



COLORADO
Department of Education

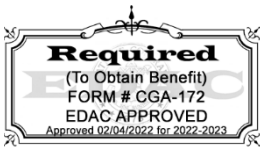
Funding Opportunity

Applications Due: **Friday, March 18, 2022, by 11:59 pm**

[Intent to Apply Due](#): **Friday, March 4, 2022, by 11:59 pm**

School Counselor Corps Grant Program

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



Program Questions:

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

Applications for the School Counselor Corps Grant Program must be submitted through the [online application form](#).

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

School Counselor Corps Grant Program

Applications Due: Friday, March 18, 2022, by 11:59 pm

Introduction and Purpose

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

Eligible Applicants

Education providers are eligible to apply for this opportunity to increase the number of school counselors for secondary and elementary students and the level of school counseling services provided. **Elementary applicants must apply with the secondary school(s) (middle and/or high schools) for which they are a feeder school. The secondary school(s) must either be included as part of this grant application or be a current SCCGP grantee. Elementary applications must address how early exposure to comprehensive school counseling programs prepares young students for postsecondary and workforce readiness.**

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

An eligible Education Provider is defined as:

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

Priority will be given to applicants that will serve:

- Schools at which the [dropout rate](#) exceeds the statewide average - 2020-2021 annual dropout rate for the State of Colorado is 1.8%;
- Schools with a high percentage of students who are eligible for [Free and Reduced Lunch](#) exceeding the statewide rate from 2021-2022 of 37.2%
- [Postsecondary remediation](#) rates at secondary schools that exceed the statewide average of 26.7% for the class of 2019;
- Percentage of K-3 students identified with [significant reading deficiency](#) at elementary schools that exceed the statewide average of 16.3% in 2018-2019; and
- LEPs (Districts/BOCES/Charter Schools) that have never received the grant.

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

Available Funds

This application is being released but is contingent upon enacting pending appropriations to the School Counselor Corps program for 2022-2023 school year.

The anticipated level of funding available for the 2022-2023 school year is approximately \$600,000 for grant awards. Priority consideration will be given to Local Education Providers (LEPs) with schools that have not been previously funded. The first year of the four-year grant cycle individual awards will range between \$30,000 and \$50,000. **The first year of the grant is developmental and will focus on data collection, needs analysis, program development, and direct**

services. In the second, third, and fourth years of the grant, successful grantees may request up to \$90,000 per funded school for implementation and increase of school counseling services. The final funding amount will be based on identified need as determined by the development year report.

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

- No more than 25% of previously participating schools will be approved in this competition. That 25% will be determined based on the ranked scores of the applications in which they are included, beginning with the highest scoring applications.

If funded in a previous cohort, please complete Section E that will inquire about the following:

- Sustainability is an expectation of the School Counselor Corps Grant. Please use Section E and additional one-page allowance for explanation if counseling positions or programming funded by previous SCCG was not sustained; or how grant funds will be used to expand upon work completed previously. Contact CDE program staff at SchoolCounselorCorps@cde.state.co.us if unsure if applicant was previously funded by SCCG.
- Past expenditure of funds will be considered. If the previously funded grantee returned more than \$1,000 during any year of the SCC grant cycle, a thorough explanation will be required to be considered for a new grant award.
- For each grant review period:
 - Points will be deducted once per occurrence during the grant review process for returned/unspent SCC grant funds during the grant cycle.
 - Applicants will not be penalized more than one time for each occurrence of returned SCC grant dollars/money.

Allowable Use of Funds

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

Allowable activities include:

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

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

- Capital equipment;
- Building improvements, construction, or maintenance; or
- Indirect costs or incentives for students.

Note: In addition to the education provider’s proposed Professional Development Plan, **applicants must also budget for a team to attend three, one-day grant trainings during each year of the grant cycle. Year one must budget for a team member to attend monthly webinars. 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.** Please note that due to travel restrictions due to the COVID-19 pandemic, these trainings may be virtual. If so, applicants will have the opportunity to revise their budgets to expend these funds in other allowable ways.

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

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

Duration of Grant

Grants will be awarded for a four-year term beginning in the 2022-2023 school year. **Note:** Each year of grant funding is contingent upon annual appropriations by the State Legislature. Funded applicants will be eligible for continued funding in the second, third, and fourth years of the grant cycle after successfully demonstrating the following:

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

Evaluation and Reporting

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

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

Subsequent year reports shall also include:

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

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 PII or confidential information.**

Data Privacy

CDE takes seriously its obligation to protect the privacy of student and educator Personally Identifiable Information (PII) collected, used, shared, and stored. PII will not be collected through School Counselor Corps Grant Program. All program evaluation data will be collected in the aggregate and will be used, shared, and stored in compliance with CDE's privacy and security policies and procedures.

Note: Documents submitted must not contain any personally identifiable student or educator information including names, identification numbers, or anything that could identify an individual. All data should be referenced/included in

the aggregate and the aggregate counts should be redacted to remove small numbers under n=16 for students or n=5 for educators.

Technical Assistance and Intent to Apply

A recorded application training webinar will be made available on [CDE's School Counselor Corps program webpage](#).

If interested in applying for this funding opportunity, please complete the [online Intent to Apply form](#) by **Friday, March 4, 2022, by 11:59 pm**. Completion of the Intent to Apply form is not required to submit an application.

Review Process and Timeline

Applications will be reviewed by CDE staff and peer reviewers to ensure they contain all required components. **This process may be discontinued at any point as funding is contingent upon pending appropriations to the School Counselor Corps program for 2022-2023 school year. As long as the state budget is passed and appropriations are available, applicants will be notified of final award status no later than Friday, June 10, 2022.**

Note: This is a competitive process – applicants must score at least 70 out of 100 available points to be considered for funding. Award funding is contingent upon pending appropriations to the School Counselor Corps program, and CDE will award applications until the level of available funding has been met. Applications that score below the required threshold 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 through the [online application form](#) by **Friday, March 18, 2022, by 11:59 pm**.

Within the online application, applicants will complete Parts IA-IB with their applicant information and upload attachments as described in the Required Elements section below.

Incomplete or late applications will not be considered. If you do not receive an email confirmation of receipt of your submission from the application system within 24 hours after the deadline, e-mail CompetitiveGrants@cde.state.co.us.

Application materials and budget are available for download on [CDE's School Counselor Corps program webpage](#).

Application Format

- **The total narrative (Sections A-D) of the application cannot exceed 7 pages.** See below for the required elements of the application. **Note: Application narratives that exceed 7 pages will not be reviewed.**
- If previously funded, applicants are allowed one additional page to respond to Section E (8 total pages). Please note, sections A-D still must adhere to the 7-page limit.
- **All 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.**
- The Program Assurances Form must include signatures from the lead organization/fiscal agent. If grant application is approved, funding will not be awarded until all signatures are in place.
- The submission of duplicate applications that are identical, except for names and descriptions of the eligible schools or district, will not be accepted.

Required Elements

The format outlined below must be followed in order to assure consistent application of the evaluation criteria. See evaluation rubric for specific selection criteria needed in Part II (pages 12-16).

<p>Complete responses in the online application form:</p>	<p>Part IA: Applicant Information Part IB: Recipient School Information</p>
<p>Upload these documents in the online application form:</p>	<p>Part IC: Program Assurances Form</p>
<p>1. <u>Part IC: Program Assurances Form</u></p> <p>2. <u>Executive Summary and Application Narrative</u> Executive Summary does not count toward 7-page limit for Application Narrative</p> <p>3. <u>Budget Workbook</u> Submit in Excel format in original CDE template. Does not count towards page limit.</p>	<p>Part II: Executive Summary and Application Narrative <u>Executive Summary</u> [does not count towards 7-page limit] <u>Application Narrative</u> [cannot exceed 7 pages] Section A: Quality of Program Development Section B: Partnerships Section C: Postsecondary Section D: Budget Narrative Section E: Previously Funded Schools [if applicable] One additional page is allowed for Section E.</p>
<p>4. <u>Letters of Support</u> Not required or scored, but not to exceed five additional pages.</p>	<p>Budget Workbook</p>
	<p>Letters of Support</p>

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Part IA: Applicant Information

Parts IA-IB will be completed using the online application form. The system does not save works in progress so applicants may wish to complete the information in Parts IA-IB in this document and copy responses into the online application.

Submit all application materials through the [online application form](#).

Local Education Provider (LEP)/BOCES Information			
LEP/BOCES Name:			LEP/BOCES Code:
Mailing Address:			
Type of Education Provider			
[Check box below that best describes your organization or authorizer.]			
<input type="checkbox"/> School District	<input type="checkbox"/> BOCES	<input type="checkbox"/> Institute Charter School(s)	<input type="checkbox"/> District Charter School(s)
Region			
[Indicate the 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
Current number of licensed school counselors employed by lead applicant:			
Funding Request			
Amount of Funding Requested for Year 1:	\$		
Authorized Representative Information			
[For charter school applicants, the Authorized Representative will be a person from the authorizing district or CSI.]			
Name:		Title:	
Telephone:		E-mail:	
Program Contact Information			
Name:		Title:	
Telephone:		E-mail:	
Fiscal Manager Information			
[For charter school applicants, the Fiscal Manager will be a person from the authorizing district or CSI.]			
Name:			
Telephone:		E-mail:	

Previous Grant Recipient Information			
[The following information will be verified by CDE and considered in the funding decision.]			
Has the lead applicant previously received a School Counselor Corps Grant?		<input type="checkbox"/> Yes	<input type="checkbox"/> No
Have any of the recipient schools in this application previously received a School Counselor Corps 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 unspent funds were reverted, please enter the year(s) and amount(s):			
Year(s):		Amount(s):	

Part IB: Recipient School Information

Please complete the table below in the [online application form](#) for each participating school. If including more than five schools in your application, please e-mail Mandy Christensen (Christensen_A@cde.state.co.us) for a template to upload as an attachment in lieu of entering your schools in the online application. The following links will assist in retrieving the school data requested below as well as any additional data needed in order to respond to the application narrative (i.e., dropout rates, percentage of students eligible for Free or Reduced Lunch, graduation rates, etc.):

- [CDHE: Pathways to Prosperity: Postsecondary Access and Success for Colorado's High School Graduates](#)
- [CDE: Dropout Prevention and Student Re-Engagement](#)
- [CDE: Pupil Membership - School Data](#)
- [CDE: SchoolView Data](#)
- [CDE: Read Act Data Dashboard](#)

Recipient School Information			
School Name:		School Code:	
		Charter School:	<input type="checkbox"/> Yes <input type="checkbox"/> No
If an elementary school:			
List the secondary schools (middle and/or high schools) into which the elementary feeds that are included in this application and/or are current SCC grantees:			
Principal Information			
Name:		E-mail:	
School Data			
Current student to school counselor ratio:			
Percentage of students with Individual Career and Academic Plans (ICAP):			
Percentage of students with an adequate Math and/or Reading proficiency score:			
Postsecondary remediation rate:			
Postsecondary enrollment (matriculation) rate:			

Year 1 of the SCCGP funding is a planning year. The funds awarded are used to conduct a needs analysis and environmental scan to identify district and school needs, root causes, and guide SMART goal development. The development year award is \$30,000 - \$50,000, depending on number of schools included in the application. The goals will be multi-year and multi-tiered for the remaining years of the grant. A successful planning year is necessary for funding to be available for the implementation years (years 2, 3, and 4). Successful grantees can request up to \$90,000 per funded school for implementation and increase of school counseling services. The final funding amount will be based on identified need as determined by the development year report. See Authorized Activities for approved use of funds on [CDE's School Counselor Corps Resources webpage](#).

Part IC: Program Assurances Form

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

On _____ (date), 2022, the Board of _____ (lead applicant) hereby applies for and, if awarded, accepts the state funds requested in this application. In consideration of the receipt of these grant funds, the Board agrees that the General Assurances form for all state funds and the terms therein are specifically incorporated by reference in this application. The Board also certifies that all program and pertinent administrative requirements will be met. In addition, grantees that accept the School Counselor Corps Grant Program funding agree to the following assurances:

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

The Colorado Department of Education may terminate a grant award upon thirty days' notice if it is deemed by CDE that the applicant is not fulfilling the requirements of the funded program as specified in the approved project application, or if the program is generating less than satisfactory results.

Project modifications and changes in the approved budget must be requested in writing and be approved in writing by the Colorado Department of Education before modifications are made to the expenditures. Please contact Amy Miglinas (720) 576-4762, Miglinas_A@cde.state.co.us for any modifications.

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

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

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Application Scoring

CDE Use Only

Part I:	Application Introduction	Not Scored
Part II:	Narrative	
	Section A: Quality of Program Development	/32
	Section B: Partnerships	/19
	Section C: Postsecondary	/28
	Section D: Budget Narrative and Budget Workbook	/15
	Section E: Previously Funded Schools	+/-
	Priority Points	
Total:		/94

Priority Considerations		
CDE will indicate whether this application met the priority criteria (see page 3 of the RFA).		
Criteria	Meets	Does Not Meet
Application supports school(s) at which the dropout rate exceeds the statewide average annual dropout rate for the State of Colorado, (1.8% in 2020-2021), <u>or</u> percentage of students identified with SRD at elementary schools that exceed the statewide average (16.3% in 2019).	<input type="checkbox"/> Yes - 3 Points	<input type="checkbox"/> No - 0 Points
Application supports school(s) with a percentage of students who are eligible for Free and Reduced Lunch exceeding the statewide rate (37.2% in 2021-2022).	<input type="checkbox"/> Yes - 3 Points	<input type="checkbox"/> No - 0 Points
Application supports school(s) in which the postsecondary remediation rates exceed the statewide average (26.7% for class of 2019).	<input type="checkbox"/> Yes - 3 Points	<input type="checkbox"/> No - 0 Points
LEP is not a prior grant recipient. Contact SchoolCounselorCorps@cde.state.co.us for confirmation.	<input type="checkbox"/> Yes - 3 Points	<input type="checkbox"/> No - 0 Points
Total		

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

Strengths:

-
-

Weaknesses:

-
-

Required Changes:

-
-

RECOMMENDATION: Funded _____ Funded with Changes _____ Not Funded _____

Selection Criteria and Evaluation Rubric

Part I: Application Introduction

Applicant Information and Assurances

Part II: Executive Summary and Application Narrative

Executive Summary

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

Application Narrative

The following criteria will be used by reviewers to evaluate the application. In order for the application to be recommended for funding, it must receive at least 70 points out of the 100 possible points and all required elements must be addressed. Applications that score below 70 points may be asked to submit revisions that would bring the application up to a fundable level. An application that receives a score of zero on any required elements will not be funded without revisions.

Scoring Definitions

Minimally Addressed or Does Not Meet Criteria - information not provided

Met Some but Not All Identified Criteria - requires additional clarification

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

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

Section A: Quality of Program Development	Minimally Addressed or Does Not Meet Criteria	Met Some but Not All Identified Criteria	Addressed Criteria but Did Not Provide Thorough Detail	Met All Criteria with High Quality	TOTAL
1) Include a clear description of how the education provider has adopted, or has demonstrated, a commitment to developing standards for school counselors that meet or exceed those recommended by the American School Counselor Association (ASCA) in connection to the intent of the School Counselor Corps grant program. If middle and/or elementary schools are included in the program development, include a commitment to the School Counselor Corps Elementary and/or Middle School ICAP Quality Indicators .	0	1	3	5	
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 school counselors and administrators who 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 expected outcomes of the School Counselor Corps Grant Program, including improving graduation rates, and preventing dropouts at all levels.	0	1	3	5	
5) 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	4	7	10	

6) Explain how district and/or school-level administrators and current school counselors have been engaged in the process to apply for this grant.	0	1	3	4	
Reviewer Comments:					
Total				/32	

Section B: Partnerships	Minimally Addressed or Does Not Meet Criteria	Met Some but Not All Identified Criteria	Addressed Criteria but Did Not Provide Thorough Detail	Met All Criteria with High Quality	TOTAL
1) Include a specific and well-conceived description of the extent to which the education provider has developed or plans to develop external partnerships , with external education agencies and/or community and/or business/workforce partners, to serve the need of academic and postsecondary awareness, aspirations for every student enrolled in or receiving educational services from the education provider.	0	2	4	7	
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 leadership, elementary, middle school, and high school partnerships across the district, if applicable.	0	2	4	7	
3) Provide clear detail regarding how the education provider will integrate this grant with any current work in dropout prevention, student and parent engagement, career awareness, postsecondary and workforce readiness; including, but not limited to, service learning, expanded learning opportunities, work-based learning, and early credential completion. Please include any additional federal or state grants that will support this work.	0	1	3	5	
Reviewer Comments:					
Total				/19	

Section C: Postsecondary	Minimally Addressed or Does Not Meet Criteria	Met Some but Not All Identified Criteria	Addressed Criteria but Did Not Provide Thorough Detail	Met All Criteria with High Quality	TOTAL
1) Include a specific and well-conceived description of how receipt of the grant will affect the culture of career postsecondary awareness at the applicant school, district, BOCES, or CSI Charter School, and describe a vision for how the grant will transform the career and postsecondary exposure, awareness and options of students served.	0	1	3	5	
2) Include a clear and thorough description of the extent to which the education provider has implemented Individual Career and Academic Plans (ICAP) for students or career awareness activities as they relate to academic planning.	0	1	3	5	
3) Include a thorough description of how the SCCG program will align with the postsecondary and workforce readiness section of the school/district Unified Improvement Plan.	0	1	3	5	
4) Include a detailed description of the education provider’s use of district-level (or school-level if the education provider is a charter school) data to: <ul style="list-style-type: none"> • Identify challenging issues in the district or school in terms of student learning and success and barriers to learning, and how it relates to this application. <ul style="list-style-type: none"> ○ What strategies have you chosen to use in the future to address the challenges identified? 	0	4	7	10	

<ul style="list-style-type: none"> Identify targeted and comprehensive programs, strategies, or services delivered by the education provider to students that have helped increase the graduation rates and level of career readiness and postsecondary success among graduates, and how it relates to this application. Identify possible strategies that will be used and evidence of why they were chosen by the education provider to address the challenges identified in this self-assessment and strengthen, expand, or improve existing programs to improve graduation rates, postsecondary enrollment, and career ready success rates. Include a clear description of the attendance, grade-retention, and promotion, and grading policies implemented by the education provider, and how the schools' and/or districts' current policies and practices in these areas contribute to success or act as obstacles to student transitioning and matriculating through school. <ul style="list-style-type: none"> How will these policies and practices be improved or modified to increase the graduation rate, as well as career readiness and postsecondary success rates of high school students? 					
5) Include a clearly detailed description of current participation in accelerated coursework, as well as remedial courses for students at-risk of remediation.	0	1	2	3	
Reviewer Comments:					
				Total	/28

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

Section E: Previously Funded Schools [if applicable]

Respond to the following only if you are including schools that have previously received School Counselor Corps grant funding. Contact CDE program staff at SchoolCounselorCorps@cde.state.co.us to confirm whether a response to this section is required. If previously funded, the information provided will be considered in the funding recommendation.

Note: If previously funded, use up to one additional page to summarize and provide verification of sustained positions and quality programs that were initialized with School Counselor Corps grant dollars. The information submitted will be considered in the holistic review of your application.

1) Describe what positions and quality programs have been successfully sustained with prior School Counselor Corps grant dollars and the strategies employed to do so.	Not Previously Funded/Not Applicable	Did Not Adequately Address	Adequately Addressed
	<input type="checkbox"/>	<input type="checkbox"/> [-4 Points]	<input type="checkbox"/> [0 Points]
2) Describe how receiving another round of Counselor Corps Grant funding would improve upon or expand upon previous grant goals.	<input type="checkbox"/>	<input type="checkbox"/> [-3 Points]	<input type="checkbox"/> [0 Points]
3) If funding was returned to CDE in previous grant cycles, please indicate the steps taken to prevent future return of funds if funded for this grant cycle.	<input type="checkbox"/>	<input type="checkbox"/> [-3 Points]	<input type="checkbox"/> [0 Points]
4) Returned funds occurred in 2 or more years of the grant cycle and exceeded \$1,000 each time. (CDE will provide this information to reviewers.)	No	Yes	
	<input type="checkbox"/>	<input type="checkbox"/> [-10 Points]	
Reviewer Comments:			
			Total +/-

Appendix A: Development Year Grantee Progress Report

This is what the Development Year Grantee Progress Report looks like. You will complete this report if you are awarded the grant. Please do not complete this portion for the application.

Colorado School Counselor Corps Grant Program 2022-2023 Development Year Grantee Progress Report

Please email completed reports to Amy Miglinas at Miglinas_A@cde.state.co.us. Early submissions are encouraged.

Narrative

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

Provide the following:

- Budget
 - Please develop a School Counselor Corps Grant budget to submit with this report. Template available on [CDE's School Counselor Corps webpage](#).
 - Authorized Activities can be found on [CDE's School Counselor Corps Resources webpage](#).
 - Also include an additional two prioritized budget options with your end-of-year report in the event that an original, proposed expense does not occur.

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

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

Name	Title	E-mail Address	Phone Number