

**U.S. Department of Education**  
**Washington, D.C. 20202-5335**

**APPLICATION FOR GRANTS**  
**UNDER THE**

**Education Stabilization Fund-Rethink K-12 Education Models (ESF-REM)**

**CFDA # 84.425B**

**PR/Award # S425B200014**

**Grants.gov Tracking#: GRANT13153621**

OMB No. , Expiration Date:

Closing Date: Jun 29, 2020

PR/Award # S425B200014

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

**Application for Federal Assistance SF-424**

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
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* 3. Date Received: <input type="text" value="06/26/2020"/>	4. Applicant Identifier: <input type="text"/>
--	--

5a. Federal Entity Identifier: <input type="text" value="187406538"/>	5b. Federal Award Identifier: <input type="text" value="ED-GRANTS-050120-001"/>
--	--

**State Use Only:**

6. Date Received by State: <input type="text" value="04/30/2020"/>	7. State Application Identifier: <input type="text" value="Colorado"/>
--	--

**8. APPLICANT INFORMATION:**

\* a. Legal Name:

* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="REDACTED"/>	* c. Organizational DUNS: <input type="text" value="REDACTED"/>
--	--

**d. Address:**

* Street1:	<input type="text" value="201 EAST Colfax Avenue"/>
Street2:	<input type="text" value="Room 500"/>
* City:	<input type="text" value="Denver"/>
County/Parish:	<input type="text" value="CO"/>
* State:	<input type="text" value="CO: Colorado"/>
Province:	<input type="text"/>
* Country:	<input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code:	<input type="text" value="802031799"/>

**e. Organizational Unit:**

Department Name: <input type="text" value="Colorado Dept of Education"/>	Division Name: <input type="text" value="State Board of Education"/>
---	---

**f. Name and contact information of person to be contacted on matters involving this application:**

Prefix: <input type="text" value="Ms ."/>	* First Name: <input type="text" value="Angela"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Maramba"/>	
Suffix: <input type="text"/>	

Title:

Organizational Affiliation:

* Telephone Number: <input type="text" value="REDACTED"/>	Fax Number: <input type="text"/>
---	----------------------------------

\* Email:

**Application for Federal Assistance SF-424**

**\* 9. Type of Applicant 1: Select Applicant Type:**

A: State Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

**\* 10. Name of Federal Agency:**

Department of Education

**11. Catalog of Federal Domestic Assistance Number:**

84.425

CFDA Title:

Education Stabilization Fund

**\* 12. Funding Opportunity Number:**

ED-GRANTS-050120-001

\* Title:

Office of Elementary and Secondary Education (OESE): Education Stabilization Fund-Rethink K-12 Education Models (ESF-REM) Discretionary Grant Program CFDA Number 84.425B

**13. Competition Identification Number:**

84-425B2020-1

Title:

Education Stabilization Fund-Rethink K-12 Education Models (ESF-REM) Discretionary Grant Program

**14. Areas Affected by Project (Cities, Counties, States, etc.):**

1240-Areas Affected by Project.pdf

Add Attachment

Delete Attachment

View Attachment

**\* 15. Descriptive Title of Applicant's Project:**

Remote Learning Collectives: Groups of schools, districts, families, educators, out-of-school learning providers and community organizations who support their children's academic needs.

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

**Application for Federal Assistance SF-424**

**16. Congressional Districts Of:**

\* a. Applicant

\* b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

Delete Attachment

View Attachment

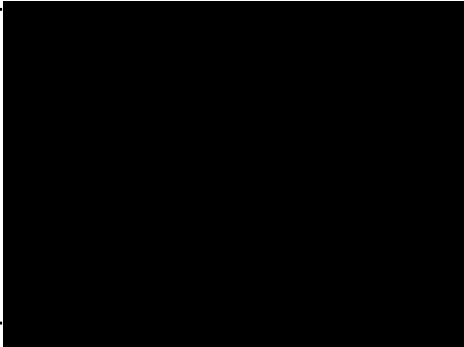
**17. Proposed Project:**

\* a. Start Date:

\* b. End Date:

**18. Estimated Funding (\$):**

- \* a. Federal
- \* b. Applicant
- \* c. State
- \* d. Local
- \* e. Other
- \* f. Program Inc
- \* g. TOTAL



**\* 19. Is Applicant Subject to Executive Order 12372 Process?**

a. This application was made available to the State under the Executive Order 12372 Process for review on .

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

**\* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

Yes  No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

**21. \*By signing this application, I certify (1) to the statements contained in the list of certifications\*\* and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances\*\* and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

\*\* I AGREE

\*\* The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

**Authorized Representative:**

Prefix:  \* First Name:

Middle Name:

\* Last Name:

Suffix:

\* Title:

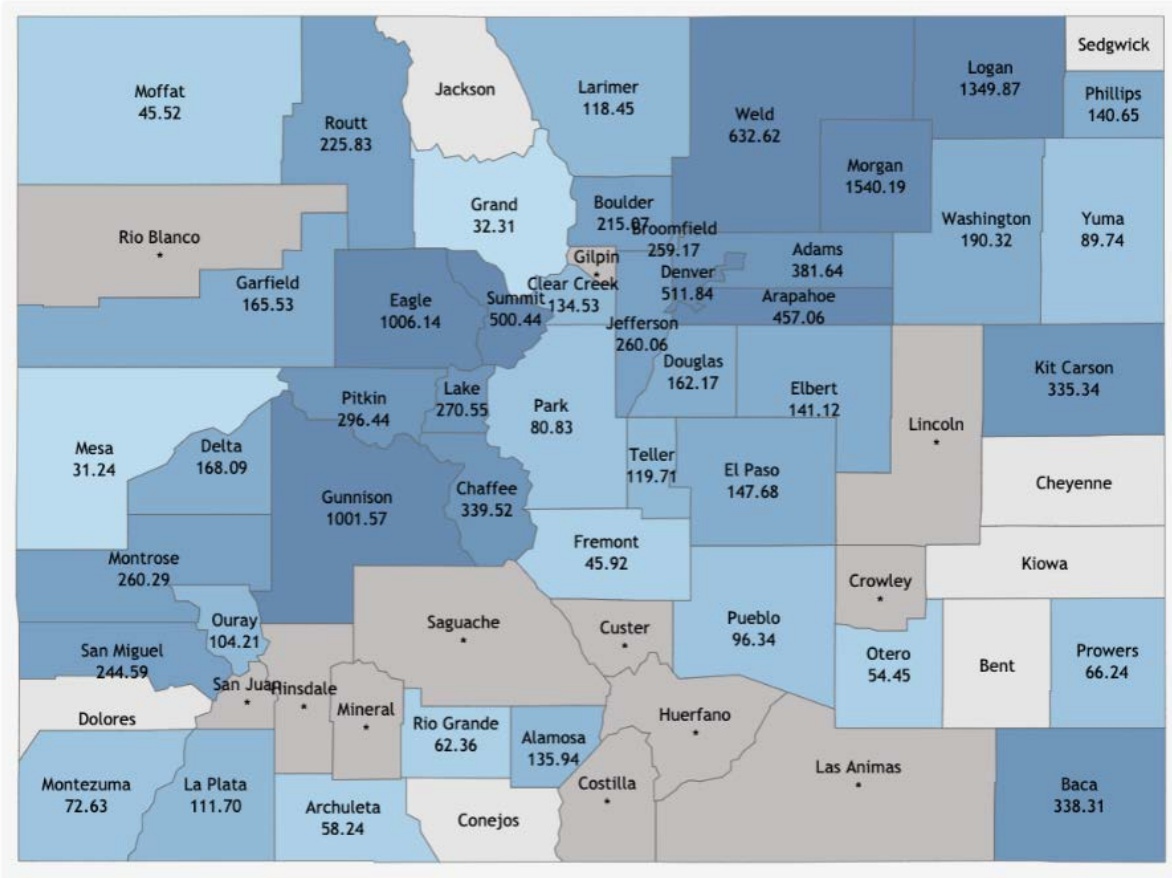
\* Telephone Number:  Fax Number:

\* Email:

\* Signature of Authorized Representative:  \* Date Signed:

## Areas Affected by Project

Our goal with this project is to target the areas in our state with the highest need for educational remediation due to the COVID-19 virus. Colorado is a very diverse state. The virus first hit the high country the hardest, where visitors brought the disease from across the globe to our ski areas. Then, the focus turned to the populated Front Range, where it easily spread from person to person in crowded urban areas. Next, it hit the Colorado eastern plains, where outbreaks erupted at a meatpacking plant, a dairy processing facility and a nursing home.



Infection rates per 100,000 people in each of Colorado's 64 counties. (Colorado Department of Public Health and Environment)

By setting up locally inspired and driven Remote Learning Collectives, we hope to reach those students most highly impacted by COVID-19, and to provide assistance that is targeted to meet their needs.

**U.S. DEPARTMENT OF EDUCATION  
BUDGET INFORMATION  
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008  
Expiration Date: 08/31/2020

Name of Institution/Organization

Colorado Department of Education

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY  
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel	5,000.00	5,000.00	5,000.00			15,000.00
4. Equipment						
5. Supplies	4,500.00	2,500.00	2,500.00			9,500.00
6. Contractual	50,000.00	50,000.00	50,000.00			150,000.00
7. Construction						
8. Other	6,500,000.00	6,000,000.00	6,000,000.00			18,500,000.00
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs*						
11. Training Stipends						
12. Total Costs (lines 9-11)						

**\*Indirect Cost Information (To Be**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government?  Yes  No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2020 To: 06/30/2022 (mm/dd/yyyy)

Approving Federal agency:  ED  Other (please specify):

The Indirect Cost Rate is %.

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC?  Yes  No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?  
 Yes  No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? Or,  Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %.  
PR/Award # S425B200014

Name of Institution/Organization Colorado Department of Education	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
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**SECTION B - BUDGET SUMMARY  
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

**SECTION C - BUDGET NARRATIVE (see instructions)**

ED 524



# DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

OMB Number: 4040-0013  
Expiration Date: 02/28/2022

<b>1. * Type of Federal Action:</b> <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	<b>2. * Status of Federal Action:</b> <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	<b>3. * Report Type:</b> <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
--	--	--

**4. Name and Address of Reporting Entity:**

Prime     SubAwardee

\* Name: Colorado Department of Education

\* Street 1: 201 EAST Colfax Avenue    Street 2: Room 500

\* City: Denver    State: CO: Colorado    Zip: 80203

Congressional District, if known: CO-001

**5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:**

<b>6. * Federal Department/Agency:</b> U.S. Department of Education	<b>7. * Federal Program Name/Description:</b> Education Stabilization Fund CFDA Number, if applicable: 84.425
--	---

<b>8. Federal Action Number, if known:</b> 	<b>9. Award Amount, if known:</b> \$
--	---

**10. a. Name and Address of Lobbying Registrant:**

Prefix: Ms.    \* First Name: Angela    Middle Name:   

\* Last Name: Maramba    Suffix:   

\* Street 1: 201 EAST Colfax Avenue    Street 2: Room 500

\* City: Denver    State: CO: Colorado    Zip: 80203

**b. Individual Performing Services** (including address if different from No. 10a)


Prefix: Ms.    \* First Name: Angela    Middle Name:   

\* Last Name: Maramba    Suffix:   

\* Street 1: 201 EAST Colfax Avenue    Street 2: Room 500

\* City: Denver    State: CO: Colorado    Zip: 80203

**11.** Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

\* Signature: 

\* Name: Prefix: Ms.    \* First Name: Angela    Middle Name:   

\* Last Name: Maramba    Suffix:   

Title: Director of State Board Relations    Telephone No.: 303-866-6809    Date: 06/26/2020

**Federal Use Only:**    Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

## NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005  
Expiration Date: 04/30/2020

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

### To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

### What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

### What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

(4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

### Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email [ICDocketMgr@ed.gov](mailto:ICDocketMgr@ed.gov) and reference the OMB Control Number 1894-0005.

### Optional - You may attach 1 file to this page.

1239-CDE GEPA Statement.pdf

Add Attachment

Delete Attachment

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Colorado Department of Education  
GEPA Statement

The Colorado Department of Education (CDE) has facilitated and participated in extensive stakeholder engagement prior to and during the development of the Every Student Succeeds Act (ESSA) state plan, which has resulted in the refinement of systems in place prior to reauthorization, as well as improved or new activities. These systems, as well as the stakeholder engagement that supported their development, are described in greater detail in the body of Colorado's ESSA state plan. Below is a brief listing of just a few of the activities and systems CDE has in place in support of equitable access to a quality education for all children in Colorado. The implementation of the following systems and activities, together with ongoing stakeholder engagement, enables CDE to directly, or indirectly through the Local Education Agency's (LEA's) actions, reduce barriers that may prevent the engagement of students, teachers, and others, in federally funded programs based on gender, race, national origin, color, disability, or age.

- CDE hosts an ongoing Accountability Work Group (AWG) composed of regional superintendent representatives, school and district leadership, charter school leadership, Colorado Association of School Executives (CASE) representatives, Colorado Association of School Boards (CASB) representatives, Colorado Education Association (CEA) leaders, advocacy and civil rights groups members, and parents. The original charge of this stakeholder group was to provide feedback on Colorado's School and District Performance Frameworks and refine the role of the Frameworks in the State's accountability system. After the reauthorization of the Every Student Succeeds Act (ESSA), the AWG researched and provided feedback to the ESSA Hub Committee and the State Board of Education concerning the accountability decisions points arising out of ESSA to help ensure that Colorado's accountability system adequately reflects and protects all Colorado students. Through the AWG, CDE facilitates stakeholder research and conversation that impacts barriers for student populations that may prevent their equitable access or participation.
- The CDE Federal Programs Unit and the Exceptional Student Services Unit (ESSU) host an annual Equity and Excellence Conference for special education directors, federal program administrators, superintendents, principals, and fiscal managers. The conference provides an opportunity for those supporting educators and students to collaborate and make connections within their districts and across districts, both in an effort to increase their tools and resources for putting equity into action in their schools. The topic highlights of the upcoming conference include culturally responsive instructional practices, whole child supports, recruitment and retention of excellent teachers, meeting individual learning needs, supporting early learning, and effective parent and family engagement. Through this conference, CDE is reducing barriers for student populations that may prevent their equitable access or participation. Specifically, this conference reduces barriers that may exist related to a student's disability, age, or national origin.
- Together with other units in the Department, the CDE Federal Programs Unit has developed the Colorado Federal Integrated Review System (C-FIRS) for use in the monitoring of school districts for federal program compliance and program quality. The system is designed to enable LEAs to self-assess against the requirements (and indicators) of federal programs and may also be used as the basis for onsite program reviews and monitoring. Many of the federal program requirements directly pertain to the equitable access of student group to the benefits of the federal programs included in the system. The system is being updated based on the requirements of the Every Student Succeeds Act for use during the 2017-2018 school year. 178 • CDE has developed a Unified Improvement Planning (UIP) template and processes to support schools and districts in their performance management efforts. The UIP template was introduced to streamline the improvement planning components of state and federal

Colorado Department of Education  
GEPA Statement

accountability requirements. The common UIP template and planning processes used represent a shift from planning as a singular event to planning as a critical component of continuous improvement. This process reduces the total number of separate plans that schools and districts are required to complete with the intent of creating a single plan that has true meaning for its stakeholders, while also providing a mechanism for external stakeholders to learn about schools' and districts' improvement efforts. Through the ongoing training and implementation of the UIP, CDE facilitates school and district review of student performance through the intentional trend analysis of disaggregated student data. CDE indirectly reduces barriers for student populations that may prevent their equitable access or participation by requiring schools and districts to engage in a continuous improvement cycle through the UIP template. Specifically, the UIP template enables schools and districts to identify and remove barriers that may be related to a student's disability, national origin, or age.

- The Title IX State Coordinator works in the CDE Federal Programs Unit and provides ongoing technical assistance to the field throughout the year. In addition to the Coordinator's requisite duties under Title IX of the Education Amendments of 1972, the Coordinator also participates in the Equity and Excellence Conference, hosted by the CDE Federal Programs Unit and the Exceptional Student Services Unit (ESSU), provides best practices to the field regarding issues arising or related to gender inequity, and provides guidance related to the overlap of federal and state law related to gender inequity. The Coordinator enables LEAs to more effectively reduce barriers for student populations that may prevent their equitable access or participation. Specifically, the Coordinator reduces barriers that may exist related to a student's gender.

## CERTIFICATION REGARDING LOBBYING

### Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than 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 this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

### Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any 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 this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

<b>* APPLICANT'S ORGANIZATION</b> Colorado Department of Education	
<b>* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE</b>	
Prefix: Ms.	* First Name: Angela Middle Name:
* Last Name: Maramba	Suffix:
* Title: Director of State Board Relations	
<b>* SIGNATURE:</b> [REDACTED]	<b>* DATE:</b> 06/26/2020


**U.S. DEPARTMENT OF EDUCATION  
SUPPLEMENTAL INFORMATION  
FOR THE SF-424**

**1. Project Director:**

Prefix: Ms.	First Name: Angela	Middle Name: Rose	Last Name: Maramba	Suffix:
----------------	-----------------------	----------------------	-----------------------	---------

Address:

Street1:	201 E. Colfax, State Board Room
Street2:	
City:	Denver
County:	Denver
State:	CO: Colorado
Zip Code:	80203-0001
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
	

Email Address:


**2. Novice Applicant:**

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

Yes  No  Not applicable to this program

**3. Human Subjects Research:**

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?


Yes  No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #:  1  2  3  4  5  6

No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

	Add Attachment	Delete Attachment	View Attachment
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## Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

---

## You may now Close the Form

**You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.**

\* Attachment:

## Project Abstract

Our proposal is to create an extended learning opportunity grant program that will distribute funding to groups of schools, districts, families, educators, out-of-school learning providers and community organizations who form “Remote Learning Collectives” to support their children’s academic needs. With some Colorado districts planning for the possibility of a hybrid remote learning and in-person model for the 2020-21 school year and a high likelihood of districts needing to provide fully remote learning at times throughout the school year, parents will need ways to support their children who are learning from home.

Remote Learning Collectives can bridge the gap by providing families in need with funding to hire tutors or partner with a wide array of local learning providers. Learning collectives can give students an opportunity to interact with small groups of students and adults, advance their academic knowledge, and build essential skills such as leadership, problem-solving and communication.

Remote Learning Collectives will be organized around a wide variety of needs and approaches throughout the community. Money awarded would support collectives like literacy instruction for younger students, work-based learning for older students, physical education activities and outdoor- based learning, tutoring for English Language Learners, or holistic academic support for students at similar competency levels. All these collectives would be run through the Colorado Department of Education, in a model similar to the 21<sup>st</sup> Century Community Learning Centers.

We believe this field-initiated model holds great promise for alleviating the burden on school districts, supporting students to be successful and keeping equity gaps from growing wider.



## Project Narrative File(s)

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\* **Mandatory Project Narrative File Filename:**

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COVER PAGE

# Proposal for Extended Learning Opportunities to Support Families during the COVID-19 Pandemic

Application for the Education Stabilization Fund—Rethink K-12  
Education Models Discretionary Grant Program

Submitted by: The Colorado State Board of  
Education

June 26,2020

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## Project Narrative

The Colorado State Board of Education is focused on addressing absolute priority number three- Field-Initiated Projects for Educational Models for Remote Learning to Improve Student Outcomes. The State Board of Education issued a Call for Ideas from the Colorado education community for field-initiated projects. On June 17<sup>th</sup>, the board selected Remote Learning Collectives, out of 3 other ideas, to submit to the U.S. Department of Education for this grant application.

We propose creating a grant program that will distribute funding to groups of schools, districts, families, educators, out-of-school learning providers or community organizations who form Remote Learning Collectives. These collectives must be focused on supporting their children’s academic needs through rigorous and enriching extended learning opportunities.<sup>1</sup>

This proposed grant program builds on existing community efforts to support education needs during this crisis. Current efforts have revealed a strong demand from families for high-quality resources to support their children's unique learning needs. In addition, some local learning providers have been willing to adapt their programs to meet COVID-19 requirements and support in-person learning experiences with small groups of students and some have created quality virtual experiences. This idea builds on the current 21<sup>st</sup> Century Community Learning Centers competitive grant authorized under Title IV, Part B, of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA) of 2015. The purpose of this important program is to establish or expand community learning centers that:

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<sup>1</sup> “Remote learning” is defined by the US Department of Education as educational or instructional programming that mostly occurs away from the physical school building and is delivered in a student- focused manner that addresses a student’s educational needs.

- **Provide opportunities for academic enrichment**, including providing tutorial services to help students (particularly students in high-poverty areas and those who attend low-performing schools) meet state and local student performance standards in core academic subjects such as reading, writing, and mathematics;
- **Offer students a broad array of additional services, programs, and activities**, such as youth development activities, service learning, nutrition and health education, drug and violence prevention programs, counseling programs, arts, music, physical fitness and wellness programs, technology education programs, financial literacy programs, environmental literacy programs, mathematics, science, career and technical programs, internship or apprenticeship programs, and other ties to an in-demand industry sector or occupation for high school students that are designed to reinforce and complement the regular academic program of participating students; and
- **Offer families of students served by community learning centers opportunities for active and meaningful engagement in their children's education**, including opportunities for literacy and related educational development.

This work is specifically focused on helping children in low-income schools succeed academically through the application of scientifically based practice. The 21<sup>st</sup> Century Community Learning Centers Grant has shown positive outcomes with student engagement in afterschool programs, including better academic performance and behavior, significantly higher test scores, bonding to school, and self-perception, with significantly lower problem behaviors when compared to students not in such programs.

We believe funding and supporting Remote Learning Collectives will allow for the incubation and expansion of a robust learning ecosystem that meets the diverse needs of students and parents. We envision that Remote Learning Collectives will be organized around a wide variety of needs and approaches. Examples include the following:

- Families, a local business or non-profit, and a high school educator create a Remote Learning Collective focused on work-based learning for older students.
- An elementary school partners with a literacy specialist to form a Remote Learning Collective to support reading instruction using science-based curriculum for younger students.
- Families establish a Remote Learning Collective in partnership with out-of-school providers who offer outdoor-based learning and physical education activities that support the health and well-being of students.
- Educators, in particular teachers who may be retired or have underlying health conditions that prevent them from returning to schools, come together to create a Remote Learning Collective focused on project-based learning, arts and music, or STEM activities.
- A school district forms a collective with educators, families, and local libraries to provide in-person, holistic academic instruction for small groups of students during school hours on days when students cannot be in their school buildings.

## Guidelines for Remote Learning Collectives

Remote Learning Collectives will be community-based teams inclusive of any combination of groups, such as schools, districts, families, educators, out-of-school learning providers, or local experts (such as artists and scientists). Remote Learning Collectives can be formed to support the educational needs of school-aged children through a variety of services including:

- Supplemental academic instruction and tutoring on remote learning days
- Enrichment education programs and extended learning opportunities occurring on remote days, or before or after school, or during the summer
- Tuition and fees for online courses
- Special education and related services
- Testing preparation and examination fees, including Advanced Placement exams, industry certification exams, state licensure exams, and any examinations or preparation program related to college or university admission
- Costs associated with work-based learning and career and technical education experiences

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Additionally, families and community-based collectives can request funding for the following services, if paired with at least one educational service from the list above:

- Mental health services and counseling
- Access to hot spots, internet services and/or technological devices
- Textbooks, curriculum, or other instructional materials

## Implementation Plan & Timeline

The implementation plan and time of key grant activities is delineated below in three phases.

### **Phase 1: RFP for Program Management (approx. 30 days)**

- The Colorado Department of Education (CDE) issues a Request for Proposals (RFP) to contract with a vendor to support early collaborative planning (prior to application submission) and provide ongoing collaborative operational support.
- The RFP should call for organizations who have experience working with communities and connecting families with education providers and services.

### **Phase 2: Development of Remote Learning Collective application and outreach (approx. 30 days)**

- CDE will issue guidelines for Remote Learning Collectives and will release a call for funding requests.
- The procedures for applying for the funding will be as simple and as streamlined as feasible to ensure barriers for accessing the funds are as low as can be, while including program requirements to ensure effective use of funds that will lead to increased student academic outcomes. Health and safety requirements to diminish potential contagion of COVID-19 will also be included.
- Outreach regarding the Remote Learning Collectives grant opportunity will be prioritized to the most disadvantaged students and families in areas most impacted by COVID-19. CDE will work with the organization selected in Phase 1 and other community partner organizations to promote the program to families and communities.



### **Phase 3: Applications for Remote Learning Collectives funds are received and processed (Up to 34 months)**

- Applications for funding would be accepted on a quarterly basis and will prioritize low-income families and those communities hardest hit by COVID-19.
- CDE will provide grant management oversight to ensure the program meets all federal program and fiscal grant requirements and meets performance measures. CDE will collect reporting data and summarize results.
- The contracted vendor will provide ongoing tools to help parents and communities build learning collectives that are appropriate and effective for their children.
- An advisory list of education providers that collectives may select from will be made available. There are groups in Colorado who have already created lists of education providers that can be used as a starting point for this program.
- If a Remote Learning Collective proposes using a provider not on the advisory list, CDE will create a standard rubric by which to evaluate requests and approve or deny them within 30 days of the request being made.
- CDE will hold final decision-making authority over all grant matters and funding requests.

## Needs Analysis

Access to remote learning in the spring varied both in frequency and quality across the state. In a poll of 500 Colorado parents conducted in mid-April, 35% of parents who responded said their children had not participated in any remote learning since schools in-person learning was suspended in March.<sup>2</sup>

Ensuring that every student is fully engaged in school this coming academic year regardless of the modality will be critical to preventing further learning loss. As of early June, some Colorado districts are planning to continue remote learning to some extent during the 2020-21 school year and based on current health guidance all districts may need to provide remote learning at some points during the school year, if there are COVID-19 positive cases in the building. Some of Colorado's largest districts have released draft plans that include options for students to only attend school in person 2 to 3 days a week and engage in remote learning the other days of the week. Even with the option for some in-person instruction, there will be students who will opt to stay home entirely due to individual circumstances and concerns regarding health and safety. For example, families that have an elderly grandparent living in the house or a student with an underlying health condition may opt for full-time remote learning for the next academic year.

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<sup>2</sup> Ready Colorado poll conducted April 15-16, 2020

Whether remote learning occurs fully or partially, we are at risk of exacerbating current

equity gaps. Wealthier families are better able to hire nannies and tutors to ensure their students receive personalized instruction and stay on track, while lower-income students may fall further behind. Some of the counties in Colorado most heavily impacted by COVID-19 cases include Denver, Adams, Arapahoe, Weld, Morgan, Gunnison, Saguache and Crowley.<sup>3</sup> These counties also have higher proportions of students living in poverty than other counties in the state. COVID-19 is disproportionately affecting lower income communities and the students within those communities stand at high risk of falling irreparably behind.

Additional barriers to student success were identified in a needs inventory conducted by CDE and the Colorado Education Initiative (CEI) from March 27 to April 4.<sup>4</sup> The survey found that communities across the state need support around internet connectivity, mental health and counseling services, and child care. While other academic focused needs were identified, this analysis will focus on these three categories as these are critical barriers to improving student outcomes, and our proposed project can directly address all three needs.

Internet connectivity was the top community need identified in the CDE/CEI survey, with over half (53 percent) of respondents citing this as a priority. The CDE/CEI survey estimated that the number of students without access to a Wi-Fi-enabled device was 52,918 statewide, or approximately 6 percent of students, in the districts that responded. The estimated number of students without access to the internet at home was 65,860, or approximately 8 percent of students in districts that responded to the survey.

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<sup>3</sup> Case Rates per 100,000 People in Colorado by County:

<https://covid19.colorado.gov/data/case-data>

<sup>4</sup> Needs Inventory overview can be found at: <http://www.the Colorado Department of Education.state.co.us/safeschools/communityneeds>

What the needs inventory does not quantify is how many students have inadequate or

Colorado Department of Education – ESF-REM Grant Application

slow internet access. CDE/CEI reports that “a number of respondents shared that internet providers in rural areas cannot provide fast enough service to accommodate the network needs for providing distance learning.” While many districts have purchased hotspots to help provide internet access for students, some hotspots are not providing enough bandwidth for video lessons and other virtual learning platforms. Rural districts are also finding that cell phone service areas are too limited in their communities for hotspots to be a viable solution. Lastly, families are increasingly voicing concerns about their students being alone in front of computers for hours on end during days when schools are closed. Families are seeking ways for their children to engage in face-to-face learning with small groups of other students.

Mental health and counseling services for students and families and childcare were two other top needs identified in the CDE/CEI survey. Districts are anticipating that there will be an increased demand for mental health and counseling services as a number of students grapple with food insecurity, homelessness, isolation, and social unrest. As businesses reopen and more parents return to work, figuring out childcare arrangements for young students who may only be in school buildings 1-2 days a week will be a significant challenge, particularly for low- income families.

The CDE/CEI needs inventory highlights the urgency for out-of-the box thinking to address instructional challenges (providing rigorous coursework remotely), technological hurdles (students without high-speed internet), logistical barriers (child care for young students learning remotely), and mental health needs (meeting increased demand for such services). We believe solutions can be generated by families and communities to meet the individual needs of students and to ensure that remote learning is supplemented with rigorous, personalized, and effective opportunities. Our project proposes allowing families and communities to band together in remote learning collectives to seek out the supplemental solutions and resources they need.

Families in remote learning collectives could receive funding to hire a tutor or other learning provider to supplement remote learning for a small group of kids in their collective. This could alleviate the reliance on unreliable hot spots and instead provide another avenue for in-person instruction. Educators, in particular teachers who may be

retired or have underlying health conditions that discourage them from returning to schools in-person, could come together to create a collective that provides project-based learning experiences or academic tutoring, virtually or in smaller groups. Out-of-school providers have quickly pivoted this summer to offer learning opportunities that align with COVID-19 guidelines, and many will be well positioned to continue this type of programming into the fall to accommodate remote learning needs.

Collectives would have small groups of students, which means instruction can be personalized to their needs. Childcare could be provided under this arrangement alleviating that need as well. Learning collectives could also choose to retain the services of a counselor to provide mental health support to students so that they are at their best ability to learn. There are many pressing needs in our communities right now, and this proposal would empower families and communities to access resources in a way that meets their specific needs at a given time. We believe this field-initiated model holds great promise for supplementing the work of school districts, supporting students to be successful and keeping equity gaps from growing wider.

## Coronavirus Burden

The state of Colorado is somewhat unique, in that we have a rapidly growing urban corridor down the center of the state and many small, remote towns on the plains to the east and in the mountains to the west. Fittingly, we have a local control public education system with an intentional commitment to keeping the control as near the people as possible.

When COVID-19 came to Colorado, the Denver Metro area responded by converting the downtown convention center into an auxiliary hospital to accommodate more patients. Our rural mountain towns, often hosting more out-of-town skiers than residents, had to shut down for fear of overwhelming small hospitals. Our population responded by self-quarantining, social-distancing, and wearing masks as instructed. This has helped to flatten our infection and subsequent death rates but has devastated our economy and caused our legislature to drastically cut back on education funding.

In March, 2020, schools began shutting-down in-person instruction and moving to online/remote instruction. Many did not have the resources or teacher capacity to make this transition work well. Additionally, we know that most students learn best with in-person instruction. Many were confused, worried, and generally overwhelmed by what was happening in our country and did not engage with the remote format. Others did not have the equipment or ability to access online material. In a poll of 500 Colorado parents conducted in mid-April, 35% of parents who responded said their children had not participated in any remote learning since schools shut down in March, 2020.

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### Department of Public Health and Environment (DPHE) and Governor's Executive Orders

At the end of March, Colorado's governor issued an executive order ordering Coloradans to Stay at Home due to the presence of COVID-19 in the state and the Department of Public Health & Environment issued a public health order in response. This included identifying critical businesses, critical infrastructure, critical manufacturing, critical retail, and critical services. We next moved to a Level 2: Safer-at-Home and in the Vast, Great Outdoors order. Much of Colorado is now open with restrictions to prevent the spread of

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COVID-19 and protect those at highest risk for severe illness.

## Survey Results – Magellan Strategies

Healthier Colorado and the Colorado Health Foundation launched a statewide survey to measure and understand the concerns, needs, experiences, and attitudes of Coloradans on the coronavirus pandemic. Key findings from this survey are provided below:

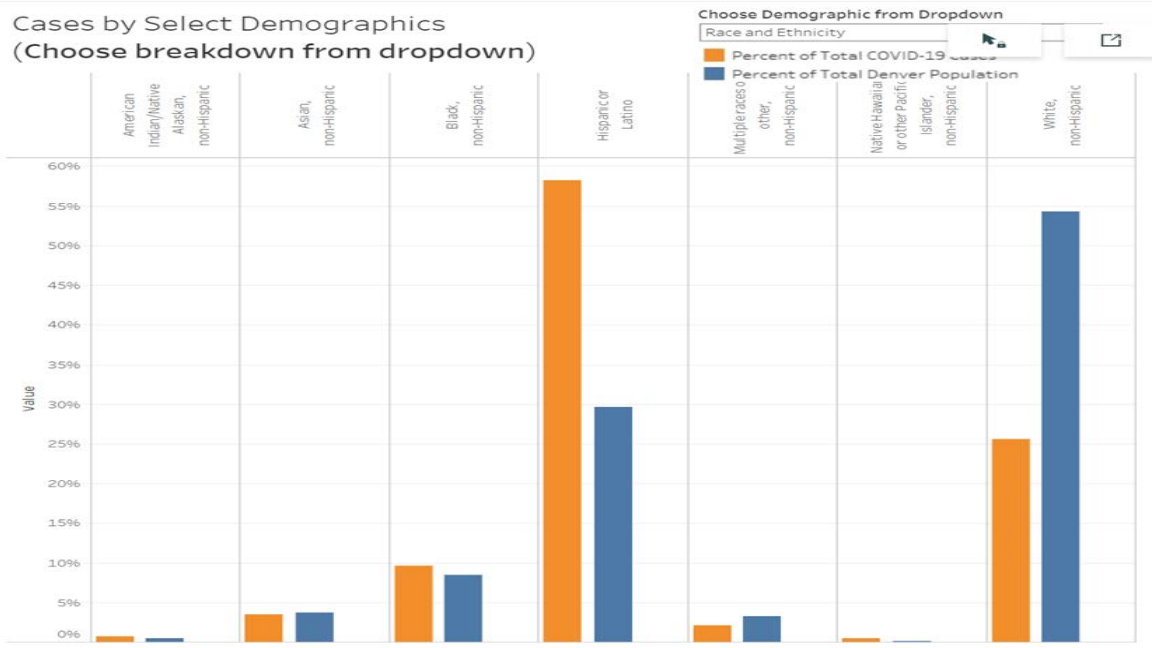
- Among all respondents, 51% said their lives have been disrupted a lot by the coronavirus outbreak. Population subgroups that have had their lives disrupted the most include households with a child aged 18 or younger (58% a lot), people who rent their home (61% a lot) and people who have lost their job, lost income or had their paid hours reduced (63% a lot). Forty-three percent of Coloradans feel the worst of the coronavirus is yet to come, which means we need to prepare for the unknown for next school year. Families and individuals with lower incomes, and households that have experienced job or income losses were more likely to feel the worst is yet to come. Among African Americans respondents, 55% feel the worst is yet to come.

## Statewide Data

Organizations across Colorado have been checking in with families since the beginning of March via individual phone calls and digital parent meetings, connecting with thousands of parents who have been impacted by COVID related loss, job loss and increased responsibility over their students' learning. Through these conversations, a disproportionate impact on families of color and low-income families has been observed, making mitigating learning loss for impacted populations critical in the coming year. The two graphs below show that Covid-19 is impacting certain communities at much higher rates. Even though our state has roughly 2.7 million more white people, communities of color are seeing the virus spread two to three times as fast.

Source: <https://storymaps.arcgis.com/stories/50dbb5e7dfb6495292b71b7d8df56d0a>

### Cases by Select Demographics (Choose breakdown from dropdown)

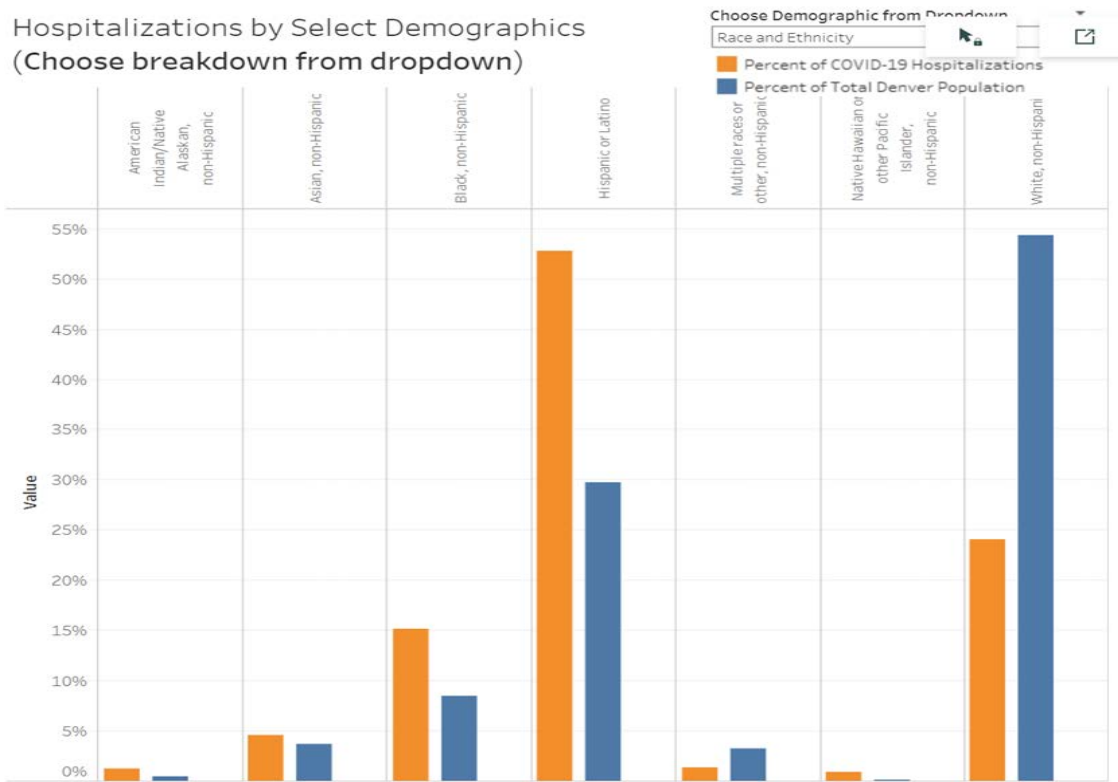


Percentages are based on population with completed interviews and known demographics.  
Denver Population Data Source: U.S. Census Bureau 2018 American Community Survey, 1-year estimates



Last Update: 6/23/2020 10:47:33 PM

### Hospitalizations by Select Demographics (Choose breakdown from dropdown)



Percentages are based on population with completed interviews and known demographics.  
Denver Population Data Source: U.S. Census Bureau 2018 American Community Survey, 1-year estimates



Last Update: 6/23/2020 10:47:33 PM

Source: <https://storymaps.arcgis.com/stories/50dbb5e7dfb6495292b71b7d8df56d0a>



Updated data shows that African Americans in Colorado represent a disproportionate number of deaths and cases. Hispanics in Colorado represent a disproportionate number of cases.

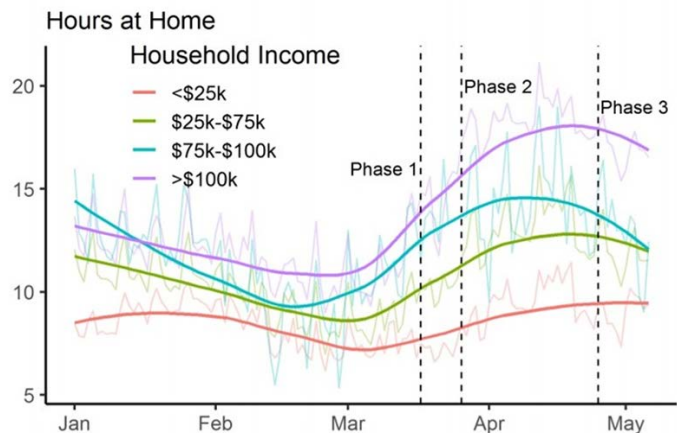
Source: <https://covid19.colorado.gov/data/case-data>

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**COVID-19 in Colorado by Race & Ethnicity**

	Cases	Deaths	CO
American Indian or Alaska Native	0.56%	0.48%	0.56%
Asian	2.57%	3.42%	3.12%
Black	5.53%	6.49%	3.92%
Hispanic, All Races	38.30%	21.20%	21.69%
Multiple - Non Hispanic	0.97%	1.20%	2.65%
Native Hawaiian or Pacific Islander	0.40%	0.36%	0.12%
White - Non Hispanic	34.47%	62.58%	67.76%
Other	0.82%	0.42%	0.19%
Unknown/Not Provided	16.38%	3.84%	

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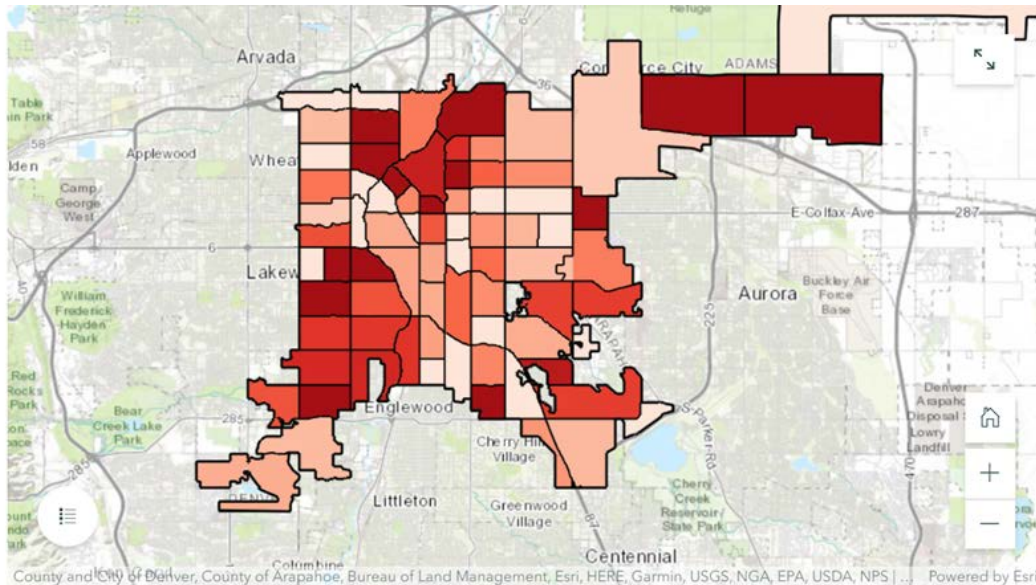
Another area to focus on is the percent of families that were able to stay home. Cell phone tracking data shows that high income families in Colorado were able to stay at home during the first spike, whereas lower income families had to leave the house more for work and necessities. This has resulted in disproportionate impact in some Colorado communities and our grant would be tailored to respond to these most heavily impacted communities. See chart and



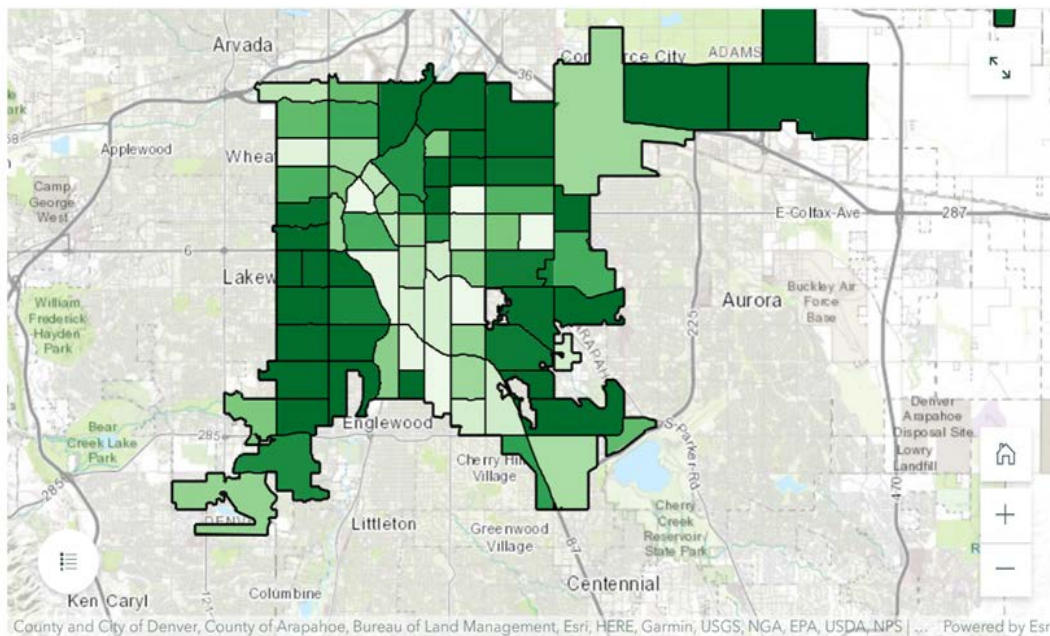
source: <https://www.westword.com/news/covid-19-update-rich-in-colorado-staying-safer-than-poor-11713378>

Lastly, two University of Colorado researchers have identified ties between redlining and COVID by pointing to neighborhoods like Valverde. Valverde is a neighborhood that has high poverty and diversity levels. By obtaining the ESF-REM grant we can use this data to target areas that have been hit hardest by the pandemic. The graphs below focus on Denver, the darker the color the higher the number of Covid-19 cases. As you can see the

neighborhoods outside of the city center are harder hit and are usually have higher poverty levels. The last graph shows the trends that are happening in Denver.



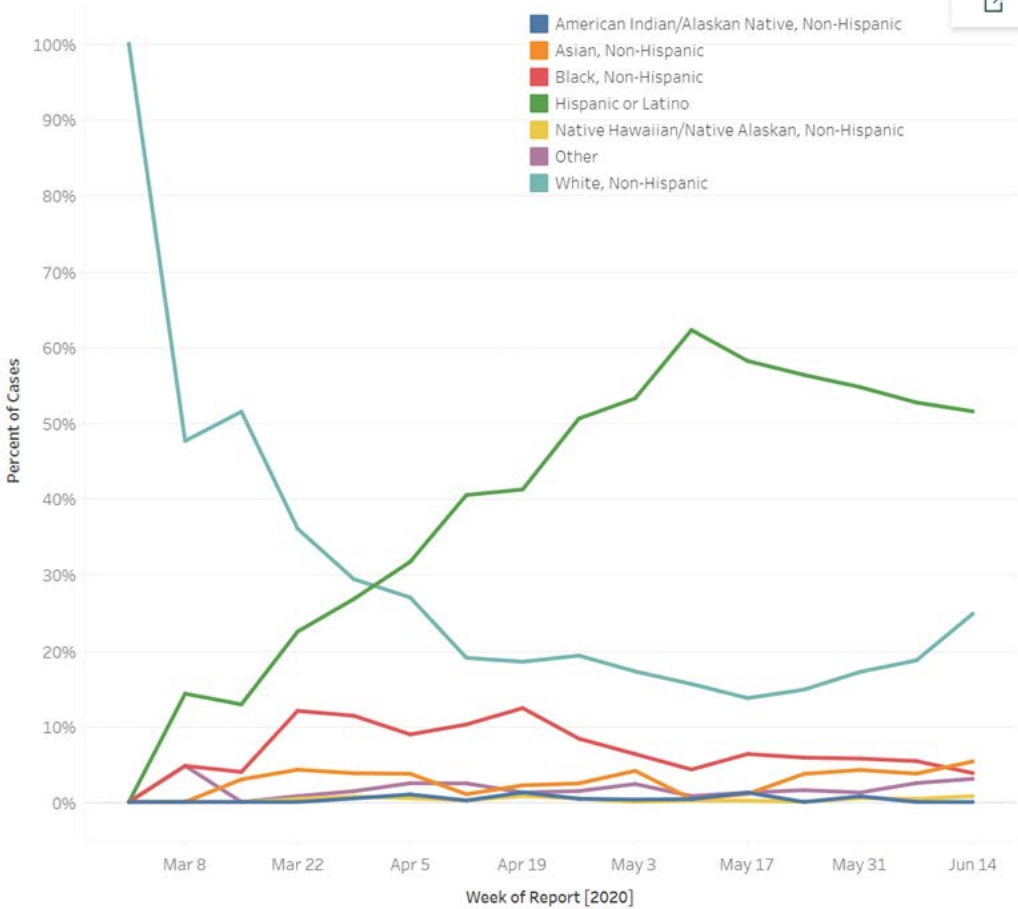
COVID-19 Case Rate per 1,000 persons by Denver Neighborhood: June 14 - June 20,2020



Cumulative COVID-19 Hospitalization Rate per 1,000 persons by Denver Neighborhood

Source: <https://www.cpr.org/2020/06/23/the-durability-of-redlining-in-denvers-past-is-shaping-coronavirus-hot-spots-now-researchers-say/>.

COVID-19 Percent of Cases by Race and Ethnicity



## State Assets, Collaborative Efforts and Barriers

During this national emergency Colorado has made extensive efforts to improve students' outcomes collaboratively. The Colorado Department of Education has partnered to create a statewide needs inventory, worked with the Governor to expand Colorado Empowered Learning (supplemental online learning opportunities), partnered with Rocky Mountain PBS to launch Colorado Classroom and worked with the US Department of Education to receive around [REDACTED] for Colorado students.

At the start of the pandemic the Colorado Department of Education (CDE) focused on assessing the needs of students, districts, and families by sending out a needs assessment to create a statewide inventory. The Colorado School District Needs Inventory was administered by CDE, in collaboration with the [Colorado Education Initiative \(CEI\)](#). Superintendents, Boards of Cooperative Educational Services (BOCES) directors, and charter and approved facility school leaders were encouraged to complete the needs inventory to share the needs of schools and districts across the state, including support for learning at home and the general needs of the surrounding community. This [learning at home](#) toolkit was quickly put up on the CDE website and is now serving as a resource for our CO districts as well as other states. Building on the spring resources, CDE is working with partners to build out a framework and toolkit for the 2020-21 school year, which can be found here: <http://www.cde.state.co.us/planning20-21>.

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CDE continues to work in partnership with the Governor's Office as they determine how to support schools in this upcoming year generally and specifically with the GEER funds. We are looking at ways to dramatically expand [Colorado Empowered Learning \(CEL\)](#) which is our state-supported supplemental online program that provides Colorado districts, BOCES, and charter schools access to fully-designed online courses with learning management platform options, teacher professional development and technical assistance for implementing blended and online learning models. Right now, CEL is currently only available in limited school districts at a cost to districts. However, given the potential for remote learning needs this fall and beyond, the governor's office and CDE want to give all school districts greater access to this already developed and adaptive virtual content at low-to-no cost and build the capacity of our teachers by expanding

access to professional development and coaching, whether in-person or virtual, in blended instructional models.

In early May, we partnered with the Governor and non-profits to launch Colorado Classroom - Read With Me at Home to provide K-3 learners, and their families and caregivers with direct-to-home remote literacy learning. This critical learning initiative is being broadcasted in English with Spanish subtitles and available for free on a statewide basis through participating local PBS television stations. During the COVID-19 school closures across Colorado and the summer months, this remote learning initiative provides continued early literacy development and provides K-3 learners with access to free educational reading resources at home on television and online, regardless of their ability to access broadband internet services. Colorado Classroom - Read with Me at Home connects teachers directly with students in their homes through literacy lessons geared specifically towards K-3 age ranges each Monday-Friday from 8am-10am. Accompanying lesson plans and work packets are also available on Rocky Mountain PBS' (RMPBS) website for parents and caregivers to use, adapt, and build upon. With 15%-20% of Colorado children who live in rural areas without access to high-speed internet, RMPBS offers a way to ensure every child has a place to continue learning in the framework of Colorado's curriculum outside of the classroom. This was all made possible with the partnership with the Office of the Governor of Colorado, the Colorado Department of Education, the Colorado Education Initiative, Gary Community Investments and Rocky Mountain PBS.

Lastly, the Coronavirus Aid, Relief, and Economic Security (CARES) Act was enacted on March 27, 2020, a \$2 trillion package of assistance measures, allocating \$120,993,782 from the U.S. Department of Education from the ESSER Fund to the State of Colorado.

Of the total allocation to Colorado, CDE has allocated \$108,894,404 (90%) to local education agencies (LEAs) and will reserve no more than \$12,099,378 (10%) for state level activities. LEAs have begun to submit their applications for funds, and the department has committed to a one-week approval goal for applications. The use of the 10% State Educational Agency (SEA) reserve has not yet been committed. CDE is reviewing the responses to a stakeholder survey on input on how CDE may use the 10% state reserve funds under the CARES Act Elementary and Elementary and Secondary

School Emergency Relief Fund (ESSER) Fund, along with feedback from the State Board of Education.

In addition to ESSER funds, the department is also distributing a portion of the state of Colorado’s CARES Act Coronavirus Relief Fund (CRF). In May 2020, Gov. Polis signed Executive Order 20-070, which directed the transfer of \$510 million from the CRF to the Colorado Department of Education to be awarded to school districts, the Charter School Institute, the Colorado School for the Deaf and the Blind and facility schools on a per pupil basis. Additionally, each BOCES in the state will receive \$25,000. The funds were immediately disbursed, and recipients are completing necessary certification and budget forms.

To support districts with appropriate and strategic use of ESSER and CRF funds, the department created a [guide](#) providing information on allowable fund use according to expenditure type.

The state is still facing many barriers because of the pandemic, the largest being the lack of high-speed internet. While some school districts in Colorado can afford a high-speed internet connection, some either cannot afford the cost of a higher speed connection or do not have access to a higher speed service in their area. According to the Education Superhighway<sup>5</sup>, we have three districts that need to upgrade their connectivity speeds to meet the connectivity targets described by the FCC in the 2015 Modernization Order. The Education Superhighway also shows that at least 9 other districts would benefit by providing a fiber or high-speed connection to all schools within the district. Building out fiber connections is expensive which is why some schools have it and some do not. Many other districts across our state report having on-and-off connectivity problems. As reported in the Needs Inventory, the estimated number of students without access to the internet at home is 65,860, or approximately 8% of students in represented districts/BOCES.

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5 Education SuperHighway Compare & Connect Maps

[https://www.compareandconnectk12.org/maps/CO?view=TARGET\\_DISTRICTS&opportunity=BANDWIDTH](https://www.compareandconnectk12.org/maps/CO?view=TARGET_DISTRICTS&opportunity=BANDWIDTH)

[https://www.compareandconnectk12.org/maps/CO?view=TARGET\\_DISTRICTS&opportunity=FIBER](https://www.compareandconnectk12.org/maps/CO?view=TARGET_DISTRICTS&opportunity=FIBER)

Other barriers are the cuts to the Colorado School Finance Act and Long Bill. A total of \$575.9 million in reductions were made to the school finance act and \$164.4 million were cuts to other programs. School districts will be faced with making tough decisions to keep balanced budgets.

Lastly, with the pandemic still actively affecting Colorado, we are unsure what the 2020-21 school year will look like. Schools are greatly affected by limitations on how many individuals may gather, the 6' social distancing requirements and mask requirements. Transportation is also affected by the limitation of individuals that may be on a bus at the same time. Schools that are already stressed by lack of funding have now been given further funding reductions and greater constraints on how many may be accommodated. Contingency plans involving learning cohorts and remote learning options are being created by facilities, but it will cause additional stress for families and potential gaps to our children's educations.

While all these initiatives, partnerships and additional funds have helped close the gap on critical academic need there is still more to do for Colorado students and families. The ESF-REM grant would allow us to connect with the community to create other supplemental ways we can support families and students during this pandemic. These funds would allow us to make meaningful impact for students and communities with the highest need.

### Performance Measures and Assurances

The Colorado Department of Education is willing to work collaboratively with the Secretary of Education to provide any information requested and any evaluations materials. The Remote Learning Collectives program will be required to monitor progress through multiple measures. An evaluation contract will be established with each collective to collect and analyze the following data:

1. The number of students and families receiving services through the program.
2. The satisfaction of families participating in Remote Learning Collectives as collected through email and phone surveys.
3. A comprehensive inventory of the Remote Learning Collectives that are supported through the grant program. The list should include a program

description and information on any partner organizations involved in the service delivery so as to track the number and different types of new remote learning options that are being provided through the grant. This will also allow for the tracking of the types of learning experiences families are seeking for their children and the impact of those experiences.

4. To the extent possible, collectives will seek to establish baseline levels of academic knowledge and competencies at the start of the program and measure the level of growth seen throughout the program.



## Other Attachment File(s)

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\* Mandatory Other Attachment Filename:

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To add more "Other Attachment" attachments, please use the attachment buttons below.



June 25, 2020

Secretary DeVos  
U.S. Department of Education  
400 Maryland Avenue SW  
Washington, DC 20202

Dear Secretary DeVos,

I am writing in strong support of Colorado's application for the Education Stabilization Fund - Rethinking K-12 Educational Models (ESF-REM) grant program. I think this proposal is strong, responsive to parents and our state's educational needs, and will make an enormous difference in the lives of Colorado children.

The purpose of the ESF-REM discretionary grant is to provide support to States with the highest coronavirus (COVID-19) burden to address specific educational needs of students, their parents, and educators - particularly with regard to increased access to high-quality remote learning. This grant is not just about addressing the significant impact COVID-19 has had on our state, but transforming the way we think about teaching and learning in light of the COVID-19 crisis and who we involve in that process.

Colorado has been significantly impacted by COVID-19 in a number of ways. We have had over 30,000 cases of COVID-19 and over 1,500 deaths. Our school districts moved to remote instruction in March 2020. While necessary to slow the spread of COVID-19, many of our school districts did not have the resources or teacher capacity to make this transition work well. In a poll of 500 Colorado parents conducted in mid-April, 35% of parents who responded said their children had not participated in any remote learning since schools shut down in March.

In light of these challenges, Colorado remains focused on both confronting these challenges head on, but also utilizing this crisis as an opportunity to create a more nimble, student and parent focused education system. That is why Colorado is applying to create "remote learning collectives."

Remote learning collectives will harness the power of schools, school districts, families, educators, out-of-school learning providers, and community-based organizations to provide families and communities the assistance they need to make remote learning rigorous, personalized, and effective for their students.

This fall, we expect many Colorado school districts to conduct a hybrid learning model, in which parents may need ways to support their children who may be at home two to three days per week, or for two or more weeks at a time if there is an outbreak. In addition, parents and students will need enrichment activities that foster joy, connection and learning while they are not

physically in school - especially those students who may face particular challenges such as English learners, students experiencing homelessness or foster care, low-income children, and children with disabilities.

Remote learning collectives will be student-focused and organized around particular approaches, such as work-based learning for older students, tutoring for English learners, or literacy instruction for younger students. This will empower families and communities to choose the educational model that fits their needs. Colorado's application includes strong reporting and accountability measures that will ensure our state and its partners are using taxpayer dollars effectively and with the goal of improving educational outcomes for all of our students.

I believe this approach will help to meet the needs of parents, educators, and students during this period of uncertainty, while also contributing to a more student-centered educational system.

Thank you for your consideration of this letter and I urge you to support this important effort.

Sincerely,

## Assurances

The Colorado Department of Education is willing to work collaboratively with the Secretary of Education to provide any information requested and any evaluations materials. We assure that our information will be timely, accurate and include information requested information.

## Budget Narrative File(s)

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## Budget Narrative

The Colorado State Board of Education is applying for [REDACTED] to support extended learning opportunities through Remote Learning Collectives. Collectives would apply for various amounts of funding to support their programming and service delivery. The vendor selected through the RFP process to manage the Remote Learning Collectives program will ensure that each collective is applying for an amount that is reasonable and necessary to support their remote learning offerings. CDE will provide oversight and will have final control over budgetary matters.

We envision that the amount of funding needed by Remote Learning Collectives could vary widely. A community-based organization might partner with a school to provide a few hours a week of extended learning opportunities to 20 students from low-income families. [REDACTED]. An outdoor-based learning provider could partner with a local school district to create a learning collective serving 100 students from highly impacted families in small groups of ten. If such a program were to provide full-day education and care for students during spring break and summer months, [REDACTED]

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[REDACTED]

[REDACTED]

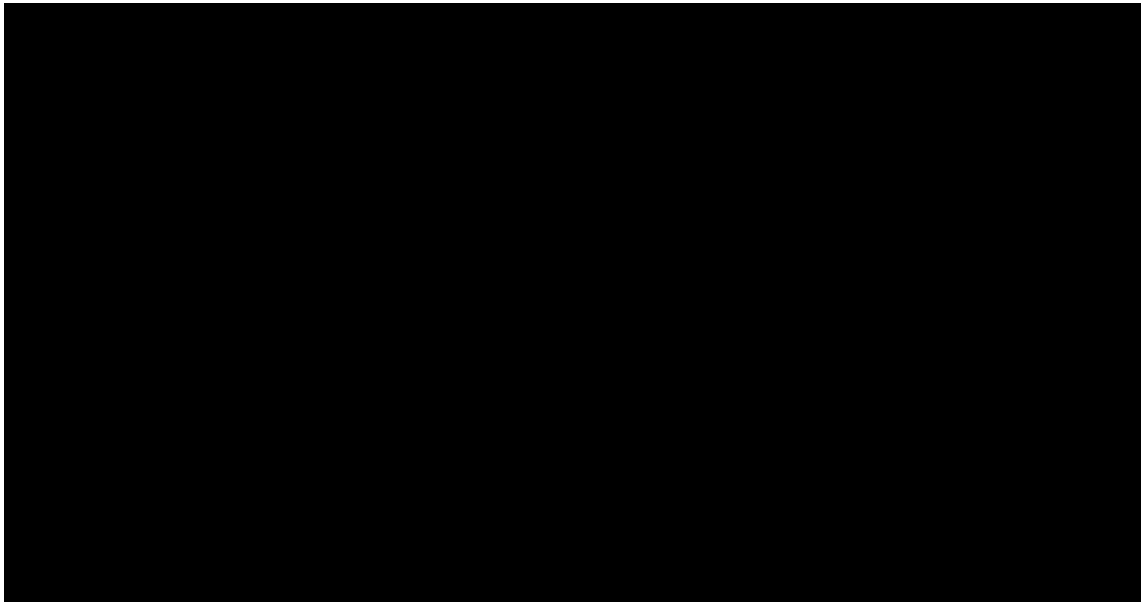
\$18,500,000 for Remote Learning Collective funding requests. The amount of funding a collective applies for should be based on the number of students being served and level of intensity of the program.

- [REDACTED] for administrative overhead (direct and indirect costs involved in the proper and efficient performance and administration of this Federal grant). This amount would cover any administrative costs incurred by CDE. While the amount of grants is hard to quantify, it is expected that the number of collaboratives through this grant could number in the hundreds, with a competitive grant competition occurring on a quarterly basis in year one. The following costs are based on similar programs at

## Budget Narrative

CDE that provide funding to community-based organizations and have similar program measure expectations including the 21<sup>st</sup> Century Community Learning Centers grant program and the Adult Education Initiatives grant program.

- These costs include the following on an annual basis:



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- \$5,000 in travel costs for onsite visits to collaboratives
- \$4,500 in supply costs for program implementation for year one, \$2,500 for years two and three
- \$50,000 per year to contract with a vendor to help with collaborative planning prior to application submission and ongoing
- \$53,685 in allowable and appropriate indirect costs, based on federal negotiated rate of [REDACTED] applicable to personnel costs, labor, and supplies.

Dependent on the amount of funding requested by each Remote Learning Collective, this program could serve hundreds of collectives across the state, ultimately impacting thousands of families and students in need.