

Interdepartmental Secondary Initiatives Handbook

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The purpose of the Colorado Department of Education (CDE) *Interdepartmental Secondary Initiatives Handbook* is to identify current initiatives within the Department that impact secondary students. By identifying the secondary initiatives, the Department can begin to explore opportunities for cross-sectoral collaboration. The long-term vision of this effort is to use these collaborations to enhance the range of services provided by the Department to assist secondary students. There are seven highlighted areas of information on the following pages:

- Name of the Initiative
- Name of Unit
- Program Contact
- Goals of the Initiative
- History Summary
- Program Summary
- Website Link

Please feel free to use this information. Contact Charles E. Dukes if you have any questions at dukes_c@cde.state.co.us or by phone at 303-866-6142.

Name of the Initiative: Colorado Schoolwide-Positive Behavior Support (SW-PBS)

Name of Unit: Exceptional Student Services Unit

Program Contact(s):

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Goals of the Initiative:

- To enhance the capacity of districts and schools to establish and maintain effective school environments that maximizes the academic achievement and behavioral competence of all learners in Colorado;
- To decrease suspension and expulsion rates for all kids, especially those with disabilities.

History Summary:

CDE has partnered with Districts and BOCES to provide training, technical assistance and support since the 2002-2003 school year. During the 2002-2003 school year, 16 schools in two districts served as pilot sites for School-wide Positive Behavior Support (SW-PBS) implementation. In the 2008-2009 school year, 606 schools/facilities in 66 school districts implemented PBS as a result of school teams receiving training and coaching. This translates into just over 300,000 students in the state of Colorado learning in safe and predictable school environments.

Program Summary:

Suspensions are reduced in schools implementing SW-PBS. In SW-PBS schools, the average number of out-of-school suspensions per school dropped from 45 to 22 in three years, while the state average only moved from 43 to 42 in the same time period. Seventy-three Colorado high schools have been trained in PBS. Forty-four of these high schools are utilizing data to change adult behavior, while preventing suspensions and expulsions.

Website: http://www.cde.state.co.us/index_special.htm

Name of the Initiative: Expelled and At Risk Student Services (EARSS)

Name of Unit: Prevention Initiative Unit

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Goals of the Initiative:

- To support students who have been expelled;
- To develop strategies to help students who are at risk of suspension or expulsion.

History Summary:

Since 1998, The Colorado Department of Education (CDE) has funded school districts across the state to provide services to expelled students and students at-risk of expulsion, under the Expelled and At Risk Student Services Grant of Amendment 23. These funds are used to support the development, implementation, and continuation of programs. CDE's Prevention Initiatives team manages the \$6.2 million grant program and awards funding to programs that offer best practices to re-claim out of school youth. Strong emphasis is placed on research-validated programs and strategies. Additionally, programs are required to show significant district support for program sustainability after grant funding is completed.

Program Summary:

There are 58 sites in the Expelled and At Risk Student Services (EARSS) program, all of which include high school level staff, students and parents. The purpose of the funding is to provide educational services to expelled students, and to prevent future suspensions and expulsions. Applicants are encouraged to consider a comprehensive range of instructional and student support services that are proven effective. Services may include: Instruction in math, reading, writing, science and social studies; Tutoring; Alternative educational programs; Vocational education programs; Support services; Strategies that address the underlying causes of expulsion such as habitually disruptive behavior or truancy.

Website: http://www.cde.state.co.us/cdeprevention/pi_expelled_grant.htm

Name of the Initiative: Learn and Serve Colorado

Name of Unit: Prevention Initiatives

Program Contact(s):

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Goals of the Initiative:

- To provide activities that connect to serving the community with the learning already being done in a school;
- To provide hands-on application of knowledge and skills to real life community needs;
- To provide service objectives with learning objectives with to change both the recipient's and the provider's perspective of community and service.

History Summary:

Learn and Serve Colorado has been in existence since 1994 at the Colorado Department of Education. It is funded with formula money through the Corporation for National and Community Service. An application for formula money to provide another three year grant cycle has just been submitted. Currently, six programs are funded including Lake County SD, Campo SD, DPS, NE Consortium, Colorado Springs SD 11 and Boulder Valley Schools.

Program Summary:

The coming grant cycle will align with other prevention initiatives grants (Expelled and At-Risk Student Services, McKinney Vento Homeless Education and Comprehensive School Health) at the district level to reach more disadvantaged youth populations and to align efforts and resources to focus on student engagement and school attachment as a dropout prevention strategy. Starting in August 2009 Learn and Serve Colorado will fund four districts that target grades 7,8 and 9 participation in service-learning in at least one core curriculum class. The Learn and Serve Colorado program is in the process of organizing a summer institute to bring together the funded grantees' district level teams to focus on K-12 Service-Learning Standards for Quality Practice and a Service-Learning 101 training. Technical assistance is provided throughout the year and site visits occur in the spring.

Website: <http://www.cde.state.co.us/servicelearning/index.htm>

Name of the Initiative: Rural Secondary Literacy Project (RSLP)

Name of Unit: Collaborative among Exceptional Student Leadership Unit, Literacy Grants and Initiatives Unit and Regional Managers.

Program Contact(s):

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Goals of the Initiative:

- To develop an effective, replicable secondary literacy framework;
- Increase the capacity of rural secondary schools to deliver appropriate literacy instruction and intervention, and use student achievement data to analyze the effectiveness of systems;
- To study a comprehensive, multi-tiered system of literacy support for all students, including those with disabilities, within a replicable model designed for school districts.

History Summary:

CDE formed the Leadership for Adolescent Struggling Readers' Success (LASRS) to explore the area of secondary literacy. Tasks assigned to this group included providing leadership to support the improvement of language and literacy skills for struggling adolescent readers. LASRS membership included representatives from higher education, independent literacy experts, school districts, the Children's Hospital and CDE staff. Their work led to the Rural Secondary Literacy Project (RSLP) as a collaborative initiative among the Exceptional Student Leadership Unit, Literacy Grants and Initiatives (LGI) Unit and Regional Services. RSLP, Funded in 2007-2008, is a 3-year project.

Program Summary:

In Year 1, the RSLP offered professional development designed to build foundational skills and a framework for implementing a comprehensive literacy intervention plan for struggling adolescent readers, especially targeting students with special needs. The year culminated in the screening of all students' reading skills.

Year 2 brought support directly to schools.

- Four facilitators provide support to leadership by making four onsite visits during the academic year for a total of 160 hours in the schools.

- Eleven literacy coaches make eight monthly onsite visits, providing instructional support for a no fewer than 1344 hours in the schools.
- Between visits, schools receive additional support via phone and e-mail for a minimum of 2,520 hours.
- Schools often ask for, and receive, professional development provided by the facilitator, literacy coach or both.

In Year 2, schools implemented master schedule changes and intervention programs, placing an estimate of 1375 students which includes approximately 342 students with IEPs, in literacy intervention classes.

Website: <http://www.cde.state.co.us/coloradoliteracy/rslp/index.htm>

Name of the Initiative: School Counselor Corps Grant Program

Name of Unit: Competitive Grants and Awards

Program Contact(s):

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Goals of the Initiative:

- To increase the graduation rate within the state;
- To increase the percentage of students who appropriately prepare for, apply to and continue into postsecondary education.

History Summary:

Fiscal year 2008-2009 was the first year of the School Counselor Corps Grant program. During this year, a total of 37 applications from both school districts and the Charter School Institute were awarded School Counselor Corps funds. In total, the \$5 million grant program was able to provide 76.5 new secondary counseling positions in 91 secondary schools.

Program Summary:

First year strategies implemented by the grant recipients varied but all strategies were research-based and focused on increasing the availability of the 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. Grant recipients emphasized their first year strategies on postsecondary preparation programming for the student population and building data collection systems. Creating a postsecondary culture was the seconded most prevalent focus for grant recipients.

Website:

<http://www.cde.state.co.us/cdecomp/SchoolCounselor/SchoolCounselor.htm>

Name of the Initiative: The McKinney-Vento Homeless Education program

Name of Unit: Prevention Initiatives Unit

Program Contact(s):

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Goals of the Initiative:

- To provide immediate enrollment of homeless children who are not already enrolled. This includes reviewing and revising any laws, regulations, practices, or policies that may act as barriers to the enrollment, attendance, or success of homeless children and youth;
- To provide school choice opportunities for homeless students, including transportation to the student's school of origin, if the parent/guardian or unaccompanied youth requests to remain in the school of origin and it is determined that such placement is in the student's best interest;
- To provide opportunities for parent involvement in enrollment decisions;
- Ensure that homeless students have equal access to the same free, appropriate public education, including a public preschool education, provided to other children and youth;
- To ensure that homeless students are provided services in such a way that they are not isolated or stigmatized;
- To promote school (or GED) success and completion for homeless students;
- To support collaboration between school districts and social service agencies serving homeless students.

History Summary:

In July of 1987, Congress passed the Stewart B. McKinney Homeless Assistance Act (Public Law 100-77). This act included several provisions to help homeless individuals. One component of the Act (Subtitle VII-B) requires states to assure that homeless children and youth have access to a free and appropriate public education. The McKinney Act requires LEAs and BOCES to enroll homeless children, even if they are not permanent residents of the school district; provide comparable services to homeless children; and maintain the records of homeless children so that records are made available when a child or youth enters a new school.

The McKinney Act was reauthorized under the Elementary and Secondary Education Act in the fall of 1994. In 2002, the educational components of the McKinney-Vento Homeless Education Assistance Act were reauthorized as Title X, Part C of the No Child Left Behind Act. Key components of the 2002 McKinney-Vento Act include a specific definition of who is "homeless", the requirement of a homeless education liaison in every school district, increased responsibilities of LEAs to keep a student in the school of origin when feasible, transportation to the school of origin, and the immediate enrollment of children and youth in school.

Program Summary:

The McKinney-Vento Homeless Education program themes are to increase the access, stability and educational success for children and youth experiencing homelessness. Eligibility is student centered. Case-by-case determinations are made by homeless education liaison at the district level and based on the primary nighttime residence. The overall intent of the McKinney Education for Homeless Children & Youth Grant is to remove all educational barriers facing homeless children and youth with emphasis on educational enrollment, attendance and success.

Website: http://www.cde.state.co.us/cdeprevention/homeless_index.htm

Name of the Initiative: 21st Century Community Learning Centers (CCLC) Grant Program

Name of Unit: Competitive Grants and Awards Unit

Program Contact(s):

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Goals of the Initiative:

- To provide opportunities for academic enrichment, including providing tutorial services to help students (particularly students in high-poverty areas and those who attend low-performing schools) meet State and local student performance standards in core academic subjects such as reading and mathematics;
- To offer students a broad array of additional services, programs, and activities, such as youth development activities, drug and violence prevention programs, counseling programs, art, music, and recreation programs, technology education programs, and character education programs, that are designed to reinforce and complement the regular academic program of participating students;
- To offer families of students served by community learning centers opportunities for literacy and related educational development.

History Summary:

The 21st CCLC Grant program originally started ten years ago as a federal grant which was administered by the U.S. Department of Education (USDOE). Under the old legislation, the Department managed a nationwide competition and directly awarded over 1,600 grants to public schools and school districts that worked in collaboration with other public and nonprofit organizations, agencies, and educational entities. The *No Child Left Behind Act of 2001* made several significant changes to the 21st CCLC program. These changes ensures that the program focuses on helping children in high-need schools succeed academically through the use of scientifically based practice and extended learning time. The new legislation turned over the responsibility for administering the 21st CCLC program to the State Educational Agency (SEA) in each State. The USDOE allocates the funds to the SEAs by formula. The SEA manages grant competitions and award grants to eligible organizations for local programs. States are accountable to the USDOE for ensuring that all statutory requirements are met.

Program Summary: The purpose of the program is to establish or expand *community learning centers* that provide students with academic enrichment opportunities along with activities designed to complement the students' regular academic program. Community learning centers must also offer families of these students literacy and related educational development. Centers – which can be located in elementary or secondary schools or other similarly accessible facilities –

provide a range of high-quality services to support student learning and development, including tutoring and mentoring, homework help, academic enrichment (such as hands-on science or technology programs), and community service opportunities, as well as music, arts, sports and cultural activities. At the same time, centers help working parents by providing a safe environment for students when school is not in session.

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