

Funding Opportunity

Applications Due: **Wednesday, April 23, 2025, by 4:00 pm**

Application will open in GAINS on Wednesday March 12, 2025, and close on Wednesday, April 23, 2025.

Application Information Webinar: **Tuesday, March 25, 2025, from 12:00 to 1:00 pm**

[Register to attend](https://us02web.zoom.us/meeting/register/IzkerjedSGWeyMqddi5gfg#/registration).

[Intent to Apply](https://app.smartsheet.com/b/form/37f9f4303e174c9fbdbded8164f7e919) Due: **Wednesday, April 9, 2025, by 11:59 pm**

Completion of the Intent to Apply is strongly encouraged but not required.

|  |
| --- |
| Educational Stability GrantPursuant to: Colorado House Bill 18-1306; Colorado Revised Statue 22-32-138.5 |



**Program Questions:**

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Table of Contents

[Accessing GAINS 3](#_Toc192143041)

[Introduction 4](#_Toc192143042)

[Intent of the Educational Stability Grant 4](#_Toc192143043)

[Required Professional Development 5](#_Toc192143044)

[Eligible Applicants 5](#_Toc192143045)

[Priority Considerations 5](#_Toc192143046)

[Available Funds and Duration of Grant 6](#_Toc192143047)

[Allowable Use of Funds 6](#_Toc192143048)

[Evaluation and Reporting 6](#_Toc192143049)

[Data Privacy 7](#_Toc192143050)

[Application Assistance and Intent to Apply 7](#_Toc192143051)

[Review Process and Timeline 7](#_Toc192143052)

[Submission Process and Deadline 7](#_Toc192143053)

[Application Format 7](#_Toc192143054)

[Required Elements 8](#_Toc192143055)

[Part IA: Applicant Information 9](#_Toc192143056)

[Part IB: Demonstration of Support 11](#_Toc192143057)

[Part IC: Program Assurances Form 12](#_Toc192143058)

[Part ID: CDE Learning Cohort Assurances Form 14](#_Toc192143059)

[Application Scoring 15](#_Toc192143060)

[Selection Criteria and Evaluation Rubric 16](#_Toc192143061)

[Section A: Demographics and Need 16](#_Toc192143062)

[Section B: Stakeholders, Collaborations, & Capacity 17](#_Toc192143063)

[Section C: Program Design and Implementation 17](#_Toc192143064)

[Section D: Performance Measures and Evaluation 18](#_Toc192143065)

[Section E: Budget Narrative 19](#_Toc192143066)

[Attachment A: Number of Highly Mobile Students by LEA/BOCES 20](#_Toc192143067)

[Attachment B: Highly Mobile Student Framework for Service and Supports 24](#_Toc192143068)

[Attachment C: SMART Goal Development and Performance Measure Worksheet 25](#_Toc192143069)

[Attachment D: Overview of Evaluation End-of-Year Performance Report 28](#_Toc192143070)

[Attachment E: Glossary of Terms 33](#_Toc192143071)

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

**Applications for the Educational Stability Grant must be submitted through the** [**GAINS**](https://colorado.egrantsmanagement.com/)**.**

Submission of application materials either in hard copy or via

e-mail will not be accepted.

The application window will open in GAINS on Wednesday, March 12, and close on Wednesday, April 23, 2025, by 4:00pm.

[More information about GAINS is available on CDE’s website.](https://www.cde.state.co.us/gains)

# Accessing GAINS

**School District and BOCES Applicants**

* Contact your district Local Access Manager (LAM) to receive access to GAINS. Documentation and training on this process for LAMs is available on [CDE’s GAINS Training webpage](https://www.cde.state.co.us/gains/gainstrainings).

**Charter School Applicants**

* Complete the [Charter School GAINS Access Request Form](https://app.smartsheet.com/b/form/6cb9159d35894e76b6875bebc7232d56)

**All Other Applicants**

* Complete the [Non-District Organization GAINS Access Request Form](https://app.smartsheet.com/b/form/33fd3633609c48e5bbd656db720f5bfe)

**Educational Stability Grant**

**Applications Due: Wednesday, April 23, 2025, by 4:00pm**

# Introduction

In 2018, Colorado passed House Bill 18-1306 *“Ensuring Educational Stability for Students in Out-of- Home Placement*”. This bill included the creation of the Educational Stability Grant Program, which is intended to support educational stability of highly mobile students. A highly mobile student is defined as a student who experiences (or is at risk of experiencing) multiple school moves during their K-12 education outside of regular grade promotion. This includes youth in foster care, those experiencing homelessness, and migrant students.

Highly mobile students among these student groups experience low graduation rates and high dropout rates, tend to be disproportionately represented in disciplinary actions and are above the state average in special education designations.

The statutory definition of “highly mobile students” means children or youth who at any time during the academic year were homeless, as defined in section 22-1-102.5, C.R.S; were in noncertified kinship care, as defined in section 19-1-103, C.R.S; were students in out-of-home placement, as defined in section 22-32- 138(1)(h), C.R.S.; or were migrant children, as defined in section 22-23-103, C.R.S. See **Attachment E: Glossary of Terms**, for more information.

Goals of the Grant Program:

* To improve educational experiences and outcomes for students experiencing high mobility in the following populations:
	+ Foster Care (or out-of-home placement)
	+ Migrant
	+ Homeless/Unaccompanied youth
* Applicants must focus their proposal on any one, two or all three of the above highly mobile-eligible categories.

“Highly mobile students”, as used in this Request for Applications (RFA), refers to the highly mobile-eligible students who receive the supports and services provided by the grant-funded program efforts.

See **Attachment B** for a framework for service and supports to provide targeted assistance to highly mobile students. Categories include:

* Essential needs
* Connectedness (in and out of school)
* Innovative solutions to address barriers to learning
* Multiple pathways

# Intent of the Educational Stability Grant

The intent of the Educational Stability Grant (ESG) is to address reducing educational barriers for students who experience high mobility by providing academic and social-emotional services and supports to highly mobile students. The purpose of this funding opportunity is to support the removal of all educational barriers children and youth experiencing high mobility with an emphasis on improving school attendance, reducing behavioral and discipline incidents, increasing grade-level promotion, reducing dropout rate, and increasing graduation and completion rates.

To the maximum extent practical, grant-funded services shall be provided through programs and mechanisms that integrate highly mobile individuals and non-highly mobile individuals. Activities undertaken must not isolate or stigmatize highly mobile children and youth. Services provided under this program are not intended to replace the regular academic program. Funds from this grant can be used to supplement existing services, but they cannot be used to supplant services which the LEA/BOCES has been providing through other means. Collaboration and coordination with other local and state agencies that serve highly mobile children and youth is required (e.g., county child welfare agencies).

# Required Professional Development

To support successful implementation and marked progress toward performance measures, awarded grantees will be required to participate in one Colorado Department of Education (CDE) Learning Cohorts each year of the grant. These CDE Learning Cohorts will be designed specifically for grantees of the Education of Homeless Children and Youth Grant and the Educational Stability Grant. Awarded grantees will be engaged by the District Improvement Strategy Office (DISO) at CDE to determine cohort design and topics. Selected topics of the CDE Learning Cohorts will focus on increasing student engagement and accelerated student outcomes. Topics may include but are not limited to Chronic Absenteeism, Evidenced Based Social Emotional Learning Strategies, Credit Accrual Strategies and supporting transitions of highly mobile youth, Policy and Practices review, and additional strategies for dropout prevention and student re-engagement.

A required component of the application includes a signed assurance form articulating commitment to participation in these cohorts as a condition of funding. Completion of this assurances form will be scored as part of the rubric.

# Eligible Applicants

All Colorado Education Providers are eligible to apply. "Education provider" means:

* a public school district;
* a Board of Cooperative Educational Services (BOCES);
* the Charter School Institute;
* a charter school authorized by a the Charter School Institute or a public school district, pursuant to part 5 of article 30.5 of title 22, C.R.S;
* a state-licensed day treatment facility;
* an approved facility school as defined in section 22-2-402 (1), C.R.S.;
* a consortia of charter schools

The State Board of Education shall award educational grants to preschool, elementary, and secondary education providers from money appropriated from the Educational Stability Grant Program fund.

Charter Schools:

Pursuant to [C.R.S. 22-30.5-104 (11)](https://advance.lexis.com/documentpage/?pdmfid=1000516&crid=f793ddcd-a668-40c2-88c9-13152b4e624f&nodeid=AAWAAEAACAACAAE&nodepath=%2FROOT%2FAAW%2FAAWAAE%2FAAWAAEAAC%2FAAWAAEAACAAC%2FAAWAAEAACAACAAE&level=5&haschildren=&populated=false&title=22-30.5-104.+Charter+school+-+requirements+-+authority+-+rules+-+definitions.&config=014FJAAyNGJkY2Y4Zi1mNjgyLTRkN2YtYmE4OS03NTYzNzYzOTg0OGEKAFBvZENhdGFsb2d592qv2Kywlf8caKqYROP5&pddocfullpath=%2Fshared%2Fdocument%2Fstatutes-legislation%2Furn%3AcontentItem%3A65MT-X293-CGX8-0095-00008-00&ecomp=8gf59kk&prid=b437b07b-e138-4d15-acfc-74ff860597f5), 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.

# Priority Considerations

Priority will be awarded to applicants that meet one or more of the following criteria:

* 10 points- Propose serving all three populations of highly mobile students;
* 10 points- Demonstrate through letters of support the engagement and collaboration with the Child Welfare Education Liaison (CWEL), Homeless Liaison, the education provider’s leadership and/or community-based programs that serve highly mobile students;
* 10 points- New programs that have not been funded in the last three years, or programs with high quality past performance (within the past three years) as determined by the following:
	+ All ESG programmatic and fiscal monitoring findings have been resolved
	+ Ongoing formally communicated program or fiscal concerns were resolved
	+ ESG funds were expended in an appropriate manner
	+ Less than 10% of ESG funds were returned to CDE at year allowance
	+ ESG grantee attended and participated in all mandatory in person professional development and trainings
* 10 points- Education providers with over 9% of highly mobile student populations (see **Attachment A**);

**Note:** Eligible applicants that do not have data (e.g., facility schools or BOCES) are asked to estimate the number of highly mobile students (as defined in this RFA) for the past three years and explain how counts of students were calculated and/or determined.

# Available Funds and Duration of Grant

Approximately $825,000 is available for the 2025-2026 school year, with funding contingent on approval of appropriations from the State Legislature. CDE anticipates awarding approximately 10 grants for a three-year period. Eligible applicants may apply for up to $100,000. Funding in subsequent years for grantees is contingent upon continued appropriations and upon grantees meeting all grant, fiscal and reporting requirements.

Grants will be awarded for a three-year term beginning in the 2025-2026 fiscal year. Additional grant funding for subsequent years will be contingent upon annual appropriations by the State Legislature. Funded applicants for the 2025-2026 school year are not guaranteed any additional funding beyond the 2025-2026 year at this time. Funds for 2025-2026 school year must be expended by June 30, 2026. There will be no carryover of funds.

# Allowable Use of Funds

Eligible activities include the provision of tutoring, supplemental instruction, and enriched educational services that are linked to the achievement of the same challenging State academic standards that the State establishes for other children and youth. Programs can either expand or improve services provided through a school’s general academic program but cannot replace that program (supplement, not supplant). To the extent practicable, activities and services should integrate highly mobile and non-highly mobile students.

Applicants may contract with other agencies; however, the local school system assumes responsibility for setting program goals and monitoring program accomplishments. The eligible applicant must serve in the capacity of fiscal agent.

Applicants may use funds to provide services through programs on school grounds, at other facilities, or may use funds to enter into contracts with other agencies to provide services for highly mobile children and youth.

# Evaluation and Reporting

Pursuant to C.R.S.22-32-138.5, CDE is responsible for submitting annual reports on the Educational Stability Grant Program to the State Board of Education and the Colorado Legislature. The reports must include a review of the outcomes and effectiveness of services provided as measured by the demonstrated degree of educational stability. The analysis of the degree of educational stability examines:

* The improvement in school attendance;
* The reduction in behavioral and discipline incidents;
* The increase in grade-level promotion;
* The reduction in the dropout rate; and
* The increase in the graduation and completion rates for the grant recipients’ schools.

To ensure that CDE meets the state-level reporting mandates, evaluation reporting is required of awarded grantees. Grantee reporting includes, at a minimum, the following elements:

End-of-Year Performance Report and Continuation Application when applicable (e.g., including numbers of students served, student outcomes, progress on three performance measure areas, narrative on successes and challenges relevant to serving highly mobile students) during each year of the grant.

* State Assigned Student Identifier (SASID) for every student served in the program during the grant period. SASIDs are unique 10-digit student identifiers assigned to each student in the State of Colorado. A SASID spreadsheet will be provided to grantees for annual reporting.

See **Attachment D** for questions grantees will be asked in the End-of-Year Performance Report and Continuation Application. Education Providers receiving an award through Educational Stability Grant may be selected for a site visit by CDE program staff during the 2025-2026 school year or any of the subsequent years of funding

The information reported to CDE in relation to grant activities is not confidential and is subject to public request. Grantees should ensure reported information does not contain PII or confidential information.

# 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 Educational Stability 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.

# Application Assistance and Intent to Apply

An application information webinar will be held on **Tuesday, March 2025, from 12:00pm to 1:00pm**. Webinar access information is available on [CDE’s Educational Stability Grant webpage](http://www.cde.state.co.us/studentsupport/educationstability).

If interested in applying for this funding opportunity, please complete the [Intent to Apply form](https://app.smartsheet.com/b/form/37f9f4303e174c9fbdbded8164f7e919) by **Wednesday, April 9, 2025, by 11:59 pm.** Although encouraged, completion of the Intent to Apply form is not required to submit an application.

# 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 Friday, June 20, 2025.

**Note:** This is a competitive process – applicants must score at least 89 points out of the 127 possible points in the scored narrative to be approved for funding. Applications that score below 89 points may be asked to submit revisions that would bring the application up to a fundable level. There is no guarantee that submitting an application will result in funding or funding at the requested level. All award decisions are final. Applicants that do not meet the qualifications may reapply for future grant opportunities.

# Submission Process and Deadline

Completed applications must be submitted through the [GAINS](https://colorado.egrantsmanagement.com/) by **Wednesday, April 23, 2025, by 4:00pm**.

Application materials and resources are available on [CDE’s Education Stability webpage.](https://www.cde.state.co.us/studentsupport/educationstability)

# Application Format

* See below for the required elements of the application. **Please** **Note:** Specific word and characters limits will be articulated where applicable.
* The Program Assurances Form and CDE Learning Cohort Assurances must include signatures and initials respectively. If a grant application is approved, funding will not be awarded until all signatures are in place.
* Each application will need to be approved by the LEA Fiscal Representative and LEA Authorized Representative before it is submitted to CDE.

# Required Elements

The format outlined below must be followed in order to assure consistent application of the evaluation criteria. See evaluation rubric for specific selection criteria needed in Part II (pages 12-14).

**Part I: Application Information and Assurances**

Part IA: Application Information

Part IB: Demonstration of Support

Part IC: Program Assurances Form

Part ID: CDE Learning Cohort Assurances Form

**Part II: Application Narrative**

Section A: Demographics and Need

Section B: Stakeholders, Collaborations, & Implementation

Section C: Program Design and Implementation

Section D: Performance Measures and Evaluation

Section E: Budget Narrative

**Budget**

**Educational Stability Grant**

**Applications Due: Wednesday, April 23, 2025, by 4:00 pm**

# Part IA: Applicant Information

Applicants will complete their application in [GAINS](https://colorado.egrantsmanagement.com/).

Applications will be accepted in GAINS from Wednesday March 12, through Wednesday, April 23, 2025 by 4:00 pm.

|  |
| --- |
| **Local Education Provider (LEP)/BOCES Information** |
| **LEP/BOCES Name:** |  | **LEP/BOCES Code:** |  |
| **Mailing Address:** |  |
| **Region**[Indicate the region of Colorado this program will directly impact.] |
| [ ]  Metro [ ]  Pikes Peak [ ]  North Central [ ]  Northwest[ ]  West Central [ ]  Southwest [ ]  Southeast [ ]  Northeast |
| **Identify populations applicant intends to serve with this grant:**[Check all that apply.] |
| [ ]  Foster Care [ ]  Homeless/Unaccompanied [ ]  Migrant [ ]  Other (please describe) |
| **Identify service and supports areas to be addressed in the proposed program:**[Check all that apply.] |
| ☐ Essential needs ☐ Connectedness (in and out of school)☐ Innovative solutions to address barriers to learning ☐ Multiple Pathways |
| Requested Funding |
| Year 1: 2025-2026 | $ | Year 2: 2026-2027 | $ | Year 3: 2027-2028 | $ |
| Authorized Representative Information[For charter school applicants, the Authorized Representative will be a person from the authorizing district or CSI.] |
| **Name:** |  | **Title:** |  |
| **Telephone:** |  | **E-mail:** |  |
| **Program Contact Information** |
| **Name:** |  | **Title:** |  |
| **Telephone:** |  | **E-mail:** |  |
| **Fiscal Manager Information**[For charter school applicants, the Fiscal Manager will be a person from the authorizing district or CSI.] |
| **Name:** |  |
| **Telephone:** |  | **E-mail:** |  |

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| --- |
| Previous Grant Information[The following information will be verified by CDE and considered in the funding decision.] |
| **Has the lead applicant previously received an Educational Stability Grant?** | [ ]  Yes [ ]  No |
| If previously funded, were funds expended in a timely manner? | [ ]  Yes [ ]  No |
| If previously funded, were any unspent funds reverted back to CDE? | [ ]  Yes [ ]  No |
| **If unspent funds were reverted, enter the year(s) and amount(s) of reverted funds below:** |
| **Year(s):** |  | **Amount(s):** |  |

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| --- |
| **Students to be Served** |
| **How many children and youth experiencing high mobility are anticipated to be served during the first year of this grant?** See **Attachment A** for a 3-year average of highly mobile students. If data are not available (e.g., facility school and BOCES applicants), estimate based on a 3-year average and explain how numbers were calculated and/or determined. |  |
| **Does the applicant’s percentage of students experiencing high mobility meet or exceed 9% of the applicant’s entire student population, as identified in Attachment A?** | [ ]  Yes [ ]  No [ ]  No Data |
| **Number of highly mobile students in the district:** |
| [ ]  Less than 20 [ ]  20-59 [ ]  60-99 [ ]  100-149 [ ]  150-399 [ ]  400-799 [ ]  Over 800 [ ]  No Data |
| **Applicant is providing letter(s) of support from community agencies (child welfare, housing, labor, etc.) that serve one or more of the highly mobile student populations.** [optional] | [ ]  Yes[ ]  No |
| Executive Summary |
| Provide a brief description of the applicant’s program to be funded by Education Stability Grant.  |

# Part IB: Demonstration of Support

**Does the eligible applicant have the support of the district and local partners to implement the proposed program?** Example of Partners: Child Welfare Education Liaison (CWEL), Facility School Administrator, McKinney-Vento Homeless Education Liaison, Local Department of Human Services Coordinator, Local services provider, Regional Migrant Director, Special Education Director.) If so, please provide the name of the liaison and signature below.

|  |  |  |
| --- | --- | --- |
| **Liaison** | **Name** | **Signature** |
| Child Welfare Education Liaison |  |  |
| Homeless Education Liaison |  |  |
| Regional Director of Title IC Education Programs |  |  |
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Add additional rows as needed.

# Part IC: Program Assurances Form

**Applicants will agree to the below Assurances within the Education Stability Grant application in GAINS. An upload of this document is not required.**

The applicant hereby applies for and, if awarded, accepts the state funds requested in this application. In consideration of the receipt of these grant funds, the applicant agrees that the General Assurances form for all state funds and the terms therein are specifically incorporated by reference in this application. The applicant also certifies that all program and pertinent administrative requirements will be met. In addition, grantees that accept Education Stability Grant funding agree to the following assurances:

1. The proposal will be in compliance with the criteria in Colorado Revised Statute 22-32-138.5.
2. The budget for the first year of the grant will reflect activities for 9/1/25 through 6/30/26.
3. The Education Provider will participate in at least one site visit within the three-year grant cycle by CDE.
4. The Education Provider will submit an annual year-end report to CDE by 7/15/2026 which evaluates how program measures were met during the 2025-2026 fiscal year and outlines the LEA/BOCES implementation plan for the next fiscal year. Continued funding for the second and third year is dependent upon completion of the annual report.
5. The Education Provider will complete an Interim Financial Report (IFR) in January 2026. This brief financial report will ask for information on funding spent to date and anticipated carry-over for the next fiscal year.
6. The Education Provider shall provide the Grants Fiscal Management Unit at CDE a written account of expenditures no later than 8/31/2025 utilizing the FER (Financial Expenditure Report).
7. All Education Providers must maintain fiscal and program records for a minimum of three years after the conclusion of the grant period.
8. This grant does not allow granting of funds received by the LEA/BOCES.
9. It is expected that projects will run September through June. However, summer programs are allowable.
10. The academic component of an Educational Stability project will expand or improve, not replace the regular academic program.
11. The Education Provider will not discriminate against anyone regarding race, gender, national origin, color, disability, or age.
12. 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.
13. If any findings of misuse of these funds are discovered, project funds will be returned to CDE.
14. The local educational agencies in the State will adopt policies and practices to ensure that highly mobile children and youths are not stigmatized or segregated on the basis of their status.
15. The local educational agencies in the state will adopt policies and practices to ensure participation by CWELs, McKinney-Vento School District Liaisons and Migrant Education Recruiter in professional development and other technical assistance activities.
16. The local educational agency will comply with or will use requested funds to comply with the terms of the grant.

**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 federal or state 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.

1. 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 or state award. (2CFR200.113)

1. 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).

1. 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 GAINS and approved by CDE before modifications are made to the expenditures. Contact Tricia Miller (Miller\_T@cde.state.co.us, 303-877-2154) and Jamie Burciaga (Burciaga\_J@cde.state.co.us, 303-556-5714) for any modifications.

Approvals for this grant must be captured in GAINS from the following personnel:

* Applicant Authorized Representative
* Applicant Fiscal Manager

**Note:** For Charter School applicants, the above personnel must be from your authorizing district or CSI.

# Part ID: CDE Learning Cohort Assurances Form

Participation in one CDE learning cohort for each year of the grant is required. LEAS/BOCES and Consortia are required to identify and confirm who will be attending the learning cohorts and representing their grant. All members of the applicant’s Learning Cohort Team must initial below to indicate their understanding of required participation.

|  |  |  |  |
| --- | --- | --- | --- |
| On | (date) | , 2025, the following teachers, staff and leaders from  | (district/BOCES/CSI) |

Hereby agrees to the following assurances related to participation in CDE Learning Cohort(s) as a condition of the Education of Homeless Children and Youth Grant:

1. The subgrantee will respond to requested input on the design and topics of the CDE learning cohorts from the District Improvement and Strategy Office at CDE.
2. The subgrantee will follow reimbursement procedures for incurred expenses related to full participation in the CDE learning cohorts
3. CDE is required to conduct state-level evaluation on the effectiveness of programs and activities. By accepting grant funds, subgrantees agree to participate in requested continuous improvement requests.
4. If the subgrantee does not participate in at least one CDE learning cohort as supported by attendance and participation tracking, grant funds will be returned to CDE.
5. The subgrantee is responsible for notifying the District Improvement and Strategy Office as well as the Manager of Highly Mobile Student Programs, Paula Gumina (Gumina\_p@cde.state.co.us) if members of the CDE Learning Cohort Team changes.

The CDE 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.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Title of team member | First and last name of team member | List the membership the individual is representing: * School district including the office where the member is housed
* A specific school
* A community or other government agency partner.

 Please be specific | Email address  | Initial with date |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

**Educational Stability Grant**

**Applications Due: Wednesday, April 23, 2025, by 4:00 pm**

# Application Scoring

CDE Use Only

**Part I: Application Introduction (Not Scored)**

**Part II: Narrative**

|  |  |  |
| --- | --- | --- |
| **Part II: Section** | **Section Name** | **Score** |
| Section A | Demographics and Need  | /18 |
| Section B | Stakeholders, Collaborations, & Capacity | /24 |
| Section C | Program Design and Implementation | /40 |
| Section D | Performance Measures and Evaluation | /24 |
| Section E | Budget Narrative | /21 |
|  | **Subtotal:** | **/127** |
|  | Section C Bonus Points: | /6 |
|  | Priority Area Points: | /40 |
|  | **Final Total:** | **/173** |

|  |
| --- |
| **Priority area points:**CDE will indicate whether this application met the priority area criteria section of the RFP. **This application includes:** |
| **10 Points** | **10 Points** | **10 Points** | **10 Points** |
| Application proposes serving all three populations of highly mobile students as defined in the Introduction section of this RFA☐​  | Education providers that demonstrate support of the Child Welfare Education Liaison (CWEL), Homeless Liaison, and/or provide letters of support from the education provider’s leadership or surrounding community programs that serve highly mobile students☐​  | New programs that have been funded in the last three years, or programs with high quality performance (within the past three years) as determined by the following: all ESG programmatic and fiscal findings have been resolved, ongoing formally communicated program or fiscal concerns were resolved, ESG funds were expended in an appropriate manner, less than 10% of ESG funds were returned to CDE at year allowance, ESG grantee attended and participated in all mandatory in person and professional development and trainings☐​  | Education providers have over 9% of highly mobile student populations on the chart found in **Attachment A**.☐​  |
| **Total Priority Area Points:** | **/40** |

**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

**Part I: Application Introduction** [Not Scored]

Applicant Information and Assurances

Executive Summary

Provide a brief description of the applicant’s program to be funded by Education Stability Grant.

**Part II: Narrative** [127 Points + 40 section bonus points + CDE awarded bonus 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 89 points out of the 127 possible points in the narrative section and all required elements must be addressed. 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 Education Stability Grant, the expectation is that the narrative will include references to that award, where applicable. For example, discuss how the funds contributed to the program and what still needs to be accomplished. In particular, applicants should demonstrate ongoing and improved capacity in the program and a well-developed plan for sustainability.**

**Scoring Definitions**

Minimally Addressed or Does Not Meet Criteria - information not provided

Met Some but Not All Identified Criteria - requires additional clarification

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

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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Section A: Demographics and Need | **Minimally Addressed or Does Not Meet Criteria** | **Met Some but Not All Identified Criteria** | **Addressed Criteria but Did Not Provide Thorough Detail** | **Met All Criteria with High Quality** | **TOTAL** |
| 1. Describe the most significant challenges that highly mobile students in your community face and barriers the education provider has in serving highly mobile students. Include any community indicators such as unemployment rates, geographical location, capacity to serve highly mobile students’ populations, poverty, etc.

Please cite any and all data sources using both numbers and percentages.  | 0 | 2 | 4 | 6 |  |
| 1. Describe the educational barriers facing the students to be served in the following areas (as applicable):
	* Outreach and identification
	* Student mobility/lack of educational stability
	* Grade promotion
	* Credit recovery/Credit attainment
	* Immediate enrollment
	* Transportation

Add additional barriers that reflect the local educational context of the eligible applicants. | 0 | 2 | 4 | 6 |  |
| 1. Provide a clear description of current programming supporting highly mobile student groups. Include the following information:
	* Please describe the difference between services that address basic needs, educational interventions, and social emotional interventions;
	* Describe current service gaps at the education provider and community level; and
	* Describe the process used to identify service gaps identified and addressed currently by the district. Note: Add information from the eligible applicants’ unified improvement plan (UIP) and/or continuous improvement plan as applicable.
 | 0 | 2 | 4 | 6 |  |
| **Reviewer Comments:** |
| **Total** | **/18** |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Section B: Stakeholders, Collaborations, & Capacity | **Minimally Addressed or Does Not Meet Criteria** | **Met Some but Not All Identified Criteria** | **Addressed Criteria but Did Not Provide Thorough Detail** | **Met All Criteria with High Quality** | **TOTAL** |
| 1. List all key stakeholders and describe their support in developing this grant application. Stakeholders must include the students who will be served and should also include school and district leadership/staff, parents and caregivers, and community partners.
 | 0 | 2 | 4 | 6 |  |
| 1. Describe proposed collaborations and intended alignment with internal partners. Explain how the partnership will further assist in meeting the performance measures selected as well as compliance with serving the highly mobile student population(s) that you identified at the beginning of this application.
 | 0 | 2 | 4 | 6 |  |
| 1. Describe the proposed collaboration with external partners and how the partnership will further progress toward the performance measures selected to remove educational barriers for the highly mobile student population(s) that you identified at the beginning of this application.
 | 0 | 2 | 4 | 6 |  |
| 1. Describe the capacity of the program specialist of the grant to fulfill the role of support to the grant program in removing educational barriers for the highly mobile student population(s) identified at the beginning of this application
 | 0 | 2 | 4 | 6 |  |
| **Reviewer Comments:** |
| **Total** | **/24** |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Section C: Program Design and Implementation | **Minimally Addressed or Does Not Meet Criteria** | **Met Some but Not All Identified Criteria** | **Addressed Criteria but Did Not Provide Thorough Detail** | **Met All Criteria with High Quality** | **TOTAL** |
| 1. Outline how requested funds will supplement and support the current program to address the needs and service gaps in Section A.
 | 0 | 2 | 4 | 6 |  |
| 1. Describe the proposed program, including an estimate of the number of students to be served and implementation of activities/strategies. Explain how the program addresses the priority considerations on page 4.
 | 0 | 2 | 5 | 8 |  |
| 1. For each performance measure and target, provide implementation details. Details should include, major activities/services, implementation benchmarks, a timeline for activities (including grant year), and the person responsible.
 | 0 | 2 | 5 | 8 |  |
| 1. Describe the relationship of services among the education provider’s **federal/state funded programs and educational reform efforts** [i.e., Early Childhood Education, Migrant Education, Special Education, English Language Acquisition, afterschool programs (21st Century Community Learning Centers), School and LEA [Unified Improvement Plans](http://www.cde.state.co.us/uip) (UIP) and [Individual Career and Academic Plans](http://www.cde.state.co.us/postsecondary/icap) (ICAP)].
 | 0 | 2 | 4 | 6 |  |
| 1. Describe coordination efforts (or proposed efforts) the education provider will use to leverage internal and external partners to serve highly mobile students.
 | 0 | 2 | 4 | 6 |  |
| 1. Describe how external partnerships address barriers to achievement of high mobility, such as lack of affordable housing, economic gaps, multiple foster placements, school moves outside of regular grade promotion, etc.
 | 0 | 2 | 4 | 6 |  |
| **Up to 6 additional points** may be awarded for meeting the following criteria when assessingthis section as a whole: * 1. The program is well developed and clearly aligned with ESG purpose and goals of the grant (see page 3).
 | **Award****between 0 and 6 points for this section:** |  |
| **Reviewer Comments:** |
| **Total** | **/40** |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Section D: Performance Measures and Evaluation | **Minimally Addressed or Does Not Meet Criteria** | **Met Some but Not All Identified Criteria** | **Addressed Criteria but Did Not Provide Thorough Detail** | **Met All Criteria with High Quality** | **TOTAL** |
| As part of the conditions of the grant, each applicant must develop one performance measure in each of three categories that are required by Colorado Revised Statute 22-32-138.5 and CCR Rule. The three categories are: 1) academic progress, 2) attendance progress, and 3) social-emotional and behavioral outcomes.Refer to **Attachment C**, which provides a tool for applicants in establishing SMART performance measures in each of the required categories. The use of **Attachment C** is optional and is not required to be included in the application.Information on writing SMART goals is included in **Attachment C**. |
| 1. Using a SMART goal format, please state the required measure for academic progress. Explain how requested funds will improve the selected academic outcome options found on Worksheet I in Attachment C for the subset of highly mobile students selected.

Describe what data you examined to choose this goal. Describe how data will be utilized to measure success (include specific data, how often it will be collected, how it will be utilized to inform program adjustments and improvements, and who will be designated to coordinate data tracking and analysis). | 0 | 2 | 4 | 6 |  |
| 1. Using a SMART goal format, please state the required performance measure for attendance progress. Explain how the requested funds will improve the selected attendance outcome for the subset of highly mobile students selected from the options outlined on worksheet II in Attachment C.

Describe what data you examined to choose this goal. Describe how data will be utilized to measure success (include specific data, how often it will be collected, how it will be utilized to inform program adjustments and improvements, and who will be designated to coordinate data tracking and analysis). | 0 | 2 | 4 | 6 |  |
| 1. Using a SMART goal format, please state the required performance measure for social-emotional and behavioral outcomes. Explain how the requested funds will improve the selected social-emotional or behavioral outcome for the subset of highly mobile students selected from the options outlined on Worksheet III in Attachment C.

Describe what data you examined to choose this goal. Describe how data will be utilized to measure success (include specific data, how often it will be collected, how it will be utilized to inform program adjustments and improvements, and who will be designated to coordinate data tracking and analysis) | 0 | 2 | 4 | 6 |  |
| 1. Describe the applicant’s capacity, or how they would acquire the capacity, to complete the required online report, including collecting demographic data, State Assigned Student Identifiers of the students served, and tracking student outcomes for the students served in the grant funded program.
 | 0 | 2 | 4 | 6 |  |
| **Reviewer Comments:** |
| **Total** | **/24** |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Section E: Budget Narrative  | **Minimally Addressed or Does Not Meet Criteria** | **Met Some but Not All Identified Criteria** | **Addressed Criteria but Did Not Provide Thorough Detail** | **Met All Criteria with High Quality** | **TOTAL** |
| 1. The budget narrative should describe the connection of activities to the grant request and the proposed activities in the Educational Stability Grant Program. Explain how funding will enable achievement of program objectives.
 | 0 | 2 | 4 | 6 |  |
| 1. The amount requested is reasonable and appropriate based on the number of highly mobile students served by the education provider on the chart found in Attachment A.
 | 0 | 2 | 4 | 6 |  |
| 1. Describe the vision for an on-going plan and how the program will sustain if this state grant is reduced or eliminated.
 | 0 | 2 | 4 | 6 |  |
| 1. Explain 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 | 2 | 3 |  |
| **Reviewer Comments:** |
| **Total** | **/21** |

# Attachment A: Number of Highly Mobile Students by LEA/BOCES

**Note:** The three-year average of highly mobile students, was based on the number of students experiencing homelessness and migrant students taken from the CDE’s end-of-year reporting by districts for a three year period. Students in foster care, for a three-year period, were identified through a data-sharing agreement between the Colorado Department of Education and the Colorado Department of Human Services.

Percentage of student population identified a highly mobile, as defined in this RFA, was based on pupil membership.

|  |  |  |  |
| --- | --- | --- | --- |
| **District Code** | **District Name** | **Number of students 3 Year Avg** | **Percentage of Student Population 3 Year Avg** |
| 1040 | Academy 20 | 143 | 1% |
| 0020 | Adams 12 Five Star Schools | 907 | 3% |
| 0030 | Adams County 14 | 149 | 3% |
| 0180 | Adams-Arapahoe 28J | 1218 | 3% |
| 0960 | Agate 300 | Less than 20 | 3% |
| 1620 | Aguilar Reorganized 6 | Less than 20 | 5% |
| 3030 | Akron R-1 | Less than 20 | 3% |
| 0100 | Alamosa RE-11J | 82 | 4% |
| 0220 | Archuleta County 50 Jt | Less than 20 | 1% |
| 3040 | Arickaree R-2 | Less than 20 | 6% |
| 1450 | Arriba-Flagler C-20 | Less than 20 | 2% |
| 2640 | Aspen 1 | Less than 20 | 0% |
| 3145 | Ault-Highland RE-9 | Less than 20 | 1% |
| 1530 | Bayfield 10 Jt-R | Less than 20 | 1% |
| 0050 | Bennett 29J | Less than 20 | 1% |
| 1490 | Bethune R-5 | Less than 20 | 9% |
| 0940 | Big Sandy 100J | Less than 20 | 3% |
| 0480 | Boulder Valley Re 2 | 484 | 2% |
| 1750 | Branson Reorganized 82 | Less than 20 | 1% |
| 3146 | Briggsdale RE-10 | Less than 20 | 0% |
| 2395 | Brush RE-2(J) | 34 | 2% |
| 0490 | Buena Vista R-31 | Less than 20 | 0% |
| 1860 | Buffalo RE-4J | Less than 20 | 1% |
| 1500 | Burlington RE-6J | 25 | 3% |
| 0190 | Byers 32J | 281 | 5% |
| 0970 | Calhan RJ-1 | Less than 20 | 0% |
| 1140 | Canon City RE-1 | 55 | 2% |
| 9035 | Centennial BOCES | 20 | 15% |
| 0640 | Centennial R-1 | 28 | 14% |
| 2810 | Center 26 JT | 67 | 11% |
| 8001 | Charter School Institute | 144 | 1% |
| 2560 | Cheraw 31 | Less than 20 | 2% |
| 0130 | Cherry Creek 5 | 658 | 1% |
| 0520 | Cheyenne County Re-5 | Less than 20 | 1% |
| 1020 | Cheyenne Mountain 12 | 66 | 2% |
| 0540 | Clear Creek RE-1 | Less than 20 | 1% |
| 9175 | Colorado River BOCES | Less than 20 | 4% |
| 9000 | Colorado School for the Deaf and Blind | Less than 20 | 1% |
| 1010 | Colorado Springs 11 | 498 | 2% |
| 1160 | Cotopaxi RE-3 | Less than 20 | 2% |
| 2010 | Creede School District | Less than 20 | 2% |
| 3010 | Cripple Creek-Victor RE-1 | Less than 20 | 4% |
| 0770 | Crowley County RE-1-J | Less than 20 | 1% |
| 0860 | Custer County School District C-1 | Less than 20 | 1% |
| 1980 | De Beque 49JT | Less than 20 | 1% |
| 0170 | Deer Trail 26J | Less than 20 | 0% |
| 0870 | Delta County 50(J) | 160 | 3% |
| 0880 | Denver County 1 | 1607 | 2% |
| 1110 | District 49 | 230 | 1% |
| 0890 | Dolores County RE No.2 | Less than 20 | 1% |
| 2055 | Dolores RE-4A | Less than 20 | 1% |
| 0900 | Douglas County Re 1 | 349 | 1% |
| 1520 | Durango 9-R | 47 | 1% |
| 1430 | Eads RE-1 | Less than 20 | 2% |
| 0910 | Eagle County RE 50 | 66 | 1% |
| 1350 | East Grand 2 | Less than 20 | 1% |
| 2520 | East Otero R-1 | Less than 20 | 1% |
| 3085 | Eaton RE-2 | 44 | 2% |
| 1120 | Edison 54 JT | Less than 20 | 1% |
| 9170 | Education reEnvisioned BOCES | 99 | 2% |
| 0950 | Elbert 200 | Less than 20 | 1% |
| 0920 | Elizabeth School District | Less than 20 | 0% |
| 1050 | Ellicott 22 | Less than 20 | 1% |
| 0120 | Englewood 1 | 112 | 5% |
| 1570 | Estes Park R-3 | 22 | 2% |
| 2405 | Fort Morgan Re-3 | 116 | 3% |
| 1000 | Fountain 8 | 165 | 2% |
| 2540 | Fowler R-4J | Less than 20 | 2% |
| 1150 | Fremont RE-2 | 43 | 3% |
| 1850 | Frenchman RE-3 | Less than 20 | 1% |
| 1220 | Garfield 16 | Less than 20 | 2% |
| 1195 | Garfield Re-2 | 20 | 0% |
| 1780 | Genoa-Hugo C113 | Less than 20 | 1% |
| 1330 | Gilpin County RE-1 | Less than 20 | 0% |
| 2650 | Granada RE-1 | Less than 20 | 0% |
| 3120 | Greeley 6 | 727 | 3% |
| 1360 | Gunnison Watershed RE1J | Less than 20 | 0% |
| 1070 | Hanover 28 | Less than 20 | 5% |
| 0980 | Harrison 2 | 124 | 1% |
| 2630 | Haxtun RE-2J | Less than 20 | 2% |
| 2760 | Hayden RE-1 | Less than 20 | 0% |
| 1460 | Hi-Plains R-23 | Less than 20 | 1% |
| 1600 | Hoehne Reorganized 3 | Less than 20 | 1% |
| 2670 | Holly RE-3 | Less than 20 | 2% |
| 2620 | Holyoke Re-1J | Less than 20 | 3% |
| 1390 | Huerfano Re-1 | Less than 20 | 2% |
| 3220 | Idalia RJ-3 | Less than 20 | 1% |
| 1540 | Ignacio 11 JT | Less than 20 | 1% |
| 1420 | Jefferson County R-1 | 840 | 1% |
| 3110 | Johnstown-Milliken RE-5J | 24 | 1% |
| 2862 | Julesburg Re-1 | Less than 20 | 2% |
| 0930 | Kiowa C-2 | Less than 20 | 1% |
| 0510 | Kit Carson R-1 | Less than 20 | 2% |
| 1400 | La Veta Re-2 | Less than 20 | 2% |
| 1510 | Lake County R-1 | 25 | 3% |
| 2660 | Lamar Re-2 | 29 | 2% |
| 0290 | Las Animas RE-1 | Less than 20 | 2% |
| 1080 | Lewis-Palmer 38 | 29 | 0% |
| 3230 | Liberty J-4 | Less than 20 | 2% |
| 1790 | Limon RE-4J | Less than 20 | 2% |
| 0140 | Littleton 6 | 96 | 1% |
| 3060 | Lone Star 101 | Less than 20 | 1% |
| 2070 | Mancos Re-6 | Less than 20 | 0% |
| 1030 | Manitou Springs 14 | Less than 20 | 1% |
| 2535 | Manzanola 3J | Less than 20 | 3% |
| 0010 | Mapleton 1 | 134 | 2% |
| 0310 | McClave Re-2 | Less than 20 | 0% |
| 2710 | Meeker RE-1 | Less than 20 | 2% |
| 2000 | Mesa County Valley 51 | 533 | 3% |
| 1130 | Miami/Yoder 60 JT | Less than 20 | 0% |
| 2800 | Moffat 2 | Less than 20 | 9% |
| 2020 | Moffat County RE: No 1 | Less than 20 | 1% |
| 2740 | Monte Vista C-8 | 35 | 3% |
| 2035 | Montezuma-Cortez RE-1 | 32 | 1% |
| 2180 | Montrose County RE-1J | 171 | 3% |
| 2790 | Mountain Valley RE 1 | Less than 20 | 5% |
| 0550 | North Conejos RE-1J | Less than 20 | 1% |
| 1410 | North Park R-1 | Less than 20 | 1% |
| 2840 | Norwood R-2J | Less than 20 | 3% |
| 3050 | Otis R-3 | Less than 20 | 2% |
| 2580 | Ouray R-1 | Less than 20 | 2% |
| 2610 | Park County RE-2 | Less than 20 | 1% |
| 1060 | Peyton 23 Jt | Less than 20 | 0% |
| 1440 | Plainview RE-2 | Less than 20 | 2% |
| 1990 | Plateau Valley 50 | Less than 20 | 1% |
| 2600 | Platte Canyon 1 | Less than 20 | 1% |
| 3130 | Platte Valley RE-7 | Less than 20 | 2% |
| 1550 | Poudre R-1 | 696 | 2% |
| 3147 | Prairie RE-11 | Less than 20 | 1% |
| 1590 | Primero Reorganized 2 | Less than 20 | 1% |
| 2690 | Pueblo City 60 | 422 | 3% |
| 2700 | Pueblo County 70 | 116 | 1% |
| 2720 | Rangely RE-4 | Less than 20 | 0% |
| 2865 | Revere School District | Less than 20 | 0% |
| 2590 | Ridgway R-2 | Less than 20 | 1% |
| 1180 | Roaring Fork RE-1 | 81 | 1% |
| 2530 | Rocky Ford R-2 | Less than 20 | 2% |
| 0500 | Salida R-32 | 34 | 3% |
| 0560 | Sanford 6J | Less than 20 | 1% |
| 0110 | Sangre De Cristo Re-22J | 21 | 8% |
| 2750 | Sargent RE-33J | Less than 20 | 3% |
| 0040 | School District 27J | 435 | 2% |
| 0123 | Sheridan 2 | 54 | 5% |
| 0740 | Sierra Grande R-30 | Less than 20 | 4% |
| 2820 | Silverton 1 | Less than 20 | 2% |
| 0580 | South Conejos RE-10 | Less than 20 | 3% |
| 2780 | South Routt RE 3 | Less than 20 | 0% |
| 0250 | Springfield RE-4 | Less than 20 | 1% |
| 0470 | St Vrain Valley RE1J | 427 | 1% |
| 2770 | Steamboat Springs RE-2 | Less than 20 | 0% |
| 0060 | Strasburg 31J | 28 | 2% |
| 1480 | Stratton R-4 | Less than 20 | 2% |
| 3000 | Summit RE-1 | Less than 20 | 0% |
| 2570 | Swink 33 | Less than 20 | 1% |
| 2830 | Telluride R-1 | Less than 20 | 0% |
| 1560 | Thompson R2-J | 442 | 3% |
| 1580 | Trinidad 1 | Less than 20 | 2% |
| 2730 | Upper Rio Grande School District C-7 | Less than 20 | 3% |
| 1828 | Valley RE-1 | 45 | 2% |
| 0260 | Vilas RE-5 | Less than 20 | 1% |
| 0230 | Walsh RE-1 | Less than 20 | 1% |
| 3080 | Weld County RE-1 | 49 | 3% |
| 3090 | Weld County School District RE-3J | 56 | 2% |
| 3100 | Weld RE-4 | 60 | 1% |
| 3140 | Weld Re-8 Schools | 63 | 3% |
| 2505 | Weldon Valley RE-20(J) | Less than 20 | 1% |
| 2190 | West End RE-2 | Less than 20 | 1% |
| 1340 | West Grand 1-JT | Less than 20 | 3% |
| 0070 | Westminster Public Schools | 397 | 5% |
| 0990 | Widefield 3 | 69 | 1% |
| 2515 | Wiggins RE-50(J) | Less than 20 | 2% |
| 2680 | Wiley RE-13 Jt | Less than 20 | 0% |
| 3020 | Woodland Park Re-2 | Less than 20 | 1% |
| 3070 | Woodlin R-104 | Less than 20 | 1% |
| 3210 | Wray RD-2 | 29 | 4% |
| 3200 | Yuma 1 | 29 | 3% |

# Attachment B: Highly Mobile Student Framework for Service and Supports

**Below are the elements of the service and support framework. Listed are examples of services and supports that are needed to improve student outcomes.**

**Essential needs** — means ensuring students have access to basic human needs, which includes the following:

* Food
* Housing
* Safety
* Clothing
* Hygiene
* Language Interpreter (if needed)

**Connectedness (in and out of school)** — Refers to ensuring students have an opportunity to form meaningful connections with peers and adults in all aspects of their lives. Programs that support connectedness include, but are not limited to:

* Enhanced mentoring (programs that connect to adults and peer networks)
* Extracurricular
* Academic engagement/interest exploration
* Community engagement
* School climate

**Innovative solutions to address barriers to learning** — Refers to the education provider’s efforts to reduce barriers to learning for highly mobile students. Examples of programs include, but are not limited to:

* Academic progression and course completion
* Seamless transfer of coursework
* Assessment of academic gaps due to school mobility
* Essential classroom skills
* Assessment of educational milestones
* Complete and up-to-date student assessment
* Credit accrual and attainment

**Multiple pathways** — Defined as a variety of structured academic opportunities for students to achieve their goal for high school graduation and postsecondary success. Each pathway is defined by its programming and is accessed by each student based on the individual student’s academic interest and unique needs. Examples include:

* Complete and up-to-date career and academic plan
* Opportunity to explore interests
* Opportunity to build on areas of strength and talent
* Opportunity to explore a multitude of postsecondary and career options.

# Attachment C: SMART Goal Development and Performance Measure Worksheet

As part of the conditions of the grant, each applicant must develop one performance measure in each of three categories that are required by Colorado Revised Statute 22-32-138.5 and CCR Rule. The three categories are: 1) academic, 2) attendance, and 3) social-emotional and behavioral.

For the 2022-2025 grant cycle, each grantee must create one performance measure with outcomes in each of the areas listed below for a total of three performance measures which will be tracked and evaluated each year of the three-year funding cycle: Performance measure outcomes should be written using a SMART goal format.

**Section I: Guidance on SMART Goal Development**

**A SMART goal is**:

**Specific (and strategic)**: Linked to position summary, departmental goals/mission, and/or overall goals and strategic plans.

* Questions to answer: *“Who will achieve the change (e.g., participants)?”* and *“What will your program do (e.g., activities)?”*

**Measurable:** The success toward meeting the goal can be measured.

* Question to answer: *“How will this change be measured?”*

**Attainable:** Goals are realistic and can be achieved in a specific amount of time and are reasonable.

* Question to answer: *“How much change can you realistically expect?”*

**Relevant (results oriented):** The goals are aligned with current tasks and projects and focus in on **one** defined area; include the expected result.

* Question to answer: *“What will change due to the program/activities?”*

**Time-framed:** Goals have a clearly defined timeframe including a target or deadline date.

**Worksheet I: Academic Progress Outcome**

|  |
| --- |
| **Academic Progress Outcome:** Educational Stability Grant funding may be used to improve academic outcomes for highly mobile children and youth either through direct academic interventions or facilitating connections with the education provider’s academic supports. Please choose among the following options to generate a performance measure written in SMART goal format to address academic progress.1. For each of the three years of the grant, [**insert percentage**] of [choose one: **students receiving tutoring services**, OR **students receiving wholistic wraparound support services** OR **young children receiving services** OR **students in transition years receiving services** OR **students transitioning between schools receiving transition support** **services**] through the ESG grant will increase their academic performance as measured by [choose one: **grade level promotion** OR **increased earned credits** **compared with the prior year**].

*Example*: *For each of the three years of the grant,* ***90%*** *of* ***students receiving wholistic wraparound support services*** *through the ESG grant will increase their academic performance as measured by* ***grade level promotion****.**[This means that 90% of students receiving wholistic wraparound support services will be promoted to the next grade level.]***OR**1. For each of the three years of the grant, drop-out rates will decrease by [**insert percentage**] among [choose one: **students receiving tutoring services** OR **students receiving wholistic wrap-around student support services** OR **students in transition years receiving services** OR **students transitioning between schools receiving transition** **support services**] through the ESG grant.

*Example: For each of the three years of the grant, drop-out rates will decrease by* ***2%*** *among* ***students receiving tutoring services*** *through the ESG grant.**[This means that, relative to baseline, which is the year before grant services started, 2% fewer ESG students receiving tutoring services will drop out of school.]*1. Explain how requested funds will improve academic progress for the subset of highly mobile students selected.
2. Describe what data you examined to choose this goal.
3. Describe how data will be utilized to measure success (include specific data, how often it will be collected, how it will be utilized to inform program adjustments and improvements, and who will be designated to coordinate data tracking and analysis).
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**Worksheet II: Attendance Outcome**

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| **Attendance Outcome:** Demonstrate how school attendance barriers for highly mobile students will be addressed and attendance will be improved. This measure could also include immediate educational access, increased school stability, access to transportation and/or access to extracurricular and non-academic program opportunities to increase attendance. Please choose among the following options to generate a performance measure written in SMART goal format addressing improving attendance.For each of the three years of the grant, [**insert percentage**] of [choose one: **students receiving transportation services** OR **students receiving referrals to evidence based services**] through the ESG grant will increase their school day attendance [choose one: **compared with the prior year** OR **from first semester to second semester**] as measured by [choose one: **increased school-day attendance** OR **decreased instances of chronic absentee status**].*Example: For each of the three years of the grant,* ***80%*** *of* ***students receiving transportation services*** *through the ESG grant will increase their school day attendance* ***from first semester to second semester*** *as measured by* ***decreased instances of chronic absentee status****.**[This means that 80% of ESG students who were chronically absent in first semester and received transportation services will not be chronically absent in second semester.]*1. Explain how requested funds will improve attendance for the subset of highly mobile students selected.
2. Describe what data you examined to choose this goal.
3. Describe how data will be utilized to measure success (include specific data, how often it will be collected, how it will be utilized to inform program adjustments and improvements, and who will be designated to coordinate data tracking and analysis).
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**Worksheet III: Social-Emotional and Behavioral Outcome**

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| **Social-Emotional and Behavioral Outcome:** The ESG grant supports students to be ready and have the essential skills to succeed in school. Supports provided through this grant will be aimed at reducing behavioral or discipline incidents. Supports could include culturally responsive or trauma-informed interventions. Please choose among the following options to generate a performance measure written in SMART goal format around improving social emotional learning and behavioral outcomes.For each of the three years of the grant, [**insert percentage**] of [choose one: **students receiving culturally responsive interventions** OR **students receiving trauma-informed interventions with trained professionals**] through the ESG grant will increase their social emotional well-being [choose one: **compared with the prior year** OR **from first semester to second semester**] as measured by decreases in discipline incidents.*Example: For each of the three years of the grant,* ***95%*** *of* ***students receiving trauma-informed interventions with trained professionals*** *through the ESG grant will increase their social emotional well-being* ***compared with the prior year*** *as measured by decreases in discipline incidents.**[This means that 95% of ESG students receiving trauma-informed interventions with trained professionals will have fewer behavior instances in the current year than they did the prior year.]*1. Explain how the requested funds will improve the social emotional well-being of the subset of highly mobile students selected.
2. Describe what data you examined to choose this goal.
3. Describe how data will be utilized to measure success (include specific data, how often it will be collected, how it will be utilized to inform program adjustments and improvements, and who will be designated to coordinate data tracking and analysis).
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# Attachment D: Overview of Evaluation End-of-Year Performance Report

**OVERVIEW OF PERFORMANCE MEASURES AND EVALUATION**

Pursuant to C.R.S. 22-32-138.5, the Educational Stability Grant Program shall be evaluated for effectiveness for each year that state funds are appropriated. Each grantee is required to provide fiscal reports and student and program information as primary components of the program evaluation.

The program evaluation for this grant program is designed to meet the statutory requirements for evaluation and reporting, promote continuous program improvement, and track progress on student and program outcomes.

**Timeline for Reporting in Year 1 of the Grant:**

July 15, 2026 – End-of-Year Performance Report due to CDE

**Elements of reporting include:**

**Record-keeping** – To prepare for evaluation reporting, grantees are asked to maintain accurate records on the students served, programs and services provided, and results. In addition, progress notes on challenges, successes, collaborations, and partnerships will support accuracy in completing the evaluation survey.

**Data Entry** – CDE will provide grantees access to an online survey system to complete evaluation questions. Educational Stability grantees will enter data into an online survey system to report on their grant status and progress. To reduce reporting burden, information from each grantee’s application is used to pre-populate the online survey (e.g., name of program, contacts, performance measures…) Grantees will have access to a summary of their responses after their survey has been submitted. Examples of items covered in the online evaluation survey:

* Basic grant information (prepopulated in the survey, however grantees can make updates to program and fiscal contacts)
* Number of students served (reported in total and by student group – homeless, foster care and migrant)
* Program strategies and services provided (Inventory of programming in areas such as, academics/course completion, student attendance, social emotional/behavioral supports, and coordination of services)
* Progress on performance measures identified in grant application and approved by CDE (status of performance goal and identification of measures.)
* Successes (areas that contributed to meeting or exceeding performance measures)
* Challenges (areas that negatively impacted meeting or exceeding performance measures)
* Reporting on student outcomes (Examples include - grade promotion, drop out, graduation and completion)
* Reporting on program outcomes (Examples include - students served successfully completed services, refused services, discontinued services)
* Reporting on efforts toward sustainability and capacity building (Types of actions taken)
* Identification of technical assistance and training needs (topics of interest, preferred professional development offerings)

**SASID Reports** – Grantees will provide SASIDs of all students served by the grant through a secure, CDE data collection system. CDE will provide access to the system and distribute an Excel spreadsheet to assist grantees in preparing for the upload. Submission of SASIDs eliminates duplication of reporting on student demographics, dropout rates and graduation rates, and reduces inaccuracies in reporting. It enables CDE to meet the statutory requirement of the grant program to analyze and report on grade progression, dropout rates and graduation/completion rates. Student level data will be collected, used, shared, and stored in compliance with CDE student privacy and security procedures and protocols.

**Fiscal Reports**

* Interim financial Report (IFR) – due quarterly, but may be more often if flagged for high balance
* Annual Financial Report (AFR) – it is anticipated that the first AFR will be due in September 2023
* May include budget revision requests for personnel, equipment and/or substantial changes.

**QUESTIONS: END-OF-YEAR PERFORMANCE REPORT**

**CONTRACT AND GRANT INFORMATION**

Grantee Name

Name of Program

District Code or Facility School Code

Name of Contact

Contact Phone Number

Contact Email Address

Grant Year

Anticipated Number of First-Year Served Students

Program Description

**STUDENTS SERVED**

**Total Served:** How many total students (unduplicated) have you served in your program?

Of the students served, provide total by student group. Note: A student may be counted in more than one category.

* **Homeless Students:** How many of the total number of students served were homeless?
* **Foster Care Students:** How many of the total number of students served were in foster care?
* **Migrant Students:** How many of the total number of students served were migrant?

**PROGRAM STRATEGIES AND SERVICES PROVIDED**

**Highly Mobile Student Framework for Service and Support**.

Indicate which elements were supported by your Educational Stability Grant *(Check all that apply)*

**Essential needs**

* Food
* Housing
* Safety
* Clothing
* Hygiene
* Language Interpreter (if needed)

**Connectedness (in and out of school)**

* Enhanced mentoring (programs that connect to adults and peer networks)
* Extracurricular
* Academic engagement/interest exploration
* Community engagement
* School climate

**Innovative solutions to address barriers to learning**

* Academic progression and course completion
* Seamless transfer of coursework
* Assessment of academic gaps due to school mobility
* Essential classroom skills
* Assessment of educational milestones
* Complete and up-to-date student assessment
* Credit accrual and attainment

**Multiple pathways**

* Complete and up-to-date career and academic plan
* Opportunity to explore interests
* Opportunity to build on areas of strength and talent
* Opportunity to explore a multitude of postsecondary and career options

**Other:** Please describe other strategies and services funded by your Educational Stability Grant.

**Follow-up.** Describe specific strategies and practices applied that support the components selected above.

**Comment:** Of the strategies/programs/elements that were funded by your Educational Stability Grant (indicated above), list the three most effective in achieving successful outcomes for students served. Please list these strategies in order of effectiveness.

**PROGRESS ON PERFORMANCE MEASURES**

For each of the Performance Objective ratings, check the response that best describes progress at the end of the rating period (June 30). Please use the following guidance for rating your Performance Objectives:

* Exceeded: 5% or more beyond goal
* Met: Within 5% of goal
* Making progress: From 50% of goal to 5% below goal
* Not Making Progress: Less than halfway to goal

**Academic Performance Measure:**Please report your progress on your academic performance measure. *(Select one)*

* Exceeded goal
* Met goal
* Approaching
* Not making progress

**Data Validation**

* 1. Justify your rating for this performance objective:
	2. What data did you examine to determine your rating?
	3. Number of students who needed improvement in this area or the number of students assessed for this performance objective at baseline:
	4. Number of students who significantly improved or met specifically set criteria as measured by your selected indicator:

**Attendance Performance Measure:**Please report your progress on your attendance performance measure. *(Select one)*

* Exceeded goal
* Met goal
* Approaching
* Not making progress

**Data Validation**

1. Justify your rating for this performance objective:
2. What data did you examine to determine your rating?
3. Number of students who needed improvement in this area or the number of students assessed for this performance objective at baseline:
4. Number of students who significantly improved or met specifically set criteria as measured by your selected indicator:

**Social-Emotional and Behavioral Performance Measure:**Please report your progress on your social-emotional and behavioral performance measure. *(Select one)*

* Exceeded goal
* Met goal
* Approaching
* Not making progress

**Data Validation**

1. Justify your rating for this performance objective:
2. What data did you examine to determine your rating?
3. Number of students who needed improvement in this area or the number of students assessed for this performance objective at baseline:
4. Number of students who significantly improved or met specifically set criteria as measured by your selected indicator:

**STUDENT OUTCOMES**

Of the total number of students served

* Will continue receiving services
* Refused services or discontinued services
* Successfully received/completed services and remains in school
* Transferred to another school district in Colorado, another state or country
* Transferred to detention center or facility school
* Home-schooled
* Discontinued schooling/dropped out.
* Exited to an unknown educational setting/status
* Expelled
* High School Equivalency Transfer
* High School Equivalency Diploma
* Transfer to a Career and Technical Education program
* Graduated with regular diploma
* Other (*please explain*)

**SUCCESS STORIES**

**Student Success Story.** Please describe below a student’s success story from your Educational Stability Grant program. The success should be related to the services made possible by the grant and connected to the reasons the student needs the services. Based on your story, please include the following.

* Describe student’s circumstances related to services without using names or other personally identifiable information
* Program intervention/services provided:
* Describe the success:

**Partnership Success Story.** Please describe below an example of successful partnerships with an internal or external group that complements the work of your Educational Stability Grant program. Based on your story, please include the following.

* Name of Partner
* Program intervention/services provided:
* Describe the success

**SUSTAINABILITY**

Please describe the actions that have been taken to sustain your program:

(Please select all that apply and provide an explanation of what has been accomplished)

* + Applied for grants *(Please describe)*
	+ Budget line items specified Recaptured Per Pupil Revenue to be re-invested in your ESG-funded strategies *(Please describe)*
	+ Shared ESG program results with district administrators or board members (Please describe)
	+ Full absorption of general funds *(Please describe)*
	+ Other *(Please describe)* *Open Response-1500 characters or less*.

**TECHNICAL ASSISTANCE**

What state technical assistance, professional development (including training topics) or other state activities would help to better serve you and your program? (*Please select all that apply*)

* Visits from CDE staff or consultants
* Statewide meeting with other programs
* Regional meetings with other programs
* Referrals to similar programs
* Technical assistance by phone
* Technical assistance by e-mail
* Webinars
* Other (*Please describe*) *Open Response-1500 characters or less.*

**Topics.** Please list and describe professional development and training topics that would be of benefit in implementing your grant. *Open Response-1500 characters or less.*

**Additional Supports.** What supports from CDE would be most helpful in the successful implementation of your program?*Open Response-1500 characters or less.*

**Additional Feedback to CDE.** *Open Response-1500 characters or less.*

**CONTINUATION APPLICATION**

**Changes in Application:** If the grantee’s competitive proposal executive summary has changed from the original application, please provide a short description of your current program.

**Updates to Performance Measures\*:**

* **Academic Performance Measure Update:** If Academic Performance Measure has changed for next fiscal year, please enter it in the space provided. Please provide a justification for this change.
* **Attendance Performance Measure Update:** If Attendance Performance Measure has changed for next fiscal year, please enter it in the space provided. Please provide a justification for this change.
* **Behavioral and Social Emotional Performance Measure Update:** If Behavioral and/or Social Emotional Performance Measure has changed for next fiscal year, please enter it in the space provided. Please provide a justification for this change.

**Budget Explanation:** Describe below how the requested budget supports attainment of performance measures.

**New Use of Funds:** If any new use of funds is being proposed in the budget for next year, please describe how the funds will be used.

**In-Kind:** Please describe below the non-Educational Stability Grant dollars (in-kind) that will support the program in the next year.

# Attachment E: Glossary of Terms

**Boards of Cooperative Services (BOCES)**: A regional educational service unit designed to provide supporting, instructional, administrative, facility, community, or any other services contracted by participating members. {CSR 22-5-103(2)}

**Charter Schools**: "Charter school" means a charter school authorized by a school district pursuant to state law or an institute charter school authorized by the state charter school institute. *(C.R.S. 22-13-102)* **Note:** 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 pursuant to state law independently or in collaboration with other charter schools. (C.R.S. 22-30.5-104(11)(c))

**Community Engagement:** Schools, families, and communities are all responsible for the social, emotional, and educational development of youth. Schools that engage the community and serve as active partners in improving services for in and out of school time see positive outcomes for students. They can bring students and the community together through partnerships with businesses, community-based organizations, postsecondary institutions, workforce development centers, religious and civic groups, libraries, and other organizations that provide education, recreation, and youth development and enrichment. Effective school-community engagement includes a shared goal to develop a range of resources and partnerships to address barriers to learning, enhance the healthy development of youth, and strengthen the whole community.

**Connectedness** (See **Attachment B** for highly mobile student framework for service and support): Refers to ensuring students have an opportunity to form meaningful connections with peers and adults in all aspects of their lives. Programs that support connectedness include, but are not limited to: mentoring, extracurricular programs, academic engagement, and the opportunity to explore interests, community engagement, and school climate.

**County Department:** Has the same meaning as provided in section 19-1-103 (32), C.R.S.

**Course Completion and Credit Recovery:** Refers to a student passing, and receiving credit for, a course that the student previously attempted but was unsuccessful in earning academic credit towards graduation. The student can then "recover" the credit by satisfying requirements for the course in which they were unsuccessful and can focus on earning credit based on competency of the content standards for that particular course. Credit recovery programs aim to help schools graduate more students by giving students who have fallen behind the chance to "recover" credits through a multitude of different strategies. Different programs allow students to work on their credit recovery classes over the summer, on school breaks, after school, on weekends, at home on their own, at night in school computer labs, online, or even during the school day.

**Data Analysis:** Using various data elements, measures, and sources to guide decision-making from a systemic perspective. Data analysis should be incorporated in all essential elements, methods, and tactics. Data should not only guide identification, institutional change, and intervention efforts but should be used as a tool to evaluate program effectiveness within these measures. Common measures that Colorado schools are using include:

* Early Warning Systems: Attendance, Behavior, and Course Completion
* Graduation, Dropout and Completion Rates
* Performance Indicators: Academic Achievement, Academic Growth, Growth Gaps
* Benchmark assessments to measure performance indicators
* Individual Career Academic Plan (ICAP) Completion
* SAT Scores
* Concurrent Enrollment
* Work-based Learning Opportunities
* Apprenticeships

**Department of Education**: The Department of Education created in section 24-1-115, C.R.S.

**Disciplinary Incidence**: This includes classroom removal, office referrals, in-school suspension, out-of-school suspensions, and expulsion. For more details see [K-12 Discipline Analysis Report](http://www.cde.state.co.us/dropoutprevention/studentdisciplineanalysis).

**Division of Youth Services Placement Facilities:** means a secure facility or contract community residential program of the Division of Youth Services in the Colorado Department of Human Services.

**Dropout:** In Colorado law, a dropout is defined as a person who leaves 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 as dropouts. It does not include an expelled student.

**Early Childhood Programming**: Refers to educational programs and strategies geared toward children from birth to the age of eight.

**Education Provider**- means a school district, the state charter school institute, or a board of cooperative educational services that operates a school, public school of a school district, a school operated by a board of cooperative educational services pursuant to article 5 of title 22, C.R.S., an institute charter school authorized pursuant to part 5 of article 30.5 of title 22, C.R.S., a state-licensed day treatment facility, an approved facility school as defined in section 22-2-402 (1), C.R.S.

**Essential Needs** (See **Attachment B** for highly mobile student framework for service and support): Means ensuring students have access to basic human needs, which includes but is not limited to: food, shelter, safety at school and home, clothing, hygiene items, and access to language interpretation if needed.

**Essential Skill Building:** Refers to programming that addresses the development of creativity and innovation skills, critical-thinking and problem-solving skills, communication and collaboration skills, social and cultural awareness, civic engagement, initiative and self-direction, flexibility, productivity and accountability, character, and leadership.

**Extended Day Learning:** Before and out-of-school time learning opportunities. Includes programs that serve school-age children and youth during the non-school hours, including before and after school, on weekends and school holidays, and during the summer.

**Facility Schools: “**Approved facility school" means an educational program that is operated by a facility to provide educational services to students placed in the facility. For more detail, see website for the [CDE Office of Facility Schools](http://www.cde.state.co.us/facilityschools). **Note**: *Facility school applicants are guided to include an emphasis on the transitioning of students between their setting and school districts so that districts may continue supporting the student to avoid future disciplinary action or, if of compulsory school age, habitually truancy.*

**Highly Mobile Students:** Children or youth who at any time during the academic year were homeless, as defined in section 22-1-102.5, C.R.S; were in noncertified kinship care, as defined in section 19-1-103, C.R.S; were students in out-of-home placement, as defined in section 22-32-138(1)(h), C.R.S.; or were migrant children, as defined in section 22-23-103, C.R.S.

**Homeless children and youth:** Individuals who lack a fixed, regular, and adequate primary nighttime residence and includes children and youth who are:

* Sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason;
* Living in motels, hotels, trailer parks (that are deemed as inadequate housing), or camping grounds due to the lack of alternative adequate accommodations;
* Living in emergency or transitional shelters;
* Abandoned in hospitals;
* Residing in a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
* Living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings;
* Migratory children living in the above circumstances; and/or
* Unaccompanied youth living in the above circumstances.

**Innovative Solutions that Address Barriers to Learning** (See **Attachment B** for highly mobile student framework for service and support): Refers to the education provider’s efforts to reduce barriers to learning for highly mobile students. Examples of programs include, but are not limited to: academic progression and course completion, seamless transfer of coursework, assessment of academic gaps due to school mobility, essential classroom skills (e.g., advocating for a trauma-informed learning environment), assessment of educational milestones progression (e.g., reading by 3rd grade, middle school math, credit attainment in 9th grade), complete and up-to-date student assessment scores, and credit accrual and attainment.

**Kinship:** According to Colorado Revised Statute 19-1-103, there are two types of kinship placement. The definitions are as follows:

* (71.3) "Kin", for purposes of a "kinship foster care home" or for purposes of "noncertified kinship care", may be a relative of the child, a person ascribed by the family as having a family-like relationship with the child, or a person that has a prior significant relationship with the child. These relationships take into account cultural values and continuity of significant relationships with the child.
* (78.7) "Noncertified kinship care" means a child is being cared for by a relative or kin who has a significant relationship with the child in circumstances when there is a safety concern by a county department and where the relative or kin has not met the foster care certification requirements for a kinship foster care home or has chosen not to pursue that certification process.

**Local Education Agency (LEA):** As defined in ESEA, a public board of education or other public authority legally constituted within a State for either administrative control or direction of, or to perform a service function for, public elementary schools or secondary schools in a city, county, township, school district, or other political subdivision of a State, or for a combination of school districts or counties that is recognized in a State as an administrative agency for its public elementary schools or secondary schools.

**Mentoring Programs:** Provide structures to develop and maintain relationships between a less experienced individual (mentee or protégé) and a more experienced individual (mentor). This two-way, mutually beneficial relationship generally includes psychosocial mentoring, role modeling, and coaching. Mentoring follows a somewhat structured process, including: structures, protocols, and goals regarding skill development.

**Multiple Pathways:** Defined as a variety of structured academic opportunities for students to achieve their goal for high school graduation and postsecondary success. Each pathway is defined by its programming and is accessed by each student based on the individual student’s academic interest and unique needs. Examples include CTE Programs, credit recovery and acceleration, Concurrent Enrollment, and flexible scheduling as well as different school options such as Alternative Education Campuses and online schools. Examples of programs to provide highly mobile students with multiple pathways opportunities include, but are not limited to: complete and up-to-date Individual Career and Academic Plan (ICAP), opportunity to explore interests, etc.

**School Climate:** The National School Climate Center has defined school climate as the quality of school life experienced by students, caregivers, school personnel, and others interacting with the school environment. A positive school climate, then, is one where the school attends to each of the following: (a) fostering safety; (b) promoting a supportive academic, disciplinary, and physical environment; and (c) encouraging and maintaining respectful, trusting, and caring relationships throughout the school community. Additionally, organizational structures such as student body socioeconomic status (SES), retention of staff, racial and ethnic diversity of staff and students, and community support may influence climate. School climate can be thought of as the life and character of the school, thus, seeking opportunities to create or sustain a positive school climate is foundational to continuous improvement efforts.

**Service Agreements**: School districts may provide services through agreements with appropriate local governmental agencies and, to the extent necessary, with the managing state agencies, including but not limited to the Colorado Department of Human Services and Colorado Department of Public Health and Environment, with community-based nonprofit and faith-based organizations, with nonpublic, non-parochial schools, with the department of military and veterans affairs, and with public and private institutions of higher education.

**Student Engagement**: This means a student's sense of belonging, safety, and involvement in school that leads to academic achievement, regular school attendance, and graduation. Elements of promoting student engagement include providing rigorous and relevant instruction, creating positive relationships with teachers and counselors, providing social and emotional support services for students and their families, creating partnerships with community organizations and families that foster learning outside of the classroom, and cultivating regular school attendance. *(C.R.S 22-14-102)*

**Social-Emotional and Behavioral Services and Supports:** Supporting students to be ready and have the essential skills to succeed in school. Supports provided through this grant will be aimed to see a reduction in behavioral or discipline incidents and an increase in attendance through evidenced based programming. Examples could include supports in the area of critical thinking, problem solving, creativity and innovation skills, promote resiliency and identify protective factors. These supports could include (but are not limited to) supporting successful school transfers, participation in extracurricular activities, or activities that support a student’s connection to school.

**"Student in out-of-home placement":** Means a student who at any time during an academic term is in foster care and receiving educational services through a state-licensed day treatment facility, who is otherwise in placement out of the home as that term is defined in section 19-1-103 (85), C.R.S. or who is in placement outside of the home as a result of an adjudication pursuant to article 2 of title 19, C.R.S. It includes a child or youth who transfers enrollment as a result of being returned to his or her home at the conclusion of out-of-home placement.

**Support Services:** External partnerships to provide highly mobile students and families with medical, dental, mental health, housing, basic needs, and other community and state services.

**Transition Programs:** All students go through transitions in their educational careers, from moving up a grade, to moving to a different school. Schools need to provide transition programming to improve school goals by supporting youth development and reducing dropout rates. Comprehensive transition programming includes providing social and academic support for students in new grades or new schools through [counseling and mentoring](http://www.cde.state.co.us/dropoutprevention/interventionsandsupport_enhancedcounselingandmentoring), [family outreach](http://www.cde.state.co.us/dropoutprevention/bpguide-engagement), [community engagement](http://www.cde.state.co.us/dropoutprevention/communityengagement), and by providing post-secondary and workplace readiness programming and training for educators and youth to help further support students in periods of transition.

**Tutoring:** These activities involve the direct provision of assistance to students in order to facilitate the acquisition of skills and knowledge related to concepts addressed during the school day. Tutors or teachers directly work with students individually and/or in small groups to complete their homework, prepare for tests, and work specifically on developing an understanding and mastery of concepts covered during the school day.

**Two-Generation (2GEN) Approach**: This approach is designed to address the needs of children and their parents together (whole family) in a way that supports a family’s full potential and puts each individual of the family on a path to permanent economic security and economic mobility. Programs focused on early childhood, adult education, economic assets and health and well-being are fundamental to a 2GEN approach. 2GEN programs provide services to both child and adults (whole family) simultaneously and track outcomes for both. Examples include: financial education and coaching; career pathway programs linked to workforce development/employment training; adult education, early care and education and supportive services. There are five core principles that underlie the 2Gen approach:

1. Measure and account for outcomes for both children and their parents. (Data is used for compliance and continuous improvement.)
2. Engage and listen to the voices of families.
3. Foster innovation and evidence together.
4. Align and link systems and funding streams.
5. Ensure equity.

For more information:

* [Pioneering 2GEN Approaches in Colorado](https://ascend.aspeninstitute.org/resources/pioneering-2gen-approaches-in-colorado/)
* [The Colorado Guide to 2GEN](https://ascend-resources.aspeninstitute.org/resources/colorado-guide-to-2gen/)