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**COLORADO**  
Department of Education

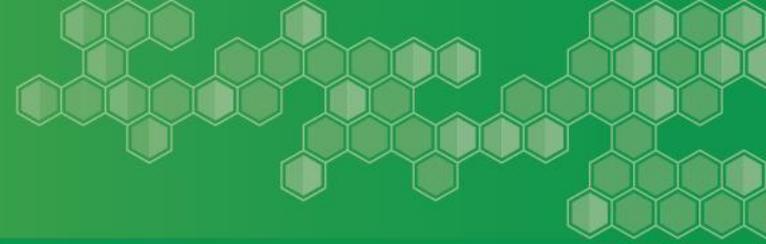
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# Education Stability Grant

Pursuant to: Colorado House Bill 18-1306; Colorado Revised Statute 22-32-138.

Application Information Webinar – April 2022

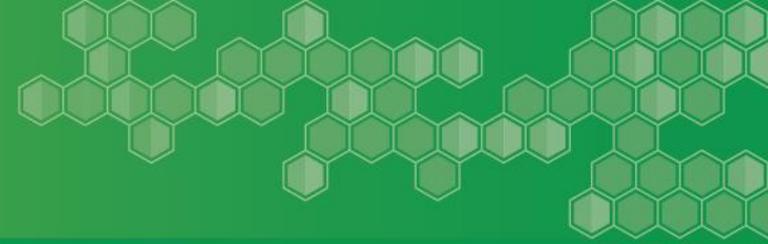
# Program Key Elements



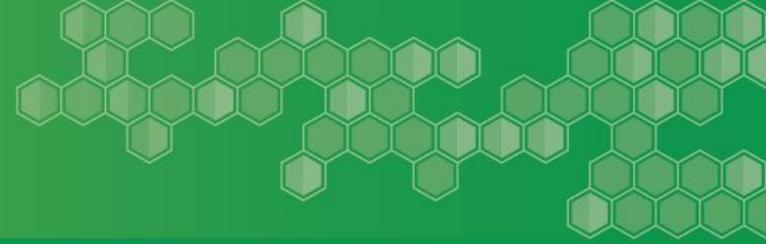
- In 2018, Colorado passed House Bill 18-1306 “Ensuring Educational Stability for Students in Out-of- Home Placement”. This bill included the creation of the Educational Stability Grant Program, which is intended to support educational stability of highly mobile students.
  - A highly mobile student 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, high dropout rates, and 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.

# Introduction

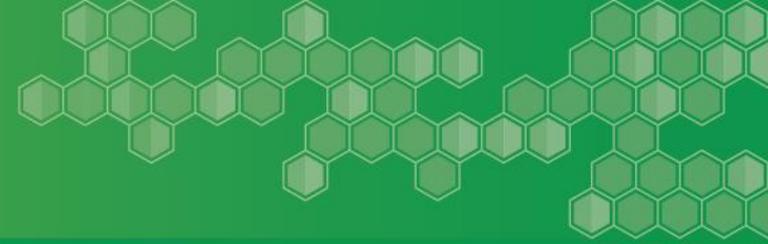
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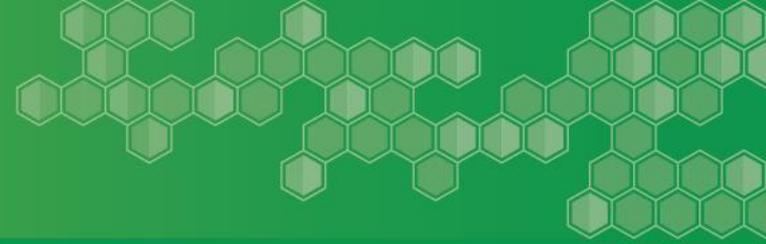
- Goals of the Grant Program:
  - To improve educational experiences and outcomes for students experiencing high mobility in the following populations:
    - Foster Care (or out-of-home placement)
    - Migrant
    - Homeless/Unaccompanied youth
- Applicants must focus their proposal on anyone, two, 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



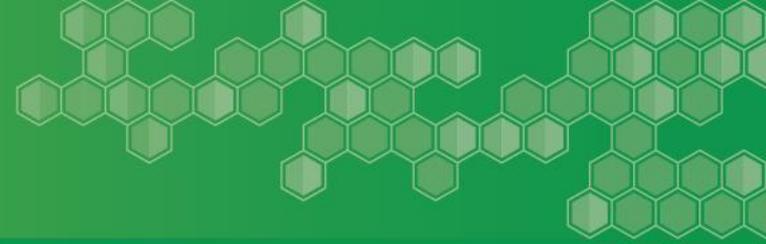
- The intent of the Educational Stability Grant is to address reducing educational barriers for students who experience high mobility by providing academic and social-emotional services and supports to highly mobile students.
- The purpose of this funding opportunity is to support the removal of all 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).



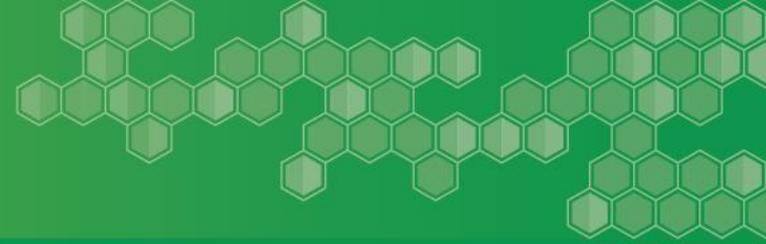
- All Colorado Education Providers are eligible to apply.
- "Education provider" means:
  - a school district, the state Charter School Institute, or a board of cooperative educational services that operates a school
  - a public school of a school district
  - a school operated by a board of cooperative 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.
- 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.



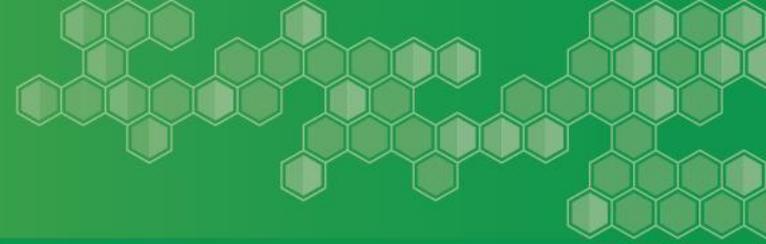
- Priority will be given to applicants that meet one or more of the following criteria:
  - Propose serving all three populations of highly mobile students;
  - Education providers that demonstrate support of the Child Welfare Education Liaison (CWEL), Homeless Liaison, and/or provide letters of support from the education provider's leadership or surrounding community programs that serve highly mobile students;
  - Education providers with over 9% of highly mobile student populations (see **Attachment A**);
  - The number of highly mobile students served by the education provider (see **Attachment A**):
    - Less than 20, 20-59, 60-99, 100-149, 150-399, 400-799, Over 800
- **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.



- Approximately \$825,000 is available for the 2022-2023 school year, with funding contingent on approval of appropriations from the State Legislature.
- CDE anticipates to award grants for a three-year period.
  - Funding in subsequent years for grantees is contingent upon continued appropriations by the State Legislature and upon grantees meeting all grant, fiscal and reporting requirements. Funded applicants for the 2022-2023 school year are not guaranteed any additional funding beyond the 2022-2023 year at this time.
- Grants will be awarded for a three-year term beginning in the 2022-2023 fiscal year.
- Funds for 2022-2023 school year must be expended by June 30, 2023. There will be no carryover of funds.



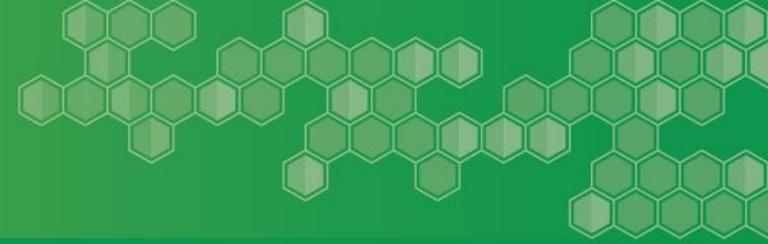
- Eligible activities include the provision of tutoring, supplemental instruction, and enriched educational services that are linked to the achievement of the same challenging State academic standards as the State establishes for other children and youth.
  - Programs can either expand or improve services 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 request 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.



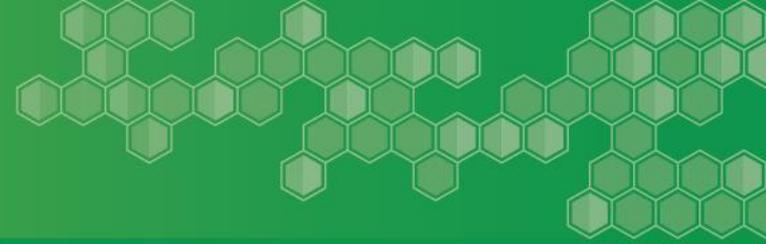
- Pursuant to C.R.S.22-32-138.5, CDE is responsible for submitting annual reports on the Educational Stability Grant Program to the State Board of Education and the Colorado Legislature. The reports must include a review of the outcomes and effectiveness of services provided as measured by the demonstrated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

# Evaluation and Reporting

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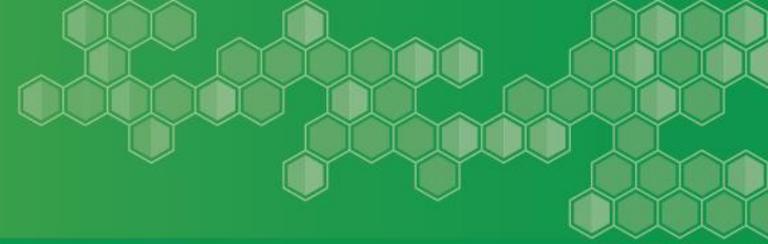


- To ensure that CDE meets the state-level reporting mandates, evaluation reporting is required of awarded grantees. Grantee reporting includes, at a minimum, the following elements:
  - End-of-Year Performance Report and Continuation Application (e.g., including numbers of students served, student outcomes, 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 2022-2023 school year or any of the subsequent years of funding
- 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.



- Applications will be reviewed by CDE staff and peer reviewers to ensure they contain all required components. Applicants will be notified of final award status no later than **Monday, June 27, 2022.**
- **Note:** This is a competitive process – applicants must score at least 70 points out of the 103 possible points in the scored narrative to be approved for funding.
  - Applications that score below 70 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.

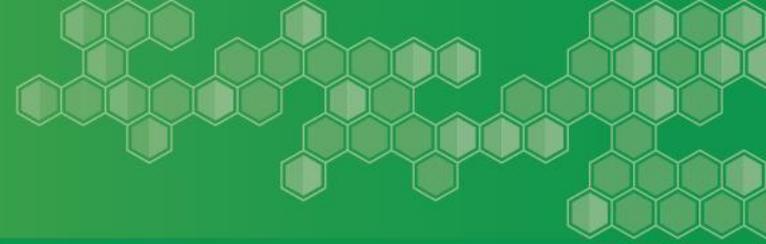
# Submission Process and Deadline



- Completed applications must be submitted through the [online application form](#) by Wednesday, May 4, 2022, by 11:59 pm.
- Within the online application, applicants will complete Part IA with their applicant information and upload attachments as described in the Required Elements section below.
- Incomplete or late applications will not be considered.
  - If you do not receive an email confirmation of receipt of your submission from the application system within 24 hours after the deadline, e-mail [CompetitiveGrants@cde.state.co.us](mailto:CompetitiveGrants@cde.state.co.us).
- Application materials and budget are available for download on [CDE's Educational Stability Grant webpage](#).

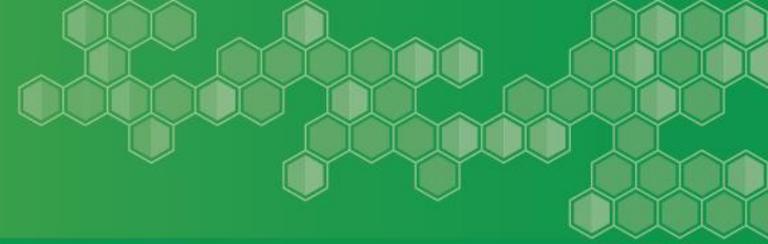


# Application Elements



- The total narrative (Sections A-D) of the application cannot exceed 12 pages. See below for the required elements of the application.
  - **Note:** Applications that exceed 12 pages will not be reviewed. If you need any clarification at all about what the page limit will or will not include, please reach out to the application contacts prior to submitting.
- **All narrative response pages must be standard letter size, 8-1/2" x 11", using no smaller than 12-point font, single-spaced, with 1-inch margins, and numbered pages.**
- The Program Assurances Form must include signatures from the lead organization/fiscal agent. If grant application is approved, funding will not be awarded until all signatures are in place.
- Other than the Letters of Support from Key Collaborators (if applicable), attachments or addendums cannot be utilized to address the required elements or be factored into the scoring and are therefore discouraged. Support letters that do not meet the criteria should not be submitted.

# 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 of the RFA).

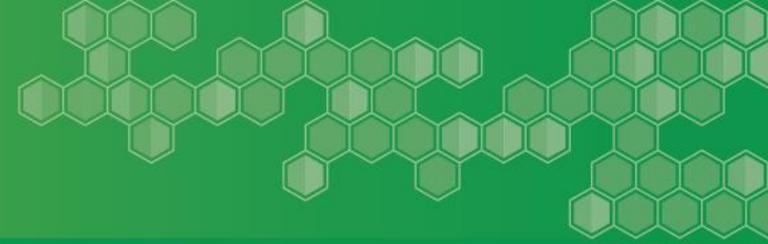
Complete responses in the <a href="#">online application form</a> :	Part IA: Applicant Information
<b>Upload these documents in the <a href="#">online application form</a>:</b>  <u>1. Part IB: Demonstration of Support</u>  <u>2. Part IC: Program Assurances Form</u>  <u>3. Executive Summary and Application Narrative</u> Executive Summary does not count toward 12-page limit for Application Narrative  <u>4. Budget Workbook</u> Submit in Excel format in <a href="#">original CDE template</a> . Does not count towards page limit.  <u>5. Letters of Support from Key Collaborators</u> Optional	Part IB: Demonstration of Support
	Part IC: Program Assurances Form
	<b>Part II: Executive Summary and Application Narrative</b> <u>Executive Summary</u> [does not count towards 12-page limit] <u>Application Narrative</u> [cannot exceed 12 pages] Section A: Demographics and Need Section B: Performance Measures and Evaluation Section C: Program Design and Implementation Section D: Budget Narrative
	<b>Budget Workbook</b>
	<b>Letters of Support</b> [optional]

# Part IA: Applicant Information

Local Education Provider (LEP)/BOCES Information			
LEP/BOCES Name:		LEP/BOCES Code:	
Mailing Address:			
Amount of Funding Requested for Year 1: \$			
<b>Type of Education Provider</b>			
[Check box below that best describes your organization or authorizer.]			
<input type="checkbox"/> School District	<input type="checkbox"/> BOCES	<input type="checkbox"/> Institute Charter School(s)	<input type="checkbox"/> District Charter School(s) Facility School
<b>Region</b>			
[Indicate the region of Colorado this program will directly impact.]			
<input type="checkbox"/> Metro	<input type="checkbox"/> Pikes Peak	<input type="checkbox"/> North Central	<input type="checkbox"/> Northwest
<input type="checkbox"/> West Central	<input type="checkbox"/> Southwest	<input type="checkbox"/> Southeast	<input type="checkbox"/> Northeast
<b>Identify populations applicant intends to serve with this grant:</b>			
[Check all that apply.]			
<input type="checkbox"/> Foster Care	<input type="checkbox"/> Homeless/Unaccompanied	<input type="checkbox"/> Migrant	<input type="checkbox"/> Other (please describe)
<b>Identify service and supports areas to be addressed in the proposed program:</b>			
[Check all that apply.]			
<input type="checkbox"/> Essential needs	<input type="checkbox"/> Connectedness (in and out of school)		
<input type="checkbox"/> Innovative solutions to address barriers to learning	<input type="checkbox"/> Multiple Pathways		
Requested Funding			
Year 1: 2022-2023	\$	Year 2: 2023-2024	\$
		Year 3: 2024-2025	\$
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:		E-mail:	
Telephone:			



# Part IA: Applicant Information



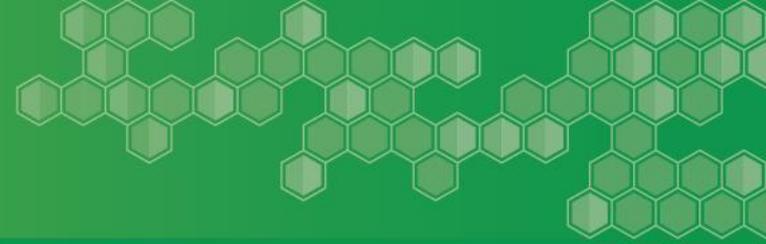
Provide previous grant information [if applicable]

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?	<input type="checkbox"/> Yes <input type="checkbox"/> No
If previously funded, were funds expended in a timely manner?	<input type="checkbox"/> Yes <input type="checkbox"/> No
If previously funded, were any unspent funds reverted back to CDE?	<input type="checkbox"/> Yes <input type="checkbox"/> No
If unspent funds were reverted, enter the year(s) and amount(s) of reverted funds below:	
Year(s):	Amount(s):

Provide information on students to be served

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?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> No Data
Number of highly mobile students in the district:	
<input type="checkbox"/> Less than 20 <input type="checkbox"/> 20-59 <input type="checkbox"/> 60-99 <input type="checkbox"/> 100-149 <input type="checkbox"/> 150-399 <input type="checkbox"/> 400-799 <input type="checkbox"/> Over 800 <input type="checkbox"/> 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]	<input type="checkbox"/> Yes <input type="checkbox"/> No

# 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 Migrant Director		



# Part IC: Program Assurances Form

- Can be submitted with signatures still pending.
- For Charter School applicants, the Authorized Representative signatures should be completed by someone at your authorizer (district/CSI)

## Part IC: Program Assurances Form

The appropriate Authorized Representatives must sign below to indicate their approval of the contents of the application for the **Educational Stability Grant**, and the receipt of program funds.

On \_\_\_\_\_ (date), 2022, the Board of \_\_\_\_\_ (district/BOCES/CSI) hereby agrees 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 9/1/22 through 6/30/23.
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 7/10/2023, which evaluates how program measures were met during the 2022-2023 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 2023. 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 10/1/2023, utilizing the AFR (Annual Financial 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.

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

Project modifications and changes in the approved budget must be requested in writing and be approved in writing by the CDE before modifications are made to the expenditures. Contact Matthew Freeman ([Freeman\\_M@cde.state.co.us](mailto:Freeman_M@cde.state.co.us), 970-578-0844) and Jamie Burciaga ([Burciaga\\_J@cde.state.co.us](mailto:Burciaga_J@cde.state.co.us), 303-556-5714) for any modifications.

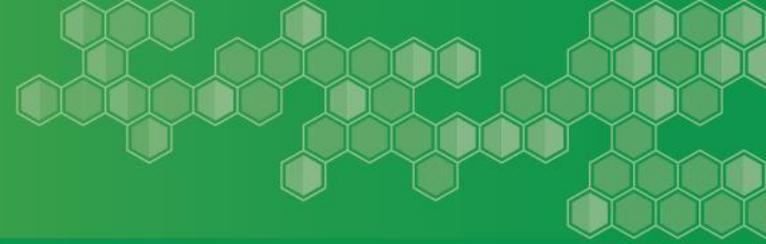
_____ Name of Organization Board President (School Board, BOCES, Charter School)	_____ Signature	_____ Date
_____ Name of Organization Authorized Representative (Superintendent, Charter School Institute, BOCES Executive Director)	_____ Signature	_____ Date
_____ Name of LEP Program Contact	_____ Signature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

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

EDUCATIONAL STABILITY GRANT | 11



# Narrative Elements



- Describe any barriers the education provider currently has in serving highly mobile students
- Describe the educational barriers facing the students to be served as applicable to the following areas.
- Provide a clear description of current programming supporting highly mobile student groups.

## Section B: Performance Measures and Evaluation

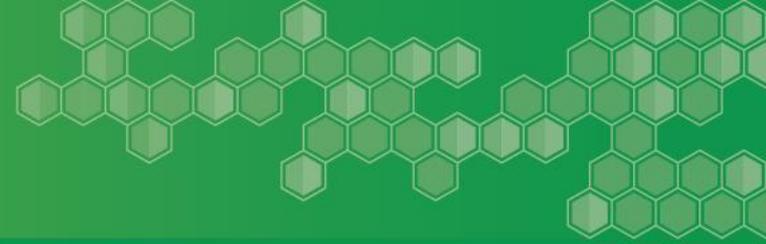
- As part of the conditions of the grant, each applicant must develop one performance measure in each of the three categories that are required by Colorado Revised Statue 22-32-138.5 and CCR Rule
- Academic progress
- Attendance progress
- Social-emotional and behavioral outcomes

The priorities for the RFA are tied to creating a collaborative model that address root causes associated with mobility, low academic performance, and graduation rates with students experiencing high mobility.

## Section D: Budget Narrative and Budget Workbook

- The budget narrative describes the connection of activities to the grant request and the proposed activities in the Educational Stability Grant Program.
- Describe the vision for an on-going plan and how the program will sustain if the state grant is reduced or eliminated.
- 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.

# Questions



## **Program Questions:**

Jamie Burciaga, State Coordinator for Foster Care Education  
(303) 518-5938 | [Burciaga\\_J@cde.state.co.us](mailto:Burciaga_J@cde.state.co.us)

## **Budget/Fiscal Questions:**

Matthew Freeman, Office of Grants Fiscal  
(970) 578-0844 | [Freeman\\_M@cde.state.co.us](mailto:Freeman_M@cde.state.co.us)

## **Application Process Questions:**

Mandy Christensen, Office of Grants Program Administration  
(303) 866-6250 | [Christensen\\_A@cde.state.co.us](mailto:Christensen_A@cde.state.co.us)