updating the school's professional development plan related to assessment and instruction in literacy. This strategy aligns with evidence that indicates disadvantaged children are more likely to be struggling readers and that ELs are more likely have difficulty developing English language literacy skills because they lack access to literacy in the home, live in families with low levels of educational attainment, and do not have access to culturally appropriate curriculum at school **Error!**

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To address the needs of children aged birth-to-kindergarten, each applicant must describe their plan for collaborating with the full range of partners serving children spanning from birth - kindergarten; elementary (grades K-5); middle school (grades 6-8) and high school (grades 9-12). This element will ensure aligned programs and will establish feeder systems that ensure a continuum of B-12 literacy education. The proposal must address: applicant eligibility, need and capacity, proposed interventions (coherent structure of programs), extent and relevance of the evidence-base of proposed interventions, personalized learning/educational choice, continuous program improvement, professional development, monitoring and oversight, realistic and specific timelines for implementation, alignment to literacy initiatives, and a cost-effective budget that reflects all activities in alignment with the 15:40:40 funding ratio. Because of the intensity of the RFP process, even if applicants are not awarded a grant, they will still benefit from literacy planning. All activities will supplement not supplant existing activities.

Improving Literacy Outcomes: All CO-CLSD activities will lead to the overarching outcome of improving literacy achievement for high-need students. Evidence-based literacy coaching and consulting, professional development, technical assistance, and the use of learning communities will translate the knowledge and skills gained by instructors and leaders into practice resulting in multi-tiered systems of support for all students. Additionally, by building the infrastructure for supporting literacy through the LSLLT and LCLP, streamlined birth-12th grade services, and family literacy programs, the essential components of reading will be embedded into all elements of birth-grade 12 teaching and learning structures in schools and communities.

In alignment with research showing that coaching is a strategy for improving teaching and learning across overall systems, each site will be required to hire a literacy instructional coach and will commit to working with a state literacy consultant. CDE has included funds in the

budget to contract with a literacy consulting firm to oversee the cadre of literacy consultants. The subgrantee site budget must allow for adequate coaching ratios (based on the size of the district) to ensure an appropriate amount of time is dedicated to teachers participating in coaching activities. The coaches will be responsible for working with CDE and on-site with the literacy consultant to implement programs and assessments. The coaches will meet regularly with the literacy consultant and administrators will provide feedback and support to teachers between consultant visits. The coaches will attend required trainings twice annually. The coaching model is aligned with research on the following elements: coaching qualifications, skills^{xiv}, and knowledge^{xv}, application of adult learning principals^{xvi}, collaborative relationships^{xvii}, leadership and commitment^{xvii}, effective use of time^{xviii}, coaching activities^{xviii}, and literacy leadership teams^{xix} (please see Research and Evidence -Based Practices Table in attachments).

The coach will participate in CDE's Literacy Coaching Academy (LCA). The CDE Literacy Coaching Academy will be developed and aligned to the existing evidence based teacher training required for all Colorado K-3 teachers, but will be adapted to encompass strategies appropriate up to grade 12. The birth-to-five coaching content is already in place but will be aligned and revised to reflect current research. The intent of the LCAs will be to train coaches on the role and best practices surrounding literacy coaching. A segment will also focus the continuous improvement process. Additional content will include professional development related to the six essential elements of the CSLD project requirements. For early literacy coaches, the content will focus on a range of evidence-based topics that include: pre-literacy; early literacy, literacy standards across content areas and the Colorado Early Learning and Development Guidelines, family literacy and parent engagement, supporting children with disabilities, supporting dual language learners, and supporting children with disadvantages.

Experts in special education will be available to support accessibility needs and special considerations related to literacy instruction of students with disabilities. Of particular focus, will be students with dyslexia.

Coordination with higher education and early learning programs: The alignment of systems and infrastructures will involve creating a continuum of literacy instruction that extends from the cradle to career-entry. To build educator capacity, CDE will collaborate with institutions of higher education by integrating the CO-CLSD project into the Collaboration for Effective Education, Development, and Accountability (CEEDAR) project within the Exceptional Students Services Unit of CDE. CEEDAR membership includes representatives from higher education institutions including Colorado Christian University, Metro State University, Regis University, and the University of Northern Colorado as well as the CDHS, Office of Early Childhood (OEC). The CEEDAR workgroup meets monthly which will provide a forum for CO-CLSD work (letters of commitment attached). The meetings will include discussions, data reviews, and work sessions where participants will improve and align preservice education to promote evidence-based literacy instruction and multi-tiered systems of support that are aligned to the SLP. The project manager will guide the CEEDAR workgroup to develop and implement plans that leverage the goals and objectives of state literacy initiatives and use data for decision-making about teacher preparation and the design and selection of professional development programs. To facilitate CEEDAR engagement, the project manager will attend meetings, facilitate discussions, and establish feedback loops between higher education, K-12 institutions, and the OEC that inform comprehensive literacy programming for the birth-12 grade system.

The CO-CLSD collaboration for birth-to-five activities will also include expanding the use of the Colorado Shines Brighter Quality Rating Improvement System as a driver of early

childhood literacy activities, aligning professional development to the literacy standards in the Colorado Early Learning and Development Guidelines to the SLP, and coordinating with the Office of Early Childhood (OEC) to ensure literacy initiatives are disseminated effectively.

Disseminating evidence-based literacy resources: A nominal amount of funds are included in the CO-CLSD budget to increase the availability of evidence-based literacy resources for public use. CDE will contract with a technology firm and will utilize CDE staff to distribute information on comprehensive literacy programs on the CDE website and through digital professional development and social media platforms. The postings will include the SLA and SLP and resources that are appropriate for stakeholders such as families, community members, teachers, educational leadership staff, and early childhood professionals (fact sheets, guides, etc.). The materials will be designed to engage users in family literacy activities in alignment with research from the National Center on Parent, Family, and Community Engagement on effective practices to promote parent engagement to improve outcomes for children^{xx}.

Family literacy: In collaboration with the OEC, family literacy strategies from the Birth-to-5 Preschool Development (B-5 PDG) Needs Assessment will be incorporated into the SLP. The SLP will include an overview of the family literacy evidence-base and the critical role it plays in supporting children's literacy development. The OEC and CDE will also brainstorm state-level activities that can be developed or expanded and will conduct a review of family literacy and literacy development resources and initiatives being implemented in Colorado focused on promoting literacy development for children aged birth-to-five years. A compendium of evidence-based family literacy practices will be developed that details practices with strong, moderate, or promising evidence that can inform the family literacy programs implemented by the various programs and organizations working on family literacy initiatives. CDE will identify

interventions by reviewing resources such as the WWC and Child Trends What Works database. This will be particularly helpful for obtaining evidence-based interventions for infants and toddlers as the WWC only includes interventions for children aged 3 and older.

Beginning in year two of the project, CDE will provide training to subgrantees on early literacy that is aligned with the Colorado Early Learning and Development Guidelines in the literacy and language arts content areas. The training will prepare subgrantees to address the needs of disadvantaged children and students through a parent/family and community engagement model focused on increasing families use of evidence-based literacy strategies at home to support their child's development. The training will also align family literacy programs with the approaches that will be utilized in elementary school and beyond. The project manager will coordinate the OEC and SLP activities and will provide resources and support for developing training that will be provided to the districts implementing CLSD projects, as well as will provide links to family literacy evidence-based resources.

(c) Management Plan: The CDE P-3 office will provide leadership and an infrastructure for project oversight and administration. The P-3 office currently administers a range of programs including: the Colorado Preschool Program, Colorado School Readiness Initiative, and the Colorado READ Act, including the Early Literacy Grants and the Early Literacy Assessment Tool. The staff will be supported by fiscal, human resources, technical, and administrative staff within CDE executive departments that have substantial experience assuring the efficiency and effectiveness of grant funded programs, including success administering Title 1 and the Striving Readers Comprehensive Literacy Grant in 2010. The CO-CLSD management team includes: Floyd Cobb, Ph.D., Executive Director of the CDE Teaching and Learning Unit; Anji Gallanos M.A., Preschool through Grade 3 (P-3) Director, Morgan Cox, M.A., Director of the Office of

Culturally and Linguistically Diverse Education, and Tanni Anthony, Ph.D. , Director of the Access, Learning, and Literacy team which is housed in the Exceptional Student Services Unit. (Resumes included in attachments).

Other teams that will interface with the project and their roles include the CO-CLSD Implementation Team comprised of staff and consultants that will oversee the implementation of activities and provide training, technical assistance and monitoring at grantee sites; Advisory Teams comprised of partners in the OEC, Local Literacy Teams, and higher education partners, the State Literacy Leadership Team members who will ensure the coordination of statewide literacy initiatives, alignment of programs and lead updates to the SLA and SLP, and Subgrantee Implementation Teams who will implement and manage activities at the site level.

Project Work Plan: The COCL subgrant funding opportunity will be announced to partners and districts within 45 days of the grant award. Subgrants will begin to be awarded in project year-two after the SLA and SLP are revised. Applicant support for grant development and T and TA will begin in September 2021 and the subgrant proposal application deadline (November), review process (November), and subgrant awards (December).

The individuals and teams responsible for workplan activities are: COCL Management Team (M) the project manager (PM), Literacy Advisory Teams (LTs), the OEC, Higher Education Institutions (HEI), Subgrantee Teams (ST), consultants (C), Literacy Coaches/Consultants (CCs), partners (P), and the evaluator (E). The workplan provides an overview of project activities and their alignment to the goals and objectives of the project.

Goal/Obj.	Activity	Who	When	Outcomes/Milestones
All G/O	Project start-up; conduct partner meetings, procure contractors, review/revise workplan	COCL-M PM	9/20-10/20	Project plan and infrastructure in place
G1: 1.1-1.3	Revise SLA and SLP; establish teams, share data and expertise; meetings	COCL-M, C, P, LTs	Bi-monthly 10/20-5/21	Data identifies literacy gaps
All G/O	Contract with literacy consulting firm; conduct T and TA to sites; create communities of practice	CDE, PM	10/20-ongoing	Evidence-based approach implemented
G1: 1.1-1.3	Update and disseminate SLA and SLP; conduct annual reviews; build statewide awareness of SLA/SLP	COCL-M C, STs, PM, CDE	10/20-5/21 Ongoing	SLA and CLSP disseminated to 250 districts
G2: 2.1-2.3	Develop and deliver subgrantee training and conduct 3 regional workshops	CDE, CCs COCL-M	9/21-12/21	Applications meet priorities, site literacy plans developed
All G/O	Review applications and subgrant funds	COCL-M	12/21 Y2-5	Student literacy increases

G2: 2.3, G3: 3.1	Provide Literacy coach /consultant training	C, COCL-M, CCs	6/21 and Ongoing Y1-Y5	Evidence-based practices implemented in 100% sites
G2: 2.3, G3:3.1	Establish community of practice and conduct ongoing TA for subgrantees	C, CCs, PM	Ongoing Y1-Y5	At least 20 districts participate in ongoing TA annually
All	Conduct two T and A site visits annually	C, CCs,STs	Y1-Y5	40 visits occur annually
G3: 3.2	Monthly discussions with OEC, HEI through CEEDAR	PM,COCL-M, HEI, P	9/20 Y1-Y5	16 meetings throughout project period; activities aligned
G3: 3.3, 3.4	Provide training to subgrantees on family literacy practices and family engagement and develop family lit. framework	PM, P, OEC	6/21 and ongoing Y1-Y5	4 trainings annually on pre-literacy skills and emergent literacy for children b-5 years.
All	Monitor project outcomes/performance	PM, E,	Y1-Y5	Project meets 100% of targets
G2: 2.3, G3:3.1	Conduct weekly ST meetings	C, CCs, STs	Y1-Y5	Student achievement in 95% of subgrant sites increases
G3: 3.1	Populate repository of evidence-based literacy resources	PM, C	Y1-Y5	Increase in number of resources available for public access

CDE will contract with an external evaluator to conduct a formative and summative evaluation of the project, who will also collect data on the required Government Performance and Results Act measures (GPRA). Upon funding, a procurement process will be utilized to select the evaluator. Local evaluation will also be required for all subgrantees as well as participation in federal evaluation activities. Subgrantee reports will be submitted to CDE using our existing reporting systems, according to a quarterly schedule along with annual project impact reports. During monthly SLLT meetings, educators, partners, and key stakeholders will review project data summaries provided by the evaluator and project manager. The information will be assessed against performance outcome targets. When the project is not making progress in any particular area the team will adjust project activities to ensure improvements.

(d) Project Services: The CO-CLSD reflects high-quality activities, interventions, and programs that will result in a positive impact and increased equity for groups that are underrepresented, students with disabilities, ELs, students living in low-income families and those who are otherwise disadvantaged, and children living in rural areas in Colorado. The SLA is designed to specifically identify inequalities in access to services and high-quality comprehensive literacy programs, while the SLP will provide evidence-based strategies, interventions, and approaches that address these needs. The subgrant applications will also require sites to provide a description of how their plans respond to the needs of all learners, with a focus on those who are underrepresented or disadvantaged.

CDE will provide multiple levels of support to ensure that all children and districts experience the full benefit of the project. The system of support includes the project management team which is co-led by the Executive Director of the CDE Teaching and Learning Unit, the Preschool through Grade 3 (P-3) Director, the Director of the Office of Culturally and

Linguistically Diverse Education, the Executive Director the Exceptional Students Services Unit, and the Director of the Access, Learning, and Literacy team which is housed in the CDE Exceptional Student Services Unit. These departments work in collaboration to address barriers to equity and access. At the regional level, supports will include regional literacy consultants that share expertise with subgrantees related to effective practices, eliminating achievement gaps, supporting the needs of individual students, and increasing family and community engagement.

The project impact will include strengthening the state infrastructure for providing comprehensive literacy interventions by improving collaboration among birth-12 and higher education institutions and through the advancement of comprehensive literacy programming and evidence-based literacy practices in Colorado. The SLP will drive literacy efforts and activities at the state and local levels, while regional and local data will be used concurrently to assess their implementation and impacts. The data will be viewed through a lens of equity and access.

CDE's professional development strategies are intensive and structured so they can be embedded into practice while building the collective capacity of LSLLTs and instructors, which will feed into the capacity of the state comprehensive literacy system. Training and professional development is built into all phases of the project, beginning with the RFP process and cycling through the entire subgrant period of five years using a range of strategies such as in-person training, coaching, webinars, guidance frameworks, data collection tools and evaluation processes, workshops, seminars, and other curricula.

Colorado has adopted Professional Development Guidelines (PDGs) that provide support for the skills and content knowledge advancement of licensed educators so they have the capacity to meet performance expectations and promote student performance. The PDGs encompass characteristics that are evidence-based and associated with effective training and

development models and delivery strategies. The standards for professional development (PD) in Colorado are aligned to the descriptors of effective PD included the Federal Register announcement of the CSLD project and include at minimum: pedagogy and content focused; human-design centered, embedded into practice, data-driven, and continuous, and ongoing. PD must encompass all elements of evidence-based approaches, be collaborative in nature, promote equitable outcomes, and encompass shared accountability. Acceptable PD is also based on theories of adult learning, includes rigorous evaluation of learning throughout the course, and is aligned with CDE standards and policies. CDE has established five offices that oversee educator: talent, effectiveness, preparation, development, and professional licensing which provides an infrastructure for ensuring teachers receive effective ongoing professional development.

The professional development system allows for a common language and understanding of the characteristics of high-quality PD and defines aspects of PD that ensure its effectiveness such as quality measures, intensity, and the appropriate duration of PD to ensure that instructors receive the support they need to improve practice and support students. Additionally, specialized training housed in CDE divisions address equity for specific populations such as students with disabilities, migrant students, and other children. The state has already implemented regional communities of practice, literacy coaching, and literacy consultants on a small scale which has prepared CDE to expand and implement these practices. Consultants in the project will also provide support to districts and BOCES which will allow CDE to implement standardized training that supports the unique needs of each area in the state.

The ELG infrastructure of literacy coaching and consulting is also ideal for addressing the needs of birth-to-five service providers. The OEC has developed systems for ensuring adequate and intensive PD for birth-to-five educators that will be used to promote the

effectiveness of PD delivered through the CO-CLSD. These structures include the Early Childhood Professional Development Information System, Competencies for Early Childhood Educators and Administrators, a Training and Trainer Approval Process, and the Early Learning and Development Guidelines.

Project Impact: The CO-CLSD will result in a significant impact that is facilitated by the project components of alignment, increased collaboration, and capacity building of Colorado’s literacy infrastructure, and systems for supporting instructors and students. The SLA, local literacy audits, and data from CDE educator and student accountability systems will guide sites in their ability to develop aligned LCLPs that reflect the vision in the SLP. The information will be viewed through a lens of racial, economic, and disparities in access and equity to identify gaps and devise strategies for meeting the individualized needs of all students to ensure that literacy instruction benefits all students equally. Regional literacy consultants and site-based literacy coaches, along with the LSLTs will collaborate to align efforts and increase communication between the various groups working collectively to advance SBRR instruction and interventions.

Colorado has successfully sustained the benefits from the SRLC which informed policy (READ act revisions in 2019) and systems (ELG subgrants) that have led to improvements in student access and success. This experience has provided insight into the importance of aligned comprehensive systems and laid a foundation for scaling the highly effective practices proposed through the CO-CLSD. The CO-CLSD project will benefit all students and teachers across Colorado’s K-12 system, which includes, 55,641 teachers, 3,670 administrators, 911,536 students and 335,642 children aged birth-to-five will also be impacted.

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**FY 2020 Application – Comprehensive Literacy State Development Program
Evidence Documentation (Selected Resources) – Colorado Department of Education**

Activity/Practice Standard	CLSD Requirement	Citation of Study/Evidence Review	Evidence Tier	Justification for Evidence Tier and Relevant Population
Early Literacy; Kindergarten-Third Grade Instruction: Instruction in the five component of Reading: Phonemic Awareness; Phonics, Fluency, Vocabulary; and Comprehension	Pre-literacy skills, reading, and writing for children from birth-grade 3; Comprehensive literacy instruction	National Early Literacy Panel. (2008). Developing early literacy: Report of the National Early Literacy Panel. Washington, DC: National Institute for Literacy. Available at https://lincs.ed.gov/publications/pdf/NELPReport09.pdf	Peer-Reviewed	The National Early Literacy Panel identified 11 literacy variables that predict later measures of literacy development. Colorado uses the research that confirms these 11 variables when developing evidence-based resources to promote emergent and early language and literacy development.
Age-appropriate, explicit instruction in writing, including opportunities for children to write with clear purposes, with critical reasoning appropriate to the topic and purpose, and with specific instruction and feedback from instructional staff	Comprehensive Literacy Instruction birth-3 grade (Subgrants)	National Association for the Education of Young Children (1998). Learning to Read and Write: Developmentally Appropriate Practices for Young Children, A joint position statement of the International Reading Association and the National Association for the Education of Young Children. Washington, DC: Young Children, July 1998, 53 (4): 30–46	Peer-Reviewed	Developmentally appropriate practices that consider the child’s developmental status and age appropriate expectations will support project outcomes and provide a strong base for literacy development.
Use of literacy interventions that develop awareness of the segments of sounds in speech and	Comprehensive Literacy Instruction K-3 rd	Shanahan, T., Callison, K., Carriere, C., Duke, N. K., Pearson, P. D., Schatschneider, C., &	Strong Evidence	CO selected this because this practice guide provides four recommendations for teaching foundational reading skills to

how they link to letters; teach students to decode words, analyze word parts, and write and recognize words; Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension.	grade (Subgrants)	Torgesen, J. (2010). Improving Reading Comprehension in Kindergarten Through 3rd Grade. What Works Clearing House Practice Guide (NCEE 2010-4038). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Available at: https://ies.ed.gov/ncee/wwc/PracticeGuide/14		students in kindergarten through 3rd grade. Each recommendation includes implementation steps and solutions for common obstacles. (Tier 1 in WWC)
Use of strategies that: 1. Provide explicit vocabulary instruction; 2. Provide direct and explicit comprehension strategy instruction; 3. Provide opportunities for extended discussion of text meaning and interpretation; 4. Increase student motivation and engagement in literacy learning; 5. Make available intensive and individualized interventions for struggling readers that can	Comprehensive Literacy Instruction 4 th -8 th grade (Subgrants)	Kamil, M. L., Borman, G. D., Dole, J., Kral, C. C., Salinger, T., and Torgesen, J. (2008). Improving Adolescent Literacy: Effective Classroom and Intervention Practices: A Practice Guide (NCEE #2008-4027). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Available at: https://ies.ed.gov/ncee/wwc/PracticeGuide/8	Strong Evidence (Strategy 1,2, and 5) Moderate Evidence (3 and 4)	CO selected this because this guide presents strategies that classroom teachers and specialists can use to increase the reading ability of adolescent students. The recommendations will help students gain more from their reading tasks, improve their motivation for and engagement in the learning process, and assist struggling readers who may need intensive and individualized attention. (Tier 1 and 2 in WWC)

be provided by trained specialists				
1. Teach a set of academic vocabulary words intensively across several days using a variety of instructional activities; 2. Integrate oral and written English language instruction into content-area teaching; 3. Provide small-group instructional intervention to students struggling in areas of literacy and English language development.	Comprehensive Literacy Instruction 4 th -8 th grade (Subgrants)	Teaching Academic Content and Literacy to English Learners in Elementary and Middle School (Baker et al., 2014). Available at: https://ies.ed.gov/ncee/wwc/PracticeGuide/19	Strong Evidence (Strategy 1,2) Moderate Evidence (Strategy 3)	CO selected this because this practice guide provides four recommendations that address what works for English learners during reading and content area instruction. Each recommendation includes extensive examples of activities that can be used to support students as they build the language and literacy skills needed to be successful in school. This guide is geared toward teachers, administrators, and other educators who want to improve instruction in academic content and literacy for English learners in elementary and middle school. (Tier 1 and 2 in WWC)
1. Teach students to use the writing process for a variety of purposes; 2. Teach students to become fluent with handwriting, spelling, sentence construction, typing, and word processing.	Comprehensive Literacy Instruction 4-6 th grade (Subgrants)	Baker, S., Lesaux, N., Jayanthi, M., Dimino, J., Proctor, C. P., Morris, J., Gersten, R., Haymond, K., Kieffer, M. J., Linan-Thompson, S., & Newman-Gonchar, R. (2014). Teaching academic content and literacy to English learners in elementary and middle school (NCEE 2014-4012).	Strong Evidence (Strategy 1); (Moderate Evidence Strategy 2)	CO selected this because this practice guide provides four recommendations for improving elementary students' writing. Each recommendation includes implementation steps and solutions for common roadblocks. This guide is geared toward teachers, literacy coaches, and other educators who want to improve the writing

		Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Available at: https://ies.ed.gov/ncee/wwc/PracticeGuide/17		of their elementary students. (Tier 1 and 2 in WWC)
1. Explicitly teach appropriate writing strategies using a Model-Practice-Reflect instructional cycle; 2. Integrate writing and reading to emphasize key writing features	Comprehensive Literacy Instruction 9 th -12th grade (Subgrants)	Graham, S., Bruch, J., Fitzgerald, J., Friedrich, L., Furgeson, J., Greene, K., Kim, J., Lyskawa, J., Olson, C.B., & Smither Wulsin, C. (2016). Teaching secondary students to write effectively (NCEE 2017-4002). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Available at: https://ies.ed.gov/ncee/wwc/PracticeGuide/22	Strong Evidence (Strategy 1) Moderate Evidence (Strategy 2)	CO selected this because this practice guide presents three evidence-based recommendations for helping students in grades 6–12 develop effective writing skills.(Tier 1 and 2 in WWC)
Make data part of an ongoing cycle of instructional improvement; Teach students to examine their	Continuous Improvement Cycles	Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., & Wayman, J. (2009). Using student achievement data to support	Minimal Evidence	CO selected this because this guide offers five recommendations to help educators effectively use data to monitor students' academic

own data and set learning goals; Establish a clear vision for schoolwide data use; Provide supports that foster a data-driven culture within the school; Develop and maintain a districtwide data system.		instructional decision making (NCEE 2009-4067). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Available at: https://ies.ed.gov/ncee/wwc/PracticeGuide/12		progress and evaluate instructional practices. The guide recommends that schools set a clear vision for schoolwide data use, develop a data-driven culture, and make data part of an ongoing cycle of instructional improvement. The guide also recommends teaching students how to use their own data to set learning goals. (Tier 3 in WWC).
(1) Literature-based activities (including partner reading, treasure hunts, word mastery, story retelling, story-related writing, and quizzes) and (2) Explicit instruction in comprehension strategies (such as identifying main ideas and themes, drawing conclusions, making predictions, and understanding figurative language). The program used a combination of teacher-directed instruction and cooperative learning in heterogeneous teams. Teams were given rewards and recognition	Comprehensive Literacy Instruction 6 th - 8 th grade (Subgrants)	Stevens, R. J., & Durkin, S. (1992). Part I. Student team reading: A cooperative learning approach to middle school reading instruction (pp. 1–10). Baltimore, MD: Center for Research on Effective Schooling for Disadvantaged Students. Retrieved from: https://eric.ed.gov/?id=ED350594	ESSA Tier 2 (at least one finding shows moderate evidence of effectiveness)	This study used a quasi-experimental design examining 1,223 students in grades 6-8. The intervention, of student team reading. This study meets WWC standards without reservations.

based on performance and improvement of each team member.				
Coaching, Coaching skills, Coaching knowledge,	Developing Literacy Coach Training and Training Literacy Coaches	<p>WWC Coaching Review: Pierce, J. D. (2016). Effective Coaching: Improving Teacher Practice and Outcomes for All Learners. Available at: https://www.air.org/sites/default/files/NCSI_Effective-Coaching-Brief-508.pdf:</p> <p>National Center for Systemic Improvement, WestEd. Retrieved May 20, 2020, from Issue brief. National Center for Systemic Improvement, WestEd. Available at: https://rti4success.org/resource/effective-coaching-improving-teacher-practice-and-outcomes-all-learners</p>	Strong/ Peer Reviewed Meets Not in WWC	This brief synthesizes research on coaching and to offer a framework of effective coaching practices and several studies within the guide meet WWC standards without reservations. Including the Reading First Impact Study final report (NCEE 2009-4038). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences.
Application of adult learning principles	Subgrants; Professional Development	<p>Dunst, C. J. (2010). Meta-analysis of the effectiveness of four adult learning methods and strategies. Journal of Continuing Education & Lifelong Learning, 3(1), 91-112.</p> <p>http://www.puckett.org/Meta-analysis-effectiveness-four-</p>	Not in WWC	The effectiveness of six operationally defined adult learning method characteristics were used to analyze the relationship between the characteristics and the study outcomes (learner knowledge, skills, attitudes, and self-efficacy beliefs). The six characteristics

		adult-learning-methods-strategies.pdf		were instructor introduction and illustration of new knowledge or practice, and learner application, evaluation, reflection, and self-assessment of mastery of the knowledge or practice. The synthesis included 58 randomized controlled design studies (N = 2,095 experimental group participants and N = 2,213 control group participants). Results showed that all six adult learning method characteristics were associated with positive learner outcomes.
1. Response to Intervention; Screen all students for potential reading problems at the beginning of the year and again in the middle of the year; 2. Response to Intervention: Provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening. Typically, these groups meet between three and	Comprehensive Literacy Instruction	What Works Clearinghouse . (2020, May 20). Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades. Available from: https://ies.ed.gov/ncee/wwc/PracticeGuide/3 .	Moderate (Strategy 1), Strong (Strategy 2)	The What Works Clearinghouse characterizes this practice as Tier 2/Moderate evidence for students in primary grades as an effective practice for facilitating literacy skills for struggling readers. Colorado has already invested in the RtI model and is implementing practices with fidelity that will be expanded and enhanced through this project.

five times a week, for 20 to 40 minutes				
Evidence-based reading instruction	Comprehensive Literacy Instruction (grades K-5)	Lane, H. (2014). Evidence-based reading instruction for grades K-5 (Document No. IC-12). Retrieved May 20, 2020, from University of Florida, Collaboration for Effective Educator, Development, Accountability, and Reform Center: http://ceedar.education.ufl.edu/tools/innovation-configurations/ .	CEEDAR Center Ideas that Work validated practices: Office of Special Education U.S. Department of Education; Strong EBP rating	This paper features an innovation configuration (IC) matrix that can guide teacher preparation professionals in the development of appropriate use of evidence-based reading instruction for Grades K-5. An IC is a tool that identifies and describes the major components of a practice or innovation. With the implementation of any innovation comes a continuum of configurations of implementation from non-use to the ideal. Several Strong EBPs are referenced in the document.
Evidence-based reading instruction	Comprehensive Literacy Instruction (grades 6-12)	Hougen, M. (2014). Evidence-based reading instruction for adolescents, grades 6-12 (Document No. IC-13). Retrieved from University of Florida, Collaboration for Effective Educator, Development, Accountability, and Accessible at: http://ceedar.education.ufl.edu/tools/innovation-configurations/ .	CEEDAR Center Ideas that Work validated practices: Office of Special Education U.S. Department of Education; Strong EBP rating	This paper features an innovation configuration (IC) matrix that can guide teacher preparation professionals in the development of appropriate use of evidence-based reading instruction for Grades 6-12. An IC is a tool that identifies and describes the major components of a practice or innovation. With the implementation of any innovation comes a continuum of configurations of implementation from non-use to

				the ideal. Several Strong EBPs are referenced in the document.
Individualized Student Instruction	Comprehensive Literacy Instruction (Subgrants – K-3)	Connor, C.M., Morrison, F.J., Schatschneider, C., Toste, J.R., Lundblom, E. Crowe, E.C. and Fishman, B. (2011). Effective classroom instruction: Implications of child characteristics by reading instructions on first graders word reading achievement. Journal of Research on Educator Effectiveness, 4(3), 173-207.	Strong	What Works Clearing House Review includes a Tier 1 rating for evidence of the study's findings on comprehensive outcomes for first graders.
Promoting comprehension of text grades 6-12	Comprehensive Literacy Instruction (Subgrants)	Vaughn, S., Martinez, L.R, Wanzek, J., Roberts, G., Swanson, E. and Fall, A. (2017) "Improving content knowledge and comprehensive for English Language Learners. Findings from a randomized control trial. Journal of Educational Psychology, 109(1):22-34.	Moderate	What Works Clearing House Review includes a Tier 2 rating for evidence of the study's findings on reading comprehensive outcomes for students in 8 th grade. This was selected due to enhance the multi-tiered systems of support for struggling readers.

EDUCATIONAL BACKGROUND

Doctor of Philosophy, Curriculum and Instruction

Dissertation: It's about access: How the curricular system and unequal learning opportunities predict the racial test score gap in mathematics

University of Denver, Denver, CO

Principal Licensure

University of Denver, Denver, CO

Master of Arts, Education and Human Development

Emphasis: Curriculum and Instruction/Bilingual Special Education

The George Washington University, Washington, DC

Bachelor of Arts, History and Bachelor of Arts Spanish

Minor: Secondary Education

Howard University, Washington, DC

COLORADO STATE LEVEL COMMITTEES/BOARDS

Colorado Division Directors Academy

Colorado ESSA Assessment Spoke Committee

Colorado PARCC Educator Leadership Cadre

Colorado Graduation Guidelines Assessment Workgroup

Morgridge College of Education, Educational Leadership and Policy Studies Advisory Board

COLORADO LICENSURE AND ENDORSEMENTS

- Licensure
- Secondary Social Studies
- K-12 Spanish
- K-12 Special Education Generalist
- K-12 Linguistically Diverse Education (English Language Acquisition)
- K-12 Linguistically Diverse Education Bilingual (English Language Acquisition)

PROFESSIONAL EXPERIENCE

Colorado Department of Education, Denver, CO

Executive Director, Teaching and Learning Unit

08/2017 to Present

- Provide focused leadership and strategic direction for the offices within the Teaching and Learning Unit: Office of Early Learning and School Readiness, Office of Learning Supports,, Office of Literacy, and Office of Standards and Instructional Support
- With the Teaching and Learning Unit office directors, articulate and enact a vision and mission for the Teaching and Learning Unit in alignment with that of the Student Learning Division and the performance plan for the Colorado Department of Education
- Lead implementation of legislation and State Board of Education rules for offices within the Teaching and Learning Unit
- Collaborate with units within the Student Learning Division, the Exceptional Student Services Unit and Unit of Federal Programs Administration, to support district implementation of state and federal legislation to maximize benefits for student learning in Colorado
- Collaborate with other CDE units and serve as a member of the Commissioner's Cabinet to

Floyd Cobb II, Ph.D.

- implement CDE achievement initiatives and activities in support of CDE strategic priorities
- Provide leadership and oversight of the Colorado Preschool Program, Colorado READ Act, Colorado Academic Standards, State Personnel Development Grant and Multi-tiered Systems of Support (MTSS) in support of Colorado school and district leaders
- Supervise, lead and support the directors of the offices within the Teaching and Learning Unit

Morgridge College of Education, University of Denver, Denver CO

Adjunct Professor

08/2011 to Present

Curriculum and Instruction

Course: Critical Perspectives, Democracy Power and Privilege, Winter 2017

Course: Race, Class and Gender, Spring 2016

Course: Teacher as Researcher Winter 2013

Teacher Education Program

Course: Introduction to Secondary Methods August 2011 to Present

Graduate Teaching Assistant, Higher Education

Course: Diversity in Organizations, Spring, 2012

Course: Critical Race Theory in Education Spring, 2011 & Winter, 2012

PROFESSIONAL EXPERIENCE

Cherry Creek Schools, Greenwood Village, CO

Executive Director of Curriculum and Instruction

07/2012 to 07/2017

- Directed the development and implementation of K-12 curriculum to ensure alignment with the Colorado Academic Standards.
- Worked cooperatively with the Superintendent, Assistant Superintendent for Performance Improvement, executive directors, principals and other building leaders at all levels, and other key personnel in developing and maintaining quality staff development for the district.
- Monitored student achievement and stresses the importance of school improvement, accreditation accountability planning that brought about improved results.
- Supervised the Curriculum and Instruction team including, content coordinators (Math, Literacy, Social Studies, Science), Instructional Technology, Online Learning, Gifted and Talented and Differentiation.
- Evaluated the performance of administrators, and oversaw the professional development offerings provided by the various specializations in the office.
- Guided the work of the elementary curriculum liaisons, the secondary department chairs
- Coordinated with the Assistant Superintendent and members of the Division of Performance Improvement staff to facilitate problem solving, effective communication and exemplary instructional program congruent with the district mission.
- Supervised and coordinated the budgeting process in the staff development and curriculum departments with specific focus on needs assessment, budget development and monitoring to promote efficiency and fiscal responsibility.
- Monitored the implementation of Title I and Title II Federal Grants and supervised staff to ensure that federal funds were aligned to meet district wide goals.
- Presented at School Board meetings to facilitate district communication and maintain

congruence with district goals.

- Advised key individuals on critical decisions, controversial issues, and potential crises in order to facilitate effective resolution.
- Assumed responsibility for the implementation, communication and observance of all Board of Education policies and administrative procedures by the staff in order to meet state statutes and ensure consistent and equitable governance.

PROFESSIONAL EXPERIENCE

Smoky Hill High School, Aurora, CO

07/2009 to 06/2012

Assistant Principal

- Responsible for the supervision of discipline, safety and security
- Evaluated classroom instruction and provide instructional support to all teachers
- Lead administrator for Excellence and Equity Initiatives
- Lead administrator for the Culturally Relevant Instructional program
- Led professional school based professional development
- Administrator in charge of Freshmen Academic Interventions
- Responsible for the supervision and administration of the CSAP/TCAP
- Responsible for the reporting of Child Abuse and Neglect
- Administrative liaison to the Applied Technology, Foreign Language and Student Achievement Services/Special Education Departments
- Member of Cherry Creek School District Equity Leadership Team
- Responsible for the oversight of student transfers and School of Choice
- Supervised athletic events and school activities

Cherry Creek High School, Greenwood Village, CO

07/2007 to 06/2009

Assistant to the Principal/Assistant Athletic Director

- Responsible for the supervision of standardized tests including PLAN, CELA, CSAP and ACT
- Administrative liaison to the Library, English Language Acquisition departments
- Administrator in charge of AVID and Sophomore Enrichment Seminar programs
- Administrator in charge of the Technology Planning and Technology Solutions committees
- Administrator responsible for 8th grade transition programs
- Responsible for the selection and completion of capital reserve projects
- Evaluated classroom instruction and provide instructional support to probationary teachers
- Lead administrator for the Equity and Culturally Relevant Instructional initiatives
- Responsible for the administration of the Educational Programs in Communities (EPIC) courses
- African American Leadership Council Advisor
- Community Relations Liaison
- Member of District Equity Leadership Team
- Member District ELA Plan Committee
- Supervised athletic events and school activities
- Faculty advisor for the Cherry Creek High School chapter of the National Honor Society

PROFESSIONAL EXPERIENCE

Cherry Creek High School, Greenwood Village, CO

08/2005 to 06/2007

Dean of Students

- Implemented a professional discipline program that encourages a positive, proactive, and supportive learning environment in accordance with state law and board policy
- Monitored attendance, enforced disciplinary procedures and counseled students when needed
- Participated in the RTI process to provide academic support for underperforming students
- Supervised athletic events and school activities
- Faculty advisor for the Cherry Creek High School chapter of the National Honor Society
- Cherry Creek High School Equity Team leader
- Faculty Senate
- African American Leadership Council Advisor
- Junior Varsity assistant baseball coach

Cherokee Trail High School, Aurora, CO

01/2005 to 06/2005

Spanish Teacher

- Taught first year and second year Spanish to high school students
- Created lesson plans administered assessments in Spanish
- Head Coach junior varsity baseball

Montgomery College, Germantown, MD

02/2004 to 12/2004

Student Support Specialist

- Performed liaison services between students, faculty, staff and appropriate campus and community support systems to promote the academic success of college students in need of remediation
- Provided academic advisory services as well as career/transfer support to first generation and college students in need of remediation
- Utilized knowledge of ADA, section 504 and FERPA to help students with disabilities advocate for reasonable accommodations
- Conducted New Student Orientation sessions for first year students

Friendly High School, Fort Washington, MD

08/2003 to 01/2004

Special Education/Social Studies Teacher

- Taught US History and World History to high school students
- Analyzed test scores, academic and social progress
- Designed lessons to allow paraprofessionals to make a substantive contribution to the class
- Utilized knowledge of ADA, section 504, and IDEA to create and implement accommodations for students with disabilities

Anji Gallanos

Preschool through Grade 3 (P-3) Director

Education

University of Colorado Denver
Doctorate of Education (EdD)

Expected June 2022

University of Utah
Masters of Education (M.Ed)

June 1999
Special Education
Early Childhood Special Education

University of Utah
Bachelor of Arts

May 1996
Behavioral Health
American Indian Studies

Experience

Preschool through Grade 3 (P-3) Director

Colorado Department of Education

January 2018 - Present

- Manage and supervise a team of 30 staff in the following programs, Colorado Preschool Program, Preschool Special Education, Results Matter, School Readiness and the Office of Literacy.
- Articulate and implement a shared vision, mission and work plan for preschool through grade 3 alignment.
- Lead key early learning metrics, initiatives, services and supports for the state that ensure improved learning outcomes for all children preschool through grade 3 are embedded and aligned with the CDE Strategic Goals.
- Position personnel to support the successful implementation of P-3 policies and programs across local districts and communities.
- Work collaboratively within CDE to ensure high quality collection, analysis and reporting of all required data related to children preschool to grade 3.
- Lead the department's P-3 literacy work to ensure coherent coordinated implementation of the Colorado READ Act.
- Negotiate and implement interagency agreements with various state agencies.
- Work collaboratively with stakeholders from within CDE and outside of state agencies to consistently support preschool to grade 3 alignment and support.

Early Learning Administrator/ Head Start Collaboration Director

July 2015 – March 2019

Alaska Department of Education & Early Development

- Administer and oversee the Early Learning Office for the Alaska State Department of Education and Early Development (DEED).
- Plan and facilitate meetings and targeted professional opportunities for education policymakers on trending early childhood education issues, including organizing and facilitating planning for Legislative Joint Early Education Policy Meeting.
- Management of pre-elementary, Head Start, Parents as Teachers, Best Beginnings and other grant based programs.
- Design and implement collective frameworks to support district implementation of high quality pre-elementary programs.

- Provide technical supports in the form of online and face to face learning for all district and federal grant programs.
- Develop a comprehensive professional development system for early learning stakeholders across the state.
- Oversee and manage the Alaska kindergarten entry assessment known as the Alaska Developmental Profile including training, support and data analysis.
- Oversee and manage pre-elementary statewide assessment using Teaching Strategies GOLD®, including training and data analysis.
- Act as co-staff for the Alaska Early Childhood Coordinating Council, including meeting facilitation supporting sub-committee work and communicating meeting information to the Commissioners of Education and Health and Human Services.
- Prepare and present legislative reports related to Alaska early learning, including testifying and presenting to the Alaska Legislature.
- Maintain active partnerships with other state agencies including critical partnerships with the Department of Health and Human Services Office of Child Care and the Maternal and Child Home Visiting Programs.
- Supervise early learning program managers and the Migrant Education Program staff.

Literacy Content Specialist

April 2014 – July 2015

Alaska Department of Education & Early Development

- Provide education on-site and distance technical assistance to school personnel related to the implementation of the Alaska English Language Arts standards.
- Design and implement professional learning opportunities for district staff related to early grade reading.
- Support district based efforts to implement the Kindergarten Literacy Screening regulatory requirement (now repealed).
- Collaborate on review of Alaska Measures of Progress (AMP) for the purpose of item review, alignment to the standards and content consistency.
- Present at statewide conferences and regional trainings on topics related to standards implementation.
- Provide on-site technical assistance for early grade teams related to literacy curriculum alignment.
- Produce and distribute materials to support educators in understanding and implementing the Alaska ELA Standards.

My Teaching Partner Coach/Specialist

February 2013 – April 2014

Teachstone, LLC

- Provided remote direct one-on-one coaching for Head Start preschool teachers working in Alaska Native/American Indian Head Start programs.
- Planned and offer training in the MTP model and methods to early childhood and early elementary teachers.
- Worked collaboratively with Teachstone teams to provide national group trainings in topics related to cognitive development, CLASS Observation tools and mentor coaching.
- Engaged Head Start directors and leaders to form an understanding of effective coaching models that best support educators.

Preschool Grant Program Coordinator

October 2011 – June 2013

Juneau School District

- Researched and wrote a grant to provide collaborative preschool services funded by Alaska DEED, in partnership with Juneau School District and Tlingit Haida Head Start.

- Managed all aspects of the grant including budget reporting, program design and implementation.
- Planned and presented professional learning opportunities for preschool educators in topics such as: CLASS Observation, Teaching Strategies Gold implementation, curriculum design, behavior management and reflective supervision.
- Engaged site based school leadership to build an understanding of the preschool program and the federal requirements for Head Start.
- Presented policy presentations to Juneau School District Board of Education and local City and Borough of Juneau Assembly.
- Provided professional training to Alaska Association for the Education Young Children.

Head Start Federal Review /contract as needed
Danya International

December 2012- June 2013

- Provided contract based, on-site federal reviews for Head Start programs through Danya International.
- Responsible for CLASS Observations of federally funded Head Start programs.
- Submitted and supplied federal reports related to monitoring of Head Start programs.

District Special Education Teacher
Anchorage School District

September 1999 – June 2002

- Provided classroom support for preschool aged children identified with developmental delays.
- Supported Chugiak Children's Services Region X Head Start program with itinerate support in special education.
- RTI Support lead for school based services.
- Teacher mentor for early childhood special education.
- Served on assessment and evaluation team for children transitioning from Part C to Part B services.
- Organized and conducted district wide Child Find events and Parent Engagement Activities.
- Worked collaboratively with district leadership to develop support systems for Head Start programs located throughout Anchorage.

Adjunct Faculty 2012- Present

University of Alaska Southeast

- ***Coursework taught***
 - ***ECE 235 Screening and Assessment- Past***
 - ***ECE 240 Adaption and Inclusion- Past***

University of Alaska Fairbanks

- ***Coursework taught:***
 - ***ECE 119 Curriculum and Literacy- Past***
 - ***ECE 305 Social and Emotional Development-Current***
 - ***ECE 350 Play: Foundations for Development-Current***

VITA
Tanni L. Anthony

EDUCATION

Ph.D. - Child and Family Studies University of Denver, Denver, CO, November 2002

Dissertation: *The Inclusion of Vision Development Guidelines in the Transdisciplinary Play-Based Assessment: A Study of Reliability and Validity* (Dissertation Abstract International, 63(12), A4271, Pro Quest Information, No. 30-74361)

Ed.S. - Special Education, University of Northern Colorado, Greeley, CO; August 1983

Field: Education of Students with Blindness/Visual Impairment

Emphasis Areas: Orientation and Mobility
Education of Severe/Profound Handicapped Blind

B.S. - Education, University of North Dakota, Grand Forks, ND; May 1979

Majors: Special Education/Elementary Education

Emphasis Areas: Education of Students with Blindness/Visual Impairment
Education of Students with Mental Handicaps (TMH, EMH)

PROFESSIONAL EXPERIENCE

8/92 – Present **Colorado Department of Education Exceptional Student Services Unit Roles and Responsibilities listed below:**

Director: **Director:** *Access, Learning, and Literacy Team* – programmatic and budget oversight of disability/discipline-specific, related service, and past preschool special education state consultants, supervision of team supervisors and program assistants, oversight of unit special education eligibility / disability-specific literacy instruction initiatives; Results Driven Accountability and State Improvement Plan activities; past member of CCSSO Assessment of Special Education Students (ASES) *ESSU Leadership' Team* – unit co-leadership/co-management unit activities: **9/12 - present**

Supervisor: supervision of state-level consultants in the area of low-incidence disabilities; oversight of corresponding low-incidence budgets and field technical assistance activities; *Advisory Council* – unit co-leadership/co-management activities: **7/05 – 8/12**

Project Co- Director: Colorado Services to Children and Youth with Combined Vision and Hearing Loss Project - **10/18 – present**. **Project Director:** grant writing; co-development and primary oversight of grant budget and statewide child identification / technical assistance / inservice training activities with the state deaf-blind project housed within the CDE: **7/95 – 9/18**

State Consultant on Blindness/Visual Impairment – professional development / key policy work / state braille competency test development and administration oversight / technical assistance budgets and implementation specific to blindness / visual impairment; former annual visual/tactile bias review of state summative assessments development/coordination; State NIMAC Coordinator: **7/95 -present**

Consultant: *Project Coordinator* – key assignments specific to statewide technical assistance implementation of CO DB Grant project. *Project Coordinator* - CO Hilton Perkins Project (until the project's end in 12/94); *Special Assignment Coordinator* - statewide service delivery for young children (0-5) with visual impairment. **8/92 – 6/95**

1/20 - present	Adjunct Instructor: East Carolina University – distance education courses
1/17 – present	Adjunct Instructor: University of Northern Colorado – distance education course
8/15 – 12/16	Adjunct Instructor: East Carolina University – distance education courses
1/14 - present	Adjunct Instructor: University of Denver – onsite courses
6/07 – 5/18	Adjunct Instructor - Florida State University - distance education courses
5/07 – 5/08	Consultant – design and implementation of a comprehensive, year long training module sequence in the area of pediatric blindness/ visual impairment for the province of Ontario for early intervention personnel. <i>Ontario Ministry of Children and Youth Services</i> – Toronto, Ontario, Canada
9/04 – 12/04	Adjunct Instructor: University of Northern Colorado – distance education course
7/95 – Current	Instructor of Record: Organized, hosted, and graded graduate level papers for 63 courses offered through the CDE and University of Northern Colorado's Extended Campus program
8/94 - 6/97	Key Consultant: Statewide Project for Infants and Toddlers with Hearing and/or Vision Disabilities, federal grant project to build WA State's early intervention services. Puget Sound Education School District, Seattle, WA
1/92 -present	National Visual Impairment Inservice in America (VIISA) Instructor – co-author of national training materials and national course instructor - <i>Utah State University</i> , Logan, UT
9/91 - 7/92	Adjunct Instructor - University of Alaska (Anchorage campus) – onsite classes
2/87 - 7/92	Program Coordinator – oversight of grant budget and statewide technical assistance with the <i>Blind/Visually Impaired - Infant Learning Program, Special Education Service Agency</i> , Anchorage, AK

MORGAN COX



PROFESSIONAL EXPERIENCE

Colorado Department of Education, Denver, CO

Current – Director, Office of Culturally and Linguistically Diverse Education

November 2014–Present

Title III State Director, Federal Programs Unit

October 2004– Present

- Oversee the Office of Culturally and Linguistically Diverse Education in the provision of accountability, technical assistance, training, and guidance to Colorado school districts and CDE on the implementation of researched based practices to meet the academic and linguistic needs of students, specifically English learners.
- Develop relationships across the CDE, State, and nationally to represent and connect Colorado to opportunities, discussions, and research that will benefit the EL students and families in Colorado.
- Work collaboratively with state education advocacy groups to inform the department on issues, challenges, and opportunities impact EL students and their families.
- Lead and facilitate the alignment of the mission of the Office of Culturally and Linguistically Diverse Education with the mission and strategic direction of the State Board of Education through the Colorado ESSA state plan.
- Lead and advise the Department and the State Board of Education in developing and communicating policies and procedures to support the academic and linguistic needs of English learners.
- Oversee the creation of a statewide system of support for increasing positive outcomes for English Learners through regional and ongoing support, to include small and rural school districts.
- Work actively with Districts to maintain compliance with Federal and State policies for all students, including culturally and linguistically diverse learners and Native American students, and to improve effectiveness of instructional programs.
- Ongoing research of effective district and school program for English Learners.
- Co-Development of state guidance, professional learning, and process for the referral of EL students to Special Education, in collaboration with the Exceptional Student Services Unit.

Colorado Department of Education, Denver, CO

Competitive Grants and Awards Unit Consultant –Internal Evaluator

March 2004–November 2004

Denver Public Library, Denver, CO

Community Education Coordinator

September 2002– March 2004

Poudre School District, Fort Collins, CO

August 2000- May 2002

3RD GRADE TEACHER, HARRIS BILINGUAL ELEMENTARY SCHOOL

Athens-Clarke County School District, Athens, GA

August 1998- May 2000

KINDERGARTEN TEACHER, CHASE STREET ELEMENTARY

EDUCATION

Colorado State University, Fort Collins, CO

Master of Arts, Teaching English as a Second/ Foreign Language (TESL/ TEFL)

University of Georgia, Athens, GA

Bachelor of Arts, Spanish

PROFESSIONAL CERTIFICATES AND ACCOMPLISHMENTS

- Professional License Teacher, Early Childhood Education (PK-8) and Linguistically Diverse Education (K-12)
Issued by Colorado State Board of Education
- National Association of English Learner Program Administrators, President, 2019-Present
- Certified Trainer of Trainer:
 - Center for Applied Linguistics
 - Sheltered Instruction Observation Protocol (SIOP)
 - National Center for Family Literacy
 - NCEE, Equity in Education

May 20, 2020

U.S. Department of Education
400 Maryland Avenue SW, Room 3E243
Washington, DC 20202-6450

Dear Secretary DeVos,

I am writing in strong support of Colorado's application for the Comprehensive Literacy State Development Program. Across our state, too many children are not proficient in reading by the end of third grade and a significant number of high school students are not ready for the workforce due to lack of competency in language and literacy. The proposed project will contribute greatly to Colorado's effort to promote evidence-based literacy programming across the state that meets the needs of all learners.

One of my priorities as Governor is to ensure that every child has a strong foundation for success in school and in life. Early literacy has been elevated in Colorado through the Comprehensive Literacy Program and other reading initiatives offered by the Colorado Department of Education because of its importance to reaching this goal.

This project will provide resources to early childhood programs, districts, and literacy partners throughout Colorado's rural, metropolitan, and urban areas in order to increase high-quality, standards-aligned literacy development in order to help close achievement gaps across our state. The project will be housed in the Preschool through 3rd Grade (P-3) Office within the Colorado Department of Education, highlighting our state's commitment to supporting child and family literacy as early as possible. The Colorado Comprehensive Literacy State Development Program will also bring together schools, districts, educators, content experts, and stakeholders at all levels to leverage the lessons we have learned through the implementation of prior initiatives, as well as to prevent learning loss during this critical time for children. I am eager to expand our effort and look forward to your review of our proposal. Thank you for your consideration of this letter.

May 19, 2020

U.S. Department of
Education, 400 Maryland Avenue SW, Room 3E243
Washington, DC 20202-6450

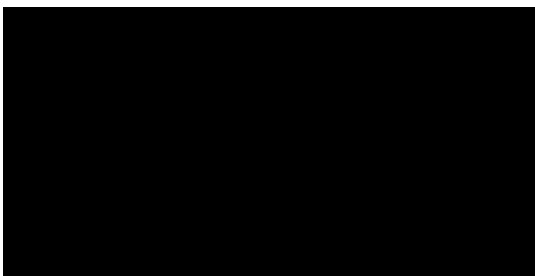
Dear Secretary Devos,

The Colorado Boards of Cooperative Educational Services Association (BOCES) is pleased to support the Colorado Department of Education's application for funds to implement the Colorado Comprehensive Literacy State Development Program. BOCES in Colorado provide educational services to two or more school districts that alone cannot afford the service, or find it advantageous and cost-effective to cooperate with other districts. These services represent a financial commitment that is best met by several districts sharing costs and programs and offers a range of opportunities to leverage funds to support initiatives related to school improvement, professional development, special education, and other services that promote learning and achievement. The Colorado BOCES Association is comprised of 21 BOCES representing 168 school districts in Colorado. Often, BOCES play a critical role in serving rural and underresourced districts and communities.

The Colorado BOCES Association is committed to partnering with the Colorado Department of Education to implement the Comprehensive Literacy State Development Program as follows:

- Participate in the development of multi-tiered systems of support that direct literacy resources to high-need communities, families, and children in grades K-12;
- Collaborate with the Colorado Department of Education to promote literacy development and project activities through meetings, workgroups, professional development and other initiatives;
- Provide valid and reliable data and expertise to the Colorado Department of Education to support the development of the state literacy needs assessment and updated literacy development plan;
- Support and promote the implementation of practices, activities, and literacy programs and interventions among school districts in Colorado.
- Provide feedback and information related to the revision of the state comprehensive literacy instruction plan.

We appreciate your review of our proposal and look forward to working collaboratively to implement programs that strengthen literacy programs to improve student achievement in Colorado.



CEEDAR Center

College of Education, School of Special Education, School Psychology & Early Childhood Studies
1403 Norman Hall, PO Box 117050
Gainesville, FL 32611-7050

Phone: [REDACTED]

Fax: [REDACTED]

May 22, 2020

U.S. Department of Education
400 Maryland Avenue SW
Room 3E243
Washington, DC 20202-6450

Dear Secretary DeVos:

The Collaboration for Effective Educator Development, Accountability, and Reform (CEEDAR) Center (U.S. Department of Education, Office of Special Education Programs, Award No. H325A170003) is pleased to support the Colorado Department of Education's application for funds to implement the Colorado Comprehensive Literacy Project (COCL).

Since 2016, the CEEDAR Center has partnered with the Colorado Department of Education, the Colorado Department of Higher Education, and a network of educator preparation programs across Colorado universities to strengthen the preparation of teachers and leaders to serve students with disabilities, with a specific focus on evidence-based practices in literacy instruction. Our team has intentionally aligned its work to support the Colorado Department of Education's current literacy initiatives such as the K-3 Structured Literacy Project. We welcome opportunities to further align our work with the COCL project to improve literacy outcomes for Colorado learners in grades 4-12, with an emphasis on serving students of low-income, students of color, English language learners, and students with disabilities.

The CEEDAR Center believes that the proposed COCL project meets an urgent need to address systemic gaps in Colorado's infrastructure for literacy support and services. Furthermore, we believe that a partnership with the state's educator preparation programs is critical to the success of this project. If funded, the CEEDAR Center commits to collaborating with COCL project leaders to ensure that we are engaging our partners in higher education while aligning efforts to improve literacy outcomes within and across our projects.

We look forward to partnering with the Colorado Department of Education on this important endeavor and we eagerly anticipate the success of the application.

Sin

Dr. Mary T. Brownell
CEEDAR Center, Director
University of Florida
[REDACTED]

Lindsey Hayes
CEEDAR Center, Colorado State Lead
American Institutes for Research
[REDACTED]



May 20, 2020

U.S. Department of Education
400 Maryland Avenue SW, Room 3E243
Washington, DC 20202-6450

Dear Secretary Devos,

The Colorado State Library is pleased to support the Colorado Department of Education's application for funds to implement the Colorado Comprehensive Literacy State Development Program. The Colorado State Library (CSL) helps libraries, schools, museums, and other organizations improve services, making it easier for all Coloradans to access and use the materials and information they need for lifelong learning.

The State Library, as a division within the Colorado Department of Education, is committed to partnering with our colleagues to implement the Comprehensive Literacy State Development Program as follows:

- Promote any online/in-person literacy instructional strategies supported by this grant to public library staff. By opting in, public library staff would gain additional knowledge into literacy instruction and develop library services that would align closer with schools as they support parents and other caregivers of young children.
- Explore additional avenues of collaboration to promote literacy development and project activities through meetings, workgroups, professional development, and other activities.
- Provide feedback and information for the revision of the state comprehensive literacy instruction plan.

We appreciate your review of our proposal and look forward to working collaboratively to implement programs that strengthen literacy throughout Colorado.



COLORADO CHRISTIAN UNIVERSITY

Grace and Truth

May 20, 2020

U.S. Department of Education
400 Maryland Avenue SW
Room 3E243
Washington, DC 20202-6450

Dear Secretary Devos,

On behalf of ourselves and Colorado Christian University (CCU), we are pleased to support the Colorado Department of Education's application for funds to implement the Colorado Comprehensive Literacy Project (COCL). This program holds great promise for advancing and improving literacy outcomes for all students in Colorado as it addresses systemic gaps in the state's infrastructure for literacy support and services.

From our roles as teacher educators, improving literacy outcomes for all students in Colorado, is of the utmost importance because reading is a foundational skill that will lead to success in all areas of life. Colorado Department of Education data from 2018 indicates that almost 16% of Colorado students have a serious reading deficiency and that English Language learners have a higher likelihood of being identified as reading below grade level. We know that supporting these students will require intensive supports as outlined in the COCL proposal.

As teacher educators in Colorado, we have seen the work that CDE is currently doing to support evidence-based reading instruction across the state. Specially, CDE has developed and implemented the K-3 Structured Literacy Project that has been conducted through the Exceptional Student Services Unit. It is a strength of the current grant proposal that the COCL will expand that project to address the needs of students in 4th through 12th grades by providing professional development, coaching, and educator support. We have seen first-hand the difference that educator preparation programs, such as ours, are able to make in improving literacy skills and we are excited about the collaborative efforts made possible by this grant.

With these funds, the CDE will be well positioned to ensure equitable access to high-quality, evidence-based literacy instruction and appropriate interventions for all students across the state of Colorado. In a state with a significant achievement gap between students of low-income, students of color, English language learners, students with disabilities and their peers, the proposal's focus on those populations is a critical factor.

We are committed to partnering with the Colorado Department of Education in the following ways

- Participate in CEEDAR State Leadership Team meetings with COCL grant staff at least quarterly
- Provide input and feedback for statewide needs assessments and stakeholder engagement

- Provide, as available, valid and reliable data and expertise to the Colorado Department of Education to support the development of the needs assessment and updated literacy development plan
- Provide information regarding educator preparation as related to the literacy development plan
- Participate in the development of literacy resources and educator preparation courses
- Promote literacy development and project activities through various meetings, work groups, and initiatives.
- Assist in evaluation of project effectiveness

Thank you for your consideration of the Colorado Department of Education's proposal. We look forward to the success of the application and to the efforts of the Colorado Comprehensive Literacy Project.

Sincerely,

Dr. Bush White
Director of Graduate Education Programs

Dr. Marla J. Lohmann
Assistant Professor, Special Education



1000 Rim Drive
Durango, CO 81301

May 20, 2020

U.S. Department of Education
400 Maryland Avenue SW
Room 3E243
Washington, DC 20202-6450

Dear Secretary Devos,

On behalf of myself and Fort Lewis College, I am pleased to support the Colorado Department of Education's application for funds to implement the Colorado Comprehensive Literacy Project (COCL). This program holds great promise for advancing and improving outcomes in literacy for all students in Colorado as it addresses systemic gaps in the state's infrastructure for literacy support and services.

From my perspective as an education professor with an emphasis on students with disabilities, improving literacy outcomes for all students in Colorado, is of the utmost importance. Our students continue to struggle with many aspects of literacy, especially decoding and comprehension, and the more support and direct instruction we can provide the better prepared our students will be as they grow and mature into lifelong learners.

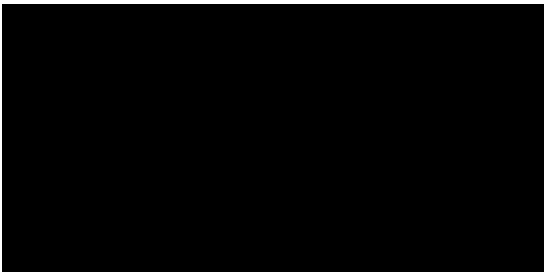
As a member of the Colorado CEEDAR State Leadership Team, I have become familiar with the department's K-3 Structured Literacy Project that has been conducted through the Exceptional Student Services Unit. It is a strength of this proposal that the COCL will expand that project to address the needs of students in 4th through 12th grades by providing professional development, coaching, and educator support. With my focus being secondary teachers, the need and desire for this kind of training and professional development is essential if we want to see student achievement continue. Our teachers and students both deserve to have all the tools and strategies available to facilitate a positive and engaging school experience. I have seen first-hand the difference that educator preparation programs are able to make in improving literacy skills and I am excited about the collaborative efforts made possible by this grant especially for secondary teachers.


With these funds, the CDE will be well positioned to ensure equitable access to high-quality, evidence-based literacy instruction and appropriate interventions for all students. In a state with a significant achievement gap between students of low-income, students of color, English language learners, students with disabilities and their peers, the proposal's focus on those populations is a critical factor. Access to additional training and supports for our greatest student needs could make a huge difference in the lives of our Colorado children.

We are committed to partnering with the Colorado Department of Education in the following ways:

- Participate in CEEDAR State Leadership Team meetings with COCL grant staff at least quarterly
- Provide input and feedback for statewide needs assessments and stakeholder engagement
- Provide, as available, valid and reliable data and expertise to the Colorado Department of Education to support the development of the needs assessment and updated literacy development plan
- Participate in the development of literacy resources, educator preparation courses, and/or project component review.

Thank you for your consideration of the Colorado Department of Education's proposal. We look forward to the success of the application and to the efforts of the Colorado Comprehensive Literacy Project.





May 21, 2020

U.S. Department of Education
400 Maryland Avenue SW
Room 3E243
Washington, DC 20202–6450

Dear Secretary Devos,

On behalf of myself and Metropolitan State University Denver I am pleased to support the Colorado Department of Education’s application for funds to implement the Colorado Comprehensive Literacy Project (COCL). This program holds great promise for advancing and improving outcomes in literacy for all students in Colorado as it addresses systemic gaps in the state’s infrastructure for literacy support and services.

From my role as Dean, improving literacy outcomes for all students in Colorado, is of the utmost importance. As Dean and co-chair of Colorado Council of Deans of Education, I have become familiar with the department’s K-3 Structured Literacy Project that has been conducted through the Exceptional Student Services Unit. It is a strength of this proposal that the COCL will expand that project to address the needs of students in 4th through 12th grades by providing professional development, coaching, and educator support. I have seen first-hand the difference that educator preparation programs are able to make in improving literacy skills and I am excited about the collaborative efforts made possible by this grant.

With these funds, the CDE will be well positioned to ensure equitable access to high-quality, evidence-based literacy instruction and appropriate interventions for all students. In a state with a significant achievement gap between students of low-income, students of color, English language learners, students with disabilities and their peers, the proposal’s focus on those populations is a critical factor.

We are committed to partnering with the Colorado Department of Education in the following ways:

- Participate in CEEDAR State Leadership Team meetings with COCL grant staff at least quarterly
- Provide input and feedback for statewide needs assessments and stakeholder engagement

May 22, 2020

U.S. Department of Education
400 Maryland Avenue SW
Room 3E243
Washington, DC 20202-6450

Dear Secretary Devos,

On behalf of myself and Regis University I am pleased to support the Colorado Department of Education's application for funds to implement the Colorado Comprehensive Literacy Project (COCL). This program holds great promise for advancing and improving outcomes in literacy for all students in Colorado as it addresses systemic gaps in the state's infrastructure for literacy support and services.

From my role/perspective as the Director of Post-Traditional Initial Licensure programs and a lifelong special educator, improving literacy outcomes for all students in Colorado is of the utmost importance because of the long-term effects for those who cannot read. Not only are there social/emotional effects such as feelings of low self-esteem and inadequacy, but there are also societal issues. Third graders who cannot read on grade level become our country's lowest income, unemployed citizens. Reading failure is also linked to increased incarceration rates, further fueling the school to prison pipeline.

As a member of the Colorado CEEDAR State Leadership Team, I have become very familiar with the department's K-3 Structured Literacy Project that has been conducted through the Exceptional Student Services Unit. It is a strength of this proposal that the COCL will expand that project to address the needs of students in 4th through 12th grades by providing professional development, coaching, and educator support. I have seen first-hand the difference that educator preparation programs are able to make in improving literacy skills and I am excited about the collaborative efforts made possible by this grant.

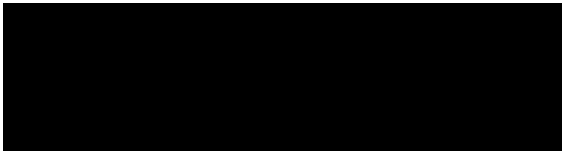
With these funds, the CDE will be well positioned to ensure equitable access to high-quality, evidence-based literacy instruction and appropriate interventions for all students. In a state with a significant achievement gap between students of low-income, students of color, English language learners, students with disabilities and their peers, the proposal's focus on those populations is a critical factor.

We are committed to partnering with the Colorado Department of Education in the following ways:

- Participate in CEEDAR State Leadership Team meetings with COCL grant staff at least quarterly
- Provide input and feedback for statewide needs assessments and stakeholder engagement
- Provide, as available, valid and reliable data and expertise to the Colorado Department of Education to support the development of the needs assessment and updated literacy development plan
- Provide information regarding educator preparation as related to the literacy development plan
- Participate in the development of in-kind literacy resources, educator preparation courses, and/or project component review.
- Promote literacy development and project activities through various meetings, work groups, and initiatives.
- Provide in-kind support and development of foundational materials and professional development opportunities as identified for both early reading intervention and intervention for 4th-12th grade educators.

Thank you for your consideration of the Colorado Department of Education's proposal. We look forward to the success of the application and to the efforts of the Colorado Comprehensive Literacy Project.

Sincerely,



Melissa Brydon, Ph.D.
Program Director/Associate Professor of Special Education
Graduate Secondary and Special Education Teacher Licensure
Division of Education | Regis College
3333 Regis Blvd., Denver, CO 80221 K-15
P [REDACTED] | E [REDACTED] | REGIS.EDU



**College of Education
and Behavioral Sciences**

May 21, 2020
U.S. Department of Education
400 Maryland Avenue SW
Room 3E243
Washington, DC 20202-6450

Dear Secretary Devos,

On behalf of myself and University of Northern Colorado, I am pleased to support the Colorado Department of Education's application for funds to implement the Colorado Comprehensive Literacy Project (COCL). This program holds great promise for advancing and improving outcomes in literacy for all students in Colorado as it addresses systemic gaps in the state's infrastructure for literacy support and services.

From my role/perspective as Associate Dean in the College of Education and Behavioral Sciences, improving literacy outcomes for all students in Colorado is of the utmost importance because of the relationship between early literacy acquisition and future academic success. As the largest educator preparation institution in Colorado, we understand the importance of partnering with the Colorado Department of Education to ensure our teachers are prepared to teach all children these critical reading skills.

As a member of the Colorado CEEDAR State Leadership Team since its inception, I have become very familiar with the department's K-3 Structured Literacy Project that has been conducted through the Exceptional Student Services Unit. It is a strength of this proposal that the COCL will expand that project to address the needs of students in 4th through 12th grades by providing professional development, coaching, and educator support. I have seen first-hand the difference that educator preparation programs are able to make in improving literacy skills and I am excited about the collaborative efforts made possible by this grant.

With these funds, the CDE will be well positioned to ensure equitable access to high-quality, evidence-based literacy instruction and appropriate interventions for all students. In a state with a significant achievement gap between students of low-income, students of color, English language learners, students with disabilities and their peers, the proposal's focus on those populations is a critical factor.

We are committed to partnering with the Colorado Department of Education in the following ways:

- Participate in CEEDAR State Leadership Team meetings with COCL grant staff at least quarterly
- Provide input and feedback for statewide needs assessments and stakeholder engagement
- Provide, as available, valid and reliable data and expertise to the Colorado Department of Education to support the development of the needs assessment and updated literacy development plan
- Provide information regarding educator preparation as related to the literacy development plan
- Participate in the development of literacy resources, professional development tools, educator preparation courses, and/or project component review.
- Promote literacy development and project activities through various meetings, work groups, and initiatives.

Thank you for your consideration of the Colorado Department of Education's proposal. We look forward to the success of the application and to the efforts of the Colorado Comprehensive Literacy Project.

Sincerely,
Corey D. Pierce, Ph.D.
Associate Dean, College of Education and Behavioral Sciences
University of Northern Colorado

Teaching and Learning
Unit/Preschool through Third Grade
Office
201 East Colfax Avenue
Denver, CO 80203-1799

Confirmation of Priority Status

This statement confirms that the Colorado Department of Education has not had a Striving Readers Comprehensive Literacy Grant or the Comprehensive State Literacy Grant in the past five years which qualifies the agency as a new applicant.



Budget Narrative File(s)

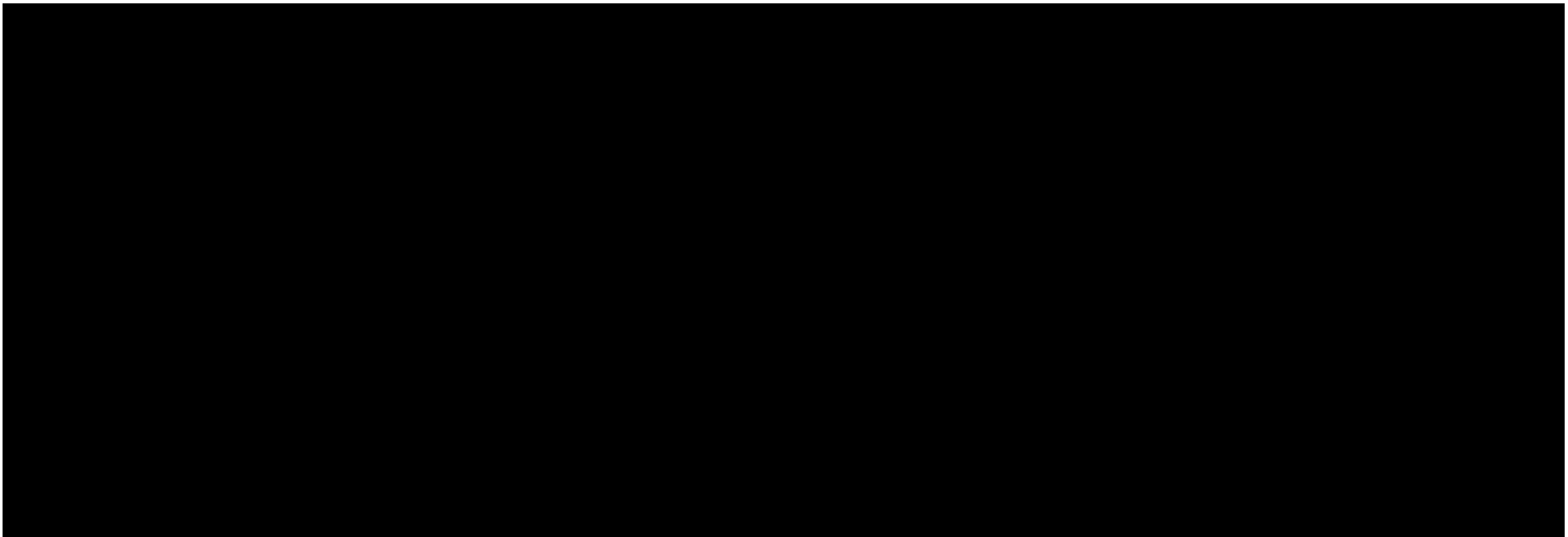
* **Mandatory Budget Narrative Filename:**

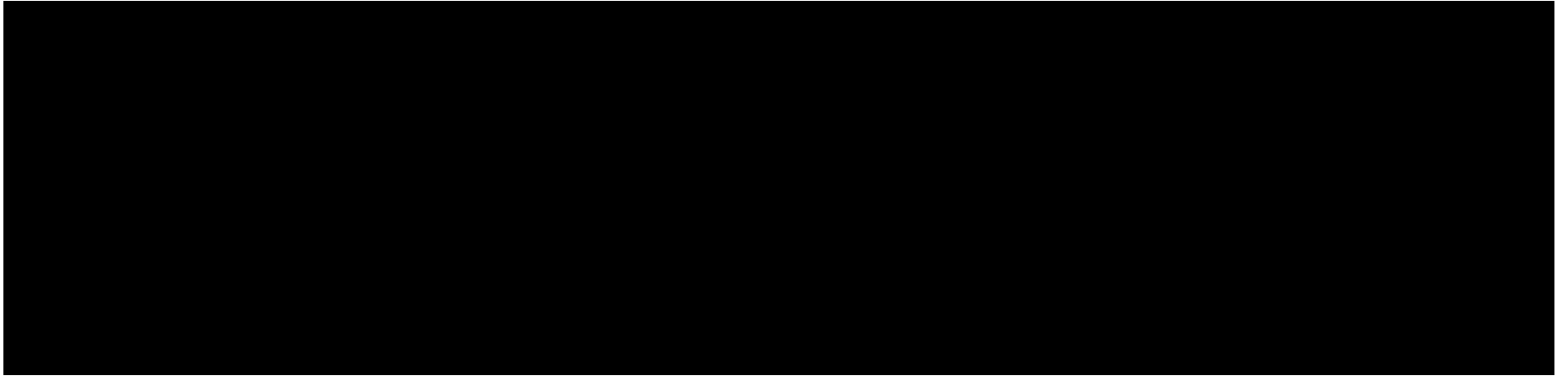
To add more Budget Narrative attachments, please use the attachment buttons below.

Colorado Department of Education
Colorado Comprehensive Literacy State Development Project
9/1/20-8/30/2021 (Year 1) 9/1/21-8/30/22 (Year 2) 9/1/22-8/30/23 (Year 3)
9/1/23-8/30/24 (Year 4) 9/1/24-8/30/25(Year 5)

The proposed budget of [REDACTED] reflects the costs necessary to operate the Colorado Comprehensive Literacy State Development Project (CO-CLSD) for the project period of 9/1/20-8/30/25. The total funds include [REDACTED] of the project budget allocated towards eligible entities based on their needs assessment and a competitive application process for comprehensive literacy instruction programs as follows: 15% of grant funds [REDACTED] for state and local comprehensive literacy programs (CLI) and activities for children birth to kindergarten entry; 40% of funds for state and local CLI programs and activities for children kindergarten through grade 5 [REDACTED] and 40% of funds for state and local programs and activities for activities allocated among grades 6-12 totaling [REDACTED]. The budget also includes a request for a local formative and summative project evaluation which totals [REDACTED]. All activities will supplement not supplant existing activities.

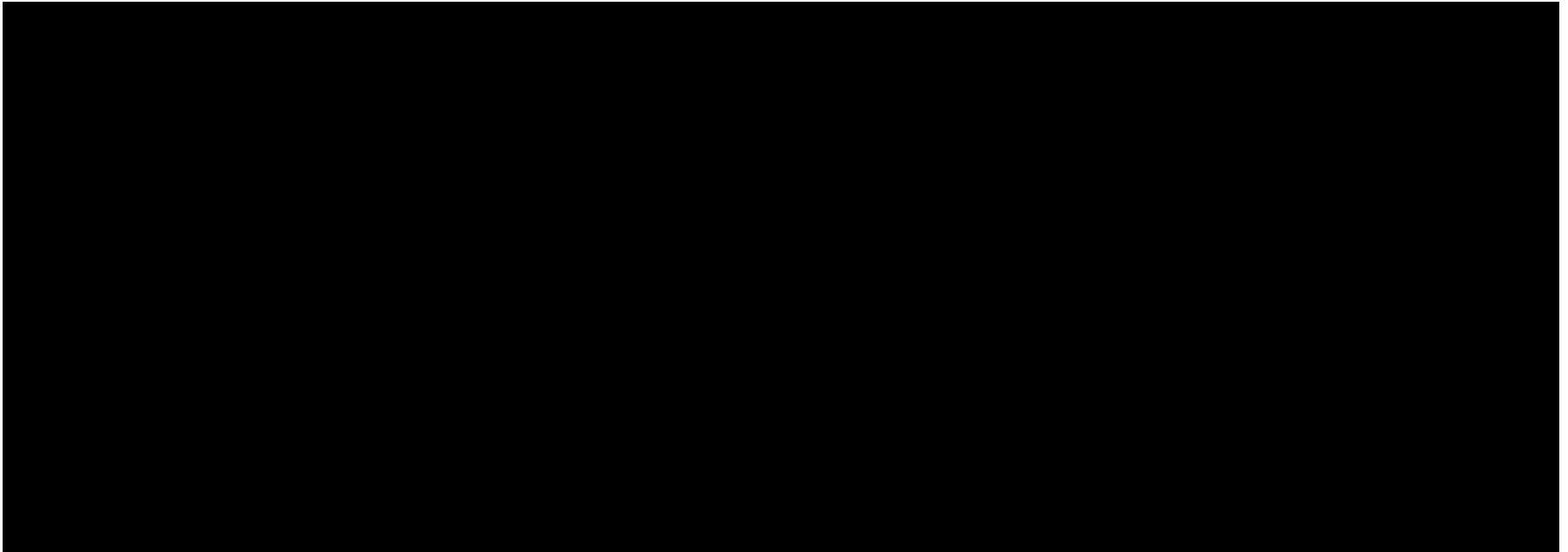
Activities: SLA=State Literacy Needs Assessment; SLP= State Literacy Plan; SG=Comprehensive Literacy Instruction Subgrants SG
SL= State Level Activities; MED = Monitoring, Evaluation and Data Use; A = All Activities.





3. Travel

Funds are requested to support required project travel associated with professional development to inform best practices. Costs are calculated using the GSA per-diem and travel rates.



4. Equipment (N/A) - CDE will not require any equipment to implement this project.

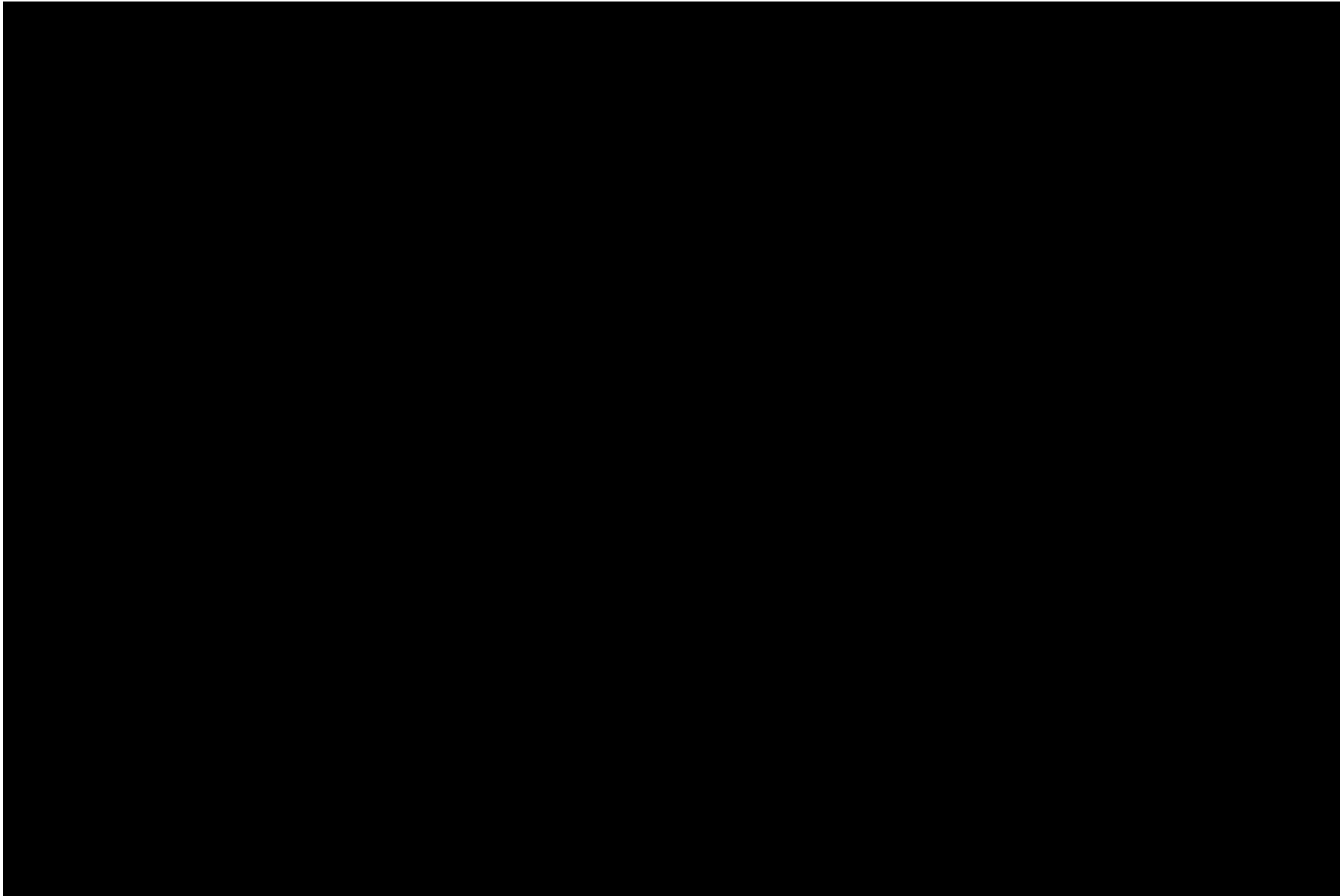
5. Supplies

The project request includes [REDACTED] to purchase supplies necessary to achieve project goals.

[REDACTED]

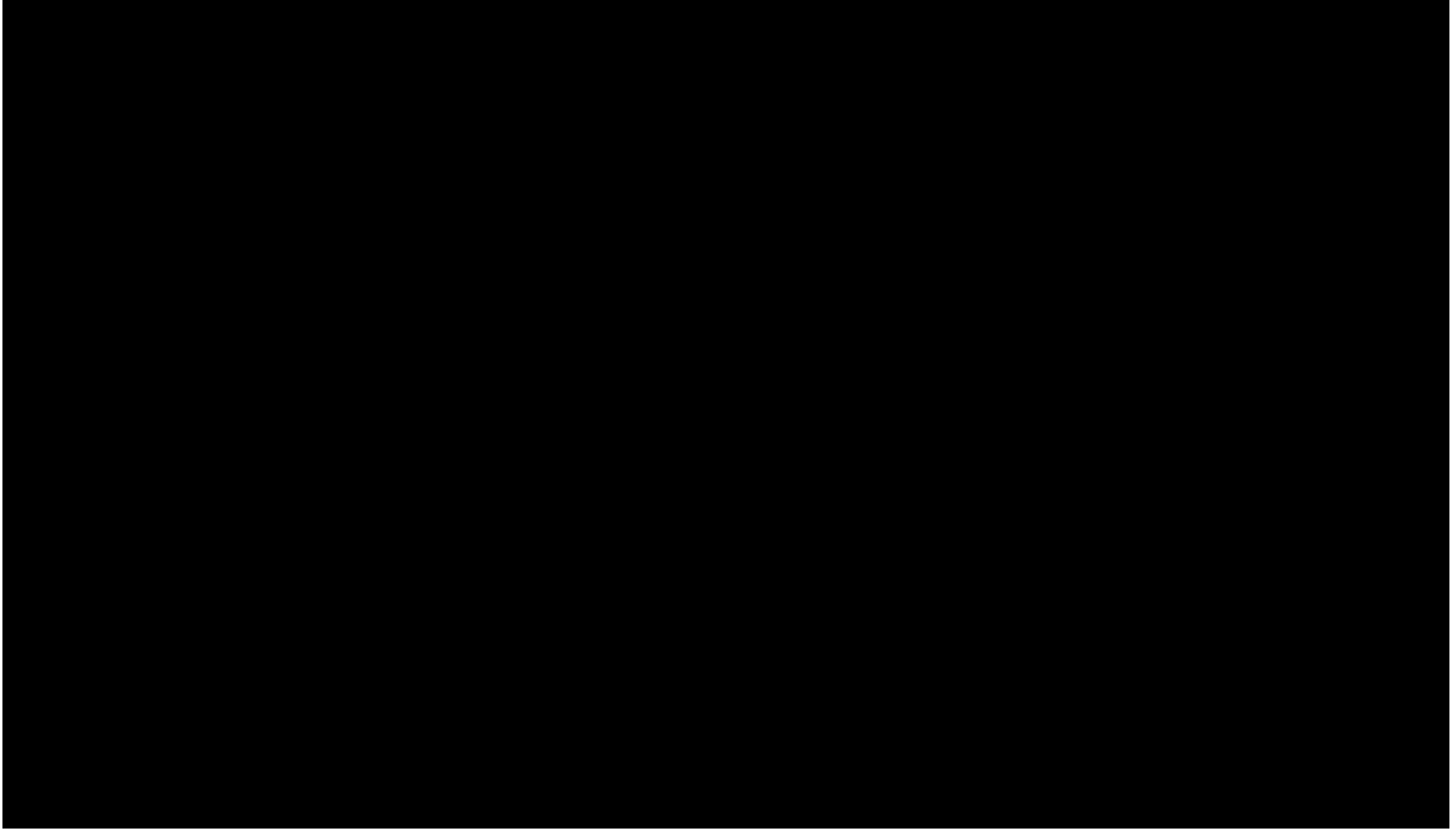
6. Contracts and Consultants [REDACTED] CDE is requesting funds for vendors and contractors who will assist in meeting the goals and implementing the objectives associated with the project activities. CDE will follow all procurement regulations and policies in the selection of vendors and contractors. District subgrants are requested in alignment with the CLSD requirements. For all consultants the required procurement policies will be followed.

[REDACTED]



7. Other

Other costs are requested to support training, professional development and project operations. Costs include occupancy to allow for project activities; local mileage to facilitate project engagement and monitoring, printing and postage to facilitate outreach, and literacy dissemination activities.



[Redacted]

Total State Level Activities Direct Costs: [Redacted]

Total State Level Activities: [Redacted]

Total Subgrants: [Redacted]

[Redacted]

Budget Summary

[Redacted]