

Funding Opportunity

Recorded application information webinar available on the [Colorado Department of Education’s (CDE)  
School Counselor Corps Grant Program webpage](https://www.cde.state.co.us/postsecondary/schoolcounselorcorps).

[Intent to Apply Due](https://app.smartsheet.com/b/form/1925e424528f4e9ea5b3fad81b0b4e07): **Thursday, February 6, 2025**

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

[Applications Due](https://colorado.egrantsmanagement.com/): **Thursday, February 27, 2025, by 4 pm**

Application will open in GAINS on Monday, January 6, 2025, and close on Thursday, February 27, 2025.

|  |
| --- |
| School Counselor Corps Grant Program (SCCGP) Pursuant to C.R.S. 22-91-101 through 22-91-105 |

EDAC stamp Form # CGA-172

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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 SCCGP must be submitted through** [**GAINS**](https://colorado.egrantsmanagement.com/)**.**

Hard copy or e-mail applications will not be accepted.

The application window in GAINS is open Monday, January 6, 2025,

until Thursday, February 27, 2025, at 4 PM.

[Access information about GAINS 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)

**School Counselor Corps Grant Program**

**Intent to Apply Due: Thursday, February 6, 2025**

**Applications Due: Thursday, February 27, 2025, by 4 pm**

# Introduction and Purpose

This Request for Applications (RFA) distributes funds to eligible education providers pursuant to the requirements of the SCCGP, C.R.S. 22-91-101 through 22-91-105. The purpose of SCCGP is to increase the availability and implementation of effective school-based counseling to increase the state graduation rate and increase the percentage of students who appropriately prepare for, apply to, and continue into postsecondary education.

# Eligible Applicants

Local Education Providers (LEP’s) are eligible to apply for this opportunity to increase the number of school counselors for secondary and elementary students and the level of school counseling services provided. Elementary applicants must apply with the middle or high school for which they are a feeder school. The secondary school(s) must be included as part of this grant application or be a current SCCGP grantee. **Elementary applications must address how early exposure to comprehensive school counseling programs prepares young students for postsecondary and workforce readiness.**

**LEP’s** are eligible to apply for this opportunity. An eligible LEP is:

* A School District;
* A Board of Cooperative Educational Services (BOCES);
* A Charter School authorized by a School District; or
* A Charter School authorized by the Charter School Institute.

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

**Each grant application must address needs specific to the individual district and schools. The submission of applications that are identical or similar to previously submitted RFAs, except for names, data and descriptions of the eligible schools or district, will not be accepted.**

**Those who submit a districtwide application may apply:**

* No more than 25% of the applications submitted for specific districtwide positions will be approved in this competition (see page 9 for the two types of submitted applications). That 25% will be determined based on the ranked scores of the applications in which they are included, beginning with the highest scoring applications.

**Those who have been previously funded with SCCGP funds may apply:**

* **A LEP may apply with new school sites every year.**
* **A school site cannot be included in the SCCGP application if it was awarded within the past five years (2019-2024).**
* **School sites that were awarded SCCGP prior to FY2019-2020, can reapply for this round of funding.** 
  + Previously awarded school sites must wait one year from completion of the SCCGP to reapply. Their narrative responses must describe current grant activities and services and demonstrate how, if awarded, capacity to provide activities and services will be expanded, improved, or sustained.
  + Previous grant recipients must demonstrate how previously funded school counseling positions and successful programs have been sustained. Past expenditure of funds and quality of program implementation will also be considered, including the return of any unused funds to CDE.
* **No more than 25% of applications that include previously funded sites** will be awarded in this competition. That 25% will be determined based on the ranked scores of the applications in which they are included, beginning with the highest scoring applications. [Download and view previously funded sites- under the map on the SCCGP Grant Program website](https://www.cde.state.co.us/postsecondary/schoolcounselorcorps)

**If applicant was funded in a previous cohort within the past five years (from the 2020-2021 cohort to present), complete Section E which will inquire about the following:**

* Sustainability is an expectation of the SCCGP. Use Section E to detail whether counseling positions or programming funded by previous SCCGP funds were sustained; or how grant funds will be used to expand upon previously completed work. Contact CDE program staff if unsure whether the applicant was previously funded by SCCGP.
* Past expenditure of funds will be considered. If the previously funded grantee returned more than $1,000 during any year of the SCCGP grant cycle, a thorough explanation will be required to be considered for a new grant award.
* For each grant review period:
  + Points will be deducted once per occurrence during the grant application review process for returned or unspent SCCGP grant funds during the grant cycle.
  + Applicants will not be penalized more than one time for each occurrence of returned SCCGP grant dollars.

# Priority Considerations

Available grant funding will be distributed to Education Providers with school(s) demonstrating high need based on Priority Criteria including:

* **LEPs that have not employed a licensed school counselor in the last 3 years.**
* LEPs with current student-to-counselor ratio higher than 250 students per school counselor.
* Schools at which the [dropout rate](http://www.cde.state.co.us/cdereval/dropoutcurrent) exceeds the statewide average. 2022-23 annual dropout rate for the State of Colorado is 2.1% OR percentage of K-3 students identified with [significant reading deficiency](https://www.cde.state.co.us/code/readactdashboard) at elementary schools that exceed the statewide average of 21.3% in 2021-2022; and
* Schools with a high percentage of students who are eligible for [Free and Reduced Lunch](http://www.cde.state.co.us/cdereval/pupilcurrent) exceeding the statewide K-12 rate of 40.2% from 2022-2023.
* [Postsecondary remediation](https://cdhe.colorado.gov/pathways-to-prosperity-postsecondary-access-and-success-for-colorados-high-school-graduates) (Developmental Education) rates at secondary schools that exceed the statewide average of 16.9% for the class of 2021;
* [Postsecondary matriculation](https://www.cde.state.co.us/district-school-dashboard) (Postsecondary Enrollment) rates that are below the statewide average of 49.9% for the class of 2021.
* LEPs (Districts/BOCES/Charter Schools) that have never received the grant.
* LEPs in [geographic locations of](https://www.cde.state.co.us/cdeedserv/cderuraldesignationlist) underserved areas of the state.

**\*Each funded site on the application must meet priority considerations to receive the points.**

# Available Funds and Duration of Grant

**This application is being released but is contingent upon enacting pending appropriations to the SCCGP for the 2025-2026 school year.** The anticipated level of funding available for the 2025-2026 school year is approximately $600,000. Priority consideration will be given to **LEP**s with schools that have not been previously funded. **In the first year of the four-year grant cycle, individual awards will range between $30,000 and $50,000. The first year of the grant is developmental and will focus on an intentional data review, creation of SMART goals, program development, and direct services.** In the second, third, and fourth years of the grant, successful grantees may request up to $90,000 per funded school for implementation and increase of school counseling services. **There is a limit of six funded sites per application based on state allocations.** The final funding amount will be based on identified need determined by the development year report.

Grants will be awarded for a four-year term beginning in the 2025-2026 school year. **Note:** Each year of grant funding is contingent upon annual appropriations by the State Legislature. Funded applicants will be eligible for continued funding in the second, third, and fourth years of the grant cycle after successfully demonstrating the following:

* Submission of all required evaluation materials;
* Progress toward successfully meeting annual objectives;
* Thorough needs assessment, along with postsecondary and workforce readiness;
* Completed program development report after the first year to demonstrate fidelity to proceed with years two, three, and four; and
* Completed budgets and finalized funding amounts for years two, three, and four.

# Allowable Use of Funds

Funds may be used to **supplement and not supplant** **or replace** any monies currently being used to provide school counseling positions or activities.

**Allowable activities include:**

* Licensed school counselor salaries and benefits for site-base, districtwide, or BOCES-wide positions.
  + Grant Year One: School counselor salaries and benefits are an optional use of funds to support grant work in year one only.
  + Grant Years Two-Four: 1.0 School counselor FTE salaries and benefits are required per funded site.
* Grant related travel to in-person required training and professional development.
* Career awareness and postsecondary preparatory services.
* Professional development.
* Events, supplies, and technology related to comprehensive school counseling program development and implementation; and school counseling program development and implementation.
* Consulting services.

**Funds may not be used for the following (including, but not limited to):**

* Capital equipment.
* Building improvements, construction, or maintenance.
* Indirect costs, or incentives for students and or staff.
* FTE related to non-school counseling positions (i.e., school psychologists, social workers, clinical counselors).

**Note:** Applicants must budget for a Professional Development plan and for a team to attend three, one-day grant trainings during each year of the grant cycle. Year one must budget for a team member to attend monthly webinars. Dates and locations for summer, fall and spring training will be announced later. Plan budgets for travel within the state of Colorado. Regional sessions may be scheduled.

**Required Trainings:**

Trainings provide professional development consistent with grant expectations for postsecondary preparation counseling. **Key staff most closely related to the success of the grant (e.g., school counselors, teachers, administrators) must attend. In each year of funding, counselors funded with Counselor Corps grant dollars and at least one school leadership member (principal or assistant principal and school counseling team, if applicable) must attend the trainings.**

**Funding Process:**

Year 1 of the SCCGP funding is a planning year for the Development Year Process. The funds are used to identify district and school needs and guide SMART goal development. The development year award is $30,000 - $50,000. The goals will be multi-year and multi-tiered for the remaining years of the grant. **A successful planning year is necessary for funding to be available for the implementation years (Years 2, 3, and 4).** Successful grantees can request up to $90,000 per funded school for implementation and increase of school counseling services. The final funding amount will be based on identified need as determined by the development year report.

# Evaluation and Reporting

Each **LEP** that receives funds through the SCCGP must report, at a minimum, the following information to the Department on each year during the term of the grant:

**Development Year Reporting Requirements [Year 1]:**

(to include but not limited to)

* The number of school counselors hired using grant moneys;
* Any professional development programs provided using grant moneys;
* Any other services provided using grant moneys;
* Original application goals;
* School Counseling Program Vision and Mission Statements;
* Intentional data review process and findings;
* Determined areas of focus;
* Needs assessment process and findings;
* Site-based SMART goals;
* Interventions planned;
* Changes in goals during the development year process;
* Feedback on the development year process; and
* District and school level contact information.

**Implementation Year Reporting Requirements [Years 2, 3, 4]:**

(to include but not limited to)

* The number of school counselors hired using grant moneys;
* Any professional development programs provided using grant moneys;
* Any other services provided using grant moneys;
* A comparison of the dropout rates, and the college matriculation and remediation rates, if applicable, at the recipient schools for the years prior to receipt of the grant and the years for which the education provider receives the grant;
* Information indicating an increase in the level of postsecondary preparation services provided to students at recipient schools, such as the use of individual career and academic plans or enrollment in pre-collegiate preparation programs or postsecondary or vocational preparation programs;
* Any additional information that the state board, by rule, may require;
* School counselor to student ratio;
* Evaluation of impact of Grant Program;
* Adoption of American School Counseling Association (ASCA) model and standards;
* A comparison of the attendance and reading proficiencies prior to the receipt of the grant and the years for which the education provider receives a grant at the recipient elementary schools;
* Successful matriculation through elementary and between middle and high school (if applicable); and
* An annual performance report by May 30 of each year of the grant.

# 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 SCCGP. 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 as part of the application 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 or 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 is not confidential and is subject to public request. Awarded grantees should ensure reported information does not contain PII or confidential information.

# Application Assistance and Intent to Apply

A recorded application training webinar will be posted on [CDE’s SCCGP webpage](https://www.cde.state.co.us/postsecondary/schoolcounselorcorps).

If interested in applying for this funding opportunity, submit the [Intent to Apply](https://app.smartsheet.com/b/form/1925e424528f4e9ea5b3fad81b0b4e07) by **Thursday, February 6, 2025**. Completion of the Intent to Apply is strongly encouraged but not required. Completing the Intent to Apply helps CDE to know who needs access to the application in GAINS, provide access guidance, secure a sufficient number of peer reviewers, and communicate important updates with potential applicants.

# Review Process and Notification

Applications will be reviewed by the SCCGP Advisory Board members and peer reviewers. This process may be discontinued at any point as funding is contingent upon pending appropriations to the SCCGP for 2025-2026 school year. If the state budget is passed and appropriations are available, applicants will be notified of final award status no later than **Monday June 30, 2025**.

**Note:** This is a competitive process – applicants must score at least 51 points out of the 72 possible narrative points to be approved for funding. Award funding is contingent upon pending appropriations to the School Counselor Corps Grant Program, and CDE will award applications until the level of available funding has been met. There is no guarantee that applying 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

Applications must be completed and submitted through [GAINS](https://colorado.egrantsmanagement.com/) by **Thursday, February 27, 2025, by 4 pm**. Application materials and resources are available on [CDE’s SCCGP webpage](https://www.cde.state.co.us/postsecondary/schoolcounselorcorps).

# Required Elements

The format outlined below must be followed to assure consistent application of the evaluation criteria. See Evaluation Rubric for specific selection criteria (pages 14-17).

Part I: Applicant Information, School Information, and Program Assurances

Part II: Narrative and Budget

Uploads: Site-Based Administrator Agreement

**Note:** Attachments or addendums **cannot** be included to address the required elements or be factored into the scoring.

**School Counselor Corps Grant Program**

**Intent to Apply Due: Thursday, February 6, 2025**

**Applications Due: Thursday, February 27, 2025, by 4 pm**

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

Applications will be accepted in GAINS from Monday, January 6, 2025, until Thursday, February 27, 2025.

# Part I: Applicant Information

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Authorized Representative Information For Charter School applicants, the Authorized Representative and Fiscal Manager will be contacts from your authorizing district/CSI. | | | | | | | | |
| **Name:** | |  | | **Title:** | |  | | |
| **Telephone:** | |  | | **E-mail:** | |  | | |
| **Program Contact Information** | | | | | | | | |
| **Name:** | |  | | **Title:** | |  | | |
| **Telephone:** | |  | | **E-mail:** | |  | | |
| **Fiscal Manager Information** | | | | | | | | |
| **Name:** | |  | | | | | | |
| **Telephone:** | |  | | **E-mail:** | |  | | |
| **Previous Grant Information** | | | | | | | | |
| **Has the applicant (LEP) previously received a School Counselor Corps Grant at any school/site?** **Has the applicant (LEP) received a School Counselor Corps grant within the last five years?**   * **If applicant received grant within the last five years (2020-2021 cohort to present), complete Section E of Application Narrative.** [**Download and view previously funded sites- under the map on the SCCGP Grant Program website.**](https://www.cde.state.co.us/postsecondary/schoolcounselorcorps) | | | | | | | | ☐ Yes ☐ No ☐ Yes ☐ No |
| **Have any of the recipient schools in this application previously been a part of SCCGP?** | | | | | | | | ☐ Yes ☐ No |
| * **If yes, please specify which schools:** | | |  | | | | | |
| **If previously funded, were licensed counselor positions sustained?** | | | | | | | | ☐ Yes ☐ No |
| **If previously funded, were any unspent funds reverted to CDE?** | | | | | | | | ☐ Yes ☐ No |
| **If unspent funds were reverted or given back, provide the year(s) and amount(s) of those reversions:** | | | | | | | | |
| **Year(s):** |  | | | | **Amount(s)** | |  | |
| **Executive Summary** | | | | | | | | |
| Provide 500 words or less description of the program to be supported by this funding. The Executive Summary is not a scored component of the application. | | | | | | | | |

# Recipient Schools Information

**Complete the table below for each participating school (maximum of six sites per application if applying for Site-Based funding).** The following links will assist in retrieving the school data requested below and any additional data needed to respond to the application narrative (e.g., dropout rates, percentage of students eligible for Free or Reduced Lunch, graduation rates, etc.):

* [CDHE: Pathways to Prosperity: Postsecondary Access and Success for Colorado's High School Graduates](https://cdhe.colorado.gov/pathways-to-prosperity-postsecondary-access-and-success-for-colorados-high-school-graduates)
* [CDE: Dropout Statistics](https://www.cde.state.co.us/cdereval/dropoutcurrent)
* [CDE: Pupil Membership - School Data](https://www.cde.state.co.us/cdereval/pupilcurrent)
* [CDE: SchoolView Data](http://www.cde.state.co.us/schoolview)
* [CDE: Read Act Data Dashboard](https://www.cde.state.co.us/code/readactdashboard)

|  |  |
| --- | --- |
| **Application Type:** | ☐ Site-Based School Counseling FTE. Number of sites: \_\_\_\_\_\_\_\_\_  ☐ District-Wide/BOCES-Wide School Counseling FTE |
| **Elementary School:** | ☐ No ☐ Yes  If yes, list the secondary schools (middle and/or high schools) into which the elementary feeds that are included in this application and/or are current SCCGP grantees: |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **School Name or**  **District/BOCES Name** | **How many SCCG school counselor FTE do you plan to hire per site? (I.e. 1.0 FTE)** | **What is the current number of licensed school counselors employed at each school, district, BOCES?** | **What is the current student to school counselor ratio at each site? (provide average if district/BOCES-wide applicant):** | **What is the percentage of first-generation college students? (n/a if data is not available):** |
| [School 1 or District Name] |  |  |  |  |
| [School 2 Name] |  |  |  |  |
| [School 3 Name] |  |  |  |  |
| [School 4 Name] |  |  |  |  |
| [School 5 Name] |  |  |  |  |
| [School 6 Name] |  |  |  |  |

**Program Assurances**

**Applicants will agree to the Assurances below within the School Counselor Corps 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, awardees that accept School Counselor Corps Grant funding agree to the following assurances:

1. The grantee will annually provide the CDE with the evaluation information required in the Evaluation and Reporting section of the Request for Applications.
2. The grantee will work with and provide requested data to CDE for the SCCGP within the timeframes specified.
3. It is a mandatory grant requirement for SCCG team members to attend trainings described in the table below:

|  |  |  |  |
| --- | --- | --- | --- |
| **Grant Year 1** | | | |
|  | **Principal/District Administrator** | **School Counselor** | **Fiscal Representative** |
| **Virtual Training** | X | X | X |
| **Two In-Person Trainings** | X | X |  |
| **Year 1 Webinars (6)** | X\* | x | X\*\* |
| **Grant Years 2, 3, 4** | | | |
|  | **Principal/District Administrator** | **School Counselor** | **Fiscal Representative** |
| **Two Virtual Trainings** | X | X | X |
| **In-Person Training** | X | X |  |

X indicates “Required to Attend”.

\* indicates “Required to Watch Recording”.

\*\* indicates “Only when content pertains”.

1. The grantee will not discriminate against anyone regarding race, gender, national origin, color, disability, or age.
2. Funds will be used to supplement and not supplant any moneys currently being used to provide school counseling activities and grant dollars will be administered by the appropriate fiscal agent.
3. 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.
4. If any findings of misuse of these funds are discovered, project funds will be returned to CDE.
5. The grantee will maintain sole responsibility for the project even though subcontractors may be used to perform certain services.
6. School counseling positions and successful programs initiated under the grant shall be sustained by the grantee to potentially be considered for future Colorado SCCGP funding.

**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, 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 duplication of benefits 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 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.

Project modifications and changes in the approved budget must be requested in GAINS and approved by CDE before modifications are made to the expenditures.

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 II: Narrative and Budget

Responses should be completed in the online application form. Although the system will save your work in progress, applicants may find it useful to compose answers in a separate document and copy them into the form.

For applicants that have previously received funding from the SCCGP the expectation is that the narrative responses 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. Applicants should demonstrate ongoing and improved capacity in the program and a well-developed plan for sustainability.

**Narrative Questions:**

**Section A: Comprehensive School Counseling Program Development**

**A “yes” response can receive full points if applicant is clear on existing programming and how it will be improved upon.**

**A “no” response can receive full points if an applicant shows the need and how grant funds will address that need.**

1. **Has the LEP adopted standards for school counselor responsibilities, as recommended by the American School Counselor Association (ASCA)?** (YES or NO) [Not to exceed 300 words]
   1. If YES, answer:
      1. Provide specific examples of how the education provider demonstrated or adopted ASCA standards for school counselor responsibilities, as recommended by a national association of school counselors.
      2. Provide specific examples of how the educator plans to utilize the SCCG moneys to expand demonstration or adoption of standards for school counselor responsibilities, as recommended by a national association of school counselors.
   2. If NO, answer: Provide specific examples of how the education provider plans to utilize the SCCG moneys to demonstrate or adopt standards for school counselor responsibilities, as recommended by a national association of school counselors.
2. **Does the LEP offer professional development to school counselors and staff that support school counseling and postsecondary preparation services?** (YES or NO) [Not to exceed 300 words]
   1. If YES, answer:
      1. Provide specific examples of how the education provider demonstrated professional development to school counselors and staff that support school counseling and postsecondary preparation services?
      2. Provide specific examples of how the education provider plans to utilize the SCCG moneys to expand school counseling and postsecondary preparation based professional development.
   2. If NO, answer: Provide specific examples of how the education provider plans to utilize the SCCG moneys to implement school counseling and postsecondary preparation based professional development.
3. **If awarded, what responsibilities and tasks will be assigned to the school counselor?** [Not to exceed 300 words]
4. **Does the education provider use district-level or school-level needs assessments that identify challenging issues in the district or school in terms of student learning and success?** [Not to exceed 300 words]
   1. If YES, answer:
5. Provide specific examples of how the education provider uses district-level or school-level needs assessments that identify challenging issues in the district or school in terms of student learning and success.
   1. If NO, answer:

Provide specific examples of how the education provider plans to utilize the SCCG moneys to expand district-level or school-level needs assessments that identify challenging issues in the district or school in terms of student learning and success.

1. **Does the LEP have any identified programs or services provided to students that have helped to increase graduation rates and the level of postsecondary success among graduates?** (YES or NO) [Not to exceed 300 words]
   1. If YES, answer:
      1. Provide specific examples of how the education provider demonstrated provided programs or services to students that have helped to increase graduation rates and the level of postsecondary success among graduates.
      2. Provide specific examples of how the education provider plans to utilize the SCCG moneys to expand programs or services to students to help increase graduation rates and the level of postsecondary success among graduates.
   2. If NO, answer: Provide specific examples of how the education provider plans to utilize the SCCG moneys to enhance programs or services to students to help increase graduation rates and the level of postsecondary success among graduates.
2. **Outline achievement gaps, the associated data and needs analysis of subgroups and student populations within your school or district(s) as appropriate for your LEP. Outline how the SCCG will assist in closing these gaps.** [Not to exceed 300 words]
3. **Describe the education provider’s policies listed below and how each relates to the SCCGP and comprehensive school counseling:**

**A. Attendance policy.**

**B. Grade retention and promotion policies.**

**C. Grading policies.**  
[Not to exceed 300 words total]

1. **Describe how the education provider has implemented Individual Career and Academic Plans (ICAP) for students or career awareness activities as they relate to academic planning.** [Not to exceed 300 words]

**Section B: Partnerships**

1. **Has the LEP entered into or committed to establishing one or more partnerships with institutions of higher education or postsecondary service providers to support and increase the capacity and effectiveness of the counseling and postsecondary preparation services?** (YES or NO) [Not to exceed 300 words]
   1. If YES, answer:
      1. Provide specific examples of how the education provider demonstrated partnerships with institutions of higher education or postsecondary service providers to support and increase the capacity and effectiveness of the counseling and postsecondary preparation services provided to students.
      2. Provide specific examples of how the education provider plans to utilize the SCCG moneys to expand the demonstrated partnerships.
   2. If NO, answer: Provide specific examples of how the education provider plans to demonstrate partnerships with institutions of higher education or postsecondary service providers to support and increase the capacity and effectiveness of the counseling and postsecondary preparation services provided to students.
2. **Does the** **LEP have internal partnerships to serve the postsecondary needs of all the students enrolled in or receiving educational services?** **Internal partnerships may include groups and teams within the LEP sites that support the identified work.** (YES or NO) [Not to exceed 300 words]
   1. If YES, answer:
      1. Provide specific examples of how the education provider demonstrated internal partnerships to serve the postsecondary needs of all the students enrolled in or receiving educational services.
      2. Provide specific examples of how the education provider plans to utilize the SCCG moneys to expand the demonstrated internal partnerships.
   2. If NO, describe how the education provider plans to utilize SCCG moneys to develop internal partnerships to serve the postsecondary needs of all the students enrolled in or receiving educational services.

**Section C: Postsecondary**

1. **Describe a vision for how the grant will impact the K-12 culture of career and postsecondary awareness and transform the career and postsecondary exposure, awareness and options of students served.** [Not to exceed 300 words]
2. **Describe how the SCCG services will align with the postsecondary and workforce readiness section of the school/district Unified Improvement Plan.** [Not to exceed 300 words]

**Section D: Systemic Sustainability**

1. **Provide three to five clear, measurable expected outcomes of the SCCGP implementation, including improving graduation rates, and preventing dropouts at all levels.**

|  |  |  |  |
| --- | --- | --- | --- |
| **Activity** | **Timeline** | **Evaluation Measure(s) to be Used** | **Expected Outcome** |
| [add rows as needed] |  |  |  |

1. **Describe how district administrators, school-level administrators and/or current school counselors have been engaged in the process to apply for this grant.** [Not to exceed 300 words]
2. **Does the LEP intend to match funds to augment any grant moneys received from the program and the anticipated amount and source of any matching funds?**
   1. If “yes” explain. [Not to exceed 300 words]
3. **What is the LEPs plan for continuing to fund the increases in school counseling services following expiration of the grant?** [Not to exceed 300 words]
4. **Describe the anticipated expenditures in the first implementation year of grant funding (year one) including anticipated amount of requested funding (up to $50,000 per application).** [Not to exceed 300 words]
5. **Describe the anticipated expenditures in implementation years of grant funding (years two, three, and four) including anticipated amount of requested funding (up to $90,000 per school site) and number of supported school counseling FTE for each site.** [Not to exceed 300 words]

**Section E: Previously Funded Applicants**

**If LEP was funded in a previous cohort within the past five years (from the 2020-2021 cohort to present), complete Section E. Contact** [**CDE Program Staff**](https://www.cde.state.co.us/postsecondary/scc_contact) **to confirm whether a response to this section is required.** If previously funded, the information provided will be considered in the holistic review of your application. Summarize and provide verification of sustained positions and quality programs that were initialized with SCCGP dollars.

1. **Describe what positions and quality programs have been successfully sustained with prior SCCGP dollars and the strategies used.** [Not to exceed 300 words]
2. **Describe how receiving another round of SCCGP funding would improve upon or expand upon previous grant goals.** [Not to exceed 300 words]
3. **If funding was returned to CDE in previous grant cycles, indicate the steps taken to prevent future return of funds if funded for this grant cycle.** [Not to exceed 300 words]
4. **Returned funds occurred in 2 or more years of the grant cycle and exceeded $1,000 each time.**

**Program Budget:**

Complete your proposed program budget in GAINS. Budget guidance and examples can be found on the [SCCG application webpage](https://www.cde.state.co.us/postsecondary/2023schoolcounselorcorpsgrantprogram).

# Evaluation Rubric and Application Scoring

The following criteria will be used by reviewers to evaluate the application. For the application to be recommended for funding, it must address all required elements and receive at least 51 points out of the 72 possible narrative points and all required elements must be addressed.

|  |  |  |  |
| --- | --- | --- | --- |
| **Part II:** | **Narrative and Budget** | |  |
|  | Section A: | Comprehensive School Counseling Program Development | /30 |
|  | Section B: | Partnerships | /6 |
|  | Section C: | Postsecondary | /10 |
|  | Section D: | System Sustainability | /26 |
|  | Section E: | Previously Funded Applicants [if applicable] | /-14 |
|  |  | **SCCG Application:** | **/72** |
|  |  | **SCCG Priority Points:** | **/23** |
| **Total:** | | | **/95** |

|  |  |  |
| --- | --- | --- |
| **Priority Considerations**  CDE will indicate whether this application met the priority criteria (see page 4 of the RFA).  **\*Each funded site on the application must meet priority considerations to receive the points.** | | |
| Each applying site that has not employed a licensed school counselor in the last 3 years. | Yes  5 Points | No  0 Points |
| Each applying site with current student-to-counselor ratio at the school higher than 250 students per school counselor. | Yes  5 Points | No  0 Points |
| LEP is not a prior grant recipient. ContactSCCGP Program Managers for confirmation. | Yes  3 Points | No  0 Points |
| Application supports school(s) at which the dropout rate exceeds the statewide average annual dropout rate for the State of Colorado, (2.1% in 2022-2023), or percentage of students identified with SRD at elementary schools that exceed the statewide average (21.3% in 2021-2022). | Yes  2 Points | No  0 Points |
| Application supports school(s) with a percentage of students who are eligible for Free and Reduced Lunch exceeding the statewide rate (40.2% in 2022-2023). | Yes  2 Points | No  0 Points |
| Application supports school(s) in which the postsecondary remediation (Developmental Education) rates exceed the statewide average (16.9% for class of 2021). | Yes  2 Points | No  0 Points |
| Application supports school(s) in which the postsecondary matriculation (Postsecondary Enrollment) rates below the statewide average of 49.9% for the class of 2021. | Yes  2 Points | No  0 Points |
| Education providers in [geographic locations of underserved areas](https://www.cde.state.co.us/cdeedserv/cderuraldesignationlist) of the state. | Yes  2 Points | No  0 Points |
| **Priority Considerations Total:** | | **/23** |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Section A: Comprehensive School Counseling Program Development** | | | | | | |
| 1. **Has the LEP adopted standards for school counselor responsibilities, as recommended by the American School Counselor Association (ASCA)?**    1. If YES, answer:       1. Provide specific examples of how the education provider demonstrated or adopted ASCA standards for school counselor responsibilities, as recommended by a national association of school counselors.       2. Provide specific examples of how the educator plans to utilize the SCCG moneys to expand demonstration or adoption of standards for school counselor responsibilities, as recommended by a national association of school counselors.    2. If NO, answer: Provide specific examples of how the education provider plans to utilize the SCCG moneys to demonstrate or adopt standards for school counselor responsibilities, as recommended by a national association of school counselors. | | | | | | |
| Applicant did not respond to question or did not provide necessary information. | Applicant provided some information but did not answer the question in full. | | Applicant provided the necessary information, and no clarification is required. | | Applicant provided all information in a clear, thorough, and exemplary response by providing narrative and specific examples. | |
| 0 | 1 | | 4 | | 5 | |
| 1. **Does the LEP offer professional development to school counselors and staff that support school counseling and postsecondary preparation services?**    1. If YES, answer:       1. Provide specific examples of how the education provider demonstrated professional development to school counselors and staff that support school counseling and postsecondary preparation services?       2. Provide specific examples of how the education provider plans to utilize the SCCG moneys to expand school counseling and postsecondary preparation based professional development.    2. If NO, answer: Provide specific examples of how the education provider plans to utilize the SCCG moneys to implement school counseling and postsecondary preparation based professional development. | | | | | | |
| Applicant did not respond to question or did not provide necessary information. | Applicant provided some information but did not answer the question in full. | | Applicant provided the necessary information, and no clarification is required | | Applicant provided all information in a clear, thorough, and exemplary response by providing narrative and specific examples. | |
| 0 | 1 | | 2 | | 3 | |
| 1. **If awarded, what responsibilities and tasks will be assigned to the school counselor?** | | | | | | |
| Applicant did not respond to question or did not provide necessary information. | Applicant provided some information but did not answer the question in full. | | Applicant provided the necessary information, and no clarification is required | | Applicant provided all information in a clear, thorough, and exemplary response by providing narrative and specific examples. | |
| 0 | 1 | | 2 | | 3 | |
| 1. **Does the LEP use district-level or school-level needs assessments that identify challenging issues in the district or school in terms of student learning and success?**    1. If YES, answer:   Provide specific examples of how the education provider uses district-level or school-level needs assessments that identify challenging issues in the district or school in terms of student learning and success.   * 1. If NO, answer:   Provide specific examples of how the education provider plans to utilize the SCCG moneys to expand district-level or school-level needs assessments that identify challenging issues in the district or school in terms of student learning and success. | | | | | | |
| Applicant did not respond to question or did not provide necessary information. | | Applicant provided some information but did not answer the question in full. | | Applicant provided the necessary information, and no clarification is required | | Applicant provided all information in a clear, thorough, and exemplary response by providing narrative and specific examples. |
| 0 | | 1 | | 2 | | 3 |
| 1. **Does the LEP have any identified programs or services provided to students that have helped to increase graduation rates and the level of postsecondary success among graduates?**    1. If YES, answer:       1. Provide specific examples of how the education provider demonstrated provided programs or services to students that have helped to increase graduation rates and the level of postsecondary success among graduates.       2. Provide specific examples of how the education provider plans to utilize the SCCG moneys to expand programs or services to students to help increase graduation rates and the level of postsecondary success among graduates.    2. If NO, answer: Provide specific examples of how the education provider plans to utilize the SCCG moneys to enhance programs or services to students to help increase graduation rates and the level of postsecondary success among graduates. | | | | | | |
| Applicant did not respond to question or did not provide necessary information. | Applicant provided some information but did not answer the question in full. | | Applicant provided the necessary information, and no clarification is required | | Applicant provided all information in a clear, thorough, and exemplary response by providing narrative and specific examples. | |
| 0 | 1 | | 2 | | 3 | |
| 1. **Outline achievement gaps, the associated data and needs analysis of subgroups and student populations within your school or district(s) as appropriate for your LEP. Outline how the SCCG will assist in closing these gaps.** | | | | | | |
| Applicant did not respond to question or did not provide necessary information. | Applicant provided some information but did not answer the question in full. | | Applicant provided the necessary information, and no clarification is required | | Applicant provided all information in a clear, thorough, and exemplary response by providing narrative and specific examples. | |
| 0 | 1 | | 4 | | 5 | |
| 1. **Describe the education provider’s policies listed below and how each relates to the SCCGP and comprehensive school counseling:**    1. **Attendance policy.**    2. **Grade retention and promotion policies.**    3. **Grading policies.** | | | | | | |
| Applicant did not respond to question or did not provide necessary information. | Applicant provided some information but did not answer the question in full. | | Applicant provided the necessary information, and no clarification is required | | Applicant provided all information in a clear, thorough, and exemplary response by providing narrative and specific examples. | |
| 0 | 1 | | 2 | | 3 | |
| 1. **Describe how the education provider has implemented Individual Career and Academic Plans (ICAP) for students or career awareness activities as they relate to academic planning.** | | | | | | |
| Applicant did not respond to question or did not provide necessary information. | Applicant provided some information but did not answer the question in full. | | Applicant provided the necessary information, and no clarification is required | | Applicant provided all information in a clear, thorough, and exemplary response by providing narrative and specific examples. | |
| 0 | 1 | | 4 | | 5 | |
| **Section A Total:** | | | | | | **/30** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Section B: Partnerships** | | | | |
| 1. **Has the LEP entered into or committed to establishing one or more partnerships with institutions of higher education or postsecondary service providers to support and increase the capacity and effectiveness of the counseling and postsecondary preparation services?**    1. If YES, answer:       1. Provide specific examples of how the education provider demonstrated partnerships with institutions of higher education or postsecondary service providers to support and increase the capacity and effectiveness of the counseling and postsecondary preparation services provided to students.       2. Provide specific examples of how the education provider plans to utilize the SCCG moneys to expand the demonstrated partnerships.    2. If NO, answer: Provide specific examples of how the education provider plans to demonstrate partnerships with institutions of higher education or postsecondary service providers to support and increase the capacity and effectiveness of the counseling and postsecondary preparation services provided to students. | | | | |
| Applicant did not respond to question or did not provide necessary information. | Applicant provided some information but did not answer the question in full. | Applicant provided the necessary information, and no clarification is required | Applicant provided all information in a clear, thorough, and exemplary response by providing narrative and specific examples. | |
| 0 | 1 | 2 | 3 | |
| 1. **Does the LEP have internal partnerships to serve the postsecondary needs of all the students enrolled in or receiving educational services?** **Internal partnerships may include groups and teams within the LEP sites that support the identified work.**    1. If YES, answer:       1. Provide specific examples of how the education provider demonstrated internal partnerships to serve the postsecondary needs of all the students enrolled in or receiving educational services.       2. Provide specific examples of how the education provider plans to utilize the SCCG moneys to expand the demonstrated internal partnerships.    2. If NO, describe how the education provider plans to utilize SCCG moneys to develop internal partnerships to serve the postsecondary needs of all the students enrolled in or receiving educational services. | | | | |
| Applicant did not respond to question or did not provide necessary information. | Applicant provided some information but did not answer the question in full. | Applicant provided the necessary information, and no clarification is required | Applicant provided all information in a clear, thorough, and exemplary response by providing narrative and specific examples. | |
| 0 | 1 | 2 | 3 | |
| **Section B Total:** | | | | **/6** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Section C: Postsecondary** | | | | |
| * + - 1. **Describe a vision for how the grant will impact the K-12 culture of career and postsecondary awareness and transform the career and postsecondary exposure, awareness and options of students served.** | | | | |
| Applicant did not respond to question or did not provide necessary information. | Applicant provided some information but did not answer the question in full. | Applicant provided the necessary information, and no clarification is required | Applicant provided all information in a clear, thorough, and exemplary response by providing narrative and specific examples. | |
| 0 | 3 | 5 | 7 | |
| * + - 1. **Describe how the SCCG services will align with the postsecondary and workforce readiness section of the school/district Unified Improvement Plan.** | | | | |
| Applicant did not respond to question or did not provide necessary information. | Applicant provided some information but did not answer the question in full. | Applicant provided the necessary information, and no clarification is required | Applicant provided all information in a clear, thorough, and exemplary response by providing narrative and specific examples. | |
| 0 | 1 | 2 | 3 | |
| **Section C Total:** | | | | **/10** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Section D: Systemic Sustainability** | | | | |
| * + - 1. **Provide three to five clear, measurable expected outcomes of the SCCGP implementation, including improving graduation rates, and preventing dropouts at all levels.** | | | | |
| Applicant did not respond to question or did not provide necessary information. | Applicant provided some information but did not answer the question in full. | Applicant provided the necessary information, and no clarification is required | | Applicant provided all information in a clear, thorough, and exemplary response by providing narrative and specific examples. |
| 0 | 1 | 4 | | 5 |
| * + - 1. **Describe how district administrators, school-level administrators and/or current school counselors have been engaged in the process to apply for this grant.** | | | | |
| Applicant did not respond to question or did not provide necessary information. | Applicant provided some information but did not answer the question in full. | Applicant provided the necessary information, and no clarification is required | | Applicant provided all information in a clear, thorough, and exemplary response by providing narrative and specific examples. |
| 0 | 1 | 4 | | 5 |
| * + - 1. **Does the LEP intend to match funds to augment any grant moneys received from the program and the anticipated amount and source of any matching funds?** | | | | |
| No | | Yes, applicant provided all information in a clear, thorough, and exemplary response by providing narrative and specific examples. | | |
| 0 | | 1 | | |
| * + - 1. **What is the LEP’s plan for continuing to fund the increases in school counseling services following expiration of the grant?** | | | | |
| Applicant did not respond to question or did not provide necessary information. | Applicant provided some information but did not answer the question in full. | Applicant provided the necessary information, and no clarification is required | | Applicant provided all information in a clear, thorough, and exemplary response by providing narrative and specific examples. |
| 0 | 1 | 4 | | 5 |
| 1. **Describe the anticipated expenditures in the first implementation year of grant funding (year one) including anticipated amount of requested funding (up to $50,000 per application).** | | | | |
| Applicant did not respond to question or did not provide necessary information. | Applicant provided some information but did not answer the question in full. | Applicant provided the necessary information, and no clarification is required | | Applicant provided all information in a clear, thorough, and exemplary response by providing narrative and specific examples. |
| 0 | 1 | 4 | | 5 |
| 1. **Describe the anticipated expenditures in implementation years of grant funding (years two, three, and four) including anticipated amount of requested funding (up to $90,000 per school site) and number of supported school counseling FTE for each site.** | | | | |
| Applicant did not respond to question or did not provide necessary information. | Applicant provided some information but did not answer the question in full. | Applicant provided the necessary information, and no clarification is required | | Applicant provided all information in a clear, thorough, and exemplary response by providing narrative and specific examples. |
| 0 | 1 | 4 | | 5 |
| **Section D Total:** | | | **/26** | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Section E: Previously Funded Applicants [if applicable]** | | | | |
| 1. **Describe what positions and quality programs have been successfully sustained with prior SCCGP dollars and the strategies employed to do so.** | | | | |
| Applicant did not respond to question or did not provide necessary information. | Applicant provided some information but did not answer the question in full. | Applicant provided the necessary information, and no clarification is required | Applicant provided all information in a clear, thorough, and exemplary response by providing narrative and specific examples. | |
| -3 | -2 | -1 | 0 | |
| 1. **Describe how receiving another round of SCCGP funding would improve upon or expand upon previous grant goals.** | | | | |
| Applicant did not respond to question or did not provide necessary information. | Applicant provided some information but did not answer the question in full. | Applicant provided the necessary information, and no clarification is required | Applicant provided all information in a clear, thorough, and exemplary response by providing narrative and specific examples. | |
| -3 | -2 | -1 | 0 | |
| 1. **If funding was returned to CDE in previous grant cycles, please indicate the steps taken to prevent future return of funds if funded for this grant cycle.** | | | | |
| Applicant did not respond to question or did not provide necessary information. | Applicant provided some information but did not answer the question in full. | Applicant provided the necessary information, and no clarification is required | Applicant provided all information in a clear, thorough, and exemplary response by providing narrative and specific examples. | |
| -3 | -2 | -1 | 0 | |
| 1. **Returned funds occurred in 2 or more years of the grant cycle and exceeded $1,000 each time.**   **Reviewed by SCCG Program and Fiscal.** | | | | |
| Applicant returned $50,000+ in a combined two years | Applicant returned $20,000-$50,000 in a combined two year | Applicant returned $5,000-$20,000 in a combined two years | Applicant returned $1,000-$5,0000 in a combined two years | |
| -5 | -4 | -3 | -2 | |
| **Section E Total:** | | | | **/-14** |

# Attachment A: Site-Based Administrator Agreement

**Participating site-based administrators must sign below to indicate their understanding and agreement to the requirements of the SCCGP.**

1. Site-based administrators will participate in providing the CDE with the evaluation information required in the Evaluation and Reporting section of the Request for Applications.
2. Site-based administrators will work with and provide requested data to CDE for the SCCGP within the timeframes specified.
3. It is a mandatory grant requirement for SCCG team members to attend trainings described in the table below:

|  |  |  |  |
| --- | --- | --- | --- |
| **Grant Year 1** | | | |
|  | **Principal/District Administrator** | **School Counselor** | **Fiscal Representative** |
| **Virtual Training** | X | X | X |
| **Two In-Person Trainings** | X | X |  |
| **Year 1 Webinars (6)** | X\* | X | X\*\* |
| **Grant Years 2, 3, 4** | | | |
|  | **Principal/District Administrator** | **School Counselor** | **Fiscal Representative** |
| **Two Virtual Trainings** | X | X | X |
| **In-Person Training** | X | X |  |

X indicates “Required to Attend”.

\* indicates “Required to Watch Recording”.

\*\* indicates “Only when content pertains to that role”.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |  |
| School Name 1 |  | Site-Based Administrator Name |  | Signature |  | Date |
|  |  |  |  |  |  |  |
| School Name 2 |  | Site-Based Administrator Name |  | Signature |  | Date |
|  |  |  |  |  |  |  |
| School Name 3 |  | Site-Based Administrator Name |  | Signature |  | Date |
|  |  |  |  |  |  |  |
| School Name 4 |  | Site-Based Administrator Name |  | Signature |  | Date |
|  |  |  |  |  |  |  |
| School Name 5 |  | Site-Based Administrator Name |  | Signature |  | Date |
|  |  |  |  |  |  |  |
| School Name 6 |  | Site-Based Administrator Name |  | Signature |  | Date |