



COLORADO DEPARTMENT of EDUCATION

REQUEST FOR PROPOSAL

Proposals Due: Wednesday, May 7, 2014 by 4:00 p.m.

Grant Training Webinar: Wednesday, April 2, 2014 from 8:30 – 9:30 a.m.

Letter of Intent Due: Friday, April 4, 2014

School Counselor Corps Grant Program

Pursuant to: 22-91-101 through 22-91-105 C.R.S.

For program questions contact:

Paula Gumina (gumina_p@cde.state.co.us or 303-908-3148)

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Marti Rodriguez (rodriguez_m@cde.state.co.us or 303-866-6769)

Ron Mosness (mosness_r@cde.state.co.us or 303-866-6905)

For RFP specific questions contact:

Kim Burnham (burnham_k@cde.state.co.us or 303-866-6916)



Colorado Department of Education
Office of Federal Program Administration
1560 Broadway, Suite 1450, Denver, CO 80203

School Counselor Corps Grant Program - Overview
REQUEST FOR PROPOSAL

Proposals Due: Wednesday, May 7, 2014

Introduction	<p>This Request for Proposal (RFP) is designed to distribute funds to an eligible education provider pursuant to the requirements of the School Counselor Corps Grant Program (22-91-101 through 22-91-105 C.R.S.). See Attachment A for the Rules for Administration of the School Counselor Corps Grant Program.</p>
Purpose	<p>The purpose of the RFP is to solicit applications from eligible education providers for funding to increase the availability and implementation of effective school-based counseling within secondary schools. The goal of the School Counselor Corps Grant Program (SCCGP) is to increase the state graduation rate and increase the percentage of students who appropriately prepare for, apply to, and continue into postsecondary education.</p>
Available Funds	<p>This RFP is being released, but is contingent upon enacting pending legislation (SB 14-150) and any funding appropriated to the School Counselor Corps program for 2014-15 school year. Note: If the pending state legislation is not signed into law, new awards will not be made for the 2014-15 school year. Please complete the Letter of Intent (Attachment C) to be informed of updates on this program, including funding updates. Grant applications are due on Wednesday, May 7, 2014.</p> <p>The anticipated level of funding available for the 2014-2015 school year is approximately \$750,000, for roughly 20 grant awards. Within the first year of the four-year grant cycle individual awards will range between \$25,000 and \$50,000. The first year of the grant will focus on program development, needs assessment and direct services. In the second, third, and fourth years of the grant, successful grantees will receive up to \$80,000 per funded school. Priority consideration will be given to Local Education Agencies (LEAs) that have not been previously funded. Middle and high schools are encouraged to apply with their “feeder” school(s) (if applicable). Please note: those who have been previously funded with SCC funds may apply; however, no more than 25 percent of the grant will fund previously funded schools in this competition.</p>
Eligible Applicants	<p>Education providers are eligible to apply for this opportunity to increase the number of school counselors for secondary students and the level of school counseling services provided.</p> <p>Previous grant recipients will be asked to demonstrate how previously funded school counseling positions and successful programs, initiated through prior grant dollars, have been sustained. In addition, efficient use of previously awarded funds will be verified including the return of any unused funds to CDE.</p> <p>An eligible Education Provider is defined as:</p> <ul style="list-style-type: none"> • A School district (on behalf of one or more secondary schools); • A Board of Cooperative Services (BOCES); • A Charter school; or • An Institute Charter School.

<p>Eligible Applicants (Continued)</p>	<p>Priority will be given to applicants that will serve:</p> <ul style="list-style-type: none"> • Middle and high schools at which the dropout rate exceeds the statewide average (2012-13 annual dropout rate for the State of Colorado is 2.5%); • Middle and high schools with a high percentage of students who are eligible for Free and Reduced Lunch exceeding the statewide rate (42%); and • Postsecondary remediation rates at secondary schools that exceed the statewide average of 39%. <p>Available grant funding will be distributed to schools demonstrating high need based on these Priority Criteria.</p>
<p>Allowable Use of Funds</p>	<p>Funds may be used to supplement and not supplant any moneys currently being used to provide secondary school counseling activities. Allowable activities include:</p> <ul style="list-style-type: none"> • Licensed secondary school counselor salaries and benefits; • Postsecondary preparatory services; • Professional development; and • Program development. <p>Please note: In addition to the education provider’s proposed Professional Development Plan, applicants must also budget for a team to attend three, one-day grant trainings during each year of the grant cycle. Dates and locations for summer, fall and spring trainings will be announced at a later date, however, please plan budgets for travel to the Denver metro area. Regional sessions may be scheduled.</p> <p>Required trainings will provide professional development consistent with grant expectations for postsecondary preparation counseling. Key staff most closely related to the success of the grant (e.g., secondary school counselors, teachers, administrators) must attend.</p> <p>It is an expectation during years one, two, three, and four that at least one school leadership member (principal or assistant principal and school counseling team, if applicable) must attend this training in addition to counselors funded with Counselor Corps grant dollars.</p>
<p>Duration of Grant</p>	<p>Grants will be awarded for a four-year term beginning in the 2014-2015 school year. Please note: Grant funding in years one, two, three and four will be contingent upon annual appropriations by the State Legislature. Funded applicants will be eligible for continued funding in the second, third, and fourth years of the grant cycle after successfully demonstrating the following:</p> <ul style="list-style-type: none"> • Submission of all required evaluation materials; • Adequate progress toward successfully meeting annual objectives; • Thorough needs analysis and environmental scan of district and school postsecondary workforce readiness; • Completed program development report after the first year to demonstrate fidelity to proceed with years two, three, and four; and

<p>Duration (Continued)</p>	<ul style="list-style-type: none"> Completed budgets and funding amounts for years two, three, and four will be finalized following the first year. <p>Each education provider that receives a grant through the program will be required to report, at a minimum, the following information to the Department on or before July 1st of each year during the term of the grant.</p> <p>First year reports must outline the development year process, including the needs assessment, environmental scan, SMART goals, and appropriate interventions in alignment with school counseling.</p> <p>Subsequent year reports shall also include:</p> <ul style="list-style-type: none"> The number of school counselors hired using grant funds; School counselor to student ratio; Any professional development programs provided using grant funds; Any concurrent enrollment and career and technical education opportunities provided to students; Examples of services provided to students; Evaluation of impact of Grant Program; Adoption of American School Counseling Association (ASCA) standards; A comparison of the graduation rates, dropout rates, postsecondary and workforce readiness rates, and the college matriculation and remediation rates, if applicable, at the recipient secondary schools for the years prior to the receipt of the grant and the years for which the education provider receives a grant; Information indicating an increase in the level of postsecondary preparation services provided to secondary students at recipient schools, such as the use of individual career and academic plans (ICAP) or enrollment in pre-collegiate preparation programs, postsecondary or vocational preparation programs; Successful matriculation between middle and high school (if applicable); Information indicating an increase in the number of students on track to graduate in four, five or six years, such as credit accrual, credit recovery, remediation or failed enrollment; and An annual performance report by July 1 of each year of the grant (Attachment B).
<p>Evaluation & Reporting</p>	
<p>Technical Assistance</p>	<p>An application training webinar will be held on Wednesday, April 2, 2014 from 8:30-9:30 a.m. To register for this technical assistance opportunity, please email CompetitiveGrants@cde.state.co.us.</p> <p>Note: If interested in applying for this grant opportunity, please complete the Letter of Intent (Attachment C) and submit by Friday, April 4, 2014 to CompetitiveGrants@cde.state.co.us.</p>

Review Process	Applications will be reviewed by CDE staff and the School Counselor Corps Advisory Board to ensure they contain all required components. Note: This is a competitive process – <u>applicants must score at least 79 points out of the 114 possible points to be approved for funding.</u> There is no guarantee that submitting a proposal will result in funding or funding at the requested level. All award decisions are final. Applicants that do not meet the qualifications will be notified and may reapply in future grant applications.
Review Process (Continued)	<p>This process may be discontinued at any point as funding is contingent upon enacting pending legislation (SB 14-150) and funding appropriated to the School Counselor Corps program for 2014-15 school year. Note: If the pending legislation is not signed into law, new awards will not be made for the 2014-15 school year. If new awards are made, applicants will be notified of award status no later than Friday, June 30, 2014.</p> <p>Please note: Grant applications submitted to the Colorado Department of Education are public record and do not contain any confidential data; therefore CDE will release applications when requested.</p>

Submission Process and Deadline

The **original plus three (3) copies** must be received at CDE by Wednesday, May 7, 2014 at 4:00 pm. In addition to the four (4) hard copies, **an electronic copy of the proposal and electronic budget must be submitted to: CompetitiveGrants@cde.state.co.us**. The electronic version should include all required components of the proposal as one document. Please attach the electronic budget workbook as a separate document. Faxes will not be accepted. Incomplete or late proposals will not be considered. Application materials and budget are available for download on the CDE Website at: http://www.cde.state.co.us/SecondaryInitiatives/SchoolCounselor_home.htm.

Proposals will be due **by 4 p.m. on Wednesday, May 7, 2014** to:

Camila Zardo
Colorado Department of Education
Competitive Grants and Awards
1560 Broadway, Suite 1450
Denver, CO 80202

&

Submit an electronic copy of the proposal and electronic budget to:
CompetitiveGrants@cde.state.co.us

APPLICATION FORMAT

- **The total narrative (Sections A – E) of the application cannot exceed 7 pages.** If an applicant has been previously funded, one (1) additional page may be used to summarize and provide verification of sustained positions and quality programs that were initialized with School Counselor Corps grant dollars.
- All pages must be standard letter size, 8-1/2" x 11" using 12-point font and single-spaced with 1-inch margins and numbered pages.
- The signature page must include original signatures of the lead organization/fiscal agent.
- Successful applicants will be required to submit disclosure and assurance pages with original signatures.
- Staple the pages of the original and each copy of the proposal. Please do not use paperclips, rubber bands, binders or report covers.

REQUIRED ELEMENTS

The format outlined below **must be followed** in order to ensure consistent application of the evaluation criteria. **See evaluation rubric for specific selection criteria needed in sections A – E (pages 15 – 20).**

Part I:	Proposal Introduction (not scored) Cover Page, Signature Page and Assurances Form Executive Summary Table of Contents
Part II:	Narrative – Sections A through E Electronic Budget (<i>not included in page limit</i>) Attachments (e.g., letters of support) <i>Not included in page limit but not to exceed five (5) additional pages</i>

Budget Instructions and Assurances

When completing the proposed budget and budget narrative, it is recommended that you examine costs related to postsecondary preparatory services, needs analysis, environmental scan, professional development and preparation for secondary school counselor salaries and benefits. Funds may be used to **supplement and not supplant** any moneys currently being used to provide secondary school counseling activities.

Within the first year of the four year grant cycle individual awards will range between \$25,000 and \$50,000. The first year of the grant will focus on development, needs assessment, environment scan, goal setting, and direct services. In the second, third and fourth years of the grant, successful grantees will receive up to \$80,000 per funded school. Local Education Agencies are encouraged to serve schools that have not previously benefited from SCCGP funds.

All funding for fiscal years one, two, three, and four of the School Counselor Corps Grant Program will be contingent upon appropriations made by the Colorado State Legislature and active, pending legislation. In addition, funding for subsequent years is contingent upon successful completion of reporting from year one and continued program funding from the Colorado State Legislature.

When the applications have been reviewed, final grant amounts will be determined and a more detailed budget will be required. The final budget must comply with the application review comments and the proposed budget. Please remember that no grant funds can be obligated or spent until a final budget has been received and approved by CDE.

Please note: In addition to the education provider's proposed Professional Development Plan, **applicants must also budget for a team to attend three, one-day grant trainings during each year of the grant cycle. Dates and locations for summer, fall and spring trainings will be announced at a later date, however please plan budgets for travel to the Denver metro area. Regional sessions may be scheduled.**

Required trainings will provide professional development consistent with grant expectations for postsecondary preparation counseling. Key staff most closely related to the success of the grant (e.g., secondary school counselors, teachers, administrators) must attend.

It is an expectation during years one, two, three, and four that at least one school leadership member (principal or assistant principal and school counseling team, if applicable) must attend this training in addition to counselors funded with Counselor Corps grant dollars.

Your budget narrative should provide enough detail so that the appropriate object category can be confirmed. **Allowable activities include:** secondary school counselor salaries and benefits; postsecondary preparatory services; needs assessment, environmental scan, program activities, program development and professional development. **Activities that will not be funded include:** technological equipment (e.g., computers/laptops, LCDs projectors, SMART Boards or servers), capital needs (including bookshelves or other furniture), and conferences not specific to the School Counselor Corps Grant Program. Out of state travel is discouraged and requires preapproval. Examples of the types of expenses that may be included in each object category are listed below for guidance only.

(100) Salaries - Amounts paid for personal services for both permanent and temporary employees, including personnel substituting for those in permanent positions. This includes gross salary for personal services rendered while on the payroll of the school district/agency/organization.

(200) Employee Benefits - Amounts paid on behalf of employees; generally those amounts are not included in the gross salary, but are in addition to that amount. Such payments are fringe benefit payments and, while not paid directly to employees, never-the-less are part of the cost of personal services. Workers' compensation premiums should not be charged here, but rather to object (500 other purchased services).

(300) Purchased Professional and Technical Services – Services which by their nature can be performed only by persons or firms with specialized skills and knowledge. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided. Included are the services of auditors, consultants, teachers, etc.

(500) Other Purchased Services – Amounts paid for services rendered by organizations or personnel not on the payroll of the district (separate from Professional and Technical Services or Property Services). While a product may or may not result from the transaction, the primary reason for the purchase is the service provided.

(600) Supplies – Amounts paid for items that are consumed, worn out, or deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substances. Items that do not contribute to a district's fixed assets, as evaluated by the district's fixed assets policy, may be coded as supply items, or may be coded as Non-Capital Equipment. Items that contribute to a district's fixed assets must be coded as equipment. All computers must be entered as equipment. Include all supplies, food, books and periodicals, and electronic media materials here.

(800) Other Expenses – Amounts paid for good and services not otherwise classified above. Some expenditures may cross object category lines. For example, professional development and evaluation may include salaries, purchased services (printing) and supplies/materials. The budget narrative should identify these elements so that a total cost of the activity can be determined.

**Colorado School Counselor Corps Grant
2014 – 2015**

PART I: COVER PAGE <i>(Complete and attach as the first page of proposal)</i>			
Name of Education Provider:			
Mailing Address:			
Authorized Representative:			
Telephone:		Fax:	
Email:		District Code:	
Signature:			
Program Contact Person:			
Telephone:		Fax:	
Email:			
Signature:			
Fiscal Manager:			
Mailing Address:			
Telephone:		Fax:	
Email:			
Type of Education Provider: <i>Check one box below that best describes your organization.</i>			
<input type="checkbox"/> School District	<input type="checkbox"/> Board of Cooperative Educational Services (BOCES)	<input type="checkbox"/> Charter School	<input type="checkbox"/> Institute Charter School
Region: <i>Indicate the region(s) this proposal will directly impact</i>			
<input type="checkbox"/> Metro <input type="checkbox"/> Pikes Peak <input type="checkbox"/> North Central <input type="checkbox"/> Northwest <input type="checkbox"/> West Central <input type="checkbox"/> Southwest <input type="checkbox"/> Southeast <input type="checkbox"/> Northeast			
Recipient Schools: <i>Indicate the intended recipient schools and districts (additional rows may be added).</i>			
Previous Grant Information			
<i>The following information will be verified by CDE and considered in the funding decision:</i>			
Has the applicant previously received a School Counselor Corps Grant?		<input type="checkbox"/> Yes	<input type="checkbox"/> No
Have any of the schools above previously received a SCC Grant?		<input type="checkbox"/> Yes	<input type="checkbox"/> No
If Yes, please specify which schools:			
If previously funded, were licensed counselor positions sustained?		<input type="checkbox"/> Yes	<input type="checkbox"/> No
If previously funded, were any unspent funds reverted back to CDE?		<input type="checkbox"/> Yes	<input type="checkbox"/> No
If Yes, please enter the year(s) and amount(s) here:			
Current number of licensed secondary school counselors employed by provider:			
Amount Requested: <i>Indicate the total amount of funding you are requesting for each year of the grant.</i>			
Year 1: \$	Year 2: \$	Year 3: \$	Year 4: \$

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

Part IA: Recipient District/School Information and Signature Page

(Complete and attach after cover page. If necessary, additional copies of this page may be attached in order to include each participating school.)

Education Provider Signatures

District Name: _____

School Board President Signature: _____

Charter School Board President Signature (If Applicable): _____

Superintendent Signature: _____

BOCES or CSI Executive Director
Signature (If Applicable): _____

Intended Recipient Secondary School Information and Signature

(Copy and complete this page for each intended recipient secondary school)

School Name: _____

Principal Name: _____

Principal Signature: _____

School Address: _____

Phone: _____ Email: _____

Please answer the following for the Intended Recipient Secondary School:

Current Student to Secondary School Counselor Ratio:	
Dropout rate:	
Percentage of students enrolled at intended recipient secondary school eligible for Free or Reduced Lunch:	
Percentage of students with Individual Career and Academic Plans (ICAP):	
Percentage of students with an ACT composite score greater than 19:	
Postsecondary remediation rate:	
Percentage of students participating in concurrent enrollment:	
Postsecondary enrollment (matriculation) rate:	
Graduation Rate:	

The following links will assist in retrieving these data:

<http://higher.ed.colorado.gov/Data/DistrictHSSummary.aspx>

<http://www.cde.state.co.us/dropoutprevention>

<http://www.cde.state.co.us/cdereval/pupilcurrentschool>

<http://www.cde.state.co.us/schoolview>

Part IB: Assurances

(Complete and attach after signature page)

2014 School Counselor Corps Grant

The School Board President and Board-Appointed Authorized Representative must sign below to indicate their approval of the contents of the application, and the receipt of program funds.

On _____ (date), 2014, the Board of _____ (district) _____
hereby agrees to the following assurances:

1. The grantee will annually provide the Colorado Department of Education the evaluation information required on page 4 and in the Progress Report (attachment B) of the Request for Proposal.
2. The grantee will work with and provide requested data to CDE for the School Counselor Corps Grant Program within the time frames specified.
3. During year one, a mandatory one-day review of grant goals will be required for grant managers and counselor supervisors of School Counselor Corps counselors in addition to monthly webinars during year one. It is an expectation during years two, three, and four that in addition to counselors funded through the grant, that at least one school leadership member (principal or assistant principal) must attend a CDE sponsored School Counselor Corps training. Counseling teams are strongly encouraged to attend.
4. School counselor positions paid for with School Counselor Corps funds will be required to work with a mentor assigned to them through the Colorado School Counseling Association.
5. The grantee will not discriminate against anyone regarding race, gender, national origin, color, disability, or age.
6. That funds will be used to supplement and not supplant any moneys currently being used to provide secondary school counseling activities and grant dollars will be administered by the appropriate fiscal agent.
7. That funded projects will maintain appropriate fiscal and program records and that fiscal audits of this program will be conducted by the grantees as a part of their regular audits.
8. That if any findings of misuse of these funds are discovered, project funds will be returned to CDE.
9. The grantee will maintain sole responsibility for the project even though subcontractors may be used to perform certain services.
10. Grant and counselor supervisors will attend two, one-day overview, goal review and planning session in addition to the spring and fall training days.
11. Principals of funded schools must annually attend a one-day training in the Denver metro area in late July.
12. School counseling positions and successful programs initiated under the grant shall be sustained by the grantee in order to potentially be considered for future Colorado School Counselor Corps grant funding.

The Colorado Department of Education may terminate a grant award upon thirty (30) 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 Colorado Department of Education before modifications are made to the expenditures.

Please contact Marti Rodriguez (rodriguez_m@cde.state.co.us / 303-866-6769) of CDE's Grants Fiscal Management for any modifications.

Name of School Board/BOCES President

Signature of School Board/BOCES President

Name of District Superintendent

Signature of District Superintendent

Name of Charter School Board President
(if applicable)

Signature of Charter School Board President

Name of Charter School Institute Authorized
Representative *(if applicable)*

Signature of Charter School Institute Authorized
Representative

School Counselor Corps Grant Evaluation Rubric

Part I:	Proposal Introduction	No Points
Part II:	Narrative	
	Section A: Quality of Plan	/41
	Section B: Partnerships	/15
	Section C: Postsecondary	/41
	Section D: Budget Narrative and Budget Form	/17
	Subtotal	/114
	Section E: Bonus Points	/10
	Total	/124

PRIORITY: CDE will indicate whether this application met the priority criteria (see page 3 of the RFP). <i>This application demonstrates:</i>			
Middle and high schools at which the dropout rate exceeds the statewide average (2012-13 annual dropout rate for the State of Colorado is 2.5%) <input type="checkbox"/>	Middle and high schools with a high percentage of students who are eligible for Free and Reduced Lunch exceeding the statewide rate (42%) <input type="checkbox"/>	Postsecondary remediation rates at secondary schools that exceed the statewide average of 39% <input type="checkbox"/>	Does not meet any priority criteria <input type="checkbox"/>

GENERAL COMMENTS: *Please indicate support for scoring by including overall strengths and weaknesses. These comments are used on feedback forms to applicants.*

Strengths:

-
-

Weaknesses:

-
-

Required Changes:

-
-

Recommendation:

Funded _____

Funded w/Changes _____

Not Funded _____

Request for Proposal Selection Criteria & Evaluation Rubric

Part I: Proposal Introduction

No Points

Cover Pages and Certification

Complete the attached cover page, signature pages and Certification Form and attach as the first three pages of the proposal.

Executive Summary

Provide a brief description (no more than 1 page) of the proposed School Counselor Corps project. This summary does not count toward the 7-page narrative page limit.

Note: If an applicant has been previously funded, use up to one (1) additional page to summarize and provide verification of sustained positions and quality programs that were initialized with School Counselor Corps grant dollars. See Section A 8) below. The information submitted will be considered in the holistic review of your application.

Table of Contents

Place a table of contents after the Executive Summary.

Parts II: Narrative

114 Points

The following criteria will be used by reviewers to evaluate the application as a whole. In order for the application to be recommended for funding, it must receive at least 79 points out of the 114 possible points and all required elements must be addressed. An application that receives a score of 0 on any required elements will not be funded.

Section A: Quality of Program Development	Inadequate (information not provided)	Minimal (requires additional clarification)	Adequate (clear and complete)	Excellent (concise and thoroughly developed)
<p>1) Include a clear description of how the education provider has adopted, or has demonstrated, a commitment to developing, standards for school counselors that meet or exceed those recommended by the American School Counselor Association (ASCA) in connection to the intent of the School Counselor Corps grant program (http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf).</p> <p>If middle schools are included in the program development, include a commitment to the Counselor Corps Middle School Standards and Indicators (http://www.cde.state.co.us/postsecondary/scc_important_dates).</p>	0	3	5	7

2) Clearly describe the approach in providing professional development, including how the applicant, during the program development phase, will support ongoing, sustained professional development for the team of secondary school counselors and administrators that support the goals, objectives, and design focus of the proposed School Counselor Corps Grant Program.	0	1	2	3								
3) Include a clear and thorough description of the applicant's experience in using data over time, such as examples demonstrating outcomes and incorporation of data-driven decisions.	0	1	3	5								
4) Provide clear, measurable goals/objectives consistent with desired outcomes of the School Counselor Corps Grant Program, including improving graduation rates and preventing dropouts.	0	3	5	7								
5) Provide a clearly detailed timeline for implementation. Timeline identifies major implementation activities, interim benchmarks and the date by which they will be accomplished. For example:	0	1	3	5								
<table border="1"> <thead> <tr> <th data-bbox="126 951 305 1031">Strategies /Activities</th> <th data-bbox="305 951 488 1031">Interim Benchmarks</th> <th data-bbox="488 951 667 1031">Timeline</th> <th data-bbox="667 951 849 1031">Person(s) Responsible</th> </tr> </thead> <tbody> <tr> <td data-bbox="126 1031 305 1077"></td> <td data-bbox="305 1031 488 1077"></td> <td data-bbox="488 1031 667 1077"></td> <td data-bbox="667 1031 849 1077"></td> </tr> </tbody> </table>	Strategies /Activities	Interim Benchmarks	Timeline	Person(s) Responsible								
Strategies /Activities	Interim Benchmarks	Timeline	Person(s) Responsible									
6) Explain how district and school-level administrators and current school counselors have been engaged in the process to apply for this grant.	0	1	3	5								
7) Clearly outline achievement gaps, the associated data and needs analysis of subgroups and student populations within your school or district(s) as appropriate for your LEA. Outline how the School Counselor Corps Grant Program will assist in closing these gaps.	0	3	6	9								

Respond to the following only if you are including schools that have previously received School Counselor Corps grant funding. If previously funded, the information provided will be considered in the funding recommendation.

8) Describe what positions and quality programs have been successfully sustained with prior School Counselor Corps grant dollars and the strategies employed to do so.	Not Previously Funded	Did Not Adequately Address	Adequately Addressed
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Reviewer Comments:

TOTAL POINTS	/41
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Section B: Partnerships	Inadequate (information not provided)	Minimal (requires additional clarification)	Adequate (clear and complete)	Excellent (concise and thoroughly developed)
1) Include a specific and well-conceived description of the extent to which the education provider has developed or plans to develop external partnerships , with external education agencies and/or community and/or business/workforce partners, to serve the postsecondary needs for every secondary student enrolled in or receiving educational services from the education provider.	0	1	3	5
2) Include a specific and well-conceived description of the extent to which the education provider has developed or plans to develop internal partnerships including middle school and high school partnerships across the district	0	1	3	5
3) Provide clear detail regarding how the education provider will integrate this grant with any current work in dropout prevention, student engagement, and postsecondary readiness, including, but not limited to: service learning; expanded learning opportunities; Title X Homeless Education; 21 st CCLC, Expelled and At-Risk Student Services; and Colorado Graduation Pathways.	0	1	3	5
Reviewer Comments:				
TOTAL POINTS				/15

Section C: Postsecondary	Inadequate (information not provided)	Minimal (requires additional clarification)	Adequate (clear and complete)	Excellent (concise and thoroughly developed)
1) Include a specific and well-conceived description of how receipt of the grant will affect the culture of postsecondary preparation at the applicant school, district or BOCES, and describe a vision for how the grant will transform the postsecondary expectations and options of students served.	0	1	3	5

2) Include a specific and well-conceived description of the education provider’s plan for involving leaders at the recipient secondary schools and in the surrounding community and the faculty at recipient secondary schools in increasing the capacity and effectiveness of the school counseling and postsecondary preparation services provided to secondary school students enrolled in or receiving educational services from the education provider.	0	2	3	7
3) Include a clear and thorough description of the extent to which the education provider has implemented Individual Career and Academic Plans (ICAP) for students.	0	1	3	5
4) Include a thorough description of how the postsecondary and workforce readiness section of the school/district Unified Improvement Plan will be aligned with the School Counselor Corps Grant.	0	1	3	5
5) Include a detailed description of the education provider’s use of district-level (or school-level if the education provider is a charter school), <u>needs assessments that use data to identify challenging issues</u> in the district or school in terms of student learning and success and barriers to learning.	0	1	2	3
6) Include a detailed description of the education provider’s use of district-level (or school-level if the education provider is a charter school), needs assessments that use data <u>to identify targeted and comprehensive programs, strategies, or services</u> delivered by the education provider to secondary students that have helped to increase graduation rates and the level of postsecondary success among graduates.	0	1	2	3
7) Include a detailed description of the education provider’s use of district-level (or school-level if the education provider is a charter school), needs assessments that use data <u>to identify the strategies that will be used and evidence of why they were chosen by the education provider to address the challenges</u> identified in this self-assessment and strengthen, expand or improve existing programs to improve graduation rates, postsecondary enrollment and success rates.	0	1	3	5

8) Include a clear and thorough description of the attendance, grade-retention and promotion, and grading policies implemented by the education provider, including an analysis of how the schools' and districts' current policies and practices in these areas contribute to success or act as obstacles to students graduating from high school, as well as a description of a plan for how these policies and practices will be improved or modified to increase the graduation rate, as well as college-going, and college-success rates of high school students.	0	1	3	5
9) Include a clearly detailed description of current participation in accelerated coursework (such as Concurrent Enrollment courses, ASCENT, AP, IB,) as well as current and proposed remedial courses for students at-risk of remediation.	0	1	2	3
Reviewer Comments:				
TOTAL POINTS				/41

Section D: Budget Narrative	Inadequate (information not provided)	Minimal (requires additional clarification)	Adequate (clear and complete)	Excellent (concise and thoroughly developed)
1) Describe all expenditures contained in the electronic budget in the budget narrative and connect to project goals and activities. The costs of the proposed project (as presented in the electronic budget and budget narrative) shall be reasonable and the budget sufficient in relation to the objectives, design, scope and sustainability of project activities.	0	2	5	7
2) Demonstrate how the funds awarded under the program will be used to supplement the level of funds available for authorized programs and activities, and will not supplant federal, state, local, or non-federal funds.	0	1	3	5
3) Describe a clear and well-conceived plan for how the proposed project will be continued once the grant dollars have expired. For example, how will capacity be built to continue quality postsecondary counseling services to secondary students once the grant has expired?	0	1	3	5
Reviewer Comments:				
TOTAL POINTS				/17

Section E: Bonus Points	Inadequate (information not provided)	Minimal (requires additional clarification)	Adequate (clear and complete)	Excellent (concise and thoroughly developed)
a) Provide a clear picture of applicant LEA's at-risk indicators (including, dropout rate, percentage of students eligible for free and reduced lunch and other at-risk indicators).	0	1	3	5
b) Demonstrate the LEA's clear progression and commitment to sustain programming and counselor positions after completion of the grant cycle.	0	1	3	5
Reviewer Comments:				
TOTAL POINTS				/10

COLORADO STATE BOARD OF EDUCATION

Department of Education

1 COLORADO CODE OF REGULATION 301-74

RULES FOR THE ADMINISTRATION OF

THE SCHOOL COUNSELOR CORPS GRANT PROGRAM

Authority: Article IX, Section 1, Colorado Constitution. 22-2-106(1)(a) and (c); 22-2-107(1)(c); 22-7-409(1.5); 22-90-101 et seq. of the Colorado Revised Statutes (C.R.S.).

1.00 Statement of Basis and Purpose.

The statutory basis for these rules is found in 22-2-106(1)(a) and (c), State Board Duties; 22-2-107(1)(c), State Board Powers; and sections 22-90-101 through 22-90-105, the School Counselor Corps Grant Program, C.R.S.

The School Counselor Corps Grant Program, sections 22-90-101 through 22-90-105, C.R.S., requires the State Board of Education to promulgate rules which include, but are not limited to: the timeline for submitting applications to the Department; the form of the grant application and any information in addition to that specified in section 22-90-104 (2), C.R.S. to be included in the application; any criteria for awarding grants in addition to those specified in section 22-90-104 (3), C.R.S.; and any information to be included in the Department's Program report in addition to that required in section 22-90-105, C.R.S.

2.00 Definitions.

- 2.00 (1) Department: The Department of Education created pursuant to section 24-1-115, C.R.S.
- 2.00 (2) Education Provider: A school district, a board of cooperative services, a charter school authorized by a school district pursuant to Part 1 of Article 30.5 of Title 22 C.R.S., or a charter school authorized by the State Charter School Institute pursuant to Part 5 of Article 30.5 of Title 22, C.R.S.
- 2.00 (3) Postsecondary Service Provider: An independent agency whose primary purpose is to provide career and college preparatory services to students.
- 2.00 (4) Program: The School Counselor Corps Grant Program created in section 22-90-103, C.R.S.
- 2.00 (5) Recipient Secondary School: A secondary school at which an Education Provider will use moneys received from the Program to either increase the number of School Counselors or otherwise raise the level of school counseling provided.

- 2.00 (6) School Counselor: A person who holds a special services provider license with a School Counselor endorsement issue pursuant to Article 60.5 of Title 22 or who is otherwise endorsed or accredited by a national association to provide school counseling services.
- 2.00 (7) Secondary School: A public school that includes any of grades seven through twelve.
- 2.00 (8) State Board: The State Board of Education created pursuant to Section 1, Article IX of the State Constitution.

2.01 Implementation Procedures.

- 2.01 (1) **Application Timeline.** During the 2008-09 school year, the Department will conduct two initial grant funding competitions for the School Counselor Corps Grant Program. The first round of applications will be due to the Department on or before July 1, 2008. The second round applications will be due to the Department on or before October 1, 2008. Beginning on January 31, 2009, and January 31 of each year thereafter, subject to available appropriations, School Counselor Corps grant applications will be due for funding available July 1 of the subsequent fiscal year.
- 2.01 (2) **Application Procedures.** The Department will be the responsible agency for implementing the School Counselor Corps Grant Program. The Department will develop a Request for Proposal (RFP), pursuant to the Department's RFP process and pursuant to the requirements and timelines found in sections 22-90-104, C.R.S. Each grant application, at a minimum, must specify:
- 2.01 (2) (a) How receipt of the grant will affect the culture of postsecondary planning at the applicant school, district or BOCES, and a vision for how the grant will transform the postsecondary expectations and options of students served;
- 2.01 (2) (b) The intended recipient Secondary Schools, the number of secondary School Counselors employed by the Education Provider prior to receipt of a grant, and the ratio of students to School Counselors in the Secondary Schools operated by or receiving services from the Education Provider;
- 2.01 (2) (c) Whether the Education Provider has adopted standards for School Counselor responsibilities that meet or exceed those recommended by the American School Counselor Association;
- 2.01 (2) (d) The extent to which the Education Provider has developed and/or plans to develop partnerships, which may include but need not be limited to institutions of higher education or Postsecondary Service Providers, to support and increase the capacity and effectiveness of the school counseling and postsecondary preparation services provided to secondary school students enrolled in or receiving educational services from the Education Provider;

- 2.01 (2) (e) The Education Provider’s plan for use of the grant moneys, including the extent to which the grant moneys will be used to increase the number of School Counselors at recipient Secondary Schools and to provide professional development for a team of School Counselors and professional development to enable other faculty members and administrators to provide school counseling and postsecondary preparation services at recipient Secondary Schools;
- 2.01 (2) (f) The Education Provider’s plan for involving leaders at the recipient Secondary Schools and in the surrounding community and the faculty at recipient Secondary Schools in increasing the capacity and effectiveness of the school counseling and postsecondary preparation services provided to secondary school students enrolled in or receiving educational services from the Education Provider;
- 2.01 (2) (g) The extent to which the Education Provider has developed or plans to develop partnerships, whether within the school district, with external education agencies and/or community and/or business/workforce partners, to serve the postsecondary needs for every secondary student enrolled in or receiving educational services from the Education Provider;
- 2.01 (2) (h) The extent to which the Education Provider has implemented or plans to implement Individual Career and Academic Plans for students;
- 2.01 (2) (i) The Education Provider’s use of district-level, or school-level if the Education Provider is a charter school, needs assessments that use data to (1) identify challenging issues in the district or school in terms of student learning and success and barriers to learning and (2) identify programs, strategies, or services delivered by the Education Provider to secondary students that have helped to increase graduation rates and the level of postsecondary success among graduates and (3) Identify the strategies that will be used by the Education Provider to address the challenges identified in this self-assessment and strengthen, expand or improve existing programs to improve graduation rates, post-secondary enrollment and success rates;
- 2.01 (2) (j) The attendance, grade-retention and promotion, and grading policies implemented by the Education Provider, including an analysis of how the schools’ and districts’ current policies and practices in these areas contribute to success or act as obstacles to students graduating from high school, as well as a description of a plan for how these policies and practices will be improved or modified to increase the graduation rate, as well as college-going, and college-success rates of high school students;
- 2.01 (2) (k) Whether the Education Provider intends to provide matching funds to augment any grant moneys received from the Program and the anticipated amount and source of any matching funds;

- 2.01 (2) (l) The Education Provider’s plan for continuing to fund the increases in school counseling services following expiration of the grant; and
- 2.01 (2) (m) The Education Provider’s plan for using data over time to: (1) demonstrate outcomes and (2) revise and improve programs, policies, and practices to improve outcomes.
- 2.01 (3) **Application Review Criteria.** In reviewing applications and making recommendations, the Department shall apply the following criteria:
- 2.01 (3) (a) The dropout rate at the intended Recipient Secondary School or schools and, if the Education Provider is a school district, at all of the Secondary Schools within the school district. Priority will be given to Education Providers that intend to use the grant moneys to assist Secondary Schools at which the dropout rate exceeds the statewide average;
- 2.01 (3) (b) The percentage of students enrolled in the intended Recipient Secondary School or schools who are eligible for free or reduced-cost lunch. Priority will be given to Education Providers that identify intended Recipient Secondary Schools with a high percentage of said students;
- 2.01 (3) (c) The percentage of students enrolled in the intended Recipient Secondary School or schools, and if the Education Provider is a school district, in the school district, who graduate and enroll in postsecondary education within two years after graduating from high school;
- 2.01 (3) (d) Whether the Education Provider has adopted, or has demonstrated a commitment to adopting, standards for School Counselor responsibilities that meet or exceed those recommended by the American School Counselor Association;
- 2.01 (3) (e) Assurance that the Education Provider shall use the grant funding to increase the level of funding the Education Provider allocated to school-based counseling prior to receiving the grant and not to replace other funding sources allocated to school-based counseling;
- 2.01 (3) (f) The overall quality of the plan, including but not limited to the quality of professional development, the quality of partnerships, how the ratio of students to counselors will be impacted, school-wide involvement in postsecondary and workforce readiness preparation, and the quality of the role of the School Counselor; and
- 2.01 (3) (g) The likelihood that the Education Provider will continue to fund the increases in the level of school counseling services following expiration of the grant.
- 2.01 (4) **Additional Review Criteria.** The Department and the State Board shall consult with experts in the area of school counseling, including but not limited to School Counselors, persons

who provide education and professional development in the areas of school counseling and career counseling, Postsecondary Service Providers and higher education admissions officers, in establishing any additional criteria for awarding grants and in reviewing applications and selecting grant recipients.

- 2.01 (5) **Duration and Amount of Grant Awards.** Subject to available appropriations, the State Board shall award grants to applying Education Providers pursuant to section 22-90-104, C.R.S. The State Board shall base the grant awards on the Department's recommendations. Each grant shall have a term of three years beginning in the 2008-09 budget year. In making the award, the State Board shall specify the amount of each grant.
- 2.01 (6) **Reporting.** Each Education Provider that receives a grant through the Program shall report the following information to the Department each year during the term of the grant:
- 2.01 (6) (a) The number of School Counselors hired using grant moneys;
- 2.01 (6) (b) Any professional development programs provided using grant moneys;
- 2.01 (6) (c) Any other services provided using grant moneys;
- 2.01 (6) (d) A comparison of the dropout rates, postsecondary and workforce readiness rates, and the college matriculation and remediation rates, if applicable, at the Recipient Secondary Schools for the years prior to the receipt of the grant and the years for which the Education Provider receives the grant; and
- 2.01 (6) (e) Information indicating an increase in the level of postsecondary preparation services provided to secondary students at Recipient Secondary Schools, such as the use of individual career and academic plans or enrollment in pre-collegiate preparation programs or postsecondary or vocational preparation programs.
- 2.01 (7) **Evaluation of Program.** On or before April 15, 2009, and on or before April 15 each year thereafter, the Department shall submit to the State Board of Education and to the education committees of the Senate and the House of Representatives, or any successor committees, a report that, at a minimum, summarizes the information received by the Department pursuant to subsection (1) of 22-90-105, C.R.S. The Department shall also post the report to its website.
- 2.01 (7) (a) The Department shall work with the Department of Higher Education to obtain information necessary for the report submitted by the Department pursuant to subsection (2) of 22-90-105, C.R.S

**SCHOOL COUNSELOR CORPS GRANT PROGRAM
DEVELOPMENT YEAR GRANTEE REPORT (2013-14) QUESTIONS**

Each education provider awarded a School Counselor Corps Grant must submit a performance report to CDE on or before July 1, 2015 following completion of Year 1 of the program.

Due: May 1, 2014 to ruthven_m@cde.state.co.us and gumina_p@cde.state.co.us
(Early submissions encouraged)

1. Please outline your district and school needs assessment(s), process, and findings.
2. Please outline your district and school environmental scan, process, and findings.
3. List SMART Goals (no more than four) for the remainder of the grant cycle.
4. What are the three to five root causes your program (utilizing Counselor Corps Grant Program funds) plans to address over the next two years of the grant?
5. What are the appropriate interventions you plan to implement to address your district and school identified needs, root causes, and goals?
6. How do these identified interventions relate to your initial grant proposal? Were your needs enhanced or changed by the development year process? If so, how so.
7. Describe your district and school experience with the mentoring program (including the research projects as related to the Counselor Corps Grant).
8. How can the developmental year of the Counselor Corps Grant be enhanced for future grant recipients?

Be sure to include a minimum of three (3) prioritized budget options with your end-of-year report in the event that an original, proposed expense does not occur.

School Counselor Corps Grant Program
LETTER OF INTENT

TO: Competitive Grants & Awards
Colorado Department of Education

SUBJECT: Letter of Intent

Please be advised that _____ intends to submit an application (if funds are appropriated for the program in the 2014 Colorado Legislative session) for the ***School Counselor Corps Grant Program*** on behalf of the following schools:

Authorized Representative's Signature:

Contact Person for the Proposal:

Mailing Address:

Telephone:

Fax:

Email:
