



## **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**

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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**

| <b><u>Distribution of School Counselor Corps Funds Among Geographic Regions</u></b> |                        |  |
|---|------------------------|--|
| <b>Year 2 (July 2009- June 2010)</b>  |                        |  |
| <b><u>Region</u></b>  | <b><u>FY 09-10</u></b> | <b><u>Number School Counselor Corps Counselors Hired</u></b> |
| 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  |
|   |                        |  |
| <b>Total</b>  | <b>\$4,822,466</b>     | <b>75.5</b>  |
|   |                        |  |

### **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:

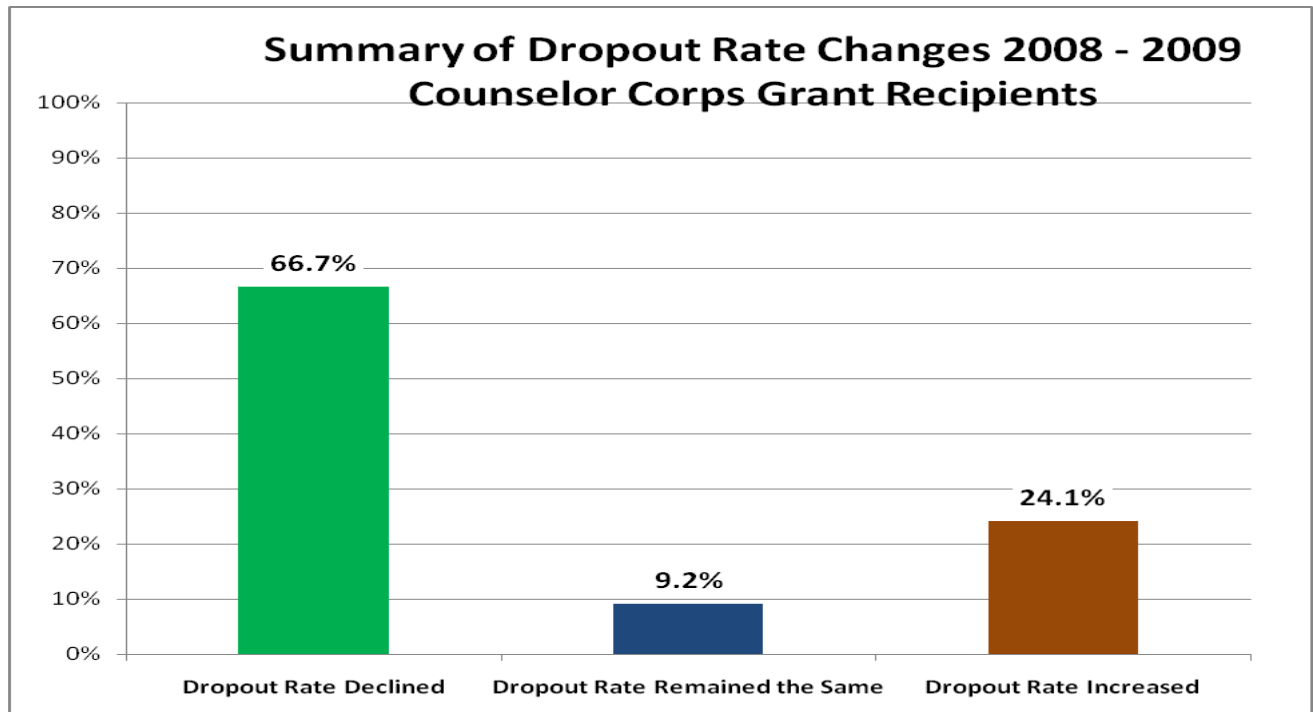
- The schools receiving School Counselor Corps grant funds decreased (improved) their cumulative dropout rate by over 0.8 percentage points from 2007-08 to 2008-09 compared to non-SCC grant schools which only decreased their dropout rate by .09 percentage points over this same period;

- 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 7<sup>th</sup>-12<sup>th</sup> 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 American School Counselor Association (ASCA). It is recommended by ASCA that schools should develop comprehensive guidance counseling services focused on three domains (1) academic development, (2) career development and (3) social development.

Of the 37 school districts, 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 8<sup>th</sup> 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**

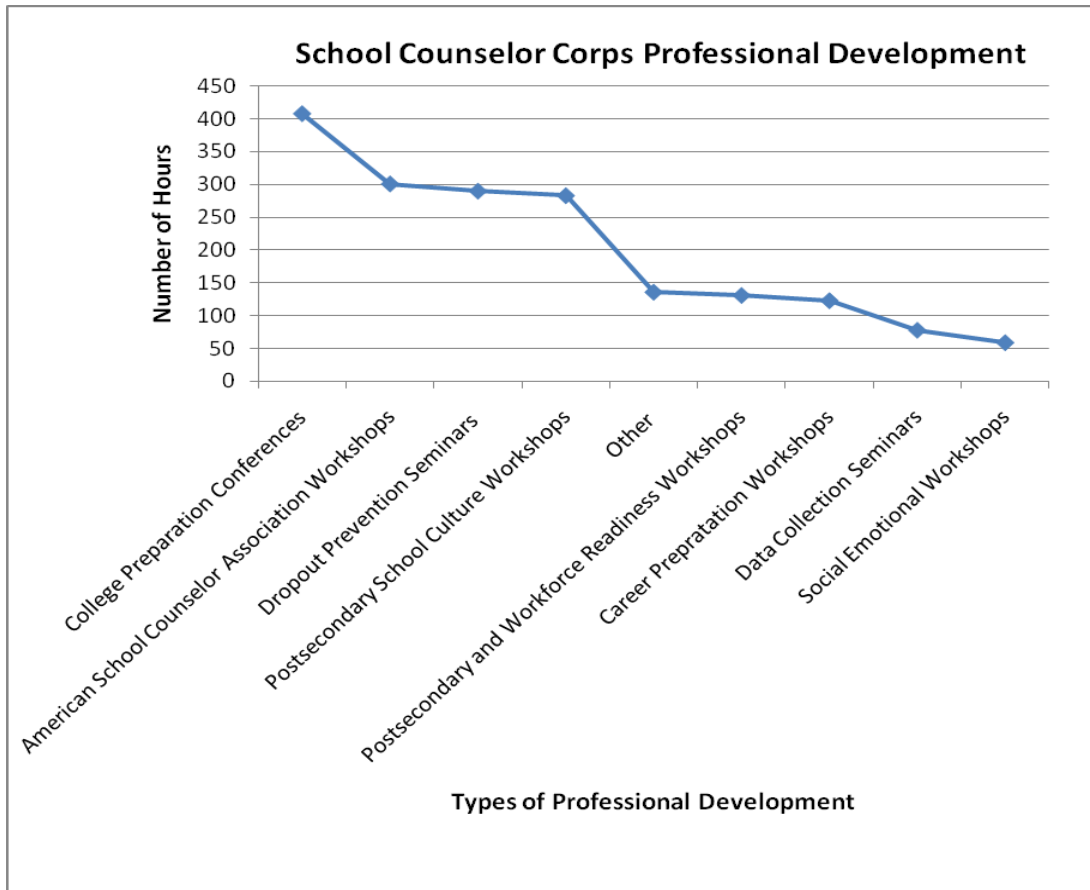
School Counselor Corps grant recipients indicated that secondary school counselors attended or facilitated 2,306 hours of professional development workshops (a 706 hour increase when compared to Year One). These workshops directly impacted secondary counselors, faculty members and administrators. On 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:

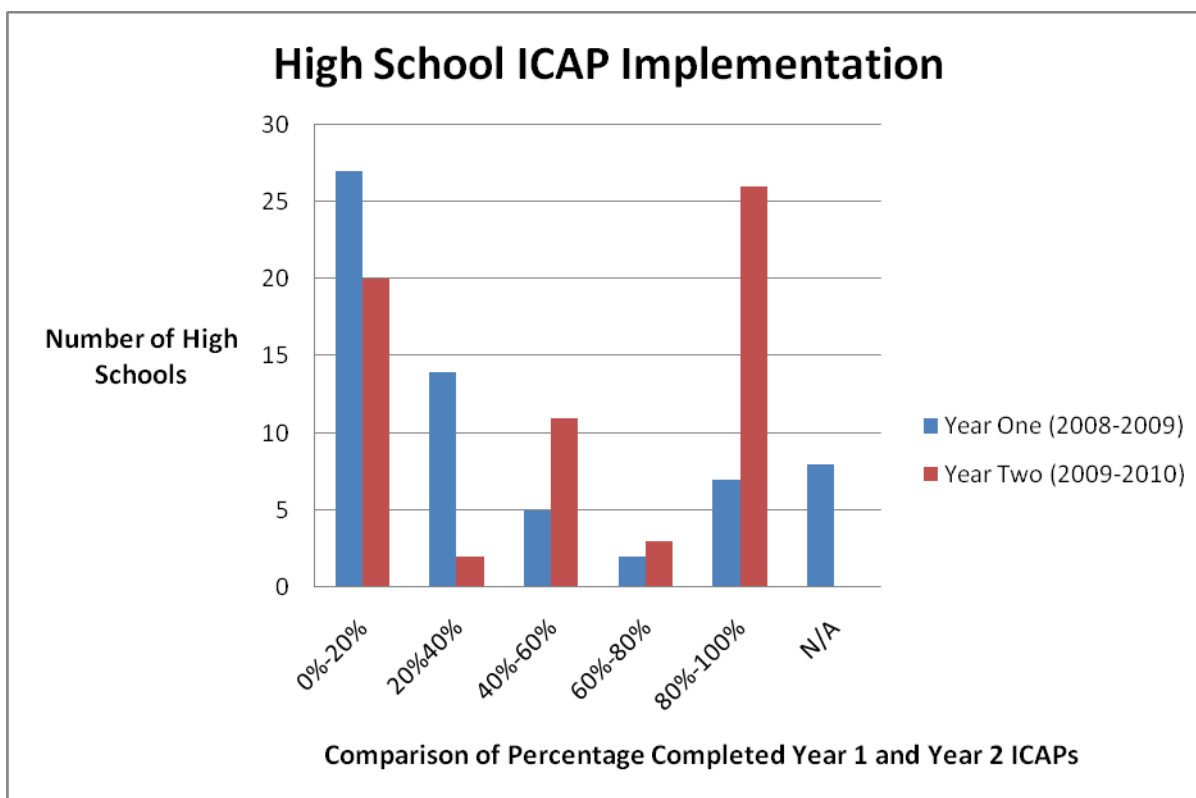
- The number of college and scholarship applications submitted;
- The number of Free Applications for Federal Student Aid (FAFSA) submitted; and
- The number of students accepted into a postsecondary institution.

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 9<sup>th</sup> 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.

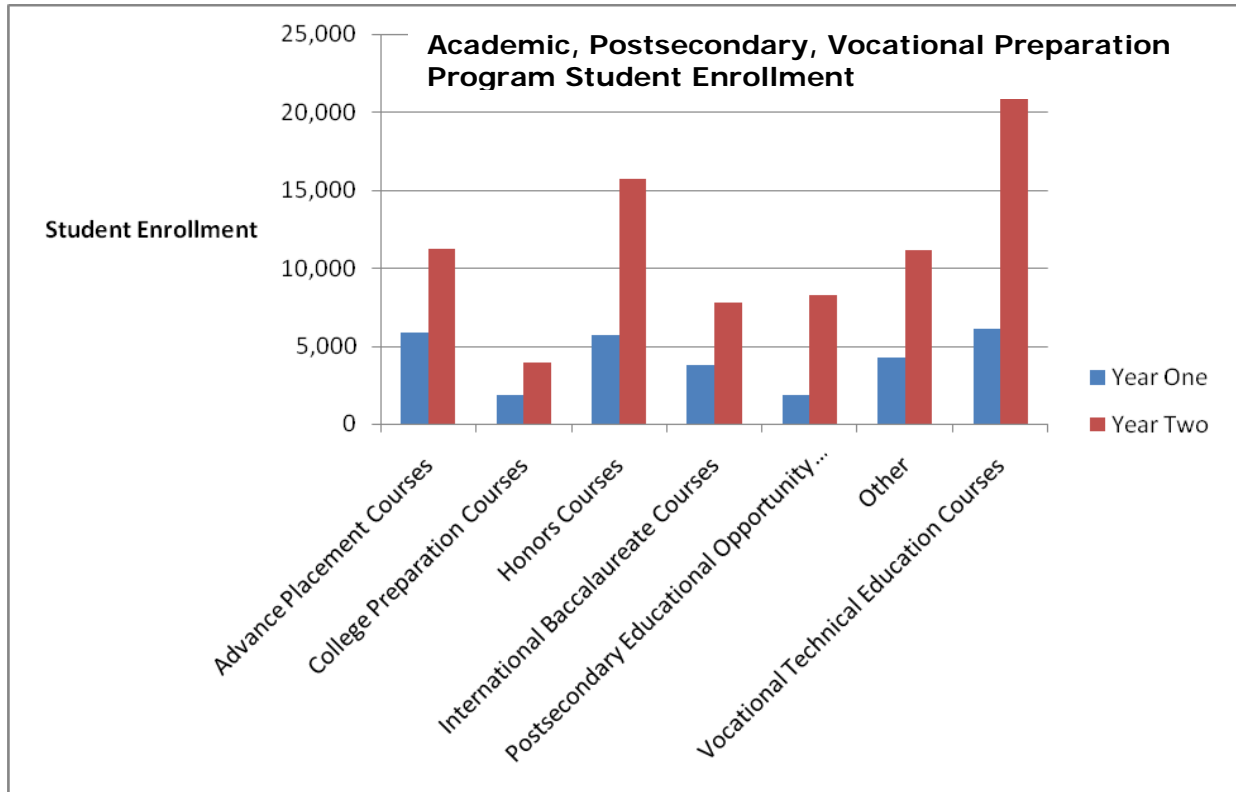
The table below demonstrates the student enrollment in the academic or postsecondary or vocational preparation programs

**Table 2:**

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

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:**

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

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

**Figure 5:**

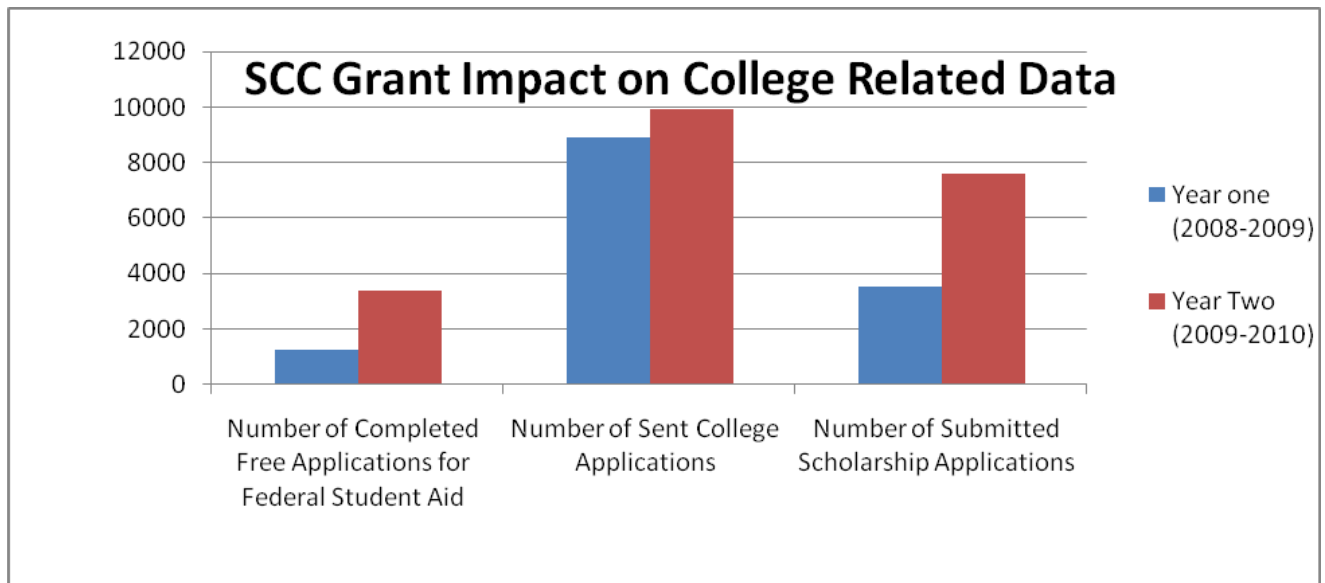




Figure 6 details the number of submitted FAFSA forms for Year One and Year Two.

**Figure 6:**

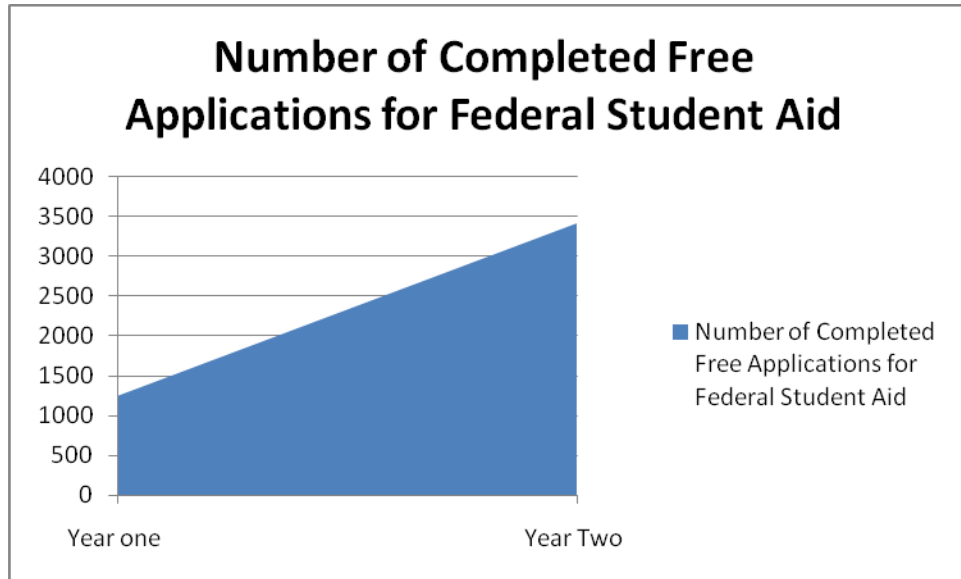
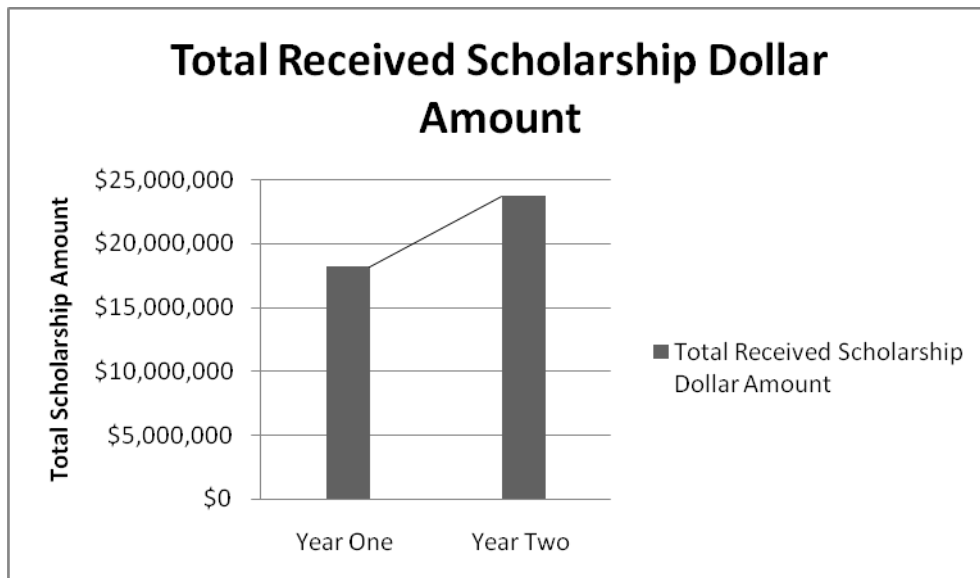


Figure 7 illustrates the increase in total received scholarship dollar amount when compared to Year One as of March 15<sup>th</sup>, 2010.

**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:

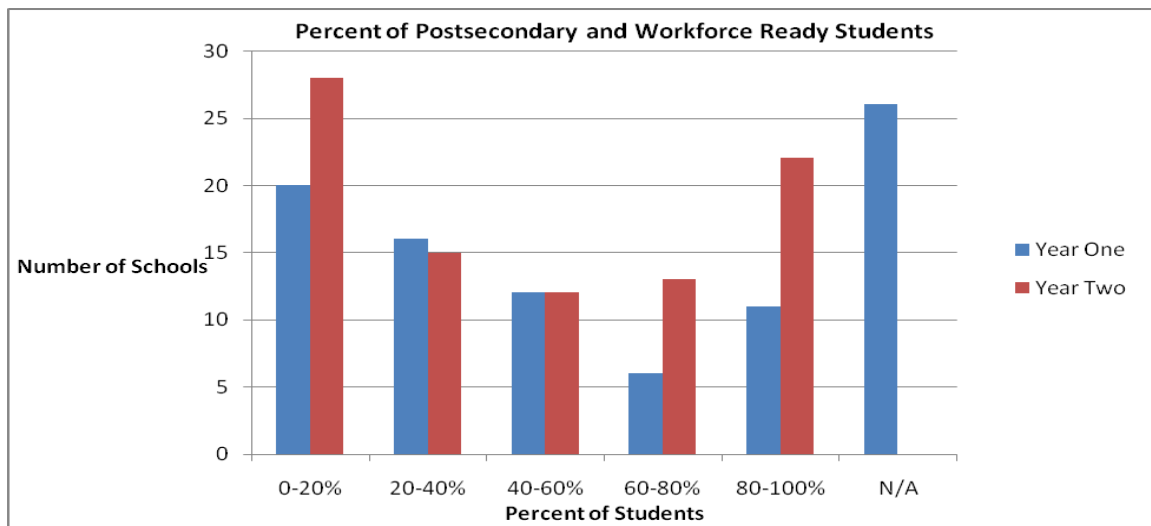
- Tutors;
- Study Lab;
- Night Schools;
- Online;
- Combination of all.

## **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 15<sup>th</sup>.

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

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

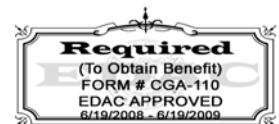
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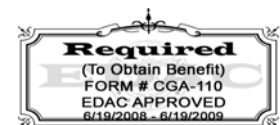
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### ATTACHMENTS:

**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*

|                         |   |
|-------------------------|---|
| <b>Background</b>       | 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).   |
| <b>Purpose of Grant</b> | 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.  |
| <b>Eligibility</b>      | <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"> <li>• A School district (on behalf of one or more secondary schools);</li> <li>• A Board of Cooperative Services (BOCES);</li> <li>• A Charter school; or</li> <li>• An Institute Charter School.</li> </ul> <p>Priority will be given to applicants that will serve:</p> <ul style="list-style-type: none"> <li>• secondary schools at which the dropout rate exceeds the statewide average; and/or</li> <li>• secondary schools with a high percentage of students who are eligible for Free and Reduced Lunch exceeding the statewide average.</li> </ul> <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. <b>Please note:</b> 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> |
| <b>Funding Levels</b>   | <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. <b>This will be a highly competitive process. CDE anticipates this funding will be able to provide for approximately 40 school counselors statewide.</b></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>   |
| <b>Use of Funds</b>     | <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"> <li>• Secondary school counselor salaries and benefits;</li> <li>• Postsecondary preparatory services; and</li> <li>• Professional development.</li> </ul> <p><b>Please note:</b> 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 15<sup>th</sup> 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 1<sup>st</sup> 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 12<sup>th</sup> 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.**

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### **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)*

|  |                 |                   |                 |
|--|-----------------|-------------------|-----------------|
| <b>Name of Education Provider:</b>   |                 |                   |                 |
| <b>Contact Person for the Proposal:</b>  |                 |                   |                 |
| Mailing Address:   |                 |                   |                 |
| Telephone:   |                 | Fax:              |                 |
| Email:   |                 |                   |                 |
| <b>Authorized Representative:</b>  |                 |                   |                 |
| Mailing Address:   |                 |                   |                 |
| Telephone:   |                 | Email:            |                 |
| <b>Fiscal Manager:</b>   |                 |                   |                 |
| Telephone:   |                 | Email:            |                 |
| <b>Type of Education Provider:</b> <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<br><input type="checkbox"/> Institute Charter School   |                 |                   |                 |
| <b>Region:</b> <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<br><input type="checkbox"/> West Central <input type="checkbox"/> Southeast <input type="checkbox"/> Southwest |                 |                   |                 |
| <b>Recipient Schools:</b> <i>Indicate the intended recipient schools and districts (additional rows may be added).</i>   |                 |                   |                 |
| <b>School</b>  | <b>District</b> | <b>School</b>     | <b>District</b> |
|  |                 |                   |                 |
|  |                 |                   |                 |
|  |                 |                   |                 |
|  |                 |                   |                 |
| <b>Current Number of Secondary School Counselors Employed by Provider:</b>   |                 |                   |                 |
| <b>Amount Requested:</b> <i>Indicate the total amount of funding you are requesting for each year of the grant.</i>  |                 |                   |                 |
| <b>Year 1: \$</b>  |                 | <b>Year 2: \$</b> |                 |
|  |                 |                   |                 |
| <b>Year 3: \$</b>  |                 |                   |                 |

**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](http://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         |
| <b>Total:</b>  | <b>/100</b> |

**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 12<sup>th</sup> 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><b>The proposal:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• Fails to provide goals or goals are not stated in SMART terminology and are either not measurable or not attainable.</li> </ul> | <p><b>The proposal:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• Provides goals in SMART terminology but does not identify goals/objectives consistent with the desired outcomes.</li> </ul> | <p><b>The proposal:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> </ul> |

**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.

| <b>Evaluation Rubric for Section B: Partnerships</b>   |  |  | <b>25 pts.</b> |
|--|--|--|----------------|
| <b>0 - 8 pts</b>   | <b>9- 17 pts</b>   | <b>18 -25 pts</b>  |                |
| <p><b>The proposal:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul> | <p><b>The proposal:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul> | <p><b>The proposal:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul> |                |
| <b>Total for Section B: ___/25</b>   |  |  |                |



**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.

| <b>Evaluation Rubric for Section C: Postsecondary</b>  |   | <b>25 pts.</b>   |
|--|---|--|
| <b>0 - 8 pts</b>   | <b>9- 17 pts</b>  | <b>18 -25 pts</b>  |
| <p><b>The proposal:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>  | <p><b>The proposal:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>   | <p><b>The proposal:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> |
| <ul style="list-style-type: none"> <li>• 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.</li> </ul> | <ul style="list-style-type: none"> <li>• 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.</li> </ul> | <ul style="list-style-type: none"> <li>• 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.</li> </ul>            |
| <ul style="list-style-type: none"> <li>• 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.</li> </ul>   | <ul style="list-style-type: none"> <li>• Describes the extent to which the education provider has implemented or plans to implement Individual Career and Academic Plans for students.</li> </ul>   | <ul style="list-style-type: none"> <li>• 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.</li> </ul>   |
| <ul style="list-style-type: none"> <li>• 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.</li> </ul>  | <ul style="list-style-type: none"> <li>• 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.</li> </ul>  | <ul style="list-style-type: none"> <li>• 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.</li> </ul>  |
| <ul style="list-style-type: none"> <li>• 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</li> </ul>   | <ul style="list-style-type: none"> <li>• 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</li> </ul>   | <ul style="list-style-type: none"> <li>• 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</li> </ul>   |

|  |   |   |
|--|---|---|
| <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"> <li>• 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.</li> </ul>  | <ul style="list-style-type: none"> <li>• 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.</li> </ul>  | <ul style="list-style-type: none"> <li>• 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.</li> </ul>  |
| <ul style="list-style-type: none"> <li>• 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.</li> </ul> | <ul style="list-style-type: none"> <li>• 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.</li> </ul> | <ul style="list-style-type: none"> <li>• 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.</li> </ul> |
| <ul style="list-style-type: none"> <li>• 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.</li> </ul>   | <ul style="list-style-type: none"> <li>• 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.</li> </ul>   | <ul style="list-style-type: none"> <li>• 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.</li> </ul>  |

**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.

| <b>Evaluation Rubric for Section D: Adequacy of Resources 25 pts.</b>   |  |   |
|---|--|---|
| <b>0 - 8 pts</b>  | <b>9- 17 pts</b>   | <b>18 -25 pts</b>   |
| <p><b>The proposal (including the budget form and narrative):</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Fails to establish a relationship between the activities described in the application and the proposed allocation of grant funds.</li> <li>• 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.</li> <li>• Provides vague notes explaining items listed in the budget narrative.</li> <li>• 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.</li> </ul> | <p><b>The proposal (including the budget form and narrative):</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Establishes some relationship between the activities described in the application and the proposed allocation of grant funds.</li> <li>• 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.</li> <li>• Provides notes explaining items listed in the budget narrative.</li> <li>• 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.</li> </ul> | <p><b>The proposal (including the budget form and narrative):</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Sets out a clear relationship between the activities described in the application and the proposed allocation of grant funds.</li> <li>• 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.</li> <li>• Provides detailed and specific notes explaining how each item listed in the budget narrative was determined.</li> <li>• 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.</li> </ul> |
| <b>Total for Section D: ___/25</b>  |  |   |

**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                 |

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| GUNNISON WATERSHED RE1J<br>GUNNISON WATERSHED RE1J   | GUNNISON VALLEY SCHOOL<br>MARBLE CHARTER SCHOOL  |
| HARRISON 2<br>HARRISON 2   | NEW HORIZONS DAY SCHOOL<br>SHIVERS ACADEMY CHARTER SCHOOL  |
| HUERFANO RE-1  | HUERFANO COUNTY OPPORTUNITY AND ENRICHMENT<br>SCHOOL   |
| JEFFERSON COUNTY R-1<br>JEFFERSON COUNTY R-1<br>JEFFERSON COUNTY R-1<br>JEFFERSON COUNTY R-1<br>JEFFERSON COUNTY R-1<br>JEFFERSON COUNTY R-1<br>JEFFERSON COUNTY R-1<br>JEFFERSON COUNTY R-1<br>JEFFERSON COUNTY R-1<br>JEFFERSON COUNTY R-1<br>JEFFERSON COUNTY R-1<br>JEFFERSON COUNTY R-1 | ALAMEDA HIGH SCHOOL<br>ARVADA HIGH SCHOOL<br>BRADY EXPLORATION SCHOOL<br>GOLDEN HIGH SCHOOL<br>HOME OPTIONS SCHOOL<br>JEFFERSON COUNTY OPEN SECONDARY<br>JEFFERSON HIGH SCHOOL<br>LONGVIEW HIGH SCHOOL<br>MC LAIN COMMUNITY HIGH SCHOOL<br>MC LAIN HIGH SCHOOL<br>MONTESSORI PEAKS CHARTER ACADEMY<br>NEW AMERICA SCHOOL<br>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<br>MAPLETON 1<br>MAPLETON 1<br>MAPLETON 1<br>MAPLETON 1<br>MAPLETON 1<br>MAPLETON 1<br>MAPLETON 1<br>MAPLETON 1<br>MAPLETON 1<br>MAPLETON 1   | ACHIEVE ACADEMY<br>FRONT RANGE EARLY COLLEGE<br>GLOBAL LEADERSHIP ACADEMY<br>MAPLETON EXPEDITIONARY SCHOOL OF THE ARTS<br>MAPLETON PREPARATORY HIGH SCHOOL<br>SKYVIEW ACADEMY HIGH SCHOOL<br>SKYVIEW HIGH SCHOOL<br>VALLEY VIEW ELEMENTARY<br>WELBY NEW TECHNOLOGY<br>YORK INTERNATIONAL   |
| MESA COUNTY VALLEY 51<br>MESA COUNTY VALLEY 51<br>MESA COUNTY VALLEY 51  | CENTRAL HIGH SCHOOL<br>PALISADE HIGH SCHOOL<br>R-5 HIGH SCHOOL   |



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

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| ST VRAIN VALLEY RE 1J<br>ST VRAIN VALLEY RE 1J | OLDE COLUMBINE HIGH SCHOOL<br>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<br>VILAS RE-5<br>VILAS RE-5         | COLORADO ONLINE ACADEMY (COLA)<br>HOPE ONLINE LEARNING ACADEMY CO-OP<br>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<br>WESTMINSTER 50               | HIDDEN LAKE HIGH SCHOOL<br>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<br>AULT-HIGHLAND RE-9  | HIGHLAND MIDDLE SCHOOL<br>HIGHLAND HIGH SCHOOL  |
| BETHUNE R-5<br>BETHUNE R-5  | BETHUNE ELEMENTARY SCHOOL<br>BETHUNE JUNIOR-SENIOR HIGH SCHOOL  |
| BIG SANDY 100J<br>BIG SANDY 100J  | SIMLA JUNIOR HIGH SCHOOL<br>SIMLA HIGH SCHOOL   |
| BOULDER VALLEY RE 2<br>BOULDER VALLEY RE 2<br>BOULDER VALLEY RE 2<br>BOULDER VALLEY RE 2<br>BOULDER VALLEY RE 2 | ANGEVINE MIDDLE SCHOOL<br>ARAPAHOE RIDGE HIGH SCHOOL<br>BOULDER PREP CHARTER HIGH SCHOOL<br>CASEY MIDDLE SCHOOL<br>HALCYON SCHOOL (SPECIAL EDUCATION) |
| BRANSON REORGANIZED 82<br>BRANSON REORGANIZED 82  | BRANSON UNDIVIDED HIGH SCHOOL<br>BRANSON ELEMENTARY SCHOOL  |
| BRIGGSDALE RE-10  | BRIGGSDALE UNDIVIDED HIGH SCHOOL  |
| BRIGHTON 27J<br>BRIGHTON 27J  | OVERLAND TRAIL MIDDLE SCHOOL<br>VIKAN MIDDLE SCHOOL   |
| BRUSH RE-2(J)<br>BRUSH RE-2(J)  | BRUSH MIDDLE SCHOOL<br>BRUSH HIGH SCHOOL  |
| BURLINGTON RE-6J<br>BURLINGTON RE-6J  | BURLINGTON MIDDLE SCHOOL<br>BURLINGTON HIGH SCHOOL  |
| CAMPO RE-6<br>CAMPO RE-6  | CAMPO UNDIVIDED HIGH SCHOOL<br>CAMPO ELEMENTARY SCHOOL  |
| CANON CITY RE-1<br>CANON CITY RE-1<br>CANON CITY RE-1<br>CANON CITY RE-1<br>CANON CITY RE-1                     | CANON CITY HIGH SCHOOL<br>CANON CITY MIDDLE SCHOOL<br>GARDEN PARK HIGH SCHOOL<br>HARRISON SCHOOL<br>MADISON EXPLORATORY SCHOOL                        |
| CENTENNIAL R-1<br>CENTENNIAL R-1<br>CENTENNIAL R-1  | CENTENNIAL ELEMENTARY SCHOOL<br>CENTENNIAL HIGH SCHOOL<br>CENTENNIAL JUNIOR HIGH SCHOOL   |
| CENTER 26 JT<br>CENTER 26 JT<br>CENTER 26 JT  | CENTER HIGH SCHOOL<br>SKOGLUND MIDDLE SCHOOL<br>THE ACADEMIC RECOVERY CENTER OF SAN LUIS VALLEY   |
| CHARTER SCHOOL INSTITUTE<br>CHARTER SCHOOL INSTITUTE<br>CHARTER SCHOOL INSTITUTE                                | 21ST CENTURY CHARTER SCHOOL<br>CESAR CHAVEZ COLORADO SPRINGS - CENTRAL<br>THE PINNACLE CHARTER SCHOOL (MIDDLE)  |

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|---------------------------|--|
| 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                            |

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

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

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| GREELEY 6            | BRENTWOOD MIDDLE SCHOOL                              |
| GREELEY 6            | COLORADO HIGH SCHOOL OF GREELEY                      |
| GREELEY 6            | FRANKLIN MIDDLE SCHOOL                               |
| GREELEY 6            | GREELEY CENTRAL HIGH SCHOOL                          |
| GREELEY 6            | GREELEY WEST HIGH SCHOOL                             |
| GREELEY 6            | HEATH MIDDLE SCHOOL                                  |
| GREELEY 6            | JOHN EVANS MIDDLE SCHOOL                             |
| GREELEY 6            | MAPLEWOOD MIDDLE SCHOOL                              |
| GREELEY 6            | NORTHRIDGE HIGH SCHOOL                               |
| GREELEY 6            | TRADEMARK LEARNING CENTER                            |
| <br>                 |  |
| HANOVER 28           | HANOVER JUNIOR-SENIOR HIGH SCHOOL                    |
| <br>                 |  |
| 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                     |
| <br>                 |  |
| HAXTUN RE-2J         | HAXTUN ELEMENTARY SCHOOL                             |
| HI-PLAINS R-23       | HI PLAINS UNDIVIDED HIGH SCHOOL                      |
| <br>                 |  |
| HOEHNE REORGANIZED 3 | HOEHNE ELEMENTARY SCHOOL                             |
| HOEHNE REORGANIZED 3 | HOEHNE HIGH SCHOOL                                   |
| HOEHNE REORGANIZED 3 | HOEHNE JUNIOR HIGH SCHOOL                            |
| <br>                 |  |
| HOLLY RE-3           | HOLLY JUNIOR-SENIOR HIGH SCHOOL                      |
| HOLLY RE-3           | SHANNER ELEMENTARY SCHOOL                            |
| <br>                 |  |
| HOLYOKE RE-1J        | HOLYOKE ELEMENTARY SCHOOL                            |
| <br>                 |  |
| HUERFANO RE-1        | GARDNER ELEMENTARY SCHOOL                            |
|                      | HUERFANO COUNTY OPPORTUNITY AND ENRICHMENT<br>SCHOOL |
| HUERFANO RE-1        | JOHN MALL JUNIOR-SENIOR HIGH SCHOOL                  |
| HUERFANO RE-1        | WASHINGTON INTERMEDIATE SCHOOL                       |
| <br>                 |  |
| IDALIA RJ-3          | IDALIA ELEMENTARY SCHOOL                             |
| IDALIA RJ-3          | IDALIA JUNIOR-SENIOR HIGH SCHOOL                     |
| <br>                 |  |
| IGNACIO 11 JT        | IGNACIO HIGH SCHOOL                                  |
| IGNACIO 11 JT        | IGNACIO INTERMEDIATE SCHOOL                          |
| IGNACIO 11 JT        | IGNACIO JUNIOR HIGH SCHOOL                           |
| <br>                 |  |
| JEFFERSON COUNTY R-1 | ALAMEDA HIGH SCHOOL                                  |
| JEFFERSON COUNTY R-1 | ALLENDALE ELEMENTARY SCHOOL                          |
| JEFFERSON COUNTY R-1 | ARVADA HIGH SCHOOL                                   |



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

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

|   |   |
|---|---|
| MESA COUNTY VALLEY 51   | PALISADE HIGH SCHOOL  |
| MIAMI/YODER 60 JT<br>MIAMI/YODER 60 JT  | MIAMI-YODER JUNIOR HIGH SCHOOL<br>MIAMI-YODER SENIOR HIGH SCHOOL  |
| MOFFAT 2<br>MOFFAT 2<br>MOFFAT 2  | CRESTONE CHARTER SCHOOL<br>MOFFAT MIDDLE SCHOOL<br>MOFFAT SENIOR HIGH SCHOOL  |
| MONTE VISTA C-8<br>MONTE VISTA C-8<br>MONTE VISTA C-8   | BYRON SYRING DELTA CENTER<br>MONTE VISTA MIDDLE SCHOOL<br>MONTE VISTA SENIOR HIGH SCHOOL  |
| MONTEZUMA-CORTEZ RE-1<br>MONTEZUMA-CORTEZ RE-1<br>MONTEZUMA-CORTEZ RE-1<br>MONTEZUMA-CORTEZ RE-1  | BATTLE ROCK CHARTER SCHOOL<br>CORTEZ MIDDLE SCHOOL<br>MANAUGH ELEMENTARY SCHOOL<br>SOUTHWEST OPEN CHARTER SCHOOL  |
| MONTROSE COUNTY RE-1J<br>MONTROSE COUNTY RE-1J<br>MONTROSE COUNTY RE-1J<br>MONTROSE COUNTY RE-1J<br>MONTROSE COUNTY RE-1J<br>MONTROSE COUNTY RE-1J<br>MONTROSE COUNTY RE-1J | CENTENNIAL MIDDLE SCHOOL<br>COLUMBINE MIDDLE SCHOOL<br>MONTROSE HIGH SCHOOL<br>OLATHE HIGH SCHOOL<br>OLATHE MIDDLE SCHOOL<br>PASSAGE CHARTER SCHOOL<br>VISTA CHARTER SCHOOL |
| MOUNTAIN VALLEY RE 1<br>MOUNTAIN VALLEY RE 1  | MOUNTAIN VALLEY MIDDLE SCHOOL<br>MOUNTAIN VALLEY SENIOR HIGH SCHOOL   |
| NORTH CONEJOS RE-1J<br>NORTH CONEJOS RE-1J<br>NORTH CONEJOS RE-1J   | CENTAURI HIGH SCHOOL<br>CENTAURI MIDDLE SCHOOL<br>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<br>PLATTE VALLEY RE-7<br>PLATTE VALLEY RE-3  | PLATTE VALLEY ELEMENTARY SCHOOL<br>PLATTE VALLEY MIDDLE SCHOOL<br>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                      |
| <br>                    |   |
| PRIMERO REORGANIZED 2   | PRIMERO JUNIOR-SENIOR HIGH SCHOOL             |
| <br>                    |   |
| PRITCHETT RE-3          | PRITCHETT HIGH SCHOOL                         |
| PRITCHETT RE-3          | PRITCHETT MIDDLE SCHOOL                       |
| <br>                    |   |
| 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                |
| <br>                    |   |
| PUEBLO COUNTY RURAL 70  | PLEASANT VIEW MIDDLE SCHOOL                   |
| PUEBLO COUNTY RURAL 70  | PUEBLO WEST MIDDLE SCHOOL                     |
| PUEBLO COUNTY RURAL 70  | VINELAND MIDDLE SCHOOL                        |
| <br>                    |   |
| ROARING FORK RE-1       | CARBONDALE MIDDLE SCHOOL                      |
| <br>                    |   |
| ROCKY FORD R-2          | JEFFERSON MIDDLE SCHOOL                       |
| ROCKY FORD R-2          | ROCKY FORD HIGH SCHOOL                        |
| <br>                    |   |
| SALIDA R-32             | SALIDA MIDDLE SCHOOL                          |
| <br>                    |   |
| SANFORD 6J              | SANFORD ELEMENTARY SCHOOL                     |
| SANFORD 6J              | SANFORD JUNIOR/SENIOR HIGH SCHOOL             |
| <br>                    |   |
| SANGRE DE CRISTO RE-22J | SANGRE DE CRISTO ELEMENTARY SCHOOL            |
| SANGRE DE CRISTO RE-22J | SANGRE DE CRISTO UNDIVIDED HIGH SCHOOL        |

|   |  |
|---|--|
| SARGENT RE-33J<br>SARGENT RE-33J<br>SARGENT RE-33J  | SARGENT ELEMENTARY SCHOOL<br>SARGENT JUNIOR HIGH SCHOOL<br>SARGENT SENIOR HIGH SCHOOL  |
| SHERIDAN 2<br>SHERIDAN 2  | SHERIDAN HIGH SCHOOL<br>SHERIDAN MIDDLE SCHOOL   |
| SIERRA GRANDE R-30<br>SIERRA GRANDE R-30<br>SIERRA GRANDE R-30  | SIERRA GRANDE ELEMENTARY SCHOOL<br>SIERRA GRANDE JUNIOR HIGH SCHOOL<br>SIERRA GRANDE SENIOR HIGH SCHOOL                              |
| SILVERTON 1<br>SILVERTON 1  | SILVERTON HIGH SCHOOL<br>SILVERTON MIDDLE SCHOOL   |
| SOUTH CONEJOS RE-10<br>SOUTH CONEJOS RE-10<br>SOUTH CONEJOS RE-10   | ANTONITO HIGH SCHOOL<br>ANTONITO JUNIOR HIGH SCHOOL<br>GUADALUPE ELEMENTARY SCHOOL   |
| SPRINGFIELD RE-4<br>SPRINGFIELD RE-4<br>SPRINGFIELD RE-4  | SPRINGFIELD ELEMENTARY SCHOOL<br>SPRINGFIELD HIGH SCHOOL<br>SPRINGFIELD JUNIOR HIGH SCHOOL   |
| ST VRAIN VALLEY RE 1J<br>ST VRAIN VALLEY RE 1J<br>ST VRAIN VALLEY RE 1J<br>ST VRAIN VALLEY RE 1J<br>ST VRAIN VALLEY RE 1J | HERITAGE MIDDLE SCHOOL<br>LONGS PEAK MIDDLE SCHOOL<br>OLDE COLUMBINE HIGH SCHOOL<br>SKYLINE HIGH SCHOOL<br>TRAIL RIDGE MIDDLE SCHOOL |
| STRATTON R-4<br>STRATTON R-4  | STRATTON MIDDLE SCHOOL<br>STRATTON SENIOR HIGH SCHOOL  |
| SWINK 33  | SWINK ELEMENTARY SCHOOL  |
| THOMPSON R-2J<br>THOMPSON R-2J<br>THOMPSON R-2J   | BILL REED MIDDLE SCHOOL<br>CONRAD BALL MIDDLE SCHOOL<br>HAROLD FERGUSON HIGH SCHOOL  |
| TRINIDAD 1<br>TRINIDAD 1  | TRINIDAD MIDDLE SCHOOL<br>TRINIDAD HIGH SCHOOL   |
| VALLEY RE-1<br>VALLEY RE-1<br>VALLEY RE-1   | CALICHE JUNIOR-SENIOR HIGH SCHOOL<br>SMITH HIGH SCHOOL<br>STERLING MIDDLE SCHOOL   |
| VILAS RE-5<br>VILAS RE-5  | HOPE ONLINE LEARNING ACADEMY CO-OP<br>VILAS UNDIVIDED HIGH SCHOOL  |
| WALSH RE-1<br>WALSH RE-1  | WALSH ELEMENTARY SCHOOL<br>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**

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

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

|   |  |                  |            |
|---|--|------------------|------------|
| <b>Center Consolidated Schools 26JT</b> |  | <b>\$51,577</b>  | <b>0.5</b> |
|   | CENTER HIGH SCHOOL                           |                  |            |
|   | SKOGLUND MIDDLE SCHOOL                       |                  |            |
|   |  |                  |            |
| <b>Cherry Creek School District</b>     |  | <b>\$203,760</b> | <b>4.0</b> |
|   | HORIZON MIDDLE SCHOOL                        |                  |            |
|   | OVERLAND HIGH SCHOOL                         |                  |            |
|   | PRAIRIE MIDDLE SCHOOL                        |                  |            |
|   | SMOKY HILL HIGH SCHOOL                       |                  |            |
|   |  |                  |            |
| <b>Colorado Springs District 11</b>     |  | <b>\$95,701</b>  | <b>2</b>   |
|   | BIJOU ALTERNATIVE PROGRAM                    |                  |            |
|   | LIFE SKILLS CENTER OF COLORADO SPRINGS       |                  |            |
|   | MITCHELL HIGH SCHOOL                         |                  |            |
|   | NIKOLA TESLA EDUCATION OPPORTUNITY CENTER    |                  |            |
|   | PALMER HIGH SCHOOL                           |                  |            |
|   | WASSON HIGH SCHOOL                           |                  |            |
|   |  |                  |            |
| <b>Charter School Institute</b>         | COLORADO SPRINGS EARLY COLLEGES              | <b>\$74,250</b>  | <b>1</b>   |
| <b>Charter School Institute</b>         | ECHS AT ARVADA                               | <b>\$94,500</b>  | <b>1</b>   |
| <b>Charter School Institute</b>         | GOAL ACADEMY                                 | <b>\$115,020</b> | <b>1</b>   |
| <b>Charter School Institute</b>         | PINNACLE MIDDLE SCHOOL                       | <b>\$122,472</b> | <b>2</b>   |
|   |  |                  |            |
| <b>Cripple Creek-Victor RE-1</b>        | CRIPPLE CREEK-VICTOR JUNIOR-SENIOR HIGH SCHO | <b>\$47,464</b>  | <b>1.0</b> |
|   |  |                  |            |
| <b>Denver Public Schools</b>            |  | <b>\$636,644</b> | <b>9</b>   |
|   | 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                      |                  |            |
| <b>Denver Public Schools</b>       |   | <b>\$44,370</b>  | <b>1</b>   |
|                                    | COLORADO HIGH SCHOOL                      |                  |            |
| <b>Denver Public Schools</b>       |   | <b>\$50,465</b>  | <b>1</b>   |
|                                    | NORTHEAST ACADEMY CHARTER SCHOOL          |                  |            |
| <b>Denver Public Schools</b>       |   | <b>\$66,501</b>  | <b>1.0</b> |
|                                    | P.S.1 CHARTER SCHOOL                      |                  |            |
| <b>Englewood Schools</b>           |   | <b>\$139,522</b> | <b>2</b>   |
|                                    | COLORADO'S FINEST ALTERNATIVE HIGH SCHOOL |                  |            |
|                                    | ENGLEWOOD HIGH SCHOOL                     |                  |            |
|                                    | ENGLEWOOD MIDDLE SCHOOL                   |                  |            |
| <b>Falcon School District 49</b>   |   | <b>\$171,036</b> | <b>2.0</b> |
|                                    | FALCON HIGH SCHOOL                        |                  |            |
|                                    | FALCON MIDDLE SCHOOL                      |                  |            |
|                                    | HORIZON MIDDLE SCHOOL                     |                  |            |
|                                    | SAND CREEK HIGH SCHOOL                    |                  |            |
|                                    | SKYVIEW MIDDLE SCHOOL                     |                  |            |
|                                    | VISTA RIDGE HIGH SCHOOL                   |                  |            |
| <b>Harrison School District #2</b> |   | <b>\$219,317</b> | <b>5.0</b> |
|                                    | 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               |                  |            |
|                                    |                                  |                  |            |
| <b>Jeffco Public Schools</b>       |                                  | <b>\$242,863</b> | <b>4</b>   |
|                                    | ALAMEDA HIGH SCHOOL              |                  |            |
|                                    | ARVADA HIGH SCHOOL               |                  |            |
|                                    | JEFFERSON HIGH SCHOOL            |                  |            |
|                                    |                                  |                  |            |
| <b>Karval School District RE23</b> |                                  | <b>\$38,602</b>  | <b>1</b>   |
|                                    | KARVAL JUNIOR-SENIOR HIGH SCHOOL |                  |            |
|                                    | KARVAL ONLINE EDUCATION          |                  |            |
|                                    |                                  |                  |            |
| <b>Lake County School District</b> |                                  | <b>\$58,090</b>  | <b>1.0</b> |
|                                    | LAKE COUNTY HIGH SCHOOL          |                  |            |
|                                    |                                  |                  |            |
| <b>Mapleton Public Schools</b>     |                                  | <b>\$140,551</b> | <b>2.5</b> |
|                                    | ACHIEVE ACADEMY                  |                  |            |
|                                    | CLAYTON PARTNERSHIP SCHOOL       |                  |            |
|                                    | MEADOW COMMUNITY SCHOOL          |                  |            |
|                                    | MONTEREY COMMUNITY SCHOOL        |                  |            |
|                                    | VALLEY VIEW K-8                  |                  |            |
|                                    | YORK INTERNATIONAL               |                  |            |
|                                    |                                  |                  |            |
| <b>Mesa County Valley SD</b>       |                                  | <b>\$163,292</b> | <b>3</b>   |
|                                    | CENTRAL HIGH SCHOOL              |                  |            |
|                                    | PALISADE HIGH SCHOOL             |                  |            |
|                                    |                                  |                  |            |
| <b>Montezuma-Cortez Re-1</b>       |                                  | <b>\$159,813</b> | <b>1.5</b> |
|                                    | CORTEZ MIDDLE SCHOOL             |                  |            |
|                                    | MONTEZUMA-CORTEZ HIGH SCHOOL     |                  |            |
|                                    |                                  |                  |            |

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

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

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

## 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

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

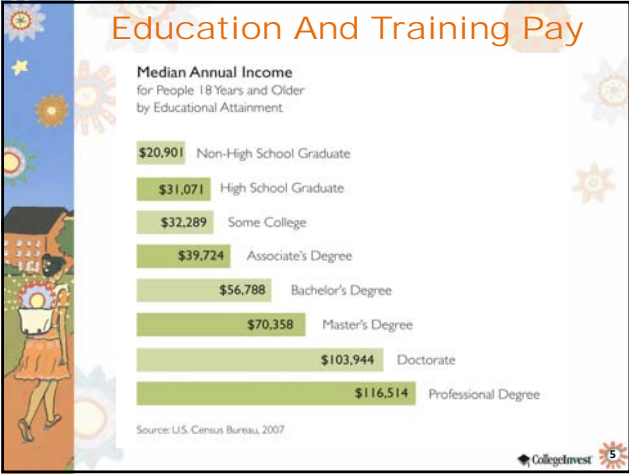
*Professional Development Day*

*January 26, 2010*

*Grand Junction, Colorado*

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



2000 Honda Civic  
VS  
College Degree

- College Degree's Total Cost:  
\$7300



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

Expectations of a  
College Culture

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

## Expectations of a College Culture

- 11<sup>th</sup> graders
  - One-on-one family meetings
    - Select 9 schools
      - Academic
      - Financial
- 12<sup>th</sup> 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](http://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

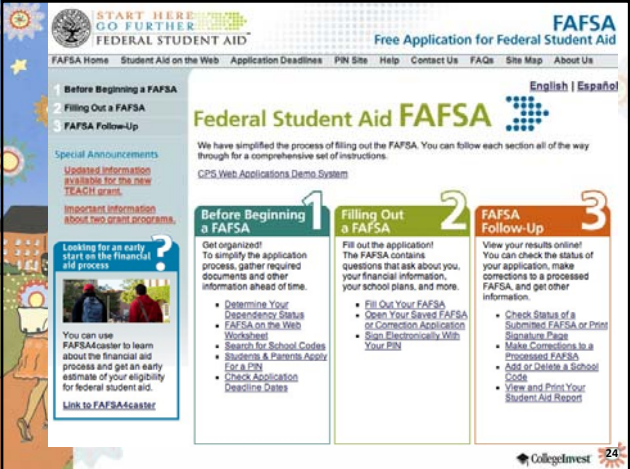
**Myth:**  
Scholarships will hurt my financial aid package

**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](http://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



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## Subsidized & Unsubsidized

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




## 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](http://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



### Comparing Award Letters Activity



Misti Ruthven - CollegenInvest  
mruthven@collegeninvest.org



CollegenInvest  
WE HELP YOU GET THERE

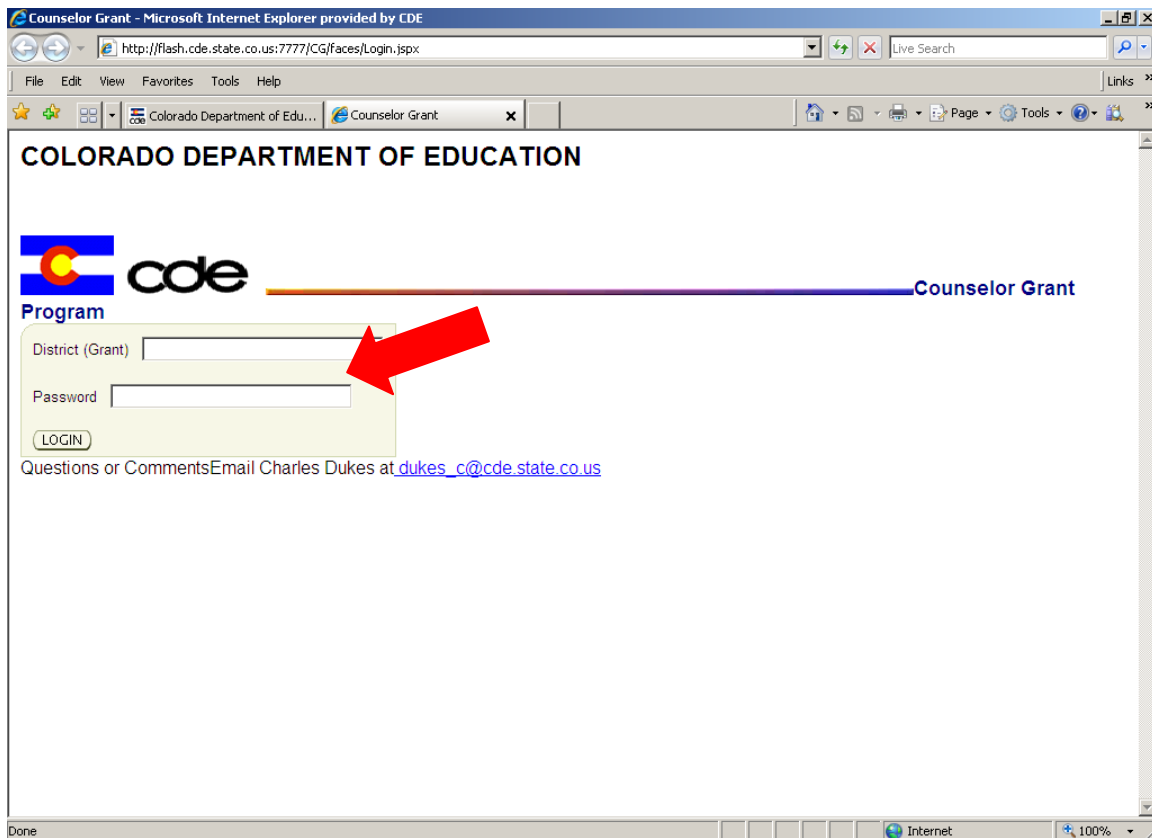
# School Counselor Corps Online Data Collection Instructions

**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 Microsoft Internet Explorer browser window displaying the login page for the Colorado Department of Education's Counselor Grant Program. The browser's address bar shows 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, there is a login form with two input fields: "District (Grant)" and "Password". A red arrow points to the "District (Grant)" field. Below the input fields 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](mailto: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](mailto: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).

**ADD PROFESSIONAL DEVELOPMENT**

\* Name:

Number of Attendees funded by the SCC Grant:

Number of PD hours:

Provide a brief paragraph summary detailing the impact / implementation of the PD:

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'**.

**PROFESSIONAL DEVELOPMENT**

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

(Please uniquely identify the names)

Select and

| 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 |

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 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

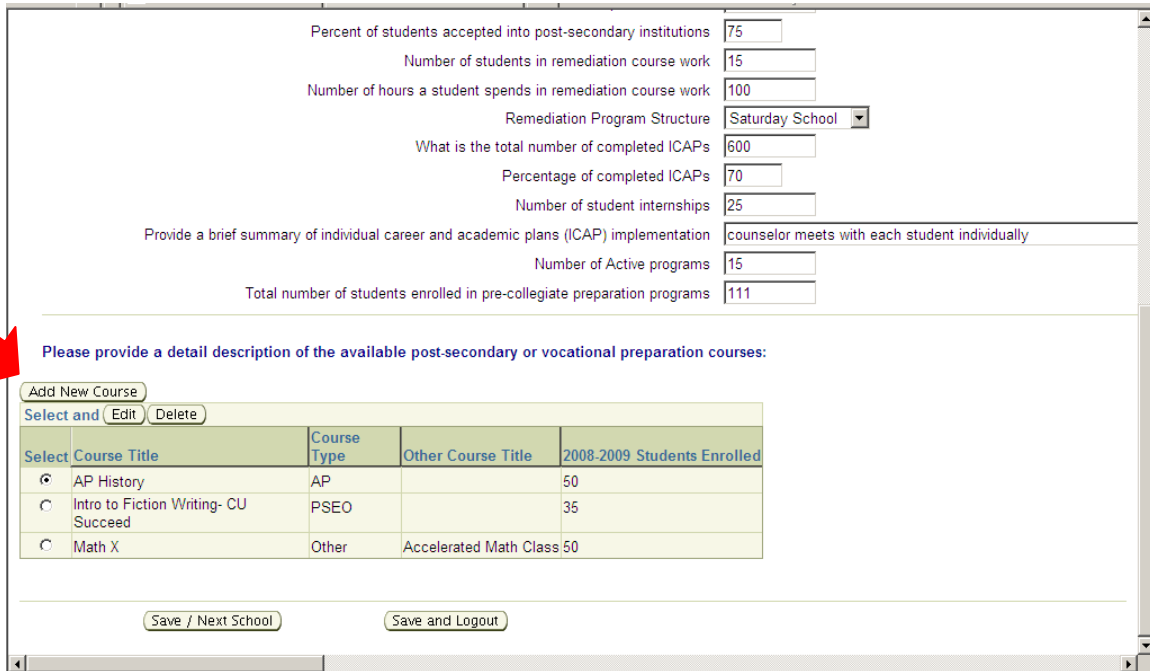
Number of sent college applications

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

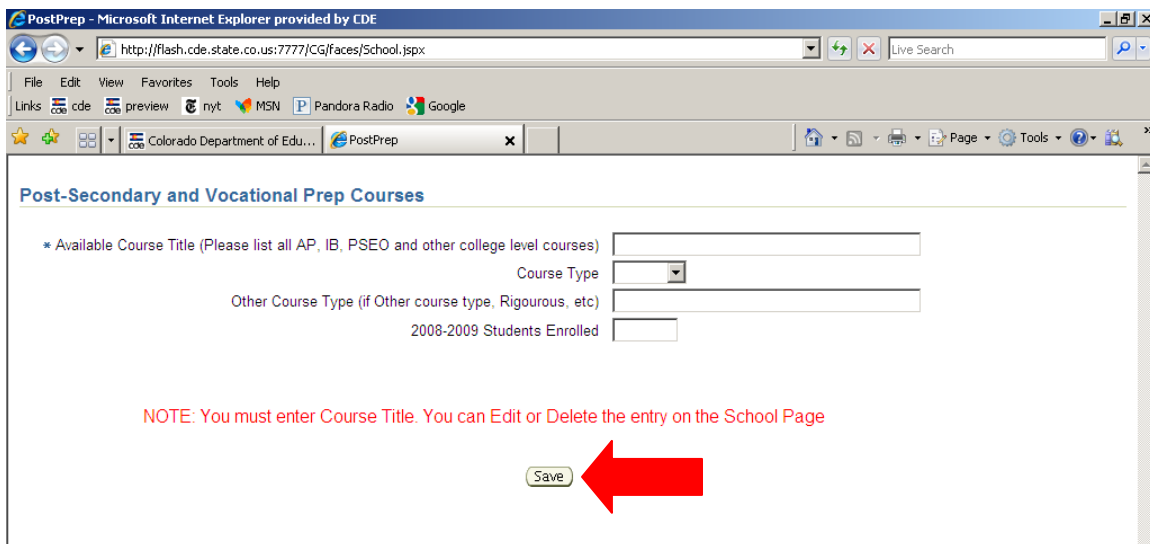
Number of Active programs

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 15<sup>th</sup> 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

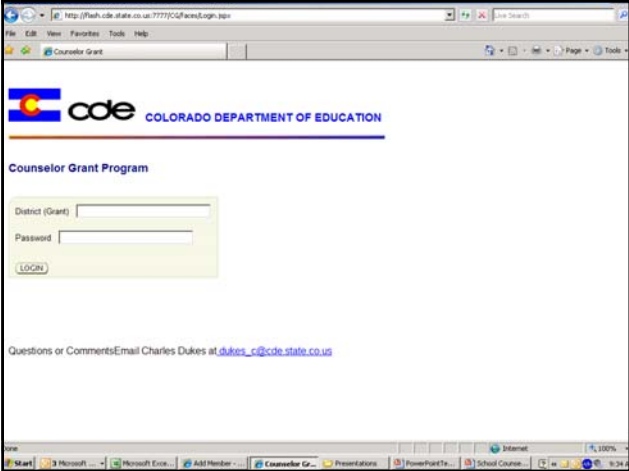
## Evaluation and Reporting

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



http://web.cde.state.co.us:7777/CG/faces/Login.jspx

**cde** COLORADO DEPARTMENT OF EDUCATION

**Counselor Grant Program**


District (Grant)

Password

Questions or Comments Email Charles Dukes at [dukes\\_c@cde.state.co.us](mailto:dukes_c@cde.state.co.us)

## Program Goals

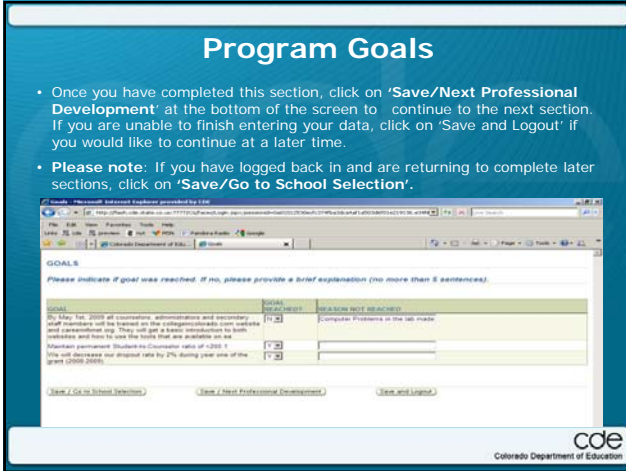
- Once logged in, you will be directed to the 'Program Goals' page. Your program goals have been uploaded from your original grant application. Please indicate if you have reached your program goals with a 'Y' or 'N'. If you select 'N', please indicate why this goal was not attained.
- Please note: If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



Colorado Department of Education

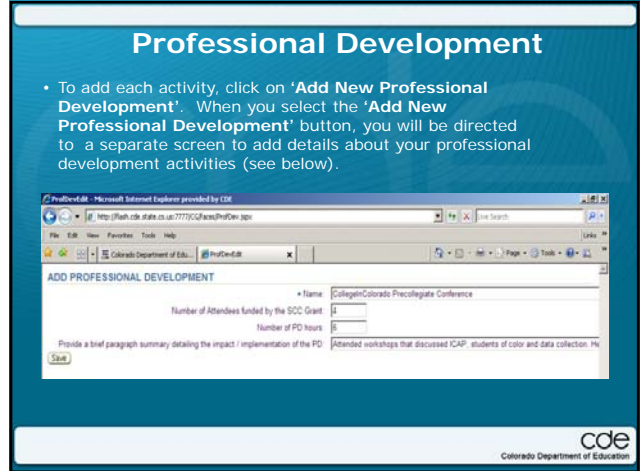
## Program Goals

- 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'**.



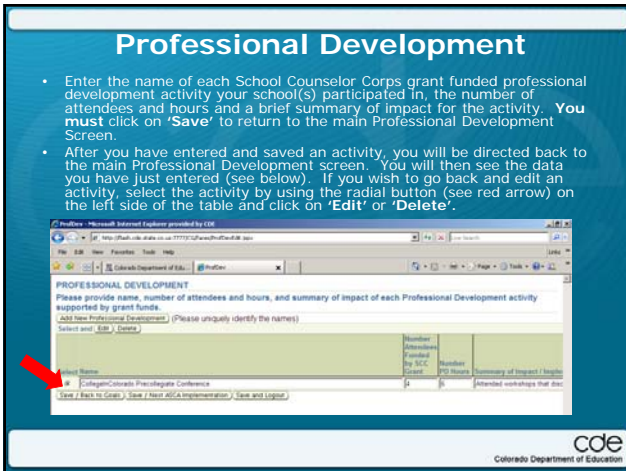
## Professional Development

- 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).



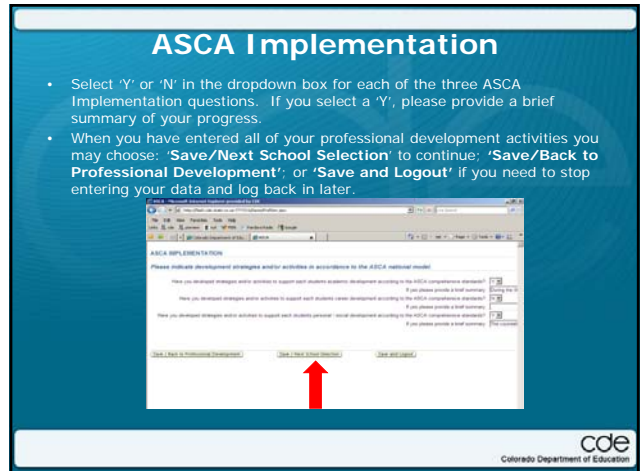
## Professional Development

- 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  
 COUNTY: DOMAGALA

School Selection

| Select                | Edit                                | School                  | Drop Out Rate | Graduation Rate | Completion Indicator |
|-----------------------|-------------------------------------|-------------------------|---------------|-----------------|----------------------|
| <input type="radio"/> | <input type="button" value="Edit"/> | DOMAGALA HIGH SCHOOL    | N/A           | N/A             | C                    |
| <input type="radio"/> | <input type="button" value="Edit"/> | SPRINGFIELD HIGH SCHOOL | N/A           | N/A             | I                    |
| <input type="radio"/> | <input type="button" value="Edit"/> | RYDELL HIGH SCHOOL      | N/A           | N/A             | I                    |
| <input type="radio"/> | <input type="button" value="Edit"/> | WESTERBURG HIGH SCHOOL  | N/A           | N/A             | I                    |
| <input type="radio"/> | <input type="button" value="Edit"/> | RIVERDALE HIGH SCHOOL   | N/A           | N/A             | I                    |

Buttons: Back to AGCA, **Submit District**, 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) (Form 2): 100

Student to counselor ratio after level SCC (domagala) (Form 2): 100

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 Course     | Course                    | Level  | Year                      | 2008-2009 Students Enrolled |
|--------------------------|---------------------------|--------|---------------------------|-----------------------------|
| <input type="checkbox"/> | All History               | AP     | 08                        | 0                           |
| <input type="checkbox"/> | Math to Future Working CU | PRE-CU | 08                        | 0                           |
| <input type="checkbox"/> | Math 1                    | Other  | Accelerated Math Class 08 | 0                           |

Buttons: Add New Course, Save 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 School] [0]  
 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:  
 Add New Course  
 Select Course Title [Course]  

| Select Course Title            | Course | 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                           |

 Save and Log Out  
 Add and Log Out

### 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 [0]  
 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: SANGRE DE CRISTO COMMUNITY COLLEGE  
 DISTRICT COUNTY: SBA  
 School Selection  

| Select School                      | Completion Indicator |
|------------------------------------|----------------------|
| SANGRE DE CRISTO COMMUNITY COLLEGE | C                    |

 Save and Log Out  
 Submit District  
 Add and Log Out

### 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: SANGRE DE CRISTO COMMUNITY COLLEGE  
 DISTRICT COUNTY: SBA  
 School Selection  

| Select School                      | Completion Indicator |
|------------------------------------|----------------------|
| SANGRE DE CRISTO COMMUNITY COLLEGE | C                    |

 Save and Log Out  
 Submit District  
 Add and Log Out

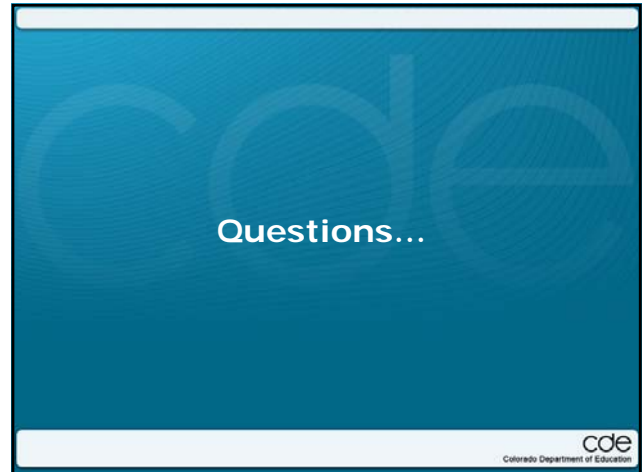


**Congratulations...**

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](mailto: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

#### **1<sup>st</sup> Professional Development Day**

**Date:** October 2, 2009

**Location:** Johnson and Wales (Tentative)

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

#### **2<sup>nd</sup> 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](mailto:Dukes_C@cde.state.co.us).

| <b>A. Quality of Plan</b>   |   |                 |
|---|---|-----------------|
| <b>Grant Requirements</b>   | <b>Evidence Examples</b>  | <b>Comments</b> |
| 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<br>Action plans referencing ASCA standards<br>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<br>Agendas from PD opportunities<br>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<br>Action plans<br>Other:  |                 |
| A.4 Grantee staff has attended the required state Professional Development day (December 3, 2008 and TBA).  | Training registrations<br>Training materials<br>Other:<br><br>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<br>Other program data<br>Descriptions of programming<br>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<br>Program calendars/schedules<br>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<br>Program calendars/schedules<br>Other: |          |

**Notes:**



| <b>C. Postsecondary</b>  |   |                 |
|--|---|-----------------|
| <b>Grant Requirements</b>  | <b>Evidence Examples</b>  | <b>Comments</b> |
| C.1. The grantee employs an effective strategy to transform the culture of postsecondary planning and postsecondary expectations.  | College displays/banners/ posters<br>Postsecondary planning material<br>Schedule of classroom guidance activities<br>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<br>Meeting dates and times<br>Other:  |                 |
| C.3 The grantee has implemented or has developed a plan to implement Individual Career and Academic Plans for students.  | ICAP document<br>Student visitation schedule<br>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<br>Action plans<br>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<br>Action plans<br>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<br>Action plans<br>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<br/>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<br/>Student rosters<br/>Other:</p> |  |

**Notes:**