



COLORADO
Department of Education

Colorado High-Impact Tutoring Program

PURSUANT TO: C.R.S. 22-105-103

October 2021

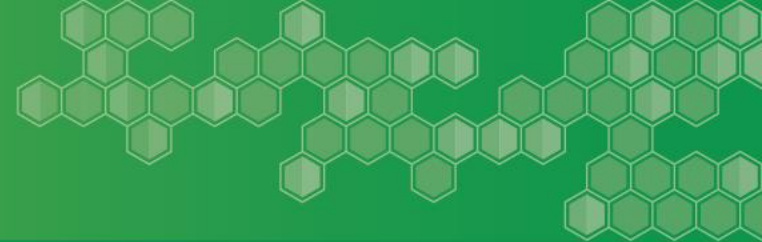
Application Key Elements

Introduction



- The Colorado legislature passed [House Bill 21-1234](#) creating the Colorado High-Impact Tutoring Program which was signed into law by Governor Jared Polis on June 16, 2021. In addition, the State Board of Education has allocated some of Colorado's state-level American Rescue Plan (ARP) Elementary and Secondary School Emergency Relief (ESSER III) funds for high-impact tutoring programs.

Purpose and Program Activities



This program exists to provide grants to local education providers to implement high-impact tutoring programs prioritizing low-income or underserved students to address student learning loss or unfinished learning resulting from the COVID-19 pandemic. A Local Education Provider (LEP) or group of providers may apply for a grant.

An LEP awarded a grant shall use the grant money to implement a high-impact tutoring program. To receive a grant under this program, the LEP's program plan must address each of the following elements of research-based, high-quality, high-impact tutoring programs:

- Tutoring is provided in groups of four or fewer students;
- The same tutor tutors the group of students throughout the school year;
- Tutoring is provided a minimum of three times per week;
- Tutoring is implemented throughout the school day, not as a before- or after-school program and is supplemental to core academic instruction and not a replacement for such instruction;
- High-quality trained tutors provide the tutoring, including teachers, paraprofessionals, community providers, [AmeriCorps members](#) and other individuals who have received training;
- The program uses a high-quality curriculum aligned with academic standards and may be provided by the LEP; and
- Tutoring is data-driven, with interim assessments to monitor student progress.

Schools implementing high-impact tutoring are encouraged to think creatively about seat time and scheduling so that students have consistent access to non-core-academic instruction.

Eligible Applicants and Priority Criteria

Local Education Providers (LEPs) are eligible to apply for this opportunity. A group of local education providers (listed below) may also apply jointly as a consortium. An eligible LEP is:

- A School District on behalf of all or a subset of schools;
 - A non-charter school may not submit a standalone application outside of their district.
 - A Board of Cooperative Education Services (BOCES);
 - A Charter School authorized by a School District;
 - A Charter School authorized by the Charter School Institute;
 - A Facility School; or
 - The Colorado School for the Deaf and Blind.
- **Note:** A charter school's authorizer will be the fiscal agent, if funded.

Priority Consideration

This program is designed to provide students performing below grade level with supplemental learning opportunities through a high-impact tutoring program. Available grant funding will be distributed to eligible high-impact tutoring programs based on the application rubric described below in "[Application Scoring](#)". Priority will be given to LEPs meeting the following priority considerations:

- The LEP serves a high percentage (based on exceeding the statewide enrollment percentages) of students in one or more of the following underserved student groups and have demonstrated academic need (based on recent state or local assessment data) for the student group(s):
 - Students eligible for free or reduced lunch (the statewide enrollment percentage is 41% based on 2019-2020 October Count data);
 - Students with disabilities (the statewide enrollment percentage is 12% based on 2020-2021 data);
 - English language learners as defined by Non-English Proficient (NEP) and Limited English Proficient (LEP) students (the statewide enrollment percentage is 10.2% based on 2020 October Count data); and/or
 - Black or African American, Hispanic/Latino and/or American Indian or Alaskan Native students (the statewide enrollment percentages are 4.6% for Black or African American, 34.2% for Hispanic/Latino, and 0.7% for American Indian or Alaskan Native based on 2020 October Count data).

Priority Consideration (continued)

- The LEP is serving students in a rural community or communities.
- The high-impact tutoring program is focused on serving students most in need as identified by one of the criteria below:
 - Serving students who spent more than 50% of the 2020-2021 school year in remote learning; and/or
 - Serving students in schools assigned with a Priority Improvement or Turnaround plan (based on 2020 designations).
- Participating schools show significant academic needs based on valid results (content aligned to Colorado Academic Standards, testing students mirror enrolled students in terms of demographics, the assessments were administered under standardized conditions, etc.). Order of preference to demonstrate academic need is:
 1. 2021 state assessment results (CMAS, ACCESS, PSAT, and/or SAT),
 2. 2021 local assessment results (when valid state-level results are not available, including grades not tested at the state level)
 3. 2019 state assessment results (when valid 2021 assessment results are not available).
- The high-impact tutoring program focuses on one or more of the following:
 - Strengthening achievement in mathematics for students in grades K-8;
 - Strengthening achievement in reading, writing and communication for students in grades K-8;
 - Strengthening English language development for English language learners; and/or
 - Closing the achievement gap for underserved populations.
- Where available, CDE has compiled data around the priority considerations above to best support LEPs with the submission process. [The compiled data is available here.](#)

Available Funds

The State Legislature authorized approximately \$4.8 million to fund this program for the 2021-2022 school year. CDE anticipates awarding grants for up to a two-year period. However, funding beyond the 2021-2022 fiscal year is contingent upon continued appropriations and upon grantees meeting all grant, fiscal and reporting requirements. Additionally, CDE may make additional funding available from the American Rescue Plan (ARP) Elementary and Secondary School Emergency Relief (ESSER III) program to fund high-impact tutoring programs (pending approval of the Colorado ARP ESSER State Plan by the U.S. Department of Education).

LEPs are invited to submit applications that budget up to a maximum of \$2,200 per student served by the program per full school year. This maximum is based on ensuring that all students experience a tutoring program meeting all the elements of research-based, high-quality, high-impact tutoring programs as described above (in "[Purpose and Program Activities](#)"). CDE expects that the cost per student served during the 2021-2022 school year will be below this amount due to the timing of this grant.

Allowable Use of Funds

Allowable grant activities include, but are not limited to:

- Hiring or contracting for tutors or providing stipends or other incentives to paraprofessionals, retired teachers, [AmeriCorps members](#) and community organizations to ensure tutoring capacity;
- Providing training for tutors, if needed;
- Developing or purchasing curriculum and related supplies;
- Covering costs associated with renting or purchasing physical space for tutoring; and
- Covering administrative expenses.

An LEP may make a request to CDE to use grant money for purposes other than those specified above if the proposed use of the grant money increases the effectiveness of the high-impact tutoring program. These funds are specific to this program, High-Impact Tutoring, and uses of funds for any other purpose are not allowed. Some of the unallowable expenditure categories may include capital expenditures, food costs, giveaways or other items. If you have any question regarding allowable expenses, please reach out to Jennifer Austin (Grants_Fiscal@cde.state.co.us) for confirmation.

LEPs are encouraged to offer tutors and other professionals offering tutoring services information about potential pathways into the teaching profession for the district, including learn and earn strategies in which the tutor works toward [educator certification](#) while providing high-impact tutoring services.

Duration of Grant



Grants will be awarded for up to a two-year term beginning in the 2021-2022 fiscal year.

Funded applicants for the 2021-2022 fiscal year are not guaranteed any additional funding beyond the 2021-2022 fiscal year at this time as funding for the 2022-2023 fiscal year will be contingent upon annual appropriations by the State Legislature and/or available ESSER III funds.

Unspent funds in the 2021-2022 fiscal year may be carried over to the 2022-2023 fiscal year.

Evaluation and Reporting

Each LEP that receives a grant through the High-Impact Tutoring Program is required to report, at a minimum, the following information to the Department on or before August 31 following each school year for which an LEP has received funding:

- Any adjustments made to the LEP's program plan and the reason adjustments were made;
- How the LEP maintained consistent access for participating students to non-core-academic instruction;
- How program grants were used by the LEP and a summary of other resources used, if any, to provide high-impact tutoring beyond the resources provided through the program;
- The academic achievement results or other criteria used to place students in the high-impact tutoring program;
- The impact or student outcomes (including academic, social and/or emotional outcomes) associated with the LEP's high-impact tutoring program disaggregated by student groups; and
- Whether the local education provider's high-impact tutoring program will continue in the following fiscal year and, if not, the reason the tutoring program will not continue.

LEPs receiving funding will also be required to submit Interim Financial Reporting and Annual Financial Reporting. Details and formats for these reports will be provided upon award and as part of the budget workbook and/or grant award letter (GAL).

Review Process and Timeline



Applications will be reviewed by CDE staff and peer reviewers to ensure they contain all required components. Applicants will be notified of final award status no later than **Friday, December 3, 2021**.

Note: This is a competitive process – applicants must score at least 70 points out of the 100 possible points to be approved for funding.

- Applications that score below 70 points may be asked to submit revisions that would bring the application up to a fundable level.

If interested in applying for this funding opportunity, submit the [Intent to Apply](#) by **Friday, October 22, 2021, by 11:59pm**. The Intent to Apply is encouraged, but not required to submit an application.

Submission Process and Deadline



Applications must be completed (including all elements outlined below) and submitted through the [online application](#) on the CDE Website by **Wednesday, November 3, 2021, at 11:59 pm**. The Excel Budget Workbook and Program Assurances Form must also be uploaded to the online application at the time of submission.

Application resources and required documents to include in the submission are available on CDE's [High-Impact Tutoring Program webpage](#). Incomplete or late applications will not be considered.

Note: applicants should receive an automated confirmation email from the online system upon submission. If you do not, please email CompetitiveGrants@cde.state.co.us.



The High-Impact Tutoring Program [online application form](#) includes the following elements, all of which must be completed.

- **Part I: Applicant Information**
- **Part II: Application Narrative**
- **Part III: Budget and Program Assurances Form**
 - Program Assurances Form (PDF or Word) within online form
 - Excel Budget Workbook (template can be downloaded from CDE's High Impact Tutoring Program webpage). Upload the completed Budget Workbook (Excel) within the online application.
 - Funding will not be awarded until all signatures are in place. Applications may be submitted without signatures; however, please attempt to obtain all signatures before submitting the application.

High Impact Tutoring Program Application

- Visit the [High-Impact Tutoring Program Website](#) for the Request for Application, Online Application Form, and additional Resources.

High-Impact Tutoring Program



Overview of the High-Impact Tutoring Program

Significant interruptions to in-person learning due to the COVID-19 pandemic have led to potentially devastating and long-lasting negative impacts on student achievement, impacting every part of Colorado society. These negative impacts on student achievement are not equal; students furthest from privilege are at risk of falling behind the most. Research suggests that while all students may fall behind as much as seven months because of interruptions to in-person learning due to the COVID-19 pandemic, students who identify as Black, Latino, or lower income may fall behind as much as ten months, exacerbating already entrenched inequities. Responding to learning loss and the widening of opportunity gaps could be the greatest challenge our state faces over the next few years, and the state has an urgent and immediate need to provide additional support to ensure students are well prepared for the future.

With scarce resources, it is imperative to know which academic interventions yield the best results for students so that resources are deployed judiciously and effectively. While there are many interventions that have a positive impact on student achievement, one intervention, backed by a strong body of research, has consistently been shown to be the most effective in every grade, from kindergarten through twelfth grade. Studies have consistently shown, in multiple diverse settings, that "high-impact tutoring", also referred to as "high-dosage tutoring", has made significant positive impact on students from all backgrounds, but especially students furthest from opportunity. When such tutoring is implemented, students average more than four months of additional learning in elementary literacy, thereby strengthening vital early reading and writing skills, and almost ten months of additional learning in high school math. Therefore, local education providers should be incentivized to implement high-impact tutoring as one of the interventions schools have access to as they create plans to recover from learning loss or unfinished learning that has taken place because of the pandemic.

As such, the Colorado legislature passed [House Bill 21-1234 \(PDF\)](#) creating the Colorado High-Impact Tutoring Program which was signed into law by Governor Jared Polis on June 16, 2021.

High-Impact Tutoring Program Grants

The HITP exists to provide grants to local education providers to implement high-impact tutoring programs prioritizing rural, low-income or underserved students to address student learning loss or unfinished learning resulting from the COVID-19 pandemic. The Colorado Department of Education is now accepting applications from local education providers for the High-Impact Tutoring Program Grant.

Eligible Providers:

- A School District;
 - A non-charter school may not submit a standalone application outside of their district.
- A Board of Cooperative Services (BOCES);
- A Charter School authorized by a School District;
- A Charter School authorized by the Charter School Institute;
- A Facility School; or
- The Colorado School for the Deaf and Blind

Grant Application Resources:

[Request for Applications](#)

[Intent to Apply](#)

[Online Application](#)

[Application Webinar](#)

[Budget Template](#)

[Assurances Form](#)

Online Application - Applicant Information



Applicant Information

Lead Local Education Provider (LEP) / BOCES Information

LEP / BOCES Name *

LEP / BOCES Code *

Mailing Address *

City *

State *

ZIP *

Type of Education Provider *

Choose the one check box below that best describes your organization or authorizer.

Region *

Choose the one check box below that best indicates the region of Colorado this program will directly impact.

Recipient Schools *

Authorized Representative Information

Name *

Title *

Email *

Phone *

Program Contact Information

Name *

Title *

Email *

Phone *

Fiscal Manager Information

Name *

Title *

Email *

Phone *

Online Application - Narrative Questions

- Provide a brief description of how the elements of a high-impact tutoring program (as described on page 3 of the request for applications) will be addressed. If the plan will modify or omit elements, provide the rationale for the modifications or omissions and how the evidence base demonstrates that the modified program will achieve the desired results.
- Describe how students will be identified for participation in the program. LEPs are encouraged to consider a wide variety of relevant data sources when determining criteria for student identification.
- Describe how parents/guardians will be engaged in the development of the tutoring program, the identification of students and, as appropriate, potential solutions to other programmatic concerns such as transportation.
- How many students are expected to be served through the program?
- Describe how student academic progress and other program outcomes (including meeting the social and emotional needs of students) will be measured.
- Address whether the local education provider will create its own program and/or whether it will partner with existing tutoring providers for implementation or tutor capacity and training.
- Indicate which academic subject(s) will be the focus of the program.
- Describe the plan for recruitment of tutors including who will be recruited and how tutors will be recruited, trained and supported. If you anticipate challenges in recruiting tutors for this program, please describe those challenges and how you anticipate overcoming those challenges.
- Address how tutoring will be delivered and how the delivery will accommodate remote learning, if necessary.
- Address whether tutors will follow a specific curriculum and how that curriculum is aligned with the Colorado Academic Standards.
- Describe how tutoring will be incorporated into the school day and how the school will creatively use seat time and scheduling so that students have consistent access to non-core-academic subjects.
- Describe how your program meets any or all the priority criteria outlined in the request for applications document.

Online Application - Budget and Assurances



Upload Budget and Assurances

Budget

Complete and upload the [Excel Budget Workbook](#) to the online application. Ensure that all costs included in the budget are linked to the program plan within the narrative for funding.

How to submit your budget:

1. [Download Excel Budget Workbook](#)
2. Click **Choose File** to select the file you want to upload - *Excel format please.*
3. Click **Upload** to attach the file to your application.

Budget Attachment *

Files must be less than **2 MB**.
Allowed file types: **xls xlsx ods xml**

No file chosen

Assurances

Complete and upload the signed [Assurances Form \(DOCX\)](#) to the online application to indicate approval of the contents of the application and the receipt of program funds.

How to submit your assurances form:

1. [Download Assurances Form \(DOCX\)](#)
2. Click **Choose File** to select the file you want to upload - *PDF format please.*
3. Click **Upload** to attach the file to your application.

Assurances Attachment *

Files must be less than **2 MB**.
Allowed file types: **pdf**.

No file chosen



Questions

Program Questions:

Joanna Bruno, Ph.D., Director, Standards and Instructional Support
(303) 919-3907 | Bruno_J@cde.state.co.us

Budget/Fiscal Questions:

Jennifer Austin, Office of Grants Fiscal
(303) 866-6689 | Grants_Fiscal@cde.state.co.us

Application Process Questions:

Kim Burnham, Competitive Grants and Awards
(720) 607-1495 | Burnham_K@cde.state.co.us