

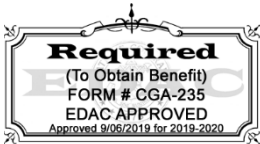


**COLORADO**  
Department of Education

Applications Due: **Thursday, November 14, 2019, by 11:59 pm**

## Empowering Action for School Improvement (EASI) Grant Application

Pursuant to: The Every Student Succeeds Act (ESSA), Title I, Section 1003  
and the School Transformation Grant through HB 18-1355



**For General Questions:**

Laura Meushaw, Office of Federal Programs Administration  
303-866-6618 | [Meushaw\\_L@cde.state.co.us](mailto:Meushaw_L@cde.state.co.us)

**For Online Application Technical Assistance:**

Kim Burnham, Office of Competitive Grants and Awards  
303-866-6916 | [Burnham\\_K@cde.state.co.us](mailto:Burnham_K@cde.state.co.us)

**For Budget Questions:**

Evan Davis, Office of Grants Fiscal  
303-866-6129 | [Davis\\_E@cde.state.co.us](mailto:Davis_E@cde.state.co.us)

**Note:** The following paper version of the application is intended only as a reference document for instructions and grant application planning purposes. This is a comprehensive document; there is information in this document not available in the online application.

Applications for the Empowering Action for School Improvement (EASI) Grant will be submitted online at the link below.

**To Access the Application:** Each interested LEA [must submit an Intent to Apply and designate an Application Contact via SurveyMonkey.](#)

Once contact information has been submitted, access instructions will be emailed to the Application Contact.

Access the link to the EASI Application at [CDE's EASI webpage.](#)

## Table of Contents

---

Introduction .....	4
Eligible Applicants .....	5
Program Options and Eligibility.....	5
Program Priority.....	6
Additional Funding for Previously Funded Sites .....	7
Available Funds .....	7
Cross-Cutting Elements .....	7
Stakeholder Engagement .....	7
Improvement Planning.....	7
Evidence-Based Interventions.....	8
Reporting.....	8
Reasonable and Necessary .....	9
Application Timeline .....	9
Duration of Grants.....	10
Data Privacy.....	10
Technical Assistance .....	10
Individual Technical Assistance .....	10
EASI Support Fairs .....	10
Virtual Office Hours.....	12
Application Information Webinar .....	12
Review Process and Timeline.....	12
Submission Process and Deadline.....	12
Application Format.....	13
Required Elements .....	13
Application Questions and Rubrics .....	15
Attachment A: EASI Eligibility.....	29
Attachment B: EASI Service Information Sheets .....	30
Attachment C: MTSS Membership Form.....	86
Attachment D: Approval and Transmittal Form .....	87

# Empowering Action for School Improvement (EASI) Application

Due by: Thursday, November 14, 2019, by 11:59 pm

## Introduction

With the passage of the Every Student Succeeds Act (ESSA) and with revisions to the state’s Educational Accountability Act (HB 18-1355), Colorado has taken the opportunity to change the way school improvement funds (1003a through ESSA and the School Transformation Grant through HB 18-1355) are awarded to Local Education Agencies (LEA). Rather than multiple applications on separate timelines, CDE now streamlines school improvement opportunities into a single application and uses a “needs-based approach” to award services and funding. This new approach has been designed to: maximize impact on student learning; incentivize innovative ideas; create a fair and transparent process; increase efficacy and efficiency; provide greater predictability to LEAs; and prioritize LEAs with high numbers or high percentages of low-performing schools. Ultimately, the intent is to develop a robust process of matching schools’ needs with rigorous, evidence-based strategies and adequate resources. Additionally, awarded funds are intended to enhance districts’ and schools’ ability to meet the ESSA and state requirements (e.g., stakeholder engagement, improvement plan, and implementation of evidence-based interventions) in a way that directly benefits students.

Colorado has committed to aligning federal and state accountability to the greatest degree possible. These grant funds are aimed at districts with schools that are designated as (1) Comprehensive Support and Improvement (CS), Targeted Support and Improvement (TS) and Additional Targeted Support and Improvement (A-TS) under ESSA and (2) Priority Improvement, Turnaround or On Watch through the state accountability system. Specific eligibility and prioritization requirements are detailed in the information sheets for each service.

The application is to be completed by the LEA on behalf of any of its eligible schools. District activities in support of identified schools are also allowable. The application has been organized into four different routes: exploration supports, district designed and led, offered supports, and continuation. The routes have different criteria and ways of awarding funds geared to a specific intent. A summary of the routes and the individual services can be found below. They are also summarized in the [EASI Menu of Supports](#). Additional detail (e.g., eligibility criteria, prioritization guidelines, evaluation requirements, local commitments) for each program or opportunity are included in the links.

## EASI Application Routes

### Exploration Supports

LEAs interested in funds and/or services to explore a solution (e.g., diagnostic review, planning, and community engagement) for the identified school(s) or particular populations within an identified school. This is a planning phase with a small allocation for implementation activities upon CDE approval. The exploration supports include:

- [Diagnostic Review](#)
  - [Holistic Review](#)
  - [English Language Development \(ELD\) Review - District](#)
  - [English Language Development \(ELD\) Review - School](#)
  - [Focused Review on Early Literacy \(PK-3\)](#)
  - [AEC and Online Review](#)
- [Stakeholder and Community Engagement Planning](#)
- [Improvement Planning](#)

### District Designed and Led Improvement Strategies

LEA has a plan or is already implementing a plan that meets requirements for school(s) and is interested in pursuing grant funds to support activities.

- [District Designed and Led Requirements](#)

## Offered Services

LEAs interested in applying for an existing CDE program or support aimed at improving school systems. Services may include a comprehensive approach that includes planning and implementation phases.

- [Accountability Pathways Planning and Implementation](#)
- [Colorado Multi-Tiered System of Supports \(CO-MTSS\)](#)
- [Connect for Success](#)
- [School Turnaround Leadership Development Program](#)
- [School Turnaround Network](#)

## Continuation of CDE Offered Services

Identified schools are already participating in a program (e.g., Connect for Success, Turnaround Network, and Tiered Intervention Grant). CDE and the LEA agree that continuing participation will result in improved results for the school.

## Eligible Applicants

LEAs with schools identified (1) under ESSA as Comprehensive Support (CS), Targeted Support (TS) or Additional Targeted Support (A-TS) and/or (2) under state accountability as Priority Improvement, Turnaround or On Watch are eligible to apply for funds and services. An LEA includes:

- A School District applying as a district and on behalf of eligible schools and charter schools;
- A Board of Cooperative Services (BOCES) applying on behalf of districts with eligible schools and charter schools; and
- The Charter School Institute (CSI) applying as the LEA and/or on behalf of eligible schools.

Applications must be authorized and submitted through the LEA and will not be accepted from individual schools. Note: A charter school's authorizer will be the fiscal agent, if awarded funds.

Available grant funding will be distributed to LEAs that meet the criteria within their chosen route(s). LEAs should select the appropriate route for the school/district based upon current needs. LEAs are encouraged to work with their assigned Support Coordinator or reach out to the CDE contacts listed on the cover page of this application for additional assistance to determine appropriate fit.

The school's type of identification - whether federal (i.e., CS, TS, A-TS), state (i.e., Priority Improvement, Turnaround, On Watch) or both - determines the opportunities for services and for funding. Below is a table that illustrates program options and eligibility. While CDE will work to ensure that all eligible LEAs have access to support services, some opportunities have limited space, capacity, or funding. In those cases, priorities for award are listed on the specific program information page in the [EASI Menu of Supports](#).

### Program Options and Eligibility

Services and Funding Opportunities	ESSA Identified Only	ESSA and State Clock	State Clock Only
<b>Exploration Supports Route</b>			
Exploration Activities (i.e., external diagnostic review, community engagement, improvement planning)	Yes	Yes	Yes
<b>District Designed and Led Improvement Strategies Route</b>			
District Designed and Led	Yes	Yes	Yes
<b>Offered Services Route</b>			
Accountability Pathways Planning and Implementation	N/A	Yes	Yes

<ul style="list-style-type: none"> <li>Year 3-5 on clock for planning; Beyond Year 5 (State Board of Education has directed action) for implementation</li> </ul>			
<b>Colorado Multi-Tiered System of Supports (CO-MTSS)</b>	Yes	Yes	Yes
<b>Connect for Success</b> <ul style="list-style-type: none"> <li>No current Turnaround Network or Tiered Intervention Grant (TIG)</li> </ul>	Yes	Yes	Yes
<b>School Turnaround Leadership Development</b>	Yes	Yes	Yes
<b>School Turnaround Network</b> <ul style="list-style-type: none"> <li>No current Connect for Success or TIG</li> </ul>	Yes	Yes	Yes
<b>Continuation of CDE Offered Services Route</b>			
This route only applies to schools currently participating in CDE offered services, including the Turnaround Network and Connect for Success. Schools have already met continuation requirements. LEAs with Connect for Success or Turnaround Network schools do not need to reapply within this application.			

The list of identified schools meeting the criteria for each opportunity can be found online on [CDE's EASI webpage](#) or in Attachment A. Specific program eligibility can also be found by visiting the links for the program summaries (supplied above in introduction) or the individual program information pages within Attachment B.

### **Program Priority**

The EASI program is designed to provide support services for all eligible schools, however, in the event that the amount requested exceeds the amount available, LEAs will be given priority in the following order, unless stated otherwise in the program's eligibility requirements.

ESSA 1003a funds will be prioritized as follows:

- Comprehensive Support and Improvement (CS) - lowest 5% and on the state accountability clock (i.e., Priority Improvement, Turnaround);
- CS - low grad rate and on the state accountability clock;
- CS - lowest 5% but not on the state accountability clock (i.e., Turnaround, Priority Improvement);
- CS - low grad rate but not on the state accountability clock;
- Additional Targeted Support and Improvement (ATS) School and on the state accountability clock;
- ATS but not on the state accountability clock;
- Targeted Support and Improvement (TS) School and on the state accountability clock;
- TS but not on the state accountability clock;
- Any school identified for improvement because of low participation in the state assessment (applying the same logic above); and then
- Any CS, ATS, or TS school with previously approved EASI activities for the 2020-21 school year.

State level School Transformation funds will be prioritized in the following order:

- Year 6 or beyond: Schools or districts in Priority Improvement or Turnaround in year 6 or beyond that have received a directed action from the State Board of Education;
- Years 4 and 5: Schools or districts that are nearing the end of the accountability clock and are preparing to meet with the State Board of Education (e.g., schools in year 4 or 5 of the accountability clock);
- Year 3: Schools or districts in year 3 of the accountability clock;
- Years 1 and 2: Schools or districts that are earlier on the accountability clock (e.g., schools in year 1 or 2 of the accountability clock);
- Years 1 through 5: Schools or districts that are earlier on the accountability clock (e.g., schools in years 1-5) for low participation;
- On Watch: Schools or districts that have earned an Improvement or Performance plan type after having been on the clock for at least two years; and then
- Any Priority Improvement or Turnaround school with previously approved EASI activities for the 2020-21 school year (with the exception of schools and districts with State Board of Education directed action).

Note: Schools that have requested a reconsideration may apply. If the request is approved, then the new rating would apply and could affect eligibility or the prioritization level.

In addition, priority will be given to school districts or the Institute based on the concentration of schools within a district or the Institute implementing priority improvement or turnaround plans. For applying charter schools, those schools that are in priority improvement or turnaround will be given priority.

### ***Additional Funding for Previously Funded Sites***

LEAs that were funded previously for District Designed and Led may apply for additional funding to sustain and/or expand previously approved activities beyond what was approved in the original application. LEAs will be asked to provide data that supports the effective implementation of the strategies and activities within the District Designed and Led application questions.

LEAs previously approved for Exploration activities may apply for any available supports in 2019-2020.

LEAs previously approved for other routes may apply for newly identified schools for 2019-2020. See specific routes for eligibility criteria and program commitments.

## **Available Funds**

---

Approximately \$5 million is available for award through ESSA and \$2 million for the School Transformation Grant. The amount of funding an LEA may apply for is dependent on the chosen route(s).

## **Cross-Cutting Elements**

---

To be awarded funds under this application, proposals must meet requirements under ESSA and state law, including requirements for stakeholder engagement, planning, use of evidence-based interventions (EBI), and evaluation and reporting. While overarching expectations for each of these elements is described here, specific programs may have more detailed requirements outlined in the program portion of the application. In looking at the rubrics, note that expectations vary based upon the level of implementation (e.g., planning/exploration, early implementation, advanced implementation).

### ***Stakeholder Engagement***

State and federal expectations highlight the importance of stakeholder engagement (e.g., building leadership, teachers, parents and other members of the community) throughout the school improvement process. Schools identified under ESSA (i.e., Comprehensive, Targeted, Additional Targeted) and under the state accountability system (i.e., Priority Improvement, Turnaround) have specific requirements that serve as a common foundation to build from. For example, the state required school accountability committee could be one of the stakeholder groups consulted during the planning and the implementation phases required for ESSA. At a minimum in this application, all proposals will need to address how stakeholders are involved in a meaningful and relevant way in the development and implementation of proposed activities.

### ***Improvement Planning***

Improvement plans are one of the tangible ways that districts and schools document their intentions for improving outcomes for students. As all opportunities within this application expect schools to have a solid plan in place or are supportive of the development of a solid plan, the Unified Improvement Plan (UIP) provides a convenient mechanism for capturing the specific ESSA and state requirements. There are different planning expectations for Priority Improvement, Turnaround, CS, TS, and A-TS schools within the planning process. For additional details, see the [2019-2020](#)

[Accountability Handbook](#). State and federal planning expectations are also summarized in these resources, including the [UIP Quality Criteria Rubric](#) (including ESSA requirements) and the ESSA Planning Rubric.

Each school’s specific requirements are also available in the pre-populated report in the Online UIP. Schools/districts with Priority Improvement or Turnaround plan types or schools/districts that are On Watch will still be expected to complete the UIP and corresponding requirements within the UIP by January 15 for review and then April for public posting. All CS schools (regardless of their state plan type) are strongly encouraged to submit their plans for CDE review by January 15, as well. Beginning in 2020-21, this will be a requirement for any school without an approved CS plan.

LEA’s may also apply for improvement planning support through the Exploration route of the EASI grant application.

### **Evidence-Based Interventions**

Evidence-Based Interventions (EBI) are practices or programs that have proven to be effective in leading to a particular outcome. The kind of evidence described in ESSA has generally been produced through formal studies and research. Under ESSA, there are four levels of evidence:

<b>TIERS</b>	<b>DESCRIPTION</b>
<b>Tier 1 - Strong Evidence</b>	Supported by one or more well-designed and well-implemented randomized control experimental studies.
<b>Tier 2 - Moderate Evidence</b>	Supported by one or more well-designed and well-implemented quasi-experimental studies.
<b>Tier 3 - Promising Evidence</b>	Supported by one or more well-designed and well implemented correlational studies (with statistical controls for selection bias).
<b>Tier 4 - Demonstrates a Rationale</b>	Practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by an SEA, LEA or outside research organization to determine their effectiveness.

In making awards for this application, ESSA requires schools to have strong, moderate, or promising evidence (Tiers 1-3) to support them. To ensure the best fit, selected strategies must also demonstrate an alignment to the contextual fit framework proposed by Horner, Blitz and Ross<sup>1</sup>:

- Evidence base: Provides evidence that strategy meets Tier 1-3 strategy
- Need: Strategy is linked to needs assessment
- Precision: A clear definition of the proposed intervention
- Efficiency: There is a reasonable adoption period and a likelihood of sustainability after the grant cycle
- Skill: Staff have the skills or will be trained adequately to obtain skills for implementation
- Cultural relevance: Intervention and outcomes are valued by stakeholders
- Resources: Time, materials, staff
- Organizational support: District and school staff are supportive and involved

In determining best fit, other state and federal requirements should be considered. For example, reading interventions in early elementary grades should meet the more rigorous standards of the READ Act which has already vetted many reading interventions. For more information, see the [READ Act website](#).

### **Reporting**

Each LEA that receives an EASI grant is required to report, at a minimum, the following information annually to CDE:

- Update online system to reflect any revision to activities and budget;
- A description of challenges, successes and lessons learned from implementation of grant-funded activities or strategies; and

<sup>1</sup> Horner, R., Blitz, C., Ross, S. (June 2014) *Investing in what works issue brief: The role of contextual fit when implementing evidence-based interventions*. Washington, D.C.: American Institutes of Research.



- An Annual Financial Report (AFR).

All sites that are awarded EASI funds are expected to reference their activities within their improvement plan (e.g., UIP). CDE will monitor these plans in different ways depending upon the type of identification and the type of selected service. See individual program information sheets for more details. Additional information is also tailored to the school within their UIP pre-populated report.

CDE will also conduct evaluations of all school improvement-funded grants. As CDE evaluates its programs and offerings, districts may be contacted to participate in additional ways (e.g., brief surveys, site visits, including bright spot visits, and interviews). This will help the state to offer a broader array of effective supports. If any additional information becomes necessary, CDE will work with the Educational Data Advisory Committee (EDAC) and LEAs to ensure that information is collected with the permission of the grantee(s) and with as little burden on the schools and districts as possible.

**Additional reporting requirements are indicated in the following specific program support documents and can be accessed in Attachment B or on [CDE’s EASI webpage](#).**

### *Reasonable and Necessary*

For any district applying for funds, the request must be grounded in the local needs. Given that there is a finite amount of resources, requests should be reasonable and necessary. The following guidance can be used in determining what is reasonable and necessary.

When determining what is reasonable, consider that the type and amount of cost should not exceed what a “prudent person” would pay under the same circumstances.

When determining what is necessary, consider that the cost should be for an activity or function that is generally recognized as ordinary and required for the institution to operate the program. The cost must be essential to fulfill regulatory requirements for proper and efficient administration of the program.

Generally allowable costs are:

- Customary (e.g., interventionist or coaching salaries and benefits, professional development opportunities based on need);
- Allowed by circulars, regulations, policy, and guidance;
- Disclosed in the budget submitted to the State agency; and
- Approved in advance through the budget.

## **Application Timeline**

<b>DATES</b>	<b>DESCRIPTION</b>
<b>Mid-September</b>	EASI Application Available
<b>Monday, September 16</b>	<b>EASI Support Fair (Alamosa)</b> 9 am - 12 pm
<b>Wednesday, September 25</b>	EASI Office Hours 2-3 pm
<b>Thursday, September 26</b>	EASI Office Hours 10-11 am
<b>Friday, September 27</b>	<b>EASI Support Fair (Colorado Springs)</b> 9 am - 12 pm
<b>Tuesday, October 1</b>	EASI Office Hours 12-1 pm
<b>Wednesday, October 2</b>	<b>EASI Support Fair (Arvada)</b> 9 am - 12 pm
<b>Tuesday, October 8</b>	EASI Office Hours 3-4 pm
<b>Wednesday, October 9</b>	EASI Office Hours 2-3 pm
<b>Monday, October 14</b>	<b>EASI Expo - External Providers (Arvada)</b> 8 am - 12 pm
<b>Thursday, October 17</b>	EASI Office Hours 9-10 am
<b>Wednesday, October 23</b>	EASI Office Hours 9-10 am
<b>Thursday, November 14</b>	<b>Applications due to CDE by 11:59 pm</b>

<b>November - December</b>	Review of Applications
<b>Friday, December 20</b>	Applicants will be notified of application status.
<b>December 2019 - January 2020</b>	LEAs receiving grants will work with CDE to finalize grant activities, budget, and implementation timeline.

## Duration of Grants

Duration of funds is dependent on the selected service, successful participation in program activities, and is contingent on CDE's Title I award from the U. S. Department of Education and appropriations from the Colorado legislature.

## Data Privacy

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

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 16 for students or five (5) for educators.

## Technical Assistance

Technical Assistance will be offered throughout the application window in the following forms:

### Individual Technical Assistance

Individual Technical Assistance is available to applicants in the planning of proposals upon request. Note: responses will be made in the order of requests received. There may be a high volume of requests closer to the application due date; please allow adequate time for response. Technical assistance will be provided by CDE staff upon release of the application. To request technical assistance or to facilitate the planning process for the application from a CDE staff member, applicants may contact [the CDE assigned Support Coordinator](#) or the following CDE staff members:

<b>General Application Questions</b>	<b>Laura Meushaw</b> ( <a href="mailto:Meushaw_L@cde.state.co.us">Meushaw_L@cde.state.co.us</a> , 303-866-6618)
<b>Online Application Technical Assistance</b>	<b>Kim Burnham</b> ( <a href="mailto:Burnham_K@cde.state.co.us">Burnham_K@cde.state.co.us</a> , 303-866-6916)
<b>Budget Questions</b>	<b>Evan Davis</b> ( <a href="mailto:Davis_E@cde.state.co.us">Davis_E@cde.state.co.us</a> , 303-866-6129)
<b>For District Specific Questions</b>	Contact the CDE Support Coordinator assigned to the district.
<b>Exploration Supports Route</b>	
<b>Exploration Activities (Diagnostic Review, Community Engagement, Improvement Planning)</b>	<b>Laura Meushaw</b> ( <a href="mailto:Meushaw_L@cde.state.co.us">Meushaw_L@cde.state.co.us</a> , 303-866-6618) <b>Jennifer Morgan</b> ( <a href="mailto:Morgan_J@cde.state.co.us">Morgan_J@cde.state.co.us</a> , 303-866-5499) <b>Lisa Medler</b> ( <a href="mailto:Medler_L@cde.state.co.us">Medler_L@cde.state.co.us</a> , 303-866-6993)
<b>District Designed and Led Improvement Strategies Route</b>	
<b>District Designed and Led</b>	<b>Brad Bylsma</b> ( <a href="mailto:Bylsma_B@cde.state.co.us">Bylsma_B@cde.state.co.us</a> , 303-866-6937) <b>Laura Meushaw</b> ( <a href="mailto:Meushaw_L@cde.state.co.us">Meushaw_L@cde.state.co.us</a> , 303-866-6618)
<b>Offered Services Route</b>	
<b>Accountability Pathways Planning and Implementation</b>	<b>Lindsey Jaeckel</b> ( <a href="mailto:Jaeckel_L@cde.state.co.us">Jaeckel_L@cde.state.co.us</a> , 720-357-4831)
<b>Colorado Multi-Tiered System of Supports (CO-MTSS)</b>	<b>Floyd Cobb, PhD</b> ( <a href="mailto:Cobb_F@cde.state.co.us">Cobb_F@cde.state.co.us</a> , 303-866-6868)
<b>Connect for Success</b>	<b>Laura Meushaw</b> ( <a href="mailto:Meushaw_L@cde.state.co.us">Meushaw_L@cde.state.co.us</a> , 303-866-6618)
<b>School Turnaround Leadership Development</b>	<b>Kate Bartlett</b> ( <a href="mailto:Bartlett_K@cde.state.co.us">Bartlett_K@cde.state.co.us</a> , 720-765-6082)
<b>Turnaround Network</b>	<b>Nicole Monet</b> ( <a href="mailto:Monet_N@cde.state.co.us">Monet_N@cde.state.co.us</a> , 720-737-2454)

### EASI Support Fairs

LEA and school staff are invited to participate in an event designed to highlight supports and funding available through the EASI grant process. Attendees will be able to meet and connect with CDE staff, learn more about CDE-offered services, and work with their teams to plan for the application process.

Representatives from districts and schools identified for improvement and support under state and federal accountability requirements are encouraged to attend. Suggested team members include:

- Superintendent;
- LEA leadership (e.g., principal- supervisor, Chief Academic Officer, Accountability Coordinator, Directors of Title I, Special Education, and English Language Development);
- Federal programs staff; and
- Principals of eligible schools.

### EASI Support Fair Event Details

<b>Date:</b> Monday, September 16, 2019 <b>Time:</b> 8:30 am - 11 am <b>Location:</b> San Luis Valley BOCES (2261 Enterprise Drive, Alamosa, CO 81101) <a href="#">Register via Eventbrite</a>
<b>Date:</b> Friday, September 27, 2019 <b>Time:</b> 9:30 am - 1:30 pm <b>Location:</b> Tesla Professional Development Center, Colorado Springs District 11 (2560 International Circle, Colorado Springs, CO 80910) <a href="#">Register via Eventbrite</a>
<b>Date:</b> Wednesday, October 2, 2019 <b>Time:</b> 10 am - 2pm <b>Location:</b> Arvada Center (6901 Wadsworth Boulevard, Arvada, CO 80003) <a href="#">Register via Eventbrite</a>

### EASI Expo

LEAs and school staff are also invited to a separate event, which will follow the EASI Support Fairs, to meet with and interview external providers who can support school and district improvement strategies. Several types of external providers will attend the Expo:

- **Holistic Diagnostic Review providers** (Relevant EASI application route: Exploration)
- **Providers who are on CDE's Advisory List of providers for school redesign and improvement**, representing the following categories:
  - External Management providers (Relevant EASI application routes: District Designed and Led, Accountability Pathways)
    - Full district or school management, or
    - Partial management focused on one or more of the [Four Domains for Rapid School Improvement](#) (i.e., culture shift, instructional transformation, leadership, and talent development)
  - Leadership Development providers (Relevant EASI application route: Turnaround Leadership Development)
  - Charter School / Charter Network providers (Relevant EASI application route: Accountability Pathways)
  - Stakeholder Engagement specialist providers (Relevant EASI application routes: Exploration, Accountability Pathways, District Designed and Led)

Representatives from districts and schools identified for improvement and support under state and federal accountability requirements are encouraged to attend if they believe an external provider could accelerate their improvement work.

Suggested team members include:

- Superintendent;
- LEA leadership (e.g., principal- supervisor, Chief Academic Officer, Accountability Coordinator, Directors of Title I, Special Education, and English Language Development);
- Federal programs staff; and

- Principals of eligible schools.

### EASI Expo Event Details

**Date:** Monday, October 14, 2019  
**Time:** 8 am - 12 pm  
**Location:** Arvada Center (6901 Wadsworth Boulevard, Arvada, CO 80003)  
[Register via Eventbrite](#)

### Virtual Office Hours

Dedicated technical assistance time with CDE staff members (via web-conference) may be scheduled in 20-minute time slots. [Register via SignUpGenius](#) for the following dates:

**Wednesday, September 25:** 2 - 3 pm  
**Thursday, September 26:** 10 - 11 am  
**Tuesday, October 1:** 12 - 1 pm  
**Tuesday, October 8:** 3 - 4 pm  
**Wednesday, October 9:** 2 - 3 pm  
**Wednesday, October 16:** 2 - 3 pm  
**Thursday, October 17:** 9 - 10 am  
**Thursday, October 23:** 9 - 10 am

### Application Information Webinar

A recorded application information webinar is available on [CDE's EASI webpage](#). If you have questions or issues viewing the recording, email [EASI@cde.state.co.us](mailto:EASI@cde.state.co.us).

### Review Process and Timeline

---

Applications will be reviewed based on the applicable rubric associated with the support to ensure they contain all required components. To be considered for participation in each route selected, LEAs and schools must meet all the requirements listed in each applicable scoring section. In cases where LEAs are applying for multiple schools, a single school with a weak application will not necessarily prevent awards or release of funds for other schools or the LEA. Applications that do not meet all requirements may be asked to submit revisions that would bring the application to an approvable 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 will receive notification of application status by **Monday, December 20, 2019**.

### Submission Process and Deadline

---

Completed applications for the EASI Grant must be submitted online by **Thursday, November 14, 2019, at 11:59 pm**.

**Note:** To access the application, **each interested LEA must designate an Application Contact** and [submit that information via SurveyMonkey](#). Once contact information has been submitted, the LEA application contact will receive log-in instructions to access the application.

Incomplete or late applications will not be considered. If you do not receive an email confirmation of receipt of your application within 24 hours after the deadline, please email [EASI@cde.state.co.us](mailto:EASI@cde.state.co.us). Application materials and resources are available for download on the [CDE's EASI webpage](#).

[Access the application link to submit the electronic application, including all attachments.](#)

Application and materials must be submitted by **Thursday, November 14, 2019, at 11:59 pm**

## Application Format

---

- Applications will be submitted online. See below for the required elements of the application.
- Assurances for program participation must be signed and uploaded within the online system. These assurances must include original signatures of the Authorized Representative for the LEA.
- If the LEA is requesting to participate in the CO-MTSS Program, the CO-MTSS Membership Form (Attachment C) must be completed and uploaded within the online system.

## Required Elements

---

The online application is organized in the order below. See evaluation rubrics for specific selection criteria.

### **Part I: LEA Information and Assurances**

### **Part II: LEA Application Summary**

This section will be completed for any LEA applying for services and/or funds.

### **Part III: Application Narrative** (answered as applicable to routes selected)

Exploration Supports

District Designed and Led Improvement Strategies

Offered Services

### **Attachments (to be uploaded in the online system)**

Scope of Work (External Provider - Exploration Only)

Assurances

CO-MTSS Membership Form (if applying for CO-MTSS)

Additional Supporting Documentation (up to 5 PDF pages to support LEA's application)

The following application questions and scoring rubrics are intended only as a reference document for instructions and application planning purposes.

Applications for the Empowering Action for School Improvement (EASI) **must be submitted online at the link below, by 11:59 pm on Thursday, November 14, 2019.**

**To Access the Application:** Each interested LEA must submit an Intent to Apply and designate an Application Contact via SurveyMonkey.

Once contact information has been submitted, access instructions will be emailed to the Application Contact.

Access the link to the EASI Application at [CDE's EASI webpage.](#)

## Empowering Action for School Improvement (EASI) Application Questions and Rubrics

### Part I: Application Introduction

Applicants are requested to complete the following Contact Information:

Lead Local Education Agency (LEA)/BOCES Information			
LEA/BOCES Name:		LEA/BOCES Code:	
Mailing Address:		DUNS #:	
Type of Education Provider (Check one box below that best describes your organization or authorizer)			
<input type="checkbox"/> School District <input type="checkbox"/> BOCES <input type="checkbox"/> Facility School <input type="checkbox"/> Charter School Institute			
Application Coordinator Contact Information			
Name:		Title:	
Telephone:		E-mail:	
Authorized Representative Information (superintendent or designee)			
Name:		Title:	
Telephone:		E-mail:	
Fiscal Manager Information			
Name:			
Telephone:		E-mail:	

### Part II: LEA Application Summary

**Instructions:** All applicants should complete the LEA Application Summary to provide context for participation in EASI.

LEA Application Summary	Not Included/ More Information Needed	Included
1) Provide context for the LEA's motivation for participating in the EASI program. Include: <ul style="list-style-type: none"> <li>• A description of current accountability status for the LEA and its system of supports, especially for schools identified under the state and federal systems.</li> <li>• An overview of the challenges facing the LEA and the identified school(s). The description should be organized by the <a href="#">Four Domains for Rapid School Improvement</a> (i.e., culture shift, instructional transformation, leadership, and talent development).</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
2) Explain how, if awarded, the LEA will support its identified schools (i.e., CS/TS/ATS, Priority Improvement, and/or Turnaround) to ensure that school improvement services, activities, and/or grants are on track and in alignment with their improvement plans.	<input type="checkbox"/>	<input type="checkbox"/>
3) Describe how the LEA will support its identified school(s) to ultimately exit the federal and/or state designations and sustain improvements.	<input type="checkbox"/>	<input type="checkbox"/>

## Exploration Application Questions and Evaluation Rubric

**Instructions:** Each LEA and/or school requesting Exploration services are asked to address the following items.

Current Context	Not Included/ More Information Needed	Included
<p>Describe why the LEA has selected Exploration as the best route for the identified school(s) and/or LEA. Make sure to address any connections to identification for improvement through the state and/or federal identification system. If not selecting all three exploration areas (diagnostic review, community engagement, improvement planning) through EASI, provide a description on how those areas have already been or will be supported to ensure the school/LEA is fully ready for implementation by next fiscal year.</p> <p>Note: CDE may also consult publicly available documents (e.g., UIP, SPF) to better understand the current LEA/school environment.</p>	<input type="checkbox"/>	<input type="checkbox"/>

Exploration: Grant Activities	Not Included/ More Information Needed/ Not Applicable	Included
Describe the process used to select the provider(s) external to CDE. This includes any requested exploration services (diagnostic review, community engagement, improvement planning).	<input type="checkbox"/>	<input type="checkbox"/>
Provide details on the expertise and background knowledge of the provider(s) external to CDE to effectively complete the expected work (e.g., previous experience with positive references, expertise in evaluating special populations as applicable).	<input type="checkbox"/>	<input type="checkbox"/>
Describe the steps the LEA has taken (and/or will take) to involve stakeholders in a meaningful way (including principal, other school leaders, teachers, and parents) in this process.	<input type="checkbox"/>	<input type="checkbox"/>
<p>Populate the work plan and Budget Table by using the “Add Grant Activities” button below, create a work plan and budget request. See below for an example of the Work Plan and Budget Request Table.</p> <p>For each grant activity in the work plan:            Provide a school-level location contact, a description of each activity, start/end dates, and person(s) responsible for the activity.            Input the amount requested, the associated program and object codes, and fiscal year.            Input the salary position and FTE amount, if applicable.            Ensure that activities are aligned with the allowable use of funds listed in the Information Sheet (PDF).            Ensure that costs are clearly tied to the grant activities and are calculated with detail in the “grant activity” field.</p> <p>Note: Exploration funds must be spent by June 30, 2020. Implementation funds are available from July 1, 2020 - December 30, 2020.</p>	<input type="checkbox"/>	<input type="checkbox"/>
If you selected a provider external to CDE for Exploration Supports, remember to upload a Memorandum of Understanding (MOU) (e.g., duration, expectations, deliverables, timeline) and/or and scope of work with the selected provider and/or facilitator that aligns with the budget request on the “Supporting Documentation Uploads” page.	<input type="checkbox"/>	<input type="checkbox"/>



## District Designed and Led Application Questions and Evaluation Rubric

**Note:** The proposal can cover a single school, multiple schools and/or the district. The scoring rubric is designed in a standards-based format.

This opportunity is a competitive process - to be considered for funding, applicants must score at least the required points noted in the table below out of the possible points available. Applications that score below the required points *may* be asked to submit revisions that would bring the application up to an approvable level.

Path	Possible Points	Required Points
District Designed and Led - Initial	97	48
District Designed and Led – Expansion (No New Activities)	40	20
District Designed and Led – Expansion (New Activities Planned)	67	34

**Instructions:** Complete each of the questions below for all schools participating in the District Designed and Led Improvement Strategies. The proposal can cover a single school, multiple schools and/or the district. If multiple schools have similar findings in the needs assessment(s), then the proposal should note this and provide an overall description. If the needs assessment findings are vastly different, then the LEA will need to clearly describe each school.

### *District Designed and Led - Initial*

Complete this section for any new District Designed and Led initiatives. For LEAs previously awarded a District Designed and Led grant, see the Expansion section below to add new schools and/or activities to expand existing initiatives.

Needs Assessment - Initial	Does not Meet	Partially Meets	Meets	Meets at a High Level
	(Missing or did not address criteria)	(Met some criteria, but not all)	(Adequate response)	(Concise, thoroughly developed response)
Provide evidence of a previously conducted external review(s), as well as a brief synopsis of the findings/results of the review(s) for the district and/or for each designated school.	<b>Not Included/More Information Needed</b> <input type="checkbox"/>		<b>Included</b> <input type="checkbox"/>	
Describe the source(s) of information used in the review(s) to identify needs. This could include: <ul style="list-style-type: none"> <li>Student data analysis (e.g., academic, behavior, attendance). This may already be available within the district/school UIP data narrative (e.g., trend analysis, priority performance challenges).</li> <li>Systems analysis (e.g., findings from a Diagnostic Review, perception surveys, classroom observations). This may already be available within the district/school UIP data narrative (e.g., root cause analysis, including root cause verification discussion).</li> </ul>	No Points	No Points	5	10
Provide evidence that stakeholders (e.g., building leaders, teachers, parents) have been consulted in a meaningful manner for the proposed activities.	No Points	No Points	5	10
Summarize the prioritized needs from the review(s) and data analysis that are informing the selection of this route. This should take into account the factors that led to the school's identification through ESSA. If the school(s) are on the state accountability clock, that should be explored as well.	No Points	No Points	5	10
<b>Reviewer Comments:</b>				
				<b>Total:</b> /30

Implementation - Initial	Does not Meet (Missing or did not address criteria)	Partially Meets (Met some criteria, but not all)	Meets (Adequate response)	Meets at a High Level (Concise, thoroughly developed response)
<p><b>Describe the Evidence-Based Interventions that will be used in the District Design and Led work. Strategies must meet the criteria for Evidence-Based Interventions and demonstrate a reasonable fit for the context, including:</b></p> <p>a) Evidence base: Provides evidence that strategy meets Tier 1-3 strategy  b) Need: Strategy is linked to needs assessment  c) Precision: A clear definition of the proposed intervention  d) Efficiency: There is a reasonable adoption period and a likelihood of sustainability after the grant cycle  e) Skill: Staff have the skills or will be trained adequately to obtain skills for implementation  f) Cultural relevance: Intervention and outcomes are valued by stakeholders  g) Resources: Time, materials, staff  h) Organizational support: District and school staff are supportive and involved</p>	No Points	No Points	7	15
<p><b>Describe the process for implementing the District Designed and Led work at the LEA/school level. Consider the following*:</b></p> <ul style="list-style-type: none"> <li>• Developing a <b>culture of improvement</b> in district and schools</li> <li>• Providing <b>guidance and/or flexibility in academic systems</b> (e.g., curriculum, instruction, assessment)</li> <li>• <b>Developing school leadership</b> (e.g., professional development, mentoring)</li> <li>• <b>Creating systems to support human capital</b> for identified schools (e.g., recruiting, professional development)</li> </ul> <p>*See <a href="#">Four Domains for Rapid School Improvement</a> for more information.</p> <p><b>If selecting an external partner, describe:</b></p> <ul style="list-style-type: none"> <li>• The specific challenge the partner will address that cannot be addressed within the district;</li> <li>• The unique expertise this partner will bring;</li> <li>• The selection process used for this partner; and</li> <li>• How the partner will be accountable for outcomes that contribute to resolving the identified challenges.</li> </ul>	No Points	No Points	4	7
<p>Include a description of how current students will be adequately served if the proposed plan will take years to fully implement. This may require additional actions in the action plan.</p>	No Points	No Points	2	5
<p>Using the “Add Grant Activities” button below, create a work plan and budget request. For each grant activity in the work plan:</p> <ul style="list-style-type: none"> <li>• Provide a school-level location contact, a description of each activity, start/end dates, and person(s) responsible for the activity.</li> <li>• Input the amount requested, the associated program and object codes, and fiscal year. Input the salary position and FTE amount, if applicable.</li> <li>• Ensure that activities are aligned with the allowable use of funds listed in the Information Sheet (PDF).</li> <li>• Ensure that costs are clearly tied to the grant activities and are calculated with detail in the “description of activity” field.</li> </ul> <p>Note: LEA may apply for up to 2.5 years of funding for District Designed and Led work. Provide a budget for proposed year (e.g., 2019-20 (remaining), 2020-21, and 2021-22). Funds each year will be contingent on project implementation, adequate use of funds from previous years and release of funds from the USDE.</p>	No Points	No Points	5	10
<b>Reviewer Comments:</b>				
<b>Total:</b>				<b>/37</b>

<b>Targets and Progress Monitoring - Initial</b>	<b>Does not Meet</b> (Missing or did not address criteria)	<b>Partially Meets</b> (Met some criteria, but not all)	<b>Meets</b> (Adequate response)	<b>Meets at a High Level</b> (Concise, thoroughly developed response)
Provide annual performance targets for students that are expected as a result of the proposal. This should extend over the course of the grant period and at least one additional year.	No Points	No Points	5	10
Provide a description of what success will look like if the proposed strategies and action plan are implemented. This should describe shifts in the school system.	No Points	No Points	5	10
Describe the plan for monitoring the progress of the District Design work at the LEA/school level throughout the school year. Include how the LEA/school(s) will evaluate whether the plan is being adequately implemented (implementation benchmarks) and on track to meet the student performance targets (interim measures).	No Points	No Points	5	10
<b>Reviewer Comments:</b>				<b>Total:</b> /30

### ***District Designed and Led - Expansion***

LEAs previously awarded an EASI District-Designed and Led grant may request additional funds to expand that initiative if it is showing success (e.g., adding new schools, adding more of the same activities approved in the previous year’s application, adding new activities to supplement the initiative approved in the previous year’s application).

<b>Needs Assessment - Expansion</b>	<b>Does not Meet</b> (Missing or did not address criteria)	<b>Partially Meets</b> (Met some criteria, but not all)	<b>Meets</b> (Adequate response)	<b>Meets at a High Level</b> (Concise, thoroughly developed response)
Summarize the work that has been implemented as a result of the 2018-19 EASI award.	No Points	No Points	5	10
Provide evidence of the 2018-19 EASI initiative’s success that is being proposed for the expansion. Address the impact that this work has had on the areas identified through ESSA and explain why the LEA wants to expand previous EASI initiatives. If the school(s) are also on the state accountability clock, that should be explored as well. The response may include: <ul style="list-style-type: none"> <li>• Student data analysis (e.g., academic, behavior, attendance).</li> <li>• Systems analysis (e.g., findings from a Diagnostic Review, perception surveys, classroom observations).</li> <li>• Revisiting the annual performance targets and success indicators included in the 2018-19 EASI application.</li> <li>• If new schools are added, include evidence of their needs and how this initiative will meet their needs.</li> </ul>	No Points	No Points	5	10
Provide evidence that stakeholders (e.g., building leaders, teachers, parents) have been consulted in a meaningful manner for the proposed activities.	No Points	No Points	5	10
<b>Reviewer Comments:</b>				<b>Total:</b> /30

<b>Implementation - Expansion</b>			
Are you proposing brand new activities to enhance the overall District Designed and Led initiative that was previously approved?	<table border="0"> <tr> <td style="text-align: center;"><b>Yes</b> <input type="checkbox"/></td> <td style="text-align: center;"><b>No</b> <input type="checkbox"/></td> </tr> </table>	<b>Yes</b> <input type="checkbox"/>	<b>No</b> <input type="checkbox"/>
<b>Yes</b> <input type="checkbox"/>	<b>No</b> <input type="checkbox"/>		

<p><b>If you answered “yes” to the question above, answer all questions below. If you answered “no” to the question above, only answer the “Targets and Progress Monitoring” question.</b></p>	<p><b>Does not Meet</b>  (Missing or did not address criteria)</p>	<p><b>Partially Meets</b>  (Met some criteria, but not all)</p>	<p><b>Meets</b>  (Adequate response)</p>	<p><b>Meets at a High Level</b>  (Concise, thoroughly developed response)</p>
<p><b>Describe the Evidence-Based Interventions that will be used in the District Design and Led work. Strategies must meet the criteria for Evidence-Based Interventions and demonstrate a reasonable fit for the context, including:</b></p> <ul style="list-style-type: none"> <li>a. Evidence base: Provides evidence that strategy meets Tier 1-3 strategy</li> <li>b. Need: Strategy is linked to needs assessment</li> <li>c. Precision: A clear definition of the proposed intervention</li> <li>d. Efficiency: There is a reasonable adoption period and a likelihood of sustainability after the grant cycle</li> <li>e. Skill: Staff have the skills or will be trained adequately to obtain skills for implementation</li> <li>f. Cultural relevance: Intervention and outcomes are valued by stakeholders)</li> <li>g. Resources: Time, materials, staff</li> <li>h. Organizational support: District and school staff are supportive and involved</li> </ul>	No Points	No Points	5	10
<p><b>Describe the process for implementing the District Designed and Led work at the LEA/school level. Consider the following*:</b></p> <ul style="list-style-type: none"> <li>• Developing a <b>culture of improvement</b> in district and schools</li> <li>• Providing <b>guidance and/or flexibility in academic systems</b> (e.g., curriculum, instruction, assessment)</li> <li>• <b>Developing school leadership</b> (e.g., professional development, mentoring)</li> <li>• <b>Creating systems to support human capital</b> for identified schools (e.g., recruiting, professional development)</li> </ul> <p>*See <a href="#">Four Domains for Rapid School Improvement</a> for more information.</p> <p><b>If selecting an external partner, describe:</b></p> <ul style="list-style-type: none"> <li>• The specific challenge the partner will address that cannot be addressed within the district;</li> <li>• The unique expertise this partner will bring;</li> <li>• The selection process used for this partner; and</li> <li>• How the partner will be accountable for outcomes that contribute to resolving the identified challenges.</li> </ul>	No Points	No Points	4	7
<p><b>Using the “Add Grant Activities” button below, create a work plan and budget request. For each grant activity in the work plan:</b></p> <ul style="list-style-type: none"> <li>• Provide a school-level location contact, a description of each activity, start/end dates, and person(s) responsible for the activity.</li> <li>• Input the amount requested, the associated program and object codes, and fiscal year. Input the salary position and FTE amount, if applicable.</li> <li>• Ensure that activities are aligned with the allowable use of funds listed in the Information Sheet (PDF).</li> <li>• Ensure that costs are clearly tied to the grant activities and are calculated with detail in the “description of activity” field.</li> </ul> <p>Note: LEA may apply for up to 2.5 years of funding for District Designed and Led work. Provide a budget for proposed year (e.g., 2019-20 (remaining), 2020-21, and 2021-22). Funds each year will be contingent on project implementation, adequate use of funds from previous years and release of funds from the USDE.</p>	No Points	No Points	5	10
<p><b>Reviewer Comments:</b></p>				

<b>Total:</b>	<b>/27</b>
---------------	------------

<b>Targets and Progress Monitoring - Expansion</b>	<b>Does not Meet</b> <small>(Missing or did not address criteria)</small>	<b>Partially Meets</b> <small>(Met some criteria, but not all)</small>	<b>Meets</b> <small>(Adequate response)</small>	<b>Meets at a High Level</b> <small>(Concise, thoroughly developed response)</small>
Briefly describe how the LEA plans to establish targets and progress monitor based on the newly added school(s) and/or activities.	No Points	No Points	5	10
<b>Reviewer Comments:</b>				
<b>Total:</b>				<b>/10</b>

## Offered Services Selection Criteria and Evaluation Rubric

### Accountability Pathways Planning and Implementation

**Instructions:** Select which pathways option(s) the LEA has selected for each of its identified school(s) and/or at the LEA level. By choosing “planning” the LEA indicates that the State Board of Education has not yet directed action for LEA and/or school. By choosing “implementation”, the LEA indicates that the State Board of Education has already directed action for the LEA and/or school.

Is the district applying for planning or implementation phase of the Accountability Pathways grant? (Check all that apply.)	
<b>Planning.</b> There is at least one school in the planning phase (i.e., State Board of Education has not yet directed action).	<input type="checkbox"/>
<b>Implementation.</b> There is at least one school or the district in the implementation phase (i.e., State Board of Education has already directed action).	<input type="checkbox"/>

*Both Planning and Implementation applicants will answer the first question. Implementation applicants will also answer the second question. All applicants will answer the last question.*

Grant Activities	Not Included/ More Information Needed	Included
<p><b>Both Planning and Implementation Applicants:</b> Identify which individual will be the point person and will lead the pathway planning or implementation process. This person must be a district employee who sits on the Superintendent’s leadership team and has the authority to work with the local school board.</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>Implementation Only Applicants:</b> Describe the methods and metrics for monitoring and evaluating the implementation and outcome of the selected pathway. Specifically address the following questions:</p> <ul style="list-style-type: none"> <li>What data will be used to monitor progress (interim and summative measures) and be shared back with CDE and the State Board of Education?</li> <li>What is the timeline for collecting and sharing this data publicly and with CDE?</li> <li>How will you use interim data to adjust course if progress is not being seen?</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>Both Planning and Implementation Applicants:</b> Using the “Add Grant Activities” button below, create a work plan and budget request. For each grant activity in the work plan:</p> <ul style="list-style-type: none"> <li>Provide a school-level location contact, a description of each activity, start/end dates, and person(s) responsible for the activity.</li> <li>Input the amount requested, the associated program and object codes, and fiscal year. Input the salary position and FTE amount, if applicable.</li> <li>Ensure that activities are aligned with the allowable use of funds listed in the Information Sheet (or Attachment B).</li> <li>Ensure that costs are clearly tied to the grant activities and are calculated with detail in the “description of activity” field.</li> </ul> <p>Note: Provide a budget for 2019-20 (remaining), 2020-21, and 2021-22 (2 ½ years of total funding). Funds provided each year will be contingent on project implementation and adequate use of funds from previous years.</p>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Reviewer Comments:</b>		

### Colorado Multi-Tiered System of Supports (CO-MTSS)

**Instructions:** Complete each of the questions below to indicate the LEA’s plan to participate in the Colorado Multi-Tiered System of Supports (CO-MTSS) Grant.

Applicants must score at least 9 points out of the 12 possible points to be approved for funding. Applications that score below 9 points *may* be asked to submit revisions that would bring the application up to an approvable level.

<b>Strategic Goals</b>	Inadequate (information not provided)	Minimal (requires additional clarification)	Adequate (clear and complete)	Excellent (concise and thoroughly developed)
Identify the goals the LEA hopes to accomplish through involvement in CO-MTSS.	0	1	2	3
<b>Reviewer Comments:</b>				
<b>TOTAL POINTS</b>				<b>/3</b>

<b>Team-Driven Shared Leadership</b>	Inadequate (information not provided)	Minimal (requires additional clarification)	Adequate (clear and complete)	Excellent (concise and thoroughly developed)
Describe the current efforts of the LEA's MTSS Leadership Team (MLT) to align initiatives and provide high-quality professional development and technical assistance to local schools. If there is no MLT, address whether the LEA has the capacity to establish one focused on aligning initiatives and providing high-quality professional development and technical assistance to local schools. Also describe the executive level members who will be included on the team, as well as the MLT team lead and their qualifications to facilitate MLT meetings.	0	1	2	3
<b>Reviewer Comments:</b>				
<b>TOTAL POINTS</b>				<b>/3</b>

<b>Commitment</b>	Inadequate (information not provided)	Minimal (requires additional clarification)	Adequate (clear and complete)	Excellent (concise and thoroughly developed)
Describe the current priorities of the LEA, and how CO-MTSS will fit within those priorities. Be sure to include the other initiatives (e.g., School Turnaround Network, Connect for Success Grant Program, Early Literacy Grant Program) your LEA is currently involved in, the number of schools involved, and the timeline of their participation.	0	1	2	3
The CO-MTSS Membership Form (Attachment C) was submitted with all requested information.	Not Included/More Information Needed <input type="checkbox"/>		Included <input type="checkbox"/>	
<b>Reviewer Comments:</b>				
<b>TOTAL POINTS</b>				<b>/3</b>

<b>Grant Activities</b>	Inadequate (information not provided)	Minimal (requires additional clarification)	Adequate (clear and complete)	Excellent (concise and thoroughly developed)
Using the "Add Grant Activities" button below, create a work plan and budget request. For each grant activity in the work plan: <ul style="list-style-type: none"> <li>• Provide a school-level location contact, a description of each activity, start/end dates, and person(s) responsible for the activity.</li> <li>• Input the amount requested, the associated program and object codes, and fiscal year. Input the salary position and FTE amount, if applicable.</li> <li>• Ensure that activities are aligned with the allowable use of funds listed in the Information Sheet (or Attachment B).</li> <li>• Ensure that costs are clearly tied to the grant activities and are calculated with detail in the "description of activity" field.</li> </ul> <p>Note: Provide a budget for 2019-20 (remaining), 2020-21, and 2021-22 (2 ½ years of total funding). Funds provided each year will be contingent on project implementation and adequate use of funds from previous years.</p>	0	1	2	3
<b>Reviewer Comments:</b>				
<b>TOTAL POINTS</b>				<b>/3</b>

## Connect for Success

Applicants must score at least 28 points out of the 40 possible points to be approved for funding. Applications that score below 28 points *may* be asked to submit revisions that would bring the application up to an approvable level.

**Instructions:** Complete each of the questions below for all schools participating in the Connect for Success Grant.

Readiness	Not Addressed or Met No Criteria <i>(information not provided)</i>	Met One Criterion <i>(requires additional clarification)</i>	Met All Criteria <i>(concise and thoroughly developed, high-quality response)</i>
Clearly articulate how you see this grant opportunity equipping you to strengthen the school's ability to meet the needs of all students.	0	3	5
Describe any patterns, core issues of academic concern, and possible root causes for academic concerns you see in the school based on data from a comprehensive needs assessment. Submit the summary of findings.	0	3	5
Provide a statement that clearly indicates school and district commitment and willingness to work with CDE on the plan for implementation, goals, and budget for additional years of the grant. Identify the district designee who will be working with school leaders and CDE.	0	3	5
<b>Reviewer Comments:</b>			
			<b>Total:</b> /15

Capacity	Not Addressed or Met No Criteria <i>(information not provided)</i>	Met One Criterion <i>(requires additional clarification)</i>	Met All Criteria <i>(concise and thoroughly developed, high quality response)</i>
Describe how the district will provide support in strengthening the school's ability to meet the needs of all students.	0	3	5
Describe any school or district structures, teams, or other mechanisms (e.g., networks, coaches) that will help monitor and implement plans for this grant.	0	3	5
Describe your designated implementation coach's experience as it relates to strategic planning, benchmarks and monitoring implementation. If you don't have an implementation coach, describe your process and timeline for hiring one and the qualifications required for the position. (See the <a href="#">CFS Route Information page</a> , or the Service Info Sheet in Attachment B, for list of Implementation Coach competencies)	0	3	5
Describe any other grant programs in which you are currently participating. Outline how this program(s) will align with current funding and support existing initiatives.	0	3	5
Using the "Add Grant Activities" button below, create a work plan and budget request. For each grant activity in the work plan: <ul style="list-style-type: none"> <li>• Provide a school-level location contact, a description of each activity, start/end dates, and person(s) responsible for the activity.</li> <li>• Input the amount requested, the associated program and object codes, and fiscal year. Input the salary position and FTE amount, if applicable.</li> <li>• Ensure that activities are aligned with the allowable use of funds listed in the Information Sheet (or Attachment B).</li> <li>• Ensure that costs are clearly tied to the grant activities and are calculated with detail in the "description of activity" field.</li> </ul>	0	3	5



Note: Provide a budget for 2019-20 (remaining), 2020-21, and 2021-22 (2 ½ years of total funding). Funds provided each year will be contingent on project implementation and adequate use of funds from previous years.			
<b>Reviewer Comments:</b>			
			<b>Total:</b> /25

**School Turnaround Leadership Development (STLD) Program**

LEAs selecting ‘School Turnaround Leadership Development Program’ are asked to respond to the sections below.

Applicants must score at least 30 points out of the 45 possible points to be approved for funding. Applications that score below 30 points may be asked to submit revisions to bring the application up to an approvable level.

**Instructions:** Complete the table below to identify leaders who will participate in the School Turnaround Leadership Development Program. Each leader may be assigned one or multiple sites (schools) in the district. Select one leadership provider per leader. Ensure all schools chosen for the School Turnaround Leadership Development Program are included in the table. Use the "Add Leaders" button below the question to build the table.

Needs Assessment		
<p>List each individual leader proposed to participate in a leadership development program. See example below of the field you will be asked to enter the following information into. For each individual, provide:</p> <ul style="list-style-type: none"> <li>• First and last name</li> <li>• Current role</li> <li>• Email and phone number</li> <li>• Assigned site(s) (or districtwide)</li> <li>• Which leadership provider seems to be the best fit for their needs</li> </ul> <p>Please click on each of the Providers below for more information about their programs.</p> <ul style="list-style-type: none"> <li>• <a href="#">Generation Schools Network (PDF)</a></li> <li>• <a href="#">NYC Leadership Academy (NYCLA): Aspiring Principals Program (PDF)</a></li> <li>• <a href="#">NYC Leadership Academy (NYCLA): Leadership Development for Turnaround Schools (PDF)</a></li> <li>• <a href="#">NYC Leadership Academy (NYCLA): Foundations of Principal Supervision (PDF)</a></li> <li>• <a href="#">Public Consulting Group, Inc. (PDF)</a></li> <li>• <a href="#">Relay Graduate School of Education: Instructional Leadership Professional Development (ILPD) (PDF)</a></li> <li>• <a href="#">Relay Graduate School of Education: National Principals Academy Fellowship (NPAF) (PDF)</a></li> <li>• <a href="#">Relay Graduate School of Education: National Principal Supervisors Academy (NPSA) (PDF)</a></li> <li>• <a href="#">Relay Graduate School of Education: Regional Support Program (PDF)</a></li> <li>• <a href="#">TNTP (PDF)</a></li> <li>• <a href="#">University of Denver: Educational Leadership &amp; Policy Studies (ELPS) (PDF)</a></li> <li>• <a href="#">University of Denver: Turnaround Success (PDF)</a></li> <li>• <a href="#">University of Virginia Partnership for Leaders In Education (PDF)</a></li> <li>• <a href="#">WestEd</a></li> </ul>	<p><b>Did not Include</b></p> <input type="checkbox"/>	<p><b>Included</b></p> <input type="checkbox"/>
<b>Reviewer Comments:</b>		

Turnaround Leadership Provider and LEA/School Plan	Not Addressed or Met No Criteria <i>(information not provided)</i>	Met One or More Criteria <i>(requires additional clarification)</i>	Met All Criteria <i>(concise and thoroughly developed, high quality response)</i>
For each identified provider(s) for which you are requesting funding, address the following: <ul style="list-style-type: none"> <li>• Explain why each provider was selected;</li> <li>• Identify the goals the leader/LEA/CSI/school hope to accomplish through involvement in STLD; and</li> </ul>	0	5	10

<ul style="list-style-type: none"> <li>Explain how the chosen program directly addresses the needs identified in the school(s) in the previous Needs Assessment section.</li> </ul>			
Describe: <ul style="list-style-type: none"> <li>How will the LEA ensure that selected candidates are able to implement strategies from the chosen program?</li> <li>What flexibility and support will the LEA offer school and district leaders in order to help ensure successful turnaround work?</li> <li>How does this provider's services and training align with other efforts in the district?</li> </ul>	0	5	10
For each provider program identified, describe the steps you will take to ensure participants understand the program requirements and ensure timely completion of the programs' application. (School Turnaround Leadership Development program description - Attachment B).	0	5	10
For each provider program identified, describe how you will monitor the progress of each participant on an ongoing basis. (School Turnaround Leadership Development program description - Attachment B).	0	5	10
Using the "Add Grant Activities" button below, create a work plan and budget request. For each grant activity in the work plan: <ul style="list-style-type: none"> <li>Provide a school-level location contact, a description of each activity, start/end dates, and person(s) responsible for the activity.</li> <li>Input the amount requested, the associated program and object codes, and fiscal year. Input the salary position and FTE amount, if applicable.</li> <li>Ensure that activities are aligned with the allowable use of funds listed in the Information Sheet (or Attachment B).</li> <li>Ensure that costs are clearly tied to the grant activities and are calculated with detail in the "description of activity" field.</li> </ul> <p>Note: Turnaround Leadership Development Programs all have various timelines. Grant funds will be awarded in Feb 2020 and expenditures may occur beyond June 2020 in accordance with the selected provider programs' duration. Funds provided each year will be contingent on project implementation and adequate use of funds from previous years.</p>	0	3	5
<b>Reviewer Comments:</b>			
<b>Total</b>			<b>/45</b>

<b>Program Evaluation</b>		
Identify the individuals in the district and school who will be responsible for submitting required evaluation data found in the School Turnaround Leadership Development program description (Attachment B).	<b>Did not Include</b> <input type="checkbox"/>	<b>Included</b> <input type="checkbox"/>
<b>Reviewer Comments:</b>		

### **School Turnaround Network Questions**

Schools selecting **School Turnaround Network** are asked to respond to the sections below.

This opportunity is a competitive process - applicants must score at least 55 points out of the 78 possible points to be approved for funding. Applications that score below 51 points *may* be asked to submit revisions that would bring the application up to an approvable level.

**Instructions:** Complete each of the questions below for all schools participating in the School Turnaround Network. If the LEA is requesting that multiple schools participate in the Network, include a separate response for each school within the textboxes for the questions below.

School Needs Assessment	Not Addressed or Met No Criteria <i>(information not provided)</i>	Met One Criterion Well <i>(requires additional clarification)</i>	Met All Criteria Well <i>(concise and thoroughly developed, high quality response)</i>
Provide a detailed explanation of why you are interested in joining the Turnaround Network. Address why you believe the Turnaround Network will be a good match for your school and your students. Describe your vision for the school in the next three years and the outcomes you would like to achieve.	0	5	10
Describe your schools' current strengths in relation to each of the <a href="#">Four Domains for Rapid School Improvement</a> : school culture; instruction; leadership; and talent development.	0	5	10
Describe the most urgent needs at your school. Explain why you selected these areas as crucial to school success.	0	5	10
Describe how the district currently supports the school. Indicate who will be your district "partner" (e.g., principal supervisor) and why and how the person was selected.	0	5	10
<b>Reviewer Comments:</b>			
<b>Total</b>			<b>/40</b>

**Instructions:** *The following questions should be completed by the principal(s) of potential Network school(s). If there will be a transition in school leadership, these questions can be completed by the incoming principal. If a new leader is not yet identified, please have the current principal complete these questions.*

Principals should address the following questions about leadership competencies for school turnaround. These questions cover competencies that\*:

- Are likely to be most predictive of success for turnaround leaders
- Require the use of other critical leader competencies
- Distinguish principal candidates who would perform well in a turnaround effort versus other school situations.

For this section, an adequate response is well-written, coherent, and provides a concrete example of the question. An excellent response will include multiple relevant examples.

*\*Adapted from the University of Virginia Behavioral Event Interview questions*

Leadership	Not Addressed or Met No Criteria <i>(information not provided)</i>	Met One Criterion Well <i>(requires additional clarification)</i>	Met All Criteria Well <i>(concise and thoroughly developed, high quality response)</i>
Briefly summarize the prior professional experience of your school's 2019-2020 principal, including their number of years at the school. If there will be a transition in school leadership, explain the district's process for recruiting and screening a new leader, or if a new leader has been identified, describe the new leader's background.	0	1	3
Impact and Influence: Describe a time when you influenced another person or people in a way that increased student learning.	0	5	10
Accountability for School Performance: Describe an example of how you demonstrate a performance mindset and how you monitor performance and hold teachers accountable to student learning.	0	5	10
Conceptual and Analytical Thinking: Describe an improvement initiative that you led and the multiple steps and considerations you took to ensure it was successful.	0	5	10
Using the "Add Grant Activities" button below, create a work plan and budget request. For each grant activity in the work plan: <ul style="list-style-type: none"> <li>• Provide a school-level location contact, a description of each activity, start/end dates,</li> </ul>	0	3	5

<p>and person(s) responsible for the activity.</p> <ul style="list-style-type: none"> <li>• Input the amount requested, the associated program and object codes, and fiscal year. Input the salary position and FTE amount, if applicable.</li> <li>• Ensure that activities are aligned with the allowable use of funds listed in the Information Sheet (PDF).</li> <li>• Ensure that costs are clearly tied to the grant activities and are calculated with detail in the “description of activity” field.</li> </ul> <p>Note: Provide a budget for 2019-20 (remaining), 2020-21, and 2021-22, and 2022-23 (3 ½ years of total funding). Funds provided each year will be contingent on project implementation and adequate use of funds from previous years.</p>			
<b>Reviewer Comments:</b>			
			<b>Total</b> /38

## **Attachment A: EASI Eligibility**

---

View the EASI Eligibility List online at [CDE's EASI webpage](#).

## Attachment B: EASI Service Information Sheets

---

Please visit the following links to access detailed Service Information Sheets.

1. [Exploration Supports](#)
2. [Exploration Supports: English Language Development \(ELD\) Review: District Level](#)
3. [Exploration Supports: English Language Development \(ELD\) Review: School Level](#)
4. [Exploration Supports: Focused Review on Early Literacy \(PK-3\)](#)
5. [Exploration Supports: Diagnostic Review Planning for AECs and Online Schools](#)
  
6. [District Designed and Led Requirements](#)
  
7. [Offered Services: Accountability Pathways Planning and Implementation](#)
8. [Offered Services: Colorado Multi-Tiered System of Supports \(CO-MTSS\)](#)
9. [Offered Services: Connect for Success](#)
10. [Offered Services: School Turnaround Leadership Development Program](#)
11. [Offered Services: School Turnaround Network](#)

## Attachment C: CO-MTSS Membership Form

---

View the [Team Membership Signature Form](#) online at CDE's EASI webpage.

## **Attachment D: Approval and Transmittal Form**

---

View the [Approval and Transmittal Form](#) online at CDE's EASI webpage.