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Colorado Department of Education

School Counselor Corps Grant Program

Annual Report to the Education Committees of the Senate and the House of Representatives and the State Board of Education

April 15, 2009

Colorado Department of Education
ORGANIZATIONAL COMMITMENT

The Colorado Department of Education dedicates itself to increasing achievement levels for all students through comprehensive programs of education reform involving three interlocking elements: A) High Standards for what students must know and be able to do; B) Tough Assessments that honestly measure whether or not students meet standards and tell citizens the truth about how well our schools serve children; C) Rigorous Accountability Measures that tie the accreditation of school districts to high student achievement

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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, 2008 through March 15, 2009. This report is divided into four sections: background, description of program, Year 1 outcomes and results, and evaluation of program operation.

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.

First year strategies implemented by the grant recipients varied but 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. The majority of grant recipients reported the emphasis of their first year strategies focused on college preparation programming for the student population and building postsecondary preparation data collection systems. Creating a postsecondary culture was the second most prevalent focus for grant recipients.

In early March 2009, grantees submitted the required evaluation data through an online data collection tool developed by the Department. The evaluation data was submitted in two forms: school-level data and district-level data. Data at the school-level included the student-to-counselor ratios before and after the 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, number of active pre-collegiate programs within the school and a complete list of current postsecondary and vocational coursework available. Additionally, 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 results for Year 1 of the grant demonstrate the beginning impacts of the School Counselor Corps program. As reported by the grantees, the implementation of the grant program played a major role in increasing the college related data collection process at the majority of grantee schools and

on decreasing the student-to-counselor ratios for both high schools (314:1 at the beginning of the grant; reduced to 240:1) and middle schools (516:1 at the beginning of the grant; reduced to 291:1) to the American School Counselor Association (ASCA) recommendations. Ninety three percent of the school districts and schools responded "yes" to implementing recommended ASCA comprehensive guidance standards. This percentage illustrates the grantees commitment to creating comprehensive guidance counseling programs across the state.

Another important finding indicated that participants in the School Counselor Corps program attended or facilitated over 1600 hours of professional development workshops that directly impacted the secondary counselors, faculty members and administrators. This 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.

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 first year of the program, FY 2008-2009, the State Education Fund provided funding for the 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 (Department) 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 is responsible for promulgating rules for implementation of the program, including but not limited to: 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. Pursuant to 22-91-103, C.R.S., and the Rules for the Administration of the School Counselor Corps Grant Program, the Colorado Department of Education is responsible for administrating the grant program. 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.

As defined in 22-91-102, C.R.S., an education provider for the School Counselor Corps Grant Program can be:
- A School District (on behalf of one or more secondary schools);
- A Board of Cooperative Services (BOCES);
- A Charter School; or
- An Institute Charter School.

Funded activities can include secondary school counselor salaries (and benefits), postsecondary preparatory services, and professional development.

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 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. Please see Attachment B for a listing of The School Counselor Corps Advisory Committee members.

Research Base for School Counselor Corps Grant Program
A student's level of educational attainment will directly influence the student's level of achievement and success throughout the rest of his or her life. The National Center for Education Statistics reports that, in comparing employment rates and levels of education attainment across the county, in 2005, the unemployment rate for persons who dropped out of high school was 7.6 percent, compared to an overall average unemployment rate for all education levels of 4 percent. The unemployment rate for persons who graduated from high school and attained an associate degree was 3.3 percent and the unemployment rate dropped to 2.3 percent for those who attained a bachelor's degree.

The Colorado Department of Education reports that the graduation rate for Colorado school districts in the spring of 2006 was 74.1 percent. In addition, approximately only 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 showed that there is a 40 percent probability that a student who is enrolled in ninth grade in Colorado will be enrolled in postsecondary education.

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.

II. DESCRIPTION OF PROGRAM (July 1, 2008 – June 30, 2009)

Grant Application Process

In anticipation of the passage of HB 08-1370, the Department began planning for the School Counselor Corps Grant Program 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.

Upon notification of the enactment of HB 08-1370, the State Board of Education and the Department began implementation of the School Counselor Corps Grant Program. With input from the Advisory Committee, the Department developed a timeline for implementation and the Request for Proposal (RFP). See Attachment C for the RFP.

The RFP focused on 4 main components including:

1) 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.

2) 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.

3) 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.

4) 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 timeline for program implementation included two initial grant competitions. Because the creation of the grant program began as school districts were releasing for summer break, the Department designated two windows for applicants to apply for funding. By providing two application windows, education providers who missed the original window during the summer months had the opportunity to compete for funding at the beginning of the 2008-09 school year. The first round of applications were due to the Department on July 15, 2008 with the second round of applications due on October 1, 2008.

In an attempt to build sustainability within the grant program, CDE required the school district to provide a detailed plan to sustain the School Counselor Corps activities after Year 3 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.

During July 2008, the first of the two grant competitions was held. Teams of reviewers with expertise in the field of school counseling reviewed the proposals. A total of 24 applications for possible funding were received. After all proposals were read and scored, 10 proposals were recommended for funding to the State Board of Education. The State Board approved the recommended proposals, totaling $2,260,912. The 10 proposals impacted 32 schools, provided funding for 30 new secondary counselors and left approximately $3 million dollars remaining for the second grant competition.

Before the second grant competition, CDE staff and grant reviewers provided detailed feedback for grantees that failed to score the required 72 points or higher on the evaluation rubric to be considered for funding. The goal of the feedback was to encourage grantees to reapply for the second competition and to strengthen the proposal based on the advice provide by the reviewers. In addition to the detailed feedback, CDE staff also facilitated grant writing workshops throughout the state. The workshops provided guidance on the application process to assist applicants in writing strong, fundable proposals. A major component of the workshops consisted of providing applicants with examples of strengths and weaknesses seen in the first round of applications. Four workshops were provided in Alamosa, Denver, Pueblo and online in the form of a webinar. Approximately 50 district and charter school leaders participated in the workshops.

During the second grant competition, a total of 31 applications for funding were received in October 2008. The Department utilized the same review process as the first grant competition. After all proposals were read and scored by reviewers, 27 proposals were recommended to the State Board of Education for approval. The State Board approved the recommended proposals in the amount of $2,463,395. The funded applications impacted 61 schools and provided funding for 46.5 new secondary counselors.

For FY 2008-09, a total of 37 applications from both school districts and the Charter School Institute were awarded School Counselor Corps funds. In total, this funding has provided 76.5 new secondary counseling positions for 91 secondary schools.

The table below demonstrates the amount distributed regionally to funded School Counselor Corps grantees in FY 2008-09. See Attachment D for list of funded sites.

Table 1

Distribution of School Counselor Corps Funds Among Geographic Regions Year 1 (July 2008- June 2009)		
Region	**FY 08-09**	**Number School Counselor Corps Counselors Hired**
Metro	$2,769,794	41.5
North Central	$405,908	6.0
Northeast	$30,170	1.0
Northwest	$43,798	1.0
Pikes Peak	$852,469	16.0
Southeast	$74,525	1.0
Southwest	$346,049	6.0
West Central	$201,595	3.0
Total	$4,724,308	76.5

Strategies Implemented by Grant Recipients

Year 1 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.

The majority of grant recipients reported the emphasis of their School Counselor Corps programs focused on building data collection systems and

college preparation programming for the student population. Creating a postsecondary culture was the second biggest focus for grant recipients.

Programming Support Provided by CDE
During the first year of the program, the Department provided a range of programming support to the education providers, including: two professional development trainings; two web-based trainings; development of the *Counseling Corner* listserv; an online survey; grant writing workshops; and the creation of the School Counselor Corps website.

Professional Development Days and Technical Assistance
In December 2008, the Department with the assistance of the School Counselor Corps Advisory Committee hosted the first of two grant specified Professional Development Days. 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 breakout sessions. This event was held at the University of Colorado at Colorado Springs (UCCS). In addition, the UCCS College of Education provided sponsorship of parking fees for participants as well as a portion of the event costs. Additional sponsorship of event costs was provided by the Colorado Educational Service and Development Association (CESDA).

Approximately 135 secondary counselors, principals and district staff attended the day. Participants received important information regarding: the goals of the School Counselor Corps grant program; American School Counselor Association (ASCA) standards; and the grant specified data reporting requirements. To begin the day, Associate Dean, Dr. Lindy Crawford, welcomed the grantees with opening remarks. To ensure continuity amongst the grantees regarding the goals of the program, Representative Karen Middleton, the sponsor of the School Counselor Corps legislation, provided the keynote speech. Representative Middleton provided participants with insight on the background on the intent and history of the School Counselor Corps Grant Program.

Several members of Governor Ritter's P-20 Education Coordinating Council subcommittees, including Paul Thayer, Gully Stanford and Nate Easley, played a vital role by facilitating informational breakout sessions. These sessions focused on:
- Sharing the need for and background of the School Counselor Corps program;
- Explaining Individual Academic and Career Plans (ICAPS); and
- Facilitating an action plan team work session.

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

In April 2009, the Department hosted the second of the two grant specified Professional Development Days at Johnson and Wales University in Denver. Expanding on the themes of the first PD Day, grantees had the opportunity to attend two of seven breakout sessions. The 45 minute breakout sessions covered in the following topics:
- Individual Career and Academic Plans (ICAP) Implementation;
- Partnerships and Student Services;
- ASCA Standards;
- Question and Answers from CDE;
- CollegeinColorado Wiki Overview; and
- Impacting Students through Positive Behavioral Support.

Similar to the first Professional Development Day, several members from Governor Ritter's P-20 Education Coordinating Council subcommittees played a major role in the development of the day. In addition, members of the Exceptional Student Services Unit at CDE provided support to the day by facilitating a Positive Behavior Support breakout session. Please See Attachment F for Professional Development day agenda.

In an effort to encourage and increase professional growth, the Department provided two nationally recognized college preparation books for each of the participating schools' college resource library. Each school received: "*Evidence-Based School Counseling: Making a Difference with Data-Driven Practices*"; and "*College Knowledge: What it Really Takes for Students to Succeed and What We Can Do to Get Them Ready.*"

An additional, key piece of support provided by the Department for grantees during the first 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.

Online Survey
Before the second Professional Development Day, School Counselor Corps program staff developed an online survey to gain input from the field regarding the April Professional Development Day timing, structure and content. The survey feedback was collected, compiled and used to build the agenda for the event. Ten questions were asked, including:
- What is the best date to host the Professional Development Day?
- What content would you like to learn in the break-out sessions?
- How are you collecting the School Counselor Corps evaluation data?

School Counselor Corps Website
The Department made a concerted effort to provide grantees with a user-friendly and easily accessible School Counselor Corps website. Currently, the website 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 website allows grantees to be actively informed on all aspects of the program in a timely manner.

School Counselor Corps Listserv
After the second funding competition, at the request of the grantees, an e-mail distribution and communication listserv was created to include district contacts, principals, counselors and teachers at each funded school. The listserv provides an additional avenue for relaying vital program information. It has not only allowed the Department to efficiently provide individual assistance to grantees, but also to send data collection reminders, professional development opportunities and other informational e-mails to the funded schools. The listserv also allows grantees to interact and network with each other by posting school counseling related questions and information to the whole group. This provides grantees with an opportunity to have more ownership in the program while allowing the School Counselor Corps Coordinator to follow-up as necessary.

Webinars
During the first year of the program, grantees had the opportunity to participate in two webinars (web-based presentations). While participating in a webinar, each participant sits at his or her own computer and is connected to other participants via the Internet and a conference call. In February 2009, the School Counselor Corps Grant Program joined efforts with the Expelled and At Risk Student Services Unit at CDE to provide an informational presentation on high school dropout prevention and strategies to recover students who dropped out. This presentation was facilitated jointly by the Expelled and At-Risk Student Services (EARSS) staff as well as the School Counselor Corps Coordinator. Over 50 district and school personnel participated in the webinar. Please See Attachment G for Dropout Prevention PowerPoint presentation.

In March 2009, School Counselor Corps Grant Program staff held 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 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 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:
- 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 ONE 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, 2009. These data included the number of school counselors hired through the School Counselor Corps program, professional development programs, 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 grantees with a detailed overview of the data requirements during the December 2008 Professional Development day. See Attachment J to review the Evaluation and Reporting PowerPoint.

In early March 2009, grantees submitted the required evaluation data through an online data collection tool developed by the Department. To ensure confidentially, 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 10, 2009 that focused on the data reporting requirements, how to enter data into the data collection and questions from grantees.

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 **S**pecific, **M**easurable, **A**ttainable, **R**esearched **B**ased, and **T**imely (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 first year findings, in relation to the goals of the School Counselor Corps Grant Program is also detailed. Overall, grantees reported that the School Counselor Corps Grant Program played a major role in increasing level of college related data collected within the majority of grantee schools and districts. For a small group of grantees, collecting college related data was not an institutional practice. In addition, a few grantees reported that they have not been collecting college going data in previous years but have now started to create data collection systems within their districts to begin collecting this data district-wide.

Increasing the Availability of Effective School Based Counseling

School Counselor Corps grantees were required to report whether they adopted or have demonstrated a commitment to adopting standards for school counselor responsibilities, as recommended by the America School Counselor Association (ASCA). It is recommended by ASCA that schools should develop comprehensive guidance counseling services focused on three domains (1) academic development, (2) career development and (3) social development.

Of the 37 school districts, 95 percent responded "yes" to full implementation of the *academic development domain*. Some of the academic development implementation methods include the following:

- The School Counselor Corps counselor facilitated small group meetings with all freshmen and sophomore students once per month and met with junior and senior students once per week or more when needed to discuss their academic and career needs;
- 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 academic guidance lessons during advisory periods which focused on transcripts, credit acquisition and

recovery, college academic requirements, organizational skills, time management, study skills and test taking strategies, and work world skills. Individual students met with their grade level counselors to discuss individual academic planning goals; and

- School Counselor Corps counselors and staff facilitated tutoring sessions for the students in the library during after school hours.

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 grantees:

- Created Individual Career and Academic Plans for students in grades 8-12;
- Used the CollegeinColorado program, Naviance, and other college and career web-based programs. This allowed students to build and save information regarding their high school, postsecondary and career plans;
- Invited guest speakers from local businesses based on career interest inventories;
- 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 86 percent of the funded districts (32 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-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
- Middle school counselors created small group sessions that focused on positive attitudes, accepting different viewpoints/perspectives, ethnic and cultural diversity, self-control, consequences for behavior, peer pressure and the dangers of drugs and alcohol.

<u>Professional Development</u>

Grantees indicated that counselors participating in the School Counselor Corps Grant Program attended or facilitated over 1600 hours of professional development workshops. 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 FASFA process and current changes along with highlighting grants through work study, loans, scholarships and scholarship internet sites;
- College in Colorado 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 1 depicts the distribution of professional development hours among topics. Overall, 76 percent (n=1284.5 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;
- Partnerships;
- Dropout Prevention Workshops;
- Postsecondary and Workforce Readiness; and
- CSAP.

Figure 1: Professional development hours provided by the School Counselor Corps Grant
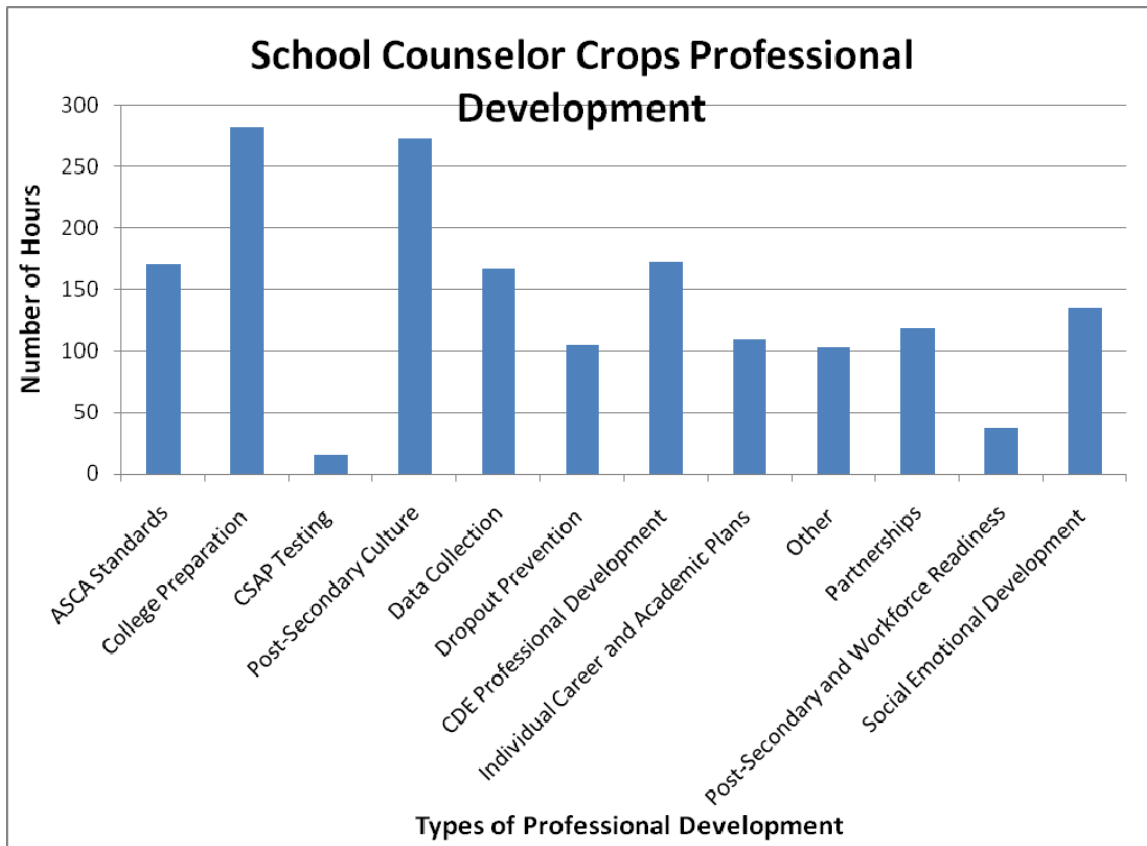
S.M.A.R.T Goals

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 202 S.M.A.R.T goals submitted by the school districts, 29 percent (n=58) of the goals were accomplished while, 71 percent (n=144) of the goals were not completed at the time of submission this report. The

districts overwhelmingly (69 percent) provided three key explanations for not achieving the goals:

- 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 2009);
- Late hiring (particularly in round 2) of the School Counselor Corps counselor provided limited time to fully implement the program; and
- S.M.A.R.T goals were not expected to be accomplished until the 2009-2010 school year. Checking "No" was the recommended response and "in process" was the explanation for failing to meet the goal for Year 1. For example: *60 percent of the participating students will obtain 5 or more credits per year.*

Based on the findings, the following actions could have a significant impact on the School Counselor Corps program and data collection:

- Re-opening of the data collection tool in June would allow schools to enter end of the year data; and
- Holding future grant competitions prior to the beginning of the school year would allow more time for the School Counselor Corps counselor to implement the School Counselor Corps program for a full year.

Increasing the Level of Postsecondary Services
To demonstrate the increased availability of effective school-based counseling, grantees 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 grantees indicated the total number of completed applications and the percentage completed ICAPs for School Counselor Corps high schools and middle schools. For high schools, the majority of the schools indicated that 0 to 20 percent of their student population have a completed ICAP. Overall, the data demonstrates that 50 percent of grantees have indicated that their schools have less than a sixty percent ICAP completion rate.

Figure 2 illustrates the percentage of ICAPs completed in relation to the total high school population.

Figure 2: Percentage of Completed ICAPs and Number of High Schools
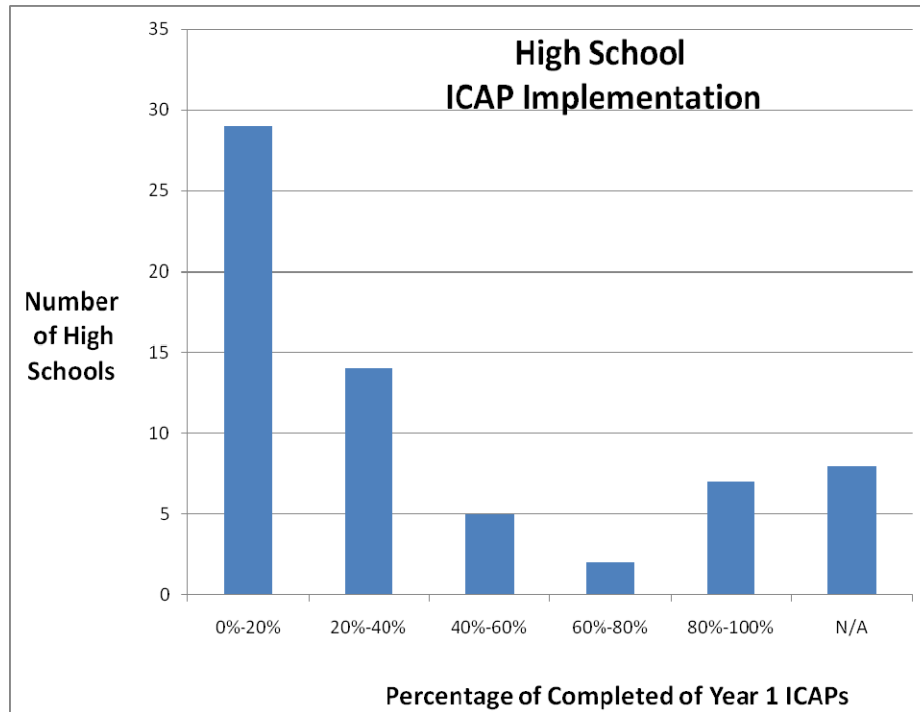
The data for the middle schools also illustrates a low completion rate. However, the lower completion rate can be attributed to ICAP requirements being closely tied to accomplishing milestones through the senior year of high school (e.g., graduation).

The following examples illustrate the methods used by the high schools and middle schools to implement ICAPs during Year 1 of the School Counselor Corps Grant Program:

- Use of the ACT PLAN testing data to work with juniors on their ICAP and use of the CollegeInColorado online tool to help freshmen and sophomores participating in AVID to build their ICAP;
- Passing an Academic and Career Success class was a graduation requirement at some schools and developing an ICAP was a necessary project to complete the course work;
- Teacher Advisors worked closely with the School Counselor Corps counselor to complete ICAPs during advisory class periods;
- 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 parents of high risk youth to complete the ICAP; and

- Classroom guidance activities were provided at least once a quarter with each grade level.

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 1 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.

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 program can be categorized into seven basic course types:
- Advance Placement Courses;
- College Preparation Courses;
- Honors Courses;
- International Baccalaureate Courses;
- Postsecondary Educational Opportunity (PSEO); and
- Vocational Technical Education Courses.

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

Table 2

Academic, Postsecondary, Vocational Preparation Program Student Enrollment Year 1 (July 2008- June 2009)	
Advance Placement Courses	5,861
College Preparation Courses	1,838
Honors Courses	5,714
International Baccalaureate Courses	3,778
Postsecondary Educational Opportunity (PSEO) Courses	1,847
Other	4,251
Vocational Technical Education Courses	6,127
Total Enrollment	**29,416**

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 Free Applications of Federal Aid submitted and the number of students accepted into a postsecondary institution. The first year of the program had an immediate impact on increasing the college related data collection process at the majority of grantee schools and districts. A majority of the grantees reported that college related data were not collected before the SCC grant program. The grantees also reported that the college acceptance rate per school is not available until the end of the school year (May 2009). Table 3 provides total numbers as of March 20, 2009 for the School Counselor Corps College related data.

Table 3:

School Counselor Corps College Related Data Year 1 (July 2008- June 2009)	
Number of Completed Free Applications for Federal Student Aid (FAFSA)	1,240
Number of Sent College Applications	8,911
Number of Submitted Scholarship Applications	3,543
Total Received Scholarship Dollar Amount	$18,172,719

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 92 schools, student remediation rates, program structures, student enrollment and number of remediation hours varied among grantees. On average, there are 111 students per school enrolled in a remediation program. In addition, the average time a student spent in a remediation program per year was 81 hours. The type of remediation programs included:
- Other (65%)
- Combination of All (Online, Study Lab, After School, Advisory, and Saturday School) (19%)
- Online (5%)
- Study Lab (2%)
- After School (1%)
- Advisory (0)
- Saturday School (0)

Figure 3 provides a description of the percent of students enrolled in the remediation program.

Figure 3

Percent of SCC Students in Remediation Programs

- Study Lab 2%
- Saturday School 0%
- Advisory Period 0%
- After School 1%
- Tutors 8%
- Combination of All 19%
- Online 5%
- Other 65%
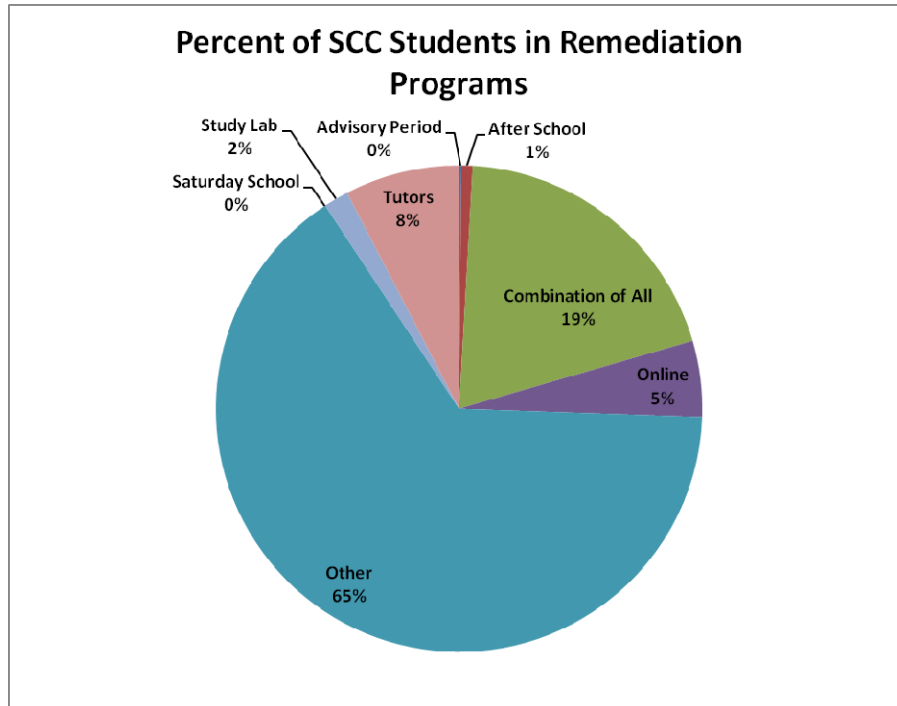
Postsecondary and Workforce Readiness

School Counselor Corps grantees were required to submit the percent of students that each school deemed Postsecondary and Workforce Ready (PWR). Since a standard definition for PWR is currently unavailable, the schools and school districts were required to provide their current definition for PWR. When a standard definition for PWR is created the state of Colorado, School Counselor Corps grantees will be required to use this definition when they submit their data. The following definitions were the most commonly used by the School Counselor Corps grantees:

- Postsecondary Ready students are students who have graduated high school and are ready to continue with schooling (community college, four year, and technical);
- Students who demonstrated proficiencies determined by the Board of Education in the following areas: reading, writing, math, (as measured by CSAP, MAP, Accuplacer, ACT, SAT, or district common assessment), oral expression, research and literacy skills, and hours of community service;
- The number of students enrolled into Advanced Placement courses and Postsecondary Educational Opportunity (PSEO) courses;
- The number of AP exams taken, and the number of 3 or higher scores from AP exams;

- Students who have completed Individual Career and Academic Plans (ICAPs);
- Postsecondary/workforce readiness skills are defined by how well a student can problem solve, think critically, work together in teams/groups, advocate for self, research, and complete college level Math/English without remediation.

Figure 4 illustrates the percentage of students at participating schools deemed Postsecondary and Workforce Ready.

Figure 4
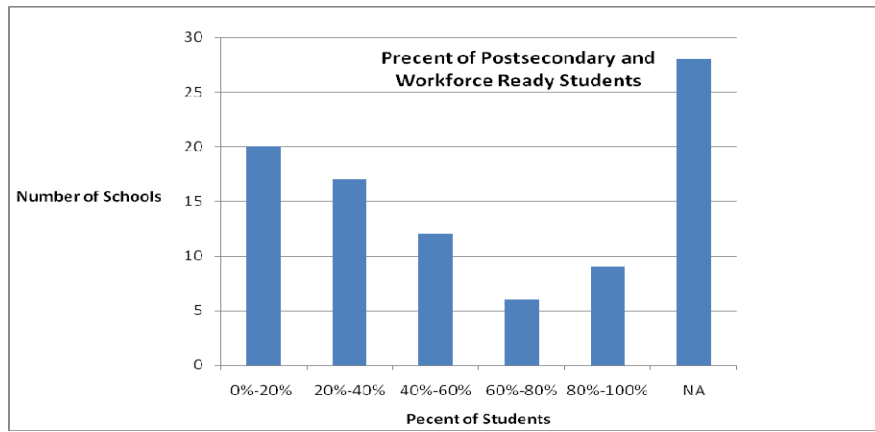
IV. EVALUATION OF PROGRAM OPERATION

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 first year of the program, sites were randomly selected for a Monitoring and Improvement Site Visit. There are three main purposes for the Monitoring Improvement site visits:
- Observe the implementation of the School Counselor Corps grant program;
- Determine whether the grantee is making adequate progress toward meeting the grant expectations stated in the legislation; and
- To provide additional anecdotal data since not all of the required data is available to districts by April 15th.

During Year 1, CDE conducted nine 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 Site Visit 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.

Early Site Visit Findings

Year 1 Monitoring Improvement site visits provided CDE with a range of early findings. Overall, schools were at different levels of implementation but all seemed to be making sufficient progress toward creating programming that will increase graduation rates and increase the number of students who are prepared for, apply to and enroll in a postsecondary option. A few examples of district services and programs that are being offered include:

- college preparation and scholarship workshops;
- mock interview opportunities from business partners local communities;
- technical support, research, and curriculum to the high school counselors in an attempt to coordinate district counseling efforts;
- Credit Recovery Centers;
- Ombudsman Educational Services for expelled and drop-out recovery students; and
- Dual credit courses offered through the community colleges for qualifying expelled and drop-out recovery students.

The early findings also highlighted common challenges for the districts. The two major challenges include programming start-up issues and lack of data collection systems. Getting the School Counselor Corps program for second round grantees up and running mid-year was a challenge due to the limited time between when the districts were awarded the funding, the hiring of the School Counselor Corps counselor and the limited active days to apply the programming. For example, the districts were heavy impacted by the CSAP testing window (March 9th – April 10th), spring break and the hiring process for the School Counselor Corps counselor (Job Postings, Interviews, Reference Checks, etc.)

Building a data collection system was also an area for growth for most of the districts monitored. Collecting the required data for the School Counselor Corps grant was, for many districts, the first time school counselors were required to collect and use data to improve counseling services. Although districts struggled with building a systematic process for collecting the required data, the School Counselor Corps Grant Program reinforced the need for secondary counselors, principals and district administrators to communicate frequently in order to create a college going culture within secondary schools. The Department plans to provide technical assistance to sites to help them develop a plan and template for how to collect necessary data in early fall 2009.

Summary of Primary Accomplishments 2008-2009

- **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.

- **Impact on Secondary Schools.** Seven educational regions were impacted by the School Counselor Corps funds. In total, 76.5 new secondary counseling positions were created for 91 secondary schools.

- **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 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).

- **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 professional development day survey; participation in unique professional development opportunities; grant writing trainings; and the School Counselor Corps listserv.

- **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.

- **Relationship Building within the Department**. The School Counselor Corps staff collaborates with other statewide high school and postsecondary initiatives (including Dropout Prevention/Prevention Initiatives, Positive Behavior Supports, Secondary Task Force and Homeless Services) to help address the dropout problems Colorado faces and to provide intentional, ongoing support.

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: 2008-2009 Funded Sites

Attachment E: December Professional Development Day
                   Agenda

Attachment F: April Professional Development Day
                   Agenda

Attachment G: Dropout Prevention PowerPoint
                   Presentation

Attachment H: Online Data Collection Tool Instructions

Attachment I: Evaluation and Reporting Components

Attachment J: Evaluation and Reporting PowerPoint

Attachment K: 2008-09 Monitoring Improvement Site
                   Visit 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, <u>Colorado Constitution.</u> 22-2-106(1)(a) and (c); 22-2-107(1)(c); 22-7-409(1.5); 22-90-101 et seq. of the <u>Colorado Revised Statutes</u> (C.R.S.).

1.00 <u>Statement of Basis and Purpose.</u>

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 <u>Definitions.</u>

2.00 (1) <u>Department:</u> The Department of Education created pursuant to section 24-1-115, C.R.S.

2.00 (2) <u>Education Provider</u>: 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) <u>Postsecondary Service Provider</u>: 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

indentify 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
2008-2009

Dr. Nate Easley

Denver Scholarship Foundation

Dr. Darrell Green

Pickens Technical College,
Colorado Career and Technical Education Association

Gully Stanford

CollegeinColorado, P-20 Council Staff

Debra Suniga

Community College of Denver, CESDA

Dr. Paul Thayer

Colorado State University, P-20 Council

Tracy Thompson

Colorado School Counselor Association, President
Evergreen High School, Counselor

Dr. Rhonda Williams

University of Colorado at Colorado Springs
Colorado School Counselor Association, Board Member

cde

REQUEST FOR PROPOSAL

Proposals Due: Wednesday, October 1, 2008

School Counselor Corps Grant Program

Pursuant to: HB 08-1370
(22-90-101 through 22-90-105, C.R.S.)

For more information contact:
Lynn Bamberry
(303) 866-6813
Fax: (303) 866-6944
E-mail: bamberry_l@cde.state.co.us

Issued by:

cde

Colorado Department of Education
Competitive Grants & Awards
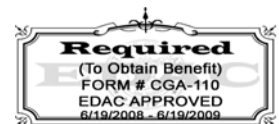201 E. Colfax Avenue
Denver, Colorado 80203
http://www.cde.state.co.us

Required
(To Obtain Benefit)
FORM # CGA-110
EDAC APPROVED
6/19/2008 - 6/19/2009

TABLE OF CONTENTS

ATTACHMENTS:

School Counselor Corps Grant Program
REQUEST FOR PROPOSAL
Proposals Due: Wednesday, October 1, 2008

Background

This Request for Proposal (RFP) is designed to distribute funds to an eligible education provider pursuant to the requirements of the School Counselor Corps Grant Program (22-90-101 through 22-90-105 C.R.S.) Approximately $2.6 million is available to applicants during the 2008-2009 school year. These funds will be distributed by the Colorado Department of Education (CDE).

Purpose of Grant

The purpose of the RFP is to solicit applications from eligible education providers for funding to increase the availability of effective school-based counseling within secondary schools. The goal of the School Counselor Corps Grant Program is to increase the graduation rate within the state and increase the percentage of students who appropriately prepare for, apply to, and continue into postsecondary education.

Eligibility

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.

An eligible Education Provider is defined as:
- A School district (on behalf of one or more secondary schools);
- A Board of Cooperative Services (BOCES);
- A Charter school; or
- An Institute Charter School.

Priority will be given to applicants that will serve:
- secondary schools at which the dropout rate exceeds the statewide average; and/or
- secondary schools with a high percentage of students who are eligible for Free and Reduced Lunch exceeding the statewide average.

See Attachments B and C for a listing of schools that meet these Priority Criteria. Available grant funding will be distributed first to schools demonstrating high need based on these Priority Criteria. **Please note:** New or alternative schools that do not appear on the list due to the lack of availability of data may be given priority based on documentation or evidence of student risk factors listed above.

Funding Levels

Approximately $2.6 million is available for the School Counselor Corps Grant Program for the 2008-2009 school year. In awarding grants to providers that meet the eligibility requirements and expectations of this program, CDE will make awards that are of sufficient size and scope to support the program. **This will be a highly competitive process. CDE anticipates this funding will be able to provide for approximately 40 school counselors statewide.**

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.

Use of Funds

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:
- Secondary school counselor salaries and benefits;
- Postsecondary preparatory services; and
- Professional development.

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.

Review

Teams of reviewers with expertise in the field of school counseling will review the proposals. This review will be based on the specific criteria listed in this RFP and detailed in the scoring rubric. Only proposals scoring at 72 points or higher on the attached evaluation rubric will be considered for funding. Applicants will be ranked by score and available grant funding will be distributed first to schools demonstrating high need based on the Priority Criteria. School Counselor Corps grant applicants will receive notification of funding by November 14, 2008.

Please note: Grant applications submitted to the Colorado Department of Education are public record and do not contain any confidential data; therefore CDE will release applications when requested.

Duration of Grants

Grants will be awarded for a three-year term beginning in the 2008-2009 school year. Please note: In order to maintain sustainability, beginning with the second year of funding and continuing through the third year, grant funding will decrease by 10% per year. Grant funding in years 2 and 3 will be contingent upon appropriation by the State Legislature.

Funded education providers will be eligible for continued funding in the second and third year of the grant cycle after successfully demonstrating the following:
- Submission of all required evaluation materials; and
- Adequate progress toward successfully meeting annual objectives.

Evaluation and Reporting

Each education provider that receives a grant through the program will be required to report, at a minimum, the following information to the Department on or before March 15th of each year during the term of the grant:
- The number of school counselors hired using grant funds;
- Any professional development programs provided using grant funds;
- Examples of services provided to students;
- Evaluation of impact of Grant Program;
- A comparison of the dropout rates, postsecondary and workforce readiness rates, and the college matriculation and remediation rates, if applicable, at the recipient secondary schools for the years prior to the receipt of the grant and the years for which the education provider receives a grant; and
- Information indicating an increase in the level of postsecondary preparation services provided to secondary students at recipient schools, such as the use of individual career and academic plans or enrollment in pre-collegiate preparation programs, post-secondary or vocational preparation programs.

Submission Process and Deadline

The **original plus 6 copies** must be received at CDE by Wednesday, October 1, 2008 at 4:00 pm. In addition to the 6 hard copies**, an electronic copy** of the proposal must be submitted to **burnham_k@cde.state.co.us**. The electronic version should include all required pieces of the proposal as one document. **Faxes will not be accepted.** Incomplete or late proposals will not be considered.

Proposals will be due by 4 p.m. on Wednesday, October 1st to:

Lynn Bamberry
Colorado Department of Education
Competitive Grants and Awards
201 E. Colfax Avenue, Room 201
Denver, CO 80203

&

Submit an electronic copy of the proposal to:
burnham_k@cde.state.co.us

Required Elements

The format outlined below **must be followed** in order to assure consistent application of the evaluation criteria**.**

> **Part I:** **Proposal Introduction**
> Cover Page
> Signature Page
> Executive Summary
> Table of Contents
>
> **Part II:** **Narrative – Sections A through D (No more than 8 pages total)**
> **Budget Form and Narrative**
> **Attachments (e.g., letters of support)**

Application Format

- The total narrative of the application **cannot exceed 8 pages**.
- All pages must be standard letter size, 8-1/2" x 11" **using 12-point Arial font** and single-spaced.
- Use a document footer with the name of the applicant.
- Use 1-inch margins.
- Number all pages.
- The signature page must include original signatures of the lead organization/fiscal agent.
- Successful applicants will be required to submit disclosure and assurance pages with original signatures.
- Staple the pages of the original and each copy of the proposal. **Please do not use paperclips, rubber bands, binders or report covers.**

Required
(To Obtain Benefit)
FORM # CGA-110
EDAC APPROVED
6/19/2008 - 6/19/2009

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):

- **S**pecific: The objective tells exactly what you plan to accomplish.
- **M**easurable: You can determine whether or not the grant funds made a difference for this activity.
- **A**ttainable: Your objective is reasonable and "do-able."
- **R**esearch-based: Strategies included in your plan have been implemented successfully in other programs with similar communities of students.

- **T**ime-phased: You have specified a beginning and ending period for your objective.

Example: Increase the percentage of X High School's 12th grade students graduation with their cohort senior class from 67% to 73% by May 28, 2009, as measured by high school transcripts and permanent record reports.

Example: Decrease the percentage of X High School's students who drop out of high school from 22.6% to 15% by May 28, 2009, as measured by data collected for CDE through the Powerschool database.

Evaluation Rubric Section B: Partnerships   25 pts.

Selection Criteria:
(1) The application describes the extent to which the education provider has developed and/or plans to develop partnerships, which may include but need not be limited to institutions of higher education, postsecondary service providers or community based organizations and businesses, to support and increase the capacity and effectiveness of the school counseling and postsecondary preparation services provided to secondary school students enrolled in or receiving educational services from the education provider.

(2) The application describes the extent to which the education provider has developed or plans to develop partnerships, whether within the school district, with external education agencies and/or community and/or business/workforce partners, to provide direct service on postsecondary needs for every secondary student enrolled in or receiving educational services from the education provider.

Evaluation Rubric Section C: Postsecondary Preparation   25 pts.

Selection Criteria:
(1) The application describes how receipt of the grant will affect the culture of postsecondary planning at the applicant school, district or BOCES, and describes a vision for how the grant will transform the postsecondary expectations and options of students served.

(2) The application describes the education provider's plan for involving leaders at the recipient secondary schools and in the surrounding community and the faculty at recipient secondary schools in increasing the capacity and effectiveness of the school counseling and postsecondary preparation services provided to secondary school students enrolled in or receiving educational services from the education provider.

(3) The application describes the extent to which the education provider has implemented or plans to implement Individual Career and Academic Plans for students.

(4) The application describes the education provider's use of district-level, or school-level if the education provider is a charter school, needs assessments that use data to identify challenging issues in the district or school in terms of student learning and success and barriers to learning.

(5) The application describes the education provider's use of district-level, or school-level if the education provider is a charter school, needs assessments that use data to identify programs, strategies, or services delivered by the education provider to secondary students that have helped to increase graduation rates and the level of postsecondary success among graduates.

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(6)   The application describes the education provider's use of district-level, or school-level if the education provider is a charter school, needs assessments that use data to Identify the strategies that will be used by the education provider to address the challenges identified in this self assessment and strengthen, expand or improve existing programs to increase graduation rates, post-secondary enrollment and success rates.

(7)   The application describes the attendance, grade-retention and promotion, and grading policies implemented by the education provider, including an analysis of how the schools' and districts' current policies and practices in these areas contribute to success or act as obstacles to students graduating from high school and college entrance rates. The application also provides a plan for how these policies and practices will be improved or modified to increase the graduation rate, as well as college-going, and college-success rates of high school students.

(8)   The application describes current and proposed student access to and participation on accelerated coursework (such as AP, IB, PSEO, FastTracks, Fast College/Fast Jobs) as well as current and proposed remedial courses for students at risk of remediation.

Section D: Adequacy of Resources, Budget Narrative, and Budget   25 pts.

Selection Criteria:
(1)   All expenditures contained in the budget are described in the budget narrative and connected to project goals and activities. The costs of the proposed project (as presented in the budget and budget narrative) are reasonable and the budget sufficient in relation to the objectives, design, and scope of project activities.

(2)   The funds awarded under the program will be used to supplement the level of funds available for authorized programs and activities, and will not supplant federal, state, local, or non-federal funds.

(3)   The proposal sets out a clear and well-conceived plan for how the proposed project will be continued once the grant dollars have expired. A clear plan for the 10% reduction of funding in years 2 and 3 of the grant is included.

(4)   The budget and the budget narrative adequately detail the proposed use of funds.

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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).

School Counselor Corps Grant Program RFP

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(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.*
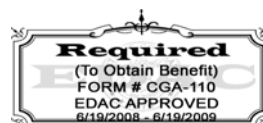
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In addition, funded projects will be required to maintain appropriate fiscal and program records. Fiscal audits of funds under this program are to be conducted by the recipient agencies annually as a part of their regular audit. Auditors should be 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.

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School Counselor Corps 2008-2009

PART I: COVER PAGE *(Complete and attach as the first page of proposal)*		
Name of Education Provider:		
Contact Person for the Proposal:		
Mailing Address:		
Telephone:	Fax:	
Email:		
Authorized Representative:		
Mailing Address:		
Telephone:	Email:	
Fiscal Manager:		
Telephone:	Email:	

Type of Education Provider: *Check one box below that best describes your organization.*

☐ School District   ☐ Board of Cooperative Educational Services (BOCES)   ☐ Charter School
☐ Institute Charter School

Region: *Indicate the educational region(s) this proposal will directly impact.*

☐ Metro   ☐ Pikes Peak   ☐ North Central   ☐ Northeast   ☐ Northwest
☐ West Central   ☐ Southeast   ☐ Southwest

Recipient Schools: *Indicate the intended recipient schools and districts (additional rows may be added).*

School	District	School	District

Current Number of Secondary School Counselors Employed by Provider:	

Amount Requested: *Indicate the total amount of funding you are requesting for each year of the grant.*

Year 1: $	**Year 2: $**	**Year 3: $**

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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 (*If Applicable*):	

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

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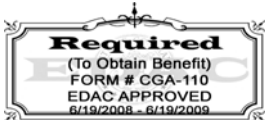
Part I b: Executive Summary and Table of Contents
Attach directly after Signature Page(s)

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)**

Required
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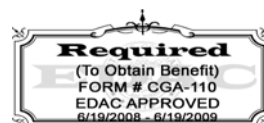
School Counselor Corps
Grant Review Rubric

Part I: Proposal Form

Part II: Narrative

Section A: Quality of Plan   /25

Section B: Partnerships   /25

Section C: Postsecondary   /25

Section D: Adequacy of Resources, Budget, and Budget Narrative   /25

Total: /100

PRIORITY: Please indicate whether this application met the priority criteria (p. 4 of School Counselor Corps RFP) by 1) Identifying secondary schools that provider will serve at which both the dropout rate and percentage of students who are eligible for Free and Reduced Lunch exceeds the statewide average; (2) Providing sufficient documentation/evidence demonstrating provider will serve students most in need of postsecondary preparatory services or 3) did not meet priority criteria. *This application:*

Met Priority Criteria	**Met Priority w/ Evidence ___**	**Did Not Meet Priority ___**

GENERAL COMMENTS: *Please indicate support for scoring by including overall strengths and weaknesses. These comments are used on feedback forms to applicants.*
Strengths:
1. _____
2. _____

Weaknesses:
1. _____

2. _____

Required Changes:
1. _____
2. _____
3. _____

Recommendation: | **Funded _____** | | **Not Funded _____** |

Signature of Reviewer_____ **Date**_____

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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):

- **S**pecific: The objective tells exactly what you plan to accomplish.
- **M**easurable: You can determine whether or not the grant funds made a difference for this activity.
- **A**ttainable: Your objective is reasonable and "do-able."
- **R**esearch-based: Strategies included in your plan have been implemented successfully in other programs with similar communities of students.
- **T**ime-phased: You have specified a beginning and ending period for your objective.

Example: Increase the percentage of X High School's 12th grade students graduation with their cohort senior class from 67% to 73% by May 28, 2009, as measured by high school transcripts and permanent record reports.

Example: Decrease the percentage of X High School's students who drop out of high school from 22.6% to 15% by May 28, 2009, as measured by data collected for CDE through the Powerschool database.

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Evaluation Rubric for Section A: Quality of Plan   25 pts.

0 - 8 pts	9- 17 pts	18 -25 pts
The proposal:	**The proposal:**	**The proposal:**
• 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.	• 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.	• 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.
• 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.	• 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.	• 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.
• 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.	• 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.	• 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.
• Fails to provide goals or goals are not stated in SMART terminology and are either not measurable or not attainable.	• Provides goals in SMART terminology but does not identify goals/objectives consistent with the desired outcomes.	• Clearly identifies goals/objectives consistent with the desired outcomes of the School Counselor Corps Grant Program, including improving graduation rates and preventing drop outs, written in SMART terminology.

Total for Section A: ___/25

Comments:

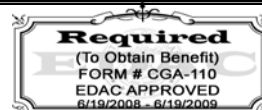## Evaluation Rubric Section B: Partnerships   25 pts.

Selection Criteria:

(1) The application describes the extent to which the education provider has developed and/or plans to develop partnerships, which may include but need not be limited to institutions of higher education, postsecondary service providers or community based organizations and businesses, to support and increase the capacity and effectiveness of the school counseling and postsecondary preparation services provided to secondary school students enrolled in or receiving educational services from the education provider.

(2) The application describes the extent to which the education provider has developed or plans to develop partnerships, whether within the school district (e.g., middle school/high school partnership), with external education agencies and/or community and/or business/workforce partners, to serve the postsecondary needs for every secondary student enrolled in or receiving educational services from the education provider.

Evaluation Rubric for Section B: Partnerships		25 pts.
0 - 8 pts	**9- 17 pts**	**18 -25 pts**
The proposal: • Fails to describe or vaguely describes the extent to which the education provider has developed and/or plans to develop partnerships, which may include but need not be limited to institutions of higher education or postsecondary service providers, to support and increase the capacity and effectiveness of the school counseling and postsecondary preparation services provided to secondary school students enrolled in or receiving educational services from the education provider. • Fails to describe or vaguely describes the extent to which the education provider has developed or plans to develop partnerships, whether within the school district, with external education agencies and/or community and/or business/workforce partners, to serve the postsecondary needs for every secondary student enrolled in or receiving educational services from the education provider.	**The proposal:** • Describes the extent to which the education provider has developed and/or plans to develop partnerships, which may include but need not be limited to institutions of higher education or postsecondary service providers, to support and increase the capacity and effectiveness of the school counseling and postsecondary preparation services provided to secondary school students enrolled in or receiving educational services from the education provider. • Describes the extent to which the education provider has developed or plans to develop partnerships, whether within the school district, with external education agencies and/or community and/or business/workforce partners, to serve the postsecondary needs for every secondary student enrolled in or receiving educational services from the education provider.	**The proposal:** • Includes clear and specific detail of the extent to which the education provider has developed and/or plans to develop partnerships, which may include but need not be limited to institutions of higher education or postsecondary service providers, to support and increase the capacity and effectiveness of the school counseling and postsecondary preparation services provided to secondary school students enrolled in or receiving educational services from the education provider. • Includes a specific and well-conceived description of the extent to which the education provider has developed or plans to develop partnerships, whether within the school district (e.g., middle school/high school partnership), with external education agencies and/or community and/or business/workforce partners, to serve the postsecondary needs for every secondary student enrolled in or receiving educational services from the education provider.

Total for Section B: ___/25

Comments:

Evaluation Rubric Section C: Postsecondary Preparation   25 pts.

Selection Criteria:

(1)   The application describes how receipt of the grant will affect the culture of postsecondary planning at the applicant school, district or BOCES, and describes a vision for how the grant will transform the postsecondary expectations and options of students served.

(2)   The application describes the education provider's plan for involving leaders at the recipient secondary schools and in the surrounding community and the faculty at recipient secondary schools in increasing the capacity and effectiveness of the school counseling and postsecondary preparation services provided to secondary school students enrolled in or receiving educational services from the education provider.

(3)   The application describes the extent to which the education provider has implemented or plans to implement Individual Career and Academic Plans for students.

(4)   The application describes the education provider's use of district-level, or school-level if the education provider is a charter school, needs assessments that use data to identify challenging issues in the district or school in terms of student learning and success and barriers to learning.

(5)   The application describes the education provider's use of district-level, or school-level if the education provider is a charter school, needs assessments that use data to identify programs, strategies, or services delivered by the education provider to secondary students that have helped to increase graduation rates and the level of postsecondary success among graduates.

(6)   The application describes the education provider's use of district-level, or school-level if the education provider is a charter school, needs assessments that use data to Identify the strategies that will be used by the education provider to address the challenges identified in this self assessment and strengthen, expand or improve existing programs to increase graduation rates, post-secondary enrollment and success rates.

(7)   The application describes the attendance, grade-retention and promotion, and grading policies implemented by the education provider, including an analysis of how the schools' and districts' current policies and practices in these areas contribute to success or act as obstacles to students graduating from high school and college entrance rates. The application also provides a plan for how these policies and practices will be improved or modified to increase the graduation rate, as well as college-going, and college-success rates of high school students.

(8)   The application describes current and proposed student access to and participation on accelerated coursework (such as AP, IB, PSEO, FastTracks, Fast College/Fast Jobs) as well as current and proposed remedial courses for students at risk of remediation.

Evaluation Rubric for Section C: Postsecondary   25 pts.

0 - 8 pts	9- 17 pts	18 -25 pts
The proposal:	The proposal:	The proposal:
• 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.	• 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.	• 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.
• 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.	• 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.	• 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.
• 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.	• Describes the extent to which the education provider has implemented or plans to implement Individual Career and Academic Plans for students.	• 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.
• 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.	• 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.	• 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.
• 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	• 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	• 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

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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.	services delivered by the education provider to secondary students that have helped to increase graduation rates and the level of postsecondary success among graduates.	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.
• 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.	• 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.	• 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.
• 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.	• 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.	• 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.
• 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.	• 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.	• Includes a clearly detailed description of current and proposed student access to and participation on accelerated coursework (such as AP, IB, PSEO, FastTracks, Fast College/Fast Jobs) as well as current and proposed remedial courses for students at risk of remediation.

Total for Section C: ___/25

Evaluation Rubric Section D: Adequacy of Resources and Budget   25 pts.

Selection Criteria:

(1)   All expenditures contained in the budget are described in the budget narrative and connected to project goals and activities. The costs of the proposed project (as presented in the budget and budget narrative) are reasonable and the budget sufficient in relation to the objectives, design, and scope of project activities.

(2)   The funds awarded under the program will be used to supplement the level of funds available for authorized programs and activities, and will not supplant federal, state, local, or non-federal funds.

(3)   The proposal sets out a clear and well-conceived plan for how the proposed project will be continued once the grant dollars have expired. A clear plan for the 10% reduction of funding in years 2 and 3 of the grant is included.

(4)   The budget and the budget narrative adequately detail the proposed use of funds.

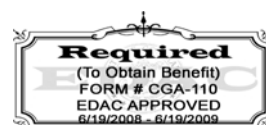| Evaluation Rubric for Section D: Adequacy of Resources		25 pts.
0 - 8 pts	**9- 17 pts**	**18 -25 pts**
The proposal (including the budget form and narrative):	**The proposal (including the budget form and narrative):**	**The proposal (including the budget form and narrative):**
• Provides little or 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.	• 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.	• 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.
• Fails to establish a relationship between the activities described in the application and the proposed allocation of grant funds.	• Establishes some relationship between the activities described in the application and the proposed allocation of grant funds.	• Sets out a clear relationship between the activities described in the application and the proposed allocation of grant funds.
• Provides no assurance that the funds awarded under the program will be used to supplement and not supplant the level of funds available for authorized programs and activities, and will not supplant federal, state, local, or non-federal funds.	• Provides 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.	• Describes how the funds awarded under the program will be used to supplement and not supplant the level of funds available for authorized programs and activities, and will not supplant federal, state, local, or non-federal funds.
• Provides vague notes explaining items listed in the budget narrative.	• Provides notes explaining items listed in the budget narrative.	• Provides detailed and specific notes explaining how each item listed in the budget narrative was determined.
• 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.	• 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.	• Sets out a clear and well-conceived plan for how the proposed project will be continued once the grant dollars have expired. For example, how will capacity be built to continue quality postsecondary counseling services to secondary students once the grant has expired? A clear plan for the 10% reduction of funding in years 2 and 3 of the grant is included.
		Total for Section D: ___/25

Comments:

Required
(To Obtain Benefit)
FORM # CGA-110
EDAC APPROVED
6/19/2008 - 6/19/2009

Attachment B:
Schools Exceeding the State Dropout Rate

ACADEMY 20	ASPEN VALLEY HIGH SCHOOL
ADAMS 12 FIVE STAR SCHOOLS	ACADEMY OF CHARTER SCHOOLS
ADAMS 12 FIVE STAR SCHOOLS	COLORADO VIRTUAL ACADEMY (COVA)
ADAMS 12 FIVE STAR SCHOOLS	CROSSROAD ALTERNATIVE SCHOOL
ADAMS 12 FIVE STAR SCHOOLS	MOUNTAIN RANGE HIGH SCHOOL
ADAMS 12 FIVE STAR SCHOOLS	NIVER CREEK MIDDLE SCHOOL
ADAMS 12 FIVE STAR SCHOOLS	NORTHGLENN HIGH SCHOOL
ADAMS 12 FIVE STAR SCHOOLS	NORTHGLENN MIDDLE SCHOOL
ADAMS 12 FIVE STAR SCHOOLS	THORNTON HIGH SCHOOL
ADAMS 12 FIVE STAR SCHOOLS	THORNTON MIDDLE SCHOOL
ADAMS 12 FIVE STAR SCHOOLS	VANTAGE POINT
ADAMS COUNTY 14	ADAMS CITY HIGH SCHOOL
ADAMS COUNTY 14	LESTER R ARNOLD HIGH SCHOOL
ADAMS COUNTY 14	NEW AMERICA SCHOOL
ADAMS-ARAPAHOE 28J	AURORA CENTRAL HIGH SCHOOL
ADAMS-ARAPAHOE 28J	GATEWAY HIGH SCHOOL
ADAMS-ARAPAHOE 28J	HINKLEY HIGH SCHOOL
ADAMS-ARAPAHOE 28J	LOTUS SCHOOL FOR EXCELLENCE
ADAMS-ARAPAHOE 28J	NEW AMERICA SCHOOL
ADAMS-ARAPAHOE 28J	RANGEVIEW HIGH SCHOOL
ADAMS-ARAPAHOE 28J	WILLIAM SMITH HIGH SCHOOL
ALAMOSA RE-11J	ALAMOSA HIGH SCHOOL
ALAMOSA RE-11J	ALAMOSA OPEN SCHOOL
ARCHULETA COUNTY 50 JT	ARCHULETA COUNTY HIGH SCHOOL
BOULDER VALLEY RE 2	ARAPAHOE RIDGE HIGH SCHOOL
BOULDER VALLEY RE 2	BOULDER PREP CHARTER HIGH SCHOOL
BOULDER VALLEY RE 2	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 HIGH SCHOOL
CANON CITY RE-1	GARDEN PARK HIGH SCHOOL

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6/19/2008 - 6/19/2009

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

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DENVER COUNTY 1	NOEL MIDDLE SCHOOL
DENVER COUNTY 1	NORTH HIGH SCHOOL
DENVER COUNTY 1	NORTHEAST ACADEMY CHARTER SCHOOL
DENVER COUNTY 1	ONLINE HIGH SCHOOL
DENVER COUNTY 1	P.S.1 CHARTER SCHOOL
DENVER COUNTY 1	PLACE MIDDLE SCHOOL
DENVER COUNTY 1	PREP ASSESSMENT CENTER
DENVER COUNTY 1	RIDGE VIEW ACADEMY CHARTER SCHOOL
DENVER COUNTY 1	RISHEL MIDDLE SCHOOL
DENVER COUNTY 1	SKINNER MIDDLE SCHOOL
DENVER COUNTY 1	SKYLAND COMMUNITY HIGH SCHOOL
DENVER COUNTY 1	SOUTH HIGH SCHOOL
DENVER COUNTY 1	THOMAS JEFFERSON HIGH SCHOOL
DENVER COUNTY 1	WEST HIGH SCHOOL
DENVER COUNTY 1	WESTERLY CREEK/ROBERTS K-8 SCHOOL
DENVER COUNTY 1	WHITTIER K-8 SCHOOL
DENVER COUNTY 1	WYATT-EDISON CHARTER ELEMENTARY SCHOOL
DOUGLAS COUNTY RE 1	DANIEL C OAKES HIGH SCHOOL--CASTLE ROCK
DOUGLAS COUNTY RE 1	EAGLE ACADEMY
DOUGLAS COUNTY RE 1	PLUM CREEK ACADEMY
DURANGO 9-R	DURANGO SECOND CHANCE
EAGLE COUNTY RE 50	BATTLE MOUNTAIN HIGH SCHOOL
EAGLE COUNTY RE 50	BERRY CREEK MIDDLE SCHOOL
EAGLE COUNTY RE 50	RED CANYON HIGH SCHOOL
EAST GRAND 2	INDIAN PEAKS CHARTER SCHOOL
EAST OTERO R-1	TIGER LEARNING CENTER
EDISON 54 JT	EDISON ACADEMY
ELIZABETH C-1	FRONTIER HIGH SCHOOL
ENGLEWOOD 1	COLORADO'S FINEST ALTERNATIVE HIGH SCHOOL
ENGLEWOOD 1	ENGLEWOOD HIGH SCHOOL
FALCON 49	ROCKY MOUNTAIN CLASSICAL ACADEMY
FORT MORGAN RE-3	FORT MORGAN HIGH SCHOOL
FORT MORGAN RE-3	LINCOLN HIGH SCHOOL
FOUNTAIN 8	LORRAINE SECONDARY SCHOOL
GENOA-HUGO C113	GENOA-HUGO SENIOR HIGH SCHOOL
GREELEY 6	COLORADO HIGH SCHOOL OF GREELEY
GREELEY 6	TRADEMARK LEARNING CENTER

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

Required
(To Obtain Benefit)
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6/19/2008 - 6/19/2009

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

ST VRAIN VALLEY RE 1J   OLDE COLUMBINE HIGH SCHOOL
ST VRAIN VALLEY RE 1J   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   COLORADO ONLINE ACADEMY (COLA)
VILAS RE-5   HOPE ONLINE LEARNING ACADEMY CO-OP
VILAS RE-5   V.I.L.A.S. ONLINE SCHOOL
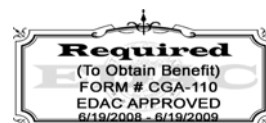
WELD COUNTY RE-1   VALLEY HIGH SCHOOL

WELD COUNTY S/D RE-8   FORT LUPTON HIGH SCHOOL

WESTMINSTER 50   HIDDEN LAKE HIGH SCHOOL
WESTMINSTER 50   WESTMINSTER HIGH SCHOOL

WIDEFIELD 3   DISCOVERY HIGH SCHOOL

Attachment C
Schools Exceeding the State Free and Reduced Lunch Average

ADAMS 12 FIVE STAR SCHOOLS	CROSSROAD ALTERNATIVE SCHOOL
ADAMS 12 FIVE STAR SCHOOLS	NEW AMERICA SCHOOL
ADAMS 12 FIVE STAR SCHOOLS	NIVER CREEK MIDDLE SCHOOL
ADAMS 12 FIVE STAR SCHOOLS	NORTHGLENN MIDDLE SCHOOL
ADAMS 12 FIVE STAR SCHOOLS	THORNTON MIDDLE SCHOOL
ADAMS 12 FIVE STAR SCHOOLS	VANTAGE POINT
ADAMS COUNTY 14	ADAMS CITY HIGH SCHOOL
ADAMS COUNTY 14	ADAMS CITY MIDDLE SCHOOL
ADAMS COUNTY 14	COMMUNITY LEADERSHIP ACADEMY
ADAMS COUNTY 14	KEARNEY MIDDLE SCHOOL
ADAMS COUNTY 14	LESTER R ARNOLD HIGH SCHOOL
ADAMS-ARAPAHOE 28J	AURORA CENTRAL HIGH SCHOOL
ADAMS-ARAPAHOE 28J	AURORA HILLS MIDDLE SCHOOL
ADAMS-ARAPAHOE 28J	COLUMBIA MIDDLE SCHOOL
ADAMS-ARAPAHOE 28J	EAST MIDDLE SCHOOL
ADAMS-ARAPAHOE 28J	GATEWAY HIGH SCHOOL
ADAMS-ARAPAHOE 28J	HINKLEY HIGH SCHOOL
ADAMS-ARAPAHOE 28J	MRACHEK MIDDLE SCHOOL
ADAMS-ARAPAHOE 28J	NEW AMERICA SCHOOL
ADAMS-ARAPAHOE 28J	NORTH MIDDLE SCHOOL
ADAMS-ARAPAHOE 28J	SOUTH MIDDLE SCHOOL
ADAMS-ARAPAHOE 28J	WEST MIDDLE SCHOOL
ADAMS-ARAPAHOE 28J	WILLIAM SMITH HIGH SCHOOL
AGATE 300	AGATE JUNIOR-SENIOR HIGH SCHOOL
AGUILAR REORGANIZED 6	AGUILAR JUNIOR-SENIOR HIGH SCHOOL
AGUILAR REORGANIZED 6	AGUILAR ELEMENTARY SCHOOL
AKRON R-1	AKRON ELEMENTARY SCHOOL
ALAMOSA RE-11J	ALAMOSA HIGH SCHOOL
ALAMOSA RE-11J	ALAMOSA OPEN SCHOOL
ALAMOSA RE-11J	ORTEGA MIDDLE SCHOOL
ARCHULETA COUNTY 50 JT	ARCHULETA COUNTY HIGH SCHOOL
ARCHULETA COUNTY 50 JT	PAGOSA SPRINGS INTERMEDIATE SCHOOL
ARCHULETA COUNTY 50 JT	PAGOSA SPRINGS JUNIOR HIGH SCHOOL
ARICKAREE R-2	ARICKAREE UNDIVIDED HIGH SCHOOL
ARRIBA-FLAGLER C-20	FLAGLER MIDDLE SCHOOL

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AULT-HIGHLAND RE-9   HIGHLAND MIDDLE SCHOOL
AULT-HIGHLAND RE-9   HIGHLAND HIGH SCHOOL

BETHUNE R-5   BETHUNE ELEMENTARY SCHOOL
BETHUNE R-5   BETHUNE JUNIOR-SENIOR HIGH SCHOOL

BIG SANDY 100J   SIMLA JUNIOR HIGH SCHOOL
BIG SANDY 100J   SIMLA HIGH SCHOOL

BOULDER VALLEY RE 2   ANGEVINE MIDDLE SCHOOL
BOULDER VALLEY RE 2   ARAPAHOE RIDGE HIGH SCHOOL
BOULDER VALLEY RE 2   BOULDER PREP CHARTER HIGH SCHOOL
BOULDER VALLEY RE 2   CASEY MIDDLE SCHOOL
BOULDER VALLEY RE 2   HALCYON SCHOOL (SPECIAL EDUCATION)

BRANSON REORGANIZED 82 BRANSON UNDIVIDED HIGH SCHOOL
BRANSON REORGANIZED 82 BRANSON ELEMENTARY SCHOOL

BRIGGSDALE RE-10   BRIGGSDALE UNDIVIDED HIGH SCHOOL

BRIGHTON 27J   OVERLAND TRAIL MIDDLE SCHOOL
BRIGHTON 27J   VIKAN MIDDLE SCHOOL

BRUSH RE-2(J)   BRUSH MIDDLE SCHOOL
BRUSH RE-2(J)   BRUSH HIGH SCHOOL

BURLINGTON RE-6J   BURLINGTON MIDDLE SCHOOL
BURLINGTON RE-6J   BURLINGTON HIGH SCHOOL

CAMPO RE-6   CAMPO UNDIVIDED HIGH SCHOOL
CAMPO RE-6   CAMPO ELEMENTARY SCHOOL

CANON CITY RE-1   CANON CITY HIGH SCHOOL
CANON CITY RE-1   CANON CITY MIDDLE SCHOOL
CANON CITY RE-1   GARDEN PARK HIGH SCHOOL
CANON CITY RE-1   HARRISON SCHOOL
CANON CITY RE-1   MADISON EXPLORATORY SCHOOL

CENTENNIAL R-1   CENTENNIAL ELEMENTARY SCHOOL
CENTENNIAL R-1   CENTENNIAL HIGH SCHOOL
CENTENNIAL R-1   CENTENNIAL JUNIOR HIGH SCHOOL

CENTER 26 JT   CENTER HIGH SCHOOL
CENTER 26 JT   SKOGLUND MIDDLE SCHOOL
CENTER 26 JT   THE ACADEMIC RECOVERY CENTER OF SAN LUIS VALLEY

CHARTER SCHOOL INSTITUTE 21ST CENTURY CHARTER SCHOOL
CHARTER SCHOOL INSTITUTE CESAR CHAVEZ COLORADO SPRINGS - CENTRAL
CHARTER SCHOOL INSTITUTE THE PINNACLE CHARTER SCHOOL (MIDDLE)

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

DENVER COUNTY 1	CHALLENGES, CHOICES & IMAGES CHARTER SCHOOL
DENVER COUNTY 1	COLORADO HIGH SCHOOL
DENVER COUNTY 1	CONNECTIONS ACADEMY
DENVER COUNTY 1	CONTEMPORARY LEARNING ACADEMY HIGH SCHOOL
DENVER COUNTY 1	DENISON MONTESSORI SCHOOL
DENVER COUNTY 1	DENVER CENTER FOR INTERNATIONAL STUDIES
DENVER COUNTY 1	EMERSON STREET SCHOOL
DENVER COUNTY 1	ESCUELA TLATELOLCO SCHOOL
DENVER COUNTY 1	FLORENCE CRITTENTON HIGH SCHOOL
DENVER COUNTY 1	FRED N THOMAS CAREER EDUCATION CENTER
DENVER COUNTY 1	GEORGE WASHINGTON HIGH SCHOOL
DENVER COUNTY 1	GRANT MIDDLE SCHOOL
DENVER COUNTY 1	GRANT RANCH K-8 SCHOOL
DENVER COUNTY 1	HAMILTON MIDDLE SCHOOL
DENVER COUNTY 1	HENRY MIDDLE SCHOOL
DENVER COUNTY 1	HILL CAMPUS OF ARTS AND SCIENCES
DENVER COUNTY 1	HORACE MANN MIDDLE SCHOOL
DENVER COUNTY 1	HOWELL K-8 SCHOOL
DENVER COUNTY 1	JOHN F KENNEDY HIGH SCHOOL
DENVER COUNTY 1	KAISER ELEMENTARY SCHOOL
DENVER COUNTY 1	KEPNER MIDDLE SCHOOL
DENVER COUNTY 1	KIPP SUNSHINE PEAK ACADEMY
DENVER COUNTY 1	KUNSMILLER MIDDLE SCHOOL
DENVER COUNTY 1	LAKE MIDDLE SCHOOL
DENVER COUNTY 1	LIFE SKILLS CENTER OF DENVER
DENVER COUNTY 1	MANUAL HIGH SCHOOL
DENVER COUNTY 1	MARTIN LUTHER KING MIDDLE COLLEGE
DENVER COUNTY 1	MERRILL MIDDLE SCHOOL
DENVER COUNTY 1	MONTBELLO HIGH SCHOOL
DENVER COUNTY 1	MOORE K-8 SCHOOL
DENVER COUNTY 1	MOREY MIDDLE SCHOOL
DENVER COUNTY 1	NOEL MIDDLE SCHOOL
DENVER COUNTY 1	NORTH HIGH SCHOOL
DENVER COUNTY 1	NORTHEAST ACADEMY CHARTER SCHOOL
DENVER COUNTY 1	OMAR D BLAIR CHARTER SCHOOL
DENVER COUNTY 1	P.S.1 CHARTER SCHOOL
DENVER COUNTY 1	PARK HILL K-8 SCHOOL
DENVER COUNTY 1	PITT-WALLER K-8 SCHOOL
DENVER COUNTY 1	PLACE MIDDLE SCHOOL
DENVER COUNTY 1	PREP ASSESSMENT CENTER
DENVER COUNTY 1	RIDGE VIEW ACADEMY CHARTER SCHOOL
DENVER COUNTY 1	RISHEL MIDDLE SCHOOL
DENVER COUNTY 1	SABIN ELEMENTARY SCHOOL
DENVER COUNTY 1	SKINNER MIDDLE SCHOOL
DENVER COUNTY 1	SKYLAND COMMUNITY HIGH SCHOOL
DENVER COUNTY 1	SMILEY MIDDLE SCHOOL
DENVER COUNTY 1	SOUTH HIGH SCHOOL
DENVER COUNTY 1	SOUTHWEST EARLY COLLEGE CHARTER SCHOOL
DENVER COUNTY 1	THOMAS JEFFERSON HIGH SCHOOL
DENVER COUNTY 1	WEST DENVER PREPARATORY CHARTER SCHOOL
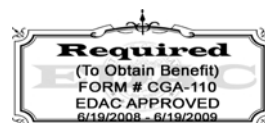
Required
(To Obtain Benefit)
FORM # CGA-110
EDAC APPROVED
6/19/2008 - 6/19/2009

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
HANOVER 28	HANOVER JUNIOR-SENIOR HIGH SCHOOL
HARRISON 2	CARMEL MIDDLE SCHOOL
HARRISON 2	FOX MEADOW MIDDLE SCHOOL
HARRISON 2	HARRISON HIGH SCHOOL
HARRISON 2	MOUNTAIN VISTA COMMUNITY SCHOOL
HARRISON 2	NEW HORIZONS DAY SCHOOL
HARRISON 2	PANORAMA MIDDLE SCHOOL
HARRISON 2	SIERRA HIGH SCHOOL
HARRISON 2	SOARING EAGLES ELEMENTARY SCHOOL
HAXTUN RE-2J	HAXTUN ELEMENTARY SCHOOL
HI-PLAINS R-23	HI PLAINS UNDIVIDED HIGH SCHOOL
HOEHNE REORGANIZED 3	HOEHNE ELEMENTARY SCHOOL
HOEHNE REORGANIZED 3	HOEHNE HIGH SCHOOL
HOEHNE REORGANIZED 3	HOEHNE JUNIOR HIGH SCHOOL
HOLLY RE-3	HOLLY JUNIOR-SENIOR HIGH SCHOOL
HOLLY RE-3	SHANNER ELEMENTARY SCHOOL
HOLYOKE RE-1J	HOLYOKE ELEMENTARY SCHOOL
HUERFANO RE-1	GARDNER ELEMENTARY SCHOOL
HUERFANO RE-1	HUERFANO COUNTY OPPORTUNITY AND ENRICHMENT SCHOOL
HUERFANO RE-1	JOHN MALL JUNIOR-SENIOR HIGH SCHOOL
HUERFANO RE-1	WASHINGTON INTERMEDIATE SCHOOL
IDALIA RJ-3	IDALIA ELEMENTARY SCHOOL
IDALIA RJ-3	IDALIA JUNIOR-SENIOR HIGH SCHOOL
IGNACIO 11 JT	IGNACIO HIGH SCHOOL
IGNACIO 11 JT	IGNACIO INTERMEDIATE SCHOOL
IGNACIO 11 JT	IGNACIO JUNIOR HIGH SCHOOL
JEFFERSON COUNTY R-1	ALAMEDA HIGH SCHOOL
JEFFERSON COUNTY R-1	ALLENDALE ELEMENTARY SCHOOL
JEFFERSON COUNTY R-1	ARVADA HIGH SCHOOL

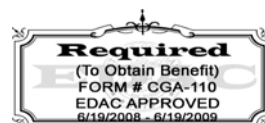|	
JEFFERSON COUNTY R-1	ARVADA MIDDLE SCHOOL
JEFFERSON COUNTY R-1	BELMAR ELEMENTARY SCHOOL
JEFFERSON COUNTY R-1	BRADY EXPLORATION SCHOOL
JEFFERSON COUNTY R-1	CREIGHTON MIDDLE SCHOOL
JEFFERSON COUNTY R-1	DEANE ELEMENTARY SCHOOL
JEFFERSON COUNTY R-1	EDGEWATER ELEMENTARY SCHOOL
JEFFERSON COUNTY R-1	EIBER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

KIM REORGANIZED 88   KIM UNDIVIDED HIGH SCHOOL

KIT CARSON R-1   KIT CARSON JUNIOR-SENIOR HIGH SCHOOL

LA VETA RE-2   LA VETA ELEMENTARY SCHOOL
LA VETA RE-2   LA VETA JUNIOR-SENIOR HIGH SCHOOL

LAKE COUNTY R-1   LAKE COUNTY HIGH SCHOOL
LAKE COUNTY R-1   LAKE COUNTY MIDDLE SCHOOL

LAMAR RE-2   LAMAR HIGH SCHOOL
LAMAR RE-2   LAMAR MIDDLE SCHOOL

LAS ANIMAS RE-1   LAS ANIMAS A+ DISTANCE LEARNING SCHOOL
LAS ANIMAS RE-1   LAS ANIMAS HIGH SCHOOL
LAS ANIMAS RE-1   LAS ANIMAS MIDDLE SCHOOL

LIBERTY J-4   LIBERTY ELEMENTARY SCHOOL
LIBERTY J-4   LIBERTY JUNIOR-SENIOR HIGH SCHOOL

LONE STAR 101   LONE STAR ELEMENTARY SCHOOL

MANCOS RE-6   MANCOS MIDDLE SCHOOL

MANZANOLA 3J   MANZANOLA ELEMENTARY SCHOOL
MANZANOLA 3J   MANZANOLA JUNIOR-SENIOR HIGH SCHOOL

MAPLETON 1   ACHIEVE ACADEMY
MAPLETON 1   CLAYTON PARTNERSHIP SCHOOL
MAPLETON 1   FRONT RANGE EARLY COLLEGE
MAPLETON 1   GLOBAL LEADERSHIP ACADEMY
MAPLETON 1   MAPLETON EXPEDITIONARY SCHOOL OF THE ARTS
MAPLETON 1   MAPLETON PREPARATORY HIGH SCHOOL
MAPLETON 1   MEADOW COMMUNITY SCHOOL
MAPLETON 1   MONTEREY COMMUNITY SCHOOL
MAPLETON 1   SKYVIEW ACADEMY HIGH SCHOOL
MAPLETON 1   WELBY NEW TECHNOLOGY
MAPLETON 1   YORK INTERNATIONAL

MC CLAVE RE-2   MC CLAVE ELEMENTARY SCHOOL
MC CLAVE RE-2   MC CLAVE UNDIVIDED HIGH SCHOOL

MESA COUNTY VALLEY 51   BOOKCLIFF MIDDLE SCHOOL
MESA COUNTY VALLEY 51   CENTRAL HIGH SCHOOL
MESA COUNTY VALLEY 51   EAST MIDDLE SCHOOL
MESA COUNTY VALLEY 51   FRUITA MIDDLE SCHOOL
MESA COUNTY VALLEY 51   GATEWAY SCHOOL
MESA COUNTY VALLEY 51   GRAND MESA MIDDLE SCHOOL
MESA COUNTY VALLEY 51   MOUNT GARFIELD MIDDLE SCHOOL
MESA COUNTY VALLEY 51   ORCHARD MESA MIDDLE SCHOOL

MESA COUNTY VALLEY 51	PALISADE HIGH SCHOOL
MIAMI/YODER 60 JT	MIAMI-YODER JUNIOR HIGH SCHOOL
MIAMI/YODER 60 JT	MIAMI-YODER SENIOR HIGH SCHOOL
MOFFAT 2	CRESTONE CHARTER SCHOOL
MOFFAT 2	MOFFAT MIDDLE SCHOOL
MOFFAT 2	MOFFAT SENIOR HIGH SCHOOL
MONTE VISTA C-8	BYRON SYRING DELTA CENTER
MONTE VISTA C-8	MONTE VISTA MIDDLE SCHOOL
MONTE VISTA C-8	MONTE VISTA SENIOR HIGH SCHOOL
MONTEZUMA-CORTEZ RE-1	BATTLE ROCK CHARTER SCHOOL
MONTEZUMA-CORTEZ RE-1	CORTEZ MIDDLE SCHOOL
MONTEZUMA-CORTEZ RE-1	MANAUGH ELEMENTARY SCHOOL
MONTEZUMA-CORTEZ RE-1	SOUTHWEST OPEN CHARTER SCHOOL
MONTROSE COUNTY RE-1J	CENTENNIAL MIDDLE SCHOOL
MONTROSE COUNTY RE-1J	COLUMBINE MIDDLE SCHOOL
MONTROSE COUNTY RE-1J	MONTROSE HIGH SCHOOL
MONTROSE COUNTY RE-1J	OLATHE HIGH SCHOOL
MONTROSE COUNTY RE-1J	OLATHE MIDDLE SCHOOL
MONTROSE COUNTY RE-1J	PASSAGE CHARTER SCHOOL
MONTROSE COUNTY RE-1J	VISTA CHARTER SCHOOL
MOUNTAIN VALLEY RE 1	MOUNTAIN VALLEY MIDDLE SCHOOL
MOUNTAIN VALLEY RE 1	MOUNTAIN VALLEY SENIOR HIGH SCHOOL
NORTH CONEJOS RE-1J	CENTAURI HIGH SCHOOL
NORTH CONEJOS RE-1J	CENTAURI MIDDLE SCHOOL
NORTH CONEJOS RE-1J	LA JARA SECOND CHANCE SCHOOL
NORTH PARK R-1	NORTH PARK JUNIOR-SENIOR HIGH SCHOOL
OTIS R-3	OTIS ELEMENTARY SCHOOL
OURAY R-1	OURAY MIDDLE SCHOOL
PAWNEE RE-12	PAWNEE JUNIOR-SENIOR HIGH SCHOOL
PLAINVIEW RE-2	PLAINVIEW JUNIOR-SENIOR HIGH SCHOOL
PLATEAU RE-5	PEETZ JUNIOR-SENIOR HIGH SCHOOL
PLATTE VALLEY RE-3	PLATTE VALLEY ELEMENTARY SCHOOL
PLATTE VALLEY RE-7	PLATTE VALLEY MIDDLE SCHOOL
PLATTE VALLEY RE-3	REVERE JUNIOR-SENIOR HIGH SCHOOL
POUDRE R-1	CACHE LA POUDRE ELEMENTARY SCHOOL

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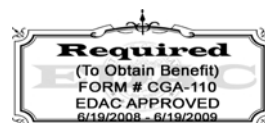
POUDRE R-1	EYESTONE ELEMENTARY SCHOOL
POUDRE R-1	HARRIS BILINGUAL ELEMENTARY SCHOOL
POUDRE R-1	IRISH ELEMENTARY SCHOOL
POUDRE R-1	LAUREL ELEMENTARY SCHOOL
POUDRE R-1	LINCOLN JUNIOR HIGH SCHOOL
POUDRE R-1	MOORE ELEMENTARY SCHOOL
POUDRE R-1	MOUNTAIN VIEW JUNIOR HIGH
POUDRE R-1	O'DEA ELEMENTARY SCHOOL
POUDRE R-1	PEAK ALTERNATIVE PROGRAM
POUDRE R-1	POUDRE TRANSITION CENTER
PRIMERO REORGANIZED 2	PRIMERO JUNIOR-SENIOR HIGH SCHOOL
PRITCHETT RE-3	PRITCHETT HIGH SCHOOL
PRITCHETT RE-3	PRITCHETT MIDDLE SCHOOL
PUEBLO CITY 60	CENTENNIAL HIGH SCHOOL
PUEBLO CITY 60	CENTRAL HIGH SCHOOL
PUEBLO CITY 60	CESAR CHAVEZ ACADEMY
PUEBLO CITY 60	COMMUNITY TRANSITION HOUSE
PUEBLO CITY 60	CORWIN MIDDLE SCHOOL
PUEBLO CITY 60	DOLORES HUERTA PREPARATORY HIGH SCHOOL
PUEBLO CITY 60	EAST HIGH SCHOOL
PUEBLO CITY 60	FREED MIDDLE SCHOOL
PUEBLO CITY 60	JAMES H RISLEY MIDDLE SCHOOL
PUEBLO CITY 60	KEATING CONTINUING EDUCATION
PUEBLO CITY 60	LEMUEL PITTS MIDDLE SCHOOL
PUEBLO CITY 60	PUEBLO CHARTER SCHOOL FOR THE ARTS & SCIENCES
PUEBLO CITY 60	RONCALLI MIDDLE SCHOOL
PUEBLO CITY 60	SOUTH HIGH SCHOOL
PUEBLO CITY 60	W H HEATON MIDDLE SCHOOL
PUEBLO CITY 60	YOUTH & FAMILY ACADEMY CHARTER
PUEBLO COUNTY RURAL 70	PLEASANT VIEW MIDDLE SCHOOL
PUEBLO COUNTY RURAL 70	PUEBLO WEST MIDDLE SCHOOL
PUEBLO COUNTY RURAL 70	VINELAND MIDDLE SCHOOL
ROARING FORK RE-1	CARBONDALE MIDDLE SCHOOL
ROCKY FORD R-2	JEFFERSON MIDDLE SCHOOL
ROCKY FORD R-2	ROCKY FORD HIGH SCHOOL
SALIDA R-32	SALIDA MIDDLE SCHOOL
SANFORD 6J	SANFORD ELEMENTARY SCHOOL
SANFORD 6J	SANFORD JUNIOR/SENIOR HIGH SCHOOL
SANGRE DE CRISTO RE-22J	SANGRE DE CRISTO ELEMENTARY SCHOOL
SANGRE DE CRISTO RE-22J	SANGRE DE CRISTO UNDIVIDED HIGH SCHOOL

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

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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
WIDEFIELD 3	JANITELL JUNIOR HIGH SCHOOL
WIDEFIELD 3	MARTIN LUTHER KING JR ELEMENTARY SCHOOL
WIDEFIELD 3	NORTH ELEMENTARY SCHOOL
WIDEFIELD 3	PINELLO ELEMENTARY SCHOOL
WIDEFIELD 3	SPROUL JUNIOR HIGH SCHOOL
WIDEFIELD 3	SUNRISE ELEMENTARY SCHOOL
WIDEFIELD 3	TALBOTT ELEMENTARY SCHOOL
WIDEFIELD 3	VENETUCCI ELEMENTARY SCHOOL
WIDEFIELD 3	WEBSTER ELEMENTARY SCHOOL
WIDEFIELD 3	WIDEFIELD 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
2008-2009

District	School(s)	Amount Funded	# Of Counselors
Adams 14 School District		$209,914	3.0
	ADAMS CITY HIGH SCHOOL		
	ADAMS CITY MIDDLE SCHOOL		
	KEARNEY MIDDLE SCHOOL		
Adams-Arapahoe 28J		$519,700	6
	AURORA CENTRAL HIGH SCHOOL		
	GATEWAY HIGH SCHOOL		
	HINKLEY HIGH SCHOOL		
	RANGEVIEW HIGH SCHOOL		
	WILLIAM SMITH HIGH SCHOOL		
Alamosa School District		$95,300	2.0
	ALAMOSA HIGH SCHOOL		
	ORTEGA MIDDLE SCHOOL		
Boulder Valley School District		$123,004	2.0
	ANGEVINE MIDDLE SCHOOL		
	ARAPAHOE RIDGE HIGH SCHOOL		
Branson Reorganized 82		$74,525	1.0
	BRANSON SCHOOL ONLINE		
	BRANSON UNDIVIDED HIGH SCHOOL		
Brighton		$167,279	3.0
	BRIGHTON HERITAGE ACADEMY		
	OVERLAND TRAIL MIDDLE SCHOOL		
	VIKAN MIDDLE SCHOOL		

School Counselor Corps
Funded Sites
2008-2009

Center Consolidated Schools 26JT		$37,185	0.5
	CENTER HIGH SCHOOL		
	SKOGLUND MIDDLE SCHOOL		
Cherry Creek School District		$148,884	4.0
	HORIZON MIDDLE SCHOOL		
	OVERLAND HIGH SCHOOL		
	PRAIRIE MIDDLE SCHOOL		
	SMOKY HILL HIGH SCHOOL		
Colorado Springs District 11		$118,150	2
	BIJOU ALTERNATIVE PROGRAM		
	LIFE SKILLS CENTER OF COLORADO SPRINGS		
	MITCHELL HIGH SCHOOL		
	NIKOLA TESLA EDUCATION OPPORTUNITY CENTER		
	PALMER HIGH SCHOOL		
	WASSON HIGH SCHOOL		
Charter School Institute	COLORADO SPRINGS EARLY COLLEGES	$93,000	1
Charter School Institute	ECHS AT ARVADA	$120,225	1
Charter School Institute	GOAL ACADEMY	$71,500	1
Charter School Institute	PINNACLE MIDDLE SCHOOL	$151,200	2
Cripple Creek-Victor RE-1	CRIPPLE CREEK-VICTOR JUNIOR-SENIOR HIGH SCHOOL	$40,172	1.0
Denver Public Schools		$686,319	9
	CONTEMPORARY LEARNING ACADEMY HIGH SCHOOL		
	GEORGE WASHINGTON HIGH SCHOOL		

	GRANT RANCH K-8 SCHOOL		
	MARTIN LUTHER KING MIDDLE COLLEGE		
	NORTH HIGH SCHOOL		
	SKINNER MIDDLE SCHOOL		
	THOMAS JEFFERSON HIGH SCHOOL		
	WEST HIGH SCHOOL		
	PLACE BRIDGE ACADEMY		
Denver Public Schools		$35,008	1
	COLORADO HIGH SCHOOL		
Denver Public Schools		$31,701	1
	NORTHEAST ACADEMY CHARTER SCHOOL		
Denver Public Schools		$55,125	1.0
	P.S.1 CHARTER SCHOOL		
Englewood Schools		$126,479	2
	COLORADO'S FINEST ALTERNATIVE HIGH SCHOOL		
	ENGLEWOOD HIGH SCHOOL		
	ENGLEWOOD MIDDLE SCHOOL		
Falcon School District 49		$116,320	2.0
	FALCON HIGH SCHOOL		
	FALCON MIDDLE SCHOOL		
	HORIZON MIDDLE SCHOOL		
	SAND CREEK HIGH SCHOOL		
	SKYVIEW MIDDLE SCHOOL		
	VISTA RIDGE HIGH SCHOOL		
Harrison School District #2		$212,737	5.0
	CARMEL MIDDLE SCHOOL		
	FOX MEADOW MIDDLE SCHOOL		
	HARRISON HIGH SCHOOL		

	MOUNTAIN VISTA COMMUNITY SCHOOL		
	NEW HORIZONS DAY SCHOOL		
	PANORAMA MIDDLE SCHOOL		
	SIERRA HIGH SCHOOL		
Jeffco Public Schools		$256,061	4
	ALAMEDA HIGH SCHOOL		
	ARVADA HIGH SCHOOL		
	JEFFERSON HIGH SCHOOL		
Karval School District RE23		$30,170	1
	KARVAL JUNIOR-SENIOR HIGH SCHOOL		
	KARVAL ONLINE EDUCATION		
Lake County School District		$43,798	1.0
	LAKE COUNTY HIGH SCHOOL		
Mapleton Public Schools		$138,895	2.5
	ACHIEVE ACADEMY		
	CLAYTON PARTNERSHIP SCHOOL		
	MEADOW COMMUNITY SCHOOL		
	MONTEREY COMMUNITY SCHOOL		
	VALLEY VIEW K-8		
	YORK INTERNATIONAL		
Mesa County Valley SD		$201,595	3
	CENTRAL HIGH SCHOOL		
	PALISADE HIGH SCHOOL		
Montezuma-Cortez Re-1		$147,503	1.5
	CORTEZ MIDDLE SCHOOL		
	MONTEZUMA-CORTEZ HIGH SCHOOL		

School Counselor Corps
Funded Sites
2008-2009

Attachment D

Montezuma-Cortez Re-1		$43,221	1.5
	SOUTHWEST OPEN CHARTER SCHOOL		
Mountain Valley		$22,840	0.5
	MOUNTAIN VALLEY SENIOR HIGH SCHOOL		
Poudre School District		$156,832	3
	LINCOLN JUNIOR HIGH SCHOOL		
	POLARIS EXPEDITIONARY LEARNING SCHOOL		
	POUDRE TRANSITION CENTER		
Pueblo City Schools		$88,590	2.0
	CENTRAL HIGH SCHOOL		
	KEATING CONTINUING EDUCATION		
Pueblo 70		$112,000	2
	FUTURES ACADEMY		
	PUEBLO WEST MIDDLE SCHOOL		
St. Vrain School District		$31,847	1.0
	SKYLINE HIGH SCHOOL		
Greeley 6		$217,229	2
	GREELEY CENTRAL HIGH SCHOOL		
	GREELEY WEST HIGH SCHOOL		
	NORTHRIDGE HIGH SCHOOL		

School Counselor Corps Grant Program

Preparing Students for the World

December 3, 2008

Program of Events

cde

Agenda

Registration and Continental Breakfast	**8:00 a.m.**

Welcome and Introductions   **8:30 a.m.**
Dr. Jeanette Cornier, *Assistant Commissioner*
Colorado Department of Education

Dr. Peg Bacon*, Provost and Vice Chancellor*
University of Colorado at Colorado Springs

Dr. Lindy Crawford*, Associate Dean*
University of Colorado at Colorado Springs

Why the School Counselor Corps Program?
Paul Thayer
Tracy Thompson
Dr. Nate Easley

**School Counselor Corps Grant Operations and Expectations with
Small Group Discussion**
Charles E. Dukes

ASCA Standards
Dr. Rhonda Williams
Tracy Thompson

Lunch   **11:30 a.m.**
Luncheon Speaker: Representative Karen Middleton
Colorado State Representative, District 42

College Invest Loan Forgiveness   **12:45 p.m.**
Janet Gullickson, *Chief Outreach and Client Relations Officer*
College Invest

Taking the Fear Out of Data
Dr. Rhonda Williams
Tracy Thompson

CDE Data Expectations and Action Planning
Charles E. Dukes

Action Planning Report Out
Dr. Nate Easley

Wrap-Up

Sessions Conclude   **4:30 p.m.**

Speakers

Luncheon Keynote Speaker
Representative Karen Middleton

State Representative Karen Middleton represents House District 42 in West Central Aurora. She was appointed to fill this seat on February 13, 2008. Karen serves on the House Education Committee and the State, Veterans and Military Affairs Committees.

Karen runs a small non-profit management firm, Karen Middleton & Associates.
Karen was appointed to a vacancy on the State Board of Education in November 2004 and won her election in 2006 to complete the original unexpired term (2007-2008). She resigned this position in order to serve in the legislature.

She has extensive professional experience in K-12 and higher education, and has previously worked for an education publishing company, ScholarCentric, that offers a dropout prevention curriculum. She has taught political science at the Community College of Aurora.

In 2004, she served as Policy Director for the Democratic Caucus in the state House of Representatives. Previously she held positions at the Western Interstate Commission for Higher Education (WICHE), the Center for Internet Technology in Education at eCollege, and as Assistant Dean of the Graduate School of International Studies at the University of Denver. While at WICHE, she was instrumental in establishing the North American Council for On-Line Learning, an international association of online K-12 schools.

Session Presenter
Charles E. Dukes

Charles recently joined the Colorado Department of Education from the Denver Scholarship Foundation and has been working at Montbello High School as a Senior College and Financial Advisor. In addition to working 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. During his three year tenure, he 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.*

Session Presenter
Dr. Nate Easley

Dr. Nate Easley is Deputy Director for the Denver Scholarship Foundation (DSF). Prior to joining DSF, Dr. Easley served as Vice President for National and International Programs for the Council for Opportunity in Education (COE) in Washington, DC. During his 11-year tenure with COE Dr. Easley collaborated with distinguished professor and author of the seminal theory on student retention, Vincent Tinto, to provide Student Support Services educators professional development seminars focused on improving the graduation rates of low-income and first-generation college students.

Dr. Easley served as an Upward Bound counselor and assistant director at Colorado State University, President of the Colorado TRIO Association (Colorado ASPIRE), board member for the Western Association of Educational Opportunity Personnel, and director of the Student Support Services program and the campus learning center at the University of California at San Diego. Dr. Easley is a proud graduate of Montbello High School in Denver, Colorado.

Session Presenter
Dr. Paul Thayer

Dr. Paul Thayer is Associate Vice President for Student Affairs and Special Advisor to the Provost for Retention at Colorado State University. His career has focused on student access to and graduation from postsecondary education. At Colorado State University, he focused on student retention while previously serving as Executive Director of the Center for Advising and Student Achievement (2003-2006) and Director of Undergraduate Student Retention (1997-2003).   Earlier, he directed pre-college efforts for the University as Director of the Center for Educational Access and Outreach (1979-1997).

Previous to his work at the University, he was involved in community development and public school teaching. He presents nationally and locally on student retention and institutional strategies for increasing student success. He earned his bachelor's degree from Williams College, and his Masters and Doctor of Philosophy degrees from the University of Colorado at Denver.

Session Presenter
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Tracy Thompson has been an educator and for the past twenty-three years, eight of those years were spent as a professional school counselor. She is currently President for The Colorado School Counselor Association where she also served as the Secondary VP and Region 9 Representative. Tracy is a member of the Jefferson County Counselor at Evergreen High School. She is working on a special project with the district to use data to make decisions.

Session Presenter
Dr. Rhonda Williams

Rhonda Williams is an assistant professor in the Counseling and Human Services Department in the College of Education at University of Colorado Colorado Springs. She serves as the School Counseling Program Coordinator for UCCS As a former school counselor of 25 years, Rhonda teaches pre-service school counselor about what the world of school counseling. She also serves as the American School Counselor Association Ethics Chair for the national association and has been on the Colorado School Counselor Association board for many years in various capacities. Among other awards, she has been honored as Colorado and National Middle School Counselor of the Year and most recently Colorado Post-Secondary Counselor Educator of the Year.

Acknowledgements

School Counselor Corps Grant Program Advisory Board

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

Thank you to the University of Colorado at Colorado Springs School of Education, Colorado Educational Services and Development Association (CESDA), and CollegeinColorado for providing sponsorship for this event.

School Counselor Corps Grant Program

Making a Measurable Difference

April 10, 2009

Program of Events

cde Improving
Academic
Achievement

Agenda

Registration and Continental Breakfast   8:00 a.m.

Welcome and Introductions   8:30 a.m.
Charles Dukes, *School Counselor Corps Coordinator*
Colorado Department of Education

Bette Matkowsk, *President*
Johnson and Wales University

School College Going Culture
Dr. Paul Thayer, *Colorado State University, P-20 Council*
Tracy Thompson, *Colorado School Counselor Association, President*
Evergreen High School, Counselor

Breakout Session #1   9:45 a.m.

Breakout Session #2   10:40 a.m.

Lunch   11:45 a.m.
Luncheon Speaker: Dr. Ernest L. Chavez, *Associate Dean and Chair*
Colorado State University- Fort Collins

ASCA Activity   1:30 p.m.
Charles Dukes

Team Action Planning   2:15 p.m.

Wrap-Up and Reflection Session   3:30 p.m.

Keynote Speaker

Luncheon Keynote Speaker
Dr. Ernest L. Chavez

Dr. Ernest Chavez is the Departmental Chair and Professor in the Department of Psychology at Colorado State University. Over the past thirty years, Dr. Chavez has been the recipient of numerous grants and awards for his outstanding research and writings on high school dropouts and substance abuse.   The author of more than 30 publications and papers, Dr. Chavez is considered a leading expert in his field. His most recent work for the *Journal of School Psychology* addresses the psychosocial correlation of dropouts among Mexican American and White non-Hispanic adolescents.

In his work for the *Hispanic Journal of the Behavioral Sciences*, Dr. Chavez examines the effects of extracurricular activity, ethnic identification and perception of school on student dropout rates. Outside of teaching and writing, Dr. Chavez serves as a member of the National Academy of Science Committee on Drug Abuse Prevention. Dr. Chavez has been an associate professor and professor at Colorado State University for over thirty years. Prior to Colorado State University, he received his Ph.D. in Psychology from Washington State University and B.A. in Psychology from the University of New Mexico.

Session Presenters

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.*

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Dr. Darrell Green
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.

Julia Pirnack
Julia Pirnack is the director of web and curriculum development at College In Colorado. She provides oversight for the design and development of the Website, CollegeInColorado.org, and its related curriculum, as well as managing training to educators statewide.

Julia serves on multiple boards and councils including the Front Range Community College Area Advisory Board, St. Vrain Education Foundation and Longmont Committee for Cultural and Performing Arts. She also served as City of Longmont Mayor from 2001 - 2007. Before working with College In Colorado, Julia's career spanned small business, large for-profit organizations and executive VP for a national non-profit in agriculture. She is a Colorado native, born and raised in Boulder County. She holds a Bachelor of Science degree in

Business Administration and a master's degree in Public Administration, both from the University of Colorado.

Bridget Redfern
Bridget Redfern is the Assistant to Marketing and Partnerships. As Assistant to Marketing and Partnerships, she creates print materials, works with the marketing and partnership directors on all projects, media buying, partnerships, and events. She is also the publisher and editor of the www.CICPartnerNetwork.org.

Prior to her current position, Bridget was a junior media buyer, worked in sales and in the restaurant industry. Bridget was born and raised in Greeley Colorado. She is a Greeley Central High School graduate and received her Bachelor of Arts in Communications from the University of Colorado at Boulder in spring 2006.

Cori Canty-Woessner
Cori Canty-Woessner is the school counseling coordinator for the Denver Public Schools. Originally from southern Arizona, Cori became a teacher through Teach For America in 1991. She taught bilingual early childhood classes and helped start a charter school in Houston ISD. After moving to Denver in 1999, Cori was the professional school counselor at Kepner Middle School. Currently, she serves on various school, district, and state committees, including the Denver Plan Committee. She provides ongoing professional development and support to the professional school counselors, helping them align with state and national standards and models to develop a consistent, comprehensive guidance program for all students in Denver Public Schools!

Cindy LeCoq
Cindy is the State Program Director for Health, ACE and Public Safety for programs in Career and Technical Education at the Colorado Community College System. She was instrumental in designing and producing the Colorado Career Cluster Model and the Plans of Study. She now is working on the adult version of the Plan of Study.

Erin Sullivan
Erin Sullivan at the Colorado Department of Education is the Colorado Schoolwide-Positive Behavior Support Statewide Co-Coordinator. She has worked within the field of SW-PBS for ten years in Illinois and now Colorado. Erin has conducted trainings and provided technical assistance in districts across the three tiers of intervention and support including topics from classroom management to wraparound facilitation. Erin has a M.S. Ed. in Curriculum and Instruction, a M.A. in Counseling Psychology, and is currently working on her Ph.D. at the University of Denver in Child, Family, and School Leadership.

Lynn Bamberry
Lynn Bamberry is the Director of the Competitive Grants and Awards Unit at the Colorado Department of Education (CDE). During her ten years at CDE, Lynn has focused on both federal and state grants administration. Prior to joining CDE, Lynn worked at the school and district levels as a classroom teacher and Title I Director. Lynn earned her bachelor's degree from the University of Northern Colorado and her master's degree from the University of Colorado at Denver.

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.

Individual Career and Academic Plan (ICAP)
Room 85 (College of Business)
Presenters: Dr. Darrell Green, Julia Pirnack, Cori Canty-Woessner, Cindy LeCoq

This breakout session will provide an overview of the ICAP and how ICAPs can transform your school's postsecondary and workforce readiness culture. This session will also highlight national career and academic planning programs. We encourage all participants to bring examples of school specific ICAPs if planning to attend this session.

Partnerships and Student Services
Room 86 (College of Business)
Presenter: Dr. Nate Easley

The partnership and student services session will provide key information about organizing and creating more partnerships within the school, community and state.

ASCA Standards
Room 90 (College of Business)
Presenter: Dr. Rhonda Williams

During this session, grantees will receive a valuable refresher of the ASCA national model with a focus on data, data collection and program design for results data.

CDE Question and Answers
Room 89 (College of Business)
Presenter: Charles E. Dukes

This breakout session will give grantees the opportunity to ask school specific questions to the School Counselor Corps Coordinator in an informal setting.

Wiki CollegeinColorado Overview
Room 186 (College of Business)
Presenter: Bridget Redfern

Using the Wiki tool provided by CIC, grantees will have the opportunity to view a resource to help educators stay connected with current research and upcoming events.

Session Descriptions cont...

Impacting Students through Positive Behavioral Support
Room 185 (College of Business)
Presenter: Erin Sullivan

This breakout session will focus on the benefits of Positive Behavioral Support (PBS). The presenter will describe how using data and PBS techniques can empower middle and high school students to prepare for postsecondary success, connect to teachers and peers and stop missing school.

Leadership Session
Jared Polis Auditorium
Presenter: Lynn Bamberry

This breakout session will be directed to school leadership (principal, district personnel). We will discuss the importance of adding SCC counselors to accomplish specific goals. Time will also be provided for school leadership to discuss their role in the School Counselor Corps program and how leadership intends to advance current efforts.

Acknowledgements

School Counselor Corps Grant Program Advisory Board

Dr. Nate Easley   *Denver Scholarship Foundation*

Dr. Darrell Green   *Pickens Technical College,*
Colorado Career and Technical Education Association

Gully Stanford   *CollegeinColorado, P-20 Council Staff*

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Evergreen High School, Counselor

Dr. Rhonda Williams   *University of Colorado at Colorado Springs*
Colorado School Counselor Association, Board Member

Thank you to Johnson and Wales University, Colorado Educational Services and Development Association (CESDA), and CollegeinColorado for providing sponsorship for this event.

Dropout Prevention Strategies

February 20, 2008

Charles E. Dukes
Cindy Wakefield
Judith Martinez

True or False?

In Colorado, the class of 2005 had 18,000 more 9th-graders than diplomas?

Multiple Choice Quiz

In Colorado, a student who is habitually truant has been absent without an excuse:

a. 4 days in one calendar month
b. 10 days in the school year
c. All of the above

Multiple Choice Quiz

Indicators correlated with dropping out

A. 10% or more missed instructional time
B. 1 or more failed courses
C. 2.0 or lower GPA
D. All of the above

What we want you to take away

- **Solid Definitions**
- **From Research to Practice**
- **Useful Resources**

See "Resource and Materials" handout to supplement this presentation

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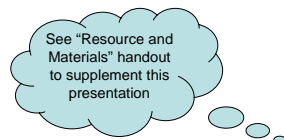
Who is Considered a Drop Out?

By Colorado law, a dropout is …

- A person who leaves school for any reason, **except death,** before completion of a high school diploma or its equivalent, <u>and</u> who does not transfer to another public or private school or enroll in an approved home study program.

Who is Considered a Drop Out? Cont…

- A student <u>is not a dropout</u> if he/she transfers to an educational program recognized by the district, completes a G.E.D. or registers in a program leading to a G.E.D., is committed to an institution that maintains educational programs, or is so ill that he/she is unable to participate in a homebound or special therapy program.

Who is Considered a Drop Out? Cont…

Students who reach the age of 21 before receiving a diploma or designation of completion ("age - outs") are also counted as dropouts.

- www.cde.state.co.us, School/District statistics on dropout rates.

Who is not a dropout?

- A student <u>is not a dropout</u> if he/she transfers to an educational program recognized by the district, completes a G.E.D. or registers in a program leading to a G.E.D., is committed to an institution that maintains educational programs, or is so ill that he/she is unable to participate in a homebound or special therapy program.

Why do Students Drop Out?

A lack of student engagement is predictive of dropping out, even after controlling for academic achievement and student background.

-*High School Dropout in America,* Alliance for Excellent Education

Life events

Forces outside of school cause students to drop out
- Need to work
- Pregnant/parenting
- Serious illness
- Death of a loved one

Fade Outs

Students do okay in school but stop seeing a reason for staying
- Classes not interesting
- Alienated
- Not motivated
- School doesn't feel safe

Push Outs

Students who are or perceived to be
detrimental to others in the school
- – Students who are disenrolled after truancy
- – Students who are given a choice to withdraw
  or be expelled
- – Failing students based on unexcused
  absences

Failing in school

Schools failing students
- – Held back a grade
- – Not prepared academically
- – No recourse for remediation
- – Miss too many days of school

Failing even one or two semester courses in 9th grade dramatically reduces probability of on-time graduation
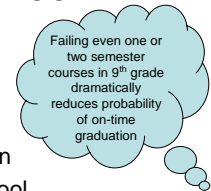
What Can Be Done

Parent Engagement

Refers to parent education, two-way communication, volunteering, decision-making and community collaborations.

Examples:
- – Parenting classes
- – Parents "on the team and at the table" in the ICAP

What Can Be Done

Academic Press

Focus is on achievement in core courses
and opportunities for remediation.

Examples:
- - Content recovery courses
- - Tracking of 9th graders with 1 or more
  failing grades

What Can Be Done

Teacher Support

Refers to professional development, peer
learning and coaching.

Examples:
- – "Professional learning communities" for staff
- – Counselor outreach at staff meetings
- – Professional development days, for strategies
  such as Response to Intervention and
  Positive Behavior Support

What Can Be Done

Relevance

Refers to linking instruction to student goals
and interests.

Examples:
- – Career and college awareness
- – Ninth grade transition programs
- – Service learning

What Can Be Done

Intrinsic issues

Refers to civic engagement, belonging, competence, and autonomy.

Examples:

- Social skill-building, such as goal-setting and decision-making
- Community advocates support developmental needs
- Support for students with disabilities outside of school

For more information

- **Counseling Corner Listserv**
  - counselingcorner@web.cde.state.co.us

- Expelled and At-Risk Student Services Listserv – EARSS@web.cde.state.co.us
- **www.CICPartnerNetwork.org**
- Expelled and At-Risk Student Services web page – **http://www.cde.state.co.us/cdeprevention/pi_expelled_grant.htm**
- Parent-School Partnerships **http://www.cde.state.co.us/cdeprevention/pi_parent_school_partnerships.htm**

Dropout Prevention and Student Re-engagement
http://www.cde.state.co.us/scripts/reforms/detail.asp?itemid=465396

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**.

Step 2: Program Goals

Once logged in, you will be directed to the 'Program Goals' page. Your program goals have been uploaded from your original grant application. Please indicate if you have reached your program goals with a 'Y' or 'N'. If you select 'N', please indicate why this goal was not attained.

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

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).

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'**.

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.
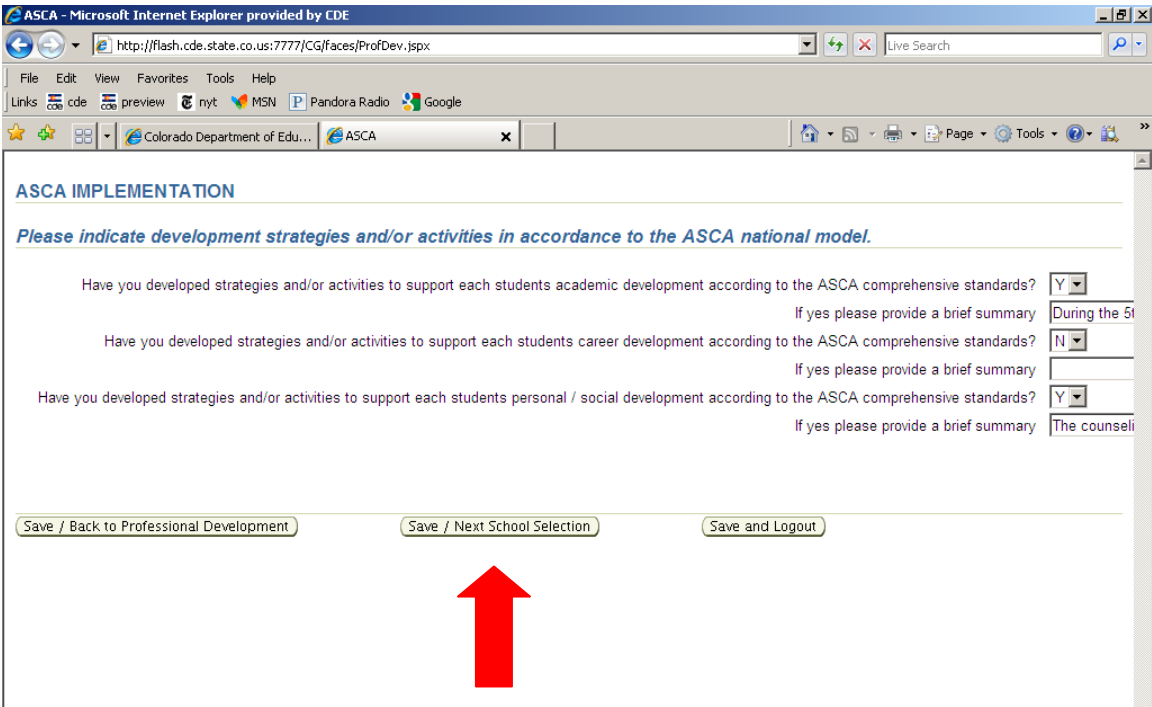
Step 5: School Selection

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.

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.

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'**.

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'**.

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.

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

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

Evaluation and Reporting

Each education provider that receives a grant through the program will be required to report, at a minimum, the following information to the Colorado Department of Education on or before March 15th of each year during the term of the grant:

- The number of school counselors hired using the grant funds (include the student-to-counselor ratio) ;
- Any professional development programs provided using grant funds (hours, attendees, summary detailing the impact of the PD);
- Evaluation of impact of Grant Program (student pre-post test);
- A comparison of the following for the years prior to the receipt of the grant and the years for which the education provider receives a grant:
  - o dropout rates,
  - o graduation rates,
  - o postsecondary and workforce readiness rates (percentage measured by the education provider),
  - o 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
  - o 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 Program**

Evaluation and Reporting

December 2008

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Colorado Department of Education

Evaluation and Reporting

- Each education provider that receives a grant through the program will be required to report, at a minimum, the following information to the Colorado Department of Education on or before March 15th of each year during the term of the grant

- Education providers will be asked to submit the required data through an Online Data Reporting System through the CDE website

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Evaluation and Reporting

- The number of school counselors hired using 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 the grant program (student pre-post test)

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Evaluation and Reporting

- **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 (defined and percentage measured by the education provider)

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Evaluation and Reporting

- College matriculation (number of completed FAFSA's, college applications, scholarships applications, received scholarship dollar amount, and the percent of students accepted into post-secondary institutions)

- Remediation rates (program structure, number of students, and number of hours)

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Evaluation and Reporting

- Information indicating an increase in the level of postsecondary preparation services provided to secondary students at recipient schools (incorporation of ACSA standards detailed through action plans and site visits)

- 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)

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Evaluation and Reporting

- 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)

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Evaluation and Reporting

Budget
- Each education provider that receives a grant through the program will be required to provide a revised budget on or before May 1st of each year during the term of the grant

- Education providers are required to submit a new AFR by July 1st

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Evaluation and Reporting

Myth
- Data collection is the sole responsibility of the School Counselor Corps Counselor

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Evaluation and Reporting

Myth
- If the schools fail to show large gains in year one they will lose their funds

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Evaluation and Reporting

Myth
- The educational provider can spend grant funds differently after receiving funds

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Contacts

Competitive Grants and Awards
Colorado Department of Education

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Colorado Department of Education

School Counselor Corps
2009 MQI Site Visit Timeline

School Counselor Corps Timeline	
January 23, 2009	MQI Site Visit DPS (Martin Luther King Jr. Early Colleges)
January 30, 2009	MQI Site Visit Jeffco (Arvada HS)
February 4, 2009	MQI Site Visit ECHS at Arvada
February 13, 2009	MQI Site Visit Pueblo 70 (Pueblo West Middle School)
February 18, 2009	MQI Site Visit Colorado Springs (Harrison High School)
April 6, 2009	MQI Site Visit Poudre (Lincoln Junior HS)
April 17,2009	MQI Site Visit Mesa County (Palisade HS)
April 20, 2009	MQI Site Visit Cherry Creek (Smoky Hill HS)
April 23, 2009	MQI Site Visit Montezuma-Cortez (Cortez HS)
April 27, 2009	MQI Site Visit Alamosa (Alamosa HS)

School Counselor Corps Grant Program
Monitoring and Improvement Tool

Overview and Purpose

The primary purpose of this tool is to improve the quality of the School Counselor Corps (SCC) grant program by helping grantees take a critical look at their programs against standards of best practice. The willingness to reflect on current practice, to identify opportunities to improve, and to change and grow will contribute to more successful outcomes for programs and participants. The process of improving program quality is an ongoing one, not a one-time event. Ideally, this tool will assist grantees as well as give structure and content to an external monitoring process that will promote accountability, quality improvement, and targeted technical assistance efforts.

This tool is designed to be used in two contexts:
- Grantees of School Counselor Corps (SCC) grant program are asked to apply this Tool in the context of a self-assessment of program operations.

- The Colorado Department of Education (CDE) also will use this instrument in a monitoring context. The monitoring process is designed to assure that School Counselor Corps grantees are making adequate progress toward meeting the goals created by the of the School Counselor Corps grant legislation.

Using this Instrument

Self-Assessment
Used as a self-assessment tool, this instrument provides an opportunity for district coordinators, school leaders and other key staff, to assess, plan, design and implement strategies for ongoing program improvement. This tool incorporates a self-assessment worksheet following each category that provides schools with a place to note strengths and broad priorities for improvement. At the conclusion of the self-assessment process, CDE will help prioritize, and refine the improvement goals identified on these worksheets. This plan provides a structure to help grantees consider how improvement priorities will be enacted -- through what activities, by whom, using what resources, and on what timeline.

Resources: To help programs carry out their Areas of Improvement Plan, CDE has developed a website that offers a range of information including upcoming events, templates and useful websites. Use of these resources is not mandated by CDE. Rather, grantees are encouraged to use only those resources that match the context of their particular programs, and to adapt the tools provided to meet unique program needs or characteristics. To access the website, visit http://www.cde.state.co.us/cdecomp/SchoolCounselor.htm.

Monitoring
The purpose of monitoring is to support ongoing quality improvement and to that School Counselor Corps grantees are making adequate progress toward meeting the goals created by the of the School Counselor Corps grant legislation. A team from CDE will use the tool to structure their observations and discussions with the education provider.

Within 30 days of the visit, the CDE team will provide the education provider with feedback by assigning a performance level to each indicator and providing written statements describing recommendations, findings, or required actions. The CDE team members will be available to discuss the contents of the team's report with the education provider by phone or e-mail, and to help program staff identify resources to address quality improvement priorities.

We Invite Your Feedback to Improve this Tool
This tool is offered as a work in progress. We hope to refine the tool in an ongoing way based on user feedback as well as new research and developments in the field. To this end, we welcome your feedback about how to improve the tool's content or organization. Please contact Charles E. Dukes, School Counselor Corps Coordinator at Dukes_C@cde.state.co.us.

A. Quality of Plan		
Grant Requirements	**Evidence Examples**	**Comments**
A.1. The grantee has adopted, or has demonstrated a commitment to adopting, standards for school counselor responsibilities that meet or exceed those recommended by the American School Counselor Association,	Schedule of classroom guidance activities Action plans referencing ASCA standards Other:	
A.2. The grantee is providing ongoing, sustained professional development for postsecondary school counselors that support the goals, objectives, and design focus on the proposed School Counselor Corps Grant Program.	Schedule/ Description of professional development Agendas from PD opportunities Other:	
A.3. The grantee has developed a comprehensive plan which describes the grantee's strategies use of data over time to: (1) demonstrate outcomes; (2) revise and improve programs, policies, and practices to improve outcomes; (3) detail services to be provided to students; and (4) monitor impact of program.	Database systems Action plans Other:	
A.4 Grantee staff has attended the required state Professional Development day (December 3, 2008 and TBA).	Training registrations Training materials Other: Note – CDE maintains records of attendance at these events.	
A.5. The grantee is making adequate progress toward meeting the SMART goals set out in the original grant application (or approved amendments).	Student demographic and achievement data Other program data Descriptions of programming Other:	

Notes:

B. Partnerships		Attachment L
Grant Requirements	**Examples of Evidence**	**Comments**
B.1. The grantee works in genuine collaboration with institutions of higher education or postsecondary service providers.	Descriptions of programming Program calendars/schedules Other:	
B.2. The grantee works in genuine collaboration with partnerships within the school district, with external education agencies and/ or community and/or business/workforce partners.	Descriptions of programming Program calendars/schedules Other:	

Notes:

C. Postsecondary		
Grant Requirements	**Evidence Examples**	**Comments**
C.1. The grantee employs an effective strategy to transform the culture of postsecondary planning and postsecondary expectations.	College displays/banners/ posters Postsecondary planning material Schedule of classroom guidance activities Other:	
C.2. The grantee has developed/adopted a plan for involving leaders at the recipient secondary schools and in the surrounding community and the faculty at recipient secondary schools in increasing the capacity and effectiveness of the school counseling and postsecondary preparation services provided to secondary school students.	Meeting minutes/notes Meeting dates and times Other:	
C.3 The grantee has implemented or has developed a plan to implement Individual Career and Academic Plans for students.	ICAP document Student visitation schedule Other:	
C.4 The grantee has developed a comprehensive plan which describes the grantee's strategies to use district-level or school-level needs assessments that use data to identify challenging issues in the district or school.	Database systems Action plans Other:	
C.5. The grantee has developed a comprehensive plan which describes the grantee's strategies to use district-level or school-level needs assessments that use data to identify targeted programs, strategies, or services delivered that have helped to increase graduation rates and the level of postsecondary success	Database systems Action plans Other:	
C.6. The grantee has developed a comprehensive plan which describes the use of needs assessments that use data to identify the strategies that will be used to address the challenges identified in this self assessment.	Database systems Action plans Other:	

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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.	Policies Other:	
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. .	Course catalog Student rosters Other:	

Notes: