# Reading Ignite Literacy Grant Program

**Pursuant to: ESEA Title I, Part A 1003(a)**

**Application materials and budget are available for download at:
www.cde.state.co.us/fedprograms/ti/sitig**

October 12, 2015

# Introduction

- **This funding opportunity is designed to distribute ESEA Title I, Part A 1003(a) funds to Local Education Providers to embed the essential components of supplemental reading instruction, including targeted and intensive instructional interventions, into all elements of the teaching structures for kindergarten up to sixth grade in eligible Title I elementary schools in order to assist students in achieving reading competency.**

# Purpose

- **The Reading Ignite Literacy Grant Program will:**

  - Establish instructional systems related to the teaching of reading for all K-6 students based on Scientifically Based Reading Research (SBRR);

  - Provide significantly increased professional development;

  - Provide assistance in administering and interpreting interim and diagnostic assessments*;

  - Provide support in implementing universal/core programs and programs designed for targeted and intensive instructional interventions*;

  - Provide assistance in scheduling testing of students and interpreting assessment data, including scheduling of progress monitoring of students who are reading below grade level;

  - Monitor implementation of the grant through the use of the Literacy Evaluation Tool**;

  - Continue to support grant structures with Title I or local funds after grant funds expire.

*\* See the CDE READ Act advisory lists (www.cde.state.co.us/coloradoliteracy/ReadAct/).*

*\*\* See Attachment B of the RFP for this tool.*

# School Leadership Team (SLT)

- **This application will support eligible Title I schools in developing and/or maintaining a School Leadership Team (SLT) for the purpose of leading the school's effort to embed the essential components of reading instruction into K-6 teaching structures.**

- **The SLT, including the principal, must meet regularly with the coach/consultant (either in person or via a web-based conference) to review the school's K-3 student level data (interim and diagnostic assessments) and data related to the school's implementation of grant requirements.**

- **Meetings must include regularly updating the school's professional development plan based on the data that has been reviewed.**

- ***Note:* a currently existing leadership team or school improvement team may serve as the Reading Ignite Literacy Grant School Leadership Team.**

# Eligible Applicants

- **Districts, eligible charter schools, BOCES, and the Charter School Institute may apply on behalf of individual Title I elementary schools with a 2014 SPF rating of Priority Improvement or Turnaround (PI/T) and who has a "does not meet" rating on reading expectations**

*See Attachment A of the RFP for the complete eligibility list.*

# Available Funds

- **Approximately $2 million is available for the 2015-16 school year.**

- **Awards will range from $75,000 to $125,000.**

- **Approximately 15-20 awards will be made.**

- **Schools currently receiving funds through the Early Literacy Grant Program may apply for funds for grades 4-6.**

*NOTE: Another funding opportunity  (Connect For Success) will be released soon.. Schools eligible for both opportunities may apply for both, but may only receive funding for <u>one</u> the grant programs.*

# Duration of Grant

- **Grant applications must be submitted for 1 ½ years of Reading Ignite Literacy Grant funding.**

- **Applicants must include appropriate budget forms for each year (*Year 1:* January 1, 2016-June 30, 2016 and *Year 2:* July 1, 2016-June 30, 2017).**

- **Funding for Year 1 should encompass planning and preparation for full implementation of the Reading Ignite components in Year 2.**

- **Year 2 funding (full implementation) is contingent on meeting grant requirements.**

# Reporting Requirements

- Grantees will be required to report planning and implementation progress through the use of the Literacy Evaluation Tool**.

- Interim Reporting:
  - All schools participating in the Reading Ignite Literacy Grant will be required to report interim assessment data in the DIBELS compliant online data collection tool (i.e., Amplify mCLASS, DIBELSnet).
  - Awarded schools will be required to submit interim assessment data periodically following the schedule and deadlines for submission provided by CDE throughout implementation of the grant, but no more than three times per year.

- End-of-year reporting*:
  - In order to be considered for Year 2 funding, grantees must submit an end-of-year one report, including a summary of the planning progress, highlighting success in and/or challenges in planning and implementation, barriers that were overcome, and plans for year 2.

*See page 6 and Attachment C of the RFP for all details.*

** *See Attachment B of the RFP for this tool.*

# Final Evaluation

- **After the final year of implementation, grantees must submit to CDE a final evaluation report summarizing the impact of the grant on reading performance of the students in the schools.**

- **The final evaluation report must explain how the activities and strategies (outputs) have impacted student and school outcomes.**

- **The final evaluation report must contain*:**

  - **A description of the current reading system, including core program and interventions;**

  - **A explanation of how the reading system has changed as a result of this grant;**

  - **The evaluation methods used to determine the impact of the Reading Ignite Program;**

  - **Evaluation findings and conclusions drawn. To the extent possible, include academic performance results;**

  - **A summary lessons learned; and**

  - **Any plans for continuing or sustaining the program activities including use of Title I funds (and/or local funds).**

  - *\*See page 6 of RFP for all details.*

# Critical Elements of the Proposal

# Critical Elements

- Critical Elements of the applicant's proposal are described in detail on pages 7-10 of the RFP.
- It is critical that the proposal of each applicant:
    - Demonstrates a deep understanding of the five essential components of effective reading instruction;
    - Establishes that the proposed activities will operate in a coherent, seamless manner, including elements of effective literacy programs;
    - Details how all activities incorporate Scientifically Based Reading Research (SBRR);
    - Includes a plan for implementing a multi-tiered system of support in an effort to reduce the number of students reading below grade level;
    - Demonstrates a cohesive plan of instruction both system-wide and among the tiers of instruction within each grade level; and
    - Addresses sustainability of the program established during the grant's implementation phase beyond the period of grant funding.

# Required Elements of the Proposal

# Part I: Proposal Introduction (not scored)

- **Cover Page**

- **Recipient School Information and Signature Page**

- **Assurances Form**

- **Executive Summary**

# Part II: Narrative (scored)

- **Section I:   Five Essential Components of Effective Reading Instruction**

- **Section II:  Coherent Structure of Effective Reading Programs**

- **Section III: Scientifically Based Reading Research**

- **Section IV: Plan for Reducing the Number of Students Reading Below Grade Level Including Those Identified as Having a Significant Reading Deficiency**

- **Section V:  Sustainability of the Program Beyond the Years of Grant Funding**

- **Section VI: Budget Narrative and Electronic Budget Form**

# Section I: Five Essential Components of Effective Reading Instruction

| Section I: Five Essential Components of Effective Reading Instruction | Inadequate (information not provided) | Minimal (requires additional clarification) | Adequate (clear and complete) | Excellent (concise and thoroughly developed) |
|---|---|---|---|---|
| a) Describe current understanding and integration of the 5 components of reading. Examples may include any previous or proposed professional development the staff has had regarding research and the integration of the components or the lack thereof. | 0 | 2 | 3 | 4 |
| b) Describe how classroom teachers will be provided professional development or understanding of the 5 components in universal/core instruction and targeted and intensive instruction in order to create seamless and aligned systems of instruction. | 0 | 2 | 3 | 4 |
| c) Provide a clear description of the how the School Leadership Team (SLT) supports, including the district, or will support, full implementation of the systematic and explicit teaching of the 5 components of reading in all instructional environments. | 0 | 2 | 3 | 4 |
| d) Describe how enhancing the knowledge of teachers regarding the 5 components of reading and the integration of the 5 components of reading into instructional practices will enhance the current state of reading instruction. | 0 | 1 | 2 | 3 |
| Total Points | | | | /15 |

# Section II: Coherent Structure of Effective Reading Programs (continued)

| Section II: Coherent Structure of Effective Reading Programs | Inadequate (information not provided) | Minimal (requires additional clarification) | Adequate (clear and complete) | Excellent (concise and thoroughly developed) |
|---|---|---|---|---|
| a) Describe the school's current capacity for implementing the requirements of the Reading Ignite Literacy Grant program. | 0 | 2 | 4 | 5 |
| b) Describe a comprehensive assessment plan (interim and diagnostic) the school will use to ensure 90-95% reach grade level in reading, including the schedule for conducting each assessment (frequency and timeline). | 0 | 2 | 4 | 6 |
| c) Describe instructional programming and materials that are research-based, and the applicant includes a process for implementation that ensures explicit and systematic teaching of the 5 components of reading will be integrated at an appropriate level, content, and duration of time in each K-6 classroom. The applicant describes how intervention instruction and materials will be aligned with universal/core instruction and designed to meet the needs of individual students. | 0 | 2 | 4 | 6 |

# Section II: Coherent Structure of Effective Reading Programs

| Section II: Coherent Structure of Effective Reading Programs | Inadequate (information not provided) | Minimal (requires additional clarification) | Adequate (clear and complete) | Excellent (concise and thoroughly developed) |
|---|---|---|---|---|
| d) Provide specific intervention strategies and/or activities and describe how instruction will be responsive to student data and timelines. The applicant describes persons responsible for intervention instruction, including a description of how intervention teachers will assure alignment with regular classroom instruction. For example: (table: Intervention Strategy, Activities, Person(s) responsible, Description of Alignment) | 0 | 2 | 4 | 6 |
| e) Provide a professional development plan that ensures the learning of formal knowledge of Scientifically Based Reading Research (SBRR) supplemented with "craft" knowledge - assuring teachers can see the relevance of what they have learned applied to their profession. The applicant demonstrates how outside coaching/consultation has a meaningful place in the plan. | 0 | 2 | 4 | 6 |
| f) Outline a clear process for how the implementation of the reading program initiative will be monitored with a direct link to the coaching/consulting requirements. The applicant describes the role of the School Leadership Team (SLT) in monitoring fidelity and implementation of program. | 0 | 2 | 4 | 6 |
| **Total Points** | | | | **/35** |

# Section III: Scientifically Based Reading Research

| Section III:  Scientifically Based Reading Research | Inadequate (information not provided) | Minimal (requires additional clarification) | Adequate (clear and complete) | Excellent (concise and thoroughly developed) |
|---|---|---|---|---|
| a) Indicate the comprehensive reading program chosen for universal/core instruction that is on the READ Act Advisory List of Instructional Programming. | 0 | 1 | 2 | 3 |
| b) Indicate that reading interventions for both targeted and intensive instruction are from the READ Act Advisory List of Instructional Programming. | 0 | 1 | 2 | 3 |
| c) Demonstrate that all instructional activities and materials, and professional development provided to principals and teachers are supported by Scientifically Based Reading Research. | 0 | 2 | 3 | 4 |
| | | | Total Points | /10 |

# Section IV: Plan for Reducing the Number of Students Reading Below Grade Level

| Section IV: Plan for Reducing the Number of Students Reading Below Grade Level | Inadequate (information not provided) | Minimal (requires additional clarification) | Adequate (clear and complete) | Excellent (concise and thoroughly developed) |
|---|---|---|---|---|
| a) Describe a cohesive system of instruction both system-wide in grades K-6 and among the tiers of instruction within each grade level, including targeted and intensive interventions that are aligned with universal/core instruction and designed to meet the needs of individual students. | 0 | 2 | 4 | 5 |
| b) Demonstrate that a problem-solving process exists (or describes how one will be implemented) that assures every student is monitored for success and interventions are put into place if the student is not successful. | 0 | 2 | 4 | 5 |
| c) Describe a plan for ensuring that all Title I students reading below grade level receive instruction from highly effective educators with demonstrated knowledge of how children learn to read or demonstrates how teachers will become highly effective and knowledgeable of explicit and systematic teaching of the five components of reading. | 0 | 2 | 4 | 5 |
| d) Demonstrate how the Reading Ignite Literacy Grant will support current Unified Improvement Plan (UIP) efforts. | 0 | 2 | 4 | 5 |
| | | | **Total Points** | **/20** |

# Section V: Sustainability of the Program Beyond the Years of Grant Funding

| Section V: Sustainability of the Program Beyond the Years of Grant Funding | Inadequate (information not provided) | Minimal (requires additional clarification) | Adequate (clear and complete) | Excellent (concise and thoroughly developed) |
|---|---|---|---|---|
| a) Describe how the school will sustain the new structures and essential components of effective reading instruction in kindergarten up to sixth grade, including information about how structures will remain in place once grant funds expire. For example, how will capacity be built to continue quality SBRR-driven K-6 reading intervention programs once the grant has expired? | 0 | 2 | 4 | 5 |
| b) Provide evidence (i.e., staff surveys, meeting agendas, commitment forms) that the staff is willing and ready to implement the Reading Ignite Literacy Grant with program fidelity. Demonstrate the agreement by school leaders to meet regularly with the selected coach/consultant to review data and conduct classroom observations. | 0 | 2 | 4 | 5 |
| c) Describe the role of the School Leadership Team (SLT) in sustaining the grant beyond the years of receiving funding. | 0 | 2 | 4 | 5 |
| Total Points | | | | /15 |

# Section VI: Budget Narrative and Electronic Budget Form

| Section VI: Electronic Budget & Budget Narrative | Inadequate (information not provided) | Minimal (requires additional clarification) | Adequate (clear and complete) | Excellent (concise and thoroughly developed) |
|---|---|---|---|---|
| a) Proposal includes a separate electronic budget (which includes line items and budget details for each line item) for three years that directly links costs to proposed activities and includes mandatory CDE training days. | 0 | 2 | 3 | 4 |
| b) The applicant includes a cost-effective budget narrative that specifies leveraging funds with other private, state, or federal dollars (e.g., Title I) to maximize impact for students. If the applicant is partnering with other schools, there is a description of how funds will be leveraged and how dollar efficiency will be increased. | 0 | 1 | 2 | 3 |
| c) Describe how the funds awarded under this program will be used to supplement programs supported with state or local funds. In addition, demonstrate how these funds will not supplant federal, state, local, or non-federal funds. | 0 | 1 | 2 | 3 |
| Total Points | | | | /10 |

# Submission Process & Application Format

- **Submission Process:**
  - The **electronic copy of the proposal and electronic budget must be submitted to: [CompetitiveGrants@cde.state.co.us](mailto:CompetitiveGrants@cde.state.co.us) by Tuesday, November 3, 2015, at 11:59 pm**.
  - The electronic version should include all required components of the proposal as one document.
  - Please attach the electronic budget workbook as a separate document.
  - Faxes will not be accepted. Incomplete or late proposals will not be considered.
- **Application Format:**
  - The total narrative (Sections I - VI) of the application *cannot exceed _15 pages_.* All pages must be standard letter size, 8-1/2" x 11" using 12-point font and single-spaced with 1-inch margins and numbered pages.
  - The signature page must include original scanned signatures of all required representatives (e.g., lead organization, fiscal agent).

**\* See page 10 of the RFP for more details.**

# Review Process and Timeline

- Applications will be reviewed by reviewers with literacy expertise.
- *This is a competitive process* – **applicants must score at least 77 points out of the 105 possible points to be approved for funding.**
- Applications that score below 77 points *may* be asked to submit revisions that would bring the application up to a fundable level.
- There is no guarantee that submitting a proposal will result in funding or funding at the requested level.  All award decisions are final.

| Activity | Date |
| --- | --- |
| Letter of Intent Due (Attachment D) | Friday, October 16, 2015 |
| Grant Application Due | Tuesday, November 3, 2015 by 11:59 pm |
| Review Process by CDE | November 2015 - January 2016 |
| Applicant Award Notification | Friday, January 15, 2016 |

# Contacts

**Application materials and budget are available for download at:**
**www.cde.state.co.us/fedprograms/ti/sitig**

**For program questions contact:**

- **Lynn Bamberry (Bamberry_L@cde.state.co.us or 303-866-6813)**
- **Sarah Cohen (Cohen_S@cde.state.co.us or 303-866-6618)**

**For fiscal/budget questions contact**

- **Evan Davis (Davis_E@cde.state.co.us or 303-866-6129)**

**For RFP specific questions contact:**

- **Anna Young (Young_A@cde.state.co.us or 303-866-6250)**