School Counselor Corps Grant Program (SCCGP)

End of Year (EOY) Report Guiding Template- Years 2,3,4 of SCCG

**2024-2025**

This template is a draft document that serves as an offline copy of the End of Year Report for FY2024- 2025. The template is intended to help SCCG grantees gather information to submit to Qualtrics for the End of Year Report. DO NOT email or submit the Word document. This is for informational purposes only. **All answers must be submitted through the Qualtrics End of Year Report by May 30, 2025.**

# Privacy Disclaimer: By submitting the School Counselor Corps Grant Program End of Year Report, you are agreeing to have the information collected via CDE’s End of Year Report to be shared with the University of Denver and its Colorado Evaluation and Action Lab for the following uses:

* To conduct an outcome evaluation using a quasi-experimental design (QED) to assess the impact of the SCCGP on identified key program outcomes at the elementary, middle school, high school, and postsecondary educational levels.
* To produce an Annual Interim Legislative Report on the status of the SCCGP, including the QED study progress to-date and any recommendations related to fidelity, continuous quality improvement (CQI), and performance management findings.
* To develop a comprehensive Technical Report of full results from the completed QED and the Performance Management Tracking study, and an infographic that visualizes program outcomes and results of the evaluation for program outreach and media promotion.

# Section 1: School and SCCG Characteristics

# This section asks basic questions about your school and SCCG.

* Local Education Provider (LEP)
* LEP Code ([find here under Colorado District Lists (XLSX](https://www.cde.state.co.us/schoolview/explore/welcome))
* School Name
* School Code ([find here under Colorado Schools List (XLSX](https://www.cde.state.co.us/schoolview/explore/welcome))
* Name of SCCG School Contact
  + Title (e.g., Dr., Mrs., Ms.)
  + First Name
  + Last Name
  + School Contact Phone Number (xxx-xxx-xxxx)
  + School Contact Email
* Name of individual completing form
  + Email of individual completing form
* What year of SCCG was the 2024-2025 school year for your school?
  + Year 2
  + Year 3
  + Year 4
* Have staff changes been made using SCCGP funds during the 2024-2025 school year?
  + Yes
  + No
* Please explain staff changes made using SCCGP funds during the 2024-2025 school year.
* Please confirm: The school counselors hired under the Colorado School Counselor Corps Grant Program in the school are licensed, which “means a person who holds a special services provider license with a school counselor endorsement issued pursuant to article 60.5 of Title 22 or who is otherwise endorsed or accredited by a national association to provide school counseling services” per 22-91-102 (6).
  + Yes
  + No- [SCCG Hiring Assurance Form](https://docs.google.com/forms/d/e/1FAIpQLScZRmIJ1ulmXmW420sMgVoPs2SYcM90d4yXzY0aRwZ8Mo6wXA/viewform) must be completed and approved.

# Section 2: Student and Staff Characteristics

# This section asks about students and staff in your school(s).

* How many students are enrolled in your school at each grade level? Enter "0" for any grade levels your school does not serve.
* What grade level(s) do your School Counselor(s) support? *(Select all that apply)*
* Number of staff members in your school.
  + Instructional Staff
  + Administrative Staff
  + Support Staff
  + Total
* Number of School Counselors in your school...
  + BEFORE the grant (in terms of FTE):
  + Hired UNDER the grant (in terms of FTE):
  + Total:

# Section 3: SCCG Goals

# This section asks about your progress on the School Counselor Corps Goals set during your Planning Year, as well as any new goals identified since Year One.

* Please list School Counselor Corps Goal 1. (Note: this should be the goal you identified in your Year One plan, unless you are reporting on a new goal developed since Year One plan creation).
* Is this goal new, revised, or completed?
  + New Goal (i.e., not originally stated in your Year One plan)
  + Revised Goal (i.e., revised version of a goal in your Year One plan)
  + Completed Goal (aka, a goal that is now completed)
  + None of the above; this is our original goal.
* Which type of program outcomes are *most* related to this goal? (Please select **no more than two)** 
  + Attendance / School Engagement
  + Behavioral & Personal / Social Learning
  + K - 12 Academic Achievement
  + K-12 Educational Attainment or Postsecondary Readiness & Success
  + Strengthening the SCCG program within the school, district, or community
  + Other (please specify)
* Report progress on SCCG Goal 1. Select the response that best describes progress at the end of the rating period (end of 2024-2025 school year).
  + Exceeded Goal: You went above and beyond your objective(s)
  + Met Goal: You have completely (100 percent) met your objective(s)
  + Making Progress: You have partially met your objective (more than 50 percent)
  + Not Making Progress: You have made minimal gains on your objective.
  + Unable to Rate: An extreme circumstance prevented you from engaging this goal at all (e.g., COVID and move to entirely remote teaching).
* What quantitative and qualitative data did you analyze to arrive at this rating? (Brief explanation of data evidence and approach)
  + Please provide a brief narrative explaining major successes that helped you rate this goal as met or exceeded. (No more than 5 sentences)
  + Please provide a brief narrative explaining what progress was made towards this goal and areas still in development. (No more than 5 sentences)
  + Please provide a brief narrative explaining what barriers or challenges your school experienced that kept you from making progress on this goal. (No more than 5 sentences)
  + Please provide a brief narrative explaining why you are unable to rate this goal (e.g., COVID related challenges). (No more than 5 sentences)
* Do you have another goal to report? (If yes, you will be asked the same questions for additional goals)
  + Yes
  + No
* Please briefly share any additional programming, interventions, or efforts made possible by SCCG funding, and *not* captured in goal narratives above.
* If applicable, please briefly share any other major initiatives (e.g., pre-collegiate prep program) or grant programs (e.g., EARRS program) happening in your school or district this year that may help you achieve your SCCG goals or that otherwise enhance the SCCG program.

# Section 4: Program Strategies and Services

# This section asks you to review and rate your progress on the strategies and services of your School Counselor Corps Grant.

For each strategy or service, select the level that best describes current progress.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Not Present | Development in Progress | Partially  Implemented | Fully  Implemented |
| A written mission statement exists and is used as a foundation by all counselors. |  |  |  |  |
| Services are organized so that all students are well served and have access to them. |  |  |  |  |
| The program operates from a plan for closing the achievement gap. |  |  |  |  |
| The program has a set of clear measurable student learning objectives and goals are established for academics,  social/personal skills, and career development. |  |  |  |  |
| Needs assessments are completed regularly and guide program planning. |  |  |  |  |
| School counselors use student performance data to decide how to meet student needs. |  |  |  |  |
| School counselors analyze student data by ethnicity, gender, and socioeconomic level to identify interventions to close achievement gaps. |  |  |  |  |
| School counselors’ job descriptions match actual duties. |  |  |  |  |
| School counselors spend at least 80% of their time in activities that directly benefit students. |  |  |  |  |
| The school counseling program includes interventions designed to improve the school’s ability to educate all students to high standards. |  |  |  |  |
| An annual review of the school counseling program is conducted to get information for improving next year’s programs. |  |  |  |  |
| The school counseling program has the resources to allow counselors to complete appropriate professional development activities. |  |  |  |  |
| School counseling priorities are represented on curriculum and education committees. |  |  |  |  |
| School counselors communicate with parents to coordinate student achievement and gain feedback for program improvement. |  |  |  |  |

# Section 5: Academic Achievement

# The section asks about measures related to K-12 academic achievement.

* *Elementary Question:* At the end of the 2024-2025 academic year, how many students were identified as having a significant reading deficiency (SRD)?
  + This question does not apply to the grades served at my building.
  + Kindergarten
  + 1st Grade
  + 2nd Grade
  + 3rd Grade
  + Total
* *Middle School Question:* What was the pass rate for each grade level this school year? Pass Rate *(reported as a percentage)* *Sample ways to calculate this:* 
  + - *Some school management software may calculate this automatically and have it available in a report.*
    - *Run an F-list report and divide number of students with at least one F by total number in that grade; subtract from 100%.*
    - *Divide the number of courses passed by the total number taken.*
* This question does not apply to the grades served at my building.
* 6th grade
* 7th grade
* 8th grade
* Please briefly describe how you calculated the course pass rate. *Report n/a if your school does not serve grades 6, 7, or 8.*
* *High School Question:* Which AP course(s) are offered at your school? *(Select all that apply)*
* This question does not apply to the grades served at my building.
* No AP courses are offered
* Art History
* Biology
* Calculus AB
* Calculus BC
* Chemistry
* Computer Science A
* Computer Science AB
* Economics: Macro
* Economics: Micro
* English Language and Composition
* English Literature and Composition
* Environmental Science
* European History
* French Language
* French Literature
* German Language
* Government and Politics: Comparative
* Government and Politics: United States
* Human Geography
* Latin Literature
* Latin: Vergil
* Music Theory
* Physics B
* Physics C: Electricity and Magnetism
* Physics C: Mechanics
* Psychology
* Spanish Language
* Spanish Literature
* Statistics
* Studio Art: 2-D Design
* Studio Art: 3-D Design
* Studio Art: Drawing
* U.S. History
* World History
* Chinese Language & Culture
* Japanese Language & Culture
* Research
* Seminar
* Italian Language & Culture
* Computer Science Principles
* Physics 1: Algebra-Based
* Physics 2: Algebra-Based
* *High School Question:* How many students took one or more AP courses this school year? *(Number of students)* 
  + This question does not apply to the grades served at my building.
  + American Indian or Alaska Native
  + Asian
  + Black or African American
  + Hispanic or Latino
  + White
  + Native Hawaiian or Other Pacific Islander
  + Two or More Races
  + #Conjoint, Total#
* *High School Question:* What percentage of students are on-track for graduation this school year? *A student is "on track for graduation" if they have accumulated enough credits to be on track to graduate within our years of initially entering 9th grade, based on graduation requirements in your school district. On-Track Rate (reported as a percentage).* 
  + - *Sample ways to calculate this: Some school management software may calculate this automatically and have it available in a report. Run a report counting students who have fewer than the needed number of credits for a grade level (e.g., a freshman in a district that requires 24 credit hours for graduation should have at least 6.0 credits); divide that number by that number of students in that grade and subtract from 100%.*
* This question does not apply to the grades served at my building.
* 9th graders
* 10th graders
* 11th graders
* 12th graders
* *High School Question*: Please briefly describe how you calculated the percentage of students on-track for graduation. Report n/a if your school does not serve grades 6, 7, or 8.

# Section 6: Academic Attainment and Postsecondary Readiness and Success This section asks about ICAP lessons and activities that support K-12 academic attainment and postsecondary readiness.

* Total number of school professionals engaged in ICAP lessons and activities this school year:
* What roles / types of individuals are involved in ICAP in the total identified above? *(Select all that apply.)* 
  + School counselors
  + Teachers
  + School administrators
  + Community members (e.g., career day presenters)
  + School support staff
  + Other (please specify):
* ICAP Lessons and Activities: Please report on the availability and reach during this school year. *For example, you have 5 unique ICAP planning lessons/activities, such as a Student Success Planning lesson, a Career Fair activity, a SMART Goal Setting lesson, etc. (first box = 5). You delivered all 5 of these lessons/activities to 4 groups of students (second box = 20), and each group had 5 students (third box = 100).*

|  |  |  |  |
| --- | --- | --- | --- |
|  | Number of **unique ICAP** lessons/activities delivered | Number of times each unique lesson/activity was delivered | Number of students reached by these.  lessons/activities |
| ICAP lessons and  activities |  |  |  |

* Briefly describe the kinds of ICAP lessons and activities conducted this school year. o Examples may include, but are not limited to:
  + Pre-collegiate activities, such as a college campus visit or FAFSA workshop. ▪ Career exploration activities, such as a career expo, interest inventory, or costumes/dress-up
  + Lessons on specific topics, such as understanding salaries or preparing resumes Interacting with community partners, such as field trips or lunch and learns.
  + Targeted college- and career-relevant conversations or assistance
* *High School Question:* How many students participated in **concurrent enrollment** this school year? *(Number of Students)* 
  + American Indian or Alaska Native
  + Asian
  + Black or African American
  + Hispanic or Latino
  + White
  + Native Hawaiian or Other Pacific Islander
  + Two or More Races
  + Total
* How many students participated in work-based learning this school year (based on [Colorado’s Work-Based Learning Continuum](https://www.cde.state.co.us/postsecondary/workbasedlearning))? *This question applies to all grade levels K-12.*
* Identify the types of work-based learning engaged by students this school year *(select all that apply)* *This question applies to all grade levels K-12.*
  + **Learning about work includes:**
    - Career counseling
    - Career Planning
    - Career Fairs
    - Career Presentations
    - Industry Speakers
    - Informational Interviews
    - Mentoring
    - Worksite Tours
    - Project-Based Learning
  + **Learning Through Work**
    - Clinical Experiences
    - Credit for Work
    - Internships
    - Pre-apprentices
    - Industry-sponsored project
    - Supervised Entrepreneurship experience
  + **Learning at Work includes:**
    - Apprenticeship
    - On the job training
    - Employee development
* Please briefly describe how the school counselor(s) supported students in engaging these work-based learning experiences. *This question applies to all grade levels K-12.*
* Number of students enrolled in CTE this school year:
  + This question does not apply to the grades served at my building.
  + Business, Marketing, and Public Administration
  + Agriculture, Natural Resources, and Energy
  + STEM, Arts, Design, and Information Technology
  + Hospitality, Human Services, and Education
  + Health Science, Criminal Justice, and Public Safety
  + Skilled Trades and Technical Assistance
  + Total
* Unduplicated number of students who participated in college visits this school year:
* If applicable, list the colleges visited as part of the SCCG.

# Section 7: Professional Development

# This section asks about professional development activities you engaged and their impact.

* Please list Professional Development Activity 1 conducted this school year, including the name of the training.
  + Professional Development Activity 1 - Reach:
    - Number of attendees
    - Number of hours per attendee
  + Please describe the topic area(s) covered by Professional Development Activity 1.
  + Please provide a brief summary of the impact of Professional Development Activity 1.
  + Please provide a brief summary of the results and/or implementation strategies of Professional Development Activity 1.
* Do you have another professional development activity to report? (If yes, you will answer the same PD questions as above for additional PD).
  + Yes
  + No

# Section 8: SCCGP Sustainability

# This section asks about your school's plan for sustaining school counselors following completion of the grant.

* Please briefly explain your school's plan for sustaining counselors hired using SCCG funds after completion of the grant.