



COLORADO
Department of Education

Funding Opportunity

Applications Due: Wednesday, February 16, 2022, by 11:59 pm

Application Information Webinar Office Hours: **TBD**

Intent to Apply Due: **Thursday, January 13, 2022, by 11:59 pm**

Colorado Student Re-Engagement Grant Program

Pursuant to C.R.S. 22-14-109



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Note: The following version of the application is intended as a reference document for instructions and grant application planning purposes.

Applications for the Colorado Student Re-Engagement Grant Program must be submitted online via [smartsheet](#).

Submission of application materials either in hard copy or via e-mail will not be accepted.

Colorado Student Re-Engagement Grant Program

Applications Due: Wednesday, February 16, 2022, by 11:59 pm

Introduction

The Office of Dropout Prevention and Student Re-Engagement (DPSR) at the Colorado Department of Education (CDE) was created by Colorado Revised Statute (C.R.S.) 22-14-103. This office provides focus, coordination, research, and leadership to assist local education providers in implementing efforts to reduce the dropout rate and increase graduation and completion rates and levels of student engagement and re-engagement. This office is responsible for managing the Colorado Student Re-Engagement Grant Program (SRG).

Purpose

The Colorado Student Re-Engagement Grant Program (SRG) is authorized by C.R.S. 22-14-109 to assist local education providers in providing educational services and supports to students to maintain student engagement and support student re-engagement at the secondary level.

The Dropout Prevention Framework was created using research- and evidence-based strategies and represents an ecosystem of institutional change that includes an iterative process for identification and intervention and support. The framework aligns with the intent and purpose of the Colorado Student Re-Engagement Grant Program. For more information, see **Attachment A: Definitions for Colorado Student Re-Engagement Program** and **Attachment B: Dropout Prevention Framework**.

Eligible Applicants

Local Education Providers (LEPs) are eligible to apply for this opportunity. An eligible LEP is:

- A School District;
- A Board of Cooperative Services (BOCES);
- A Charter School authorized by a School District; or
- A Charter School authorized by the Charter School Institute.

Note: A charter school's authorizer will be the fiscal agent, if funded.

Applicants that have previously received funds from the Colorado Student Re-Engagement Grant may apply for this current funding opportunity but in their application must describe current grant activities and services at recipient schools and demonstrate how, if awarded, capacity to provide activities and services will be expanded, augmented, or sustained.

Funding Priorities

Priority consideration in the current funding opportunity will be given to eligible applicants that seek to fund the following in at least one recipient school:

- Re-engagement System, including identification, outreach, re-enrollment, and re-engagement of out-of-school youth

For more information, see **Attachment A**.

Available Funds

Approximately \$1.9 million is available for the 2022-2023 fiscal year. Each applicant will receive notification of funding recommendation by **June 1, 2022**. Funds will be awarded by CDE no later than **July 1, 2022**. Grant awardees will be responsible for spending awarded funds in accordance with the approved budget and timeline within the grant application.

Funding Requests: Proposed budget requests should indicate the number of schools to receive funds (**not to exceed three schools**), as identified in **Part IB: Recipient Schools**. The annual grant request should not exceed \$100,000 per recipient school. For example, if an eligible local education provider proposes to include three high schools in its grant application, the maximum amount that could be requested is a \$100,000 per school for a total of \$300,000 per each year of the grant.

Awarded applicants will utilize SRG funds for up to three budget years. The amount requested must be justified in the Budget Narrative (see Section E of the Scoring Rubric). Funding for each year of the grant will be contingent upon annual appropriations by the State Legislature and the awardee meeting all grant reporting and fiscal requirements.

Allowable Use of Funds

Funding from this opportunity may be used to support activities and strategies that align with the Dropout Prevention Framework and focus on student engagement and student re-engagement and improvement of PWR performance indicators. This includes the following:

- Innovations to strengthen school engagement and postsecondary and workforce readiness and address barriers to dropout reduction and student re-engagement. Includes efforts specifically designed to promote student re-engagement and foster policies and programs that create multiple pathways to a high school credential.
- Effective strategies for dropout prevention, student engagement and re-engagement. Includes, but is not limited to, developing or expanding the following strategies, methods, and tactics:
 - Alternative, flexible, and tiered learning strategies;
 - Attendance/Chronic Absenteeism/Truancy supports;
 - Behavior supports;
 - Competency-based learning;
 - Course completion and credit recovery;
 - Early Warning System (EWS);
 - Family-school-community partnering;
 - Positive Youth Development (PYD);
 - Re-engagement System, including identification, outreach, re-enrollment, and re-engagement of out-of-school youth;
 - Safe and welcoming school climate and cultural proficiency;
 - Staff development in meeting needs of diverse students;
 - Student social and emotional supports;
 - Transfer and transition of students; and/or
 - Visual arts and performing arts education.

For more information, see **Attachment A** and **Attachment B**.

Additional Budget Considerations:

- Funds must be expended by June 30, 2023.
- Professional development is allowable for grant-associated staff, that is connected to carrying out the grant's proposed strategies, and that builds capacity to foster sustainability of the grant funded activity and outcomes.
- If awarded funds, selection of vendors must follow proper procurement procedures, i.e., competitive bids, if required. If awarded, the grantee is not bound to retain the same vendor all three years of the grant but should expect to utilize a vendor for each proposed and approved year to fund such services.

Funds must supplement, not supplant, and may not include:

- Indirect Costs;
- Capital equipment or capital improvements such as upgrades or improvements to buildings, utilities or IT infrastructure, or construction;
- Maintenance;
- Gift cards, gift certificates, cash awards, personal gifts, door prizes, etc.;
- Financial aid for students or staff such as waiving of fees, paying tuition, scholarships, etc.;
- Credentialing of staff toward a degree or professional certification or license; and
- Transportation costs for students to get to and from school (i.e., daily commuting).

Duration of Grant

Grants awarded on a competitive basis may be eligible for renewal up to two additional budget years following the 2022-2023 award year, pursuant to the authorizing legislation. As such, grants awarded for the 2022-2023 school year are not guaranteed additional funding, as annual funding is contingent upon legislative appropriations. Renewed funding of grant recipients is dependent upon availability of state funds, compliance with grant expectations, and meeting reporting and fiscal requirements.

Evaluation and Reporting

Pursuant to C.R.S. 22-14-109, the Colorado Student Re-Engagement Grant (SRG) Program shall be evaluated for effectiveness for each year that state funds are appropriated. Each local education provider awarded a grant is required to provide fiscal reports and student and program information for each recipient school or district as the primary components of the program evaluation. Applicants must have, or acquire, the capacity to complete the evaluation and reports. **Attachment C: Program Evaluation and Reporting Requirements.**

Required reporting for the SRG Program, at a minimum, includes:

- A mid-year performance report for each funded school (e.g., including numbers of students served, student outcomes, progress on performance measures, narrative on successes and challenges relevant to student engagement and re-engagement, etc.) during the first year of the grant.
- End-of-year performance reports for each funded school (e.g., including numbers of students served, student outcomes, progress on performance measures, narrative on successes and challenges relevant to student engagement and re-engagement, etc.) during each year of the grant.
- State Assigned Student Identifier (SASID) for every student served in the program during the grant period. SASIDs are unique 10-digit student identifier assigned to each student in the State of Colorado. A SASID spreadsheet is provided to grantees for annual reporting.
- Two Interim Financial Reports (IFR) each year of the grant.
- One Annual Financial Report (AFR).

Information reported to CDE in relation to grant activities is not confidential and is subject to public request. Grantees should ensure reported information does not contain Personally Identifiable Information (PII) or confidential information submitted outside of CDE's secure system.

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 be collected through the Colorado Student Re-Engagement Grant. Therefore, CDE provides a secure system to collect student level information such as SASIDs referenced in the previous section. All program evaluation data will be collected, used, shared, and stored in compliance with CDE's privacy and security policies and procedures. See **Attachment C**.

Note: Documents submitted in support of this application 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.

Additional Program Expectations

- Newly awarded grantees must attend an orientation webinar. Grantees may also attend additional webinars and trainings offered by CDE.
- Grantees will be visited by CDE staff at least once during the duration of the grant. Additional visits or phone appointments are conducted on an as needed basis.
- CDE staff will close out grants by conducting a phone interview with grantees during the third and final year of funding.

Application Assistance and Intent to Apply

For definition of terms associated with this grant program see *Attachment A* and *Attachment B*.

Application Information Webinar

A recording of the application webinar and office hours will be posted on [CDE's Student Re-Engagement webpage](#).

Intent to Apply

If interested in applying for this funding opportunity, please complete the [Intent to Apply online form](#) by **Thursday, January 13, 2022, by 11:59 pm**. (See **Attachment D: Intent to Apply**). This allows CDE to plan for the review process and communicate to prospective applicants any additional technical assistance or notices should a need arise. Completing the Intent to Apply form is not required in order to submit an application.

Frequently asked questions (FAQ) regarding this RFA will be posted on [CDE's Student Re-Engagement webpage](#).

Assistance from BOCES: Any BOCES with member districts of less than 4,000 students receives an annual share of state education grant program funding specifically to assist those districts with applying for grants.

Review Process and Timeline

Applications will be reviewed by CDE staff and peer reviewers to ensure they contain all required components. Applicants will be notified of final award status no later than **June 1, 2022**.

Note: This is a competitive process – applicants must score at least 66 points out of the 94 possible points to be approved for funding. Applications that score below 66 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

Completed applications (including all required elements outlined below) must be submitted online via [smartsheet](#) by **Wednesday, February 16, by 11:59 pm.**

Within the online application, applicants will complete a section with their applicant information (Parts IA-IB) and then upload their narrative (in PDF) and Excel Budget Workbook (in the CDE Excel template) and Program Assurances Form.

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, e-mail CompetitiveGrants@cde.state.co.us.

Application materials and budget template are available for download on [CDE's Student Re-Engagement webpage](#).

Application Format

- The total narrative (Sections A-E) of the application cannot exceed 14 pages. See below for the required elements of the application. **Note:** Applications that exceed 14 pages will not be reviewed.
- All narrative response pages must be standard letter size, 8-1/2" x 11", using no smaller than 12-point font, single-spaced, with 1-inch margins and numbered pages. Applications not adhering to formatting requirements may be disqualified.
- The signature page must include original signatures of the lead organization/fiscal agent.

Required Elements

The format outlined below must be followed in order to assure consistent application of the evaluation criteria. See evaluation rubric for specific selection criteria needed in Part II (pages 11-15).

Complete responses in smartsheet:	Part I: Application Introduction Part IA: Applicant Information Part IB: Recipient School Information
Upload these documents via smartsheet: <u>1. Executive Summary and Application Narrative</u> Executive Summary does not count toward 14-page limit for Application Narrative <u>2. Attachment E: Policies and Practices Review Form</u> <u>3. Part IC: Program Assurances Form</u> <u>4. Excel Budget Workbook</u> Submit in Excel format in original CDE template	Executive Summary [does not count towards 14-page limit] Part II: Application Narrative [cannot exceed 14 pages] Section A: Needs Assessment Section B: Program Description Section C: Performance Objectives Section D: Evaluation and Reporting Section E: Budget Narrative
	Attachment E: Policies and Practices Review Form
	Part IC: Program Assurances Form
	Excel Budget Workbook

Colorado Student Re-Engagement Grant Program

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Part IA: Applicant Information

Parts IA-IB will be completed using the online smartsheet platform. The system does not save works in progress, so applicants may wish to complete the information in Parts IA-IB and then copy and paste responses into the online application.

Submit all application materials online via [smartsheet](#).

Lead Local Education Provider (LEP)/BOCES Information			
LEP/BOCES Name:			LEP/BOCES Code:
Mailing Address:			
Requested Funding			
Year 1 (2022-2023) \$	Year 2 (2023-2024) \$	Year 3 (2024-2025) \$	
Type of Education Provider [check box below that best describes your organization or authorizer]			
<input type="checkbox"/> School District	<input type="checkbox"/> BOCES	<input type="checkbox"/> Charter School Institute	
Region [indicate region of Colorado this program will directly impact]			
<input type="checkbox"/> Metro	<input type="checkbox"/> Pikes Peak	<input type="checkbox"/> North Central	<input type="checkbox"/> Northwest
<input type="checkbox"/> West Central	<input type="checkbox"/> Southwest	<input type="checkbox"/> Southeast	<input type="checkbox"/> Northeast
Authorized Representative Information			
Name:		Title:	
Telephone:		E-mail:	
Program Contact Information			
Name:		Title:	
Telephone:		E-mail:	
Fiscal Manager Information			
Name:			
Telephone:		E-mail:	

Part IB: Recipient Schools Information

Complete for each participating school. Application may not exceed three recipient schools.

Recipient School Information			
School Name:			School Code:
Mailing Address:			Charter School: <input type="checkbox"/> Yes <input type="checkbox"/> No
Principal Information			
Name:			
Telephone:		E-mail:	
Brief Summary of School-Level Request			
Anticipated Number of Students to be Served			
2022-2023:		2023-2024:	
2024-2025:			

Part IC: Program Assurances Form

The appropriate Authorized Representatives must sign below to indicate their approval of the contents of the application for the **Colorado Student Re-Engagement Grant**, and the conditions associated with the receipt of program funds.

On _____ (date) _____, 20_____, the Board of _____ (district/BOCES/CSI) _____ hereby agrees to the following assurances:

- 1) The grantee will not discriminate against anyone regarding race, gender, national origin, color, disability, or age.
- 2) 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.
- 3) If any findings of misuse of these funds are discovered, grant funds will be returned to CDE.
- 4) Funds will be used to supplement and not supplant any money currently being used for dropout prevention and student re-engagement and grant dollars will be administered by the appropriate fiscal agent.
- 5) The grantee shall submit interim and annual fiscal reports and program performance reports for each recipient school. The grantee will provide requested reports to the Colorado Department of Education (CDE) within the time frames specified. Performance reports, at minimum, include:
 - Numbers of students served, strategies implemented, student outcomes and progress on performance measures.
 - Submission of State Assigned Student Identifiers (SASIDs) for students served by the SRG program. SASIDs will be submitted through a secure CDE data collection system. PII will be collected, used, shared, and stored in compliance with CDE's privacy and security policies and procedures.
- 6) During the funding period, the grantee will participate in a Policy and Practice assessment review and an administrative and school-level visit by CDE staff to include but not limited to review of grant programming, budget, and school level activities, and progress on performance measure services for each school.
- 7) The grantee will work with CDE in efforts to identify and track risk factors in Colorado linked to dropout prevention, student engagement, and student re-engagement. This may include, but not limited to participating in focus groups, interviews, or student surveys.
- 8) The grantee will maintain sole responsibility for the project even though contractors may be used to perform certain services.

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 CDE before modifications are made to the expenditures. Contact Anna Friedman (Friedman_A@cde.state.co.us) and Ashley Idrees (Idrees_A@cde.state.co.us) for any modifications.

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

Colorado Student Re-Engagement Grant Program
Applications Due: Wednesday, February 16, 2022, by 11:59 pm

Application Scoring

CDE Use Only

Part I:	Application Introduction	Not Scored
Part II:	Narrative	
Section A:	Needs Assessment	/21
Section B:	Program Description	/27
Section C:	Performance Objectives	/21
Section D:	Evaluation and Reporting	/10
Section E:	Budget Narrative and Excel Budget Workbook	/15
Section F:	Policies and Practices	<input type="checkbox"/> Completed
		Subtotal: _____ /94
		Priority Points: _____ /5
		Total: _____ /99

Priority Criteria

Funding priority will be given to eligible applicants that seek to fund the following:

- Re-engagement System, including identification, outreach, re-enrollment, and re-engagement of out-of-school youth

A total of five (5) points will be given to applicants that include this strategy for at least one recipient school.

Recipient School	Meets Priority Criteria	Does Not Meet Priority Criteria
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>

GENERAL COMMENTS: 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]

Applicant Information and Program Assurances Form

Part II: Narrative [94 Points]

The following criteria will be used by reviewers to evaluate the application. For the application to be recommended for funding, it must receive at least 66 points out of the 94 possible points and all required elements must be addressed. An application that receives a score of zero on any required elements will not be funded without revisions. Responses to Sections A-E may not exceed 14 pages. See Application Format and Required Elements sections for more information.

Executive Summary [Not Scored]

Provide a brief description (no more than one page) of the applicant's program to be funded by the Colorado Student Re-Engagement Grant (e.g., number and grade levels of participants, names of schools, and the proposed education and other support strategies). If awarded, this summary will appear on the SRG website and may also be included in the annual report to the state legislature. The Executive Summary does not count toward the 14-page narrative page limit.

For those applicants that have previously received SRB funding, the expectation is that the narrative will include references to that award, where applicable. For example, discuss how the funds contributed to the success of recipient school(s) and what still needs to be accomplished at other schools within the district. In particular, applicants should demonstrate ongoing and improved capacity in the recipient schools and a well-developed plan for sustainability.

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: Needs Assessment Include references to the results of Attachment E, where applicable.	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) Describe the need for the proposed program, based on data analysis of relevant indicators. Specifically address: a) Trends in dropout, graduation, and completion rates, including explanation of root causes that are influencing school and district trends. b) Analysis of student engagement indicators, which may include but not limited to attendance, student discipline and course performance. c) Analysis of student re-engagement indicators, which may include but not be limited to re-enrollment of out-of-school youth, dropout recidivism, and enrollment status or completion of transfer students, <i>as applicable</i> . To receive maximum points, describe need for each recipient school. See Attachment A and Attachment B for more information on indicators.	0	3	5	7	
2) Provide a clear description of the needs of students and families who will be served through the proposed program. Include the projected number of students to be served for each year of the grant by each recipient school and address how the number to be served was determined.	0	3	5	7	

<p>3) Identify current services and gaps in services, including trends and reasons for the service gaps to any or all of the following that the proposal intends to address:</p> <ul style="list-style-type: none"> a) identification of students at-risk of dropping out due to attendance, behavior, and course performance; b) course completion and credit attainment; c) student engagement; d) outreach and re-enrollment of out-of-school youth; e) social-emotional and behavioral support (e.g., social-emotional learning, and trauma-informed instruction); <p>To receive maximum points, applicant must provide information for each recipient school, as applicable.</p>	0	3	5	7	
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Reviewer Comments:	Section A Total	/21
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Section B: Program Description Include references to the results of Attachment E, where applicable.	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
<p>1) Describe plan for providing equitable educational services, including social-emotional and behavioral support services and appropriate academic rigor.</p> <ul style="list-style-type: none"> a) Provide a description of the evidence, evaluation or research that validates the approach. (Research citations are not required.) b) Explain how the proposed plan will address needs and gaps described in Section A. <p>To receive maximum points, applicant must describe the involvement of recipient school administrators in developing the plan.</p>	0	5	7	9	
<p>2) Provide a clearly detailed timeline for implementation. Timeline must identify each recipient school and its major implementation strategies and activities, interim benchmarks, and the date by which they will be accomplished. The person responsible for coordination and implementation of the proposed program should also be included.</p> <p>To receive maximum points, applicant must describe the involvement of recipient school staff in developing the timeline for implementation.</p>	0	5	7	9	
<p>3) Provide a detailed description on how the proposal will do the following:</p> <ul style="list-style-type: none"> a) Align with each school's Unified Improvement Plan (UIP). Each school and district is required to submit a UIP to CDE as part of the state's accountability system. School UIP's are available online on CDE's Performance Framework Reports webpage. b) Improve Postsecondary and Workforce Readiness performance indicators in each recipient school's performance framework (SPF). See CDE's Performance Frameworks webpage. 	0	5	7	9	

Reviewer Comments:	Section B Total	/27
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Section C: Performance Objectives	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
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Three primary goals for the SRG program have been established based on its purpose described in state statute. For each program goal, applicants must do the following:

a)

- Select one objective from the options listed.
- Fill in the percentage of students who will show improvement by year three of the grant for each selected performance objective.
- Describe the evaluation process to track progress on each selected objective. Specify sources of data, methods to collect information, frequency of collection and who will be designated to coordinate data tracking and the analysis.

For Example:

Program Goal 1:

Recipient School	Option #	Objective with % by Year 3	Indicators/Data Sources

Program Goal 2:

Recipient School	Option #	Objective with % by Year 3	Indicators/Data Sources

Program Goal 3:

Recipient School	Option #	Objective with % by Year 3	Indicators/Data Sources

- b) Describe your process in selecting each objective and setting rates of improvement, including the degree to which recipient schools were involved.
 c) Provide an explanation of how the activities and strategies described in Section B: Program Description align with each selected objective.

1) Program Goal 1: Students participating in the SRG program will demonstrate improvement in academic achievement. <ul style="list-style-type: none"> • Option 1: By 2022-23, [percentage] of students served by the SRG program will decrease failing grades for one or more core classes. • Option 2: By 2022-23, [percentage] of students served by the SRG program will increase course completion rate for core subject areas. • Option 3: By 2022-23, [percentage] of students served by the SRG program will go from not being on track to being on track to graduate high school or complete their high school credential. 	0	3	5	7	
2) Program Goal 2: Students participating in the SRG program will show gains in school engagement. <ul style="list-style-type: none"> • Option 1: By 2022-23, [percentage] of students served by the SRG program will increase their school engagement (e.g., behavioral, emotional, cognitive) • Option 2: By 2022-23, [percentage] of students served by the SRG program will increase their school attendance. • Option 3: By 2022-23, [percentage] of students served by the SRG program will decrease in disciplinary actions received (e.g., classroom removals, in-school suspension, out-of-school suspensions, expulsions) 	0	3	5	7	

3) Program Goal 3: Students participating in the SRG program will be re-engaged successfully. <ul style="list-style-type: none"> Option 1: By 2022-23, [percentage] of students served by the SRG program who were out-of-school or disengaged, will re-enroll and remain enrolled through the end of the year. Option 2: By 2022-23, [percentage] of students served by the SRG program who dropped out of school in the previous year, will enroll in school and remain enrolled through the end of the year. Option 3: By 2022-23, [percentage] of students who transferred to a SRG school/program will remain enrolled through the end of the year. 	0	3	5	7	
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Reviewer Comments:

Section C Total | /21

Section D: Evaluation and Reporting	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) Describe the applicant's capacity, or how they would acquire the capacity, to complete the required online report, track State Assigned Student Identifiers of the students served, and track student outcomes for the students served in the grant funded program.	0	1	3	5	
2) Explain how evaluation results will be used to do the following: a) Inform program adjustments and improvements b) Promote sustainability, which may include but not limited to sharing results with key stakeholders, school staff, parents, community.	0	1	3	5	

Reviewer Comments:

Section D Total | /10

Section E: 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
The Budget Narrative <u>does count</u> towards the 14-page limit.					
1) Budget Narrative: <ul style="list-style-type: none"> Provide an explanation that summarizes the proposed uses of grant funds by budget category or proposed program strategies in the <i>Budget Narrative</i> worksheet. Refer to all uses of funds described in the <i>Grant Budget Detail</i> worksheet to ensure they are all justified expenses for components of the proposed program. 	0	1	3	5	
The Excel Budget Workbook <u>does not count</u> towards the 14-page limit.					
2) Excel Budget Workbook: <ul style="list-style-type: none"> Provide the budget for each recipient school. For each item in the Budget Detail, include a brief description of the item to be funded and the funding calculation to show how amounts were determined. 	0	1	3	5	

Item Description Example:

.xx FTE for [role or title] at \$xxxxx per [hour or month or year] times [x per hours or months or year] to perform/implement [program task]

3) Costs are reasonable and sufficient in relation to the measurable objectives, design, scope, sustainability, and duration of project activities. Use of funds are connected to grant goals and activities. To receive maximum points, the Budget Narrative and Excel Budget Workbook should provide justification for activities, strategies and/or staffing referenced in Section B: Program Description.	0	1	3	5	
Reviewer Comments:	Section E Total /15				

Section F: Policies and Practices

Attachment E: Policies and Practices Review Form *does not count* towards the 14-page limit. To be considered complete, all sections of Attachment E must be completed, including the “comment” section for each subject area.

1) Complete the Policies and Practices Review Form (Attachment E) by subject area. Where applicable in Sections A and B (and throughout Narrative), provide references to the results of Attachment E, including areas of strength and areas that may be addressed.	Incomplete <input type="checkbox"/>	Complete <input type="checkbox"/>
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Reviewer Comments:

Attachment A: Definitions for Colorado Student Re-Engagement Program

Attendance Contracts: Refers to written agreements to address attendance issues. Often includes strategies to address barriers to attendance and action plans to improve attendance.

Behavioral Plans: Refers to action plans to address disruptive behavior and/or violations of school codes of conduct and specifies details for follow-up and monitoring. Plans may feature alternatives to suspensions, expulsion and/or court referrals and are developed in coordination with students, parents, school personnel and community-based providers.

Charter School: A charter school authorized by a school district pursuant to Part 1 of Article 30.5 of Title 22, C.R.S., or an institute charter school authorized by the state charter school institute pursuant to Part 5 of Article 30.5 of Title 22, C.R.S.

Chronically Absent: Refers to public school students who are absent 10% or more of the days during the school year. A student is absent if he or she is not physically on school grounds and is not participating in instruction or instruction-related activities at an approved off-grounds location for the school day. Chronically absent students include students who are absent for any reason (e.g., illness, suspension, the need to care for a family member), regardless of whether absences are excused or unexcused. This count would include students in grades K-12. See [CDE's Attendance Information webpage](#).

Competency-Based Learning: System of instruction, assessment, grading and academic reporting that are based on students demonstrating that they have learned the knowledge and skills they are expected to learn as they progress through their education.

Community Engagement: Refers to partnerships shared between schools, families, and their communities to support the social, emotional, and educational development of youth. School and community partnerships enrich and expand services for in and out of school time and as a result, positive outcomes for youth and their families. See [CDE's Attendance Information webpage](#).

Core Courses/Classes: Classes/courses that all students are required before progressing grade levels or completing high school (e.g., English language arts, math, science, and social studies).

Course Completion and Credit Recovery: Credit recovery refers to a student passing and receiving credit for a course that the student previously attempted but was unsuccessful in earning academic credit towards graduation. The student can "recover" the credit by satisfying requirements for the course in which they were unsuccessful by earning credit based on competency of the content standards for that particular course. See [CDE's Best Practices Guide for Dropout Prevention](#).

Data Systems: A system that school leaders and teachers use to obtain real-time access to integrated data concerning a student's behavior, attendance, and grades and allows for comparison of the data across demographic categories and student groups. This system must have the ability to transfer student-level data from middle school to high school and provide high school success teams and teachers with real-time student level data (e.g., grades, attendance, and behavior).

Dropout: In Colorado law, a dropout is defined as a person who leaves school for any reason, except death, before completion of a high school diploma or its equivalent, and who does not transfer to another public or private school or enroll in an approved home study program. Students who reach the age of 21 before receiving a diploma or designation of completion ("age-outs") are also counted as dropouts. A student is not a dropout if he/she transfers to an educational program recognized by the district, completes a high school equivalency or registers in a program leading to a high school equivalency, is committed to an institution that maintains educational programs, or is so ill that he/she is unable to participate in a homebound or special therapy program. See [CDE's Dropout Statistics FAQ webpage](#).

Dropout Rate: The Colorado dropout rate is an annual rate, reflecting the percentage of all students enrolled in grades 7 to 12 who leave school during a single school year without subsequently attending another school or educational program. It is calculated by dividing the number of dropouts by a membership base which includes all students who were in membership any time during the year. In accordance with a 1993 legislative mandate, beginning with the 1993-94 school year, the dropout rate calculation excludes expelled students. See [CDE's Dropout Statistics webpage](#).

The Dropout Rate Calculation:

Number of reported dropouts and “age outs” during the school year

Total number of students that were in membership in grades seventh through
12th grade at any time during the annual school year

Dropout Prevention: Means school and community-based initiatives to promote positive social, emotional, familial, and educational factors that maintain and strengthen student engagement and address barriers and conditions that may lead a student to drop out of school.

Dropout Recidivism Rate: Refers to reoccurrence of dropping out of school. For example, in 2016-17, 10,329 Colorado students dropped out of public school. Of those students, 1,095 students had also dropped out in the 2015-16 school year. This translates to a dropout recidivism rate of 10.6 percent.

Early Warning Systems (EWS): A system that identifies students who are in jeopardy of dropping out of school by analyzing key data to determine which students are most at-risk. Most EWS collect data on three essential early warning elements that research has shown are most predictive of students dropping out—Attendance, Behavior, and Course performance. See [CDE's Early Warning Systems webpage](#).

Expanded Learning Opportunity Programs: Refers to programs that provide kindergarten-through-twelfth-grade supervised learning activities that may include, but need not be limited to, after-school programs, before-school programs, summer school programs, weekend programs, and extended-day and extended-year programs.

Family, School and Community Partnerships: Schools are one part in a larger social system that includes families and communities, which are equally responsible for the development of youth. School-community partnerships, or collaborations require commitment, vision, and mutual trust. An effective collaboration is a formal agreement among participants to establish an autonomous structure to accomplish goals that would be difficult to achieve by any of the participants alone. The collaboration requires infrastructure that ensures participants ability to accomplish a shared vision and meet a set of goals. See [CDE's Dropout Prevention Best Practices: Family Partnering webpage](#).

Graduation Rates and Completion Rates

4-year and Extended-year Graduation Rates: The graduation rate is a cohort rate. When a student completes ninth-grade, an Anticipated Year of Graduation (AYG) is assigned; giving the year the student should graduate if the student follows a four-year trajectory. High school students with the same AYG are treated as a self-contained cohort (graduating class). Regardless of whether it takes four years or up to seven years to graduate, they are always included in the graduate membership base (the denominator) of their AYG cohort. Upon receiving a diploma, a student is counted in the graduates total (the numerator).

The four-year graduation rate reflects the percentage of students from a given graduation class who receive a diploma within four years of completing 9th grade. Students who graduate in the following year are then added to the numerator and the five-year graduation rate is calculated. Students graduating who need two years or three years past their AYG to successfully graduate are added to the numerator for the six-year or seven-year graduation rates.

The 4-year Graduation Rate Calculation:

Number of students receiving a high school diploma within four years of completing 9th grade

Number of students completing 9th grade four years earlier plus the number of transfers in and minus the number of verified transfers out

For more information on graduation and completion rates, see [CDE's Graduation Statistics webpage](#).

Completion Rate (four-year and extended-year): The completion rate is also a cohort-based rate which includes the number of students who graduate plus those who receive a high school equivalency certificate or other designation of high school completion. Like the graduation rate, the completion rate is calculated as a percent of those who were in membership over the previous four-year period (i.e., from grades 9 to 12) and could have graduated or completed in the currently reported school year. Extended-year completion rates are calculated following the same logic as the extended-year graduation rates, but the numerator includes regular diploma graduates, high school equivalency completers and students receiving other completion certificates.

The 4-year Completion Rate Calculation:

Number of students who graduate plus the number who receive a high school equivalency diploma or designation of high school completion within four years of completing 9th grade

Number of students completing 9th grade four years earlier plus the number of transfers in and minus the number of verified transfers out

Colorado has approved the use of three high school equivalency (HSE) tests. They include the General Educational Development (GED®) Test, the High School Equivalency Test (HiSET®); and the Test Assessing Secondary Completion (TASC™). Students who are 17 years and older are eligible to take an HSE test in order to receive a Colorado high school equivalency diploma (HSED). Students who are 16 years old may receive an age waiver if they meet specific conditions. See [CDE's High School Equivalency Testing Program webpage](#).

Local Education Provider: Defined as a school district, a Board of Cooperative Educational Services (BOCES) or the Charter School Institute. Each local education provider that seeks to receive a grant shall submit an application as directed in this RFA.

Multiple Pathways: A variety of structured academic opportunities for students to achieve their goal for high school graduation and postsecondary success. Each pathway is defined by its programming and is accessed by each student based on the individual student's academic interest and unique needs. Examples include CTE Programs, credit recovery and acceleration, Concurrent Enrollment, and flexible scheduling as well as different school options such as Alternative Education Campuses and online schools. See [CDE's Dropout Prevention Best Practices: Graduation Pathways webpage](#).

Out-of-School Youth: This includes youth who are either unrecovered drop outs or who have been away from school for an extended amount of time (e.g., 6 weeks), but have not yet been coded as a dropout. See [CDE's Dropout Prevention Best Practices: Re-engagement of Out-of-School Youth webpage](#).

Performing Arts: According to Colorado Revised Statutes § 22-1-104.5 (b), "Performing arts" means art forms that are expressed by individuals or groups that involve performance through multi-sensory experiences, which performances may include, but need not be limited to, dance, music, theater, and digital or electronic productions.

Positive Youth Development (PYD): An approach that empowers youth to make responsible health promoting decisions for self and community by teaching and assessing life skills, allowing youth opportunities for meaningful contribution,

building self-efficacy in youth, fostering resiliency, modeling desired behaviors, and developing meaningful relationships in a sincere, caring, and nurturing environment. Positive Youth Development is guided by the following five principles:

1. Strengths-Based: Taking a holistic approach that focuses on the inherent strengths of an individual, family, or community, then building upon them.
2. Inclusive: Addressing the needs of all youth by ensuring that our approach is culturally responsive.
3. Engaging Youth as Partners: Ensuring the intentional, meaningful, and sustained involvement of youth as equitable partners in the programs, practices, and policies that seek to impact them.
4. Collaborative: Creating meaningful partnerships within and across sectors to effectively align our work.
5. Sustainable: Addressing long-term planning through funding, training, capacity building, professional development, and evaluation in order to ensure ongoing support and engagement of youth.

Postsecondary and Workforce Readiness: Refers to the preparedness of students for college or a job after completing high school. This is one of the state performance indicators used to evaluate the performance of all schools and districts and includes performance data on graduation rate, dropout rate, average Colorado ACT Composite Score, and disaggregated graduation rates. For Alternative Education Campuses (AECs), PWR performance data also includes completion rates.

School Climate and Cultural Proficiency: The quality of school life experienced by students, caregivers, school personnel, and others interacting with the school environment. A positive school climate, then, is one where the school attends to each of the following: (a) fostering safety; (b) promoting a supportive academic, disciplinary, and physical environment; and (c) encouraging and maintaining respectful, trusting, and caring relationships throughout the school community. Additionally, organizational structures such as student body socioeconomic status (SES), retention of staff, racial and ethnic diversity of staff and students, and community support may influence climate. See [CDE's Dropout Prevention Best Practices: School Climate webpage](#).

Student Engagement: Means a student's sense of belonging, safety, and involvement in school that leads to academic achievement, regular school attendance, and graduation. Elements of promoting student engagement include providing rigorous and relevant instruction, creating positive relationships with teachers and counselors, providing social and emotional support services for students and their families, creating partnerships with community organizations and families that foster learning outside of the classroom, and cultivating regular school attendance.

Student Re-engagement: Means that a student re-enrolls in high school after dropping out prior to completion. Student re-engagement usually results from a local education provider's use of evidence- or research-based strategies to reach out to students who have dropped out of school and to assist them in transitioning back into school and obtaining their high school diplomas or otherwise completing high school.

Student Re-engagement Rate: Based on the percent of students who dropped out in the prior year (PY) and re-enrolled in their home school/district in the following year and the percent who dropped out and were retrieved anywhere in the state in the following year. The pairing of these percentages provides information to assist in analyzing the cost-benefit of Student Re-Engagement and recognizes the levels of re-engaging students who have dropped out. (Taken from CCR 301-84, Rules for Dropout Prevention and Student Re-engagement.)

Calculation of percentages based on retrieved into same school or district:

- School rate based on re-enrolled: Number of PY dropouts who are retrieved into same school the following year/Number of PY dropouts
- District rate based on re-enrolled: Number of PY dropouts who are retrieved into same district the following year/Number of PY dropouts

Calculation of percentages based on retrieved anywhere in the state:

- School rate based on retrieved: Number of PY dropouts who are retrieved anywhere in the state the following year /Number of PY dropouts
- District rate based on retrieved: Number of PY dropouts who are retrieved anywhere in the state the following year /Number of PY dropouts

Student Support Personnel: Means a state-licensed or state-certified school counselor, school psychologist, school social worker, or school nurse, or other state-licensed or state-certified mental health professional qualified under state law to provide support services to children and adolescents.

Transition Programs: All students go through transitions in their educational careers, from moving up a grade, to moving to a different school. Comprehensive transition programming addresses these transitions and may include social and academic support for students in new grades or new schools through counseling and mentoring, family outreach, community engagement, and by providing post-secondary and workplace readiness programming and training for educators and youth to help further support students in periods of transition. See [CDE's Dropout Prevention Best Practices: Transition Programs webpage](#).

Truant/Truancy: School district policy provides details on what types of absences are considered excused absences. In general, truancy refers to a student who is absent without excuse by the parent/guardian or if the student leaves school or a class without permission of the teacher or administrator in charge, it will be considered to be an unexcused absence and the student shall be considered truant.

Truancy Rate: The rate indicates the percent of full or partial days possible to attend that students were absent without an excuse. It is calculated by dividing the total days unexcused absent by the number of total days possible to attend. Spreadsheets of annual school-by-school truancy rates can be found at See [CDE's Attendance Information webpage](#).

Visual Arts: According to Colorado Revised Statutes § 22-1-104.5 (c), “Visual arts” means art works created by individuals or groups using a variety of media and processes, which art works may include, but need not be limited to, drawing, painting, ceramic arts, sculpture, photography, graphic arts, printmaking, media arts, electronic or digital design, textiles, jewelry, glass arts, and fine woodworking.

Attachment B: Dropout Prevention Framework

Colorado's Dropout Prevention Framework was created using research- and evidence-based strategies. The framework represents an ecosystem of institutional change that includes an iterative process for identification and intervention and support. In identification, school leaders might work with smaller teams on the methods and tactics. In intervention and support, school leaders would support faculty and staff in working directly with students and families.

Strategies and Tactics:

Data Analysis

- Early Warning System
- Identification of Out-of-School Youth
- Evaluate School, Climate and Cultural Proficiency

Enhance School Climate and Cultural Proficiency

- On-going use of Data Systems to track indicators of school climate
- Teacher and Staff Leadership and Support
- [Family-School Partnering – Promising Practices](#)
- Community Engagement

Reengagement of Out-of-School Youth

- Systems of support – identification, outreach, re-enrollment, and re-engagement

Transition Programs

- 8th to 9th Grade Transitions
- School Re-entry
- Mid-year School Entry
- 12th grade to Postsecondary Transitions
- [District to District Transfers and Transitions](#)

Pathways Development

- Multiple Pathways to Graduation
- Course Completion Interventions and Supports
- Credit Recovery Options

Enhanced Counseling and Mentoring

- Expanded ICAP (Individual Career Academic Plan)
- Comprehensive School Counseling Model

For more details on strategies and tactics and list of resources, see [CDE's Best Practice Guide for Dropout Prevention \(BPG\) webpage](#).

- [Overview](#)
- [Dropout Prevention Framework](#)
- [Community Engagement](#)
- [Counseling and Mentoring](#)
- [Course Completion and Credit Recovery](#)
- [Early Warning Systems](#)
- [Family Partnering](#)
- [Multiple Pathways to Graduation](#)
- [Policies and Practices Review](#)
- [Re-engagement of Out-of-School Youth](#)
- [School Climate](#)
- [Transition Programs](#)
- [Best Practices Guide Series](#)
- [References](#)
- [Resources and Materials](#)

Attachment C: Program Evaluation and Reporting Requirements

Pursuant to C.R.S. 22-14-109, the Colorado Student Re-engagement Grant Program shall be evaluated for effectiveness for each year that state funds are appropriated. Each local education provider awarded a grant is required to provide fiscal reports and student and program information as the primary components of the program evaluation. Each grantee must submit to CDE the following components to meet the reporting requirements:

- **SASID Reports** – Grantees will upload the SASIDs of all students served through the secure, SEES data collection system. An Excel spreadsheet will be provided to assist grantees in preparing for the upload. Submission of SASIDs eliminates duplication of reporting on student demographics, dropout rates and graduation rates, and reduces inaccuracies in reporting. It enables CDE to meet the statutory requirement of the grant program to analyze and report on academic growth, grade progression and student re-engagement. Student level data will be collected, used, shared, and stored in compliance with CDE student privacy and security procedures and protocols.
- **Fiscal Reports**
 - Interim financial Report (IFR) – due quarterly, but may be more often if flagged for high balance
 - Annual Financial Report (AFR) – it is anticipated that the first AFR will be due in September 2022
 - May include budget revision requests for personnel, equipment and/or substantial changes
- **Mid-Year and End-of-Year Survey** – An online survey, which includes reporting on students served by recipient school; methods and tactics/strategies and practices; student outcomes; status of performance measures; community partnerships; and capacity-building. Access to the online survey is provided to each recipient school or district. Contact and grant information and selected performance measures and objectives are pre-populated in the survey to reduce data entry and ensure consistency in reporting. The survey components and questions are provided below.

COLORADO STUDENT RE-ENGAGEMENT GRANT MID-YEAR AND END-OF-YEAR EVALUATION SURVEY QUESTIONS

Examples of guidance in completing the survey can be accessed on [CDE's Student Re-Engagement webpage](#).

Contact and Grant Information

- Grantee Name
- District Code
- School Name
- School Code
- Name of Program Contact
- Program Contact Phone Number
- Program Email Address
- Grant Year

Students Served

- **Total Served.** How many students have you served in your program from **July 1 to June 30?**
- **Students At-Risk for Dropping Out:** Of the total number of students served, how many students served were determined to be at risk of dropping out of school before graduation/completion?
- **Out of School Youth:** How many of the students served were out-of-school youth?

Grade Levels Served. Please indicate grade levels served with SRG funds (*Select all that apply*):

- | | |
|------------------------------|-------------------------------|
| <input type="checkbox"/> 6th | <input type="checkbox"/> 10th |
| <input type="checkbox"/> 7th | <input type="checkbox"/> 11th |
| <input type="checkbox"/> 8th | <input type="checkbox"/> 12th |
| <input type="checkbox"/> 9th | |

Risk Factors. Which risk factors are central to the student population served by the Colorado Student Re-engagement grant? (Select all that apply):

- | | |
|---|--|
| <input type="checkbox"/> Low Attendance | <input type="checkbox"/> Insufficient Credit Accrual |
| <input type="checkbox"/> Course Failure | <input type="checkbox"/> Out-of-School |
| <input type="checkbox"/> High Mobility | <input type="checkbox"/> Other (Please describe) |
| <input type="checkbox"/> Behavior and Discipline Issues | |

Dropout Prevention and Student Re-engagement Methods and Tactics

- **Methods and Tactics.** Review the Dropout Prevention Framework and indicate the methods and tactics supported by SRG funds. (*Select all that apply and describe what is being implemented in your program.*)

- | | |
|--|---|
| <input type="checkbox"/> Data Analysis (Please describe) | <input type="checkbox"/> Multiple Pathways to Graduation (Please describe) |
| <input type="checkbox"/> Early Warning Systems (Please describe) | <input type="checkbox"/> Re-engagement of Out-Of-School Youth (Please describe) |
| <input type="checkbox"/> Tracking Out-Of-School Youth (Please describe) | <input type="checkbox"/> Enhanced Counseling and Mentoring (Please describe) |
| <input type="checkbox"/> Assess and Enhance School Climate (Please describe) | <input type="checkbox"/> Course Completion Supports and Credit Recovery (Please describe) |
| <input type="checkbox"/> Policy and Practice Review (Please describe) | <input type="checkbox"/> Other (Please describe) |
| <input type="checkbox"/> Family Engagement (Please describe) | |
| <input type="checkbox"/> Community Involvement (Please describe) | |
| <input type="checkbox"/> Transition Programs (Please describe) | |

- **Postsecondary and Workforce Readiness.** Please indicate which postsecondary and workforce readiness strategies, services, and programs are available for students served by SRG in your program. (*Select all that apply).*

- Individual Career and Academic Planning (ICAP)
- Advanced Placement Courses
- Concurrent/Dual enrollment classes
- Career and Technical Education courses
- Work-based learning opportunities (e.g., apprenticeships, internships, job shadows, paid work, etc.),
- Career and College Counseling
- Other (Please describe)

- **RFA Implementation.** To what degree has the plan outlined in your RFA been implemented?

- Fully Implemented: *Please describe what has been implemented and if further improvements or changes are needed.*
- Partially implemented: *Please describe what has been implemented, what remains to be implemented, and future timetable.*
- Not implemented: *Please describe what remains to be implemented and what steps are you taking to ensure that implementation efforts are initiated in the near future.*

- **Follow-Up:** Describe special circumstances that positively and negatively contributed to implementing your RFA work plan.

- **Graduation Guidelines.** Please indicate the graduation guideline(s) being implemented by your school (*check all that apply*):

- | | |
|---|--|
| <input type="checkbox"/> ACCUPLACER | <input type="checkbox"/> District Capstone (Capstone) |
| <input type="checkbox"/> ACT | <input type="checkbox"/> Concurrent Enrollment (CE) |
| <input type="checkbox"/> ACT WorkKeys | <input type="checkbox"/> Industry Certificate |
| <input type="checkbox"/> Advanced Placement (AP) | <input type="checkbox"/> International Baccalaureate® (IB) |
| <input type="checkbox"/> Armed Services Vocational Aptitude Battery (ASVAB) | <input type="checkbox"/> SAT |
| | <input type="checkbox"/> Other (Please describe) |

Student Outcomes

- **Student Outcomes.** Of the total number of SRG students served, indicate their status as of **June 30**.
 - Will continue receiving services
 - Refused services
 - Successfully completed services remains in school
 - Transferred to another school district in Colorado, another state or country
 - Transferred to detention center or facility school
 - Home-schooled
 - Discontinued schooling/dropped out
 - Expelled
 - High School Equivalency Transfer
 - High School Equivalency Diploma
 - Transfer to a Career and Technical Education program administered by a Colorado school district, BOCES or other institution that leads to a certificate or other evidence of completion.
 - Graduated with regular diploma
 - Other (*Please describe*)
- Please comment on student outcomes.
- **Student Success Story.** Please describe below a student's success story from your SRG program. The success should be related to the services made possible by the SRG grant and connected to the reasons the student needs the services. Based on your story, please include the following.
 - Describe Student's circumstances related to SRG-funded services without using names or other personally identifiable information
 - Program intervention/services provided:
 - Describe the success:
- **Outcomes for Out-of-School Youth.**
 - Of the out-of-school youth served this year, how many remained in school?
 - Of the out-of-school youth served this year, how many successfully graduated or completed their high school credential?

Performance Measures

- **Goal 1: Students participating in the SRG program will demonstrate improvement in academic achievement.**
 - **Option 1:** By 2022-23, [percentage] of students served by the SRG program will decrease failing grades for one or more core classes.
 - **Option 2:** By 2022-23, [percentage] of students served by the SRG program will increase course completion rate for core subject areas.
 - **Option 3:** By 2022-23, [percentage] of students served by the SRG program will go from not being on track to being on track to graduate high school or complete their high school credential.
- **Goal 2: Students participating in the SRG program will show gains in school engagement.**
 - **Option 1:** By 2022-23, [percentage] of students served by the SRG program will increase their school engagement (e.g., behavioral, emotional, cognitive)
 - **Option 2:** By 2022-23, [percentage] of students served by the SRG program will increase their school attendance.
 - **Option 3:** By 2022-23, [percentage] of students served by the SRG program will decrease in disciplinary actions received (e.g., classroom removals, in-school suspension, out-of-school suspensions, expulsions)
- **Goal 3: Students participating in the SRG program will be re-engaged successfully.**
 - **Option 1:** By 2022-23, [percentage] of students served by the SRG program who were out-of-school or disengaged, will re-enroll, and remain enrolled through the end of the year.

- **Option 2:** By 2022-23, [percentage] of students served by the SRG program who dropped out of school in the previous year, will enroll in school and remain enrolled through the end of the year.
- **Option 3:** By 2022-23, [percentage] of students who transferred to a SRG school/program will remain enrolled through the end of the year.

For each objective, please answer the following:

- Please report your progress on this objective (i.e., not making progress, approaching, met goal, or exceed goal).
- Please describe the indicators used to track progress on this objective.
- As applicable, provide a summary of data supporting the progress reported above for objective:
 - The number of students that needed improvement in this area or the number of students assessed for this performance measure at baseline (denominator).
 - The number of students who significantly improved as measured by your selected indicator (numerator).
 - The percentage of students who improved in this area.
- What activities, services, or programs were most effective in helping meet this objective for your program?
- Describe special circumstances that positively and negatively contributed to meeting or exceeding this objective.

Community Partnerships

- **Current Partnerships.** Please list any partnerships that exist between your SRG program and outside organizations.
- **Civic Engagement.** Please describe any partnerships that exist that promote student civic engagement and student involvement in their community.
- **Partnership Success Story.** Please describe below an example of successful partnerships with an internal or external group that complements the work of the SRG. Based on your story, please include the following.
 - Name of Partner (not funded by SRG)
 - Program intervention/services provided:
 - Describe the success:

Capacity Building

- **Technical Assistance.** What state technical assistance, professional development (including training topics) or other state activities would help to better serve you and your program?

<input type="checkbox"/> Visits from CDE staff or consultants <input type="checkbox"/> Statewide meeting with other programs <input type="checkbox"/> Regional meetings with other programs <input type="checkbox"/> Referrals to similar programs	<input type="checkbox"/> Technical assistance by phone <input type="checkbox"/> Technical assistance by e-mail <input type="checkbox"/> Webinars <input type="checkbox"/> Other (<i>Please describe</i>)
---	---
- **Topics.** Please list and describe professional development and training topics that would be of benefit in implementing your grant.

Sustainability

- Describe how use of SRG funds align to and support the identified *Major Improvement Strategies* within your current Unified Improvement Plan (UIP). Each school and district is required to submit a UIP to CDE as part of the state's accountability system. School UIP's are available online on [CDE's Performance Framework Reports webpage](#).
- **Actions Taken for Sustainability.** Please describe action that has been taken to sustain your program – (*Select all that apply*).

<input type="checkbox"/> Applied for grants <input type="checkbox"/> Budget line items specified <input type="checkbox"/> Recaptured Per Pupil Revenue to be re-invested in your SRG-funded strategies	<input type="checkbox"/> Shared SRG results with district administrators or board members <input type="checkbox"/> Full absorption of general funds <input type="checkbox"/> Other (<i>Please describe</i>)
--	---
- **Next Steps.** Please describe the next steps toward sustainability

Attachment D: Intent to Apply

Complete the [Intent to Apply online form](#) for the Student Re-Engagement Grant by **Thursday, January 13, 2022 by 11:59 pm**. The Intent to Apply is informational only and is not completion is not required to submit an application.



Student Re-Engagement Grant - Intent to Apply

Thank you for your interest in the Student Re-Engagement Grant. Please submit your Intent to Apply by Thursday, January 13, 2022, by 11:59 pm. Though strongly encouraged, the Intent to Apply is informational and is not a required component of the grant application submission process.

Lead Applicant/Charter School Authorizer *
(Name of District/BOCES/CSI)

Schools to be Served
(if known at this time)

Name of Authorized Representative from Lead Applicant *

Name of Application Contact *

Contact E-mail Address *

Contact Telephone Number *

Authorized Representative Approval *
I affirm that I am the named Authorized Representative, or the Authorized Representative is aware and has approved of the intent to apply for this funding opportunity.

Yes
 No

Send me a copy of my responses

Submit

[Privacy Notice](#) | [Report Abuse](#)

Attachment E: Policies and Practices Review Form

IMPORTANT: Submit completed form with application. The completion of this form is required in order for the application to be considered complete.

In accordance with C.R.S. 22-14-109, the application process for the Colorado Student Re-engagement Grant Program requires a review of policies and practices related to student engagement and student re-engagement. This form must be completed to meet the statutory requirement.

Contact person responsible for the completion of this form:

Name:

Title:

Organization:

Email address:

Phone Number:

Directions: This form includes two sections: Section I: Policy Inventory and Section II: Practices Review.

Section I: Policy Inventory

Check all the policies in place by the applicant. Indicate level of interest in conducting policy review to support alignment with best practices. In the “comment” section, address the following: If “yes”, indicate if the interest is at the district, school and/or classroom level. Identify the assistance that would be needed to conduct a review. If “no” indicate if a review has already been conducted or is underway.

Subject Area	Policy level [select all that apply]	Type of Approved Policy [select all that apply]	Is the applicant interested in conducting a policy review in this subject area? [select one]
1) Course completion and credit recovery. (Includes, but not limited to, grading policies, course completion, credit accumulation, grade retention, and make up work, supports to prevent course failure and keep students on track to graduate...)	<input type="checkbox"/> Policy in place <input type="checkbox"/> Policy not in place <input type="checkbox"/> Policy to be developed <input type="checkbox"/> Policy under revision <input type="checkbox"/> Other (explain)	<input type="checkbox"/> Board policy <input type="checkbox"/> District policy <input type="checkbox"/> School policy <input type="checkbox"/> Classroom policy <input type="checkbox"/> Program policy <input type="checkbox"/> Other (explain)	<input type="checkbox"/> Yes <input type="checkbox"/> No Comment:
2) Attendance and behavior improvements. (Includes, but not limited to, excused or unexcused absences, chronic absences, truancy, attendance plans, behavioral plans, conduct and discipline code and disciplinary actions...)	<input type="checkbox"/> Policy in place <input type="checkbox"/> Policy not in place <input type="checkbox"/> Policy to be developed <input type="checkbox"/> Policy under revision <input type="checkbox"/> Other (explain)	<input type="checkbox"/> Board policy <input type="checkbox"/> District policy <input type="checkbox"/> School policy <input type="checkbox"/> Classroom policy <input type="checkbox"/> Program policy <input type="checkbox"/> Other (explain)	<input type="checkbox"/> Yes <input type="checkbox"/> No Comment:

3) Alternative, flexible, and tiered learning strategies. (Includes, includes but not limited to, alternative education, credit acceleration, course remediation, multiple pathways to graduation, high school equivalency preparation, Career Technical Education Programs, concurrent enrollment, scheduling, course placement...)	<input type="checkbox"/> Policy in place <input type="checkbox"/> Policy not in place <input type="checkbox"/> Policy to be developed <input type="checkbox"/> Policy under revision <input type="checkbox"/> Other (explain)	<input type="checkbox"/> Board policy <input type="checkbox"/> District policy <input type="checkbox"/> School policy <input type="checkbox"/> Classroom policy <input type="checkbox"/> Program policy <input type="checkbox"/> Other (explain)	<input type="checkbox"/> Yes <input type="checkbox"/> No Comment:
4) Safe and welcoming school environments. (Includes, but not limited to, bullying prevention, safe school plans, enrollment practices...)	<input type="checkbox"/> Policy in place <input type="checkbox"/> Policy not in place <input type="checkbox"/> Policy to be developed <input type="checkbox"/> Policy under revision <input type="checkbox"/> Other (explain)	<input type="checkbox"/> Board policy <input type="checkbox"/> District policy <input type="checkbox"/> School policy <input type="checkbox"/> Classroom policy <input type="checkbox"/> Program policy <input type="checkbox"/> Other (explain)	<input type="checkbox"/> Yes <input type="checkbox"/> No Comment:
5) Student social and emotional supports. (Includes, but not limited to, student support services, counseling, behavior assessments, individual learning plans...)	<input type="checkbox"/> Policy in place <input type="checkbox"/> Policy not in place <input type="checkbox"/> Policy to be developed <input type="checkbox"/> Policy under revision <input type="checkbox"/> Other (explain)	<input type="checkbox"/> Board policy <input type="checkbox"/> District policy <input type="checkbox"/> School policy <input type="checkbox"/> Classroom policy <input type="checkbox"/> Program policy <input type="checkbox"/> Other (explain)	<input type="checkbox"/> Yes <input type="checkbox"/> No Comment:
6) Family engagement and family support strategies. (Includes, but not limited to, communication and partnering with parents on academic and learning plans, parent leadership/accountability committee, parent notification of dropout...)	<input type="checkbox"/> Policy in place <input type="checkbox"/> Policy not in place <input type="checkbox"/> Policy to be developed <input type="checkbox"/> Policy under revision <input type="checkbox"/> Other (explain)	<input type="checkbox"/> Board policy <input type="checkbox"/> District policy <input type="checkbox"/> School policy <input type="checkbox"/> Classroom policy <input type="checkbox"/> Program policy <input type="checkbox"/> Other (explain)	<input type="checkbox"/> Yes <input type="checkbox"/> No Comment:
7) Staff development in meeting diverse student needs. (Includes, but not limited to, coaching, mentoring, professional development, and training in addressing unique learning and support needs of students...)	<input type="checkbox"/> Policy in place <input type="checkbox"/> Policy not in place <input type="checkbox"/> Policy to be developed <input type="checkbox"/> Policy under revision <input type="checkbox"/> Other (explain)	<input type="checkbox"/> Board policy <input type="checkbox"/> District policy <input type="checkbox"/> School policy <input type="checkbox"/> Classroom policy <input type="checkbox"/> Program policy <input type="checkbox"/> Other (explain)	<input type="checkbox"/> Yes <input type="checkbox"/> No Comment:
8) Innovations to address barriers to school engagement and student success. (Includes, but not limited to, dropout outreach, recovery, and re-enrollment; Response to Intervention approaches; specialized student services...)	<input type="checkbox"/> Policy in place <input type="checkbox"/> Policy not in place <input type="checkbox"/> Policy to be developed <input type="checkbox"/> Policy under revision <input type="checkbox"/> Other (explain)	<input type="checkbox"/> Board policy <input type="checkbox"/> District policy <input type="checkbox"/> School policy <input type="checkbox"/> Classroom policy <input type="checkbox"/> Program policy <input type="checkbox"/> Other (explain)	<input type="checkbox"/> Yes <input type="checkbox"/> No Comment:
9) Transference of student records to and receipt of student records from others. (Includes, but not limited to, transfer of credits, fees and penalties, enrollment of students in foster care, students experiencing homelessness, English Learners, students with an IEP, and those transferring from juvenile detention...)	<input type="checkbox"/> Policy in place <input type="checkbox"/> Policy not in place <input type="checkbox"/> Policy to be developed <input type="checkbox"/> Policy under revision <input type="checkbox"/> Other (explain)	<input type="checkbox"/> Board policy <input type="checkbox"/> District policy <input type="checkbox"/> School policy <input type="checkbox"/> Classroom policy <input type="checkbox"/> Program policy <input type="checkbox"/> Other (explain)	<input type="checkbox"/> Yes <input type="checkbox"/> No Comment:

Section II: Practices Review

Indicate the best choice to the questions. Comment should include: 1) Description of how the review was conducted, including staff involved in selecting the responses; and 2) Analysis of the responses for the subject area. For example, what do the responses indicate?

Section II: Practices Review Subject Area	Responses Choices [select one]
Data Tracking and Analysis Indicate the level that the following activities occur.	1 – Never 2 – Rarely 3 – Sometimes 4 – Often 5 – Always
1) Do staff/teams review and analyze student level data in the following categories? a) Attendance and truancy b) Discipline - Suspension, expulsion c) Failing grades/Course failure d) On-track to graduate in 4 years of entering 9th grade e) Re-enrollment of students who left without a high school credential f) School mobility patterns and stability rates	a) 1 2 3 4 5 b) 1 2 3 4 5 c) 1 2 3 4 5 d) 1 2 3 4 5 e) 1 2 3 4 5 f) 1 2 3 4 5
Comments on Data Tracking and Analysis:	
Staff Training Indicate the level to which training is provided in the areas listed.	1 – Never 2 – Rarely 3 – Sometimes 4 – Often 5 – Always
2) Do teachers receive training in the following areas? a) Setting up grading policies aligned with best practices b) Establishing classroom systems for attendance tracking c) Following guidance and protocols to consistently apply safety and discipline policies d) Implementing interventions and supports when a student is not on track to pass a course e) Making referrals to school and district level personnel to address student needs, such as academic and/or behavioral health f) Implementing best practices and strategies to support family-school partnering	a) 1 2 3 4 5 b) 1 2 3 4 5 c) 1 2 3 4 5 d) 1 2 3 4 5 e) 1 2 3 4 5 f) 1 2 3 4 5
3) Is training on policies and best practices offered to school personnel responsible for the following activities and procedures? a) Verifying student transfers b) Processing school enrollment c) Managing receipt/request of student records d) Evaluating newly enrolled secondary students' records (transcripts) for purposes of course placement e) Determination of progress towards graduation requirements	a) 1 2 3 4 5 b) 1 2 3 4 5 c) 1 2 3 4 5 d) 1 2 3 4 5 e) 1 2 3 4 5
Comments on Staff Training:	

Service Supports and Coordination Indicate the response that best matches the level of practice.		1 – Never 2 – Rarely 3 – Sometimes 4 – Often 5 – Always
4) Do administrators, school personnel, students and families work together to find solutions when there are issues in the following areas: a) Attendance - truancy, excused and unexcused absences, chronic absences, and tardies b) Behavior - classroom referrals, out-of-school / in-school suspensions and expulsions c) Course failure(s) – including courses in sciences, social studies, reading, writing, math, and electives d) Off-track to graduate – lack of credit attainment, not meeting graduation requirements, and lack of transcript to transfer credits		a) 1 2 3 4 5 b) 1 2 3 4 5 c) 1 2 3 4 5 d) 1 2 3 4 5
5) Are the following supports and interventions used for students with attendance, behavior, and academic problems: a) Goal-setting b) Incentives c) Student-family contracts d) Mentors or individual advisory e) Supportive school discipline practices f) After school academic and enrichment opportunities		a) 1 2 3 4 5 b) 1 2 3 4 5 c) 1 2 3 4 5 d) 1 2 3 4 5 e) 1 2 3 4 5 f) 1 2 3 4 5
Comments on Service Supports and Coordination:		