



COLORADO
Department of Education

Funding Opportunity

Applications Due: **Wednesday, March 1, 2023, by 11:59 pm**

Application Information Webinar: **Wednesday, February 1, 2023, at 3 pm**
[Intent to Apply](#) Due: **Friday, February 15, 2023, by 11:59 pm**

Colorado High-Impact Tutoring Program

Pursuant to C.R.S. 22-104-101

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Note: The following version of the application is intended as a reference document for instructions and grant application planning purposes.

Applications for the High Impact Tutoring Grant must be submitted through the [online application form](#).

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

Colorado High-Impact Tutoring Program

Applications Due: Wednesday, March 1, 2023, by 11:59 pm

Introduction

Significant interruptions to in-person learning due to the COVID-19 pandemic have led to potentially long-lasting negative impacts on student achievement, impacting every part of Colorado education. With scarce resources, it is imperative to know which academic interventions yield the best results for students so that resources are deployed judiciously and effectively. While there are many interventions that have a positive impact on student achievement, “high-impact tutoring,” an intervention backed by a body of research, has consistently yielded a significant positive impact on students from all backgrounds, including students furthest from opportunity. As recent research suggests, when such tutoring is implemented, increased achievement by an additional three to 15 months of learning can occur across grade levels. Tutoring has also positively impacted other measures including school engagement, grades in other courses, and benefits to the tutor such as exposure to teaching as a career.¹

Following the lead of the U.S. Department of Education, the Colorado legislature passed [House Bill 21-1234](#), creating the Colorado Department of Education (Department) High-Impact Tutoring Program (HITP) Grant, which was signed into law by Governor Jared Polis on June 16, 2021. In August 2021, the Colorado State Board of Education identified three broad areas of focus for the Elementary and Secondary School Emergency Relief (ESSER) state set-aside funds. The first of these was supporting academic acceleration for students most impacted by the pandemic with a focus on math and literacy for students in grades Kindergarten-8th, which includes providing additional federal funding to support high-impact tutoring programs. High-impact tutoring is an evidenced-based academic support that educational leaders are leveraging to address unfinished learning² caused from the COVID-19 pandemic. Colorado is not unique in this endeavor, however, as at least 25 other states have initiated statewide tutoring efforts.³

Through the HITP grant, the Department provides incentives for local education providers to implement high-impact tutoring as one of the interventions schools have access to as they create plans to recover from unfinished learning that has taken place because of the pandemic.

As such, the Colorado legislature passed [House Bill 21-1234](#) creating the Colorado High-Impact Tutoring Program which was signed into law by Governor Jared Polis on June 16, 2021. In addition, the State Board of Education has allocated some of Colorado’s state-level American Rescue Plan (ARP) Elementary and Secondary School Emergency Relief (ESSER III) funds for high-impact tutoring programs.

Purpose and Program Activities

This program exists to provide grants to local education providers to implement high-impact tutoring programs prioritizing low-income and/or underserved students to address student learning loss or unfinished learning resulting from the COVID-19 pandemic. A Local Education Provider (LEP) or group of providers as defined below in the *Eligible Applicants* section may apply for a grant.

An LEP awarded a grant shall use the grant money to implement a high-impact tutoring program. TO THE EXTENT PRACTICABLE, TO RECEIVE A GRANT UNDER THIS PROGRAM, A LOCAL EDUCATION PROVIDER’S PROGRAM PLAN MUST ADDRESS THE FOLLOWING ELEMENTS OF RESEARCH-BASED, HIGH-QUALITY, HIGH-IMPACT TUTORING programs:

- Tutoring is provided in groups of four or fewer students;
- The same tutor tutors the group of students throughout the school year;
- Tutoring is provided a minimum of three times per week;

¹ National Student Support Accelerator:

https://studentsupportaccelerator.com/sites/default/files/Equitable_Effective_Student_Learning_Acceleration.pdf

² Unfinished learning refers to concepts students have yet to finish and knowledge they will need in order to progress or prepare for future concepts. This is a positive framing of the term learning loss. Related terms include unfinished instruction or teaching.

³ National Student Support Accelerator: <https://studentsupportaccelerator.com/legislation>

- Tutoring is implemented throughout the school day, not as a before- or after-school program and is supplemental to core academic instruction and not a replacement for such instruction;
 - High-quality trained tutors provide the tutoring, including but not limited to teachers, retired teachers, paraprofessionals, community providers, [AmeriCorps members](#), and other individuals who have received training;
 - The program uses a high-quality curriculum aligned with academic standards and may be provided by the LEP; and
 - Tutoring is data-driven, with interim assessments to monitor student progress, enrollment, and attendance.
- The student benefits associated with high-impact tutoring are greater when the program plan contains all the above elements. However, if an LEP's program plan is not consistent with all the elements, the LEP shall include in its application the reason for the modification or omission of program elements and how the LEP intends to achieve the same desired student outcomes through its high-impact tutoring program. For example, if the tutoring is not provided during the school day, how the tutoring program will address student enrollment and student retention barriers often associated with students' participation in before-or-after school programs.

Schools implementing high-impact tutoring are encouraged to think creatively about seat time and scheduling so that students have consistent access to non-core-academic instruction.

Eligible Applicants

Local Education Providers (LEPs) are eligible to apply for this opportunity. A group of LEPs (listed below) may also apply jointly as a consortium. An eligible LEP is:

- A School District on behalf of all or a subset of schools;
 - A non-charter school may not submit a standalone application outside of their district.
- A Board of Cooperative Educational Services (BOCES);
- A Charter School authorized by a School District;
- A Charter School authorized by the Charter School Institute;
- A Facility School; or
- The Colorado School for the Deaf and the Blind.

Note: A charter school's authorizer will be the fiscal agent, if funded.

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

Priority Considerations

This program is designed to provide students performing below grade level with supplemental learning opportunities through a high-impact tutoring program. Available grant funding will be distributed to eligible high-impact tutoring programs based on the application rubric. Priority will be given to LEPs meeting the following priority considerations:

- The LEP serves a high percentage (based on exceeding the statewide enrollment percentages) of students in one or more of the following underserved student groups and have demonstrated academic need (based on recent state or local assessment data) for the student group(s):
 - Students eligible for free or reduced lunch (the statewide enrollment percentage is 37.2% based on 2021-2022 October Count data);
 - Students with disabilities (the statewide enrollment percentage is 11.9% based on 2021-2022 data);
 - English language learners as defined by Non-English Proficient (NEP) and Limited English Proficient (LEP) students (the statewide enrollment percentage is 10.4% based on 2021 October Count data); and/or

- Black or African American, Hispanic/Latino and/or American Indian or Alaskan Native students (the statewide enrollment percentages are 4.5% for Black or African American, 34.5% for Hispanic/Latino, and 0.6% for American Indian or Alaskan Native based on 2021 October Count data).
- The LEP is serving students in a [Rural or Small Rural](#) community or communities.
- The high-impact tutoring program is focused on serving students most in need as identified by one of the criteria below:
 - Serving students who spent more than 50% of the 2020-2021 school year in remote learning; and/or
 - Serving students in schools assigned with a Priority Improvement or Turnaround plan (based on 2021 designations).
- Participating schools show significant academic needs based on valid results (content aligned to Colorado Academic Standards, testing students mirror enrolled students in terms of demographics, the assessments were administered under standardized conditions, etc.). Order of preference to demonstrate academic need is:
 1. 2021 state assessment results (CMAS, ACCESS, PSAT, and/or SAT),
 2. 2021 local assessment results (when valid state-level results are not available, including grades not tested at the state level)
 3. 2019 state assessment results (when valid 2021 assessment results are not available).
- The high-impact tutoring program focuses on one or more of the following:
 - Strengthening achievement in mathematics for students in grades K-8;
 - Strengthening achievement in reading, writing and communication for students in grades K-8;
 - Strengthening English language development for English language learners; and/or
 - Closing the achievement gap for underserved populations.

Where available, CDE has compiled data around the priority considerations above to best support LEPs with the submission process. [The compiled data is available here.](#)

Available Funds and Duration of Grant

The State Legislature authorized approximately \$4.8 million to fund this program for the 2023-2024 school year, with funding contingent on approval of appropriations from the State Legislature. CDE anticipates awarding grants for up to a two-year term. Additional grant funding for subsequent years will be contingent upon annual appropriations by the State Legislature, and grantees meeting all grant, fiscal, and reporting requirements. Funded applicants for the 2023-2024 school year are not guaranteed any additional funding beyond 2023-2024 at this time. Unspent funds in the 2023-2024 fiscal year may be carried over to the 2024-2025 fiscal year.

LEPs are invited to submit applications that budget up to a maximum of \$2,200 per student served by the program per full school year. This maximum is based on ensuring that all students experience a tutoring program meets all the elements of research-based, high-quality, high-impact tutoring programs as described above in the *Purpose and Program Activities* section.

Allowable Use of Funds

Allowable grant activities include, but are not limited to:

- Hiring or contracting for tutors or providing stipends or other incentives to paraprofessionals, teachers, retired teachers, [AmeriCorps members](#), and community organizations or other qualified tutors to ensure tutoring capacity;
- Providing training and building capacity for tutors;
- Recruiting and hiring tutors;
- Developing or purchasing curriculum and related supplies;
- Covering costs associated with renting or purchasing physical space for tutoring; and
- Covering administrative expenses.

An LEP may make a request to CDE to use grant money for purposes other than those specified above if the proposed use of the grant money increases the effectiveness of the high-impact tutoring program. These funds are specific to this program, High-Impact Tutoring, and uses of funds for any other purpose are not allowed. Some of the unallowable expenditure categories may include capital expenditures, food costs, giveaways, or other items. If you have any questions regarding allowable expenses, please reach out to Tricia Miller at Miller_T@cde.state.co.us for confirmation.

LEPs are encouraged to offer tutors and other professionals offering tutoring services information about potential pathways into the teaching profession for the district, including learn and earn strategies in which the tutor works toward [educator certification](#) while providing high-impact tutoring services.

Evaluation and Reporting

Each LEP that receives a grant through the High-Impact Tutoring Program is required to report, at a minimum, the following information to the Department on or before August 31 following each school year for which an LEP has received funding. See **Appendix A** for additional information.

- Any adjustments made to the LEP's program plan and the reason adjustments were made;
- How the LEP maintained consistent access for participating students to non-core-academic instruction;
- How program grants were used by the LEP and a summary of other resources used, if any, to provide high-impact tutoring beyond the resources provided through the program;
- The academic achievement results or other criteria used to place students in the high-impact tutoring program;
- The impact or student outcomes (including academic, social and/or emotional outcomes) associated with the LEP's high-impact tutoring program disaggregated by student groups; and
- Whether the local education provider's high-impact tutoring program will continue in the following fiscal year and, if not, the reason the tutoring program will not continue.

Additionally, per HB21-1259, CDE will be streamlining reporting requirements for this grant program and other expanded learning opportunities grants funded by state or ESSER funds. This single reporting system will require grant recipients to submit once annually, via the CDE Data Pipeline, the SASID and local assessment results for all students participating in any of these additional supports, along with information regarding their type and level of participation.

LEPs receiving funding will also be required to submit Interim Financial Reporting (IFR) and Annual Financial Reporting (AFR). Details and formats for these reports will be provided upon award and as part of the budget workbook and/or Grant Award Letter (GAL).

Data Privacy

CDE takes seriously its obligation to protect the privacy of student and educator Personally Identifiable Information (PII) collected, used, shared, and stored. Therefore, CDE provides a secure, online system known as the Data Pipeline to collect PII for this grant program. PII will be collected, used, shared, and stored in compliance with applicable laws and CDE's privacy and security policies and procedures.

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

Information reported to CDE in relation to grant activities is not confidential and is subject to public request. Awarded grantees should ensure reported information does not contain Personally Identifiable Information (PII) or confidential information.

Application Assistance and Intent to Apply

An application information webinar will be held on **Wednesday, February 1, 2023, at 3 pm**. The link for this webinar will be available on [CDE's High-Impact Tutoring Program webpage](#).

If interested in applying for this funding opportunity, submit the [Intent to Apply](#) by **Wednesday, February 15, 2023, by 11:59 pm**. Although strongly encouraged, completion of the Intent to Apply is not a required component of the application process.

Review Process and Notification

Applications will be reviewed by CDE staff and peer reviewers to ensure they contain all required components. Applicants will be notified of final award status no later than **Wednesday, April 19, 2023**.

Note: This is a competitive process – applicants must score at least 64 points out of the 95 possible narrative points to be approved for funding. Applications that score below 64 points may be asked to submit revisions that would bring the application up to a fundable level. Priority points are awarded for prioritized high-need districts, schools, and student populations. There is no guarantee that submitting an application will result in funding or funding at the requested level. All award decisions are final. Applicants that do not meet the qualifications may reapply for future grant opportunities.

Submission Process and Deadline

Completed applications (including all required elements outlined below) must be submitted through the [online application form](#) by **Wednesday, March 1, 2023, by 11:59 pm**.

Within the online application, applicants will complete Part I with their applicant information and upload attachments as described in the Required Elements section below.

Incomplete or late applications will not be considered. If you do not receive an email confirmation of receipt of your submission from the application system within 24 hours after the deadline, e-mail CompetitiveGrants@cde.state.co.us.

Application resources and materials are available for download on [CDE's High-Impact Tutoring Program webpage](#).

Application Format

- The total narrative (Sections A-C) of the application cannot exceed seven pages. See below for the required elements of the application. **Note:** Applications that exceed seven pages will not be reviewed. If you need any clarification at all about what the page limit will or will not include, please reach out to the application contacts prior to submitting.
- **All narrative response pages must be standard letter size, 8-1/2" x 11", using no smaller than 11-point font, single-spaced, with 1-inch margins, and numbered pages.**
- The Program Assurances Form must include signatures from the lead organization/fiscal agent. If grant application is approved, funding will not be awarded until all signatures are in place.

Note: Apart from the items noted below, attachments or addendums cannot be utilized to address the required elements or be factored into the scoring and are therefore discouraged.

Required Elements

The format outlined below must be followed in order to assure consistent application of the evaluation criteria. See evaluation rubric for specific selection criteria needed in Part III (pages 10-11).

Complete responses in the online application form :	Part I: Applicant Information
Upload these documents in the online application form: <u>1. Part II: Program Assurances Form</u> <u>2. Part III: Application Narrative</u> <u>3. Budget Workbook</u> Submit in Excel format in original CDE template . Does not count towards page limit.	Part II: Program Assurances Form
	Part III: Application Narrative Application Narrative [cannot exceed seven pages] Section A: Assessment of Needs Section B: Quality of Services and Programming Section C: Budget Narrative and Budget Workbook - Budget Narrative <i>does count</i> towards seven-page limit
	Budget Workbook
Please ensure that the applicant name is present in the title of all documents to be uploaded into the online form. For example: "DistrictName_Narrative".	

Colorado High-Impact Tutoring Program

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Part I: Applicant Information

All elements of Part I will be completed in the online application form. The online system does not save works in progress so applicants may wish to complete their information in this document and copy responses into the online application.

Submit all application materials through the [online application form](#).

Lead Local Education Provider (LEP)/BOCES Information			
For Charter School applicants, please enter the authorizing district's or CSI's details in the LEP/BOCES Information section. Specific school information will be captured below.			
LEP Name:		Four-Digit LEP Code:	
Mailing Address:			
Type of Education Provider			
[check box below that best describes your organization or authorizer]			
<input type="checkbox"/> School District <input type="checkbox"/> BOCES <input type="checkbox"/> District Charter School(s) <input type="checkbox"/> CSI Charter School(s) <input type="checkbox"/> Facility School <input type="checkbox"/> CSDB			
Region			
[indicate region of Colorado this program will directly impact]			
<input type="checkbox"/> Metro <input type="checkbox"/> Pikes Peak <input type="checkbox"/> North Central <input type="checkbox"/> Northwest <input type="checkbox"/> West Central <input type="checkbox"/> Southwest <input type="checkbox"/> Southeast <input type="checkbox"/> Northeast			
Requested Funding		Students Served	
Ensure that this amount matches the submitted Budget Workbook.		Indicate the number of students that are expected to be served by program activities.	
Year 1 [07/01/23 – 06/30/24]:	\$	Number of Students:	
Year 2 [07/01/24 – 06/30/25]:	\$		
Authorized Representative Information			
For Charter School applicants, the Authorized Representative and Fiscal Manager will be contacts from your authorizing district/CSI.			
Name:		Title:	
Telephone:		E-mail:	
Program Contact Information			
Name:		Title:	
Telephone:		E-mail:	
Fiscal Manager Information			
Name:			
Telephone:		E-mail:	
Recipient Schools Information			
For each participating school, provide the School Name and Four-Digit School Code .			
School Name – 0000; School Name – 0000; etc.			
Priority Criteria			
Applicant is eligible for additional priority points if they meet certain criteria. If applicable, briefly describe how applicant meets any of the priority criteria outlined on pages 4-5 in the <i>Priority Considerations</i> section.			
<ul style="list-style-type: none"> Serving a high percentage of students in one or more underserved student groups with demonstrated academic need. Serving students in a Rural or Small Rural setting. Schools assigned with a Priority Improvement or Turnaround Plan; and/or 50% or greater remote learning in 20-21. Participating schools showing significant academic need based on assessment results. 			
Priority Criteria Program Focus Areas			
Applicant is eligible for additional priority points if program activities highlight one or more of the following focus areas. Adherence to the selected focus area(s) must be demonstrated within applicant's narrative responses.			
<input type="checkbox"/> Strengthening mathematics for students in grades K-8; <input type="checkbox"/> Strengthening achievement in reading, writing and communication for students in grades K-8; <input type="checkbox"/> Strengthening English language development for English language learners; and/or <input type="checkbox"/> Closing the achievement gap for underserved populations.			

Part II: Program Assurances Form

The appropriate Authorized Representatives must sign below to indicate their approval of the contents of the application for the **Colorado High-Impact Tutoring Program Grant**, and the receipt of program funds.

On _____ (date) _____, 2023, the Board of _____ (District/BOCES/CSI/Facility School/CSDB) hereby agrees to the following assurances:

- 1) The grantee will annually provide the Colorado Department of Education the evaluation information required in the *Evaluation and Reporting* section of this application, including the End-of-Year Report of the Request for Applications (see **Appendix A**).
- 2) The grantee will work with and provide requested data to CDE for the High-Impact Tutoring Program within the time frames specified.
- 3) The grantee will not discriminate against anyone regarding race, gender, national origin, color, disability, or age.
- 4) Funds will be used to supplement and not supplant any funds currently being used to provide tutoring or any other instructional services and grant dollars will be administered by the appropriate fiscal agent.
- 5) Funded projects will maintain appropriate fiscal and program records and that fiscal audits of this program will be conducted by the grantees as a part of their regular audits.
- 6) If any findings of misuse of these funds are discovered, project funds will be returned to CDE.
- 7) The grantee will maintain sole responsibility for the project even though subcontractors may be used to perform certain services.
- 8) Local Education Providers, tutors, and other professionals offering tutoring services shall comply with all state and federal laws relating to health, safety and anti-discrimination, including but not limited to Titles VI and VII of the federal "Civil Rights Act of 1964", pub. l. 88-352, as amended; the federal "Americans with Disabilities Act of 1990", 42 U.S.C. sec. 1201 et seq., as amended; Section 504 Of the federal "Rehabilitation Act of 1973", 29 U.S.C. sec. 794, as amended; and Title IX of the federal "Education Amendments of 1972", 20 U.S.C. secs. 1681 to 1688, as amended.

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

Project modifications and changes in the approved budget must be requested in writing and be approved in writing by the CDE before modifications are made to the expenditures. Contact Tricia Miller (Miller_T@cde.state.co.us) and Spencer Ellis (Ellis_S@cde.state.co.us) for any modifications.

Name of Organization Board President (School Board, BOCES, Charter School, Facility School, CSDB)	Signature	Date
Name of Organization Authorized Representative (Superintendent, Charter School Institute, BOCES Executive Director)	Signature	Date
Name of LEP Program Contact	Signature	Date

Note: 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.

Part III: Application Narrative Criteria and Evaluation Rubric

Parts I-II: Application Introduction [Not Scored]

Applicant Information and Program Assurances Form

Part III: Narrative [95 Points]

The following criteria will be used by reviewers to evaluate the application. For the application to be recommended for funding, it must receive at least 64 points out of the 95 possible narrative points and all required elements must be addressed. An application that scores below 64 points may be asked to submit revisions that would bring the application up to a fundable level. An application that receives a score of zero on any required elements will not be funded without revisions.

For those applicants that have previously received funding from the High-Impact Tutoring Program, the expectation is that the narrative responses will include references to that award, where applicable. For example, discuss how the funds contributed to the program and what still needs to be accomplished. In particular, applicants should demonstrate ongoing and improved capacity in the program and a well-developed plan for sustainability.

Scoring Definitions

Minimally Addressed or Does Not Meet Criteria - information not provided

Met Some but Not All Identified Criteria - requires additional clarification

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

Met All Criteria with High Quality - clear, concise, and well thought out response

Section A: Assessment of 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) Provide a brief description of how the elements of a high-impact tutoring program will be addressed, as described in the <i>Purpose and Program Activities</i> section on pages 3-4 of the RFA. If the plan will modify or omit elements, provide the rationale for the modifications or omissions and how the evidence base demonstrates that the modified program will achieve the desired results.	0	6	14	20	
2) Describe how students will be identified for participation in the program. Applicants are encouraged to consider a wide variety of relevant data sources when determining criteria for student identification.	0	3	7	10	
3) Describe how parents/guardians will be engaged in the development of the tutoring program, the identification of students and, as appropriate, potential solutions to other programmatic concerns such as transportation.	0	1	3	5	
4) Describe how student academic progress and other program outcomes (including meeting the social and emotional needs of students) will be measured.	0	1	3	5	
5) Address whether the applicant will create its own program and/or whether it will partner with existing tutoring providers for implementation or tutor capacity and training. If partnering with an existing tutoring provider, an explanation for how the tutoring provider will be expected to engage with the school and/or teachers.	0	1	3	5	
6) Indicate which academic subject(s) will be the focus of the program and provide a brief explanation why that subject(s) was selected.	0	1	3	5	
7) Describe how tutoring will be incorporated into the school day and how the applicant will creatively use seat time and scheduling so that students have consistent access to non-core-academic subjects.	0	1	3	5	
Section A Total:					/55

Section B: Quality of Services and Programming	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 plan for recruitment of tutors including who will be recruited and how tutors will be recruited, trained, and supported throughout the year. If applicant anticipates challenges in recruiting tutors for this program, please describe those challenges and how applicant plans to overcome those challenges.	0	3	7	10	
2) Address how tutoring will be delivered and how the delivery will accommodate remote learning, if necessary.	0	3	7	10	
3) Address whether tutors will follow a specific curriculum and how that curriculum is aligned with the Colorado Academic Standards.	0	3	7	10	
Section B Total:					/30

Section C: Budget Narrative and 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
<p>1) Provide a Budget Narrative that</p> <ul style="list-style-type: none"> a) Summarizes how High-Impact Tutoring Program grant funding will be used; b) Demonstrates that the proposed uses of funds are in alignment with the allowable uses listed in the <i>Allowable Use of Funds</i> section of the RFA; and c) Considers how activities will be sustained following the expiration of funding. <p>Note: Ensure that all items in the Budget Workbook are accounted for within the application narrative. Costs should not be present in the Workbook that are not explained/justified somewhere within the narrative responses.</p>	0	3	7	10	
<p>2) Complete and attach the Budget Workbook. List costs of the proposed programming as presented that are reasonable, necessary, and are calculated to show how amounts are determined. The budget should:</p> <ul style="list-style-type: none"> a) be sufficient in relation to the objectives, design, scope, and sustainability of project activities, and b) demonstrate how funds will be used for supplementary services. <p>Item Description Example: .x FTE for [role or title] at \$ per [hour or month or year] times [x per hours or months or year]</p>	<input type="checkbox"/> Information not Provided/ More Information Needed <input type="checkbox"/> Information Provided				
Section C Total:					/10

Colorado High-Impact Tutoring Program

Application Scoring

CDE Use Only

Parts I-II:	Application Introduction	Not Scored
Part III:	Narrative	
	Section A: Assessment of Needs	/55
	Section B: Quality of Services and Programming	/30
	Section C: Budget	/10
	Narrative Subtotal:	/95
	Priority Points:	/30
	Total:	/125

Priority Considerations				
CDE will indicate whether this application met the priority criteria (see pages 4-5 of the RFA). This application demonstrates:				
LEP serves a high percentage of underserved students with demonstrated academic need.				
(FRL Rate, Students with Disabilities, ELLs, Minority Student Rates – see <i>Priority Considerations</i> section on page 4 for thresholds.)				
<input type="checkbox"/> No Student Groups 0 Points	<input type="checkbox"/> One Student Group 2 Points	<input type="checkbox"/> Two Student Groups 4 Points	<input type="checkbox"/> Three Student Groups 6 Points	<input type="checkbox"/> Four Student Groups 8 Points
LEP serves students in a Rural or Small Rural setting.				<input type="checkbox"/> No – 0 Points <input type="checkbox"/> Yes – 2 Points
Schools serving students who spent more than 50% of the 2020-2021 school year in remote learning; and/or which are assigned with a Priority Improvement or Turnaround plan.				<input type="checkbox"/> No – 0 Points <input type="checkbox"/> Yes – 5 Points
Schools demonstrating academic need on the 2021 statewide assessments, 2021 local assessments, or 2019 statewide assessments.				<input type="checkbox"/> No – 0 Points <input type="checkbox"/> Yes – 5 Points
High-Impact Tutoring Program focuses on one of the focus areas (strengthening mathematics for students in grades K-8; strengthening achievement in reading, writing and communication for students in grades K-8; strengthening English language development for English language learners; and/or closing the achievement gap for underserved populations).				<input type="checkbox"/> No – 0 Points <input type="checkbox"/> Yes – 10 Points
Priority Considerations Total:				/30

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 _____

Appendix A: End-of-Year Evaluation and Reporting Guidelines

Grant recipients must submit an end-of-year evaluation program report for every funded year detailing the following information. Program and fiscal reporting forms must be submitted to HITP program staff (HITP@cde.state.co.us) by **July 31** following each funded fiscal year and will detail the below items.

- Any adjustments made to the LEP's program plan and the reason adjustments were made;
- How the LEP maintained consistent access for participating students to non-core-academic instruction;
- How program grants were used by the LEP and a summary of other resources used, if any, to provide high-impact tutoring beyond the resources provided through the program;
- The academic achievement results or other criteria used to place students in the high-impact tutoring program;
- The impact or student outcomes (including academic, social and/or emotional outcomes) associated with the LEP's high-impact tutoring program disaggregated by student groups; and
- Whether the local education provider's high-impact tutoring program will continue in the following fiscal year and, if not, the reason the tutoring program will not continue.

Additionally, per HB21-1259, CDE will be streamlining reporting requirements for this grant program and other expanded learning opportunities grants funded by state or ESSER funds. This single reporting system will require grant recipients to submit once annually, via the CDE Data Pipeline, the SASID and local assessment results for all students participating in any of these additional supports, along with information regarding their type and level of participation.