

Crosswalk of Rule to Statute – 1 CCR 301-106 Rules for the Administration of the Ninth Grade Success Grant Program

<p align="center">Rule: 1 CCR 301-106, Rules for the Administration of the Ninth Grade Success Grant Program</p>	<p align="center">Statute</p>
<p>1.0 Statement of Basis and Purpose.</p> <p>These rules are promulgated pursuant to section 22-14-110, C.R.S., which requires the Colorado State Board of Education (State Board) to promulgate rules as may be necessary to implement the provisions of Article 14 of Title 22, including rules required pursuant to section 22-14-109.5 for the Ninth Grade Success Grant Program.</p> <p>The Ninth Grade Success Grant Program provides funding to local education providers and charter schools to assist students enrolled in ninth grade to develop the skills they need to successfully persist in high school graduation and succeed in their education and professional careers.</p>	<p>22-14-109.5(2)(a):</p> <p>There is created in the department the ninth grade success grant program to provide funding to local education providers and charter schools to implement a ninth grade success program, as described in subsection (5) of this section, to assist students enrolled in ninth grade to develop the skills they need to successfully persist to high school graduation and succeed in their education and professional careers.</p> <p>22-14-110(1):</p> <p>The state board shall promulgate pursuant to the “State Administrative Procedures Act,” article 4 of title 24, such rules as may be necessary to implement the provisions of article 14. At a minimum, the rules must include:</p> <p>...</p> <p>(b.5) The rules required pursuant to section 22-14-109.5 for the ninth grade success grant program.</p>
<p>2.0 Definitions</p> <p>2.01 “Charter school” means a charter school authorized by a school district pursuant to Part 1 of Article 30.5 of Title 22, C.R.S., or an institute charter school authorized by the state charter school institute pursuant to Part 5 of Article 30.5 of Title 22, C.R.S.</p>	<p>22-14-109.5(1):</p> <p>As used in this section, unless the context otherwise requires:</p> <p>(a) "Charter school" means a charter school authorized by a school district pursuant to part 1 of article 30.5 of this title 22 or an institute</p>

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<p>2.02 “Local education provider” means a school district, a board of cooperative services created pursuant to article 5 of Title 22, C.R.S., or the state charter school institute created pursuant to section 22-30.5-503, C.R.S.</p> <p>2.03 “Small rural school district” means a school district in Colorado that the Colorado Department of Education determines is rural based on the geographic size of the school district and the distance of the school district from the nearest large, urbanized area, and that enrolls fewer than one thousand students in kindergarten through twelfth grade.</p> <p>2.04 “Success team” means a cross-disciplinary team of ninth-grade teachers and support staff as described section 22-14-109.5(5), C.R.S.</p>	<p>charter school authorized by the state charter school institute pursuant to part 5 of article 30.5 of this title 22.</p> <p>...</p> <p>(c) "Small rural school district" means a school district in Colorado that the department determines is rural based on the geographic size of the school district and the distance of the school district from the nearest large, urbanized area, and that enrolls fewer than one thousand students in kindergarten through twelfth grade.</p> <p>...</p> <p>(e) "Success team" means a cross-disciplinary team of ninth-grade teachers and support staff as described in subsection (5) of this section.</p> <p>22-14-102(8):</p> <p>“Local education provider” means a school district, a board of cooperative services created pursuant to article 5 of this title, or the state charter school institute created pursuant to section 22-30.5-503.</p>
<p>3.0 Eligibility</p> <p>3.01 A local education provider or charter school that serves students enrolled in grades nine through twelve may apply for funding under the Ninth Grade Success Grant Program. Each Ninth Grade Success Program must ensure that all ninth-grade teachers receive information concerning the incoming ninth-grade students before the start of the school year and</p>	<p>22-14-109.5(3)(a)(f)(g):</p> <p>A local education provider or charter school that serves students enrolled in grades nine through twelve and that chooses to apply for a grant through the program must submit a grant application to the department in accordance with rules adopted by the state board.</p>

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<p>receive professional development concerning how to use the information to inform instruction for the students.</p> <p>3.02 An alternative education campus designated pursuant to section 22-7-604.5, C.R.S., may not apply for or receive money or services through the Ninth Grade Success Grant Program.</p>	<p>Ensuring that school leadership, guidance counselors, and key members of the success team receive and review data on all incoming ninth-grade students and plan course work and supports for the students based on the data received;</p> <p>Ensuring that all ninth-grade teachers receive data concerning the incoming ninth-grade students before the start of the school year and receive professional development concerning how to use the data to inform instruction for the students. To the extent possible, the local education provider or charter school shall ensure that middle school teachers provide information to ninth-grade teachers concerning the incoming ninth-grade students.</p> <p>22-14-109.5(2)(b):</p> <p>Notwithstanding any provision of this section to the contrary, an alternative education campus designated pursuant to section 22-7-604.5 may not apply for or receive money or services through a grant awarded pursuant to this section.</p>
<p>4.0 Allowable Uses of Funds</p> <p>4.01 Grant funding must be used to implement a ninth grade success program that, at a minimum, includes the following elements outlined in section 22-14-109.5(5), C.R.S.:</p> <p>4.01(1) Creating and implementing a cross-disciplinary success team of ninth grade teachers and support staff, which must include at least one school counselor, school mental health professional, or</p>	<p>22-14-109.5(5)</p> <p>A local education provider or charter school that receives a grant through the program must use the grant money to implement a ninth grade success program that, at a minimum, must include the following elements:</p> <p>(a)(i) Creating and implementing a cross-disciplinary success team of ninth-grade teachers and support staff, which must include at least one school counselor, school mental health professional, or school</p>

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<p>school social worker. To the extent practicable, a success team must include all of the ninth-grade teachers who teach core courses, as defined in section 22-11-503.5. The local education provider or charter school shall designate a member of the success team to serve as the success team leader and reduce the team leader’s workload to a level that allows the team leader sufficient time to complete the leadership duties, which include team logistics, preparing team meeting agendas, and facilitating team meetings;</p> <p>4.01(2) The success team must meet at least very two weeks, to the extent practicable, throughout the school year to collaborate on identifying and implementing strategies to improve outcomes for ninth-grade students who are found to be at risk of dropping out of school before graduation and to address systems-level barriers to success for all ninth-grade students. The strategies must be informed by data concerning, at a minimum, ninth-grade students’ behavior, attendance, and grades across demographic categories and student groups. The local education provider or charter school shall allow success team members time during the work day for planning and collaboration or provide incentives to meet outside of the work day;</p> <p>4.01(3) Organizing the school staff to ensure that, to the extent practicable, the ninth-grade classes are taught</p>	<p>social worker. To the extent practicable, a success team must include all of the ninth-grade teachers who teach core courses, as defined in section 22-11-503.5. The local education provider or charter school shall designate a member of the success team to serve as the success team leader and reduce the team leader's workload to a level that allows the team leader sufficient time to complete the leadership duties, which include team logistics, preparing team meeting agendas, and facilitating team meetings.</p> <p>(ii) The success team must meet at least every two weeks, to the extent practicable, throughout the school year to collaborate on identifying and implementing strategies to improve outcomes for ninth-grade students who are found to be at risk of dropping out of school before graduation and to address systems-level barriers to success for all ninth-grade students. The strategies must be informed by data concerning, at a minimum, ninth-grade students' behavior, attendance, and grades across demographic categories and student groups. The local education provider or charter school shall allow success team members time during the work day for planning and collaboration or provide incentives to meet outside of the work day.</p>

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<p>by a single group of teachers who teach only or mostly ninth-grade classes;</p> <p>4.01(4) Implementing a information sharing system that provides real-time access to integrated information concerning a student’s behavior, attendance, and grades and provides the ability to compare the data across demographic categories and student groups;</p> <p>4.01(5) Identifying and prioritizing services for ninth-grade students who are at risk of academic failure in ninth grade;</p> <p>4.01(6) Providing instructional support for ninth-grade students including attendance support, content-specific academic interventions, tutoring, course-completion programs, social-emotional learning, and trauma-informed instruction;</p> <p>4.01(7) Ensuring that school leadership, school counselors, and key members of the success team receive and review information on all incoming ninth-grade students and plan course work and supports for the students based on the information received;</p> <p>4.01(8) Ensuring that all ninth-grade teachers receive information concerning the incoming ninth-grade students before the start of the school year and receive professional development concerning how to use the information to inform instruction for the students. To the extent possible, the local education provider or charter school shall ensure that middle</p>	<p>(b) Organizing the school staff to ensure that, to the extent practicable, the ninth-grade classes are taught by a single group of teachers who teach only or mostly ninth-grade classes;</p> <p>(c) Implementing a data system that provides real-time access to integrated data concerning a student's behavior, attendance, and grades and provides the ability to compare the data across demographic categories and student groups;</p> <p>(d) Identifying and prioritizing services for ninth-grade students who are at risk of academic failure in ninth grade;</p> <p>(e) Providing instructional support for ninth-grade students including attendance support, content-specific academic interventions, tutoring, course-completion programs, social-emotional learning, and trauma-informed instruction;</p> <p>(f) Ensuring that school leadership, guidance counselors, and key members of the success team receive and review data on all incoming ninth-grade students and plan course work and supports for the students based on the data received;</p> <p>(g) Ensuring that all ninth-grade teachers receive data concerning the incoming ninth-grade students before the start of the school year and receive professional development concerning how to use the data to inform instruction for the students. To the extent possible,</p>

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<p>school teachers provide information to ninth-grade teachers concerning the incoming ninth-grade students;</p> <p>4.01(9) Providing summer orientation for incoming ninth-grade students and their parents to introduce students to the behavioral and academic expectations of high school; and</p> <p>4.01(10) Evaluating with rigor the impact of the interventions provided through the Ninth Grade Success Grant Program on student attendance, behavior, course completion, academic results, discipline rates, teacher surveys, student surveys, dropout rates, and graduation rates as the information becomes available for ninth-grade students who receive interventions through the Ninth Grade Success Grant Program. Such evaluation must be disaggregated by school and by student groups.</p>	<p>the local education provider or charter school shall ensure that middle school teachers provide information to ninth-grade teachers concerning the incoming ninth-grade students;</p> <p>(h) Providing summer orientation for incoming ninth-grade students and their parents to introduce students to the behavioral and academic expectations of high school; and</p> <p>(i) Evaluating with rigor the impact of the interventions provided through the ninth grade success program on student attendance, behavior, course completion, academic results, discipline rates, teacher surveys, student surveys, dropout rates, and graduation rates as the information becomes available for ninth-grade students who receive interventions through the program.</p>
<p>5.0 Application Requirements</p> <p>5.01 A local education provider or charter school that is selected to receive a grant must, as a condition of accepting the grant, provide a grant match. Grant matches may include in-kind contributions, meaning donations of goods or services, rather than funding. Grant matches cannot include funding from other state or federal grants. Grant matches must be obtained for the following amounts:</p>	<p>22-14-109.5(3)(a):</p> <p>A local education provider or charter school that is selected to receive a grant must, as a condition of accepting the grant, provide a grant match, which may include in-kind contributions, in an amount set by the state board, which amount must not exceed: (i) fifteen percent of the grant amount for a local education provider that is a small rural school district or for a charter school; and (ii) twenty-five percent of the grant amount for all other local education providers.</p>

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<p>5.01(1) For a local education provider that is a small rural school district or for a charter school, fifteen percent of the grant amount; and</p> <p>5.01(2) For all other local education providers, twenty-five percent of the grant amount.</p> <p>5.02 Grant applications must include the following information:</p> <p>5.02(1) The applicant’s four-year graduation rate for the three preceding school years for the district and schools;</p> <p>5.02(2) The applicant’s plan for implementing a ninth grade success program that, at a minimum, includes the elements described in section 4.01 of these rules, above, and an explanation of how such program will improve the success of students enrolled in ninth grade;</p> <p>5.02(3) Whether the applicant already has in place a information system that allows school leaders and teachers real-time access to integrated information concerning a student’s behavior, attendance, and grades and allows comparison of the information across demographic categories and student groups;</p> <p>5.02(4) For a local education provider, designation of the schools in which the local education provider will use the grant money to implement ninth grade success teams; and</p>	<p>22-14-109.5(3)(b):</p> <p>A grant application at a minimum must include:</p> <p>(i) The applicant's four-year graduation rate for the three preceding school years;</p> <p>(ii) Whether the applicant has a data system that allows school leaders and teachers real-time access to integrated data concerning a student's behavior, attendance, and grades and allows comparison of the data across demographic categories and student groups;</p> <p>(iii) For a local education provider, designation of the schools in which the local education provider will use the grant money to implement ninth grade success teams;</p> <p>(iv) Indication of the applicant's ability to provide the required grant match and any type and value of in-kind contribution that the applicant may provide; and</p> <p>(v) Any additional information required by rule of the state board that assists the department in determining the likelihood that, in</p>

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<p>5.02(5) Indication of the applicant’s ability to provide the required grant match and any type and value of in-kind contribution that the applicant may provide.</p>	<p>implementing the success teams, the applicant will be successful in improving the success of students enrolled in ninth grade.</p>
<p>6.0 Application Review Criteria</p> <p>6.01 The Colorado Department of Education (Department), in making recommendations to the State Board, and the State Board, in awarding grants, shall:</p> <p>6.01(1) Consider the degree to which the applicant’s plan addresses all of the required elements outlined in section 22-14-109.5(5), C.R.S. and the likelihood that the applicant will implement the plan effectively to improve the success of ninth-grade students:</p> <p>6.01(2) Prioritize applicants that have a four-year graduation rate that, over the preceding three school years, has consistently ranked within the lowest twenty percent of the four-year graduation rates for public high schools in Colorado; and</p> <p>6.01(3) To the extent possible, ensure that grant recipients vary in student population size and are located in urban, suburban, and rural areas throughout the state.</p>	<p>22-14-109.5(4):</p> <p>The department shall review each of the applications received pursuant to this section and recommend to the state board applicants to receive grants and the amount, duration, and grant match amount of each recommended grant. Beginning in the 2019-20 budget year, the state board, subject to available appropriations, shall award the grants, taking into consideration the recommendations of the department. In awarding a grant, the state board shall specify the amount and duration of the grant and the amount of the grant match, including any type of in-kind contribution, that the grant recipient must provide. The department and the state board in recommending and awarding grants shall prioritize applicants that have a four-year graduation rate that, over the preceding three school years, has consistently ranked within the lowest twenty percent of the four-year graduation rates for public high schools in the state. To the extent practicable, the state board shall also ensure that the grant recipients vary in student population size and are located in urban, suburban, and rural areas throughout the state.</p>
<p>7.0 Application Timelines and Duration of Grant Awards</p> <p>7.01 For the 2019-20 academic school year, applications will be released in September 2019 and the State Board will award</p>	<p>22-14-109.5(3)(a):</p> <p>A local education provider or charter school that serves students enrolled in grades nine through twelve and that chooses to apply for</p>

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<p>grants by January 2020. Grant funding will be awarded for a four-year term, ending in January 2024.</p> <p>7.02 For the 2020-21 academic school year and all subsequent academic school years, the State Board will award grants by July 1st. Grant funding will be awarded for a four-year term, ending on June 30th.</p>	<p>a grant through the program must submit a grant application to the department in accordance with rules adopted by the state board.</p>
<p>8.0 Grant Reporting</p> <p>8.01 Each local education provider and charter school that has received funding must provide information to the Department concerning the implementation of the Ninth Grade Success Program and the evaluation of impact. The Department shall specify, in the grant application materials, the information to be reported.</p> <p>8.02 For the first cohort of grants awarded in the 2019-20 academic school year, grant recipients must submit information by no later than July 30.</p> <p>8.03 Dropout rates and graduation rates must be reported as the information becomes available for ninth-grade students who have received interventions through the Ninth Grade Success Grant Program.</p>	<p>22-14-109.5(7):</p> <p>(a) Each local education provider and charter school that receives a grant through the program shall submit to the department, in accordance with the reporting timelines specified in rules of the state board, information concerning the implementation of the ninth grade success program and the evaluation of the impact, as described in subsection (5)(i) of this section, in total and disaggregated by student group. The department shall specify the information to be reported to enable the department to prepare the report required in subsection (7)(b) of this section.</p> <p>(b) On or before March 15, 2022, and on or before March 15 each year thereafter, the department shall prepare and submit to the state board and to the education committees of the house of representatives and the senate, or any successor committees, a report of the ninth grade success programs implemented using grants received through the program. At a minimum, the report shall: (i) specify the grant recipients and the amount and duration of the grants awarded; (ii) describe the ninth grade success programs that are implemented using the grant money; and (iii) provide a summary of the evaluations of the impact of the interventions provided</p>

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	through the ninth grade success programs, as described in subsection (5)(i) of this section, in total and disaggregated by student group.