

Funding Opportunity

**Applications Due:** Friday, May 14, 2021, by 11:59 pm

**Intent to Apply Due:** Wednesday, May 5, 2021, by 11:59 pm

**Office Hours:**

Monday, April 19, 2021, at 3:30 pm

Tuesday, May 3, 2021 at 3:00 pm

|  |
| --- |
| SCHOOL CLIMATE TRANSFORMATION:STUDENT ENGAGEMENT AND FAMILY PARTNERSHIP GRANTFUNDED BY THE US DEPARTMENT OF EDUCATION |



**Program Questions:**

Andrea Pulskamp, State Transformation Specialist

(720) 505-6070 | Pulskamp\_A@cde.state.co.us

**Budget/Fiscal Questions:**

Brittany Shores, Office of Grants Fiscal

(303) 866-6911| Shores\_B@cde.state.co.us

**Application Process Questions:**

Mandy Christensen, Competitive Grants and Awards

(303) 866-6250 | Christensen\_A@cde.state.co.us

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**School Climate Engagement and Partnership Grant**

**Applications Due: Friday, April 30, 2021, by 11:59 pm**

# Introduction

The Colorado Department of Education (CDE) received a School Climate Transformation Grant (SCTG) from the United States Office of Elementary and Secondary Education (OESE) to support the development of an integrated approach to school climate that is based in a multi-tiered system of support and that prioritizes the needs of the whole child. The goals of the SCTG are: 1. Increase SEA capacity for supporting the sustained and broad-scale implementation of an integrated approach to school climate that is inclusive of mental health, social emotional learning, and academic and behavior supports; 2. Enhance LEP capacity for implementing an integrated approach for sustainability and with fidelity by providing training and technical assistance; 3. Coordinate the integrated efforts with appropriate Federal, State, and Local Resources, including the PBIS Technical Assistance Center and other organizations (i.e. CASEL, other State agencies, and nonprofits, etc.).

Although awards for full development and implementation of a school climate approach were awarded in 2019, additional dollars have been made available to LEPs that meaningfully integrate and sustainably implement evidence-based climate improvement strategies that prioritize student engagement and re-engagement, and Family, School, and Community Partnerships, that leads to the co-creation of policies and practices that foster a sense of belonging for all school stakeholders.

***Student engagement*** *refers to a student’s sense of belonging, safety, and involvement in school that leads to academic achievement, regular school attendance, and graduation.*

***Family, School, and Community Partnerships (FSCP)*** *refers to families, early childhood programs, schools, and communities actively partnering to develop, implement, and evaluate effective and equitable practices to improve educational outcomes for children and youth.*

CDE seeks to work with 4 LEPs prioritizing student engagement and family and community partnership strategies that are implemented through a Multi-Tiered System of Supports (MTSS). As a result of COVID-19, districts and schools have increasingly focused on student engagement and FSCP in order to support students and families through remote and in-person learning as well as to support the wrap around needs of these communities whose lives have been impacted by the pandemic in numerous ways. Funding is being offered to build upon and strengthen engagement and partnership strategies. Activities that support this grant include assessing perceptions of school climate with students and families, assessing implementation of MTSS, implementing evidence-based and promising student engagement strategies, and implementing the Family, School, and Community Partnerships (FSCP) Framework. All of this will be done to drive action planning that will increase student engagement and family partnership. Participating LEPs will collaborate with offices focused on school climate improvement including Office of Dropout Prevention, the Family, School, and Community Partnerships office and the Office of Learning Supports to ensure that implementation efforts are supported and sustained.

# Project Goals

The School Climate Transformation: Student Engagement and Family Partnership Grant project has three goals:

1. Improve Family, School, and Community Partnering in select schools within an LEP to increase family sense of belonging; and
2. Improve student engagement and re-engagement efforts in select schools within an LEP to increase student sense of belonging; and
3. Collaborate across relevant CDE offices, as led by CDE grant administrators, to pilot the FSCP Framework to ensure shared learning across student engagement, school climate, and MTSS initiatives.

# Benefits of Participation

Through participation in this project, LEPs will collaborate with CDE in the implementation of the FSCP Framework, as well as in the implementation of student engagement and re-engagement efforts, utilizing the MTSS Framework. Participating LEPs will establish or refine LEP Leadership Teams who will receive targeted technical assistance from CDE staff and use a problem-solving process to improve student engagement and FSCP efforts. LEPs will receive fiscal support to reimburse costs associated with the implementation of their efforts.

Technical Assistance from CDE staff will include the following:

* Monthly meetings to support action planning and implementation of grant;
* Development of strategic plans/UIPs that align with other initiatives and result in high quality, sustained implementation; and
* Creation of evidence-based professional learning and technical assistance activities for local schools.

# Eligible Applicants

This grant is intended for Local Education Providers (LEPs) that have a clear commitment engaging students and partnering with families and communities to improve outcomes for students. An eligible Education Provider is:

* A school district;
* A Board of Cooperative Services (BOCES);
* A Charter school authorized by a school district; or
* A Charter school authorized by the Charter School Institute.

Applications will not be accepted from individual schools within a school district or BOCES but must be authorized and submitted through the Education Provider. Note: a charter school authorized by a school district or CSI may submit an application, but the charter school authorizer will be the fiscal agent, if funded. Additionally, grantees currently receiving the full 5-year School Climate Transformation Grant are not eligible.

Eligible applicants are those who commit to partnering with CDE to focus on student and family engagement through implementation of evidence-based practices for student engagement and the implementation of the FSCP Framework and who have Student Engagement, Family Partnership or School Climate as part of their Strategic Plans and/or their Unified Improvement Plans. Eligible applicants must also be implementing MTSS and assessing implementation of MTSS efforts using either or both the MLT Self-Assessment and/or the Building Self-Assessments. CDE staff including Project Directors and a State Transformation Specialist will be integral to implementation efforts and will work with LEPs and may offer additional support to school teams in coordination with LEP teams. The ongoing support is offered at no cost to the LEPs.

In order to create sustainable change at the building level, it will be necessary for each LEP to select a cohort of 3-5 schools to actively participate in this grant. For small, rural, districts, this may mean that all schools in a single building or all schools in the entire district participate.

**IMPORTANT:** *An extra 15 points will be awarded if LEP identifies School Climate, Student Engagement or Family School and Community Partnering as a Major Improvement Strategy in the Unified Improvement Plan (UIP). This can be at the district-level or at the school-level for individual schools identified in the application.*

# Requirements and Commitments

Project applicants will designate an **LEP Implementation Consultant** to work on student and family engagement efforts and to consult with CDE staff who will provide coaching and technical assistance for implementation efforts. The **Implementation Consultant** will also work with participating schools to share resources, provide implementation support to schools, and to facilitate learnings across the district on effective student engagement and FSCP practices and strategies.

The LEP Implementation Consultant will:

* Attend at least 75% of monthly meetings throughout the school year;
* Attend a full-day, yearly Summit each year of the project;
* Ensure that district and building leadership possess the qualifications and have committed the time necessary to accomplish grant activities and goals, specifically, implementation of the FSCP Framework;
* Assess MTSS implementation as noted in the FSCP Framework;
* Conduct action planning-related professional development and technical assistance with participating schools;
* Ensure that funds are being leveraged with other local, state, and federal funds (e.g., Titles I, II, III, V, and IDEA) and that accountability for cost-effective management is provided; and
* Provide school and LEP-related data to CDE for this funding opportunity within the time frames specified.

# Available Funds

The anticipated level of available funding is approximately $160,000 between July 1, 2021, and September 30, 2023. CDE anticipates awarding up to four individual grants for a maximum of $40,000 for the funding period. This funding is available through the School Climate Transformation Grant (SCTG) which operates on the Federal Fiscal Calendar. Therefore, the funding for this award is as follows:

* $5,000 for planning during the period: July 1, 2021 – September 30, 2021
* $17,500 for Year 1: October 1, 2021 – September 30, 2022
* $17,500 for Year 2: October 1, 2022 – September 30, 2023

# Allowable Use of Funds

Funding from this opportunity may be used for reimbursement of activities related to professional development, including:

* Training fees;
* Curricula;
* Implementation tools;
* Outcome measurement;
* Time for collaboration;
* Staff stipends;
* Substitute pay to create time for job embedded learning opportunities; or
* Other planned activities.

**Note**: if accepted into the program, approved applicants will be asked to coordinate with CDE staff to develop a budget proposal for program participation. Additionally, funding cannot be used to purchase food or gift cards as that is not an allowable expense under federal funding requirements.

Funds from this opportunity must be used to **supplement and not supplant** any federal, state, and local moneys currently in place.

# Application Timeline

|  |  |
| --- | --- |
| **Monday, April 19, 2021, at 3:30 pm** | School Climate Engagement and Partnership Grant Office Hours |
| **Tuesday May 4, 2021, at 3:00 pm** | School Climate Engagement and Partnership Grant Office Hours |
| **Wednesday, May 5, 2021, by 11:59 pm** | Intent to Apply Due |
| **Friday, May 14, 2021, by 11:59 pm** | Applications Due |
| **No later than June 30, 2021** | Applicants Notified of Initial Award Status |

# Duration of Grant

Approximately two years (July 1, 2021 – September 30, 2023) of funding for this opportunity will be provided through the School Climate Transformation Grant (a three-month planning period and two full years of funding afterward). Benefits as a grant recipient are contingent upon meeting all timelines and grant requirements provided in the assurances.

# Evaluation and Reporting

Because successful implementation of this grant depends on the use of data to inform decisions, grant participants will be expected to use data throughout their implementation efforts. Data collection and submission to CDE is a necessary grant component. Data collected from participating LEPs and schools include implementation data, as well as data used to drive decision-making about student engagement and FSCP strategies. Other data such as behavior or attendance data may be requested as well. LEP and CDE staff will mutually decide upon, record and monitor data throughout the grant. This may be collected in the form of questionnaires, self-assessments, and participant reflections.

Each LEP will complete and submit the following each year of the project:

* Mid-Year Grant Report
* End of Grant Year Report
* An Annual Financial Report

Information reported to CDE in relation to grant activities is not confidential and is subject to public request. Grantees should ensure reported information does not contain PII or confidential information.

# Data Privacy

CDE takes seriously its obligation to protect the privacy of student and educator information. Personally Identifiable Information (PII) will not be collected through the School Climate Engagement and Partnership Grant Project. All program evaluation data will be collected, used, shared, and stored in compliance with CDE’s privacy and security policies and procedures in aggregate. The [policies and procedures can be found here](https://www.cde.state.co.us/cdereval/cdeinformationsecurityandprivacypolicy).

**Note**: Documents submitted must not contain any personally identifiable student or educator information including names, identification numbers, or anything that could identify an individual. All data should be referenced/included in the aggregate and the aggregate counts should be redacted to remove small numbers under n=16 for students or n=5 for educators.

# Review Process

Applications will be reviewed by CDE staff to ensure they contain all required components. This funding opportunity is a competitive process – applicants must score at least 60 points out of the 72 points possible to be considered for funding. Applications that score below 60 points *may* be asked to submit revisions that would bring the application up to a fundable level. Applicants will be notified of the status of their application by June 30, 2021.

# Application Office Hours

Office hours will be held via Zoom on **Monday, April 19, 2021, at 3:30 pm** and on **Tuesday, May 4, 2021, at 3:00 pm.** These designated office hour times can be used to ask School Climate Grant program staff questions on the application process, programmatic and/or technical assistance questions. To register for office hours, click on the date below:

* **Monday, April 19, 2021, at 3:30 pm**: <https://us02web.zoom.us/j/84582974493?pwd=UTZ0blV5MmJ1cExmclRwbnZYbUZrZz09>
* **Tuesday, May 4, 2021, at 3:00 pm:**  <https://us02web.zoom.us/j/81048681613?pwd=a1J3RGE5aW4yS05iRkFCcWVhRDNydz09>

# Intent to Apply

If interested in applying for this funding opportunity, please complete the Intent to Apply via [Google Form](https://docs.google.com/forms/d/e/1FAIpQLScZh7A_8RW6xftysEoigPFA46lfblnj5TL9bTQ3MPHqahrfuA/viewform?usp=sf_link) by **Wednesday May 5, 2021, by 11:59 pm**. Although encouraged, the Intent to Apply is informational only and completion is not required to submit an application.

# Submission Process and Deadline

A digital copy of the application (in PDF format) and budget workbook (in Excel format) must be submitted to CompetitiveGrants@cde.state.co.us by **Friday, May 14, 2021, by 11:59 pm**. The PDF should include all required components of the application as one document (excluding the budget workbook). Attach the budget workbook in Excel format as a separate document. 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, email CompetitiveGrants@cde.state.co.us. Application materials and budget are available for download on the CDE website at [www.cde.state.co.us/schoolclimate](http://www.cde.state.co.us/schoolclimate).

|  |
| --- |
| Submit completed application materials to:CompetitiveGrants@cde.state.co.usApplications Due: **Friday, May 14, 2021, by 11:59 pm** |

# Application Format

* The narrative portion of the application (Part II, Sections A-F) **cannot exceed 4 pages**. The Excel Budget Workbook does not count towards the page limit. See the following section for the required elements of the application. **Note**: Application narratives that exceed 4 pages will not be reviewed.
* The Program Assurances Form must include original signatures of the lead organization/fiscal agent.

# Required Elements

The format outlined below must be followed in order to assure consistent application of the evaluation criteria.

**Part I: Application Introduction** [not scored, does not count toward page limit]

IA: Cover Page

IB: Assurances Form

**Part II: Narrative** [cannot exceed 4 pages]

Section A: Needs

Section B: Quality of Project

Section C: Multi-Tiered Systems of Support

Section D: Partnerships

Section E: Alignment

Section F: Budget Narrative and Budget Workbook

**Note**: Excel Budget Workbook does not count towards the page limit.

**School Climate Engagement and Partnership Grant**

**Applications Due: Friday, April 30, 2021, by 11:59 pm**

# Part IA: Cover Page - Applicant Information

|  |
| --- |
| **Lead Applicant Information** |
| **LEP/BOCES Name:** |  | **LEP/BOCES Code:** |  |
| **Mailing Address:** |  | **DUNS #:** |  |
| **Funding Requested for 2021-2022 Program Year:** | $ |
| **Type of Applicant**Check box below that best describes your organization or authorizer. |
| [ ]  School District [ ]  BOCES [ ]  District Charter [ ]  CSI Charter |
| **Region**Indicate region of Colorado this program will most directly impact. |
| [ ]  Metro [ ]  Pikes Peak [ ]  North Central [ ]  Northwest[ ]  West Central [ ]  Southwest [ ]  Southeast [ ]  Northeast |
| Authorized Representative Information |
| **Name:** |  | **Title:** |  |
| **Telephone:** |  | **E-mail:** |  |
| **Program Contact Information** |
| **Name:** |  | **Title:** |  |
| **Telephone:** |  | **E-mail:** |  |
| **Fiscal Manager Information** |
| **Name:** |  |
| **Telephone:** |  | **E-mail:** |  |

Complete the table below for each participating school. Copy table as many times as needed to include all schools.

|  |
| --- |
| **Participating School Information** |
| **School Name:** |  | **School Code:** |  |
| **Mailing Address:** |  | **Charter School:** | [ ]  Yes [ ]  No |
| Principal Information |
| **Name:** |  |
| **Telephone:** |  | **E-mail:** |  |

|  |
| --- |
| **Participating School Information** |
| **School Name:** |  | **School Code:** |  |
| **Mailing Address:** |  | **Charter School:** | [ ]  Yes [ ]  No |
| Principal Information |
| **Name:** |  |
| **Telephone:** |  | **E-mail:** |  |

|  |
| --- |
| **Participating School Information** |
| **School Name:** |  | **School Code:** |  |
| **Mailing Address:** |  | **Charter School:** | [ ]  Yes [ ]  No |
| Principal Information |
| **Name:** |  |
| **Telephone:** |  | **E-mail:** |  |

# Part IB: Program Assurances Form

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

|  |  |  |  |
| --- | --- | --- | --- |
| On | (date) | , 2021, the Board of | (district/BOCES/charter authorizer) |

hereby agrees to the following assurances:

LEP Commitments

Project applicants will designate an **LEP Implementation Consultant**, to work on student and family engagement efforts and to consult with CDE staff regarding technical assistance for implementation efforts. The **Implementation Consultant** will also work with participating schools to share resources, provide implementation support to schools, and to facilitate learnings across the district on effective student engagement and FSCP practices and strategies.

The LEP Implementation Consultant will:

* attend at least 75% of monthly meetings throughout the school year;
* Attend a full-day, yearly School Climate Grant Summit each year of the project;
* Ensure that district and building leadership possess the qualifications and have committed the time necessary to accomplish grant activities and goals;
* Conduct action planning-related professional development and technical assistance with participating schools;
* Ensure that funds are being leveraged with other local, state, and federal funds (e.g., Titles I, II, III, V and IDEA) and that accountability for cost-effective management is provided; and
* Provide school, and LEP-related data to CDE for this funding opportunity within the time frames specified.

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

Districts will not discriminate against anyone regarding race, gender, national origin, color, disability, or age. Funds are used to supplement and not supplant any moneys currently being used to provide services and grant dollars will be administered by the appropriate fiscal agent. Funded projects will maintain appropriate fiscal and program records and fiscal audits of this program will be conducted by the grantees as a part of their regular audits. If any findings of misuse of funds are discovered, project funds will be returned to CDE. The grantee will maintain sole responsibility for the project even though subcontractors may be used to perform certain services. Finally, grantees will ensure compliance with [Article V, Section 50](http://law.justia.com/constitution/colorado/cnart5.html) of the Constitution of the State of Colorado.

Project modifications and changes in the approved budget must be requested in writing and be approved in writing by the Colorado Department of Education before modifications are made to the expenditures. Please contact Andrea Pulskamp (Pulskamp\_A@cde.state.co.us |720-505-6070) and Brittany Shores (Shores\_B@cde.state.co.us | 303-866-6911) for any modifications.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  |  |  |  |
| Name of Organization Board President(School Board, BOCES, Charter School, IHE) |  | Signature |  | Date |
|  |  |  |  |  |
| Name of Organization Authorized Representative\*(Superintendent, CSI, BOCES Executive Director, IHE) |  | Signature |  | Date |
|  |  |  |  |  |
| Name of Data Contact |  | Signature |  | Date |
|  |  |  |  |  |
| Name of Fiscal Contact |  | Signature |  | Date |

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

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

**School Climate Engagement and Partnership Grant**

**Applications Due: Friday, April 30, 2021, by 11:59 pm**

# Application Scoring

CDE Use Only

|  |  |  |
| --- | --- | --- |
| **Part I:** | **Application Introduction** | [Not Scored] |
| **Part II:** | **Narrative** |  |
|  | Section A: | Needs | /9 |
|  | Section B: | Quality of Project | /20 |
|  | Section C: | Multi-Tiered System of Support (MTSS) | /14 |
|  | Section D:  | Partnerships | /5 |
|  | Section E: | Alignment | /9 |
|  | Section F: | Budget Narrative and Budget Workbook | /15 |
|  |  | **Sub-Total** | **/72** |
|  |  | **Priority Points** | /15 |
| **Total:** | **/87** |

|  |
| --- |
| **Priority Points**CDE will verify whether applicant meets the criteria to receive Priority Points. |
| LEP identifies Student Engagement, Family School and Community Partnering or School Climate as a Major Improvement Strategy in the Unified Improvement Plan (UIP). Please attach updated UIP. | 0 or 15 points | **TOTAL** |
|  |

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

**Strengths:**

*
*

**Weaknesses:**

*

**Required Changes:**

*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **RECOMMENDATION:** | Funded |[ ]   | Funded with Changes |[ ]   | Not Funded |[ ]

# Selection Criteria and Evaluation Rubric

**Part I: Application Introduction** [Not Scored]

Cover Pages and Assurances

Complete the attached as the first pages of the application.

**Part II: Narrative** [72 Points]

Narrative responses must not exceed **4 pages**. The following criteria will be used by reviewers to evaluate the application as a whole. In order for the application to be recommended for funding, it must receive at least 50 points out of the 72 possible points and all required elements must be addressed. Applications that score below 50 points *may* be asked to submit revisions that would bring the application up to a fundable level. An application that receives a score of 0 on any required elements will not be funded.

**Scoring Definitions**

Minimally Addressed or Does Not Meet Criteria - information provided is insufficient

Met Some but Not All Identified Criteria - information provided requires additional context or clarification

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

Met All Criteria with High Quality - response is exemplary, meets all criteria, and thoroughly supports applicant’s case for funding

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Section A: Needs** | **Minimally Addressed or Does Not Meet Criteria** | **Met Some but Not All Identified Criteria** | **Addressed Criteria but Did Not Provide Thorough Detail** | **Met All Criteria with High Quality** | **TOTAL** |
| 1. Identify the LEP’s needs that can be addressed through participation on the School Climate Engagement and Partnership Grant, including:
	1. District or BOCES needs related to student engagement, school climate and FSCP indicators (attendance, discipline, dropout, and student, staff, and family perception/climate surveys)
	2. District or BOCES needs related to additional wrap around supports for students and families.
 | 0 | 3 | 6 | 9 |  |
| **Total:** | **/9** |
| **Reviewer Comments:** |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Section B: Quality of Project** | **Minimally Addressed or Does Not Meet Criteria** | **Met Some but Not All Identified Criteria** | **Addressed Criteria but Did Not Provide Thorough Detail** | **Met All Criteria with High Quality** | **TOTAL** |
| 1. Describe how students and families will be engaged to co-create in the planning and implementation of this project. How will that engagement meaningfully lead to increases in the sense of belonging to the school community?
 | 0 | 1 | 3 | 5 |  |
| 1. Include a clear and thorough description of the applicant’s experience in using data over time, such as examples demonstrating outcomes and incorporation of data-driven decisions.
 | 0 | 1 | 3 | 5 |  |
| 1. Provide clear measurable expected outcomes of the School Climate Transformation Student Engagement and Family Partnership Grant focusing on student and family sense of belonging and meeting student and family needs.
 | 0 | 1 | 3 | 5 |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1. Provide a detailed expected timeline for implementation of grant from July 1, 2021 - September 30, 2022. Timeline identifies major implementation activities, interim benchmarks, and the date by which they will be accomplished.

**For example:** | 0 | 1 | 3 | 5 |  |
|

|  |  |  |  |
| --- | --- | --- | --- |
| **Strategies/Activities** | **Interim Benchmarks** | **Timeline** | **Person(s) Responsible** |
|  |  |  |  |

 |
| **Total:** | **/20** |
| **Reviewer Comments:** |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Section C: Multi-Tiered System of Supports (MTSS)** | **Minimally Addressed or Does Not Meet Criteria** | **Met Some but Not All Identified Criteria** | **Addressed Criteria but Did Not Provide Thorough Detail** | **Met All Criteria with High Quality** | **TOTAL** |
| 1. Address whether the district or BOCES currently has a team that focuses on improving infrastructure, aligning initiatives, and providing high quality professional development and technical assistance to local schools around a Multi-Tiered System of Support.
 | 0 | 1 | 3 | 5 |  |
| 1. Describe how this team uses data to inform decision making and the implementation of evidence based practices to address school climate, student engagement, and FSCP.
 | 0 | 3 | 6 | 9 |  |
| **Total:** | **/14** |
| **Reviewer Comments:** |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Section D: Partnerships** | **Minimally Addressed or Does Not Meet Criteria** | **Met Some but Not All Identified Criteria** | **Addressed Criteria but Did Not Provide Thorough Detail** | **Met All Criteria with High Quality** | **TOTAL** |
| 1. Address the extent to which the district or BOCES, or identified schools has or is planning to develop external partnerships with community organizations such as non-profits, mental health centers, food banks, public health agencies, or other community based organizations to support student engagement and FSCP efforts.
 | 0 | 1 | 3 | 5 |  |
| **Total:** | **/5** |
| **Reviewer Comments:** |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Section E: Alignment** | **Minimally Addressed or Does Not Meet Criteria** | **Met Some but Not All Identified Criteria** | **Addressed Criteria but Did Not Provide Thorough Detail** | **Met All Criteria with High Quality** | **TOTAL** |
| 1. Describe the current priorities as identified in UIPs, Strategic Plans or the Mission/Vision of the district or BOCES, and how the School Climate Engagement and Partnership Grant will fit within those priorities.
 | 0 | 3 | 6 | 9 |  |
| **Total:** | **/9** |
| **Reviewer Comments:** |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Section F: Budget Narrative and Excel Budget Workbook** | **Minimally Addressed or Does Not Meet Criteria** | **Met Some but Not All Identified Criteria** | **Addressed Criteria but Did Not Provide Thorough Detail** | **Met All Criteria with High Quality** | **TOTAL** |
| In addition to submitting the Excel budget workbook, in compliance with CDE’s standard fiscal rules, include a budget narrative in paragraph(s) format.1. 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. | 0 | 1 | 3 | 5 |  |
| 1. Within the Budget Narrative:Describe a clear and well-conceived plan for how the proposed project will be continued once the grant dollars have expired. For example, how will capacity be built to continue quality career awareness and postsecondary counseling services to students once the grant has expired?
 | 0 | 1 | 3 | 5 |  |
| 1. Within the Excel Budget Workbook:

List costs on the Budget Detail worksheet that are reasonable, calculated to show how amounts are determined, and sufficient in relation to the measurable objectives, design, scope, sustainability, and duration of project activities. Costs are reasonable and connected to project goals and activities for each of the four years of the grant.Item Description Examples:.X FTE for [role or title] at $xxxxx per [hour or month or year] times [x per hours or months or year]Support: Travel, Registration and Entrance $xxxx PD / Travel to meetings and trainings / annual CSCA conference | 0 | 1 | 3 | 5 |  |
| **Total:** | **/15** |
| **Reviewer Comments:** |

# Attachment A: School Climate Needs Assessment and Data Use Survey

This survey is intended to assess your district’s needs and usage of school climate data. Please answer the following questions honestly and fully to the best of your ability.

**The following questions ask about information you collect to assess school climate:**

1. Does your district collect information on perceptions of school climate from **families**?
	1. Yes/No Responses
2. If so, which instrument do you use? Free Response *NOTE: Will utilize a dropdown if in future administrations if we find common surveys. Some districts create their own and that would make it challenging to add a dropdown.*
3. Does your district use an instrument to collect information on perceptions of school climate from **students**?
	1. Yes/No Responses
4. Which instrument(s) does your district use to measure student-level school climate perceptions? **Select all that apply.** (if yes)
	1. ED School Climate Survey
	2. Positive Behavioral Intervention and Supports (PBIS) Climate Survey
	3. National School Climate Survey (CSCI)
	4. Panorama
	5. Tripod
	6. Youth Truth
	7. Safe Communities Safe Schools (SCSS)
	8. Healthy Kids Colorado Survey (HKCS)
	9. School/District Developed Survey
		1. Please specify \_\_\_\_\_\_\_\_\_\_
	10. Other (Please specify) \_\_\_\_\_\_\_\_\_\_
5. How frequently does your district collect information on perceptions of school climate from **students**? (if yes to #1)
	1. Weekly
	2. Monthly
	3. Bimonthly
	4. Once per semester
	5. Annually
	6. Biannually
	7. Another timeframe (Please Specify) \_\_\_\_\_\_\_\_
6. Does your district collect information on perceptions of school climate from **staff**?
	1. Yes/No Responses
7. If so, which instrument do you use? Free Response. *NOTE: Will utilize a dropdown if in future administrations if we find common surveys. Some districts create their own and that would make it challenging to add a dropdown.*
8. Does your district compare family, staff, and student climate survey responses to better understand the entire landscape of school climate?
9. Is your district currently using **school climate and family partnership data (at the district or school-level)** to inform action planning around school climate?
	1. Yes/No
		1. **IF YES:** How are you using your school climate data to inform your district’s action planning?
10. Free Response
11. Does your district include families when planning school climate activities or initiatives?
	1. Yes/No
		1. If yes, please provide an example.
12. To what extent is there buy-in from the schools in your district for the current action plan about school climate and family partnerships?
	1. No Buy-In (i.e. ~0%)
	2. Slight Buy-In (i.e. ~25%)
	3. Moderate Buy-In (i.e. ~50%)
	4. Majority Buy-In (i.e. ~75%)
	5. Complete Buy-In (i.e. ~100%)
	6. N/A
13. Does your district have a Family School and Community Partnership (FSCP) lead/contact?
	1. Yes/No
		1. If Yes, include Name and Title
14. If so, are they serving as the Implementation Consultant for the School Climate Transformation Student Engagement and Family Partnership Grant?
	1. Yes/No
15. If not, who is the Implementation Consultant for this grant? (Name and Title)
16. How often does the implementation consultant meet with school teams?
	* 1. Weekly
		2. Monthly
		3. Bimonthly
		4. Once per semester
		5. Another timeframe (Please Specify) \_\_\_\_\_\_\_\_
17. Please describe what action planning the Implementation Consultant has done with schools. A general description is sufficient. (free response)
18. Are schools in your district currently taking any steps to improve family partnerships and school climate outcomes?
	1. Yes/No
		1. IF YES: What does this include? (Free Response)
		2. IF YES: Do you feel these actions are fitting the needs of your school/district as identified in school climate perceptions or other types of data? (YES/NO)
			1. IF YES: How so? (Free Response)
			2. IF NO: Why not? (Free Response)
19. What improvements (if any) has your district made to family partnerships and school climate as a result of your school climate data?
	1. Free Response

**The following questions ask about fidelity:**

1. To determine your district’s fidelity to MTSS, which assessment do you use?
	1. District-level MTSS Self-Assessment
	2. Combination of MTSS Building Leadership Team (BLT) Self-Assessments from individual schools.
	3. None of the above
2. **If “a” OR “b” is selected:**
	1. When were the MTSS assessments implemented in your school/district? (month/year; drop down).
	2. Please provide your district’s most recent fidelity score on each of the five components of MTSS noted below:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Team-Driven Shared Leadership | Data-Based Problem Solving and Decision Making | Layered Continuum of Supports | Evidence-Based Practices | Family, School, Community Partnering |
|  |  |  |  |  |

* 1. **If “c - None of the Above” is selected:** Which assessment is your school/district using to assess fidelity to school climate improvement strategies? Please provide the assessment’s name and your school/district’s corresponding scores for the fidelity assessment.
		1. Free response
1. How many total schools are in your district/LEP for the purposes of this grant? (dropdown)
	1. Of those, how many are assessing fidelity of MTSS and/or school climate? (dropdown)
2. Do you need **additional support** when it comes to measuring and/or understanding **fidelity**?
	1. Yes/No
	2. (If yes, please specify) \_\_\_\_\_\_\_

**The following questions are related to school climate broadly:**

1. Please briefly describe how your district creates an inclusive culture for every family. (free response)
2. What activities or initiatives encourage staff to build trusting relationships with families? (free response)
3. In what ways would you like more support in terms of training, coaching, or professional development? (free response)