U.S. Department of Education

Washington, D.C. 20202-5335

APPLICATION FOR GRANTS UNDER THE

STRIVING READERS COMPREHENSIVE LITERACY GRANT PROGRAM
CFDA # 84.371C
PR/Award # S371C110047
Grants.gov Tracking#: GRANT10865682

Closing Date: MAY 09, 2011

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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.).

OMB Number: 4040-0004
Expiration Date: 01/31/2009

Application for Federal Assistance SF-424

Version 02

* 1. Type of Submission:
- [ ] Preapplication
- [x] Application
- [ ] Changed/Corrected Application

* 2. Type of Application:
- [x] New
- [ ] Continuation
- [ ] Revision

* If Revision, select appropriate letter(s):

* Other (Specify)

* 3. Date Received: 05/09/2011

4. Applicant Identifier:

5a. Federal Entity Identifier:

* 5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name: Colorado Department of Education

* b. Employer/Taxpayer Identification Number (EIN/TIN): 84-0644739

* c. Organizational DUNS: 187406538

d. Address:

* Street1: 201 E Colfax, Suite 409

Street2:

* City: DENVER

County:

* State: CO: Colorado

Province:

* Country: USA: UNITED STATES

* Zip / Postal Code: 80203

e. Organizational Unit:

Department Name: Office of Teaching & Learning

Division Name:

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

Prefix:

* First Name: Melissa

Middle Name:

* Last Name: Colsman

Suffix:

Title: Director

Organizational Affiliation: Office of Teaching and Learning

* Telephone Number: 303-866-6737

Fax Number: 303-866-6647

* Email: colsman_m@cde.state.co.us

OMB Number: 4040-0004
Expiration Date: 01/31/2009

Application for Federal Assistance SF-424

Version 02

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:**

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.371

CFDA Title:

Striving Readers

*** 12. Funding Opportunity Number:**

ED-GRANTS-031011-002

* Title:

Office of Elementary and Secondary Education (OESE); Striving Readers Comprehensive Literacy Grant Program CFDA Number 84.371C

13. Competition Identification Number:

84-371C2011-1

Title:

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

*** 15. Descriptive Title of Applicant's Project:**

Colorado Striving Readers Comprehensive Literacy Program

Attach supporting documents as specified in agency instructions.

Add Attachments | Delete Attachments | View Attachments

OMB Number: 4040-0004
Expiration Date: 01/31/2009

Application for Federal Assistance SF-424

Version 02

16. Congressional Districts Of:

* a. Applicant: CO

* b. Program/Project: ALL

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

Add Attachment | Delete Attachment | View Attachment

17. Proposed Project:

* a. Start Date: 09/01/2011

* b. End Date: 09/30/2016

18. Estimated Funding ($):

* a. Federal	75,000,000.00
* b. Applicant	0.00
* c. State	0.00
* d. Local	0.00
* e. Other	0.00
* f. Program Income	0.00
* g. TOTAL	75,000,000.00

*** 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.)**

☐ Yes ☒ No

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: Robert

Middle Name:

* Last Name: Hammond

Suffix:

* Title: Commissioner

* Telephone Number: 303-866-6646

Fax Number: 303-830-0793

* Email: hammond_r@cde.state.co.us

* Signature of Authorized Representative: Laura Hamrick

* Date Signed: 05/09/2011

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Standard Form 424 (Revised 10/2005)
Prescribed by OMB Circular A-102

Application for Federal Assistance SF-424

Version 02

*** Applicant Federal Debt Delinquency Explanation**

The following field should contain an explanation if the Applicant organization is delinquent on any Federal Debt. Maximum number of characters that can be entered is 4,000. Try and avoid extra spaces and carriage returns to maximize the availability of space.

U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

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)
1. Personnel	$ 357,856	$ 357,856	$ 357,856	$ 357,856	$ 357,856	$ 1,789,280
2. Fringe Benefits	$ 64,414	$ 64,414	$ 64,414	$ 64,414	$ 64,414	$ 322,070
3. Travel	$ 40,000	$ 40,000	$ 40,000	$ 40,000	$ 40,000	$ 200,000
4. Equipment	$ 3,000	$ 0	$ 0	$ 0	$ 0	$ 3,000
5. Supplies	$ 10,000	$ 10,000	$ 10,000	$ 10,000	$ 10,000	$ 50,000
6. Contractual	$ 139,036	$ 139,034	$ 139,034	$ 139,034	$ 139,034	$ 695,172
7. Construction	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
8. Other	$ 14,305,355	$ 14,305,356	$ 14,305,355	$ 14,305,355	$ 14,305,355	$ 71,526,776
9. Total Direct Costs (lines 1-8)	$ 14,919,661	$ 14,916,660	$ 14,916,659	$ 14,916,659	$ 14,916,659	$ 74,586,298
10. Indirect Costs*	$ 83,038	$ 82,666	$ 82,666	$ 82,666	$ 82,666	$ 413,702
11. Training Stipends	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
12. Total Costs (lines 9-11)	$ 15,002,699	$ 14,999,326	$ 14,999,325	$ 14,999,325	$ 14,999,325	$ 75,000,000

***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? [X] Yes [ ] No
(2) If yes, please provide the following information:
Period Covered by the Indirect Cost Rate Agreement: From: 7/1/2011 To: 6/30/2012 (mm/dd/yyyy)
Approving Federal agency: [X] ED [ ] Other (please specify): _____
(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:
[X] Is included in your approved Indirect Cost Rate Agreement? or, [ ] Complies with 34 CFR 76.564(c)(2)?

ED Form No. 524

U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

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 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)
1. Personnel	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
2. Fringe Benefits	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
3. Travel	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
4. Equipment	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
5. Supplies	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
6. Contractual	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
7. Construction	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
8. Other	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
9. Total Direct Costs (lines 1-8)	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
10. Indirect Costs	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
11. Training Stipends	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
12. Total Costs (lines 9-11)	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0

OMB Approval No.: 4040-0007
Expiration Date: 07/30/2010

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes 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. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.

2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.

3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.

4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.

5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).

6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C.§§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U. S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.

8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.

10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is $10,000 or more.

11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).

12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.

13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).

14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.

15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.

16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.

17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."

18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.

* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	* TITLE
Laura Hamrick	Commissioner
* APPLICANT ORGANIZATION	* DATE SUBMITTED
Colorado Department of Education	05/09/2011

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB
0348-0046

1. * Type of Federal Action:
- [ ] a. contract
- [x] b. grant
- [ ] c. cooperative agreement
- [ ] d. loan
- [ ] e. loan guarantee
- [ ] f. loan insurance

2. * Status of Federal Action:
- [x] a. bid/offer/application
- [ ] b. initial award
- [ ] c. post-award

3. * Report Type:
- [x] a. initial filing
- [ ] b. material change

4. Name and Address of Reporting Entity:

[x] Prime [ ] SubAwardee

** Name* Colorado Department of Education

** Street 1* 201 E Colfax, Suite 409 *Street 2*

** City* Denver *State* CO: Colorado *Zip* 80203

Congressional District, if known:

5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:

6. * Federal Department/Agency:

Department of Education

7. * Federal Program Name/Description:

Striving Readers

CFDA Number, *if applicable:* 84.371

8. Federal Action Number, *if known:*

9. Award Amount, *if known:*

$

10. a. Name and Address of Lobbying Registrant:

Prefix ** First Name* N/A *Middle Name*

** Last Name* N/A *Suffix*

** Street 1* *Street 2*

** City* *State* *Zip*

b. Individual Performing Services (including address if different from No. 10a)

Prefix ** First Name* N/A *Middle Name*

** Last Name* N/A *Suffix*

** Street 1* *Street 2*

** City* *State* *Zip*

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:** Laura Hamrick

***Name:** *Prefix* ** First Name* Robert *Middle Name*

** Last Name* Hammond *Suffix*

Title: **Telephone No.:** **Date:** 05/09/2011

Federal Use Only:

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Standard Form - LLL (Rev. 7-97)

NOTICE TO ALL APPLICANTS

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.

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. The valid OMB control number for this information collection is **1894-0005**. The time required to complete this information collection is estimated to average 1.5 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to**: U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202-4537.

Optional - You may attach 1 file to this page.

Colorado GEPA Statement.pdf | Add Attachment | Delete Attachment | View Attachment

Colorado Striving Readers Comprehensive Literacy Program

For all Colorado Department of Education Striving Readers Comprehensive Literacy efforts and as a requirement for all subgrantees/Local Education Agencies, we will do the following to ensure equal access to grant programs for all children and adults:

- Communities with a high number of English language learners, disadvantaged children, and special needs children will be given preference in subgrantee awards.
- For all Striving Readers Comprehensive Literacy adult literacy learning programs, brochures and e-mail communications will be provided to potential participants in their native languages.
- Colorado's Striving Readers Comprehensive Literacy proposal includes plans for bringing technology tools into communities. These resources will provide access for blind students to hear recorded books and texts and provide accommodations such as large print for children or adults who have limited vision. Additionally, technology resources such as audio texts will provide our English language learners with models of grammar and syntax, vocabulary, and text language. These supports will give students greater access to content area subjects, too.

Additionally, the Colorado Department of Education will reach out to communities with a high population of English language learners and disadvantaged children to invite them to apply for a Striving Readers Comprehensive Literacy grant.

Colorado subgrantees will be required to meet GEPA requirements as a stipulation for funding.

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 $10,00 0 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 subjec t 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:	Robert
Middle Name:	
* Last Name:	Hammond
Suffix:	
* Title:	Commissioner
* SIGNATURE:	Laura Hamrick
* DATE:	05/09/2011

Close Form

SUPPLEMENTAL INFORMATION
REQUIRED FOR
DEPARTMENT OF EDUCATION GRANTS

1. Project Director:

Prefix:	* First Name:	Middle Name:	* Last Name:	Suffix:
	Melissa		Colsman	

Address:

* Street1: 201 E Colfax, Room 405
Street2:
* City: Denver
County:
* State: CO: Colorado
* Zip Code: 80203
* Country: USA: UNITED STATES

* Phone Number (give area code): 303-866-6737
Fax Number (give area code): 303-866-6647

Email Address: colsman_m@cde.state.co.us

2. Applicant Experience:

Novice Applicant ☐ Yes ☐ No ☒ Not applicable to this program

3. Human Subjects Research

Are any research activities involving human subjects planned at any time during the proposed project Period?

☐ Yes ☒ No

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

☐ Yes Provide Exemption(s) #:

☐ No Provide Assurance #, if available:

Please attach an explanation Narrative:

Add Attachment | Delete Attachment | View Attachment

Project Narrative

Abstract Narrative

Attachment 1:
Title: Pages: Uploaded File: **1235-Project Abstract.pdf**

Colorado Striving Readers Comprehensive Literacy Plan

PROJECT ABSTRACT

Project objectives and activities

The Colorado Department of Education requests $75 million over a five-year period to develop and administer a rigorous and comprehensive Striving Readers Comprehensive Literacy Program that entails a competitive grant program in which all 178 school districts and Local Education Agencies in the state will be invited to participate. A key outcome of the Colorado Striving Readers Comprehensive Literacy (SRCL) Program is to improve learning outcomes by improving literacy for all Colorado children from birth through grade 12, with particular attention paid to disadvantaged students or "striving readers" (i.e., students with disabilities and English language learners). To achieve this outcome, our project involves multiple strategies and activities with four areas of focus: (1) formative assessment and feedback methodology; (2) five essential components of reading; (3) nonfiction writing; and (4) language and academic vocabulary development.

State-level activities of the Colorado Striving Readers Comprehensive Literacy Program will concentrate on five key objectives: (1) completion of the state literacy plan; (2) coordination and alignment of resources and strategies for improving literacy; (3) comprehensive build-out of resources by grade level and the focus areas; (4) provision of resources to subgrantees to pilot instructional strategies and build capacity; and (5) provision of technical assistance, i.e., professional development (i.e., coaching and mentoring, regional conferences, on-site workshops) and web-based resources (i.e., website, webinars, networks).

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PR/Award # S371C110047

Applicable priorities

The Colorado Program seeks to improve learning outcomes by improving literacy for all Colorado children from birth through grade 12, and to foster data-driven decision-making through the implementation of formative assessment and feedback methodology, which will provide the data and information necessary to make constructive decisions about instructional practices. Additionally, Colorado will champion the effective use of technology through our Program by providing students with interactive texts and resources to strengthen their acquisition of the five components reading and demonstrate how technology can be used to complement and integrate students content area studies.

Proposed project outcomes

Outcome objectives for the program are to increase, by six to 10 points, the percentage of participating students (in the prescribed program age bands) who achieve significant gains in oral language and proficiency on the state English Language arts assessment.

Number of participants to be served

Colorado anticipates being able to serve as many as 12,000-15,000 students through the Program. From among the applications submitted in the competitive process, the Colorado Department of Education evaluation team will seek to make awards to the high-quality and comprehensive applications that will serve the most students and the most disadvantaged students.

Number and location of proposed sites

Colorado anticipates funding 8-15 sites throughout the state. Priority will be given to geographic distribution among our 47 rural and 17 urban school districts.

PR/Award # S371C110047

Project Narrative

Project Narrative

Attachment 1:
Title: Pages: Uploaded File: **1238-Colorado SRCL Program Proposal FINAL 5-9 MC.pdf**

Attachment 2:
Title: Pages: Uploaded File: **1239-Appendix A RFP with GEPA.pdf**

Colorado Striving Readers Comprehensive Literacy Plan

PROJECT NARRATIVE

INTRODUCTION

The U.S. Department of Education's Striving Readers Comprehensive Literacy program offers the opportunity and the means for Colorado to continue and expand its efforts to improve literacy for all Colorado students. The Colorado Department of Education proposes to develop and administer a rigorous and comprehensive competitive grant program in which all 178 school districts and Local Education Agencies in the state will be invited to participate. A key outcome of the Colorado Striving Readers Comprehensive Literacy program is to improve learning outcomes by improving literacy for all Colorado children from birth through grade 12, with particular attention paid to disadvantaged students or "striving readers" (i.e., students with disabilities and English language learners). To achieve this outcome, our project entails multiple strategies and activities with four areas of focus.

The first focus area – formative assessment and feedback methodology – is essential to improving student learning outcomes. Our efforts – and those of the subgrantees – will only be as good as our knowledge of each student as an individual reader, writer and learner. Thus, we must strengthen our formative assessment rituals and routines in order to have the data and information necessary to make constructive decisions about instructional practices. Our second focus area, the five components of reading – phonemic awareness, phonics, fluency, vocabulary, and comprehension – reflects Colorado's ongoing efforts to strengthen students' reading achievement with the essential building blocks of literacy. The Colorado Reading First Program demonstrated the worth of investing more of our professional energy to cultivating these vital skills within our students. Nonfiction literacy, our third focus area, reflects an urgent need to strengthen explicit instruction of reading and writing information texts. Focusing on nonfiction literacy aligns to the reading, writing, and content area learning skills articulated in the new Common Core State Standards which Colorado adopted. Helping the children of Colorado to become stronger comprehenders and composers of nonfiction is paramount in improving our children's school readiness and success through grade 12, and pivotal to their success in all academic pursuits. The fourth focus area, oral and written language and academic vocabulary

development, is especially critical for early learners to establish a strong foundation for literacy and learning and vital for all of our English language learners in realizing school success.

State-level activities of the Colorado SRLC program will concentrate on five key objectives: (1) completion of the state literacy plan; (2) coordination and alignment of resources and strategies for improving literacy; (3) comprehensive build-out of resources by grade level and the focus areas; (4) provision of resources to subgrantees to pilot instructional strategies and build capacity; and (5) provision of technical assistance, i.e., professional development to include coaching and mentoring, regional conferences, on-site workshops) and web-based resources (such as a dedicated website, webinars, and networks).

Additionally, to strengthen all of the above goals in improving children's learning and achievement, Colorado will champion the effective use of technology through our Striving Readers Comprehensive Literacy Program. The intentions of this focus include providing students with interactive texts and resources to help strengthen their acquisition of the five components reading (coupled with systematic and explicit instruction); giving students greater access to and practice of nonfiction literacy; supporting the literacy learning of our English-language-learning children and families and our disadvantaged students; deepening children's motivation to engage in reading and writing during and outside of school; and strengthening our capacity to evaluate and communicate student growth over time. Our 21st century students need the 21st century learning tools of technology. Through our state literacy plan and Striving Readers Comprehensive Literacy professional development, we will model how to effectively utilize technology to foster children's acquisition of the five components of reading and writing skills as well as demonstrate how technology can be used to complement and integrate students' content area studies. The Colorado Department of Education will support and evaluate Local Education Agencies' implementation of this goal through onsite coaching, professional development webinars, and biannual data collection.

BACKGROUND: COLORADO'S LITERACY LEGACY

From early childhood to higher education, the preparation, progress and success of each student is at the center of the Colorado Department of Education's work. The work is defined by our responsibilities to help close achievement gaps and to support all children from birth to grade

12 in meeting and exceeding academic standards and becoming postsecondary and workforce ready. We approach these responsibilities with a sense of urgency.

Literacy is the backbone of a democratic society and the gateway to opportunity: it is key to academic achievement across all disciplines. As a focus for the 2009-2010 academic year, the department sought to create a coherent system of support from preschool through postsecondary literacy initiatives. Thus, the Colorado Department of Education leaders and staff collaborated to develop the Colorado Literacy Framework to inform the department's work in literacy and provide foundational support for literacy achievement. Its purpose is to assist the Colorado Department of Education in providing leadership, consultation and professional development to Colorado's 178 local school districts and to support and assist all Colorado students in reaching proficiency in the academic standards.

The Colorado Literacy Framework is the foundation for the development of the Colorado State Literacy Plan. The plan, being developed by the Literacy Leadership Team in alignment with the Governor's state literacy action plan, will serve as the framework in literacy for the work of the Colorado Department of Education, districts, and community members, which is to provide:

- Clear guidance for professional development in best practices,
- Strategies to eliminate gaps and increase achievement for all students,
- A seamless, collaborative leadership system with intentional intensity, and urgency,
- Efficient and effective use of federal, state and private funds,
- A reliable source for research, data and analysis, and
- A model for building expanded leadership capacity.

The Colorado State Literacy Plan will be the roadmap for the literacy work of the Colorado Department of Education and will guide the organization's support to its constituents. The literacy plan supports the charge of the Colorado Department of Education to create a purpose-driven and dynamic system of educational leadership, service and support that relentlessly focuses on the learning of all students. With aligned policies and focused priorities, the Colorado Department of Education is committed to providing guidance and research-based support to parents and school professionals in their concerted efforts to increase literacy

achievement for every learner. (The Colorado State Literacy Plan is described in more detail on page 9.)

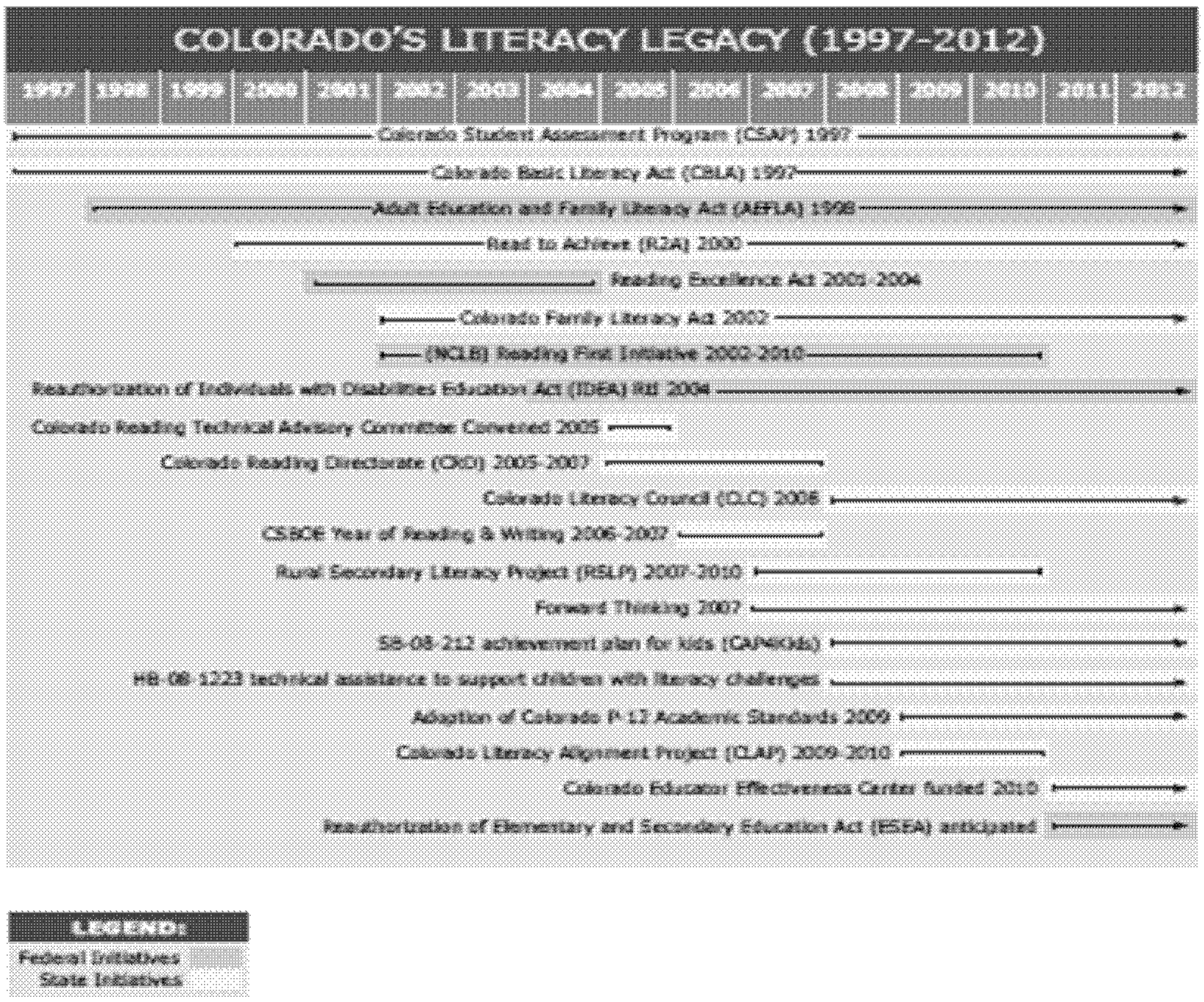
The Striving Readers Comprehensive Literacy Program provides the opportunity for Colorado to implement its state literacy plan. Striving Readers Comprehensive Literacy subgrantees will pilot the profiled scientifically based, instructional strategies in classrooms and schools – focusing particularly on English language learners and students with disabilities and provide not only instruction and scientifically based strategies for improving literacy, but also valuable feedback and data on program effectiveness for data-based decision-making. The diagram on the next page illustrates Colorado's literacy legacy over the past 15 years.

COLLABORATION IN COLORADO

The environment in Colorado for collaboration and synergy around education reform is ideal to launch the Striving Readers Comprehensive Literacy Program. Over the past several years, there has been confluence of collaborative efforts across the state to strengthen policies, streamline processes, capitalize on best practices, and most importantly to galvanize citizens around the importance of all Colorado children receiving a high-quality education, both for their future as well as the economic development of the state. In 2008, the Colorado General Assembly passed the Colorado Achievement Plan for Kids (Senate Bill 212) which directed the Colorado Departments of Education and Higher Education to collaborate in creating a new seamless system of public education standards, expectations and assessments – from preschool through postsecondary education – designed and aligned to prepare high school students to enter postsecondary education or the workforce without the need for further remediation. Colorado now has 21st century academic standards that articulate the skills students must master to be successful. The state will soon have a new assessment system inclusive of focus on formative assessment practice, interim assessment, and a new summative assessment that measure how much students learn over time, and how ready they are to enter college or the workforce, and a state-of-the-art accountability system that reports how well schools help students master the standards. As mentioned earlier, Colorado is also one of 42 states to adopt the National Common Core Standards.

Colorado's Literacy Legacy

As evidenced in the timeline of literacy initiatives below, Colorado has a history of valuing and supporting literacy.



In 2010, Colorado's landmark principal and teacher evaluation law called "educator effectiveness" (Senate Bill 191) was passed. The law shifts the focus of career advancement qualifications to demonstrated effectiveness based on student academic growth. With this shift, educators' effectiveness drives hiring, promotion, professional development, earning and retaining probationary status, dismissal, and contract renewal.

Colorado's newly elected Governor John Hickenlooper and Lieutenant Governor Joe Garcia are leading a statewide campaign to increase awareness of the importance of early literacy and to enlist students, parents, and communities to take action. A number of government agencies, non-profit organizations, early learning councils, community organizations and businesses are collaborating statewide and regionally to implement this robust literacy initiative.

The Striving Readers Comprehensive Literacy Program proposal creates a unique opportunity to leverage multiple initiatives for greater impact toward increasing literacy proficiency across the state. As one example, the Mile High United Way has submitted a $1.8 million proposal to the Corporation for National and Community Service for the Early Literacy Social Innovation Fund project. The focus of the proposal is youth development throughout the state of Colorado: to increase the number of third graders reading at proficiency in Colorado's 47 rural counties and 17 urban counties. Over the next five years the Early Literacy Social Innovation Fund intends to showcase a systematic change in Colorado early literacy initiatives. Mile High United Way will coordinate early childhood education programs and service providers around a shared vision of early literacy proficiency and a standardized set of outcomes, mobilize volunteers in organizations using evidence-based programs to improve early literacy proficiency rates, and demonstrate an increase of 25 percent in third grade reading proficiency levels with increasing levels of evidence.

Also, the Colorado Legacy Foundation, in partnership with Colorado Department of Education, is seeking support from the Bill and Melinda Gates Foundation for an Integration Grant, which will integrate the implementation of the new academic standards, professional development in formative practices to inform instruction, and regular performance evaluations that hold educators accountable for student growth. The grant proposal includes provision for two literacy specialists at Colorado Department of Education for three years to help carry out these activities.

In addition, as part of the Governor's literacy action plan, Colorado's Early Learning Leadership Commission just released a Request For Proposal to help craft early learning and developmental guidelines for children aged zero to eight years. The pre-kindergarten to third grade section will encompass the new Colorado standards, allowing the Commission to work downward to ensure the established guidelines will provide a seamless continuum of guidance, including for pre-literacy.

As described earlier, the Colorado State Literacy Plan will be conceived and developed through the collaborative efforts of the Colorado Department of Education Literacy Leadership Team, comprised of Colorado Department of Education staff and school district personnel from across the state with expertise in literacy, early learning, gifted and talented education, special education, language acquisition, instructional leadership, and federal programs. The Striving

Readers Comprehensive Literacy Program will continue and expand Colorado's previous successful and collaborative literacy efforts, such as Read to Achieve, Colorado Literacy Alignment Project (which created the Colorado Literacy Framework), Reading First, Colorado Basic Literacy Act, Colorado Preschool Program, Response to Intervention, state library efforts, English language learner programs, and culturally responsive teaching efforts.

Colorado's Read to Achieve project provides state funding to eligible elementary schools, including charters and consortia, for scientifically research-based intensive reading programs. The program is designed specifically for kindergarten through third grade students whose readiness or literacy and reading comprehension skills are below the levels established the State Board of Education (pursuant to the Colorado Basic Literacy Act). The Colorado Department of Education provides resources, technical assistance, and professional development through the website, webinars, and workshops.

The Colorado Preschool Program (CPP), also created and funded by the Colorado General Assembly, serves young children in Colorado who are most vulnerable to starting grade school unprepared. The legislature recognized that providing quality early childhood education would ultimately curb dropout rates, help children achieve their potential, reduce dependence on public assistance, and decrease susceptibility to criminal activities. An especially powerful part of the program are the Early Childhood Councils, located throughout the state, that bring together dedicated partners in each service area to coordinate, increase and improve the education, health, social/emotional and parenting opportunities available to all young children and their families.

Connected to the Colorado Preschool Program is the Results Matter program, which seeks to positively influence the lives of children and families by using child, family, program and system outcomes data to inform early childhood practices and policy. The rich evidence gleaned through ongoing child assessment, family outcomes surveys and program quality evaluation, supports results driven program and policy decisions, and provides the means to demonstrate the efficacy of services available to Colorado's children and families. The data obtained through Results Matter are used to describe child progress across specific developmental and educational domains as well as through global outcomes developed by the national Early Childhood Outcomes Center and the U.S. Department of Education. These outcomes illustrate the integrated nature of early childhood development and allow the comparison of information from programs using different assessment

tools.

All of these projects and efforts will be aligned with and complementary to the Striving Readers Comprehensive Literacy Program. More importantly, these projects demonstrate Colorado's statewide commitment to education as well as the political will to make reform happen.

ADDITIONAL REQUIREMENTS

State Literacy Plan

The Colorado Department of Education, through the Literacy Leadership Team made up of diverse stakeholders from across the state, is currently developing the Colorado State Literacy Plan based on the Colorado Literacy Framework. The development of this plan is being developed concurrently with the Governor's literary action plan. In addition, as noted earlier, the Colorado Department of Education is coordinating with the United Way statewide literacy campaign. This comprehensive, collaborative and aligned approach to developing the literacy plan will ensure high quality implementation of this plan, through partnerships, government entities, non-profit organizations, and through the coordination and technical assistance capacity at the Colorado Department of Education afforded by the Striving Readers grant. Colorado's comprehensive birth through grade 12 literacy plan will support the Colorado Department of Education, districts, organizations, and community members to create a purpose-driven and dynamic education system with a focus on literacy for *all* learners.

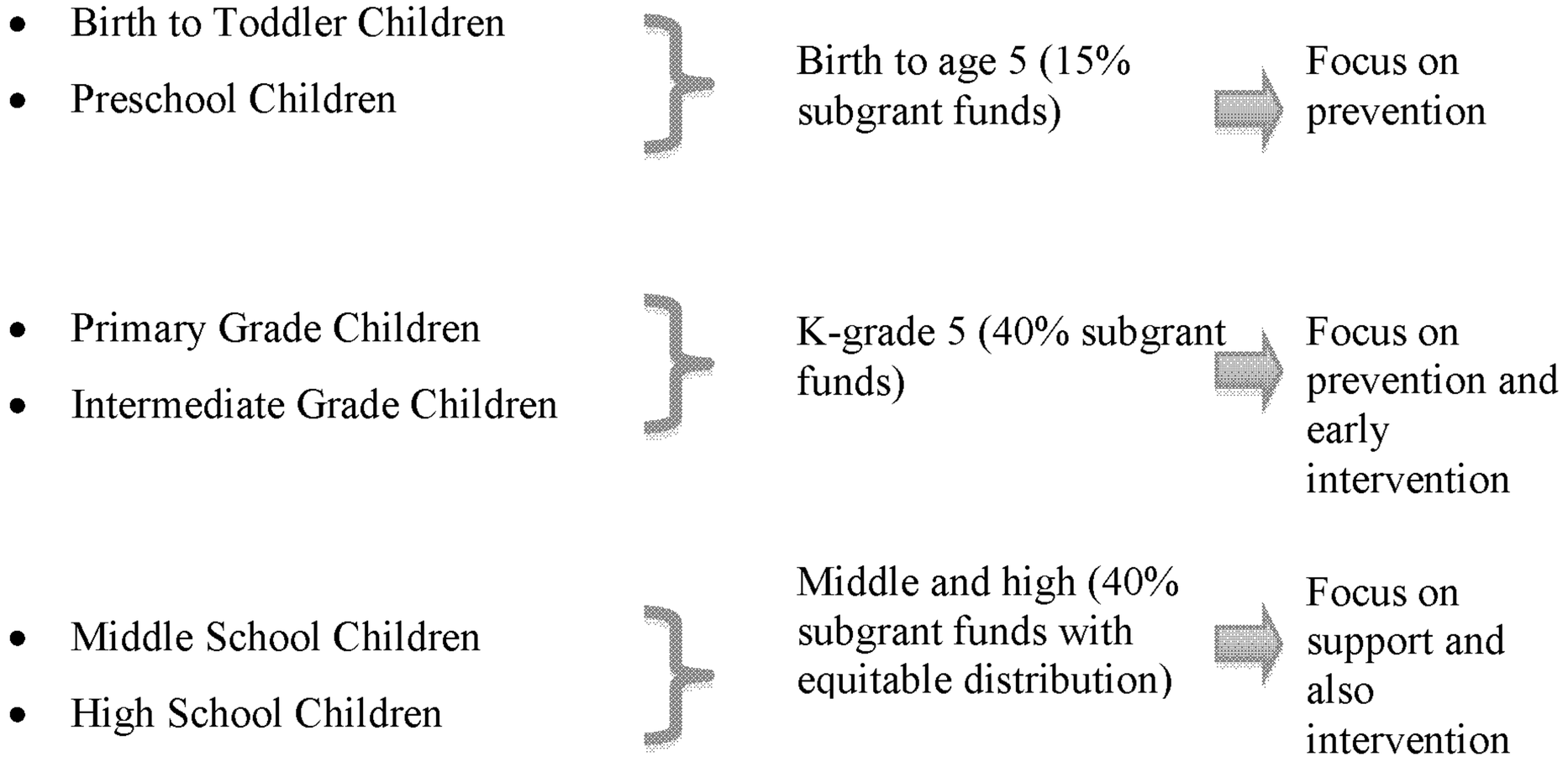
The Architecture of the Colorado State Literacy Plan

Colorado has a strong basis for our literacy plan as defined in our literacy framework created in 2009-2010 (www.cde.state.co.us/coloradoliteracy/clf). This framework outlines our state's guiding principles, content elements and guidelines for aligning literacy efforts with other state and district policies and initiatives, and provides a strong foundation and structure for moving forward with our action-oriented literacy plan. In our initial development of the State Literacy Plan, Colorado profiled the "*who*" of our plan with age or grade bands to address specific and unique developmental considerations for each group of children as well as an "*all*"

framework to address the common literacy needs or considerations of all children from birth through 12th grade.

Children Served by the Colorado State Literacy Plan

All Colorado students will be served via the state literacy plan strategies and activities, and the following age bands of students will be targeted – with a special focus on English language learners (a demographic that is expected to grow in Colorado), children with disabilities, and students with other risk factors associated with lower achievement.



Additional organizing structures for the State Literacy Plan include components for "*what"* and "*how*" to articulate specific insights for each developmental/grade band as well as risk factors for children in need of additional interventions. The "*what"* includes: what we know (*research)*, what we want (g*oals),* what we recommend (*best practices)*, and what CDE and other partners will do to support the literacy growth of all children in Colorado. The *"how"* includes: how will the Colorado Department of Education and other partners (parents, educators, community organizations, foundations and non-profits, professional groups/organizations, and state agencies) implement our recommendations and accomplish our goals? Our state literacy plan will be used to detail prioritized considerations in our statewide plan for all children and to shape our efforts in supporting adult and family literacy.

The Colorado State Literacy Plan is the roadmap for guiding the Colorado Department of Education, districts and partners to take aligned actions to support students at all three age bands (birth to age 5, kindergarten to grade 5, and middle and high school) across Colorado. The plan is on schedule to be completed by September 30, 2011 and will be informed by our Striving Readers grant, the Colorado Literacy Framework, and the partnerships therein.

The goals of the State Literacy Plan were generated by the Colorado Literacy Framework, which are for the state to: (1) provide guidance and support to meet district and school needs; (2) provide professional development in best practices; (3) provide tools to eliminate gaps and increase achievement for all students; (4) provide a seamless, collaborative leadership system with intentional intensity, urgency, and impatience; (5) support efficient and effective use of federal, state, and private funds; (6) provide a reliable source for research, data, and analysis envied by all professionals; and (7) create a model for building expanded leadership capacity.

The goals are seen through the lens of the content elements of the Colorado Literacy Framework:

- The integration of the five components of reading must inform the Colorado Department of Education's literacy initiatives.
- Early learning experiences support literacy development in young children.
- Scientifically research-based instructional approaches fostering communication skills, including oral and written language promote access, opportunity, and academic achievement.
- Purposeful, direct, explicit, systematic instruction is valuable for continuous literacy achievement.
- Student learning and motivation are enhanced by connection to cultural experience and personal relevance.
- Valid and reliable student literacy achievement data support grantees and constituents in measuring success of initiatives.
- Collaboration among education professionals, family, and community is essential to improved student literacy achievement.
- Students performing below level in literacy benefit from instructional interventions that are needs based, intensive and of sufficient duration to accelerate learning –

implemented within a Response to Intervention (RTI) framework.

The state will implement the State Literacy Plan by completing the following activities through the Colorado Department of Education:

- Coordinate and align all state initiatives relating to literacy including, the Governor's literacy action plan and the Mile High United Way literacy campaign. Align resources, best practice instruction, and professional development activities to ensure a comprehensive set of supports to all schools and families across Colorado. Create a clearinghouse and "one-stop-shop" for all interested parties and partners in implementing literacy initiatives.
- Provide scientifically based research and best practices from in-state and out-of-state experts and make available the best scientifically based reading research related to planning and implementing literacy strategies aligned to the Colorado Literacy plan and the Striving Readers Comprehensive Literacy program.
- Clearly define the expectations that eligible Local Education Agencies and schools must meet when they participate in Striving Readers Comprehensive Literacy program and other state initiatives, including the very clear reliance on evidence-based reading research, and fund only those applications that meet a rigorous definition.
- Develop, identify and provide high-quality, embedded and ongoing professional development – through literacy coaches that each subgrantee will be required to appoint or hire – to enable K-12 and early literacy educators to teach reading, writing and oral language skills effectively through face-to face meetings, webinars and web-based networks and collaboration sites.
- Provide training, technical assistance and advocacy to build the capacity of eligible Local Education Agencies/schools and literacy coaches to implement scientifically research-based literacy instruction and assessment.
- Apply accountability through (1) the state's policy infrastructure; (2) monitoring the Striving Readers Comprehensive Literacy program (and other state programs) and activities and impact (e.g., implementation tool, body of evidence); (3) requirements for adequate yearly progress in reading to secure continuation funding; and (4) the external evaluation of the initiative.

- Make effective use of electronically based supports for learning over the three-to-five-year duration of the grant to assure statewide access to the most current information on implementing evidence-based literacy strategies in Colorado K-12 classrooms and early literacy centers.
- Disseminate what works – both to help the Striving Readers Comprehensive Literacy Program sites succeed and also to share the work of the subgrantee sites with other LEAs and schools in the state.

Alignment of State and Federal Funds, Programs and Initiatives

The Request for Proposal for Striving Readers Comprehensive Literacy subgrant funds will direct and support school districts to develop their literacy project plan and budget in alignment with funds they receive from the state and federal government, including Title I, Title II-A, and Title III of the Elementary and Secondary Education Act of 1965, as amended, and, as appropriate, under the Head Start Act, the Individuals with Disabilities Education Act, and the Carl D. Perkins Career and Technical Education Act of 2006. Technical assistance will be offered to districts that receive Striving Readers Comprehensive Literacy funds will to help conduct a "resource asset audit" that will help districts identify funding streams and other initiatives with which their program should leverage and align. The Request For Proposal clearly states that Striving Readers Comprehensive Literacy funds should complement, not supplant, existing school and district efforts to increase student achievement (See Appendix A, RFP page 6). The Department of Education will help districts to identify different programs at each grade band that can be used to complement and support the literacy goals of the Striving Readers Comprehensive Literacy grant.

The Colorado Department of Education will employ an existing process to review and judge the evidence base and alignment with state standards for the curricula and materials that Local Education Agencies propose to use in implementing their subgrants. Colorado's Striving Readers Comprehensive Literacy reviews will analyze the research base provided by the Local Education Agency to ensure that it meets the needs of the population described within the application. In particular, reviewers will evaluate each proposal for the Local Education Agency's plans to engage children in scientifically based instruction, interventions, and assessments to ensure that all children and youth reach the Colorado State Standards, including

children and youth who have mastered the material ahead of their peers and children and children who are struggling with the learning material.

The Colorado Department of Education will make the funded grant proposals and list of grantees available on the Colorado Department of Education website. Feedback for the application will be given to the contacts listed on the proposal and, once the awards are announced, all the feedback will become publicly available upon request.

Transparency of Process and Results of Subgrant Applications

The Striving Readers Comprehensive Literacy Request for Proposal details the purpose, eligibility, available funds, duration of the grant, number of grants the Colorado Department of Education is expected to award, allowable use of funds, the evaluation and reporting process and the review process. The review process is described in the Request For Proposal: "Applications will be reviewed by Colorado Department of Education staff and experts in the fields of literacy, early childhood, and diverse learners to ensure they contain all required components. Scoring is done in a blind review process. Note: This is a competitive process – applicants must score at least 108 points out of the 156 points possible to be approved for funding. There is no guarantee that submitting a proposal will result in funding or funding at the requested level. All application decisions are final (See Appendix A, RFP page 6). The Request For Proposal also includes a detailed rubric and point scale for each element of the grant proposal that guide judgment of the evidence provided by applicants (see Appendix A, RFP page 24). Each application will be judged using a point system that considers applicant's (1) alignment of plan to state standards and (2) population needs assessment and how the allocation of requested funds will support the subpopulations, (3) efficacy of proposed activities and materials to accomplish goals, and (4) an evaluation and articulation of how the subgrantee will collect, analyze and use data to inform their program development and delivery.

All school districts will be notified of the Striving Readers Comprehensive Literacy Request For Proposal through visible posting on the Colorado Department of Education website, the Colorado Department of Education's weekly newsletter *The Scoop*, and outreach to partners' listserves and websites (such as the Governor's office, Mile High United Way, Colorado Department of Education listserves and the Colorado Association for School Executives). In

addition, the Colorado Department of Education will target specific regions and districts based on demographics and student needs associated with literacy improvements. Those districts will be given personal invitations and encouragement to apply for the grant funds.

Comprehensive Literacy Program Expectations at Teacher, School and State Levels

A grant implementation tool is being developed by the Colorado Department of Education's Literacy Leadership Team and will be used to hold schools accountable for grant expectations and offer them feedback throughout the duration of the grant and ensure that Striving Readers Comprehensive Literacy subgrant funds are used to execute a comprehensive and coherent literacy program that serves students from birth through grade 12, or at any specific period in the birth through grade 12 continuum as determined by a needs assessment, and includes each of the components of effective literacy instruction. The following summary of commitments of Striving Readers Comprehensive Literacy program participants is intended to articulate the expectations for the grant project at each level of the system. This list of expectations will guide the creation of the implementation tool described above.

Reading teachers (teachers at all levels as well as ELA teachers, Title I teachers, reading specialists and early learning providers) in Striving Readers Comprehensive Grant (SRCL) Program schools will:

- Be willing to rethink current practices and modify those that are ineffective based on examination of student data, evidence-based research, and mentoring from a literacy coach.
- Have both a theoretical and practical knowledge of the five components of comprehensive reading instruction and their relationship to one another.
- Administer screening, progress monitoring, diagnostic (as appropriate) and outcome assessments to identify students experiencing reading difficulty and design appropriate instructional interventions.
- Use the school's evidence-based literacy materials (i.e., core reading program, supplemental materials, intervention programs) with fidelity.
- Use curriculum and instructional materials that are aligned with state standards, incorporate the components of effective literacy instruction, and, as appropriate,

incorporate technology and principles of universal design for learning to support children and youth with diverse learning needs, including disadvantaged students.

- Participate in SRCL Program professional development activities.
- Provide language- and text-rich classroom, school, and early learning program environments that engage and motivate children and youth in speaking, listening, reading, and writing.

Leadership in Striving Readers Comprehensive Literacy Program **schools** (including the principal and the building leadership team*) will:

- Meet at least once a month to maintain focus on their SRCL Program plan and to ensure necessary supports are in place to meet their goals.
- Budget sufficient funds and time to participate in all SRCL Program-related professional development. For example:
  - State-level teacher trainings, coach training, and leadership training.
  - State-level led webinars.
  - Monthly grade-level meetings (teachers, principal, support staff, coach).
  - In-class coaching of teachers.
  - In-house professional development based upon the unique needs of the school.

- Ensure that staff have the necessary time, professional development, and resources to administer assessments and scientifically research-based reading program (e.g., 90-minute literacy blocks, Response to Intervention, increased instructional time for special education students, School Wide Assessment Team, additional staff to provide literacy interventions, etc.). Assessments must be the state determined assessments to ensure that they are aligned with state standards and assessments and are; valid and reliable screening measures or strategies;valid and reliable diagnostic

**A building leadership team (BLT) includes the building principal, coach, P-12 teacher leaders, as well as specialist representatives (e.g., SPED, ELL, Title I).*

and progress-monitoring measures; and include appropriate accommodations necessary to ensure that all children and youth, including disadvantaged students, are reliably and accurately assessed.

- Address P-12 content standards and grade level expectations in reading aligned with K-3 Colorado Basic Literacy Act proficiencies (revised May 2004). Use curriculum and instructional materials that are aligned with state standards, incorporate the components of effective literacy instruction, and, as appropriate, incorporate technology and principles of universal design for learning to support children and youth with diverse learning needs, including disadvantaged students.
- Evaluate the impact of SRCL activities on student achievement and participate in the external evaluation of the SRCL Program.
- Maintain a SRCL Program Body of Evidence (BOE) that provides evidence of the school's progress in meeting the requirements of the grant (e.g., student data, meeting minutes).
- Provide professional development to teachers and educators administering SRCL Program strategies, including in scientifically research-based instructional strategies to meet the literacy needs of disadvantaged students such as limited-English-proficient students and students with disabilities, to teachers of reading, English, and language arts. If a literacy coach is in place, ensure each building literacy coach receives ongoing training and support in these same areas.
- Ensure that Local Education Agency and building leadership for SRCL Program activities have the qualifications, resources, and time necessary to accelerate student achievement.
- Assure that the reading instruction programs, strategies and interventions to be implemented by participating schools are aligned with district accreditation and literacy plans and clearly based on State Board Rules and Regulations. Support schools in using data to monitor student progress and accelerate performance, including providing technical assistance when necessary.
- Implement interventions to ensure that all children and youth, including both children and youth who have mastered the material ahead of their peers and children and youth struggling with the material, are served appropriately.

- Inform continuous improvement by monitoring program implementation and outcomes, including the effectiveness of professional development, and tracking implementation and outcomes of the Local Education Agency or early childhood education provider, school, classroom, and student levels.

State leadership for the Striving Readers Comprehensive Literacy Program, including the Colorado Department of Education, will:

- Work with in-state and external experts to make the best use of evidence-based reading research related to planning and implementing professional development and technical assistance opportunities for Colorado P-12 teachers and early literacy providers.
- Clearly define the expectations that eligible Local Education Agencies and schools must meet when they participate in the SRCL Program, including the very clear reliance on scientifically based reading research, and fund only those applications that meet a rigorous definition.
- Develop, identify, and provide high-quality, embedded professional development (through bi-yearly convenings, web-based mechanisms, and ongoing assistance from Colorado Department of Education experts) to enable preschool through 12th grade and early literacy educators to teach reading, writing and oral language skills effectively.
- Provide training, technical assistance and advocacy to build the capacity of eligible Local Education Agencies/schools to implement evidence-based literacy instruction and assessment.
- Make sure the expertise and time available for technical assistance is sufficient to support the work of the Local Education Agency and building leadership teams and allows intervention in a timely manner where necessary.
- Apply accountability through (1) the state's policy infrastructure, (2) monitoring SRCL Program activities and impact (e.g., implementation tool, Body of Evidence), (3) requirements for adequate yearly progress in reading to secure continuation funding and (4) the external evaluation of the initiative.

- Make effective use of electronically-based supports for professional learning over the duration of the grant to assure statewide access to the most current information on implementing evidence based literacy strategies in Colorado P-12 classrooms and early literacy centers.
- Disseminate what works – both to help the SRCL Program sites succeed and to share the work of the subgrantee sites with other Local Education Agencies and schools in the state.
- Coordinate and align the activities and outcomes of the SRCL Program with other literacy-related reform initiatives to deepen understanding of evidence-based literacy in all state literacy activities and to promote the cross-fertilization of ideas.
- Evaluate and inform continuous improvement by monitoring program implementation and outcomes, including the effectiveness of professional development, and tracking implementation and outcomes at the Local Education Agency or early childhood education provider, school, classroom, and student levels.

SELECTION CRITERIA

GOALS OF THE COLORADO SRCL PROGRAM

The overall goal of Colorado's Striving Readers Comprehensive Literacy Program is to increase oral language skills and reading and writing achievement among the participating students, with particular attention paid to disadvantaged students. We want the Striving Readers Comprehensive Literacy program to have a significant impact on participating students, and we want to accurately measure that impact. The Colorado State Assessment Program (CSAP) results from 2010 will serve as the baseline for the Colorado Striving Readers Comprehensive Literacy program. Student achievement in reading among Colorado students has not increased significantly during the past several years. Over 30 percent of students continue to score as only "unsatisfactory" or "partially proficient. Figure 1 below best illustrates the stagnancy of scores of all students over a five-year period, 2004-2009.

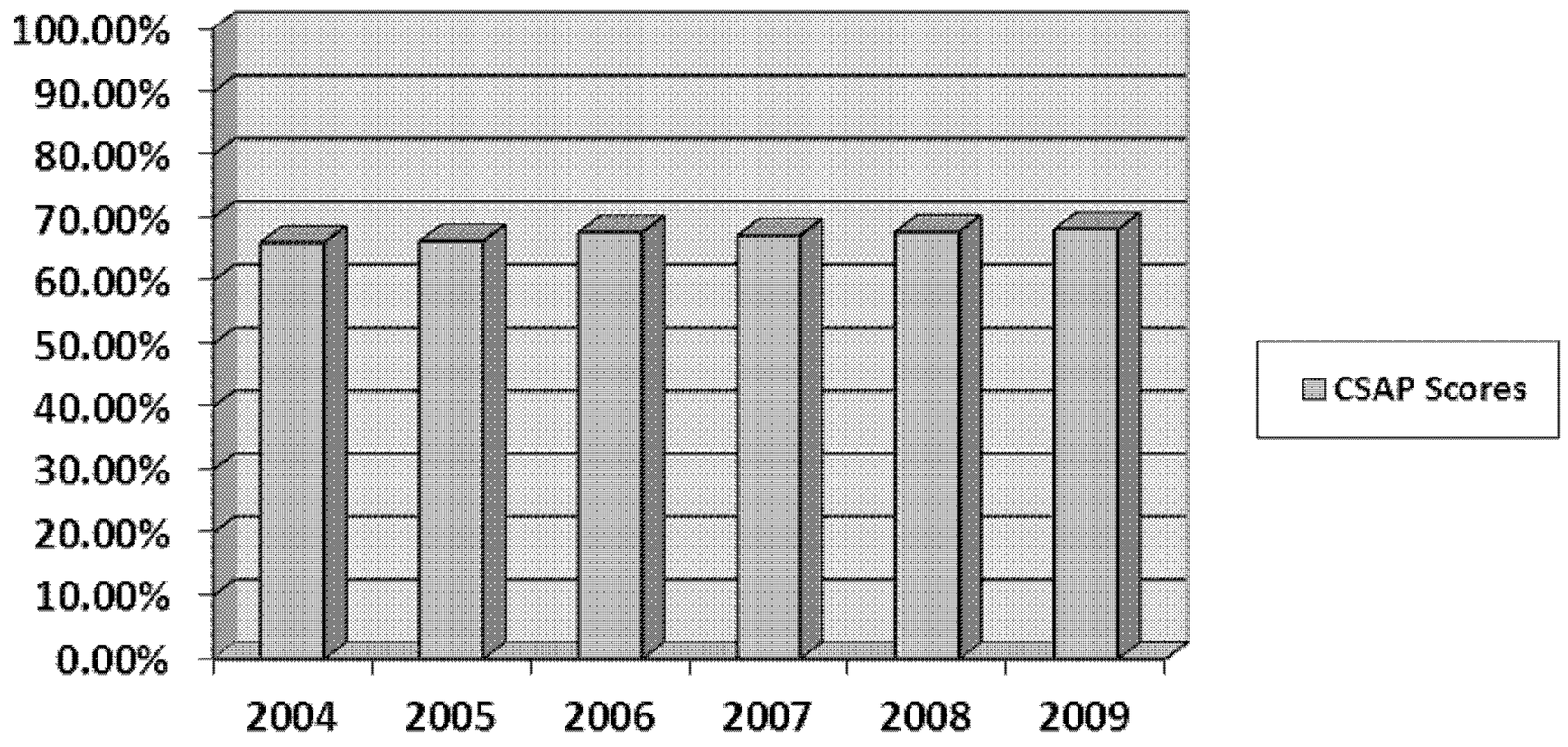


Figure 1: CSAP Reading Percent Proficient and Advanced 2004-2009 for All Grades

Table 1 below shows third grade reading scores for 2009 and 2010 on the Colorado State Assessment Program (CSAP), with little if any change between the two years by all groups; the gaps shown among different subpopulations are persistent as well. Among disadvantaged student groups, a much higher percentage score at partially proficient and unsatisfactory than at advanced or proficient.

TABLE 1 COLORADO STATE ASSESSMENT PROGRAM RESULTS ~ READING ~ GRADE 3 2009 and 2010, by ethnic group					
Year	**Category**	**% Advanced**	**% Proficient**	**% Partially Proficient**	**% Unsatisfactory**
2009	All	7	66	18	9
2010	All	6	64	18	11
2009	American Indian/Alaska Native	3	59	24	13
2010	American Indian/Alaska Native	3	55	28	14
2009	Asian/Pacific Islander	11	68	15	6
2010	Asian/Pacific Islander	10	67	14	9
2009	Black (not Hispanic)	3	58	23	15
2010	Black (not Hispanic)	2	53	25	19
2009	Hispanic	2	52	29	17
2010	Hispanic	2	49	28	21
2009	White (not Hispanic)	10	73	13	4
2010	White (not Hispanic)	9	72	13	6
Disadvantaged Students					
Year	**Category**	**% Advanced**	**% Proficient**	**% Partially Proficient**	**% Unsat.**
2009	Economically Disadvantaged	2	54	28	16
2010	Economically Disadvantaged	2	51	27	19
2009	English Language Learners	1	43	32	23
2010	English Language Learners	1	42	31	25
2009	Migrant	1	36	36	27
2010	Migrant	0	33	36	30
2009	Students with Disabilities	1	30	30	37
2010	Students with Disabilities	1	27	26	45

Outcome Objectives

In order to measure progress toward our goals we have set outcome objectives that are aligned with both the Government Performance and Results Act (GPRA) performance indicators as well as the specific age groups designated in the SRCL Program (Table 2):

TABLE 2
STRIVING READERS COMPREHENSIVE LITERACY AND GRPA AGE GROUPS

Striving Readers Comprehensive Literacy Age Groups	Government Performance and Results Act Performance Indicators
Children from birth through age five	Improve/increase oral language skills among participating 4-year-old children
Students in kindergarten through grade five	Increase reading and writing achievement among participating 5th-grade students.
Students in middle and high school, through grade 12	Increase reading and writing achievement among participating 8th-grade and participating high school students.

We have set specific outcome objectives for each age group/GRPA performance indicator:

- The percentage of participating 4-year-old children who achieve significant gains in oral language skills will increase by **10 percent** over the term of the grant program.
- The percentage of participating 5th-grade students who meet or exceed proficiency on the state English language arts assessments will increase by **10 percent** over the term of the grant period.
- The percentage of participating 8th-grade students who meet or exceed proficiency on the state English language arts assessments will increase by **10 percent** over the term of the grant period.
- The percentage of participating high school students who meet or exceed proficiency on the state English language arts assessments will increase by **6 percent** over the term of the grant period.

To ensure that subgrantees are able to achieve these outcomes, an overarching goal and purpose of the state role is to *support local efforts* in subgrantee communities to strengthen early literacy and ongoing literacy growth of children from birth through 12th grade. The state intends to:

1. Support local efforts to expand, monitor, and evaluate children's language and

academic vocabulary development.

2. Support local nonfiction literacy education efforts and initiatives for children in Colorado.
3. Support local efforts to increase the skills of teachers and administrators in using formative assessments to inform instructional decisions, to provide children with descriptive feedback, and to broaden accountability efforts.
4. Support local efforts to increase adult understanding about why and how to support children's literacy development.

Recipients of Striving Readers Comprehensive Literacy Program funds through the Colorado Department of Education will be expected to craft outcome objectives that are specific to each community's needs, challenges, population, and proposed program.

DATA SOURCES AND USE

The state will consider multiple sources of data to both evaluate the needs assessment of subgrantees and to evaluate progress toward achieving goals and outcomes, and will disaggregate data for disadvantaged students including English-language learners, students with disabilities and those who are economically disadvantaged. Data instruments and sources will include the Colorado Student Assessment Program (which includes early childhood assessments), the Colorado Growth Model (described below), Results Matter (Colorado Preschool Project), Colorado Basic Literacy Act Assessment System (for Individual Literacy Plans), and the Colorado Student Assessment Program Alternate (CSAPA).

The Colorado Student Growth Model (CGM) provides a common understanding of how individual students and groups of students progress from year to year toward state standards based on where each individual student begins. The model focuses attention on maximizing student progress over time and reveals where, and among which students, the strongest growth is happening and where it is not. Colorado developed the model to answer three essential questions about student, school and district performance:

- What is the growth rate of a student, a school and a district?
- What should be the growth rate for a student to reach a desired level of achievement within a period of time?

- What are the highest sustained growth rates that exist today and under what conditions could they improve?

Formative or interim assessments, which are a key focus area of our proposal (see below), will be used by subgrantees to determine student progress and the impact of grant activities.

FOCUS AREAS

The technical assistance to be provided by the Colorado Department of Education to subgrantees will include information, scientifically based research, and instruction models on the focus areas of the Colorado Striving Readers Comprehensive Literacy Program: (1) formative assessment feedback methodology for data-based decision-making; (2) the five components of reading; (3) nonfiction reading and writing; (4) and oral and written language and academic vocabulary development. The newly revised Colorado Academic Content Standards emphasize nonfiction reading and writing for all grade levels. Standard 2 of the Reading, Writing and Communicating Standards states: "Engage in a wide range of nonfiction and real-life reading experiences to solve problems, judge the quality of ideas, or complete daily tasks." The National Common Core State Standards emphasizes nonfiction reading and writing as well, especially for adolescents in both their English courses and content area studies.

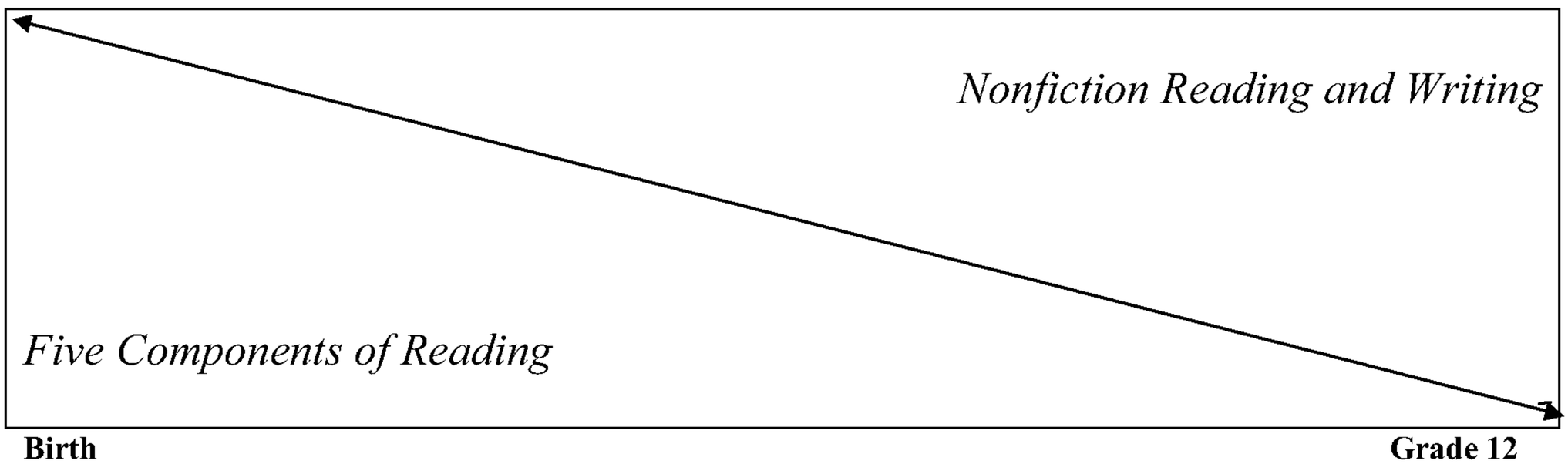


Figure 2: Illustrating Colorado's Striving Readers Comprehensive Literacy goals from birth through grade 12

The field of literacy has a wealth of resources and models on the most effective practices and strategies for improving reading comprehension, writing and vocabulary development, including solutions for English language learners and other disadvantaged students. As part of the technical assistance component subgrantees will receive information, instruction, and

coaching from Colorado Department of Education specialists about how to improve students' acquisition of the five components of reading and their nonfiction literacy based specifically and responsively on the strengths and needs of the students. The rationale for these focus areas is presented below.

Formative Assessment for Data-based Decision-making

Perhaps the most important area of focus of the Colorado Striving Readers Comprehensive Literacy Program is formative assessment and feedback methodology. All subgrantees will be required to implement high-quality, state-determined interim assessments as part of their grant projects in order to assess the progress and achievement of participating students at regular intervals. The interim assessments will be designed to collect and analyze data in order to provide timely information to teachers and school leaders about how students are performing as well as the impact of the grant activities. Interim assessments are expected to become a routine step in each grant project, encouraging a culture of data-based decision making within each classroom. Ideally teachers will know exactly where each student is in his or her progress toward the standards and curriculum, what each student knows and, most importantly, what adjustments to instruction or other interventions are needed to keep students on the pathway to increased achievement.

All of the evidence collected and reported by subgrantees (as well as the program evaluator) will be used to inform subgrantees of effective instructional strategies in the program, to instruct workshop participants on effective strategies and best models and practices to achieve results, and eventually to inform all other school districts in the state of the successes and challenges of the program. The intent of this focus area is to foster continuous improvement to the design and implementation of program activities.

The Five Components of Reading

Through the Striving Readers Comprehensive Literacy grant funding and partnership, Colorado will continue to deepen its commitment to ensure that all children gain the essential five components for reading as outlined by the Report of the National Reading Panel and *Teaching Children to Read* (2000): phonemic awareness, phonics, fluency, vocabulary, and reading comprehension. For adolescent learners, these same five components are equally

relevant (Torgesen, Houston, Rissman, Decker, Roberts, Vaughn, Wexler, Francis, Rivera, Lesaux, 2007). The importance of these five critical literacy building blocks has been validated by subsequent research (McCardle and Chhabra, 2004; August and Shanahan, 2008; Honig, Diamond, and Gutlohn, 2008). Research is informing us that when reading is effectively taught with a solid foundation of phonemic awareness, phonics, fluency, vocabulary, and comprehension instruction, all but 2-5% of children can learn to read (Colorado Reading First, 2004; Torgeson, 2002; Juel, 2000). The research of Lieberman, Shankweiler, and Lieberman (1989) demonstrated that the most common barrier to learning word reading skills is the inability to process language phonologically or weak phonemic awareness skills. Thus, Colorado's Striving Readers Comprehensive Literacy Program will provide teachers with numerous professional development opportunities to deepen their capacities to cultivate the five essential components of reading. Local Education Agencies will be required to have a comprehensive reading program and comprehensive assessment plan to monitor the development of each component in a manner appropriate to each grade level.

Colorado's Literacy Framework paints a rich portrait of the instructional strategies that are needed to achieve this goal. As profiled in *Reading First: A Closer Look at the Five Essential Components of Effective Reading Instruction – A Review of Scientifically Based Reading Research for Teachers* (2004), there are many approaches to teaching these five components. These approaches differ in how much guidance or direction teachers provide as their students are learning new skills, how clearly and directly teachers explain new skills, whether they demonstrate exactly how to use a specific skill, and whether the skills are taught in a thoughtful sequence. Scientific research reviewed by the National Reading Panel revealed that these different approaches or methods of teaching the five essential components are *not* equally effective. The most reliably effective approach is direct, systematic, and explicit. These practices will be at the heart of our Striving Readers Comprehensive Literacy professional development and coaching efforts:

- **Direct Instruction:** In direct instruction, the teacher defines and teaches a concept, models the learning process, guides students through its application and arranges for extended guided practice until mastery is achieved (Florida Center for Reading Research).

- **<u>Systematic Instruction:</u>** A carefully planned sequence, similar to a builder's blueprint for a house, is characteristic of systematic instruction. Systematic instruction is carefully thought out, strategic and designed before activities and lessons are planned. Instruction is clearly linked within and across the five components (phonemic awareness, phonics, fluency, vocabulary and comprehension). For systematic instruction, lessons build on previously taught information, from the simple to the complex (Florida Center for Reading Research).
- **<u>Explicit Instruction:</u>** Explicit instruction involves direct explanation. Concepts are clearly explained and skills are clearly modeled, without ambiguity (Carnine, 2006). The teacher's language is concise, specific and related to the objective modeled, without ambiguity (Carnine, 2006).

Colorado's Literacy Framework 2010 provides additional information to detail our earnest and rigorous focus on the five components of reading.

Nonfiction Literacy

Nonfiction, or informational text, plays a critical role in both academic and professional endeavors. Nearly every profession and lifestyle requires skill at using some or many types of informational text. Just as nonfiction reading encompasses all spheres of life, it also bridges every academic field (Neufeld, 2005), making it an integral component of any educational program. The impact of this genre on current society cannot be overemphasized. As stated by educational scholars Moss, Leone, and Dipillo (1997), "if today's students are to survive in the 'Information Age,' it is imperative that they develop greater familiarity with and understanding of expository text.".

Children learn by taking in bits of information and storing them. They do this all through their adolescent years. When they reach puberty, they begin to take this information, sort it, and think critically with it. They take what they know, add more information to it to draw conclusions, problem solve or create new ideas. One can think of this informational base as a "ball of clay." As the child grows, he or she is adding to the ball of clay. The unfortunate fact is that most high school and college students have not taken in enough information bits in their early years to give them a large enough ball of clay or informational base to do the work required

of them in high school and college. Most college professors assume they are teaching to students with large informational balls of clay, but too often they are not. Children should be given a steady diet of non-fiction reading material to help them build up their informational base (Harris, 2011). Additionally, nonfiction materials incorporate information from an array of subject areas, including math, science, social studies, technology, art, music, and writing (Duke, Bennett-Armistead, and Roberts, 2003; Pike and Mumper, 2004), thus nonfiction promotes learning across the curriculum (another fundamental ambition of the new Common Core State Standards).

The Value of Nonfiction for Our Youngest Children

Nonfiction reading in general is rare in primary-grade classrooms (see Duke, Bennett-Armistead, and Roberts, 2002). However, research suggests many benefits of including nonfiction text in primary-grade classrooms. Nonfiction text can:

- Build background knowledge
- Increase vocabulary
- Build on children's interests
- Enrich use of text across the curriculum
- Better prepare children for later schooling, where they will encounter more nonfiction texts (Duke and Bennett-Armistead, 2003).

Dorfman, Cappelli, and Stead (and Duke and Armistead, 2003) advise teachers to expose students to a variety of texts because research suggests a reciprocal relationship between the kinds of texts children become familiar with and the kinds of texts they choose to write and are able to write well. Many reading researchers have acknowledged the importance of fostering a child's interest in reading nonfiction in the early grades (Duke, 2000, 2004; Routman, 2000, 2003; Stead, 2002; Young and Moss, 2006). Research also suggests that teaching students how to appropriately read and write nonfiction should be a primary goal of early educational learning experiences because of the cognitive benefits received by students who are exposed to these types of literacy experiences (Boynton and Blevins, 2004; Duke, 2000, 2004; Routman, 2000; Young and Moss, 2006). Researchers have also indicated that educators should consider teaching children how to read informational texts to ensure that by the time they reach the intermediate grades they will have the requisite skills to excel academically (Chall, 1983; Duke, Bennett-Armistead, Roberts, 2003; Fisher, 1996; Hadaway, Vardell, and Young, 2002). Trussell-Cullen

(1999) defines nonfiction as a way to "document and celebrate the real world – and that means everything about the real world that is actual, observable, recordable, demonstrable, and experienceable." This definition of nonfiction is important for teachers who want to create a classroom environment where the real world is meaningful to children. Further, this focus on nonfiction may enable teachers, especially teachers in the early grades, to make learning more relevant for students.

Non-fiction Literacy is Critical for Secondary Students

As students start the middle school grades, not only are they reading to continue improving language and academic vocabulary skills and to improve comprehension, but also they must gain increasing capacity to read strategically in order to understand the texts they read. Students must be able to read complex informational texts in several fields with independence and confidence because the vast majority of reading in college and workforce training programs will be sophisticated nonfiction. Indeed, through wide and deep reading of literature and literary nonfiction of steadily increasing sophistication, students gain a reservoir of literary and cultural knowledge, references, and images; the ability to evaluate intricate arguments; and the capacity to surmount the challenges posed by complex texts (Common Core State Standards, 2011).

It is also important to note that appropriate remediation of adolescent literacy difficulties does not involve simply re-teaching elementary school-level material. Approaches that demonstrably work in elementary schools will not necessarily prove effective with older students, because they may not be developmentally appropriate or may fail to address the highly specific, diverse, and advanced needs of adolescents. A number and a variety of strategies can be effective tools for comprehension, strategies that "represent procedural rather than declarative knowledge, stressing 'how' as much or more than 'what.'" (Pressley, 1999).

Common elements among instructional strategies include using a variety of methods to introduce words and concepts, i.e., asking students to read, reading aloud to students, asking what they already know about a subject – even videos and music lyrics have been suggested as a way to communicate. Engagement of students in the process is also essential, with lots of discussion and both soliciting and providing feedback. Similar to younger children, adolescents need to be interested in what they are reading, so making the material relevant is crucial.

Nonfiction Writing

Writing is a fundamental component of literacy. In fact, the processes of reading and writing develop simultaneously in students, and they are both acts of composing. Writing is a means of critical inquiry; it promotes problem solving and mastering new concepts. Adept writers can work through various ideas while producing informational, persuasive, and narrative or literary texts. In other words, writing can be used as a medium for reasoning and making intellectual connections. As students arrange ideas to persuade, describe, and inform, they engage in logical critique, and they are likely to gain new insights and a deeper understanding of concepts and content.

The ability to write well – to communicate ideas and to engage the reader – is fundamental to student growth and capacity to advance. Research indicates that weaker adolescent writers are less likely than their more skilled classmates to attend college (Graham and Perin, 2007). According to Achieve, Inc. (2005) half of students entering college are not ready for the writing demands there.

Because reading and writing are so intricately linked, instruction in writing should entail a great deal of reading as well. In fact, 30 percent of writing time is spent reading (Calkins, 1998). And to strengthen writing skills, moving back and forth between reading and writing enables children to monitor their work and anticipate the needs of their audience (Graves, 1997).

Subgrantees will be encouraged to develop lessons that incorporate nonfiction writing, with technical assistance on strategies, models and best practices to be provided by the Colorado Department of Education consultant. Research shows that nonfiction writing can be a powerful tool for raising achievement: A project in Norfolk Public Schools in Virginia focused on nonfiction writing increased test scores in all subjects, and poverty level did not influence the results negatively (Peery, 2009). In Waterloo, New York, students realized higher performance in math, science, and social studies after the cross-curricular focus on nonfiction writing after only one school year of increasing the focus on nonfiction writing in all subject areas (Peery, 2009; Reeves, 2004).

Oral and Written Language and Academic Vocabulary Development

Research findings in applied linguistics and reading research consistently show a strong correlation between reading proficiency and academic success at all ages, from the primary

school right through to university level: students who read a lot and who understand what they read usually attain good grades (Pretorius, 2000). Educational researchers have found that there is a strong correlation between reading and academic success.

To a great extent within classrooms, the language used by teachers and students determines what is learned and how learning takes place. Not surprisingly, oral language is not developed in silent classrooms (Moats, 2000; Routman, 2000). Most vocabulary learning, however, comes from books. Books are "where the words are" (Stahl, 2004).

Research also demonstrates that vocabulary deficits are a significant detriment to reading, and that learners' varied levels of vocabulary knowledge significantly widens the literacy achievement gap. According to Biemiller (2005), while average students acquire an average of 2.4 root words a day, students at the bottom quartile acquire only an average of 1.6 root words per day. Without focused intervention, this problem compounds over time, as demonstrated below:

TABLE 3
Acquisition of Root Words

Grade	**Average Student** *2.4 root words per day*	**Bottom 25%** *1.6 root words per day*
End of Pre-K	3,440	2,440
End of K	4,300	3,016
End of Grade 1	5,160	3,592
End of Grade 2	6,020	4,168

Source: Diamond, Gutlohn, Honig, *Teaching Reading Sourcebook*, 2008, p.413

An effective strategy to increase literacy achievement, and narrow the knowledge gap, is to focus vocabulary instruction on root word acquisition. Vocabulary researchers basically agree on the number of words that can be directly taught in a school year. Two words per day can be taught directly or 10 per week. And new words are learned more effectively in a rich context. Selecting words that students will encounter in a variety of texts allows multiple exposures and a higher probability of acquisition. Therefore, selecting words that students will come across in books inside and outside of school and that will be useful in reading (not just high frequency words) makes the task of learning the words more worthwhile and purposeful for students (McKeown, Beck, Omanson, and Pople, 1985).

TECHNICAL ASSISTANCE

Professional development support will be led by the Colorado Department of Education Literacy Specialist and jointly offered by the Colorado Department of Education Literacy Specialists and subgrantee literacy coaches. We will provide envisioning webinars to help potential sub-grantees/Local Education Agencies develop their grant applications. In these webinars, we will clarify the goals of Colorado's Striving Readers Comprehensive Literacy program, articulate the criteria and review process, profile the technical assistance the Colorado Department of Education will provide each Local Education Agency, and answer participants' questions. One criterion, for example, might be to require the Local Education Agency (LEA) to partner with local key stakeholders (those listed under "what we can do"/constituents in our state literacy plan). The Colorado Department of Education will also provide leadership in linking LEAs with relevant organizations and agencies to encourage collaboration, mutual support, dissemination, and replication.

Statewide Scope of Technical Assistance

Over time, Colorado's Striving Readers Comprehensive Literacy leaders/program will also help to:

- Articulate and build connections with Read to Achieve, Response to Intervention (RtI), Colorado Preschool Project, Gifted and Talented programs, English language learner program, and other state-level initiatives such as the Mile High United Way Literacy Campaign, the Governor's literacy action plan, School Counselor Corps, and school and district improvement grants.
- Identify demonstration sites to serve as models.
- Identify people in and out of the state with literacy expertise to partner with schools.
- Supply infrastructure for data collection, assessment, and dissemination of information.
- Offer systemic professional development (see details below).
- Provide easy access to reading research.
- Integrate literacy instruction in schools into core subject areas to promote learning of the subject and to increase motivation to read and write in the subject area (including

creating common planning times to make integration of content area teaching and learning more plausible and practical).

- Create a Colorado Center for Literacy Research in partnership with the Governor's literacy initiatives and organizations such as the Colorado Council of Learning Disabilities, Colorado Council International Reading Association, Early Childhood Education Association of Colorado, University of Denver, University of Colorado, Adams State University, University of Northern Colorado, Colorado Education Association, Colorado Chapter of the International Dyslexia Society, Colorado Chapter of the National Council of Teachers of English, Learning Disabilities Association of Colorado, Teachers of English to Speakers of Other Languages, and Colorado Association for the Education of Young Children.

In all of our Striving Readers Comprehensive Literacy Program sites, teachers will work in partnership with their school Striving Readers Comprehensive Literacy coach. Each coach will align his/her work to the school's grant goals and meet with teachers regularly to:

- Analyze student work and data to identify patterns of student strengths and needs and evaluate each child's progress toward the Colorado language arts standards
- Plan lessons to respond to students' strengths and needs with scientifically research-based instructional strategies
- Create or gather together instructional resources to support students' learning and motivation.

Colorado's Striving Readers Comprehensive Literacy coaches will work closely with the Colorado Department of Education Striving Readers Comprehensive Literacy Specialists and consultants in ongoing professional development partnerships such as monthly phone conferences, webinars, regional conferences, and e-mail communications.

For Colorado's five components of reading, nonfiction literacy, language and academic vocabulary foci and for our formative assessment focus, the Colorado Department of Education Striving Readers Comprehensive Literacy leaders will offer the following professional development support:

- Networking and professional development at least twice a year (possibly beginning and mid-year)
- Webinars four to six times per year, including video streaming of scientifically research-based instruction of the five components of reading, nonfiction reading and writing demonstration lessons, and vignettes of effective formative assessment practices to offer explicit and rich modeling for adult learners
- Monthly communication with subgrantee schools (and more often for schools of high need, especially at the beginning of the school year) via telephone or teleconferences
- At least one site visit per year to every subgrantee site:
    - Colorado Department of Education Literacy Specialist and/or consultants will provide on-site follow up/implementation support by offering subgrantees demonstration lessons and co-teaching partnerships; collaborative assessment conferences modeling and facilitations (in established or newly formed Professional Learning Communities/Data Teams); ongoing contact by e-mail and phone conferences; and monthly reports to keep Colorado Department of Education leaders and school partners in communication with one another about students' literacy growth and progress and specific "cause data" research (i.e., instructional strategies which lead to student achievement).
    - The focus of the literacy coach's supports will be aligned to the focus of regional workshops and webinars.

- Online resources such as an online Striving Readers Comprehensive Literacy toolkit (profiles of implementing scientifically research-based instruction; models of units of literacy study; lesson ideas; mentor texts; exemplars of proficient student writing; rubrics; conference record templates and prompts; etc.)
- Online office hours and/or a manned hotline once a week for phone or Skype conferences to address immediate questions, co-plan lessons, and problem-solve issues as they arise.

MEASURING PROGRESS

To evaluate children's literacy growth and progress in the Colorado Striving Readers Comprehensive Literacy Program, the Colorado Department of Education will employ three strategies. First, we will engage an outside evaluator with literacy and reading expertise whose role in the program will be limited solely to conducting the evaluation. The external evaluator will be asked to craft a thorough, feasible, and aligned evaluation plan for the SRCL project that measures progress and outcomes against the goals and objectives, and also considers participating student populations and specific subgrantee activities. The evaluator will submit annual performance reports as well as a comprehensive evaluation report at the end of the program that articulate the program outcomes for subgrantees as well as the state as a whole. Results will be compared to baseline data established at the outset of the program.

Second, subgrantees will be asked to utilize data from their current assessment practices *as well as* to implement and utilize the state-determined interim assessment products once the grant project is launched. We want to support Colorado children in becoming competent readers and writers. The intention of our efforts is to cultivate "choosing readers and writers" – in other words, we want the children of our state to *choose* to read and choose to write. Thus, we will encourage and collect qualitative as well as quantitative data to evaluate children's growth as reader, writers, speakers, and listeners and their disposition to engage in literacy.

Subgrantees will be required to develop and communicate reports of both formative and summative data twice yearly.

- For our youngest children, from birth through age five, subgrantees will utilize the Colorado Department of Education Early Childhood assessments, Colorado Preschool Project assessment, and Results Matter/Colorado Basic Literacy Act Assessment System.
- For students in kindergarten through grade five, subgrantees will utilize data from the Colorado State Assessment Program, the Colorado Growth Model, and the state-determined interim assessment.
- For middle and high school children, through grade 12, subgrantees can utilize assessment data from CSAP, the Colorado Growth Model, the state-determined interim assessment, and also common writing rubrics and those assessments and

student data profiles which faculties use in Professional Learning Communities and Data Teams.

Subgrantees will also be encouraged to utilize:

- Data Portfolio/Body of Evidence which reflects the diversity and depth of children's reading and writing.
- Survey data to capture voiced and observed changes in children's literacy habits (For example, are children choosing to read outside of school/the instructional program?).
- Library checkout records.

The third component to evaluate the effectiveness of the Colorado Department of Education's SRCL Program efforts and guide our work will be the creation and use of an Advisory Committee. Members, to be appointed by the Commissioner of Education, will meet two to three times a year to study and discuss SRCL Program implementation, data from the subgrantee sites, state assessment data, reports from program directors and consultants, and budget updates. Advisory Committee members will serve two-year terms, and will include representation and contributions from multiple constituents, including K-12 education, early childhood education (such as Head Start and the Early Childhood Leadership Commission), professional organizations (such as the Colorado Association of School Boards and the Colorado Education Association), institutions of higher education, community-based organizations, and libraries. Representatives from collaborative projects, including the Mile High United Way Literacy Campaign and the Colorado Legacy Foundation Integration Grant, also will be invited to participate. Finally, the Committee will include representation from the office of the Governor and General Assembly (reflecting a balance of Republicans and Democrats). An important role for the Committee will be to coordinate literacy improvement efforts and programs throughout the state and to advocate for and articulate effective ways to support children's transitions with alignment across birth through grade 12.

COMMUNICATION AND DISSEMINATION

The Colorado SRCL Program Advisory Committee and the Colorado Department of Education staff will have responsibility for disseminating information on program outcomes. As the program evaluator and subgrantees submit information and data on project outcomes, the

Colorado Department of Education will analyze and synthesize the data into a statewide snapshot of the program's progress and activities. Data to be collected and reported will be disaggregated by student subgroups. The Colorado Department of Education and the Advisory Committee will submit the synthesized reports on program outcomes to the Commissioner of Education, State Board of Education, Governor's office, Lieutenant Governor's office, Legislature, and to the superintendents of subgrantee districts. The reports and data will also be posted on the CDE website on a portal dedicated to the Colorado SRCL Program. A subgroup of the Advisory Committee, a working group, will be responsible for examining the data and outcomes and make recommendations on processes or practices. All of the evidence will be used to inform all subgrantees of activities and strategies in the program, to inform and instruct workshop participants on effective strategies and best models and practices to achieve results, and eventually to inform all other school districts in the state of the successes and challenges of the program. The intent of this evaluation process is to foster continuous improvement to the design and implementation of program activities.

Colorado Department of Education staff and experts in the fields of literacy, early childhood and diverse learners will review the LEA applications to ensure they contain all required components. The review process will be competitive with an evaluation employed to assess specific selection criteria. The review process will be competitive with an evaluation employed to assess specific selection criteria, as follows:

- Proposal Introduction (not scored)
- Cover Page
- Certification and Assurances Form
- District Assignment of Federal Grant Funds and Assurances Form
- Executive Summary
- Needs Assessment
- Services and Activities
- Evaluation
- Budget Narrative
- Electronic Budget

Applicants must score at least 108 points out of the 156 points possible to be approved for funding. There is no guarantee that applicants will receive funding or funding at the requested level.

Priority consideration will be given to:

- Geographic distribution
- Greater percentages of disadvantaged students
- Greater percentages of limited English proficient students
- Greater percentages of Free and Reduced Lunch rate.

Also, priority will be given to Local Education Agency applicants that partner with a public or private nonprofit organization or agency serving higher percentages of disadvantaged children.

LEA/SUBGRANTEE REQUEST FOR PROPOSAL PROCESS

The RFP Selection Criteria and Evaluation Rubric require applicants to provide evidence in their application of the following essential elements (see Appendix A, RFP page 25). Applications will be scored according to the degree to which all of these elements are addressed, with the first three receiving the greatest weight.

- Clear identification of which students – particularly disadvantaged students and limited English proficient students/age levels – will be selected for the program
- Description of how technology will be used to address student learning challenges
- Description of how the applicant will collect, analyze and use high-quality and timely data in an on-going way to improve instructional practices, policies, and student outcomes
- Identification of goals/objectives that are consistent with the desired outcomes and required activities of the SRCL Program
- Demonstration of capacity to successfully implement proposal
- An evidence-based rationale that the technology program, practice or strategy detailed in the application is comprehensive and high quality and will increase student engagement and achievement or increase teacher effectiveness
- Description of the research-based language and literacy interventions and/or strategies that will be implemented

- Description of the curriculum and instruction materials to be used and illustration of how they are aligned with state standards
- Clear and focused description of what methods will be used to collect information and how the strategies and activities will be evaluated for effectiveness
- Description of how the implemented program and outcomes will be monitored to provide for continuous improvement
- Description of how applicant will provide a coherent system of assessment that is aligned with state standards
- Plan for how other agencies, non-profit organizations, community-based organizations and families will be involved in activities that promote the implementation of effective literacy instruction for disadvantaged students.
- A description of how the program will integrate and/or with programs supported with other federal funds (i.e., Title I, Title II, etc.).
- That the costs of the proposed project are reasonable and the budget sufficient in relation to the objectives, design, scope and sustainability of project activities.

In reviewing the subgrantee applications, CDE reviewers will examine the research base provided to ensure it meets the needs of the population described within the application and that it is aligned with state standards. LEA applicants will be required to describe the research-based language and literacy interventions and/or strategies that will be implemented to ensure that all children and youth, including both children and youth who have mastered the material ahead of their peers and children and both struggling with the material are served appropriately.

Applicants will also be required to describe the curriculum and instruction materials to be used and show how they are aligned with state standards. Applicants who fail to make the connection between these strategies and reasons for why students have not been successful will result in a grant that will not be funded.

MANAGEMENT PLAN

The Colorado SRCL Program Management Plan is presented in Table 4 below. It includes all the tasks and activities, responsible parties, timeline, milestones/outcomes and the budget category for each task/activity.

TABLE 4
Striving Readers Comprehensive Literacy Management Plan

Task/Activity	Responsibility	Timeline	Milestones/Outcomes	Budget Allocation
Create advisory committee to review/ oversee/recommend and align work of SRCL grant	Project Coordinator	Sept 2011	First advisory committee meeting in Oct 2011 with clearly defined roles and expectations	Operating (functions)
Put finishing touches on RFP and disseminate to all districts, especially the ones with at-risk populations	Director, Competitive Grants & Awards	Sept-Oct 2011, depending on grant notification	Complete RFP Post FAQs on website	Operating and general FTE
Conduct RFP application training seminar (web-based)	Director, Competitive Grants & Awards	Sept-Oct 2011, depending on grant notification	Application training completed	Operating, FTE and current CDE capacity
Send out Reader Review request and compete process for peer review for RFP	Director, Competitive Grants & Awards	Sept 2011	Secure expert readers to review and score grant submissions	FTE and Contracts
Complete RFP review and select and notify grantees	Project Coordinator and Director, Competitive Grants & Awards	October 2011 depending on federal grant notification	Grantees selected and notified	Operating, FTE and in-kind through current CDE capacity
Hire/appoint SRCL coordinator and SRCL state literacy specialist	Project Coordinator and Deputy Commissioner	Aug/Sept 2011, depending on federal grant notification	CDE SRCL grant staff hired	FTE
Work with subgrantees to set growth targets and goals for SRCL Literacy grant	Project Coordinator and other growth experts and necessary	October 2011	Subgrantee growth targets created by November 2011	Operating and FTE

TABLE 4 Striving Readers Comprehensive Literacy Management Plan				
Task/Activity	**Responsibility**	**Timeline**	**Milestones/Outcomes**	**Budget Allocation**
Complete work on Colorado State Literacy Plan with partners	Project Coordinator and State Literacy Specialist	October-Sept 2011-	Multiple meetings with Advisory Committee and other partners for feedback, information and work on project alignment. Disseminate draft for expert comments and review.	Operating and FTE
Design and set up website for SRCL grant information. Design clearinghouse area and web-networking area for grantees	State Literacy Specialist with CDE communications office and Project Coordinator	Sept 2011-Nov 2011	Initially post all items related to the RFP process, then build out site to include clearinghouse and professional development aspects	Operating and FTE, in-kind through capacity currently at CDE
Hire CDE external evaluator and develop SRCL evaluation design	Project Coordinator and Deputy Commissioner	December 2011-February 2012	Create draft evaluation design and data collection processes by Feb 2012	Contracts
Set calendar and topics for regional workshops and professional development services; align with other state initiatives	Project Coordinator and State Literacy Specialist with Advisory Committee and partners	December 2011	Set and disseminate event calendar to grantees	Operating, FTE and in-kind through current CDE capacity
Post all research, tools and relevant SRCL information *and* the State Literacy Plan on designated SRCL website	State Literacy Specialist	October 2011-ongoing as resources continue to grow	Initial set of research, information, grant calendar, etc. posted to website by December 2011	Operating, FTE and in-kind through current CDE capacity
Conduct needs assessment of subgrantees around professional development needs and gaps in literacy instruction	Project Coordinator and State Literacy Specialist	November 2011	Design needs assessment questionnaire and send to grantees once they are notified of award	FTE
Develop and identify professional development activities that CDE will provide to districts and their literacy coaches	Project Coordinator, State Literacy Specialist with Advisory Committee input	December 2011	Create a menu of professional development options for grantee districts depending on their needs	FTE and general capacity

TABLE 4 Striving Readers Comprehensive Literacy Management Plan				
Task/Activity	**Responsibility**	**Timeline**	**Milestones/Outcomes**	**Budget Allocation**
Conduct first "face-to-face" meeting of all grantees to review requirements, expectations, and grant support opportunities	Project Coordinator with other initiative partners (to ensure alignment)	January 2012	Detailed list of supports, office hours, site visits, website and resources available to all grantees	Operating, workshops/ conferences and FTE
Conduct webinar on relevant topic needed by subgrantees	Project Coordinator, State Literacy Specialist	March 2012	Webinar topic will be related to the grantee needs assessment results	Operating, functions and workshops
Provide information on site visits and professional development to literacy coaches in all districts	Project Coordinator, State Literacy Specialist with specific experts needed for professional development	February 2012 and ongoing through duration of grant	One-two times per year, focus on the professional development gaps noted in the needs assessment	Operating, travel, functions and FTE
Conduct second grantee workshop	State Literary Specialist and/or specific experts needed	Approx. July 2012 for next school year planning	Design agenda, professional development outcomes for the workshop and expected outcome for participants (May 2012)	Operating, workshops/ conferences
Conduct second webinar	Project Coordinator and State Literacy Specialist	October 2012	Webinar topic will be related to the subgrantee needs assessment results and upcoming work plans for Year 2 of the SRCL Program	Operating, workshops and functions
Collect Year 1 data and lessons learned from subgrantees	Project Coordinator and external evaluator	August 2012	Compile Year 1 evaluation report by Oct 2012	External Consultants
Disseminate Year 1 results and lessons learned with any new research or tools to help subgrantees improve their program	Project Coordinator and Advisory Committee	October 2012	Post all information on website and clearinghouse	FTE, consultants, and internal CDE capacity
Review SRCL Program in combination with other state initiatives and plans; evaluate alignment and make mid-course corrections if necessary	Project Coordinator, CDE leadership, Advisory Committee, state initiative partners	November 2012	Revise State Literacy plan or initiative activities as necessary to continue improving alignment of state initiatives	FTE, Operating (functions)

TABLE 4 Striving Readers Comprehensive Literacy Management Plan				
Task/Activity	**Responsibility**	**Timeline**	**Milestones/Outcomes**	**Budget Allocation**
Continue to cycle through key elements of this work plan each year for the remainder of the grant	Project Coordinator, CDE leadership, State Literacy Specialists, Advisory Committee, state initiative partners	Ongoing	Continue to support subgrantees, provide professional development, clearinghouse of information and evaluation information on SRCL grant	All

Key Personnel

The Colorado Striving Readers Comprehensive Literacy program will be directed by Melissa Colsman, Director of Teaching and Learning, and Laura Benson, Literacy Specialist (see resumes in Appendix B). Other Colorado Department of Education staff who will provide guidance and expertise to the project are as follows:

- Dian Prestwich, Read to Achieve
- Sharon Triolo-Moloney, Early Childhood Initiatives
- Patricia Boland, Federal Program Administration, Title 1
- Lynn Bamberry, Director, Competitive Grants and Awards
- David Lyon, Grants Fiscal Management

As described earlier, Colorado's efforts to establish a comprehensive literacy framework for the state have involved numerous and diverse stakeholders from the start. The foundation for the Colorado Striving Readers Comprehensive Literacy Program is the State Literacy Plan, which is currently being developed by the Literacy Leadership Team. That group includes several Colorado Department of Education staff members with expertise in literacy and reading, early childhood, gifted and talented, special education, English language learners, libraries, adult education and federal programs. The "external" component of the team consists of over 30 individuals from across the state with similar areas of expertise who work as principals, teachers, instructional coaches, literacy coaches, special education educators, English-language-learner providers, librarians, and professional development coordinators. Colorado's SRCL Advisory

Committee will be additional reviewers of the State Literacy Plan to offer feedback and approval.

Colorado Department of Education Budget

The Colorado SRCL Program proposal requests $75 million over a five-year period, with 95 percent to be distributed to subgrantees. The remaining five percent, $3,750,000, will support salary and benefits for 3.35 FTE (one project coordinator, two state literacy specialists, and grants management), evaluation, operating costs (rent, communications, supplies, etc.) as well as direct expenses for program functions (technical assistance networking and meetings, webinars, etc.) and travel (onsite technical assistance to subgrantees). CDE is confident this is a reasonable and functional budget to carry out the work of the program (see Budget Narrative).

Subgrantee Allocations

The Colorado Department of Education anticipates that individual Local Education Agency applications will be designed to serve all age levels, or only one age level, or perhaps two age levels within each district. The Colorado Department of Education application review team will ensure that the required allocations will be achieved among all subgrantees awarded funds, as follows:

- At least 15 percent serving children from birth through age five.
- At least 40% serving students in kindergarten through grade five.
- At least 40 percent to serve students in middle and high school, through grade 12, including an equitable distribution of funds between middle and high schools.

INTEGRATION AND SUSTAINABILITY

As part of the technical assistance component, Colorado Department of Education consultants will provide leadership to subgrantees in linking their projects with relevant organizations and agencies to encourage collaboration and mutual support and the potential for integrating funds with other local, state and federal efforts, including Response to Intervention and Title 1, as well as other collaborative efforts in the state (i.e., the Mile High United Way Literacy Campaign and the Governor's literacy action plan).

Local Education Agency applicants are required to have and describe for the Evaluation Rubric a sustainability plan that shows how their efforts to improve literacy achievement will

continue after the end of the subgrant. Importantly, one requirement of the Colorado SRCL Program is designed to build capacity within the districts: LEAs will be required to appoint or hire a reading/literacy coach who will provide instruction and professional development to teachers that will equip them with the skills and knowledge to deliver high-quality literacy instruction after the grant ends.

NUMBER OF STUDENTS SERVED

The RFP Selection Criteria and Evaluation Rubric requires applicants to identify which students, particularly disadvantaged students and limited English proficient students/age levels, will be selected to be served by the district. Colorado hopes to be able to serve as many as 12,000-15,000 students through the Program. From among all the applications submitted, the Colorado Department of Education evaluation team will seek to make awards to the high-quality and comprehensive applications that will serve the most students and the most disadvantaged students.

Improving
Academic
Achievement

REQUEST FOR PROPOSAL

Proposals Due: xxday, September XX by 4:30 pm EST

Application Training Webinar: *XXday, August XX, 2011 from x:00– x:00 p.m.*

Striving Readers Comprehensive Literacy Grant

FY 2010 Consolidated Appropriations Act (Pub. L. No. 111-117) under the Title I demonstration authority (Part E, Section 1502 of the Elementary and Secondary Education Act (ESEA)

For program questions contact:
Melissa Colsman (colsman_m@cde.state.co.us or 303-866-6737)

For fiscal/budget questions contact:
Elizabeth Conway (conway_e@cde.state.co.us or 303-866-6886)

For RFP specific questions contact:
Lynn Bamberry (bamberry_l@cde.state.co.us or 303-866-6813)

Issued by:

Colorado Department of Education
Office of Federal Program Administration
Competitive Grants and Awards
1560 Broadway, Suite 1450
Denver, CO 80202

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Striving Readers
Comprehensive Literacy Grant Program
REQUEST FOR PROPOSAL
Proposals Due: Wednesday, Month xx, 2011

INTRODUCTION

This Request for Proposal (RFP) is designed to provide funds for a comprehensive literacy program to advance literacy skills – including pre-literacy skills, reading and writing, for students from birth through grade 12, including limited English proficient students and students with disabilities. The comprehensive plan must align policies, resources, and practices as well as contain clear instruction goals and set high expectations for all students and subgroups.

PURPOSE

The purpose of the Striving Readers Comprehensive Literacy (SRCL) grant program is to advance literacy by providing effective and evidence based literacy skills including pre-literacy skills, reading and writing, to students from birth through grade 12, including limited English proficient students and students with disabilities. This includes both data-based decision making and strengthening the literacy growth of all Colorado's children from birth through grade 12 with a focus on **four key areas**:

- Formative assessment and feedback methodology;
- The 5 components of reading;
- Nonfiction reading and writing; and
- Language and vocabulary development.

These funds will be distributed to quality proposals that show the most promise for successful implementation, particularly at the classroom level, and for raising student achievement.

It is critical that the proposal of each applicant ensure programs that demonstrate:

1. **Effective Literacy Instruction:** Developmentally appropriate, explicit, evidence-based, and systematic instruction that provides students with:
   - Early development and grade-level mastery of a) oral language skills, both listening and speaking, b) phonological awareness, using and hearing a wide vocabulary, c) conventional forms of grammar, and d) academic language;
   - The ability to read regularly spelled words and high-frequency irregularly spelled words with automaticity and to decode regularly spelled unfamiliar words accurately, using phonemic awareness, print awareness, alphabet knowledge, and knowledge of English spelling patterns;
   - The ability to read texts accurately, fluently, and with comprehension, relying on knowledge of the vocabulary in those texts and of the background information that the students possess;
   - The ability to read with a purpose and the capacity to differentiate purposes and to select and apply comprehension strategies appropriate to achieving the purpose;
   - An understanding of, and ability to adapt to, the varying demands of different genres, formats, and types of texts across the core content areas in order to comprehend texts of

appropriate levels of complexity and content, including texts necessary for mastery of grade-level standards;
- The ability to effectively access, critically evaluate, and appropriately synthesize information from a variety of sources and formats;
- The ability to write clearly, accurately, and quickly so as to communicate ideas and deepen comprehension in ways that fit purpose, audience, occasion, discipline, and format; adhere to conventions of spelling and punctuation; and benefit for revision so as to improve clarity coherence, logical development, and the precise use of language.

With respect to programs serving children birth through age five, the term "effective literacy instruction," means supporting young children's early language and literacy development through developmentally appropriate, explicit, intentional, and systematic instruction, in language- and literacy-rich environments, that provides children with foundation skills and dispositions for literacy, such as:

- Rich vocabulary development;
- Expressive language skills;
- Receptive language skills;
- Comprehension;
- Phonological awareness;
- Print awareness;
- Alphabet knowledge;
- Book knowledge;
- Emergent writing skills;
- Positive dispositions toward language and literacy-related activities; and
- Other skills that correlate with later literacy achievement.

2. **Evidence-based Instruction:**
   - Based on a comprehensive, unbiased review and weighing of one or more evaluation studies (See Attachment A for complete definition).

AVAILABLE FUNDS

Approximately $14.2 million per year is available for funding through the Striving Readers Comprehensive Literacy Grant Program from 2011 through 2016. The Colorado Department of Education (CDE) anticipates funding no more than 15 sites across the state. All subsequent grant awards will be contingent upon the receipt of funding from the federal government. Cancellation of these funds by the federal government will result in the termination of the Striving Readers Comprehensive Literacy Grant Program in subsequent years.

The Colorado Department of Education will determine that funding will be distributed as follows:

- At least 15% of the funds will be distributed to serve children from birth to age 5;
- At least 40% of the funds will be distributed to serve students in kindergarten through grade 5; and
- At least 40% of the funds will be distributed to serve students in middle and high school, with an equitable distribution of funds between middle and high schools.

Please Note: Applicants do not have to submit an application that includes all age groups; applications may focus on a clear plan for specific age group(s).

ELIGIBLE APPLICANTS

The following entities are eligible: local educational agencies (LEAs) and—in the case of early literacy—LEAs or other nonprofit providers of early childhood education that partner with a public or private nonprofit organization or agency with a demonstrated record of effectiveness in improving the early literacy development of children from birth through kindergarten entry and in providing professional development in early literacy, giving priority to such agencies or other entities serving great numbers of percentages of disadvantaged children.

Such partners may include:

- Libraries;
- Head Start Centers;
- Health care providers; or
- Other community-based organizations if they meet the statutory requirements described here.

Priority will be given to:

- Geographic distribution;
- Greater percentages of disadvantaged students;
- Greater percentages of limited English proficient students; and
- Greater percentages of Free and Reduced Lunch rate.

BOCES are not considered an LEA for Title I Part E funds and therefore cannot be the fiscal agent for this competitive application**.** However, the LEA identified as fiscal agent for this grant may assign fiscal responsibilities to a BOCES as defined in P.L. 107-110, Sec. 2403 (2) within the eligible partnership. If the LEA would like to assign fiscal responsibilities to a BOCES to apply for and administer the grant on its behalf, funds can be signed over to the BOCES with completion of the District Assignment of ESEA Competitive Grant Funds and Assurances form on page 18. **Please note:** All districts to be served through this grant must provide contact information and signatures on page 17 and initials of agreement on the District Assignment of ESEA Competitive Grant Funds and Assurances form on page 18.

ALLOWABLE USE OF FUNDS

Awarded funds must primarily be used within a comprehensive approach to literacy instruction particularly for students with disabilities and limited English proficient students. Required costs include:

- Hiring or appointing a qualified literacy coach;
- Purchasing state determined interim assessments; and
- Costs associated with attending Networking/Professional Development* (for a team of three) twice a year in Denver.

Funds **may** be used for:

- Additional literacy services for students who are most at risk for not meeting state reading and writing content standards through supplemental intensive intervention in the areas of reading and writing;
- Professional Development related to literacy skills (See Attachment A for definition);
- Evidence based literacy materials;
- Instruction salaries for literacy coaches or teachers to provide intensive literacy instruction;
- Evidence based assessment materials;
- Early childhood coordination;
- Family literacy;
- Parent Involvement;
- Technology that meets the requirements for Universal design for learning (See Attachment A for definition).

* In addition to the education provider's proposed Professional Development Plan, **applicants must also budget for a team to attend two one-day grant trainings during each year of the grant cycle** (dates for Fall and Spring to be announced). These trainings will provide professional development consistent with grant expectations. Key leadership staff most closely related to the success of the grant (e.g., district administration, coaches and administrators) should attend. Please plan on travel to the Denver metro area; however, regional sessions may be scheduled.

Funds **may not** be used for:

- Construction or capital needs in or around the school property.

Note: Funds may be used to **supplement not supplant** any moneys currently being used to provide comprehensive literacy activities. See Attachment B for Examples of Program Design.

DURATION OF GRANTS

Year 1 funds must be expended by **September 30, 2012**. There will be no carryover of funds. Funding for additional years will be based on allocations from the United States Department of Education as well as demonstration of adequate performance.

EVALUATION AND REPORTING

Grantees will be required to report on the following measures (dependent upon the ages of students served):

- The percentage of participating 4-year old children who achieve significant gains in oral language skills;
- The percentage of the participating 3rd-10th grade students who meet or exceed proficiency on the State English language arts assessment;
- The percentage of participating 3rd-10th grade students who demonstrate adequate growth on the Colorado growth model and are counted as meeting or exceeding proficiency for purposes of accountability determinations;
- Interim assessment data from State determined measure twice yearly; and
- School readiness assessments (as determined by CDE).

Grantees will also be asked to submit an annual performance report by October 1 of each year of the grant following the completion of the program (See Attachment C).

REVIEW PROCESS

Applications will be reviewed by CDE staff and experts in the fields of literacy, early childhood and diverse learners to ensure they contain all required components. Note: This is a competitive process – applicants must score at least 108 points out of the 156 points possible to be approved for funding. There is no guarantee that submitting a proposal will result in funding or funding at the requested level. All application decisions are final. Applicants will be notified of award by X.

TECHNICAL ASSISTANCE

An application training webinar will be held on X from 9:00-11:00am. To register for this technical assistance opportunity, please email Nicole Dake at dake_n@cde.state.co.us.

PROGRAM COMMITMENTS

An implementation tool will be used to hold schools accountable for grant expectations throughout the duration of the grant. The following summary of commitments expected of Striving Readers Comprehensive Literacy Program participants is intended to help potential applicants understand the Striving Readers Comprehensive Literacy Program design and requirements and the dynamic partnership that will evolve among participants over the term of the grants.

Reading teachers (i.e., all K-5 teachers, ELA teachers, Title I teachers, reading specialists and early learning providers) in Striving Readers Comprehensive Grant Program schools will:

- Be willing to rethink current practices and modify those that are ineffective based on examination of student data and evidence based research.
- Have both a theoretical and practical knowledge of the five elements of comprehensive reading instruction and their relationship to one another.
- Administer screening, progress monitoring, diagnostic (as appropriate) and outcome assessments to identify students experiencing reading difficulty and design appropriate instructional interventions.
- Use the school's evidence-based literacy materials (i.e., core reading program, supplemental materials, intervention programs) with fidelity, with particular focus on nonfiction reading and writing and language and vocabulary development.
- Use curriculum and instructional materials that are aligned with State standards, incorporates the components of effective literacy instruction, and, as appropriate, incorporate technology and principles of universal design for learning to support children and youth with diverse learning needs, including disadvantaged students;
- Participate in Striving Readers Comprehensive Literacy Program professional development activities;

- Provide language- and text-rich classroom, school, and early learning program environments that engage and motivate children and youth in speaking, listening, reading, and writing.

Leadership in Striving Readers Comprehensive Literacy Program **schools** (including the principal and the building leadership team*) will:

- Meet at least once a month to maintain focus on Striving Readers Comprehensive Literacy Program plan and to ensure necessary supports are in place to meet the goals.
- Budget sufficient funds and time to participate in all Striving Readers Comprehensive Literacy Program related professional development. For example:
  - State level trainings, coach training and leadership training.
  - State level led webinars.
  - Monthly grade-level meetings (teachers, principal, support staff, coach).
  - In-class coaching of teachers.
  - In-house professional development based upon the unique needs of the school.
- Ensure that staff has the necessary time, professional development and resources to administer assessments and research-based reading program (e.g., 90-minute literacy blocks, Response to Intervention, School Wide Assessment Team (SWAT), additional staff to provide reading interventions, etc.). These assessments must be the state approved assessments to ensure that they are aligned with State standards and assessments and are; valid and reliable screening measures or strategies; valid and reliable diagnostic and progress-monitoring measures; and include appropriate accommodations necessary to ensure that all children and youth, including disadvantaged students, are reliably and accurately assessed;
- Address K-12 content standards and grade level expectations in reading aligned with K-3 CBLA proficiencies (revised May 2004 and currently being revise to align to the new Colorado State Standards). Use curriculum and instructional materials that are aligned with State standards, incorporates the components of effective literacy instruction, and, as appropriate, incorporate technology and principles of universal design for learning to support children and youth with diverse learning needs, including disadvantaged students.
- Ensure that staff have the necessary time and resources to administer assessments and research-based reading program (e.g., 90-minute literacy blocks, School Wide Assessment Team (SWAT), additional staff to provide reading interventions)
- Address K-12 content standards and grade level expectations in reading aligned with K-3 CBLA proficiencies (revised May 2004).
- Evaluate the impact of Striving Readers Comprehensive Literacy Program activities on student achievement and participate in the external evaluation of the Striving Readers Comprehensive Literacy Program.
- Maintain a Striving Readers Comprehensive Literacy Program Body of Evidence (BOE) that provides evidence of the school's progress in meeting the requirements of the grant (e.g., student data, meeting minutes).
- Provide professional development to teachers and educators administering Striving Readers strategies, including in instructional strategies to meet the literacy needs of disadvantaged students such as limited-English-proficient students and students with

disabilities, to teachers of reading, English, or language arts. If a literacy coach is in place – ensure each building literacy coach receives ongoing training and support in these same areas.

- Ensure that LEA and building leadership for Striving Readers Comprehensive Literacy Program activities have the qualifications, resources and time necessary to accelerate student achievement.
- Assure that the reading instruction programs, strategies and interventions to be implemented by participating schools are aligned with district accreditation/literacy plans and clearly based on SBRR. Support schools in using data to monitor student progress and accelerate performance, including providing technical assistance when necessary.
- Implement interventions to ensure that all children and youth, including both children and youth who have mastered the material ahead of their peers and children and youth struggling with the material, are served appropriately.
- Inform continuous improvement by monitoring program implementation and outcomes, including the effectiveness of professional development, and tracking implementation and outcomes at the LEA or early childhood education provider, school, classroom, and student levels.

**A building leadership team (BLT) includes the building principal, coach, K-12 teacher leaders, as well as specialist representatives (e.g., SPED, ELL, Title I).*

State leadership for Striving Readers Comprehensive Literacy Program, including the Colorado Department of Education, will:

a. Work with in-state and external experts to make the best use of evidence based reading research related to planning and implementing professional development and technical assistance opportunities for Colorado K-12 teachers and early literacy providers.
b. *Clearly define the expectations that eligible LEAs and schools must meet when they participate in Striving Readers Comprehensive Literacy Program, including the very clear reliance on evidence based reading research, and fund only those applications that meet a rigorous definition.*
c. *Develop, identify and provide high-quality professional development to enable K-12 and early literacy educators to teach reading, writing and oral language skills effectively.*
d. *Provide training, technical assistance and advocacy to build the capacity of eligible LEAs/schools to implement evidence based literacy instruction and assessment.*
e. *Make sure the expertise and time available for technical assistance is sufficient to support the work of the LEA and building leadership teams and allows intervention in a timely manner where necessary.*
f. *Apply accountability through (1) the state's policy infrastructure, (2) monitoring Striving Readers Comprehensive Literacy Program activities and impact (e.g., Implementation Tool, Body of Evidence), (3) requirements for adequate yearly progress in reading to secure continuation funding and (4) the external evaluation of the initiative.*
g. *Make effective use of e-based supports for learning over the duration of the grant to assure statewide access to the most current information on implementing evidence based literacy strategies in Colorado K-12 classrooms and early literacy centers.*

h. Disseminate what works - both to help the Striving Readers Comprehensive Literacy Program sites succeed and to share the work of the Striving Readers Comprehensive Literacy Program sites with other LEAs and schools in the state.

i. Coordinate Striving Readers Comprehensive Literacy Program with other literacy-related reform initiatives to deepen understanding of evidence based literacy in all state literacy activities and to promote the cross-fertilization of ideas.

j. Evaluate and inform continuous improvement by monitoring program implementation and outcomes, including the effectiveness of professional development, and tracking implementation and outcomes at the LEA or early childhood education provider, school, classroom, and student levels.

SUBMISSION PROCESS AND DEADLINE

The **original plus 4 copies** must be received at CDE by Wednesday, X at 4:00 pm. In addition to the 5 hard copies**, an electronic copy of the proposal and electronic budget must be submitted to: CompetitiveGrants@cde.state.co.us**. The electronic version should include all required pieces of the proposal as one document. Faxes will not be accepted. Incomplete or late proposals will not be considered.

Application materials and budget are available for download on the CDE Website at: http://www.cde.state.co.us/FedPrograms/ti/a.asp.

Proposals will be due **by 4 p.m.** on **Wednesday, X** to:

Nicole Dake
Colorado Department of Education
Competitive Grants and Awards
1560 Broadway, Suite 1450
Denver, CO 80202

&

Submit an electronic copy of the proposal and electronic budget to:
CompetitiveGrants@cde.state.co.us

APPLICATION FORMAT

- **Scoring will be done based on a blind review.** Please do not identify district or schools anywhere within the proposal except on the cover pages. The application narrative and headers or footers should not include any identifying information. When addressing the district and schools in the narrative, please use 'the district' or 'the school' and 'the project'.
- The total narrative (Parts II – V) of the application cannot exceed 20 pages.
- All pages must be standard letter size, 8-1/2" x 11" using 12-point font and single-spaced.
- Use 1-inch margins.
- Number all pages.
- The signature page must include original signatures of the lead organization/fiscal agent.
- Successful applicants will be required to submit disclosure and assurance pages with original signatures.
- Staple the pages of the original and each copy of the proposal. Please do not use paperclips, rubber bands, binders or report covers.

REQUIRED ELEMENTS

The format outlined below **must be followed** in order to assure consistent application of the evaluation criteria. **See evaluation rubric for specific selection criteria needed in Parts II – V (pages 15 – 18).**

Part I:	**Proposal Introduction (not scored)** Cover Page Certification and Assurances Form District Assignment of Federal Grant Funds and Assurances Form Executive Summary ***(no more than 1 page)*** Table of Contents
Part II:	**Needs Assessment**
Part III:	**Services and Activities**
Part IV:	**Evaluation**
Part V:	**Budget Narrative** **Electronic Budget** *(not included in 20 page limit)*

Budget Instructions and Budget Form

Complete the proposed budget and budget narrative at: http://www.cde.state.co.us/.

When the applications have been reviewed, final grant amounts will be determined and a more detailed budget may be required. The final budget will comply with the application review comments and the proposed budget. Please remember that no grant funds can be obligated or spent until a final budget has been received and approved by CDE.

Examples of the types of expenses that may be included in each object category are listed below for guidance only. Your budget narrative should provide enough detail so that the appropriate object category can be confirmed.

Support Program. Support service programs are those activities which facilitate and enhance instruction. Support services include school-based and general administrative functions and centralized operations for the benefit of students, instructional staff, other staff, and the community.

(100) Salaries - Amounts paid for personal services for both permanent and temporary employees, including personnel substituting for those in permanent positions. This includes gross salary for personal services rendered while on the payroll of the school district/agency/organization.

(200) Employee Benefits - Amounts paid on behalf of employees; generally those amounts are not included in the gross salary, but are in addition to that amount. Such payments are fringe benefit payments and, while not paid directly to employees, never the less are part of the cost of personal services. Workers' compensation premiums should not be charged here, but rather to object (0500 other purchased services).

(300) Purchased Professional and Technical Services – Services which by their nature can be performed only by persons or firms with specialized skills and knowledge. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided. Included are the services of auditors, consultants, teachers, etc.

(500) Other Purchased Services – Amounts paid for services rendered by organizations or personnel not on the payroll of the district (separate from Professional and Technical Services or Property Services). While a product may or may not result from the transaction, the primary reason for the purchase is the service provided.

(600) Supplies – Amounts paid for items that are consumed, worn out, or deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substances. Items that do not contribute to a district's fixed assets, as evaluated by the district's fixed assets policy, may be coded as supply items, or may be coded as Non-Capital Equipment. Items that contribute to a district's fixed assets must be coded as equipment. All computers must be entered as equipment. Include all supplies, food, books and periodicals, and electronic media materials here.

(800) Other Expenses – Amounts paid for goods and services not otherwise classified above. Some expenditures may cross object category lines. For example, professional development and evaluation may include salaries, purchased services (printing) and supplies/materials. The budget narrative should identify these elements so that a total cost of the activity can be determined.

Indirect Costs – Indirect costs are those elements of costs necessary in the provision of a service which are of such nature that they cannot be readily or accurately identified with the specific service.

School Districts Only: School districts may budget indirect costs only if they are designated as the fiscal agent. The indirect cost rate used varies by district. Your district budget office should provide this rate to you, or you may access it by going to CDE's web page and linking to School Finance.

2011 Striving Readers
Comprehensive Literacy Grant Program

PART I: COVER PAGE *(Complete and attach as the first page of proposal)*	
Name of Lead Local Education Agency (LEA)/Early Learning Provider:	
Mailing Address:	
Title I, Part A Authorized Representative:	
Telephone:	E-mail:
Signature:	
Program Contact Person:	
Mailing Address:	
Telephone:	E-mail:
Signature:	
Fiscal Manager:	
Telephone:	E-mail:
Signature:	
Region: *Indicate the region(s) this proposal will directly impact*	
☐ **Metro** ☐ **Pikes Peak** ☐ **North Central** ☐ **Northwest** ☐ **West Central** ☐ **Southwest** ☐ **Southeast** ☐ **Northeast**	

How many students do you plan to serve:	**Birth to age 5: ____**	**K – 5: ____**	**Middle School: ____**	**High School: ____**

Total number of students to be served:		**Number of students with disabilities to be served:**		**Number of ELL students to be served:**		**District Free and Reduced Lunch Rate:**	

Reading, Writing and Oral Language materials to be used:	
Interim assessments to be used:	

Amount Requested: *Indicate the amount of funding you are requesting.*	
Year 1:	**$**
Year 2:	**$**
Year 3:	**$**
Year 4:	**$**
Year 5:	**$**
Total:	**$**

Please note: If grant is approved, funding will not be awarded until all signatures are in place. Please attempt to obtain all signatures before submitting the application.

Part IA: LEA/School Information & Signature Page

(Complete and attach after cover page for each school participating. Copy tables as needed.)

District/Early Literacy Center Signatures	
District/Center Name:	**District Code:**
School Board President (if applicable) Signature:	
Superintendent/Director Signature:	
District/Center Membership: *Indicate the total number of students within the district*	

School Information (If applicable, *include school level information and principal signature for each school participating. Attach additional pages directly after this page.)*	
School Name:	**School Code:**
Principal Name:	
Telephone:	**E-mail:**
Principal Signature:	

School #2	
School Name:	**School Code:**
Principal Name:	
Telephone:	**E-mail:**
Principal Signature:	

School #3	
School Name:	**School Code:**
Principal Name:	
Telephone:	**E-mail:**
Principal Signature:	

Section IB: Partner Signature Page

(Complete and attach after School Information/ Signature Page)

Partner Information *Provide contact information and signatures for Lead Partner and additional partners (if applicable) that are involved in the proposed program. It is strongly recommended that applicants connect with their local Early Childhood Council.* ***Note:*** *Copy this form as needed.*	
Lead Partner:	
Contact Person:	
Mailing Address:	
Telephone:	E-mail Address:
Contact Signature:	

Additional Partner:	
Contact Person:	
Mailing Address:	
Telephone:	E-mail Address:
Contact Signature:	

Additional Partner:	
Contact Person:	
Mailing Address:	
Telephone:	E-mail Address:
Contact Signature:	

Part IC: Certification and Assurance Form *(Complete and attach after cover page)*

Striving Readers Comprehensive Literacy Program Grant

The School Board President and Board- Appointed Authorized Representative must sign below to indicate their approval of the contents of the application, and the receipt of program funds.

On _____(date) , 2011, the Board of (district) _____ hereby applies for and, if awarded, accepts the state funds requested in this application. In consideration of the receipt of these grant funds, the Board agrees that the General Assurances form for all state funds and the terms therein are specifically incorporated by reference in this application. The Board also certifies that all program and pertinent administrative requirements will be met. These include the Office of Management and Budget Accounting Circulars, and the Department of Education's General Education Provisions Act (GEPA) requirement. In addition, the Board certifies that the district is in compliance with the requirements of the federal Children's Internet Protection Act (CIPA), and that no policy of the local educational agency prevents or otherwise denies participation in constitutionally protected prayer in public schools.

School districts that accept the **Striving Readers Comprehensive Literacy Program Grant** funding agree to the following assurances:

- The applicant will annually provide the Colorado Department of Education such information as may be required to determine if the grantee is making satisfactory progress toward achieving the goals of the grant. This includes formative assessment data and State Assigned Student ID (SASID) numbers.
- The applicant will serve students with an emphasis on students with disabilities and limited English proficient students.
- The applicant will recruit and hire the most highly effective teachers to serve students with disabilities and limited English proficient students.
- If the number of projected students to be served is not the actual number of students served, the applicant will revise the budget to reflect the change in the number of students served and will return any remaining funds.
- The applicant will participate in state level networking day, regional sessions and webinars.
- The applicant will not discriminate against anyone regarding race, gender, national origin, color, disability, or age.
- Funded projects will maintain appropriate fiscal and program records and fiscal audits of this program will be conducted by the grantees as a part of their regular audits. The program is also subject to regular CFIRS monitoring, as appropriate.
- Funds will be used to **supplement** and **not supplant** any money currently used to provide services.
- If any findings of misuse of these funds are discovered, project funds will be returned to CDE.
- The grantee will maintain sole responsibility for the project even though subcontractors may be used to perform certain services.

- The grantee will comply with U. S. Department of Education's General Education Provisions Act (GEPA). 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) and requires 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.

Reading teachers (i.e., all K-5 teachers, ELA teachers, Title I teachers, reading specialists and early learning providers) in Striving Readers Comprehensive Grant Program schools will:

- Be willing to rethink current practices and modify those that are ineffective based on examination of student data and evidence based research.
- Have both a theoretical and practical knowledge of the five elements of comprehensive reading instruction and their relationship to one another.
- Administer screening, progress monitoring, diagnostic (as appropriate) and outcome assessments to identify students experiencing reading difficulty and design appropriate instructional interventions.
- Use the school's evidence-based literacy materials (i.e., core reading program, supplemental materials, intervention programs) with fidelity, with particular focus on nonfiction reading and writing and language and vocabulary development.
- Use curriculum and instructional materials that are aligned with State standards, incorporates the components of effective literacy instruction, and, as appropriate, incorporate technology and principles of universal design for learning to support children and youth with diverse learning needs, including disadvantaged students;
- Participate in Striving Readers Comprehensive Literacy Program professional development activities;
- Provide language- and text-rich classroom, school, and early learning program environments that engage and motivate children and youth in speaking, listening, reading, and writing.

Leadership in Striving Readers Comprehensive Literacy Program schools (including the principal and the building leadership team*) will:

- Meet at least once a month to maintain focus on Striving Readers Comprehensive Literacy Program plan and to ensure necessary supports are in place to meet the goals.
- Budget sufficient funds and time to participate in all Striving Readers Comprehensive Literacy Program related professional development. For example:
  - State level trainings, coach training and leadership training.
  - State level led webinars.
  - Monthly grade-level meetings (teachers, principal, support staff, coach).
  - In-class coaching of teachers.
  - In-house professional development based upon the unique needs of the school.
- Ensure that staff has the necessary time, professional development and resources to administer assessments and research-based reading program (e.g., 90-minute literacy blocks, School Wide Assessment Team (SWAT), additional staff to provide reading interventions). These assessments must be the state approved assessments to ensure that they are aligned with State standards and assessments and are; valid and reliable screening measures or strategies; valid and reliable diagnostic and progress-monitoring

measures; and include appropriate accommodations necessary to ensure that all children and youth, including disadvantaged students, are reliably and accurately assessed;

- Address K-12 content standards and grade level expectations in reading aligned with K-3 CBLA proficiencies (revised May 2004 and currently being revised to reflect the new Colorado State Standards). Use curriculum and instructional materials that are aligned with State standards, incorporates the components of effective literacy instruction, and, as appropriate, incorporate technology and principles of universal design for learning to support children and youth with diverse learning needs, including disadvantaged students.
- Ensure that staff have the necessary time and resources to administer assessments and research-based reading program (e.g., 90-minute literacy blocks, School Wide Assessment Team (SWAT), additional staff to provide reading interventions)
- Address K-12 content standards and grade level expectations in reading aligned with K-3 CBLA proficiencies (revised May 2004).
- Evaluate the impact of Striving Readers Comprehensive Literacy Program activities on student achievement and participate in the external evaluation of the Striving Readers Comprehensive Literacy Program.
- Maintain a Striving Readers Comprehensive Literacy Program Body of Evidence (BOE) that provides evidence of the school's progress in meeting the requirements of the grant (e.g., student data, meeting minutes).
- Provide professional development to teachers and educators administering Striving Readers strategies, including in instructional strategies to meet the literacy needs of disadvantaged students such as limited-English-proficient students and students with disabilities, to teachers of reading, English, or language arts. If a literacy coach is in place – ensure each building literacy coach receives ongoing training and support in these same areas.
- If a literacy coach is in place – ensure each building literacy coach receives ongoing training and support.
- Ensure that LEA and building leadership for Striving Readers Comprehensive Literacy Program activities have the qualifications, resources and time necessary to accelerate student achievement.
- Assure that the reading instruction programs, strategies and interventions to be implemented by participating schools are aligned with district accreditation/literacy plans and clearly based on SBRR. Support schools in using data to monitor student progress and accelerate performance, including providing technical assistance when necessary.
- Implement interventions to ensure that all children and youth, including both children and youth who have mastered the material ahead of their peers and children and youth struggling with the material, are served appropriately.
- Inform continuous improvement by monitoring program implementation and outcomes, including the effectiveness of professional development, and tracking implementation and outcomes at the LEA or early childhood education provider, school, classroom, and student levels.

**A building leadership team (BLT) includes the building principal, coach, K-12 teacher leaders, as well as specialist representatives (e.g., SPED, ELL, Title I).*

Name of School Board President	Signature of School Board President
Name of District Superintendent	Signature of District Superintendent
Name of District Title I Authorized Representative	Signature of District Title I Authorized Representative
Name of Partner Entity Authorized Representative (if applicable)	Signature of Partner Entity Authorized Representative (if applicable)

Part IC: District Assignment of Federal Grant Funds and Assurances

(If applicable, complete the information below. Indicate the assignment of the DISTRICT funds to a BOCES/CONSORTIUM and provide all required signatures/initials)

Grant Program: Striving Readers Comprehensive Literacy Program Grant

The LEA identified as fiscal agent for this grant may assign fiscal responsibilities to a BOCES as defined in P.L. 107-110, Sec. 2403 (2) within the eligible partnership. Complete the form below to indicate who will now become the fiscal agent for this grant award.

_____ **School District** hereby authorizes the _____ **BOCES** to act as Fiscal Agent to apply for Striving Readers Comprehensive Literacy funding and administer the grant on behalf of _____ **School District**.

School District Authorized Representative: _____

District Name: _____ District Code: _____

School District Authorized Rep. Signature: _____

Assign these funds to: _____

BOCES Authorized Representative: _____

BOCES Authorized Rep. Signature: _____

Phone: _____ E-mail: _____

If a consortium of districts, each district Authorized Representative must provide initials of understanding/agreement authorizing the BOCES to act as the fiscal agent to apply for these funds and administer the grant. (Additional rows may be added)

District: _____ Initials: _____

District: _____ Initials: _____

District: _____ Initials: _____

In consideration of the receipt of these grant funds, the LEA agrees that the General Assurances form for all federal funds and the terms therein are specifically incorporated by reference in the forthcoming application. The LEA also certifies that all program and pertinent administrative requirements will be met. This includes the Education Department General Administrative Regulations (EDGAR), the Office of Management and Budget (OMB) Accounting Circulars, and the Department of Education's General Education Provisions Act (GEPA) requirements. Further, by agreeing to the assignment of any Workforce Investment Act State Performance Incentive funds to a BOCES/Consortium, the LEA(s) will provide relevant information and/or data as requested by the

BOCES/Consortium in order for the BOCES/Consortium to fulfill its responsibilities related to the administration and accountability of these funds.

Signature of President of Lead LEA District School Board	Date
BOCES Authorized Representative Signature of Acceptance	Date

Striving Readers Comprehensive Literacy Program Grant
Evaluation Rubric

Part I:	**Proposal Introduction**		No Points
Part II:	Needs Assessment		/17
Part III:	Services and Activities		/57
Part IV:	Management Plan		/21
Part V:	Evaluation		/41
Part VI:	Budget Narrative and Electronic Budget Form		/20
		Total	**/156**

GENERAL COMMENTS: *Please indicate support for scoring by including overall strengths and weaknesses. These comments are used on feedback forms to applicants.*

Strengths:

-
-

Weaknesses:

-
-

Required Changes:

-
-

Recommendation: **Funded _____** **Funded w/ Changes ____** **Not Funded ____**

Request for Proposal Selection Criteria & Evaluation Rubric

Part I: Proposal Introduction — No Points

- ✓ **Cover Page**
- ✓ **Signed Certification and Assurances Form**
- ✓ **Signed District Assignment of Federal Grant Funds and Assurances form** (if applicable)
- ✓ **Executive Summary**
  Provide a brief description (no more than 1 page) of the proposed Striving Readers project. This summary does not count toward the 20-page narrative page limit.
- ✓ **Table of Contents**
  Place a table of contents after the Executive Summary.

Parts II - VI: Narrative — 156 Points

The following criteria will be used by reviewers to evaluate the application as a whole. In order for the application to be recommended for funding, it must receive at least 108 points out of the 156 possible points and all required parts must be addressed. An application that receives a score of 0 on any required parts within the narrative will not be funded.

Part II: Needs Assessment	**Inadequate** (information not provided)	**Minimal** (requires additional clarification)	**Good** (clear and complete)	**Excellent** (concise and thoroughly developed)
a) Clearly identify which students (particularly disadvantaged students and limited English proficient students/age levels) will be selected for the program.	0	3	7	10
b) For those students that will be identified for services with this grant, provide data that shows why these students will be identified and clearly describe the gaps in language and literacy that are present.	0	2	5	7
Reviewer Comments:				
			TOTAL POINTS	**__/17**

Part III: Services and Activities *(Consider the Four Key Areas listed on Page 3)*	**Inadequate** (information not provided)	**Minimal** (requires additional clarification)	**Good** (clear and complete)	**Excellent** (concise and thoroughly developed)
a) Describe in detail how the program will provide language and text rich classrooms, school, and early learning program environments that will engage and motivate children and youth in speaking, listening, reading and writing.	0	2	5	7
b) Describe the research based language and literacy interventions and/or strategies that will be implemented (cite research base or append as an attachment) to ensure that all children and youth, including both children and youth who have mastered the material ahead of their peers and children and both struggling with the material are served appropriately. Note: Failure to make the connection between these strategies and reasons for why students have not been successful as identified in Part II (b) will result in a grant that will not be funded.	0	2	5	7
c) Describe the curriculum and instruction materials to be used and show how they are aligned with State standards.	0	2	5	7
d) Explain how literacy coach will be used to support effective, ongoing and embedded professional development, including instructional strategies to meet the literacy needs of disadvantaged students such as limited English proficient students and students with disabilities to teachers of reading, English, or language arts.	0	2	5	7
e) Describe the qualifications of the literacy coach. What is required of coaches with respect to knowledge and previous experience in meeting the needs of disadvantaged students, students with disabilities and limited English proficiency?	0	2	5	7
f) Describe how the applicant will use technology (which may include technology to support principles of universal design for learning) to address student learning challenges.	0	3	7	10

g) Provide an evidence based rationale that the technology program, practice or strategy detailed above will increase student engagement and achievement or increase teacher effectiveness.	0	1	3	5
h) Describe how the applicant will identify and hire the most qualified literacy coaches/teachers with the most effective skills in meeting the needs of students described in Part II.	0	2	5	7
Reviewer Comments:				
TOTAL POINTS	___/57			

Part IV: Management Plan *(Consider the Four Key Areas listed on Page 3)*	**Inadequate** (information not provided)	**Minimal** (requires additional clarification)	**Good** (clear and complete)	**Excellent** (concise and thoroughly developed)
a) Provide evidence that the district can demonstrate capacity to successfully implement the program.	0	2	5	7
b) Provide a plan for how other agencies, non-profit organizations, community-based organizations and families will be involved in activities that promote the implementation of effective literacy instruction for disadvantaged students.	0	2	5	7
c) Provide a clearly detailed timeline for implementing the key strategies and activities. **For example:** **Strategies /Activities** | **Implementation Benchmarks** | **Timeline** | **Person(s) Responsible** ( ) | ( ) | ( ) | ( )	0	2	5	7
Reviewer Comments:				
TOTAL POINTS	__/21			

Part V: Evaluation *(Consider the Four Key Areas listed on Page 3)*	**Inadequate** (information not provided)	**Minimal** (requires additional clarification)	**Good** (clear and complete)	**Excellent** (concise and thoroughly developed)
a) Proposal identifies goals/objectives consistent with the desired outcomes and required activities of the Striving Readers Comprehensive Literacy Program (Goals must be measurable)	0	2	5	7
b) Describe how the applicant will collect, analyze and use high-quality and timely data in an on-going way to improve instructional practices, policies, and student outcomes.	0	3	7	10
c) Describe how program implemented and outcomes will be monitored to provide for continuous improvement, including the effectiveness of professional development, tracking implementation and outcomes at the LEA or early childhood education provider, school, classroom, and student levels.	0	2	5	7
d) Describe how applicant will provide a coherent system of assessment that is aligned with State Standards that includes: • Valid and reliable screening measures or strategies; • Valid and reliable diagnostic and progress-monitoring measure; and • The systematic use of the assessment data to inform instruction interventions, professional development, and continuous program improvement.	0	2	5	7
e) Proposal describes how district/school/provider will report performance students in schools (including SASID for 3rd-10th grade students and Pre-kindergarten/Early Childhood Education if available). Explain how results will be disaggregated to reflect the population of students participating within identified site(s).	0	1	3	5
f) Provide a clear and focused description of what methods will be used to collect information and how the strategies and activities will be evaluated for effectiveness (see Attachment D).	0	1	3	5
Reviewer Comments:				

TOTAL POINTS	**___/41**

Part VI: Budget Narrative	**Inadequate** (information not provided)	**Minimal** (requires additional clarification)	**Good** (clear and complete)	**Excellent** (concise and thoroughly developed)
a) All expenditures contained in the electronic budget are described in the budget narrative and connected to project activities.	0	2	5	7
b) The costs of the proposed project (as presented in the electronic budget and budget narrative) are reasonable and the budget sufficient in relation to the objectives, design, scope and sustainability of project activities.	0	1	3	5
c) Describe how the program will integrate and/or align with programs supported with other federal funds (i.e., Title I, Title II, etc.).	0	1	3	5
d) Demonstrate how the funds awarded under the program will be used to **supplement and not supplant** federal, state, local, or non-federal funds already in place.	0	1	2	3
Reviewer Comments:				
			TOTAL POINTS	**____/20**

Definitions

***Professional development*:** The term "professional development" means coordinated and aligned activities that are designed to increase the effectiveness of educators, which may include teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, and other school staff, and that—

(i) Are based, to the extent possible, on an analysis of data and evidence that indicates the needs of students and teachers;

(ii) Are evidence-based and implemented with meaningful tracking of impact on educator practices and effectiveness;

(iii) Foster individual and collective responsibility for improving student academic achievement;

(iv) Align with State academic content standards or State early learning standards, as appropriate, with LEA and school or early learning program improvement goals, and with school or early learning program instructional materials;

(v) Focus on understanding what and how students learn and on how to address students' learning needs, including by reviewing and analyzing student work and achievement data and adjusting instructional strategies, assessments, and materials based on that review and analysis;

(vi) Where appropriate, focus on improving both content knowledge and pedagogical skill;

(vii) Set clear educator learning goals based on student and teacher learning needs;

(viii) Address educator needs identified through evaluation, including by providing support for teachers and principals who earn evaluation ratings indicating the need for opportunities to improve their knowledge and skills;

(ix) Are designed to provide educators with the instructional strategies necessary to meet the needs of disadvantaged students, including limited-English-proficient students and students with disabilities;

(x) Are active, sustained, intensive, and classroom-or early learning program-focused in order to have a positive and lasting impact on classroom or early learning program instruction and educator effectiveness;

(xi) Are, in general, provided through school- or early learning program-based, job-embedded opportunities for educators to work collaboratively and transfer new knowledge into classroom or early learning program practice, such as through classroom coaching, data analysis teams, observations of classroom practice, and the provision of common planning time; and

(xii) Are, as appropriate—

(A) Designed to improve educators' ability to collect, manage, and analyze data to improve instruction, student support services, decision-making, school improvement efforts, early learning program quality improvement efforts, and accountability;

(B) Designed to provide educators with the knowledge and skills to work more effectively with families;

(C) Provided through workshops, courses, institutes, on-line learning, and other activities that advance and supplement school-based or early learning program-based professional development;

(D) Implemented with the involvement of external experts with relevant expertise, including content expertise; and

(E) Designed to provide joint professional development activities, for school staff and other early childhood educators in publicly funded center-based programs, that address the transition to elementary school, including issues related to school readiness across all major domains of early learning.

Universal design for learning (UDL): The term "universal design for learning", as defined under section 103 of the Higher Education Act of 1965, as amended, means a scientifically valid framework for guiding educational practice that –

(i) Provides flexibility in the ways information is presented, in the ways students respond or demonstrate knowledge and skills, and in the ways students are engaged; and

(ii) Reduces barriers in instruction, provides appropriate accommodations, supports, and challenges, and maintains high achievement expectations for all students, including students with disabilities and students who are limited-English-proficient.

Evidence-based: The term "evidence–based" means--

(i) Based on a comprehensive, unbiased review and weighing of one or more evaluation studies that--

(A) Have been carried out consistent with the principles of scientific research[1];

(B) Have strong internal and external validity; and

(C) Support the direct attribution of one or more outcomes to the program, practice, or policy; or

(ii) In the absence of one or more studies described in paragraph (i) of this definition, based on a comprehensive, unbiased review and weighing of data analysis, research, or one or more evaluation studies of relevant programs, policies, or practices, that--

(A) Were carried out consistent with the principles of scientific research; and

(B) Are accompanied by strategies to generate more robust evidence over time through research, evaluation, and data analysis, including the measurement of performance with reliable process and outcome indicators and the implementation of evaluations with strong internal and external validity where feasible and appropriate.

---

[1] For purposes of this notice, the term "principles of scientific research" has the meaning provided in section 200(18) of the Higher Education Act of 1965, as amended; that is, it means principles of research that—

(A) apply rigorous, systematic, and objective methodology to obtain reliable and valid knowledge relevant to education activities and programs;

(B) present findings and make claims that are appropriate to, and supported by, the methods that have been employed; and

(C) include, appropriate to the research being conducted—

(i) use of systematic, empirical methods that draw on observation or experiment;

(ii) use of data analyses that are adequate to support the general findings;

(iii) reliance on measurements or observational methods that provide reliable and generalizable findings;

(iv) strong claims of causal relationships, only with research designs that eliminate plausible competing explanations for observed results, such as, but not limited to, random-assignment experiments;

(v) presentation of studies and methods in sufficient detail and clarity to allow for replication or, at a minimum, to offer the opportunity to build systematically on the findings of the research;

(vi) acceptance by a peer-reviewed journal or critique by a panel of independent experts through a comparably rigorous, objective, and scientific review; and

(vii) consistency of findings across multiple studies or sites to support the generality of results and conclusions.

Colorado's Striving Readers Comprehension Literacy Grant
Examples of Program Design

Example 1: Children from Birth to Five Years Old

Funds may be used for an early childhood coordinator to manage services between early childhood provider and school districts. Non-fiction texts could be purchased for parents and children to read together as well as flip books and markers for students to design their own nonfiction texts by talking, drawing, writing and visually representing their thoughts. Funds can also provide teachers, caregivers, and parents with training focused on developing children's oral language and literacy habits.

Example: Elementary Children

Funds may be used to expand classroom libraries with large diverse collections of leveled nonfiction texts for read alouds, independent reading, and to integrate students' content area studies with their literacy learning and practice. Additionally, funds can provide schools with technology resources such as iPads to support students' writing practice and content area learning and e-readers to offer English Language Learners audio books and choral reading texts. Teachers will receive ongoing professional development training and implementation support from a school-based literacy coach.

Example3: Secondary Children

To continue developing skills needed for reading nonfiction literature, iPods will be purchased to podcast nonfiction texts and information sources related to the topics covered in the 9th grade curriculum. iPads will be purchased to provide students with limited English proficiency with content area related magazines, video texts, and audio versions of science, social studies, and language arts books. Funding will also provide an on-site literacy coach who will co-plan lessons with teachers, provide demonstration lesson in their classrooms, and offer the entire faculty with professional development training to differentiate instruction in response to students' language and literacy needs.

STRIVING READERS COMPREHENSIVE LITERACY GRANT PROGRAM PERFORMANCE REPORT

Each grantee awarded a Striving Readers Comprehensive Literacy Grant Program as part of the FY 2010 Consolidated Appropriations Act (Pub. L. No. 111-117) under the Title I demonstration authority (Part E, Section 1502 of the Elementary and Secondary Education Act (ESEA) must submit a performance report to CDE on or before October 1 following completion of the program. Submit report via email to X at X@cde.state.co.us.

Provide feedback on the following four questions. The report should not include more than 5 type-written pages.

1. Discuss how planned activities/strategies did or did not occur as planned.

2. Discuss how this grant led to successes and how the LEA will continue to build on these successes.

3. Discuss any pitfalls or lessons learned that you would share with another LEA doing the same work.

4. Provide advice to CDE on how it can continue to support an LEA/Provider in its comprehensive literacy efforts.

5. Please complete the following table:

	Projected	Actual
Number of Birth- grade 12 students served through the use of this grant:		
Start and end dates of program services:		

Methods to Collect Information

Method	Overall Purpose	Advantages	Challenges
Questionnaires, Surveys, Checklists	When need to quickly and/or easily get lots of information from people in a non-threatening way	• Can complete anonymously • Inexpensive to administer • Easy to compare and analyze • Administer to many people • Can get lots of data • Many sample questionnaires already exist	• Might not get careful feedback • Wording can bias client's responses • Are impersonal • In surveys, may need sampling expert • Doesn't get full story
Interviews	When want to fully understand someone's impressions or experiences, or learn more about their answers to questionnaires	• Get full range and depth of information • Develops relationship with client • Can be flexible with client	• Can take much time • Can be hard to analyze and compare • Can be costly • Interviewer can bias client's responses
Documentation Review	When want impression of how program operates without interrupting the program; is from review of applications, finances, memos, minutes, etc.	• Get comprehensive and historical information • Doesn't interrupt program or client's routine in program • Information already exists • Few biases about information	• Often takes much time • Info may be incomplete • Need to be quite clear about what looking for • Not flexible means to get data; data restricted to what already exists
Observation	To gather accurate information about how a program actually operates, particularly about processes	• View operations of a program as they are actually occurring • Can adapt to events as they occur	• Can be difficult to interpret seen behaviors • Can be complex to categorize observations • Can influence behaviors of program participants • Can be expensive
Focus Groups	Explore a topic in depth through group discussion, (e.g., about reactions to an experience or suggestion, understanding common complaints) useful in evaluation and marketing	• Quickly and reliably get common impressions • Can be efficient way to get much range and depth of information in short time • Can convey key information about programs	• Can be hard to analyze responses • Need good facilitator for safety and closure • Difficult to schedule 6-8 people together
Case Studies	To fully understand or depict client's experiences in a program, and conduct comprehensive examination through cross comparison of cases	• Fully depicts client's experience in program input, process and results • Powerful means to portray program to outsiders	• Usually quite time consuming to collect, organize and describe • Represents depth of information, rather than breadth

Project Narrative

Other Narrative

Attachment 1:
Title: Pages: Uploaded File: **1237-Resumes & Indirect Letter.pdf**

APPENDIX B

Colorado Striving Readers Comprehensive Literacy Plan

Resumes of Key Personnel

Melissa Colsman

(b)(6)

Melissa.Colsman@email.ucdenver.edu

Education Degrees

(In progress) Ph. D.: Educational Leadership and Innovation, Mathematics Education, University of Colorado, Denver.

Master of Arts in Interdisciplinary Studies: Education, University of Northern Colorado, Greeley, CO; August 1994. Interdisciplinary program in mathematics, science, and technology.

Bachelor of Arts in Middle School Education, Cum Laude, University of Northern Colorado, Greeley, CO; August 1988.

Work Experience

Director, Office of Teaching and Learning, Colorado Department of Education, July 2010 to present.

Assistant Director, Office of Academic Initiatives and Support, and Math Content Specialist, Colorado Department of Education, June 2009-June 2010.

Principal Consultant, Mathematics Education, Office of Achievement Gap and Academic Support, Colorado Department of Education, September 2008-June 2009.

K-12 District Math Coordinator, Cherry Creek School District (CCSD), 2002-2008.

Campus Middle School, Mathematics Teacher, CCSD, 1989-2002.

Village East Elementary School, 5th-6th Grade Teacher, CCSD, 1988-89.

Professional Presentations

- U. S. Math Recovery Council National Conference, *Response to Intervention in Mathematics: Add+VantageMR and Diagnostic Assessment,* April, 2011.
- National Council of Teachers of Mathematics Regional Conference, *Supporting Number Sense for ALL Learners*, October, 2010.
- Colorado Association of School Executives (CASE) Summer Conference, *Leadership for the Colorado Academic Standards,* 2010.
- CASE Winter Leadership Conference, *Colorado's New Academic Standards: Implications for Leadership*, 2010.
- *Improving Mathematics Achievement for Adolescents*, Adams State College, 2009 and Centennial BOCES, 2010.
- Math on the Planes Keynote Address, *RtI in the Mathematics Classroom*, November, 2009.
- Math on the Planes Keynote Address, *Number Sense for Secondary Students*, February, 2009.
- *Numeracy, Number Sense, and Algebraic Thinking,* University of Colorado Denver (UCD) Math Certificate Program Course, 2007, 2008.
- Colorado Metro Math Intervention Team, *RtI in the Mathematics Classroom*, 2008.

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- Colorado Department of Education Kalidescope Conference, *Instructional Strategies in Mathematics,* 2008.
- Colorado Data and Probability Standard Presenter, American Statistical Association Annual Meeting, 2008.
- CASE Summer Conference, *Achieving in Mathematics By Closing the Opportunity Gap*, 2008.
- CASE Winter Leadership Conference, *Why Do Students Struggle So Much in Mathematics and What Are Colorado Educators Doing About It*, 2008.
- Co-presenter, *A Proposed Collaboration Model for Special and Math Educators* CoMMIT, 2007.
- Colorado Council of Teachers of Mathematics (CCTM) Annual Conference, 1993, 1997-2001, 2006-9. Selected session titles (full list available upon request):
    - *Update on Colorado Math Standards Revision*
    - *Coming Together Around Math Intervention.*
    - *Effective Math Instruction for Struggling Learners: Eight Themes from Research.*
    - *A Proposed Collaboration Model for Special and Math Educators,* Colorado Metro Math Intervention Team (CoMMIT).
- CCSD presentations include:
    - *Literacy Skills to Improve Math Achievement*
    - *Math Across the Content Areas: Meeting the Performance Based Standards for Colorado Teachers*
    - *Research Based Instruction: Doing What Works*
    - *Numeracy Intervention and Progress Monitoring*

Professional Service and Experience

- Incoming Board Member, U. S. Math Recovery Council, 2011.
- Facilitator, Colorado Math Leaders Network, 2005-8.
- Facilitator and Co-founder, CoMMIT, 2005-9.
- Facilitator of district K-12 teacher groups to identify essential math benchmarks, 2005-7
- Lesson Study Project, Making Math Lessons for ELLs, 2006-7.
- Collaborative Action Research for Equity (CARE) Cadre Facilitator, 2006-8
- Closing the Achievement Gap in Math Study Group and Leadership Team, 2007-8.
- Colorado Alignment Council Math Reviewer, Fund for Colorado's Future, 2006.
- Content Validity and Alignment Study participant, Colorado Department of Education, 2005.
- 7th grade CSAP assessment framework working group, 2000-1.
- Expert Panel Reviewer for mathematics curricula for the U. S. Department of Education, 1998.
- Western States Benchmarking Consortium Math Working Group, 2006-8.
- National Board Assessor, Early Adolescent Mathematics, 2001.
- CCSD Representative, Second International Conference on Math Education, China, 2000.
- CCSD Third International Math and Science Study workshop facilitator, 1999-2000.

Professional Organizations and Affiliations

- Association of State Supervisors of Mathematics, 2008-10.
- National Council of Supervisors of Mathematics, 2005-10.
- Math Teaching Awards Chair, CCTM, 2005-8.
- Conference Committee, NCTM Regional Conference, 2005.
- Conference Chair, CCTM Annual Conference, 2002.

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- Member, Colorado Math Leaders Network, National Council of Supervisors of Mathematics, CCTM, and NCTM.

Awards and Recognition

- *National Board of Professional Teaching Standards,* Early Adolescent Mathematics Certification, 2002.
- Presidential Award for Excellence in Math and Science Teaching, 2001.
- CCTM, Outstanding Mathematics Teacher Award, 1999.

Publications

Colsman, M., & Risley, R. (2010). Plain talk about RtI. *The Colorado Mathematics Teacher, 43*(1), 6-13.

Colsman, M., Risley, R., & Pittman, M. (2010). Learning progressions and RtI: Diagnostic Assessment. *The Colorado Mathematics Teacher, 43*(3), 6-12.

Koellner, K., Colsman, M., & Risley, R. (2011). Multidimensional assessment: Guiding response to intervention in mathematics. *Teaching Exceptional Children, 44*(2).

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Laura Benson, M.Ed.
Literacy Consultant & Education Writer
(b)(6)
Office Telephone (1) 303.771.8039
(b)(6)

PROFESSIONAL EXPERIENCE

Present/30 Years	**Independent Literacy Consultant** Schools, districts, and agencies throughout the United States American schools abroad International schools around the globe
Present/5 Years	**Professional Development Associate** The Leadership and Learning Center
Present/4 Years	**English/Language Arts Consultant and Faculty** United States Department of Education, Washington D.C. Office of Overseas School, Project AERO
Present/2 Years	**Common Core State Standards Project** National Alternate Assessment Center and The National Center for the Improvement of Educational Assessment
Present/1st Year	**State Literacy Specialist** Colorado Department of Education
5 Years	**Senior Consultant** **Coordinator of Coaching Programs** The National Urban Alliance for Effective Education
26 Years	**Adjunct Professor/Honorarium Professor** Regis University University of Colorado at Denver University of Colorado at Boulder University of Denver Adams State University Chapman University, California Colorado State University University of Northern Colorado Weber State University, Utah
23 Years	**Reading Specialist, Grades Pre-K – 12** Graland Independent School; Denver, Colorado Cherry Creek Public Schools; Englewood, Colorado Englewood Public Schools; Englewood, Colorado

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18 Years	**Classroom Teacher, Grades 1 – 8** Englewood Public Schools; Englewood, Colorado Graland Independent School; Denver, Colorado Cherry Creek Public Schools; Englewood, Colorado
16 Years	**Literacy Coach, Grades K – 12** U.S. Schools
14 Years	**Private Literacy Tutor, Grades Pre-K - College**
12 Years	**Literacy Staff Developer and Consultant** The Public Education and Business Coalition
6 Years	**Book Reviewer and Columnist** IRA Journals
5 Years	**Writer and Curriculum Development** The Public Education and Business Coalition
5 Years	**Assessment Consultant and Writer** Colorado Department of Education
5 Years	**Coordinator, "*Writers in Residence*" Program** The Public Education and Business Coalition
5 Years	**Supervisor of Student Teachers** University of Denver; Denver, Colorado
4 Years	**Reading First Consultant and Curriculum Developer** Colorado Department of Education
3 Years	**Reading First Literacy Coach** **Coach of Coaches** Colorado Department of Education
3 Years	**District Literacy Coordinator. Grades K – 12** Cherry Creek Schools; Englewood, Colorado
3 Years	**Social Studies Coordinator for Primary School** Graland Independent School; Denver, Colorado
3 Years	**Critical Friends Group Facilitator** University of Colorado
3 Years	**Staff Developer, ELIC/Early Literacy In-service Course, Grades Pre-K - 3** Western Australia Department of Education and Rigby Publishing, Inc.
3 Years	**Consultant, Rural Outreach Project** Colorado Department of Education

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3 Years	**Guided Reading Coach, Grades K - 8** Cherry Creek School District; Englewood, Colorado
2 Years	**Staff Developer, LLIFE/Literacy and Learning, Grades 4 – 8** Western Australia Department of Education and Rigby Publishing, Inc.
2 Years	**Secondary Reading Coordinator, Grades 6 - 12** Cherry Creek Schools; Englewood, Colorado
2 Years	**District Staff Development Coordinator, Grades K – 12** Cherry Creek Schools; Englewood, Colorado
2 Years	**Title One *School Wide* Consultant** Colorado Department of Education and Front Range BOCES
2 Years	**Library Power Evaluator and Consultant** The Public Education and Business Coalition and The Readers Digest-Dewitt Wallace Foundation
1 Year	**Focused Reviewer** National Academy Foundation
1 Year	**"*For Your Family*" Consultant** NBC Television, Denver Affiliate Channel 4
1 Year	**English as a Second Language Masters Program Curriculum Writer** Regis University; Denver, Colorado
1 Year	**Co-Captain, Junior Davis Cup Team** United States Tennis Association

EDUCATION

High School	**American School of London**
College	**Trinity University** Education of the Hearing Impaired
Bachelor of Arts	**University of Denver** Elementary Education and Psychology
Master of Arts	**University of Denver** Reading, Writing, Language, and Culture Literacy Specialist, K - 12

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Advanced Studies

Harvard University
Assessment
Literacy Research

Columbia University Teachers College
Writing
Staff Development
Coaching

Cambridge University
CIE Curriculum
Cambridge International Exams

Western Australia Department of Education
Early Literacy
Intermediate Literacy
Guided Reading
Assessment
Coaching

University of Colorado
Reading Research
Staff Development
Writing Research
Literacy Assessment
Standards Based Instruction and Assessment
Children's Literature
Coaching
Critical Friends Groups
English as a Second Language

University of Denver
Comprehension Research
Language Development
Vocabulary
Literacy Assessment
Reading Research
Writing Research
Standards Based Instruction and Assessment
Staff Development
Gifted and Talented Education
Orton Multi-Sensory Intervention
The Adult Learner

PUBLICATIONS

Benson, Laura. (2000 – 2005). Bookmarks: Book Reviews for Teachers, Children, and Parents (continuing column). *The Colorado Communicator*. Denver, CO: IRA.

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PR/Award # S371C110047

Benson, Laura. (2000). *Colorado Reads! Data Driven Teaching and Best Practices of Literacy Instruction.* Denver, CO: Colorado Department of Education.

Benson, Laura. (2001). Columbine. *The Denver Post.*

Benson, Laura (2007). The Culture Connection: Building Learning From Students' Strengths. *The Colorado Communicator*/IRA.

Benson, Laura. (2004). Deep Thinking: Sustaining Students' Strategy Learning to Cultivate Their Independence. *The Colorado Communicator*, (27), 72 – 87.

Benson, Laura. (2003). Drawing From Our Well: Creating Writing Lessons from Our Reading Journeys, Part One. *Colorado Reading Council Journal.* (26), 18 – 24.

Benson, Laura. (2000). Going on Rounds: Talking About Student Work. *Colorado Reading Council Journal.* (11), 9 – 14.

Benson, Laura. (1989). *How to Make Writers Workshop Work.* Denver, CO: The Public Education and Business Coalition.

Benson, Laura. (1996). Intellectual Invitations: Helping Readers Grow with Grouping Practices. *Colorado Reading Council Journal.* (7), 18 – 41.

Benson, Laura. (2001). Living a Literate Life. *The Colorado Communicator.* (25), 1 and 39 – 51.

Benson, Laura. (2002). The Long and Short of It: Short and Spirited Texts. *The Colorado Communicator.*

Benson, Laura. (1992). *Nancy's Victory.* Washington, D.C.: National Bone Marrow Foundation.

Benson, Laura. (2002). Our Work: Developing Independent Readers. *The Colorado Communicator.* (26), 15 – 24 and 47.

Benson, Laura. (1996). Portfolios: Treasures of the Mind and Spirit. *The Colorado Communicator.* (20), 7 – 11.

Benson, Laura. (1994). *Promise.* Denver, CO: PFLAG.

Benson, Laura. (1995; 1996; 1997; 1998). *The Reading Roundtable.* Englewood, CO: Cherry Creek Schools.

Benson, Laura. (1991). *The Round Peg Fits Into the Round Hole: Learning as the art of living.* Denver, CO: Graland Press.

Benson, Laura. (1995). Somewhere Over the Rainbow: A Visit to the Manhattan New School. *Colorado Reading Council Journal.* Denver, CO: IRA.

Benson, Laura. (1990). *Start at the Beginning...A Very Good Place to Start.* Denver, CO: Public Education Coalition.

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Benson, Laura. (2005). Tested by THE Test: How to Really Prepare Students to Go Public with Their Thinking. *The Colorado Communicator*. Denver, CO: IRA.

Benson, Laura. (2002). Strategy Collections for Growing Readers and Writers and Their Growing Teachers. *The Colorado Communicator*. Denver, CO: IRA.

Benson, Laura. (2002). A Writer's Bill of Rights. *Colorado Reading Council Journal.* (12). Denver, CO: IRA.

Benson, Laura. (2004). The Write Word: Creating Revision Rituals for Growing Writers. *The Colorado Communicator*, (27), 28 – 35.

Almeida, Lisa, Benson, Laura, Christinson, Jan, Doubek, Brandon, Fenstermacher, Martha, Flach, Tony, Howard, Lynn, Mascorro, Loan, Nielsen, Kris, Pitchford, Barb, Rshaid, Gabriel, Ventura, Steve, Maryann, Wiggs. (2011). *Standards and Assessment: The Core of Quality Instruction.* Englewood, CO: Lead + Learn Press.

Felknor, Catherine, Winterscheidt, Victoria, and Benson, Laura. (1999). Thoughtful Use of Individual Reading Inventories. *Colorado Reading Council Journal.* (10), 10 – 20.

Harvey, Stephanie, McAuliffe, Sheila, Benson, Laura, Cameron, Wendy, Kempton, Sue, Lusche, Pat, Miller, Debbie, Schroeder, Joan, and Weaver, Julie. (1996). Teacher-Researcher Study: The Process of Synthesizing in Six Primary Classrooms. *Language Arts,* Vol. 73, No. 8, 564 – 574.

Hatcher, Margaret, editor. (2001). *Bearing Witness: Poems by Teaching about Teaching.* Boston, MA: Zephyr.

Quate, Stevi, editor. (1999). *Colorado Basic Literacy Act: Implementation Guide*. Denver, CO: Colorado Department of Education.

Citations of Laura Benson's Research and Writing in Professional Literature

Beyond the Numbers: Making Data Work for Teachers and School Leaders
by Stephen White

Conferring: The Cornerstone of Reader's Workshop
by Patrick Allen

Creating Effective Presentations
by Angela Peery

Developmental Continuums: A Framework for Literacy Instruction and Assessment K - 8 by Bonnie Campbell Hill

Enriching Classroom Environments: Rubrics and Resources for Self-Evaluation and Goal Setting ~ The Next Step Guide Series
by Bonnie Campbell Hill and Carrie Ekey

Going Public: Priorities and Practice at The Manhattan New School
by Shelley Harwayne

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Intellectual Character: What it is, why it's important, and how to get it
by Ron Ritchhart

I Read It But I Don't Get It
by Cris Tovani

Lasting Impressions: Weaving Literature into the Writing Workshop
by Shelley Harwayne

Learning Along the Way: Professional Development By and For Teachers
by Diane Sweeney

Literature Circles in Middle School
by Bonnie Campbell Hill, Katherine L. Schlick Noe and Janine A. King

A Little Literacy
by Katrina Alexander and Amanda Sweeney

Mosaic of Thought, 2nd Edition
by Ellin Oliver Keene and Susan Zimmermann

The Next Step Guide to Enriching Writing Instruction
by Bonnie Campbell Hill and Carrie Ekey

No More Letter of the Week
by Pat Lusche

Nonfiction Matters
by Stephanie Harvey

The Seven Keys to Comprehension
by Chryse Hutchins and Susan Zimmermann

Strategies That Work
by Stephanie Harvey and Anne Goudvis

Teaching for Understanding
by Martha Stone Wiske, ed., and Ron Ritchhart

Writing Matters
by Angela Peery

Writing to Learn
by Angela Peery

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COPY

INDIRECT COST RATE AGREEMENT
STATE EDUCATION AGENCY

ORGANIZATION:

Colorado Department of Education
201 East Colfax Avenue
Denver, Colorado 80203-1704

EIN: 840644739

DATE: March 10, 2011

AGREEMENT NO. 2011-071
FILING REFERENCE: This replaces previous Agreement No. 2010-052 dated March 26, 2010

The purpose of this Agreement is to establish indirect cost rates for use in award and management of Federal contracts, grants, and other assistance arrangements to which Office of Management and Budget (OMB) Circular A-87 applies. The rates were negotiated by the US Department of Education pursuant to the authority cited in Attachment A of OMB Circular A-87.

This agreement consists of four parts: Section I - Rates and Bases; Section II - Particulars; Section III - Special Remarks; and, Section IV -Approvals.

Section I - Rate(s) and Base(s)

TYPE	Effective Period From	To	Rate	Base	Coverage Location	Applicability
Fixed	07-01-10	06-30-11	10.7%	1/	All	All Programs
Fixed	07-01-11	06-30-12	12.4%	1/	All	All Programs

1/ Total direct costs less capital expenditures such as: alterations, renovations, equipment; and flow-thorough funds; and each sub-award in excess of $25,000.

Treatment of Fringe Benefits: Fringe benefits applicable to direct salaries and wages are treated as direct costs, however, pursuant to OMB Circular A-87 – Attachment B.Paragraph 8.d.3, terminal leave costs for all employees will be allocated as an indirect cost, except for those employee salaries designated as a direct cost for the restricted indirect cost rate calculation.

Capitalization Policy: Equipment items having an acquisition cost of $5,000 or more, and an estimated useful life of at least one year, are capitalized and depreciated.

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Section II – Particulars

SCOPE: The indirect cost rate(s) contained herein are for use with grants, contracts, and other financial assistance agreements awarded by the Federal Government to the Organization and subject to OMB Circular A-87.

LIMITATIONS: Application of the rate(s) contained in this agreement is subject to all statutory or administrative limitations on the use of funds, and payments of costs hereunder are subject to the availability of appropriations applicable to a given grant or contract. Acceptance of the rate(s) agreed to herein is predicated on the conditions: (A) that no costs other than those incurred by the Organization were included in the indirect cost pools as finally accepted, and that such costs are legal obligations of the Organization and applicable under the governing cost principles; (B) that the same costs that have been treated as indirect costs are not claimed as direct costs; (C) that similar types of information which are provided by the Organization, and which were used as a basis for acceptance of rates agreed to herein, are not subsequently found to be materially incomplete or inaccurate; and (D) that similar types of costs have accorded consistent accounting treatment.

ACCOUNTING CHANGES: Fixed or predetermined rates contained in this agreement are based on the accounting system in effect at the time the agreement was negotiated. When changes to the method of accounting for cost affect the amount of reimbursement resulting from the use of these rates, the changes will require the prior approval of the authorized representative of the cognizant negotiation agency. Such changes include, but are not limited to, changing a particular type of cost from an indirect to a direct charge. Failure to obtain such approval may result in subsequent cost disallowances.

FIXED RATE: The negotiated rate is based on an estimate of the costs which will be incurred during the period to which the rate applies. When the actual costs for such period have been determined, an adjustment will be made in a subsequent negotiation to compensate for the difference between the cost used to establish the fixed rate and the actual costs.

NOTIFICATION TO OTHER FEDERAL AGENCIES: Copies of this document may be provided to other Federal agencies as a means of notifying them of the agreement contained herein.

AUDIT: If a rate in this Agreement contains amounts from a cost allocation plan, future audit adjustments which affect this cost allocation plan will be compensated for during the rate approval process of a subsequent year.

Section III - Special Remarks

1. This agreement is effective on the date of approval by the Federal Government.

2. Questions regarding this agreement should be directed to the Negotiator.

3. Approval of the rate(s) contained herein does not establish acceptance of the Organization's total methodology for the computation of indirect cost rates for years other than the year(s) herein cited.

Section IV - Approvals

For the State Education Agency:

Colorado Department of Education
201 East Colfax Avenue
Denver, Colorado 80203-1704

Signature

DAVE GRIER

Name

CONTROLLER

Title

3-16-2011

Date

For the Federal Government::

US Department of Education
OCFO / FIPAO / ICG
550 12TH Street, RM 6048
Washington, DC 20202-4450

Signature

Mary Gougisha

Name

Director, Indirect Cost Group

Title

March 10, 2011

Date

John J. Masaitis

Negotiator

(202) 245-8073

Telephone

APPENDIX C

Colorado Striving Readers Comprehensive Literacy Plan
Literacy Leadership Team Members

Colorado Department of Education

Laura Benson	Literacy Specialist
Trish Boland	Office of Federal Program Administration
Lori Bowers	Colorado Preschool Program, Early childhood
Michelle Boyer	Colorado Preschool Program, Early Childhood
Melissa Colsman	Director, Office of Teaching and Learning
Debra Fawcett	Adult Education
Eugene Hainer	State Library, Assistant Commissioner
Genevieve Hale	English Language Learners
Jo Koehn	Early Childhood Infant/Toddler Programs
Karen Kendig	Gifted and Talented
Dian Prestwich	Reach to Achieve
Adena Miller	Response to Intervention/PBIS Unit
Susan Smith	Early Childhood Special Education
Ed Steinberg	Special Education, Assistant Commissioner
Judy Stirman	Assistant Director, Language Culture and Equity

External Team Members

(b)(6)

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PR/Award # S371C110047

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PR/Award # S371C110047

Appendix C: Literacy Leadership Team

APPENDIX D

Colorado Striving Readers Comprehensive Literacy Plan

Letters of Support

PR/Award # S371C110047

Mile High United Way

Chairman of the Board
Scott Binder, Comcast

President and CEO
Christine Benero

To Whom It May Concern:

As the Colorado Department of Education (CDE) embarks on a robust statewide literacy plan for Pre-K – 12th grade students, it is important to underscore the necessity for support from the private and nonprofit sector in our state. The CDE has reached out to many important stakeholders to ensure they are committed to what the proposal states in the literacy plan.

I stand behind the Colorado Department of Education's literacy plan to improve the lives of our children. 28 percent of Colorado's fourth graders scored "Below Basic" on the National Assessment of Education Progress (NAEP) standardized test while 30 percent scored "Below Proficient" on Colorado's assessment test entitled the Colorado Student Achievement Program (CSAP). These scores are alarming and the call to action is immediate.

Mile High United Way is committed to the state's children and is working to insert trained volunteers into Pre-K – third grade classrooms to help champion the collaborative efforts of our citizens to help our children improve their ability to read and write. This plan is at its infancy and we are committed to ensuring that all partners are at the table so that we are moving forward as a collective group to serve as the lead advocates.

CDE is also working as a collaborative which showcases the importance of this issue in the state. All partners, agencies and stakeholders will be discussing our plans so that we are making the best impact we can on behalf of Colorado and its children. We are ensuring we are doing this with fidelity and in a meaningful way so that our efforts are truly impactful and measurable. Colorado is poised to serve as a leader in the education reform agenda and the Colorado Department of Education Colorado Literacy plan is one of the foundation blocks to this successful implementation.

I urge you to support this plan and stress the importance of the impact that this initiative will have on our best resource - - Colorado's children. If I can be of further assistance, please contact me at 303-561-2200.

Warmest regards,

Christine Benero

Christine Benero
President & CEO

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STATE OF COLORADO

OFFICE OF THE LIEUTENANT GOVERNOR
130 State Capitol
Denver, Colorado 80203-1792
Phone: (303) 866-2087

Joseph Garcia
Lieutenant Governor

May 6, 2011

U.S. Department of Education
Office of Elementary and Secondary Education
Academic Improvement and Teacher Quality Programs

To Whom It May Concern:

I strongly support the proposal for the *Colorado Striving Readers Comprehensive Literacy Plan* as prepared by the Colorado Department of Education (CDE). As lead of education policy, birth through 20, for the executive branch, I strongly support the direction and strategies for success outlined in this grant application.

Early reading success matters in Colorado. According to 2010 statewide assessments, almost one third of Colorado's third grade students read below grade level. Children failing to read at this level are the same children that continue to struggle through secondary and post-secondary education. For this reason, the Hickenlooper-Garcia Administration has identified early literacy as one of three top education priorities for the state.

Colorado has demonstrated tremendous success in collaboration that results in significant policy action. Colorado's P-20 Education Coordinating Council laid the foundation for a seamless education system from birth through high school graduation and beyond. This Council brought together key stakeholders from a variety of education organizations and sectors, most notably CDE, the Department of Higher Education, early childhood education advocates, non-profit organizations and parents, teachers and students. These same partners are building on that success to participate in the Governor's early literacy campaign. Most importantly, CDE's partnership and the proposed Striving Readers grant are key elements of the work moving forward.

In conjunction with CDE's Colorado State Literacy Plan,w e will establish a path forward to help identify needs, guide planning and build partnerships. Colorado is poised to make significant progress in improving early literacy but more resources are necessary to fully execute the vision of seeing all children read successfully by the end of third grade. I believe the *Colorado Striving Readers Comprehensive Literacy Plan* is critical to making the significant progress necessary to impact student reading and academic achievement success.

Thank you for your support of this important initiative.

Sincerely,

Joseph A. Garcia
Lieutenant Governor

PR/Award # S371C110047

APPENDIX E

Colorado Striving Readers Comprehensive Literacy Plan
Bibliography

Achieve, Inc. *Rising to the Challenge: Are High School Graduates Prepared for College and Work?* (2005)

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August, D., & Shanahan, T. (Eds.). (2008). *Developing reading and writing in second-language learners: Lessons from the report of the National Literacy Panel on language-minority children and youth.* Newark, DE: Co-published by Routledge, the Center for Applied Linguistics, and the International Reading Association.

Bauman, R. (1986). *Story, Performance, and Event: Contextual Studies of Oral Narrative* (Cambridge Studies in Oral and Literate Culture). Press Syndicate, University of Cambridge.

Biemiller, A. (2005). Size and sequence in vocabulary development: Implications for choosing words for primary grade vocabulary instruction. In E. H. Hiebert and M. L. Kamil (Eds.), *Teaching and learning vocabulary: Bringing research to practice* (pp. 223-242). Mahwah, NJ: Lawrence Erlbaum Associates, Inc.

Boynton, A., & Blevins, W. (2004). Five keys to reading nonfiction. *Instructor, 113*, 4- 6.

Calkins, L., Santman, D., Montgomery, K., with Falk, B. (1998). *A Teacher's Guide to Standardized Testing: Knowledge is Power* . Portsmouth, N.H.: Heinemann Press.

Carnine, D. W., Silbert, J., Kame'enui, E. J.,Tarver, S. G. & Jungjohann, K. (2006). *Teaching struggling and at-risk readers*. Upper Saddle River, NJ: Pearson.

Chall, J. (1983). *Learning to read: The great debate*. New York: McGraw-Hill.

Dorfman, L., Cappelli, R., and Tony Stead, T. (2009) *Nonfiction Mentor Texts*. Stenhouse.

Duke, N., & Bennett-Armistead, V. (2003). *Reading and writing informational text in the primary grades: Research-based practices*. New York: Scholastic.

Duke, N., Bennett-Armistead, S., & Roberts, E. (2003). Filling the nonfiction void: Why we should bring nonfiction into the early-grade classroom. *American Educator, 27*, 30-34.

Duke, N. (2000). 3.6 minutes per day: The scarcity of informational texts in the first grade. *Reading Research Quarterly, 35*, 202-224.

Duke, N. (2004). The case for informational text. *Educational Leadership, 61*, 40- 44.

Fisher, B. (1996). Moving beyond "letter of the week." *Teaching PreK-8, 26*, 74- 76.

Florida Center for Reading Research, Empowering Teachers. Reviewed May 2010 at http://www.fcrr.org.

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Budget Narrative

Budget Narrative

Attachment 1:
Title: Pages: Uploaded File: **1234-Budget Narrative.pdf**

Budget Narrative
Each annual budget is identical

PERSONAL
Salary and Benefits: 3.35 FTE = full-time project coordinator, two (2) full-time state literacy specialists, and .25 FTE grants fiscal support

Project Coordinator will manage day-to-day operations of program, oversee literacy specialists, oversee and manage Advisory Committee, communicate with CDE leadership and other state agencies/leaders and grants manager, and coordinate assessment results and reporting.

State Literacy Specialists will work closely with subgrantee project coordinators and literacy coaches providing technical assistance through webinars, teleconferences, regional meetings, online resource clearinghouse, and other support as needed; will conduct minimum of one visit per year to each subgrantee site.

CONTRACTS/TEMPORARY PERSONNEL
Program Evaluator will conduct annual review of program activities and examination and analysis of interim and summative assessment results; interview project coordinator, state literacy coach, Advisory Committee members and others to be determined; produce annual report and project summary report at conclusion of program that discusses findings, successes, challenges, and recommendations for disseminating program information and scaling practices throughout state. Budget also includes provision for training and professional development in literacy, pre-literacy, language and vocabulary, and nonfiction ready and writing instruction, interventions, best practices to be provided to the subgrantee literacy coaches and teachers to build capacity, knowledge skills in the subgrantee districts. Professional development and training also will be provided to non-grantees in order to build capacity, skills and knowledge in literacy, reading and writing instruction.

OPERATING
Day-to-day overhead expenses of managing the grant program, i.e., rent, communications, telephone, printing, books and subscriptions, supplies, non-capitalized equipment, and postage. In addition, functions and workshops/conferences are direct expenses of the program, i.e. technical assistance in the form of webinars, meetings, teleconferences, office hours, etc.

TRAVEL
Budget includes in-state travel, lodging and incidental expenses to subgrantee sites, at least one visit per year, to seven to 15 sites (to be determined), and out-of-state travel to national literacy conferences and workshops.

DISTRIBUTION
Subgrantees will be awarded 95 percent of the total Striving Readers Comprehensive Literacy Program grant award each year to carry out program initiatives.

INDIRECT COSTS
The USDE approved indirect cost rate for the Colorado Department of Education is 12.4 percent, effective July 1, 2011 through June 30, 2012.

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