



**COLORADO**  
Department of Education

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# **2021-2022 School and District Support Request for Information**

*Webinar for Providers  
June 11th, 2021*

# Today's Agenda



1. Welcome
2. Background and context
3. Overview of process and changes from 2019 RFI
4. Route-specific information
5. Next steps
6. FAQ and Q&A

# Background and Context

CDE's Request for Information grew out of state statute, CDE's School Improvement Grant process, and feedback from district and school leaders.

## Goals for the RFI:

- Attract the best partners to improve schools
- Make it easier for schools and districts to find effective partners aligned to their needs
- Stronger outcomes for students

## Product of the RFI:

- Advisory List of vetted providers who meet baseline requirements in the services they provide and have demonstrated a track record of success.

## Uses of the Advisory List:

- Inventory of providers
- Inform leadership
- Support districts
- Vet providers for EASI

## We've changed the application review process for 2021.

- **Route-specific information:** Interested providers will be asked to provide service-specific responses, documentation, and references.
- **Review and evaluation of applications:** CDE will consider the process and products of each service, the organization's experience and expertise in providing that service, and their track record of success.
- **Provider list:** The resulting provider list will represent only those providers who have demonstrated that they meet baseline effectiveness requirements in their process, product, and track record of success.

# RFI Process for 2021

## We've changed the application review process for 2021.

2019	2021
<ul style="list-style-type: none"><li>- Single application</li><li>- Review, evaluation, and approval of organizations as a whole</li><li>- Track record of success for the organization as a whole</li><li>- Four routes</li><li>- New and continuation applications</li></ul>	<ul style="list-style-type: none"><li>- Separate applications</li><li>- Review, evaluation, and approval of organizations by individual services</li><li>- Organization's track record of success within each route</li><li>- Six routes, including two new ones:<ol style="list-style-type: none"><li>1. School Improvement Support</li><li>2. Diagnostic Review and Planning</li></ol></li><li>- All providers must reapply</li></ul>

# RFI Routes



## Overview of providers from whom CDE is seeking information:

Route	Brief Description
<b>Charter Networks, CMOs, or Individual Charter Schools</b>	Operate schools in Colorado, particularly in a turnaround context.
<b>Turnaround Leadership Development Providers</b>	Operate leadership development programs specifically targeted for schools and districts in need of support.
<b>Management Providers</b>	Engage with districts and schools to assume authority over key areas, and provide support in one or more of the Four Domains for Rapid Improvement.
<b>School Improvement Support Providers</b>	Support schools and districts with instructional transformation, culture and climate, talent development, leadership, and/or school operations.
<b>Family-School-Community Partnership Providers</b>	Support schools, districts, and local school boards to build sustainable and empowering partnerships with various stakeholders.
<b>Diagnostic Review and Planning Providers</b>	Provide (1) formative school diagnostic reviews to identify areas of improvement or (2) create improvement plans to focus improvement efforts.

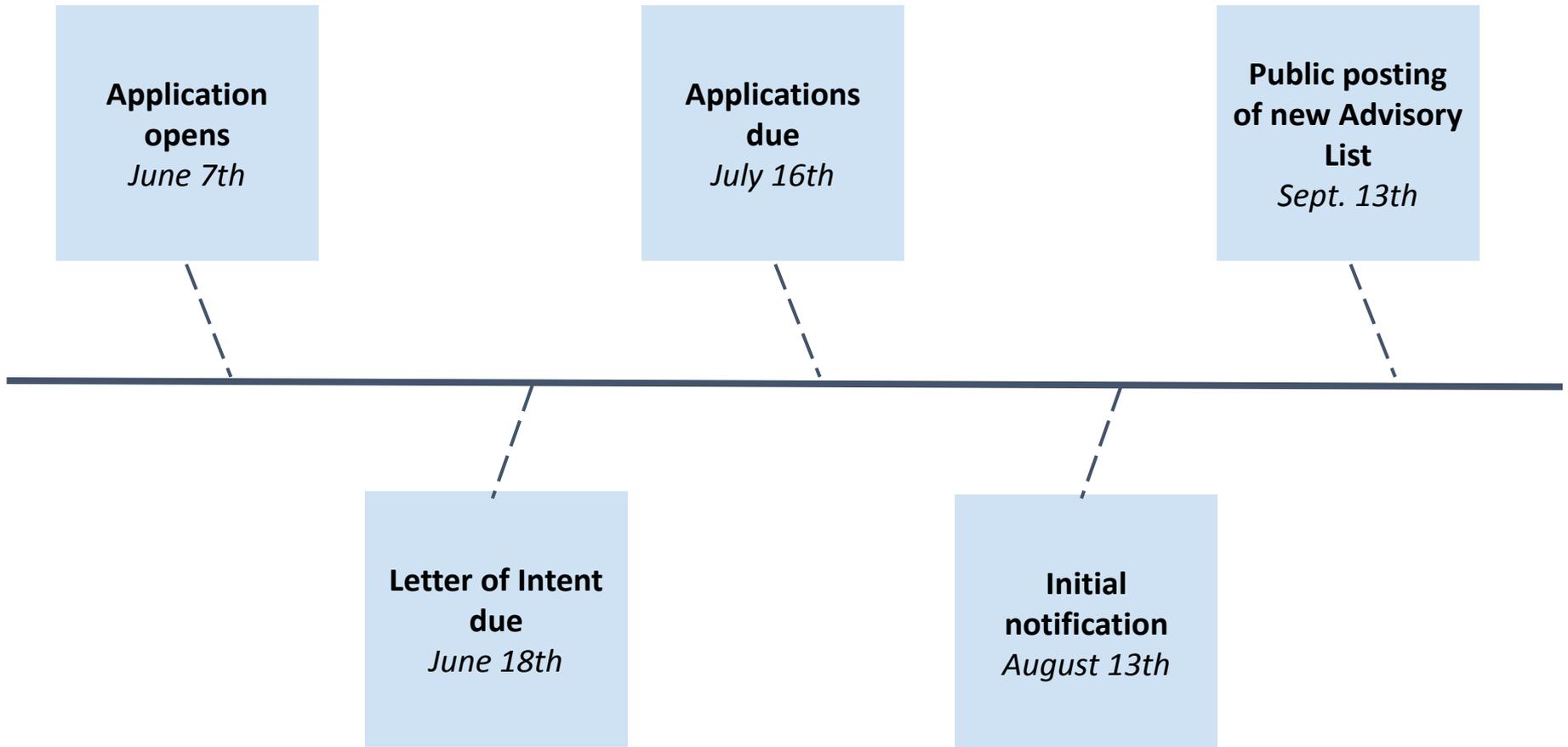
# RFI Submission | Structure



Each provider must submit a common form (Form A) and then forms relevant to the services offered:

All providers submit:	Submit for each service offered:
<b>Form A:</b> Organization overview	<ul style="list-style-type: none"><li>• <b>Form B:</b> Charter Networks, Charter Management Organizations, and/or Individual Charter Schools</li><li>• <b>Form C:</b> Turnaround Leadership Development Providers</li><li>• <b>Form D:</b> Management Providers</li><li>• <b>Form E:</b> School Improvement Support Providers</li><li>• <b>Form F:</b> Family-School-Community Partnership Providers</li><li>• <b>Form G:</b> Diagnostic Review and Planning Providers</li></ul>

# Overview of Process



# Route-Specific Information

## Charter Networks, Charter Management Organizations, and/or Individual Charter Schools

- **Scope of work:** May include opening new schools or conversion of current low-performing schools to charter status
- **Collaboration:** Work collaboratively with local school districts and boards of education to serve low-performing schools
- **Authorizing:** Operate public charter schools that contract with and are authorized by districts or by the Charter School Institute (CSI)
- **Location:** May have previously operated inside or outside of Colorado
- **Track record:** Must have a track record of success that includes raising student achievement

# Turnaround Leadership Development | Route-specific information

## Turnaround Leadership Development Providers

- **Capacity building:** Focus on building the capacity of leaders who can demonstrate dramatic and lasting improvements of student achievement and growth
- **Location:** Programs do not need to be delivered in Colorado
- **Vetted provider:** Serves as vetted provider for School Turnaround Leaders Development (STLD) EASI route
- **More information** regarding STLD is available at [this CDE website](#).

# Management Providers | Route-specific information

## Management Providers

- **Track record of success:** Have demonstrated improved student achievement in schools or districts in turnaround
- **Timeline:** Ranges from a set number of years to build capacity to managing a school or district in perpetuity
- **Scope of work:** Ranges from full management of a district to partial, targeted management of a school
  - **School-level management:** Whole or partial authority over a school to implement instructional, programmatic, and/or structural changes
  - **District-level management:** Whole or partial authority over a district to address both specific and broader initiatives
    - Providers must have record of success in working at the highest levels of leadership to create systems-level improvement.

# School Improvement Support | Route-specific information

## School Improvement Support Providers

- **Capacity building:** Support schools and districts in key areas:
  - Instructional transformation (e.g. implementing instructional programs)
  - Culture and climate (e.g. fostering a safe and healthy school climate)
  - Talent development (e.g. recruiting, retaining, and developing staff)
  - Leadership (e.g. building strong instructional leaders)
  - School operations (e.g. allocating resource to meet students' needs)
- **Authority:** Does not assume authority over district or school decisions
- **District-Designed and Led:** Could play a role in supporting districts in implementing *District-Designed and Led* interventions through EASI.

# Family-School-Community Partnerships | Route-specific information

## Family-School-Community Partnership Providers

### Supporting schools and/or districts:

- **Collaboration:** Work with school and district leaders to develop, implement, and evaluate partnership practices
- **High-impact strategies:** Support the development, implementation, and evaluation of high-impact strategies
- **Track record of success:** Have record of success working with staff, students, and families from historically underserved communities

### Supporting boards:

- **Planning and perspective:** Work with local school boards with on action planning or building understanding of local improvement efforts.
- **Track record of success:** Have record of success with local boards and knowledge of best practices in board governance, supporting low-performing schools, and the development of action plans.

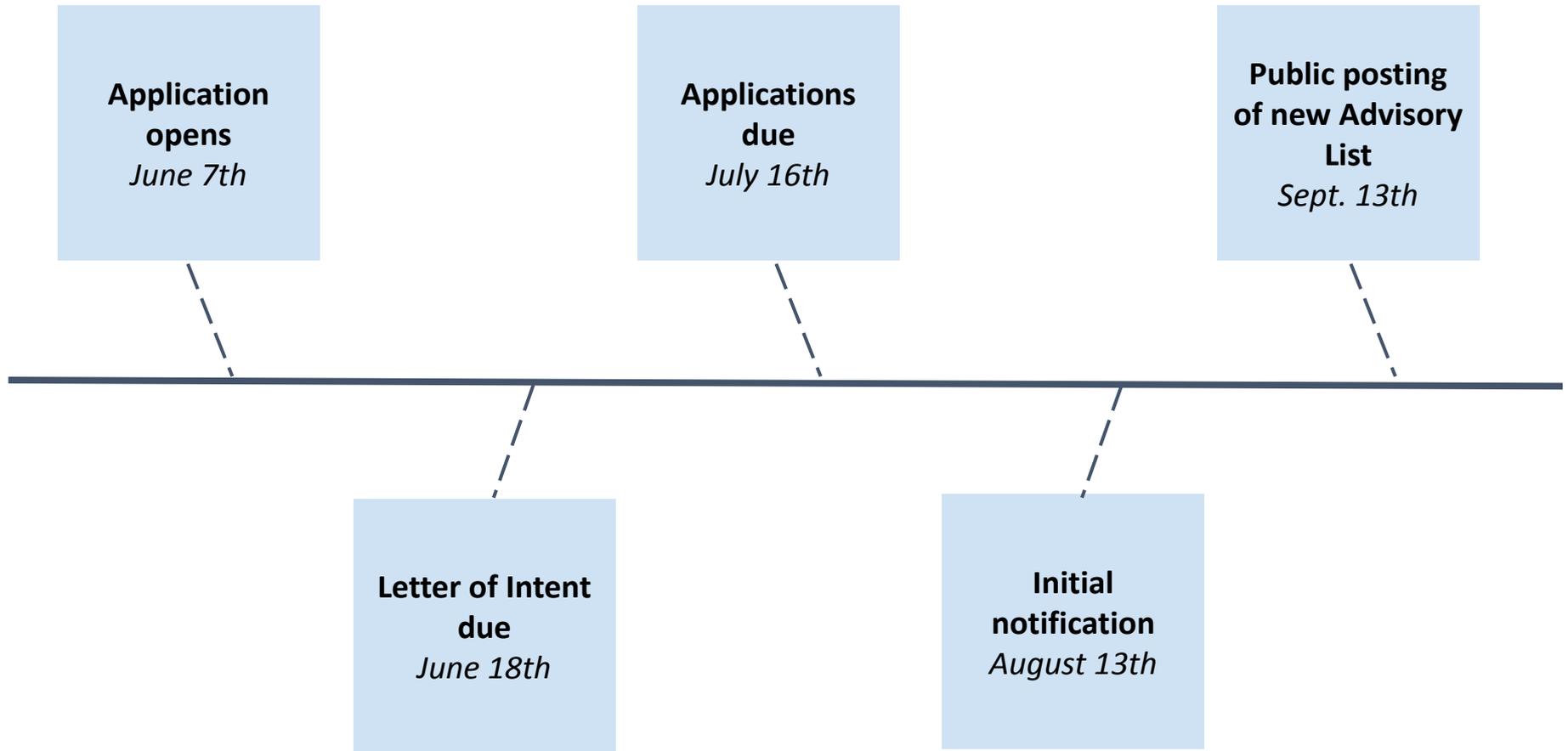


# Diagnostic Reviews and Planning | Route-specific information

## Diagnostic Review and Planning Providers

- **Diagnostic Review providers:**
  - **Formative reviews:** Conduct diagnostic reviews to identify areas of focus
  - **Four Domains:** Aligned to the Four Domains of Rapid School Improvement
  - **Holistic or targeted:** May focus on the whole school or a specific component
  - **Evidence:** Site visits, interviews, document or data review, stakeholder input
  - **Next steps:** Reports empower schools to best target their improvement efforts
- **Improvement Planning providers:**
  - **Improvement planning:** Support schools and districts to address areas identified through the diagnostic review
  - **Stakeholder input:** Process should solicit input from a wide variety of stakeholders, including school staff, families, and students (where appropriate).
  - **UIP:** Providers should leverage the UIP as part of the planning process.

# Next Steps



# Next Steps

- Please reach out with any questions:  
Nick Bucy  
[bucy\\_n@cde.state.co.us](mailto:bucy_n@cde.state.co.us)  
720-610-4560
- All materials are available on CDE's [RFI and Advisory List website](#).

# FAQ and Q&A

- **Frequently asked questions:**
  - What if I don't know what route to apply for?
  - What if I want to apply to all routes?
  - If I'm applying for multiple routes, can I be approved in one route but not another?
  - If approved, am I guaranteed partnership with schools or districts?
  - If not approved, does that mean I can't serve schools or districts?
  - How is this related to federal stimulus funds?
- **Questions from the chat**
- **Other questions**