

Funding Opportunity

Application Information Webinar: **Monday, March 17, 2025, 12 pm – 1 pm**

[Register to attend](https://app.smartsheet.com/b/form/f3d88a41c4d74aceb6c777aa3e1e01c9). If unable to attend live, please fill out the form at the link to request the recording.

[Intent to Apply Due](https://app.smartsheet.com/b/form/d6fba1427f26463192b9b5fcc0fd52d0): **Tuesday, April 1, 2025**

[Applications Due](https://colorado.egrantsmanagement.com/): **Wednesday, April 30, 2025, by 4 pm**

Application will open in GAINS on Friday, March 6, and close on Wednesday, April 30.

|  |
| --- |
| Quality Teacher Recruitment ProgramPursuant to 22-94-102, C.R.S. |

**Program Questions:**

Paige Moser, Educator Talent Grants Program Manager

(720) 670-2305 | Moser\_P@cde.state.co.us

Budget/Fiscal Questions:

Tricia Miller, Grants Fiscal Supervisor

(303) 877-2154 | Miller\_T@cde.state.co.us

Application Process and GAINS Questions:

Mandy Christensen, Grants Program Administration

(303) 957-6217 | Christensen\_A@cde.state.co.us
GAINS@cde.state.co.us

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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 Quality Teacher Recruitment Program**

**must be submitted in** [**GAINS**](https://colorado.egrantsmanagement.com/)**.**

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

The application window will open in GAINS on Friday, March 6, 2025, and close on Wednesday, April 30, 2025, at 4 pm.

[More information about GAINS is available on CDE’s website.](https://www.cde.state.co.us/gains)

# Accessing GAINS

**School District and BOCES Applicants**

* Contact your district Local Access Manager (LAM) to receive access to GAINS. Documentation and training on this process for LAMs is available on [CDE’s GAINS Training webpage](https://www.cde.state.co.us/gains/gainstrainings).

**Charter School Applicants**

* Complete the [Charter School GAINS Access Request Form](https://app.smartsheet.com/b/form/6cb9159d35894e76b6875bebc7232d56)

**All Other Applicants**

* Complete the [Non-District Organization GAINS Access Request Form](https://app.smartsheet.com/b/form/33fd3633609c48e5bbd656db720f5bfe)

**Quality Teacher Recruitment Program**

**Intent to Apply Due: Tuesday, April 1, 2025**

**Applications Due: Wednesday, April 30, 2025, by 4 pm**

# Introduction and Purpose

The Quality Teacher Recruitment Program supports efforts to recruit, select, train, and retain licensed, diverse teachers to teach in Colorado public schools, including charter schools, districts, and BOCES. Funding is available for entities to partner with one or more school districts, Boards of Cooperative Services (BOCES), or charter schools over a two-year period to place and support licensed teachers in areas of the state that demonstrate historic difficulty in recruiting and retaining licensed teachers. A third-party evaluator, the OMNI Institute, will conduct the program evaluation.

Providers that are selected to receive funding will use grant funding to recruit, select, train, place, and retain diverse, licensed teachers to be placed in one or more districts, BOCES, or charter schools by the beginning of the 2025-2026 school year.

This grant program exists to:

* Support entities in the placement of development of licensed teachers in areas of Colorado that have demonstrated historic difficulty in recruiting and retaining licensed teachers;
* Support entities in the retention of licensed, diverse teachers in historically hard-to-staff areas of Colorado; and
* Support entities in ensuring the teachers placed in historically hard-to-staff areas of Colorado are providing high-quality, equitable educational opportunities for their students.

Only applicants that specifically address all three purposes identified for funding will be considered.

# Eligible Applicants

Applicants must apply in partnership with one or more school districts, BOCES, or charter schools. Each applicant must meet the following eligibility requirements:

* Have a documented history of successfully recruiting, training, placing, and retaining licensed, diverse teachers in areas of Colorado and other states that have had historic difficulty in recruiting and retaining highly qualified teachers;
* Demonstrate that the teachers it has placed in [public schools and districts](https://www.cde.state.co.us/schoolview/explore/welcome/) in the past, either in Colorado or in other states, achieve high academic growth from their students based on state achievement data or independent studies; and
* Have a documented history of providing professional development for teachers, including induction, training, on-going support, and evaluations.

**Note**: If the applicant intends to recruit individuals who are not yet licensed, the applicant must demonstrate that it has been [approved as an educator preparation provider](https://www.cde.state.co.us/educatortalent/educator_preparation_search_engine) or must submit a plan for partnering with an educator preparation provider.

Each applicant also must provide the following assurances:

* Commitment to working with one or more school districts or BOCES for at least two years to recruit and place licensed teachers;
* Commitment to placing only teachers who are deemed licensed; and
* Commitment to matching no less than 100 percent of any grant funds awarded through the Quality Teacher Recruitment Program. \*

\* The applicant must provide written documentation from one or more private or corporate donors, or one or more school districts or other local governments, that pledge to make gifts, grants, donations, or other pledges of money, which may include impact income, success payments, and sponsorship and event income, but shall not include money received from program participants, to the applicant that, in total, equal at least the same amount that the applicant has requested from CDE in its budget proposal. Said documentation must include the amount of funding, date of distribution, terms and conditions tied to the funding, and consequences for any failure to meet those terms and conditions. This documentation must be submitted with the application.

Applicants that have received funds from the Quality Teacher Recruitment Program may apply for this current funding opportunity but in their application must describe current grant activities and services and demonstrate how, if awarded, capacity to provide activities and services will be expanded, augmented, or sustained. Past expenditure of funds and quality of program implementation will also be considered.

# Available Funds and Duration of Grant

Approximately $5.9 million is available for the 2025-2027 school years, with funding contingent on approval of appropriations from the State Legislature. Grants will be awarded for a two-year term beginning in the 2025-2026 fiscal year. Additional grant funding for subsequent years will be contingent upon annual appropriations by the State Legislature, and grantees meeting all grant, fiscal, and reporting requirements. Funded applicants for the 2025-2026 school year are not guaranteed any additional funding beyond the 2025-2026 school year at this time. Funds must be expended by **June 30, 2026**.

# Allowable Use of Funds

An organization that receives a grant under the program shall use the monies to place licensed teachers in one or more districts, charter schools, or BOCES by the beginning of the 2026-2027 school year. Funding may be used for salaries of program staff, however, grant recipients may not use any grant funding for administrative services to operate their program.

Allowable services or activities include:

* Recruiting licensed, diverse teachers;
* Placing licensed, diverse teachers in historically hard-to-staff districts, charter schools, or BOCES;
* Providing meaningful support and professional development opportunities to teachers;
* Providing training for teachers to create a safe, equitable, and inclusive learning environment for all their students;
* Specific activities which are likely to encourage licensed, diverse teachers to remain in their placements; and,
* Evaluating and continuously improving the effectiveness of programming offered to teachers.

Continued funding in future years is contingent upon meeting all specified reporting requirements as outlined in the Evaluation and Reporting section below.

# Evaluation and Reporting

CDE will contract with an external evaluator to meet the evaluation and reporting requirements of this grant program. Grant recipients must provide data, including the information specified below, to the third-party evaluator, contracted by CDE pursuant to C.R.S. 22-94-103(2), to evaluate the progress of the grant recipient in its teacher recruitment, selection, training, placement, and retention efforts. Data collection by the evaluator may include participation in interviews and/or surveys. Grant recipients are responsible for working with their partner districts to ensure that the data is collected and reported.

Each organization that receives a grant through the Quality Teacher Recruitment Program is required to submit, at a minimum, the following information to the external evaluator upon their request:

* Information regarding the qualifications and characteristics of the recruited, selected, and placed teachers;
* Information regarding the process used to select teachers;
* Information regarding the structure and general content of the training provided to selected teachers;
* Information regarding the number of teachers recruited and selected by the grant recipient;
* Information related to the satisfaction of partner districts or BOCES;
* The names of the public schools and districts or BOCES in which teachers are placed;
* The subjects and grade levels taught by the teachers who are placed through the grant recipient’s program;
* The number of students who are taught by teachers who are placed in public schools and districts through the grant recipient’s program; and
* Retention information on participating teachers who remain within school, district, and profession.

Note that effectiveness ratings of teachers are used in aggregate in the annual report produced by the third-party evaluator. These ratings are obtained by CDE through an existing data collection and shared with the third-party evaluator. Evaluation ratings are deidentified and results are reported in aggregate only. Grant recipients must provide social security numbers of placed teachers to CDE through a secure system for this process to be initiated.

# 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 the Quality Teacher Recruitment 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 as part of the 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.

# Application Assistance and Intent to Apply

An application information webinar will be held on **Monday, March 17, from 12-1 pm**. [Register for the session](https://app.smartsheet.com/b/form/f3d88a41c4d74aceb6c777aa3e1e01c9). If applicant(s) are unable to attend live, please complete the registration form to receive a post-session recording.

If interested in applying for this funding opportunity, submit the [Intent to Apply](https://app.smartsheet.com/b/form/d6fba1427f26463192b9b5fcc0fd52d0) by **Tuesday, April 1, 2025**. Although strongly encouraged, completion of the Intent to Apply is not a required component of the application process. Completing the Intent to Apply assists CDE in knowing who needs access to the application in GAINS and providing access guidance, securing a sufficient number of peer reviewers, and provides an avenue to communicate important updates with potential applicants.

# Review Process and Notification

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 **Tuesday, June 30, 2025.**

**Note:** This is a competitive process – applicants must score at least 93 points out of the 120 possible narrative points to be approved for funding. Applications that score below 93 narrative points may be asked to submit revisions that would bring the application up to a fundable level. There is no guarantee that applying 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

Applications must be completed and submitted through [GAINS](https://colorado.egrantsmanagement.com/) by **Wednesday, April 30, 2025, by 4 pm.**

Application materials and resources are available on [CDE’s QTRP program webpage](https://www.cde.state.co.us/educatortalent/qtrp).

# Required Elements

The format outlined below must be followed to assure consistent application of the evaluation criteria. See Evaluation Rubric for specific selection criteria (pages 12-14).

Part I: Applicant Information and Program Assurances

Part II: Narrative and Budget

Uploads:

Required

* Attachment A: Partnership Information and Assurances Form
A completed Partnership Information and Assurances Form is required for each participating district, BOCES, and charter school.
* Award Letter(s): Matching Funds Documentation
Documentation showing matching funds pledged to the applicant that, in total, equal at least the same amount that the applicant has requested from CDE in its budget proposal.

Optional

* If the applicant is partnering with an Education Preparation Provider, provide additional documentation to describe the partnership.

**Quality Teacher Recruitment Program**

**Intent to Apply Due: Tuesday, April 1, 2025**

**Applications Due: Wednesday, April 30, 2025, by 4 pm**

Applicants will complete their application in [GAINS](https://colorado.egrantsmanagement.com/).

Applications will be accepted in GAINS from Friday, March 6, through April 30, 2025.

# Part I: Applicant Information and Program Assurances

|  |
| --- |
| Application ContactThe person that CDE should contact if there are questions or additional information needed for this application. |
| **Name:** |  | **Title:** |  |
| **Telephone:** |  | **E-mail:** |  |
| **Program Contact**The person who will be responsible for receiving communications from CDE staff about this program. |
| **Name:** |  | **Title:** |  |
| **Telephone:** |  | **E-mail:** |  |
| **Authorized Representative** |
| **Name:** |  | **Title:** |  |
| **Telephone:** |  | **E-mail:** |  |
| **Fiscal Manager** |
| **Name:** |  | **Title:** |  |
| **Telephone:** |  | **E-mail:** |  |
| **Executive Summary** |
| [Provide a brief description of the program to be supported by this funding. May not exceed 500 words. The Executive Summary is not a scored component of the application.] |

# Program Assurances

**Applicants will agree to the below Assurances within the Quality Teacher Recruitment Program application in GAINS.**

**An upload of this document is not required.**

The 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 applicant agrees that the General Assurances form for all state funds and the terms therein are specifically incorporated by reference in this application. The applicant also certifies that all program and pertinent administrative requirements will be met. In addition, grantees that accept Quality Teacher Recruitment Program funding agree to the following assurances:

1. The applicant agrees to comply with the reporting requirements and deadlines for this grant program.
2. The grantee will work with and provide the requested data to CDE and contracted third-party evaluator for QTRP within the time frames specified.
3. The grantee will not discriminate against anyone regarding race, gender, national origin, color, disability, or age.
4. Funds will be used to supplement and not supplant any funds currently being used to provide QTRP services and grant dollars will be administered by the appropriate fiscal agent.
5. 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.
6. If any findings of misuse of these funds are discovered, project funds will be returned to CDE.
7. The grantee will maintain sole responsibility for the project even though subcontractors may be used to perform certain services.

**Duplication of Benefits**

Federal or State funds generally cannot be used to pay for the exact same cost or activity already paid for from another source of funding. This is sometimes referred to as a prohibition on duplication of benefits (DOB), or “double-dipping.” Entities using multiple funding sources should be aware of the different authorities and program requirements for each funding source, being careful to avoid DOB in instances where they are paying for similar costs or activities from multiple sources. (2CFR200.302) Subrecipients should avoid a duplication of benefits for any federal or state award. A duplication of benefits occurs when the amount of the assistance (i.e., funding) to a beneficiary exceeds the total allowable assistance (i.e., based on the total allocable expenses) to that beneficiary for that purpose.

1. Applicant certifies no duplication of benefits resulting in this funding will occur. If awarded, the Awardee (applicant) will notify CDE in writing should this occur.

**Fraud, Waste and Abuse**

Recipients of grant funds are responsible for taking steps to reduce fraud, waste, and abuse. Fraud Waste and Abuse can come in many forms, such as:

* Embezzlement, bribery, or other public corruption involving federal or state funds;
* Serious mismanagement involving federal or state programs or funds;
* Theft or misuse of Federal student aid to include knowledge of fraud, waste, or abuse involving a financial aid administrator or other entity official(s), or knowledge of fraud, waste, or abuse involving a student loan servicer or collection agency;
* Knowledge that your entity is not complying with regulations or laws involving Federal student aid or other federal or state program or operation requirements;
* Conflicts of interest - violation of arm’s length agreements;
* Contract and procurement irregularities;
* Theft or abuse of government property;
* Employee misconduct; or
* Ethics violations by officials.

Entities are required to have a procedure or methodology for timely reporting, in writing, of any noted violations that may potentially affect the federal or state award. (2CFR200.113)

1. Applicant certifies there are sufficient internal controls in place to reduce or eliminate the possibility of fraud, waste and abuse with these, or any funds within their agency, and if an instance occurs. If awarded, the Awardee (applicant) will notify CDE in writing.

**Conflict of Interest**

The applicant hereby certifies that, to the best of its knowledge and belief, there are no present or currently planned interests (financial, contractual, organizational, or otherwise) relating to the work to be performed under the contract or grant resulting from this award that would create any actual or potential conflict of interest (or apparent conflicts of interest) (including conflicts of interest for immediate family members: spouses, parents, children) that would impinge on its ability to render impartial, technically sound, and objective assistance or advice or result in it being given an unfair competitive advantage. In this clause, the term “potential conflict” means reasonably foreseeable conflict of interest. The applicant further certifies that it has and will continue to exercise due diligence in identifying and removing or mitigating, to the Government's or Colorado Department of Education’s satisfaction, such conflict of interest (or apparent conflict of interest).

1. Applicant certifies there are sufficient internal controls in place to reduce or eliminate the possibility of any conflicts of interest with these, or any funds within their agency. If awarded, the Awardee (applicant) will notify CDE in writing. (2CFR200.112)

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 to the approved budget must be requested in GAINS and approved by CDE before modifications are made to the expenditures.

Approvals for this grant application must be captured in GAINS from the following personnel:

* Applicant Authorized Representative
* Applicant Fiscal Manager

**Note:** For Charter School applicants, the above personnel must be from your authorizing district or CSI.

# Part II: Narrative and Budget

Responses should be completed in the online application form. Although the system will save your work in progress, applicants may find it useful to compose answers in a separate document and copy them into the form.

For those applicants that have previously received or are currently receiving funding from the Quality Teacher Recruitment Grant Program, the expectation is that the narrative responses will include references to that award, where applicable. For example, discuss how the funds contributed to the program and what still needs to be accomplished. Applicants should demonstrate ongoing and improved capacity in the program and a well-developed plan for sustainability.

**Beginning with the 2025-2027 grant cycle, award amounts will be merit-based. Special attention will be paid to the applicant’s experience and success with recruiting and retaining diverse teacher candidates.**

**Organizations who were funded in a previous grant cycle are required to complete Section H. If previously funded, the information provided in Section H will be considered in the holistic review of the application. Be sure to describe what programs and strategies have been successfully sustained with prior QTRP dollars, providing data wherever possible.**

**Narrative Questions:**

**Section A: Vision, Mission, and Overall Goals of Organization**

1. Describe the organization’s vision and mission. Clearly describe how your organization’s overall goals align with the goals of this grant program to recruit and retain licensed, diverse teachers in regions with historic difficulty recruiting and retaining licensed teachers.
[Not to exceed 1000 words]

**Section B: Success in Regions with Historic Recruitment and Retention Difficulty**

1. Provide evidence of your organization’s success in recruiting, training, and retaining licensed, diverse teachers in areas of Colorado and other states that have had historic difficulty in recruiting and retaining licensed teachers.
[Not to exceed 750 words]
2. Demonstrate how the teachers you have placed in public schools have achieved high academic growth from their students based on state achievement data or independent studies. Be sure to include relevant data.
[Not to exceed 300 words]

**Section C: Selection of Partner District(s)/Charter School(s)/BOCES**

1. Provide a description of the analysis you conducted to identify partner district(s)/charter school(s)/BOCES in Colorado that have had historic difficulty in recruiting and retaining licensed, diverse teachers. This analysis must include, but not be limited to, analysis of partner turnover rates, teacher effectiveness data, and capacity for recruitment and teacher support.
[Not to exceed 1000 words]
2. List your partner district(s)/charter school(s)/BOCES. Demonstrate the need of these entities using, at a minimum, the criteria listed above (analysis of the turnover rates, teacher effectiveness data, and capacity for recruitment and teacher support).
[Not to exceed 500 words]
3. In the Document Uploads section of the application, provide supporting documentation (e.g., MOUs, letters of commitment/support) from all partners including districts, charter schools, BOCES, and/or other organizations.

**Section D: Plan to Recruit and Place Teachers**

1. Describe your plan for using these grant funds to recruit and place licensed, diverse teachers with your partner district(s)/charter school(s)/BOCES. Include the timelines that will be followed.
[Not to exceed 1000 words]
2. Describe in detail your process for recruiting and retaining diverse teacher candidates. Wherever possible, provide target numbers for the placement of teachers, including the subject(s) and grade level(s) they will be hired to teach, how they contribute to a diverse teacher workforce, and the potential number of students that will be taught by these teachers. Explain how you have identified these numbers and subjects/grade levels and how they address a significant need for the partner organization(s).
[Not to exceed 750 words]
3. Provide measurable benchmarks and interim goals for your recruitment and placement processes.
[Not to exceed 500 words]
4. Address how your organization’s selection process will allow you to select teachers that can, or are likely to, demonstrate effectiveness in the state’s [Teacher Quality Standards](http://www.cde.state.co.us/educatoreffectiveness/smes-teacher#TQS), including achieving high academic growth for their students.
[Not to exceed 500 words]

**Section E: Plan to Support and Retain Teachers**

1. Describe your organization’s previous experience providing professional development for teachers, including induction, training, on-going support, and evaluation. Then, describe your plan for bolstering your programming moving forward. Include measurable benchmarks and a programming timeline.
[Not to exceed 750 words]
2. Describe how your organization ensures selected candidates value and are adequately trained to support and contribute to a safe, equitable, and inclusive learning environment for all their students. Include measurable benchmarks and timelines.
[Not to exceed 750 words]
3. Describe your plan for retaining teachers, including specific activities that are likely to encourage teachers to remain in their placements. Include measurable goals and a timeline for instructional support programming.
[Not to exceed 500 words]
4. Confirm which option best describes your organization: (1) will recruit only individuals who are already licensed; (2) has already been approved as an educator preparation provider; or (3) has a clear plan for partnering with an educator preparation provider. If you select option 3, you must provide additional documentation to describe your partnership in the Document Uploads section of the application.

**Section F: Plan for Progress Monitoring and Evaluation**

1. Describe how you will evaluate the effectiveness of your program and monitor progress towards the measurable goals for this program. Give specific attention to the evaluative practices around professional development activities and the retention of diverse candidates.
[Not to exceed 750 words]
2. Describe how the organization will implement improvements in the process if goals are not being met. Share who your organization will seek expertise and/or guidance from if challenges arise throughout the year.
[Not to exceed 750 words]

**Section G: Program Budget**

1. Provide a **Budget Narrative** in a narrative format that addresses the following criteria:
	1. Provide an explanation that summarizes the proposed uses of grant funds by budget category and is tied to applicant’s proposed activities.
	2. Include the cost of the instructional and student support program that the applicant plans to implement using the grant funds.

[Not to exceed 1000 words]

1. Complete your itemized proposed program budget in GAINS. Cost descriptions should show that the that are reasonable, necessary and are calculated to show how amounts are determined. The budget should be sufficient in relation to the objectives, design, scope, and sustainability of project activities and demonstrate how funds will be used for supplementary services.

Item Description Example:
.X FTE for [role or title] at $xxxxx per [hour or month or year] times [x per hours or months or year]

**Award Letter(s):** **Matching Funds Documentation**

In the Document Uploads section of the application, provide an award letter or award letters from one or more private or corporate donors, or one or more school districts or other local governments, that pledge to make gifts, grants, donations, or other pledges of money, which may include impact income, success payments, and sponsorship and event income, but shall not include money received from program participants, to the applicant that, in total, equal at least the same amount that the applicant has requested from CDE in its budget proposal. Said documentation must include the amount of funding, date of distribution, terms and conditions tied to the funding, and consequences for any failure to meet those terms and conditions.

**Section H: Previously Awarded Applicants**

1. Describe what strategies and programs have been successfully sustained with prior QTR dollars. Provide specific examples of prior successes, using data wherever possible.
[Not to exceed 500 words]
2. Describe how receiving another round of QTR funding would improve and/or expand upon your organization’s goals regarding recruiting, placing, and retaining diverse, licensed candidates in historically difficult-to-place areas.
[Not to exceed 500 words]
3. If funding was returned to the CDE in a previous grant cycle, indicate the steps taken to prevent future return of funds for this grant cycle.
[Not to exceed 500 words]

# Evaluation Rubric and Application Scoring

The rubric criteria below will be used by reviewers to evaluate the application. An application that scores below 93 points may be asked to submit revisions. An application that receives a score of zero on any required elements will not be funded without revisions. **Note that no amount of money is guaranteed. Responses should demonstrate how applicants are maximizing dollars to benefit students.**

The expectation for previous and current recipients is that the narrative responses will include references to the past award(s), where applicable. For example, previously awarded applicants should discuss how the funds contributed to the program and what still needs to be accomplished. In particular, applicants should demonstrate ongoing and improved capacity in the program and a well-developed plan for sustainability.

**Beginning with the 2025-27 grant cycle, award amounts will be merit-based. Special attention will be paid to the applicant’s experience and success with recruiting and retaining diverse teacher candidates.**

**Organizations who were funded in a previous grant cycle are required to complete Section H. If previously funded, the information provided in Section H will be considered in the holistic review of the application. Be sure to describe what programs and strategies have been successfully sustained with prior QTRP dollars, providing data wherever possible.**

|  |  |  |
| --- | --- | --- |
| **Part II:** | **Narrative and Budget** |  |
|  | Section A: | Vision, Mission, and Overall Goals of Organization | /5 |
|  | Section B: | Success in Regions with Historic Recruitment and Retention Difficulty | /15 |
|  | Section C: | Selection of Partner District(s)/Charter School(s)/BOCES | /10 |
|  | Section D: | Plan to Recruit and Place Teachers | /30 |
|  | Section E: | Plan to Support and Retain Teachers | /30 |
|  | Section F: | Plan for Progress Monitoring and Evaluation | /10 |
|  | Section G: | Program Budget | /20 |
|  | Section H: | Previously Awarded Applicants | /-15 |
|  |  | Award Letter(s): Matching Funds Documentation | [Not Scored] |
| **Total Available:** | **/120** |

Met All Criteria with High Quality - Applicant provided all information in a clear, thorough, and exemplary response.

Addressed Criteria but Did Not Provide Thorough Detail - Applicant provided the necessary information, and no clarification is required.

Met Some but Not All Identified Criteria - Applicant provided some information but did not answer the question in full.

Minimally Addressed or Does Not Meet Criteria - Applicant did not respond to question or did not provide necessary information.

**Section A: Vision, Mission, and Overall Goals of Organization**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1. Describe the organization’s vision and mission. Clearly describe how your organization’s overall goals align with the goals of this grant program to recruit and retain licensed, diverse teachers in regions with historic difficulty recruiting and retaining licensed teachers.
 | 0 - Minimally Addressed or Does Not Meet Criteria | 1 - Met Some but Not All Identified Criteria | 3 - Addressed Criteria but Did Not Provide Thorough Detail | 5 - Met All Criteria with High Quality |

**Section B: Success in Regions with Historic Recruitment and Retention Difficulty**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1. Provide evidence of your organization’s success in recruiting, training, and retaining licensed, diverse teachers in areas of Colorado and other states that have had historic difficulty in recruiting and retaining licensed teachers.
 | 0 - Minimally Addressed or Does Not Meet Criteria | 3 - Met Some but Not All Identified Criteria | 5 - Addressed Criteria but Did Not Provide Thorough Detail | 10 - Met All Criteria with High Quality |
| 1. Demonstrate how the teachers you have placed in public schools have achieved high academic growth from their students based on state achievement data or independent studies. Be sure to include relevant data.
 | 0 - Minimally Addressed or Does Not Meet Criteria | 1 - Met Some but Not All Identified Criteria | 3 - Addressed Criteria but Did Not Provide Thorough Detail | 5 - Met All Criteria with High Quality |

**Section C: Selection of Partner District(s)/Charter School(s)/BOCES**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1. Provide a description of the analysis you conducted to identify partner district(s)/charter school(s)/BOCES in Colorado that have had historic difficulty in recruiting and retaining licensed, diverse teachers. This analysis must include, but not be limited to, analysis of partner turnover rates, teacher effectiveness data, and capacity for recruitment and teacher support.
 | 0 - Minimally Addressed or Does Not Meet Criteria | 1 - Met Some but Not All Identified Criteria | 3 - Addressed Criteria but Did Not Provide Thorough Detail | 5 - Met All Criteria with High Quality |
| 1. List your partner district(s)/charter school(s)/BOCES. Demonstrate the need of these entities using, at a minimum, the criteria listed above (analysis of the turnover rates, teacher effectiveness data, and capacity for recruitment and teacher support).
 | 0 - Minimally Addressed or Does Not Meet Criteria | 1 - Met Some but Not All Identified Criteria | 3 - Addressed Criteria but Did Not Provide Thorough Detail | 5 - Met All Criteria with High Quality |
| 1. Applicant has provided sufficient documentation (e.g., MOUs, letters of commitment/support) from all partners including districts, charter schools, BOCES, and/or other organizations.
 | Not Submitted[ ]  | Submitted[ ]  |

**Section D: Plan to Recruit and Place Teachers**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1. Describe your plan for using these grant funds to recruit and place licensed, diverse teachers with your partner district(s)/charter school(s)/BOCES. Include the timelines that will be followed.
 | 0 - Minimally Addressed or Does Not Meet Criteria | 3 - Met Some but Not All Identified Criteria | 5 - Addressed Criteria but Did Not Provide Thorough Detail | 10 - Met All Criteria with High Quality |
| 1. Describe in detail your process for recruiting and retaining diverse teacher candidates. Wherever possible, provide target numbers for the placement of teachers, including the subject(s) and grade level(s) they will be hired to teach, how they contribute to a diverse teacher workforce, and the potential number of students that will be taught by these teachers. Explain how you have identified these numbers and subjects/grade levels and how they address a significant need for the partner organization(s).
 | 0 - Minimally Addressed or Does Not Meet Criteria | 3 - Met Some but Not All Identified Criteria | 5 - Addressed Criteria but Did Not Provide Thorough Detail | 10 - Met All Criteria with High Quality |
| 1. Provide measurable benchmarks and interim goals for your recruitment and placement processes.
 | 0 - Minimally Addressed or Does Not Meet Criteria | 1 - Met Some but Not All Identified Criteria | 3 - Addressed Criteria but Did Not Provide Thorough Detail | 5 - Met All Criteria with High Quality |
| 1. Address how your organization’s selection process will allow you to select teachers that can, or are likely to, demonstrate effectiveness in the state’s [Teacher Quality Standards](http://www.cde.state.co.us/educatoreffectiveness/smes-teacher#TQS), including achieving high academic growth for their students.
 | 0 - Minimally Addressed or Does Not Meet Criteria | 1 - Met Some but Not All Identified Criteria | 3 - Addressed Criteria but Did Not Provide Thorough Detail | 5 - Met All Criteria with High Quality |

**Section E: Plan to Support and Retain Teachers**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1. Describe your organization’s previous experience providing professional development for teachers, including induction, training, on-going support, and evaluation. Then, describe your plan for bolstering your programming moving forward. Include measurable benchmarks and a programming timeline.
 | 0 - Minimally Addressed or Does Not Meet Criteria | 1 - Met Some but Not All Identified Criteria | 3 - Addressed Criteria but Did Not Provide Thorough Detail | 5 - Met All Criteria with High Quality |
| 1. Describe how your organization ensures selected candidates value and are adequately trained to support and contribute to a safe, equitable, and inclusive learning environment for all their students. Include measurable benchmarks and timelines.
 | 0 - Minimally Addressed or Does Not Meet Criteria | 5 - Met Some but Not All Identified Criteria | 10 - Addressed Criteria but Did Not Provide Thorough Detail | 15 - Met All Criteria with High Quality |
| 1. Describe your plan for retaining teachers, including specific activities that are likely to encourage teachers to remain in their placements. Include measurable goals and a timeline for instructional support programming.
 | 0 - Minimally Addressed or Does Not Meet Criteria | 3 - Met Some but Not All Identified Criteria | 5 - Addressed Criteria but Did Not Provide Thorough Detail | 10 - Met All Criteria with High Quality |
| 1. Confirm which option best describes your organization: (1) will recruit only individuals who are already licensed; (2) has already been approved as an educator preparation provider; or (3) has a clear plan for partnering with an educator preparation provider. If you select option 3, you must provide additional documentation to describe your partnership.
 | Option 1[ ]  | Option 2[ ]  | Option 3[ ]  |

**Section F: Plan for Progress Monitoring and Evaluation**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1. Describe how you will evaluate the effectiveness of your program and monitor progress towards the measurable goals for this program. Give specific attention to the evaluative practices around professional development activities and the retention of diverse candidates.
 | 0 - Minimally Addressed or Does Not Meet Criteria | 1 - Met Some but Not All Identified Criteria | 3 - Addressed Criteria but Did Not Provide Thorough Detail | 5 - Met All Criteria with High Quality |
| 1. Describe how the organization will implement improvements in the process if goals are not being met. Share who your organization will seek expertise and/or guidance from if challenges arise throughout the year.
 | 0 - Minimally Addressed or Does Not Meet Criteria | 1 - Met Some but Not All Identified Criteria | 3 - Addressed Criteria but Did Not Provide Thorough Detail | 5 - Met All Criteria with High Quality |

**Section G: Program Budget**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1. Provide a Budget Narrative in a narrative format that addresses the following criteria:
	1. Provide an explanation that summarizes the proposed uses of grant funds by budget category and is tied to applicant’s proposed activities.
	2. Include the cost of the instructional and student support program that the applicant plans to implement using the grant funds.
 | 0 - Minimally Addressed or Does Not Meet Criteria | 1 - Met Some but Not All Identified Criteria | 3 - Addressed Criteria but Did Not Provide Thorough Detail | 5 - Met All Criteria with High Quality |
| 1. Complete your itemized proposed program budget in GAINS. Cost descriptions should show that the that are reasonable, necessary and are calculated to show how amounts are determined. The budget should be sufficient in relation to the objectives, design, scope, and sustainability of project activities and demonstrate how funds will be used for supplementary services.

Item Description Example:.X FTE for [role or title] at $xxxxx per [hour or month or year] times [x per hours or months or year] | 0 - Minimally Addressed or Does Not Meet Criteria | 1 - Met Some but Not All Identified Criteria | 3 - Addressed Criteria but Did Not Provide Thorough Detail | 5 - Met All Criteria with High Quality |

**Award Letter(s): Matching Funds Documentation**

|  |  |  |
| --- | --- | --- |
| 1. Applicant provided an award letter or award letters from one or more private or corporate donors, or one or more school districts or other local governments, that pledge to make gifts, grants, donations, or other pledges of money, which may include impact income, success payments, and sponsorship and event income, but shall not include money received from program participants, to the applicant that, in total, equal at least the same amount that the applicant has requested from CDE in its budget proposal. Said documentation must include the amount of funding, date of distribution, terms and conditions tied to the funding, and consequences for any failure to meet those terms and conditions.
 | Not Submitted[ ]  | Submitted[ ]  |

**Section H: Previously Awarded Applicants**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1. Describe what strategies and programs have been successfully sustained with prior QTR dollars. Provide specific examples of prior successes, using data wherever possible.
 | -5 - Minimally Addressed or Does Not Meet Criteria | -3 - Met Some but Not All Identified Criteria | -1 - Addressed Criteria but Did Not Provide Thorough Detail | 0 - Met All Criteria with High Quality |
| 1. Describe how receiving another round of QTR funding would improve and/or expand upon your organization’s goals regarding recruiting, placing, and retaining diverse, licensed candidates in historically difficult-to-place areas.
 | -5 - Minimally Addressed or Does Not Meet Criteria | -3 - Met Some but Not All Identified Criteria | -1 - Addressed Criteria but Did Not Provide Thorough Detail | 0 - Met All Criteria with High Quality |
| 1. If funding was returned to the CDE in a previous grant cycle, indicate the steps taken to prevent future return of funds for this grant cycle.
 | -5 - Minimally Addressed or Does Not Meet Criteria | -3 - Met Some but Not All Identified Criteria | -1 - Addressed Criteria but Did Not Provide Thorough Detail | 0 - Met All Criteria with High Quality |

# Attachment A: Partnership Information and Assurances Form

For each school district or BOCES that will partner with the applicant, please provide the information requested in the boxes below. (Copies of this page may be made if the applicant intends to partner with more than one school district or BOCES.) If the partner is a district, after careful review of each of the requisite assurances listed below, both the district’s superintendent and local school board chair should place a check next to each assurance and sign and date the bottom of the document. If the partner is a BOCES, only the signature of the BOCES president is required. If the partner is a charter school, only the signature of the head of school is required.

**Partner Information:**

|  |  |
| --- | --- |
| **Agency Name:** |  |
| **Mailing Address:** |  |

**Partner Authorized Representative:**

|  |  |
| --- | --- |
| **Name:** |  |
| **Telephone:** |  |
| **E-mail:** |  |
| **Signature:** |  |

|  |  |  |
| --- | --- | --- |
| In collaboration with the applicant, |  | the partner, |
|  | hereby accepts the conditions of the Quality Teacher Recruitment |
| Program and agrees to the following assurances: |

|  |  |
| --- | --- |
|  | The partner is committed to working with the applicant for at least two years to recruit and place licensed teachers. |
|  |
|  | The partner is committed to placing teachers from the applicant’s program only if they are deemed licensed by the Colorado Department of Education and if the receiving school principal has consented to their placement. |
|  |
|  | The partner agrees to provide all data to the grant recipient that is necessary to comply with the reporting requirements and deadlines for this grant program. |
|  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  |  |  |  |
| Name of School District Superintendent orBOCES President or Charter School Head of School |  | Signature |  | Date |
|  |  |  |  |  |
| Name of Local School Board Chair |  | Signature |  | Date |