**Empowering Action for School Improvement**

**Application Rubrics & Scoring**

*\*\*The criteria within each of the following sections will be used by reviewers to evaluate the application as a whole. Applications will be reviewed based on the following rubrics to ensure they contain all required components. To be considered for funding, applicants must meet all the requirements listed in each applicable route’s scoring section.*

# **Applicant:** *(CDE Use Only)*

The results of the review are as follows:

|  |  |  |
| --- | --- | --- |
| **LEA or School** | **EASI Route** | **Review Decision** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

*Additional application feedback and scoring information can be found in rubrics for each route selected following this page.*

**GENERAL COMMENTS:**

**Required Changes:** Please make any required changes listed below within your application. Changes should be completed as soon as possible, but no later than Friday, December 14, 2018.

**Part I: Application Introduction**

**Contact Information**

*Applicants will be prompted to complete the following contact 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 | | | | | | |
| **Application Coordinator Contact Information** | | | | | | |
| **Name:** |  | | **Title:** |  | | |
| **Telephone:** |  | | **E-mail:** |  | | |
| **Authorized Representative Information (superintendent or designee)** | | | | | | |
| **Name:** |  | | **Title:** |  | | |
| **Telephone:** |  | | **E-mail:** |  | | |
| **Fiscal Manager Information** | | | | | | |
| **Name:** |  | | | | | |
| **Telephone:** |  | | **E-mail:** |  | | |

*Applicants will then be prompted to indicate the proposed route for the district and/or schools. Note: Based on eligibility criteria, CDE will populate the text in blue for each district and those boxes will not be editable.*

| **School Name** | **ESSA Designation** | **State Plan Type** | **Exploration** | **District Designed** | **Offered Services** |
| --- | --- | --- | --- | --- | --- |
|  | | | | | |
| *Ex: Mountain Top School District* | *2 schools identified* | *Improvement* | ☐ | ☐ | ☐ |
|  | | | | | |
| *Ex: Mountain Top Elementary* | *Comprehensive – Low 5%* | *Turnaround – Year 2* | ☐ | ☐ | ☐ |
|  |  |  | ☐ | ☐ | ☐ |
|  |  |  | ☐ | ☐ | ☐ |

| **School Name** | **ESSA Designation** | **State Plan Type** | **Continuation of Offered Services** |
| --- | --- | --- | --- |
| **Schools within District Currently Participating in CDE Offered Services** | | | |
| *Ex: Valley Middle School* | *Targeted – IEP* | *Priority Improvement – Year 1* | *Connect for Success – Cohort 2* |

**Part II: LEA Application Summary**

*All LEA applicants will be asked to provide a brief description (no more than 500 words) that addresses the questions below. This section should be completed for any LEA applying for funds. While points are not awarded, this section must be completed before any funds or services are released.*

| **LEA Application Summary** | **Not Included/More Information Needed** | **Included** |
| --- | --- | --- |
| 1. Provide context for the LEA’s motivation for participating in the EASI program. Include:    * A description of current accountability status for the LEA and its system of supports, especially for schools identified under the state and federal systems.    * An overview of the challenges facing the LEA and the identified school(s). The description should be organized by the [Four Domains for Rapid School Improvement](https://centeronschoolturnaround.org/wp-content/uploads/2018/03/CST_Four-Domains-Framework-Final.pdf) (i.e., culture shift, instructional transformation, leadership and talent development). | ☐ | **☐** |
| 1. Explain how, if awarded, the LEA will support its identified schools (i.e., CS/TS/ATS, Priority Improvement, and/or Turnaround) to ensure that school improvement services, activities, and/or grants are on track and in alignment with their improvement plans. | ☐ | **☐** |
| 1. Describe how the LEA will support its identified school(s) to ultimately exit the federal and/or state designations and sustain improvements. | ☐ | **☐** |
| **Reviewer Comments:** | | |

**Part III: Application Questions**

*Applicants will be prompted to respond to the applicable* ***Exploration, District Designed and Led, and Offered Services*** *following questions.* ***Note:*** *Applicants will only be prompted to respond to the remaining questions in the specific route and/or program they have selected on the cover page.*

# **EASI: Exploration Route**

# **Applicant:** *(CDE Use Only)*

The results of the review are as follows:

|  |  |  |
| --- | --- | --- |
| **LEA or School** | **Option(s) within Exploration Route** | **Review Decision** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

**GENERAL COMMENTS:**

**Required Changes:**

**Exploration Application Questions and Evaluation Rubric**

*To be considered for approval for options within the Exploration route, applicants must meet all the requirements listed in the sections below under the ‘included’ column. Applications receiving a mark in the “not included/more information needed” column may be asked to submit additional information that would bring the application to an approvable level*.

| **Current Context** | **Not Included/More Information Needed** | **Included** |
| --- | --- | --- |
| Describe why the LEA has selected Exploration as the best route for the identified school(s) and/or LEA. Make sure to address any connections to identification for improvement through the state and/or federal identification system. If not selecting all three exploration areas (diagnostic review, community engagement, improvement planning) through EASI, provide a description on how those areas have already been or will be supported to ensure the school/LEA is fully ready for implementation by next fiscal year.  Note: CDE may also consult publicly available documents (e.g., UIP, SPF) to better understand the current LEA/school environment. | **☐** | **☐** |
| **Reviewer Comments:** | | |

**Selection**

*Instructions: For each school and/or LEA, select all requested activities (diagnostic review, community engagement, improvement planning) that apply for each school/LEA. For each activity selected, choose whether the LEA and/or school anticipates using CDE’s support or using an external provider.*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **LEA/School Code** | **LEA/School Name** | **Diagnostic Review** | **Community Engagement Supports** | **Improvement Planning Supports** |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

*Next: For the LEA and/or each school requesting a diagnostic review, choose the type of review requested. Select only one type of review per school and/or the LEA.*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **LEA/School Code** | **LEA/School Name** | **Holistic Review**  *(Currently only available at the school level – no LEA level at this time)* | **English Language Development (ELD) Program Review** | **Focused Review on Early Literacy (PK-3)** | **Special Education Service Review** |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

*Note: for each diagnostic review the LEA chooses, the LEA will need to identify whether the LEA is anticipating using CDE’s support or using an external provider.*

**Grant Activities**

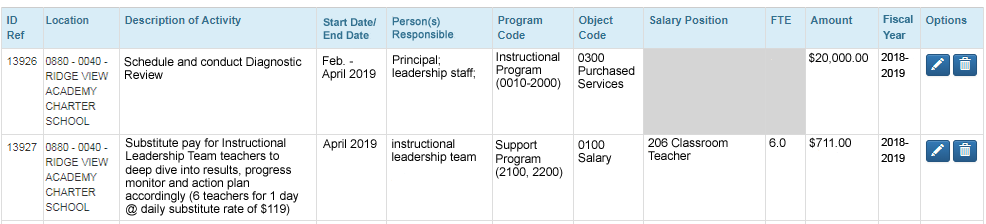
***Instructions:***  Complete each of the questions below for the LEA and/or for all schools participating in the Exploration Supports Route. If selecting a provider external to CDE, respond to all questions below. If selecting CDE supported reviews, respond to the last two questions only (involving stakeholders and the work plan and budget request).

| **Exploration: Grant Activities** | **Not Included/More Information Needed/Not Applicable** | **Included** |
| --- | --- | --- |
| Describe the process used to select the provider(s) external to CDE. This includes any requested exploration services (diagnostic review, community engagement, improvement planning). |  |  |
| Provide details on the expertise and background knowledge of the provider(s) external to CDE to effectively complete the expected work (e.g., previous experience with positive references, expertise in evaluating special populations as applicable). |  |  |
| Describe the steps the LEA has taken (and/or will take) to involve stakeholders in a meaningful way (including principal, other school leaders, teachers, and parents) in this process. |  |  |
| Populate the work plan and Budget Table by using the “Add Grant Activities” button below, create a work plan and budget request. See below for an example of the Work Plan and Budget Request Table.  For each grant activity in the work plan:   * Provide a school-level location contact, a description of each activity, start/end dates, and person(s) responsible for the activity. * Input the amount requested, the associated program and object codes, and fiscal year. Input the salary position and FTE amount, if applicable. * Ensure that activities are aligned with the allowable use of funds listed in the Information Sheet (PDF). * Ensure that costs are clearly tied to the grant activities and are calculated with detail in the “grant activity” field.   Note: Exploration funds must be spent by June 30, 2019. Implementation funds are available from July 1, 2019 - December 30, 2019. |  |  |

*Example of Work Plan and Budget Table Entry:*

Screenshot of online application form where applicant would add the following info:
1. Location: using a drop-down menu
2. Location contact: Text box
3. Description of Activity: text box
4. State Date/End date: text box
5. Person(s) responsible: text box
6. Requested Amoung: Dollar amount
7. Fiscal Year: Drop down
8: Program Code: Drop down
9. Object code: drop down
10. Salary position: drop down
11: FTE: text box

*Example of how entered information is displayed:*



| **Exploration: Grant Activities *(continued)*** | **Not Included/More Information Needed/Not Applicable** | **Included** |
| --- | --- | --- |
| If you selected a provider external to CDE for Exploration Supports, remember to upload a Memorandum of Understanding (MOU) (e.g., duration, expectations, deliverables, timeline) and/or and scope of work with the selected provider and/or facilitator that aligns with the budget request on the “Supporting Documentation Uploads” page. |  |  |
| **Exploration Grant Activities Reviewer Comments:** | | |

*After completing the Exploration Grant Activities questions, applicants will be asked to review any additional program assurances.*

*If any exploration supports are selected* ***EXCEPT*** *ELD Program Review and/or Special Education Service Review, applicants will see:*

There are no program-specific assurances for the Exploration Supports Route in addition to the general assurances for EASI. LEAs that accept School Improvement services and/or funding for Exploration Supports agree to the general assurances found on the “General Assurances” page toward the end of this application.

*If ELD Program Review is selected, applicants will see:*

***Instructions:****Select all checkboxes for the program-specific assurances below. In order to submit the application, all assurances must be reviewed and agreed upon, and all boxes must by checked.*

*On the “Supporting Documentation Uploads” page at the end of this application, the LEA will be prompted to upload the Approval and Transmittal Form, which includes Authorized Representative and Board signatures. The Approval and Transmittal Form can be found on the* [*EASI webpage*](http://www.cde.state.co.us/fedprograms/easiapplication) *and downloaded on the “Support Documentation Uploads” page of this application.*

**LEA Commitments:**

* Designating a school level contact/coordinator for the school ELD program improvement that will work closely with CDE in all grant implementation requirements.
* Ensuring that building leadership possess the qualifications and have committed the time necessary to accomplish grant activities to lead to EL student achievement and growth gains and ELD program(s) improvement.
* Ensuring that implementation plan includes activities to develop, improve and/or sustain ELD program(s).
* Ensuring adjustment to implementation plan will be made if data does not indicate progress toward meeting; desired outcome(s) as it relates to ELD program(s) improvement(s).
* Ensuring that data will be used to monitor EL disaggregated student group growth and achievement.
* Ensuring 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.
* Working with and providing requested data to CDE for the school ELD program review funding opportunity within the periods specified.

*If Special Education Review is selected, applicants will see:*

***Instructions:*** Select all checkboxes for the program-specific assurances below. In order to submit the application, all assurances must be reviewed and agreed upon, and all boxes must by checked.

On the “Supporting Documentation Uploads” page at the end of this application, the LEA will be prompted to upload the Approval and Transmittal Form, which includes Authorized Representative and Board signatures. The Approval and Transmittal Form can be found on the [EASI webpage](http://www.cde.state.co.us/fedprograms/easiapplication) and downloaded on the “Support Documentation Uploads” page of this application.

**LEA/Administrative Unit Commitments:**

* The LEA will coordinate with the Director of Special Education for their Administrative Unit, or their designee, to participate in the Diagnostic Review, develop the report, and school/district level improvement planning.
* Ensuring that building leadership possess the qualifications and have committed the time necessary to accomplish grant activities to lead to SWD student achievement and growth gains and SWD program(s) improvement.
* Ensuring that implementation plan includes activities to develop, improve and/or sustain SWD program(s).
* Ensuring adjustment to implementation plan will be made if data does not indicate progress toward meeting; desired outcome(s) as it relates to SWD program(s) improvement(s).
* Ensuring that data will be used to monitor SWD disaggregated student group growth and achievement.
* Ensuring 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.
* Working with and providing requested data to CDE for the school SWD program review funding opportunity within the periods specified.

# **EASI: District Designed and Led Improvement Strategies**

# **Applicant:** *(CDE Use Only)*

The results of the review are as follows:

|  |  |  |
| --- | --- | --- |
| **LEA or School** | **Total Points** | **Review Decision** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

**GENERAL COMMENTS:**

**Required Changes:**

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# **District Designed and Led Improvement Strategies Application Questions and Evaluation Rubric**

**Note:** The proposal can cover a single school, multiple schools and/or the district. The scoring rubric is designed in a standards-based format.

This opportunity is a competitive process – applicants must score at least 53 points out of the 107 possible points to be considered for funding. Applications that score below 53 points *may* be asked to submit revisions that would bring the application up to an approvable level.

**Instructions:** Complete each of the questions below for all schools participating in the District Designed and Led Improvement Strategies. The proposal can cover a single school, multiple schools and/or the district. If multiple schools have similar findings in the needs assessment(s), then the proposal should note this and provide an overall description. If the needs assessment findings are vastly different, then the LEA will need to clearly describe each school.

**District Designed and Led - Initial**

Complete this section for any new District Designed and Led initiatives. For LEAs awarded a District Designed and Led grant in 2017-2018, see the *Expansion* section below to add new schools and/or activities to expand existing initiatives.

| **Needs Assessment - *Initial*** | **Does not Meet**  ***(Missing or did not address criteria)*** | **Partially Meets**  ***(Met some criteria, but not all)*** | **Meets**  ***(Adequate response)*** | | **Meets at a High Level**  ***(Concise, thoroughly developed response)*** |
| --- | --- | --- | --- | --- | --- |
| Provide evidence of a previously conducted external review(s), as well as a brief synopsis of the findings/results of the review(s) for the district and/or for each designated school. | **Not Included/More Information Needed**  **☐** | | **Included**  **☐** | | |
| Describe the source(s) of information used in the review(s) to identify needs. This could include:   * + Student data analysis (e.g., academic, behavior, attendance). This may already be available within the district/school UIP data narrative (e.g., trend analysis, priority performance challenges).   + Systems analysis (e.g., findings from a Diagnostic Review, perception surveys, classroom observations). This may already be available within the district/school UIP data narrative (e.g., root cause analysis, including root cause verification discussion). | No Points | No Points | 5 | | 10 |
| Provide evidence that stakeholders (e.g., building leaders, teachers, parents) have been consulted in a meaningful manner for the proposed activities. | No Points | No Points | 5 | | 10 |
| Summarize the prioritized needs from the review(s) and data analysis that are informing the selection of this route.  This should take into account the factors that led to the school’s identification through ESSA. If the school(s) are on the state accountability clock, that should be explored as well. | No Points | No Points | 5 | | 10 |
| **Reviewer Comments:** | | | | | |
| **Total:** | | | | **/30** | |

**Instructions**: Complete each of the questions below for all schools participating in the District Designed and Led Improvement Strategies. If multiple schools have a similar implementation approach, then the proposal should note this and provide an overall description. If the proposed implementation activities are vastly different, then the LEA will need to clearly delineate school by school activities, and the work plan and budget request must reflect implementation activities for each participating school.

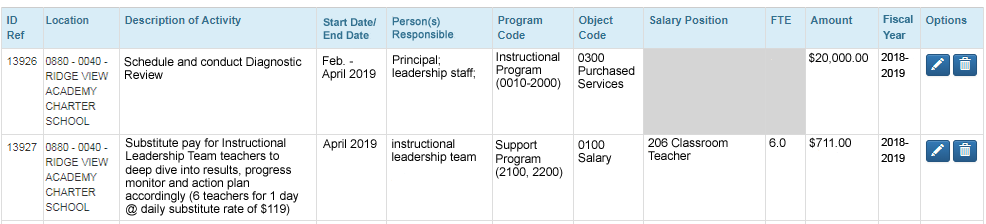
"Evidence-Based Interventions (EBI) are practices or programs that have proven to be effective in leading to a particular outcome. The kind of evidence described in ESSA has generally been produced through formal studies and research. See more information for Evidence-Based Interventions under "Cross-Cutting Elements" in the [application planning document (PDF)](http://www.cde.state.co.us/fedprograms/easiAppPaper).

| ***Implementation - Initial*** | **Does not Meet**  ***(Missing or did not address criteria)*** | **Partially Meets**  ***(Met some criteria, but not all)*** | **Meets**  ***(Adequate response)*** | **Meets at a High Level**  ***(Concise, thoroughly developed response)*** |
| --- | --- | --- | --- | --- |
| **Describe the Evidence-Based Interventions that will be used in the District Design and Led work.Strategies must meet the criteria for *Evidence-Based Interventions* and *demonstrate a reasonable fit for the context*, including:**  a. Evidence base: Provides evidence that strategy meets Tier 1-3 strategy  b. Need: Strategy is linked to needs assessment  c. Precision: A clear definition of the proposed intervention  d. Efficiency: There is a reasonable adoption period and a likelihood of sustainability after the grant cycle  e. Skill: Staff have the skills or will be trained adequately to obtain skills for implementation  f. Cultural relevance: Intervention and outcomes are valued by stakeholders  g. Resources: Time, materials, staff  h. Organizational support: District and school staff are supportive and involved | No Points | No Points | 7 | 15 |
| **Describe the process for implementing the District Designed and Led work at the LEA/school level. Consider the following\*:**   * Developing a **culture of improvement** in district and schools * Providing **guidance and/or flexibility in academic systems** (e.g., curriculum, instruction, assessment) * **Developing school leadership** (e.g., professional development, mentoring) * **Creating systems to support human capital** for identified schools (e.g., recruiting, professional development )   \*Visit [here](https://centeronschoolturnaround.org/wp-content/uploads/2018/03/CST_Four-Domains-Framework-Final.pdf) for more information.  **If selecting an external partner, describe:**   * The specific challenge the partner will address that cannot be addressed within the district; * The unique expertise this partner will bring; * The selection process used for this partner; and * How the partner will be accountable for outcomes that contribute to resolving the identified challenges. | No Points | No Points | 4 | 7 |
| Include a description of how current students will be adequately served if the proposed plan will take years to fully implement. This may require additional actions in the action plan. | No Points | No Points | 2 | 5 |
| Using the “Add Grant Activities” button below, create a work plan and budget request. For each grant activity in the work plan:   * Provide a school-level location contact, a description of each activity, start/end dates, and person(s) responsible for the activity. * Input the amount requested, the associated program and object codes, and fiscal year. Input the salary position and FTE amount, if applicable. * Ensure that activities are aligned with the allowable use of funds listed in the Information Sheet (PDF). * Ensure that costs are clearly tied to the grant activities and are calculated with detail in the “description of activity” field.   Note: LEA may apply for up to 2.5 years of funding for District Designed and Led work. Provide a budget for proposed year (e.g., 2018-19 (remaining), 2019-20, and 2020-21). Funds each year will be contingent on project implementation, adequate use of funds from previous years and release of funds from the USDE. | No Points | No Points | 5 | 10 |

| **Implementation Reviewer Comments:** | |
| --- | --- |
| **Total:** | **/37** |

*Example of Work Plan and Budget Table Entry:*

Screenshot of online application form where applicant would add the following info:
1. Location: using a drop-down menu
2. Location contact: Text box
3. Description of Activity: text box
4. State Date/End date: text box
5. Person(s) responsible: text box
6. Requested Amoung: Dollar amount
7. Fiscal Year: Drop down
8: Program Code: Drop down
9. Object code: drop down
10. Salary position: drop down
11: FTE: text box

*Example of how the information inputted is displayed:*

**Instructions:** Complete each of the questions below for all schools participating in the District Designed and Led Improvement Strategies. If multiple schools have a similar progress monitoring approach, then the proposal should note this and provide an overall description. If the proposed progress monitoring activities are vastly different, then the LEA will need to clearly delineate school by school activities.

| ***Targets and Progress Monitoring – Initial*** | **Does not Meet**  ***(Missing or did not address criteria)*** | **Partially Meets**  ***(Met some criteria, but not all)*** | **Meets**  ***(Adequate response)*** | **Meets at a High Level**  ***(Concise, thoroughly developed response)*** |
| --- | --- | --- | --- | --- |
| Provide annual performance targets for students that are expected as a result of the proposal. This should extend over the course of the grant period and at least one additional year. | No Points | No Points | 5 | 10 |
| Provide a description of what success will look like if the proposed strategies and action plan are implemented. This should describe shifts in the school system. | No Points | No Points | 5 | 10 |
| Describe the plan for monitoring the progress of the District Design work at the LEA/school level throughout the school year. Include how the LEA/school(s) will evaluate whether the plan is being adequately implemented (implementation benchmarks) and on track to meet the student performance targets (interim measures). | No Points | No Points | 5 | 10 |
| **Reviewer Comments:** | | | | |
| **Total:** | | | | **/30** |

**District Designed and Led -- Expansion**

LEAs awarded an EASI District-Designed and Led grant during the 2017-2018 school year may request additional funds to expand that initiative if it is showing success (e.g., adding new schools, adding more of the same activities approved in the previous year’s application, adding new activities to supplement the initiative approved in the previous year’s application).

| ***Needs Assessment - Expansion*** | **Does not Meet**  ***(Missing or did not address criteria)*** | **Partially Meets**  ***(Met some criteria, but not all)*** | **Meets**  ***(Adequate response)*** | **Meets at a High Level**  ***(Concise, thoroughly developed response)*** |
| --- | --- | --- | --- | --- |
| Summarize the work that has been implemented as a result of the 2017-18 EASI award. | No Points | No Points | 5 | 10 |
| Provide evidence of the 2017-18 EASI initiative’s success that is being proposed for the expansion. Address the impact that this work has had on the areas identified through ESSA and explain why the LEA wants to expand on the 2017-18 EASI initiatives. If the school(s) are also on the state accountability clock, that should be explored as well. The response may include:   * Student data analysis (e.g., academic, behavior, attendance). * Systems analysis (e.g., findings from a Diagnostic Review, perception surveys, classroom observations). * Revisiting the annual performance targets and success indicators included in the 2017-18 EASI application. * If new schools are added, include evidence of their needs and how this initiative will meet their needs. | No Points | No Points | 5 | 10 |
| Provide evidence that stakeholders (e.g., building leaders, teachers, parents) have been consulted in a meaningful manner for the proposed activities. | No Points | No Points | 5 | 10 |
| **Reviewer Comments:** | | | | |
| **Total:** | | | | **/30** |

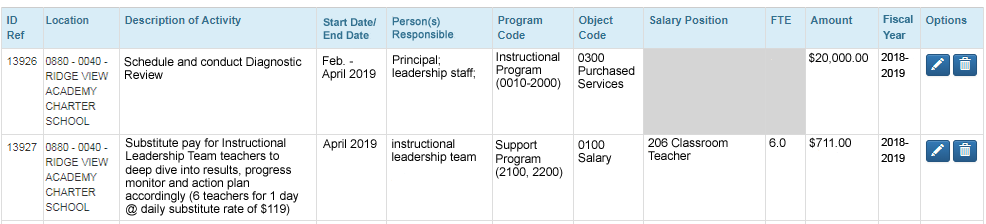
***Directions***: If multiple schools have a similar implementation approach, then the proposal should note this and provide an overall description. If the proposed implementation activities are vastly different, then the LEA will need to clearly delineate school by school activities, and the work plan and budget request will need to be completed for each school in the table in the last question below.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ***Implementation - Expansion*** | | | | |
| Are you proposing brand new activities to enhance the overall District Designed and Led initiative that was approved in the 2017-18 application? | **Yes** | | **No** | |
| **If you answered “yes” to the question above, answer all questions below. If you answered “no” to the question above, only answer the last question below.** | **Does not Meet**  ***(Missing or did not address criteria)*** | **Partially Meets**  ***(Met some criteria, but not all)*** | **Meets**  ***(Adequate response)*** | **Meets at a High Level**  ***(Concise, thoroughly developed response)*** |
| **Describe the Evidence-Based Interventions that will be used in the District Design and Led work. Strategies must meet the criteria for Evidence-Based Interventions and demonstrate a reasonable fit for the context, including:**   1. Evidence base: Provides evidence that strategy meets Tier 1-3 strategy 2. Need: Strategy is linked to needs assessment 3. Precision: A clear definition of the proposed intervention 4. Efficiency: There is a reasonable adoption period and a likelihood of sustainability after the grant cycle 5. Skill: Staff have the skills or will be trained adequately to obtain skills for implementation 6. Cultural relevance: Intervention and outcomes are valued by stakeholders) 7. Resources: Time, materials, staff 8. Organizational support: District and school staff are supportive and involved | No Points | No Points | 5 | 10 |
| **Describe the process for implementing the District Designed and Led work at the LEA/school level. Consider the following\*:**   * Developing a **culture of improvement** in district and schools * Providing **guidance and/or flexibility in academic systems** (e.g., curriculum, instruction, assessment) * **Developing school leadership** (e.g., professional development, mentoring) * **Creating systems to support human capital** for identified schools (e.g., recruiting, professional development )   \*Visit [here](https://centeronschoolturnaround.org/wp-content/uploads/2018/03/CST_Four-Domains-Framework-Final.pdf) for more information.  **If selecting an external partner, describe:**   * The specific challenge the partner will address that cannot be addressed within the district; * The unique expertise this partner will bring; * The selection process used for this partner; and * How the partner will be accountable for outcomes that contribute to resolving the identified challenges. | No Points | No Points | 4 | 7 |
| **Using the “Add Grant Activities” button below, create a work plan and budget request. For each grant activity in the work plan:**   * Provide a school-level location contact, a description of each activity, start/end dates, and person(s) responsible for the activity. * Input the amount requested, the associated program and object codes, and fiscal year. Input the salary position and FTE amount, if applicable. * Ensure that activities are aligned with the allowable use of funds listed in the Information Sheet (PDF). * Ensure that costs are clearly tied to the grant activities and are calculated with detail in the “description of activity” field.   Note: LEA may apply for up to 2.5 years of funding for District Designed and Led work. Provide a budget for proposed year (e.g., 2018-19 (remaining), 2019-20, and 2020-21). Funds each year will be contingent on project implementation, adequate use of funds from previous years and release of funds from the USDE. | No Points | No Points | 5 | 10 |

*Example of Work Plan and Budget Table Entry:*

Screenshot of online application form where applicant would add the following info:
1. Location: using a drop-down menu
2. Location contact: Text box
3. Description of Activity: text box
4. State Date/End date: text box
5. Person(s) responsible: text box
6. Requested Amoung: Dollar amount
7. Fiscal Year: Drop down
8: Program Code: Drop down
9. Object code: drop down
10. Salary position: drop down
11: FTE: text box

*Example of how entered information is displayed:*



| **Implementation Reviewer Comments:** | |
| --- | --- |
| **Total:** | **/27** |

**Instructions:** Complete each of the questions below for all schools participating in the District Designed and Led Improvement Strategies. If multiple schools have a similar progress monitoring approach, then the proposal should note this and provide an overall description. If the proposed progress monitoring activities are vastly different, then the LEA will need to clearly delineate school by school activities.

| ***Targets and Progress Monitoring – Expansion*** | **Does not Meet**  ***(Missing or did not address criteria)*** | **Partially Meets**  ***(Met some criteria, but not all)*** | **Meets**  ***(Adequate response)*** | **Meets at a High Level**  ***(Concise, thoroughly developed response)*** |
| --- | --- | --- | --- | --- |
| Briefly describe how the LEA plans to establish targets and progress monitor based on the newly added school(s) and/or activities. | No Points | No Points | 5 | 10 |
| **Reviewer Comments:** | | | | |
| **Total:** | | | | **/10** |

*After completing the District Designed and Led questions, applicants will be asked to review any addition program assurances.*

*If Initial or Expansion District Designed and Led is selected, applicants will see:*

There are no program-specific assurances for the District Designed and Led Improvement Strategies Route in addition to the general assurances for EASI. LEAs that accept School Improvement services and/or funding for District Designed and Led Improvement Strategies agree to the general assurances found on the “General Assurances” page toward the end of this application.

# **EASI: Offered Services**

# **Applicant:** *(CDE Use Only)*

The results of the review are as follows:

|  |  |  |
| --- | --- | --- |
| **LEA or School** | **Total Points** | **Review Decision** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

**GENERAL COMMENTS:**

**Required Changes:**

# **Offered Services Selection Criteria and Evaluation Rubric**

**Instructions:** In the table below, select an option for the LEA and/or each school applying for the CDE Offered Services. Each selection indicates that the LEA is interested in funds and/or services for the LEA and/or the LEA’s identified school(s). Multiple selections may be made; however, consider the needs of the LEA and/or each school and the eligibility. For more information about eligibility, see the "Program Options and Eligibility" matrix in the application planning document (PDF).

| **LEA Code/LEA** | **Accountability Pathways Planning and Implementation** | **Colorado Multi-Tiered System of Supports (CO-MTSS)** | **School Turnaround Leadership Development Program** | **Fundamentals of Literacy Instruction Training** |
| --- | --- | --- | --- | --- |
|  | ☐ | ☐ | ☐ | ☐ |
|  | ☐ | ☐ | ☐ | ☐ |
|  | ☐ | ☐ | ☐ | ☐ |
|  | ☐ | ☐ | ☐ | ☐ |
|  | ☐ | ☐ | ☐ | ☐ |

| **School Code/ School** | **Accountability Pathways Planning and Implementation** | **Connect For Success** | **School Turnaround Leadership Development Program** | **School Turnaround Network** | **Fundamentals of Literacy Instruction Training** |
| --- | --- | --- | --- | --- | --- |
|  | ☐ | ☐ | ☐ | ☐ | ☐ |
|  | ☐ | ☐ | ☐ | ☐ | ☐ |
|  | ☐ | ☐ | ☐ | ☐ | ☐ |
|  | ☐ | ☐ | ☐ | ☐ | ☐ |
|  | ☐ | ☐ | ☐ | ☐ | ☐ |

**Grant Activities for Accountability Pathways Planning and Implementation**

**Instructions:** Select which pathways option(s) the LEA has selected for each of its identified school(s) and/or at the LEA level. By choosing “planning” the LEA indicates that the State Board of Education has not yet directed action for LEA and/or school. By choosing “implementation”, the LEA indicates that the State Board of Education has already directed action for the LEA and/or school.

| Is the district applying for planning or implementation phase of the Accountability Pathways grant? (Check all that apply.) | |
| --- | --- |
| **Planning.**  There is at least one school in the planning phase (i.e., State Board of Education has not yet directed action). | ☐ |
| **Implementation.** There is at least one school or the district in the implementation phase (i.e., State Board of Education has already directed action). | ☐ |

**Instructions:** Complete each of the questions below for all schools participating in the Accountability Pathways Planning or Implementation activities. If multiple schools are ready for the implementation phase (i.e., State Board of Education has directed action), you can provide an overall progress monitoring plan if it is the same for all schools. If the schools’ plans are vastly different, then the LEA will need to clearly describe each progress monitoring plan in the grant activities section. The work plan should clearly delineate the schools participating in each activity.

*Both Planning and Implementation applicants will answer the first question. Implementation applicants will also answer the second question. All applicants will answer the last question.*

| **Grant Activities** | **Not Included/More Information Needed** | **Included** |
| --- | --- | --- |
| Identify which individual will be the point person and will lead the pathway planning or implementation process. This person must be a district employee who sits on the Superintendent’s leadership team and has the authority to work with the local school board. | **☐** | **☐** |
| Describe the methods and metrics for monitoring and evaluating the implementation and outcome of the selected pathway. Specifically address the following questions:   * What data will be used to monitor progress (interim and summative measures) and be shared back with CDE and the State Board of Education? * What is the timeline for collecting and sharing this data publicly and with CDE? * How will you use interim data to adjust course if progress is not being seen? | ☐ | **☐** |
| Using the “Add Grant Activities” button below, create a work plan and budget request. For each grant activity in the work plan:   * Provide a school-level location contact, a description of each activity, start/end dates, and person(s) responsible for the activity. * Input the amount requested, the associated program and object codes, and fiscal year. Input the salary position and FTE amount, if applicable. * Ensure that activities are aligned with the allowable use of funds listed in the Information Sheet (or Attachment C). * Ensure that costs are clearly tied to the grant activities and are calculated with detail in the “description of activity” field.   Note: Provide a budget for 2018-19 (remaining), 2019-20, and 2020-21 (2 ½ years of total funding). Funds provided each year will be contingent on project implementation and adequate use of funds from previous years. | ☐ | **☐** |
| **Reviewer Comments:** | | |

*After completing the Accountability Pathways questions, applicants will be asked to review any additional program assurances.*

*If Accountability Pathways Planning is selected, applicants will see:*

Select all checkboxes for the program-specific assurances below. In order to submit the application, all assurances must be reviewed and agreed upon, and all boxes must by checked. On the “Supporting Documentation Uploads” page at the end of this application, the LEA will be prompted to upload the Approval and Transmittal Form, which includes Authorized Representative and Board signatures. The Approval and Transmittal Form can be found on the [EASI webpage](http://www.cde.state.co.us/fedprograms/easiapplication) and downloaded on the “Support Documentation Uploads” page of this application.

In addition to the general assurances for EASI, LEAs that accept School Improvement services and/or funding for Accountability Pathways Planning and/or Implementation agree to the following:

LEA Commitments:

* + - * Identify a point person with decision-making authority who will lead the planning or implementation process for the school(s) being served by the grant. This person must be an LEA employee who sits on the Superintendent’s leadership team and has the authority to work with the local school board.
* If an LEA is applying for implementation funds, the LEA will commit to investing a portion of its own budget to support implementation of its state board directed action; this amount should be at least 10 percent of total implementation costs. *(Note: If applying for planning funds only, mark the checkbox, and CDE recognizes that this does not apply for the LEA and/or school(s) identified for planning only.)*
* If an LEA is applying for implementation funds, the LEA and any participating schools will commit to complying with all progress monitoring requirements requested by CDE staff and the state board. *(Note: If applying for planning funds only, mark the checkbox, and CDE recognizes that this does not apply for the LEA and/or school(s) identified for planning only.)*

School Leadership Commitments:

* School leader will coordinate with the LEA on all grant activities affecting the school
* School leadership team and staff representatives attend events, meetings, and community gatherings
* School leader collaborates with LEA and CDE on developing a timeline for pathway planning or implementation, which must include at least two check-in meetings a year with CDE.

**Colorado Multi-Tiered System of Supports (CO-MTSS)**

*LEAs selecting ‘****Colorado Multi-Tiered System of Supports’*** *are asked to respond to the sections below.*

**Instructions:** Complete each of the questions below to indicate the LEA’s plan to participate in the Colorado Multi-Tiered System of Supports (CO-MTSS) Grant.

This opportunity is a competitive process – applicants must score at least 9 points out of the 12 possible points to be approved for funding. Applications that score below 9 points *may* be asked to submit revisions that would bring the application up to an approvable level.

| **Strategic Goals** | **Inadequate**  **(information not provided)** | **Minimal**  **(requires additional clarification)** | **Adequate**  **(clear and complete)** | **Excellent**  **(concise and thoroughly developed)** |
| --- | --- | --- | --- | --- |
| Identify the goals the LEA hopes to accomplish through involvement in CO-MTSS. | 0 | 1 | 2 | 3 |
| **Reviewer Comments:** | | | | |
| **TOTAL POINTS** | | | | **/3** |

| **Team-Driven Shared Leadership** | **Inadequate**  **(information not provided)** | **Minimal**  **(requires additional clarification)** | **Adequate**  **(clear and complete)** | **Excellent**  **(concise and thoroughly developed)** |
| --- | --- | --- | --- | --- |
| Describe the current efforts of the LEA's MTSS Leadership Team (MLT) to align initiatives and provide high-quality professional development and technical assistance to local schools. If there is no MLT, address whether the LEA has the capacity to establish one focused on aligning initiatives and providing high-quality professional development and technical assistance to local schools. Also describe the executive level members who will be included on the team, as well as the MLT team lead and their qualifications to facilitate MLT meetings. | 0 | 1 | 2 | 3 |
| **Reviewer Comments:** | | | | |
| **TOTAL POINTS** | | | | **/3** |

| **Commitment** | **Inadequate**  **(information not provided)** | **Minimal**  **(requires additional clarification)** | **Adequate (clear and complete)** | **Excellent**  **(concise and thoroughly developed)** |
| --- | --- | --- | --- | --- |
| Describe the current priorities of the LEA, and how CO-MTSS will fit within those priorities. Be sure to include the other initiatives (e.g., School Turnaround Network, Connect for Success Grant Program, Early Literacy Grant Program) your LEA is currently involved in, the number of schools involved, and the timeline of their participation. | 0 | 1 | 2 | 3 |
| The [CO-MTSS Membership Form](http://www.cde.state.co.us/fedprograms/co_mtssmembershipform) (Attachment D) was submitted with all requested information. | **Not Included/More Information Needed** | | **Included** | |
| **☐** | | ☐ | |
| **Reviewer Comments:** | | | | |
| **TOTAL POINTS** | | | | **/3** |

| **Grant Activities** | **Inadequate**  **(information not provided)** | **Minimal**  **(requires additional clarification)** | **Adequate**  **(clear and complete)** | **Excellent**  **(concise and thoroughly developed)** |
| --- | --- | --- | --- | --- |
| Using the “Add Grant Activities” button below, create a work plan and budget request. For each grant activity in the work plan:   * Provide a school-level location contact, a description of each activity, start/end dates, and person(s) responsible for the activity. * Input the amount requested, the associated program and object codes, and fiscal year. Input the salary position and FTE amount, if applicable. * Ensure that activities are aligned with the allowable use of funds listed in the Information Sheet (or Attachment C). * Ensure that costs are clearly tied to the grant activities and are calculated with detail in the “description of activity” field.   Note: Provide a budget for 2018-19 (remaining), 2019-20, and 2020-21 (2 ½ years of total funding). Funds provided each year will be contingent on project implementation and adequate use of funds from previous years. | 0 | 1 | 2 | 3 |
| **Reviewer Comments:** | | | | |
| **TOTAL POINTS** | | | | **/3** |

*After completing the Multi-Tiered System of Supports (MTSS) questions, applicants will be asked to review any additional program assurances.*

*If MTSS is selected, applicants will see:*

***Instructions:*** Select all checkboxes for the program-specific assurances below. In order to submit the application, all assurances must be reviewed and agreed upon, and all boxes must by checked.

On the “Supporting Documentation Uploads” page at the end of this application, the LEA will be prompted to upload the Approval and Transmittal Form, which includes Authorized Representative and Board signatures. The Approval and Transmittal Form can be found on the EASI webpage and downloaded on the “Support Documentation Uploads” page of this application.

In addition to the general assurances for EASI, LEAs that accept School Improvement services and/or funding for Colorado Multi-Tiered System of Supports (CO-MTSS) agree to the following:

School Leadership Commitments:

Participating schools will implement a CO-MTSS Building Leadership Team (BLT). Each BLT will:

* Attend online and face-to-face state-sponsored professional development opportunities;
* Budget sufficient funds and time to participate in required grant activities; and

LEA Commitments:

LEAs will designate an MLT to work with and coordinate with CDE Implementation Consultants (ICs) regarding technical assistance for implementation efforts. The MLT will:

* Include at least one (preferably multiple) designated executive district leader, who will attend at least 75% of monthly meetings
* Attend a full-day, yearly CO-MTSS kickoff in Denver
* Attend monthly (3 hour) meetings with the CO-MTSS ICs and other CO-MTSS staff to complete various activities, including infrastructure evaluation, implementation plan development, initiative inventory completion, and professional development planning
* Ensure that LEA and building leadership possess the qualifications and have committed the time necessary to accomplish grant activities to lead to student achievement gains
* Conduct action planning-related professional development and technical assistance with participating Building Leadership Teams (with the support of CO-MTSS staff)
* Foster principal leadership in the schools 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; and
* Provide student, school, and MLT-related data to CDE for the CO-MTSS funding opportunity within the time frames specified.

**Connect for Success**

*Schools selecting ‘****Connect for Success’*** *are asked to respond to the sections below.*

This opportunity is a competitive process – applicants must score at least 28 points out of the 40 possible points to be approved for funding. Applications that score below 28 points *may* be asked to submit revisions that would bring the application up to an approvable level.

**Instructions:** Complete each of the questions below for all schools participating in the Connect for Success Grant.

| **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)*** |
| --- | --- | --- | --- |
| Clearly articulate how you see this grant opportunity equipping you to strengthen the school’s ability to meet the needs of all students. | 0 | 3 | 5 |
| Describe any patterns, core issues of academic concern, and possible root causes for academic concerns you see in the school based on data from a comprehensive needs assessment. Submit the summary of findings. | 0 | 3 | 5 |
| 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. Identify the district designee who will be working with school leaders and CDE. | 0 | 3 | 5 |
| **Reviewer Comments:** | | | |
| **Total:** | | **/15** | |

| **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)*** |
| --- | --- | --- | --- |
| Describe how the district will provide support in strengthening the school’s ability to meet the needs of all students. | 0 | 3 | 5 |
| 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 |
| Describe your designated implementation coach's experience as it relates to strategic planning, benchmarks and monitoring implementation. If you don't have an implementation coach, describe your process and timeline for hiring one and the qualifications required for the position. *(See the* [*CFS Route Information*](http://www.cde.state.co.us/fedprograms/connectforsuccessresource) *page or in Attachment C**for list of Implementation Coach competencies)* | 0 | 3 | 5 |
| Describe any other grant programs in which you are currently participating. Outline how this program(s) will align with current funding and support existing initiatives. | 0 | 3 | 5 |
| Using the “Add Grant Activities” button below, create a work plan and budget request. For each grant activity in the work plan:   * Provide a school-level location contact, a description of each activity, start/end dates, and person(s) responsible for the activity. * Input the amount requested, the associated program and object codes, and fiscal year. Input the salary position and FTE amount, if applicable. * Ensure that activities are aligned with the allowable use of funds listed in the Information Sheet (or Attachment C). * Ensure that costs are clearly tied to the grant activities and are calculated with detail in the “description of activity” field.   Note: Provide a budget for 2018-19 (remaining), 2019-20, and 2020-21 (2 ½ years of total funding). Funds provided each year will be contingent on project implementation and adequate use of funds from previous years. | 0 | 3 | 5 |
| **Reviewer Comments:** | | | |
| **Total:** | | **/25** | |

*After completing the Connect for Success questions, applicants will be asked to review any additional program assurances.*

*If Connect for Success is selected, applicants will see:*

**Instructions:***Select all checkboxes for the program-specific assurances below. In order to submit the application, all assurances must be reviewed and agreed upon, and all boxes must by checked.*

*On the “Supporting Documentation Uploads” page at the end of this application, the LEA will be prompted to upload the Approval and Transmittal Form, which includes Authorized Representative and Board signatures. The Approval and Transmittal Form can be found on the EASI webpage and downloaded on the “Support Documentation Uploads” page of this application.*

In addition to the general assurances for EASI, LEAs that accept School Improvement services and/or funding for Connect for Success agree to the following:

Teacher Commitments:

* Rethink current practices and modify those that are ineffective based on examination of student data
* Develop theoretical and practical knowledge of best practices
* Administer screening, diagnostic, and classroom progress monitoring assessments to inform instructional practice
* Help shape the culture of the school in a positive way

School Commitments:

* Provide CDE with quarterly progress monitoring information required
* School leadership team with LEA representation will attend the state sponsored professional development and/or networking opportunities
* School leadership will collaborate with the Implementation Coach, hired or designated by the LEA, to develop and implement a plan to replicate High Achieving Schools (HAS) practices and strategies based on the CDE recommendations from the diagnostic visit
* 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

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
  + Evaluate the impact of these funds on student achievement and participate in the external evaluation of the initiative

LEA Commitments:

* Hire or designate an Implementation Coach who meets the minimum competencies
* 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 (LEA /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
* Work with and provide requested data to CDE for the Connect for Success funding opportunity within the periods specified

**School Turnaround Leaders Development (STLD) Program**

*LEAs selecting* ***‘School******Turnaround Leaders Development Program’*** *are asked to respond to the sections below.*

This opportunity is a competitive process – applicants must score at least 30 points out of the 45 possible points to be approved for funding. Applications that score below 30 points *may* be asked to submit revisions to bring the application up to an approvable level.

***Instructions:*** Complete the table below to identify leaders who will participate in the School Turnaround Leaders Development Program. Each leader may be assigned one or multiple sites (schools) in the district. Select one leadership provider per leader. Ensure all schools chosen for the School Turnaround Leaders Development Program are included in the table. Use the "Add Leaders" button below the question to build the table.

| **Needs Assessment** | | |
| --- | --- | --- |
| List each individual leader proposed to participate in a leadership development program. See example below of the field you will be asked to enter the following information into. For each individual, provide:   * + His/her first and last name   + His/her current role   + His/her email and phone number   + Assigned site(s) (or districtwide)   + Which leadership provider seems to be the best fit for their needs   For more information on each leadership provider, use the following links:   * [Generation Schools Network (PDF)](http://www.cde.state.co.us/accountability/provideroverview-generationschoolsnetworkprogram) * [NYC Leadership Academy (NYCLA): Aspiring Principals Program (PDF)](http://www.cde.state.co.us/accountability/provideroverview-nyclaaspiringprincipalsprogram) * [NYC Leadership Academy (NYCLA): Leadership Development for Turnaround Schools (PDF)](http://www.cde.state.co.us/accountability/provideroverview-nycleadershipacademyleadershipdevelopmentforturnaround-schools) * [NYC Leadership Academy (NYCLA): Foundations of Principal Supervision (PDF)](http://www.cde.state.co.us/accountability/provideroverview-nycleadershipacademyfoundationsofprincipalsupervision) * [Public Consulting Group, Inc. (PDF)](http://www.cde.state.co.us/accountability/provideroverview-pcg) * [Relay Graduate School of Education: Instructional Leadership Professional Development (ILPD) (PDF)](http://www.cde.state.co.us/accountability/provideroverview-relayistructionalleadershipprofessionaldevelopment) * [Relay Graduate School of Education: National Principals Academy Fellowship (NPAF) (PDF)](http://www.cde.state.co.us/accountability/provideroverview-relaynationalprincipalsacademyfellowship) * [Relay Graduate School of Education: National Principal Supervisors Academy (NPSA) (PDF)](http://www.cde.state.co.us/accountability/provideroverview-relaynationalprincipalssupervisoracademy) * [Relay Graduate School of Education: Regional Support Program (PDF)](http://www.cde.state.co.us/accountability/provideroverview-relayregionalsupportprogram) * [TNTP (PDF)](http://www.cde.state.co.us/accountability/provideroverview-tntp) * [University of Denver: Educational Leadership & Policy Studies (ELPS) (PDF)](http://www.cde.state.co.us/accountability/provideroverview-duelpsprogram) * [University of Denver: Turnaround Success (PDF)](http://www.cde.state.co.us/accountability/provideroverview-dutsprogram) * [University of Virginia Partnership for Leaders In Education (PDF)](http://www.cde.state.co.us/accountability/provideroverview-uvaple) * [WestEd](http://www.cde.state.co.us/accountability/provideroverview-wested) | **Did not Include**  ☐ | **Included**  ☐ |
| **Reviewer Comments:** | | |

*Example of Work Plan and Budget Table Entry:*

Screenshot shows how to add a leader to the application by providing the following information:
1. Name: text box
2. Email: text box
3. Phone: text box
4: Current role: Text box
5. Leadership Provider: drop down menu
6. Locations: Check boxes

**Instructions:** Complete each of the questions below for the LEA and/or all schools participating in the School Turnaround Leaders Development Program.

| **Turnaround Leadership Provider and LEA/School Plan** | **Not Addressed or Met No Criteria**  ***(information not provided)*** | **Met One or More Criteria**  ***(requires additional clarification)*** | **Met All Criteria**  ***(concise and thoroughly developed, high quality response)*** | |
| --- | --- | --- | --- | --- |
| For each identified provider(s) for which you are requesting funding, address the following:   * Explain why each provider was selected; * Identify the goals the leader/LEA/CSI/school hope to accomplish through involvement in STLD; and * Explain how the chosen program directly addresses the needs identified in the school(s) in the previous Needs Assessment section. | 0 | 5 | 10 | |
| Describe:   * How will the LEA ensure that selected candidates are able to implement strategies from the chosen program? * What flexibility and support will the LEA offer school and district leaders in order to help ensure successful turnaround work? * How does this provider's services and training align with other efforts in the district? | 0 | 5 | 10 | |
| For each provider program identified, describe the steps you will take to ensure participants understand the program requirements and ensure timely completion of the programs’ application. ([School Turnaround Leaders Development](http://www.cde.state.co.us/fedprograms/turnaroundleadersresource) program description (Attachment C). | 0 | 5 | 10 | |
| For each provider program identified, describe how you will monitor the progress of each participant on an ongoing basis. ([School Turnaround Leaders Development](http://www.cde.state.co.us/fedprograms/turnaroundleadersresource) program description (Attachment C). | 0 | 5 | 10 | |
| Using the “Add Grant Activities” button below, create a work plan and budget request. For each grant activity in the work plan:   * Provide a school-level location contact, a description of each activity, start/end dates, and person(s) responsible for the activity. * Input the amount requested, the associated program and object codes, and fiscal year. Input the salary position and FTE amount, if applicable. * Ensure that activities are aligned with the allowable use of funds listed in the Information Sheet (or Attachment C). * Ensure that costs are clearly tied to the grant activities and are calculated with detail in the “description of activity” field.   Note: Turnaround Leaders Development Programs all have various timelines. Grant funds will be awarded in Jan 2019 and expenditures may occur beyond June 2019 in accordance with the selected provider programs’ duration. Funds provided each year will be contingent on project implementation and adequate use of funds from previous years. | 0 | 3 | 5 | |
| **Reviewer Comments:** | | | | |
| **Total** | | | | **/45** |

**Instructions:** Complete the question below for the LEA and/or all schools participating in the School Turnaround Leaders Development Program.

| **Program Evaluation** | | |
| --- | --- | --- |
| Identify the individuals in the district and school who will be responsible for submitting required evaluation data found in the [School Turnaround Leaders Development](http://www.cde.state.co.us/fedprograms/turnaroundleadersresource) program description (Attachment C). | **Did not Include**  ☐ | **Included**  ☐ |
| **Reviewer Comments:** | | |
|  | | |

*After completing the School Turnaround Leaders Development Program questions, applicants will be asked to review any additional program assurances.*

*If STLD is selected, applicants will see:*

***Instructions:*** Select all checkboxes for the program-specific assurances below. In order to submit the application, all assurances must be reviewed and agreed upon, and all boxes must by checked.

On the “Supporting Documentation Uploads” page at the end of this application, the LEA will be prompted to upload the Approval and Transmittal Form, which includes Authorized Representative and Board signatures. The Approval and Transmittal Form can be found on the EASI webpage and downloaded on the “Support Documentation Uploads” page of this application.

In addition to the general assurances for EASI, LEAs that accept School Improvement services and/or funding for School Turnaround Leaders Development Program agree to the following:

* The grantee agrees to develop specific contracts with identified leadership development provider programs.
* Once Priority Improvement/Turnaround schools named within the approved budget are set, other schools cannot be swapped in.
* Grantees that would like a change in provider must submit a formal request to CDE before services are rendered.
* Unobligated funds will be returned to CDE.
* Any additional expense beyond what are approved in the application will be the responsibility of the LEA.
* The grantee will submit their final participant roster to the LEA and the CDE School Performance Office by May 31, 2019.

**School Turnaround Network Questions**

*Schools selecting ‘****School******Turnaround Network’*** *are asked to respond to the sections below.*

This opportunity is a competitive process – applicants must score at least 51 points out of the 73 possible points to be approved for funding. Applications that score below 51 points *may* be asked to submit revisions that would bring the application up to an approvable level.

**Instructions:** Complete each of the questions below for all schools participating in the School Turnaround Network. If the LEA is requesting that multiple schools participate in the Network, include a separate response for each school within the textboxes for the questions below.

| **School Needs Assessment** | **Not Addressed or Met No Criteria**  ***(information not provided)*** | **Met One Criterion Well**  ***(requires additional clarification)*** | **Met All Criteria Well**  ***(concise and thoroughly developed, high quality response)*** |
| --- | --- | --- | --- |
| Provide a detailed explanation of why you are interested in joining the Turnaround Network. Address why you believe the Turnaround Network will be a good match for your school and your students. Describe your vision for the school in the next three years and the outcomes you would like to achieve. | 0 | 5 | 10 |
| Describe your schools’ current strengths in relation to each of the [Four Domains for Rapid School Improvement](https://centeronschoolturnaround.org/wp-content/uploads/2018/03/CST_Four-Domains-Framework-Final.pdf): school culture; instruction; leadership; and talent development. | 0 | 5 | 10 |
| Describe the most urgent needs at your school. Explain why you selected these areas as crucial to school success. | 0 | 5 | 10 |
| Describe how the district currently supports the school. Indicate who will be your district “partner” (e.g., principal supervisor) and why and how the person was selected. | 0 | 5 | 10 |
| **Reviewer Comments:** | | | |
| **Total** | | | **/40** |

***Instructions: The following questions should be completed by the principal(s) of potential Network school(s)****. If there will be a transition in school leadership, these questions can be completed by the incoming principal. If a new leader is not yet identified, please have the current principal complete these questions.*

Principals should address the following questions about leadership competencies for school turnaround. These questions cover competencies that\*:

* Are likely to be most predictive of success for turnaround leaders
* Require the use of other critical leader competencies
* Distinguish principal candidates who would perform well in a turnaround effort versus other school situations.

For this section, an adequate response is well-written, coherent, and provides a concrete example of the question. An excellent response will include multiple relevant examples.

*\*Adapted from the University of Virginia Behavioral Event Interview questions*

| **Leadership** | **Not Addressed or Met No Criteria**  ***(information not provided)*** | **Met One Criterion Well**  ***(requires additional clarification)*** | **Met All Criteria Well**  ***(concise and thoroughly developed, high quality response)*** |
| --- | --- | --- | --- |
| Briefly summarize the prior professional experience of your school's 2019-2020 principal, including their number of years at the school. If there will be a transition in school leadership, explain the district's process for recruiting and screening a new leader, or if a new leader has been identified, describe the new leader's background. | 0 | 1 | 3 |
| Impact and Influence: Describe a time when you influenced another person or people in a way that increased student learning. | 0 | 5 | 10 |
| Accountability for School Performance: Describe an example of how you demonstrate a performance mindset and how you monitor performance and hold teachers accountable to student learning. | 0 | 5 | 10 |
| Conceptual and Analytical Thinking: Describe an improvement initiative that you led and the multiple steps and considerations you took to ensure it was successful. | 0 | 5 | 10 |
| Using the “Add Grant Activities” button below, create a work plan and budget request. For each grant activity in the work plan:   * Provide a school-level location contact, a description of each activity, start/end dates, and person(s) responsible for the activity. * Input the amount requested, the associated program and object codes, and fiscal year. Input the salary position and FTE amount, if applicable. * Ensure that activities are aligned with the allowable use of funds listed in the Information Sheet (PDF). * Ensure that costs are clearly tied to the grant activities and are calculated with detail in the “description of activity” field.   Note: Provide a budget for 2018-19 (remaining), 2019-20, 2020-21, and 2021-22 (3 ½ years of total funding). Funds provided each year will be contingent on project implementation and adequate use of funds from previous years. | 0 | 3 | 5 |
| **Reviewer Comments:** | | | |
| **Total** | | | **/38** |

*After completing the School Turnaround Network questions, applicants will be asked to review any additional program assurances.*

*If School Turnaround Network is selected, applicants will see:*

***Instructions:*** Select all checkboxes for the program-specific assurances below. In order to submit the application, all assurances must be reviewed and agreed upon, and all boxes must by checked.

On the “Supporting Documentation Uploads” page at the end of this application, the LEA will be prompted to upload the Approval and Transmittal Form, which includes Authorized Representative and Board signatures. The Approval and Transmittal Form can be found on the EASI webpage and downloaded on the “Support Documentation Uploads” page of this application.

In addition to the general assurances for EASI, LEAs that accept School Improvement services and/or funding for the School Turnaround Network agree to the following:

The Role of the District Partner (participating principal’s supervisor):

* Attend and participate in all Network convenings and professional development events.
* Attend and participate in quarterly visits with principal and CDE staff at the school. District partner will play an active role in facilitating weekly school site visits. The district partner may be asked to maintain a district partner site visit log.
* Provide actionable feedback weekly to principal based on classroom observations, review of student work, observation of weekly data teams, etc. Weekly visit should be documented in Network online tools.
* Engage in performance management process throughout the year.
* Ensure school has systems for observation and feedback, weekly data teams, and short cycle assessments.
* Commit to establish, protect, and support necessary and identified conditions such that the principal is able to make dramatic improvements at the school.
* Take ownership and hold oneself accountable for the results at the school.

The Role of the Principal:

* Attend and participate in all Network convenings and professional development events.
* Attend and participate in quarterly visits with district partner and CDE staff at the school.
* Visit with district partner at the school every week and document visit in online tracker tool.
* Engage in performance management process throughout the year - providing and entering data into the tracker tool as relevant data becomes available.
* Ensure every teacher receives observations and actionable feedback.
* Ensure data teams meet weekly and review student work.
* Establish systems for short-cycle assessments and planning.
* Participate in an annual qualitative review site visit.
* Share aggregate progress monitoring and leading indicator data, which may include: student attendance rates, student behavior data, local interim assessment data, teacher attendance data, TLCC survey results, teacher evaluation data, principal evaluation data, budget analyses, use-of-time audits, or other relevant indicators.
* Commit to establish, protect, and support necessary and identified conditions in order to make dramatic improvements at the school.
* Take ownership and hold oneself accountable for the results at the school.

The Role of the CDE Turnaround Support Manager:

* Support and coach school and district partners during professional development and on-site supports.
* Attend and facilitate monthly visits with district partner and principal at the school.
* Gradually release responsibility of quarterly visits to district partner and principal.
* Facilitate use of online tracker tool.
* Advocate within CDE and in the LEA to establish, protect, and support necessary and identified conditions in order to see dramatic improvements at the school.
* Initiate honest conversations about the school’s performance and potential impact with regards to the state accountability system.
* Identify and negotiate additional resources and supports for identified conditions.

Successful participation in the Turnaround Network will result in:

* Dramatic increases in student achievement as measured by ambitious and specific goals.
* Meeting and improving on identified school goals through implementation of prioritized strategies as measured by local culture and academic data indicators.
* Active engagement by all parties to find productive, collaborative, and innovative solutions to challenges.
* Demonstration of commitment, by school and LEA, to urgent and dramatic improvements to result in increased student learning.
* Successful school efforts will be recognized and advocated for if the school remains on the state Accountability Clock.

**Fundamentals of Literacy Instruction Training**

*LEAs/Schools selecting ‘****Fundamentals of Literacy Instruction Training’*** *are asked to respond to the sections below.*

***Instructions:*** *Select which support options the LEA has selected for each of its identified school(s) and/or at the LEA level.*

| **LEA Code** | **LEA Name** | **School Code** | **School Name** | **Fundamentals of Literacy Instruction Training (LEA level)** | **Fundamentals of Literacy Instruction Training (School level)** |
| --- | --- | --- | --- | --- | --- |
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This opportunity is a competitive process – applicants must score at least 12 points out of the 20 possible points to be approved for funding. Applications that score below 12 points *may* be asked to submit revisions to bring the application up to an approvable level.

If multiple schools, make sure to differentiate their unique needs in the needs assessment section. If schools have similar needs, then the proposal should note this and provide an overall description.  If the schools’ needs assessment findings are vastly different, then the LEA will need to clearly describe each school throughout the needs assessment and implementation sections. The work plan should clearly delineate the schools participating in each activity.

| **Rationale for Participation and Needs Assessment** | **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)*** |
| --- | --- | --- | --- |
| Provide the following to support selection of this option:   * A longitudinal data analysis of your READ Act data (overall score and specific reading skill level.) * A root cause analysis of the data leading you to choose this option for your teachers * Goals you hope to achieve at the teacher level and the school leader level | 0 | 3 | 5 |
| Describe the literacy professional development the school has participated in over the past three years. What impacts have you seen from that professional development? | 0 | 3 | 5 |
| Describe the school’s current progress monitoring (i.e., performance at student level, implementation at school level), including:   * Measures that will indicate success at the end of the school year; * Description of how the school will hold high expectation for implementing strategies and will adjust practices if activities are not on track; * A progress monitoring plan to monitor activities and support adjustments; and * A reading walkthrough protocol, if you currently have one (attachment). | 0 | 3 | 5 |
| Using the “Add Grant Activities” button below, create a work plan and budget request. For each grant activity in the work plan:   * Provide a school-level location contact, a description of each activity, start/end dates, and person(s) responsible for the activity. * Input the amount requested, the associated program and object codes, and fiscal year. Input the salary position and FTE amount, if applicable. * Ensure that activities are aligned with the allowable use of funds listed in the Information Sheet (PDF). * Ensure that costs are clearly tied to the grant activities and are calculated with detail in the “description of activity” field.   Note: Provide a budget for 2018-19 (remaining) and 2019-20, and 2020-2021 (2 ½ years of total funding). Funds provided each year will be contingent on project implementation and adequate use of funds from previous years. | 0 | 3 | 5 |
| **Reviewer Comments:** | | | |
| **Total:** | | **/20** | |

*After completing the Fundamentals of Literacy Training questions, applicants will be asked to review any additional program assurances.*

*If Fundamentals of Literacy Training is selected, applicants will see:*

***Instructions:*** Select all checkboxes for the program-specific assurances below. In order to submit the application, all assurances must be reviewed and agreed upon, and all boxes must by checked.

On the “Supporting Documentation Uploads” page at the end of this application, the LEA will be prompted to upload the Approval and Transmittal Form, which includes Authorized Representative and Board signatures. The Approval and Transmittal Form can be found on the EASI webpage and downloaded on the “Support Documentation Uploads” page of this application.

In addition to the general assurances for EASI, LEAs that accept School Improvement services and/or funding for Fundamentals of Literacy Instruction Training agree to the following:

* District is applying for a cohort of schools within the district.
* Districts will ensure teachers complete the pre knowledge and post knowledge survey.
* Districts will ensure that K-3 teachers attend all sessions.
* District will ensure that sufficient time is scheduled for each class, 3.5 hours per class for 7 total classes
* School and District Leadership will attend all sessions with teachers.
* Schools will build in additional time for building level coaches to connect between classes for about 1.5 hours with the Office of Literacy consultant to continue building literacy knowledge and to support coaching teachers in implementing strategies from each class. All participants will complete an evaluation survey at the end of the course. All results will be shared with the district and the Literacy Team.

*Once all route selection questions have been completed, the applicant will be prompted to agree to the following general assurances:*

**EASI General Assurances**

***Instructions:*** Select all checkboxes for the program-specific assurances below. In order to submit the application, all assurances must be reviewed and agreed upon, and all boxes must by checked.

On the “Supporting Documentation Uploads” page at the end of this application, the LEA will be prompted to upload the Approval and Transmittal Form, which includes Authorized Representative and Board signatures. The Approval and Transmittal Form can be found on the EASI webpage and downloaded on the “Support Documentation Uploads” page of this application.

LEAs that accept 1003(a) School Improvement or School Transformation grant funding agree to the following:

* The LEA will provide the Colorado Department of Education (CDE) the evaluation information required for each applicable program selected.
* The LEA will work with and provide requested data to CDE for this grant within the timeframes specified.
* The LEA will include relevant internal and external program stakeholders (e.g., LEA Title I coordinator, participating school principal).
* The LEA agrees to involve stakeholders in a meaningful and relevant way in the development and implementation of the proposed activities. The LEA will keep records of meetings, outreach efforts and engagement activities.
* The LEA will ensure that any participating schools will reflect activities funded through EASI in their improvement plan (e.g., UIP).
* The LEA will use funds to supplement and not supplant any state and federal funds.
* The LEA will not discriminate against anyone regarding race, gender, national origin, color, disability, or age.
* 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.
* 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.

*Note: Because LEAs will be indicating approval of EASI assurances electronically, LEAs will be prompted to sign and upload the* ***Approval and Transmittal Form FY 2018-2019*** *found in Attachment E.*