Funding Opportunity

Applications Due: Thursday, January 26, 2017 by 11:59 pm

Application Information Webinar: Thursday, December 15, 2016 from 1–2 pm

Letter of Intent Due: Friday, December 16, 2016 by 11:59 pm

Connect For Success

Pursuant to Title I, Part A 1003(a) of the Elementary and Secondary Education Act (ESEA)

For Program Questions:
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Introduction

The No Child Left Behind Act of 2001 requires that states allocate resources for intensive and sustained support to schools designated as in need of improvement.

This grant is made available to Title I schools with a Priority Improvement or Turnaround plan type in order to strengthen their Title I programs by implementing effective structures and strategies, and providing quality instruction to meet needs of minority students, students experiencing poverty, students with disabilities, and English Learners.

Purpose

The purpose of the funding opportunity is to assist school and district leadership in strengthening their Title I programs by implementing strategies shown to be effective through the High Achieving Schools study: www.cde.state.co.us/fedprograms/dper/evalrpts.

The Colorado Department of Education (CDE) seek applicants who demonstrate readiness and willingness to commit to changing and refining practices to improve student achievement, specifically among minority students, students experiencing poverty, students with disabilities, and English Learners. Commitment is required at both the school and district level.

Eligible Applicants

Eligible applicants are Title I schools that show readiness and willingness to rethink current strategies to improve achievement and that meet the following criteria:

- Implemented either a Schoolwide or Targeted Assistance program in 2015-2016 and 2016-2017 at the elementary level, including the elementary level of multi-level schools (e.g., K-8, K-12);
- Has a 2016 Priority Improvement or Turnaround plan type; and
- Is on year 1, 2 or 3 on the state Accountability Clock. In the event that all proposals cannot be funded, highest priority will be given in the following order to proposals with a fundable score (see Review Process and Timeline section of the Request for Proposal below):
    o   Schools in Year 2;
    o   Schools in Year 1;
    o   Schools in Year 3.

Please note: the 2016 SPFs will not be finalized until January 2017. Please contact Laura Meushaw (303-866-6618 or meushaw_l@cde.state.co.us) to confirm eligibility.

Current Tiered Intervention Grant (TIG) and Turnaround Network participants are not eligible for this opportunity.

Note: Another funding opportunity, the Diagnostic Review Planning Grant, has been released concurrently. Schools eligible for both opportunities may apply for both, but will receive funding for only one of the grant programs.

Available Funds

Approximately **$2 million** is available to fund 11 proposals. Requests for no more than $20,000 may be made for the period from January 1, 2017 – June 30, 2017. Up to an additional $80,000 may be requested for the period of July 1, 2017 – June 30, 2018 and up to an additional $80,000 for the period of July 1, 2018 – June 30, 2019 once a budget and

plan has been jointly developed with CDE. Subsequent year funding is dependent upon demonstrated fidelity to processes, implementing a Title I plan, meeting reporting requirements, and availability of funds.

Allowable Use of Funds

Funding from this opportunity <u>must</u> be used for:
- Costs for Implementation Coach* (appointed or hired by district);
- Costs related to visits to High Achieving School sites; and
- Stipends for school/district leadership to attend state meetings.

Funding from this opportunity *may* be used for:
- Principal development;
- Activities consistent with the revised Title I Schoolwide Guidance;
- Time for collaboration, staff stipends, and/or substitute pay to create time for job-embedded learning opportunities or other specific, planned activities aligned with the High Achieving Schools study; and
- Staff stipends.

*See Attachment A for the Implementation Coach Competencies.

Funds from this opportunity received by Local Education Agencies must be used to **supplement and not supplant** any federal, state, and local funds currently being used to provide activities.

Required Grant Activities

The following activities are required but may or may not use funding from this grant:
- Strengthen the Title I Schoolwide plan or Targeted Assistance program.
- Implementation of a Multi-Tiered System of Support (MTSS) model with fidelity; School/district leadership team attendance at state-sponsored meetings (see timeline below);
- Hire or designate an Implementation Coach that will be qualified to provide support, ongoing progress monitoring, data analysis, and reporting to CDE;
- Partnership among CDE, district, school and the Implementation Coach;
- Required quarterly reporting of fidelity to grant implementation by the Implementation Coach;
- Conduct ongoing instructional walkthroughs (principal/district/implementation coach when applicable), review of data and reflection;
- School and district leadership team to visit at least one high achieving site during the school year;
- Joint budget development to leverage Title I and IDEA funds;
- Setting and monitoring of short- and long-term grant goals;
- Mid-course correction when goals are not being met; and
- Reevaluate use of Title I and IDEA funds (e.g., Coordinated Early Intervening Services - CEIS) to meet needs of minority students, students experiencing poverty, students with disabilities, and English Learners.

Duration of Grant

Grants will be awarded on a competitive basis for 2½ years. Subsequent year funding is dependent upon demonstrated fidelity to processes, implementing a Title I plan, meeting reporting requirements, and availability of funds. There will be no carryover of funds.

Year 1: **1/01/2017 – 6/30/2017**
Year 2: **7/1/2017 – 6/30/2018**
Year 3: **7/1/2018 – 6/30/2019**

Grant Timeline

The following timeline will be implemented for all grantees:

By February 28, 2017	Award Notifications
March 2017	Kick-off Meeting – Leadership Team (Principal, District Representative, Implementation Coach (if hired), Instructional Coaches)
May 2017	Initial planning, goal setting, budget development (school/district/CDE)
June 2017	Submit initial short- and long-term goals, updated Title I plan, and budget
June 30, 2017	Finalization of short- and long-term goals, Title I planning and budget
September	Webinar training for Implementation Coach or person holding that role at present*
October 2017	Networking Meeting
May 2018	Budget/Year 3 Planning Meeting

Evaluation and Reporting

Each Local Education Agency that receives a grant through the Connect for Success program is required to report, at a minimum, the following information to the CDE as follows:

1) The following data will be collected by CDE after grant is awarded but before planning and implementation:
   o Parent surveys* – distributed by the school; collected and analyzed by CDE;
   o Personnel surveys* – distributed by the school; collected and analyzed by CDE;
   o Observation/walkthrough data* – collected by a team from CDE and/or the Implementation Coach; and
   o Interviews with school leadership, teachers, staff, families, and students – collected by a team from CDE and/or the Implementation Coach.
2) At the end of year 1, the following data will be collected:
   o Description of planning process and the plans for the next year of the grant.
3) At the end of years 2 and 3 of the grant, the following data will be collected:
   o Implementation benchmarks and, when available, implementation data to demonstrate the extent to which implementation occurred with fidelity;
   o Parent surveys* – distributed by the school; collected and analyzed by CDE;
   o Personnel surveys* – distributed by the school; collected and analyzed by CDE;
   o Observation/walkthrough data* – collected by a team from CDE and/or the Implementation Coach; and
   o Interviews with school leadership, teachers, staff, families, and students – collected by a team from CDE and/or the Implementation Coach.

   *See Attachment B for Progress Report Questions and Attachments C and D for sample surveys and observation tools.

Additionally, the Implementation Coach will progress monitor and track program implementation and will report updates to CDE on a quarterly basis. This report template is pre-populated based on the school's implementation plan and findings from the visit. Please see Attachment E for an example of this report.

Data Privacy

CDE takes seriously its obligation to protect the privacy of student and educator Personally Identifiable Information (PII) collected, used, shared, and stored. PII will not be collected through Connect for Success. All program evaluation data will be collected in the aggregate and will be used, shared, and stored in compliance with all applicable laws and CDE's privacy and security policies and procedures.

Technical Assistance

An application training webinar will be held on **Thursday, December 15 from 1-2 pm** Register for this technical assistance via Eventbrite at https://cfs1718.eventbrite.com. If you have questions or issues regarding registration, please email CompetitiveGrants@cde.state.co.us.

If interested in applying for this funding opportunity, please submit the Letter of Intent (see **Attachment F**) via SurveyMonkey at https://www.surveymonkey.com/r/cfs1718 by **Friday, December 16, 2016 by 11:59 pm**.

Review Process and Timeline

Applications will be reviewed by CDE staff and peer reviewers to ensure they contain all required components. Applicants will be notified of final award status no later than **February 28, 2017**.

Note: This is a competitive process – applicants must score at least 36 points out of the 60 possible points to be approved for funding. Applications that score below 36 points may be asked to submit revisions that would bring the application up to a fundable level. There is no guarantee that submitting an application will result in funding or funding at the requested level. All award decisions are final. Applicants that do not meet the qualifications may reapply for future grant opportunities.

Submission Process and Deadline

An electronic copy of the application (in PDF format) and electronic budget (in Excel format) must be submitted to CompetitiveGrants@cde.state.co.us by **Thursday, January 26, 2017 by 11:59 pm**. The electronic version must include all required components of the application as one document. Please attach the electronic budget workbook in Excel format as a separate document. Faxes will not be accepted. Incomplete or late applications will not be considered. If you do not receive an email confirmation of receipt of your application within 24 hours of the deadline, please email CompetitiveGrants@cde.state.co.us. Application materials and budget are available for download on the CDE website at www.cde.state.co.us/fedprograms/ti/sitig.

> Submit the electronic copy of the application and electronic budget to:
> CompetitiveGrants@cde.state.co.us
> By: **Thursday, January 26, 2017 by 11:59 pm**

Application Format

- The total narrative (Sections A-C) of the application cannot exceed 12 pages. Please see below for the required elements of the application. Note: Applications that exceed 12 pages will not be reviewed.
- 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 signatures of the lead organization/fiscal agent.

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 Part II (pages 11-13).

      Part I: **Application Introduction (not scored):**
              Part I: Cover Page – Applicant Information
              Part IA: Recipient School Information and Signature Page
              Part IB: Program Assurances Form

Project Abstract
Table of Contents

Part II: Narrative (scored):
Section A: Readiness
Section B: Capacity
Section C: Budget Narrative and Electronic Budget

Required Attachments:
Schoolwide Plan or narrative describing Targeted Assistance Plan
Implementation Coach Job Description

Connect for Success

Part I: Cover Page – Applicant Information

Lead Local Education Agency (LEA)/BOCES Information		
LEA/BOCES Name:	**LEA/BOCES Code:**	
Mailing Address:	**DUNS #:**	
Type of Education Provider (check box below that best describes your organization or authorizer)		
☐ School District ☐ BOCES ☐ Facility School ☐ Charter School Institute		
Region (indicate region of Colorado this program will directly impact)		
☐ Metro ☐ Pikes Peak ☐ North Central ☐ Northwest ☐ West Central ☐ Southwest ☐ Southeast ☐ Northeast		
Recipient Schools (list all schools impacted by this funding – additional rows may be added)		
Authorized Representative Name and Title:		
Telephone:	**E-mail:**	
Signature:		
Program Contact Name and Title:		
Telephone:	**E-mail:**	
Signature:		
Title I Director Name:		
Telephone:	**E-mail:**	
Signature:		
Special Education Director Name:		
Telephone:	**Email:**	
Signature:		
Fiscal Manager Name:		
Telephone:	**E-mail:**	
Signature:		
Indicate any dates in March and April 2017 in which a Connect for Success Review could NOT take place.		
Funding Amount Requested *(Indicate the total amount of funding you are requesting for this grant)*		
Year 1: : January 1, 2017 – June 30, 2017		
Year 2: July 1, 2017 – June 30, 2018		
Year 3: July 1, 2018 – June 30, 2019		

Previous Grant Information				
The following information will be verified by CDE and considered in the funding decision:				
Has the applicant previously received a Connect for Success grant?		☐ Yes		☐ No
If previously funded, were funds expended in a timely manner?		☐ Yes		☐ No
If previously funded, were any unspent funds reverted back to CDE?		☐ Yes		☐ No
If *Yes*, please enter the year(s) and amount(s) below:				
Year(s):		Amount(s):		

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.

Complete and attach after Cover Page. If needed, additional copies of this page should be attached in order to include each participating school.

Education Provider Information		
LEA/BOCES Name:		
Recipient School Information		
School Name:		**School Code:**
Mailing Address:		
Principal Information		
Name:		
Telephone:	**E-mail:**	
Signature:		

Education Provider Information		
LEA/BOCES Name:		
Recipient School Information		
School Name:		**School Code:**
Mailing Address:		
Principal Information		
Name:		
Telephone:	**E-mail:**	
Signature:		

Education Provider Information		
LEA/BOCES Name:		
Recipient School Information		
School Name:		**School Code:**
Mailing Address:		
Principal Information		
Name:		
Telephone:	**E-mail:**	
Signature:		

Part IA: Program Assurances Form

The appropriate Authorized Representatives must sign below to indicate their approval of the contents of the Connect for Success grant application, and the receipt of program funds.

On _____(date)_____ , 2017, the Board of _____(district)_____ hereby agrees to the following assurances:

Teacher Commitments:
- Rethink current practices and modify those that are ineffective based on examination of student data.
- Develop a theoretical and practical knowledge of best practice.
- Administer screening, diagnostic, and classroom progress monitoring assessments to inform instructional practice.
- Design appropriate interventions for minority students, students experiencing poverty, students with disabilities and English Learners.
- Help shape the culture of the school in a positive way.

School Commitments:
- Provide the Colorado Department of Education with the annual evaluation information required on page 5 and in the **Progress Report** (Attachment B) of the Request for Proposal.
- School leadership team with district representation will attend the state sponsored professional development opportunities (see timeline on page 3).
- School Leadership will:
  - Conduct regular instructional walkthroughs.
  - Perform ongoing performance monitoring of instructional staff and provide timely feedback to teachers.
  - Ensure ongoing data analyses and participating in data meetings.
  - Ensure that time for data meetings, analysis, and use is protected.
  - Ensure time for collaboration is created and protected.
  - Make student-centered decisions (including grouping of students, class schedules, etc.).
  - Set high expectations of staff, families, and students.
- Budget sufficient funds and time to participate in required grant activities.
- Address issues of teacher stability and training.
- Exercise leveraging of Title I, IDEA, and other funding sources.
- Evaluate the impact of these funds on student achievement and participate in the external evaluation of the initiative.
- Reevaluate use of Title I and IDEA funds (e.g., Coordinated Early Intervening Services - CEI) to meet needs of minority students; students experiencing poverty; students with disabilities; and English Learners.

District/Administrative Unit Commitments:
- Hire or designate an Implementation Coach that meets the minimum competencies outlined in this RFP.
- Ensure both district and building leadership possess the qualifications and have committed the time necessary to accomplish grant activities to lead to student achievement gains.
- Allow flexibility for school to adjust for mid-course corrections if data does not indicate progress toward increasing achievement.
- Support school in using data to monitor student progress to inform instructional practice to accelerate performance.
- Conduct monthly instructional rounds at school site (district/school/implementation coach, if applicable).
- Foster principal's leadership in the school and support leadership growth opportunities.
- Ensure that funds are being leveraged with other local, state, and federal funds (e.g., Titles I, II, III, V and IDEA) and that accountability for cost-effective management is provided.

- The grantee will work with and provide requested data to CDE for the Connect for Success funding opportunity within the time frames specified.
- The grantee will not discriminate against anyone regarding race, gender, national origin, color, disability, or age.
- Funds are used to supplement and not supplant any moneys currently being used to provide services and grant dollars will be administered by the appropriate fiscal agent.
- That funded projects will maintain appropriate fiscal and program records and that fiscal audits of this program will be conducted by the grantees as a part of their regular audits.
- That 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 Colorado Department of Education may terminate a grant award upon thirty (30) days' notice if it is deemed by CDE that the applicant is not fulfilling the requirements of the funded program as specified in the approved project application, or if the program is generating less than satisfactory results.

Project modifications and changes in the approved budget must be requested in writing and be approved in writing by the CDE before modifications are made to the expenditures. Please contact Evan Davis (303-866-6129 | Davis_E@cde.state.co.us) and Laura Meushaw (Meushaw_L@cde.state.co.us | 303-866-6618) for any modifications.

Name of School Board/BOCES/Charter School Board President (if applicable)	Signature

Name of District Superintendent/BOCES Executive Director/ CSI Authorized Rep	Signature

Name of Title I Director (if applicable)	Signature

Name of Special Education Director (if applicable)	Signature

Colorado Department of Education (Federal Programs Unit, ESSU) Commitments:
- Work with principals in high achieving schools to make the best use of "what works" in order to implement best practices;
- Apply accountability through 1) the state's policy infrastructure, 2) monitoring, 3) implementation requirements to secure continuation funding, and 4) evaluation of the initiative.
- Disseminate what works – both to help mentored sites succeed, and to share the work of sites with other districts and schools in the state.
- Provide quality training and technical assistance to build the capacity of mentored sites to develop and implement an effective Title I plan that addresses the needs for minority students, students experiencing poverty students with disabilities, and English Learners;
- Provide guidance around early intervening and coordinating services; and
- Meet with school regularly to provide support in implementation changes.

Part IB: Retention of Funds for Service Form

The Colorado Department of Education (CDE) requests your permission to retain 10% of FY 2016 School Improvement Support Grant (1003(a) school improvement distribution funds). These retained funds will enable CDE to provide support to districts and their eligible schools in comprehensive needs assessment, improvement plan development, professional learning experiences, leadership development, performance management practices, district system planning and consultation, plan implementation and evaluation of the impact of its improvement strategies. ***There is no need to budget for this amount in this application, as it is budgeted for at the state level.***

CDE believes that this technical assistance in the area of school improvement and school turnaround is beneficial to school districts and requests the permission of eligible agencies to reserve the funds necessary to carry out this initiative. Please sign this letter acknowledging that the district releases funds to CDE to provide this support.

Name of School: _____

Signature of Fiscal Representative: _____

Printed Name of Fiscal Representative: _____

Signature of Authorized Representative: _____

Printed Name of Authorized Representative: _____

Application Scoring

CDE Use Only

Part I:	**Application Introduction**		No Points
Part II:	**Narrative**		
	Section A:	Readiness	/15
	Section B:	Capacity	/25
	Section C:	Budget Narrative and Electronic Budget	/20
		Total:	**/60**

GENERAL COMMENTS: Please indicate support for scoring by including overall strengths and weaknesses. These comments will be provided to applicants with their final scores.

Strengths:
-
-

Weaknesses:
-
-

Required Changes:
-
-

RECOMMENDATION: Funded _____   Funded with Changes _____   Not Funded _____

Selection Criteria and Evaluation Rubric

Part I: Application Introduction (No Points)

Cover Pages and Assurances

Complete applicant information and program assurances and include as the first pages of the application.

Project Abstract

Provide a brief description (no more than one page) of the applicant's program to be funded by Connect for Success. This summary does not count toward the 12-page narrative page limit.

Part II: Narrative (60 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 36 points out of the 60 possible points and all required elements must be addressed. An application that receives a score of 0 on any required elements will not be funded.

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

Note: Documents submitted must not contain any personally identifiable student or educator information including names, identification numbers, or anything that could identify an individual. All data should be referenced/included in the aggregate and the aggregate counts should be redacted to remove small numbers under 16 for students or 5 for educators.

Section A: Readiness	Not Addressed or Met No Criteria *(information not provided)*	Met One Criterion *(requires additional clarification)*	Met All Criteria *(concise and thoroughly developed, high quality response)*
1. Clearly articulate how you see this grant opportunity equipping you to strengthen the school's Title I program.	0	3	5
2. Describe any patterns, core issues of academic concern, and possible root causes for academic concerns you see in your school based on data from a comprehensive needs assessment. Submit the summary of findings.	0	3	5
3. Provide a statement that clearly indicates school and district commitment and willingness to work with CDE on the plan for implementation, goals, and budget for additional years of the grant. Please identify the district partner who will be working with school leaders and CDE.	0	3	5
	Did Not Submit	**Submitted**	
4. Attach the Title I Schoolwide Plan or narrative describing the Title I Targeted Assistance program. *Note: this plan will be used as a basis for professional development and support.*	☐	☐	
Reviewer Comments:			
		Total:	**/15**

Section B: Capacity	Not Addressed or Met No Criteria *(information not provided)*	Met One Criterion *(requires additional clarification)*	Met All Criteria *(concise and thoroughly developed, high quality response)*
1. Describe how the district will provide support in strengthening the school's Title I Program.	0	3	5
2. Describe any school or district structures, teams, or other mechanisms (e.g., networks, coaches) that will help monitor and implement plans for this grant.	0	3	5
3. Describe your process for designating/hiring an Implementation Coach that will provide monitoring information to CDE. Attach the job description including minimum requirements for this position. (See **Attachment A** for list of Implementation Coach competencies)	0	3	5
4. Describe any other grant activities in which you are currently participating (e.g., ELAT). Outline how this program will align with current funding and will support existing initiatives.	0	3	5
5. Provide a detailed timeline for planning and development. Timeline identifies major planning activities, interim benchmarks, the date by which they will be accomplished, and the person(s) responsible. *Note: the activities populated below should be included in the timeline; however, additional activities may be added. Use the dates indicated on pages 4-5 as a guideline to complete the timeline below.*	0	3	5

For example:

Activity	Implementation Benchmarks	Timeline	Person(s) Responsible
Designate/hire Implementation Coach			
Short- and long-term goal planning			
Update Title I Plan			
Create Draft Implementation Budget			

Reviewer Comments:

		Total:	/25

Section C: Budget Narrative and Electronic Budget *(Electronic Budget Form does not count toward page limit; Budget Narrative is included in the 12-page limit)*	Not Addressed or Met No Criteria *(information not provided)*	Met One Criterion *(requires additional clarification)*	Met All Criteria *(concise and thoroughly developed, high quality response)*
1. Complete and attach the **Budget Spreadsheet (Excel file)**. List costs of the proposed project as presented that are reasonable, necessary and are calculated to show how amounts are determined. The budget should be sufficient in relation to the objectives, design, scope and sustainability of project activities and demonstrate how funds will be used for supplementary services. **Item Description Example:** .X FTE for [role or title] at $xxxxx per [hour or month or year] times [x per hours or months or year]	0	3	5

2. In addition to submitting the electronic budget, include a **Budget Narrative** *(included in the 12-page limit)* in a narrative format that addresses the following criteria: • Provide an explanation that summarizes the proposed uses of grant funds by budget category and is tied to the Capacity section. • Include the cost of the instructional and student support program that the applicant plans to implement using the grant funds.	0	3	5
3. Describe how the proposed project activities will be continued once the grant dollars have expired.	0	3	5
4. 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	3	5
Reviewer Comments:			
	Total		**/20**

Implementation Coach Competencies

The Implementation Coach plays a key role in establishing and maintaining focus on the implementation of the Connect for Success grant. This is largely driven by purposeful weekly school site visits that build the school leader's capacity to focus on change at the school. Through trusting relationships with school level leadership, the Implementation Coach engages in authentic problem solving while holding school leaders to high levels of accountability. This position can be someone currently on staff, or may be a new hire, but must fulfill the duties and have competencies listed below.

The Implementation Coach must:
- Maintain regular communication with school and district leadership around the school's Title I program.
- Monitor short-term and long-term goals for strengthening the Title I program.
- Support implementation of an effective MTSS framework that includes data analysis, shared leadership, evidence based instruction, layered supports, and family partnerships, as reflected in the Unified Improvement Plan.
- Work with school leadership team to actively support Title I program activities by conducting purposeful weekly site visits.
- Build leaderships capacity to continue the work of the Implementation Coach.
- Maintain regular communication with CDE:
  - Participate in monthly check-ins with CDE.
  - Submit quarterly reports to CDE on implementation and progress toward goals.
  - Submit responses to the Progress Report questions.
  - Monitor budget to ensure funds are drawn down in a timely manner.

The ideal Implementation Coach has experience in:
- Title I Schoolwide or Targeted Assistance plan development.
- Implementation of Colorado's Multi-Tiered System of Supports framework.
- Working with historically underserved populations (minority students, students experiencing poverty, students with disabilities, and English Learners).
- Increasing academic achievement at a school site through data-based problem solving and decision making and use of effective implementation strategies.
- Conducting purposeful school site visits to monitor and evaluate the effectiveness of implementation
- Monitoring the implementation of strategies.
- Identifying barriers to improvement, problem solving and effective change.
- Budget development.
- Effective communication and partnerships with stakeholders (district administration, school staff, CDE staff).
- Effective data reflection and evaluation.
- Providing targeted support through observations and coaching.

Progress Report Questions

Each grant awardee must submit a progress report to CDE **on or before July 1 of each year** after the initial grant award.

Note: A SurveyMonkey link containing the following questions for each year will be sent to the program contact by April 30 of that grant year.

<u>Year 1</u>

1. Describe the planning process in year 1:
   a. Who was involved in the planning?
   b. How frequently did planning meetings occur?
   c. What was the process for developing the plan?
   d. What was the decision making process?

2. Describe the plans for the next year of the grant.

<u>Years 2 and 3</u>

1. Discuss how planned activities/strategies did or did not occur as planned. Describe any challenges to implementation and any changes/adjustments needed during the first year.

2. Provide a description of the progress on each of your goals. Are you on track to meet the goals you established? If not, what changes do you plan to make?

3. Describe any challenges you ran into in administering this grant.

4. Describe any budgeting revisions needed and provide the justification for each revision.

In addition to the above questions, data collections described in Evaluation and Reporting section of this RFP will be required.

High Achieving Schools Study: Observation Protocol

Study conductors will inform school and district leaders of this observation process prior to the school visit. An onsite visit plan will be constructed collaboratively with each participating school and district.

During each day of the site visit, the Data Collection Team (DCT), which will consist of CDE personnel and/or the Implementation Coach, will conduct numerous observations that are approximately fifteen to twenty minutes in length in various classrooms and other public learning spaces of the school, such as library, cafeteria, hallway, recess and study hall. School and district leaders identified which events and classrooms were to be observed by the DCT. Observations should be conducted at various times of the school day, various times of the class period, in all subject areas and all relevant grade levels. Observations of classrooms in session should include classrooms with English Learners and students with disabilities.

The DCT will observe and record the practices, procedures, strategies, and behaviors. To the extent possible, the DCT will include notes regarding evidence that further describes specific aspects of the observation. Observations will be documented using the following form, using laptops carried by the observers from event to event or classroom to classroom.

Closer to the observation the full observation tool, including all indicators, will be shared. Observation indicators and information to be collected will fall into the following categories:

- General school information
- General classroom information (e.g., course content, class period)
- Number of students in class or at event
- Student behaviors during the observation
- Instructor behaviors during the observation
- Environmental factors
- Instructional strategies and practices
- Organization of class materials
- Classroom climate
- Classroom management

High Achieving Schools Study: Surveys

The following data collection tools will be used to identify needs and areas of support for this grant. As such, it is very important that participating school personnel and parents/families responding to the survey items not have any early exposure to the survey items. Therefore, although these tools are shared with the district/applicants, please refrain from sharing them with school personnel at this time.

When the data collection opens, a link will be provided to the surveys on SurveyMonkey. The data will be submitted directly to CDE for analysis. A summary of the response analyses (in aggregate form only) will be provided back to the school and district, if sufficient numbers respond to the surveys.

Note: these tools are in draft form and might be slightly modified within the SurveyMonkey link provided.

School Personnel Pre-visit Survey
Our school has been selected by the Colorado Department of Education (CDE) to participate in a grant, called the Connect for Success. As part of this grant, CDE is gathering information from parents, teachers, administrators, students, and support staff on their perceptions of the school. We are inviting you to give input by completing this questionnaire.

The questionnaire does not have any identifying information and your participation is voluntary. If you choose not to participate or stop the survey at any time, there will be no penalty.

Directions:
This questionnaire asks about your perception of our school. Please choose one of the choices for each statement that best represents your beliefs or understanding about the school. Please attempt to answer all questions on the questionnaire. If you do not have an answer to any of the questions, please select the box entitled "Don't Know" or "Not Applicable" where appropriate.

1. What is your primary role or position at the school?
Teacher
Administrator
Administrative Support Staff
Classroom Support Staff (e.g., paraprofessional, aide)
Instructional Staff (e.g., interventionist, tutor)
Instructional Leader or Trainer (e.g., teaching coach, mentor)
Specials Teacher (e.g., PE, Art, Library/Media)
Non-teaching Support Staff (e.g., office support, lunchroom support)
Other (please specify)

2. Are you certified or licensed to work with special populations (e.g., English Learners or students with disabilities)?
Yes
No
If yes, indicate type of certification or license [text box]

3. How many years have you been in this position at this school?
Less than 1 year (new to school this year)
1-2 years
3-4 years
5 or more years

4. How many total years have you been in this position (total years of experience including other schools and districts)?
Less than 1 year (new to position this year)
1-2 years
3-4 years
5 to 10 years
10 to 15 years
more than 15 years

5. I understand the Colorado Academic Standards and how they inform instruction.
Strongly Agree   Agree   Disagree   Strongly Disagree   Don't Know

6. I understand the Colorado English Language Proficiency Standards and how they inform instruction.
Strongly Agree   Agree   Disagree   Strongly Disagree   Don't Know

7. Our curriculum for all grade levels and subjects is aligned with the Colorado Academic Standards.
Strongly Agree   Agree   Disagree   Strongly Disagree   Don't Know

If disagree, what grade levels or subjects are not aligned: [text box]

8. The instruction provided at this school:
Strongly Agree   Agree   Disagree   Strongly Disagree   Don't Know

Is aligned across grade levels
Is integrated across content areas
Is research-based
Engages students cognitively
Ensures students' mastery of concepts
Ensures students' mastery of content areas
Ensures students' mastery of skills

9. Our curricula are planned to promote continuity:
Strongly Agree   Agree   Disagree   Strongly Disagree   Don't Know

Within grade levels and/or content areas (horizontal articulation)
Across grades and/or content areas (vertical articulation)

10. Teachers are provided adequate time to co-plan units/lessons with grade- or subject-level colleagues.
Strongly Agree   Agree   Disagree   Strongly Disagree   Don't Know

11. Collaboration and co-planning happen at this school on a regular basis between:
Strongly Agree   Agree   Disagree   Strongly Disagree   Don't Know

General Education Teachers across Grades
General Education Teachers across Content Areas
General Education and SPED Teachers
General Education and EL Teachers
Coaches and Teachers
Teachers and Instructional Support Staff
Coaches and Instructional Support Staff

12. School leaders ensure that all staff members are included in decision making.

Strongly Agree   Agree   Disagree   Strongly Disagree   Don't Know

13. School administrators encourage teachers to take leadership roles in the school.

Strongly Agree   Agree   Disagree   Strongly Disagree   Don't Know

14. This school consistently provides staff with high-quality professional learning based on the needs of the students and adults within the school.

Strongly Agree   Agree   Disagree   Strongly Disagree   Don't Know

15. I have received adequate high-quality professional learning to work with my students.

Strongly Agree   Agree   Disagree   Strongly Disagree   Don't Know

16. Staff members in this school have high expectations of all students

This is true for:

(90% +) All/most staff

(65-90%)   Many staff

(40-65%)   Some staff

(40% or less)   Few/No staff

Don't Know

17. Staff members in this school have a shared sense of responsibility and commitment for improving student achievement of all students.

This is true for:

(90% +) All/most staff

(65-90%)   Many staff

(40-65%)   Some staff

(40% or less)   Few/No staff

Don't Know

18. Teachers in this school use a variety of instructional strategies to address the needs of individual students.

This is true for:

(90% +) All/most teachers

(65-90%)   Many teachers

(40-65%)   Some teachers

(40% or less)   Few/No teachers

Don't Know

19. Teachers in this school use a variety of assessments to measure student progress.

This is true for:

(90% +) All/most teachers

(65-90%)   Many teachers

(40-65%)   Some teachers

(40% or less)   Few/No teachers

Don't Know

20. Student behavioral expectations are explicit and consistently reinforced by the staff.

This is true for:

(90% +) All/most staff

(65-90%)   Many staff
(40-65%)   Some staff
(40% or less)   Few/No staff
Don't Know

21. Teachers routinely use common rubrics, exemplars, and checklists.
This is true for:
(90% +) All/most teachers
(65-90%)   Many teachers
(40-65%)   Some teachers
(40% or less)   Few/No teachers
Don't Know

22. Teachers deliver lessons that draw upon students' backgrounds and contextual knowledge.
Always   Usually, but not always Sometimes   Rarely   Never

23. Teachers in this school use data to inform their instruction.
This is true for:
(90% +) All/most teachers
(65-90%)   Many teachers
(40-65%)   Some teachers
(40% or less)   Few/No teachers
Don't Know

24. Instructional teams regularly use assessment results in planning.
Always   Usually, but not always Sometimes   Rarely   Never

25. I have adequate training and preparation for using data to inform instruction.
Strongly Agree   Agree   Disagree   Strongly Disagree   Don't Know   N/A

26. I have received training in Special Education policies and procedures.
Strongly Agree   Agree   Disagree   Strongly Disagree   Don't Know   N/A

27. I have received training on how to integrate English language development strategies into my teaching.
Strongly Agree   Agree   Disagree   Strongly Disagree   Don't Know   N/A
28. I have received training in differentiation to meet the needs of various learners.
Strongly Agree   Agree   Disagree   Strongly Disagree   Don't Know

29. The school includes parents/guardians and community members in creating a culture of high expectations for student learning.
Strongly Agree   Agree   Disagree   Strongly Disagree   Don't Know

30. Parents/guardians are actively involved in the school.
This is true for:
(90% +) All/most parents/ guardians
(65-90%)   Many parents/ guardians
(40-65%)   Some parents/ guardians
(40% or less)   Few/No parents/ guardians
Don't Know

31. Students are aware of the learning expectations of this school.
This is true for:
(90% +) All/most students
(65-90%)   Many students
(40-65%)   Some students
(40% or less)   Few/No students
Don't Know

32. Students understand their own assessment data (e.g., know at what level they are).
This is true for:
(90% +) All/most students
(65-90%)   Many students
(40-65%)   Some students
(40% or less)   Few/No students
Don't Know

33. How would you rate the instruction for English learners…
Excellent   Good   AveragePoor   Don't Know   Not Applicable
In general education classrooms
In Intervention or pull out programs
Comments

34. How would you rate the instruction for students with disabilities…
Excellent   Good   AveragePoor   Don't Know   Not Applicable
In general education classrooms
In Intervention or pull out programs
Comments

35. Monitoring and evaluation occur on an ongoing basis to see how specific instruction is impacting the achievement of all students.
Always   Usually, but not always Sometimes   Rarely   Never

36. School administrators visit all classrooms to monitor the effective implementation of the instructional programs.
Weekly   Monthly   Between 3-5 times a year   1-2 times a yearNot at all
Other (please specify)

37. School leaders provide feedback and/or follow-up after classroom visits.
Always   Usually, but not always Sometimes   Rarely   Never
If yes, how is the feedback provided?

38. At this school, teachers are held accountable for the achievement of all students.
Always   Usually, but not always Sometimes   Rarely   Never

39. Professional learning is selected, monitored, and evaluated to ensure it supports the identified objectives and improves teacher effectiveness.
Always   Usually, but not always Sometimes   Rarely   Never

40. Who was involved in the development of the school's Unified Improvement Plan (for the current school year)?

41. What are the major areas of focus for improvement for this year?

42. If you could change one thing at this school, what would it be?

HFN Parent Survey – English

Our school has been selected by the Colorado Department of Education (CDE) to participate in a grant called Connect for Success. As part of this grant, CDE is gathering information from parents, teachers, administrators, students, and support staff on their perceptions of the school.

We are inviting you to give input by completing this questionnaire. The questionnaire requires no identifying information and your participation is voluntary. If you choose not to participate or stop the survey at any time, there will be no penalty.

Directions:
This questionnaire asks about your perceptions of your child's or children's school. Please choose one of the choices for each statement that best represents your feelings about the school. Please attempt to answer all questions on the questionnaire. If you do not have an answer to any of the questions, please select the box entitled "Don't Know," where applicable.

1. How many years have you had a child or children at this school?
Less than 1 year (new to school this year)
1 year
2 years
3 or more years

2. How many of your children are currently attending this school?
1 child
2 children
3 children
Other:

3. I feel welcomed at this school.
Strongly Agree   Agree   Disagree   Strongly Disagree   Don't Know

4. I have good relationships with my child's (children's) teachers.
All of my child's/children's teachers
Most of my child's/children's teachers
Some of my child's/children's teachers
None of my child's/children's teachers
Don't Know

5. My child's (children's) school has engaged me in parent and community events.
Strongly Agree   Agree   Disagree   Strongly Disagree   Don't Know

6. The school has shared ways in which I can contribute to my child's (children's) education (for example, how to review and support homework).
Strongly Agree   Agree   Disagree   Strongly Disagree   Don't Know

7. Does your child participate in any of the following support programs or activities at school (check as many as apply and indicate how many of your children participate in each)?

English Language Acquisition (# of children)
Special Education (# of children)
Academic Afterschool Program(s), such as homework club, reading tutoring, math tutoring (# of children)
Title I (# of children)
Gifted or Talented (# of children)
Before or after school program run by the school: (# of children)
Other: (# of children)
None

8. Someone from the school has explained the Colorado Academic Standards to me.
Strongly Agree   Agree   Disagree   Strongly Disagree   Don't Know

9. Someone from the school has explained the Colorado English Language Proficiency standards (CELP Standards) to me, if applicable.
Strongly Agree   Agree   Disagree   Strongly Disagree   Don't Know / Not Applicable

10. This school has high-quality instruction that challenges my child (children).
Strongly Agree   Agree   Disagree   Strongly Disagree   Don't Know

11. I receive regular communication from school personnel (such as newsletters, notes or email from teachers or principal).
Strongly Agree   Agree   Disagree   Strongly Disagree   Don't Know

12. I know what content or skills my child is (children are) expected to learn.
Strongly Agree   Agree   Disagree   Strongly Disagree   Don't Know

13. My child (children) receives extra support from the school if needed.
Strongly Agree   Agree   Disagree   Strongly Disagree   Don't Know

14. My child's (children's) teachers set high expectations for him/her (them).
Strongly Agree   Agree   Disagree   Strongly Disagree   Don't Know

15. This school is a place where learning is a priority.
Strongly Agree   Agree   Disagree   Strongly Disagree   Don't Know

16. My child's (children's) teachers keep me well-informed about how my child is (children are) doing in school.
All of the teachers
Most of the teachers
Some of the teachers
None of the teachers
Don't Know

17. My child is (children are) aware of his or her (their) progress in school.
Strongly Agree   Agree   Disagree   Strongly Disagree   Don't Know

18. School personnel share my child's (children's) performance on assessments with me and explain the results to me.
Strongly Agree   Agree   Disagree   Strongly Disagree   Don't Know

19. The school personnel (principals, teachers, etc.) explain to me how state test results are used by the school to plan what is taught.

Strongly Agree   Agree   Disagree   Strongly Disagree   Don't Know

20. My child feels (children feel) safe at school.
Strongly Agree   Agree   Disagree   Strongly Disagree   Don't Know

21. My child likes (children like) school.
Strongly Agree   Agree   Disagree   Strongly Disagree   Don't Know

22. I am comfortable communicating with my child's (children's) teachers.
Strongly Agree   Agree   Disagree   Strongly Disagree   Don't Know

23. My child has (children have) opportunities to be involved in additional activities at school or after school (extracurricular activities such as sports, music, or clubs).
Strongly Agree   Agree   Disagree   Strongly Disagree   Don't Know

24. It is easy for parents to meet with the principal, teachers, or counselors.
Strongly Agree   Agree   Disagree   Strongly Disagree   Don't Know

25. I have a voice in my child's (children's) education at this school.
Strongly Agree   Agree   Disagree   Strongly Disagree   Don't Know

26. I am satisfied with how much my child has (children have) been learning at this school.
Strongly Agree   Agree   Disagree   Strongly Disagree   Don't Know

School Name:	ABC Elementary

Goal(s):	Ensure that every student has access to grade level content within Universal (Tier 1) Instruction.

CfS Related Strategy 1

Improve the effectiveness of new teachers by providing evidence based, high quality, job-embedded, professional development through peer observations and reflections that align with recommendations identified in the CfS data collection team findings.

Action Steps	Intended Recipient(s)	Intended Provider(s)	Funding Used (dropdown)	Measurable Implementation Milestone	Timeline Target Date	Timeline Completion Date	Report Recommendations Addressed 1	2	3	4	5	6	7	8	9	10	11	12	13	14	HAS Relationships	Time	Monitoring	Decisions	Expectations	Learning	Language	Resources	Cont. Imp.	Met Target	Challenges	Implemented with Fidelity	Comments
Instructional coach will review and revise current induction processes to increase support to new teachers in their instructional practice.	New teachers	Instructional coach	CfS funded	Revised induction process.	09/15/16	09/15/16	x			x	x						x						x		x				x	Yes	Yes	Yes	Based on revisions, we need to develop a new walk-through and observation template
Instructional coach will conduct monthly walk-throughs and observations to monitor the implementation of revised induction practices for each of the five (5) new teachers.	New teachers	Instructional coach	CfS funded	15 observations (3 observations [1/month] x 5 new teachers) by PM1.	12/15/16		x			x												x		x					x				
Each new teacher (5) will conduct one classroom visit of an expert teacher every two weeks to observe effective Tier 1 instructional practices, utilizing an observation form.	New teachers	Expert teachers	Other resources	40 classroom visits (8 visits [1 per 2 weeks] x 5 new teachers) by PM1.	12/15/16					x	x						x					x		x					x				
Each new teacher (5) will debrief with the coach after each classroom visit to an expert teacher (within 3 days of visit), discussing what he/she observed. Each new teacher will set a goal for bringing one or more instructional practices into his/her classroom.	New teachers	Instructional coach	CfS funded	40 debriefs between new teachers and coach (8 debriefs [1 per 2 weeks] x 5 new teachers) by PM1.	12/30/16					x	x						x																

Letter of Intent

The Letter of Intent to apply for Connect for Success is due Friday, December 16, 2016, at 11:59 pm. Submit online via SurveyMonkey at https://www.surveymonkey.com/r/cfs1718. Below is a screenshot of the information requested in the Letter of Intent.

Connect For Success - Letter of Intent

Letters of Intent due Friday, December 16, 2016, by 11:59 pm.

Please complete the information requested below to indicate your intention to apply for **Connect for Success**.

Name of LEA:

Recipient Schools:

Name of Authorized Representative:

Name of Contact for the Proposal:

Contact Telephone Number:

Contact E-mail Address

I affirm that I am the named authorized representative from the LEA, or that the named authorized representative is aware and has approved of the intent to apply for the grant opportunity.

Yes
No