



COLORADO
Department of Education

Funding Opportunity

Proposals Due: Tuesday, March 15, 2016

Grant Training Webinar: *Weds., Jan. 27, 2016 from 1:00 – 2:00 p.m.*

Letter of Intent Due: Friday, January 29, 2016

School Counselor Corps Grant Program

Pursuant to: 22-91-101 through 22-91-105 C.R.S.

For program questions contact:

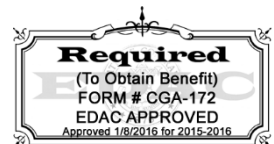
Eva Pugh (pugh_e@cde.state.co.us | 303-866-4123)

For fiscal/budget questions contact

Marti Rodriguez (rodriguez_m@cde.state.co.us | 303-866-6769)

For RFP specific questions contact:

Kim Burnham (burnham_k@cde.state.co.us | 303-866-6916)



School Counselor Corps Grant Program - Overview

REQUEST FOR PROPOSAL

Proposals Due: Tuesday, March 15, 2016

Introduction	This Request for Proposal (RFP) is designed to distribute funds to an eligible education provider pursuant to the requirements of the School Counselor Corps Grant Program (22-91-101 through 22-91-105 C.R.S.).
Purpose	The purpose of the RFP is to solicit applications from eligible education providers for funding to increase the availability and implementation of effective school-based counseling within secondary schools. The goal of the School Counselor Corps Grant Program (SCCGP) is to increase the state graduation rate and increase the percentage of students who appropriately prepare for, apply to, and continue into postsecondary education.
Available Funds	This application is being released, but is contingent upon enacting pending appropriations to the School Counselor Corps program for 2016-17 school year. Please complete the Letter of Intent (Attachment A) to be informed of updates on this program, including funding updates. Letters of Intent are due on Friday, January 29, 2016.
	<p>The anticipated level of funding available for the 2016-2017 school year is approximately \$500,000, for approximately 15 grant awards. Within 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 will focus on program development, needs assessment and direct services. In the second, third, and fourth years of the grant, successful grantees will receive up to \$80,000 per funded school. Priority consideration will be given to Local Education Agencies (LEAs) that have not been previously funded. Middle and high schools are encouraged to apply with their “feeder” school(s) (if applicable).</p> <p>Those who have been previously funded with SCC funds may apply; however:</p> <ul style="list-style-type: none"> • No more than 25% of previously funded applicants will be funded in this competition; sustained counseling positions and programs funded by previous SCC grant will be considered; • 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. <ul style="list-style-type: none"> ○ For each grant review period: <ul style="list-style-type: none"> ▪ Points will be deducted once per occurrence during the grant review process for returned/unspent SCC grant during the grant cycle. ▪ Applicants will not be penalized more than one time for each occurrence of returned SCC grant dollars/money.
Eligible Applicants	<p>Education providers are eligible to apply for this opportunity to increase the number of school counselors for secondary students and the level of school counseling services provided.</p> <p>Previous grant recipients will be asked to demonstrate how previously funded</p>

<p>Eligible Applicants (Continued)</p>	<p>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.</p> <p>An eligible Education Provider is defined as:</p> <ul style="list-style-type: none"> • A school district (on behalf of one or more secondary schools); • A Board of Cooperative Services (BOCES); • A charter school (<i>Note: the charter school's authorizer will be the fiscal agent, if funded</i>); or • An Institute Charter School. <p>Priority will be given to applicants that will serve:</p> <ul style="list-style-type: none"> • Middle and high schools at which the dropout rate exceeds the statewide average (2014-15 annual dropout rate for the State of Colorado is 2.5%); • Middle and high schools with a high percentage of students who are eligible for Free and Reduced Lunch exceeding the statewide rate 39.7%; or • Postsecondary remediation rates at secondary schools that exceed the statewide average of 34.2%. <p>Available grant funding will be distributed to schools demonstrating high need based on these Priority Criteria.</p>
<p>Allowable Use of Funds</p>	<p>Funds may be used to supplement and not supplant any moneys currently being used to provide secondary school counseling activities. Allowable activities include:</p> <ul style="list-style-type: none"> • Licensed secondary school counselor salaries and benefits; • Postsecondary preparatory services; • Professional development; and • Program development. <p>Please 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.</p> <p>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., secondary school counselors, teachers, administrators) must attend.</p> <p>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.</p>

<p>Duration of Grant</p>	<p>Grants will be awarded for a four-year term beginning in the 2016-2017 school year. Please 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:</p> <ul style="list-style-type: none"> • Submission of all required evaluation materials; • Adequate progress toward successfully meeting annual objectives; • Thorough needs analysis and environmental scan of district and school postsecondary 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 funding amounts for years two, three, and four will be finalized following the first year.
<p>Evaluation & Reporting</p>	<p>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 1st of each year during the term of the grant.</p> <p>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.</p> <p>Subsequent year reports shall also include:</p> <ul style="list-style-type: none"> • The number of school counselors hired using grant funds; • School counselor to student ratio; • Any professional development programs provided using grant funds; • Any concurrent enrollment and career and technical education opportunities provided to students; • Examples of services provided to students; • Evaluation of impact of Grant Program; • Adoption of American School Counseling Association (ASCA) 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; • Information indicating an increase in the level of postsecondary preparation services provided to secondary students at recipient schools, such as the use of individual career and academic plans (ICAP) or enrollment in pre-collegiate preparation programs, postsecondary or vocational preparation programs; • Successful matriculation between middle and high school (if applicable); • Information indicating an increase in the number of students on track to graduate in four, five or six years, such as credit accrual, credit recovery, remediation or failed enrollment; and • An annual performance report by July 1 of each year of the grant (Attachment B).

Data Privacy	CDE takes seriously its obligation to protect the privacy of student Personally Identifiable Information (PII) collected, used, shared and stored. PII will not be collected through the School Counselor Corps Grant Program. All grant 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.
Technical Assistance	<p>An application training webinar will be held on Wednesday, January 27, 2016 from 1:00-2:00 p.m. To register for this technical assistance opportunity, please visit: https://sccapp2016.eventbrite.com</p> <p>Note: If interested in applying for this grant opportunity, please complete the Letter of Intent (Attachment A) and submit by Friday, January 29, 2016 to CompetitiveGrants@cde.state.co.us.</p>
Review Process	<p>Applications will be reviewed by CDE staff and the School Counselor Corps Advisory Board to ensure they contain all required components. Note: This is a competitive process – <u>applicants must score at least 79 points out of the 114 possible points to be approved for funding.</u> There is no guarantee that submitting a proposal will result in funding or funding at the requested level. All award decisions are final. Applicants that do not meet the qualifications will be notified and may reapply in future grant applications.</p> <p>This process may be discontinued at any point as funding is contingent upon pending appropriations to the School Counselor Corps program for 2016-17 school year. Applicants will be notified of award status no later than Friday, June 10, 2016.</p> <p>Please note: Grant applications submitted to the Colorado Department of Education are public record and do not contain any confidential data; therefore CDE will release applications when requested.</p>

Submission Process and Deadline

The **electronic copy of the proposal and electronic budget must be submitted by Tuesday, March 15, 2016, at 11:59 pm, to CompetitiveGrants@cde.state.co.us**. The electronic version should include all required components of the proposal as one document. Please attach the electronic budget workbook in Excel format as a separate document. Faxes will not be accepted. Incomplete or late proposals will not be considered. Application materials and budget are available for download on the CDE Website at: www.cde.state.co.us/postsecondary_scc.

Submit an electronic copy of the proposal and electronic budget to:
CompetitiveGrants@cde.state.co.us

By: **Tuesday, March 15, 2016, at 11:59 pm**

APPLICATION FORMAT

- **The total narrative (Sections A – E) of the application cannot exceed 7 pages.** If an applicant has been previously funded, one (1) additional page may be used:
 - To provide verification of sustained positions and quality programs that were initialized with School Counselor Corps grant dollars.
 - For explanation of returned funds, if applicable.
- All pages must be standard letter size, 8-1/2" x 11" using 12-point font and single-spaced with 1-inch margins and numbered pages.
- The signature page must include original signatures of the lead organization/fiscal agent.

REQUIRED ELEMENTS

The format outlined below **must be followed** in order to ensure consistent application of the evaluation criteria. **See evaluation rubric for specific selection criteria needed in sections A – E (pages 12 – 17).**

Part I:	Proposal Introduction (not scored) Cover Page, Signature Page and Assurances Form Executive Summary Table of Contents
Part II:	Narrative – Sections A through E Electronic Budget <i>(not included in page limit)</i> Attachments (e.g., letters of support) <i>Not included in page limit but not to exceed five (5) additional pages</i>

**Colorado School Counselor Corps Grant
2016 – 2017**

PART I: COVER PAGE <i>(Complete and attach as the first page of proposal)</i>			
Name of Education Provider:			
Mailing Address:			
Authorized Representative:			
Telephone:		Fax:	
Email:		District Code:	
Program Contact Person:			
Telephone:		Fax:	
Email:			
Fiscal Manager:			
Mailing Address:			
Telephone:		Fax:	
Email:			
Type of Education Provider: <i>Check one box below that best describes your organization.</i>			
<input type="checkbox"/> School District	<input type="checkbox"/> Board of Cooperative Educational Services (BOCES)	<input type="checkbox"/> Charter School	<input type="checkbox"/> Institute Charter School
Region: <i>Indicate the region(s) this proposal will directly impact</i>			
<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			
Recipient Schools: <i>Indicate the intended recipient schools and districts (additional rows may be added).</i>			
Previous Grant Information			
<i>The following information will be verified by CDE and considered in the funding decision:</i>			
Has the applicant previously received a School Counselor Corps Grant?		<input type="checkbox"/> Yes	<input type="checkbox"/> No
Have any of the schools above previously received a SCC Grant?		<input type="checkbox"/> Yes	<input type="checkbox"/> No
If Yes, please specify which schools:			
If previously funded, were licensed counselor positions sustained?		<input type="checkbox"/> Yes	<input type="checkbox"/> No
If previously funded, were any unspent funds reverted back to CDE?		<input type="checkbox"/> Yes	<input type="checkbox"/> No
If Yes, please enter the year(s) and amount(s) below:			
Year(s):		Amount:	
Current number of licensed secondary school counselors employed by provider:			

Please 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.

Part IA: Recipient District/School Information and Signature Page

(Complete and attach after cover page. If necessary, additional copies of this page may be attached in order to include each participating school.)

Intended Recipient Secondary School Information and Signature

(Copy and complete this page for each intended recipient secondary school)

School Name: _____

Principal Name: _____

Principal Signature: _____

School Address: _____

Phone: _____ Email: _____

Please answer the following for the Intended Recipient Secondary School:

Current Student to Secondary School Counselor Ratio:	
Percentage of students with Individual Career and Academic Plans (ICAP):	
Percentage of students with an ACT composite score greater than 19:	
Postsecondary remediation rate:	
Percentage of students participating in concurrent enrollment:	
Postsecondary enrollment (matriculation) rate:	

The following links will assist in retrieving these data 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, and graduation rates*):

<http://highered.colorado.gov/Data/DistrictHSSummary.aspx>

<http://www.cde.state.co.us/dropoutprevention>

<http://www.cde.state.co.us/cdereval/pupilcurrentschool>

<http://www.cde.state.co.us/schoolview>

Part IB: Assurances

(Complete and attach after signature page)

2016-17 School Counselor Corps Grant

The School Board President and District or CSI Authorized Representative must sign below to indicate their approval of the contents of the application, and the receipt of program funds.

On _____ (date), 2016, the Board of _____ (district or charter) hereby agrees to the following assurances:

1. The grantee will annually provide the Colorado Department of Education the evaluation information required on page 4 and in the Progress Report (attachment B) of the Request for Proposal.
2. The grantee will work with and provide requested data to CDE for the School Counselor Corps Grant Program within the time frames specified.
3. During year one, 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 secondary school counseling activities and grant dollars will be administered by the appropriate fiscal agent.
6. That funded projects will maintain appropriate fiscal and program records and that fiscal audits of this program will be conducted by the grantees as a part of their regular audits.
7. That 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 counselor supervisors will attend two, one-day overview, goal review and planning session in addition to the spring and fall training days.
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 (30) days notice if it is deemed by CDE that the applicant is not fulfilling the requirements of the funded program as specified in the approved project application, or if the program is generating less than satisfactory results.

Project modifications and changes in the approved budget must be requested in writing and be approved in writing by the Colorado Department of Education before modifications are made to the expenditures. Please contact Eve Pugh (pugh_e@cde.state.co.us / 303-866-4123) for any modifications.

_____ Name of School Board/BOCES President	_____ Signature of School Board/BOCES President
_____ Name of District Superintendent*	_____ Signature of District Superintendent
_____ Name of Charter School Board President (if applicable)	_____ Signature of Charter School Board President
_____ Name of Charter School Institute Authorized Representative (if applicable)*	_____ Signature of Charter School Institute Authorized Representative

**Please note: Individual charter school applicants must obtain signatures from their authorizing district or the Charter School Institute.*

School Counselor Corps Grant Evaluation Rubric

Part I: Proposal Introduction No Points

Part II: Narrative

Section A: Quality of Plan /41

Section B: Partnerships /15

Section C: Postsecondary /41

Section D: Budget Narrative and Budget Form /17

Subtotal /114

Section E: Bonus Points /10

Total

PRIORITY: CDE will indicate whether this application met the priority criteria (see page 3 of the RFP). ***This application demonstrates:***

Middle and high schools at which the dropout rate exceeds the statewide average (2014-15 annual dropout rate for the State of Colorado is 2.5%) <input type="checkbox"/>	Middle and high schools with a high percentage of students who are eligible for Free and Reduced Lunch exceeding the statewide rate (39.7%) <input type="checkbox"/>	Postsecondary remediation rates at secondary schools that exceed the statewide average of 34.2% <input type="checkbox"/>	Does not meet any priority criteria <input type="checkbox"/>
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GENERAL COMMENTS: Please indicate support for scoring by including overall strengths and weaknesses. These comments are used on feedback forms to applicants.

Strengths:

-
-

Weaknesses:

-
-

Required Changes:

-
-

Recommendation:

Funded _____

Funded w/Changes _____

Not Funded _____

Request for Proposal Selection Criteria & Evaluation Rubric

Part I: Proposal Introduction

No Points

Cover Pages and Assurances

Complete the attached cover page, signature pages and Assurances Form and attach as the first three pages of the proposal.

Executive Summary

Provide a brief description (no more than 1 page) of the proposed School Counselor Corps project. This summary does not count toward the 7-page narrative page limit.

Note: If an applicant has been previously funded, use up to one (1) additional page to summarize and provide verification of sustained positions and quality programs that were initialized with School Counselor Corps grant dollars. See Section A 8) below. The information submitted will be considered in the holistic review of your application.

Table of Contents

Place a table of contents after the Executive Summary.

Parts II: Narrative

114 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 79 points out of the 114 possible points and all required elements must be addressed. An application that receives a score of 0 on any required elements will not be funded.

Section A: Quality of Program Development	Inadequate (information not provided)	Minimal (requires additional clarification)	Adequate (clear and complete)	Excellent (concise and thoroughly developed)
<p>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).</p> <p>If middle schools are included in the program development, include a commitment to the Counselor Corps Middle School Standards and Indicators (http://www.cde.state.co.us/postsecondary/scc_resources)</p>	0	3	5	7

2) 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 secondary school counselors and administrators that support the goals, objectives, and design focus of the proposed School Counselor Corps Grant Program.	0	1	2	3								
3) 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								
4) Provide clear, measurable goals/objectives consistent with desired outcomes of the School Counselor Corps Grant Program, including improving graduation rates and preventing dropouts.	0	3	5	7								
5) Provide a clearly detailed timeline for implementation. Timeline identifies major implementation activities, interim benchmarks and the date by which they will be accomplished. For example:	0	1	3	5								
<table border="1"> <tr> <th>Strategies /Activities</th> <th>Interim Benchmarks</th> <th>Timeline</th> <th>Person(s) Responsible</th> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </table>	Strategies /Activities	Interim Benchmarks	Timeline	Person(s) Responsible								
Strategies /Activities	Interim Benchmarks	Timeline	Person(s) Responsible									
6) Explain how district and school-level administrators and current school counselors have been engaged in the process to apply for this grant.	0	1	3	5								
7) 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	3	6	9								
Respond to the following <u>only</u> 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.												
8) 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									
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>									
9) Unspent funds were indicated in Part I: Cover page and verified by CDE.	Not Previously Funded	No Unspent Funds	Indicated Unspent Funds									
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>									

10) If unspent funds indicated, did the amount exceed \$1,000?	No		Yes (-3 Points)	
	<input type="checkbox"/>		<input type="checkbox"/>	
11) Please explain the reason for returned funds (no more than 5 sentences).	Inadequate (information not provided) or N/A	Minimal (requires additional clarification)	Adequate (clear and complete)	Excellent (concise and thoroughly developed)
	0	1	2	3
12) Returned funds occurred in 2 or more years of the grant cycle and exceeded \$1,000 each time.	No		Yes (-5 Points)	
	<input type="checkbox"/>		<input type="checkbox"/>	
13) Please indicate the steps taken to prevent future return of funds if funded for this grant cycle (no more than 5 sentences).	Inadequate (information not provided) or N/A	Minimal (requires additional clarification)	Adequate (clear and complete)	Excellent (concise and thoroughly developed)
	0	1	3	5
Reviewer Comments:				
TOTAL POINTS				/41

Section B: Partnerships	Inadequate (information not provided)	Minimal (requires additional clarification)	Adequate (clear and complete)	Excellent (concise and thoroughly developed)
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 postsecondary needs for every secondary student enrolled in or receiving educational services from the education provider.	0	1	3	5
2) Include a specific and well-conceived description of the extent to which the education provider has developed or plans to develop internal partnerships including middle school and high school partnerships across the district.	0	1	3	5
3) Provide clear detail regarding how the education provider will integrate this grant with any current work in dropout prevention, student engagement, and postsecondary readiness, including, but not limited to: service learning; expanded learning opportunities; Title X Homeless Education; 21 st CCLC, Expelled and At-Risk Student Services; and Colorado Graduation Pathways.	0	1	3	5

Reviewer Comments:	
TOTAL POINTS	
/15	

Section C: Postsecondary	Inadequate (information not provided)	Minimal (requires additional clarification)	Adequate (clear and complete)	Excellent (concise and thoroughly developed)
1) Include a specific and well-conceived description of how receipt of the grant will affect the culture of postsecondary preparation at the applicant school, district or BOCES, and describe a vision for how the grant will transform the postsecondary expectations and options of students served.	0	1	3	5
2) Include a specific and well-conceived description of the education provider's plan for involving leaders at the recipient secondary schools and in the surrounding community and the faculty at recipient secondary schools in increasing the capacity and effectiveness of the school counseling and postsecondary preparation services provided to secondary school students enrolled in or receiving educational services from the education provider.	0	3	5	7
3) Include a clear and thorough description of the extent to which the education provider has implemented Individual Career and Academic Plans (ICAP) for students.	0	1	3	5
4) 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.	0	1	3	5
5) Include a detailed description of the education provider's use of district-level (or school-level if the education provider is a charter school), <u>needs assessments that use data to identify challenging issues</u> in the district or school in terms of student learning and success and barriers to learning.	0	1	2	3
6) 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 <u>to identify targeted and comprehensive programs, strategies, or services</u> delivered by the education provider to secondary students that have helped to increase graduation rates and the level of postsecondary success among graduates.	0	1	2	3

7) 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 <u>to identify the strategies that will be used and evidence of why they were chosen by the education provider to address the challenges</u> identified in this self-assessment and strengthen, expand or improve existing programs to improve graduation rates, postsecondary enrollment and success rates.	0	1	3	5
8) 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 districts' current policies and practices in these areas contribute to success or act as obstacles to students graduating from high 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 college-going, and college-success rates of high school students.	0	1	3	5
9) Include a clearly detailed description of current participation in accelerated coursework (such as Concurrent Enrollment courses, ASCENT, AP, IB,) as well as current and proposed remedial courses for students at-risk of remediation.	0	1	2	3
Reviewer Comments:				
TOTAL POINTS				/41

Section D: Budget Narrative	Inadequate (information not provided)	Minimal (requires additional clarification)	Adequate (clear and complete)	Excellent (concise and thoroughly developed)
1) Describe all expenditures contained in the electronic budget in the budget narrative and connect to project goals and activities. The costs of the proposed project (as presented in the electronic budget and budget narrative) shall be reasonable and the budget sufficient in relation to the objectives, design, scope and sustainability of project activities.	0	2	5	7
2) Demonstrate how the funds awarded under the program will be used to supplement the level of funds available for authorized programs and activities, and will not supplant federal, state, local, or non-federal funds.	0	1	3	5

3) 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 postsecondary counseling services to secondary students once the grant has expired?	0	1	3	5
Reviewer Comments:				
TOTAL POINTS				/17

Section E: Bonus Points	Inadequate (information not provided)	Minimal (requires additional clarification)	Adequate (clear and complete)	Excellent (concise and thoroughly developed)
a) Provide a clear picture of applicant LEA's at-risk indicators (including, dropout rate, percentage of students eligible for free and reduced lunch and other at-risk indicators).	0	1	3	5
b) Demonstrate the LEA's clear progression and commitment to sustain programming and counselor positions after completion of the grant cycle.	0	1	3	5
Reviewer Comments:				
TOTAL POINTS				/10

School Counselor Corps Grant Program
LETTER OF INTENT

TO: Competitive Grants & Awards
Colorado Department of Education

SUBJECT: Letter of Intent

Please be advised that _____ intends to submit an application for the ***School Counselor Corps Grant Program*** on behalf of the following schools:

Authorized Representative's Signature:

Contact Person for the Proposal:

Mailing Address:

Telephone:

Fax:

Email:

Letters of Intent due by 4 p.m. on January 29, 2016 to:

CompetitiveGrants@cde.state.co.us



Colorado Counselor Corps Grant Program Development Year Grantee Report 2015-2016

Narrative

1. Please outline your district and school needs assessment(s), process, and findings.
2. Please outline your district and school environmental scan, process, and findings.
3. What are the three to five root causes your program (utilizing Counselor Corps Grant Program funds) plans to address over the next three years of the grant?
4. List SMART Goals (no more than four) for the remainder of the grant cycle.
5. What are the appropriate interventions you plan to implement to address your district and **school identified needs, root causes, and goals**?
6. 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?
7. Please list the licensed school counselors participating in the grant's development year,
The number of years they have been in their current position and how/if they participated in a mentoring program.
8. How can the developmental year of the Counselor Corps Grant be enhanced for future grant recipients?

Budget

Please include a minimum of three (3) prioritized budget options with your end-of-year report in the event that an original, proposed expense does not occur.

Please note: the creation of three budgets is an exercise for you to *prepare* for budget revisions. Budget revisions continue to adhere to the terms conditions of the grant award and in cooperation with the Grants Fiscal Management office at CDE.

Contact Information

Please list District and School level SCCGP contact information, (name, title, email, and phone number). Include fiscal contact, grant contact, and any School Counselors that should receive communication regarding the SCCGP.

Due:

Friday, May 6, 2016

Please email completed reports to:

Eve Pugh,
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Early submissions are encouraged