

Attachment A: Glossary of Terms

Boards of Cooperative Services (BOCES)—means a regional educational service unit designed to provide supporting, instructional, administrative, facility, community, or any other services contracted by participating members. (C.R.S. 22-5-103(2))

Charter Schools – "Charter school" means a charter school authorized by a school district pursuant to state law or an institute charter school authorized by the state charter school institute. (C.R.S. 22-13-102) **Note:** *If a charter school intends to apply for a grant that the school's authorizing school district is also intending to apply for, the charter school shall seek to collaborate with the school district in the application and to submit the application jointly. If the charter school and the school district are unable to agree to collaborate in applying for the grant, the charter school may apply for the grant pursuant to state law independently or in collaboration with other charter schools. (C.R.S. 22-30.5-104(11)(c))*

Community Engagement—Schools, families, and communities are all responsible for the social, emotional, and educational development of youth. Schools that engage the community and serve as active partners in improving services for in and out of school time see positive outcomes for students. They can bring students and the community together through partnerships with businesses, community-based organizations, postsecondary institutions, workforce development centers, religious and civic groups, libraries, and other organizations that provide education, recreation, and youth development and enrichment. Effective school-community engagement includes a shared goal to develop a range of resources and partnerships to address barriers to learning, enhance the healthy development of youth, and strengthen the whole community.

Connectedness (See Attachment B for highly mobile student framework for service and support) — Refers to ensuring students have an opportunity to form meaningful connections with peers and adults in all aspects of their lives. Programs that support connectedness include, but are not limited to: mentoring, extracurricular programs, academic engagement and the opportunity to explore interests, community engagement, and school climate.

County Department- has the same meaning as provided in section 19-1-103 (32), C.R.S.

Course Completion and Credit Recovery – refers to a student passing, and receiving credit for, a course that the student previously attempted but was unsuccessful in earning academic credit towards graduation. The student can then "recover" the credit by satisfying requirements for the course in which they were unsuccessful and can focus on earning credit based on competency of the content standards for that particular course. Credit recovery programs aim to help schools graduate more students by giving students who have fallen behind the chance to "recover" credits through a multitude of different strategies. Different programs allow students to work on their credit recovery classes over the summer, on school breaks, after school, on weekends, at home on their own, at night in school computer labs, online, or even during the school day.

Data Analysis--Using various data elements, measures, and sources to guide decision-making from a systemic perspective. Data analysis should be incorporated in all essential elements, methods, and tactics. Data should not only guide identification, institutional change, and intervention efforts but should be used as a tool to evaluate program effectiveness within these measures. Common measures that Colorado schools are using include:

- Early Warning Systems: Attendance, Behavior, and Course Completion
- Graduation, Dropout and Completion Rates
- Performance Indicators: Academic Achievement, Academic Growth, Growth Gaps
- Benchmark assessments to measure performance indicators
- Individual Career Academic Plan (ICAP) Completion
- SAT Scores
- Concurrent Enrollment
- Work-based Learning Opportunities
- Apprenticeships

Department of Education- means The Department of Education created in section 24-1-115, C.R.S.

Disciplinary Incidence – This includes classroom removal, office referrals, in-school suspension, out-of-school suspensions, and expulsion. For more details see K-12 Discipline Analysis Report, <http://www.cde.state.co.us/dropoutprevention/studentdisciplineanalysis>

Division of Youth Services Placement Facilities- means a secure facility or contract community residential program of the Division of Youth Services in the Colorado Department of Human Services.

Dropout - In Colorado law, a dropout is defined as a person who leaves school for any reason, except death, before completion of a high school diploma or its equivalent, and who does not transfer to another public or private school or enroll in an approved home study program. Students who reach the age of 21 before receiving a diploma or designation of completion (“age-outs”) are also counted as dropouts. It does not include an expelled student.

Early Childhood Programming refers to educational programs and strategies geared toward children from birth to the age of eight.

Education Provider- means a school district, the state charter school institute, or a board of cooperative educational services that operates a school, public school of a school district, a school operated by a board of cooperative educational services pursuant to article 5 of title 22, C.R.S., an institute charter school authorized pursuant to part 5 of article 30.5 of title 22, C.R.S., a state-licensed day treatment facility, an approved facility school as defined in section 22-2-402 (1), C.R.S.

Essential Needs (See Attachment B for highly mobile student framework for service and support)— means ensuring students have access to basic human needs, which includes but is not limited to: food, shelter, safety at school and home, clothing, hygiene items, and access to language interpretation if needed.

Essential Skill Building — Refers to programming that addresses the development of creativity and innovation skills, critical-thinking and problem-solving skills, communication and collaboration skills, social and cultural awareness, civic engagement, initiative and self-direction, flexibility, productivity and accountability, character and leadership.

Extended Day Learning — before and out-of-school time learning opportunities. Includes programs that serve school-age children and youth during the non-school hours, including before and after school, on weekends and school holidays, and during the summer.

Facility Schools – “Approved facility school” means an educational program that is operated by a facility to provide educational services to students placed in the facility. For more detail, see website for the CDE Office of Facility Schools, <http://www.cde.state.co.us/facilityschools>. **Note:** *Facility school applicants are guided to include an emphasis on the transitioning of students between their setting and school districts so that districts may continue supporting the student to avoid future disciplinary action or, if of compulsory school age, habitually truancy.*

Highly Mobile Students- means children or youth who at any time during the academic year were homeless, as defined in section 22-1-102.5, C.R.S; were in noncertified kinship care, as defined in section 19-1-103, C.R.S; were students in out-of-home placement, as defined in section 22-32-138(1)(h), C.R.S.; or were migrant children, as defined in section 22-23-103, C.R.S.

Homeless Children and Youth- means individuals who lack a fixed, regular, and adequate primary nighttime residence and includes children and youth who are:

- Sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason;
- Living in motels, hotels, trailer parks (that are deemed as inadequate housing), or camping grounds due to the lack of alternative adequate accommodations;
- Living in emergency or transitional shelters;
- Abandoned in hospitals;
- Residing in a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
- Living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings;
- Migratory children living in the above circumstances; and/or
- Unaccompanied youth living in the above circumstances.

Innovative Solutions That Address Barriers to Learning (See Attachment B for highly mobile student framework for service and support)—refers to the education provider’s efforts to reduce barriers to learning for highly mobile students. Examples of programs include, but are not limited to: academic progression and course completion, seamless transfer of coursework, assessment of academic gaps due to school mobility, essential classroom skills (e.g. advocating for a trauma-informed learning environment), assessment of educational milestones progression (e.g. reading by 3rd grade, middle school math, credit attainment in 9th grade), complete and up-to-date student assessment scores, and credit accrual and attainment.

Kinship: According to Colorado Revised Statute 19-1-103, there are two types of kinship placement. The definitions are as follows:

- (71.3) "Kin", for purposes of a "kinship foster care home" or for purposes of "noncertified kinship care", may be a relative of the child, a person ascribed by the family as having a family-like relationship with the child, or a person that has a prior significant relationship with the child. These relationships take into account cultural values and continuity of significant relationships with the child.
- (78.7) "Noncertified kinship care" means a child is being cared for by a relative or kin who has a significant relationship with the child in circumstances when there is a safety concern by a county

department and where the relative or kin has not met the foster care certification requirements for a kinship foster care home or has chosen not to pursue that certification process.

Local Education Agency (LEA)- As defined in ESEA, a public board of education or other public authority legally constituted within a State for either administrative control or direction of, or to perform a service function for, public elementary schools or secondary schools in a city, county, township, school district, or other political subdivision of a State, or for a combination of school districts or counties that is recognized in a State as an administrative agency for its public elementary schools or secondary schools.

Mentoring Programs—Provide structures to develop and maintain relationships between a less experienced individual (mentee or protégé) and a more experienced individual (mentor). This two-way, mutually beneficial relationship generally includes psychosocial mentoring, role modeling, and coaching. Mentoring follows a somewhat structured process, including: structures, protocols, and goals regarding skill development.

Migrant—Migrant refers to children, students and youth who are eligible for supplemental services through the Migrant Education Program. Migrant children, students or youth must be between the ages of 3 and 21, be an agricultural worker or have a spouse/parent/guardian who is an agricultural worker and have moved and changed school within the preceding three years due to economic necessity. Migrant children, students and youth who have made a qualifying move within the previous one-year period and who are at risk of failing or are failing to meet state academic standards are considered Priority for Services (PFS) and receive priority in receiving migrant-funded services.

Multiple Pathways—are defined as a variety of structured academic opportunities for students to achieve their goal for high school graduation and postsecondary success. Each pathway is defined by its programming and is accessed by each student based on the individual student's academic interest and unique needs. Examples include CTE Programs, credit recovery and acceleration, Concurrent Enrollment, and flexible scheduling as well as different school options such as Alternative Education Campuses and online schools. Examples of programs to provide highly mobile students with multiple pathways opportunities include, but are not limited to: complete and up-to-date Individual Career and Academic Plan (ICAP), opportunity to explore interests, etc.

School Climate—The National School Climate Center has defined school climate as the quality of school life experienced by students, caregivers, school personnel, and others interacting with the school environment. A positive school climate, then, is one where the school attends to each of the following: (a) fostering safety; (b) promoting a supportive academic, disciplinary, and physical environment; and (c) encouraging and maintaining respectful, trusting, and caring relationships throughout the school community. Additionally, organizational structures such as student body socioeconomic status (SES), retention of staff, racial and ethnic diversity of staff and students, and community support may influence climate. School climate can be thought of as the life and character of the school, thus, seeking opportunities to create or sustain a positive school climate is foundational to continuous improvement efforts.

Service Agreements – School districts may provide services through agreements with appropriate local governmental agencies and, to the extent necessary, with the managing state agencies, including but not limited to the Colorado Department of Human Services and Colorado Department of Public Health and Environment, with community-based nonprofit and faith-based organizations, with nonpublic, non-

parochial schools, with the department of military and veterans affairs, and with public and private institutions of higher education.

Student Engagement - This means a student's sense of belonging, safety, and involvement in school that leads to academic achievement, regular school attendance, and graduation. Elements of promoting student engagement include providing rigorous and relevant instruction, creating positive relationships with teachers and counselors, providing social and emotional support services for students and their families, creating partnerships with community organizations and families that foster learning outside of the classroom, and cultivating regular school attendance. (C.R.S 22-14-102)

Social-Emotional and Behavioral Services and Supports: Assist students to be ready and have the essential skills to succeed in school. For example, this grant will be aimed to see a reduction in behavioral or discipline incidents and an increase in attendance through evidenced based programming. Examples could include supports in the area of critical thinking problem solving, creativity and innovation skills, promote resiliency and identify protective factors. These supports could include (but are not limited to) facilitating successful school transfers, participation in extracurricular activities, or activities that enhance a student's connection to school.

"Student in Out-of-Home Placement"- Means a student who at any time during an academic term is in foster care and receiving educational services through a state-licensed day treatment facility, who is otherwise in placement out of the home as that term is defined in section 19-1-103 (85), C.R.S. or who is in placement outside of the home as a result of an adjudication pursuant to article 2 of title 19, C.R.S. It includes a child or youth who transfers enrollment as a result of being returned to his or her home at the conclusion of out-of-home placement.

Support Services- External partnerships to provide highly mobile students and families with medical, dental, mental health, housing, basic needs, and other community and state services.

Transition Programs— All students go through transitions in their educational careers, from moving up a grade, to moving to a different school. Schools need to provide transition programming to improve school goals by supporting youth development and reducing dropout rates. Comprehensive transition programming includes providing social and academic support for students in new grades or new schools through [counseling and mentoring](#), [family outreach](#), [community engagement](#), and by providing post-secondary and workplace readiness programming and training for educators and youth to help further support students in periods of transition.

Tutoring: These activities involve the direct provision of assistance to students in order to facilitate the acquisition of skills and knowledge related to concepts addressed during the school day. Tutors or teachers directly work with students individually and/or in small groups to complete their homework, prepare for tests, and work specifically on developing an understanding and mastery of concepts covered during the school day.

Two-Generation (2GEN) Approach: This approach is designed to address the needs of children and their parents together (whole family) in a way that supports a family's full potential and puts each individual of the family on a path to permanent economic security and economic mobility. Programs focused on early childhood, adult education, economic assets and health and well-being are fundamental to a 2GEN approach. 2GEN programs provide services to both child and adults (whole family) simultaneously and

track outcomes for both. Examples include: financial education and coaching; career pathway programs linked to workforce development/employment training; adult education, early care and education and supportive services.

There are five core principles that underlie the 2GEN approach:

1. Measure and account for outcomes for both children and their parents. (Data is used for compliance and continuous improvement)
2. Engage and listen to the voices of families.
3. Foster innovation and evidence together.
4. Align and link systems and funding streams.
5. Ensure equity.

For more information:

- *Pioneering 2GEN Approaches in Colorado* (2 pages) - <https://ascend.aspeninstitute.org/resources/pioneering-2gen-approaches-in-colorado/>
- *The Colorado Guide to 2GEN* - <http://ascend.aspeninstitute.org/wp-content/uploads/2017/06/Colorado-2Gen-Action-Guide.pdf>.