

Funding Opportunity

Applications Due: **March 19, 2025, 4 pm MST**

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| Empowering Action for School Improvement (EASI) EASI Targeted Grant: Implementation Support for Comprehensive Support and Improvement Schools Year 3+ Pursuant to The Every Student Succeeds Act (ESSA), Title I, Section 1003,and the School Transformation Grant through HB 18-1355 and the American Rescue Plan of 2021 |

**Program Questions:**

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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 this grant application must be submitted through the** [**GAINS System**](https://colorado.egrantsmanagement.com/)**.**

Submission of application materials either in hard copy or via

e-mail will not be accepted.

**EASI Targeted Grant – Implementation Support**

**Applications Due: March 19, 2025 by 4 pm**

#

# Introduction

The Every Student Succeeds Act (ESSA), the most recent reauthorization of the Elementary and Secondary Education Act (ESEA), identifies schools for support and improvement based on academic achievement, academic growth, graduation rates, progress in achieving English language proficiency or Indicators of school quality or student success (SQSS). ESEA allocates funds to provide additional support to schools identified for support and improvement. Schools may be identified as:

**Comprehensive Support and Improvement (CS): ​**

* Lowest performing 5% of Title I schools.
* High Schools with graduation rates below 67%.
* Chronically Low Performing Student Group(s) (former A-TS that did not meet exit criteria within three years of identification).

**Targeted and Additional Targeted Support and Improvement (TS and ATS):**

* TS: Any schools with at least one consistently underperforming disaggregated group.
* ATS: A subset of TS schools with at least one disaggregated group that, on its own, meets the criteria for the CS-Lowest Performing 5%.

# Purpose

The *EASI Targeted Grant – Implementation Support for Comprehensive Support and Improvement Year 3+* is intended to provide additional funding and support to schools identified Comprehensive Support and Improvement for three or more years (called CS-Y3+) to enhance implementation of approved improvement strategies. This grant is part of the required More Rigorous Action for CS Y3+ Schools, as required by ESSA Section 1111(d)(3)(A)(i)(I).

# Eligible Applicants

Local Education Agencies (LEAs) with schools identified for Comprehensive Support and Improvement schools who meet the following:

* Identified as Comprehensive Support and Improvement for more than 3 consecutive years;
* School has received approval for the CS components of its UIP;
* Received an external Diagnostic Review within the last 2 years; AND
* Participated in EASI Cohort 6 (2023-2024; 2024-2025) or Cohort 7 (2024-2025; 2025-2026)

An LEA includes:

* A School District applying as a district and on behalf of eligible schools and charter schools;
* A Board of Cooperative Services (BOCES) applying on behalf of districts with eligible schools and charter schools; and
* The Charter School Institute (CSI) applying as the LEA and/or on behalf of eligible schools.

A complete list of all eligible schools can be found in Appendix A.

# Available Funds and Duration of Grant

Funds will become available on April 9, 2025. All funds must be obligated by September 30, 2026, and must be requested for reimbursement from CDE by October 30, 2026. **Up to $150,000 will be available for each eligible school.**

# Allowable Use of Funds

* The funds must be focused on utilizing evidence-based practices that lead to continuous school improvement and meet ESSA requirements for [Tiers I-III of Evidence-Based Interventions](http://cde.state.co.us/fedprograms/evidence_based_interventions).
* Costs associated with hiring an approved external provider to serve as an Implementation Partner to lead and facilitate continuous improvement. A list of CDE’s advisory list of providers can be found [HERE](https://www.cde.state.co.us/accountability/cde-advisory-list-of-providers). For qualifications and sample responsibilities, see Appendix B.
* Costs associated with hiring a staff member to serve as an Implementation Partner to lead and facilitate continuous improvement. For qualifications and sample responsibilities, see Appendix B.
* Costs associated with stakeholder engagement in implementation and monitoring of the improvement plan (stipends, translation, childcare, etc.).
* Costs associated with implementing evidence-based strategies that address the reason for identification. (e.g., leadership or teacher development, stipends to support job-embedded training or teacher collaboration),
* Other expenses to support the implementation and monitoring of the school improvement plan (e.g., stipends for school staff participating in plan development or receiving training for implementation of the selected evidence-based strategies, substitutes, etc.).

# Budget

All costs must be allowable uses of funds, reasonable (a prudent person would consider the expense to be reasonable, similar activities have been funded from other grants in the same/close to same amounts, LEA has 3 bids on the work, etc.), and necessary for the LEA to implement improvement strategies. For each grant activity in the work plan:

* Input the amount requested, the associated program and object code.
* Ensure that budget line items include details such as rate per hour, benefit rate, duration of activities, number of staff attending or receiving stipends, quantities of items as appropriate.
* Ensure that activities are aligned with the allowable use of funds listed.

Project modifications and changes to the approved budget must be requested in writing and approved in writing by CDE before modifications are made to the expenditures. All budget revisions must be made by June 30, 2026.

# Evaluation and Reporting

Schools receiving funds under this grant opportunity are required to:

* Incorporate the implementation plan (action steps and implementation milestones) developed through this grant into the school’s UIP.
* Share evidence-based practices in implementation with other schools identified as CS-Y3+ at 1-2 Annual Convenings each year.
* Progress monitor and evaluate implementation activities to ensure that the school is making progress towards addressing the reasons for identification and meeting exit criteria.
* Submit the Annual Financial Report (AFR) to CDE.

# Data Privacy

CDE takes seriously its obligation to protect the privacy of student and educator Personally Identifiable Information (PII) collected, used, shared, and stored. PII will not be collected through the *EASI – Implementation Grant*. All program evaluation data will be collected in the aggregate and will be used, shared, and stored in compliance with CDE’s privacy and security policies and procedures.

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

Information reported to CDE in relation to grant activities, including but not limited to information in the EASI application, is not confidential and is subject to public request. Grantees should ensure reported information does not contain Personally Identifiable Information (PII) or confidential information.

# Review Process and Timeline

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 **April 9, 2025.**

**Note:** This is a semi-competitive process in that applicants must address all aspects of the application to the satisfaction of the CDE review team. Applications that do not meet the standard set in the grant will be asked to submit revisions that would bring the application up to a fundable level. All award decisions are final. Applicants that do not meet the qualifications may reapply for future grant opportunities.

|  |  |
| --- | --- |
| Wednesday, March 19, 2025 | **Applications due to CDE by 4 p.m.** |
| March 19 – April 9, 2025 | Review of Applications. |
| April 9, 2025 | Applicants will be notified of application status. |
| May 9, 2025 | Any required revisions must be made prior to final approval of the application. |
| June 30, 2026 | All budget revisions must be made by June 30, 2026 |
| September 30, 2026 | All funds must be obligated. |
| October 30, 2026 | Funds must be requested for reimbursement from CDE. |

# Required Elements

Required Elements

A complete application in the online system includes:

* Signed Assurances
* Completed Narrative
* Detailed Budget
* Scope of Work - Upload a Memorandum of Understanding (MOU) (e.g., duration, expectations, deliverables, timeline) and/or and scope of work with the selected provider and/or facilitator. If a finalized MOU is not available prior to award, a draft MOU or SOW is acceptable.
*

**Applications Due: March 19th 2025 by 4 p.m.**

# Part IA: Applicant Information

**Submit all application materials through the** [**GAINS System**](https://colorado.egrantsmanagement.com/)**.**

|  |
| --- |
| **Lead Local Education Provider (LEA)/BOCES Information** |
| **LEA/BOCES Name:** |  | **LEA/BOCES Code:** |  |
| **UEI** #: |  | **UEI # Expiration:** |  |
| **Requested Funding:** | $ |
| Application Contact Information |
| **Name:** |  | **Title:** |  |
| **Telephone:** |  | **E-mail:** |  |
| **Authorized Representative Information** |
| **Name:** |  | **Title:** |  |
| **Telephone:** |  | **E-mail:** |  |
| **Program Contact Information** |
| **Name:** |  | **Title:** |  |
| **Telephone:** |  | **E-mail:** |  |
| **Fiscal Manager Information** |
| **Name:** |  | **Title:** |  |
| **Telephone:** |  | **E-mail:** |  |

# Part IB: Recipient Schools Information

|  |
| --- |
| ***List any eligible schools for which district is requesting grant funding*** |
| School(s): | **School Contact** |  |
| School(s): | **School Contact** |  |
| School(s): | **School Contact** |  |
| School(s): | **School Contact** |  |
| School(s): | **School Contact** |  |

# Part II: Program Assurances

When completing Assurances, the applicant should read each assurance and check the box to indicate that the applicant understands and intends to comply with the corresponding program requirements. The applicant must agree to all assurances understanding that if certain requirements don't apply to the applicant's current context, that the applicant would meet the requirements if the situation were to become applicable.

**Assurances**

**EASI – Implementation Support**

In consideration of the receipt of these grant funds, the applicant and all organizations involved in this application—including local education agencies and community-based organizations— (subsequently referred to as “the applicant(s)”) agree to comply with the certifications, assurances and provisions included here and in the Grant Award Letter (GAL). The applicant(s) also certifies that they will meet all program and pertinent administrative requirements, including the Education Department General Administrative Regulations (EDGAR), 2 CFR Part 200 (Uniform Grants Guidance) Accounting Circulars, and the U.S. Department of Education’s General Education Provisions Act (GEPA) requirements.

**The appropriate Authorized Representatives must read and check the boxes to indicate that the applicant understands and intends to comply with the corresponding program requirements**. The applicant must agree to all assurances understanding that if certain requirements don't apply to the applicant's current context, that the applicant would meet the requirements if the situation were to become applicable.

EASI - Implementation Grant Assurances

​​☐​ The grantee will ensure that the funds awarded for this/these program(s) will only be used to meet the goals of the EASI Implementation Support – namely to enhance implementation of current EASI improvement strategies.

​​☐​ The grantee will ensure that all necessary district and school leadership (including the superintendent and principal(s)) are aware of the application and willing to support the implementation of the program(s).

​​☐​ 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 and Annual Financial Reports in the RFA.

​​☐​ The grantee will ensure that stakeholders (e.g., building leaders, teachers, parents) input was gathered to inform this proposal.

ESEA General Assurances

The LEA assures that it is, or will take action to become, in compliance with the following:

* The LEA will administer each program covered by the ESEA application in accordance with all applicable statutes, regulations, program plans, and applications (§8306(a)(1)), including but not limited to federal education program laws, the Title regulations in 34 CFR Part 200, the General Education Provisions Act (GEPA), and the Education Department Federal Administrative Regulations (EDGAR) in 34 CFR Parts 76, (except for 76.650-76.662), 77, 79, 81, and 82, 2 CFR 3485, and the Uniform Grants Guidance in 2 CFR 200 and 3474.
* The LEA will adopt and use proper methods of administering each program, including the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program and the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation. (§306(a)(3)(A&B)).
* The LEA will cooperate in carrying out any evaluation of each such program conducted by or for the SEA, the Secretary, or other Federal officials (§8306(a)(4)).
* The LEA will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, Federal funds paid to that agency under each program (§8306(a)(5)).
* The LEA will submit such reports to the State educational agency (which shall make the reports available to the Governor) and the Secretary as the State educational agency and Secretary may require to enable the State educational agency and the Secretary to perform their duties under each such program (§8306(a)(6)(A)).
* The LEA will maintain such records, provide such information, and afford such access to the records as the State educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the State educational agency’s or the Secretary’s duties (§8306(a)(6)(B)).
* The LEA afforded a reasonable opportunity for public comment on the application and considered such comment before the application was submitted (§8306(a)(7)).
* The LEA will provide, on a request made by military recruiters or an institution of higher education, access to the name, address, and telephone listing of each secondary school student served by the LEA, unless the parent of each student has submitted the prior consent request which, upon receiving, prohibits the LEA from releasing such information without the prior written consent of the parent (§8528).
* The LEA will ensure that a student who is attending a persistently dangerous public elementary or secondary school, or who becomes a victim of a violent criminal offense while in or on the grounds of a public elementary or secondary school, will be allowed to attend a safe public elementary or secondary school within the local educational agency, including a public charter school (§8532).
* The LEA will ensure that all funds received under ESEA will be used to supplement and not supplant those from other sources otherwise available to continue current or past efforts.
* Title VI of the Civil Rights Act of 1964 (42 U.S.C. § 2000d through 2000d-4) to the end that no person in the United States shall; on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program or activity receiving Federal financial assistance from the Department of Education. (34 C.F.R. Part 100)
* To the extent applicable, the LEA will include in its local application a description of how the LEA will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede equal access to, or participation in, the program.
* A student shall not be admitted to, or excluded from, any federally assisted education program on the basis of a surname or language-minority status. Section 1112(e)(3)(A-D)
* The LEA certifies that no policy of the LEA prevents, or otherwise denies participation in, constitutionally protected prayer in public elementary schools and secondary schools (§ 8524(b)).
* Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. §794), no qualified handicapped person shall, on the basis of handicap, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity which receives Federal financial assistance. (34 C.F.R. Part 104)
* Title II of the Americans With Disabilities Act (42 U.S.C. §§ 12131-34) and its implementing regulations which prohibit discrimination on the basis of disability by public entities ((28 C.F.R. Part 35), or with Title III of the Americans with Disabilities Act (42 U.S.C. §§12181-89) and its implementing regulations which prohibit discrimination on the basis of disability by covered public accommodations and requires places of public accommodation and commercial facilities to be designed, constructed, and altered in compliance with the accessibility standards established in the implementing regulations (28 C.F.R. Part 36) whichever is applicable.
* Title IX of the Education Amendments of 1972 (20 U.S.C. §1681-1683), as amended by Pub. L. 93–568, 88 Stat. 1855 (except §904 and §906 of those Amendments) which is designed to eliminate (with certain exceptions) discrimination on the basis of sex in any education program or activity receiving Federal financial assistance, whether or not such program or activity is offered or sponsored by an educational institution as defined in this part (34 C.F.R. Part 106).
* Age Discrimination Act of 1975 (42 U.S.C. §6101 et seq.), as amended, and its implementing regulations, prohibits discrimination on the basis of age in programs or activities receiving Federal financial assistance. The Act permits federally assisted programs or activities, and recipients of Federal funds, to continue to use age distinctions and factors other than age that meet the requirements of the Act (34 C.F.R. Part 110).
* The LEA will provide reasonable opportunities for the participation by teachers, parents, and other interested agencies, organizations, and individuals in the planning for and operation of each program (20 USC §1232e(b)(5)).
* The LEA will ensure that any application, evaluation, periodic program plan or report relating to each program will be made readily available to parents and other members of the general public (20 USC §1232e(b)(6)).
* The LEA has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each program significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects (20 USC §1232e(b)(8)).
* The LEA will ensure that no ESEA funds will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization (20 USC §1232e(b)(9)).
* The LEA has adopted appropriate procedures to implement the terms of the Family Educational Rights and Privacy Act of 1974 (20 U.S.C. §1232g) and its regulations (34 C.F.R. Part 99)
* The LEA will ensure that the pupil rights delineated in 20 U.S.C. §1232h are protected.
* The LEA must comply with the requirements under the Gun-Free Schools Act (ESEA §8561), and the Nonsmoking Policy for Children’s Services (ESEA §8573).
* To the extent authorized by law, the LEA shall indemnify, save and hold harmless the State, its employees and agents, against any and all claims, damages, liability and court awards including costs, expenses and attorney(s)’ fees incurred as a result of any act or omission by it, or its employees, agents, subcontractors or assignees in its operation of the programs.
* The LEA will comply with all applicable assurances in OMB Standard Forms 424B and D (Assurances for Non-Construction and Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders and regulations.
* With respect to the certification regarding lobbying in Department Form 80-0013, no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program; the SEA will complete and submit Standard Form-LLL, “Disclosure Form to Report Lobbying,” when required (34 C.F.R. Part 82, Appendix B); and the SEA will require the full certification, as set forth in 34 C.F.R. Part 82, Appendix A, in the award documents for all subawards at all tiers.
* Further, the applicant(s) and all relevant governance of the applicant organization(s) certify that they understand all the rules and regulations associated with the receipt of these ESEA funding, including those not specifically enumerated above, and will take action to ensure the applicant(s) comply with all such requirements.
* 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.

**EASI – Implementation Support**

**Applications Due: March 19, 2025 by 4 p.m.**

# Application Scoring

CDE Use Only

|  |  |  |  |
| --- | --- | --- | --- |
| **Parts II -** | **Assurances** | Not Scored |  |
| **Part III:** | **Narrative** | Not Included/More Info Needed | Included |
| **Part IV:** | **Budget** |  | Not Included/More Info Needed | Included |
|  |  |  |

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

**Strengths:**

**Weaknesses:**

**Required Changes:**

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

# Selection Criteria and Evaluation Rubric

**Parts II: Assurances** [Not Scored]

Applicant Information and Assurances

Complete program assurances and include as the first pages of the application.

**Part III: Narrative**

The following criteria will be used by reviewers to evaluate the application. For the application to be recommended for funding. All questions must be answered to the satisfaction of the CDE review team.

**Part IV: Budget**

The budget must be completed to the satisfaction of the CDE review team.

#

# Part III: Narrative and Budget

|  |  |  |
| --- | --- | --- |
|  | **Not Included/****More Info Needed** | **Included** |
| 1. Explain how the school would benefit from additional implementation support. In your response, describe what progress the school has made at implementing major improvement strategies or evidence-based intervention. Also, discuss how the grant will be used to build on current progress to address the reason for ESSA-Identification (Low Graduation Rate or Lowest 5%).
 |  |  |
| 1. In one paragraph, briefly describe the major improvement strategy or evidence-based intervention. In the explanation, emphasize how the grant will be used to continue implementing strategies from the school improvement plan to address the reasons for the school’s ESSA identification.
 |  |  |
| 1. Discuss the key actions steps involved in the implementation of the identified major improvement strategy or evidence-based intervention?
 |  |  |
| 1. Will the school partner with an external provider? If so, explain the process used to select the provider and clearly describe the role of the external provider in the improvement effort and how they meet the qualifications listed in Appendix B. Districts are highly encouraged to work with a vetted provider found on the [CDE Advisory List of Providers](https://www.cde.state.co.us/accountability/cde-advisory-list-of-providers). Upload a scope of work (e.g., duration, expectations, deliverables, timeline) with the selected provider and/or facilitator that aligns with the budget request. If a finalized scope of work is not available prior to award, a draft is acceptable.
 |  |  |
| 1. If the school will be using internal staff, describe how the staff member meets the job qualifications provided in Appendix B. Respond n/a to Question 4 and 5 as appropriate.
 |  |  |
| 1. What is the plan for sustaining the knowledge and work involved with the identified major improvement strategy or evidence-based intervention after the grant funding ends?
 |  |  |

**Appendix A**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| District Number | District Name | School Number | School Name | ESSA- Overall Identification |
| 0020 | Adams 12 Five Star Schools | 4699 | New America School - Thornton | Comprehensive Support and Improvement - Low Graduation |
| 0030 | Adams County 14 | 0022 | Lester R Arnold High School | Comprehensive Support and Improvement - Low Graduation |
| 0880 | Denver County 1 | 0067 | AUL Denver | Comprehensive Support and Improvement - Low Graduation |
| 0880 | Denver County 1 | 5448 | Manual High School | Comprehensive Support and Improvement - Lowest 5 Percent |
| 0880 | Denver County 1 | 0099 | Academy 360 | Comprehensive Support and Improvement - Lowest 5 Percent |
| 0880 | Denver County 1 | 7361 | RiseUp Community School | Comprehensive Support and Improvement - Low Graduation |
| 1420 | Jefferson County R-1 | 4422 | Jefferson Junior/Senior High School | Comprehensive Support and Improvement - Lowest 5 Percent |
| 2000 | Mesa County Valley 51 | 7236 | R-5 High School | Comprehensive Support and Improvement - Low Graduation |
| 2180 | Montrose County RE-1J | 9149 | Vista Charter School | Comprehensive Support and Improvement - Low Graduation |

**Appendix B**

**Responsibilities and Qualifications of Implementation Partners**

**to Support CS-Y3+ More Rigorous Action**

***Essential Responsibilities:***

* Support the LEA and school leaders in implementing the school’s improvement plan using evidence-based strategies. Examples of activities could include:
	+ Developing and updating data tracking system that allows the school leader to monitor real-time data and trends.
	+ Facilitating small group data meetings and professional learning communities.
	+ Conduct classroom observations and coaching of teachers to ensure consistency of instruction and high level of student engagement and rigor.
	+ Provide coaching to the school leader and leadership team on implementing priorities based on the school improvement plan.
	+ Provide coaching in progress monitoring, including selection of interim measures, including AEC optional measures.
	+ Update or support updating the improvement plan and strategies to align with evidence-based interventions that are aligned with the school model (e.g., AEC) or based on results of progress monitoring.
* Develop collaborative relationships with LEA leadership and school leaders in order to support in continuous improvement.
* Track and document the school’s implementation efforts and recommend next steps. As appropriate, embed next steps into the school’s implementation or improvement plan.
* Join the LEAs and CS-Y3+ schools at 1-2 convenings with CDE each school year to monitor progress and implementation of the school improvement plan. In partnership with the school and district, identify effective practices to share with other schools at the convening.
* Support with targeted grant applications and grant implementation requirements.
* Ensure that strategies, training and support are based on school needs assessment and aligned with the reasons for identification. As appropriate, connect school/district with CDE, district or outside supports that align with reasons for identification and improvement efforts.
* Ensure that the school improvement plan is implemented, including action steps and implementation milestones in the UIP.
* If applicable, tailor support to Charter Schools, AECs and online schools that meet any unique needs of the school.
* Ensure that the reason for ESSA identification continues to be addressed in the annual UIP (CS Requirement).

***Qualifications***

* Understanding of the ESSA requirements for more rigorous action and resource allocation reviews.
* Experience with and understanding of school reform, evidence-based improvement strategies, implementation science, and progress monitoring.
* Ability to partner with and guide conversations with district leaders, school leaders and teachers regarding the implementation efforts at that school to date and recommend next steps.
* Experience in building progress monitoring systems to monitor growth toward school improvement goals. Progress monitoring includes experience in using assessment results, data collection, and data tracking.
* Experience in leading schools in continuous improvement which includes providing professional development in evidence-based practices, facilitating small groups and guiding conversations that lead to improved outcomes for students.