



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, 2010

Issued by:

Colorado Department of Education
Office of Teaching in and Learning
201 East Colfax, Room 400
Denver, Colorado 80203

http://www.cde.state.co.us/index_cga.htm

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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 from July 1, 2009 through March 15, 2010.

During Year Two 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 of which over 38,000 (46 percent) are economically disadvantaged.

The majority of grant recipients reported the emphasis of their second year strategies focused on expanding postsecondary preparation data collection systems, strengthening district-wide communication regarding effective school-based counseling and improving postsecondary planning.

Although second year strategies implemented by the grant recipients varied, all strategies were research-based and focused on increasing the availability of effective school-based counseling, increasing the graduation rate within the state and increasing the percentage of students who appropriately prepare for, apply to and continue into postsecondary education.

In March 2010, School Counselor Corps grant recipients submitted required program evaluation data through an online data collection tool 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 (ICAP);
- 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 2010 results of the program demonstrate the impacts of the School Counselor Corps program over the first two years of the grant. In comparison with non-funded School Counselor Corps schools, the schools receiving School Counselor Corps grant funds decreased (improved) their cumulative dropout rate by over .8 percentage points from 2007-08 to 2008-09 while non-participating schools only decreased their dropout rate by .09 percentage points over this same period.

Year Two findings further illustrated positive impact of the program in that the number of college applications submitted increased by 1,011 (from 8,911 to 9,922). When compared with Year One, the total amount students received in scholarships increased by \$5 million (from \$18,172,719 to \$23,682,426). An additional, important finding indicated that participants in the School Counselor Corps program increased the number of attended or facilitated professional development hours by over 760 hours. The high number of professional development hours demonstrates the continued growth of the counselors hired through the grant, as well as their commitment to sharing the college knowledge with their teachers and staff members.

This report is divided into four sections: Background, Description of Program; Year Two 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 second year of the program, FY 2009-2010, the State Education Fund provided approximately \$5 million 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 of 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 has collaborated closely with the Governor's 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.

Research Base for School Counselor Corps Grant Program

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. This is especially true for African-American and Hispanic students, low-income students and students whose parents have no direct experience with postsecondary education.

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. Studies also show that a significant factor in assisting a student to remain in school and to graduate is the creation of strong personal relations with at least one adult in the school and in many cases that adult is a school counselor. In the 2006-2007 school year, the student-to-counselor ratio in Colorado public schools was approximately 500-to-1, which is double the ratio recommended by the American School Counselors Association as an average statewide ratio.

The Colorado Department of Education reports that the graduation rate for Colorado school districts in the spring of 2008 was 73.9 percent. In addition, approximately 49 percent of the students in 2003 who graduated from a Colorado public high school enrolled in a public institution of higher education in Colorado. As recently as 2006, statistics demonstrated a 40 percent probability that a student who is enrolled in ninth grade in Colorado will be enrolled in postsecondary education.

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. 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. The Flint Journal also reported that a staggering 1.1 million students quit school in 2007. Correlations have been made between high school dropouts and joblessness, a life of poverty, and higher prison rates. This is not just a Colorado problem and has been quickly gaining national attention. President Obama recently spoke on the problem, saying that dropping out of high school is no longer an option.

"It's not just quitting on yourself, it's quitting on your country, and this country needs and values the talents of every American."

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 (ICAP);
- Involving leaders to increase the effectiveness of postsecondary preparation in the school;
- Using data to improve existing program; 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.

The Year two timeline for program implementation differed from Year One. During May 2009, the School Counselor Corps grant recipients were required to submit a Year Two budget revision. The budget revision provided the grant recipients with the opportunity to make Year Two budget modifications based on best practices discovered during Year One implementation. A majority of revisions reflected the need to build comprehensive counseling curriculums, college preparation summer programs, and summer transition programs.

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 activities after Year Three grant funding expired. 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 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 2009-2010, SCC grant funds were able to support 75 secondary counselors in 90 secondary schools. Due to a school closure, the number of secondary counselors and secondary schools decrease by one school and one full time employee (FTE).

The table below demonstrates the amount distributed regionally to funded School Counselor Corps grantees in FY 2009-10. See Attachment D for the list of 2009-2010 funded sites.

Table 1

<u>Distribution of School Counselor Corps Funds Among Geographic Regions</u>		
Year 2 (July 2009- June 2010)		
<u>Region</u>	<u>FY 09-10</u>	<u>Number School Counselor Corps Counselors Hired</u>
Metro	\$2,731,062	41.5
North Central	\$342,271	6.0
Northwest	\$58,091	1.0
Pikes Peak	\$784,350	16.0
Southeast	\$339,260	1.0
Southwest	\$346,049	7.0
West Central	\$163,292	3.0
Total	\$4,822,466	75.5

Strategies Implemented by Grant Recipients

Year Two funds for the program provided a variety of research-based strategies focused on: increasing the availability of effective school-based counseling, increasing the graduation rate within the state, and increasing the percentage of students who appropriately prepare for, apply to and continue into postsecondary education. Strategies included: District-wide coordination for all students to create an Individual Career and Academic Plan connected to their career survey results; Student lunch groups for students with failing grades; peer-to-peer college preparation mentoring programs; and dropout prevention and recovery programs.

Programming Support Provided by CDE

During Year Two of the program, the Department provided a range of programming support to the education providers, including: a professional development training day, four professional development regional workshops, one web-based seminar, and the School Counselor Corps website.

Professional Development Days and Technical Assistance

In October 2009, the Department, with the assistance of the School Counselor Corps Advisory Committee hosted a Professional Development Day for all grant recipients. The purpose of the Professional Development Day was to provide School Counselor Corps grantees with the opportunity to share best practices in counseling and attend informative roundtable discussions. This event was held at the Front Range Community College – Westminster Campus (FRCC). In addition, the Colorado Education Service and Development Association (CESDA) provided sponsorship of the event costs.

Approximately 140 secondary counselors, principals and district staff attended the day. Additionally, the Department provided an introductory pre-conference workshop for the new School Counselor Corps grant counselors and program managers. To begin the day, the participants attended two breakout sessions and received important information regarding:

- The college admission process;
- Preparing middle school students for postsecondary and workforce success;
- Assisting students into highly selective colleges;
- Creating strong scholarship applications;
- Opportunities in the career and technical education; and
- Improving the college going culture with the School Counselor Corps grant program.

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 from 13 different round tables topics. These topics included:

- Fiscal Management;
- Individual Career and Academic Plan Development;
- American School Counselor Association Standards;
- Community Partnerships;
- School Based Partnerships;
- District Leadership Partnerships;
- Dropout Prevention and Recovery;
- Teacher Involvement;
- Serving Middle School Students;
- Parent Involvement;
- Serving Homeless Youth;
- Concurrent Enrollment; and
- Principal and Counselor Relationships;

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

During January and February 2010, the Department hosted four regional professional development workshops for the School Counselor Corps grantees. The workshops were located in Grand Junction, Pueblo, Greeley, and Denver. Expanding on the themes of the first PD Day, grantees had the opportunity to participate in two presentations from Tracy Thompson and Rhonda Williams, both representing the Colorado School Counselors Association and the School Counselor Corps Advisory Committee. The 50-minute presentations covered effective data collection and methods for engaging administrators in counseling best practices.

The participants also received an in-depth scholarship and financial aid workshops provided by College Invest, the Daniels Fund and the Boettcher Foundation. See Attachment F for the Regional 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 CollegenColorado played a major role in the development of both the professional development day and regional workshops.

An addition, a key piece of support provided by the Department for grantees during the second year of the program was technical assistance. The School Counselor Corps coordinator was available by phone, email and in-person to provide technical assistance regarding program specific questions, budget issues and evaluation reporting. Site visits were made to thirteen schools in the 2009-2010 school year.

School Counselor Corps Web Site

The Department made a concerted effort to provide grantees with a user-friendly and easily accessible School Counselor Corps website. Currently, the web site plays a key role in communicating updates and important calendar deadlines, displaying funded school sites, providing resources and connecting grantees through the School Counselor Corps Listserv. The availability of this information on the web site allows grantees to be actively informed on all aspects of the program in a timely manner.

Webinars

During the second year of the program, grantees had the opportunity to participate in two webinars (web-based presentations). In December 2009, the School Counselor Corps Grant Program joined efforts with College Invest at the Colorado Department of Higher Education to provide an informational presentation on financial assistance for high and middle school students. This presentation was facilitated by College Invest staff. Over 50 district and school personnel participated in the webinar. Please See Attachment G for the Financial Aid PowerPoint presentation.

In March 2010, School Counselor Corps Grant Program staff facilitated a second webinar focusing on the School Counselor Corps Online Data Collection tool. The focus of the webinar centered on providing step-by-step instructions on how to enter required data into the collection system for end of the year reporting. This hour long presentation detailed each of the data components, as well as provided grantees with the opportunity to ask questions regarding the data collection. See Attachment H for the SCC Online Data Collection Instructions.

Relationship to Other High School Initiatives

In addition to providing ongoing technical assistance to the grantees, the School Counselor Corps Grant Program staff has collaborated with other statewide high school and postsecondary initiatives to help address the dropout problems Colorado faces. These initiatives include:

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

- Positive Behavior Supports; and
- Secondary Task Force and Homeless Services.

These partnerships have provided the School Counselor Corps grantees with intentional, ongoing support and resources. The School Counselor Corps Coordinator also collaborates with the Language, Culture and Equity Unit at CDE by participating in the Secondary Task Force meetings.

III. YEAR TWO 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, 2010. The data included the number of school counselors hired through the School Counselor Corps Grant program, professional development programs held or attended, 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 legislation. See Attachment I 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 October 2009 Professional Development day. See Attachment J 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 9, 2010 that focused on the data reporting requirements, how to enter data into the data collection and questions from grantees.

Similar to Year One, the evaluation data was collected in two categories: school-level data and district-level 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 and Year Two data are illustrated to detail the program's progress over a two year grant period. Overall, the grant recipients reported that the School Counselor Corps Grant Program played a major role in increasing the level of communication between school level counselors and district level personnel. In some cases, the School Counselor Corps Grant program helped restructure district-wide counseling services to make them more comprehensive. In addition, a few grantees reported the increase in classroom instruction provided by the secondary counselors to provide scholarship, college, and career awareness.

Decreasing the Dropout Rate

Data for the School Counselor Corps Grant indicates that the program is creating a positive impact on the dropout rates in Colorado secondary schools, therefore fulfilling the programs primary intent of reducing the dropout and increasing the graduation rate. Dropout data demonstrates the following:

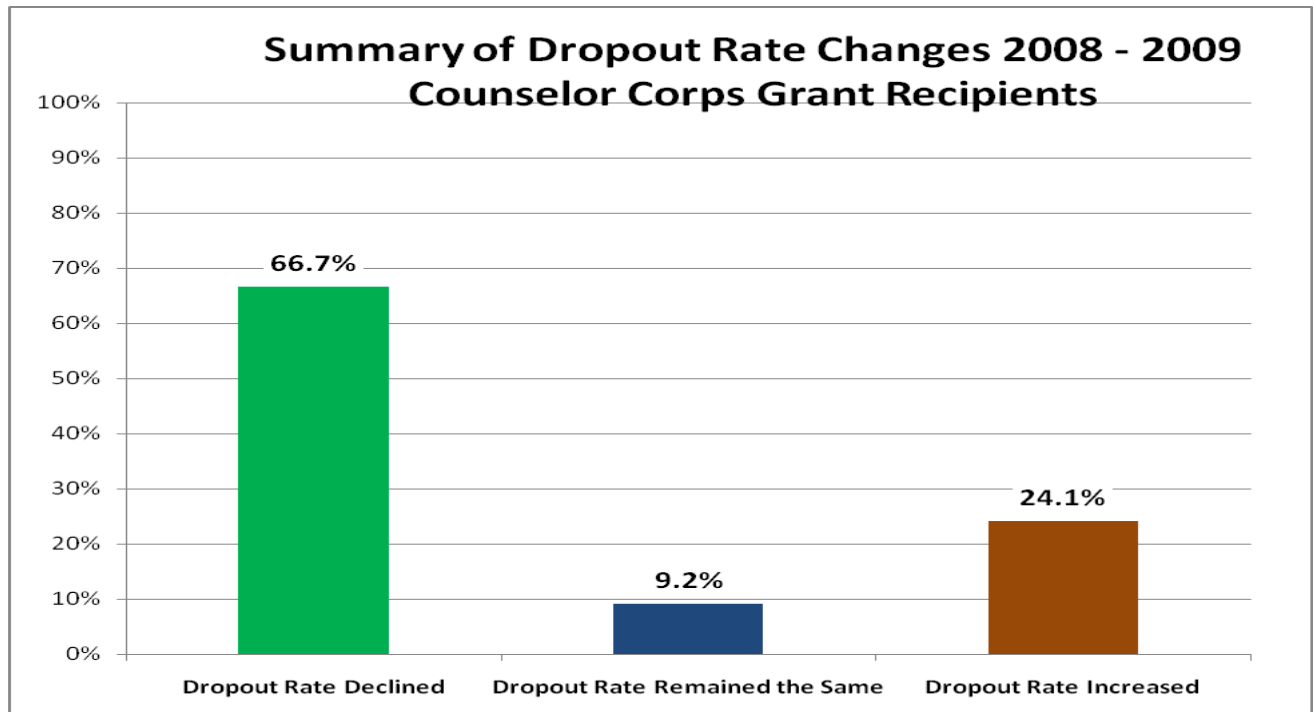
- The schools receiving School Counselor Corps grant funds decreased (improved) their cumulative dropout rate by over 0.8 percentage points from 2007-08 to 2008-09 compared to non-SCC grant schools which only decreased their dropout rate by .09 percentage points over this same period;

- That 58 of the 87 School Counselor Corps schools (exactly two thirds) with dropout data in both years improved their dropout rate or held it constant over the two year period;
- The schools receiving School Counselor Corps grant funds decreased (improved) their cumulative dropout rate by .28 percentage points for economically disadvantage students from 2007-08 compared to non-SCC grant school which only decreased their dropout rate for economically disadvantage students by .02 percentage points over this same period;
- Of the 58 School Counselor Corps schools that improved the dropout rate or held it constant, 50 schools decreased (improved) the dropout rate while 8 schools held the dropout rate constant. The data also shows that 35 of the 50 schools have decreased the dropout rate by more than 1%, with 7 of them decreasing the dropout rate by more than 4%,
- Of the 29 School Counselor Corps schools that did not improve or hold the dropout rate constant after the first year of the grant, more than half (16 schools) showed a dropout rate increase of less than 1%.
- The School Counselor Corps programs and services appear to have been most effective in decreasing the number of dropouts among Hispanic and White student populations.

If the dropout rate had not decreased by 0.8 percentage points for the SCC schools, the number of dropouts from all SCC schools would have been 4,729 (80,238 7th-12th grade students attending the SCC schools times a dropout rate of 5.89%). The actual number of 2008-2009 dropouts from the SCC schools was 4,076; therefore the School Counselor Corps Grant program played a role in keeping 653 students in school who might have otherwise dropped out.

Figure 1 represents the dropout rate change for School Counselor Corps grant schools. This chart demonstrates that 66.7 percent of the School Counselor Corps schools have decreased the dropout rate during Year One.

Figure 1:



Increasing the Availability of Effective School Based Counseling

School Counselor Corps grantees were required to report whether they adopted or have demonstrated a commitment to adopting standards for school counselor responsibilities, as recommended by the America 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, 97 percent responded "yes" to full implementation of the *academic development domain* (36 out of 37). Some of the academic development implementation methods include the following:

- The School Counselor Corps counselor facilitated classroom sessions designed to help students identify attitudes and behaviors that lead to successful learning;
- School Counselor Corps counselors facilitated freshmen transition summer programs for lowest performing incoming freshmen;
- School Counselor Corps counselors held small group sessions for 8th grade students to discuss college preparation test results;
- Middle School Counselors designed academic guidance lesson plans and visited classrooms for each grade level. The lesson plans targeted goal setting, time management, organizational strategies, study skills, and connecting academic success to school & career success;

- 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; and
- School Counselor Corps counselors and staff created early intervention models for students with drop-out indicators.

Approximately 97 percent of the school districts (36 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:

- Printed occupation interest on student ID cards;
- Used the CollegeinColorado program, Naviance, I Could be, and other college and career web-based programs. This allowed students to build and save information regarding their high school, postsecondary and career plans;
- Created Individual Career and Academic Plans for students in grades 8-12;
- Invited guest speakers from local businesses based on career interest inventories to speak with students during lunch;
- Developed career days in partnership with local businesses and community schools;
- 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 84 percent of the funded districts (31 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*:

- Students participated in self-knowledge panel discussions;
- Middle school counselors created small group sessions that focused on communication skills and nonverbal behavior when relating to peers and employers;
- Students participated in self-esteem activities facilitated by school staff and counselors;
- Students received information on suicide awareness through presentations;
- School counselors provided classroom guidance lessons on topics that included anti-drinking, bullying and social skills; and

- School counselors provided classroom guidance lesson on topics that included goal setting, positive/negative social behaviors, interpersonal skills, and positive/negative decision making.

Professional Development

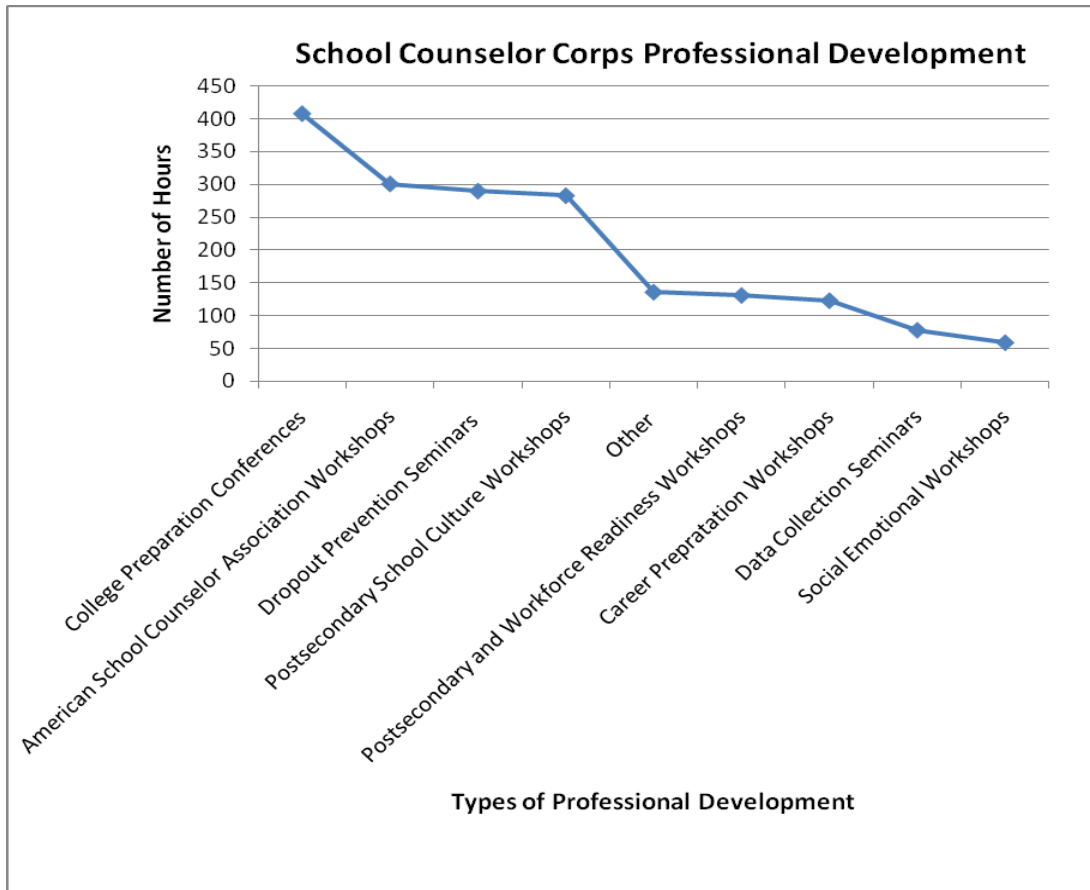
School Counselor Corps grant recipients indicated that secondary school counselors attended or facilitated 2,306 hours of professional development workshops (a 706 hour increase when compared to Year One). These workshops directly impacted secondary counselors, faculty members and administrators. On average, four team members per school participated in professional development opportunities. The average amount of time spent facilitating and/or attending the professional development workshops was nine hours. The following list provides a brief summary of types of professional development opportunities the grantees utilized:

- Financial Aid workshops that assisted counselors in working with students in navigating through the financial aid process. The workshops provided an overview of Free Application for Federal Student Aid (FAFSA) process and current changes along with highlighting grants through work study, loans, scholarships and scholarship internet sites;
- CollegenColorado trainings for special education that provided research tools for students with special needs;
- 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 implement at the high school level.

Figure 2 depicts the distribution of professional development hours among topics. Overall, 76 percent (n=1691.4 hours) of the professional development time can be placed in the following categories:

- College Preparation Conferences;
- Postsecondary School Culture Workshops;
- CDE Professional Development days;
- American School Counselor Association Workshops;
- Data Collection Seminars; and
- Dropout Prevention Workshops.

Figure 2:



S.M.A.R.T Goals

The 37 School Counselor Corps grantees created **S**pecific, **M**easurable, **A**ttainable, **R**esearched **B**ased, and **T**imely (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 Plan (ICAP) 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 number of hours in attendance as well as implementation of professional development strategies.

While the goals ranged in diversity in relation to desired accomplishment, all goals directly aligned with the School Counselor Corps Grant Program legislation. Of the 231 S.M.A.R.T goals submitted by the school districts, 52 percent (n=120) of the goals were accomplished while, 48 percent (n=111) of the goals were not completed at the time of submission this report. The districts contributed the successes to the following explanations:

- Provided new interventions for junior and senior students;
- Increased graduation requirements awareness for all students;
- Improved use of credit recovery tools;
- Increased partnerships with institutions of higher education for college and financial aid awareness nights;
- Developed needs assessments for school staff regarding secondary counseling services;
- Attended professional development to work on the development of individual career and academic plans.

For the 48 percent of the goals not completed at the time of submission the common explanations included:

- S.M.A.R.T goals that were based on graduation rates, college acceptance rates and dropout rates were not accomplished because data will not be available until the end of the school year (May 2010); and
- School Counselor Corps counselor turnover at one or two of the grant schools provided limited time to fully implement the program.

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:

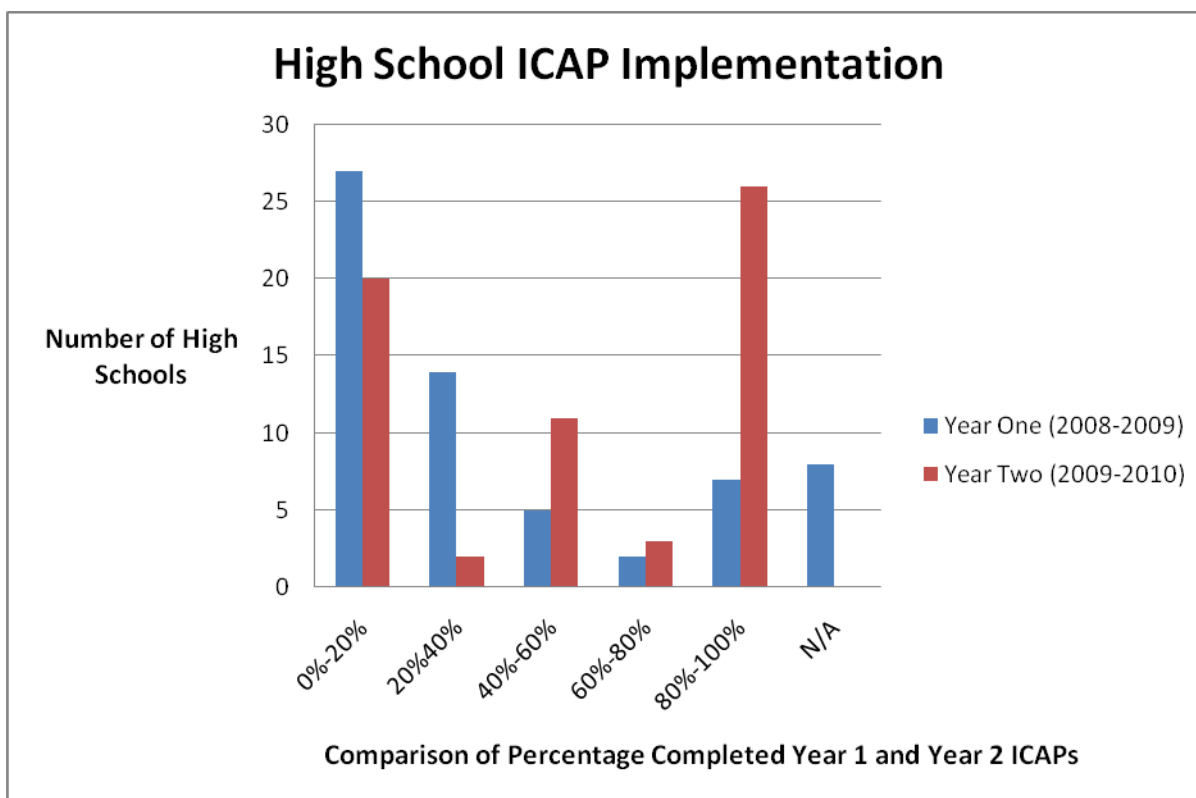
- The number of college and scholarship applications submitted;
- The number of Free Applications for Federal Student Aid (FAFSA) submitted; and
- The number of students accepted into a postsecondary institution.

The data received by grant recipients indicated the total number of completed applications and the percentage of completed ICAPs for School Counselor Corps high schools 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 school.

During Year One, the majority of School Counselor Corps high schools indicated that 0 to 20 percent of their student population had a completed ICAP. Year Two findings indicated an increase in the number of completed ICAPs in the 40 to 100 percent range. Data demonstrated an upward trend in the percentage ICAP completion rates for high schools when compared to Year One.

Figure 3 illustrates the percentage of ICAPs completed in relation to the total high school population for Year One and Year Two.

Figure 3:



Similar to Year One, the data for the middle schools also illustrates a low completion rate. However, the lower completion rate can be attributed to ICAP requirements 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 Two of the School Counselor Corps Grant Program:

- School Counselor Corps counselors worked with Advancement Via Individual Determination (AVID) and ELL teachers to assist students with ICAP development;

- Use of the CollegeInColorado online tool to help freshmen and sophomores during advisory periods;
- School Counselor Corps counselors assisted 9th grade students with ICAP development during freshmen orientation;
- Teacher Advisors worked closely with the School Counselor Corps counselors to complete ICAPs during computer lab rotations;
- School Counselor Corps counselors created ICAPs for students who have been identified as at-risk of dropping out and are targeted for additional support;
- Counseling teams worked with seniors to complete their "Senior Transition Academic Review" (STAR) reports before graduation; and
- Classroom guidance activities were provided at least once a quarter with each grade level.

Academic, Postsecondary or Vocational Preparation Programs

Overall, 29,416 students participated in academic or postsecondary or vocational preparation programs in the School Counselor Corps grant schools. The programs can be categorized into seven basic course types:

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

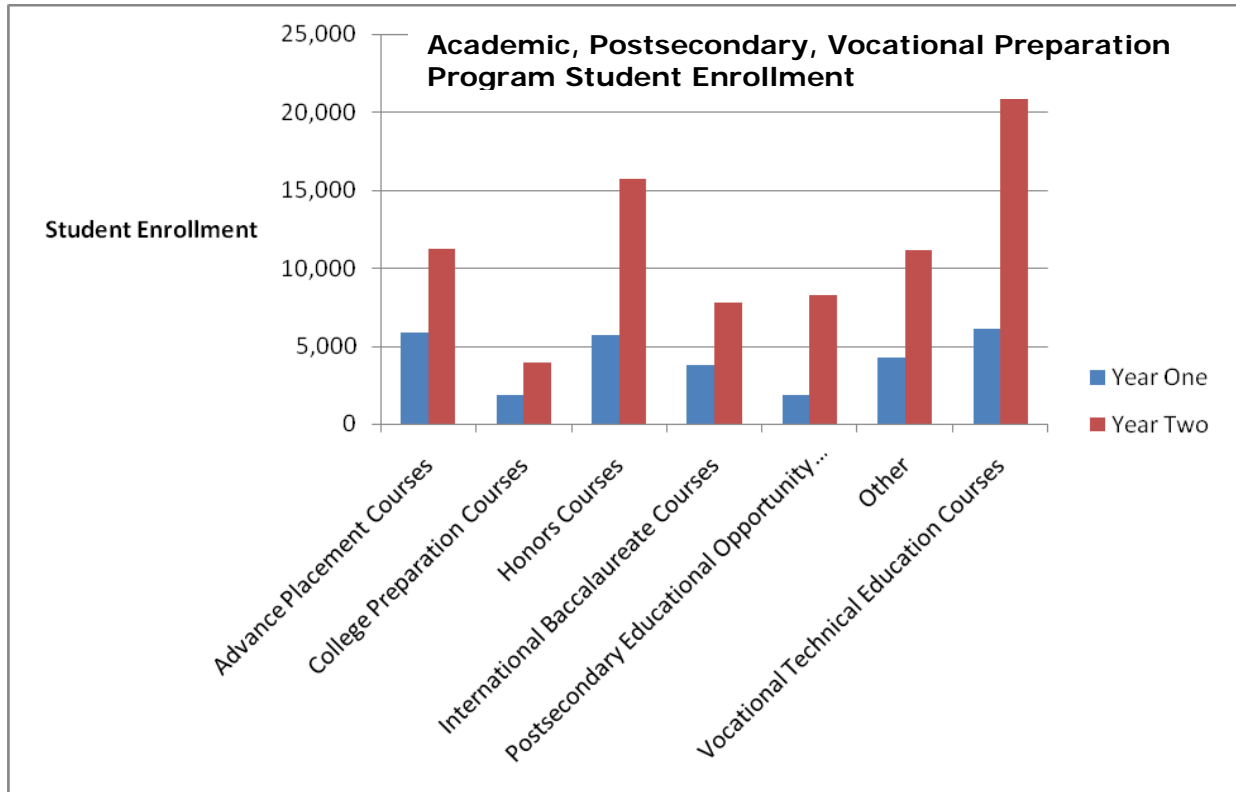
The table below demonstrates the student enrollment in the academic or postsecondary or vocational preparation programs

Table 2:

Academic, Postsecondary, Vocational Preparation Program Student Enrollment Year 2 (July 2009- June 2010)			
	Year One	Year Two	Enrollment Increase
Advance Placement Courses	5,861	11,222	5,362
College Preparation Courses	1,838	3,916	2,078
Honors Courses	5,714	15,686	9,972
International Baccalaureate Courses	3,778	7,742	3,964
Postsecondary Educational Opportunity (PSEO) Courses	1,847	8,246	6,399
Other	4,251	11,112	6,861
Vocational Technical Education Courses	6,127	21,250	15,123
Total Enrollment	29,416	79,174	49,758

Figure 4 on page 24 illustrates the enrollment increase for academic, postsecondary and vocational preparation programs.

Figure 4:



School Counselor Corps 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;
- Sent college applications;
- The number of submitted FAFSA forms; and
- The total received scholarship dollar amount.

Table 3 provides total numbers as of March 15, 2010 for the School Counselor Corps College related data.

Table 3:

School Counselor Corps College Related Data Year 2 (July 2009-June 2010)			
	Year One	Year Two	Increase in College Related Data
Number of Completed Free Applications for Federal Student Aid (FAFSA)	1,240	3,405	2,165
Number of Sent College Applications	8,911	9,922	1,011
Number of Submitted Scholarship Applications	3,543	7,612	4,069
Total Received Scholarship Dollar Amount	\$18,172,719	\$23,682,426	\$5,509,707

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

Figure 5:

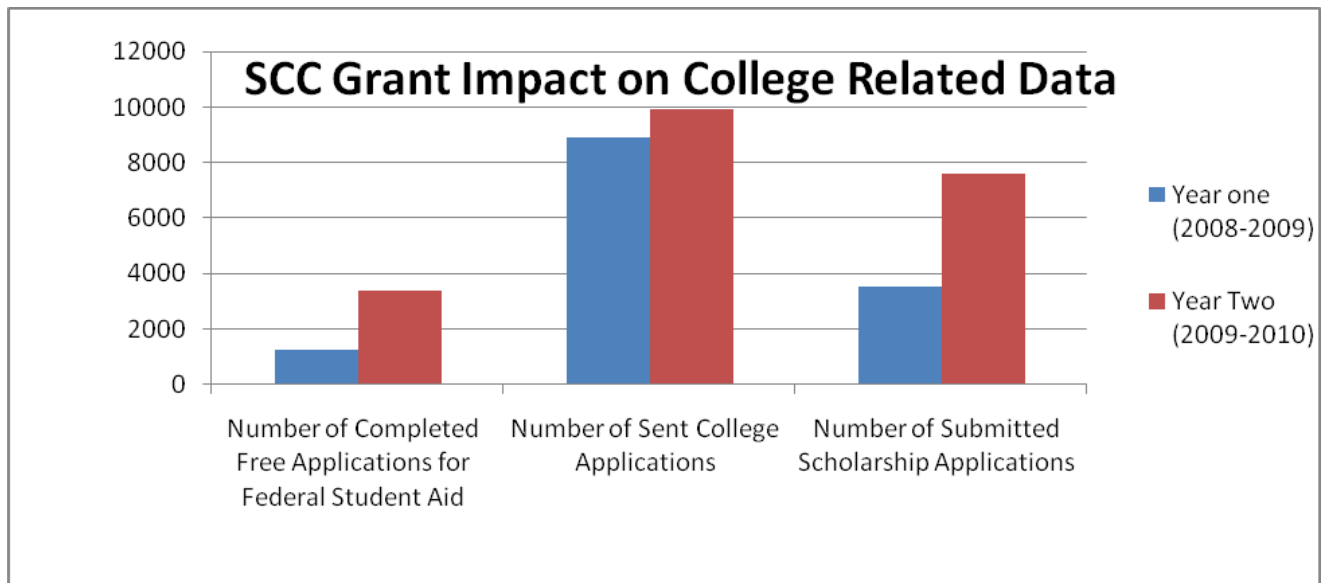


Figure 6 details the number of submitted FAFSA forms for Year One and Year Two.

Figure 6:

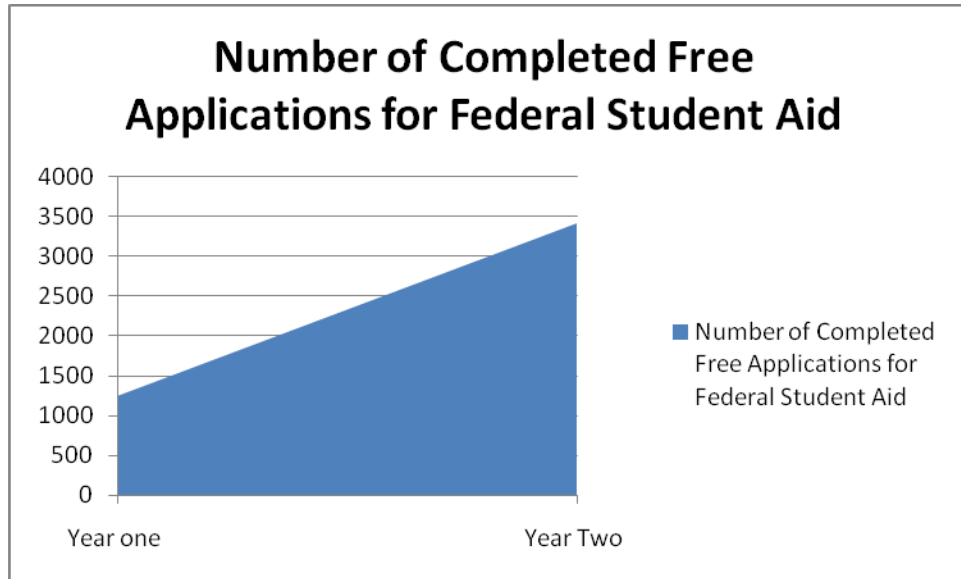
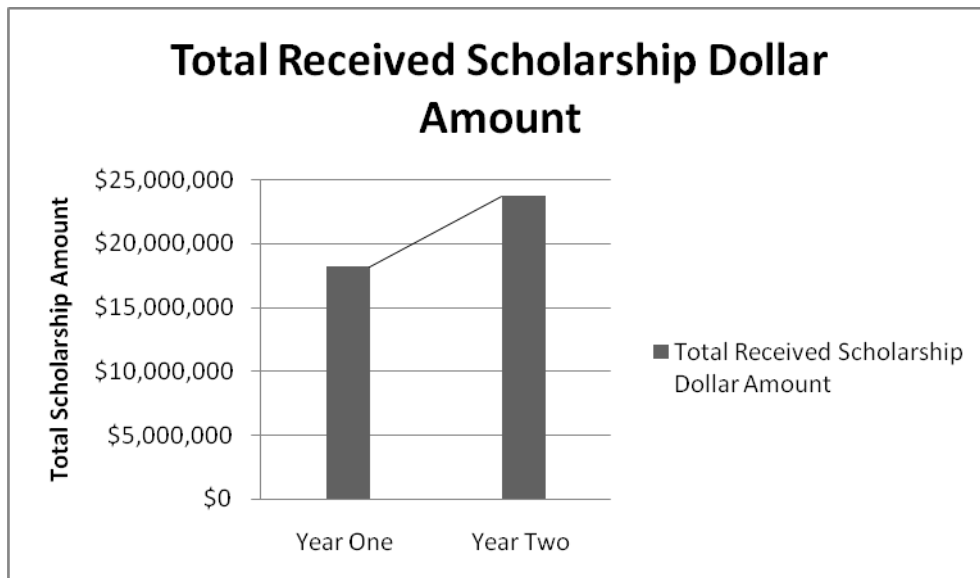


Figure 7 illustrates the increase in total received scholarship dollar amount when compared to Year One as of March 15th, 2010.

Figure 7:



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 138 students per school enrolled in a remediation program. In addition, the average time a student spent in a remediation program per year was 96 hours. The type of remediation reported by the grant recipients included:

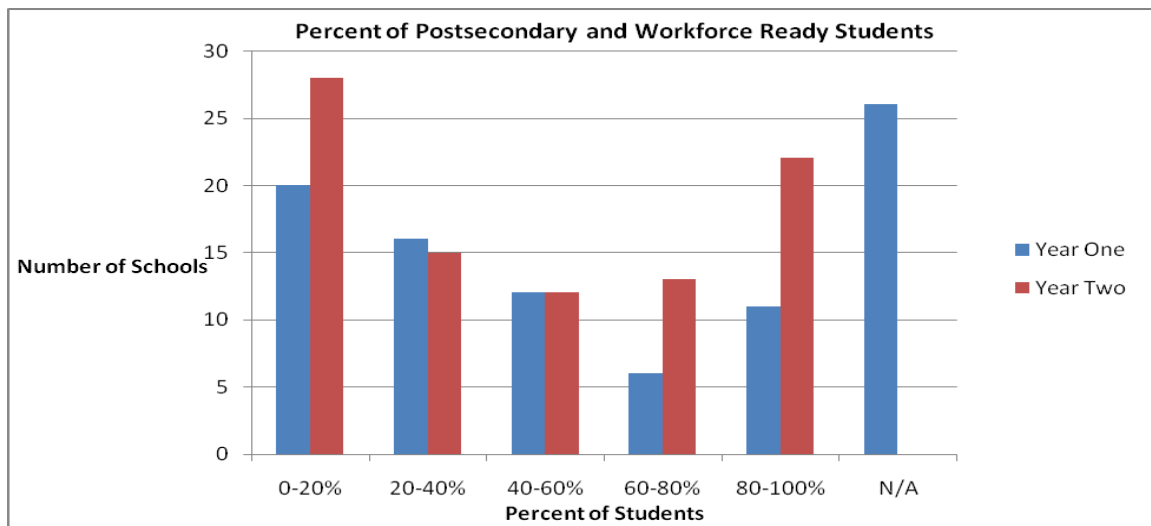
- Tutors;
- Study Lab;
- Night Schools;
- Online;
- Combination of all.

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). The schools and school districts were required to use the standard definition for PWR created the state of Colorado.

Figure 9 illustrates the percentage of students at participating schools deemed Postsecondary and Workforce Ready.

Figure 9:



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.

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, increasing the graduation rate, increasing the number of students who prepare for, apply to and enroll into a postsecondary institution. 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 second year of the program, sites were randomly selected for a Monitoring and Improvement Site Visit. 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 Two, CDE conducted thirteen 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 K 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 L for copy of Monitoring Improvement Tool.

This tool was designed to be used in two contexts:

- Grantees of School Counselor Corps (SCC) 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 legislation.

Year Two Site Visit Findings

Year Two site visits indicated that the schools were making sufficient progress toward increasing counseling services, partnerships, personalized student plans and student dropout prevention interventions. 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;
- Student lunch groups for students with failing grades;
- College preparation and scholarship workshops;
- Mock interview opportunities from business partners local communities;
- College preparation professional development for teachers and staff;
- Internships with local colleges to increase school level counseling services;
- Night school credit recovery centers; and
- Dual credit courses offered through the community colleges for qualifying expelled and drop-out recovery students.

The second year findings also highlighted the importance of the principal to and counselor relationship. Of the sites visited during year two, the sites with a strong communication system between the counseling staff and principal tended to have strong counseling services and service coordination among teachers, staff and students.

Summary of Primary Accomplishments 2009-2010

- **Impact on Secondary Schools.** The School Counselor Corps Grant has an impact state-wide. In total, 75.5 secondary counseling positions were providing services for 90 secondary schools.
- **Decrease in Dropout Rate.** The 2010 results of the program demonstrate the impacts of the School Counselor Corps program over the first two years of the grant. In comparison with non-funded School Counselor Corps schools, the schools receiving School Counselor Corps grant funds decreased (improved) their cumulative dropout rate by over .8 percentage points from 2007-08 to 2008-09 while non-funded School Counselor Corps schools only decreased their dropout rate by .09 percentage points over this same period.
- **Statewide Collaboration.** The Department has collaborated closely with the Governor's 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 personnel from the field to assist the Department with providing ongoing support to the funded sites in the form of professional development, site visits, and technical assistance.
- **Enhanced Supports for Schools.** Department staff provided School Counselor Corps recipients with a variety of supports including: automated evaluation tools; online supports including web-based conferencing; and participation in unique professional development opportunities.
- **Decrease in Student-to-Counselor Ratios.** The School Counselor Corps grant program impacted the student-to-counselor ratio for both high schools and middle schools in Year 1 and Year 2 of the grant program. At the middle schools, the student to counselor ratio improved to 291:1 (from 516:1 at the beginning of the grant), while the high school ratio improved to 240:1 (from 314:1 at the beginning of the grant).
- **Comprehensive Data Collection Process.** The School Counselor Corps grantees provided a detailed report addressing specific School Counselor Corps evaluation data requirements. The grant program played a major role in increasing the college related data collection process at the majority of grantee schools and districts.

ATTACHMENTS

- 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: 2009-2010 Funded Sites**
- Attachment E: October Professional Development Day Agenda**
- Attachment F: Regional Professional Development Day Agenda**
- Attachment G: College Invest Financial Aid PowerPoint Presentation**
- Attachment H: Online Data Collection Tool Instructions**
- Attachment I: Evaluation and Reporting Components**
- Attachment J: Evaluation and Reporting PowerPoint**
- Attachment K: 2009-2010 School Counselor Corps Planning Schedule**
- Attachment L: Monitoring Improvement Tool**

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
2009-2010

Dr. Darrell Green	<i>Pickens Technical College, 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, President 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:

Lynn Bamberry
(303) 866-6813
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E-mail: bamberry_l@cde.state.co.us

Issued by:



Colorado Department of Education
Competitive Grants & Awards
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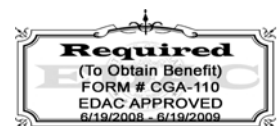


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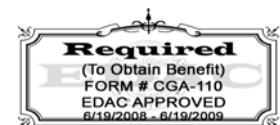
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ATTACHMENTS:

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	<p>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.</p> <p>An eligible Education Provider is defined as:</p> <ul style="list-style-type: none"> • 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. <p>Priority will be given to applicants that will serve:</p> <ul style="list-style-type: none"> • 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. <p>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.</p>
Funding Levels	<p>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.</p> <p>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.</p>
Use of Funds	<p>Funds may be used to <u>supplement and not supplant</u> any moneys currently being used to provide secondary school counseling activities. Allowable activities include:</p> <ul style="list-style-type: none"> • Secondary school counselor salaries and benefits; • Postsecondary preparatory services; and • Professional development. <p>Please note: In addition to the education provider's proposed Professional</p>

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 <i>(If Applicable)</i> :			

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 for 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 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

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 MIDDLE SCHOOL
CHERAW 31	CHERAW HIGH SCHOOL
CHERRY CREEK 5	HORIZON MIDDLE SCHOOL
CHERRY CREEK 5	OVERLAND HIGH SCHOOL
CHERRY CREEK 5	PRAIRIE MIDDLE SCHOOL
CHEYENNE COUNTY RE-5	CHEYENNE WELLS MIDDLE SCHOOL
COLORADO SPRINGS 11	BIJOU ALTERNATIVE PROGRAM
COLORADO SPRINGS 11	COMMUNITY PREP CHARTER SCHOOL
COLORADO SPRINGS 11	EMERSON-EDISON JUNIOR CHARTER ACADEMY
COLORADO SPRINGS 11	GLOBE CHARTER SCHOOL
COLORADO SPRINGS 11	IRVING MIDDLE SCHOOL
COLORADO SPRINGS 11	LIFE SKILLS CENTER OF COLORADO SPRINGS
COLORADO SPRINGS 11	MANN MIDDLE SCHOOL
COLORADO SPRINGS 11	MITCHELL HIGH SCHOOL
COLORADO SPRINGS 11	NIKOLA TESLA EDUCATION OPPORTUNITY CENTER
COLORADO SPRINGS 11	NORTH MIDDLE SCHOOL
COLORADO SPRINGS 11	RUSSELL MIDDLE SCHOOL
COLORADO SPRINGS 11	SABIN MIDDLE SCHOOL
COLORADO SPRINGS 11	SPACE TECHNOLOGY AND ARTS ACADEMY (STAR ACADEMY)
COLORADO SPRINGS 11	WASSON HIGH SCHOOL
COLORADO SPRINGS 11	WEST INTERGENERATIONAL CENTER
COTOPAXI RE-3	COTOPAXI JUNIOR-SENIOR HIGH SCHOOL
CRIPPLE CREEK-VICTOR RE-1	CRESSON ELEMENTARY SCHOOL
CRIPPLE CREEK-VICTOR RE-1	CRIPPLE CREEK-VICTOR JUNIOR-SENIOR HIGH SCHOOL
CROWLEY COUNTY RE-1-J	CROWLEY COUNTY HIGH SCHOOL
CROWLEY COUNTY RE-1-J	CROWLEY COUNTY WARD MIDDLE SCHOOL
DE BEQUE 49JT	DE BEQUE ELEMENTARY SCHOOL
DEL NORTE C-7	DEL NORTE HIGH SCHOOL
DEL NORTE C-7	DEL NORTE MIDDLE SCHOOL
DELTA COUNTY 50(J)	CEDAREdge HIGH SCHOOL
DELTA COUNTY 50(J)	CEDAREdge MIDDLE SCHOOL
DELTA COUNTY 50(J)	CRAWFORD ELEMENTARY SCHOOL
DELTA COUNTY 50(J)	DELTA COUNTY OPPORTUNITY SCHOOL
DELTA COUNTY 50(J)	DELTA HIGH SCHOOL
DELTA COUNTY 50(J)	DELTA MIDDLE 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	CENTENNIAL K-8 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	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

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

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 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

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

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

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

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	SOUTH VALLEY MIDDLE SCHOOL
WELD COUNTY RE-1	NORTH VALLEY MIDDLE SCHOOL
WELD COUNTY S/D RE-8	FORT LUPTON MIDDLE SCHOOL
WELD COUNTY S/D RE-8	FORT LUPTON HIGH SCHOOL
WELDON VALLEY RE-20(J)	WELDON VALLEY HIGH SCHOOL
WEST END RE-2	NUCLA JUNIOR/SENIOR HIGH SCHOOL
WEST END RE-2	PARADOX VALLEY CHARTER SCHOOL
WESTMINSTER 50	CLEAR LAKE MIDDLE SCHOOL
WESTMINSTER 50	HIDDEN LAKE HIGH SCHOOL
WESTMINSTER 50	IVER C. RANUM HIGH SCHOOL
WESTMINSTER 50	M. SCOTT CARPENTER MIDDLE SCHOOL
WESTMINSTER 50	SHAW HEIGHTS MIDDLE SCHOOL
WESTMINSTER 50	WESTMINSTER HIGH SCHOOL
WIDFIELD 3	JANITELL JUNIOR HIGH SCHOOL
WIDFIELD 3	MARTIN LUTHER KING JR ELEMENTARY SCHOOL
WIDFIELD 3	NORTH ELEMENTARY SCHOOL
WIDFIELD 3	PINELLO ELEMENTARY SCHOOL
WIDFIELD 3	SPROUL JUNIOR HIGH SCHOOL
WIDFIELD 3	SUNRISE ELEMENTARY SCHOOL
WIDFIELD 3	TALBOTT ELEMENTARY SCHOOL
WIDFIELD 3	VENETUCCI ELEMENTARY SCHOOL
WIDFIELD 3	WEBSTER ELEMENTARY SCHOOL
WIDFIELD 3	WIDFIELD ELEMENTARY SCHOOL
WIGGINS RE-50(J)	WIGGINS JUNIOR-SENIOR HIGH SCHOOL
WILEY RE-13 JT	WILEY ELEMENTARY SCHOOL
WILEY RE-13 JT	WILEY JUNIOR-SENIOR HIGH SCHOOL
WOODLIN R-104	WOODLIN ELEMENTARY SCHOOL
WOODLIN R-104	WOODLIN UNDIVIDED HIGH SCHOOL
WRAY RD-2	BUCHANAN MIDDLE SCHOOL
WRAY RD-2	WRAY HIGH SCHOOL
YUMA 1	YUMA HIGH SCHOOL
YUMA 1	YUMA MIDDLE SCHOOL

School Counselor Corps
Funded Sites
2009-2010

District	School(s)	Amount Funded	# Of Counselors
Adams 14 School District		\$217,504	3.0
	ADAMS CITY HIGH SCHOOL		
	ADAMS CITY MIDDLE SCHOOL		
	KEARNEY MIDDLE SCHOOL		
Adams-Arapahoe 28J		\$420,957	6
	AURORA CENTRAL HIGH SCHOOL		
	GATEWAY HIGH SCHOOL		
	HINKLEY HIGH SCHOOL		
	RANGEVIEW HIGH SCHOOL		
	WILLIAM SMITH HIGH SCHOOL		
Alamosa School District		\$106,920	2.0
	ALAMOSA HIGH SCHOOL		
	ORTEGA MIDDLE SCHOOL		
Boulder Valley School District		\$161,145	2.0
	ANGEVINE MIDDLE SCHOOL		
	ARAPAHOE RIDGE HIGH SCHOOL		
Branson Reorganized 82		\$90,943	1.0
	BRANSON SCHOOL ONLINE		
	BRANSON UNDIVIDED HIGH SCHOOL		
Brighton		\$189,805	3.0
	BRIGHTON HERITAGE ACADEMY		
	OVERLAND TRAIL MIDDLE SCHOOL		
	VIKAN MIDDLE SCHOOL		

**School Counselor Corps
Funded Sites
2009-2010**

Center Consolidated Schools 26JT		\$51,577	0.5
	CENTER HIGH SCHOOL		
	SKOGLUND MIDDLE SCHOOL		
Cherry Creek School District		\$203,760	4.0
	HORIZON MIDDLE SCHOOL		
	OVERLAND HIGH SCHOOL		
	PRAIRIE MIDDLE SCHOOL		
	SMOKY HILL HIGH SCHOOL		
Colorado Springs District 11		\$95,701	2
	BIJOU ALTERNATIVE PROGRAM		
	LIFE SKILLS CENTER OF COLORADO SPRINGS		
	MITCHELL HIGH SCHOOL		
	NIKOLA TESLA EDUCATION OPPORTUNITY CENTER		
	PALMER HIGH SCHOOL		
	WASSON HIGH SCHOOL		
Charter School Institute	COLORADO SPRINGS EARLY COLLEGES	\$74,250	1
Charter School Institute	ECHS AT ARVADA	\$94,500	1
Charter School Institute	GOAL ACADEMY	\$115,020	1
Charter School Institute	PINNACLE MIDDLE SCHOOL	\$122,472	2
Cripple Creek-Victor RE-1	CRIPPLE CREEK-VICTOR JUNIOR-SENIOR HIGH SCHO	\$47,464	1.0
Denver Public Schools		\$636,644	9
	CONTEMPORARY LEARNING ACADEMY HIGH SCHOOL		
	GEORGE WASHINGTON HIGH SCHOOL		

School Counselor Corps
Funded Sites
2008-2009

	GRANT RANCH K-8 SCHOOL		
	MARTIN LUTHER KING MIDDLE COLLEGE		
	NORTH HIGH SCHOOL		
	SKINNER MIDDLE SCHOOL		
	THOMAS JEFFERSON HIGH SCHOOL		
	WEST HIGH SCHOOL		
	PLACE BRIDGE ACADEMY		
Denver Public Schools		\$44,370	1
	COLORADO HIGH SCHOOL		
Denver Public Schools		\$50,465	1
	NORTHEAST ACADEMY CHARTER SCHOOL		
Denver Public Schools		\$66,501	1.0
	P.S.1 CHARTER SCHOOL		
Englewood Schools		\$139,522	2
	COLORADO'S FINEST ALTERNATIVE HIGH SCHOOL		
	ENGLEWOOD HIGH SCHOOL		
	ENGLEWOOD MIDDLE SCHOOL		
Falcon School District 49		\$171,036	2.0
	FALCON HIGH SCHOOL		
	FALCON MIDDLE SCHOOL		
	HORIZON MIDDLE SCHOOL		
	SAND CREEK HIGH SCHOOL		
	SKYVIEW MIDDLE SCHOOL		
	VISTA RIDGE HIGH SCHOOL		
Harrison School District #2		\$219,317	5.0
	CARMEL MIDDLE SCHOOL		
	FOX MEADOW MIDDLE SCHOOL		
	HARRISON HIGH SCHOOL		

**School Counselor Corps
Funded Sites
2008-2009**

	MOUNTAIN VISTA COMMUNITY SCHOOL		
	NEW HORIZONS DAY SCHOOL		
	PANORAMA MIDDLE SCHOOL		
	SIERRA HIGH SCHOOL		
Jeffco Public Schools		\$242,863	4
	ALAMEDA HIGH SCHOOL		
	ARVADA HIGH SCHOOL		
	JEFFERSON HIGH SCHOOL		
Karval School District RE23		\$38,602	1
	KARVAL JUNIOR-SENIOR HIGH SCHOOL		
	KARVAL ONLINE EDUCATION		
Lake County School District		\$58,090	1.0
	LAKE COUNTY HIGH SCHOOL		
Mapleton Public Schools		\$140,551	2.5
	ACHIEVE ACADEMY		
	CLAYTON PARTNERSHIP SCHOOL		
	MEADOW COMMUNITY SCHOOL		
	MONTEREY COMMUNITY SCHOOL		
	VALLEY VIEW K-8		
	YORK INTERNATIONAL		
Mesa County Valley SD		\$163,292	3
	CENTRAL HIGH SCHOOL		
	PALISADE HIGH SCHOOL		
Montezuma-Cortez Re-1		\$159,813	1.5
	CORTEZ MIDDLE SCHOOL		
	MONTEZUMA-CORTEZ HIGH SCHOOL		

**School Counselor Corps
Funded Sites
2008-2009**

Montezuma-Cortez Re-1		\$59,310	1.5
	SOUTHWEST OPEN CHARTER SCHOOL		
Mountain Valley		\$18,437	0.5
	MOUNTAIN VALLEY SENIOR HIGH SCHOOL		
Poudre School District		\$156,832	3
	LINCOLN JUNIOR HIGH SCHOOL		
	POLARIS EXPEDITIONARY LEARNING SCHOOL		
	POUDRE TRANSITION CENTER		
Pueblo City Schools		\$94,693	2.0
	CENTRAL HIGH SCHOOL		
Pueblo 70		\$112,000	2
	FUTURES ACADEMY		
	PUEBLO WEST MIDDLE SCHOOL		
St. Vrain School District		\$176,580	1.0
	SKYLINE HIGH SCHOOL		
Greeley 6		\$174,006	2
	GREELEY CENTRAL HIGH SCHOOL		
	GREELEY WEST HIGH SCHOOL		
	NORTHRIDGE HIGH SCHOOL		

School Counselor Corps Grant Program

Prepare Today for a Brighter Tomorrow



October 3, 2009

Program of Events

cde Improving
Academic
Achievement

Agenda

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>	8:30 a.m.
Dr. Paul Thayer, <i>Colorado State University, P-20 Council</i>	
Breakout Sessions (descriptions on p.5)	
- Breakout Session #1	9:00 a.m.
- Breakout Session #2	10:20 a.m.
Lunch Plenary	11:40 a.m.
Dropping Out is Not an Option Session moderator: Judith Martinez, Colorado Department of Education Session panelists: Becky Stephens, Montezuma-Cortez RE1; David Kollar and Kenlyn Newman, Jefferson County School District; Terri Martinez-Mcgraw, Pueblo City Schools; Rana Tarkenton Denver Scholarship Foundation	
Roundtable Discussion (description on p.6)	1:00 p.m.
Team Debrief and Planning	3:40 p.m.
Wrap-Up and Reflection Session	4:10 p.m.

Session Presenters

Lisa Scott

Lisa Scott is the college and career counselor at Liberty High School in Academy School District 20 in Colorado Springs, where she has also been a classroom teacher and guidance counselor over the past 19 years. In 2003 and 2004, she was Liberty High School's Teacher of the Year and the Secondary Educator of the Year for Academy School District 20.

Lisa has presented at the Colorado School Counselor's Association Annual Conference (2002), the American School Counselor's Association Annual Conference (2003), and the Colorado Council on High School & College Relations Annual Conference (2007). Lisa was on the conference planning committee for the Rocky Mountain Association of College Admission Counseling for the past two years, and is currently serving as a regional high school representative on the Executive Board of the Colorado Council on High School/College Relations.

Karen G. Smith

Karen Smith is the eighth grade counselor at Silver Hills Middle School in Adams 12 Five Star Schools in Westminster. Karen is in her tenth year in education, and fourth year as a middle school counselor. Karen is a former corporate contracts administrator, University admissions counselor and early childhood education teacher and director, who has brought her business acumen to the world of education.

Karen currently serves as secretary for the Colorado School Counselor Association (CSCA), Colorado Association of Middle Level Education (CAMLE) Conference Committee member, a former Community Liaison for the Parent Engagement Network of Boulder Valley (PEN), Boulder Valley School District (BVSD) District parent council member and community volunteer.

Debra Suniga

Debra Suniga has worked in the higher education sector for eight years. She is currently working with the Educational Opportunity Center and has helped thousands of students through the admissions and financial aid processes to colleges throughout Colorado. In addition to her work experience, Debra has sat on numerous boards and committees, including La Raza Youth Leadership Institute and of the Colorado Educational Services and Development Association (CESDA), where she is the 2009 chair.

Dr. Darrell Green

Dr. Darrell Green is the outreach coordinator at Pickens Technical College. Darrell has over 34 years of experience in education, teaching and developing programs in Denver Public Schools, Career and Technical Education and the college and university levels in pre-service education and technical programs. In his present position, Darrell works with local school districts, corporations, industry's, government organizations and colleges developing new programs and building student recruitment avenues.

Darrell serves on multiple boards, councils and professional organizations including School Board member at Ridge View Academy, President of the Guidance and Career Development

Division of the Colorado Association of Career and Technical Education, ICAP P-20 Sub Committee member and School Counselor Corps Advisory Board. Darrell is a Colorado native, born in Springfield and raised in Lakewood. He attended local public schools and graduated from Alameda High School. He holds a Bachelor of Arts Degree from University of Northern Colorado, a Master of Science degree from Colorado State University and a Doctorate of Philosophy in Information and Learning Technology from Nova Southeastern University.

Susan Hunt

Susan Hunt is beginning her 12th year as a high school counselor at Lakewood High School but has spent over 35 years working with high school students related to college counseling. Prior to LHS she spent one year in the Counseling Office at Cherry Creek High School and over 30 years in the college admission ranks at institutions in Illinois and Colorado. Before joining the high school side of the desk, she was director of admission counselors at the University of Denver. Susan has also been involved in a number of professional organizations, recently serving in elected positions with Rocky Mountain Association for College Admission Counseling (RMACAC) and Colorado Council on High School and College Relations (CCHS/CR).

Charles E. Dukes

Charles is a senior consultant for the Colorado Department of Education (CDE). His current role at CDE includes coordinating the School Counselor Corps grant program and providing leadership for high school reform initiatives throughout the state. Charles recently joined CDE from the Denver Scholarship Foundation, where he worked at Montbello High School as a Senior College and Financial Advisor.

During his three-year tenure at Montbello, Charles worked with students through one-on-one sessions, small group sessions and classroom visits. He also coordinated visits from college representatives, campus visits, and pre-collegiate programs that served Montbello students. Through his efforts at Montbello High School, Charles played a key role in increasing the college acceptance rate to ninety percent. In addition to Charles' expertise in the professional fields of pre-collegiate programming and students affairs, he also has experience as a research analyst and played a chief role in the development of the K-12 *Educational Alignment Council* and the *Go to College Resource Centers*.

Breakout Session Descriptions

School Counselor Corps Grantees may choose from the following breakout sessions. Please note: Each breakout session will be presented during both time slots.

The Nuts and Bolts of College Admission

Room C0401

Presenters: Lisa Scott

This breakout session will provide an overview of the college admission process. This session will also highlight key trends and tips to open the college admission doors for all students. We encourage all participants to bring a Colorado Collegiate Handbook if planning to attend this session.

Preparing Middle School Students for Postsecondary Success

Room Snowy Peaks

Presenter: Karen G. Smith

During this breakout session, grantees will gain valuable knowledge about creating a postsecondary and workforce readiness culture for middle school students.

Navigating the admissions path into Highly Selective Colleges

Room C0402

Presenter: Susan Hunt

This session will focus on the differences in the admission process between highly competitive and less competitive colleges and universities. Information will be presented on the subjective parts of an admission application, including the student essay, letters of recommendation, the student resume, college interview, and the role high school counselors play in the process.

Creating Strong Scholarship Applications

Room C0302

Presenter: Debra Suniga

Creating strong scholarship applications is an important step toward receive scholarship dollars. The goal of this session is to provide guidelines that ensure students are submitting their best application.

The World of Career and Technical Degrees and Certificates

Room C01156

Presenter: Dr. Darrell Green

This breakout session is intended to demystify the world of career and technical degrees. This session will explore the vast range of degrees and opportunities.

Transforming Your School with the School Counselor Corps Grant

Room Rocky Mountain Room

Presenter: Charles E. Dukes

During this breakout session, grantees will learn practical strategies for changing the school college going culture while meeting the School Counselor Corps Grant requirements.

School Counselor Corps Roundtable Session

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

Table #	Session Title	Facilitator	Organization	Description
1	Fiscal Management	Marti Rodriguez	Colorado Department of Education	Have your School Counselor Corps fiscal issues and questions related answered.
2	Personalizing a Future for Every Student	Cori Canty-Woessner	Denver Public Schools	Receive strategies for successful ICAP development and implementation.
3	From Standards to Everyday Practice	Tammy Dodson	Grandview High School	Learn how to use ASCA standards to impact the counseling department and school culture.
4	One is Not the Loneliest Number	Eve Pugh	Byers High School	Learn how to maximize your ability to connect with the community, teachers and students as a solo counselor.
5	It takes a Village	Karen Kucker	Arvada High School	Explore ways to include counselors, school faculty and community partners into the intent of the SCC Grant program.
6	District Where Art Thou?	Cayth Brady	Harrison School District	Discuss district involvement with implementing the SCC grant program.
7	Dropping Out Is Not an Option	Susan Olezene	Aurora Public Schools	Discover what APS is doing to stop students from closing the door on their future.
8	Picking Teachers for Your Team	Dwaine Schmidt	Mapleton Public Schools	Uncover creative ways to involve teachers with the college process.
9	The Twilight Zone	Sarah Grandy	Horizon Middle School	Discuss for best practices to help students with postsecondary and workforce readiness skills before they enter high school.
10	Quality Ongoing Parent Education	Noemi Aguilar	Colorado Department of Education	Explore ways to involvement parents with the students' goals.
11	A Bright Future	Dana Scott	Colorado Department of Education	Discuss how homeless youth can chase their career dreams.
12	Two for The Price of One	Darrell Green	Career and Technical Education	Re-discover the world of concurrent enrollment.
13	Is the Captain On Board?	Rhonda Williams	University of Colorado at Colorado Springs	Find out what the research says about the importance of a strong principal and counselor relationship.
14	CDE Q&A	Charles Dukes	Colorado Department of Education	
15	Networking Table			
16	Networking Table			

Acknowledgements

School Counselor Corps Grant Program Advisory Board

Dr. Nate Easley	<i>Denver Scholarship Foundation</i>
Dr. Darrell Green	<i>Pickens Technical College, 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, President Evergreen High School, Counselor</i>
Dr. Rhonda Williams	<i>University of Colorado at Colorado Springs Colorado School Counselor Association, Board Member</i>

Thank you to Front Range Community College, Colorado Educational Services and Development Association (CESDA), and CollegeinColorado for providing sponsorship for this event.

SCHOOL COUNSELOR CORPS GRANT PROGRAM

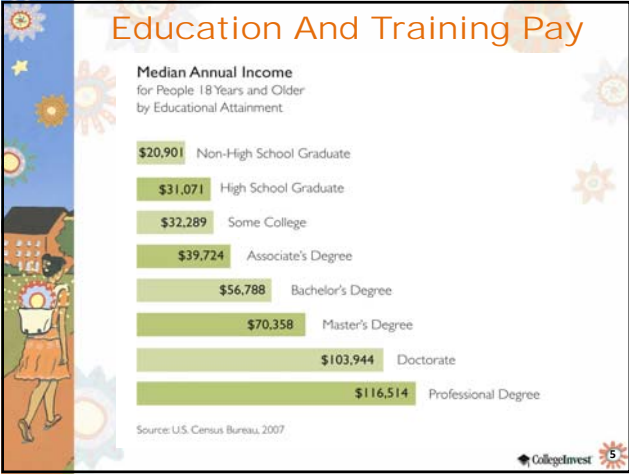
Professional Development Day

January 26, 2010

Grand Junction, Colorado

Registration and Continental Breakfast	8:00-8:30 a.m.
Welcome and Introductions Charles Dukes, School Counselor Corps Coordinator	8:30-8:50 a.m.
Dr. Paul Thayer, Colorado State University, P-20 Council	
Welcome to Mesa State College Representatives from Mesa State College	8:50-9:00 a.m.
SCC Grant Share Out	9:00- 9:40 a.m.
Montezuma-Cortez RE 1	
Mesa 51	
Discussion	9:40- 10:00 a.m.
Data Collection in an Effective Way Tracy Thompson, Jefferson County School District	10:05-10:40 a.m.
Discussion	10:40- 11:00 a.m.
Engaging Administrators Tracy Thompson	11:00-11:35 a.m.
Discussion	11:35-11:55 a.m.
Lunch	12:00-12:30 p.m.
Scholarship and Financial Aid Workshop Misti Ruthven, College Invest	12:30-3:30 p.m.
Wrap-Up	3:30- 3:45 p.m.





Projected Cost of College

Cost of four years of college

Today	Public	\$59,889	Private	\$142,383
In 5 years	Public	\$77,045	Private	\$183,170
In 10 years	Public	\$105,559	Private	\$250,959

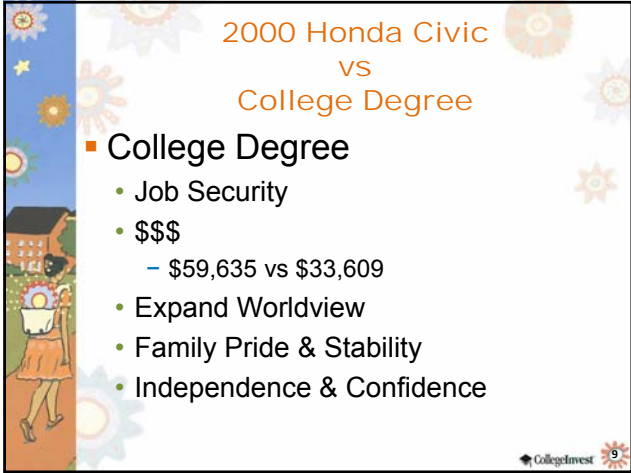
Parents should expect to pay at least one-half to two-thirds of their children's college costs through a combination of current savings, income and loans.

Source: College Board's "2007 Trends in College Pricing." Based on a hypothetical 6.5% inflation rate. Figures based on an estimated average of current student expenses including tuition, fees, room and board only.

- ### 2000 Honda Civic VS College Degree
- 2000 Honda Civic
 - Air Conditioning
 - 50,000 miles
 - Cassette Player
 - Good Condition
-

2000 Honda Civic VS College Degree

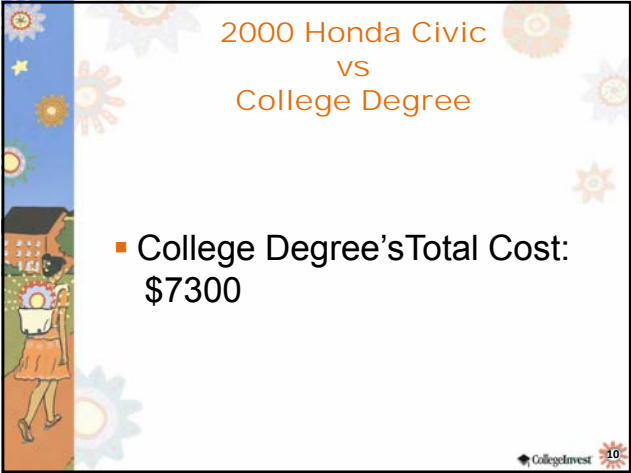
- Honda Civic's Total Cost:
\$7300



2000 Honda Civic
VS
College Degree

- College Degree
 - Job Security
 - \$\$\$
 - \$59,635 vs \$33,609
 - Expand Worldview
 - Family Pride & Stability
 - Independence & Confidence

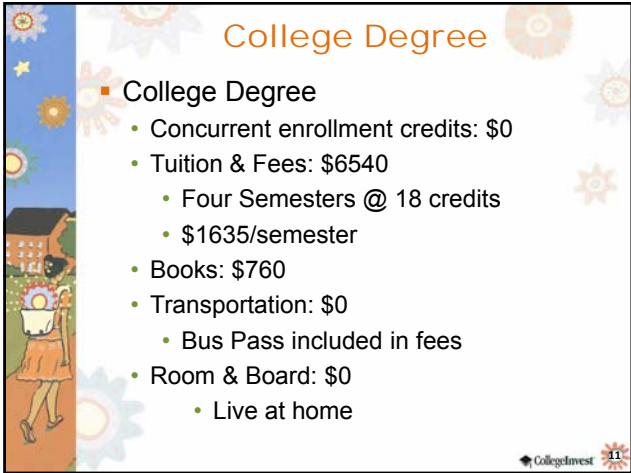
CollegInvest 9



2000 Honda Civic
VS
College Degree

- College Degree's Total Cost:
\$7300

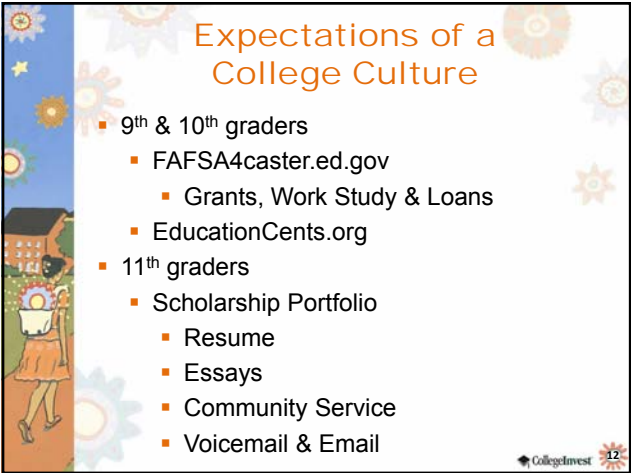
CollegInvest 10



College Degree

- College Degree
 - Concurrent enrollment credits: \$0
 - Tuition & Fees: \$6540
 - Four Semesters @ 18 credits
 - \$1635/semester
 - Books: \$760
 - Transportation: \$0
 - Bus Pass included in fees
 - Room & Board: \$0
 - Live at home

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Expectations of a
College Culture

- 9th & 10th graders
 - FAFSA4caster.ed.gov
 - Grants, Work Study & Loans
 - EducationCents.org
- 11th graders
 - Scholarship Portfolio
 - Resume
 - Essays
 - Community Service
 - Voicemail & Email

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Expectations of a College Culture

- 11th graders
 - One-on-one family meetings
 - Select 9 schools
 - Academic
 - Financial
- 12th graders
 - FAFSA.ed.gov or FAFSA.gov
 - CSS Profile

It takes a village...

Classroom Options Using the New Standards

- [Dance](#)—Review colleges offering dance scholarships
- [Drama & Theatre](#)—Critique news video clips about college
- [Health & Physical Education](#)—Evaluate college students' health care options
- [Mathematics](#)—Determine return on investment for a college education and specific majors
- [English & Composition](#)—Research & write scholarship essays
- [Science](#)—Compile and evaluate science scholarships
- [Social Studies](#)—Use EducationCents www.educationcents.org, a financial education program, to devise a plan to pay for college
- [Visual Arts](#)—Design a marketing campaign around FAFSA completion
- [World Languages](#)—Examine how paying for college works in other countries & cultures

Timeline

- See Matrix
- Activity:

Identify key activities of a college-going culture on the timeline.

Top Five Tips for Students

- #1 Go to a college where you are in the top
- #2 Be realistic about how much you'll earn
- #3 Only borrow what you need
- #4 Visit the college before you commit
- #5 Get to know college administrators

Start with the FAFSA

- Free Application for Federal Student Aid (FAFSA)
- Available every January 1– apply early!
 - Some Financial Aid is awarded on a first come first serve basis
 - The earlier a student applies, the more financial aid they may receive
 - Must file every year
 - Will receive a Student Aid Report (SAR) via email and snail mail

How to Submit the FAFSA

- Online application is fastest
 - Processed in 72 hours
 - Student and one parent need to get Personal Identification Numbers to sign application electronically
 - Parent and Student Information required:
 - Social security numbers, drivers license numbers
 - Records of money earned last year, tax returns and bank statements, etc.
 - Complete FAFSA online at <http://www.fafsa.ed.gov>
 - 1-800-4FEDAID paper applications
- BEWARE of any service that requires you to pay a fee to submit your **FREE** application

FAFSA Q&A

- Scams
- Who completes FAFSA?
- What if I don't have my taxes?
- My parents don't have a SSN
- I don't live w/ my parents
- Foster care, legal guardianships & unaccompanied homeless youth

Myth vs Reality

Myth:

College is too expensive



Reality:

College costs are heavily based on personal choices

Myth vs Reality

Myth:
I don't qualify for financial aid



Reality:
All students who are US citizens or permanent residents are eligible for some type of financial aid.

Myth vs Reality

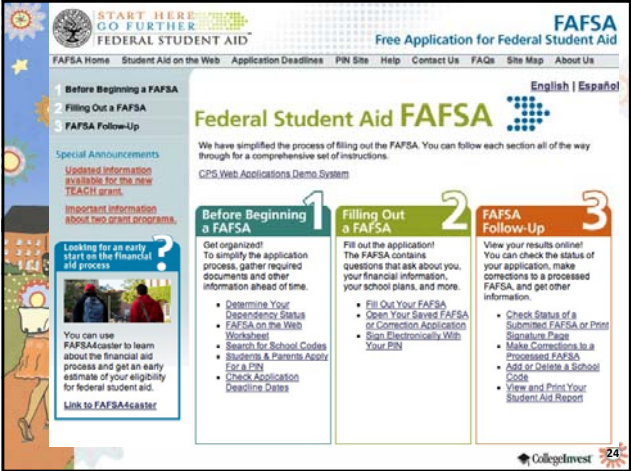
Myth:
Scholarships will hurt my financial aid package

Reality:
Each college has their own policy about how they are counted, most will reduce loans

FAFSA Group Activity





START HERE GO FURTHER FEDERAL STUDENT AID
Free Application for Federal Student Aid

FAFSA Home Student Aid on the Web Application Deadlines PIN Site Help Contact Us FAQs Site Map About Us

English | Español

Federal Student Aid FAFSA

We have simplified the process of filling out the FAFSA. You can follow each section all of the way through for a comprehensive set of instructions.

GPS Web Applications Demo System

- Before Beginning a FAFSA**

Get organized! To simplify the application process, gather required documents and other information ahead of time.


 - Determine Your Dependency Status
 - FAFSA on the Web Worksheet
 - Search for School Codes
 - Students & Parents Apply For a PIN
 - Check Application Deadline Dates
- Filling Out a FAFSA**

Fill out the application! The FAFSA contains questions that ask about you, your financial information, your school plans, and more.

 - Fill Out Your FAFSA
 - Open Your Saved FAFSA or Completion Application
 - Sign Electronically With Your PIN
- FAFSA Follow-Up**


View your results online! You can check the status of your application, make corrections to a processed FAFSA, and get other information.

 - Check Status of a Submitted FAFSA or Print Signature Page
 - Make Corrections to a Processed FAFSA
 - Add or Delete a School Code
 - View and Print Your Student Aid Report



Financial Aid – The Four Types

- Grants
- Scholarships
- Work-study
- Student Loans




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Financial Aid

Cost of Attendance (COA)
 - Expected Family Contribution (EFC)


 = Financial Need



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Examples


	Community College	Four Year Public	Four Year Private
COA (variable)	\$10000	\$20000	\$40000
EFC (fixed)	\$10000	\$10000	\$10000
Need (variable)	\$0	\$10000	\$30000



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Frequent FAFSA Errors

- Social Security Numbers
- Divorced/remarried parental information
- Income earned by parents/stepparents
- Untaxed income
- U.S. income taxes paid
- Household size
- Number of household members in college
- Real estate and investment net worth



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Assets Not Included

- Life insurance plans
- Retirement plans
- Equity from primary residence
- Investment value of small business
 - 100 full-time employees or less
- Farm when it is primary source of income

CSS Profile

- Created by CollegeBoard
- CollegeBoard is a not-for-profit association that tries to connect students to colleges
- \$9 for application fee, \$16 for each school
- More detailed than the FAFSA
- Will calculate an EFC, may differ from EFC that the FAFSA calculates
- Colorado institutions that require the profile:
 - Colorado College
 - University of Denver
 - Daniels Fund
- www.collegeboard.com

PELL Grant

- Eligibility determined from FAFSA
- 2010-2011 maximum amount \$5,550
- Pro-rated if student is less than full-time
- Need based grant
- EFC must be under \$4,617


Academic Competitiveness Grant

- Eligible for Pell Grant
- Four or two year degree program or certificate
- Part time or Full time student
- \$750.00 first year of undergraduate study
 - Successfully completed a rigorous high school program (Higher Education Admission Requirements)
- \$1,300.00 second year of study
 - Second year of undergraduate study have a cumulative grade point average of 3.0
- No specific major required

The SMART Grant

(National Science & Mathematics Access to Retain Talent)


- Available during the third and fourth years of undergraduate study
- Eligible for Pell Grant
- Enrolled in a four-year degree granting institution
- Full time student
- Up to \$4,000.00 per year
- A cumulative 3.0 grade point average



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TEACH Grant


- Up to \$4000 in grant money per year for teaching students
- Undergraduates can qualify for up to four years, graduates for up to two years
- Must score above the 75th percentile on a college admissions test OR maintain a cumulative GPA of at least 3.25
- Must be a student who intend to teach full-time in high-need subject areas for at least four years at schools that serve students from low-income families
- If the student does not meet the teaching requirements, the grant must be paid back as an unsubsidized loan
 - Colorado State University-Pueblo
 - Metropolitan State College of Denver
 - University of Colorado Denver
 - University of Northern Colorado
 - Jones International University
 - Regis University
 - Colorado Christian University
 - Mesa State
 - University of Denver



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Work Study


- Part-time hours
- Campus & Community offices/agencies
- Minimum wage & higher
- Earnings paid directly to students
- Often based on financial need
- Maximum earnings limit



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Perkins Loans


- 5% interest rate
- 9 month grace period
- Repaid to School Attended
- Must Complete FAFSA
- Need Based
- Must sign Promissory Note with Institution
- Undergraduate annual limits \$5,500, graduate annual amounts \$8,000
- Schools have small loan pool. May need to apply by school's priority deadline to be considered



CollegInvest 36


Subsidized & Unsubsidized

<p>Subsidized Stafford:</p> <ul style="list-style-type: none"> ▪ Must Demonstrate "need" ▪ Fixed interest rate of up to 6.8% ▪ No interest accrual during in-school period 	<p>Unsubsidized Stafford:</p> <ul style="list-style-type: none"> ▪ Not based on need ▪ Fixed interest rate of 6.8% ▪ Interest accrues while in school
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Federal PLUS Loans

- Parent PLUS loans have fixed interest rate of 8.5%
- Credit check required
 - If denied, student is eligible for additional unsubsidized Stafford allowance
- Repayment begins 6 months after the student is less than half time
- Up to 4% fee



Tax Advantages

- American Opportunity Credit
 - Up to \$2,500 tax deduction
 - First and second years of school
 - *For individuals earning under \$100,000 per year or couples earning less than \$160,000
- Lifetime Learning Credit for college juniors, seniors, and graduate students
 - Up to \$2,000 tax deduction thereafter
 - *Dependent on income
- Student loan interest tax deduction
 - Deduction of interest paid
- Western Undergraduate Exchange (WUE) Program
 - <http://wue.wiche.edu/>



Counselor of the Month

Colorado Council on High School/College Relations (CCHSCR) and CollegeInvest salute and honor high school counselors working hard to serve students.

Each month, an exemplary high school counselor will be selected as Counselor of the Month.

Nominate an outstanding counselor who:

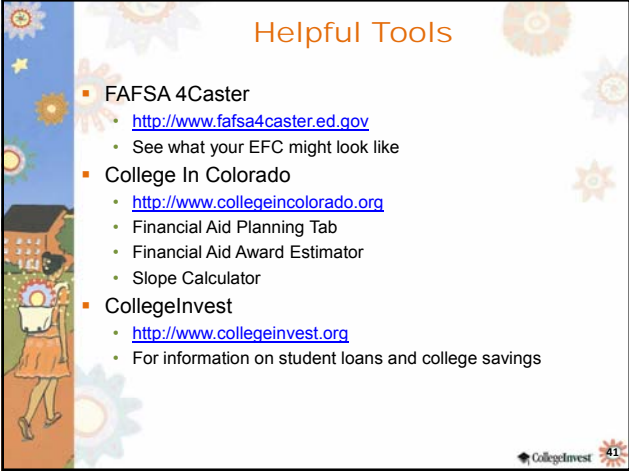
- Has initiated a college prep program
- Is involved with the community
- Has built relationships with the higher education community
- Holds leadership positions in education related organizations
- Participates in high school activities or sponsors programs
- Has dedicated many years to helping students
- Makes a difference in your life and community

Give recognition to deserving counselors by nominating them for Counselor of the Month at www.collegeinvest.org/mycounselor.




Helpful Tools

- FAFSA 4Caster
 - <http://www.fafsa4caster.ed.gov>
 - See what your EFC might look like
- College In Colorado
 - <http://www.collegeincolorado.org>
 - Financial Aid Planning Tab
 - Financial Aid Award Estimator
 - Slope Calculator
- CollegenInvest
 - <http://www.collegeninvest.org>
 - For information on student loans and college savings



CollegenInvest 41

Comparing Award Letters Activity



CollegenInvest 42

Misti Ruthven - CollegenInvest
mruthven@collegeninvest.org



Questions?

CollegenInvest

WE HELP YOU GET THERE

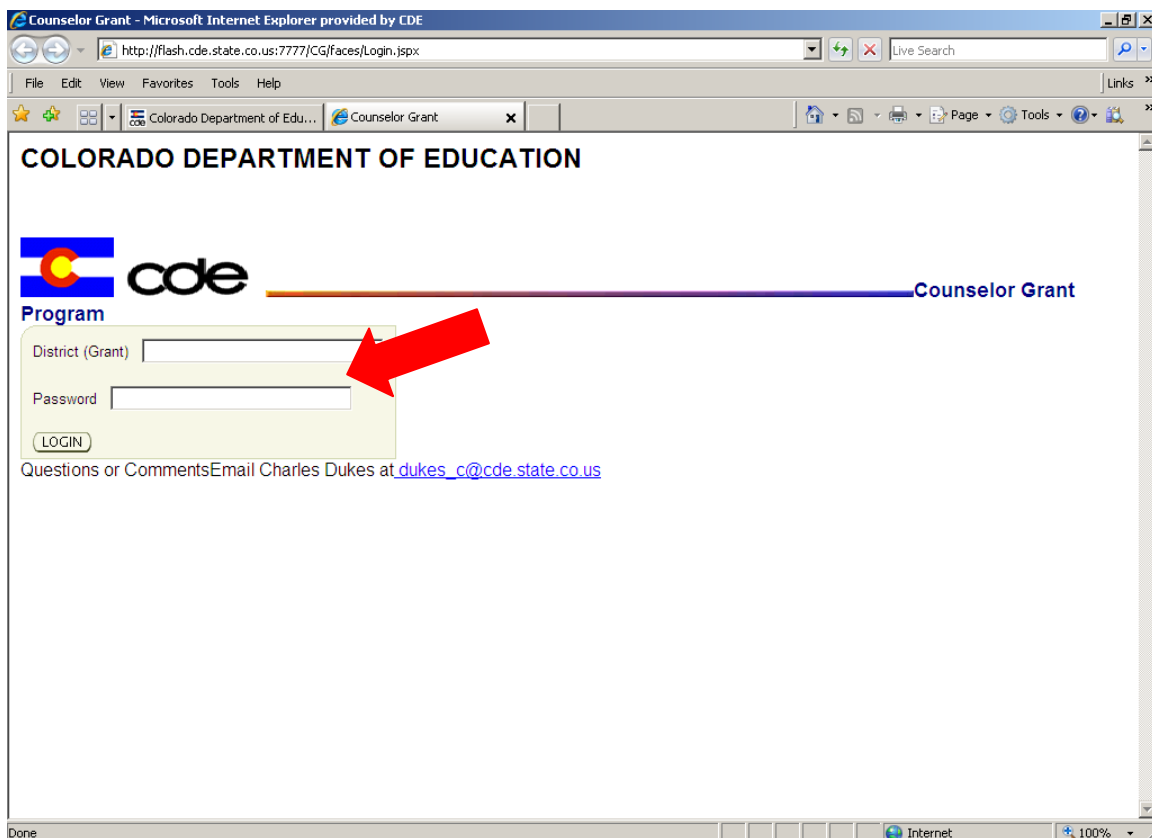
School Counselor Corps Online Data Collection Instructions

PLEASE READ INSTRUCTIONS BEFORE ENTERING DATA

Step 1: School Counselor Corps Data Collection Login

Please go to the following website: <https://cdeapps.cde.state.co.us/CG/faces/Login.jspx>

You will then be prompted to enter your **district (grant) code** and **password**.



The screenshot shows a web browser window titled "Counselor Grant - Microsoft Internet Explorer provided by CDE". The address bar displays the URL <http://flash.cde.state.co.us:7777/CG/faces/Login.jspx>. The page content includes the Colorado Department of Education logo and the text "Counselor Grant Program". Below the logo is a login form with two input fields: "District (Grant)" and "Password". A red arrow points to the "District (Grant)" field. Below the form is a "LOGIN" button. At the bottom of the page, there is a link for "Questions or Comments Email Charles Dukes at dukes_c@cde.state.co.us". The browser's status bar at the bottom shows "Done" and "Internet" with a 100% zoom level.

Step 2: Program Goals

Once logged in, you will be directed to the 'Program Goals' page. 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'. If you select 'N', please indicate why this goal was not attained.

Please note: If your program goals are incorrectly reflected, please contact Charles Dukes at dukes_c@cde.state.co.us or (303) 866-6142.

GOALS

Please indicate if goal was reached. If no, please provide a brief explanation (no more than 5 sentences).

GOAL	GOAL REACHED?	REASON NOT REACHED
By May 1st, 2009 all counselors, administrators and secondary staff members will be trained on the collegeincolorado.com website and careerinfonet.org. They will get a basic introduction to both websites and how to use the tools that are available on ea	N	Computer Problems in the lab made
Maintain permanent Student-to-Counselor ratio of <200:1	Y	
We will decrease our dropout rate by 2% during year one of the grant (2008-2009)	Y	

Save / Go to School Selection Save / Next Professional Development Save and Logout

Once you have completed this section, click on '**Save/Next Professional Development**' 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 '**Save/Go to School Selection**'.

Step 3: Professional Development

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

ProfDevEdit - Microsoft Internet Explorer provided by CDE
 http://flash.cde.state.co.us:7777/CG/faces/ProfDev.jspx

ADD PROFESSIONAL DEVELOPMENT

* Name: CollegelnColorado Precollegiate Conference

Number of Attendees funded by the SCC Grant: 4

Number of PD hours: 6

Provide a brief paragraph summary detailing the impact / implementation of the PD: Attended workshops that discussed ICAP, students of color and data collection. He

Save

Enter the name of each School Counselor Corps grant funded professional development activity your school(s) participated in, the number of attendees and hours (please use decimals for any partial hours: i.e., 2.5) 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'**.

ProfDev - Microsoft Internet Explorer provided by CDE
 http://flash.cde.state.co.us:7777/CG/faces/ProfDevEdit.jspx

PROFESSIONAL DEVELOPMENT

Please provide name, number of attendees and hours, and summary of impact of each Professional Development activity supported by grant funds.

Add New Professional Development (Please uniquely identify the names)

Select and (Edit) (Delete)

Select Name	Number Attendees Funded by SCC Grant	Number PD Hours	Summary of Impact / Imple
<input type="radio"/> CollegelnColorado Precollegiate Conference	4	6	Attended workshops that disc

Save / Back to Goals Save / Next ASCA Implementation Save and Logout

When you have entered all of your professional development activities you may choose: **'Save/Next ASCA Implementation'** to continue; **'Save/Back to Goals'**; or **'Save and Logout'** if you need to stop entering your data and log back in later.

Step 4: 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: **'Save/Next School Selection'** to continue; **'Save/Back to Professional Development'**; or **'Save and Logout'** if you need to stop entering your data and log back in later.

ASCA - Microsoft Internet Explorer provided by CDE

http://flash.cde.state.co.us:7777/CG/faces/ProfDev.jspx

File Edit View Favorites Tools Help

Links cde preview nyt MSN Pandora Radio Google

Colorado Department of Edu... ASCA

ASCA IMPLEMENTATION

Please indicate development strategies and/or activities in accordance to the ASCA national model.

Have you developed strategies and/or activities to support each students academic development according to the ASCA comprehensive standards? If yes please provide a brief summary

Have you developed strategies and/or activities to support each students career development according to the ASCA comprehensive standards? If yes please provide a brief summary

Have you developed strategies and/or activities to support each students personal / social development according to the ASCA comprehensive standards? If yes please provide a brief summary

Step 5: 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.

2007-2008 (Most Recent) GRADUATION AND DROPOUT RATES

Note: dropout and graduation rates will be provided by CDE

DISTRICT NAME	DROPOUT_RATE	GRADUATION RATE
SAWATCH COUNTY	N/A	N/A

School Selection

Select and **Edit**

Select	SchoolName	SchoolDropOutRate	SchoolGraduationRate	CompletionIndicator
<input checked="" type="radio"/>	DOMAGALA HIGH SCHOOL	N/A	N/A	C
<input type="radio"/>	SPRINGFIELD HIGH SCHOOL	N/A	N/A	
<input type="radio"/>	RYDELL HIGH SCHOOL	N/A	N/A	
<input type="radio"/>	WESTERBURG HIGH SCHOOL	N/A	N/A	
<input type="radio"/>	RIVERDALE HIGH SCHOOL	N/A	N/A	

Save / Back to ASCA **Submit District** Save and Logout

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 9, 2009.


SCHOOL COUNSELOR GRANT INFORMATION


DOMAGALA HIGH SCHOOL

Note: For Middle Schools, enter N/A if data does not apply.

Student to counselor ratio before hired SCC counselor(s) (format 2:1)

Student to counselor ratio after hired SCC counselor(s) (format 2:1)

Counselor Hire Date (if applicable) 

Counselor Hire Date (if applicable) 

Percentage of students deemed postsecondary and workforce ready (total % for all grade levels served)

Please give a clear explanation of how you define postsecondary and workforce ready

Total number of current graduating seniors

Number of completed FAFSAs

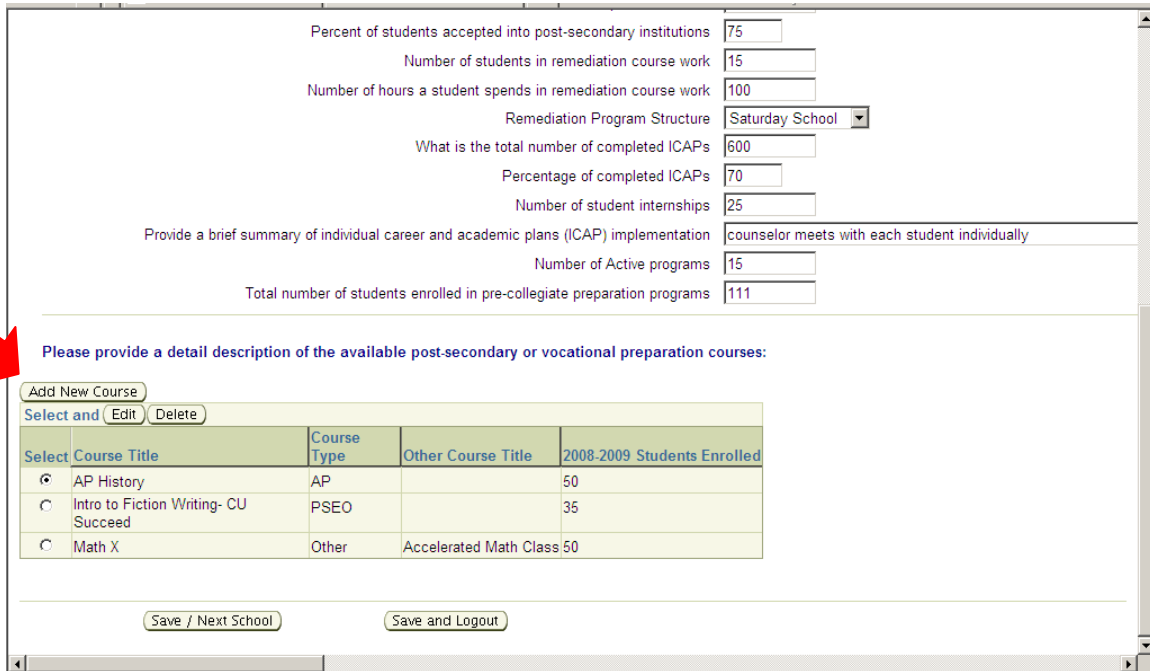
Number of sent college applications

Number of submitted scholarship applications

Total received scholarship dollar amount

Percent of students accepted into post-secondary institutions

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'**.



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

Remediation Program Structure

What is the total number of completed ICAPs

Percentage of completed ICAPs

Number of student internships

Provide a brief summary of individual career and academic plans (ICAP) implementation

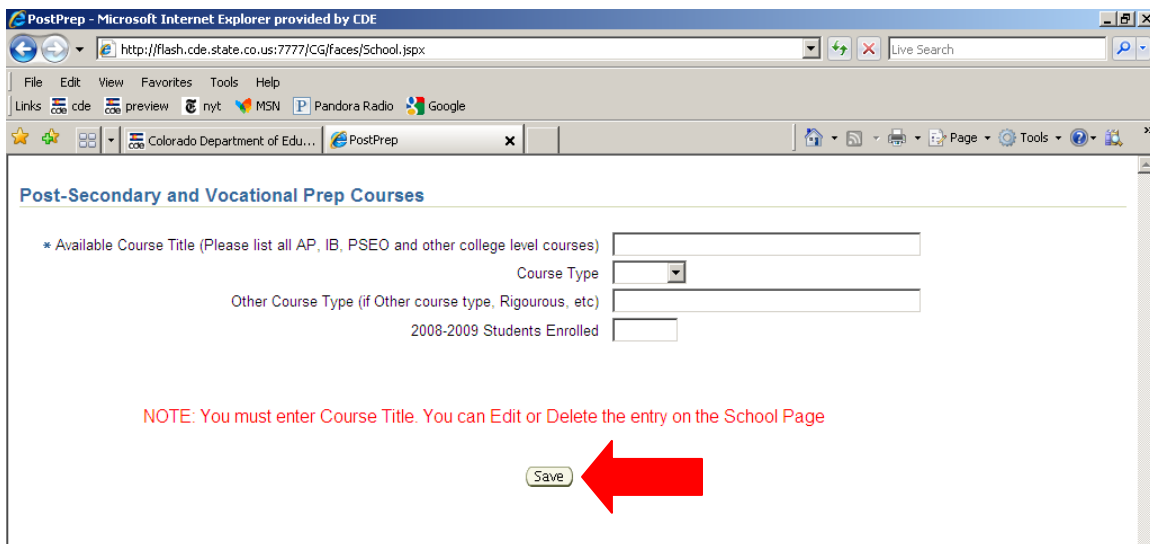
Number of Active programs

Total number of students enrolled in pre-collegiate preparation programs

Please provide a detail description of the available post-secondary or vocational preparation courses:

Select	Course Title	Course Type	Other Course Title	2008-2009 Students Enrolled
<input checked="" type="radio"/>	AP History	AP		50
<input type="radio"/>	Intro to Fiction Writing- CU Succeed	PSEO		35
<input type="radio"/>	Math X	Other	Accelerated Math Class 50	

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'**.



Post-Secondary and Vocational Prep Courses

* Available Course Title (Please list all AP, IB, PSEO and other college level courses)

Course Type

Other Course Type (if Other course type, Rigorous, etc)

2008-2009 Students Enrolled

NOTE: You must enter Course Title. You can Edit or Delete the entry on the School Page

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.

Step 6: 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.

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 20, 2009.

2007-2008 (Most Recent) GRADUATION AND DROPOUT RATES

Note: dropout and graduation rates will be provided by CDE

DISTRICT NAME	DROPOUT_RATE	GRADUATION RATE
SAWATCH COUNTY	N/A	N/A

School Selection

Select	SchoolName	SchoolDropOutRate	SchoolGraduationRate	CompletionIndicator
<input checked="" type="radio"/>	DOMAGALA HIGH SCHOOL	N/A	N/A	C
<input type="radio"/>	SPRINGFIELD HIGH SCHOOL	N/A	N/A	C
<input type="radio"/>	RYDELL HIGH SCHOOL	N/A	N/A	C
<input type="radio"/>	WESTERBURG HIGH SCHOOL	N/A	N/A	C
<input type="radio"/>	RIVERDALE HIGH SCHOOL	N/A	N/A	C

Save / Back to ASCA **Submit District** Save and Logout

Congratulations! You have submitted your School Counselor Corps grant data.

If you have questions or need technical assistance, please contact **Charles Dukes** at 303-866-6142 (dukes_c@cde.state.co.us) or **Kim Burnham** at 303-866-6916 (burnham_k@cde.state.co.us).


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
March 9, 2010




Colorado Department of Education

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://cdeapps.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.




Colorado Department of Education

dukes_c@cde.state.co.us'." data-bbox="95 596 480 819"/>

Program Goals

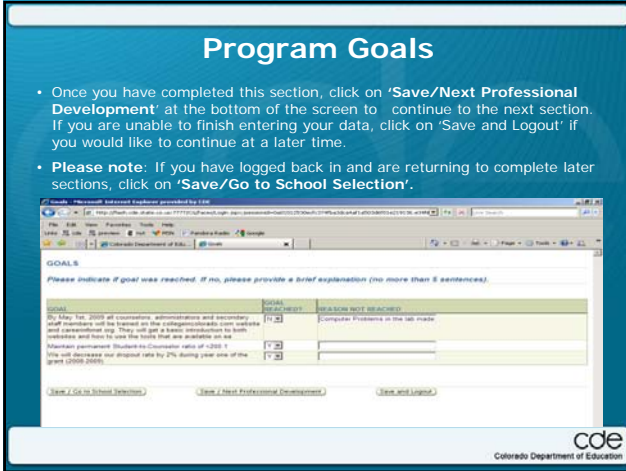
- Once logged in, you will be directed to the 'Program Goals' page. Your program goals have been uploaded from your original grant application. Please indicate if you have reached your program goals with a 'Y' or 'N'. If you select 'N', please indicate why this goal was not attained.
- Please note: If your program goals are incorrectly reflected, please contact Charles Dukes at dukes_c@cde.state.co.us or (303) 866-6142.



Colorado Department of Education

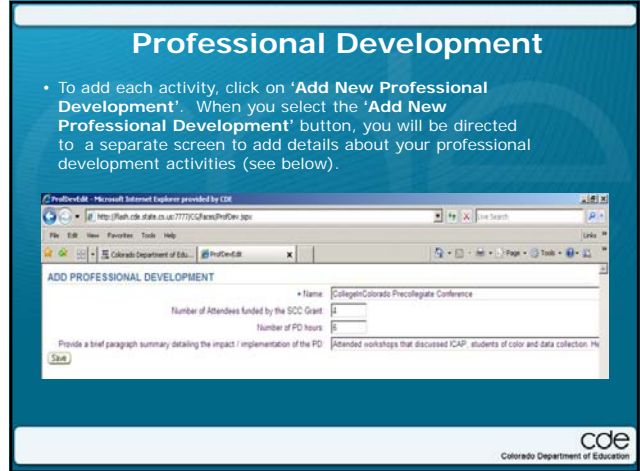
Program Goals

- Once you have completed this section, click on **'Save/Next Professional Development'** 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 **'Save/Go to School Selection'**.



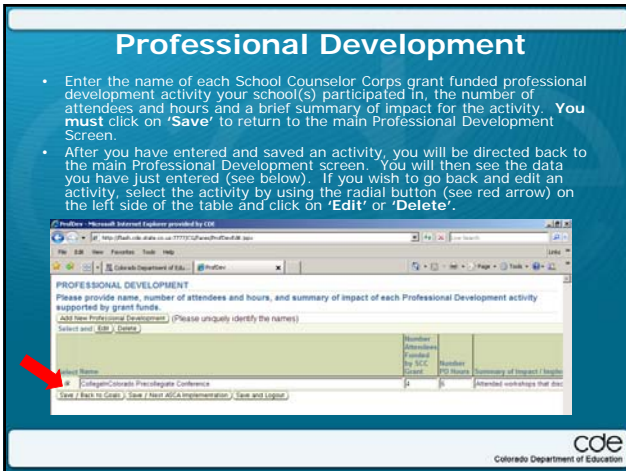
Professional Development

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



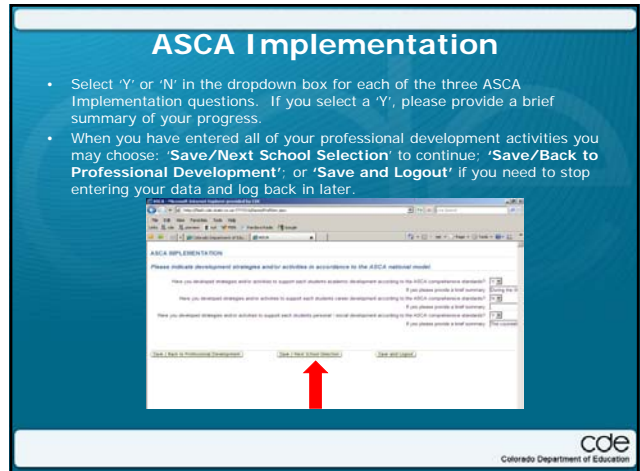
Professional Development

- 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: **'Save/Next School Selection'** to continue; **'Save/Back to Professional Development'**; or **'Save and Logout'** if you need to stop entering your data and log back in later.



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.



School Selection Cont...

2007-2008 (Most Recent) GRADUATION AND DROPOUT RATES

Note: dropout and graduation rates will be provided by CDE

DISTRICT NAME: DOMAGALA HIGH SCHOOL DROPOUT RATE: N/A GRADUATION RATE: N/A

SCHOOL COUNTY: N/A

School Selection

Select Edit

Select	School	DropOutRate	SchoolGraduationRate	CompletionIndicator
<input checked="" type="radio"/>	DOMAGALA 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"/>	WESTERBURG HIGH SCHOOL	N/A	N/A	I
<input type="radio"/>	RIVERDALE HIGH SCHOOL	N/A	N/A	I

Use / Back to AGCA Save and Logout



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 9, 2009.

SCHOOL COUNSELOR GRANT INFORMATION

DOMAGALA HIGH SCHOOL

Note: For Middle Schools, enter N/A if data does not apply.

Student to counselor ratio before level SCC (domagala) (format 2 / 1): 100 / 1

Student to counselor ratio after level SCC (domagala) (format 2 / 1): 100 / 1

Counselor Hire Date (if applicable): Aug 13, 2008

Counselor Hire Date (if applicable): Aug 21, 2008

Percentage of students deemed postsecondary and workforce ready (total % for all grade levels served): 75

Please give a clear explanation of how you define postsecondary and workforce ready: 80 percent of our students are in honors classes. The 100 gain.

Total number of current graduating seniors: 220

Number of completed FAFSA's: 190

Number of sent college applications: 200

Number of submitted scholarship applications: 190

Total received scholarship dollar amount: \$14

Percent of students accepted into postsecondary institutions: 80



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'

Percent of students accepted into postsecondary institutions: 80

Number of students in remediation course work: 0

Number of hours a student spends in remediation course work: 0

Remediation Program Structure: Faculty School 23

What is the total number of completed CLEP's: 0

Percentage of completed CLEP's: 0

Number of student internships: 0

Provide a brief summary of individual career and academic plans (CAP) implementation: 0

Number of Active programs: 0

Total number of students enrolled in pre-collegiate preparation programs: 0

Please provide a brief description of the available postsecondary or vocational preparation courses:

Postsecondary Title	Course	Level	Year 2 course Title	2008-2009 Students Enrolled
<input type="checkbox"/>	All History	AP	AP	0
<input type="checkbox"/>	Math to Future Working CU	PRE-CU	CU	0
<input type="checkbox"/>	Math 1	Other	Accelerated Math Class III	0

Click Add New Course Click and Logout



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'

Percent of students accepted into post-secondary institutions [0] %
 Number of students in accelerated course work [0]
 Number of hours in evening/night or accelerated course work [0]
 Acceleration Program Structure [Emergency Session] [v]
 What is the total number of completed CLEP's [0]
 Percentage of completed CLEP's [0] %
 Number of student exchanges [0]
 Provide a brief summary of individual career and education plans (CAMP) implementation [0]
 Number of online programs [0]
 Total number of students enrolled in pre-collegiate preparation programs [0]

Please provide a brief description of the available post-secondary or vocational preparation courses:

Select Course Title	Course	Course Type	2007-2008 Students Enrolled
AP Physics	AP	HS	0
Basic to Profound Writing - CU	PSEO	HS	0
Math 1	Other	Accelerated Math Class	0

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.

Post-Secondary and Vocational Prep Courses

Available Course Title (Please list all AP, IB, PSEO and other college level courses):
 Course Type [v]
 Other Course Type (if Other course type, Rigorous, etc):
 2007-2008 Students Enrolled: [0]

NOTE: You must enter Course Title. You can Edit or Delete the entry on the School Page

Save

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.

2007-2008 (Most Recent) GRADUATION AND DROPOUT RATES

Note: dropout and graduation rates will be provided by CDE

DISTRICT NAME: SHERMAN COUNTY DISTRICT
 SHERMAN COUNTY, IA

School Selection	Completion Indicator
SHERMAN HIGH SCHOOL, IA	C
SHERMAN HIGH SCHOOL, IA	C
SHERMAN HIGH SCHOOL, IA	C
SHERMAN HIGH SCHOOL, IA	C
SHERMAN HIGH SCHOOL, IA	C

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 20, 2009.

2007-2008 (Most Recent) GRADUATION AND DROPOUT RATES

Note: dropout and graduation rates will be provided by CDE

DISTRICT NAME: SHERMAN COUNTY DISTRICT
 SHERMAN COUNTY, IA

School Selection	Completion Indicator
SHERMAN HIGH SCHOOL, IA	C
SHERMAN HIGH SCHOOL, IA	C
SHERMAN HIGH SCHOOL, IA	C
SHERMAN HIGH SCHOOL, IA	C
SHERMAN HIGH SCHOOL, IA	C

Submit District

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

cde
Colorado Department of Education

Questions...

cde
Colorado Department of Education

School Counselor Corps Grant Program Planning Schedule 2009-2010 School Year

Attachment K

School Counselor Corps Professional Development

Days

1st Professional Development Day

Date: October 2, 2009

Location: Johnson and Wales (Tentative)

Time: 8:00 a.m. - 3:30 p.m.

2nd Professional Development Day (Regional Sessions)

Grand Junction, CO – January 26, 2010

Pueblo, CO- February 5, 2010

Denver, CO- February 12, 2010

Greeley, CO- February 19, 2010

Professional Development Webinars

Topic: Financial Aid

Date: December 2, 2009

Time: 7:30 a.m. - 8:30 a.m.

School Counselor Corps Site Visits

First Semester

Lake County School- *Sept.10, 2009*

Lake County High School

Brighton- *Sept.17, 2009*

Overland Trail Middle School

Center Consolidated Schools -*Oct.15, 2009*

Skoglund Middle School

Charter School Institute – *Oct.22, 2009*

Pinnacle Middle School

St. Vrain School District- *Nov.4, 2009*

Skyline High School

Colorado Springs District 11- *Nov.11, 2009*

Wasson High School

Charter School Institute- *Nov.17, 2009*

Colorado Springs Early Colleges

Falcon School District 49- *Nov.19, 2009*

Falcon High School

Second Semester

Adams- Arapahoe 28j- *Jan.21, 2010*

Rangeview High School

Adams 14 School District-*Jan.28, 2010*

Adams City High School

Englewood Public Schools- *Feb.3, 2010*

Englewood Middle School

Boulder Valley School District- *Feb. 11, 2010*

Arapahoe Ridge High School

Weld County 6- *Apr.23, 2010*

Greeley Central High School

Advisory Committee Meeting Dates

Date: August 20, 2009
Time: 8:00 a.m. – 9:30 a.m.

Date: October 14, 2009
Time: 8:00 a.m. – 9:30 a.m.

Date: September 3, 2009
Time: 8:00 a.m. – 9:30 a.m.

Date: February 4, 2010
Time: 3:30 p.m. - 5:00 p.m.

Date: September 23, 2009
Time: 3:30 p.m. – 5:00 p.m.

Date: March 18, 2010
Time: 8:00 a.m. – 9:30 a.m.

Date: May 6, 2010
Time: 8:00 a.m. - 9:30 a.m.

Date: June 3, 2010
Time: 11:00 a.m. – 1:00 p.m.

Key Dates

Communication Updates Aug.14th, Nov.27th, Jan.22nd,
May 3rd

SCC Grant Data Evaluation Feb.15, 2010 - Mar. 15, 2010

SCC Grant Competition Oct.2009- Jan.2010



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: