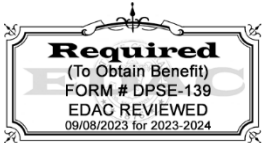# Funding Opportunity

Applications Due: **Monday, October 30, 2023, by 6 pm**

Application Information Webinar: **Tuesday, October 3, 2023, 11:00 AM**
[Intent to Apply](#) Due: **Monday, October 16, 2023, by 11:59 pm**

Ninth Grade Success Grant Program

Pursuant to C.R.S. 22-14-109.5

Required
(To Obtain Benefit)
FORM # DPSE-139
EDAC REVIEWED
09/08/2023 for 2023-2024

Program Questions:
Johann Liljengren, Director, Dropout Prevention Office
(303) 968-0201 | Liljengren_J@cde.state.co.us

Budget/Fiscal Questions:
Tricia Miller, Grants Fiscal Management
(303) 877-2154 | Miller_T@cde.state.co.us

Application Process Questions:
Mandy Christensen, Grants Program Administration
(303) 957-6217 | Christensen_A@cde.state.co.us

Table of Contents

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

Applications for the Ninth Grade Success 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.

Introduction

The Ninth Grade Success Grant is designed to provide funding to local education providers and charter schools to improve the ninth-grade student experience to ensure that students enrolled in ninth grade develop the skills they need to successfully persist to tenth grade on time and ultimately in graduating from high school and launching successful careers. Applicants commit to implementing the key components of the Ninth Grade Success model, matching up to 15% or 25% of funds depending on district size, and should use funds to support implementation in four broad categories:

- Ninth Grade Success Team
- Data Systems
- Instructional Supports
- Transition Programs

The Office of Dropout Prevention and Student Re-engagement (DPSR) at the Colorado Department of Education (CDE) was created by Colorado Revised Statute (C.R.S.) 22-14-103. This office provides focus, coordination, research, and leadership to assist local education providers in implementing efforts to reduce the dropout rate and increase graduation and completion rates and levels of student engagement and re-engagement. This office is responsible for managing the Ninth Grade Success Grant Program.

For more information on definition of terms related to the grant and used throughout this document, see **Appendix A: Terms and Definitions**. See **Appendix B: Rules for Administration of the Program** for the Rules for Administration of the Ninth Grade Success Grant approved by the State Board of Education.

Eligible Applicants

Local Education Providers (LEPs) are eligible to apply for this opportunity and will identify the school (s) that will participate. An eligible LEP is:

- A School District;
- A Board of Cooperative Educational Services (BOCES);
- A Charter School authorized by a School District; or
- A Charter School authorized by the Charter School Institute.

Notes:
- Applications will not be accepted from individual non-charter schools and must be authorized and submitted through the LEP.
- Alternative Education Campuses (AECs) are not eligible for this grant opportunity.

Applicants that have already received funds from the Ninth Grade Success Grant may apply for this current funding opportunity. In their narrative responses, applicants must describe current grant activities and services, and demonstrate how, if awarded, capacity to provide activities and services will be expanded or augmented. Past expenditure of funds and quality of program implementation will also be considered.

Available grant funding will be distributed first to Education Providers with school(s) demonstrating high need based on Priority Criteria. See **Appendix C: Eligible Applicants Meeting Priority Criteria**, and page 17 for priority criteria scoring details. Priority will be given to applicants that demonstrate:

- Over the past three years, the school is within the lowest 25% of schools in four-year graduation rate.
- Over the past three years, the school is below the statewide average in the "best-of" graduation rate that looks at four-, five-, six-, and seven-year rate.
- Have PSAT 9/10 scores that score "Does Not Meet" on their School Performance Framework for "All Students" in Academic Achievement and Academic Growth in the 2022 or 2023 framework.

In addition, applicants that commit to the following areas of focus will receive additional points within the application.

- Proposed programming that is focused on evidence-informed programming that may include mathematics skills, intervention strategies, or acceleration strategies to support students who are below grade level in mathematics.

Charter Schools:

Pursuant to C.R.S. 22-30.5-104 (11), a charter school may choose to apply apart from their authorizer for a competitive grant program created by a federal or state statute or program. The charter school is considered the LEP only for the purposes of applying and determining eligibility. A charter school's authorizer will be the fiscal agent, if funded.

- A charter school that applies for a grant shall provide to its authorizing district:
  - A copy of the grant application at the time the application is submitted to CDE; and
  - If the charter school receives the grant moneys, a summary of the grant requirements, a summary of how the charter school is using the grant moneys, and periodic reports on the charter school's progress in meeting the goals of the grant as stated in its application.
- If a charter school intends to apply for a grant that the school's authorizing school district is also intending to apply for, the charter school shall seek to collaborate with the school district in the application and to submit the application jointly. If the charter school and the school district are unable to agree to collaborate in applying for the grant, the charter school may apply for the grant independently or in collaboration with other charter schools.

Available Funds and Duration of Grant

Approximately $1.5 million is available for the 2023-2024 school year. Note that future funding levels are not guaranteed. Current statute indicates that the grant will expire in June 2025. Future funding levels are contingent on annual appropriations by the State Legislature and a change for continuation of the grant.

Grants may be awarded for two types of implementation that are outlined in more detail below. Applicants should select the implementation that they are interested in pursuing within the application and only complete that section of the application.

- **Option A:** Grants will focus on school-based implementation for an initial 2.5 years that may be renewed based on available funding and meeting grant expectations:
  - Grants will be awarded for a six-month planning term in Spring 2024 and a one-year implementation term in the 2024-2025 fiscal year. Grantees should also indicate how they would use funding in the 2025-2026 fiscal year, should funding become available.
  - Should the grant program be continued by the legislature, an additional extension of up to two years of funding may be available for the 2026-2027 and 2027-2028 school years. This funding will be contingent upon annual appropriations by the State Legislature, and grantees meeting all grant, fiscal, and reporting requirements.
  - Approximately $1 million is available for Option A.
  - Applicants may request $50,000 - $100,000 per school per year.
  - Applicants may apply for up to 3 schools per district.
  - **Carryover:** Grantees can carry over up to 50% of funds. If more than 50% of funds remain, future year allocations will be reduced accordingly.
- **Option B:** Grants will focus on school and district training, coaching, and capacity building to support the implementation of Ninth Grade Success components.
  - Grants will be awarded for the 2023-2024 school year with the option of a no cost extension if funds are not fully expended.
  - Approximately $500,000 is available for Option B.
  - Applicants may request up to $50,000 per Local Education Agency for 2023-2024.

Allowable Use of Funds

Local Education Providers that receive a grant under the program commit to implementing the Ninth Grade Success Grant program components and must use the monies to support this implementation. These components fall under four general categories and are listed below:

Ninth Grade Success Team
- Creating and implementing a cross-disciplinary success team of ninth-grade teachers and support staff, which must include at least one school counselor, school mental health professional, or school social worker. To the extent practicable, a success team must include all the ninth-grade teachers who teach core courses. The LEP or charter school shall designate a member of the success team to serve as the success team leader and reduce the team leader's workload to a level that allows the team leader sufficient time to complete the leadership duties, which include team logistics, preparing team meeting agendas, and facilitating team meetings;
- The success team must meet at least every two weeks, to the extent practicable, throughout the school year to collaborate on identifying and implementing strategies to improve outcomes for ninth-grade students who are found to be at risk of dropping out of school before graduation and to address systems-level barriers to success for all ninth-grade students. The strategies must be informed by data concerning, at a minimum, ninth-grade students' behavior, attendance, and grades across demographic categories and student groups. The LEP or charter school shall allow success team members time during the workday for planning and collaboration or provide incentives to meet outside of the workday;
- Organizing the school staff to ensure that, to the extent practicable, the ninth-grade classes are taught by a single group of teachers who teach only or mostly ninth-grade classes;

Data System
- Implementing a data system that provides real-time access to integrated data concerning a student's behavior, attendance, and grades, and provides the ability to compare the data across demographic categories and student groups;
- Identifying and prioritizing services for ninth-grade students who are at risk of academic failure in ninth grade;
- Ensuring that school leadership, school counselors, and key members of the success team receive and review data on all incoming ninth-grade students and plan course work and supports for the students based on the data received;
- Evaluating with rigor the impact of the interventions provided through the Ninth Grade Success Grant Program on student attendance, behavior, course completion, academic results, discipline rates, teacher surveys, student surveys, dropout rates, and graduation rates as the information becomes available for ninth-grade students who receive interventions through the Ninth Grade Success Grant Program. Such evaluation must focus on data disaggregated by school and by student groups.

Instructional Supports
- Providing instructional support for ninth-grade students including attendance support, content-specific academic interventions, tutoring, course-completion programs, social-emotional learning, and trauma-informed instruction;

Ninth-Grade Transition
- Ensuring that all ninth-grade teachers receive data concerning the incoming ninth-grade students before the start of the school year and receive professional development concerning how to use the data to inform instruction for the students. To the extent possible, the LEP or charter school shall ensure that middle school teachers provide information to ninth-grade teachers concerning the incoming ninth-grade students;
- Providing expanded learning opportunities such as summer orientation for incoming ninth-grade students and their parents to introduce students to the behavioral and academic expectations of high school.

Examples of Allowable Expenses:
- A grant program coordinator or ninth-grade success leader who leads and organizes the work of the grant and supports ninth-grade staff and students.

- Intervention curriculum, training, or coaching for ninth-grade instructional staff.
- Time for staff to plan and meet to review student data, plan interventions, and instructional support.
- Extra duty pay for staff to run ninth-grade transition programs.
- Professional development, conferences, or training for ninth-grade staff that supports implementation of ninth-grade success components.

Examples of Unallowable expenses:
- Capital equipment or capital improvements such as upgrades or improvements to buildings, utilities or IT infrastructure, or construction.
- Maintenance.
- Gift cards, gift certificates, cash awards, gas for students' personal vehicles, personal gifts, door prizes, etc.

Evaluation and Reporting

Each LEP and charter school awarded a grant is required to provide information to the Department concerning the implementation of the Ninth Grade Success Program and the evaluation of impact. Applicants must have, or acquire, the capacity to complete the evaluation and reports.

All applicants receiving grant funding are required to submit to CDE annually:
- Fiscal reports including interim financial reports (IFR) during full year implementation and an annual financial report (AFR).
- At least one performance report (e.g., numbers of students served, student outcomes such as on-track rate and course passage rate, progress on performance measures, implementation progress, etc.).
  - Option A: This survey will occur in the planning year and each implementation year.
  - Option B: This survey will occur in the 2023-2024 and 2024-25 school year.

See **Appendix D: Evaluation and Reporting** for more details on the evaluation and reporting requirements including possible questions included in the annual report. Applicants receiving grant funding are required to participate in state evaluations as needed.

Data Privacy

CDE takes seriously its obligation to protect the privacy of student and educator Personally Identifiable Information (PII) collected, used, shared, and stored.

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 **Tuesday, October 3, 2023, 11:00 AM**. Application webinar link

If interested in applying for this funding opportunity, submit the Intent to Apply by **Monday, October 16, 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 **Monday, December 18, 2023.**

Note: This is a competitive process – <u>applicants must score at least 56 points out of the 80 possible narrative points to be approved for funding</u>. Applications that score below 56 points may be asked to submit revisions that would bring the application up to a fundable level. There is no guarantee that applying 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 **Monday, October 30, 2023, by 6 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 materials and budget are available for download on CDE's Ninth Grade Success Grant webpage.

Application Format

- The total narrative (Sections A-D) of the application cannot exceed 10 pages. See below for the required elements of the application. **Note:** Applications that exceed 10 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 <u>must</u> be standard letter size, 8-1/2" x 11", using no smaller than 12-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 the 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 to assure consistent application of the evaluation criteria. See evaluation rubric for specific selection criteria needed in Part III (Option A narrative prompts and evaluation criteria are on pages 10-13, Option B narrative prompts and evaluation criteria are on pages 14-16).

Complete responses in the online application form:	**Part I: Applicant Information**
Upload these documents in the online application form:	**Part II: Program Assurances Form**

1. Part II: Program Assurances Form
 	
2. Part III: Application Narrative
 	
3. Budget Workbook
    Submit in Excel format in original CDE template.
    Does not count towards 10-page limit.
	Part III: Application Narrative
	Application Narrative [cannot exceed 10 pages]
	    Section A: Needs Assessment
	    Section B: Program Description
	    Section C: Performance Objectives and Evaluation
	    Section D: Budget Narrative

	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".

Ninth Grade Success Grant
Applications Due: Monday, October 30, 2023, by 6 pm

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) Information			
For Charter School applicants, please enter the authorizing district's or CSI's details in the LEP 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]
☐ School District ☐ BOCES ☐ Charter School Authorized by CSI ☐ Charter School Authorized by District

Region
[indicate region of Colorado this program will [directly impact]
☐ Metro ☐ Pikes Peak ☐ North Central ☐ Northwest
☐ West Central ☐ Southwest ☐ Southeast ☐ Northeast

Application Type:	☐ Option A: School-Based Implementation ☐ Option B: Capacity Building

Requested Funding					
Ensure that these amounts match the submitted Budget Workbook.					
Planning Period [1/01/24 - 6/30/24]	$	**Year 1** [7/01/24 – 6/30/25]	$	**Year 2** [7/01/25 – 6/30/26]	$

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, and number of ninth-grade students for 22-23.
School Name - 0000 - # of Ninth-Grade Students - School-Based Contact Name & E-mail;
School Name - 0000 - # of Ninth-Grade Students - School-Based Contact Name & E-mail;
School Name - 0000 - # of Ninth-Grade Students - School-Based Contact Name & E-mail

Executive Summary
[Provide a brief description of the program to be supported by this funding. May not exceed 500 words. Does not count towards 10-page limit for narrative responses. The Executive Summary is not a scored component of the application.]

Previous Grant Information		
The following information will be verified by CDE and considered in the funding decision.		
Has the applicant previously received a Ninth Grade Success Grant?	☐ Yes	☐ No
If previously funded, were funds expended in a timely manner?	☐ Yes	☐ No
If previously funded, were any unspent funds reverted to CDE?	☐ Yes	☐ No
If unspent funds were reverted, enter the year(s) and amount(s) of those reversions:		
Year(s):	**Amount(s):**	

Part II: Program Assurances Form

The appropriate Authorized Representatives must sign below to indicate their approval of the contents of the application Ninth Grade Success Grant, and the receipt of program funds.

On _____(date)_____ , _____(District/BOCES/CSI)_____
hereby agrees to the following assurances:

1) The grantee will annually provide the Colorado Department of Education with the evaluation information required in the End-of-Year Report (**Appendix D: Evaluation and Reporting**) of the Request for Applications.
2) The grantee will work with and provide requested data to CDE for Ninth Grade Success Grant reporting 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 services funded by the Ninth Grade Success Grant and grant dollars will be administered by the appropriate fiscal agent.
5) 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.
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.

Duplication of Benefits
Federal or State funds generally cannot be used to pay for the exact same cost or activity already paid for from another source of funding. This is sometimes referred to as a prohibition on duplication of benefits (DOB), or "double-dipping." Entities using multiple funding sources should be aware of the different authorities and program requirements for each funding source, being careful to avoid DOB in instances where they are paying for similar costs or activities from multiple sources. (2CFR200.302) Subrecipients should avoid a duplication of benefits for any state or federal award. A duplication of benefits occurs when the amount of the assistance (i.e., funding) to a beneficiary exceeds the total allowable assistance (i.e., based on the total allocable expenses) to that beneficiary for that purpose.

8) Upon signature below, the applicant certifies no duplication of benefits resulting in this funding will occur. If awarded, the Awardee (applicant) will notify in writing CDE should this occur.

Fraud, Waste and Abuse
Recipients of grant funds are responsible for taking steps to reduce fraud, waste, and abuse. Fraud Waste and Abuse can come in many forms, such as:
- Embezzlement, bribery, or other public corruption involving federal or state funds;
- Serious mismanagement involving federal or state programs or funds;
- Theft or misuse of Federal student aid to include knowledge of fraud, waste, or abuse involving a financial aid administrator or other entity official(s), or knowledge of fraud, waste, or abuse involving a student loan servicer or collection agency;
- Knowledge that your entity is not complying with regulations or laws involving Federal student aid or other federal or state program or operation requirements;
- Conflicts of interest-violation of arm's length agreements;
- Contract and procurement irregularities;
- Theft or abuse of government property;
- Employee misconduct; or
- Ethics violations by officials.

Entities are required to have a procedure or methodology for timely reporting, in writing, of any noted violations that may potentially affect the federal award. (2CFR200.113)

9) Upon signature below, the applicant certifies there are sufficient internal controls in place to reduce or eliminate the possibility of fraud, waste and abuse with these, or any funds within their agency, and if an instance occurs. If awarded, the Awardee (applicant) will notify CDE in writing.

Conflict of Interest

The applicant hereby certifies that, to the best of its knowledge and belief, there are no present or currently planned interests (financial, contractual, organizational, or otherwise) relating to the work to be performed under the contract or grant resulting from this award that would create any actual or potential conflict of interest (or apparent conflicts of interest) (including conflicts of interest for immediate family members: spouses, parents, children) that would impinge on its ability to render impartial, technically sound, and objective assistance or advice or result in it being given an unfair competitive advantage. In this clause, the term "potential conflict" means reasonably foreseeable conflict of interest. The applicant further certifies that it has and will continue to exercise due diligence in identifying and removing or mitigating, to the Government's or Colorado Department of Education's satisfaction, such conflict of interest (or apparent conflict of interest).

10) Upon signature below, the applicant certifies there are sufficient internal controls in place to reduce or eliminate the possibility of any conflicts of interest with these, or any funds within their agency. If awarded, the Awardee (applicant) will notify CDE in writing. (2CFR200.112)

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 Johann Liljengren (Liljengren_J@cde.state.co.us) for any modifications.

Name of Organization Board President (School Board, BOCES, Charter School)	Signature	Date
Name of Organization/Authorizer Authorized Representative (Superintendent, Charter School Institute, BOCES Executive Director)	Signature	Date
Name of School-Based Program Contact	Signature	Date

Note: If the 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, Executive Summary, and Program Assurances Form

Part III: Narrative [80 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 56 points out of the 80 possible narrative points and all required elements must be addressed. An application that scores below 56 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 Ninth Grade Success Grant, 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. Applicants should demonstrate ongoing and improved capacity in the program and a well-developed plan for sustainability.

Scoring Definitions
<u>Minimally Addressed or Does Not Meet Criteria</u> - information not provided
<u>Met Some but Not All Identified Criteria</u> - requires additional clarification
<u>Addressed Criteria but Not with Thorough Detail</u> - adequate response, but not thoroughly developed or high-quality response
<u>Met All Criteria with High Quality</u> - clear, concise, and well thought out response

Complete for Option A: School-Based Implementation

Section A: Needs Assessment *Option A*	Minimally Addressed or Does Not Meet Criteria	Met Some but Not All Identified Criteria	Addressed Criteria but Not with Thorough Detail	Met All Criteria with High Quality	TOTAL
1) Describe the need for the proposed program, based on analysis of relevant student, staff, and family indicators. This should include: • Academic performance of ninth-grade students, including math performance if this is a focus of the application. • Trends in course completion and on-track rate for ninth-grade students. • Analysis of student engagement indicators, which may include, but are not limited to attendance, student discipline and other engagement measures. • Trends in four-year, five-year, and six-year graduation rates within the past three school years. If the analysis in the school's 2023 Unified Improvement Plan (UIP) includes all the items listed, indicate "Included in 2023 UIP" and provide additional context if desired. Currently posted UIPs are available on [CDE's webpage](#). If indicated here, reviewers will review the "Current Status" section of the UIP for this question.	0	3	7	10	
2) Identify current needs related to implementation of components of ninth-grade success and gaps the proposal is intended to address that may include: • Transition services for eighth- to ninth-grade students; • Data systems for identification of ninth-grade students at-risk of dropping out due to attendance, academic performance, and/or behavior; • Instructional supports (e.g., common instructional practices, content-specific academic interventions, tutoring, course-completion programs); • Structures for teacher and staff coordination and collaboration; and/or • Supports to meet student needs (social-emotional, behavioral, service connections, and student skill building support). If applying for multiple schools in Option A: If answers are different, please include a response for each school.	0	3	7	10	
				Section A Total:	**/20**

Section B: Program Description *Option A*	Minimally Addressed or Does Not Meet Criteria	Met Some but Not All Identified Criteria	Addressed Criteria but Not with Thorough Detail	Met All Criteria with High Quality	TOTAL
This section is intended to evaluate the applicant's readiness to implement the Ninth Grade Success Grant pursuant to the requirements in 22-14-109.5(5).					
Program Management and Data Systems Note that teams with access to student data must comply with state and federal laws to protect the privacy of student information including the Colorado Student Data Transparency and Security Act. 1) Describe in a narrative response the following items: • How will the applicant manage support and accountability of implementation? • How will the district support implementation of this grant for the school(s)? • How will the district and school ensure a data system is in place that will allow school leaders and teachers to obtain real-time access to integrated data concerning a student's behavior, attendance, and grades and allow for comparison of the data across demographic categories and student groups, as well as transfer of data from middle school to high school?	0	1	3	5	

Success Team
These are required components of the Ninth Grade Success Grant:
  a. Creating and implementing a cross-disciplinary success team comprised of all ninth-grade teachers who teach core classes and support staff, which must include (to the extent practicable) at least one school counselor, school mental health professional, or school social worker.
  b. Convene the success team at least every two weeks throughout the school year to collaborate on identifying and implementing strategies to improve outcomes for ninth-grade students who are found to be at risk of dropping out of school before graduation and to address systems-level barriers to success for all ninth-grade students.
  c. Use ninth-grade students' behavior, attendance, and grades across demographic categories and student groups to inform strategies.
  d. To the extent practicable, the ninth-grade classes are taught by a single group of teachers who teach only or mostly ninth-grade classes.
 	
2) Describe in a narrative response the following things that will support implementation.
• How the applicant will select a member of the success team to serve as the success team leader and how the applicant will reduce the team leader's workload to a level that allows sufficient time to complete the leadership duties. Duties include team logistics, preparing team meeting agendas, and facilitating team meetings.
• Approach to implementing the scheduling of success team meetings, coordination, facilitation, and data use within student success teams.
• Approach for support and accountability that ensures the process leads to impact.
	0	1	3	5	

Instructional Support and Transitions These are required components of the Ninth Grade Success Grant: a. All ninth-grade teachers (of the students served through this grant) receive data concerning the incoming ninth-grade students before the start of the school year, receive professional development concerning how to use the data to inform instruction for the students, and have time to review information and plan course work and support.	0	1	3	5	

b. Provide summer orientation for incoming ninth-grade students and their parents to introduce students to the behavioral and academic expectations of high school.

c. Identify and prioritize services for ninth-grade students who are at risk of academic failure in ninth grade.

d. Provide instructional support for ninth-grade students including attendance support, content specific academic interventions, tutoring, course-completion programs, social-emotional learning, and trauma-informed instruction.

e. If applicable, selecting programming focused on evidence-informed mathematic skills, intervention strategies, and acceleration strategies, including a focus on students who are below grade level or struggling in mathematics.

Describe in narrative how the applicant will address the following:

3) The applicants' approach to staffing and accomplishing items listed above (a-e).

4) If focusing on mathematics performance, describe the programming that the school will undertake to support improved mathematics performance.

5) Provide information about how the applicant will approach the first six months of the grant in these categories: a. Hiring/Staffing b. Stakeholder Engagement c. Data Systems (Development and Use) d. Training/Awareness e. Planning for Summer Orientation/Transition Programs Information should include point person, description of approach and key actions. **For example:**	0	1	3	5

Category (a-e)	Point Person	Description of Approach and Key Actions

Section B Total:	**/20**

Section C: Performance Objectives and Evaluation *Option A*	Minimally Addressed or Does Not Meet Criteria	Met Some but Not All Identified Criteria	Addressed Criteria but Not with Thorough Detail	Met All Criteria with High Quality	TOTAL
1) For the two core goals and one optional goal, indicate your current data and your goals for 2023-2024. **Program Goal 1:** Increase the percentage of ninth-grade courses passed. **Program Goal 2:** Increase the percentage of ninth-grade students that move to tenth grade with no more than one course failure. **Program Goal 3** (optional): Increase the mathematics performance of ninth-grade students. Please use the format below for your goals. Add additional lines for schools 2-3, if applicable.	0	1	3	5	

Program Goal 1	2022-2023 Courses Attempted/Passed		2023-2024 Pass Rate Goal	
School 1 Name				
Program Goal 2	**2022-2023 On-Track Rate**		**2023-2024 On-Track Rate Goal**	
School 1 Name				
Program Goal 3 (optional)	**Metric To Be Used** (assessment, grades, etc.)	**2022-2023 Current Baseline**	**2023-2024 goal**	
School 1 Name				

2) Describe the school and district-based systems that will be used to help collect data, track, and monitor program goals. 3) Describe who will be responsible for and will ensure completion of end-of-year evaluation reports that will include student identifiers, summary information on students served and outcomes, and summary information on program implementation?	0	1	3	5	

These are required components of the Ninth Grade Success Grant:
   a. Results will be used to inform program and school improvement, including the development of the school's Unified Improvement Plan.
   b. Results should be shared with stakeholders.
 	
4) Describe how and when results will be shared with key stakeholders, such as the Ninth Grade Success Team, members of the School Board, other school staff, parents, and community members, etc.
5) Describe the process for how evaluation results will be used to inform program and school improvement. Identify by title/role the person responsible for this process.
	0	3	7	10	

		Section D Total:	**/20**

Section D: Budget Narrative and Electronic Budget *Option A*	Minimally Addressed or Does Not Meet Criteria	Met Some but Not All Identified Criteria	Addressed Criteria but Not with Thorough Detail	Met All Criteria with High Quality	TOTAL
Note: Per statute, 22-14-109.5(3)(a), an LEP or charter school that is selected to receive a grant must, as a condition of accepting the grant, provide a grant match, which may include in-kind contributions, in an amount set by the state board, which amount must not exceed: (i) fifteen percent of the grant amount for an LEP that is a small rural school district or for a charter school; and (ii) twenty-five percent of the grant amount for all other LEPs. A description of how the applicant will meet this matching requirement must be included in the Budget Narrative and Budget Workbook.					
Budget Narrative (included in 10-page narrative limit) 1) Provide a narrative explanation that summarizes the proposed uses of grant funds by budget category or proposed program strategies. Refer to all uses of funds described in Budget Workbook to ensure they are all justified expenses for components of the proposed program. Include description of matching funds.	0	1	3	5	
Budget Workbook (Excel file – not included in 10-page narrative limit) 2) Provide the budget for each recipient school. • Complete the Budget Workbook, including budget details for each recipient school. In the *Budget Detail* tab in the Budget Workbook, include a brief description of the item to be funded and the funding calculation to show how amounts were derived. **Item Description Example:** x.xx FTE for [role or title] at $xxxxx per [hour or month or year] times [x per hours or months or year]	0	3	7	10	
3) Costs are reasonable and sufficient in relation to the measurable objectives, design, scope, sustainability, and duration of project activities. Use of funds are connected to grant goals and activities. To receive maximum points, the budget and budget narrative should provide justification for activities, strategies and/or staffing referenced in Section B: Program Description.	0	1	3	5	

		Section E Total:	**/20**

Complete for Option B: Capacity Building

Section A: Needs Assessment *Option B*	Minimally Addressed or Does Not Meet Criteria	Met Some but Not All Identified Criteria	Addressed Criteria but Not with Thorough Detail	Met All Criteria with High Quality	TOTAL
1) Describe the need for the proposed program, based on analysis of relevant student, staff, and family indicators. This should include: • Academic performance of ninth-grade students, including math performance if this is a focus of the application. • Trends in course completion and on-track rate for ninth-grade students. • Analysis of student engagement indicators, which may include but not limited to attendance, student discipline and other engagement measures. • Trends in four-year, five-year, and six-year graduation rates within the past three school years. If the analysis in the school's 2023 Unified Improvement Plan (UIP) includes all the items listed, indicate "Included in 2023 UIP" and provide additional context if desired. Currently posted UIPs are available on CDE's webpage. If indicated here, reviewers will review the "Current Status" section of the UIP for this question.	0	3	7	10	
2) Identify current needs related to implementation of components of ninth-grade success and gaps the proposal is intended to address that may include: • Transition services for eighth- to ninth-grade students; • Data systems for identification of ninth-grade students at-risk of dropping out due to attendance, academic performance, and/or behavior; • Instructional supports (e.g., common instructional practices, content-specific academic interventions, tutoring, course-completion programs); • Structures for teacher and staff coordination and collaboration; and/or • Supports to meet student needs (social-emotional, behavioral, service connections, and student skill building support).	0	3	7	10	
Section A Total:					**/20**

Section B: Program Description *Option B*	Minimally Addressed or Does Not Meet Criteria	Met Some but Not All Identified Criteria	Addressed Criteria but Not with Thorough Detail	Met All Criteria with High Quality	TOTAL
This section is intended to evaluate the applicant's readiness to implement the Ninth Grade Success Grant pursuant to the requirements in 22-14-109.5(5).					
Program Management and Data Systems Note that teams with access to student data must comply with state and federal laws to protect the privacy of student information including the Colorado Student Data Transparency and Security Act. 1) Describe in a narrative response the following items. • How will the applicant manage support and accountability of implementation? • How will the district support implementation of this grant for the school(s)? • How will the district and school ensure a data system is in place that will allow school leaders and teachers to obtain real-time access to integrated data concerning a student's behavior, attendance, and grades, and allow for comparison of the data across demographic categories and student groups, as well as transfer of data from middle school to high school?	0	3	7	10	
The Ninth Grade Success Grant has four main categories of components: a. Student Success Team b. Data Systems c. Instructional Supports d. Ninth-Grade Transition 2) Please describe the approach to provide training, support, and other activities to support implementation of the ninth-grade success components.	0	3	7	10	
Section B Total:					**/20**

Section C: Performance Objectives and Evaluation
Option B

	Minimally Addressed or Does Not Meet Criteria	Met Some but Not All Identified Criteria	Addressed Criteria but Not with Thorough Detail	Met All Criteria with High Quality	TOTAL
1) For the two core goals and one optional goal, indicate your current data and your goals for 2023-2024. **Program Goal 1:** Increase the percentage of ninth-grade courses passed. **Program Goal 2:** Increase the percentage of ninth-grade students that move to tenth grade with no more than one course failure. **Program Goal 3 (optional):** Increase the mathematics performance of ninth-grade students. Please use the format below for your goals. Add additional lines for schools 2-3, if applicable.	0	1	3	5	

Program Goal 1	2022-2023 Courses Attempted/Passed		2023-2024 Pass Rate Goal	
School 1 Name				
Program Goal 2	2022-2023 On-Track Rate		2023-2024 On-Track Rate Goal	
School 1 Name				
Program Goal 3 (optional)	Metric To Be Used (assessment, grades, etc.)	2022-2023 Current Baseline	2023-2024 goal	
School 1 Name				

	Minimally Addressed or Does Not Meet Criteria	Met Some but Not All Identified Criteria	Addressed Criteria but Not with Thorough Detail	Met All Criteria with High Quality	TOTAL
2) Describe the school and district-based systems that will be used to help collect data, track, and monitor program goals. 3) Describe who will be responsible for and will ensure completion of end-of-year evaluation reports that will include student identifiers, summary information on students served and outcomes, and summary information on program implementation?	0	1	3	5	
These are required components of the Ninth Grade Success Grant: a. Results will be used to inform program and school improvement, including the development of the school's Unified Improvement Plan. b. Results should be shared with stakeholders. 4) Describe how and when results will be shared with key stakeholders, such as the Ninth Grade Success Team, members of the School Board, other school staff, parents, and community members, etc. 5) Describe the process for how evaluation results will be used to inform program and school improvement. Identify by title/role the person responsible for this process.	0	3	7	10	
				Section D Total:	/20

Section D: Budget Narrative and Electronic Budget
Option B

	Minimally Addressed or Does Not Meet Criteria	Met Some but Not All Identified Criteria	Addressed Criteria but Not with Thorough Detail	Met All Criteria with High Quality	TOTAL
Note: Per statute, 22-14-109.5(3)(a), an LEP or charter school that is selected to receive a grant must, as a condition of accepting the grant, provide a grant match, which may include in-kind contributions, in an amount set by the state board, which amount must not exceed: (i) fifteen percent of the grant amount for an LEP that is a small rural school district or for a charter school; and (ii) twenty-five percent of the grant amount for all other LEPs. A description of how the applicant will meet this matching requirement must be included in the Budget Narrative and Budget Workbook.					
Budget Narrative (included in 10-page narrative limit) 1) Provide a narrative explanation that summarizes the proposed uses of grant funds by budget category or proposed program strategies. Refer to all uses of funds described in Budget Workbook to ensure they are all justified expenses for components of the proposed program. Include description of matching funds.	0	1	3	5	

Budget Workbook (Excel file – not included in 10-page narrative limit) 2) Provide the budget for each recipient school. • Complete the Budget Workbook, including budget details for each recipient school. In the *Budget Detail* tab in the Budget Workbook, include a brief description of the item to be funded and the funding calculation to show how amounts were derived. **Item Description Example:** x.xx FTE for [role or title] at $xxxxx per [hour or month or year] times [x per hours or months or year]	0	3	7	10	
3) Costs are reasonable and sufficient in relation to the measurable objectives, design, scope, sustainability, and duration of project activities. Use of funds are connected to grant goals and activities. To receive maximum points, the budget and budget narrative should provide justification for activities, strategies and/or staffing referenced in Section B**:** Program Description.	0	1	3	5	
			Section E Total:		**/20**

Ninth Grade Success Grant

Application Scoring

CDE Use Only

Parts I-II:	**Application Introduction**	Not Scored
Part III:	**Narrative**	
	Section A: Needs Assessment	/20
	Section B: Program Description	/20
	Section C: Performance Objectives and Evaluation	/20
	Section E: Budget Narrative and Electronic Budget	/20
	Subtotal:	/80
	Priority Points:	/20
	Total:	**/80**

Priority Criteria	Did Not Meet Criteria	Met Criteria
Applicants that choose to focus on implementation in the following areas will receive additional priority points. To receive these points, applicants should respond to B4 in **Section B: Program Description** and provide a goal in C1 in **Section C: Performance Objectives and Evaluation**.		
Priority Area: Applicant proposed programming that is focused on evidence-informed programming that may include mathematics skills, intervention strategies, or acceleration strategies to support students who are below grade level in mathematics.	0	5
For applicants determined to have a fundable application, priority points will be used to determine order of funding. These priority areas are intended to provide funding towards the highest need schools and districts based on the criteria below. ***Note:*** Eligible applicants that do not have three years of data or did not have a large enough student population for data to be published may share data in the application in the Needs Assessment section to demonstrate how they met criteria. This may include: • Summary of data when fewer than 16 students participated. • Information from a previous school of majority of students if a school is new or merging with another school. See **Appendix C: Eligible Applicants Meeting Priority Criteria** for a list of districts and schools that meet priority considerations.		
Criteria 1: Recipient school is identified as within the lowest twenty-five percent among Colorado public schools on the four-year graduation rates in each of the preceding three school years (2019-2020, 2020-2021, and 2021-2022).	0	5
Criteria 2: Recipient school must be identified as ranked below the statewide average among Colorado public schools on the best of rate (four-, five-, six-, and seven-year rate) in 2023.	0	5
Criteria 3: Have PSAT 9/10 mathematics scores that score "Does Not Meet" on their School Performance Framework for "All Students" in Academic Achievement and Academic Growth in the 2022 or 2023 Framework.	0	5
Priority Points Total:		/15

GENERAL COMMENTS:

RECOMMENDATION: Funded _____   Funded with Changes _____   Not Funded _____

Appendix A: Terms and Definitions

Charter School: A charter school authorized by a school district pursuant to Part 1 of Article 30.5 of Title 22, C.R.S., or an institute charter school authorized by the state charter school institute pursuant to Part 5 of Article 30.5 of Title 22, C.R.S.

Chronic Absenteeism: Chronic Absenteeism is defined as missing more than 10% of enrolled school days for any reason (excused or unexcused). The rate is the number of students who are chronically absent divided by the total number of students.

Course passage rate: The course passage rate is defined as the total number of ninth grade courses passed divided by the total number of ninth grade courses attempted. This rate is used to help measure outcomes from the implementation of the Ninth Grade Success Grant.

Data System: A system that school leaders and teachers use to obtain real-time access to integrated data concerning a student's behavior, attendance, and course performance and allows for comparison of the data across demographic categories and student groups. This system must have the ability to transfer student-level data from middle school to high school and provide high school success teams and teachers with real-time student level data (e.g. grades, attendance, and behavior).

Dropout: In Colorado law, a student is coded as a dropout if they "leave school for any reason, except death, before completion of a high school diploma or its equivalent, and who does not transfer to another public or private school or enroll in an approved home study program". Students who reach the age of 21 before receiving a diploma or designation of completion ("age-outs") are also counted.

A student is <u>not</u> coded as a dropout if he/she transfers to an educational program recognized by the district, completes a high school equivalency or registers in a program leading to a high school equivalency, is committed to an institution that maintains educational programs, or is so ill that he/she is unable to participate in a homebound or special therapy program. CDE Dropout Statistics FAQ.

Dropout Rate: The Colorado dropout rate is an <u>annual</u> rate, reflecting the percentage of all students enrolled in grades 7 to 12 who leave school during a single school year without subsequently attending another school or educational program. It is calculated by dividing the number of dropouts by a membership base which includes all students who were in membership any time during the year. In accordance with a 1993 legislative mandate, beginning with the 1993-94 school year, the dropout rate calculation excludes expelled students. CDE Dropout Statistics.

> ***The Dropout Rate Calculation:***
>
> $$\frac{\text{Number of reported dropouts and "age outs" during the school year}}{\substack{\text{Total number of students that were in membership in grades seventh through} \\ \text{12th grade at any time during the annual school year}}}$$

Graduation Rates and Completion Rates

4-year and Extended-year Graduation Rates: The graduation rate is a cohort rate. When a student begins ninth grade, an Anticipated Year of Graduation (AYG) is assigned; giving the year the student should graduate if the student follows a four-year trajectory. High school students with the same AYG are treated as a self-contained cohort (graduating class). Regardless of whether it takes four years or up to seven years to graduate, they are always included in the graduate membership base (the denominator) of their AYG cohort. Upon receiving a diploma, a student is counted in the graduates total (the numerator).

The four-year graduation rate reflects the percentage of students from a given graduation class who receive a diploma within four years of completing ninth grade. Students who graduate in the following year are then added to the

numerator and the five-year graduation rate is calculated. Students graduating who need two years or three years past their AYG to successfully graduate are added to the numerator for the six-year or seven-year graduation rates. [CDE Graduation Statistics](.).

The 4-year Graduation Rate Calculation:

$$\frac{\text{Number of students receiving a high school diploma within four years of completing 9th grade}}{\text{Number of students beginning 9th grade four years earlier plus the number of transfers in and minus the number of verified transfers out}}$$

The 4-year Completion Rate Calculation:

$$\frac{\text{Number of students who graduate plus the number who receive a high school equivalency diploma or designation of high school completion within four years of completing 9th grade}}{\text{Number of students beginning 9th grade four years earlier plus the number of transfers in and minus the number of verified transfers out}}$$

Local Education Provider: Defined as a school district, a Board of Cooperative Educational Services (BOCES) or the Charter School Institute created pursuant to article 5 of Title 22, C.R.S., or the state charter school institute created pursuant to section 22-30.5-503, C.R.S.

Ninth Grade On-track rate: The ninth grade on-track rate uses two data points. One is the number of credits that a student has earned and the other is the number of course failures. The on-track rate is defined as the number of students who have earned enough credits to be promoted to 10th grade and have 1 or fewer course failures divided by the number of ninth grade students.
- Students who have dropped out should be included in the calculation but students who have transferred to other schools or districts and students who are repeating 9th grade should not.

This rate is used to help measure outcomes from the implementation of the Ninth Grade Success Grant.

Small rural district: A school district in Colorado that the Colorado Department of Education determines is rural based on the geographic size of the school district and the distance of the school district from the nearest large, urbanized area, and that enrolls fewer than one thousand students in kindergarten through twelfth grade.

- [Rural Definition (PDF)](.)
- [Rural and Small Rural Designation List (PDF)](.) (August 2023)

Success Team: A cross-disciplinary team of ninth grade teachers and support staff, which must include (to the extent practicable) at least one school counselor, school mental health professional, or school social worker (as described in section 22-15-109.5(5), C.R.S.).

Transition Programs: Transition programming addresses the transition from 8th to 9th grade and is a required component of the Ninth Grade Success program. The goal of the transition programs is to ensure a smooth transition for new 9th grade students and may include orientation, academic support, lessons, or activities that build essential skills, individual support for mental health or other needs, and exposure to high school and postsecondary planning. Comprehensive transition programs include summer programs as well as support throughout the 9th grade year.

Truancy Rate: The rate indicates the percent of full or partial days possible to attend that students were absent without an excuse. It is calculated by dividing the total days unexcused absent by the number of total days possible to attend. Spreadsheets of annual school-by-school truancy rates can be found on [CDE's Attendance Information webpage](.).

Appendix B: Rules for Administration of the Program

DEPARTMENT OF EDUCATION

Colorado State Board of Education

RULES FOR THE ADMINISTRATION OF THE NINTH GRADE SUCCESS GRANT PROGRAM

1 CCR 301-106

_____

1.0   Statement of Basis and Purpose.

These rules are promulgated pursuant to section 22-14-110, C.R.S., which requires the Colorado State Board of Education (State Board) to promulgate rules as may be necessary to implement the provisions of Article 14 of Title 22, including rules required pursuant to section 22-14-109.5 for the Ninth Grade Success Grant Program.

The Ninth Grade Success Grant Program provides funding to local education providers and charter schools to assist students enrolled in ninth grade to develop the skills they need to successfully persist in high school graduation and succeed in their education and professional careers.

2.0   Definitions

2.01   "Charter school" means a charter school authorized by a school district pursuant to Part 1 of Article 30.5 of Title 22, C.R.S., or an institute charter school authorized by the state charter school institute pursuant to Part 5 of Article 30.5 of Title 22, C.R.S.

2.02   "Evidence-Informed" means a program or practice in mathematics that relies on peer-reviewed evidence to establish a basis for accelerating learning. "Evidence-informed" includes evidence-informed curricula, interventions, acceleration strategies, and assessment options.

2.03   "Local education provider" means a school district, a board of cooperative services created pursuant to article 5 of Title 22, C.R.S., or the state charter school institute created pursuant to section 22-30.5-503, C.R.S.

2.04   "Small rural school district" means a school district in Colorado that the Colorado Department of Education determines is rural based on the geographic size of the school district and the distance of the school district from the nearest large, urbanized area, and that enrolls fewer than one thousand students in kindergarten through twelfth grade.

2.05   "Success team" means a cross-disciplinary team of ninth-grade teachers and support staff as described section 22-14-109.5(5), C.R.S.

3.0 Eligibility

3.01   A local education provider or charter school that serves students enrolled in grades nine through twelve may apply for funding under the Ninth Grade Success Grant Program. Each Ninth Grade Success Program must ensure that all ninth-grade teachers receive information concerning the incoming ninth-grade students before the start of the school year and receive professional development concerning how to use the information to inform instruction for the students.

3.02 An alternative education campus designated pursuant to section 22-7-604.5, C.R.S., may not apply for or receive money or services through the Ninth Grade Success Grant Program.

4.0 Allowable Uses of Funds

4.01 Grant funding must be used to implement a ninth grade success program that, at a minimum, includes the following elements outlined in section 22-14-109.5(5), C.R.S.:

4.01(1) Creating and implementing a cross-disciplinary success team of ninth grade teachers and support staff, which must include at least one school counselor, school mental health professional, or school social worker. To the extent practicable, a success team must include all of the ninth-grade teachers who teach core courses, as defined in section 22-11-503.5. The local education provider or charter school shall designate a member of the success team to serve as the success team leader and reduce the team leader's workload to a level that allows the team leader sufficient time to complete the leadership duties, which include team logistics, preparing team meeting agendas, and facilitating team meetings;

4.01(2) The success team must meet at least every two weeks, to the extent practicable, throughout the school year to collaborate on identifying and implementing strategies to improve outcomes for ninth-grade students who are found to be at risk of dropping out of school before graduation and to address systems-level barriers to success for all ninth-grade students. The strategies must be informed by information concerning, at a minimum, ninth-grade students' behavior, attendance, and grades across demographic categories and student groups. The local education provider or charter school shall allow success team members time during the work day for planning and collaboration or provide incentives to meet outside of the work day;

4.01(3) In analyzing such information the grantees, and those with whom they contract with or accept free services from, shall comply with state and federal laws to protect the privacy of student information including the Colorado Student Data Transparency and Security Act (see C.R.S. 22-16-101 et seq.).

4.01(4) Organizing the school staff to ensure that, to the extent practicable, the ninth-grade classes are taught by a single group of teachers who teach only or mostly ninth-grade classes;

4.01(5) Implementing a information system that provides real-time access to integrated information concerning a student's behavior, attendance, and grades and provides the ability to compare the information across demographic categories and student groups;

4.01(6) Identifying and prioritizing services for ninth-grade students who are at risk of academic failure in ninth grade;

4.01(7) Providing instructional support for ninth-grade students including attendance support, content-specific academic interventions, tutoring, course-completion programs, social-emotional learning, and trauma-informed instruction;

4.01(8) Ensuring that school leadership, school counselors, and key members of the success team receive and review information on all incoming ninth-grade students and plan course work and supports for the students based on the information received;

4.01(9) Ensuring that all ninth-grade teachers receive information concerning the incoming ninth-grade students before the start of the school year and receive professional development concerning how to use the information to inform instruction for the students. To the extent possible, the local education provider or charter school shall ensure that middle school teachers provide information to ninth-grade teachers concerning the incoming ninth-grade students;

4.01(10) Providing summer orientation for incoming ninth-grade students and their parents to introduce students to the behavioral and academic expectations of high school; and

4.01(11) Evaluating with rigor the impact of the interventions provided through the Ninth Grade Success Grant Program on student attendance, behavior, course completion, academic results, discipline rates, teacher surveys, student surveys, dropout rates, and graduation rates as the information becomes available for ninth-grade students who receive interventions through the Ninth Grade Success Grant Program. Such evaluation must be disaggregated by school and by student groups.

5.0 Application Requirements

5.01   A local education provider or charter school that is selected to receive a grant must, as a condition of accepting the grant, provide a grant match. Grant matches may include in-kind contributions, meaning donations of goods or services, rather than funding. Grant matches cannot include funding from other state or federal grants. Grant matches must be obtained for the following amounts:

5.01(1) For a local education provider that is a small rural school district or for a charter school, fifteen percent of the grant amount; and

5.01(2) For all other local education providers, twenty-five percent of the grant amount.

5.02   Grant applications must include the following information:

5.02(1) The applicant's four-year graduation rate for the three preceding school years for the districts and schools;

5.02(2) The applicant's plan for implementing a ninth grade success program that, at a minimum, includes the elements described in section 4.01 of these rules, above, and an explanation of how such program will improve the success of students enrolled in ninth grade;

5.02(3) Whether the applicant already has in place an information system that allows school leaders and teachers real-time access to integrated information concerning a student's behavior, attendance, and grades and allows comparison of the information across demographic categories and student groups;

5.02(4) For a local education provider, designation of the schools in which the local education provider will use the grant money to implement ninth grade success teams; and

5.02(5) Indication of the applicant's ability to provide the required grant match and any type and value of in-kind contribution that the applicant may provide.

5.02(6) If applicable, information on the applicant's proposed programming focused on evidence-informed mathematic skills, intervention strategies, and acceleration strategies.

6.0 Application Review Criteria

6.01 The Colorado Department of Education (Department), in making recommendations to the State Board, and the State Board, in awarding grants, shall:

6.01(1) Consider the degree to which the applicant's plan addresses all of the required elements outlined in section 22-14-109.5(5), C.R.S. and the likelihood that the applicant will implement the plan effectively to improve the success of ninth-grade students.

6.01(2) Prioritize applicants that:

6.01(2)(a) Have a four-year graduation rate that, over the preceding three school years, has consistently ranked within the lowest twenty-five percent of the four-year graduation rates for public high schools in Colorado;

6.01(2)(b) Propose programming focused on evidence-informed mathematics skills, intervention strategies, and acceleration strategies, including a focus on students who are below grade level or struggling in mathematics; and

6.01(2)(c) Have academic achievement levels in mathematics that are consistently ranked the lowest for public high schools in the state, as determined by the department and which may include PSAT scores, on-track metrics, or 9th grade course passage.

6.01(3) To the extent possible, ensure that grant recipients vary in student population size and are located in urban, suburban, and rural areas throughout the state.

7.0 Application Timelines and Duration of Grant Awards

7.01   For initial grant awards, applications will be released in September of the fiscal year in which funding is available, and the State Board will award grants by January. Grant funding may be approved for up to a four and a half-year term, subject to available appropriations.

7.02   The State Board shall award any continuation grants for those grantees who were previously approved for an initial grant award on an annual basis by July 1st of each applicable fiscal year.

8.0 Grant Reporting

8.01   Each local education provider and charter school that has received funding must provide information to the Department concerning the implementation of the Ninth Grade Success Program and the evaluation of impact. The Department shall specify, in the grant application materials, the information to be reported.

8.02   For the first cohort of grants awarded in the 2019-20 academic school year, grant recipients must submit information by no later than June 30, 2020 in the first year, and by no later than July 30, in subsequent years. For subsequent cohorts, grant recipients must submit their information by no later than July 30, annually.

8.03   Dropout rates and graduation rates must be reported as the information becomes available for ninth-grade students who have received interventions through the Ninth Grade Success Grant Program

Appendix C: Eligible Applicants Meeting Priority Criteria

For applicants determined to have a fundable application, priority points will be used to determine order of funding. These priority areas are intended to provide funding towards the highest need schools and districts based on the criteria below.

Note: Eligible applicants that do not have three years of data or did not have a large enough student population for data to be published may share data in the application in the Needs Assessment section to demonstrate how they met criteria. This may include:
- Summary of data when fewer than 16 students participated.
- Information from a previous school of majority of students if a school is new or merging with another school.

Criteria 1	Recipient school is identified as within the lowest twenty-five percent among Colorado public schools on the four-year graduation rates in each of the preceding three school years (2019-2020, 2020-2021, and 2021-2022).
Criteria 2	Recipient school must be identified as ranked below the statewide average among Colorado public schools on the best of rate (four-, five-, six-, and seven-year rate) in 2023.
Criteria 3	Have PSAT 9/10 mathematics scores that score "Does Not Meet" on their School Performance Framework for "All Students" in Academic Achievement and Academic Growth in the 2022 or 2023 Framework.

District Code	District Name	School Code	School Name	Meets Criteria 1	Meets Criteria 2	Meets Criteria 3	Total Priority Points
1010	Colorado Springs 11	5948	Mitchell High School	5	5	5	15
0180	Adams-Arapahoe 28J	3354	Gateway High School	5	5	5	15
0180	Adams-Arapahoe 28J	1458	Aurora Central Campus	5	5	5	15
0880	Denver County 1	0010	Abraham Lincoln High School	5	5	5	15
0980	Harrison 2	3806	Harrison High School	5	5	5	15
0980	Harrison 2	7882	Sierra High School	5	5	5	15
0190	Byers 32J	2356	Colorado Online High School	5	5	0	10
0190	Byers 32J	3362	Astravo Online Academy High School	5	5	0	10
2000	Mesa County Valley 51	3604	Grand River Academy	5	5	0	10
8001	Charter School Institute	1633	Colorado Early Colleges Aurora	5	5	0	10
0190	Byers 32J	1752	Colorado Virtual Academy High School	5	5	0	10
1520	Durango 9-R	1526	Colorado Connections Academy @ Durango	5	5	0	10

District Code	District Name	School Code	School Name	Meets Criteria 1	Meets Criteria 2	Meets Criteria 3	Total Priority Points
0880	Denver County 1	6509	Denver Online	5	5	0	10
0180	Adams-Arapahoe 28J	9189	Vanguard Classical School - East	5	5	0	10
2620	Holyoke Re-1J	2686	Holyoke Alternative School	5	5	0	10
2740	Monte Vista C-8	6520	Monte Vista On-Line Academy	5	5	0	10
0180	Adams-Arapahoe 28J	4024	Hinkley High School	5	5	0	10
1550	Poudre R-1	7198	PSD Global Academy	5	5	0	10
1010	Colorado Springs 11	1616	CIVA Charter Academy	5	5	0	10
3020	Woodland Park Re-2	9696	Woodland Park High School	5	5	0	10
0880	Denver County 1	4444	John F Kennedy High School	5	5	0	10
0880	Denver County 1	5448	Manual High School	5	0	5	10
1010	Colorado Springs 11	6680	Palmer High School	5	5	0	10
0170	Deer Trail 26J	2140	Deer Trail Junior-Senior High School	5	5	0	10
9170	Education reEnvisioned BOCES	1550	Colorado Preparatory Academy High School	5	5	0	10
3120	Greeley 6	7491	District 6 Online Academy	0	5	5	10
0040	School District 27J	6687	27J Online Academy	0	5	5	10
0880	Denver County 1	2757	Northeast Early College	0	5	5	10
0030	Adams County 14	0024	Adams City High School	0	5	5	10
0010	Mapleton 1	0309	Academy High School	0	5	5	10
0880	Denver County 1	9693	West High School	0	5	5	10
1110	District 49	6821	Pikes Peak Early College	5	0	0	5
1420	Jefferson County R-1	6541	Jefferson County Open Secondary	5	0	0	5
0260	Vilas RE-5	9100	Vilas Undivided High School	5	0	0	5
8001	Charter School Institute	1795	Colorado Early Colleges Colorado Springs	5	0	0	5
0640	Centennial R-1	1398	Centennial School	5	0	0	5
2810	Center 26 JT	1368	Center Virtual Academy	5	0	0	5
1060	Peyton 23 Jt	6626	Peyton Online Academy	5	0	0	5
1010	Colorado Springs 11	2400	Odyssey Early College and Career Options	5	0	0	5
8001	Charter School Institute	2196	Colorado Early Colleges Douglas County	5	0	0	5
0880	Denver County 1	6239	Noel Community Arts School	5	0	0	5
0880	Denver County 1	2209	Montbello High School	5	0	0	5

District Code	District Name	School Code	School Name	Meets Criteria 1	Meets Criteria 2	Meets Criteria 3	Total Priority Points
0990	Widefield 3	9566	Widefield High School	5	0	0	5
0880	Denver County 1	1295	Collegiate Preparatory Academy	5	0	0	5
0010	Mapleton 1	1796	Colorado Connections Academy	5	0	0	5
0010	Mapleton 1	0263	Global Leadership Academy	5	0	0	5
0020	Adams 12 Five Star Schools	5816	Thornton High School	5	0	0	5
0880	Denver County 1	5605	Dr. Martin Luther King Jr. Early College	5	0	0	5
2600	Platte Canyon 1	7046	Platte Canyon High School	5	0	0	5
2690	Pueblo City 60	2394	East High School	5	0	0	5
0910	Eagle County RE 50	9701	World Academy High School	5	0	0	5
0990	Widefield 3	1249	The Haven School	0	5	0	5
1070	Hanover 28	3758	Hanover Junior-Senior High School	0	5	0	5
0100	Alamosa RE-11J	0270	Alamosa Online	0	5	0	5
0470	St Vrain Valley RE1J	6420	St. Vrain LaunchED Virtual Academy	0	5	0	5
1450	Arriba-Flagler C-20	2960	Flagler Public School	0	5	0	5
8001	Charter School Institute	1505	Colorado Military Academy	0	5	0	5
0120	Englewood 1	2746	Englewood High School	0	5	0	5
3010	Cripple Creek-Victor RE-1	2024	Cripple Creek-Victor Junior-Senior High School	0	5	0	5
0040	School District 27J	1796	Colorado Connections @ 27J	0	5	0	5
1550	Poudre R-1	7124	Poudre High School	0	5	0	5
2405	Fort Morgan Re-3	3078	Fort Morgan High School	0	5	0	5
1560	Thompson R2-J	8824	Thompson Valley High School	0	5	0	5
0470	St Vrain Valley RE1J	7954	Skyline High School	0	5	0	5
0140	Littleton 6	5224	Littleton High School	0	5	0	5
1550	Poudre R-1	3046	Fort Collins High School	0	5	0	5
2035	Montezuma-Cortez RE-1	6026	Montezuma-Cortez High School	0	5	0	5
0870	Delta County 50(J)	2166	Vision Charter Academy	0	5	0	5
1040	Academy 20	0209	Aspen Valley Campus	0	5	0	5
1420	Jefferson County R-1	4404	Jefferson Academy	0	5	0	5
1180	Roaring Fork RE-1	0570	Basalt High School	0	5	0	5

District Code	District Name	School Code	School Name	Meets Criteria 1	Meets Criteria 2	Meets Criteria 3	Total Priority Points
2535	Manzanola 3J	5506	Manzanola Junior-Senior High School	0	5	0	5
1010	Colorado Springs 11	1870	Coronado High School	0	5	0	5
3100	Weld RE-4	8066	Severance High School	0	5	0	5
0480	Boulder Valley Re 2	0930	Boulder Universal	0	5	0	5
1390	Huerfano Re-1	9212	Walsenburg Jr/Sr High School	0	5	0	5
1560	Thompson R2-J	5316	Loveland High School	0	5	0	5
1195	Garfield Re-2	7360	Rifle High School	0	5	0	5
1480	Stratton R-4	8354	Stratton Senior High School	0	5	0	5
2020	Moffat County RE: No 1	5962	Moffat County High School	0	5	0	5
3030	Akron R-1	0090	Akron High School	0	5	0	5
0580	South Conejos RE-10	0252	Antonito High School	0	0	5	5
0180	Adams-Arapahoe 28J	2654	Empower Community High School	0	0	5	5
1540	Ignacio 11 JT	4258	Ignacio High School	0	0	5	5
1150	Fremont RE-2	3002	Florence Jr./Sr. High School	0	0	5	5
1420	Jefferson County R-1	0108	Alameda International Junior/Senior High School	0	0	5	5
2760	Hayden RE-1	3862	Hayden High School	0	0	5	5

Appendix D: Evaluation and Reporting

The end of year survey is being updated for the new cohort of grantees. Once approved by EDAC, it will be posted and sent to all approved grantees.