



**COLORADO**  
Department of Education

# **School Counselor Corps Grant 2019 Application Webinar**

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

# Purpose

To solicit applications from eligible education providers for funding to increase the availability and implementation of effective school-based counseling within schools.

The goal is to increase the state graduation rate and increase the percentage of students who appropriately prepare for, apply to, and continue into postsecondary education.

# Eligible Applicants

An eligible Education Provider is defined as:

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

Education providers are eligible to apply for this opportunity to increase the number of school counselors for students and the level of school counseling services provided.



## Eligible Applicants (cont.)

Districts are *encouraged* to apply with feeder schools.

Elementary applicants must apply with secondary feeder schools.

# Previous Grantees

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

- No more than 25% of previously participating schools will be approved in this competition. The 25% of previously funded applications with the highest scores on the evaluation rubric will be considered for funding.
- If funded in a previous cohort, un-sustained counseling positions and programs will be considered and points deducted.

# Previous Grantees

Past expenditure of funds will be considered. If the previously funded grantee returned more than \$1,000 during any year of the SCC grant cycle, a thorough explanation will be required to be considered for a new grant award. (Points may be deducted, see below.)

For each grant review period:

- Points will be deducted once per occurrence during the grant review process for returned/unspent SCC grant during the grant cycle.
- Applicants will not be penalized more than one time for each occurrence of returned SCC grant dollars/money.



### Sustainability is an expectation of the School Counselor Corps Grant.

- Please use Section E of the rubric for explanation.
- Additional one page allowance for explanation if counseling positions or programming funded by previous SCCG was not sustained.

# Available Funds

- The anticipated level of funding available for the 2018-2019 school year is approximately \$500,000, for approximately 15 grant awards.
- Within the first year of the four-year grant cycle individual awards will range between \$25,000 and \$50,000. **The first year of the grant will focus on data collection, needs analysis, program development, and direct services.**
- In the second, third, and fourth years of the grant, successful grantees will receive up to \$80,000 per funded school.

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

# Allowable Use of Funds

## Allowable activities include

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

## Funds may not be used for

- Capital equipment;
- Building improvements, construction, or maintenance; or
- Incentives, such as gift cards.

# Allowable Use of Funds, Budgeting

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

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

# Allowable Use of Funds - Budgeting

Grantees must budget for a team to attend three, one-day grant trainings during each year of the grant cycle.

Counselors and Principal must attend

Dates and locations will be announced for each training

- **July - Year 1 and 2**
- **October – all grantees**
- **February – all grantees**

Plan budgets for travel to the Denver metro area.

Regional sessions may be scheduled.



# SCCG Grant Training and Reporting Requirements

## Reporting

- Annual Reports
  - Development Year Report – Details data findings and SMART Goals
  - District Report – years 2-4
  - School Report – years 2-4

## Trainings

- SCCG Administrator and Counselor Training - Years 1 and 2 (July)
- Fall Semester Training - All grantees (October)
- Spring Semester Trainings - All grantees (February)



# Evaluation and Reporting

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

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

Subsequent year reports shall also include:

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

# Duration of Grant

Grants will be awarded for a four-year term beginning in the 2019-2020 school year. Please note: Each year of grant funding is contingent upon annual appropriations by the State Legislature. Funded applicants will be eligible for continued funding in the second, third, and fourth years of the grant cycle after successfully demonstrating the following:

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



# Review Process

# Review Process

Applications will be reviewed by CDE staff and the School Counselor Corps Advisory Board to ensure they contain all required components.

Note: **This is a competitive process** – applicants must score at least 78 points out of the 112 possible points to be approved for funding.

There is no guarantee that submitting a proposal will result in funding or funding at the requested level.

**All award decisions are final.**

Applicants that do not meet the qualifications will be notified and may reapply in future grant applications.



# Submission Process and Deadline

The electronic copy of the proposal and electronic budget must be submitted by Wednesday, March 27, 2019, at 11:59 pm, to [CompetitiveGrants@cde.state.co.us](mailto:CompetitiveGrants@cde.state.co.us).

The electronic version should include all required components of the proposal as one document. Please attach the electronic budget workbook as a separate document.

Faxes will not be accepted. Incomplete or late proposals will not be considered. Application materials and budget are available for download on the CDE Website at: [www.cde.state.co.us/postsecondary\\_scc](http://www.cde.state.co.us/postsecondary_scc).



# Application Format

The total narrative (Sections A - E) of the application cannot exceed 7 pages. If an applicant has been previously funded, one (1) additional page may be used:

- To provide verification of sustained positions and quality programs that were initialized with School Counselor Corps grant dollars.
- For explanation of returned funds, if applicable.

All pages must be standard letter size, 8-1/2" x 11" using 12-point font and single-spaced with 1-inch margins and numbered pages.

The submission of duplicate applications that are identical, except for names and descriptions of the eligible schools or district, will not be accepted.



# Required Elements

- Part I:            Proposal Introduction (not scored)  
Cover Page, Signature Pages, Assurances Form,  
Executive Summary, Table of Contents
- Part II: Narrative - Sections A through E
- Excel Budget Workbook (*not included in page limit*)
- Attachments (e.g., letters of support)  
*Not included in page limit but not to exceed five (5) additional pages*



# Scoring Rubric

# Priority

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

1 Point	1 Point	1 Point	0 Points
<p>School(s) at which the dropout rate exceeds the statewide average, (2016-17 annual dropout rate for the State of Colorado is 2.3%), or percentage of third grade students identified with SRD at elementary schools that exceed the statewide average, (18.2%)</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>School(s) with a high percentage of students who are eligible for Free and Reduced Lunch exceeding the statewide rate (41.7%)</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Postsecondary remediation rates at secondary school(s) that exceed the statewide average of 35.3%</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Does not meet any priority criteria</p> <p style="text-align: center;"><input type="checkbox"/></p>

# Section A: Quality of Program Development

1. Include a clear description of how the education provider has adopted, or has demonstrated, a commitment to developing standards for school counselors that meet or exceed those recommended by the American School Counselor Association (ASCA) in connection to the intent of the School Counselor Corps grant program ([http://static.pdesas.org/content/documents/ASCA\\_National\\_Standards\\_for\\_Students.pdf](http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf)).
  1. If middle and/or elementary schools are included in the program development, include a commitment to the School Counselor Corps Elementary and/or Middle School ICAP Quality Indicators. ([http://www.cde.state.co.us/postsecondary/scc\\_resources](http://www.cde.state.co.us/postsecondary/scc_resources))
2. Clearly describe the approach in providing professional development, including how the applicant, during the program development phase, will support ongoing, sustained professional development for the team of school counselors and administrators that support the goals, objectives, and design focus of the proposed School Counselor Corps Grant Program.
3. Include a clear and thorough description of the applicant's experience in using data over time, such as examples demonstrating outcomes and incorporation of data-driven decisions.

# Section A: Quality of Program Development, cont.

4. Provide clear, measurable goals/objectives consistent with desired outcomes of the School Counselor Corps Grant Program, including improving graduation rates and preventing dropouts.
5. Provide a clearly detailed timeline for implementation. Timeline identifies major implementation activities, interim benchmarks and the date by which they will be accomplished. For example:

Strategies /Activities	Interim Benchmarks	Timeline	Person(s) Responsible

6. Explain how district and school-level administrators and current school counselors have been engaged in the process to apply for this grant.
7. Clearly outline achievement gaps, the associated data and needs analysis of subgroups and student populations within your school or district(s) as appropriate for your LEA. Outline how the School Counselor Corps Grant Program will assist in closing these gaps.

TOTAL POINTS 41



## Section B: Partnerships

1. Include a specific and well-conceived description of the extent to which the education provider has developed or plans to develop **external partnerships**, with external education agencies and/or community and/or business/workforce partners, to serve the need of academic and postsecondary awareness, aspirations for every student enrolled in or receiving educational services from the education provider.
2. Include a specific and well-conceived description of the extent to which the education provider has developed or plans to develop **internal partnerships** including elementary, middle school and high school partnerships across the district.
3. Provide clear detail regarding how the education provider will integrate this grant with any current work in dropout prevention, student and parent engagement, career awareness, postsecondary readiness, including, but not limited to: service learning; expanded learning opportunities; and 21<sup>st</sup> CCLC, At-Risk Student Services.

TOTAL POINTS 15



# Section C: Postsecondary

1. Include a specific and well-conceived description of how receipt of the grant will affect the culture of postsecondary preparation at the applicant school, district or BOCES, and describe a vision for how the grant will transform the postsecondary expectations and options of students served.
2. Include a specific and well-conceived description of the education provider's plan for involving leaders at the recipient schools and in the surrounding community and the faculty at recipient schools in increasing the capacity and effectiveness of the school counseling and postsecondary preparation services provided to students enrolled in or receiving educational services from the education provider.
3. Include a clear and thorough description of the extent to which the education provider has implemented Individual Career and Academic Plans (ICAP) for students.
4. Include a thorough description of how the postsecondary and workforce readiness section of the school/district Unified Improvement Plan will be aligned with the School Counselor Corps Grant.

## Section C: Postsecondary, cont.

5. Include a detailed description of the education provider's use of district-level (or school-level if the education provider is a charter school), *needs assessments that use data to identify challenging issues* in the district or school in terms of student learning and success and barriers to learning.
6. Include a detailed description of the education provider's use of district-level (or school-level if the education provider is a charter school), *needs assessments that use data to identify targeted and comprehensive programs, strategies, or services* delivered by the education provider to students that have helped to increase graduation rates and the level of postsecondary success among graduates.
7. Include a detailed description of the education provider's use of district-level (or school-level if the education provider is a charter school), *needs assessments that use data to identify the strategies that will be used and evidence of why they were chosen by the education provider to address the challenges* identified in this self-assessment and strengthen, expand or improve existing programs to improve graduation rates, postsecondary enrollment and success rates.

## Section C: Postsecondary, cont.

8. Include a clear and thorough description of the attendance, grade-retention and promotion, and grading policies implemented by the education provider, including an analysis of how the schools' and districts' current policies and practices in these areas contribute to success or act as obstacles to students graduating from high school, as well as a description of a plan for how these policies and practices will be improved or modified to increase the graduation rate, as well as postsecondary, and postsecondary-success rates of high school students.
9. Include a clearly detailed description of current participation in accelerated coursework (such as Concurrent Enrollment courses, ASCENT, AP, IB,) as well as current and proposed remedial courses for students at-risk of remediation.

TOTAL POINTS 41



# Section D: Budget Narrative

## Within the Budget Narrative:

Provide an explanation that summarizes the proposed uses of grant funds by budget category or proposed program strategies. All expenditures described must be reasonable and the budget sufficient in relation to the objectives, design, scope and sustainability of project activities.

## Electronic Budget Spreadsheet:

Complete and attach the Budget Spreadsheet (Excel file). List costs on the Budget Detail worksheet that are reasonable, calculated to show how amounts are determined, and sufficient in relation to the measurable objectives, design, scope, sustainability, and duration of project activities. Costs are reasonable, and connected to project goals and activities.

## 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]**

Describe a clear and well-conceived plan for how the proposed project will be continued once the grant dollars have expired. For example, how will capacity be built to continue quality career awareness and postsecondary counseling services to students once the grant has expired?

TOTAL POINTS 15



# Section E: Previously Funded Schools

Respond to the questions in Section E only if you are including schools that have previously received School Counselor Corps grant funding. If previously funded, the information provided will be considered in the funding recommendation.

Describe what positions and quality programs have been successfully sustained with prior School Counselor Corps grant dollars and the strategies employed to do so.

Unspent funds were indicated in Part I: Cover page and verified by CDE.

If unspent funds indicated, did the amount exceed \$1,000?

Please explain the reason for returned funds (no more than 5 sentences).

Returned funds occurred in 2 or more years of the grant cycle and exceeded \$1,000 each time.

Please indicate the steps taken to prevent future return of funds if funded for this grant cycle (no more than 5 sentences).



# Interested in Applying?

## Letter of Intent:

If interested in applying for this funding opportunity, please submit the Letter of Intent (see **Attachment A**) by **Friday, January 25, 2019** at:

<https://www.surveymonkey.com/r/2019SCC>.

This allows CDE to plan for the review process and communicate with prospective applicants should a need arise.

# Contact Information

## For program questions contact:

Eva Pugh ([Pugh\\_E@cde.state.co.us](mailto:Pugh_E@cde.state.co.us) | 303-866-4123)

## For fiscal/budget questions contact:

Marti Rodriguez ([Rodriguez\\_M@cde.state.co.us](mailto:Rodriguez_M@cde.state.co.us) | 303-866-6769)

## For application-specific questions contact:

Nicole Dake ([Dake\\_N@cde.state.co.us](mailto:Dake_N@cde.state.co.us)) | 303-866-6250)

