

Colorado School Counselor Corps Grant Program

**Annual Report to the Education Committees of the Senate and the House of
Representatives and the State Board of Education**

April 15, 2011

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Colorado Department of Education
Unit of Dropout Prevention and Student Engagement
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EXECUTIVE SUMMARY

This report is submitted to the Education Committees of the Senate and the House of Representatives and the State Board of Education to detail progress made in implementing the School Counselor Corps Grant Program (SCCGP) from July 1, 2010 through March 15, 2011.

During Year Three of the School Counselor Corps Grant program, 90 schools in 37 districts and/or Charter School Institute schools were awarded School Counselor Corps funds. In total, the \$5 million grant program was able to support 75.5 secondary counselors who provided services to over 82,000 students.

The majority of grant recipients reported the emphasis of their third year strategies focused on developing Individual Career and Academic Plans (ICAPs) for middle and high school students, expanding career fairs for 8th and 9th grade students, and improving comprehensive guidance counseling curriculum.

Although three year strategies implemented by the grant recipients varied, all strategies focused on increasing the availability of effective school-based counseling, preparing students for graduation and creating systems within the district and school that ensure students accurately prepare for, apply to and continue into postsecondary education.

In March 2011, School Counselor Corps Grant recipients submitted required program evaluation data through an online data collection system developed by the Colorado Department of Education (CDE). The evaluation data was submitted in two forms: school-level data and district-level data. Data at the school level included:

- Student-to-counselor ratios before and after School Counselor Corps counselors were hired;
- The number of submitted college and scholarship applications;
- The number of completed Individual Career and Academic Plans (ICAPs);
- Types and hours of remediation coursework;
- The number of active pre-collegiate programs within the school; and
- A complete list of current postsecondary and vocational coursework available.

Data at the district level data included:

- Information regarding **Specific, Measurable, Attainable, Researched Based, and Timely (S.M.A.R.T.)** goals;
- American School Counselor Association (ASCA) standards implementation; and
- Record of Professional Development opportunities.

The 2011 results of the program demonstrate the gains made by the School Counselor Corps Grant program over a three year span. Year Three findings show that in comparison with non-funded School Counselor Corps Grant schools, the schools receiving School Counselor Corps grant funds decreased (improved) their cumulative dropout rate by .6

percentage points from 2008-09 to 2009-10 while non-participating schools increased their dropout rate by .3 percentage points over this same period. Additionally, the SCCGP has maintained the graduation rate from 2007-08 to 2009-10 while non-participating schools show declining graduation rates over the same period.

Year Three findings further illustrated the positive impact of the program in college related data in the following ways:

- The number of college applications sent increased by 2,131 (from 9,922 to 12,053).
- When compared with Year Two, the total amount students received in scholarships increased by \$9 million (from \$23 million to \$32 million).
- Findings indicate that academic, postsecondary and career and technical preparation course enrollment increased by 49,000 students (from 79,174 to 112,812).

This report is divided into four sections: Background, Description of Program, Year Three outcomes and results, and Evaluation of Program Operation.

I. BACKGROUND

House Bill 08-1370 established the School Counselor Corps Grant Program. The resulting legislation enacted by the General Assembly is 22-91-101 et seq, of the Colorado Revised Statutes (C.R.S.).

During the third year of the program, FY 2009-2010, the State Education Fund provided approximately \$5 million in funding for the grant program. Pursuant to the School Counselor Corps legislation, 98 percent of the funds were distributed directly to school districts to increase the availability of effective school-based counseling within secondary schools through School Counselor Corps grants. The Colorado Department of Education was authorized to expend 2 percent of the funds appropriated to offset the costs incurred in implementing the program, including: administration, training and support for grant applicants, and ongoing support and professional development for grant recipients.

Rules for Administering Grant Program

The State Board of Education was responsible for promulgating rules for implementation of the program, including: the timeline for submitting applications to the Department, the form of the grant application, any criteria for awarding grants; and any information to be included in the Department's program report. Effective September, 30 2008, these rules can be found at 22-91-101 et. seq.(C.R.S.). See Attachment A for a copy of the Rules for the Administration of the School Counselor Corps Grant Program.

Purpose of the Program

The purpose of the School Counselor Corps Grant Program is to increase the availability of effective school-based counseling within secondary schools with a focus on postsecondary preparation. The School Counselor Corps Grant Program was created to increase the graduation rate within the state and increase the percentage of students who appropriately prepare for, apply to and continue into postsecondary education.

Role of the School Counselor Corps Advisory Committee

The Department continued to collaborate with members from Governor Ritter's previously created P-20 Education Coordinating Council and the P-20 Preparation and Transitions Subcommittee to provide support to the program participants. Members of the Council and Subcommittee participate on the School Counselor Corps Advisory Committee along with individuals from the field to assist the Department in providing ongoing support to the funded sites in the form of professional development, site visits, and technical assistance. Please see Attachment B for a listing of The School Counselor Corps Advisory Committee members. In future years, the Department will expand the Advisory Committee to ensure educational experts from Governor Hickenlooper's administration have the opportunity to contribute to the program.

Research Base for School Counselor Corps Grant Program

According to a recent study from the Manhattan Institute, only about 70 percent of Colorado students graduate on time, ranking Colorado 29th among the states in graduation rates. Furthermore, Colorado high school graduates tend to be poorly prepared for college. Too few enroll in college and of those that do, few leave with a diploma in hand.

In the 2008-2009 school year, the student-to-counselor ratio in Colorado public schools was approximately 387-to-1, which is over the 250-to-1 recommended average statewide ratio by the American School Counselors Association. According to a study by the University of Nebraska:

Dropout prevention programs in high school need resources so that at-risk students can be paired with counselors or other adult mentors. High school counseling has long suffered from student-to-counselor ratios, starting at 1 to 300 and going upward, thus making it extremely difficult to conduct weekly individual counseling sessions. Additional resources are clearly needed for this type of counseling intervention.

Studies show that school counseling and postsecondary preparation can have a significant effect on students in assisting them to begin as early as seventh or eighth grade to identify their post graduation goals and to begin planning to achieve them. According to a study by the University of Massachusetts:

A benefit to students involves school counselors helping students to increase their readiness for college. Results from this study found that high schools where counselors provide career and college planning services and are not overburdened with excessive Non Guidance tasks have higher test scores, better attendance, higher graduation rates, lower dropout rates, and higher enrollments in Advanced Placement courses.

Studies further show that strategic partnerships among school counselors, properly trained administrators, teachers and community-based postsecondary service providers, result in improved attendance, improved academic performance and increased postsecondary success for students from low-income families and students whose parents have no direct experience with postsecondary education.

* See Appendix 1 for list of references.

II. DESCRIPTION OF PROGRAM (July 1, 2008 – June 30, 2010)

Grant Application Process

The Department began planning for the School Counselor Corps Grant Program Request for Proposal (RFP) process in April 2008. With guidance from members of the P-20 Education Coordinating Council, Emergency Rules for the Administration of the School Counselor Grant Program were drafted and promulgated by the State Board of Education. This core group of P-20 members became the Advisory Committee for the program.

The RFP created in May 2008 focused on four main components including:

Quality of Plan

- Adopting standards recommended by the American School Counselor Association (ASCA);
- Providing quality professional development;
- Using data over time; and
- Setting measurable goals.

Development of Partnerships

- Institutions of higher education, postsecondary service providers, or community based organizations and businesses; and
- External education agencies, and/or community, and/or business workforce partners.

Post-Secondary Preparation

- Providing a culture of postsecondary planning;
- Developing Individual Career and Academic Plans (ICAPs);
- Involving leaders to increase the effectiveness of postsecondary preparation in the school;
- Using data to improve existing programs; and
- Providing access to accelerated coursework and remediation courses.

Adequacy of Resources

- Cost effectiveness;
- Sustainability of program; and
- Supplementing of current resources.

Only proposals scoring at 72 points or higher on the evaluation rubric were considered for funding. Applicants were ranked by score and available grant funding. See Attachment C for the School Counselor Corps Grant Program Request for Proposal (RFP).

In January 2011, the Department released a new RFP prior to the approval of an additional 3-year grant cycle. The release prior to approval was an attempt to meet SCCGP rule requirements to provide a grant competition by January 30, 2011. In an effort to provide Local Education Providers (LEP) adequate time for planning quality proposals, the Department requested a Letter of Intent from the LEPs by February 2011.

The Year Three timeline for program implementation was similar to previous years. During May 2010, the School Counselor Corps grant recipients were given the opportunity to submit a Year Three budget revision. The budget revision provided the grant recipients with the ability to make Year Three budget modifications based on best practices discovered during Year One and Two program implementation. A majority of budget revisions reflected requests to purchase and/or develop guidance counseling curriculum, hire additional part-time staff for data collection, purchase systems to collect ICAP related data, and acquire resources to enhance career fairs.

In an attempt to build sustainability within the grant program, CDE required the grant recipients to provide a detailed plan to sustain the School Counselor Corps Grant activities after Year Three grant funding expires. CDE also required the districts, beginning with the second year of funding and continuing through the third year, to decrease grant funding by 10% per year. The 10% reduction was an attempt to assist the grant recipients with sustaining the program. Although the grant recipients were required to decrease the grant funding by 10% per year, they were required to keep the same level of counseling services when compared to prior years.

During FY 2010-2011, SCCGP funds were able to support 75.5 secondary counselors in 90 secondary schools. The type of secondary schools served includes:

- 31 Middle Schools
- 50 High Schools
- 9 Alternative Schools

The number of counselors hired and schools served by the program remained consistent during Year Three when compared with the previous years.

The table below demonstrates the amount distributed regionally to funded School Counselor Corps grantees in FY 2010-11. See Attachment D for the list of 2010-2011 funded sites.

| <u>Distribution of School Counselor Corp Grant Funds Among Geographic Regions</u> | | |
|--|---|--|
| Year 3 (July 2010 - June 2011) | | |
| Region | Distribution of Funds FY 10-11 | Number of School Counselor Corps Counselors Hired |
| Metro | \$2,835,135 | 41.5 |
| North Central | \$ 350,800 | 5.0 |
| Northeast | \$ 51,168 | 1.0 |
| Northwest | \$ 68,667 | 1.0 |
| Pikes Peak | \$ 813,150 | 16.0 |
| Southeast | \$ 120,423 | 1.0 |
| Southwest | \$ 363,959 | 7.0 |
| West Central | \$ 176,752 | 3.0 |
| Total | \$4,780,054 | 75.5 |

Strategies Implemented by Grant Recipients

Year Three funds for the program provided a variety of research-based strategies focused on: ensuring that students are on track to graduate, increasing the availability of effective school-based counseling, and increasing the percentage of students who prepare for, apply to and enroll into postsecondary education. Strategies included:

- Ensuring students develop ICAPs that align to career survey results;
- District-wide career fairs for 8th and 9th grade students;
- Student internship programs; and
- Peer-to-Peer college preparatory programs.

Programming Support Provided by CDE

During Year Three, the Department provided a range of programming support to the SCCGP recipients, including: two professional development training days, one web-based seminar and the Secondary Services and Initiatives website.

Professional Development Days

In October 2010, the Department, with the assistance of the School Counselor Corps Advisory Committee hosted a Professional Development (PD) day for all grant recipients. The purpose of the Professional Development Day was to provide School Counselor Corps grantees with the opportunity to develop presentation skills, learn methods for sharing data effectively, and discover best practices. This event was held at the Front Range Community College – Westminster Campus (FRCC).

Approximately 130 secondary counselors, principals and district staff attended the day. To begin the day, the participants attended a keynote session which featured two speeches addressing the importance of sharing college related data from a district level perspective and a community level perspective. Following the keynote session, the counselors received professional advice from educational policy experts. The experts shared tips on developing effective presentations that reach various audiences such as parents, teachers, students, and local boards of education. Additionally, the Department provided an introductory pre-conference workshop the night prior for the new School Counselor Corps Grant counselors and program managers.

During the afternoon, participants were given the opportunity to attend a roundtable session to discuss best practices and challenges with counseling and pre-college service experts. Overall, the participants could choose 3 topics from 13 different round tables topics. These topics included:

- Transition Programs;
- Early High School Services;
- Dropout Prevention;
- Middle School Services;
- Individual Career and Academic Plans;
- Teacher Involvement;
- Parent Involvement;
- Attendance Polices;

- Sustainability;
- Concurrent Enrollment;
- Finding Resources for Student Enrichment Programs;
- Career and Technical Education; and
- Principal and Counselor Relationships.

Please See Attachment E for the October Professional Development Day Agenda.

During April 2011, the Department hosted the second required professional development workshop for the grant recipients. The PD day training focused on highlighting grant successes, providing resources for future counseling opportunities, and capturing feedback from the participants regarding program implementation. In the morning, the participants had the opportunity to share stories of how the SCCGP impacts sites in the rural, urban, and suburban communities.

After the presentations, the participants separated into small groups and reflected on the grant's impact in the following areas:

- Systems Changes;
- Principal and Counselor Relationships;
- Concurrent Enrollment Programs;
- ICAP Implementation Programs;
- ASCA Standards;
- Postsecondary Culture; and
- Partnerships.

In the afternoon, the participants received an in-depth workshop on creating and sustaining effective school based counseling at middle and high schools statewide. See Attachment F for the April Professional Development day agenda.

Several members from Governor Ritter's P-20 Education Coordination Council Subcommittees, including Paul Thayer of Colorado State University and Gully Stanford of CollegeinColorado played major roles in the development of both professional development days.

Relationship to Other High School Initiatives

In addition to providing ongoing technical assistance to the grantees, the School Counselor Corps Grant Program Staff also plays a major role in assisting with implementation of a number of legislative initiatives focused on increasing the graduation rate, and decreasing the dropout rate for the state of Colorado. These initiatives include:

- Concurrent Enrollment;
- Accelerating Students Through Concurrent Enrollment(ASCENT);
- Individual Career and Academic Plans (ICAP); and
- Dropout Prevention/Prevention Initiatives.

Additionally, the School Counselor Corps Program Staff collaborates cross-departmentally with other units including the Office of Dropout Prevention and the Language, Culture and Equity Unit of CDE through joint site monitoring and improvement visits. Program staff collaborates with the Positive Behavior Supports unit and the McKinney-Vento Homeless program to provide professional development trainings. The program staff also partnered with the McKinney-Vento Program to place homeless liaisons in higher education to ensure that homeless and highly mobile students are successfully enrolled in college and have access to financial aid. This use of liaisons was the first in the country and serves as a model. Finally, the program staff assisted with the Colorado Assessment revision process by assisting with the facilitation of the Interim and Formative assessments subcommittee meetings.

Secondary Services and Initiatives Web Site

The Department made a concerted effort to provide school counselors with an easily accessible web site that coordinates services provided by Department for middle and high schools. Currently, the web site plays a key role in communicating updates, providing programmatic information, and provides contact information for 13 secondary initiatives at CDE.

III. YEAR THREE OUTCOMES AND RESULTS

Evaluation Process

By statute, the School Counselor Corps grantees were required to submit program specific School Counselor Corps evaluation data to the Department by March 15, 2011. The data included the number of school counselors hired through the School Counselor Corps Grant program, professional development programs held or attended by grantees, a comparison of previous year's district dropout rates, college matriculation and remediation rates and information indicating any increase in the level of postsecondary preparation services provided to secondary students.

The Department, in collaboration with the School Counselor Corps Advisory Committee, developed specific School Counselor Corps evaluation and reporting data components. The components detail the data reporting and evaluation requirements set forth in the School Counselor Corps Grant Program legislation. See Attachment G for a copy of the Evaluation and Reporting Components. Once the data components were developed, the Department provided the grant recipients with a detailed overview of the data requirements during the Year One professional Development day. See Attachment H to review the Evaluation and Reporting PowerPoint.

The School Counselor Corps Grant recipients submitted required program evaluation data through an online data collection tool developed by the Department. To ensure confidentiality, each funded grant received a unique grant code and password to access the data collection. Districts also received detailed, step-by-step instructions for entering the data and an opportunity to participate in an instructional webinar. The Department facilitated an Online Data Collection webinar on March 2, 2011 that focused on the data

reporting requirements, how to enter data into the data collection and questions from grantees.

Similar to the first two years, the evaluation data was collected in two categories: school data and district data. The school-level data included:

- Student-to-counselor ratios before and after School Counselor Corps counselors were hired;
- The number of college and scholarship applications submitted by students at each participating schools;
- The number of completed Individual Career and Academic Plans (ICAP);
- The types and number of hours of remediation coursework;
- The number of active pre-collegiate programs within each school; and
- A complete list of currently available postsecondary and vocational coursework.

District level data included:

- Information regarding **Specific, Measurable, Attainable, Researched Based, and Timely (S.M.A.R.T)** goals;
- Progress toward American School Counselor Association (ASCA) standards implementation; and
- Description of professional development opportunities provided by grant moneys.

Detail of Results

The following data summary provides a detailed review of the frequent trends demonstrated in the grantee data. A quantitative analysis of the Year Two findings, in relation to the goals of the School Counselor Corps Grant Program is also detailed. Additionally, a comparison between Year One, Two, and Three data are illustrated to detail the program's progress over a three year grant period. Overall, the grant recipients reported that the School Counselor Corps Grant Program played a major role in the development of Individual Career and Academic Plans (ICAP) for students in grades nine through 12. In some cases, the School Counselor Corps Grant program helped structure district-wide career fairs as a commencement to the career planning process for students and their parents.

Impact on Dropout and Graduation Rate

Data for the School Counselor Corps Grant Program indicates that the program is creating a positive impact on the dropout and graduation rates in SCCGP secondary schools, therefore fulfilling the programs primary intent of reducing the dropout rate and preparing students for graduation.

To measure the program's impact on the dropout and graduation rates, the School Counselor Program Staff compared rates for schools involved in the SCCGP to non-SCCGP schools with similar student populations by using data from FY 2005-06 to FY 2009-10.

The data show the following:

- In comparison with non- SCCGP schools with similar student populations, the schools receiving School Counselor Corps Grant funds decreased (improved) their cumulative dropout rate by .6 percentage points from 2008-09 to 2009-10 while non-participating schools increased their dropout rate by .3 percentage points over this same period.
- The SCCGP has maintained the graduation rate from 2007-08 to 2009-10 while non-participating schools show declining graduation rates over the same period.

Table 1 shows that the number of students dropping out of SCCGP schools was at the lowest in 2009-10, the second year of the SCCGP program and at the highest for comparable non- SCCGP schools. The table also illustrates the impact made by the SCCGP in closing the dropout rate gap between grant schools and the statewide dropout rate. Additionally, the data demonstrates the need for dropout prevention services in comparable non- SCCGP schools.

Table 1: Comparison of Dropout Rate

| | 2005-06 | 2006-07 | 2007-08 | 2008-09 | 2009-10 |
|------------------------------|---------|---------|---------|---------|---------|
| Dropout Rate | | | | | |
| SCCGP Schools | 7.7% | 6.8% | 5.9% | 5.2% | 4.6% |
| Comparable Non-SCCGP Schools | 9.5% | 10% | 9.8% | 10.6% | 10.9% |
| State Totals | 4.5% | 4.4% | 3.8% | 3.6% | 3.1% |
| | | | | | |
| Student Population | | | | | |
| SCCGP Schools | 79,209 | 80,107 | 80,304 | 82,452 | 81,668 |
| Comparable Non-SCCGP Schools | 87,216 | 91,361 | 74,219 | 67,863 | 59,024 |
| | | | | | |
| Total # of Dropouts | | | | | |
| SCCGP Schools | 6,126 | 5,429 | 4,774 | 4,282 | 3,756 |
| Comparable Non-SCCGP Schools | 8,289 | 9,159 | 7,293 | 7,332 | 6,421 |

Figure 1 on page 15 illustrates dropout rates over time and shows SCCGP schools' impact on decreasing the dropout rate at the respective schools.

Figure 1:

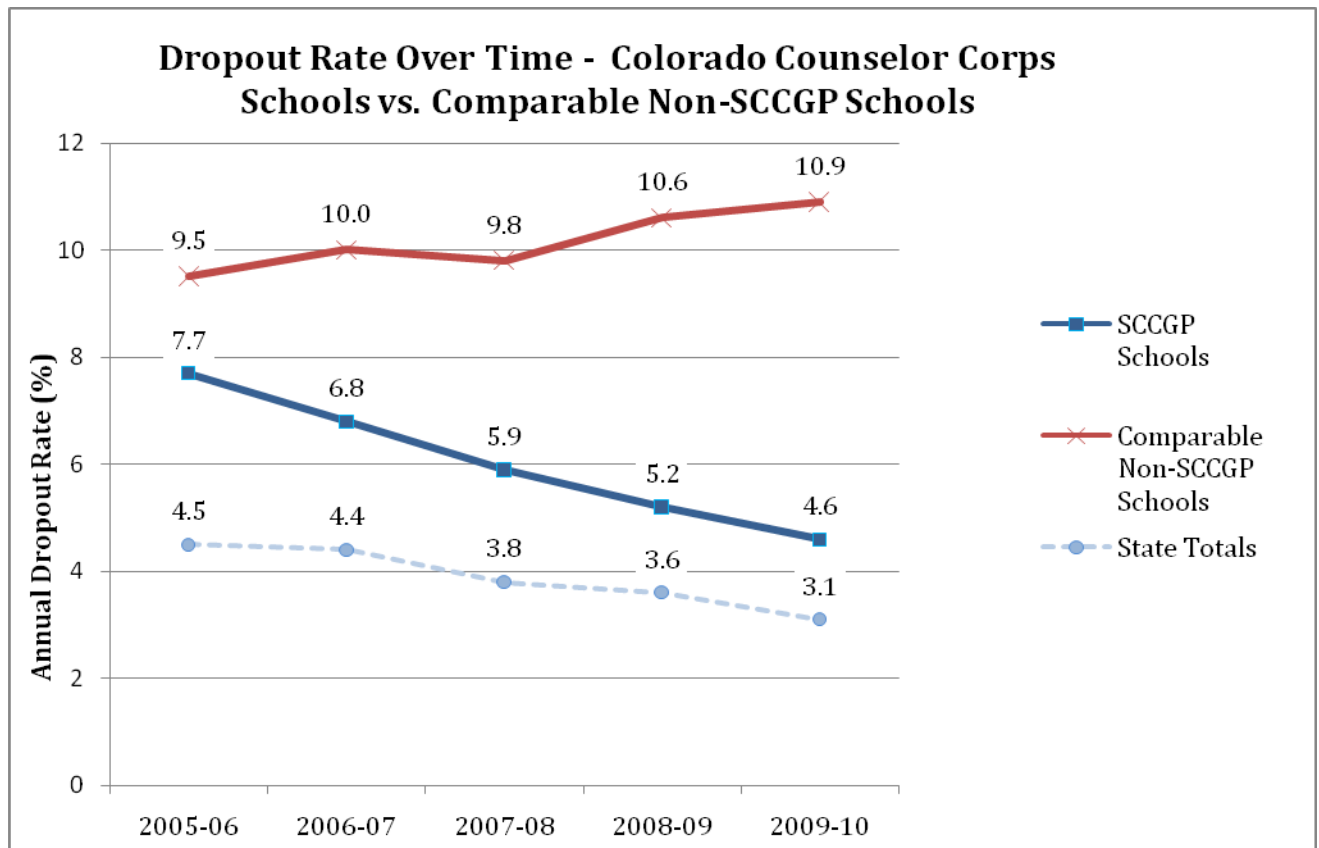


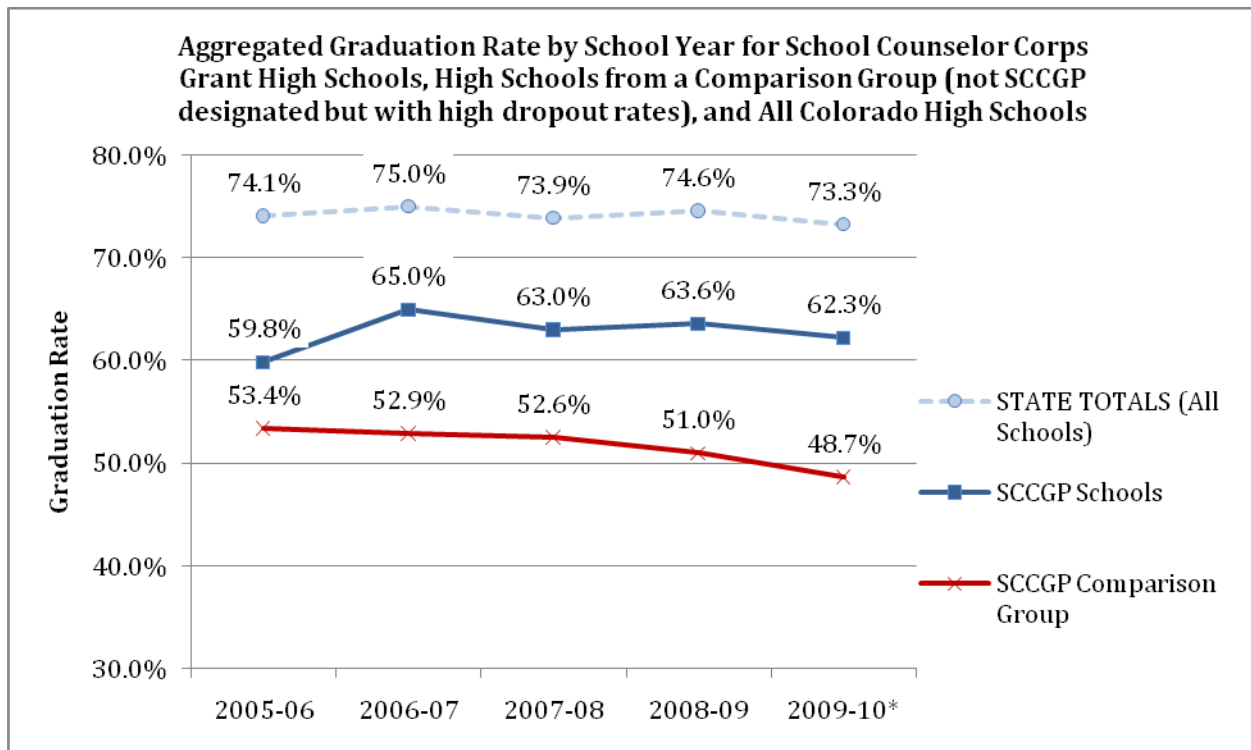
Table 2 shows the graduation rates for SCCGP schools have remained consistent since 2007-08 but for comparable non- SCCGP schools the graduation rates significantly declined in 2009-10.

Table 2: Comparison of Graduation Rate

| | 2005-06 | 2006-07 | 2007-08 | 2008-09 | 2009-10 |
|---|---------|---------|---------|---------|---------|
| School Counselor Corps Grant Schools | 59.8% | 65% | 63% | 63.6% | 62.3% |
| Comparable Non-SCCGP Schools | 53.4% | 52.9% | 52.6% | 51% | 48.7% |
| STATE TOTALS (All Schools) | 74.1% | 75% | 73.9% | 74.6% | 73.3% |

Figure 2 illustrates the comparisons of aggregated graduation rates and shows the improvement made in SCCGP schools.

Figure 2:



* For consistency and comparability, graduation rates for 2009-10 are calculated using the previous "adjusted cohort" calculation rather than the "on-time" rate calculation.

Increasing the Availability of Effective School Based Counseling

School Counselor Corps grant recipients were required to report whether they adopted or have demonstrated a commitment to adopting standards for school counselor responsibilities, as recommended by the American School Counselor Association (ASCA). It is recommended by ASCA that schools should develop comprehensive guidance counseling services focused on three domains (1) academic development, (2) career development and (3) social development.

Of the 37 school districts, 95 percent responded "yes" to full implementation of the *academic development domain* (35 out of 37). Some of the academic development implementation methods include the following:

- The School Counselor Corps counselor facilitated CSAP readiness work and an attendance prevention presentation;
- School Counselor Corps counselors assisted in the development and implementation of district-wide ICAP plan as well as multi-district Career Fair and college field trips;
- School Counselor Corps counselors held small "Road Map to College/Career" group sessions for 7th grade students designed to take them through various steps in the career exploration process; and

- High school counselors delivered classroom presentations which focused on options available to students for post-secondary life and how academic performance influences their home and community lives.

Approximately 95 percent of the school districts (35 out of the 37), responded “yes” to full implementation of the *career development domain*. The methods used to implement the career development domain varied by school districts. The following list describes examples of activities reported by grant recipients:

- School Counselors facilitated the completion of the College in Colorado Occupation Interest Inventory Survey for all students;
- Created Individual Career and Academic Plans for students in grades 8-12;
- Developed classroom guidance curriculum designed to help students understand the relationship between personal qualities, education and training, and the world of work;
- Assisted eighth-grade students during high school registration with selecting courses based on their plans of study career cluster results;
- Designed classroom lesson plans for middle school counselors that focused on career exploration, academic classes/skills needed for high school, college, and career success; and
- Created career guidance lessons plans for the high school counselors to deliver the curriculum during the advisory period.

Approximately 95 percent of the funded districts (35 of the 37) responded “yes” to full implementation of the *social development domain*. The following examples illustrate the types of activities provided by grantees when implementing standards in the *social development domain*:

- Freshmen participated in an advisory period with curriculum that addresses: bully proofing, study skills, cyber safety, stress management, conflict resolution, short and long term goal-setting, team-building, asset-recognition, and career awareness;
- Counseling department performed needs assessments to show where students need support in the social domain;
- 8th grade students participated in forums to express fears and concerns about transitioning to high school.

Professional Development

School Counselor Corps Grant recipients indicated that secondary school counselors attended or facilitated 2,073 hours of professional development workshops (a 233 hour decrease when compared to Year Two). The decrease in professional development hours can be contributed to decrease in total requested funds by the grantees for Year Three. CDE required the districts, beginning with the second year of funding and continuing through the third year, to decrease grant funding by 10% per year. To meet this request, grantees lessen the amount of PD throughout the year.

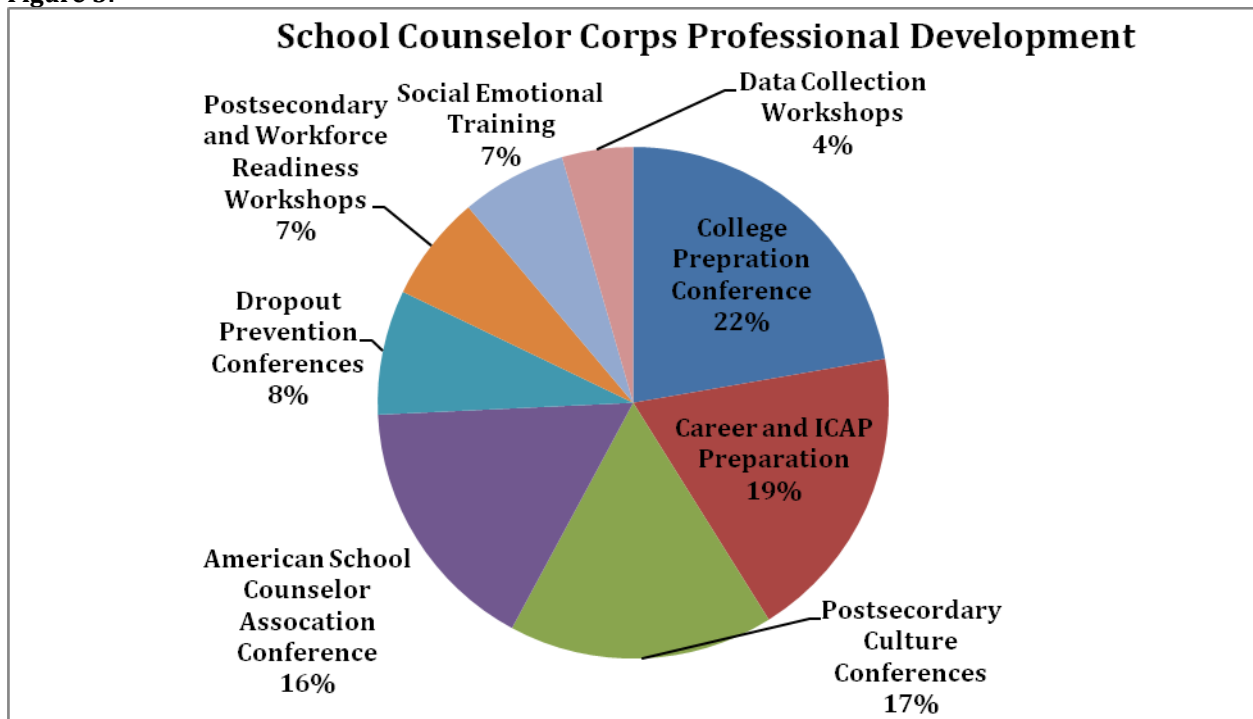
The PD workshops directly impacted secondary counselors, faculty members and administrators. On average, four team members per school participated in professional development opportunities. The following list provides examples of types of professional development opportunities the grantees utilized:

- ICAP implementation workshops for school faculty and district staff;
- Workshops that focused on utilizing ACT data in high schools and models of successful ACT test prep programming.
- Career workshops connecting the Colorado Community College System career pathways to ICAP standards;
- High School to College Transition conferences which assisted counselors with helping students transition into their first year of college;
- Data workshops that focused on the importance of collecting, analyzing and reporting data to set program goals and monitor progress; and
- Dropout Prevention seminars to develop prevention strategies and resources to be implemented at the high school level.

Figure 3 depicts the distribution of professional development hours among topics. Overall, 67 percent (1395 hours) of the professional development time can be placed in the following categories:

- College Preparation Conferences;
- Career and ICAP Preparation;
- Postsecondary Culture Conferences; and
- American School Counselor Association Workshops.

Figure 3:



S.M.A.R.T Goals

The 37 School Counselor Corps grantees created **Specific, Measurable, Attainable, Researched Based, and Timely (S.M.A.R.T)** goals that directly aligned with the grant specified goals and activities. These goals included activities such as:

- Creating Individual Career and Academic Plans (ICAPs) for 100 percent of the student population;
- Increasing CSAP scores and ACT scores each year of the grant;
- Decreasing dropout rates; and
- Providing quality professional development as measured by the number of hours in attendance as well as implementation of professional development strategies.

While the goals showed diversity based on needs of specific schools, all goals directly aligned with the School Counselor Corps Grant Program legislation. Of the 223 S.M.A.R.T goals submitted by the school districts, 67 percent of the goals were accomplished while, 33 percent of the goals were not completed at the time of submission this report. The districts attribute the successes to the following explanations:

- Provided additional professional development workshops for school staff to assist in developing Individual Career and Academic Plans;
- Increased partnerships with postsecondary institutions;
- Improved parent college awareness nights;
- Restructured use of credit recovery and tutoring programs; and
- Increased use of the Colorado inColorado online tool for student planning.

For the 33 percent of the goals not completed at the time of submission the common explanations included:

- Dropout and graduation rate calculations is a challenge for alternative schools;
- School Counselor Corps counselor turnover at grant schools and at the district office negatively impacted program implementation; and
- The change in dropout and graduation rate calculations prevented districts from accurately comparing current rates to previous years.

Increasing the Level of Postsecondary Services

To demonstrate the increased availability of effective school-based counseling, grant recipients were required to provide information indicating an increase in the level of postsecondary preparation services provided to the secondary students at recipient secondary schools, such as the use of Individual Career and Academic Plans (ICAPs) or postsecondary or vocational preparation programs. Grantees were also required to submit data demonstrating the impact of the School Counselor Corps grant, including:

- The number of college and scholarship applications submitted;
- The number of Free Applications for Federal Student Aid (FAFSA) submitted; and
- The number of students accepted into a postsecondary institution.

The data received from grant recipients indicated the total number of completed applications and the percentage of completed ICAPs for School Counselor Corps high school and middle school students. An ICAP is an individualized plan, developed by the student

and the student's parent or legal guardian, in collaboration with the school counselors, school administrators, school personnel and/or Approved Postsecondary Service Providers. The ICAP is used to help establish personalized academic and career goals, explore postsecondary career and educational opportunities, align course work and curriculum, apply to postsecondary institutions, secure financial aid and ultimately enter the workforce.

During Year Three, the majority of School Counselor Corps high schools indicated that 60 to 100 percent of their student population had a completed ICAP. Year Three findings indicated an increase in the number of completed ICAPs. Overall, data demonstrated an upward trend in the percentage of ICAP completion rates for high schools when compared to Year One and Two.

Similar to previous years, the data for the middle schools illustrates a low completion rate and the completion rate is attributed to ICAP standard being closely tied to accomplishing milestones through the senior year of high school (e.g., graduation).

The following examples illustrate the methods used by the high schools and middle schools to implement ICAPs during Year Three of the School Counselor Corps Grant Program:

- School Counselor Corps counselors worked with 9th grade students through classroom visits;
- Use of the CollegeInColorado online tool to help freshmen and sophomores during advisory periods;
- School Counselor Corps counselors assisted 11th and 12th grade students during individual appointments;
- Students were required to begin ICAP developing during district-wide career fairs; and
- Classroom guidance activities were provided during advisory periods.

Academic, Postsecondary or Career and Technical Courses

During Year Three, enrollment for academic, postsecondary or career and technical courses was 79,174 students (a 49,738 student increase when compared to Year Two). The programs can be categorized into seven basic course types:

- Advanced Placement Courses;
- College Preparation Courses;
- Honors Courses;
- International Baccalaureate Courses;
- Postsecondary Educational Opportunity (PSEO); and
- Career and Technical Education Courses.

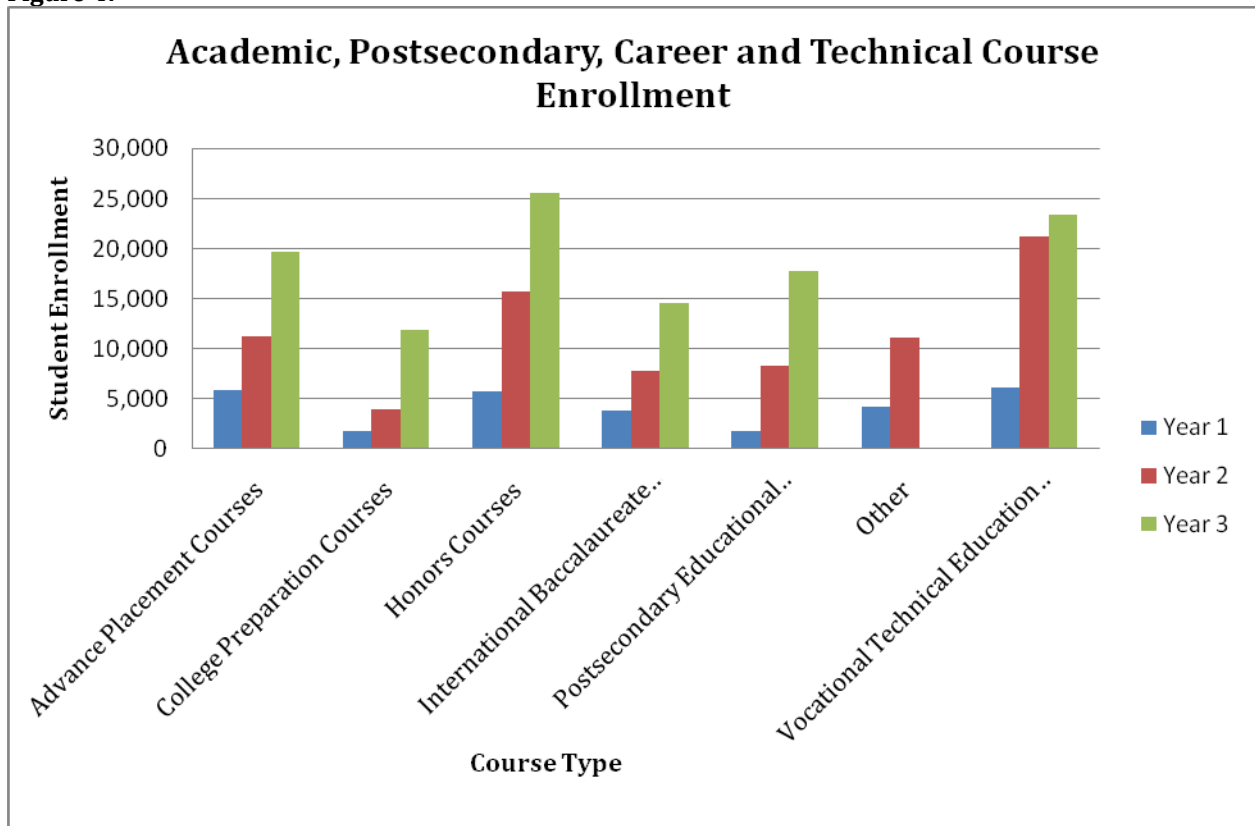
The table below demonstrates the student enrollment in the academic or postsecondary or career and technical education courses.

Table 3:

| <u>Academic, Postsecondary, Career and Technical Course Enrollment</u> <u>Year 3 (July 2010- June 2011)</u> | | |
|--|----------|------------|
| Course Type | Year Two | Year Three |
| Advance Placement Courses | 11,222 | 19,677 |
| College Preparation Courses | 3,916 | 11,871 |
| Honors Courses | 15,686 | 25,515 |
| International Baccalaureate Courses | 7,742 | 14,553 |
| Postsecondary Educational Opportunity (PSEO) Courses | 8,246 | 17,757 |
| Other | 11,112 | 123 |
| Career and Technical Education Courses | 21,250 | 23,316 |

Figure 4 illustrates the enrollment increase for academic, postsecondary career and technical courses over the three year grant period.

Figure 4:



School Counselor Corps Grant Program Impact on College Related Data

A data requirement for the grantees was to submit data demonstrating the impact of the School Counselor Corps grant, including the number of college and scholarship applications submitted, the number of FAFSA applications submitted and the number of students accepted into a postsecondary institution. In the second year of the program, the grant recipients improved the college related data collection process, including an increase in the following:

- The number of submitted scholarship applications;
- The number of college applications sent;
- The number of submitted FAFSA forms; and
- The total received scholarship dollar amount.

Table 4 provides total numbers as of March 15, 2011 for the School Counselor Corps College related data.

Table 4:

| <u>School Counselor Corps College Related Data</u> | | | |
|---|-----------------|-----------------|-------------------|
| <u>Year 3 (July 2010- June 2011)</u> | | | |
| | Year one | Year Two | Year Three |
| Number of Completed Free Applications for Federal Student Aid | 1240 | 3405 | 2752 |
| Number of College Applications Sent | 8911 | 9922 | 12053 |
| Number of Scholarship Applications Submitted | 3543 | 7612 | 6153 |
| Total Scholarship Dollars Amount Received | \$18,172,719 | \$23,682,426 | \$32,826,836 |

Figure 5 illustrates the School Counselor Corps impact on college related data for Year Three.

Figure 5:

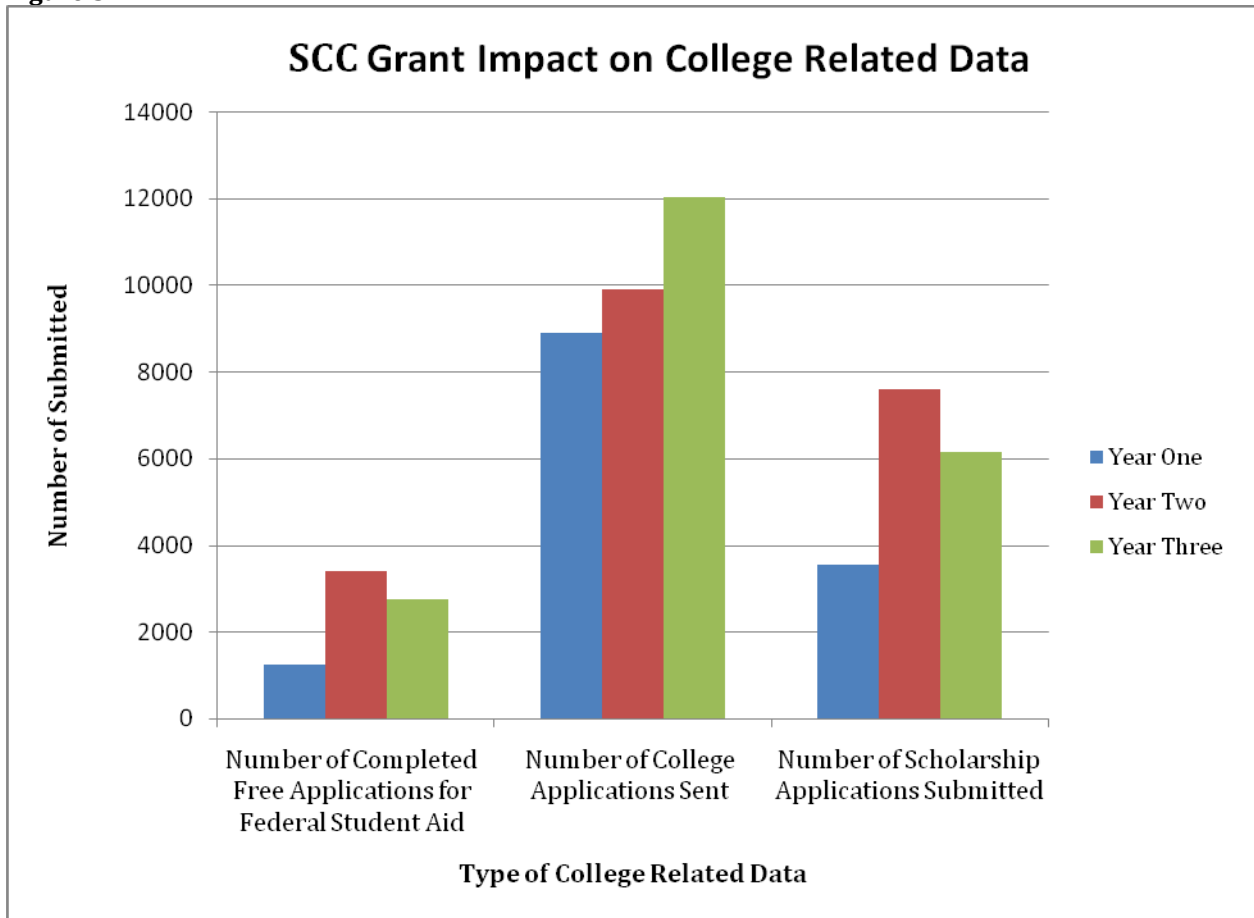
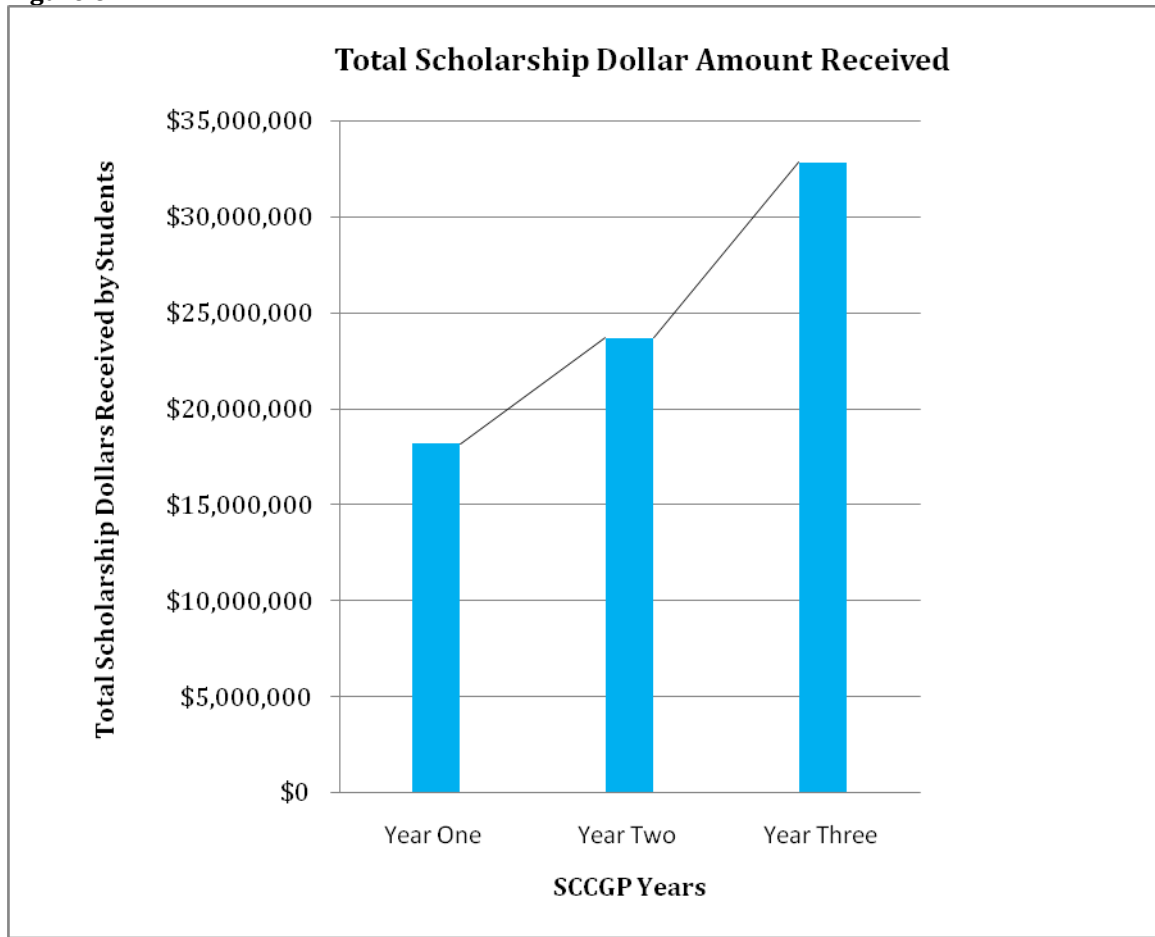


Figure 6 illustrates the \$9,144,410 increase in total received scholarship dollar amount when compared to Year Two.

Figure 6:



Remediation Rates

The grantees were required to submit data reflecting the type of remediation programs available, the number of hours students spend in remediation per year, and the student enrollment in the remediation course work. Of the 90 schools, student remediation rates, program structures, student enrollment and number of remediation hours varied among grantees. On average, there are 175 students per school enrolled in a remediation program (a 37 student increase when compared to Year Two). In addition, the average time a student spent in a remediation program per year was 13 hours (a 86 hour decrease when compared to Year Two). The type of remediation reported by the grant recipients included:

- Tutors;
- Study Lab;
- Night Schools;
- Online; and
- Combination of all.

Postsecondary and Workforce Readiness

School Counselor Corps grantees were required to submit the percent of students that each school deemed Postsecondary and Workforce Ready (PWR) based on the adopted definition for PWR which states: "Postsecondary and workforce readiness describes the knowledge, skills, and behaviors essential for high school graduates to be prepared to enter college and the workforce and to compete in the global economy." Additional information regarding the PWR definition can be found at:

<http://www.cde.state.co.us/cdegen/downloads/PWRdescription.pdf0>

During year three, 36 out of the 90 schools reported that over 60 percent of their students are Postsecondary and Workforce Ready by March 15th 2011. Since a standard measurement for PWR is currently unavailable, the schools and school districts were required to provide their current measurements for PWR. The following measurements were the most commonly used by the School Counselor Corps grantees:

- Postsecondary Ready middle school students are student who have are met the goals and objectives of postsecondary and workforce readiness for their grade level that includes: career exploration and preparation, connecting career goals to high school and post-secondary plans, and completing grade level academic requirements to meet that plan;
- Students who have completed the graduation with distinction diploma and passed the work keys assessment ;
- Students who have held a job for at least 12 months before graduation;
- Students who have having successfully completed at least one college course in each core area (math, English, science, and social studies), as well as having a completed ICAP with career goals and a completed resume;
- Students who have graduated high school and are ready to continue with schooling (community college, four year, and technical);
- Students who demonstrated proficiencies determined by the Board of Education in the following areas: reading, writing, math, (as measured by CSAP, MAP, Accuplacer, ACT, SAT, or district common assessment), oral expression, research and literacy skills, and hours of community service;
- The number of students enrolled into Advanced Placement courses and Postsecondary Educational Opportunity (PSEO) courses;
- The number of AP exams taken, and the number of 3 or higher scores from AP exams; and
- The number of students that successfully completed Algebra 1 or higher by the end of 8th grade as well as students enrolled in honors level language arts classes and/or AVID.

Student-to-Counselor Ratio

The School Counselor Corps Grant Program impacted the student-to-counselor ratio for both high schools and middle schools in Year Two of the grant program. Before the implementation of the School Counselor Corps Grant Program, middle schools in the program had a 516:1 student to counselor ratio. After the grant program, the student to

counselor ratio improved to 291:1. High schools experienced similar results. Before the grant program the student-to-counselor ratio was 314:1, while the ratio improved to 240:1 after the School Counselor Corps Grant Program.

The improved counselor to student ratios provided schools additional opportunities to develop systems for data collections and ICAP plans.-These reduced ratios also provided grant counselors extra time to attend to students in need of remediation and at risk of dropping out. Finally, the ratios supported the counselors' efforts to assist students with postsecondary aspirations and financial aid exploration.

IV. EVALUATION OF PROGRAM OPERATION

Accountability

To date, the School Counselor Corps Grant Program has consistently emphasized accountability for the planned and actual use of the funds. Funds were initially distributed to schools that applied with a plan for well-designed programs that were focused on increasing the availability of effective school based counseling. Accountability for the grant program has continued to be addressed through a rigorous schedule of site monitoring visits and end of the year reporting.

Monitoring Improvement Site Visits

During the third year of the program, sites were selected for a Monitoring and Improvement Site Visit based on the remaining schools that did not receive visits in previous years. There are three main purposes for the Monitoring Improvement site visits:

- Observe the implementation of the School Counselor Corps Grant Program;
- Determine whether the grantee is making adequate progress toward meeting the grant expectations stated in the legislation; and
- To provide additional anecdotal data since not all of the required data is available to districts by April 15th.

During Year Three, CDE conducted four Monitoring Improvement site visits. Before each visit, the grant program manager was provided with the daily schedule and a copy of the Monitoring Improvement tool. See Attachment I for School Counselor Corps Planning Schedule. To provide consistency to each visit, CDE created the Monitoring Improvement Tool. This tool assisted grantees, as well as gave structure and content to the monitoring process to promote accountability, quality improvement, and targeted technical assistance and best practices efforts. See Attachment J for copy of Monitoring Improvement Tool.

This tool was designed to be used in two contexts:

- Grantees of School Counselor Corps Grant Program were asked to apply this tool in the context of a self-assessment of program operations.
- The Colorado Department of Education (CDE) also used this instrument in a monitoring context. The monitoring process is designed to assure that School Counselor Corps grantees are making adequate progress toward meeting the goals created by the of the School Counselor Corps Grant Program legislation.

Year Three Site Visit Findings

During Year Three, data showed that schools were making continual progress toward increasing counseling services. A few examples of district services and programs that are being offered include:

- District-wide coordination for all students to create an Individual Career and Academic Plan connected to-career survey results;
- College and Career Fairs;
- College preparation professional development for teachers and staff;
- Night school credit recovery centers; and
- Dual credit courses offered through the community colleges for qualifying expelled and drop-out recovery students.

In addition, Year Three findings highlighted general efforts made by grant recipients to sustain counseling programming through American School Counselor Association (ASCA) curriculum mapping to advisory periods and the purchase of career planning software to assist with ICAP develop for students. The site visits also showed the importance of communication among school personnel and district-level fiscal managers. Among the sites visited, the sites with frequent contact between school administrators and district fiscal managers submitted stronger budget revisions to modify counselor programming.

Summary of Primary Accomplishments 2010-2011

- **Decrease in Dropout Rate and Consistent Graduation Rate.** Year Three findings show that in comparison with non-funded School Counselor Corps schools, the schools receiving School Counselor Corps grant funds decreased (improved) their cumulative dropout rate by .6 percentage points from 2008-09 to 2009-10 while non-participating schools increased their dropout rate by .3 percentage points over this same period. Additionally, the SCCGP has maintained the graduation rate from 2007-08 to 2009-10 while non-participating schools showed declining graduation rates over the same period.
- **Relationship to Other High School Initiatives.** The School Counselor Corps Grant Program played creating models and best practices for implementation of a number of legislative initiatives focused on increasing the graduation rate, and decreasing the dropout rate for the state of Colorado. These initiatives include: Concurrent Enrollment; Accelerating Students Through Concurrent Enrollment (ASCENT); Individual Career and Academic Plans (ICAP); and Dropout Prevention/Prevention Initiatives.
- **Increase in College Related Data.** Year Three findings illustrated positive impact of the program in that the number of college applications sent increased by 2,131 (from 9,922 to 12,053). When compared with Year Two, the total amount students received in scholarships increased by \$9 million (from \$23 million to \$32 million).
- **Improved Secondary Support.** The Department made a concerted effort to provide school counselors with an easily accessible Web site that coordinates

services provided by Department for middle and high schools. Currently, the web site plays a key role in communicating updates, providing programmatic information, and contact information for 13 secondary initiatives.

ATTACHMENTS

| | |
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| Appendix 1: | Research Reference Page |
| Attachment A: | Rules for the Administration of the School Counselor Corps Grant Program |
| Attachment B: | School Counselor Corps Advisory Committee |
| Attachment C: | 2008-2009 Request for Proposal (RFP) |
| Attachment D: | 2010-2011 Funded Sites |
| Attachment E: | October Professional Development Day Agenda |
| Attachment F: | April Professional Development Day Agenda |
| Attachment G: | Evaluation and Reporting Components |
| Attachment H: | Evaluation and Reporting PowerPoint |
| Attachment I: | 2010-11 School Counselor Corps Planning Schedule |
| Attachment J: | Monitoring Improvement Tool |

Research Reference Page

Georges, A. (1997). Effects of Access to Counseling and Family Background on At-Risk Students. *Annual Meeting of the American Educational Research Association*. Chicago: The Pennsylvania State University.

Greene, J., & Winters, M. (2006). *Leaving Boys Behind: Public High School Graduation Rates*. The Manhattan Institute.

Lapan, R., & Harrington, K. (2006). *Paving the Road to College*. Amherst: University of Massachusetts Amherst.

Scheel, M., Madabhushi, S., & Backhaus, A. (2009). The Academic Motivation of At-Risk Students in a Counseling Prevention Program. *The Counseling Psychologist*, 1147-1178.

COLORADO STATE BOARD OF EDUCATION
Department of Education
1 COLORADO CODE OF REGULATION 301-74
RULES FOR THE ADMINISTRATION OF
THE SCHOOL COUNSELOR CORPS GRANT PROGRAM

Authority: Article IX, Section 1, Colorado Constitution. 22-2-106(1)(a) and (c); 22-2-107(1)(c); 22-7-409(1.5); 22-90-101 et seq. of the Colorado Revised Statutes (C.R.S.).

1.00 Statement of Basis and Purpose.

The statutory basis for these rules adopted on August 14, 2008 is found in 22-2-106(1)(a) and (c), State Board Duties; 22-2-107(1)(c), State Board Powers; and sections 22-90-101 through 22-90-105, the School Counselor Corps Grant Program, C.R.S.

The School Counselor Corps Grant Program, sections 22-90-101 through 22-90-105, C.R.S., requires the State Board of Education to promulgate rules which include, but are not limited to: the timeline for submitting applications to the Department; the form of the grant application and any information in addition to that specified in section 22-90-104 (2), C.R.S. to be included in the application; any criteria for awarding grants in addition to those specified in section 22-90-104 (3), C.R.S.; and any information to be included in the Department's Program report in addition to that required in section 22-90-105, C.R.S.

2.00 Definitions.

- 2.00 (1) Department: The Department of Education created pursuant to section 24-1-115, C.R.S.
- 2.00 (2) Education Provider: A school district, a board of cooperative services, a charter school authorized by a school district pursuant to Part 1 of Article 30.5 of Title 22 C.R.S., or a charter school authorized by the State Charter School Institute pursuant to Part 5 of Article 30.5 of Title 22, C.R.S.
- 2.00 (3) Postsecondary Service Provider: An independent agency whose primary purpose is to provide career and college preparatory services to students.

- 2.00 (4) Program: The School Counselor Corps Grant Program created in section 22-90-103, C.R.S.
- 2.00 (5) Recipient Secondary School: A secondary school at which an Education Provider will use moneys received from the Program to either increase the number of School Counselors or otherwise raise the level of school counseling provided.
- 2.00 (6) School Counselor: A person who holds a special services provider license with a School Counselor endorsement issue pursuant to Article 60.5 of Title 22 or who is otherwise endorsed or accredited by a national association to provide school counseling services.
- 2.00 (7) Secondary School: A public school that includes any of grades seven through twelve.
- 2.00 (8) State Board: The State Board of Education created pursuant to Section 1, Article IX of the State Constitution.

2.01 Implementation Procedures.

- 2.01 (1) **Application Timeline.** During the 2008-09 school year, the Department will conduct two initial grant funding competitions for the School Counselor Corps Grant Program. The first round of applications will be due to the Department on or before July 1, 2008. The second round applications will be due to the Department on or before October 1, 2008. Beginning on January 31, 2009, and January 31 of each year thereafter, subject to available appropriations, School Counselor Corps grant applications will be due for funding available July 1 of the subsequent fiscal year.
- 2.01 (2) **Application Procedures.** The Department will be the responsible agency for implementing the School Counselor Corps Grant Program. The Department will develop a Request for Proposal (RFP), pursuant to the Department's RFP process and pursuant to the requirements and timelines found in sections 22-90-104, C.R.S. Each grant application, at a minimum, must specify:
 - 2.01 (2) (a) How receipt of the grant will affect the culture of postsecondary planning at the applicant school, district or BOCES, and a vision for how the grant will transform the postsecondary expectations and options of students served;

- 2.01 (2) (b) The intended recipient Secondary Schools, the number of secondary School Counselors employed by the Education Provider prior to receipt of a grant, and the ratio of students to School Counselors in the Secondary Schools operated by or receiving services from the Education Provider;
- 2.01 (2) (c) Whether the Education Provider has adopted standards for School Counselor responsibilities that meet or exceed those recommended by the American School Counselor Association;
- 2.01 (2) (d) The extent to which the Education Provider has developed and/or plans to develop partnerships, which may include but need not be limited to institutions of higher education or Postsecondary Service Providers, to support and increase the capacity and effectiveness of the school counseling and postsecondary preparation services provided to secondary school students enrolled in or receiving educational services from the Education Provider;
- 2.01 (2) (e) The Education Provider's plan for use of the grant moneys, including the extent to which the grant moneys will be used to increase the number of School Counselors at recipient Secondary Schools and to provide professional development for a team of School Counselors and professional development to enable other faculty members and administrators to provide school counseling and postsecondary preparation services at recipient Secondary Schools;
- 2.01 (2) (f) The Education Provider's plan for involving leaders at the recipient Secondary Schools and in the surrounding community and the faculty at recipient Secondary Schools in increasing the capacity and effectiveness of the school counseling and postsecondary preparation services provided to secondary school students enrolled in or receiving educational services from the Education Provider;
- 2.01 (2) (g) The extent to which the Education Provider has developed or plans to develop partnerships, whether within the school district, with external education agencies and/or community and/or business/workforce partners, to serve the postsecondary needs for every secondary student enrolled in or receiving educational services from the Education Provider;
- 2.01 (2) (h) The extent to which the Education Provider has implemented or plans to implement Individual Career and Academic Plans for students;

- 2.01 (2) (i) The Education Provider's use of district-level, or school-level if the Education Provider is a charter school, needs assessments that use data to (1) identify challenging issues in the district or school in terms of student learning and success and barriers to learning and (2) identify programs, strategies, or services delivered by the Education Provider to secondary students that have helped to increase graduation rates and the level of postsecondary success among graduates and (3) Identify the strategies that will be used by the Education Provider to address the challenges identified in this self assessment and strengthen, expand or improve existing programs to improve graduation rates, post-secondary enrollment and success rates;
- 2.01 (2) (j) The attendance, grade-retention and promotion, and grading policies implemented by the Education Provider, including an analysis of how the schools' and districts' current policies and practices in these areas contribute to success or act as obstacles to students graduating from high school, as well as a description of a plan for how these policies and practices will be improved or modified to increase the graduation rate, as well as college-going, and college-success rates of high school students;
- 2.01 (2) (k) Whether the Education Provider intends to provide matching funds to augment any grant moneys received from the Program and the anticipated amount and source of any matching funds;
- 2.01 (2) (l) The Education Provider's plan for continuing to fund the increases in school counseling services following expiration of the grant; and
- 2.01 (2) (m) The Education Provider's plan for using data over time to: (1) demonstrate outcomes and (2) revise and improve programs, policies, and practices to improve outcomes.
- 2.01 (3) **Application Review Criteria.** In reviewing applications and making recommendations, the Department shall apply the following criteria:
- 2.01 (3) (a) The dropout rate at the intended Recipient Secondary School or schools and, if the Education Provider is a school district, at all of the Secondary Schools within the school district. Priority will be given to Education Providers that intend to use the grant moneys to assist Secondary Schools at which the dropout rate exceeds the statewide average;
- 2.01 (3) (b) The percentage of students enrolled in the intended Recipient Secondary School or schools who are eligible for free or reduced-cost lunch. Priority will be given to Education Providers that

identify intended Recipient Secondary Schools with a high percentage of said students;

- 2.01 (3) (c) The percentage of students enrolled in the intended Recipient Secondary School or schools, and if the Education Provider is a school district, in the school district, who graduate and enroll in postsecondary education within two years after graduating from high school;
- 2.01 (3) (d) Whether the Education Provider has adopted, or has demonstrated a commitment to adopting, standards for School Counselor responsibilities that meet or exceed those recommended by the American School Counselor Association;
- 2.01 (3) (e) Assurance that the Education Provider shall use the grant funding to increase the level of funding the Education Provider allocated to school-based counseling prior to receiving the grant and not to replace other funding sources allocated to school-based counseling;
- 2.01 (3) (f) The overall quality of the plan, including but not limited to the quality of professional development, the quality of partnerships, how the ratio of students to counselors will be impacted, school-wide involvement in postsecondary and workforce readiness preparation, and the quality of the role of the School Counselor; and
- 2.01 (3) (g) The likelihood that the Education Provider will continue to fund the increases in the level of school counseling services following expiration of the grant.
- 2.01 (4) **Additional Review Criteria.** The Department and the State Board shall consult with experts in the area of school counseling, including but not limited to School Counselors, persons who provide education and professional development in the areas of school counseling and career counseling, Postsecondary Service Providers and higher education admissions officers, in establishing any additional criteria for awarding grants and in reviewing applications and selecting grant recipients.
- 2.01 (5) **Duration and Amount of Grant Awards.** Subject to available appropriations, the State Board shall award grants to applying Education Providers pursuant to section 22-90-104, C.R.S. The State Board shall base the grant awards on the Department's recommendations. Each grant shall have a term of three years beginning in the 2008-09 budget year. In making the award, the State Board shall specify the amount of each grant.

- 2.01 (6) **Reporting.** Each Education Provider that receives a grant through the Program shall report the following information to the Department each year during the term of the grant:
- 2.01 (6) (a) The number of School Counselors hired using grant moneys;
- 2.01 (6) (b) Any professional development programs provided using grant moneys;
- 2.01 (6) (c) Any other services provided using grant moneys;
- 2.01 (6) (d) A comparison of the dropout rates, postsecondary and workforce readiness rates, and the college matriculation and remediation rates, if applicable, at the Recipient Secondary Schools for the years prior to the receipt of the grant and the years for which the Education Provider receives the grant; and
- 2.01 (6) (e) Information indicating an increase in the level of postsecondary preparation services provided to secondary students at Recipient Secondary Schools, such as the use of individual career and academic plans or enrollment in pre-collegiate preparation programs or postsecondary or vocational preparation programs.
- 2.01 (7) **Evaluation of Program.** On or before April 15, 2009, and on or before April 15 each year thereafter, the Department shall submit to the State Board of Education and to the education committees of the Senate and the House of Representatives, or any successor committees, a report that, at a minimum, summarizes the information received by the Department pursuant to subsection (1) of 22-90-105, C.R.S. The Department shall also post the report to its website.
- 2.01 (7) (a) The Department shall work with the Department of Higher Education to obtain information necessary for the report submitted by the Department pursuant to subsection (2) of 22-90-105, C.R.S.

School Counselor Corps Grant Program Advisory Committee 2010-2011

| | |
|----------------------------|---|
| Dr. Darrell Green | <i>Colorado Career and Technical Education Association</i> |
| Gully Stanford | <i>CollegeinColorado, P-20 Council Staff</i> |
| Debra Suniga | <i>Community College of Denver, CESDA</i> |
| Dr. Paul Thayer | <i>Colorado State University, P-20 Council</i> |
| Tracy Thompson | <i>Colorado School Counselor Association, Board Member Evergreen High School, Counselor</i> |
| Dr. Rhonda Williams | <i>University of Colorado at Colorado Springs Colorado School Counselor Association, Board Member</i> |



Colorado Department of Education



REQUEST FOR PROPOSAL

Proposals Due: Wednesday, October 1, 2008

School Counselor Corps Grant Program

**Pursuant to: HB 08-1370
(22-90-101 through 22-90-105, C.R.S.)**

For more information contact:

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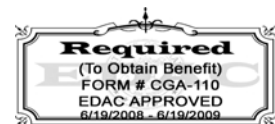


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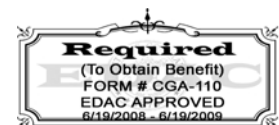
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ATTACHMENT A: EMERGENCY RULES FOR THE ADMINISTRATION OF THE SCHOOL COUNSELOR CORPS GRANT PROGRAM

ATTACHMENT B: SCHOOLS EXCEEDING THE STATE DROPOUT RATE

ATTACHMENT C: SCHOOLS EXCEEDING THE STATE FREE AND REDUCED LUNCH AVERAGE



School Counselor Corps Grant Program REQUEST FOR PROPOSAL

Proposals Due: Wednesday, October 1, 2008

Background

This Request for Proposal (RFP) is designed to distribute funds to an eligible education provider pursuant to the requirements of the School Counselor Corps Grant Program (22-90-101 through 22-90-105 C.R.S.) Approximately \$2.6 million is available to applicants during the 2008-2009 school year. These funds will be distributed by the Colorado Department of Education (CDE).

Purpose of Grant

The purpose of the RFP is to solicit applications from eligible education providers for funding to increase the availability of effective school-based counseling within secondary schools. The goal of the School Counselor Corps Grant Program is to increase the graduation rate within the state and increase the percentage of students who appropriately prepare for, apply to, and continue into postsecondary education.

Eligibility

Education providers may apply for School Counselor Corps Grant funds for increasing the number of school counselors for secondary students and the level of school counseling services provided.

An eligible Education Provider is defined as:

- A School district (on behalf of one or more secondary schools);
- A Board of Cooperative Services (BOCES);
- A Charter school; or
- An Institute Charter School.

Priority will be given to applicants that will serve:

- secondary schools at which the dropout rate exceeds the statewide average; and/or
- secondary schools with a high percentage of students who are eligible for Free and Reduced Lunch exceeding the statewide average.

See Attachments B and C for a listing of schools that meet these Priority Criteria. Available grant funding will be distributed first to schools demonstrating high need based on these Priority Criteria. **Please note:** New or alternative schools that do not appear on the list due to the lack of availability of data may be given priority based on documentation or evidence of student risk factors listed above.

Funding Levels

Approximately \$2.6 million is available for the School Counselor Corps Grant Program for the 2008-2009 school year. In awarding grants to providers that meet the eligibility requirements and expectations of this program, CDE will make awards that are of sufficient size and scope to support the program. **This will be a highly competitive process. CDE anticipates this funding will be able to provide for approximately 40 school counselors statewide.**

In order to maintain sustainability, beginning with the second year of funding and continuing through the third year, grant funding will decrease by 10% per year. Applicants must maintain the same level of services by supplementing the grant funds with other resources. These may include federal, state and local resources, including in-kind contributions. For example, an award of \$100,000 in the first year would be reduced to \$90,000 in the second year and \$80,000 in the third year.

Use of Funds

Funds may be used to supplement and not supplant any moneys currently being used to provide secondary school counseling activities. Allowable activities include:

- Secondary school counselor salaries and benefits;
- Postsecondary preparatory services; and
- Professional development.

Please note: In addition to the education provider's proposed Professional

Review

Development Plan, **applicants must also budget for a team to attend two one-day grant trainings during each year of the grant cycle** (dates for Fall and Spring to be announced). These trainings will provide professional development consistent with grant expectations for postsecondary preparation counseling. Key leadership staff most closely related to the success of the grant (e.g., secondary school counselors, teachers, administrators) should attend. Please plan on travel to the Denver metro area; however, regional sessions may be scheduled.

Teams of reviewers with expertise in the field of school counseling will review the proposals. This review will be based on the specific criteria listed in this RFP and detailed in the scoring rubric. Only proposals scoring at 72 points or higher on the attached evaluation rubric will be considered for funding. Applicants will be ranked by score and available grant funding will be distributed first to schools demonstrating high need based on the Priority Criteria. School Counselor Corps grant applicants will receive notification of funding by November 14, 2008.

Please note: Grant applications submitted to the Colorado Department of Education are public record and do not contain any confidential data; therefore CDE will release applications when requested.

Duration of Grants

Grants will be awarded for a three-year term beginning in the 2008-2009 school year. Please note: In order to maintain sustainability, beginning with the second year of funding and continuing through the third year, grant funding will decrease by 10% per year. Grant funding in years 2 and 3 will be contingent upon appropriation by the State Legislature.

Funded education providers will be eligible for continued funding in the second and third year of the grant cycle after successfully demonstrating the following:

- Submission of all required evaluation materials; and
- Adequate progress toward successfully meeting annual objectives.

Evaluation and Reporting

Each education provider that receives a grant through the program will be required to report, at a minimum, the following information to the Department on or before March 15th of each year during the term of the grant:

- The number of school counselors hired using grant funds;
- Any professional development programs provided using grant funds;
- Examples of services provided to students;
- Evaluation of impact of Grant Program;
- A comparison of the dropout rates, postsecondary and workforce readiness rates, and the college matriculation and remediation rates, if applicable, at the recipient secondary schools for the years prior to the receipt of the grant and the years for which the education provider receives a grant; and
- Information indicating an increase in the level of postsecondary preparation services provided to secondary students at recipient schools, such as the use of individual career and academic plans or enrollment in pre-collegiate preparation programs, post-secondary or vocational preparation programs.

Submission Process and Deadline

The **original plus 6 copies** must be received at CDE by Wednesday, October 1, 2008 at 4:00 pm. In addition to the 6 hard copies, **an electronic copy** of the proposal must be submitted to **burnham_k@cde.state.co.us**. The electronic version should include all required pieces of the proposal as one document. **Faxes will not be accepted.** Incomplete or late proposals will not be considered.

Proposals will be due by 4 p.m. on Wednesday, October 1st to:

**Lynn Bamberry
Colorado Department of Education
Competitive Grants and Awards
201 E. Colfax Avenue, Room 201
Denver, CO 80203**

&

**Submit an electronic copy of the proposal to:
burnham_k@cde.state.co.us**

Required Elements

The format outlined below **must be followed** in order to assure consistent application of the evaluation criteria.

Part I: Proposal Introduction

Cover Page
Signature Page
Executive Summary
Table of Contents

Part II: Narrative – Sections A through D (No more than 8 pages total) Budget Form and Narrative Attachments (e.g., letters of support)

Application Format

- The total narrative of the application **cannot exceed 8 pages**.
- All pages must be standard letter size, 8-1/2" x 11" **using 12-point Arial font** and single-spaced.
- Use a document footer with the name of the applicant.
- Use 1-inch margins.
- Number all pages.
- The signature page must include original signatures of the lead organization/fiscal agent.
- Successful applicants will be required to submit disclosure and assurance pages with original signatures.
- Staple the pages of the original and each copy of the proposal. **Please do not use paperclips, rubber bands, binders or report covers.**

REQUEST FOR PROPOSAL SELECTION CRITERIA

Part I: Proposal Introduction

No Points

- ✓ **Cover Page and Signature Page(s)**
Complete the attached cover page and signature page and attach as the first two pages of the proposal.
- ✓ **Executive Summary**
Provide a brief description (no more than 1 page) of the proposed School Counselor Corps Grant Program. Use a separate sheet of paper and place it after the Cover Page. This summary does not count toward the 8-page narrative page limit.
- ✓ **Table of Contents**
Place a Table of Contents after the Executive Summary.

Part II: Grant Narrative

100 pts. Total

Evaluation Rubric Section A: Quality of Plan

25 pts.

Selection Criteria:

- (1) **Quality of Standards:** The application describes whether the education provider has adopted, or has demonstrated a commitment to adopting, standards for school counselor responsibilities that meet or exceed those recommended by the American School Counselor Association. These standards can be found at: <http://www.schoolcounselor.org/files/NationalStandards.pdf>.
- (2) **Professional Development:** The application describes how the applicant will provide ongoing, sustained quality professional development for postsecondary school counselors and leadership team that support the goals, objectives, and design focus of the proposed School Counselor Corps Grant Program.
- (3) **Use of Data:** The application describes the education provider's plan for using data over time to: (1) demonstrate outcomes; (2) revise and improve programs, policies, and practices to improve outcomes; (3) detail services to be provided to students; and (4) monitor impact of program.
- (4) **Goal Setting:** Identify goals for your School Counselor Corps program. Goals must be stated in SMART terminology (Specific, Measurable, Attainable, Research-Based and Time-Phased):
 - **Specific:** The objective tells exactly what you plan to accomplish.
 - **Measurable:** You can determine whether or not the grant funds made a difference for this activity.
 - **Attainable:** Your objective is reasonable and "do-able."
 - **Research-based:** Strategies included in your plan have been implemented successfully in other programs with similar communities of students.

- **Time-phased:** You have specified a beginning and ending period for your objective.

Example: Increase the percentage of X High School's 12th grade students graduation with their cohort senior class from 67% to 73% by May 28, 2009, as measured by high school transcripts and permanent record reports.

Example: Decrease the percentage of X High School's students who drop out of high school from 22.6% to 15% by May 28, 2009, as measured by data collected for CDE through the Powerschool database.

Evaluation Rubric Section B: Partnerships

25 pts.

Selection Criteria:

- (1) The application describes the extent to which the education provider has developed and/or plans to develop partnerships, which may include but need not be limited to institutions of higher education, postsecondary service providers or community based organizations and businesses, to support and increase the capacity and effectiveness of the school counseling and postsecondary preparation services provided to secondary school students enrolled in or receiving educational services from the education provider.
- (2) The application describes the extent to which the education provider has developed or plans to develop partnerships, whether within the school district, with external education agencies and/or community and/or business/workforce partners, to provide direct service on postsecondary needs for every secondary student enrolled in or receiving educational services from the education provider.

Evaluation Rubric Section C: Postsecondary Preparation

25 pts.

Selection Criteria:

- (1) The application describes how receipt of the grant will affect the culture of postsecondary planning at the applicant school, district or BOCES, and describes a vision for how the grant will transform the postsecondary expectations and options of students served.
- (2) The application describes the education provider's plan for involving leaders at the recipient secondary schools and in the surrounding community and the faculty at recipient secondary schools in increasing the capacity and effectiveness of the school counseling and postsecondary preparation services provided to secondary school students enrolled in or receiving educational services from the education provider.
- (3) The application describes the extent to which the education provider has implemented or plans to implement Individual Career and Academic Plans for students.
- (4) The application describes the education provider's use of district-level, or school-level if the education provider is a charter school, needs assessments that use data to identify challenging issues in the district or school in terms of student learning and success and barriers to learning.
- (5) The application describes the education provider's use of district-level, or school-level if the education provider is a charter school, needs assessments that use data to identify programs, strategies, or services delivered by the education provider to secondary students that have helped to increase graduation rates and the level of postsecondary success among graduates.

- (6) The application describes the education provider's use of district-level, or school-level if the education provider is a charter school, needs assessments that use data to identify the strategies that will be used by the education provider to address the challenges identified in this self assessment and strengthen, expand or improve existing programs to increase graduation rates, post-secondary enrollment and success rates.
- (7) The application describes the attendance, grade-retention and promotion, and grading policies implemented by the education provider, including an analysis of how the schools' and districts' current policies and practices in these areas contribute to success or act as obstacles to students graduating from high school and college entrance rates. The application also provides a plan for how these policies and practices will be improved or modified to increase the graduation rate, as well as college-going, and college-success rates of high school students.
- (8) The application describes current and proposed student access to and participation on accelerated coursework (such as AP, IB, PSEO, FastTracks, Fast College/Fast Jobs) as well as current and proposed remedial courses for students at risk of remediation.

Section D: Adequacy of Resources, Budget Narrative, and Budget 25 pts.

Selection Criteria:

- (1) All expenditures contained in the budget are described in the budget narrative and connected to project goals and activities. The costs of the proposed project (as presented in the budget and budget narrative) are reasonable and the budget sufficient in relation to the objectives, design, and scope of project activities.
- (2) The funds awarded under the program will be used to supplement the level of funds available for authorized programs and activities, and will not supplant federal, state, local, or non-federal funds.
- (3) The proposal sets out a clear and well-conceived plan for how the proposed project will be continued once the grant dollars have expired. A clear plan for the 10% reduction of funding in years 2 and 3 of the grant is included.
- (4) The budget and the budget narrative adequately detail the proposed use of funds.

Budget Instructions and Assurances

INSTRUCTIONS

When completing the proposed budget and budget narrative, it is recommended that you examine costs related to postsecondary preparatory services, professional development, and secondary school counselor salaries and benefits. Funds may be used to **supplement and not supplant** any moneys currently being used to provide secondary school counseling activities.

In order to maintain sustainability, beginning with the second year of funding and continuing through the third year, grant funding will decrease by 10% per year. Applicants must maintain the same level of services by supplementing the grant funds with other resources. These may include federal, state and local resources, including in-kind contributions. For example, an award of \$100,000 in the first year would be reduced to \$90,000 in the second year and \$80,000 in the third year. This reduction of funding must be accounted for in your budget and budget narrative.

Subsequent grant funding for fiscal years 2 and 3 of the School Counselor Corps Grant Program will be contingent upon appropriations made by the Colorado State Legislature.

When the applications have been reviewed, final grant amounts will be determined and a more detailed budget may be required. The final budget must comply with the application review comments and the proposed budget. Please remember that no grant funds can be obligated or spent until a final budget has been received and approved by CDE.

Please note: In addition to the education provider's proposed Professional Development Plan, applicants **must also budget for a team to attend two one-day grant trainings during each year of the grant cycle** (dates for Fall and Spring to be announced). These trainings will provide professional development consistent with grant expectations for postsecondary preparation counseling. Key leadership staff most closely related to the success of the grant (e.g., secondary school counselors, teachers, administrators) should attend. Please plan on travel to the Denver metro area; however, regional sessions may be scheduled.

Your budget narrative should provide enough detail so that the appropriate object category can be confirmed. **Allowable activities include:** secondary school counselor salaries and benefits; postsecondary preparatory services; and professional development. **Activities that will not be funded include:** technological equipment (e.g., computers/laptops, LCDs), capital needs (including bookshelves or other furniture), and conferences not specific to the School Counselor Corps Grant Program. Examples of the types of expenses that may be included in each object category are listed below for guidance only.

(0100) Salaries - Amounts paid for personal services for both permanent and temporary employees, including personnel substituting for those in permanent positions. This includes gross salary for personal services rendered while on the payroll of the school district/agency/organization.

(200) Employee Benefits - Amounts paid on behalf of employees; generally those amounts are not included in the gross salary, but are in addition to that amount. Such payments are fringe benefit payments and, while not paid directly to employees, never-the-less are part of the cost of personal services. Workers' compensation premiums should not be charged here, but rather to object (0500 other purchased services).

(300) Purchased Professional and Technical Services – Services which by their nature can be performed only by persons or firms with specialized skills and knowledge. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided. Included are the services of auditors, consultants, teachers, etc.

(500) Other Purchased Services – Amounts paid for services rendered by organizations or personnel not on the payroll of the district (separate from Professional and Technical Services or Property Services). While a product may or may not result from the transaction, the primary reason for the purchase is the service provided.

(600) Supplies – Amounts paid for items that are consumed, worn out, or deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substances. Items that do not contribute to a district's fixed assets, as evaluated by the district's fixed assets policy, may be coded as supply items, or may be coded as Non-Capital Equipment. Items that contribute to a district's fixed assets must be coded as equipment. All computers must be entered as equipment. Include all supplies, food, books and periodicals, and electronic media materials here.

(800) Other Expenses – Amounts paid for good and services not otherwise classified above. Some expenditures may cross object category lines. For example, professional development and evaluation may include salaries, purchased services (printing) and supplies/materials. The budget narrative should identify these elements so that a total cost of the activity can be determined.

ASSURANCES AND DISCLAIMERS

Schools districts that accept funding through the **School Counselor Corps Grant Program** agree to the following assurances:

1. An assurance that the applicant will annually provide the Colorado Department of Education such information as may be required to determine if the grantee is making satisfactory progress toward achieving the goals of the grant. This includes participation in evaluations or studies and the submission of an annual progress report demonstrating that the selected program/curriculum is providing satisfactory results.
2. An assurance that the applicant will not discriminate against anyone regarding race, gender, national origin, color, disability, or age.
3. An assurance that funds will be used to supplement and not supplant any moneys currently being used to provide secondary school counseling activities.
4. An assurance that funded projects will maintain appropriate fiscal and program records and that fiscal audits of this program will be conducted by the grantees as a part of their regular audits.
5. An assurance that if any findings of misuse of these funds are discovered, project funds will be returned to CDE.
6. An assurance that the grantee will maintain sole responsibility for the project even though subcontractors may be used to perform certain services.

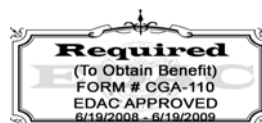
Funded sites will be expected to cooperate with CDE in the development and submission of certain reports to meet statutory requirements. *All grantees must work with and provide requested data to CDE for the School Counselor Corps Grant Program within the time frames specified.*

In addition, funded projects will be required to maintain appropriate fiscal and program records. Fiscal audits of funds under this program are to be conducted by the recipient agencies annually as a part of their regular audit. Auditors should be aware of the Federal audit requirements contained in the Single Audit Act of 1984.

IF ANY FINDINGS OF MISUSE OF FUNDS ARE DISCOVERED, PROJECT FUNDS MUST BE RETURNED TO THE COLORADO DEPARTMENT OF EDUCATION. The Colorado Department of Education may terminate a grant award upon thirty (30) days notice if it is deemed by CDE that the applicant is not fulfilling the requirements of the funded program as specified in the approved project application, or if the program is generating less than satisfactory results.

The applicant may subcontract for work to be performed, but shall retain sole responsibility for the project and shall be the only direct recipient of funds.

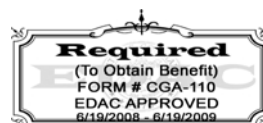
Project modifications and changes in the approved budget must be requested in writing and be approved in writing by the Colorado Department of Education before modifications are made to the expenditures. Please contact Marti Rodriguez (rodriguez_m@cde.state.co.us / 303-866-6769) of CDE's Grants Fiscal Management for any modifications.



School Counselor Corps 2008-2009

PART I: COVER PAGE *(Complete and attach as the first page of proposal)*

| | | | |
|--|-----------------|-------------------|-----------------|
| Name of Education Provider: | | | |
| Contact Person for the Proposal: | | | |
| Mailing Address: | | | |
| Telephone: | | Fax: | |
| Email: | | | |
| Authorized Representative: | | | |
| Mailing Address: | | | |
| Telephone: | | Email: | |
| Fiscal Manager: | | | |
| Telephone: | | Email: | |
| Type of Education Provider: <i>Check one box below that best describes your organization.</i> | | | |
| <input type="checkbox"/> School District <input type="checkbox"/> Board of Cooperative Educational Services (BOCES) <input type="checkbox"/> Charter School <input type="checkbox"/> Institute Charter School | | | |
| Region: <i>Indicate the educational region(s) this proposal will directly impact.</i> | | | |
| <input type="checkbox"/> Metro <input type="checkbox"/> Pikes Peak <input type="checkbox"/> North Central <input type="checkbox"/> Northeast <input type="checkbox"/> Northwest <input type="checkbox"/> West Central <input type="checkbox"/> Southeast <input type="checkbox"/> Southwest | | | |
| Recipient Schools: <i>Indicate the intended recipient schools and districts (additional rows may be added).</i> | | | |
| School | District | School | District |
| | | | |
| | | | |
| | | | |
| Current Number of Secondary School Counselors Employed by Provider: | | | |
| Amount Requested: <i>Indicate the total amount of funding you are requesting for each year of the grant.</i> | | | |
| Year 1: \$ | | Year 2: \$ | |
| | | Year 3: \$ | |



Part I a: Recipient District/School Information and Signature Page

(Complete and attach after cover page. If necessary, additional copies of this page may be attached.)

Education Provider Signatures

| | | | |
|---|--|--|--|
| District Name: | | | |
| School Board President Signature: | | | |
| Superintendent Signature: | | | |
| BOCES Executive Director Signature (If Applicable): | | | |

Intended Recipient Secondary School Information and Signature

(Copy and complete this page for each intended recipient secondary school)

| | | | |
|---|--|--------|--|
| School Name: | | | |
| Principal Name: | | | |
| Principal Signature: | | | |
| School Address: | | | |
| Phone: | | Email: | |
| Current Student to Secondary School Counselor Ratio*: | | | |
| Dropout rate at intended recipient secondary school*: | | | |
| Percentage of Students enrolled at intended recipient secondary school eligible for Free or Reduced Lunch*: | | | |
| Percentage of students with Individual Career and Academic Plans: | | | |
| Percentage of students enrolled at intended recipient secondary school who graduate and enroll in postsecondary education within two years after graduating from high school: | | | |

***This data can be verified at:**

www.cde.state.co.us/cdecomp/SchoolCounselor/Downloads/08School_Counselor_Data.xls

Part I b: Executive Summary and Table of Contents

Attach directly after Signature Page(s)

Executive Summary

Provide a brief description (no more than 1 page) of the proposed School Counselor Corps Grant Program. Use a separate sheet of paper and place it after the Cover Pages. This summary does not count toward the 6-page narrative page limit. **(No Points)**

Table of Contents

Place a Table of Contents directly after the Executive Summary. This Table of Contents does not count toward the 6-page narrative page limit. **(No Points)**

School Counselor Corps Grant Review Rubric

Part I: Proposal Form

Part II: Narrative

| | |
|--|-------------|
| Section A: Quality of Plan | /25 |
| Section B: Partnerships | /25 |
| Section C: Postsecondary | /25 |
| Section D: Adequacy of Resources, Budget, and Budget Narrative | /25 |
| Total: | /100 |

PRIORITY: Please indicate whether this application met the priority criteria (p. 4 of School Counselor Corps RFP) by 1) Identifying secondary schools that provider will serve at which both the dropout rate and percentage of students who are eligible for Free and Reduced Lunch exceeds the statewide average; (2) Providing sufficient documentation/evidence demonstrating provider will serve students most in need of postsecondary preparatory services or 3) did not meet priority criteria. ***This application:***

| | | |
|-----------------------|-------------------------------|----------------------------|
| Met Priority Criteria | Met Priority w/ Evidence ____ | Did Not Meet Priority ____ |
|-----------------------|-------------------------------|----------------------------|

GENERAL COMMENTS: *Please indicate support for scoring by including overall strengths and weaknesses. These comments are used on feedback forms to applicants.*

Strengths:

1. _____
2. _____

Weaknesses:

1. _____
2. _____

Required Changes:

1. _____
2. _____
3. _____

Recommendation:

Funded ____

Not Funded ____

Signature of Reviewer _____ **Date** _____



Evaluation Rubric Section A: Quality of Plan**25 pts.****Selection Criteria:**

- (1) **Quality of Standards:** The application describes whether the education provider has adopted, or has demonstrated a commitment to adopting, standards for school counselor responsibilities that meet or exceed those recommended by the American School Counselor Association. These standards can be found at: <http://www.schoolcounselor.org/files/NationalStandards.pdf>.
- (2) **Professional Development:** The application describes how the applicant will provide ongoing, sustained quality professional development for postsecondary school counselors and leadership team that support the goals, objectives, and design focus of the proposed School Counselor Corps Grant Program.
- (3) **Use of Data:** The application describes the education provider's plan for using data over time to: (1) demonstrate outcomes; (2) revise and improve programs, policies, and practices to improve outcomes; (3) detail services to be provided to students; and (4) monitor impact of program.
- (4) **Goal Setting:** Identify goals for your School Counselor Corps program. Goals must be stated in SMART terminology (Specific, Measurable, Attainable, Research-Based and Time-Phased):
 - **Specific:** The objective tells exactly what you plan to accomplish.
 - **Measurable:** You can determine whether or not the grant funds made a difference for this activity.
 - **Attainable:** Your objective is reasonable and "do-able."
 - **Research-based:** Strategies included in your plan have been implemented successfully in other programs with similar communities of students.
 - **Time-phased:** You have specified a beginning and ending period for your objective.

Example: Increase the percentage of X High School's 12th grade students graduation with their cohort senior class from 67% to 73% by May 28, 2009, as measured by high school transcripts and permanent record reports.

Example: Decrease the percentage of X High School's students who drop out of high school from 22.6% to 15% by May 28, 2009, as measured by data collected for CDE through the Powerschool database.

Evaluation Rubric for Section A: Quality of Plan

25 pts.

| 0 - 8 pts | 9- 17 pts | 18 -25 pts |
|---|---|---|
| <p>The proposal:</p> <ul style="list-style-type: none"> • Fails to describe or vaguely describes of whether the education provider has adopted, or has demonstrated a commitment to adopting, standards for school counselor responsibilities that meet or exceed those recommended by the American School Counselor Association. • Fails to describe or vaguely how the applicant will provide ongoing, sustained professional development for postsecondary school counselors that support the goals, objectives, and design focus of the proposed School Counselor Corps Grant Program. • Fails to describe or vaguely describes the education provider's plan for using data over time to: (1) demonstrate outcomes; (2) revise and improve programs, policies, and practices to improve outcomes; (3) detail services to be provided to students; and (4) monitor impact of program. • Fails to provide goals or goals are not stated in SMART terminology and are either not measurable or not attainable. | <p>The proposal:</p> <ul style="list-style-type: none"> • Indicates the education provider has adopted, or has demonstrated a commitment to adopting, standards for school counselor responsibilities that meet or exceed those recommended by the American School Counselor Association. • Describes how the applicant will provide ongoing, sustained professional development for postsecondary school counselors that support the goals, objectives, and design focus of the proposed School Counselor Corps Grant Program. • Describes the education provider's plan for using data over time to: (1) demonstrate outcomes; (2) revise and improve programs, policies, and practices to improve outcomes; (3) detail services to be provided to students; and (4) monitor impact of program. • Provides goals in SMART terminology but does not identify goals/objectives consistent with the desired outcomes. | <p>The proposal:</p> <ul style="list-style-type: none"> • Includes a clear description of whether the education provider has adopted, or has demonstrated a commitment to adopting, standards for school counselor responsibilities that meet or exceed those recommended by the American School Counselor Association. • Clearly describes the specific content of professional development to be provided, indicating a clear tie to the standards recommended by the American School Counselor Association. Includes how the applicant will provide ongoing, sustained professional development for the team of postsecondary school counselors and administrators that support the goals, objectives, and design focus of the proposed School Counselor Corps Grant Program. • Includes a clear and thorough description of the education provider's plan for using data over time to: (1) demonstrate outcomes; (2) revise and improve programs, policies, and practices to improve outcomes; (3) detail services to be provided to students; and (4) monitor impact of program. • Clearly identifies goals/objectives consistent with the desired outcomes of the School Counselor Corps Grant Program, including improving graduation rates and preventing drop outs, written in SMART terminology. |

Total for Section A: ___/25

Comments:



Evaluation Rubric Section B: Partnerships

25 pts.

Selection Criteria:

- (1) The application describes the extent to which the education provider has developed and/or plans to develop partnerships, which may include but need not be limited to institutions of higher education, postsecondary service providers or community based organizations and businesses, to support and increase the capacity and effectiveness of the school counseling and postsecondary preparation services provided to secondary school students enrolled in or receiving educational services from the education provider.
- (2) The application describes the extent to which the education provider has developed or plans to develop partnerships, whether within the school district (e.g., middle school/high school partnership), with external education agencies and/or community and/or business/workforce partners, to serve the postsecondary needs for every secondary student enrolled in or receiving educational services from the education provider.

| Evaluation Rubric for Section B: Partnerships | | | 25 pts. |
|--|--|--|---------|
| 0 - 8 pts | 9- 17 pts | 18 -25 pts | |
| <p>The proposal:</p> <ul style="list-style-type: none"> • Fails to describe or vaguely describes the extent to which the education provider has developed and/or plans to develop partnerships, which may include but need not be limited to institutions of higher education or postsecondary service providers, to support and increase the capacity and effectiveness of the school counseling and postsecondary preparation services provided to secondary school students enrolled in or receiving educational services from the education provider. • Fails to describe or vaguely describes the extent to which the education provider has developed or plans to develop partnerships, whether within the school district, with external education agencies and/or community and/or business/workforce partners, to serve the postsecondary needs for every secondary student enrolled in or receiving educational services from the education provider. | <p>The proposal:</p> <ul style="list-style-type: none"> • Describes the extent to which the education provider has developed and/or plans to develop partnerships, which may include but need not be limited to institutions of higher education or postsecondary service providers, to support and increase the capacity and effectiveness of the school counseling and postsecondary preparation services provided to secondary school students enrolled in or receiving educational services from the education provider. • Describes the extent to which the education provider has developed or plans to develop partnerships, whether within the school district, with external education agencies and/or community and/or business/workforce partners, to serve the postsecondary needs for every secondary student enrolled in or receiving educational services from the education provider. | <p>The proposal:</p> <ul style="list-style-type: none"> • Includes clear and specific detail of the extent to which the education provider has developed and/or plans to develop partnerships, which may include but need not be limited to institutions of higher education or postsecondary service providers, to support and increase the capacity and effectiveness of the school counseling and postsecondary preparation services provided to secondary school students enrolled in or receiving educational services from the education provider. • Includes a specific and well-conceived description of the extent to which the education provider has developed or plans to develop partnerships, whether within the school district (e.g., middle school/high school partnership), with external education agencies and/or community and/or business/workforce partners, to serve the postsecondary needs for every secondary student enrolled in or receiving educational services from the education provider. | |
| Total for Section B: ___/25 | | | |

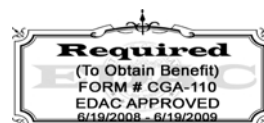
Comments:

Evaluation Rubric Section C: Postsecondary Preparation

25 pts.

Selection Criteria:

- (1) The application describes how receipt of the grant will affect the culture of postsecondary planning at the applicant school, district or BOCES, and describes a vision for how the grant will transform the postsecondary expectations and options of students served.
- (2) The application describes the education provider's plan for involving leaders at the recipient secondary schools and in the surrounding community and the faculty at recipient secondary schools in increasing the capacity and effectiveness of the school counseling and postsecondary preparation services provided to secondary school students enrolled in or receiving educational services from the education provider.
- (3) The application describes the extent to which the education provider has implemented or plans to implement Individual Career and Academic Plans for students.
- (4) The application describes the education provider's use of district-level, or school-level if the education provider is a charter school, needs assessments that use data to identify challenging issues in the district or school in terms of student learning and success and barriers to learning.
- (5) The application describes the education provider's use of district-level, or school-level if the education provider is a charter school, needs assessments that use data to identify programs, strategies, or services delivered by the education provider to secondary students that have helped to increase graduation rates and the level of postsecondary success among graduates.
- (6) The application describes the education provider's use of district-level, or school-level if the education provider is a charter school, needs assessments that use data to identify the strategies that will be used by the education provider to address the challenges identified in this self assessment and strengthen, expand or improve existing programs to increase graduation rates, post-secondary enrollment and success rates.
- (7) The application describes the attendance, grade-retention and promotion, and grading policies implemented by the education provider, including an analysis of how the schools' and districts' current policies and practices in these areas contribute to success or act as obstacles to students graduating from high school and college entrance rates. The application also provides a plan for how these policies and practices will be improved or modified to increase the graduation rate, as well as college-going, and college-success rates of high school students.
- (8) The application describes current and proposed student access to and participation on accelerated coursework (such as AP, IB, PSEO, FastTracks, Fast College/Fast Jobs) as well as current and proposed remedial courses for students at risk of remediation.



Evaluation Rubric for Section C: Postsecondary

25 pts.

| 0 - 8 pts | 9- 17 pts | 18 -25 pts |
|--|---|--|
| <p>The proposal:</p> <ul style="list-style-type: none"> • Fails to describe or vaguely describes how receipt of the grant will affect the culture of postsecondary planning at the applicant school, district or BOCES, and describe a vision for how the grant will transform the postsecondary expectations and options of students served. | <p>The proposal:</p> <ul style="list-style-type: none"> • Describes how receipt of the grant will affect the culture of postsecondary planning at the applicant school, district or BOCES, and describes a vision for how the grant will transform the postsecondary expectations and options of students served. | <p>The proposal:</p> <ul style="list-style-type: none"> • Includes a specific and well-conceived description how receipt of the grant will affect the culture of postsecondary planning at the applicant school, district or BOCES, and describes a vision for how the grant will transform the postsecondary expectations and options of students served. Presents documented evidence demonstrating that plan is tied to the standards recommended by the American School Counselor Association. |
| <ul style="list-style-type: none"> • Fails to describe or vaguely describes the education provider's plan for involving leaders at the recipient secondary schools and in the surrounding community and the faculty at recipient secondary schools in increasing the capacity and effectiveness of the school counseling and postsecondary preparation services provided to secondary school students enrolled in or receiving educational services from the education provide. | <ul style="list-style-type: none"> • Describes the education provider's plan for involving leaders at the recipient secondary schools and in the surrounding community and the faculty at recipient secondary schools in increasing the capacity and effectiveness of the school counseling and postsecondary preparation services provided to secondary school students enrolled in or receiving educational services from the education provide. | <ul style="list-style-type: none"> • Includes a specific and well-conceived description of the education provider's plan for involving leaders at the recipient secondary schools and in the surrounding community and the faculty at recipient secondary schools in increasing the capacity and effectiveness of the school counseling and postsecondary preparation services provided to secondary school students enrolled in or receiving educational services from the education provide. |
| <ul style="list-style-type: none"> • Fails to describe or vaguely describes the extent to which the education provider has implemented or plans to implement Individual Career and Academic Plans for students. | <ul style="list-style-type: none"> • Describes the extent to which the education provider has implemented or plans to implement Individual Career and Academic Plans for students. | <ul style="list-style-type: none"> • Includes a clear and thorough description of the extent to which the education provider has implemented or plans to implement Individual Career and Academic Plans for students. |
| <ul style="list-style-type: none"> • Fails to describe or vaguely describes the education provider's use of district-level, or school-level if the education provider is a charter school, needs assessments that use data to identify challenging issues in the district or school in terms of student learning and success and barriers to learning. | <ul style="list-style-type: none"> • Describes the education provider's use of district-level, or school-level if the education provider is a charter school, needs assessments that use data to identify challenging issues in the district or school in terms of student learning and success and barriers to learning. | <ul style="list-style-type: none"> • Includes a detailed description of the education provider's use of district-level, or school-level if the education provider is a charter school, needs assessments that use data to identify challenging issues in the district or school in terms of student learning and success and barriers to learning. |
| <ul style="list-style-type: none"> • Fails to describe or vaguely describes the education provider's use of district-level, or school-level if the education provider is a charter school, needs assessments that use data to | <ul style="list-style-type: none"> • Describes the education provider's use of district-level, or school-level if the education provider is a charter school, needs assessments that use data identify targeted programs, strategies, or | <ul style="list-style-type: none"> • Includes a detailed description of the education provider's use of district-level, or school-level if the education provider is a charter school, needs assessments that use data to identify targeted and |

| | | |
|--|---|---|
| <p>identify programs, strategies, or services delivered by the education provider to secondary students that have helped to increase graduation rates and the level of postsecondary success among graduates.</p> | <p>services delivered by the education provider to secondary students that have helped to increase graduation rates and the level of postsecondary success among graduates.</p> | <p>comprehensive programs, strategies, or services delivered by the education provider to secondary students that have helped to increase graduation rates and the level of postsecondary success among graduates.</p> |
| <ul style="list-style-type: none"> • Fails to describe or vaguely describes the education provider's use of district-level, or school-level if the education provider is a charter school, needs assessments that use data to identify the strategies that will be used by the education provider to address the challenges identified in this self assessment and strengthen, expand or improve existing programs to improve graduation rates, post-secondary enrollment and success rates. | <ul style="list-style-type: none"> • Describes the education provider's use of district-level, or school-level if the education provider is a charter school, needs assessments that use data to identify the strategies that will be used by the education provider to address the challenges identified in this self assessment and strengthen, expand or improve existing programs to improve graduation rates, post-secondary enrollment and success rates. | <ul style="list-style-type: none"> • Includes a detailed description of the education provider's use of district-level, or school-level if the education provider is a charter school, needs assessments that use data to identify the strategies that will be used and evidence of why they were chosen by the education provider to address the challenges identified in this self assessment and strengthen, expand or improve existing programs to improve graduation rates, post-secondary enrollment and success rates. |
| <ul style="list-style-type: none"> • Fails to describe or vaguely describes the attendance, grade-retention and promotion, and grading policies implemented by the education provider, including an analysis of how the schools' and districts' current policies and practices in these areas contribute to success or act as obstacles to students graduating from high school, as well as a description of a plan for how these policies and practices will be improved or modified to increase the graduation rate, as well as college-going, and college-success rates of high school students. | <ul style="list-style-type: none"> • Describes the attendance, grade-retention and promotion, and grading policies implemented by the education provider, including an analysis of how the schools' and districts' current policies and practices in these areas contribute to success or act as obstacles to students graduating from high school, as well as a description of a plan for how these policies and practices will be improved or modified to increase the graduation rate, as well as college-going, and college-success rates of high school students. | <ul style="list-style-type: none"> • Includes a clear and thorough description of the attendance, grade-retention and promotion, and grading policies implemented by the education provider, including data and an analysis of how the schools' and districts' current policies and practices in these areas contribute to success or act as obstacles to students graduating from high school, as well as a description of a plan for how these policies and practices will be improved or modified to increase the graduation rate, as well as college-going, and college-success rates of high school students. |
| <ul style="list-style-type: none"> • Fails to describe or vaguely describes the current and proposed student access to and participation on accelerated coursework such as AP, IB, PSEO, FastTracks, Fast College/Fast Jobs as well as current and proposed remedial courses for students at risk of remediation. | <ul style="list-style-type: none"> • Describes current and proposed student access to and participation on accelerated coursework such as AP, IB, PSEO, FastTracks, Fast College/Fast Jobs as well as current and proposed remedial courses for students at risk of remediation. | <ul style="list-style-type: none"> • Includes a clearly detailed description of current and proposed student access to and participation on accelerated coursework (such as AP, IB, PSEO, FastTracks, Fast College/Fast Jobs) as well as current and proposed remedial courses for students at risk of remediation. |

Total for Section C: ___/25



Evaluation Rubric Section D: Adequacy of Resources and Budget 25 pts.

Selection Criteria:

- (1) All expenditures contained in the budget are described in the budget narrative and connected to project goals and activities. The costs of the proposed project (as presented in the budget and budget narrative) are reasonable and the budget sufficient in relation to the objectives, design, and scope of project activities.
- (2) The funds awarded under the program will be used to supplement the level of funds available for authorized programs and activities, and will not supplant federal, state, local, or non-federal funds.
- (3) The proposal sets out a clear and well-conceived plan for how the proposed project will be continued once the grant dollars have expired. A clear plan for the 10% reduction of funding in years 2 and 3 of the grant is included.
- (4) The budget and the budget narrative adequately detail the proposed use of funds.

| Evaluation Rubric for Section D: Adequacy of Resources 25 pts. | | |
|---|--|---|
| 0 - 8 pts | 9- 17 pts | 18 -25 pts |
| <p>The proposal (including the budget form and narrative):</p> <ul style="list-style-type: none"> • Provides little or no justification that costs of the proposed project are reasonable and that the budget is sufficient in relation to the objectives, design and scope of project activities. • Fails to establish a relationship between the activities described in the application and the proposed allocation of grant funds. • Provides no assurance that the funds awarded under the program will be used to supplement and not supplant the level of funds available for authorized programs and activities, and will not supplant federal, state, local, or non-federal funds. • Provides vague notes explaining items listed in the budget narrative. • Fails to describe or vaguely describes plan for sustainability after grant funds have expired. Proposed budget does not include plan for the 10% reduction in years 2 and 3 of the grant. | <p>The proposal (including the budget form and narrative):</p> <ul style="list-style-type: none"> • Includes justification that costs of the proposed project are reasonable and that the budget is sufficient in relation to the objectives, design and scope of project activities. • Establishes some relationship between the activities described in the application and the proposed allocation of grant funds. • Provides assurance that the funds awarded under the program will be used to supplement and not supplant the level of funds available for authorized programs and activities, and will not supplant federal, state, local, or non-federal funds. • Provides notes explaining items listed in the budget narrative. • Describes how the proposed project will be continued once the grant dollars have expired but is unclear that the services will be at the same level provided during the first year of the grant. | <p>The proposal (including the budget form and narrative):</p> <ul style="list-style-type: none"> • Provides strong justification that costs of the proposed project are reasonable and clearly shows that the budget is sufficient in relation to the objectives, design and scope of project activities. • Sets out a clear relationship between the activities described in the application and the proposed allocation of grant funds. • Describes how the funds awarded under the program will be used to supplement and not supplant the level of funds available for authorized programs and activities, and will not supplant federal, state, local, or non-federal funds. • Provides detailed and specific notes explaining how each item listed in the budget narrative was determined. • Sets out a clear and well-conceived plan for how the proposed project will be continued once the grant dollars have expired. For example, how will capacity be built to continue quality postsecondary counseling services to secondary students once the grant has expired? A clear plan for the 10% reduction of funding in years 2 and 3 of the grant is included. |
| Total for Section D: ___/25 | | |

Comments:



Attachment B: Schools Exceeding the State Dropout Rate

ACADEMY 20

ASPEN VALLEY HIGH SCHOOL

ADAMS 12 FIVE STAR SCHOOLS
ADAMS 12 FIVE STAR SCHOOLS
ADAMS 12 FIVE STAR SCHOOLS
ADAMS 12 FIVE STAR SCHOOLS
ADAMS 12 FIVE STAR SCHOOLS
ADAMS 12 FIVE STAR SCHOOLS
ADAMS 12 FIVE STAR SCHOOLS
ADAMS 12 FIVE STAR SCHOOLS
ADAMS 12 FIVE STAR SCHOOLS
ADAMS 12 FIVE STAR SCHOOLS
ADAMS 12 FIVE STAR SCHOOLS

ACADEMY OF CHARTER SCHOOLS
COLORADO VIRTUAL ACADEMY (COVA)
CROSSROAD ALTERNATIVE SCHOOL
MOUNTAIN RANGE HIGH SCHOOL
NIVER CREEK MIDDLE SCHOOL
NORTHGLENN HIGH SCHOOL
NORTHGLENN MIDDLE SCHOOL
THORNTON HIGH SCHOOL
THORNTON MIDDLE SCHOOL
VANTAGE POINT

ADAMS COUNTY 14
ADAMS COUNTY 14
ADAMS COUNTY 14

ADAMS CITY HIGH SCHOOL
LESTER R ARNOLD HIGH SCHOOL
NEW AMERICA SCHOOL

ADAMS-ARAPAHOE 28J
ADAMS-ARAPAHOE 28J
ADAMS-ARAPAHOE 28J
ADAMS-ARAPAHOE 28J
ADAMS-ARAPAHOE 28J
ADAMS-ARAPAHOE 28J
ADAMS-ARAPAHOE 28J

AURORA CENTRAL HIGH SCHOOL
GATEWAY HIGH SCHOOL
HINKLEY HIGH SCHOOL
LOTUS SCHOOL FOR EXCELLENCE
NEW AMERICA SCHOOL
RANGEVIEW HIGH SCHOOL
WILLIAM SMITH HIGH SCHOOL

ALAMOSA RE-11J
ALAMOSA RE-11J

ALAMOSA HIGH SCHOOL
ALAMOSA OPEN SCHOOL

ARCHULETA COUNTY 50 JT

ARCHULETA COUNTY HIGH SCHOOL

BOULDER VALLEY RE 2
BOULDER VALLEY RE 2
BOULDER VALLEY RE 2

ARAPAHOE RIDGE HIGH SCHOOL
BOULDER PREP CHARTER HIGH SCHOOL
JUSTICE HIGH CHARTER SCHOOL

BRANSON REORGANIZED 82

BRANSON ALTERNATIVE SCHOOL

BRIGHTON 27J

BRIGHTON HERITAGE ACADEMY

BUENA VISTA R-31

CHAFFEE COUNTY HIGH SCHOOL

BURLINGTON RE-6J

BURLINGTON HIGH SCHOOL

CANON CITY RE-1
CANON CITY RE-1

CANON CITY HIGH SCHOOL
GARDEN PARK HIGH SCHOOL

| | |
|---------------------------|---|
| CENTENNIAL BOCES | WELD OPPORTUNITY HIGH SCHOOL |
| CENTER 26 JT | THE ACADEMIC RECOVERY CENTER OF SAN LUIS VALLEY |
| CHARTER SCHOOL INSTITUTE | COLORADO DISTANCE & ELECTRONIC LEARNING ACADEMY |
| CHERRY CREEK 5 | OVERLAND HIGH SCHOOL |
| CHERRY CREEK 5 | SMOKY HILL HIGH SCHOOL |
| COLORADO SPRINGS 11 | BIJOU ALTERNATIVE PROGRAM |
| COLORADO SPRINGS 11 | LIFE SKILLS CENTER OF COLORADO SPRINGS |
| COLORADO SPRINGS 11 | NIKOLA TESLA EDUCATION OPPORTUNITY CENTER |
| COLORADO SPRINGS 11 | PALMER HIGH SCHOOL |
| COLORADO SPRINGS 11 | WASSON HIGH SCHOOL |
| CRIPPLE CREEK-VICTOR RE-1 | CRIPPLE CREEK-VICTOR JUNIOR-SENIOR HIGH SCHOOL |
| DE BEQUE 49JT | DE BEQUE UNDIVIDED HIGH SCHOOL |
| DELTA COUNTY 50(J) | DELTA COUNTY OPPORTUNITY SCHOOL |
| DELTA COUNTY 50(J) | LAMBORN VISION SCHOOL |
| DENVER COUNTY 1 | ABRAHAM LINCOLN HIGH SCHOOL |
| DENVER COUNTY 1 | ACADEMY OF URBAN LEARNING |
| DENVER COUNTY 1 | ACE COMMUNITY CHALLENGE CHARTER SCHOOL |
| DENVER COUNTY 1 | BRUCE RANDOLPH SCHOOL |
| DENVER COUNTY 1 | CHALLENGES, CHOICES & IMAGES CHARTER SCHOOL |
| DENVER COUNTY 1 | COLORADO HIGH SCHOOL |
| DENVER COUNTY 1 | CONNECTIONS ACADEMY |
| DENVER COUNTY 1 | CONTEMPORARY LEARNING ACADEMY HIGH SCHOOL |
| DENVER COUNTY 1 | D P S NIGHT HIGH SCHOOL |
| DENVER COUNTY 1 | DENVER ALTERNATIVE SCHOOL |
| DENVER COUNTY 1 | EAST HIGH SCHOOL |
| DENVER COUNTY 1 | EMERSON STREET SCHOOL |
| DENVER COUNTY 1 | EMILY GRIFFITH OPPORTUNITY SCHOOL |
| DENVER COUNTY 1 | ESCUELA TLATELOLCO SCHOOL |
| DENVER COUNTY 1 | FAIRMONT K-8 SCHOOL |
| DENVER COUNTY 1 | FLORENCE CRITTENTON HIGH SCHOOL |
| DENVER COUNTY 1 | FRED N THOMAS CAREER EDUCATION CENTER |
| DENVER COUNTY 1 | GEORGE WASHINGTON HIGH SCHOOL |
| DENVER COUNTY 1 | GRANT RANCH K-8 SCHOOL |
| DENVER COUNTY 1 | HIGHLINE ACADEMY CHARTER SCHOOL |
| DENVER COUNTY 1 | HORACE MANN MIDDLE SCHOOL |
| DENVER COUNTY 1 | JOHN F KENNEDY HIGH SCHOOL |
| DENVER COUNTY 1 | KUNSMILLER MIDDLE SCHOOL |
| DENVER COUNTY 1 | LAKE MIDDLE SCHOOL |
| DENVER COUNTY 1 | LIFE SKILLS CENTER OF DENVER |
| DENVER COUNTY 1 | MERRILL MIDDLE SCHOOL |
| DENVER COUNTY 1 | MONTBELLO HIGH SCHOOL |



| | |
|---------------------|---|
| DENVER COUNTY 1 | NOEL MIDDLE SCHOOL |
| DENVER COUNTY 1 | NORTH HIGH SCHOOL |
| DENVER COUNTY 1 | NORTHEAST ACADEMY CHARTER SCHOOL |
| DENVER COUNTY 1 | ONLINE HIGH SCHOOL |
| DENVER COUNTY 1 | P.S.1 CHARTER SCHOOL |
| DENVER COUNTY 1 | PLACE MIDDLE SCHOOL |
| DENVER COUNTY 1 | PREP ASSESSMENT CENTER |
| DENVER COUNTY 1 | RIDGE VIEW ACADEMY CHARTER SCHOOL |
| DENVER COUNTY 1 | RISHEL MIDDLE SCHOOL |
| DENVER COUNTY 1 | SKINNER MIDDLE SCHOOL |
| DENVER COUNTY 1 | SKYLAND COMMUNITY HIGH SCHOOL |
| DENVER COUNTY 1 | SOUTH HIGH SCHOOL |
| DENVER COUNTY 1 | THOMAS JEFFERSON HIGH SCHOOL |
| DENVER COUNTY 1 | WEST HIGH SCHOOL |
| DENVER COUNTY 1 | WESTERLY CREEK/ROBERTS K-8 SCHOOL |
| DENVER COUNTY 1 | WHITTIER K-8 SCHOOL |
| DENVER COUNTY 1 | WYATT-EDISON CHARTER ELEMENTARY SCHOOL |
| | |
| DOUGLAS COUNTY RE 1 | DANIEL C OAKES HIGH SCHOOL--CASTLE ROCK |
| DOUGLAS COUNTY RE 1 | EAGLE ACADEMY |
| DOUGLAS COUNTY RE 1 | PLUM CREEK ACADEMY |
| | |
| DURANGO 9-R | DURANGO SECOND CHANCE |
| | |
| EAGLE COUNTY RE 50 | BATTLE MOUNTAIN HIGH SCHOOL |
| EAGLE COUNTY RE 50 | BERRY CREEK MIDDLE SCHOOL |
| EAGLE COUNTY RE 50 | RED CANYON HIGH SCHOOL |
| | |
| EAST GRAND 2 | INDIAN PEAKS CHARTER SCHOOL |
| | |
| EAST OTERO R-1 | TIGER LEARNING CENTER |
| | |
| EDISON 54 JT | EDISON ACADEMY |
| | |
| ELIZABETH C-1 | FRONTIER HIGH SCHOOL |
| | |
| ENGLEWOOD 1 | COLORADO'S FINEST ALTERNATIVE HIGH SCHOOL |
| ENGLEWOOD 1 | ENGLEWOOD HIGH SCHOOL |
| | |
| FALCON 49 | ROCKY MOUNTAIN CLASSICAL ACADEMY |
| | |
| FORT MORGAN RE-3 | FORT MORGAN HIGH SCHOOL |
| FORT MORGAN RE-3 | LINCOLN HIGH SCHOOL |
| | |
| FOUNTAIN 8 | LORRAINE SECONDARY SCHOOL |
| | |
| GENOA-HUGO C113 | GENOA-HUGO SENIOR HIGH SCHOOL |
| | |
| GREELEY 6 | COLORADO HIGH SCHOOL OF GREELEY |
| GREELEY 6 | TRADEMARK LEARNING CENTER |



GUNNISON WATERSHED RE1J
GUNNISON WATERSHED RE1J

GUNNISON VALLEY SCHOOL
MARBLE CHARTER SCHOOL

HARRISON 2
HARRISON 2

NEW HORIZONS DAY SCHOOL
SHIVERS ACADEMY CHARTER SCHOOL

HUERFANO RE-1

HUERFANO COUNTY OPPORTUNITY AND ENRICHMENT
SCHOOL

JEFFERSON COUNTY R-1
JEFFERSON COUNTY R-1
JEFFERSON COUNTY R-1
JEFFERSON COUNTY R-1
JEFFERSON COUNTY R-1
JEFFERSON COUNTY R-1
JEFFERSON COUNTY R-1
JEFFERSON COUNTY R-1
JEFFERSON COUNTY R-1
JEFFERSON COUNTY R-1
JEFFERSON COUNTY R-1
JEFFERSON COUNTY R-1
JEFFERSON COUNTY R-1

ALAMEDA HIGH SCHOOL
ARVADA HIGH SCHOOL
BRADY EXPLORATION SCHOOL
GOLDEN HIGH SCHOOL
HOME OPTIONS SCHOOL
JEFFERSON COUNTY OPEN SECONDARY
JEFFERSON HIGH SCHOOL
LONGVIEW HIGH SCHOOL
MC LAIN COMMUNITY HIGH SCHOOL
MC LAIN HIGH SCHOOL
MONTESSORI PEAKS CHARTER ACADEMY
NEW AMERICA SCHOOL
WARREN OCCUPATION TECHNICAL CENTER

JOHNSTOWN-MILLIKEN RE-5J

ROOSEVELT HIGH SCHOOL

KARVAL RE-23

KARVAL ONLINE EDUCATION

LAKE COUNTY R-1

LAKE COUNTY HIGH SCHOOL

LAMAR RE-2

LAMAR HIGH SCHOOL

LAS ANIMAS RE-1

LAS ANIMAS A+ DISTANCE LEARNING SCHOOL

MANCOS RE-6

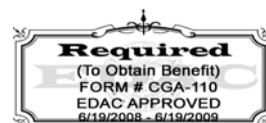
MANCOS MIDDLE SCHOOL

MAPLETON 1
MAPLETON 1
MAPLETON 1
MAPLETON 1
MAPLETON 1
MAPLETON 1
MAPLETON 1
MAPLETON 1
MAPLETON 1
MAPLETON 1
MAPLETON 1

ACHIEVE ACADEMY
FRONT RANGE EARLY COLLEGE
GLOBAL LEADERSHIP ACADEMY
MAPLETON EXPEDITIONARY SCHOOL OF THE ARTS
MAPLETON PREPARATORY HIGH SCHOOL
SKYVIEW ACADEMY HIGH SCHOOL
SKYVIEW HIGH SCHOOL
VALLEY VIEW ELEMENTARY
WELBY NEW TECHNOLOGY
YORK INTERNATIONAL

MESA COUNTY VALLEY 51
MESA COUNTY VALLEY 51
MESA COUNTY VALLEY 51

CENTRAL HIGH SCHOOL
PALISADE HIGH SCHOOL
R-5 HIGH SCHOOL



| | |
|--|---|
| MOFFAT COUNTY RE:NO 1 | MOFFAT COUNTY HIGH SCHOOL |
| MONTE VISTA C-8 MONTE VISTA C-8 | BYRON SYRING DELTA CENTER MONTE VISTA ON-LINE ACADEMY |
| MONTEZUMA-CORTEZ RE-1 MONTEZUMA-CORTEZ RE-1 | MONTEZUMA-CORTEZ HIGH SCHOOL SOUTHWEST OPEN CHARTER SCHOOL |
| MONTROSE COUNTY RE-1J MONTROSE COUNTY RE-1J MONTROSE COUNTY RE-1J | OLATHE HIGH SCHOOL PASSAGE CHARTER SCHOOL VISTA CHARTER SCHOOL |
| MOUNTAIN BOCES MOUNTAIN BOCES MOUNTAIN BOCES | MOUNTAIN BOCES DAY TREATMENT CENTER SUMMIT COUNTY DOR PROGRAM YAMPAH MOUNTAIN SCHOOL |
| NORTH CONEJOS RE-1J | LA JARA SECOND CHANCE SCHOOL |
| NORTHWEST COLO BOCES | YAMPA VALLEY HIGH SCHOOL |
| PLATEAU VALLEY 50 PLATEAU VALLEY 50 | GRAND MESA HIGH SCHOOL PLATEAU VALLEY HIGH SCHOOL |
| POUDRE R-1 POUDRE R-1 POUDRE R-1 POUDRE R-1 POUDRE R-1 | CENTENNIAL HIGH SCHOOL NEW VISTA ACADEMY PEAK ALTERNATIVE PROGRAM PIONEER CHARTER SCHOOL POUDRE TRANSITION CENTER |
| PUEBLO CITY 60 PUEBLO CITY 60 PUEBLO CITY 60 | CENTRAL HIGH SCHOOL KEATING CONTINUING EDUCATION YOUTH & FAMILY ACADEMY CHARTER |
| PUEBLO COUNTY RURAL 70 PUEBLO COUNTY RURAL 70 PUEBLO COUNTY RURAL 70 | FUTURES ACADEMY PUEBLO WEST HIGH SCHOOL RYE HIGH SCHOOL |
| RANGELY RE-4 | RANGELY HIGH SCHOOL |
| ROARING FORK RE-1 | ROARING FORK HIGH SCHOOL |
| ROCKY FORD R-2 | ROCKY FORD HIGH SCHOOL |
| SHERIDAN 2 | SHERIDAN HIGH SCHOOL |
| SILVERTON 1 | SILVERTON HIGH SCHOOL |
| ST VRAIN VALLEY RE 1J ST VRAIN VALLEY RE 1J | ADULT EDUCATION/LINCOLN CENTER FREDERICK SENIOR HIGH SCHOOL |



ST VRAIN VALLEY RE 1J
ST VRAIN VALLEY RE 1J

OLDE COLUMBINE HIGH SCHOOL
UTE CREEK SECONDARY CHARTER ACADEMY

STRASBURG 31J

PRAIRIE CREEKS CHARTER SCHOOL

SUMMIT RE-1

SUMMIT HIGH SCHOOL

THOMPSON R-2J

HAROLD FERGUSON HIGH SCHOOL

VILAS RE-5
VILAS RE-5
VILAS RE-5

COLORADO ONLINE ACADEMY (COLA)
HOPE ONLINE LEARNING ACADEMY CO-OP
V.I.L.A.S. ONLINE SCHOOL

WELD COUNTY RE-1

VALLEY HIGH SCHOOL

WELD COUNTY S/D RE-8

FORT LUPTON HIGH SCHOOL

WESTMINSTER 50
WESTMINSTER 50

HIDDEN LAKE HIGH SCHOOL
WESTMINSTER HIGH SCHOOL

WIDEFIELD 3

DISCOVERY HIGH SCHOOL

Attachment C

Schools Exceeding the State Free and Reduced Lunch Average

ADAMS 12 FIVE STAR SCHOOLS
 ADAMS 12 FIVE STAR SCHOOLS
 ADAMS 12 FIVE STAR SCHOOLS
 ADAMS 12 FIVE STAR SCHOOLS
 ADAMS 12 FIVE STAR SCHOOLS
 ADAMS 12 FIVE STAR SCHOOLS

CROSSROAD ALTERNATIVE SCHOOL
 NEW AMERICA SCHOOL
 NIVER CREEK MIDDLE SCHOOL
 NORTHGLENN MIDDLE SCHOOL
 THORNTON MIDDLE SCHOOL
 VANTAGE POINT

ADAMS COUNTY 14
 ADAMS COUNTY 14
 ADAMS COUNTY 14
 ADAMS COUNTY 14
 ADAMS COUNTY 14

ADAMS CITY HIGH SCHOOL
 ADAMS CITY MIDDLE SCHOOL
 COMMUNITY LEADERSHIP ACADEMY
 KEARNEY MIDDLE SCHOOL
 LESTER R ARNOLD HIGH SCHOOL

ADAMS-ARAPAHOE 28J
 ADAMS-ARAPAHOE 28J
 ADAMS-ARAPAHOE 28J
 ADAMS-ARAPAHOE 28J
 ADAMS-ARAPAHOE 28J
 ADAMS-ARAPAHOE 28J
 ADAMS-ARAPAHOE 28J
 ADAMS-ARAPAHOE 28J
 ADAMS-ARAPAHOE 28J
 ADAMS-ARAPAHOE 28J
 ADAMS-ARAPAHOE 28J
 ADAMS-ARAPAHOE 28J
 ADAMS-ARAPAHOE 28J

AURORA CENTRAL HIGH SCHOOL
 AURORA HILLS MIDDLE SCHOOL
 COLUMBIA MIDDLE SCHOOL
 EAST MIDDLE SCHOOL
 GATEWAY HIGH SCHOOL
 HINKLEY HIGH SCHOOL
 MRACHEK MIDDLE SCHOOL
 NEW AMERICA SCHOOL
 NORTH MIDDLE SCHOOL
 SOUTH MIDDLE SCHOOL
 WEST MIDDLE SCHOOL
 WILLIAM SMITH HIGH SCHOOL

AGATE 300

AGATE JUNIOR-SENIOR HIGH SCHOOL

AGUILAR REORGANIZED 6
 AGUILAR REORGANIZED 6

AGUILAR JUNIOR-SENIOR HIGH SCHOOL
 AGUILAR ELEMENTARY SCHOOL

AKRON R-1

AKRON ELEMENTARY SCHOOL

ALAMOSA RE-11J
 ALAMOSA RE-11J
 ALAMOSA RE-11J

ALAMOSA HIGH SCHOOL
 ALAMOSA OPEN SCHOOL
 ORTEGA MIDDLE SCHOOL

ARCHULETA COUNTY 50 JT
 ARCHULETA COUNTY 50 JT
 ARCHULETA COUNTY 50 JT

ARCHULETA COUNTY HIGH SCHOOL
 PAGOSA SPRINGS INTERMEDIATE SCHOOL
 PAGOSA SPRINGS JUNIOR HIGH SCHOOL

ARICKAREE R-2

ARICKAREE UNDIVIDED HIGH SCHOOL

ARRIBA-FLAGLER C-20

FLAGLER MIDDLE SCHOOL



AULT-HIGHLAND RE-9
AULT-HIGHLAND RE-9

HIGHLAND MIDDLE SCHOOL
HIGHLAND HIGH SCHOOL

BETHUNE R-5
BETHUNE R-5

BETHUNE ELEMENTARY SCHOOL
BETHUNE JUNIOR-SENIOR HIGH SCHOOL

BIG SANDY 100J
BIG SANDY 100J

SIMLA JUNIOR HIGH SCHOOL
SIMLA HIGH SCHOOL

BOULDER VALLEY RE 2
BOULDER VALLEY RE 2
BOULDER VALLEY RE 2
BOULDER VALLEY RE 2
BOULDER VALLEY RE 2

ANGEVINE MIDDLE SCHOOL
ARAPAHOE RIDGE HIGH SCHOOL
BOULDER PREP CHARTER HIGH SCHOOL
CASEY MIDDLE SCHOOL
HALCYON SCHOOL (SPECIAL EDUCATION)

BRANSON REORGANIZED 82
BRANSON REORGANIZED 82

BRANSON UNDIVIDED HIGH SCHOOL
BRANSON ELEMENTARY SCHOOL

BRIGGSDALE RE-10

BRIGGSDALE UNDIVIDED HIGH SCHOOL

BRIGHTON 27J
BRIGHTON 27J

OVERLAND TRAIL MIDDLE SCHOOL
VIKAN MIDDLE SCHOOL

BRUSH RE-2(J)
BRUSH RE-2(J)

BRUSH MIDDLE SCHOOL
BRUSH HIGH SCHOOL

BURLINGTON RE-6J
BURLINGTON RE-6J

BURLINGTON MIDDLE SCHOOL
BURLINGTON HIGH SCHOOL

CAMPO RE-6
CAMPO RE-6

CAMPO UNDIVIDED HIGH SCHOOL
CAMPO ELEMENTARY SCHOOL

CANON CITY RE-1
CANON CITY RE-1
CANON CITY RE-1
CANON CITY RE-1
CANON CITY RE-1

CANON CITY HIGH SCHOOL
CANON CITY MIDDLE SCHOOL
GARDEN PARK HIGH SCHOOL
HARRISON SCHOOL
MADISON EXPLORATORY SCHOOL

CENTENNIAL R-1
CENTENNIAL R-1
CENTENNIAL R-1

CENTENNIAL ELEMENTARY SCHOOL
CENTENNIAL HIGH SCHOOL
CENTENNIAL JUNIOR HIGH SCHOOL

CENTER 26 JT
CENTER 26 JT
CENTER 26 JT

CENTER HIGH SCHOOL
SKOGLUND MIDDLE SCHOOL
THE ACADEMIC RECOVERY CENTER OF SAN LUIS VALLEY

CHARTER SCHOOL INSTITUTE
CHARTER SCHOOL INSTITUTE
CHARTER SCHOOL INSTITUTE

21ST CENTURY CHARTER SCHOOL
CESAR CHAVEZ COLORADO SPRINGS - CENTRAL
THE PINNACLE CHARTER SCHOOL (MIDDLE)

CHERAW 31
CHERAW 31

CHERAW MIDDLE SCHOOL
CHERAW HIGH SCHOOL

CHERRY CREEK 5
CHERRY CREEK 5
CHERRY CREEK 5

HORIZON MIDDLE SCHOOL
OVERLAND HIGH SCHOOL
PRAIRIE MIDDLE SCHOOL

CHEYENNE COUNTY RE-5

CHEYENNE WELLS MIDDLE SCHOOL

COLORADO SPRINGS 11
COLORADO SPRINGS 11
COLORADO SPRINGS 11
COLORADO SPRINGS 11
COLORADO SPRINGS 11
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COLORADO SPRINGS 11

BIJOU ALTERNATIVE PROGRAM
COMMUNITY PREP CHARTER SCHOOL
EMERSON-EDISON JUNIOR CHARTER ACADEMY
GLOBE CHARTER SCHOOL
IRVING MIDDLE SCHOOL
LIFE SKILLS CENTER OF COLORADO SPRINGS
MANN MIDDLE SCHOOL
MITCHELL HIGH SCHOOL
NIKOLA TESLA EDUCATION OPPORTUNITY CENTER
NORTH MIDDLE SCHOOL
RUSSELL MIDDLE SCHOOL
SABIN MIDDLE SCHOOL
SPACE TECHNOLOGY AND ARTS ACADEMY (STAR ACADEMY)
WASSON HIGH SCHOOL
WEST INTERGENERATIONAL CENTER

COTOPAXI RE-3

COTOPAXI JUNIOR-SENIOR HIGH SCHOOL

CRIPPLE CREEK-VICTOR RE-1
CRIPPLE CREEK-VICTOR RE-1

CRESSON ELEMENTARY SCHOOL
CRIPPLE CREEK-VICTOR JUNIOR-SENIOR HIGH SCHOOL

CROWLEY COUNTY RE-1-J
CROWLEY COUNTY RE-1-J

CROWLEY COUNTY HIGH SCHOOL
CROWLEY COUNTY WARD MIDDLE SCHOOL

DE BEQUE 49JT

DE BEQUE ELEMENTARY SCHOOL

DEL NORTE C-7
DEL NORTE C-7

DEL NORTE HIGH SCHOOL
DEL NORTE MIDDLE SCHOOL

DELTA COUNTY 50(J)
DELTA COUNTY 50(J)
DELTA COUNTY 50(J)
DELTA COUNTY 50(J)
DELTA COUNTY 50(J)
DELTA COUNTY 50(J)

CEDAREdge HIGH SCHOOL
CEDAREdge MIDDLE SCHOOL
CRAWFORD ELEMENTARY SCHOOL
DELTA COUNTY OPPORTUNITY SCHOOL
DELTA HIGH SCHOOL
DELTA MIDDLE SCHOOL

DENVER COUNTY 1
DENVER COUNTY 1
DENVER COUNTY 1
DENVER COUNTY 1
DENVER COUNTY 1

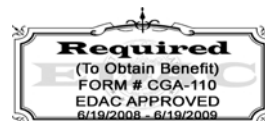
ABRAHAM LINCOLN HIGH SCHOOL
ACADEMY OF URBAN LEARNING
ACE COMMUNITY CHALLENGE CHARTER SCHOOL
BRUCE RANDOLPH SCHOOL
CENTENNIAL K-8 SCHOOL



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|-----------------|---|
| DENVER COUNTY 1 | CHALLENGES, CHOICES & IMAGES CHARTER SCHOOL |
| DENVER COUNTY 1 | COLORADO HIGH SCHOOL |
| DENVER COUNTY 1 | CONNECTIONS ACADEMY |
| DENVER COUNTY 1 | CONTEMPORARY LEARNING ACADEMY HIGH SCHOOL |
| DENVER COUNTY 1 | DENISON MONTESSORI SCHOOL |
| DENVER COUNTY 1 | DENVER CENTER FOR INTERNATIONAL STUDIES |
| DENVER COUNTY 1 | EMERSON STREET SCHOOL |
| DENVER COUNTY 1 | ESCUELA TLATELOLCO SCHOOL |
| DENVER COUNTY 1 | FLORENCE CRITTENTON HIGH SCHOOL |
| DENVER COUNTY 1 | FRED N THOMAS CAREER EDUCATION CENTER |
| DENVER COUNTY 1 | GEORGE WASHINGTON HIGH SCHOOL |
| DENVER COUNTY 1 | GRANT MIDDLE SCHOOL |
| DENVER COUNTY 1 | GRANT RANCH K-8 SCHOOL |
| DENVER COUNTY 1 | HAMILTON MIDDLE SCHOOL |
| DENVER COUNTY 1 | HENRY MIDDLE SCHOOL |
| DENVER COUNTY 1 | HILL CAMPUS OF ARTS AND SCIENCES |
| DENVER COUNTY 1 | HORACE MANN MIDDLE SCHOOL |
| DENVER COUNTY 1 | HOWELL K-8 SCHOOL |
| DENVER COUNTY 1 | JOHN F KENNEDY HIGH SCHOOL |
| DENVER COUNTY 1 | KAISER ELEMENTARY SCHOOL |
| DENVER COUNTY 1 | KEPNER MIDDLE SCHOOL |
| DENVER COUNTY 1 | KIPP SUNSHINE PEAK ACADEMY |
| DENVER COUNTY 1 | KUNSMILLER MIDDLE SCHOOL |
| DENVER COUNTY 1 | LAKE MIDDLE SCHOOL |
| DENVER COUNTY 1 | LIFE SKILLS CENTER OF DENVER |
| DENVER COUNTY 1 | MANUAL HIGH SCHOOL |
| DENVER COUNTY 1 | MARTIN LUTHER KING MIDDLE COLLEGE |
| DENVER COUNTY 1 | MERRILL MIDDLE SCHOOL |
| DENVER COUNTY 1 | MONTBELLO HIGH SCHOOL |
| DENVER COUNTY 1 | MOORE K-8 SCHOOL |
| DENVER COUNTY 1 | MOREY MIDDLE SCHOOL |
| DENVER COUNTY 1 | NOEL MIDDLE SCHOOL |
| DENVER COUNTY 1 | NORTH HIGH SCHOOL |
| DENVER COUNTY 1 | NORTHEAST ACADEMY CHARTER SCHOOL |
| DENVER COUNTY 1 | OMAR D BLAIR CHARTER SCHOOL |
| DENVER COUNTY 1 | P.S.1 CHARTER SCHOOL |
| DENVER COUNTY 1 | PARK HILL K-8 SCHOOL |
| DENVER COUNTY 1 | PITT-WALLER K-8 SCHOOL |
| DENVER COUNTY 1 | PLACE MIDDLE SCHOOL |
| DENVER COUNTY 1 | PREP ASSESSMENT CENTER |
| DENVER COUNTY 1 | RIDGE VIEW ACADEMY CHARTER SCHOOL |
| DENVER COUNTY 1 | RISHEL MIDDLE SCHOOL |
| DENVER COUNTY 1 | SABIN ELEMENTARY SCHOOL |
| DENVER COUNTY 1 | SKINNER MIDDLE SCHOOL |
| DENVER COUNTY 1 | SKYLAND COMMUNITY HIGH SCHOOL |
| DENVER COUNTY 1 | SMILEY MIDDLE SCHOOL |
| DENVER COUNTY 1 | SOUTH HIGH SCHOOL |
| DENVER COUNTY 1 | SOUTHWEST EARLY COLLEGE CHARTER SCHOOL |
| DENVER COUNTY 1 | THOMAS JEFFERSON HIGH SCHOOL |
| DENVER COUNTY 1 | WEST DENVER PREPARATORY CHARTER SCHOOL |



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| DENVER COUNTY 1 | WEST HIGH SCHOOL |
| DENVER COUNTY 1 | WHITTIER K-8 SCHOOL |
| DENVER COUNTY 1 | WYATT-EDISON CHARTER ELEMENTARY SCHOOL |
| DOLORES RE-4A | DOLORES MIDDLE SCHOOL |
| EADS RE-1 | EADS MIDDLE SCHOOL |
| EAGLE COUNTY RE 50 | BERRY CREEK MIDDLE SCHOOL |
| EAGLE COUNTY RE 50 | NEW AMERICA CHARTER SCHOOL |
| EAST OTERO R-1 | LA JUNTA MIDDLE SCHOOL |
| EAST OTERO R-1 | LA JUNTA HIGH SCHOOL |
| EAST OTERO R-1 | TIGER LEARNING CENTER |
| EDISON 54 JT | EDISON JUNIOR-SENIOR HIGH SCHOOL |
| ELLICOTT 22 | ELLICOTT MIDDLE SCHOOL |
| ELLICOTT 22 | ELLICOTT SENIOR HIGH SCHOOL |
| ENGLEWOOD 1 | ENGLEWOOD MIDDLE SCHOOL |
| FLORENCE RE-2 | FLORENCE HIGH SCHOOL |
| FLORENCE RE-2 | FREMONT MIDDLE SCHOOL |
| FORT MORGAN RE-3 | BAKER CENTRAL SCHOOL |
| FORT MORGAN RE-3 | FORT MORGAN HIGH SCHOOL |
| FORT MORGAN RE-3 | FORT MORGAN MIDDLE SCHOOL |
| FORT MORGAN RE-3 | LINCOLN HIGH SCHOOL |
| FOUNTAIN 8 | CARSON MIDDLE SCHOOL |
| FOUNTAIN 8 | LORRAINE SECONDARY SCHOOL |
| FOWLER R-4J | FOWLER ELEMENTARY SCHOOL |
| FOWLER R-4J | FOWLER HIGH SCHOOL |
| FOWLER R-4J | FOWLER JUNIOR HIGH SCHOOL |
| FRENCHMAN RE-3 | FLEMING HIGH SCHOOL |
| GARFIELD 16 | GRAND VALLEY HIGH SCHOOL |
| GARFIELD 16 | L W ST JOHN MIDDLE SCHOOL |
| GARFIELD RE-2 | RIFLE MIDDLE SCHOOL |
| GARFIELD RE-2 | RIVERSIDE SCHOOL |
| GENOA-HUGO C113 | GENOA-HUGO MIDDLE SCHOOL |
| GRANADA RE-1 | GRANADA ELEMENTARY SCHOOL |
| GRANADA RE-1 | GRANADA UNDIVIDED HIGH SCHOOL |



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| GREELEY 6 | BRENTWOOD MIDDLE SCHOOL |
| GREELEY 6 | COLORADO HIGH SCHOOL OF GREELEY |
| GREELEY 6 | FRANKLIN MIDDLE SCHOOL |
| GREELEY 6 | GREELEY CENTRAL HIGH SCHOOL |
| GREELEY 6 | GREELEY WEST HIGH SCHOOL |
| GREELEY 6 | HEATH MIDDLE SCHOOL |
| GREELEY 6 | JOHN EVANS MIDDLE SCHOOL |
| GREELEY 6 | MAPLEWOOD MIDDLE SCHOOL |
| GREELEY 6 | NORTHRIDGE HIGH SCHOOL |
| GREELEY 6 | TRADEMARK LEARNING CENTER |
| | |
| HANOVER 28 | HANOVER JUNIOR-SENIOR HIGH SCHOOL |
| | |
| HARRISON 2 | CARMEL MIDDLE SCHOOL |
| HARRISON 2 | FOX MEADOW MIDDLE SCHOOL |
| HARRISON 2 | HARRISON HIGH SCHOOL |
| HARRISON 2 | MOUNTAIN VISTA COMMUNITY SCHOOL |
| HARRISON 2 | NEW HORIZONS DAY SCHOOL |
| HARRISON 2 | PANORAMA MIDDLE SCHOOL |
| HARRISON 2 | SIERRA HIGH SCHOOL |
| HARRISON 2 | SOARING EAGLES ELEMENTARY SCHOOL |
| | |
| HAXTUN RE-2J | HAXTUN ELEMENTARY SCHOOL |
| HI-PLAINS R-23 | HI PLAINS UNDIVIDED HIGH SCHOOL |
| | |
| HOEHNE REORGANIZED 3 | HOEHNE ELEMENTARY SCHOOL |
| HOEHNE REORGANIZED 3 | HOEHNE HIGH SCHOOL |
| HOEHNE REORGANIZED 3 | HOEHNE JUNIOR HIGH SCHOOL |
| | |
| HOLLY RE-3 | HOLLY JUNIOR-SENIOR HIGH SCHOOL |
| HOLLY RE-3 | SHANNER ELEMENTARY SCHOOL |
| | |
| HOLYOKE RE-1J | HOLYOKE ELEMENTARY SCHOOL |
| | |
| HUERFANO RE-1 | GARDNER ELEMENTARY SCHOOL |
| HUERFANO RE-1 | HUERFANO COUNTY OPPORTUNITY AND ENRICHMENT SCHOOL |
| HUERFANO RE-1 | JOHN MALL JUNIOR-SENIOR HIGH SCHOOL |
| HUERFANO RE-1 | WASHINGTON INTERMEDIATE SCHOOL |
| | |
| IDALIA RJ-3 | IDALIA ELEMENTARY SCHOOL |
| IDALIA RJ-3 | IDALIA JUNIOR-SENIOR HIGH SCHOOL |
| | |
| IGNACIO 11 JT | IGNACIO HIGH SCHOOL |
| IGNACIO 11 JT | IGNACIO INTERMEDIATE SCHOOL |
| IGNACIO 11 JT | IGNACIO JUNIOR HIGH SCHOOL |
| | |
| JEFFERSON COUNTY R-1 | ALAMEDA HIGH SCHOOL |
| JEFFERSON COUNTY R-1 | ALLENDALE ELEMENTARY SCHOOL |
| JEFFERSON COUNTY R-1 | ARVADA HIGH SCHOOL |



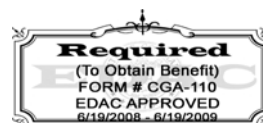
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| JEFFERSON COUNTY R-1 | ARVADA MIDDLE SCHOOL |
| JEFFERSON COUNTY R-1 | BELMAR ELEMENTARY SCHOOL |
| JEFFERSON COUNTY R-1 | BRADY EXPLORATION SCHOOL |
| JEFFERSON COUNTY R-1 | CREIGHTON MIDDLE SCHOOL |
| JEFFERSON COUNTY R-1 | DEANE ELEMENTARY SCHOOL |
| JEFFERSON COUNTY R-1 | EDGEWATER ELEMENTARY SCHOOL |
| JEFFERSON COUNTY R-1 | EIBER ELEMENTARY SCHOOL |
| JEFFERSON COUNTY R-1 | EVERITT MIDDLE SCHOOL |
| JEFFERSON COUNTY R-1 | FITZMORRIS ELEMENTARY SCHOOL |
| JEFFERSON COUNTY R-1 | FOOTHILLS ELEMENTARY SCHOOL |
| JEFFERSON COUNTY R-1 | FOSTER ELEMENTARY SCHOOL |
| JEFFERSON COUNTY R-1 | GLENNON HEIGHTS ELEMENTARY SCHOOL |
| JEFFERSON COUNTY R-1 | JEFFERSON COUNTY OPEN ELEMENTARY SCHOOL |
| JEFFERSON COUNTY R-1 | JEFFERSON HIGH SCHOOL |
| JEFFERSON COUNTY R-1 | KULLERSTRAND ELEMENTARY SCHOOL |
| JEFFERSON COUNTY R-1 | LASLEY ELEMENTARY SCHOOL |
| JEFFERSON COUNTY R-1 | LAWRENCE ELEMENTARY SCHOOL |
| JEFFERSON COUNTY R-1 | LUMBERG ELEMENTARY SCHOOL |
| JEFFERSON COUNTY R-1 | MARTENSEN ELEMENTARY SCHOOL |
| JEFFERSON COUNTY R-1 | MOLHOLM ELEMENTARY SCHOOL |
| JEFFERSON COUNTY R-1 | MOUNTAIN PHOENIX COMMUNITY SCHOOL |
| JEFFERSON COUNTY R-1 | NEW AMERICA SCHOOL |
| JEFFERSON COUNTY R-1 | NORTH ARVADA MIDDLE SCHOOL |
| JEFFERSON COUNTY R-1 | O'CONNELL MIDDLE SCHOOL |
| JEFFERSON COUNTY R-1 | PECK ELEMENTARY SCHOOL |
| JEFFERSON COUNTY R-1 | PENNINGTON ELEMENTARY SCHOOL |
| JEFFERSON COUNTY R-1 | PLEASANT VIEW ELEMENTARY SCHOOL |
| JEFFERSON COUNTY R-1 | RUSSELL ELEMENTARY SCHOOL |
| JEFFERSON COUNTY R-1 | SECRETST ELEMENTARY SCHOOL |
| JEFFERSON COUNTY R-1 | SLATER ELEMENTARY SCHOOL |
| JEFFERSON COUNTY R-1 | SOBESKY ACADEMY |
| JEFFERSON COUNTY R-1 | STEIN ELEMENTARY SCHOOL |
| JEFFERSON COUNTY R-1 | STEVENS ELEMENTARY SCHOOL |
| JEFFERSON COUNTY R-1 | SWANSON ELEMENTARY SCHOOL |
| JEFFERSON COUNTY R-1 | THOMSON ELEMENTARY SCHOOL |
| JEFFERSON COUNTY R-1 | VIVIAN ELEMENTARY SCHOOL |
| JEFFERSON COUNTY R-1 | WELCHESTER ELEMENTARY SCHOOL |
| JEFFERSON COUNTY R-1 | WESTGATE ELEMENTARY SCHOOL |
| JEFFERSON COUNTY R-1 | WHEAT RIDGE MIDDLE SCHOOL |
| JEFFERSON COUNTY R-1 | WILMORE DAVIS ELEMENTARY SCHOOL |
| JEFFERSON COUNTY R-1 | ZERGER ELEMENTARY SCHOOL |
| | |
| JULESBURG RE-1 | JULESBURG ELEMENTARY SCHOOL |
| | |
| KARVAL RE-23 | KARVAL JUNIOR-SENIOR HIGH SCHOOL |
| | |
| KEENESBURG RE-3(J) | HUDSON ELEMENTARY SCHOOL |
| KEENESBURG RE-3(J) | LOCHBUIE ELEMENTARY SCHOOL |
| KEENESBURG RE-3(J) | WELD CENTRAL JUNIOR HIGH SCHOOL |



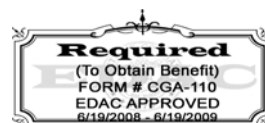
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|-----------------------|---|
| KIM REORGANIZED 88 | KIM UNDIVIDED HIGH SCHOOL |
| KIT CARSON R-1 | KIT CARSON JUNIOR-SENIOR HIGH SCHOOL |
| LA VETA RE-2 | LA VETA ELEMENTARY SCHOOL |
| LA VETA RE-2 | LA VETA JUNIOR-SENIOR HIGH SCHOOL |
| LAKE COUNTY R-1 | LAKE COUNTY HIGH SCHOOL |
| LAKE COUNTY R-1 | LAKE COUNTY MIDDLE SCHOOL |
| LAMAR RE-2 | LAMAR HIGH SCHOOL |
| LAMAR RE-2 | LAMAR MIDDLE SCHOOL |
| LAS ANIMAS RE-1 | LAS ANIMAS A+ DISTANCE LEARNING SCHOOL |
| LAS ANIMAS RE-1 | LAS ANIMAS HIGH SCHOOL |
| LAS ANIMAS RE-1 | LAS ANIMAS MIDDLE SCHOOL |
| LIBERTY J-4 | LIBERTY ELEMENTARY SCHOOL |
| LIBERTY J-4 | LIBERTY JUNIOR-SENIOR HIGH SCHOOL |
| LONE STAR 101 | LONE STAR ELEMENTARY SCHOOL |
| MANCOS RE-6 | MANCOS MIDDLE SCHOOL |
| MANZANOLA 3J | MANZANOLA ELEMENTARY SCHOOL |
| MANZANOLA 3J | MANZANOLA JUNIOR-SENIOR HIGH SCHOOL |
| MAPLETON 1 | ACHIEVE ACADEMY |
| MAPLETON 1 | CLAYTON PARTNERSHIP SCHOOL |
| MAPLETON 1 | FRONT RANGE EARLY COLLEGE |
| MAPLETON 1 | GLOBAL LEADERSHIP ACADEMY |
| MAPLETON 1 | MAPLETON EXPEDITIONARY SCHOOL OF THE ARTS |
| MAPLETON 1 | MAPLETON PREPARATORY HIGH SCHOOL |
| MAPLETON 1 | MEADOW COMMUNITY SCHOOL |
| MAPLETON 1 | MONTEREY COMMUNITY SCHOOL |
| MAPLETON 1 | SKYVIEW ACADEMY HIGH SCHOOL |
| MAPLETON 1 | WELBY NEW TECHNOLOGY |
| MAPLETON 1 | YORK INTERNATIONAL |
| MC CLAVE RE-2 | MC CLAVE ELEMENTARY SCHOOL |
| MC CLAVE RE-2 | MC CLAVE UNDIVIDED HIGH SCHOOL |
| MESA COUNTY VALLEY 51 | BOOKCLIFF MIDDLE SCHOOL |
| MESA COUNTY VALLEY 51 | CENTRAL HIGH SCHOOL |
| MESA COUNTY VALLEY 51 | EAST MIDDLE SCHOOL |
| MESA COUNTY VALLEY 51 | FRUITA MIDDLE SCHOOL |
| MESA COUNTY VALLEY 51 | GATEWAY SCHOOL |
| MESA COUNTY VALLEY 51 | GRAND MESA MIDDLE SCHOOL |
| MESA COUNTY VALLEY 51 | MOUNT GARFIELD MIDDLE SCHOOL |
| MESA COUNTY VALLEY 51 | ORCHARD MESA MIDDLE SCHOOL |



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|---|---|
| MESA COUNTY VALLEY 51 | PALISADE HIGH SCHOOL |
| MIAMI/YODER 60 JT MIAMI/YODER 60 JT | MIAMI-YODER JUNIOR HIGH SCHOOL MIAMI-YODER SENIOR HIGH SCHOOL |
| MOFFAT 2 MOFFAT 2 MOFFAT 2 | CRESTONE CHARTER SCHOOL MOFFAT MIDDLE SCHOOL MOFFAT SENIOR HIGH SCHOOL |
| MONTE VISTA C-8 MONTE VISTA C-8 MONTE VISTA C-8 | BYRON SYRING DELTA CENTER MONTE VISTA MIDDLE SCHOOL MONTE VISTA SENIOR HIGH SCHOOL |
| MONTEZUMA-CORTEZ RE-1 MONTEZUMA-CORTEZ RE-1 MONTEZUMA-CORTEZ RE-1 MONTEZUMA-CORTEZ RE-1 | BATTLE ROCK CHARTER SCHOOL CORTEZ MIDDLE SCHOOL MANAUGH ELEMENTARY SCHOOL SOUTHWEST OPEN CHARTER SCHOOL |
| MONTROSE COUNTY RE-1J MONTROSE COUNTY RE-1J MONTROSE COUNTY RE-1J MONTROSE COUNTY RE-1J MONTROSE COUNTY RE-1J MONTROSE COUNTY RE-1J MONTROSE COUNTY RE-1J | CENTENNIAL MIDDLE SCHOOL COLUMBINE MIDDLE SCHOOL MONTROSE HIGH SCHOOL OLATHE HIGH SCHOOL OLATHE MIDDLE SCHOOL PASSAGE CHARTER SCHOOL VISTA CHARTER SCHOOL |
| MOUNTAIN VALLEY RE 1 MOUNTAIN VALLEY RE 1 | MOUNTAIN VALLEY MIDDLE SCHOOL MOUNTAIN VALLEY SENIOR HIGH SCHOOL |
| NORTH CONEJOS RE-1J NORTH CONEJOS RE-1J NORTH CONEJOS RE-1J | CENTAURI HIGH SCHOOL CENTAURI MIDDLE SCHOOL LA JARA SECOND CHANCE SCHOOL |
| NORTH PARK R-1 | NORTH PARK JUNIOR-SENIOR HIGH SCHOOL |
| OTIS R-3 | OTIS ELEMENTARY SCHOOL |
| OURAY R-1 | OURAY MIDDLE SCHOOL |
| PAWNEE RE-12 | PAWNEE JUNIOR-SENIOR HIGH SCHOOL |
| PLAINVIEW RE-2 | PLAINVIEW JUNIOR-SENIOR HIGH SCHOOL |
| PLATEAU RE-5 | PEETZ JUNIOR-SENIOR HIGH SCHOOL |
| PLATTE VALLEY RE-3 PLATTE VALLEY RE-7 PLATTE VALLEY RE-3 | PLATTE VALLEY ELEMENTARY SCHOOL PLATTE VALLEY MIDDLE SCHOOL REVERE JUNIOR-SENIOR HIGH SCHOOL |
| POUDRE R-1 | CACHE LA POUDE ELEMENTARY SCHOOL |



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| POUDRE R-1 | EYESTONE ELEMENTARY SCHOOL |
| POUDRE R-1 | HARRIS BILINGUAL ELEMENTARY SCHOOL |
| POUDRE R-1 | IRISH ELEMENTARY SCHOOL |
| POUDRE R-1 | LAUREL ELEMENTARY SCHOOL |
| POUDRE R-1 | LINCOLN JUNIOR HIGH SCHOOL |
| POUDRE R-1 | MOORE ELEMENTARY SCHOOL |
| POUDRE R-1 | MOUNTAIN VIEW JUNIOR HIGH |
| POUDRE R-1 | O'DEA ELEMENTARY SCHOOL |
| POUDRE R-1 | PEAK ALTERNATIVE PROGRAM |
| POUDRE R-1 | POUDRE TRANSITION CENTER |
| | |
| PRIMERO REORGANIZED 2 | PRIMERO JUNIOR-SENIOR HIGH SCHOOL |
| | |
| PRITCHETT RE-3 | PRITCHETT HIGH SCHOOL |
| PRITCHETT RE-3 | PRITCHETT MIDDLE SCHOOL |
| | |
| PUEBLO CITY 60 | CENTENNIAL HIGH SCHOOL |
| PUEBLO CITY 60 | CENTRAL HIGH SCHOOL |
| PUEBLO CITY 60 | CESAR CHAVEZ ACADEMY |
| PUEBLO CITY 60 | COMMUNITY TRANSITION HOUSE |
| PUEBLO CITY 60 | CORWIN MIDDLE SCHOOL |
| PUEBLO CITY 60 | DOLORES HUERTA PREPARATORY HIGH SCHOOL |
| PUEBLO CITY 60 | EAST HIGH SCHOOL |
| PUEBLO CITY 60 | FREED MIDDLE SCHOOL |
| PUEBLO CITY 60 | JAMES H RISLEY MIDDLE SCHOOL |
| PUEBLO CITY 60 | KEATING CONTINUING EDUCATION |
| PUEBLO CITY 60 | LEMUEL PITTS MIDDLE SCHOOL |
| PUEBLO CITY 60 | PUEBLO CHARTER SCHOOL FOR THE ARTS & SCIENCES |
| PUEBLO CITY 60 | RONCALLI MIDDLE SCHOOL |
| PUEBLO CITY 60 | SOUTH HIGH SCHOOL |
| PUEBLO CITY 60 | W H HEATON MIDDLE SCHOOL |
| PUEBLO CITY 60 | YOUTH & FAMILY ACADEMY CHARTER |
| | |
| PUEBLO COUNTY RURAL 70 | PLEASANT VIEW MIDDLE SCHOOL |
| PUEBLO COUNTY RURAL 70 | PUEBLO WEST MIDDLE SCHOOL |
| PUEBLO COUNTY RURAL 70 | VINELAND MIDDLE SCHOOL |
| | |
| ROARING FORK RE-1 | CARBONDALE MIDDLE SCHOOL |
| | |
| ROCKY FORD R-2 | JEFFERSON MIDDLE SCHOOL |
| ROCKY FORD R-2 | ROCKY FORD HIGH SCHOOL |
| | |
| SALIDA R-32 | SALIDA MIDDLE SCHOOL |
| | |
| SANFORD 6J | SANFORD ELEMENTARY SCHOOL |
| SANFORD 6J | SANFORD JUNIOR/SENIOR HIGH SCHOOL |
| | |
| SANGRE DE CRISTO RE-22J | SANGRE DE CRISTO ELEMENTARY SCHOOL |
| SANGRE DE CRISTO RE-22J | SANGRE DE CRISTO UNDIVIDED HIGH SCHOOL |



SARGENT RE-33J
SARGENT RE-33J
SARGENT RE-33J

SARGENT ELEMENTARY SCHOOL
SARGENT JUNIOR HIGH SCHOOL
SARGENT SENIOR HIGH SCHOOL

SHERIDAN 2
SHERIDAN 2

SHERIDAN HIGH SCHOOL
SHERIDAN MIDDLE SCHOOL

SIERRA GRANDE R-30
SIERRA GRANDE R-30
SIERRA GRANDE R-30

SIERRA GRANDE ELEMENTARY SCHOOL
SIERRA GRANDE JUNIOR HIGH SCHOOL
SIERRA GRANDE SENIOR HIGH SCHOOL

SILVERTON 1
SILVERTON 1

SILVERTON HIGH SCHOOL
SILVERTON MIDDLE SCHOOL

SOUTH CONEJOS RE-10
SOUTH CONEJOS RE-10
SOUTH CONEJOS RE-10

ANTONITO HIGH SCHOOL
ANTONITO JUNIOR HIGH SCHOOL
GUADALUPE ELEMENTARY SCHOOL

SPRINGFIELD RE-4
SPRINGFIELD RE-4
SPRINGFIELD RE-4

SPRINGFIELD ELEMENTARY SCHOOL
SPRINGFIELD HIGH SCHOOL
SPRINGFIELD JUNIOR HIGH SCHOOL

ST VRAIN VALLEY RE 1J
ST VRAIN VALLEY RE 1J
ST VRAIN VALLEY RE 1J
ST VRAIN VALLEY RE 1J
ST VRAIN VALLEY RE 1J

HERITAGE MIDDLE SCHOOL
LONGS PEAK MIDDLE SCHOOL
OLDE COLUMBINE HIGH SCHOOL
SKYLINE HIGH SCHOOL
TRAIL RIDGE MIDDLE SCHOOL

STRATTON R-4
STRATTON R-4

STRATTON MIDDLE SCHOOL
STRATTON SENIOR HIGH SCHOOL

SWINK 33

SWINK ELEMENTARY SCHOOL

THOMPSON R-2J
THOMPSON R-2J
THOMPSON R-2J

BILL REED MIDDLE SCHOOL
CONRAD BALL MIDDLE SCHOOL
HAROLD FERGUSON HIGH SCHOOL

TRINIDAD 1
TRINIDAD 1

TRINIDAD MIDDLE SCHOOL
TRINIDAD HIGH SCHOOL

VALLEY RE-1
VALLEY RE-1
VALLEY RE-1

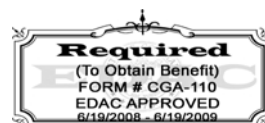
CALICHE JUNIOR-SENIOR HIGH SCHOOL
SMITH HIGH SCHOOL
STERLING MIDDLE SCHOOL

VILAS RE-5
VILAS RE-5

HOPE ONLINE LEARNING ACADEMY CO-OP
VILAS UNDIVIDED HIGH SCHOOL

WALSH RE-1
WALSH RE-1

WALSH ELEMENTARY SCHOOL
WALSH HIGH SCHOOL



WELD COUNTY RE-1
WELD COUNTY RE-1

SOUTH VALLEY MIDDLE SCHOOL
NORTH VALLEY MIDDLE SCHOOL

WELD COUNTY S/D RE-8
WELD COUNTY S/D RE-8

FORT LUPTON MIDDLE SCHOOL
FORT LUPTON HIGH SCHOOL

WELDON VALLEY RE-20(J)

WELDON VALLEY HIGH SCHOOL

WEST END RE-2
WEST END RE-2

NUCLA JUNIOR/SENIOR HIGH SCHOOL
PARADOX VALLEY CHARTER SCHOOL

WESTMINSTER 50
WESTMINSTER 50
WESTMINSTER 50
WESTMINSTER 50
WESTMINSTER 50
WESTMINSTER 50

CLEAR LAKE MIDDLE SCHOOL
HIDDEN LAKE HIGH SCHOOL
IVER C. RANUM HIGH SCHOOL
M. SCOTT CARPENTER MIDDLE SCHOOL
SHAW HEIGHTS MIDDLE SCHOOL
WESTMINSTER HIGH SCHOOL

WIDEFIELD 3
WIDEFIELD 3
WIDEFIELD 3
WIDEFIELD 3
WIDEFIELD 3
WIDEFIELD 3
WIDEFIELD 3
WIDEFIELD 3
WIDEFIELD 3
WIDEFIELD 3

JANITELL JUNIOR HIGH SCHOOL
MARTIN LUTHER KING JR ELEMENTARY SCHOOL
NORTH ELEMENTARY SCHOOL
PINELLO ELEMENTARY SCHOOL
SPROUL JUNIOR HIGH SCHOOL
SUNRISE ELEMENTARY SCHOOL
TALBOTT ELEMENTARY SCHOOL
VENETUCCI ELEMENTARY SCHOOL
WEBSTER ELEMENTARY SCHOOL
WIDEFIELD ELEMENTARY SCHOOL

WIGGINS RE-50(J)

WIGGINS JUNIOR-SENIOR HIGH SCHOOL

WILEY RE-13 JT
WILEY RE-13 JT

WILEY ELEMENTARY SCHOOL
WILEY JUNIOR-SENIOR HIGH SCHOOL

WOODLIN R-104
WOODLIN R-104

WOODLIN ELEMENTARY SCHOOL
WOODLIN UNDIVIDED HIGH SCHOOL

WRAY RD-2
WRAY RD-2

BUCHANAN MIDDLE SCHOOL
WRAY HIGH SCHOOL

YUMA 1
YUMA 1

YUMA HIGH SCHOOL
YUMA MIDDLE SCHOOL

School Counselor Corps Funded Schools 2010-2011

| Region | District (s) | School(s) |
|---------------|--|---|
| Metro | Adams 14 School District | ADAMS CITY HIGH SCHOOL |
| Metro | Adams 14 School District | ADAMS CITY MIDDLE SCHOOL |
| Metro | Adams 14 School District | KEARNEY MIDDLE SCHOOL |
| Metro | Adams Arapahoe 28J | AURORA CENTRAL HIGH SCHOOL |
| Metro | Adams Arapahoe 28J | GATEWAY HIGH SCHOOL |
| Metro | Adams Arapahoe 28J | HINKLEY HIGH SCHOOL |
| Metro | Adams Arapahoe 28J | RANGEVIEW HIGH SCHOOL |
| Metro | Adams Arapahoe 28J | WILLIAM SMITH HIGH SCHOOL |
| Metro | Boulder Valley School District | ANGEVINE MIDDLE SCHOOL |
| Metro | Boulder Valley School District | ARAPAHOE RIDGE HIGH SCHOOL |
| Metro | Brighton School District | BRIGHTON HERITAGE ACADEMY |
| Metro | Brighton School District | OVERLAND TRAIL MIDDLE SCHOOL |
| Metro | Brighton School District | VIKAN MIDDLE SCHOOL |
| Metro | Charter School Institute | PINNACLE MIDDLE SCHOOL |
| Metro | Charter School Institute | EARLY COLLEGE HIGH SCHOOL AT ARVADA |
| Metro | Cherry Creek School District | HORIZON MIDDLE SCHOOL |
| Metro | Cherry Creek School District | OVERLAND HIGH SCHOOL |
| Metro | Cherry Creek School District | PRAIRIE MIDDLE SCHOOL |
| Metro | Cherry Creek School District | SMOKY HILL HIGH SCHOOL |
| Metro | Denver Public Schools | CONTEMPORARY LEARNING ACADEMY HIGH SCHOOL |
| Metro | Denver Public Schools | GEORGE WASHINGTON HIGH SCHOOL |
| Metro | Denver Public Schools | GRANT RANCH K-8 SCHOOL |
| Metro | Denver Public Schools | MARTIN LUTHER KING MIDDLE COLLEGE |
| Metro | Denver Public Schools | NORTH HIGH SCHOOL |
| Metro | Denver Public Schools | SKINNER MIDDLE SCHOOL |
| Metro | Denver Public Schools | THOMAS JEFFERSON HIGH SCHOOL |
| Metro | Denver Public Schools | WEST HIGH SCHOOL |
| Metro | Denver Public Schools | COLORADO HIGH SCHOOL CHARTER |
| Metro | Denver Public Schools | P.S. 1 CHARTER SCHOOL |
| Metro | Denver Public Schools | NORTHEAST ACADEMY CHARTER SCHOOL |
| Metro | Denver Public Schools | PLACE BRIDGE ACADEMY |
| Metro | Englewood Schools | COLORADO'S FINEST ALTERNATIVE HIGH SCHOOL |
| Metro | Englewood Schools | ENGLEWOOD HIGH SCHOOL |
| Metro | Englewood Schools | ENGLEWOOD MIDDLE SCHOOL |
| Metro | Jefferson County Public Schools | ALAMEDA HIGH SCHOOL |
| Metro | Jefferson County Public Schools | ARVADA HIGH SCHOOL |
| Metro | Jefferson County Public Schools | JEFFERSON HIGH SCHOOL |
| Metro | Mapleton Public Schools | ACHIEVE ACADEMY |
| Metro | Mapleton Public Schools | CLAYTON PARTNERSHIP SCHOOL |
| Metro | Mapleton Public Schools | MEADOW COMMUNITY SCHOOL |
| Metro | Mapleton Public Schools | MONTEREY COMMUNITY SCHOOL |
| Metro | Mapleton Public Schools | VALLEY VIEW K-8 |
| Metro | Mapleton Public Schools | YORK INTERNATIONAL |
| North Central | Poudre School District | LINCOLN JUNIOR HIGH SCHOOL |
| North Central | Poudre School District | POLARIS EXPEDITIONARY LEARNING SCHOOL |
| North Central | Poudre School District | POUDRE TRANSITION CENTER |
| North Central | St. Vrain School District | SKYLINE HIGH SCHOOL |
| North Central | Weld County School District 6 | GREELEY CENTRAL HIGH SCHOOL |

| | | |
|---------------|--|--|
| North Central | Weld County School District 6 | GREELEY WEST HIGH SCHOOL |
| North Central | Weld County School District 6 | NORTHRIDGE HIGH SCHOOL |
| Northeast | Karval School District RE23 | KARVAL JUNIOR-SENIOR HIGH SCHOOL |
| Northwest | Lake County School District | LAKE COUNTY HIGH SCHOOL |
| Pikes Peak | Colorado Springs District 11 | BIJOU ALTERNATIVE PROGRAM |
| Pikes Peak | Colorado Springs District 11 | LIFE SKILLS CENTER OF COLORADO SPRINGS |
| Pikes Peak | Colorado Springs District 11 | MITCHELL HIGH SCHOOL |
| Pikes Peak | Colorado Springs District 11 | NIKOLA TESLA EDUCATION OPPORTUNITY CENTER |
| Pikes Peak | Colorado Springs District 11 | PALMER HIGH SCHOOL |
| Pikes Peak | Cripple Creek-Victor SD | CRIPPLE CREEK-VICTOR JUNIOR-SENIOR HIGH SCHOOL |
| Pikes Peak | Cripple Creek-Victor SD | CRIPPLE CREEK-VICTOR JUNIOR-SENIOR HIGH SCHOOL |
| Pikes Peak | Cripple Creek-Victor SD | COLORADO SPRINGS EARLY COLLEGE |
| Pikes Peak | Charter School Institute | FALCON HIGH SCHOOL |
| Pikes Peak | Falcon School District 49 | FALCON MIDDLE SCHOOL |
| Pikes Peak | Falcon School District 49 | HORIZON MIDDLE SCHOOL |
| Pikes Peak | Falcon School District 49 | SAND CREEK HIGH SCHOOL |
| Pikes Peak | Falcon School District 49 | SKYVIEW MIDDLE SCHOOL |
| Pikes Peak | Falcon School District 49 | VISTA RIDGE HIGH SCHOOL |
| Pikes Peak | Harrison School District # 2 | CARMEL MIDDLE SCHOOL |
| Pikes Peak | Harrison School District # 2 | FOX MEADOW MIDDLE SCHOOL |
| Pikes Peak | Harrison School District # 2 | HARRISON HIGH SCHOOL |
| Pikes Peak | Harrison School District # 2 | MOUNTAIN VISTA COMMUNITY SCHOOL |
| Pikes Peak | Harrison School District # 2 | NEW HORIZONS DAY SCHOOL |
| Pikes Peak | Harrison School District # 2 | PANORAMA MIDDLE SCHOOL |
| Pikes Peak | Harrison School District # 2 | SIERRA HIGH SCHOOL |
| Southeast | Branson Reorganized 82 | BRANSON SCHOOL ONLINE |
| Southeast | Branson Reorganized 82 | BRANSON UNDIVIDED HIGH SCHOOL |
| Southeast | Charter School Institute | GOAL ACADEMY |
| Southeast | Pueblo City Schools | CENTRAL HIGH SCHOOL |
| Southeast | Pueblo City Schools | KEATING CONTINUING EDUCATION |
| Southeast | Pueblo County School District 70 | FUTURES ACADEMY |
| Southeast | Pueblo County School District 70 | PUEBLO WEST MIDDLE SCHOOL |
| Southeast | Karval School District RE23 | KARVAL ONLINE EDUCATION |
| Southwest | Alamosa High School | ALAMOSA HIGH SCHOOL |
| Southwest | Alamosa High School | ORTEGA MIDDLE SCHOOL |
| Southwest | Center Consolidated Schools, 26JT | CENTER HIGH SCHOOL |
| Southwest | Montezuma-Cortez Re-1 | CORTEZ MIDDLE SCHOOL |
| Southwest | Montezuma-Cortez Re-1 | MONTEZUMA-CORTEZ HIGH SCHOOL |
| Southwest | Montezuma-Cortez Re-1 | SOUTHWEST OPEN SCHOOL |
| Southwest | Mountain Valley School | MOUNTAIN VALLEY SENIOR HIGH SCHOOL |
| Southwest | Center Consolidated Schools, 26JT | SKOGLUND MIDDLE SCHOOL |
| West Central | Mesa Valley SD | CENTRAL HIGH SCHOOL |
| West Central | Mesa Valley SD | PALISADE HIGH SCHOOL |

School Counselor Corps Grant Program

Preparing Students for the World



October 22, 2010

Program of Events

cde Improving
Academic
Achievement

Agenda

October 22, 2010

| | |
|--|-------------------|
| Registration and Continental Breakfast | 8:00 a.m. |
| Welcome and Introductions Charles Dukes <i>School Counselor Corps Coordinator</i> <i>Colorado Department of Education</i> Dr. Paul Thayer <i>P-20 Council</i> <i>Colorado State University</i> | 8:30 a.m. |
| Keynote Speakers: Antwan Wilson <i>Assistant Superintendant Post-Secondary Readiness</i> <i>Denver Public Schools</i> Katrina Caldon-Ruggles <i>School Counselor Corps Counselor</i> <i>Center Consolidated School District</i> | 8:40 a.m. |
| Break | 9:40 a.m. |
| Sharing the Success Senator Pat Steadman <i>Colorado State Senator</i> <i>District 31</i> Elise A. Keaton <i>Associate Lobbyist</i> <i>Salazar & Associates</i> Mark Stevens <i>Director of Communications</i> <i>Colorado Department of Education</i> Gully Stanford <i>Director of Partnerships</i> <i>CollegenColorado</i> | 9:50 a.m. |
| Roundtable Discussion (description on p.6) | 12:35 p.m. |
| Group Debrief | 2:30 p.m. |
| Wrap-Up | 3:10 p.m. |

Speakers

School Counselor Corps Counselor Katrina Caldon-Ruggles

Katrina Caldon-Ruggles is a counselor through the Counselor Corps in grades 6-12 in the Center Consolidated School District in Center, CO in the San Luis Valley in southern Colorado. The Center School District is the poorest district in the state with a 91% Free and Reduced Lunch rate and 88% of students of Hispanic decent. Of students in high school, 36.1% will be first-generation high school graduates and 81.4% first-generation college graduates. The school has historically suffered from high teen pregnancy and substance abuse rates. In an effort to decrease these rates as well as increase the rates of students attending post-secondary education, Katrina teaches a Choices class at the middle school level targeted at positive decision making and career development.

At the high school level, she teaches Freshman, Sophomore, Junior, and Senior Seminar classes. Through the help of an advisory committee, the counseling, teaching, and administrative staff at Center Schools are working hard to create a culture with an expectation of post-secondary educational attendance.

Assistant Superintendant Antwan Wilson

Antwan Wilson is Assistant Superintendent of Post-Secondary Readiness for Denver Public Schools. Prior to becoming Assistant Superintendant, Wilson served as principal at Denver's Montbello High School, an ethnically diverse school with a high rate of gang violence. On his arrival, Wilson was the school's third principal in less than a year. Instead of gang members without hope, he saw students in need of structure and stability. His plan involved changes in how teachers view their mission, how students think about their potential and the role of education, and how the community at large - including parents - viewed its school. In administering the changes, he became a fixture in the hallways of Montbello, checking hall passes and uniforms.

Four years later, Montbello's atmosphere has experienced a positive shift. Student enrollment in Advanced Placement courses has increased, as have math and reading scores, graduation and college acceptance rates, and attendance at parent-teacher conferences. Student suspensions have decreased.

Wilson has taught seventh grade in Raleigh, N.C., high school history and social sciences in Wichita, Kan., served as an instructional coordinator at Lincoln High School, Lincoln, Neb., later returning to Wichita as assistant principal at South High School for two years, then principal at Pleasant Valley Middle School.

He also serves on the Governor's P-20 Council reviewing educational reform and alignment in Colorado from pre-kindergarten through post-graduate studies, and is involved in a variety of other organizations focused on educational improvements throughout Colorado.

Session Presenters

Elise A. Keaton, Esq.

Elise A. Keaton, Esq. has experience in strategic communications and messaging through her work with local non-profit organizations. In that capacity she manages communication to members through website design, email and print materials. Elise also has significant experience with the Colorado legislature and legislative process through her work as a policy analyst and policy adviser in the areas of K-12 funding, expanding access to higher education, and consumer protections. Originally from West Virginia, she holds a Bachelor of Arts in Political Science and Legal Studies from Virginia Tech and she earned her law degree from the University of Houston Law Center. Admitted to the Colorado bar in September 2008, Elise is currently licensed in the state of Colorado.

Gully Stanford

Born and educated in Ireland, Gully Stanford entered the U.S. in 1974 and moved to Denver in 1981, becoming a U.S. Citizen in 1985. After 35 years in the regional theatre movement, he joined the Colorado Department of Higher Education in 2004 to work on GEAR UP and the College In Colorado initiative. As Director of Partnerships at College In Colorado, he is responsible for engaging stakeholders in efforts to address the Colorado paradox and achieve the Colorado Promise. Other educational experiences include a 6-year term on the State Board of Education and a year on the Colorado Commission on Higher Education. Gully staffed the Preparation & Transitions Committee of the P-20 Council and the Pipeline Committee of the Higher Education Strategic Plan. He and his wife Dorothy Denny (Executive Vice-President of the DCPA) have two children, both DPS graduates, one working for United Way in Boston, the other a Teach For America teacher in Phoenix.

Senator Pat Steadman

Senator Pat Steadman represents Senate District 31 in Westminster and Denver. Senator Steadman has been a long-time resident of Denver's Capitol Hill neighborhood. He grew up in Westminster, Colorado, and graduated from Westminster High School, Regis College and the University Of Colorado School Of Law.

As a lobbyist, Senator Steadman worked extensively to support public education, advance civil rights and civil liberties, protect a woman's right to choose, expand worker's rights, and defeat censorship. Over the course of 15 years of lobbying his accomplishments were many and included several significant pieces of legislation protecting the GLBT community that were sponsored by his predecessor, Sen. Jennifer Veiga.

Senator Steadman has always been actively engaged in his community. He was appointed by Mayors Webb and Hickenlooper to the Denver Women's Commission, the Denver GLBT Commission, and was the first person to chair the Advisory Board for Denver's Agency for Human Rights and Community Relations. He has spoken at countless forums and debates, appeared on television and radio programs and campaigned for and against various ballot issues across the state. As a senator, Steadman continues to fight for progressive causes and give voice to those communities and issues that for too long have been marginalized and under-represented in the state legislature.

Mark Stevens

Mark Stevens has been Director of Communications at the Colorado Department of Education for three years, following two years with the Greeley school district and 11 years with Denver Public Schools as director of communications. Prior to working in school public relations, Stevens spent 19 years in journalism including stints with the Denver Post, Rocky Mountain News, the NewsHour on PBS, and The Christian Science Monitor. He lives in Denver with his wife, who is a high school teacher, and two daughters.

School Counselor Corps Roundtable Session

School Counselor Corps Grantees may choose three of the following 16 sessions.

| Table # | Session Title | Description |
|---------|---|---|
| 1 | Transition Programs | Transitions programs from middle school to high school and from high school to college are increasing statewide. These programs are linked to dropout prevention and college retention. Come talk about the ingredients needed to make both programs a success. |
| 2 | Early High School Services (9th and 10th) | With the increased focus on postsecondary education, 9th and 10th grades are occasionally left out of the conversation. Come meet with other grantees to discuss specific programs aimed at strengthening Early High School. |
| 3 | Dropout Prevention | The SCC grant is one initiative that has positively impacted the statewide dropout rate. Discuss what's working, how to strengthen current programs, or revise your current approach. |
| 4 | Middle School Services | Discuss how middle school counselors can increase the likelihood of students graduating from high school and entering into a postsecondary university. |
| 5 | Individual Career and Academic Plans | By September 30, 2011, every high school student in Colorado will have access and assistance to an ICAP. This discussion will focus on what's working, what's not, and how districts are creating programs to meet this deadline. |
| 6 | Parent Involvement | How are schools getting parents involved? What are some systems in place that capture and expand parent interest? |
| 7 | Concurrent Enrollment | There is new legislation that helps coordinate the dual enrollment programs statewide. Come talk about how to strengthen your program or share innovative ideas. |
| 8 | Teacher Involvement | Share methods to get teachers involved during the college process. |
| 9 | Attendance Polices | Discuss what schools and districts are doing regarding revising attendance polices to help reduce the dropout rate. |
| 10 | Sustainability | With Year Three of the grant program approaching, discuss what schools and districts have in place to sustain the program in future years. |
| 11 | Finding Resources for Student Enrichment Programs | Funding enrichment programs such as field trips and tutoring is challenging. Discuss and provide guidance on ways to find resources to help continue these programs. |
| 12 | Career and Technical Education | Discuss the new world of Career and Technical Education. |
| 13 | Principal and Counselor Relationship | Discover what other schools are doing to build this relationship principal and counselor relationship. |
| 14 | Sharing Successes | Take this time to expand or finish your conversation from the morning discussion regarding sharing your successes. |
| 15 | CDE Q&A | |
| 16 | Networking Table | |

Acknowledgements

School Counselor Corps Grant Program Advisory Board

Dr. Darrell Green

*Pickens Technical College,
Colorado Career and Technical Education Association*

Gully Stanford

CollegenColorado, P-20 Council Staff

Debra Suniga

Community College of Denver, CESDA

Dr. Paul Thayer

Colorado State University, P-20 Council

Tracy Thompson

*Colorado School Counselor Association, President
Evergreen High School, Counselor*

Dr. Rhonda Williams

*University of Colorado at Colorado Springs
Colorado School Counselor Association, Board Member*

Thank you to Front Range Community College for providing sponsorship for this event.

SCHOOL COUNSELOR CORPS GRANT PROGRAM

*Professional Development Day
DoubleTree Hotel Westminster
Ballroom CD
April 21, 2011
Denver, Colorado*

| | |
|---|------------|
| Registration and Continental Breakfast | 8:00 a.m. |
| Welcome and Introductions | 8:45 a.m. |
| <i>Charles Dukes, School Counselor Corps Coordinator</i> | |
| How the Program Captured the Vision of HB08-1370 | 9:15 a.m. |
| <i>Dr. Paul Thayer, Colorado State University, P-20 Council</i> | |
| School Counselor Corps Grant Reflections | 10:00 a.m. |
| <i>Colorado High School Charter</i> | |
| <i>Englewood Public Schools</i> | |
| <i>SCCGP Pikes Peak Region</i> | |
| Small Group Reflections | 10:45 a.m. |
| Lunch | 11:30 a.m. |
| Reflections Report Out | 12:30 p.m. |
| Forward Thinking | 1:00 p.m. |
| <i>Tracy Thompson, Colorado School Counselor Association, Evergreen High School</i> | |
| Sharing Examples of Counseling Resources | 2:30 p.m. |
| Wrap-Up | 2:45 p.m. |

Evaluation and Reporting

Each education provider that receives a grant through the program will be required to report, at a minimum, the following information to the Colorado Department of Education on or before March 15th of each year during the term of the grant:

- The number of school counselors hired using the grant funds (include the student-to-counselor ratio) ;
- Any professional development programs provided using grant funds (hours, attendees, summary detailing the impact of the PD);
- Evaluation of impact of Grant Program (student pre-post test);
- A comparison of the following for the years prior to the receipt of the grant and the years for which the education provider receives a grant:
 - dropout rates,
 - graduation rates,
 - postsecondary and workforce readiness rates (percentage measured by the education provider),
 - college matriculation (number of completed FAFSA's, college applications, scholarship applications, received scholarship dollar amount, and the percent of students accepted into post-secondary institutions) and
 - Remediation rates (program structure, number of students, and number of hours);
- Information indicating an increase in the level of postsecondary preparation services provided to secondary students at recipient schools (incorporation of ACSA standards), such as the use of individual career and academic plans (number of completed ICAPs, percentage of completed ICAPs, summary of ICAP implementation, number of student internships and career exploration), enrollment in pre-collegiate preparation programs (number of active programs, student enrollment in active programs), post-secondary or vocational preparation programs (student changes in enrollment in available programs, description of AP,IB, college level) .

School Counselor Corps Grant Evaluation and Reporting

Colorado Department of Education


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Evaluation and Reporting

Education providers will be asked to submit the required data through an Online Data Reporting System through the CDE website at:
<https://edx.cde.state.co.us/CG/faces/Login.jspx>

The Program Coordinator has been sent the **district (grant) code** and **password** to log into the data collection.

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 **cde** COLORADO DEPARTMENT OF EDUCATION

Counselor Grant Program

District (Grant)

Password

Questions or Comments Email Charles Dukes at dukes_ci@cde.state.co.us

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Previous Reports

- Once logged in, you will be directed to the 'Reports' page. Your reports from previous years have been uploaded. Please feel free to print and/or save reports for your records.
- Please note: If your program goals are incorrectly reflected, please contact Charles Dukes at dukes_c@cde.state.co.us or (303) 866-6142.

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Program Goals

- Once you have printed your reports, click on **'Forward to Goals/Save'** at the bottom right of the screen. Your program goals have been uploaded from your original grant application. Please indicate if you have reached your program goals with a 'Y' or 'N'.
- Please note: If your program goals are incorrectly reflected, please contact Charles Dukes at dukes_c@cde.state.co.us or (303) 866-6142.



Program Goals

- Once you have completed this section, click on **'Forward to Professional Development/Save'** at the bottom of the screen to continue to the next section. If you are unable to finish entering your data, click on 'Save and Logout' if you would like to continue at a later time.
- Please note:** If you have logged back in and are returning to complete later sections, click on **'Go to School Selection/Save'**.



Professional Development

- To add each activity, click on **'Add New Professional Development'**. When you select the **'Add New Professional Development'** button (see red arrow), you will be directed to a separate screen to add details about your professional development activities.



Professional Development

- Enter the name of each School Counselor Corps grant funded professional development activity your school(s) participated in, the number of attendees and hours and a brief summary of impact for the activity. **You must click on 'Save'** to return to the main Professional Development Screen.
- After you have entered and saved an activity, you will be directed back to the main Professional Development screen. You will then see the data you have just entered (see below). If you wish to go back and edit an activity, select the activity by using the radial button (see red arrow) on the left side of the table and click on **'Edit'** or **'Delete'**.



ASCA Implementation

- Select 'Y' or 'N' in the dropdown box for each of the three ASCA Implementation questions. If you select a 'Y', please provide a brief summary of your progress.
- When you have entered all of your professional development activities you may choose: **Forward to School Selection/Save** to continue; **Back to Professional Development/Save**; or **Logout/Save** if you need to stop entering your data and log back in later.

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School Selection

- On the School Selection screen you will see a listing of all of the schools served through your grant. You will need to enter in data for each school. Select a school from the list by clicking the radial button next to the school (in the left most column) and hitting **'Edit'**.
- Once you have entered all necessary data for the school, you will see a 'C' in the right-most column (Completion Indicator). When you see 'C's for each school, you will be able to click on the **'Submit District'** button at the bottom of the screen.

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School Selection Cont...

2007-2008 (Most Recent) GRADUATION AND DROPOUT RATES

Note: dropout and graduation rates will be provided by CDE

| DISTRICT NAME | DROPOUT RATE | GRADUATION RATE |
|----------------|--------------|-----------------|
| SARATON COUNTY | N/A | N/A |

School Selection

| Select | School | Dropout | Graduation | Completion |
|-----------------------|-------------------------|---------|------------|------------|
| <input type="radio"/> | DIAMONDA HIGH SCHOOL | N/A | N/A | C |
| <input type="radio"/> | SPRINGFIELD HIGH SCHOOL | N/A | N/A | I |
| <input type="radio"/> | RYDELL HIGH SCHOOL | N/A | N/A | I |
| <input type="radio"/> | WESTERLARG HIGH SCHOOL | N/A | N/A | I |
| <input type="radio"/> | RIVERDALE HIGH SCHOOL | N/A | N/A | I |

Buttons: 'Save / Back to ASCA', 'Edit District', 'Save and Logout'

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School Selection

- After selecting the **'Edit'** button, you will be directed to a new screen to enter your school data. When answering each question, provide data as of March 15, 2011.

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School Selection

- At the bottom of each school screen, you will see directions to enter information regarding available postsecondary or vocational preparation courses. To add a course, click on **'Add New Course'**

The screenshot shows a form titled 'Please provide a brief summary of the CDE pre-college preparation program for the school year (i.e. description of activities, objectives, activities, and other opportunities)'. Below this, there are fields for 'Number of school pre-college preparation programs (i.e. PSEO, Dual Enr, Upward Bound, Career Scholarship Foundation, etc.)' and 'Total number of students enrolled in pre-college preparation programs'. A red arrow points to the 'Add New Course' button. Below the button is a table with columns for 'School Course Title', 'Course Type', 'Other Course Type', and 'Students Enrolled'. The table contains one row with 'Program 12 AP Lit' and 'AP' in the respective columns.

School Selection

- After selecting **'Add New Course'**, you will be directed to the Postsecondary and Vocational Prep Courses screen. Provide information regarding each opportunity and select **'Save'** to return to the previous screen. You may **'Edit'** or **'Delete'** entries by selecting the radial button next to the course and clicking on **'Edit'** or **'Delete'**

The screenshot shows a form titled 'Please provide a brief summary of individual career and academic plans (CAMP) implementation'. It includes fields for 'Percent of students accepted into post-secondary institutions', 'Number of students in remediation course work', 'Number of hours a student spends in remediation course work', 'Retention Program Statistics', 'Official to the total number of completed CLEP', 'Percentage of completed CLEP', 'Number of student enrolling', and 'Number of students with each student individually'. A red arrow points to the 'Add New Course' button. Below the button is a table with columns for 'School Course Title', 'Course Type', 'Other Course Type', and 'Students Enrolled'. The table contains three rows: 'AP History', 'Dual Enr Postsecondary CU', and 'Math 1'.

School Selection

- After you have entered all Post-Secondary and Vocational Prep Courses, click on **'Save/Next School'** at the bottom of the school screen to return to your school list.

The screenshot shows a form titled 'Post-Secondary and Vocational Prep Courses'. It includes a dropdown for 'Available Course Title (Please list all AP, IB, PSEO and other college level courses)', a dropdown for 'Course Type', and a text field for 'Other Course Type (if Other course type, Rigorous, etc)'. Below these is a field for '2008-2009 Students Enrolled'. A red arrow points to the 'Save' button. A note at the bottom reads: 'NOTE: You must enter Course Title. You can Edit or Delete the entry on the School Page.'

Submit District

- Once you have entered all necessary data for the school, you will see a **'C'** in the far right column (Completion Indicator) next to each school. When you see all **'C's'** in the Completion Indicator column, you will be able to click on the **'Submit District'** button at the bottom of the screen.

The screenshot shows a table titled 'School Selection' with columns for 'School and ID#', 'School/Prep/Postsec', 'School/GraduationRate', and 'Completion'. The table lists four schools: 'DORINGALA HIGH SCHOOL', 'SPRINGFIELD HIGH SCHOOL', 'RYDELL HIGH SCHOOL', and 'RIVERDALE HIGH SCHOOL'. All 'Completion' cells contain the letter 'C'. A red arrow points to the 'C' in the 'RIVERDALE HIGH SCHOOL' row. Below the table are buttons for 'View / Back to ADDA', 'Submit District', and 'Exit and Logout'. A note at the top reads: 'Note: dropout and graduation rates will be provided by CDE'. Above the table, there are fields for 'DISTRICT NAME' (SARASOTA COUNTY) and 'DROP/OUT RATE GRADUATION RATE' (N/A).

Submit District

- To submit your data, hit the 'Submit District' button at the bottom of the screen. You only need to hit the 'Submit District' button once (we will see the date and time submitted on CDE's end). After submitting your data, click on the 'Save and Logout' button to finish. **Please remember:** All data must be submitted by the end of day on Friday, March 15, 2011.

Note: dropout and graduation rates will be provided by CDE

| DISTRICT NAME | DROPOUT RATE | GRADUATION RATE |
|----------------|--------------|-----------------|
| SAVATCH COUNTY | N/A | N/A |

School Selection

Select and (Edit)

| Select School/Status | School/Grade/Status | School/Graduation/Rate | Completion/Indicator |
|--|---------------------|------------------------|----------------------|
| <input checked="" type="checkbox"/> DOMAGALA HIGH SCHOOL | N/A | N/A | C |
| <input type="checkbox"/> SPRINGFIELD HIGH SCHOOL | N/A | N/A | C |
| <input type="checkbox"/> RYDELL HIGH SCHOOL | N/A | N/A | C |
| <input type="checkbox"/> WESTERBURG HIGH SCHOOL | N/A | N/A | C |
| <input type="checkbox"/> RIVERDALE HIGH SCHOOL | N/A | N/A | C |



Colorado Department of Education

Congratulations...

You have submitted your School Counselor Corps grant data!

If you have questions or need technical assistance, please contact:
Charles Dukes: 303-866-6142 or dukes_c@cde.state.co.us



Colorado Department of Education

Questions...



Colorado Department of Education

SCCGP Planning Schedule 2010-2011 School Year

SCC Advisory Committee Meeting Dates

| | |
|---|--|
| Date: August 4, 2010 Time: 8:00 a.m. – 9:30 a.m. | Date: February, 4, 2011 Time: 3:30 p.m. – 5:00 p.m. |
| Date: September 15, 2010 Time: 3:00 p.m. – 5:00 p.m. | Date: March 18, 2011 Time: 8:00 a.m. – 9:30 a.m. |
| Date: September 30, 2010 Time: 8:00 a.m. – 9:30 a.m. | Date: May 6, 2011 Time: 8:00 a.m. – 9:30 a.m. |
| Date: October 22, 2010 Time: 3:30 p.m. – 5:00 p.m. | Date: June (TBA) Time: (TBA) |

School Counselor Corps Site Visits

Cherry Creek- Sept.17, 2010
Overland High School

Denver Public Schools- Oct.13, 2010
Northeast Academy Charter

Mapleton Public Schools –Oct. 29, 2010
Valley View

Goal Academy -Nov.19, 2010
PS 1 Charter School

Key Dates/Deadlines 2010-2011 School Year

| | |
|-----------------------------------|--|
| SCC Grant Competition: | <i>October 2010- Jan.2011</i> |
| SCC Grant Data Evaluation: | <i>February 14, 2011 - Mar. 15, 2011</i> |
| Request to Revise Year 3 Budgets: | <i>April 15, 2011</i> |
| SCC Grant Report: | <i>April 15, 2011</i> |
| Year Three AFR Due: | <i>August 2, 2011</i> |

Speaking Engagements

CACTE – Loveland, CO – July 20th and 21st

Directors of College Admissions- Boulder, CO – July 22nd

CASE – Breckenridge, CO- July 28th and 29th

Limon Training –Limon, CO – August 5th

ACT Conference- Lakewood, CO- Sept 10th

Colorado Association of Bilingual Ed (CAB) - Eagle, CO- Oct.14th

CSCA Conference- TBA- Nov. 11th and 12th

Colorado Council Conference- TBA- Dec. 2nd and 3rd

CASB- TBA – Dec. 2nd and 3rd

Counselor Workshops- *September 15th – CSU- Pueblo*
 September 23rd – UNC
 September 24th – DU
 October 1st – WSC
 October 8th – ACC

CE and ASCENT Workshop- Grand Jct, CO- August 16th

School Counselor Corps Professional Development Days

1st Professional Development Day

Date: October 8, 2010
Location: Front Range Community College
Time: 8:00 a.m. - 3:30 p.m.

2nd Professional Development Day

Date: April 21, 2011
Location: Double Tree Hotel, Westminster
Time: 8:00 a.m. – 3:30 p.m.



School Counselor Corps Grant Program Monitoring and Improvement Tool

Overview and Purpose

The primary purpose of this tool is to improve the quality of the School Counselor Corps (SCC) grant program by helping grantees take a critical look at their programs against standards of best practice. The willingness to reflect on current practice, to identify opportunities to improve, and to change and grow will contribute to more successful outcomes for programs and participants. The process of improving program quality is an ongoing one, not a one-time event. Ideally, this tool will assist grantees as well as give structure and content to an external monitoring process that will promote accountability, quality improvement, and targeted technical assistance efforts.

This tool is designed to be used in two contexts:

- Grantees of School Counselor Corps (SCC) grant program are asked to apply this Tool in the context of a self-assessment of program operations.
- The Colorado Department of Education (CDE) also will use this instrument in a monitoring context. The monitoring process is designed to assure that School Counselor Corps grantees are making adequate progress toward meeting the goals created by the of the School Counselor Corps grant legislation.

Using this Instrument

Self-Assessment

Used as a self-assessment tool, this instrument provides an opportunity for district coordinators, school leaders and other key staff, to assess, plan, design and implement strategies for ongoing program improvement. This tool incorporates a self-assessment worksheet following each category that provides schools with a place to note strengths and broad priorities for improvement. At the conclusion of the self-assessment process, CDE will help prioritize, and refine the improvement goals identified on these worksheets. This plan provides a structure to help grantees consider how improvement priorities will be enacted -- through what activities, by whom, using what resources, and on what timeline.

Resources: To help programs carry out their Areas of Improvement Plan, CDE has developed a website that offers a range of information including upcoming events, templates and useful websites. Use of these resources is not mandated by CDE. Rather, grantees are encouraged to use only those resources that match the context of their particular programs, and to adapt the tools provided to meet unique program needs or characteristics. To access the website, visit <http://www.cde.state.co.us/cdecomp/SchoolCounselor.htm>.

Monitoring

The purpose of monitoring is to support ongoing quality improvement and to that School Counselor Corps grantees are making adequate progress toward meeting the goals created by the of the School Counselor Corps grant legislation. A team from CDE will use the tool to structure their observations and discussions with the education provider.

Within 30 days of the visit, the CDE team will provide the education provider with feedback by assigning a performance level to each indicator and providing written statements describing recommendations, findings, or required actions. The CDE team members will be available to discuss the contents of the team's report with the education provider by phone or e-mail, and to help program staff identify resources to address quality improvement priorities.

We Invite Your Feedback to Improve this Tool

This tool is offered as a work in progress. We hope to refine the tool in an ongoing way based on user feedback as well as new research and developments in the field. To this end, we welcome your feedback about how to improve the tool's content or organization. Please contact Charles E. Dukes, School Counselor Corps Coordinator at Dukes_C@cde.state.co.us.

A. Quality of Plan

| Grant Requirements | Evidence Examples | Comments |
|---|---|----------|
| A.1. The grantee has adopted, or has demonstrated a commitment to adopting, standards for school counselor responsibilities that meet or exceed those recommended by the American School Counselor Association, | Schedule of classroom guidance activities Action plans referencing ASCA standards Other: | |
| A.2. The grantee is providing ongoing, sustained professional development for postsecondary school counselors that support the goals, objectives, and design focus on the proposed School Counselor Corps Grant Program. | Schedule/ Description of professional development Agendas from PD opportunities Other: | |
| A.3. The grantee has developed a comprehensive plan which describes the grantee's strategies use of data over time to: (1) demonstrate outcomes; (2) revise and improve programs, policies, and practices to improve outcomes; (3) detail services to be provided to students; and (4) monitor impact of program. | Database systems Action plans Other: | |
| A.4 Grantee staff has attended the required state Professional Development day (December 3, 2008 and TBA). | Training registrations Training materials Other: Note – CDE maintains records of attendance at these events. | |
| A.5. The grantee is making adequate progress toward meeting the SMART goals set out in the original grant application (or approved amendments). | Student demographic and achievement data Other program data Descriptions of programming Other: | |

Notes:

B. Partnerships

| Grant Requirements | Examples of Evidence | Comments |
|--|--|----------|
| B.1. The grantee works in genuine collaboration with institutions of higher education or postsecondary service providers. | Descriptions of programming Program calendars/schedules Other: | |
| B.2. The grantee works in genuine collaboration with partnerships within the school district, with external education agencies and/ or community and/or business/workforce partners. | Descriptions of programming Program calendars/schedules Other: | |

Notes:

| C. Postsecondary | | |
|--|---|-----------------|
| Grant Requirements | Evidence Examples | Comments |
| C.1. The grantee employs an effective strategy to transform the culture of postsecondary planning and postsecondary expectations. | College displays/banners/ posters Postsecondary planning material Schedule of classroom guidance activities Other: | |
| C.2. The grantee has developed/adopted a plan for involving leaders at the recipient secondary schools and in the surrounding community and the faculty at recipient secondary schools in increasing the capacity and effectiveness of the school counseling and postsecondary preparation services provided to secondary school students. | Meeting minutes/notes Meeting dates and times Other: | |
| C.3 The grantee has implemented or has developed a plan to implement Individual Career and Academic Plans for students. | ICAP document Student visitation schedule Other: | |
| C.4 The grantee has developed a comprehensive plan which describes the grantee's strategies to use district-level or school-level needs assessments that use data to identify challenging issues in the district or school. | Database systems Action plans Other: | |
| C.5. The grantee has developed a comprehensive plan which describes the grantee's strategies to use district-level or school-level needs assessments that use data to identify targeted programs, strategies, or services delivered that have helped to increase graduation rates and the level of postsecondary success | Database systems Action plans Other: | |
| C.6. The grantee has developed a comprehensive plan which describes the use of needs assessments that use data to identify the strategies that will be used to address the challenges identified in this self assessment. | Database systems Action plans Other: | |

| | | |
|--|--|--|
| <p>C.6. The grantee has implemented or has developed a plan to implement policies and practices to address attendance, grade retention and promotion issues addressed in the grant proposal.</p> | <p>Policies Other:</p> | |
| <p>C.7. The grantee is providing ongoing student access to accelerated coursework such as AP, IB, PSEO, FastTracks, and Fast College/Fast Jobs as well as current and proposed remedial courses for students at risk of remediation.</p> | <p>Course catalog Student rosters Other:</p> | |

Notes:

