

Funding Opportunity

Applications Due: **April 23, 2025, 4 pm MST**

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| Empowering Action for School Improvement (EASI)EASI Supplemental - Building Capacity for Instructional Coaching Pursuant to The Every Student Succeeds Act (ESSA), Title I, Section 1003  and the School Transformation Grant through HB 18-1355. |

**Program Questions:**

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Required Education Data Advisory Committee (EDAC) Stamp

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

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

Submission of application materials either in hard copy or via

e-mail will not be accepted.

The application window will open in GAINS on Monday, March 24, 2025, and close on April 23, 2025, at 4pm.

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

**EASI Supplemental - Building Capacity for Instructional Coaching**

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

# 

# Introduction

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

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

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

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

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

Additionally, Colorado’s Educational Accountability Act (HB-18-1355) identifies schools for support and improvement based on academic achievement, academic growth, postsecondary and workforce readiness as outlined on school performance framework. The School Transformation Grant provides funding to support schools with school plan types of Priority Improvement, Turnaround, or On-Watch.

# Purpose

The *EASI Supplemental – Building Capacity for Instructional Coaching* is intended to provide funding for a full-time building guest/substitute teacher for the 2025-26 school year to schools identified for improvement under ESSA or the state accountability system. The presence of a guest teacher builds capacity for classroom coverage to ensure implementation fidelity of instructional coaching as a major improvement strategy. The additional support for instructional coaching is to enhance the effectiveness of teaching and learning for improved best-first instruction as aligned to CDE’s strategic priority of Accelerating Student Outcomes.

# Eligible Applicants

LEAs with schools identified (1) under ESSA as Comprehensive Support (CS), Targeted Support (TS) or Additional Targeted Support (A-TS) and/or (2) under state accountability as Priority Improvement, Turnaround, and On Watch are eligible to apply for funds and services. A LEA includes:

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

**Note:** Applications will not be accepted from individual non-charter schools and must be authorized and submitted through the LEP.

**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.

A complete list of all eligible schools can be found on the EASI website under EASI Resources and Technical Assistance (<https://www.cde.state.co.us/fedprograms/easi23-24prioritypoints>) .

## Prerequisite

Eligible schools are required to demonstrate instructional coaching as a documented major improvement strategy for the 2025-26 school year. Documentation of instructional coaching as a major improvement strategy may include one of the following:

* Instructional coaching identified in the school’s Unified Improvement Plan as a major improvement strategy; or
* Active participation in an EASI grant support with a documented focus on instructional coaching (District Designed & Led, Transformation Network, Connect for Success) for the 2025-26 school year.

# Available Funds

Approximately $1.0 million is available for schools that are identified under ESSA and an additional $150,000 available for state identified schools. The grant is projected to award 20-21 schools with ESSA identifications and 3 schools with state identifications (see Eligible Applicants section for more details). **Up to $50,000 is available for each eligible school to build capacity for the implementation of instructional coaching as a major improvement strategy.**

In the event requests exceed available funding, the EASI prioritization points will be used to determine awards. See Appendix A for details on EASI prioritization.

# Duration of Grant

Grants will be awarded beginning April 23, 2025, with funds released in grant award letters in June for the 2025-26 academic year. All federal awards must be obligated by September 30, 2026, and must be requested for reimbursement from CDE by November 1, 2026. For state awards, all funds must be drawn down by June 30, 2026. Carryover is not available.

# Allowable Use of Funds

* Costs associated with hiring a full-time building guest teacher (i.e. substitute) for the 2025-26 school year to support the implementation of instructional coaching (i.e. salary and benefits). The building guest teacher position may be split across more than one guest teacher but may not exceed the number of student contact days in 2025-26 school year.

# Budget

All costs must be allowable uses of funds, reasonable (a prudent person would consider the expense to be reasonable, similar activities have been funded from other grants in the same/close to same amounts), and necessary for the LEA to implement improvement strategies. Project modifications and changes to the approved budget must be requested in writing and approved in writing by CDE before modifications are made to the expenditures. All post-award budget revisions must be made by June 30, 2026.

Each school budget should consist of two budget lines- guest teacher salary/pay and benefits. For the salary budget line, pay may be requested as a daily guest/substitute teacher for the number of student contact days for the respective school or as the salary pay for a full-time long-term guest/substitute teacher. The requested amount may not exceed what is allowed in district policy for the daily rate or long-term rate for a guest/substitute teacher. The budget line should include details to justify the expense (e.g. number of instructional dates in 2025-26 school year, pay rate per day, or long-term pay rate per day). Benefits should be requested on a separate line and include the district’s benefit pay rate in the description.

# Evaluation and Reporting

Schools receiving funds under this grant opportunity are required to:

* Incorporate the implementation plan (action steps and implementation milestones) developed through this grant into the school’s UIP.
* Provide feedback as to the effectiveness of this support at the conclusion of the grant cycle.
* Submit the Annual Financial Report (AFR) to CDE.

# Data Privacy

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

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

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

# Review Process and Timeline

Applications will be reviewed by CDE staff and peer reviewers to ensure they contain all the required components. Applicants will be notified of final award status no later than **May 23, 2025.**

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

|  |  |
| --- | --- |
| **Dates** | **Grant Activity** |
| **Wednesday, April 23, 2025** | **Complete application due in the GAINS system by 4 p.m.** |
| April 23 – May 9, 2025 | Review of Applications. |
| May 9, 2025 | Applicants will be notified of initial application status. |
| May 16, 2025 | Any required revisions must be made prior to final approval of the application. |
| May 23, 2025 | Funds will be available once any required revisions are approved.  Applicants will be notified of final award status. |
| June 30, 2026 | State Awards- All funds must be drawn down. |
| September 30, 2026 | Federal Awards- All funds must be obligated. |
| September 30, 2026 | Annual Financial Report due |
| November 1, 2026 | Funds must be requested for reimbursement from CDE. |

# Required Elements

Required Elements

A complete application in the online system includes:

* Signed Assurances
* Completed Narrative
* Detailed Budget

**EASI Supplemental Grant - Building Capacity for Instructional Coaching**

**Applications Due: April 23, 2025 4pm**

# Part IA: Applicant Information

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

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

# Part IB: Recipient Schools Information

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

# Part II: Program Assurances

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

**Assurances**

**EASI – Implementation Support**

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

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

EASI- Building Capacity for Instructional Coaching Grant Assurances

​​☐​ The grantee will ensure that the funds awarded for this/these program(s) will only be used to meet the goals of the EASI Building Capacity for Instructional Coaching – namely to enhance implementation of instructional coaching as a major improvement strategy at the identified school.

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

​​☐​ The grantee will ensure that stakeholders (e.g., building leaders, teachers, Human Resources/guest teacher coordinator) input was gathered to inform this proposal.

​​☐​ The grantee will ensure that the guest teacher’s time will be prioritized to support the implementation of instructional coaching (e.g. covering classrooms, duties, or other responsibilities of school staff to provide time for observations, debrief/feedback sessions, planning activities, PLCs, or professional learning opportunities). Guest teacher time may cover school needs (e.g. filling substitute teacher needs) only if instructional coaching coverage is not needed.

​​☐​ The grantee will ensure that the guest teacher’s time is only used at the identified school or at the district-level in support of the identified school. ​​

​​☐​ The grantee will ensure that majority of the guest teacher’s time throughout 2025-26 will be used to support the implementation of instructional coaching. Schools should establish a process to ensure the use of the guest teacher’s time is primarily supporting instructional coaching implementation efforts and needs.

​​☐​ The grantee will ensure that the guest teacher will not be assigned a regular teaching schedule in place of a part- or full-time teacher or used to fill a teaching staff vacancy.

☐​ The grantee will annually provide the Colorado Department of Education the evaluation information required in the “Evaluation and Reporting” section of this application including the End-of-Year and Annual Financial Reports in the RFA.

ESEA General Assurances

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

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

**EASI – Building Capacity for Instructional Coaching**

**Applications Due: April 23, 2025 by 4 p.m.**

# Application Scoring

CDE Use Only

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

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

**Strengths:**

**Weaknesses:**

**Required Changes:**

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

# Selection Criteria and Evaluation Rubric

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

Applicant Information and Assurances

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

**Part III: Narrative**

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

**Part IV: Budget**

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

# 

# Part III: Narrative and Budget

|  |  |  |
| --- | --- | --- |
|  | **Not Included/**  **More Info Needed** | **Included** |
| 1. A documented major improvement strategy of instructional coaching for the 2025-26 school year is a prerequisite of the grant.   Identify how the school meets this prerequisite (i.e. UIP, EASI support focus) and briefly describe why the school selected instructional coaching as an evidence-based major improvement strategy. The response must include details on how instructional coaching strategy addresses the reason for the school’s ESSA or state identification. |  |  |
| 1. Briefly describe the status of instructional coaching in the school and the goals or projected outcomes for the 2025-26 school year. The response should include details on experienced and expected successes and challenges to implement instructional coaching. |  |  |
| 1. Briefly describe how a full-time building guest teacher would assist the school in addressing challenges and improving the implementation of instructional coaching. |  |  |
| 1. Briefly describe how the school plans to use and prioritize the time of a guest teacher to support the implementation of instructional coaching in the 2025-26 school year. |  |  |

# Appendix A- EASI 2024-25 Prioritization

***EASI 2024 Prioritization***

Available grant funding will be distributed to LEAs that meet the criteria within their chosen route(s). All applications will be reviewed and scored based on the rubrics included for each support. In the event the amount requested exceeds the amount available, applications that receive a fundable number of points will be prioritized. Each school will receive a point value based on a group of indicators (e.g., school improvement status, duration of status, currently receiving funds) that were ranked to ensure that schools most in need receive improvement funds.

If CDE is unable to fund a complete priority point level, schools within that level will be prioritized by those furthest along in the improvement cycle and/or have never received funding. The following table outlines the priority criteria and point values that were utilized for the 2024-2025 EASI grant competition:

|  |  |
| --- | --- |
| **If the school has a Federal AND a State identification, the school receives the point value for whichever identification has higher points (State or Federal), then receives 1 bonus point as per the information below.** | |
| **Criteria** | **Prioritization Points** |
| **Federal (ESSA) School Identifications** | |
| Comprehensive Support (CS) Lowest 5% or Low Graduation Year 4+ | 8 |
| Comprehensive Support (CS) Lowest 5% | 6 |
| Comprehensive Support (CS) Low Graduation | 6 |
| Comprehensive Support (CS) - Persistently ATS (more than 3 years ATS for same student group) | 6 |
| Additional Targeted Support & Improvement (ATS) | 5 |
| Comprehensive Support (CS) Lowest 5% - on Watch | 4 |
| Comprehensive Support (CS) Low Graduation - on Watch | 4 |
| Targeted Support & Improvement (TS) | 3 |
| Targeted Support & Improvement or Additional Targeted Support & Improvement - Not Exited by District | 2 |
| Any Federal identification – identified for Participation Only | 1 |
| **State (Accountability Clock/Performance Watch) School Identifications** | |
| Year 4+ of Priority Improvement or Turnaround | 8 |
| Year 4+ on Watch (Performance/Improvement Year 4+) | 6 |
| Year 3 of Priority Improvement or Turnaround | 6 |
| Year 2 of Priority Improvement or Turnaround | 5 |
| Year 1 of Priority Improvement or Turnaround | 4 |
| Year 2 -3 On Watch (Performance/Improvement Year 2 or 3) | 3 |
| Insufficient state data on HOLD (Prior to ISD was Years 1+ on Performance Watch) | 3 |
| **Bonus Points** | |
| School has not previously been awarded an EASI grant | 1 |
| School has both a Federal identification AND a State identification of Turnaround or Priority Improvement (exception: LEAs that did not exit ATS or TS schools) | 1 |

Notes:

* In the event that CDE receives more grant requests than available funding, CDE may take into consideration: a) The status of current and previous EASI grant awards, unspent funds, and fulfillment of prior EASI/program requirements; and b) State school identifications of Priority Improvement or Turnaround as a result of decreased due to participation.

**Eligible Schools and Prioritization Points**

A sortable Excel version of all Eligible Schools and Prioritization Points can be found on the [EASI website under Resources and Technical Assistance](https://www.cde.state.co.us/fedprograms/easiappresourcesandtechnicalassistance).