

##### Funding Opportunity

Applications Due: **Friday, March 13, 2020, by 11:59 pm**

Letter of Intent Due: **Friday, February 7, 2020, by 11:59 pm**

|  |
| --- |
| School Counselor Corps Grant Program Pursuant to C.R.S. 22-91-101 through 22-91-105 |



**Program Questions:**

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**Table of Contents**

[Introduction and Purpose 3](#_Toc25652002)

[Eligible Applicants 3](#_Toc25652003)

[Available Funds 3](#_Toc25652004)

[Allowable Use of Funds 4](#_Toc25652005)

[Duration of Grant 5](#_Toc25652006)

[Evaluation and Reporting 5](#_Toc25652007)

[Data Privacy 5](#_Toc25652008)

[Technical Assistance and Intent to Apply 6](#_Toc25652009)

[Review Process and Timeline 6](#_Toc25652010)

[Submission Process and Deadline 6](#_Toc25652011)

[Application Format 6](#_Toc25652012)

[Required Elements 7](#_Toc25652013)

[School Counselor Corps Grant Program 8](#_Toc25652014)

[Part IA: Cover Page - Applicant Information 8](#_Toc25652015)

[Part IB: Recipient School Information and Principal Signature Page 9](#_Toc25652016)

[Part IC: Program Assurances Form 10](#_Toc25652017)

[Application Scoring 11](#_Toc25652019)

[Selection Criteria and Evaluation Rubric 12](#_Toc25652020)

[Attachment A: Intent to Apply 17](#_Toc25652025)

[Attachment B: Development Year Grantee Progress Report 18](#_Toc25652026)

# School Counselor Corps Grant Program

**Applications Due: Friday, March 13, 2020, by 11:59 pm**

# Introduction and Purpose

This Request for Applications (RFA) is designed to distribute funds to eligible education providers pursuant to the requirements of the School Counselor Corps Grant Program (SCCGP) (22-91-101 through 22-91-105 C.R.S.). The purpose of SCCGP is to increase the availability and implementation of effective school-based counseling in order to increase the state graduation rate and increase the percentage of students who appropriately prepare for, apply to, and continue into postsecondary education.

# Eligible Applicants

Education providers are eligible to apply for this opportunity to increase the number of school counselors for secondary and elementary students and the level of school counseling services provided. Districts are encouraged to apply with feeder schools. **Elementary applicants must apply with secondary schools for which they are feeders.**

**Previous grant recipients will be asked to demonstrate how previously funded school counseling positions and successful programs, initiated through prior grant dollars, have been sustained. In addition, efficient use of previously awarded funds will be verified including the return of any unused funds to CDE.**

An eligible Education Provider is defined as:

* A school district (on behalf of one or more schools);
* A Board of Cooperative Services (BOCES);
* A charter school (**Note**: the charter school’s authorizing district will be the fiscal agent, if funded); or
* An Institute Charter School.

Priority will be given to applicants that will serve:

* Schools at which the dropout rate exceeds the statewide average (2018-2019 annual dropout rate for the State of Colorado is 2.0%);
* Schools with a high percentage of students who are eligible for Free and Reduced Lunch exceeding the statewide rate 40.7%;
* Postsecondary remediation rates at secondary schools that exceed the statewide average of 34.8%; and
* Percentage of K-3 students identified with significant reading deficiency at elementary schools that exceed the statewide average of 16.3 (2019).

Each grant application must address needs specific to the individual district and schools. The submission of duplicate applications that are identical, except for names and descriptions of the eligible schools or district, will not be accepted.

# Available Funds

**This application is being released but is contingent upon enacting pending appropriations to the School Counselor Corps program for 2020-2021 school year.** Please complete the Intent to Apply (see **Attachment A**) to be informed of updates on this program, including funding updates. The Intent to Apply is due **Friday, February 7, 2020, by 11:59 pm**. Completion of the Intent to Apply is not required to submit an application.

The anticipated level of funding available for the 2020-2021 school year is approximately $500,000, for approximately 15 grant awards. Priority consideration will be given to Local Education Providers (LEPs) with schools that have not been previously funded. Schools are encouraged to apply with their “feeder” school(s), if applicable, (**elementary applicants must apply with secondary feeder schools**). The first year of the four-year grant cycle individual awards will range between $25,000 and $50,000. **The first year of the grant is developmental and will focus on data collection, needs analysis, program development, and direct services.** In the second, third, and fourth years of the grant, successful grantees may request up to $100,000 per funded school, with an average award of $80,000, for implementation and increase of school counseling services. The final funding amount will be based on identified need as determined by the development year report.

**Those who have been previously funded with SCC funds may apply, however:**

* No more than 25% of previously participating schools will be approved in this competition. The 25% of previously funded applications with the highest scores on the evaluation rubric will be considered for funding.

If funded in a previous cohort, un-sustained counseling positions and programs will be considered;

* Sustainability is an expectation of the School Counselor Corps Grant. Please use Section E and additional one-page allowance for explanation if counseling positions or programming funded by previous SCCG was not sustained.
* Past expenditure of funds will be considered. If the previously funded grantee returned more than $1,000 during any year of the SCC grant cycle, a thorough explanation will be required to be considered for a new grant award.
* For each grant review period:
  + Points will be deducted once per occurrence during the grant review process for returned/unspent SCC grant funds during the grant cycle.
  + Applicants will not be penalized more than one time for each occurrence of returned SCC grant dollars/money.

# Allowable Use of Funds

Funds may be used to **supplement and not supplant** any moneys currently being used to provide school counseling positions and/or activities.

**Allowable activities include:**

* Licensed school counselor salaries and benefits;
* Career awareness and postsecondary preparatory services;
* Professional development; and
* School counseling program development and implementation.

**Funds may not be used for the following (including, but not limited to):**

* Capital equipment;
* Building improvements, construction, or maintenance; or
* Administrative costs or incentives for students.

**Note**: In addition to the education provider’s proposed Professional Development Plan, **applicants must also budget for a team to attend three, one-day grant trainings during each year of the grant cycle. Dates and locations for summer, fall and spring trainings will be announced at a later date, however, please plan budgets for travel to the Denver metro area. Regional sessions may be scheduled.**

Required trainings will provide professional development consistent with grant expectations for postsecondary preparation counseling. Key staff most closely related to the success of the grant (e.g., school counselors, teachers, administrators) must attend.

It is an expectation in each year of funding, that at least one school leadership member (principal or assistant principal and school counseling team, if applicable) must attend the trainings in addition to counselors funded with Counselor Corps grant dollars.

# Duration of Grant

Grants will be awarded for a four-year term beginning in the 2020-2021 school year. **Note**: Each year of grant funding is contingent upon annual appropriations by the State Legislature. Funded applicants will be eligible for continued funding in the second, third, and fourth years of the grant cycle after successfully demonstrating the following:

* Submission of all required evaluation materials;
* Adequate progress toward successfully meeting annual objectives;
* Thorough needs analysis and environmental scan of district, along with postsecondary and workforce readiness;
* Completed program development report after the first year to demonstrate fidelity to proceed with years two, three, and four; and
* Completed budgets and finalized funding amounts for years two, three, and four following the first year.

# Evaluation and Reporting

Each education provider that receives a grant through the program will be required to report, at a minimum, the following information to the Department on or before July 1 of each year during the term of the grant.

First year reports must outline the development year process, including the needs assessment, environmental scan, SMART goals, and appropriate interventions in alignment with school counseling.

Subsequent year reports shall also include:

* The number of school counselors hired using grant funds;
* School counselor to student ratio;
* Any professional development programs provided using grant funds;
* Examples of services provided to students;
* Evaluation of impact of Grant Program;
* Adoption of American School Counseling Association (ASCA) model and standards;
* A comparison of the graduation rates, dropout rates, postsecondary and workforce readiness rates, and the college matriculation and remediation rates, if applicable, at the recipient secondary schools for the years prior to the receipt of the grant and the years for which the education provider receives a grant. A comparison of the attendance and reading proficiencies prior to the receipt of the grant and the years for which the education provider receives a grant at the recipient elementary schools;
* Information indicating an increase in the level of postsecondary and career readiness services provided to students at recipient schools, such as: Individual Career and Academic Plans (ICAP) for students, postsecondary options, academic planning, employability skills, and or an awareness of pre-collegiate preparation programs, postsecondary or vocational preparation programs;
* Successful matriculation through elementary and between middle and high school (if applicable); and
* An annual performance report by July 1 of each year of the grant. For examples of annual performance report questions in years 2, 3, and 4, please visit the [School Counselor Corps website](http://www.cde.state.co.us/postsecondary/schoolcounselorcorps).

# 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 School Counselor Corps Grant Program. All program evaluation data will be collected in the aggregate and will be used, shared, and stored in compliance with CDE’s privacy and security policies and procedures.

**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 n=16 for students or n=5 for educators.

# Technical Assistance and Intent to Apply

A recorded application training webinar will be available at <http://www.cde.state.co.us/postsecondary/schoolcounselorcorps> after January 14, 2020.

If interested in applying for this funding opportunity, please submit the Intent to Apply (see **Attachment A**) at [www.surveymonkey.com/r/scc2021\_loi](https://www.surveymonkey.com/r/scc2021_loi) by **Friday, February 7, 2020, by 11:59 pm.** The Intent to Apply is informational for CDE and is not required in order to submit an application.

# Review Process and Timeline

Applications will be reviewed by CDE staff and the School Counselor Corps Advisory Board to ensure they contain all required components. **This process may be discontinued at any point as funding is contingent upon pending appropriations to the School Counselor Corps program for 2020-2021 school year. Applicants will be notified of final award status no later than Friday, June 12, 2020.**

**Note:** This is a competitive process – applicants must score at least 70 points out of the 100 possible points to be approved for funding. Applications that score below 70 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](mailto:CompetitiveGrants@cde.state.co.us) by **Friday, March 13, 2020, by 11:59 pm**. The electronic version should 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 after the deadline, please email [CompetitiveGrants@cde.state.co.us](mailto:CompetitiveGrants@cde.state.co.us). Application materials and budget are available for download on the CDE website at <http://www.cde.state.co.us/postsecondary/schoolcounselorcorps>.

|  |
| --- |
| Submit the electronic copy of the application and electronic budget to:  [CompetitiveGrants@cde.state.co.us](mailto:CompetitiveGrants@cde.state.co.us)  By: **Friday, March 13, 2020, by 11:59 pm** |

# Application Format

* **The total narrative (Sections A-E) of the application cannot exceed 7 pages.** See below for the required elements of the application. **Note**: Applications that exceed 7 pages will not be reviewed.
* **All pages must be standard letter size, 8-1/2” x 11”, using 12-point font, single-spaced with 1-inch margins and numbered pages.**
* The signature page must include original signatures of the lead organization/fiscal agent.
* The submission of duplicate applications that are identical, except for names and descriptions of the eligible schools or district, will not be accepted.

# 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 12-16).

Part I: Application Introduction [Not Scored]

Part IA: Cover Page - Applicant Information

Part IB: Recipient School Information and Principal Signature Page

Part IC: Program Assurances Form

Table of Contents

Executive Summary

Part II: Narrative

Section A: Quality of Program Development

Section B: Partnerships

Section C: Postsecondary

Section D: Budget Narrative and Excel Budget Workbook

(Budget Narrative is included in page limit.)

Section E: Previously Funded Schools

**Excel Budget Workbook**

Workbook is not included in page limit.

Attachments

E.g., Letters of Support – Not included in page limit, but not to exceed five additional pages.

# School Counselor Corps Grant Program

**Applications Due: Friday, March 13, 2020, by 11:59 pm**

# Part IA: Cover Page - Applicant Information

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Local Education Provider (LEP)/BOCES Information** | | | | | | | | | | | | |
| **LEP/BOCES Name:** | | |  | | | | | | | **LEP/BOCES Code:** | |  |
| **Mailing Address:** | | |  | | | | | | | | | |
| **Type of Education Provider**  Check box below that best describes your organization or authorizer. | | | | | | | | | | | | |
| School District  BOCES  Institute Charter School(s)  District Charter School(s) | | | | | | | | | | | | |
| **Region**  Indicate the region of Colorado this program will directly impact. | | | | | | | | | | | | |
| Metro  Pikes Peak  North Central  Northwest  West Central  Southwest  Southeast  Northeast | | | | | | | | | | | | |
| **Recipient Schools**  Indicate the intended recipient schools. Additional rows may be added. | | | | | | | | | | | | |
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| **Feeder Schools**  If elementary, indicate feeder schools. Additional rows may be added. | | | | | | | | | | | | |
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| Authorized Representative Information For charter school applicants, the Authorized Representative will be a person from the authorizing district or CSI. | | | | | | | | | | | | |
| **Name:** | |  | | | | **Title:** | |  | | | | |
| **Telephone:** | |  | | | | **E-mail:** | |  | | | | |
| **Program Contact Information** | | | | | | | | | | | | |
| **Name:** | |  | | | | **Title:** | |  | | | | |
| **Telephone:** | |  | | | | **E-mail:** | |  | | | | |
| **Fiscal Manager Information**  For charter school applicants, the Fiscal Manager will be a person from the authorizing district or CSI. | | | | | | | | | | | | |
| **Name:** | |  | | | | | | | | | | |
| **Telephone:** | |  | | | | **E-mail:** | |  | | | | |
| **Funding Request** | | | | | | | | | | | | |
| **Amount of Funding Requested for Year 1:** | | | | | $ | | | | | | | |
| Previous Grant Information The following information will be verified by CDE and considered in the funding decision: | | | | | | | | | | | | |
| **Has the lead applicant previously received a School Counselor Corps Grant?** | | | | | | | | | | | Yes  No | |
| **Have any of the listed recipient schools previously received a School Counselor Corps Grant?** | | | | | | | | | | | Yes  No | |
| **If yes, please specify which schools:** | | | |  | | | | | | | | |
| If previously funded, were licensed counselor positions sustained? | | | | | | | | | | | 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):** | | |  | | | |
| **Current number of licensed school counselors employed by lead applicant:** | | | | | | | | | | |  | |

# Part IB: Recipient School Information and Principal Signature Page

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

The following links will assist in retrieving the school data requested below as well as any additional data needed in order to respond to the application narrative (i.e., dropout rates, percentage of students eligible for Free or Reduced Lunch, graduation rates, etc.):

* <https://highered.colorado.gov/Data/Districtataglance.html>
* <http://www.cde.state.co.us/dropoutprevention>
* <http://www.cde.state.co.us/cdereval/pupilcurrentschool>
* <http://www.cde.state.co.us/schoolview>

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| --- | --- | --- | --- | --- | --- | --- |
| **Recipient School Information** | | | | | | |
| **School Name:** | |  | | | **School Code:** |  |
| **Mailing Address:** | |  | | | **Charter School:** | Yes  No |
| Principal Information | | | | | | |
| **Name:** |  | | | | | |
| **Telephone:** |  | | **E-mail:** |  | | |
| **Principal Signature:** |  | | | | | |
| **School Data** | | | | | | |
| **Current student to school counselor ratio:** | | | | |  | |
| **Percentage of students with Individual Career and Academic Plans (ICAP):** | | | | |  | |
| **Percentage of students with an adequate Math and/or Reading proficiency score:** | | | | |  | |
| **Postsecondary remediation rate:** | | | | |  | |
| **Postsecondary enrollment (matriculation) rate:** | | | | |  | |

Year 1 of the SCCGP funding is a planning year. The funds awarded are used to conduct a needs analysis and environmental scan to identify district and school needs, root causes, and guide SMART goal development. The development year award is $25,000 - $50,000, depending on number of schools included in the application. The goals will be multi-year and multi-tiered for the remaining years of the grant. A successful planning year is necessary for funding to be available for the implementation years (years 2, 3, and 4). Successful grantees can request up to $100,000 per funded school, with an average award of $80,000, for implementation and increase of school counseling services. The final funding amount will be based on identified need as determined by the development year report. See Authorized Activities for approved use of funds at [www.cde.state.co.us/postsecondary/scc\_resources](http://www.cde.state.co.us/postsecondary/scc_resources).

# Part IC: Program Assurances Form

The appropriate Authorized Representatives must sign below to indicate their approval of the contents of the application for the **School Counselor Corps Grant**, and the receipt of program funds.

|  |  |  |  |
| --- | --- | --- | --- |
| On | (date) | , 2020, the Board of | (lead applicant) |

hereby applies for and, if awarded, accepts the state funds requested in this application. In consideration of the receipt of these grant funds, the Board agrees that the General Assurances form for all state funds and the terms therein are specifically incorporated by reference in this application. The Board also certifies that all program and pertinent administrative requirements will be met. In addition, grantees that accept the School Counselor Corps Grant Program funding agree to the following assurances:

1. The grantee will annually provide the Colorado Department of Education the evaluation information required on page 5 and in the Progress Report of the Request for Applications (see **Attachment B**).
2. The grantee will work with and provide requested data to CDE for the School Counselor Corps Grant Program within the timeframes specified.
3. During years one and two, a mandatory one-day review of grant goals will be required for grant managers and counselor supervisors of School Counselor Corps counselors in addition to monthly webinars during year one. It is an expectation during years two, three, and four that in addition to counselors funded through the grant, that at least one school leadership member (principal or assistant principal) must attend a CDE sponsored School Counselor Corps training. Counseling teams are strongly encouraged to attend.
4. The grantee will not discriminate against anyone regarding race, gender, national origin, color, disability, or age.
5. Funds will be used to supplement and not supplant any moneys currently being used to provide school counseling activities and grant dollars will be administered by the appropriate fiscal agent.
6. Funded projects will maintain appropriate fiscal and program records and fiscal audits of this program will be conducted by the grantees as a part of their regular audits.
7. If any findings of misuse of these funds are discovered, project funds will be returned to CDE.
8. The grantee will maintain sole responsibility for the project even though subcontractors may be used to perform certain services.
9. Grant and school counselor supervisors will attend two, one-day overview, goal review and planning sessions in the fall and spring.
10. Principals of funded schools must annually attend a one-day training in the Denver metro area prior to the beginning of the school year.
11. School counseling positions and successful programs initiated under the grant shall be sustained by the grantee in order to potentially be considered for future Colorado School Counselor Corps grant funding.

The Colorado Department of Education may terminate a grant award upon thirty 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 Colorado Department of Education before modifications are made to the expenditures. Please contact Eve Pugh ([Pugh\_E@cde.state.co.us](mailto:Pugh_E@cde.state.co.us) | 303-866-4123) for any modifications.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  |  |  |  |
| Name of Organization Board President  (School Board, BOCES, Charter School) |  | Signature |  | Date |
|  |  |  |  |  |
| Name of Organization Authorized Representative  (Superintendent, Charter School Institute, BOCES Executive Director) |  | Signature |  | Date |
|  |  |  |  |  |
| Name of LEP Program Contact |  | Signature |  | Date |

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

# School Counselor Corps Grant Program

**Applications Due: Friday, March 13, 2020, by 11:59 pm**

# Application Scoring

CDE Use Only

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Part I:** | **Application Introduction** | | | Not Scored | | |
| **Part II:** | **Narrative** | | |  | | |
|  | Section A: | Quality of Program Development | | /33 | | |
|  | Section B: | Partnerships | | /15 | | |
|  | Section C: | Postsecondary | | /37 | | |
|  | Section D: | Budget Narrative and Excel Budget Workbook | | /15 | | |
|  | Section E: | Previously Funded Schools | +/- | |  |  |
|  | Priority Points |  | |  | |  |
| **Total:** | | | | **/100** | | |

|  |  |  |
| --- | --- | --- |
| **Priority Considerations**  CDE will indicate whether this application met the priority criteria (see page 3 of the RFA). This application demonstrates: | | |
| **Criteria** | **Meets** | **Does Not Meet** |
| School(s) at which the dropout rate exceeds the statewide average annual dropout rate for the State of Colorado, (2.0% average in 2018-2019), **or** percentage of students identified with SRD at elementary schools that exceed the statewide average, (16.3% in 2019). | Yes - 1 Point | No - 0 Points |
| School(s) with a high percentage of students who are eligible for  Free and Reduced Lunch exceeding the statewide rate, (40.7%) | Yes - 1 Point | No - 0 Points |
| Postsecondary remediation rates at secondary school(s) that exceed the statewide average, (34.8% Class of 2017). | Yes - 1 Point | No - 0 Points |
| **Total** | |  |

**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 [Not Scored]

Cover Pages and Assurances

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

Executive Summary

Provide a brief description (no more than one page) of the applicant’s program to be funded by the School Counselor Corps Grant. This summary does not count toward the 7-page narrative page limit.

**Part II: Narrative** [100 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 70 points out of the 100 possible points and all required elements must be addressed. Applications that score below 70 points may be asked to submit revisions that would bring the application up to a fundable level. An application that receives a score of zero on any required elements will not be funded.

**Scoring Definitions**

Minimally Addressed or Does Not Meet Criteria - information not provided

Met Some but Not All Identified Criteria - requires additional clarification

Addressed Criteria but Did Not Provide Thorough Detail - adequate response, but not thoroughly developed or high-quality response

Met All Criteria with High Quality - clear, concise, and well thought out response

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Section A: Quality of Program Development** | **Minimally Addressed or Does Not Meet Criteria** | **Met Some but Not All Identified Criteria** | **Addressed Criteria but Did Not Provide Thorough Detail** | **Met All Criteria with High Quality** | **TOTAL** |
| 1. Include a clear description of how the education provider has adopted, or has demonstrated, a commitment to developing standards for school counselors that meet or exceed those recommended by the American School Counselor Association (ASCA) in connection to the intent of the School Counselor Corps grant program ([http://static.pdesas.org/content/documents/ASCA\_National\_ Standards\_for\_Students.pdf](http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf)).   If middle and/or elementary schools are included in the program development, include a commitment to the School Counselor Corps Elementary and/or Middle School ICAP Quality Indicators. (<http://www.cde.state.co.us/postsecondary/scc_resources>) | 0 | 1 | 3 | 5 |  |
| 1. Clearly describe the approach in providing professional development, including how the applicant, during the program development phase, will support ongoing, sustained professional development for the team of school counselors and administrators that support the goals, objectives, and design focus of the proposed School Counselor Corps Grant Program. | 0 | 1 | 2 | 3 |  |
| 1. Include a clear and thorough description of the applicant’s experience in using data over time, such as examples demonstrating outcomes and incorporation of data-driven decisions. | 0 | 1 | 3 | 5 |  |
| 1. Provide clear, measurable expected outcomes of the School Counselor Corps Grant Program, including improving graduation rates, and preventing dropouts at all levels. | 0 | 1 | 3 | 5 |  |
| 1. Provide a detailed expected timeline for implementation of the development year. Timeline identifies major implementation activities, interim benchmarks, and the date by which they will be accomplished. | 0 | 1 | 3 | 5 |  |
| **For example:**   |  |  |  |  | | --- | --- | --- | --- | | **Strategies /Activities** | **Interim Benchmarks** | **Timeline** | **Person(s) Responsible** | |  |  |  |  | | | | | | |
| 1. Clearly outline achievement gaps, the associated data and needs analysis of subgroups and student populations within your school or district(s) as appropriate for your LEA. Outline how the School Counselor Corps Grant Program will assist in closing these gaps. | 0 | 1 | 3 | 5 |  |
| 1. Explain how district and/or school-level administrators and current school counselors have been engaged in the process to apply for this grant. | 0 | 1 | 3 | 5 |  |
| **Reviewer Comments:** | | | | | |
| **Total** | | | | **/33** | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Section B: Partnerships** | **Minimally Addressed or Does Not Meet Criteria** | **Met Some but Not All Identified Criteria** | **Addressed Criteria but Did Not Provide Thorough Detail** | **Met All Criteria with High Quality** | **TOTAL** |
| 1. Include a specific and well-conceived description of the extent to which the education provider has developed or plans to develop **external partnerships**, with external education agencies and/or community and/or business/workforce partners, to serve the need of academic and postsecondary awareness, aspirations for every student enrolled in or receiving educational services from the education provider. | 0 | 1 | 3 | 5 |  |
| 1. Include a specific and well-conceived description of the extent to which the education provider has developed or plans to develop **internal partnerships** including elementary, middle school, and high school partnerships across the district, if applicable. | 0 | 1 | 3 | 5 |  |
| 1. Provide clear detail regarding how the education provider will integrate this grant with any current work in dropout prevention, student and parent engagement, career awareness, postsecondary and workforce readiness; including, but not limited to: service learning; expanded learning opportunities, work-based learning, and early credential completion. Please include any additional federal or state grants that will support this work. | 0 | 1 | 3 | 5 |  |
| **Reviewer Comments:** | | | | | |
| **Total** | | | | **/15** | |

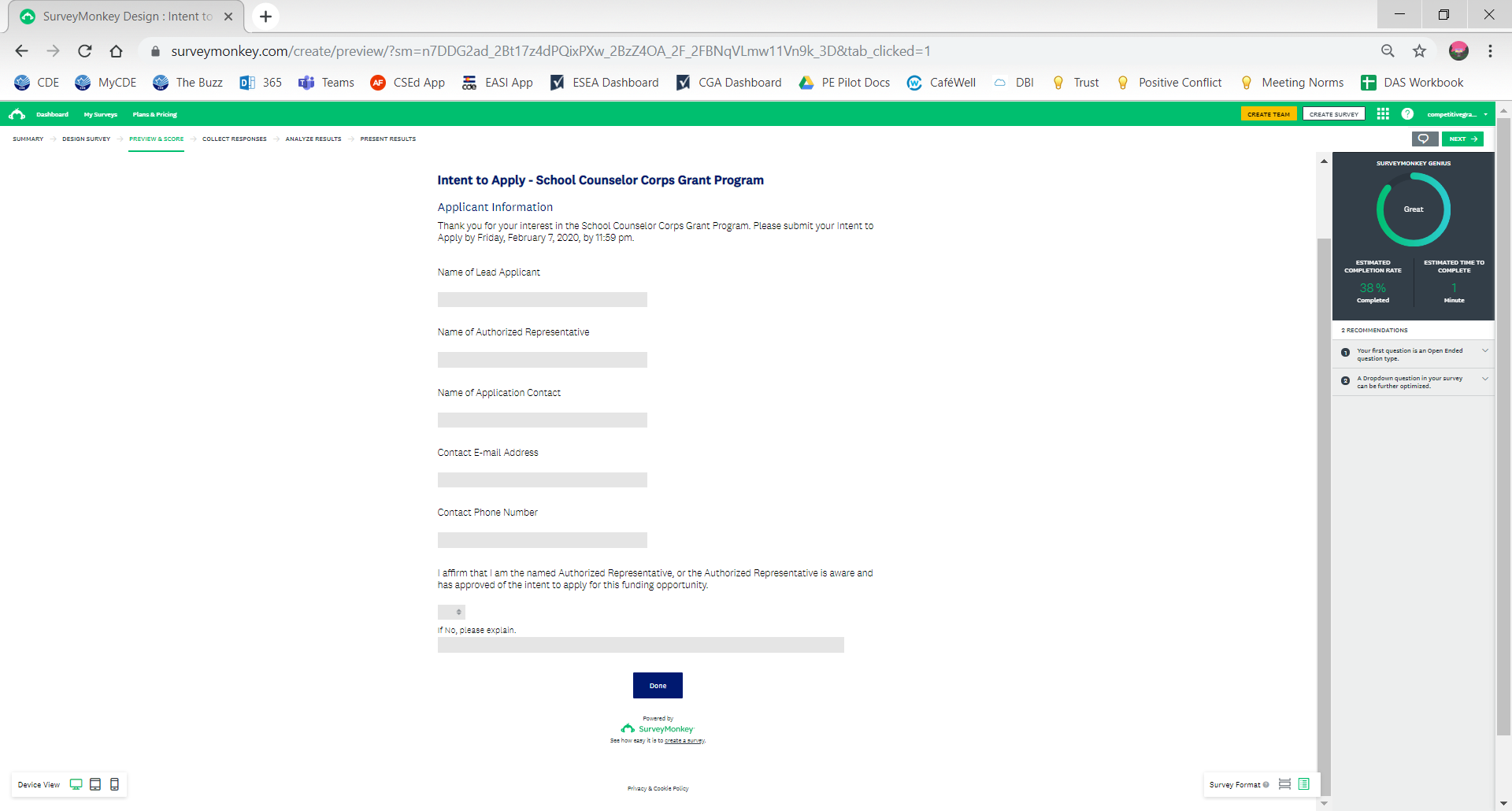
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| --- | --- | --- | --- | --- | --- |
| **Section C: Postsecondary** | **Minimally Addressed or Does Not Meet Criteria** | **Met Some but Not All Identified Criteria** | **Addressed Criteria but Did Not Provide Thorough Detail** | **Met All Criteria with High Quality** | **TOTAL** |
| 1. Include a specific and well-conceived description of how receipt of the grant will affect the culture of career postsecondary awareness at the applicant school, district, BOCES, or CSI Charter School, and describe a vision for how the grant will transform the career and postsecondary exposure, awareness and options of students served. | 0 | 1 | 3 | 5 |  |
| 1. Include a specific and well-conceived description of the education provider’s plan for involving leaders at the recipient school(s) and in the surrounding community and the faculty at recipient school(s) in increasing the capacity and effectiveness of the school counseling program and academic and career and postsecondary preparation services provided to students. | 0 | 2 | 4 | 7 |  |
| 1. Include a clear and thorough description of the extent to which the education provider has implemented Individual Career and Academic Plans (ICAP) for students or career awareness at middle and/ or elementary school(s). | 0 | 1 | 3 | 5 |  |
| 1. Include a thorough description of how the postsecondary and workforce readiness section of the school/district Unified Improvement Plan will be aligned with the School Counselor Corps Grant Program. | 0 | 1 | 3 | 5 |  |
| 1. Include a detailed description of the education provider’s use of district-level (or school-level if the education provider is a charter school) needs assessments that use data to:    1. Identify challenging issues in the district or school in terms of student learning and success and barriers to learning, and how it relates to this application.    2. Identify targeted and comprehensive programs, strategies, or services delivered by the education provider to students that have helped increase the graduation rates and level of career readiness and postsecondary success among graduates, and how it relates to this application.    3. Identify possible strategies that will be used and evidence of why they were chosen by the education provider to address the challenges identified in this self-assessment and strengthen, expand, or improve existing programs to improve graduation rates, postsecondary enrollment, and career ready success rates. | 0 | 2 | 4 | 7 |  |
| 1. Include a clear and thorough description of the attendance, grade-retention, and promotion, and grading policies implemented by the education provider, including an analysis of how the schools’ and/or districts’ current policies and practices in these areas contribute to success or act as obstacles to students matriculating through elementary school, and transition to middle school as well as a description of a plan for how these policies and practices will be improved or modified to increase the graduation rate, as well as career readiness and postsecondary success rates of high school students. | 0 | 1 | 3 | 5 |  |
| 1. Include a clearly detailed description of current participation in accelerated coursework, (such as Concurrent Enrollment courses, ASCENT, AP, IB, G/T programs), as well as remedial courses for students at-risk of remediation. | 0 | 1 | 2 | 3 |  |
| **Reviewer Comments:** | | | | | |
| **Total** | | | | **/37** | |

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| --- | --- | --- | --- | --- | --- |
| **Section D: Budget Narrative and Excel Budget Workbook** | **Minimally Addressed or Does Not Meet Criteria** | **Met Some but Not All Identified Criteria** | **Addressed Criteria but Did Not Provide Thorough Detail** | **Met All Criteria with High Quality** | **TOTAL** |
| In addition to submitting the electronic Excel budget workbook, in compliance with CDE’s standard fiscal rules, include a budget narrative in paragraph(s) format. | | | | | |
| 1. **Within the Budget Narrative:**   Provide an explanation that summarizes the proposed uses of grant funds by budget category or proposed program strategies. All expenditures described must be reasonable and the budget sufficient in relation to the objectives, design, scope, and sustainability of project activities. | 0 | 1 | 3 | 5 |  |
| 1. **Within the Excel Budget Workbook:**   List costs on the Budget Detail worksheet that are reasonable, calculated to show how amounts are determined, and sufficient in relation to the measurable objectives, design, scope, sustainability, and duration of project activities. Costs are reasonable and connected to project goals and activities for each of the four years of the grant.  **Item Description Examples:**  .X FTE for [role or title] at $xxxxx per [hour or month or year] times [x per hours or months or year]  Support: Travel, Registration and Entrance $xxxx PD/Travel to SCCG meetings and trainings / annual CSCA conference | 0 | 3 | 2 | 5 |  |
| 1. Describe a clear and well-conceived plan for how the proposed project will be continued once the grant dollars have expired. For example, how will capacity be built to continue quality career awareness and postsecondary counseling services to students once the grant has expired? | 0 | 1 | 3 | 5 |  |
| **Reviewer Comments:** | | | | | |
| **Total** | | | | **/15** | |

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| **Section E: Previously Funded Schools** | | | | | |
| Respond to the following only if you are including schools that have previously received School Counselor Corps grant funding. If previously funded, the information provided will be considered in the funding recommendation.  **Note**: If previously funded, use up to one additional page to summarize and provide verification of sustained positions and quality programs that were initialized with School Counselor Corps grant dollars. The information submitted will be considered in the holistic review of your application. | | | | | |
| 1. Describe what positions and quality programs have been successfully sustained with prior School Counselor Corps grant dollars and the strategies employed to do so. | Not Previously  Funded | Did Not  Adequately Address | | Adequately  Addressed | |
|  |  | |  | |
| 1. Unspent funds were indicated in Part I: Cover page and verified by CDE. | Not Previously  Funded | No Unspent  Funds | | Indicated  Unspent Funds | |
|  |  | |  | |
| 1. If unspent funds indicated, did the amount exceed $1,000? | No | | Yes  [-10 Points] | | |
|  | |  | | |
| 1. Please explain the reason for returned funds (no more than 5 sentences). | Did Not  Address | More Information  Needed | | Adequately  Addressed | |
| 0 | 3 | | 5 | |
| 1. Returned funds occurred in 2 or more years of the grant cycle and exceeded $1,000 each time. | No | | Yes  [-10 Points] | | |
|  | |  | | |
| 1. Please indicate the steps taken to prevent future return of funds if funded for this grant cycle (no more than 5 sentences). | Did Not  Address | More Information  Needed | | Adequately  Addressed | |
| 0 | 3 | | 5 | |
| **Reviewer Comments:** | | | | | |
| **Total** | | | | **+/-** |  |

# Attachment A: Intent to Apply

The Letter of Intent to Apply for the School Counselor Corps Grant Program is due **Friday, February 7, 2020, by 11:59 pm.** Submit online at [www.surveymonkey.com/r/scc2021\_loi](https://www.surveymonkey.com/r/scc2021_loi). Below is a screenshot of the information requested. Completion of the Intent to Apply is not required to submit an application.



# Attachment B: Development Year Grantee Progress Report (This report is due May 14 ,2021)

**Colorado School Counselor Corps Grant Program**

**2020-2021 Development Year Grantee Progress Report**

Please email completed reports to Eve Pugh at [Pugh\_E@cde.state.co.us](mailto:Pugh_E@cde.state.co.us). Early submissions are encouraged

**Narrative**

1. What are your School Counseling Program Vision and Mission Statements?
2. Please outline your district and/or school needs assessment(s), process, and findings.
3. Please outline your district and/or school environmental scan, process, and findings.
4. What are the three to five root-causes your program plans to address over the next three years of the grant, (utilizing Counselor Corps Grant Program funds)?
5. List SMART Goals (no more than three) for the remainder of the grant cycle. SMART Goal Worksheet available at [www.cde.state.co.us/postsecondary/sccgpreporting](http://www.cde.state.co.us/postsecondary/sccgpreporting).
6. What are the appropriate interventions you plan to implement to address your district and/or school **identified needs, root-causes, and goals**?
7. How do these identified interventions relate to your initial grant proposal? Were your needs enhanced or changed by the development year process? If so, how?
8. Please list the school leaders and licensed school counselors participating in the grant’s development year process and their role in the district and/or (charter) school.
9. How can the developmental year of the Counselor Corps Grant be enhanced for future grant recipients?

**Provide the following:**

* Budget
  + Please develop a School Counselor Corps Grant budget to submit with this report. Template available at <http://www.cde.state.co.us/postsecondary/schoolcounselorcorps>
  + Authorized Activities can be found at: [www.cde.state.co.us/postsecondary/scc\_resources](http://www.cde.state.co.us/postsecondary/scc_resources).
  + Also include an additional two prioritized budget options with your end-of-year report in the event that an original, proposed expense does not occur.

**Note**: the creation of three budgets is an exercise for you to prepare for budget revisions. Budget revisions continue to adhere to the terms and conditions of the grant award and in cooperation with the Grants Fiscal Management office at CDE. (The additional two prioritized budgets can be provided on Word Document.)

* Contact Information
  + Please list District and/or School level SCCGP contact information. Include fiscal contact, grant contact, and School Counselors that should receive communication regarding the SCCGP using the format below.

|  |  |  |  |
| --- | --- | --- | --- |
| **Name** | **Title** | **E-mail Address** | **Phone Number** |
|  |  |  |  |