



COLORADO
Department of Education

2017-2018
School Health Professional Grant Legislative Report

Submitted to:

The Education Committees of the Senate and the House of Representatives

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Executive Summary

The School Health Professional Grant (SHPG) Program was created in 2014 (C.R.S. 22-96-101, et seq.) to increase the presence of school-based health professionals (school nurses, school counselors, school social workers and school psychologists) within secondary schools (grades 7-12).

The purpose of the SHPG is to improve prevention, early intervention, services and programs, in an effort to reduce the risks of marijuana and other substance use by students. For the first two years of the grant, two cohorts each received one year of funding. In 2016, a third cohort was funded for three years and, in 2017, a fourth cohort was funded for three years as a result of the Colorado state legislature approving an additional \$9.2 million in program funding during the 2017 legislative session, which allowed for expanded support to K-12 schools. Cohorts three and four are the focus of this report. Highlights from Cohort 3 and Cohort 4, during the 2017-18 academic year, included:

Cohort 3 Highlights:

- CDE allocated \$2,283,155 in grant funds.
- The grant served 22 districts and charter schools which included 1 elementary school, 24 middle schools, and 29 high schools consisting of a total of 33,236 students.
- Schools funded by the SHPG had a student population with 38 percent free and reduced lunch (FRL) status compared to the state with 42 percent FRL.
- Grant funds were used to hire 45 school health professionals, which include 17 school nurses, 14 school counselors, 11 school social workers, and 3 school psychologists.
- Of the students in the school districts and charter schools served by the grant, 43 percent are middle school students and 57 percent are high school students.
- The student populations in the schools served were 49 percent White, 36 percent Hispanic, six percent Black, and nine percent other. The state's student population was 54 percent White, 34 percent Hispanic, and five percent Black.

Cohort 4 Highlights:

- CDE allocated \$9,123,471 in grant funds.
- The grant served 44 districts and charter schools which included 44 elementary schools, 46 middle schools, and 75 high schools, consisting of a total of 106,689 students.
- Schools funded by the SHPG had a student population with 41 percent free and reduced lunch (FRL) status compared to the state with 42 percent FRL.
- Grant funds were used to hire 148 school health professionals, which include 27 school nurses, 67 school counselors, 39 school social workers and 15 school psychologists.
- Of the students in the school districts and charter schools served by the grant, 17 percent are elementary school students, 19 percent are middle school students, and 64 percent are high school students.
- The student populations in the schools served were 55 percent White, 35 percent Hispanic, and four percent Black. The state's student population was 53 percent White, 34 percent Hispanic, and five percent Black.

The report methodology for this report was acquired utilizing various forms of data collection including, but not limited to, End of Year reports submitted by district and charter program managers, a results-based accountability data collection software—"Scorecard," resources and other information provided to CDE Technical Assistance providers, and CDE's SchoolView data source.



Introduction

Colorado Senate Bill 14-215 established the School Health Professional Grant (SHPG) Program, (C.R.S. 22-96-101, et seq.). Effective August 14, 2014, this law required the State Board of Education to promulgate rules for the implementation of the program, including: the timeline for submitting applications to the Colorado Department of Education, the form of the grant application, criteria for awarding grants, and any information to be included in the Department's program report.

Program Purpose

The legislative declaration in S.B.14-215 stated that the legalization of retail marijuana in the state of Colorado may increase the availability of marijuana to underage youth. The law states that, "Marijuana use by minors can have immediate and lasting health implications, and many youth who engage in substance abuse develop or have underlying behavioral health needs. School health professionals are in a unique position to educate, assess, and refer youth who have substance abuse or behavioral health issues." C.R.S. 22-96-101(1)(f).

The SHPG's purpose is to increase the presence of school-based health professionals in Colorado's elementary and secondary schools. The funded school health professionals (counselors, nurses, psychologists, and social workers) are focused on improving prevention, early intervention, services and programs related to marijuana and other substance use.

Grant Goals

Per Colorado statute, the goals of the SHPG are to:

- Add or initiate school health professionals,
- Implement more evidence-based programs and strategies;
- Implement staff training and professional development;
- Increase resources for school staff on the implementation of evidence-based programming on substance abuse prevention education; and
- Develop screening for early identification practices and referrals for students.

Program Implementation

Statute allows grantees to use funding for the following:

- Implementation of evidence-based curriculum education to prevent substance use and behavioral health;
- Utilization of substance use and behavioral health screening tools;
- Early identification and intervention for at-risk students with substance misuse and/or behavioral health needs;
- Development of individual counseling opportunities and/or support groups;
- Enhancement of collaborative health partnerships within the community; and/or
- Engagement of families to support student needs.

Description of Program for 2017-2018 School Year

Grant Application Process & Timeline

Eligible education providers were invited to apply for a portion of the \$9,123,471 through the department's Request for Proposal (RFP). The RFP included a rubric that proposals were measured by based on: 1) needs; 2) a well-designed plan; 3) partnerships; 4) sustainability; and 5) a budget narrative.

The SHPG defined an eligible applicant as:

- A school district (on behalf of one or more secondary schools);
- A Board of Cooperative Services (BOCES); or
- A charter school (authorized by a school district or the Charter School Institute)

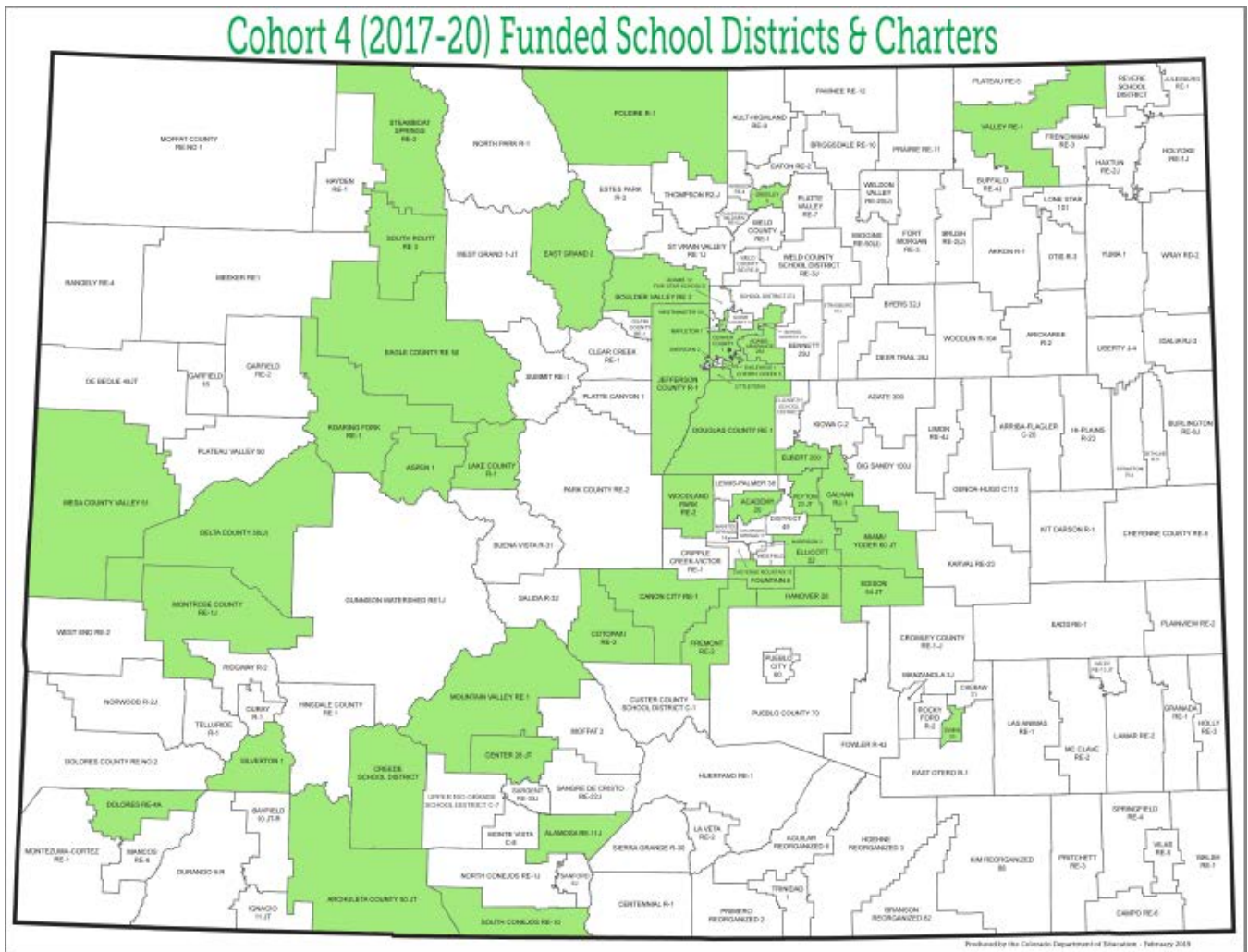
Priority was given to applicants that demonstrated high-need based on:

- Information regarding marijuana use and the number of marijuana establishments located within the boundaries of a school district; and
- School climate surrounding availability, prevalence, usage, or attitude of students and community, and increases in disciplinary action related to substance use.

Statute requires grant recipients to report on the number of school health professionals hired using grant moneys and a list and explanation of the services provided using grant moneys.

For the 2017-2018 academic year (AY), 44 grantees were awarded a total of \$9,123,471. The RFP was released March, 2017. Applications were due May 1, 2017.

Map 2: Cohort 4 funded school districts and charters



School Health Professionals Funded

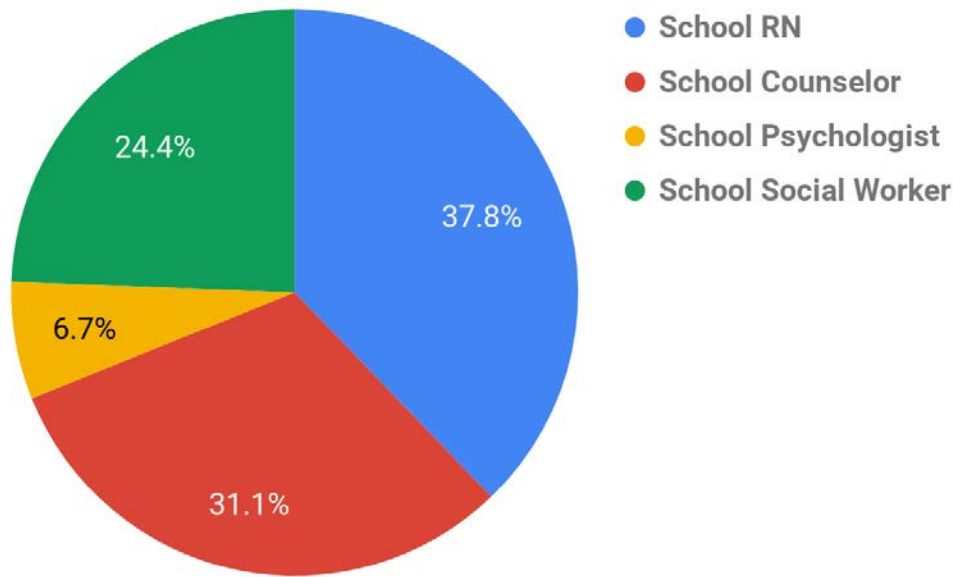
The tables and charts below list the roles that were hired under the grant. The four roles eligible to be hired under the grant are school nurses, school counselors, school social workers and school psychologists. See Appendix A for details.

TABLE 1: Percentages of funded roles by the SHPG in Cohort 3 (2017-2018 Academic Year)

| Role | % funded of total |
|-----------------------|-------------------|
| School Nurses | 37.8% |
| School Counselors | 31.1% |
| School Social Workers | 24.4% |
| School Psychologists | 6.7% |



CHART 2: Percentages of funded roles by the SHPG in Cohort 3 (AY 2016-19)



Schools, School Districts & Positions Funded

TABLE 2: SHPG Cohort 3 Grantees and School Health Professionals Funded by Position and number of people hired

The table below identifies the type of School Health Professionals (SHPs) hired in each district to support students in grades seven through 12.

2016-19 Grantees

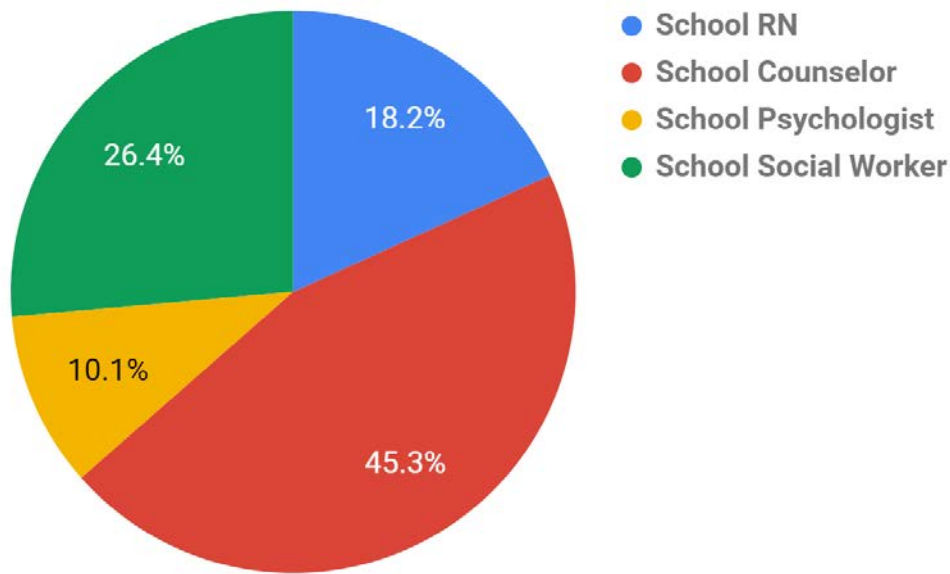
| | Nurse | Counselor | Social Worker | Psych | Total |
|---------------------------------|-------|-----------|---------------|-------|-------|
| <u>Districts</u> | | | | | |
| Archuleta | 0 | 1 | 0 | 0 | 1 |
| Boulder Valley | 3 | 1 | 0 | 0 | 4 |
| Canon City | 3 | 1 | 0 | 1 | 5 |
| Center | 1 | 3 | 0 | 0 | 4 |
| Colorado Springs Early Colleges | 1 | 1 | 0 | 1 | 3 |
| Cripple Creek | 1 | 1 | 1 | 0 | 3 |
| Denver Public Schools | 0 | 0 | 2 | 0 | 2 |

| | | | | | |
|--|-----------|-----------|-----------|----------|-----------|
| Fort Morgan | 0 | 1 | 0 | 0 | 1 |
| Fountain-Fort Carson | 2 | 0 | 0 | 1 | 3 |
| Hope Online-Douglas County | 0 | 1 | 0 | 0 | 1 |
| Jefferson County | 0 | 1 | 0 | 0 | 1 |
| LaVeta | 1 | 1 | 0 | 0 | 2 |
| Littleton | 0 | 0 | 1 | 0 | 1 |
| Montezuma-Cortez | 1 | 1 | 0 | 0 | 2 |
| CSI - New America Schools Thornton, Lowry, Lakewood | 2 | 0 | 1 | 0 | 3 |
| CSI - New Legacy | 0 | 0 | 1 | 0 | 1 |
| Roaring Fork | 0 | 1 | 0 | 0 | 1 |
| Sierra Grande | 1 | 0 | 0 | 0 | 1 |
| South Routt | 0 | 0 | 1 | 0 | 1 |
| Steamboat Springs | 0 | 0 | 1 | 0 | 1 |
| Summit | 0 | 0 | 1 | 0 | 1 |
| Thompson | 1 | 0 | 2 | 0 | 3 |
| TOTAL | 17 | 14 | 11 | 3 | 45 |

TABLE 3: Percentages of funded roles by the SHPG in Cohort 4 (Academic Year 2017-18)

| Role | % funded of total |
|-----------------------|-------------------|
| School Nurses | 18.2% |
| School Counselors | 45.3% |
| School Social Workers | 26.4% |
| School Psychologists | 10.1% |

CHART 3: Percentages of funded roles by the SHPG in Cohort 4 (AY 2017-20)



Schools, School Districts & Positions Funded**TABLE 5: SHPG Cohort 4 Grantees and School Health Professionals Funded by Position and Number of People Hired**

The table below identifies the type of School Health Professionals (SHPs) hired in each district to support students in grades K through 12.

2017-20 Grantees

| | Nurse | Counselor | Social Worker | Psych | Total |
|--|--------------|------------------|----------------------|--------------|--------------|
| <u>Districts/Charters</u> | | | | | |
| The Classical Academy | 0 | 5 | 0 | 0 | 5 |
| Alamosa | 1 | 2 | 0 | 0 | 3 |
| Archuleta 50 JT | 1 | 2 | 1 | 1 | 5 |
| Canon City RE-1 | 4 | 2 | 0 | 1 | 7 |
| Center 26 JT | 0 | 1 | 0 | 0 | 1 |
| Creede | 1 | 0 | 0 | 1 | 2 |
| CSI-Colorado Sp. Early Colleges | 0 | 2 | 0 | 0 | 2 |
| CSI-Ft. Collins | 0 | 0 | 0 | 1 | 1 |
| CSI-Parker | 1 | 0 | 0 | 1 | 2 |
| CSI-Aurora | 0 | 0 | 0 | 1 | 1 |
| CSI-Mountain Middle School | 1 | 1 | 0 | 0 | 2 |
| Delta 50 J | 0 | 1 | 1 | 0 | 2 |
| Vision Charter Academy | 0 | 1 | 0 | 0 | 1 |
| Dolores RE- 4A | 1 | 2 | 1 | 0 | 4 |
| Fountain Fort Carson | 0 | 1 | 0 | 2 | 3 |
| Lake County | 1 | 2 | 1 | 1 | 5 |
| Mountain Valley RE-1 | 1 | 1 | 0 | 0 | 2 |
| Montrose County RE-1J | 1 | 2 | 2 | 0 | 5 |
| Pikes Peak BOCES | 0 | 1 | 1 | 1 | 3 |
| Silverton | 1 | 0 | 1 | 0 | 2 |
| South Conejos | 1 | 1 | 0 | 0 | 2 |



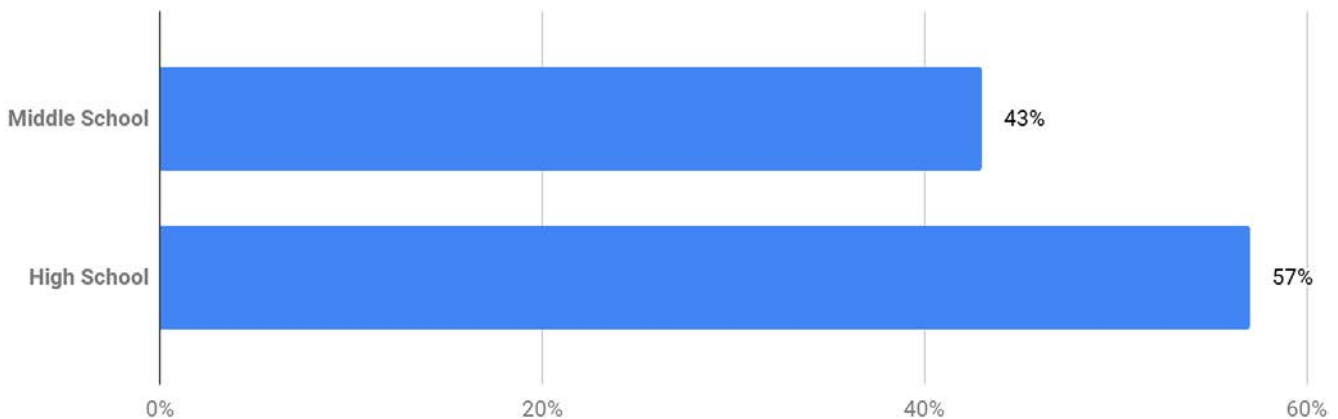
| | | | | | |
|-------------------------------|-----------|-----------|-----------|-----------|------------|
| Swink | 1 | 0 | 0 | 0 | 1 |
| Woodland Park RE-2 | 0 | 1 | 1 | 0 | 2 |
| APS-Vanguard Classical | 2 | 0 | 2 | 0 | 4 |
| Aspen | 0 | 0 | 1 | 0 | 1 |
| Boulder Valley | 4 | 5 | 0 | 0 | 9 |
| Cherry Creek | 0 | 1 | 2 | 0 | 3 |
| CSI-New Legacy | 0 | 1 | 0 | 0 | 1 |
| Denver Public Schools | 0 | 3 | 11 | 4 | 18 |
| DPS-Academy of Urban Learning | 1 | 1 | 0 | 0 | 2 |
| Douglas County RE-1 | 0 | 9 | 0 | 0 | 9 |
| Eagle County Schools | 0 | 1 | 0 | 0 | 1 |
| East Grand RE-2 | 0 | 1 | 1 | 0 | 2 |
| Greeley Evans-6 | 0 | 0 | 3 | 0 | 3 |
| Jefferson County Schools | 3 | 2 | 4 | 0 | 9 |
| Littleton School District 6 | 0 | 0 | 1 | 0 | 1 |
| Mesa County D51 | 0 | 4 | 4 | 0 | 8 |
| CSI-New America Schools | 1 | 0 | 0 | 1 | 2 |
| Mapleton | 0 | 2 | 0 | 0 | 2 |
| Poudre | 0 | 5 | 0 | 0 | 5 |
| Roaring Fork | 0 | 2 | 0 | 0 | 2 |
| South Routt | 0 | 1 | 0 | 0 | 1 |
| Steamboat Springs | 0 | 0 | 1 | 0 | 1 |
| Valley RE-1 | 0 | 1 | 0 | 0 | 1 |
| TOTAL | 27 | 67 | 39 | 15 | 148 |

Student Demographics

The following graphs outline the student demographic information for the SHPG cohort of students in school districts and charter schools for both the 2016-19 grantees (Cohort 3) and the 2017-20 grantees (Cohort 4). Of the students from schools in districts/charter schools with 2016-19 funding (Cohort 3), 43 percent are middle school students and 57 percent are high school students. Of the students from schools in districts/charter schools with 2017-20 funding (Cohort 4), 17 percent are elementary, 19 percent are middle school students and 64 percent are high school students. Please see Appendix B for school district and charter school student demographics for each grantee.

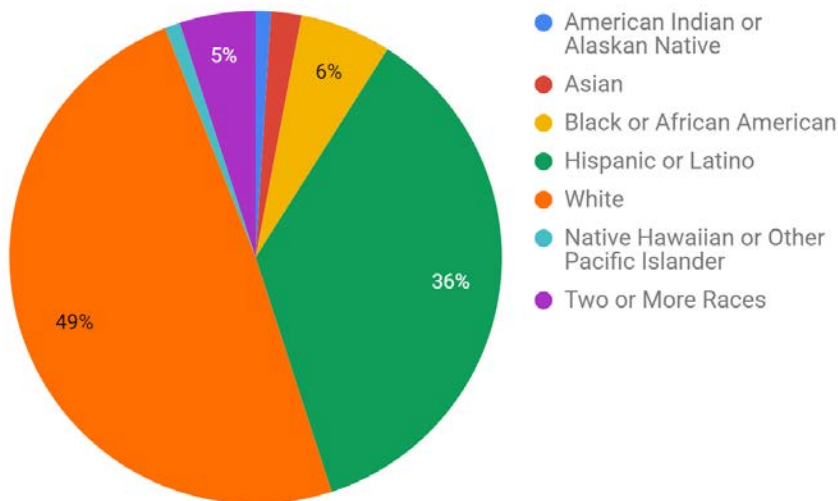
Cohort 3 2016-19

Chart 4: Percentage of Students in School Districts/Charter Schools by Level



The student populations in funded school districts/charter schools averaged to be 49 percent White, 36 percent Hispanic, and 6 percent Black with non-white, minority students making up the majority of the student population at 51 percent.

Chart 5 Student Race & Ethnicity

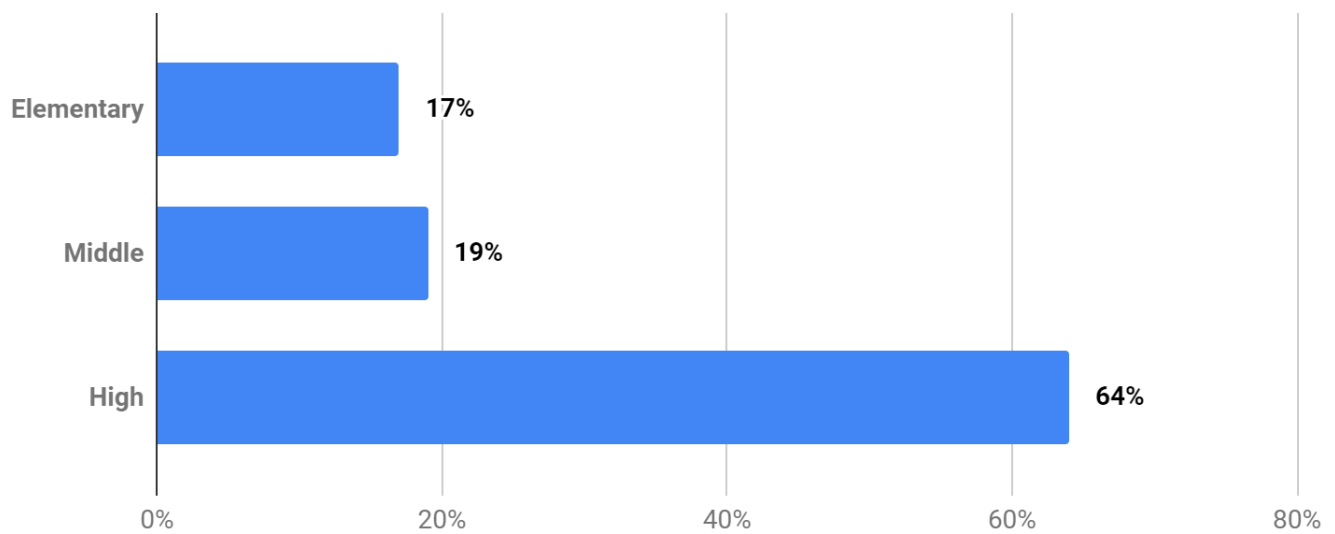


Other student demographic data show that the population of students served by the grant aligns closely with the state as a whole:

- 42 percent of Colorado students have free and/or reduced lunch;
- 14 percent of Colorado students are English language learners; and
- 11 percent of Colorado students are students with disabilities.

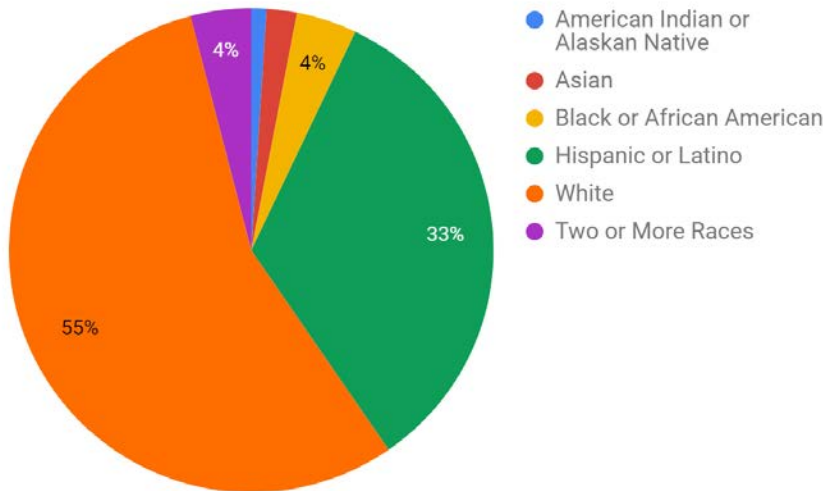
Cohort 4 2017-20

Chart 6: Percentage of Students in School Districts/Charter Schools by Level



The student populations in funded school districts/charter schools averaged to be 55 percent White, 35 percent Hispanic, and four percent Black with non-white, minority students making up 46 percent of the student population.

Chart 7: Student Race & Ethnicity



Professional Development & Programs Implemented by Grantees

The information below is self-reported from schools and school districts that are funded grantees as a part of the SHPG and provides an overview of the variety of programs provided and services offered through these funds:

Professional Development Offered to Staff

| Substance Abuse Prevention | Behavioral Health | Social & Emotional Learning | Suicide Education | Referral Training |
|--|---|--|--|--|
| IThrive Program Prescription Drug Abuse Training Life Skills Marijuana Education from RMC Substance Abuse & Coping Skills The Impact of THC on the Developing Brain Youth and Marijuana Toward No Drug Abuse Marijuana Education Initiative Opioid Training | Screenagers Trauma Informed Education MTSS/PBIS Dare You To Move | Bullying Prevention Mindfulness Skill Building Passage Works | Youth Mental Health First Aid Behavioral Health Suicide Prevention Sources of Strength Signs of Suicide Self-Harm & Suicide Education Safe2Tell | Referral Identification Alternatives to Suspension Health Referral Training Restorative Practices School Climate and Culture Education |



Programs Implemented for Elementary and Secondary Students

| Substance Abuse Prevention | Behavioral Health | Social & Emotional Learning | Suicide Education | Health Screening Tools |
|---|--|--|--|-------------------------------|
| Life Skills Toward No Drug Abuse Marijuana Education Initiative | Teen Assist Think First Teen Intervene Dare You To Move Screenagers/Like | The Great Body Shop Project Success Second Step The Incredible Years Coping Cat Learning to Breathe | Sources of Strength Signs of Suicide Safe2Tell | SBIRT BIMAS2 BESS |

Grantee Promising Practices

The following are summary statements submitted by project managers overseeing the School Professional Grant Program from the identified districts. Excerpts were taken from End of Year Reports, a results-based accountability data collection software that includes narratives—“Scorecard,” and other documents and resources provided to CDE. Their stories are a few examples that depict the tireless work and effort put forth by our SHPG grantees.

Cañon City Schools

At Cañon City Schools, our #1 core value states, “We meet the social-emotional needs of all students, putting Maslow’s Hierarchy of Needs before Bloom’s Taxonomy.” To uphold this statement, we have MTSS tiered resupports that include universal, targeted and intensive strategies and programs. One of our most amazing universal approaches is that every student receives 45 minutes per week of direct School Health Professional instruction. Integrated Curriculum Support includes, but is not limited to, Life Skills Training, 3Rs - Rights, Respect & Responsibility, and Random Acts of Kindness.

Roaring Fork School District

With a continuum of care plan that encompasses collaboration and sustainability, Roaring Fork School District embraces direct services to students. We offer a sustainable curriculum in grades 6-8 with wrap-around and support services to all students and families. Our work links, informs, and transforms services in our community. We have a focus set on practices and relationships that will live far beyond this grant funding.

We have put a lot of effort in training and collaboration with staff and families. Some of this is done through small group education as we support MTSS to improve culture and climate. Restorative practices are implemented at all tiers. One of our most popular programs involves Mindfulness Mondays.

Denver Public Schools

As the largest funded district, at DPS, our goal was that all 18 SHPs were hired and placed in 25 schools was implemented during 2017-18 AY. Furthermore, we completed onboarding and extensive staff training. SHP staff (as well as other staff in schools) were trained on the following: Teen Intervene, MEI, Sources of Strength, Life Skills, Coping Cat, Learning to Breathe, and the BESS Universal screener.

At DPS, we have grown to provide student empowerment groups, we implemented prevention education in classrooms, and we created opportunities for strength and hope with some of the most high needs students by being that trusted adult in a child's life. As we build strength and resiliency, and promote protective factors, we created connections that reached over 9,000 students. Our drug use data improved and our student reported data indicated a reduction in negative emotions and behaviors.

Montrose County School District

For two decades, the ratio of school social workers to students has been 0:6,100 as we haven't employed social work staff in the district. This grant allowed us to lower that number to 1:3,050 and we continue to see an increased need for more social workers as this has been an incredibly helpful resource. Furthermore, prior to the grant, two staff district RN's were employed for 6,100 students. The recommended ratio of school nurses to students is 1:750. This grant allowed us to hire one additional RN. This staff has implemented various curricula (i.e., evidence-based marijuana curriculum district-wide tailored to grade level, prescription drug safety for K-2nd grade, nicotine cessation programming, etc.).

The SHPG Team has taken on the challenge of spreading the word about the dangers of vaping. The 2017 Healthy Kids Colorado survey data showed that of the 37 states which participated, Colorado had the highest rate of teen vaping. Within the state of Colorado, Region 10, which includes Montrose, had the highest rate of teen vaping. The Team created multiple presentations about the dangers of vaping, designed specifically for various populations: students, parents, school staff, community members, and government/agency organizations.

Next Steps

During 2018-2019, districts have been able to more specifically measure outcome data with the additional technical support from CDE staff and training of a new evaluation tool ("Scorecard") that will be utilized for mid-year and end-of-year reporting. The following performance measures have been considered to determine short-term and long-term outcomes for SHPG:

- Student Outcomes:
 - Decrease suspensions/expulsion rates;
 - Decrease discipline referrals; and
 - Decrease behavioral health referrals
- School and District Outcomes:
 - Number of school health professional grantees hired;
 - Role of the school health professional – (nurse, counselor, social worker, school psychologist); and
 - Programs implemented (evidence-based and promising practices)
- Number of staff trained
- Number of students served by the school health professional(s)

Due to an increase in funding beginning in FY2017, the SHPG expanded from 22 grantees to 54 grantees. This additional funding, allowed education providers to be eligible to apply for opportunities to enhance the presence of school health professionals in their elementary, middle, junior high, or high schools.

The capacity of staff at the state level increased, which allowed additional technical support, site visits, and professional development at the SHPG bi-annual conferences, trainings and workshops.



Lessons Learned

Through annual written reports and anecdotal information from grantees, CDE staff have captured the following barriers and challenges encountered by SHPG recipients:

- Difficulty in being able to hire enough qualified professionals, especially in rural districts;
- Creating sustainable community partnerships;
- Increasing family involvement;
- Continuation of funding for the districts and charters; and
- Ensuring that SHPG grant goals align with goals of schools and districts

Conclusion

The grant recipients in AY 2014-15 (Cohort 1) and AY 2015-2016 (Cohort 2) were the first cohorts of the School Health Professional Grant and these participating districts and charter schools began assessing the needs of their secondary schools and planning for implementation of evidence-based programs.

Cohort 3 grantees were then funded the beginning of the 2016 academic year for a three year grant period, which concludes June 30, 2019. Twenty-two districts have been funded in this cohort and have hired 42.5 School Health Professionals who work in 61 secondary schools across Colorado. These School Health Professionals were able to begin providing professional development and staff training on evidence-based programs for the prevention of substance abuse and behavioral healthcare services. Additionally, this allowed for an increase in direct services provided to students. In total, \$2,195,492 was allocated to grantees.

Cohort 4 received funding for a three year grant period, beginning in July 2017. With this cohort, funding increased by an additional \$9,123,471. This allowed grant dollars to be distributed to 44 districts and charter schools throughout the state and 148 School Health Professionals were hired to support work in grades K-12. These expanded funds have allowed grantees to provide professional development and staff training on evidence-based programs to more schools. Additionally, this has allowed for an increase in direct services provided to students.

As the staff capacity in the Health & Wellness office at CDE increased during the fall of 2017, the reporting of the SHPG has become more detailed. A new outcome measurement tool (“Scorecard”) is being used by grantees, as of fall 2018. This tool will be used to enhance mid-year and end-of year reporting for all grantees that will identify additional outcome indicators and specific performance measures, such as:

- Percentage of students in each grade level receiving prevention education;
- Percentage of student behavioral referrals related to substance misuse;
- Number of other grant programs in place to support student needs;
- Number of family and/or community outreach opportunities;
- Percentage of decrease in perception/use of substances and risky behavior and unhealthy choices; and
- Percentage of students indicating the presence of a trusted adult.

Appendix A: Licensure Definitions (per statute)

School Counselor:

- Has held a Colorado Professional Special Services License in school counseling for a minimum of five years; has demonstrated professional growth through continuing education, professional leadership experiences and exceptional program development;
- Has demonstrated commitment to the school counseling profession through professional organization involvement, supervision and training of other school counselors, publication of professional materials and presentations at professional conferences; and
- Has demonstrated active community involvement, development of effective parent partnership programs and promotion of cooperation with other professional educators.

School Nurse:

- Has completed additional preparation in the following areas: advanced practice in nursing; specialties in school health-related fields; additional certification in nursing administration, vocational education or other certifications applicable to school nursing;
- Has demonstrated professional leadership experiences and exceptional program development;
- Has had active participation in school nurse professional organizations; and
- Has participated in teaching, research and/or publishing to further the specialty of school nursing.

School Psychologist:

- Has demonstrated commitment to the profession of school psychology through active involvement and leadership in local, state or national school psychology organizations;
- Has mentored school psychologists with an initial license and supervised school psychology interns;
- Has contributed to school and district program development;
- Has produced professional publications and presentations; and
- Has received recognition by peers for outstanding performance.

School Social Worker:

- Has demonstrated leadership in state school social work organizations;
- Has actively participated in leadership roles in national social work organizations and other community and human service organizations;
- Holds advanced credentials in the field (e.g., doctorate in social work, school social work specialist credential, diplomate in clinical social work, etc.);
- Has demonstrated outstanding skill in service to schools and children, such as the creation of innovative and successful programs and services to meet the needs of students and mentoring and supervising school social workers and other school professionals; and
- Has received recognition by peers for outstanding performance.

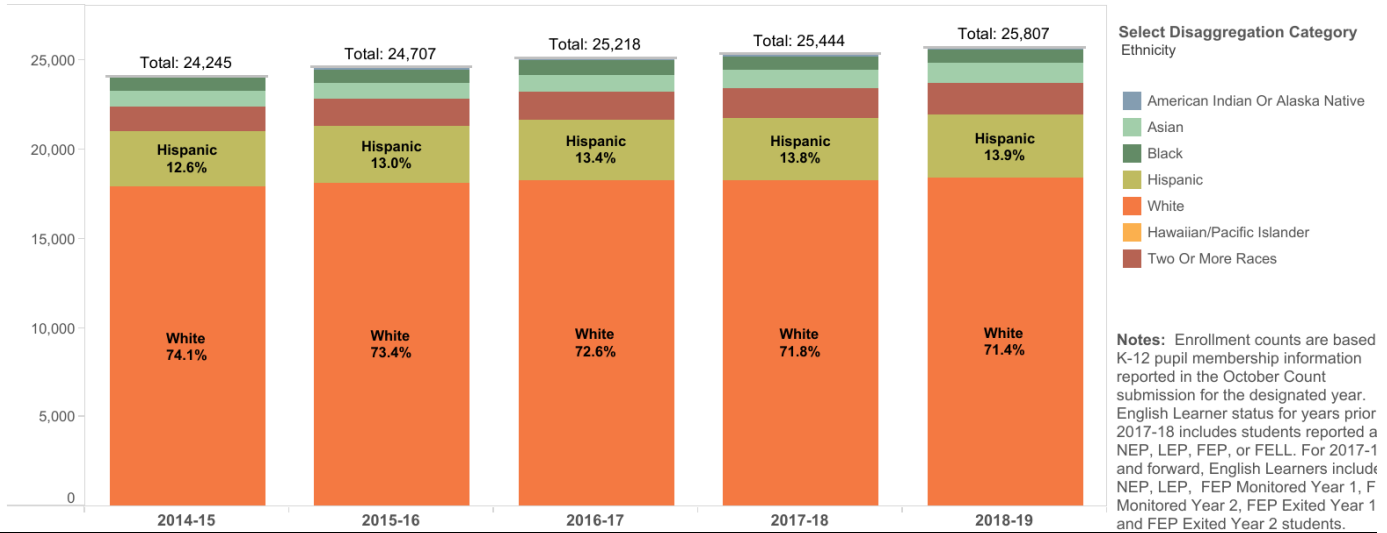


Appendix B: Student Demographics of Funded Districts and Charters

Academy District 20

DISTRICT
ACADEMY 20 (1040)

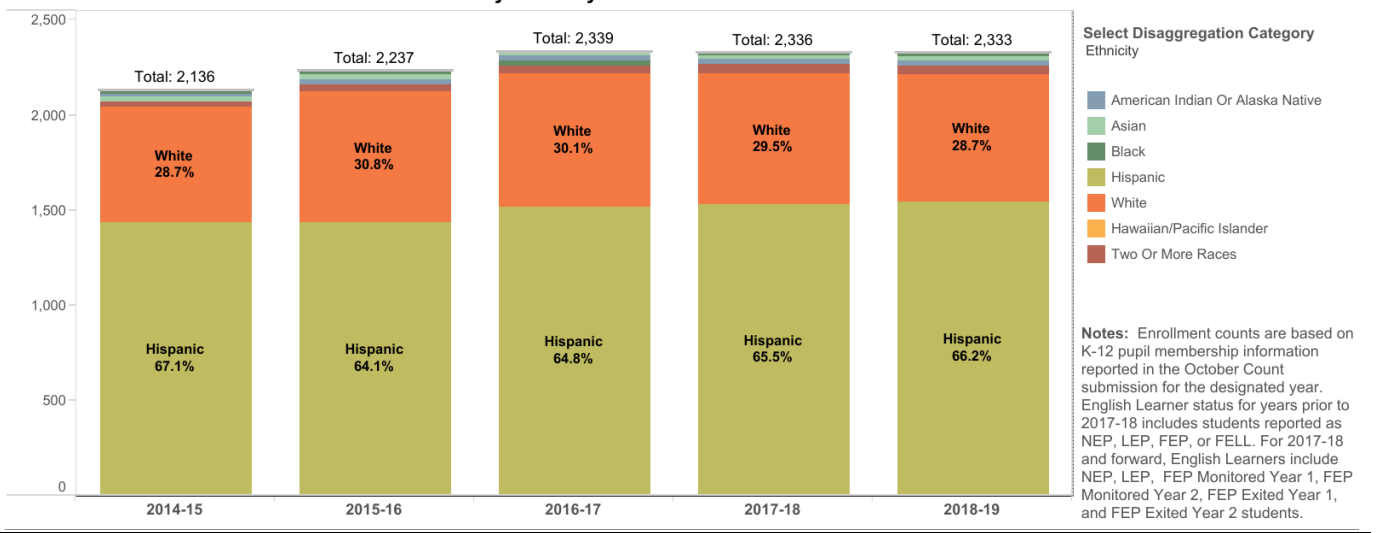
**Total Enrollment
by Ethnicity**



Alamosa

DISTRICT
ALAMOSA RE-11J (0100)

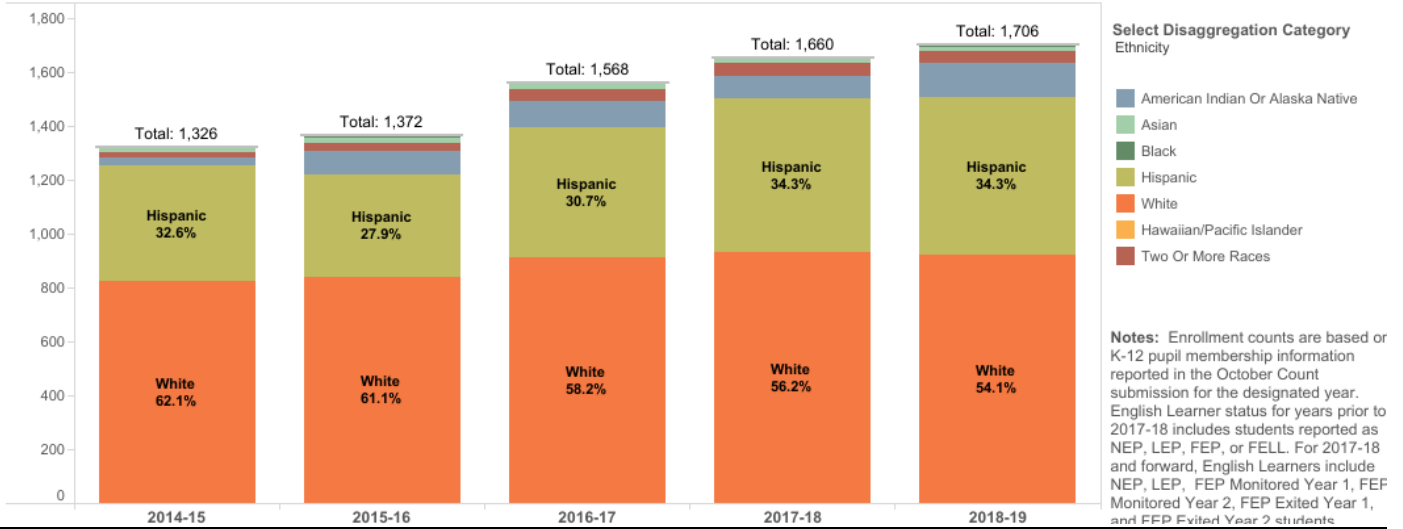
**Total Enrollment
by Ethnicity**



Archuleta 50JT

DISTRICT
ARCHULETA COUNTY 50 JT (0220)

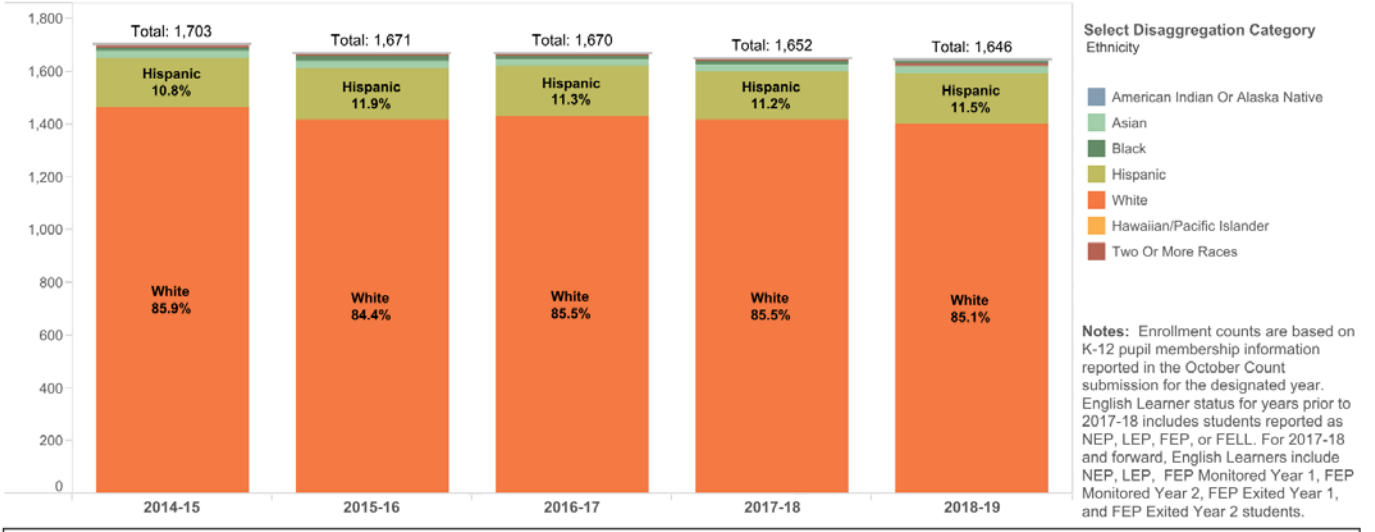
**Total Enrollment
by Ethnicity**



Aspen

DISTRICT
ASPEN 1 (2640)

**Total Enrollment
by Ethnicity**

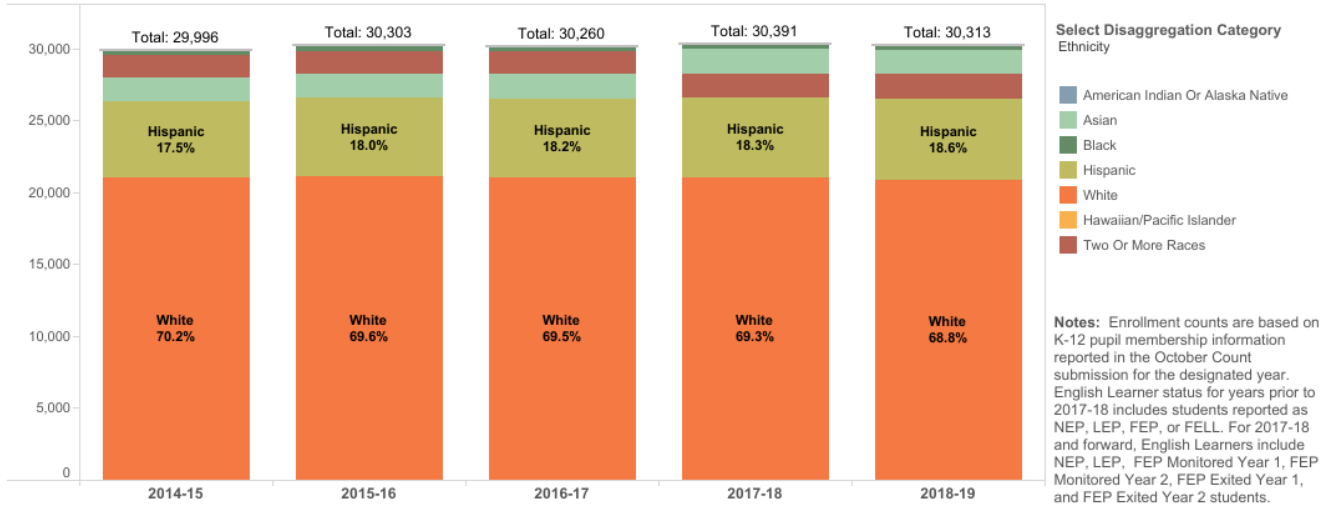


Boulder Valley



DISTRICT
BOULDER VALLEY RE 2 (0480)

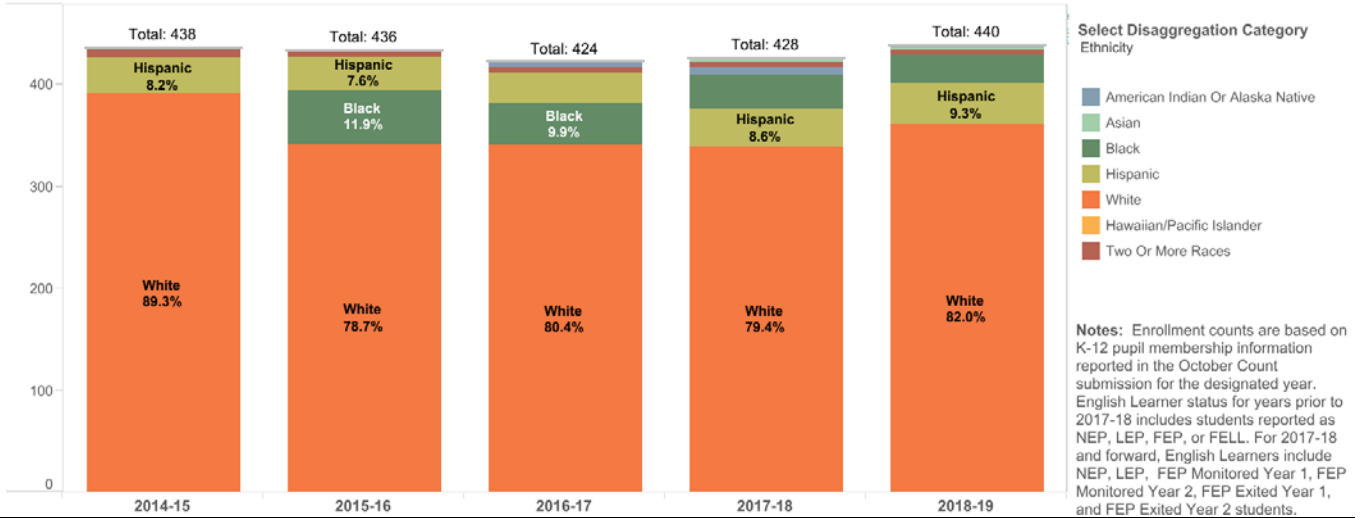
**Total Enrollment
by Ethnicity**



Calhan RJ-1 PP BOCES

DISTRICT
CALHAN RJ-1 (0970)

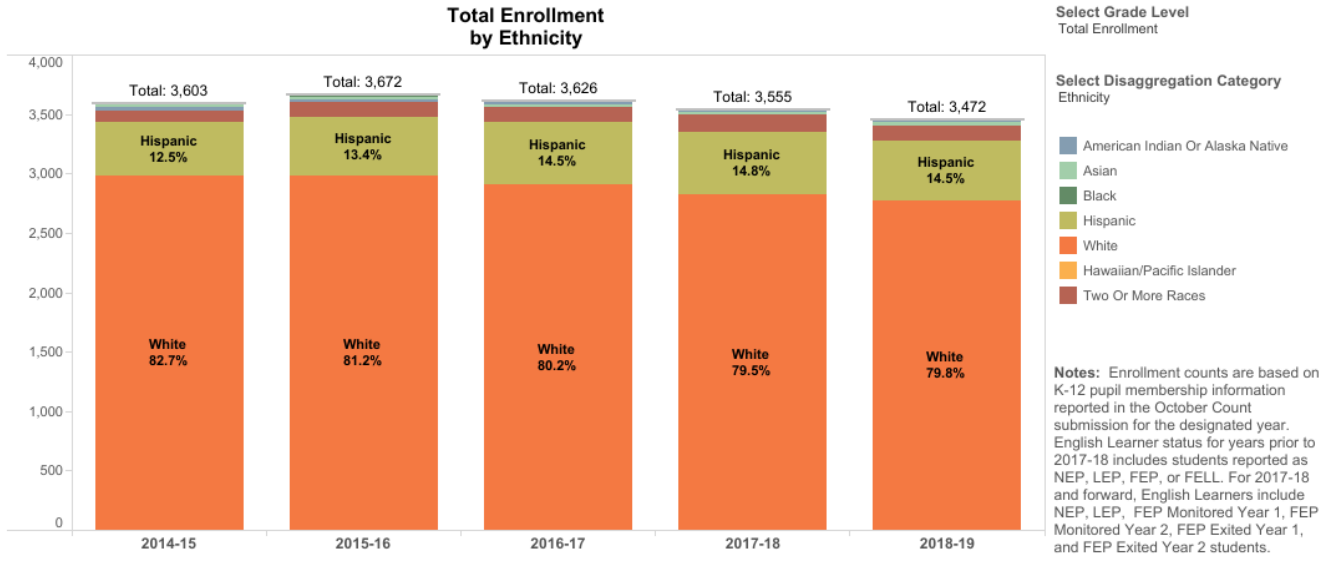
**Total Enrollment
by Ethnicity**



Cañon City Schools

DISTRICT
CANON CITY RE-1 (1140)

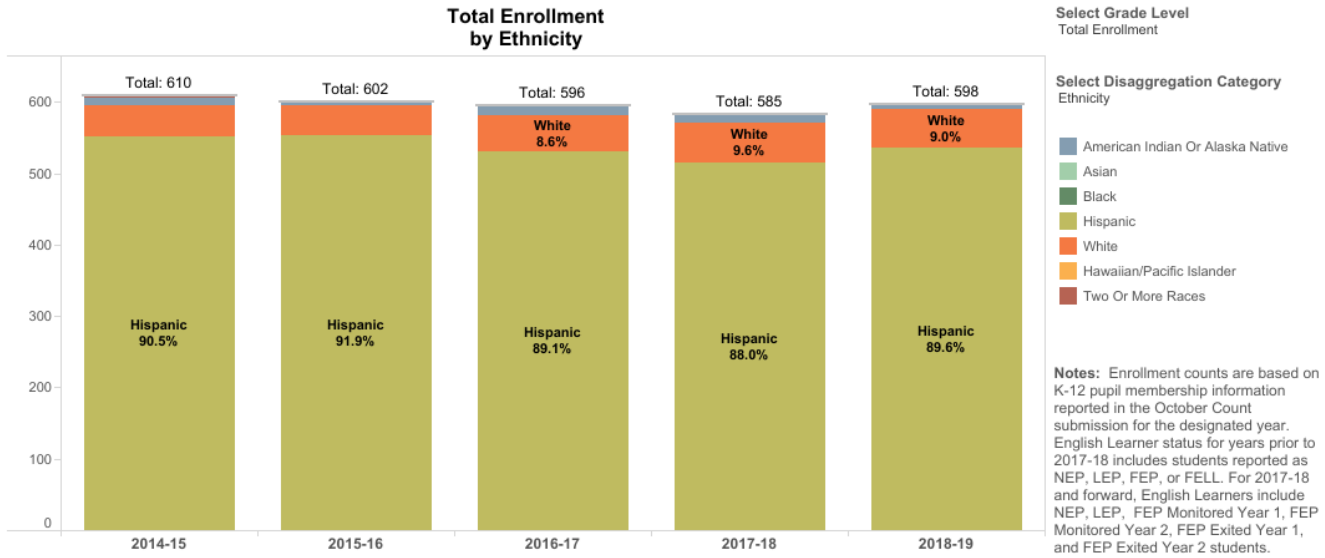
**Total Enrollment
by Ethnicity**



Center Consolidated

DISTRICT
CENTER 26 JT (2810)

**Total Enrollment
by Ethnicity**

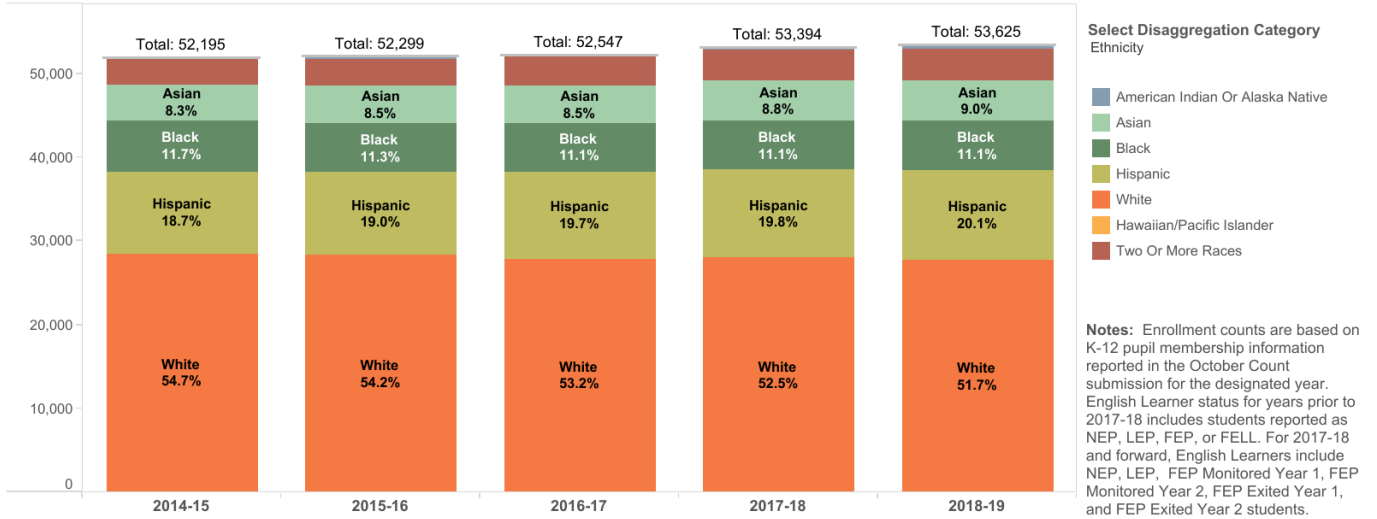


Cherry Creek



DISTRICT
CHERRY CREEK 5 (0130)

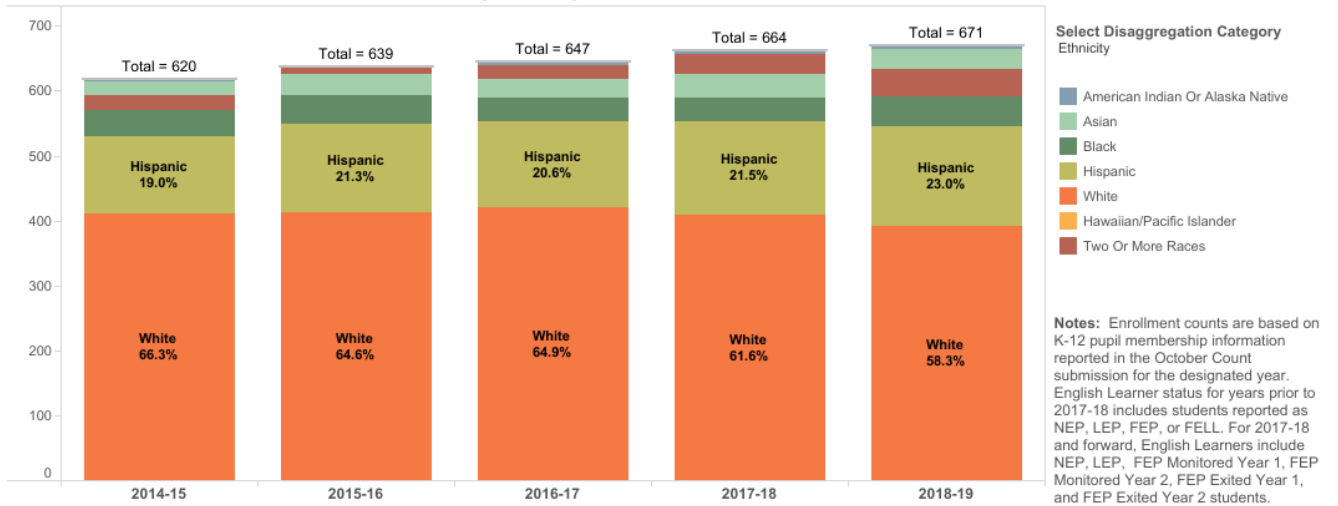
**Total Enrollment
by Ethnicity**



Colorado Early Colleges

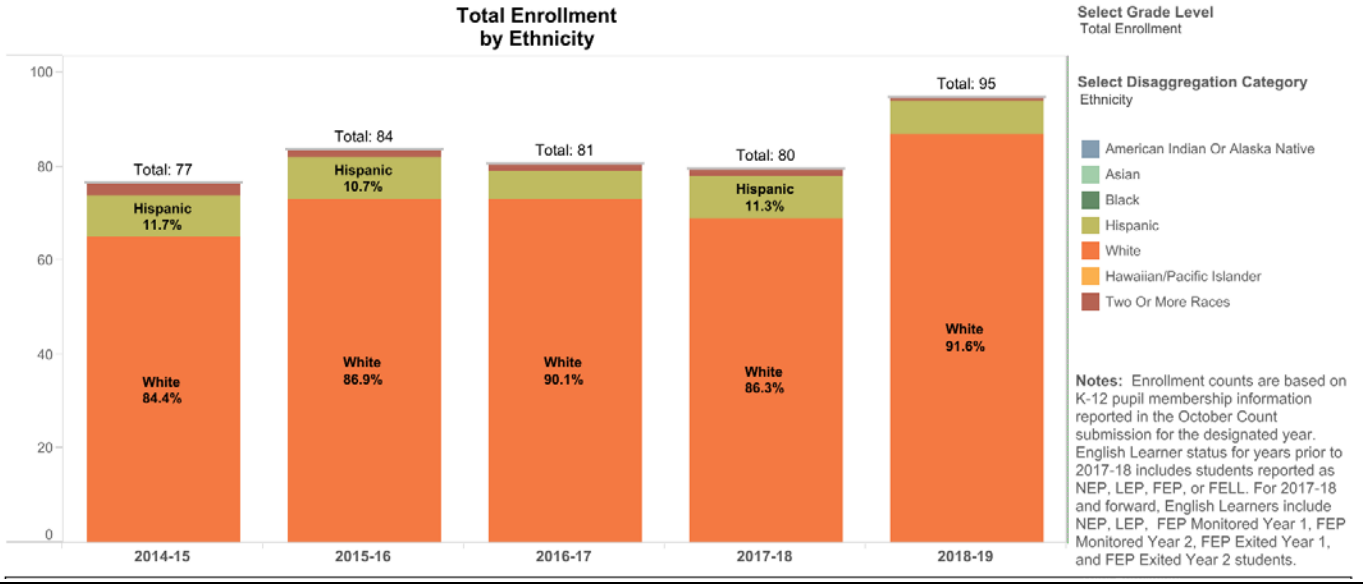
SCHOOL
CHARTER SCHOOL INSTITUTE (8001): COLORADO SPRINGS EARLY COLLEGES (1795)

**Total Enrollment
by Ethnicity**



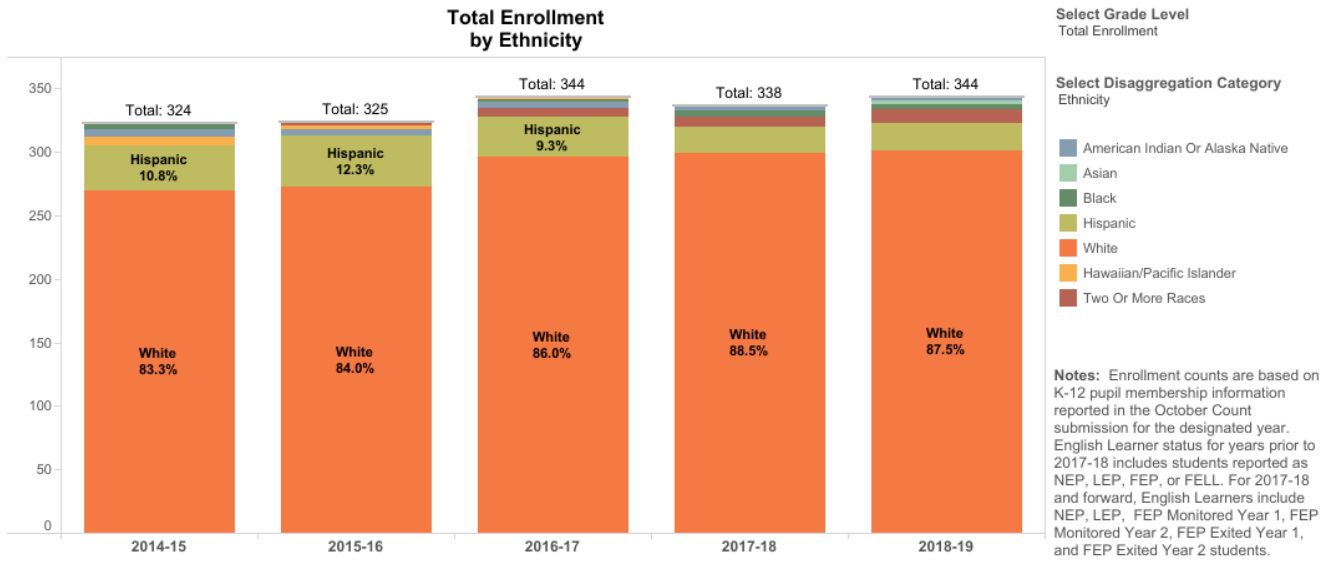
Creede

DISTRICT
CREEDE SCHOOL DISTRICT (2010)



Cripple Creek-Victor RE-1

DISTRICT
CRIPPLE CREEK-VICTOR RE-1 (3010)

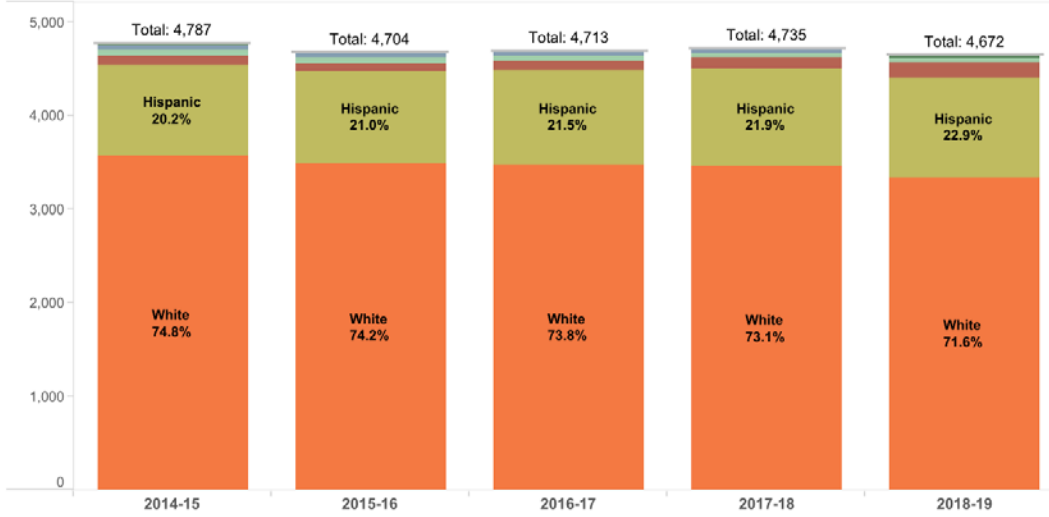


Delta 50J



DISTRICT
DELTA COUNTY 50(J) (0870)

Total Enrollment by Ethnicity



Select Grade Level
Total Enrollment

Select Disaggregation Category
Ethnicity

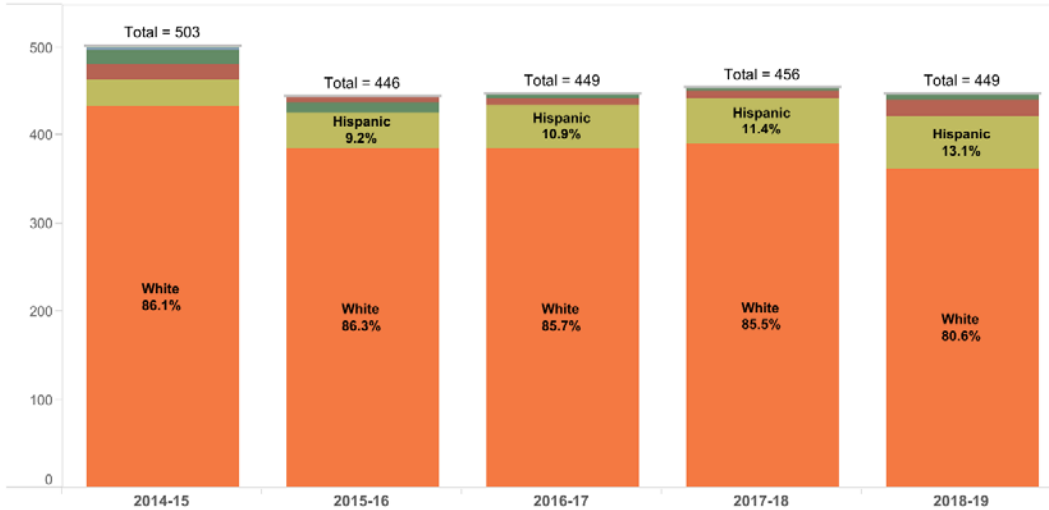
- American Indian Or Alaska Native
- Asian
- Black
- Hispanic
- White
- Hawaiian/Pacific Islander
- Two Or More Races

Notes: Enrollment counts are based on K-12 pupil membership information reported in the October Count submission for the designated year. English Learner status for years prior to 2017-18 includes students reported as NEP, LEP, FEP, or FELL. For 2017-18 and forward, English Learners include NEP, LEP, FEP Monitored Year 1, FEP Monitored Year 2, FEP Exited Year 1, and FEP Exited Year 2 students.

Delta 50J (Vision Charter Academy)

SCHOOL
DELTA COUNTY 50(J) (0870): VISION CHARTER ACADEMY (2166)

Total Enrollment by Ethnicity



Select Grade Level
Total Enrollment

Select Disaggregation Category
Ethnicity

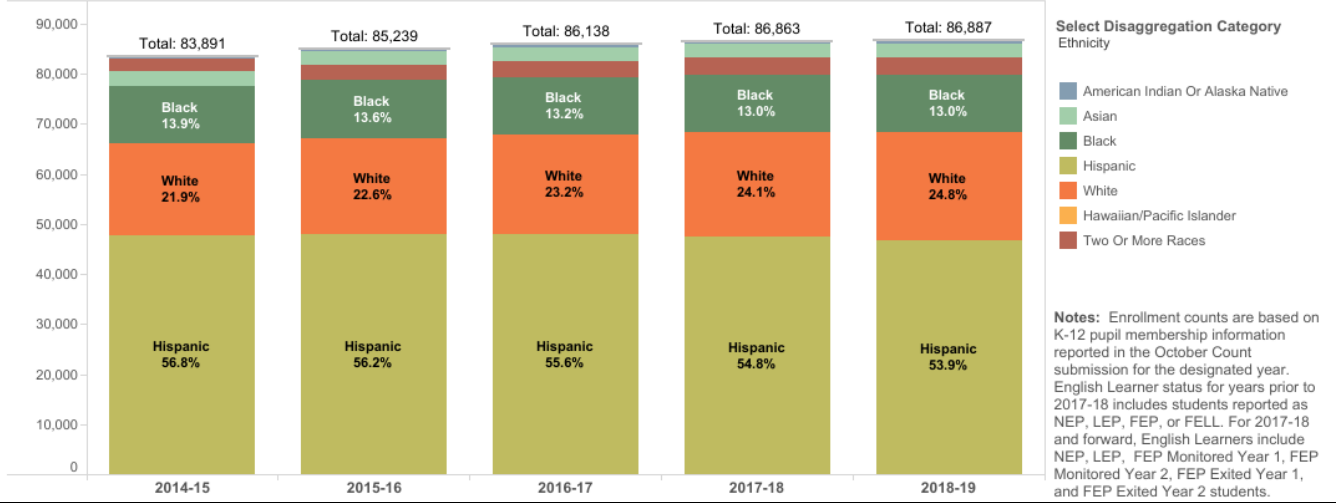
- American Indian Or Alaska Native
- Asian
- Black
- Hispanic
- White
- Hawaiian/Pacific Islander
- Two Or More Races

Notes: Enrollment counts are based on K-12 pupil membership information reported in the October Count submission for the designated year. English Learner status for years prior to 2017-18 includes students reported as NEP, LEP, FEP, or FELL. For 2017-18 and forward, English Learners include NEP, LEP, FEP Monitored Year 1, FEP Monitored Year 2, FEP Exited Year 1, and FEP Exited Year 2 students.

Denver County

DISTRICT
DENVER COUNTY 1 (0880)

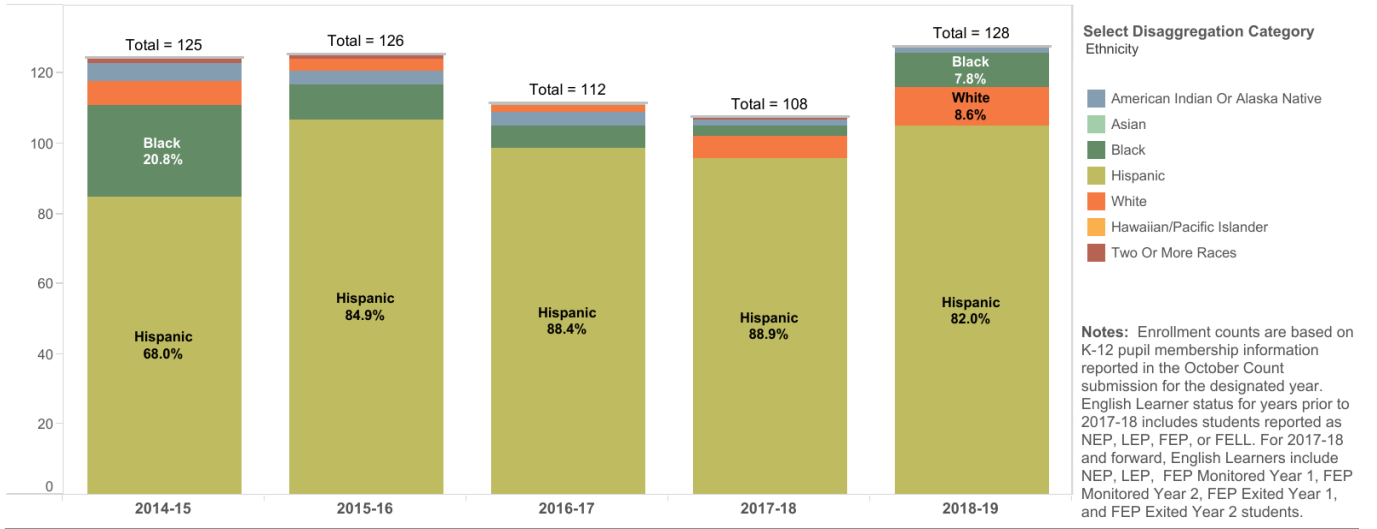
**Total Enrollment
by Ethnicity**



Denver Public Schools--Academy of Urban Learning

SCHOOL
DENVER COUNTY 1 (0880): ACADEMY OF URBAN LEARNING (0067)

**Total Enrollment
by Ethnicity**

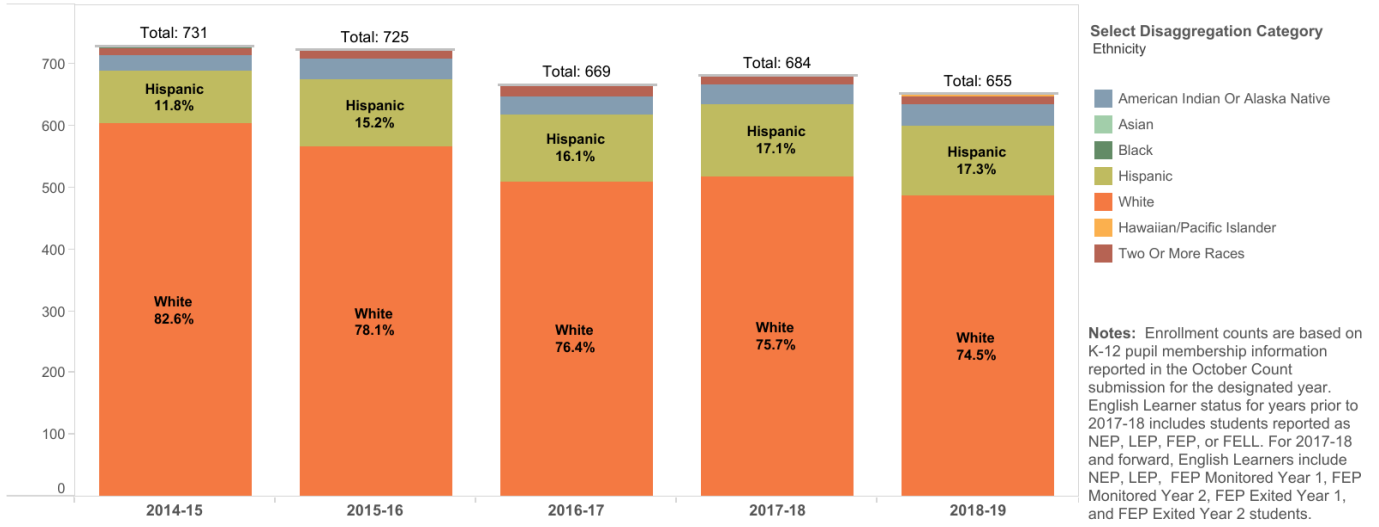


Dolores



DISTRICT
DOLORES RE-4A (2055)

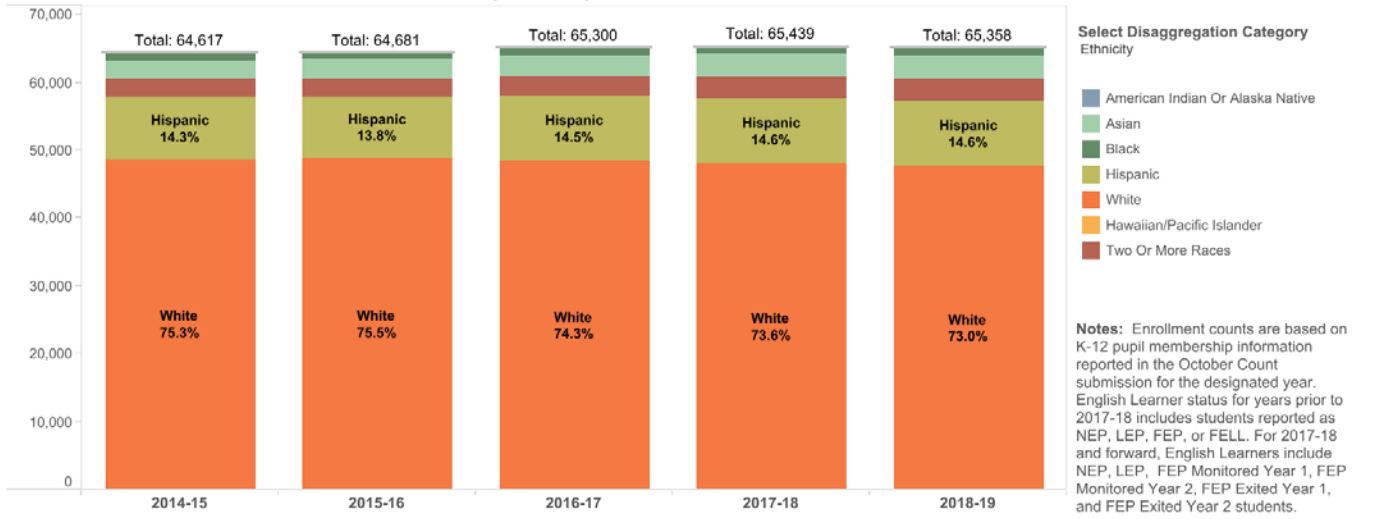
**Total Enrollment
by Ethnicity**



Douglas County

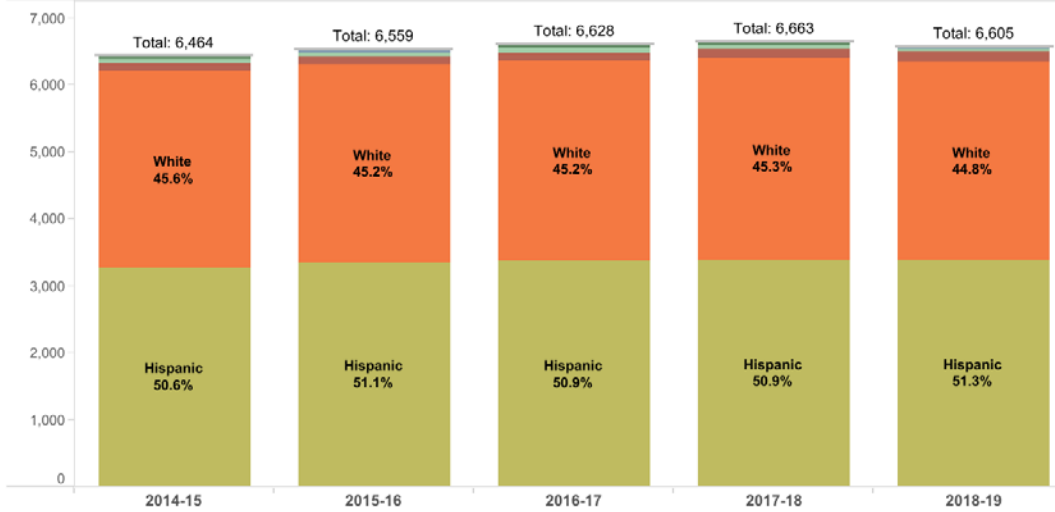
DISTRICT
DOUGLAS COUNTY RE 1 (0900)

**Total Enrollment
by Ethnicity**



DISTRICT
EAGLE COUNTY RE 50 (0910)

**Total Enrollment
by Ethnicity**



Select Grade Level
Total Enrollment

Select Disaggregation Category
Ethnicity

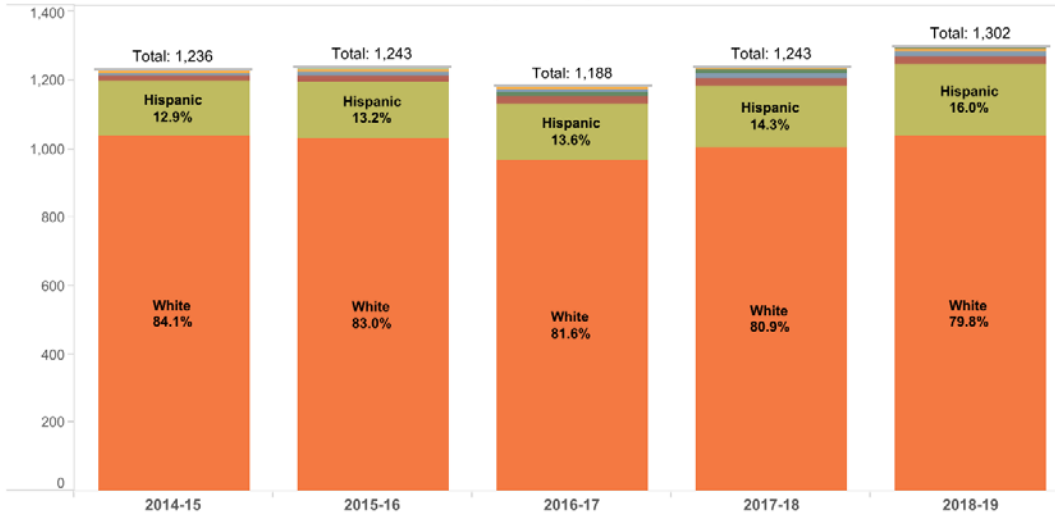
- American Indian Or Alaska Native
- Asian
- Black
- Hispanic
- White
- Hawaiian/Pacific Islander
- Two Or More Races

Notes: Enrollment counts are based on K-12 pupil membership information reported in the October Count submission for the designated year. English Learner status for years prior to 2017-18 includes students reported as NEP, LEP, FEP, or FELL. For 2017-18 and forward, English Learners include NEP, LEP, FEP Monitored Year 1, FEP Monitored Year 2, FEP Exited Year 1, and FEP Exited Year 2 students.

East Grand

DISTRICT
EAST GRAND 2 (1350)

**Total Enrollment
by Ethnicity**



Select Grade Level
Total Enrollment

Select Disaggregation Category
Ethnicity

- American Indian Or Alaska Native
- Asian
- Black
- Hispanic
- White
- Hawaiian/Pacific Islander
- Two Or More Races

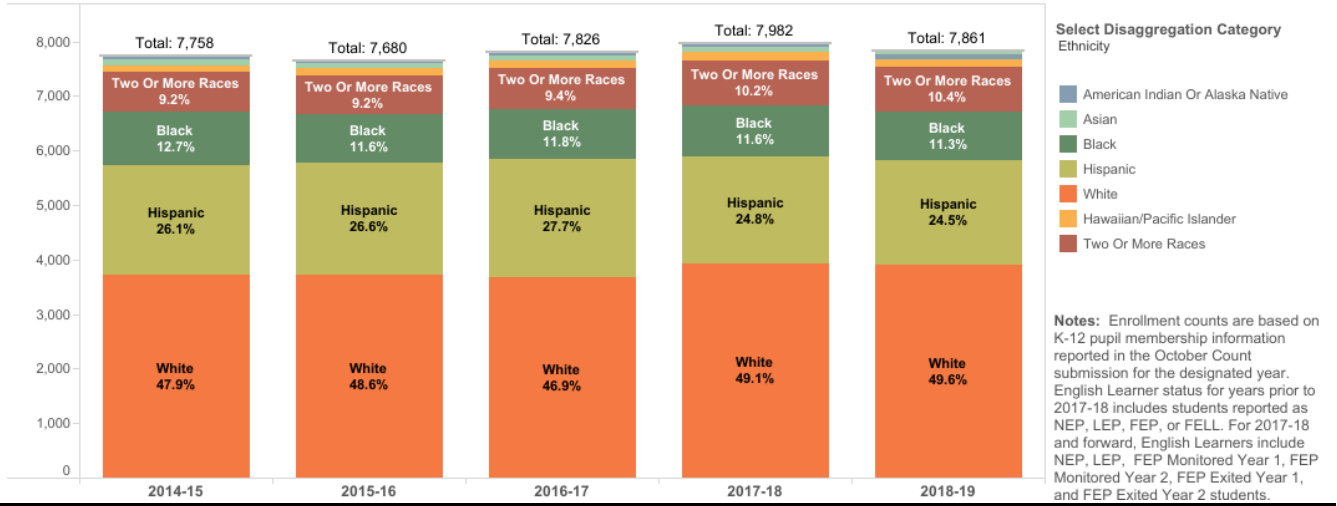
Notes: Enrollment counts are based on K-12 pupil membership information reported in the October Count submission for the designated year. English Learner status for years prior to 2017-18 includes students reported as NEP, LEP, FEP, or FELL. For 2017-18 and forward, English Learners include NEP, LEP, FEP Monitored Year 1, FEP Monitored Year 2, FEP Exited Year 1, and FEP Exited Year 2 students.

Fountain-Fort Carson



DISTRICT
FOUNTAIN 8 (1000)

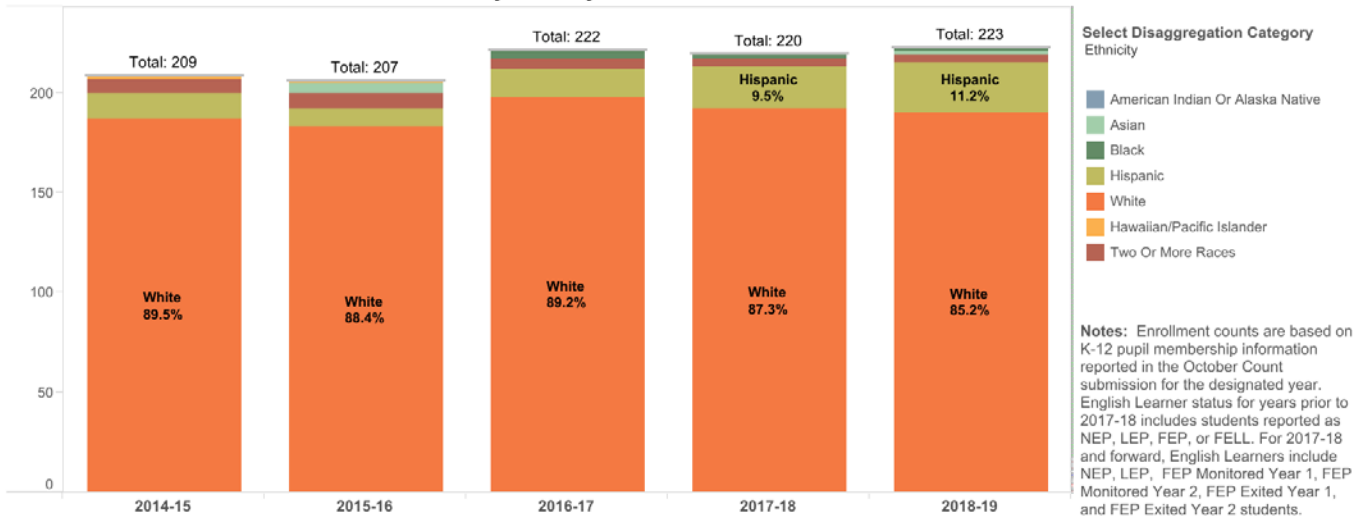
**Total Enrollment
by Ethnicity**



Edison 54 JT PP BOCES

DISTRICT
EDISON 54 JT (1120)

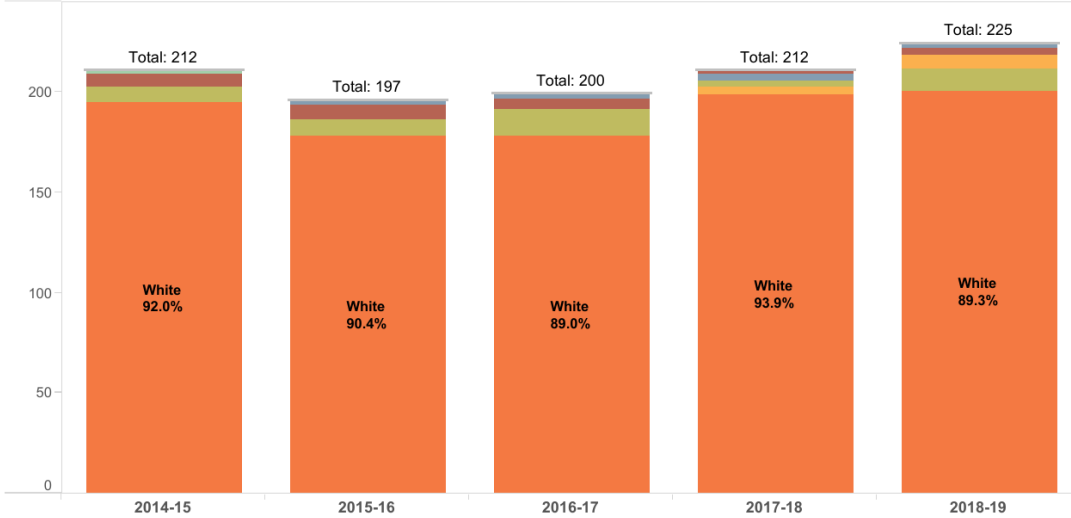
**Total Enrollment
by Ethnicity**



Elbert 200 PP BOCES

DISTRICT
ELBERT 200 (0950)

**Total Enrollment
by Ethnicity**



Select Grade Level
Total Enrollment

Select Disaggregation Category
Ethnicity

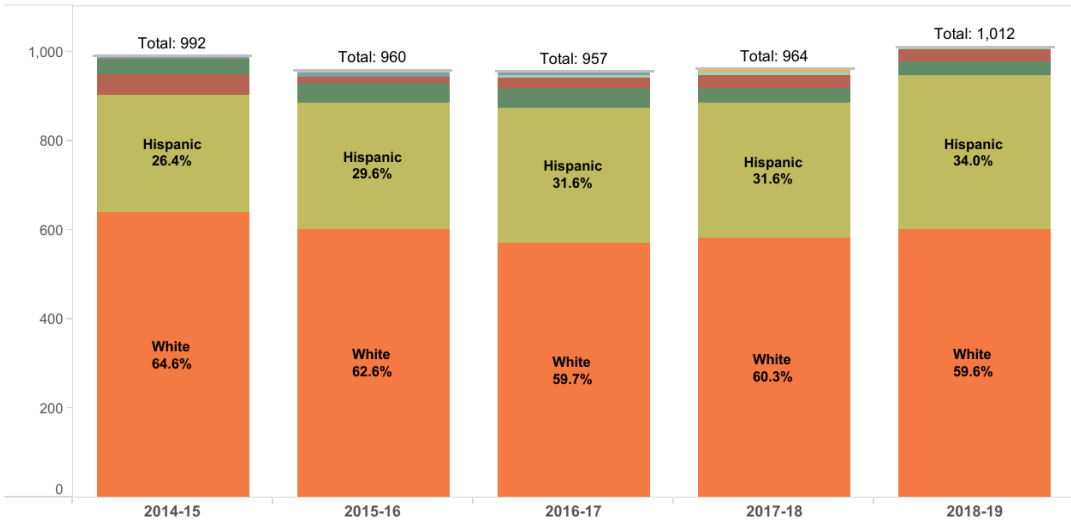
- American Indian Or Alaska Native
- Asian
- Black
- Hispanic
- White
- Hawaiian/Pacific Islander
- Two Or More Races

Notes: Enrollment counts are based on K-12 pupil membership information reported in the October Count submission for the designated year. English Learner status for years prior to 2017-18 includes students reported as NEP, LEP, FEP, or FELL. For 2017-18 and forward, English Learners include NEP, LEP, FEP Monitored Year 1, FEP Monitored Year 2, FEP Exited Year 1, and FEP Exited Year 2 students.

Ellicott 22 PP BOCES

DISTRICT
ELLICOTT 22 (1050)

**Total Enrollment
by Ethnicity**



Select Grade Level
Total Enrollment

Select Disaggregation Category
Ethnicity

- American Indian Or Alaska Native
- Asian
- Black
- Hispanic
- White
- Hawaiian/Pacific Islander
- Two Or More Races

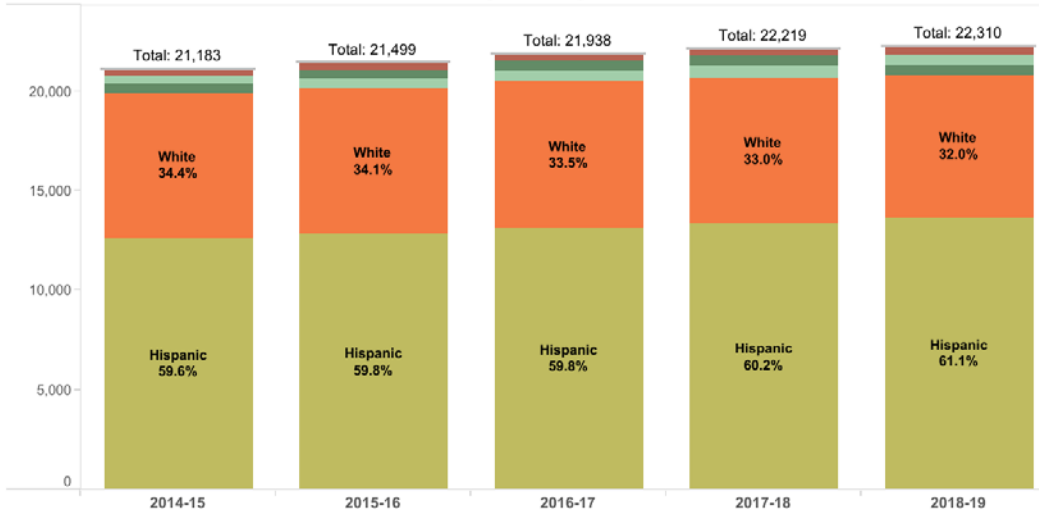
Notes: Enrollment counts are based on K-12 pupil membership information reported in the October Count submission for the designated year. English Learner status for years prior to 2017-18 includes students reported as NEP, LEP, FEP, or FELL. For 2017-18 and forward, English Learners include NEP, LEP, FEP Monitored Year 1, FEP Monitored Year 2, FEP Exited Year 1, and FEP Exited Year 2 students.

Greeley-Evans 6



DISTRICT
GREELEY 6 (3120)

**Total Enrollment
by Ethnicity**



Select Grade Level
Total Enrollment

Select Disaggregation Category
Ethnicity

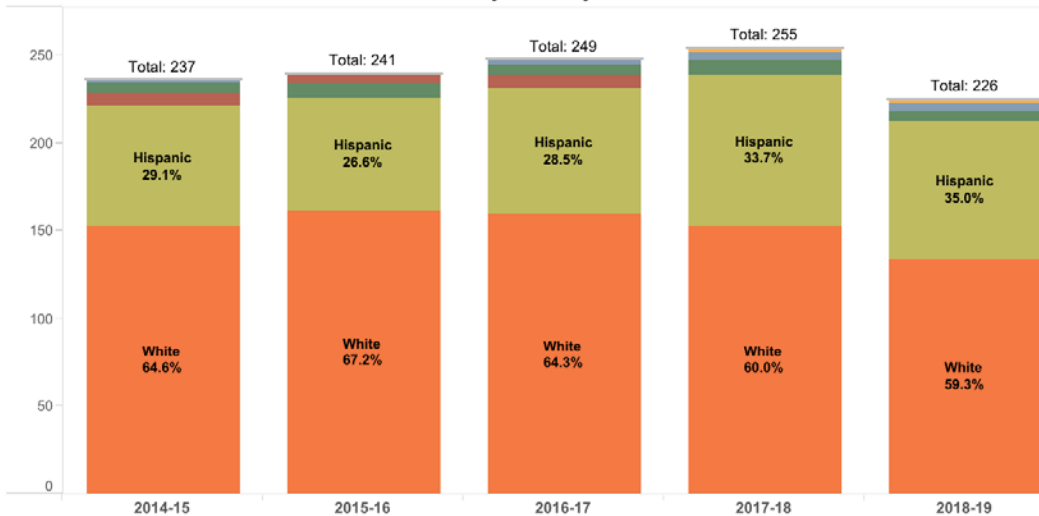
- American Indian Or Alaska Native
- Asian
- Black
- Hispanic
- White
- Hawaiian/Pacific Islander
- Two Or More Races

Notes: Enrollment counts are based on K-12 pupil membership information reported in the October Count submission for the designated year. English Learner status for years prior to 2017-18 includes students reported as NEP, LEP, FEP, or FELL. For 2017-18 and forward, English Learners include NEP, LEP, FEP Monitored Year 1, FEP Monitored Year 2, FEP Exited Year 1, and FEP Exited Year 2 students.

Hanover 28 PP BOCES

DISTRICT
HANOVER 28 (1070)

**Total Enrollment
by Ethnicity**



Select Grade Level
Total Enrollment

Select Disaggregation Category
Ethnicity

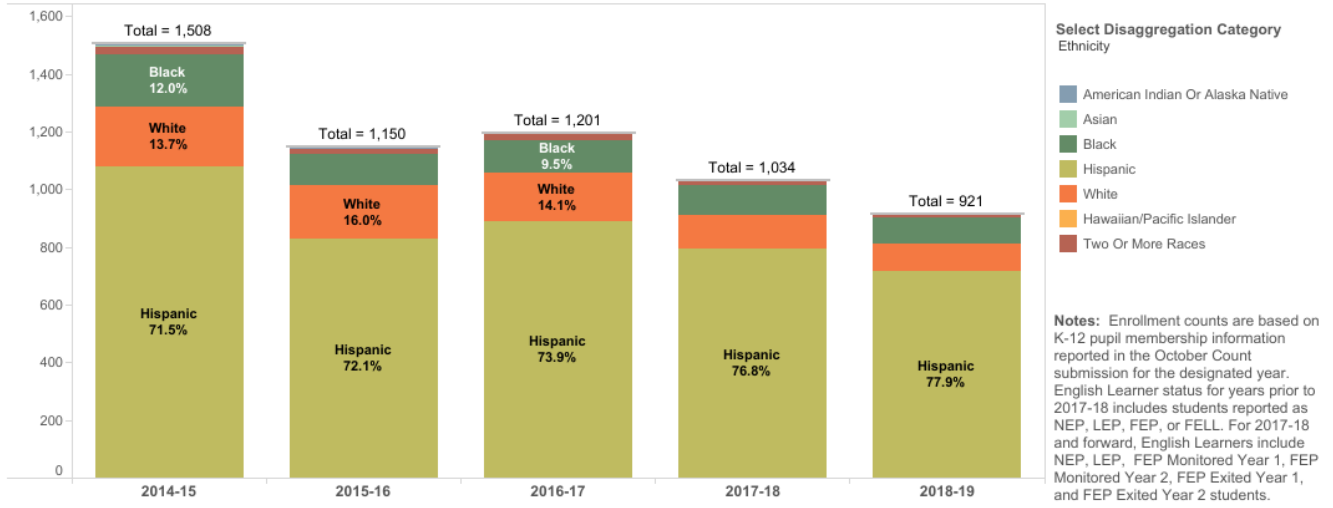
- American Indian Or Alaska Native
- Asian
- Black
- Hispanic
- White
- Hawaiian/Pacific Islander
- Two Or More Races

Notes: Enrollment counts are based on K-12 pupil membership information reported in the October Count submission for the designated year. English Learner status for years prior to 2017-18 includes students reported as NEP, LEP, FEP, or FELL. For 2017-18 and forward, English Learners include NEP, LEP, FEP Monitored Year 1, FEP Monitored Year 2, FEP Exited Year 1, and FEP Exited Year 2 students.

Hope Online Elementary

SCHOOL
DOUGLAS COUNTY RE 1 (0900): HOPE ONLINE LEARNING ACADEMY ELEMENTARY (3863)

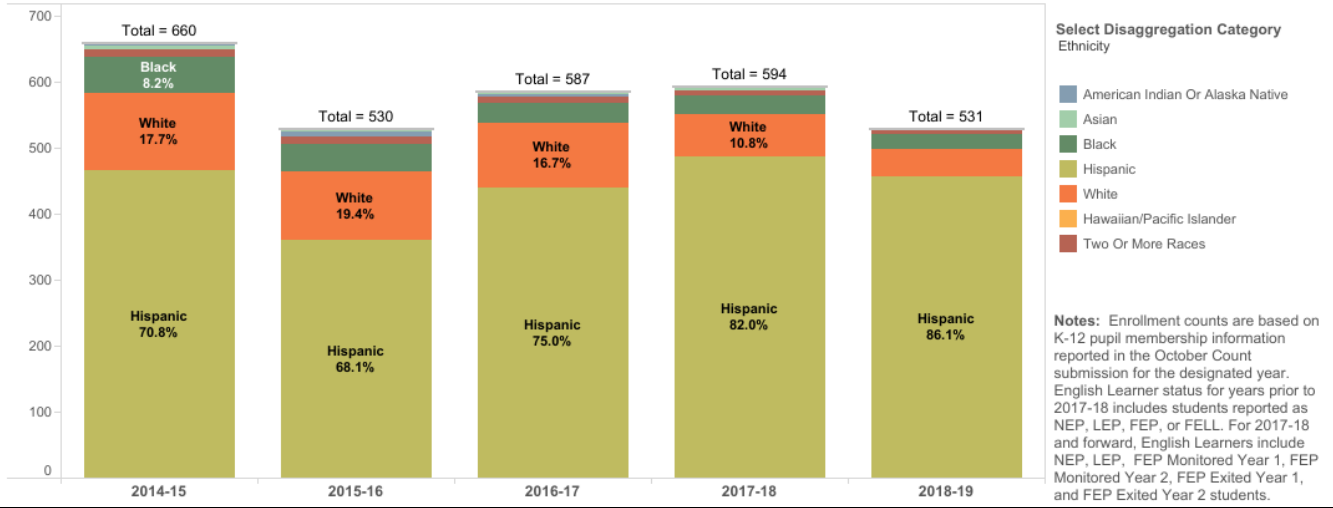
**Total Enrollment
by Ethnicity**



Hope Online Middle School

SCHOOL
DOUGLAS COUNTY RE 1 (0900): HOPE ONLINE LEARNING ACADEMY MIDDLE SCHOOL (3847)

**Total Enrollment
by Ethnicity**

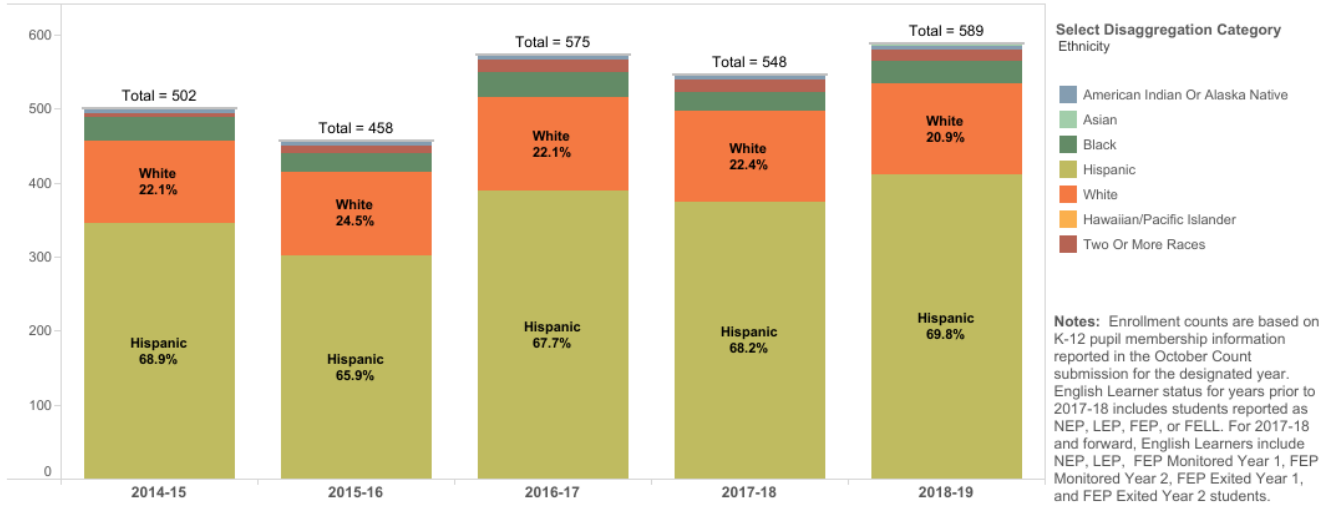


Hope Online High School



SCHOOL
DOUGLAS COUNTY RE 1 (0900): HOPE ONLINE LEARNING ACADEMY HIGH SCHOOL (3995)

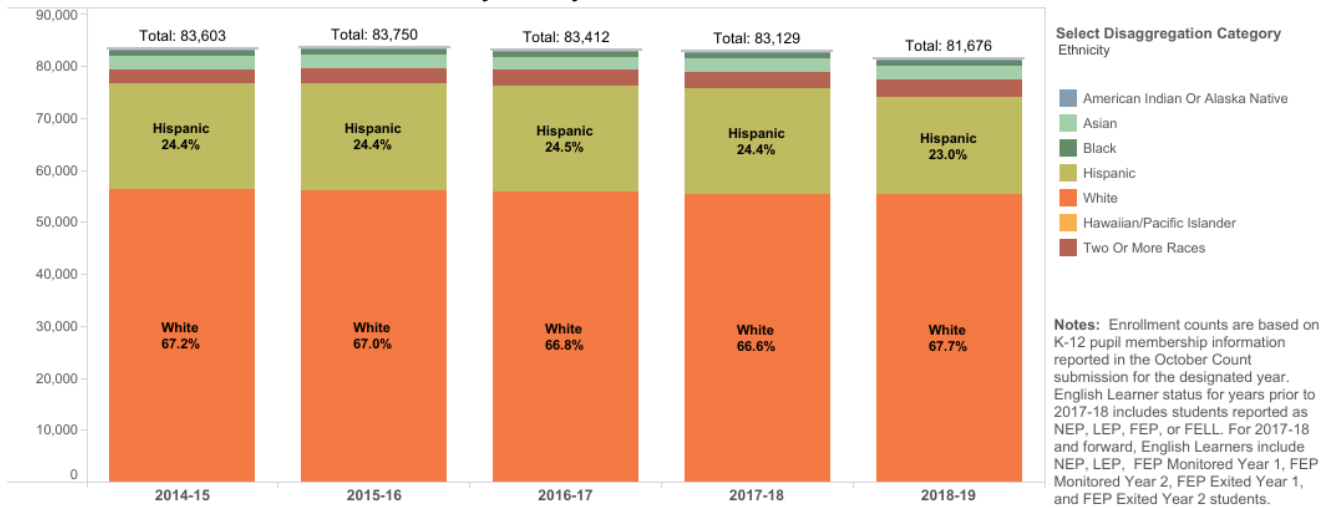
Total Enrollment by Ethnicity



Jefferson County

DISTRICT
JEFFERSON COUNTY R-1 (1420)

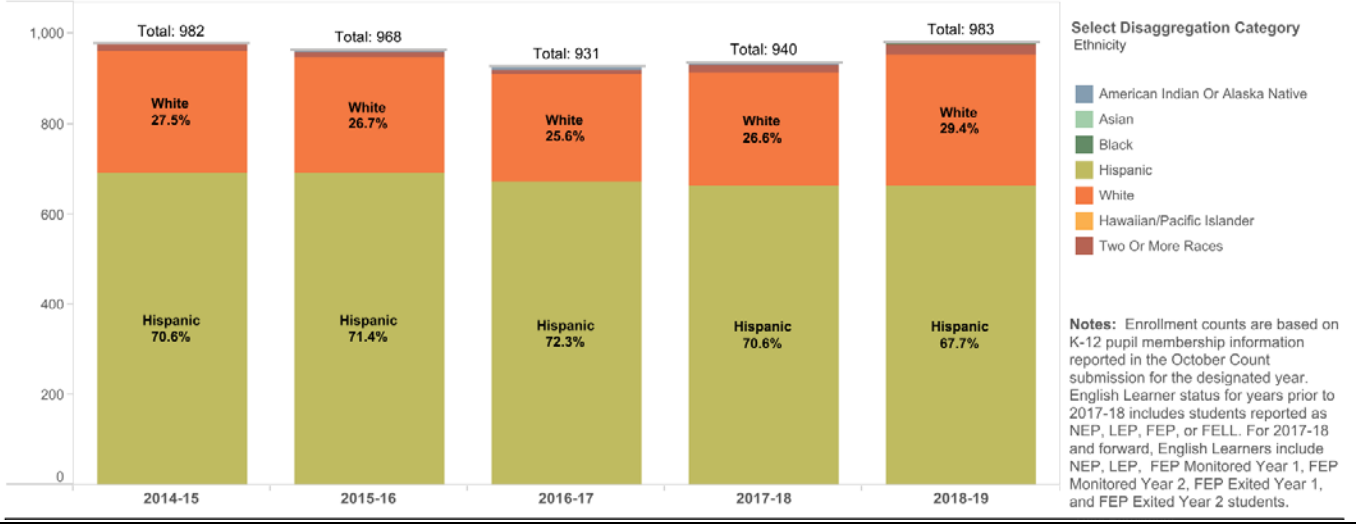
Total Enrollment by Ethnicity



Lake County

DISTRICT
LAKE COUNTY R-1 (1510)

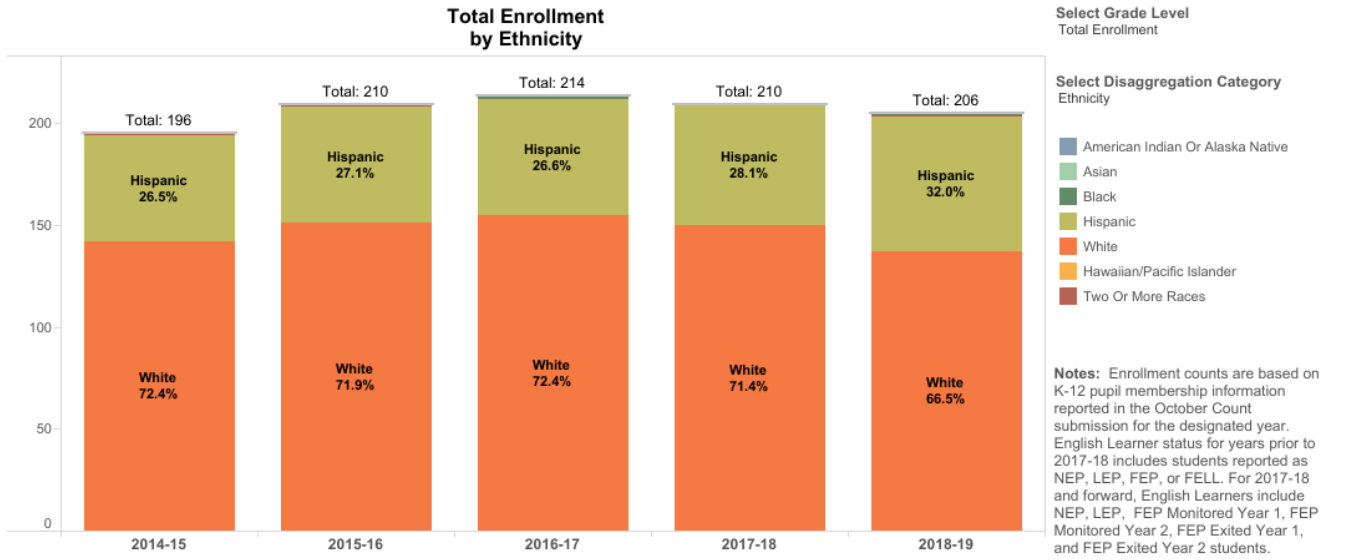
**Total Enrollment
by Ethnicity**



LaVeta RE-2

DISTRICT
LA VETA RE-2 (1400)

**Total Enrollment
by Ethnicity**

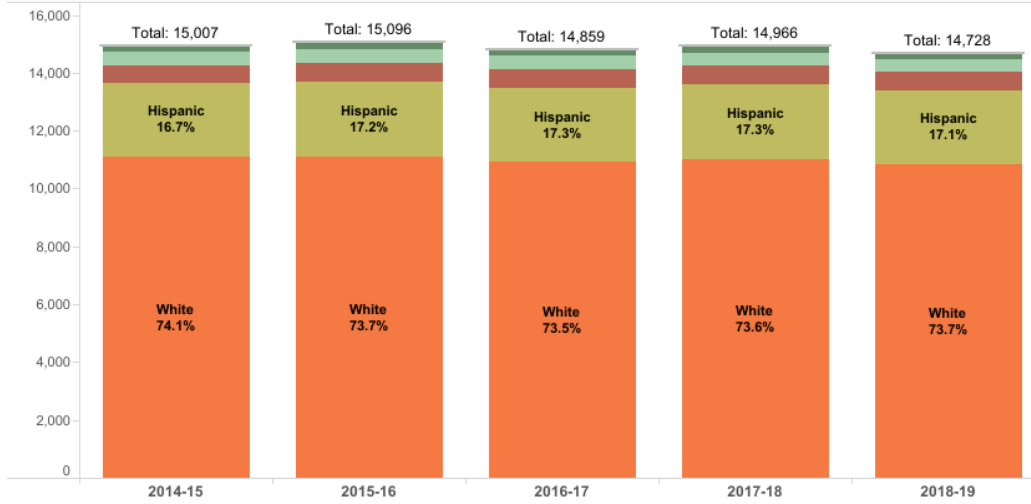


Littleton



DISTRICT
LITTLETON 6 (0140)

**Total Enrollment
by Ethnicity**



Select Grade Level
Total Enrollment

Select Disaggregation Category
Ethnicity

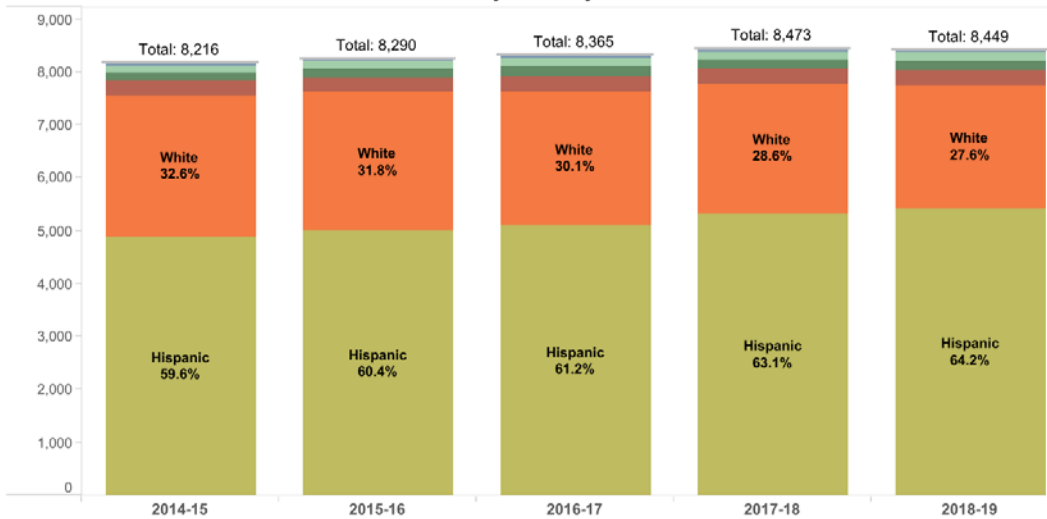
- American Indian Or Alaska Native
- Asian
- Black
- Hispanic
- White
- Hawaiian/Pacific Islander
- Two Or More Races

Notes: Enrollment counts are based on K-12 pupil membership information reported in the October Count submission for the designated year. English Learner status for years prior to 2017-18 includes students reported as NEP, LEP, FEP, or FELL. For 2017-18 and forward, English Learners include NEP, LEP, FEP Monitored Year 1, FEP Monitored Year 2, FEP Exited Year 1, and FEP Exited Year 2 students.

Mapleton

DISTRICT
MAPLETON 1 (0010)

**Total Enrollment
by Ethnicity**



Select Grade Level
Total Enrollment

Select Disaggregation Category
Ethnicity

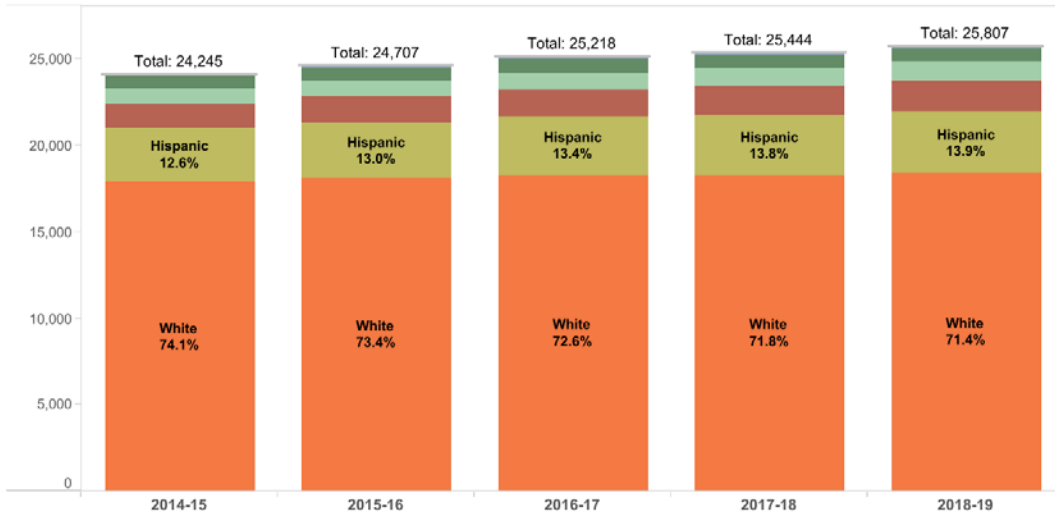
- American Indian Or Alaska Native
- Asian
- Black
- Hispanic
- White
- Hawaiian/Pacific Islander
- Two Or More Races

Notes: Enrollment counts are based on K-12 pupil membership information reported in the October Count submission for the designated year. English Learner status for years prior to 2017-18 includes students reported as NEP, LEP, FEP, or FELL. For 2017-18 and forward, English Learners include NEP, LEP, FEP Monitored Year 1, FEP Monitored Year 2, FEP Exited Year 1, and FEP Exited Year 2 students.

Mesa County D51

DISTRICT
ACADEMY 20 (1040)

**Total Enrollment
by Ethnicity**



Select Grade Level
Total Enrollment

Select Disaggregation Category
Ethnicity

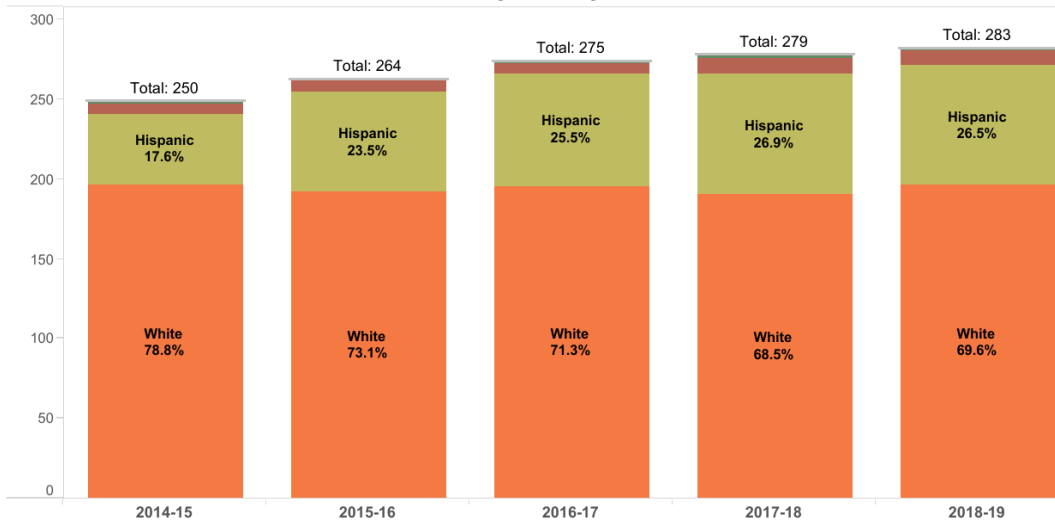
- American Indian Or Alaska Native
- Asian
- Black
- Hispanic
- White
- Hawaiian/Pacific Islander
- Two Or More Races

Notes: Enrollment counts are based on K-12 pupil membership information reported in the October Count submission for the designated year. English Learner status for years prior to 2017-18 includes students reported as NEP, LEP, FEP, or FELL. For 2017-18 and forward, English Learners include NEP, LEP, FEP Monitored Year 1, FEP Monitored Year 2, FEP Exited Year 1, and FEP Exited Year 2 students.

Miami-Yoder 60JT PP BOCES

DISTRICT
MIAMI/YODER 60 JT (1130)

**Total Enrollment
by Ethnicity**



Select Grade Level
Total Enrollment

Select Disaggregation Category
Ethnicity

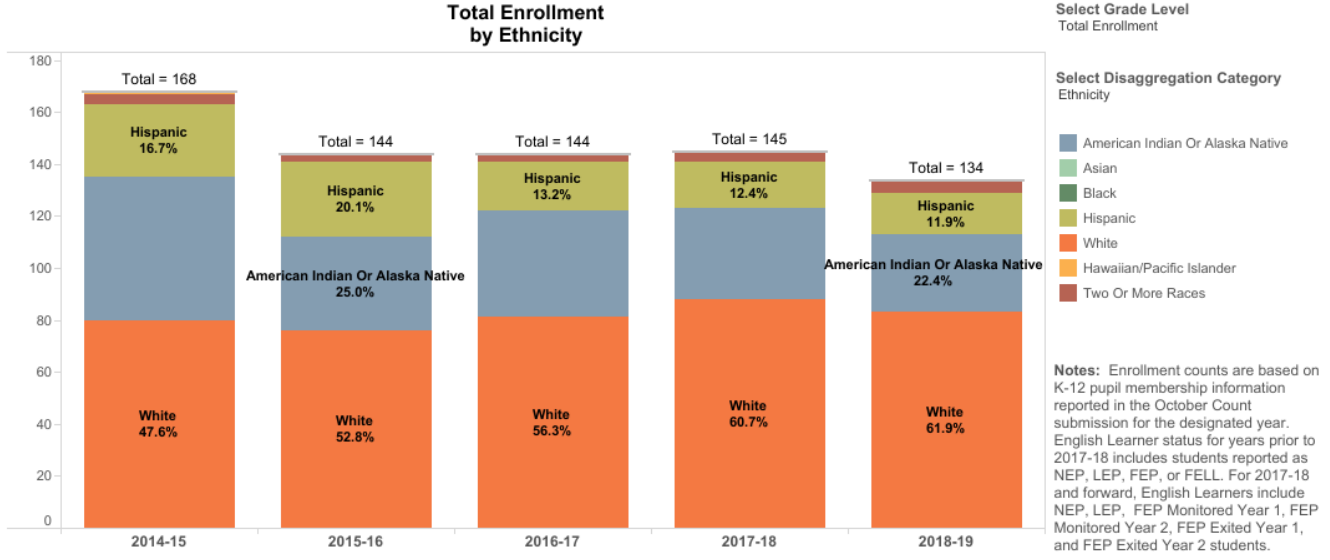
- American Indian Or Alaska Native
- Asian
- Black
- Hispanic
- White
- Hawaiian/Pacific Islander
- Two Or More Races

Notes: Enrollment counts are based on K-12 pupil membership information reported in the October Count submission for the designated year. English Learner status for years prior to 2017-18 includes students reported as NEP, LEP, FEP, or FELL. For 2017-18 and forward, English Learners include NEP, LEP, FEP Monitored Year 1, FEP Monitored Year 2, FEP Exited Year 1, and FEP Exited Year 2 students.

Montezuma-Cortez

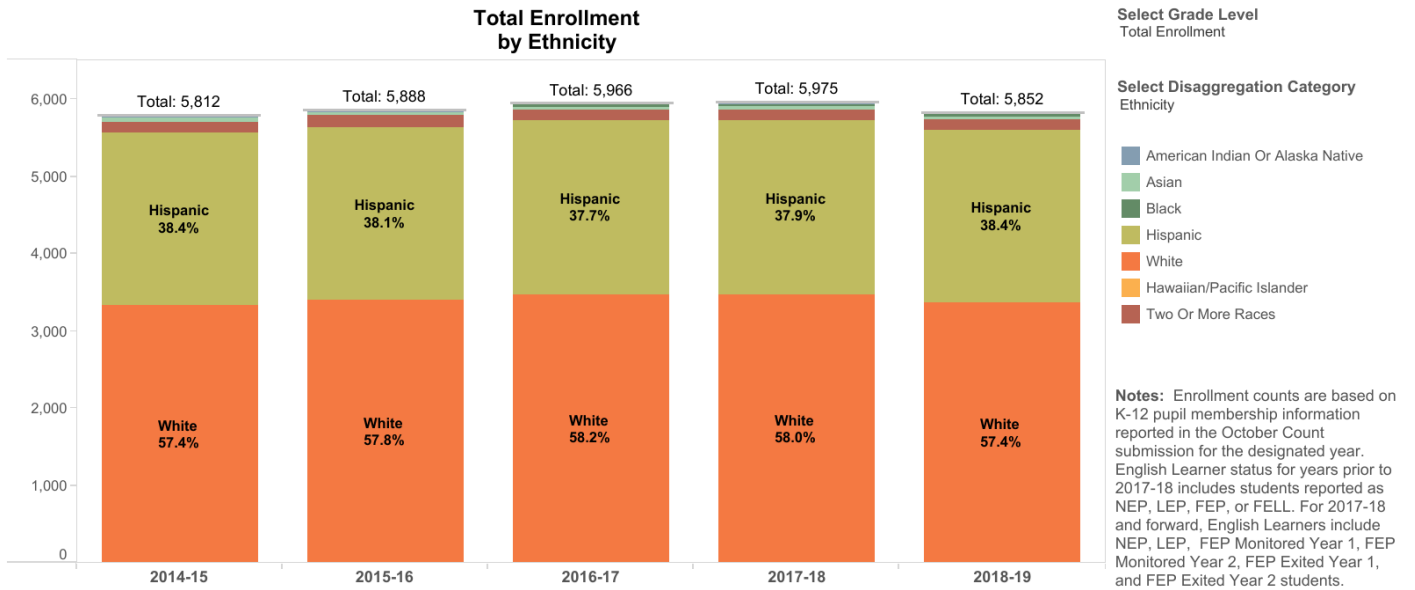


SCHOOL
MONTEZUMA-CORTEZ RE-1 (2035); SOUTHWEST OPEN CHARTER SCHOOL (8133)



Montrose County

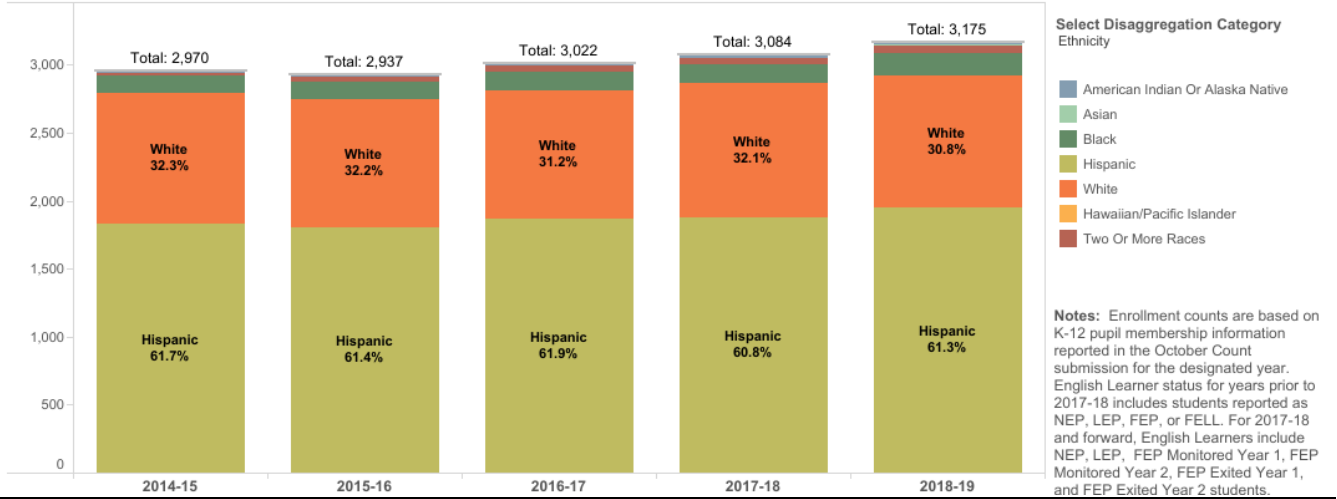
DISTRICT
MONTROSE COUNTY RE-1J (2180)



Morgan County

DISTRICT
FORT MORGAN RE-3 (2405)

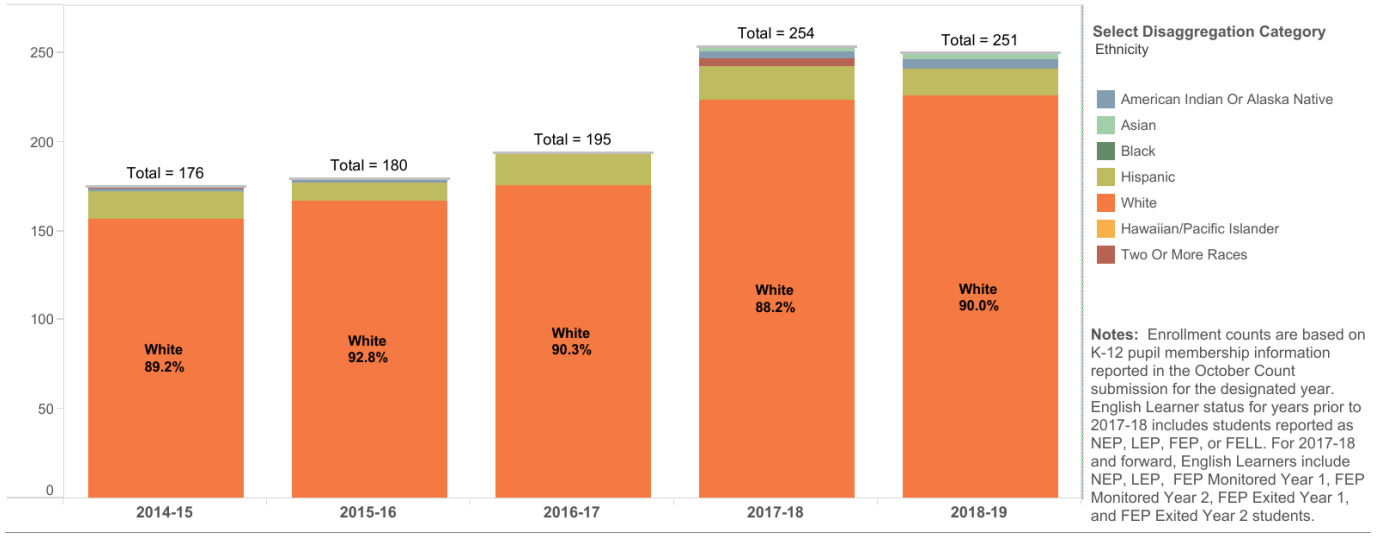
**Total Enrollment
by Ethnicity**



Mountain Middle School

SCHOOL
CHARTER SCHOOL INSTITUTE (8001): MOUNTAIN MIDDLE SCHOOL (5453)

**Total Enrollment
by Ethnicity**

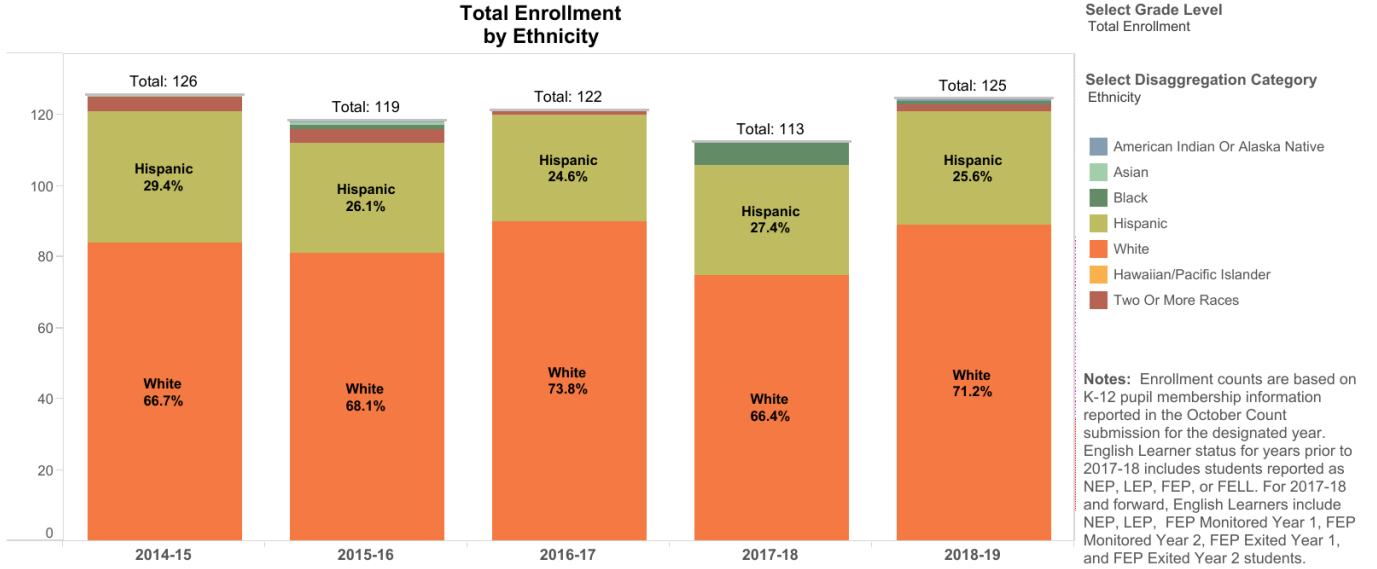


Mountain Valley RE1



DISTRICT
MOUNTAIN VALLEY RE 1 (2790)

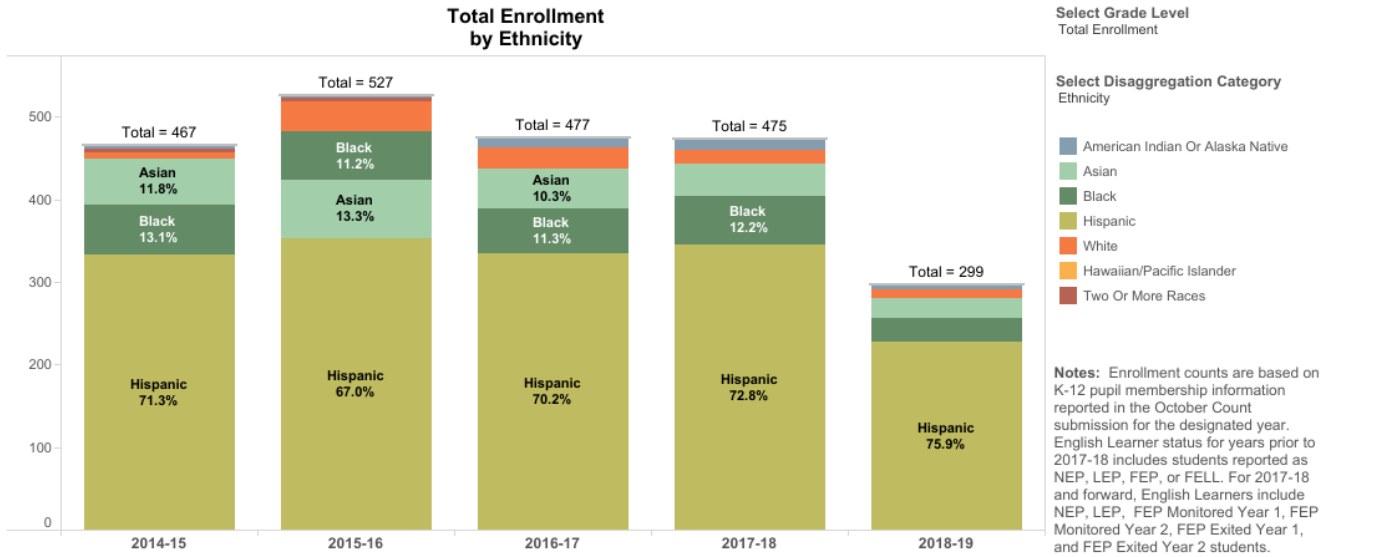
**Total Enrollment
by Ethnicity**



New America - Lowry

SCHOOL
CHARTER SCHOOL INSTITUTE (8001): NEW AMERICA SCHOOL - LOWRY (6219)

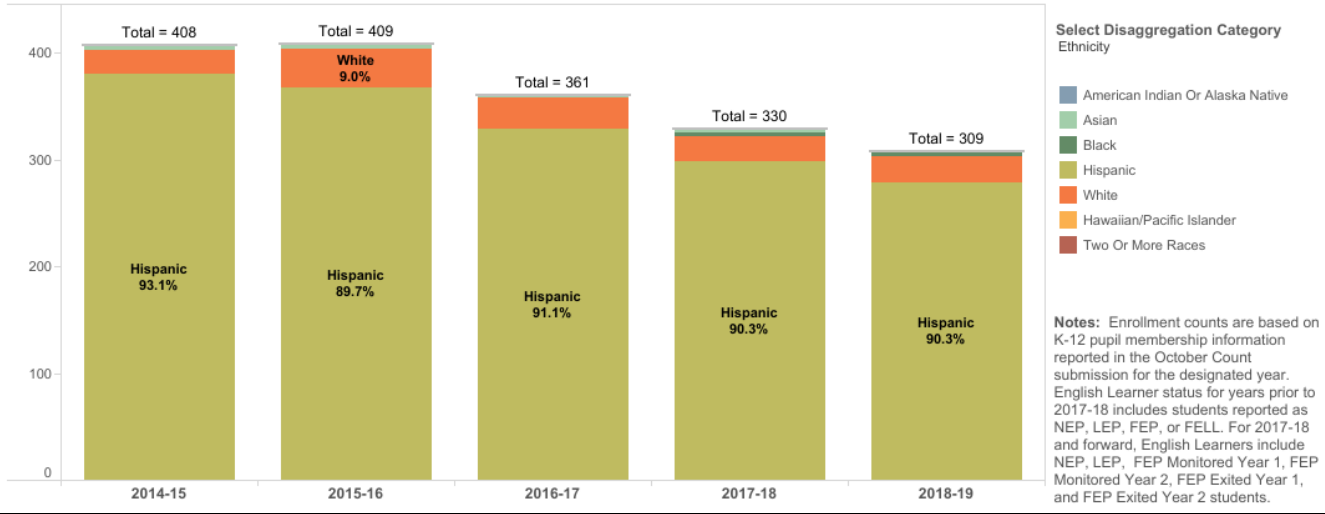
**Total Enrollment
by Ethnicity**



New America - Thornton

SCHOOL
ADAMS 12 FIVE STAR SCHOOLS (0020); NEW AMERICA SCHOOL - THORNTON (4699)

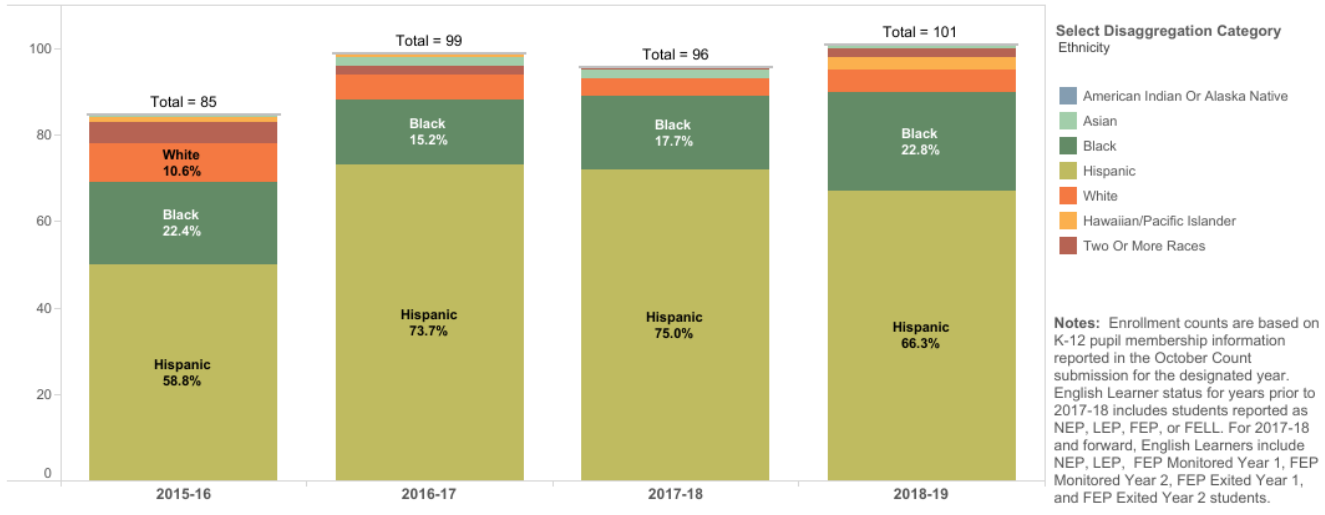
**Total Enrollment
by Ethnicity**



New Legacy

SCHOOL
CHARTER SCHOOL INSTITUTE (8001); NEW LEGACY CHARTER SCHOOL (6266)

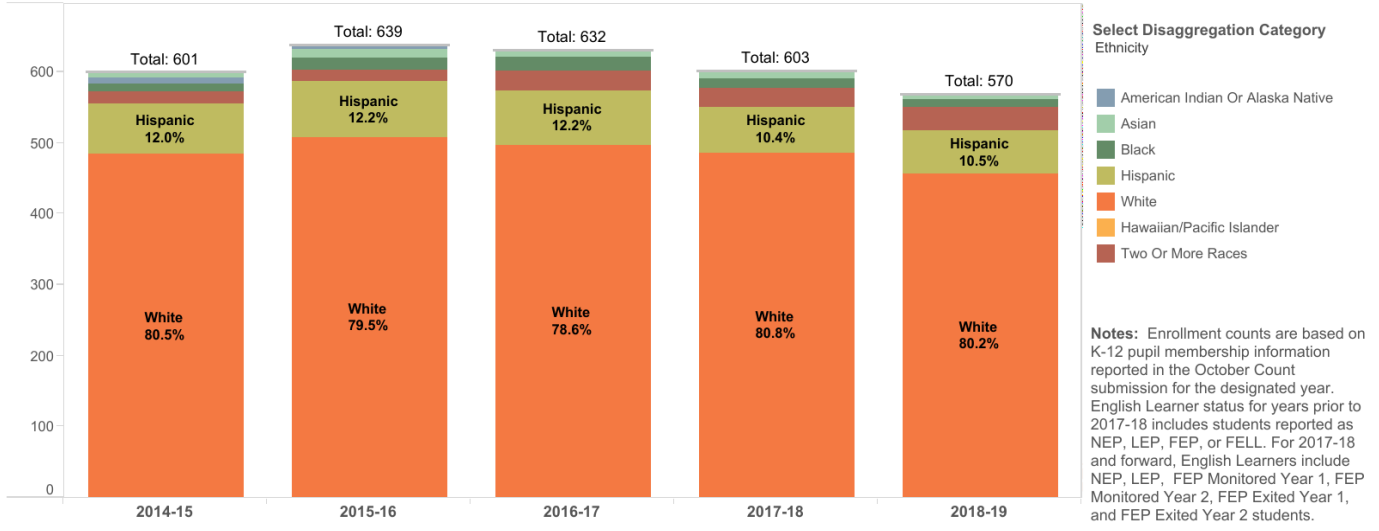
**Total Enrollment
by Ethnicity**





DISTRICT
PEYTON 23 JT (1060)

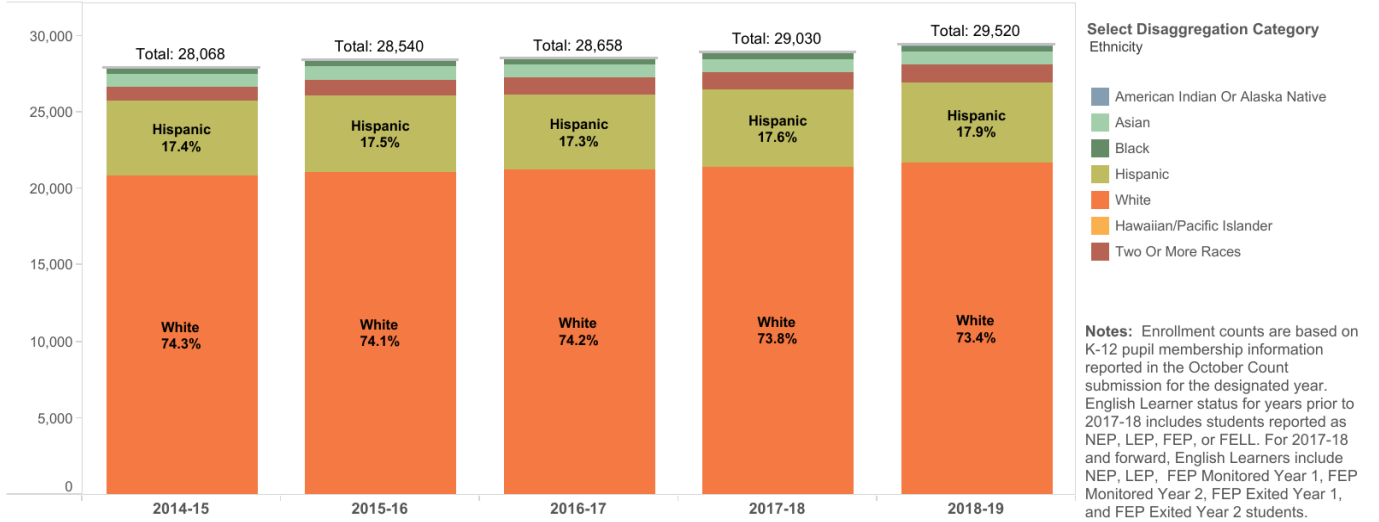
**Total Enrollment
by Ethnicity**



Poudre

DISTRICT
POUDRE R-1 (1550)

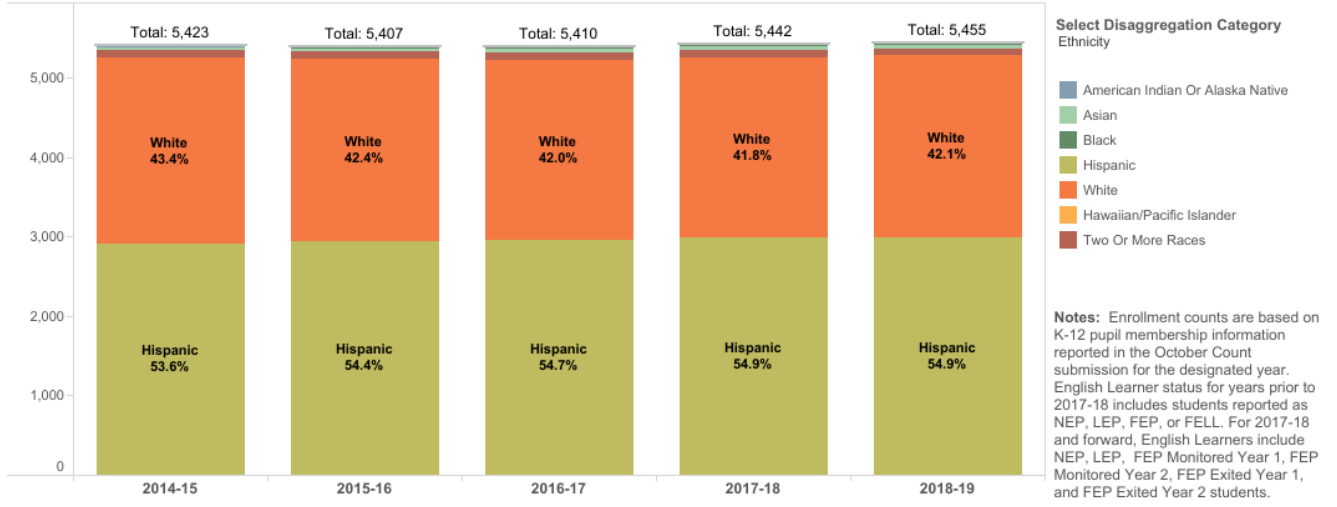
**Total Enrollment
by Ethnicity**



Roaring Fork

DISTRICT
ROARING FORK RE-1 (1180)

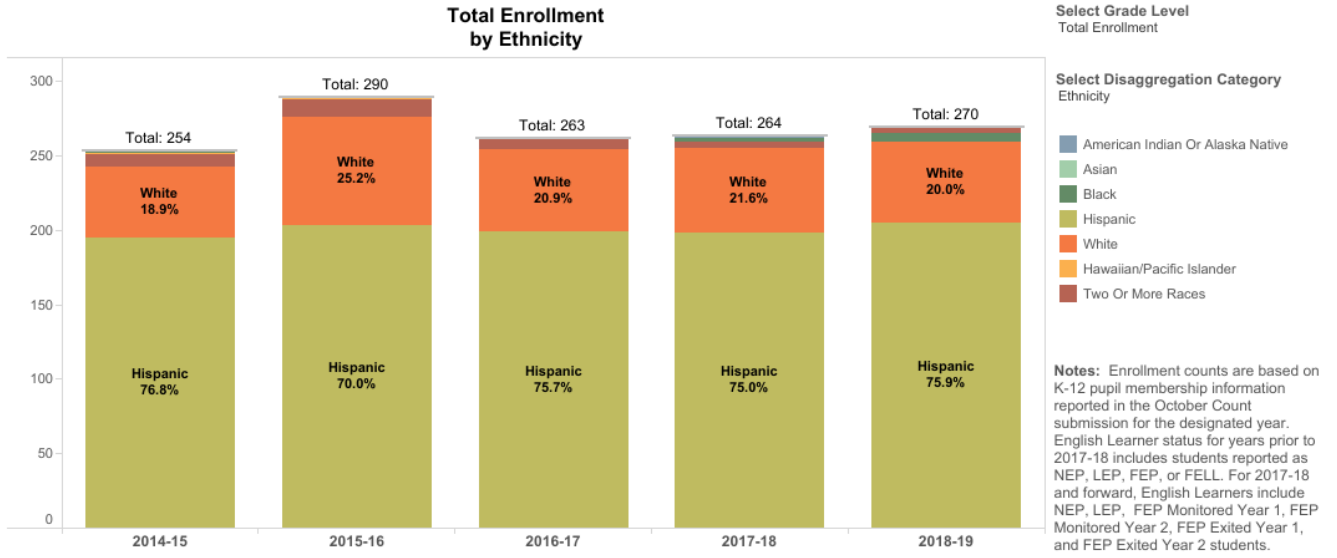
**Total Enrollment
by Ethnicity**



Sierra Grande

DISTRICT
SIERRA GRANDE R-30 (0740)

**Total Enrollment
by Ethnicity**

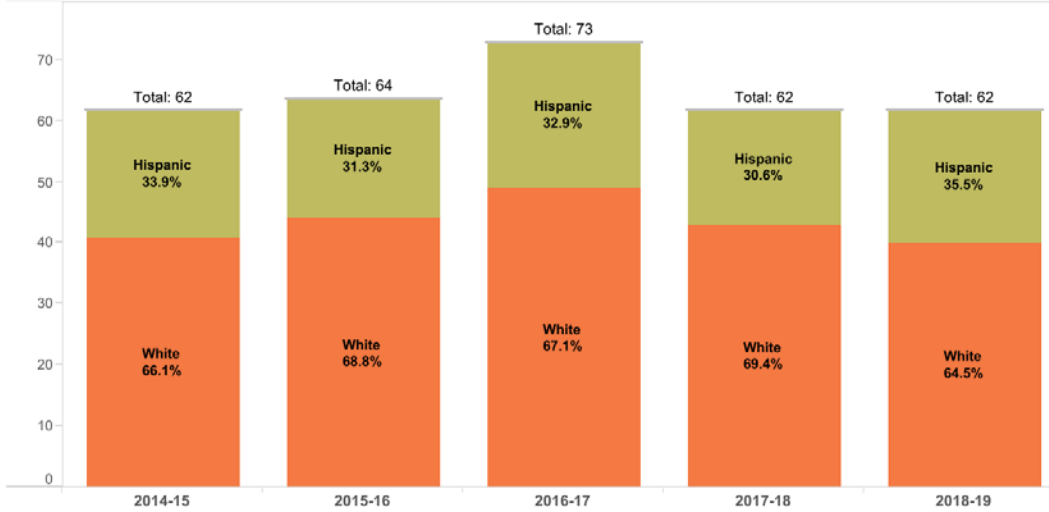


Silverton



DISTRICT
SILVERTON 1 (2820)

**Total Enrollment
by Ethnicity**



Select Grade Level
Total Enrollment

Select Disaggregation Category
Ethnicity

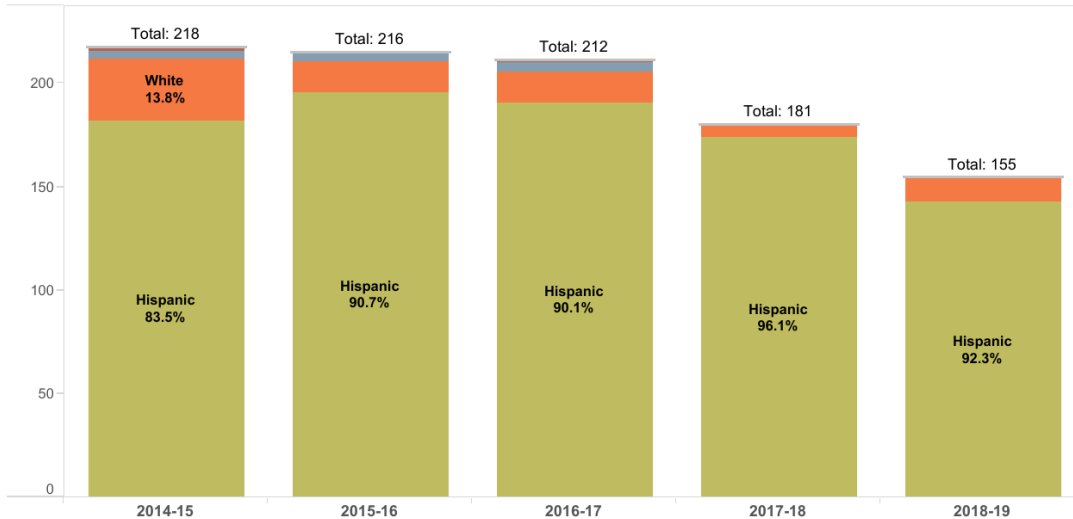
- American Indian Or Alaska Native
- Asian
- Black
- Hispanic
- White
- Hawaiian/Pacific Islander
- Two Or More Races

Notes: Enrollment counts are based on K-12 pupil membership information reported in the October Count submission for the designated year. English Learner status for years prior to 2017-18 includes students reported as NEP, LEP, FEP, or FELL. For 2017-18 and forward, English Learners include NEP, LEP, FEP Monitored Year 1, FEP Monitored Year 2, FEP Exited Year 1, and FEP Exited Year 2 students.

South Conejos

DISTRICT
SOUTH CONEJOS RE-10 (0580)

**Total Enrollment
by Ethnicity**



Select Grade Level
Total Enrollment

Select Disaggregation Category
Ethnicity

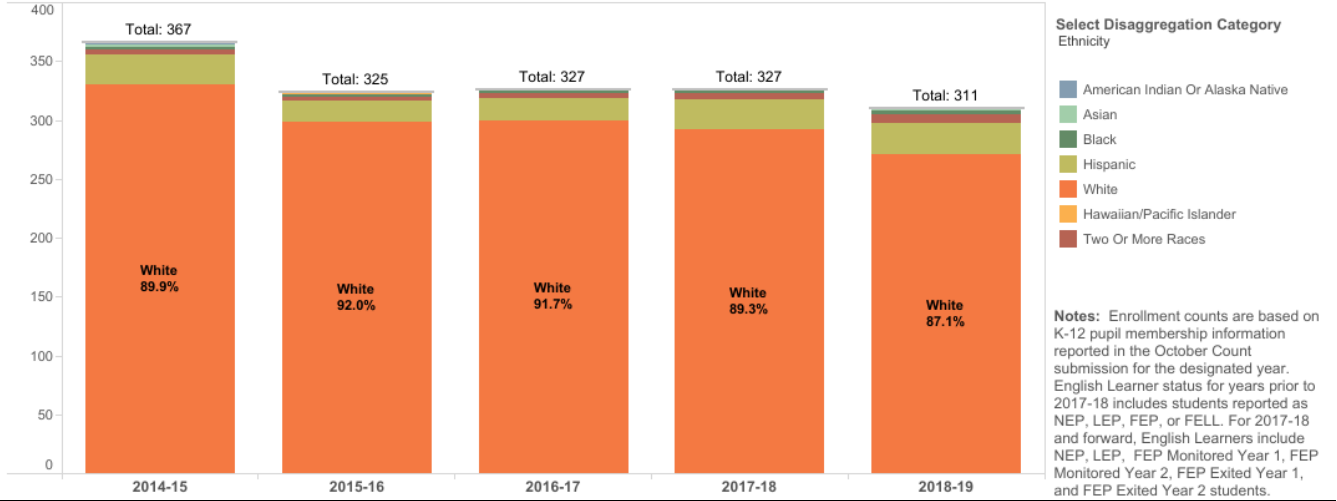
- American Indian Or Alaska Native
- Asian
- Black
- Hispanic
- White
- Hawaiian/Pacific Islander
- Two Or More Races

Notes: Enrollment counts are based on K-12 pupil membership information reported in the October Count submission for the designated year. English Learner status for years prior to 2017-18 includes students reported as NEP, LEP, FEP, or FELL. For 2017-18 and forward, English Learners include NEP, LEP, FEP Monitored Year 1, FEP Monitored Year 2, FEP Exited Year 1, and FEP Exited Year 2 students.

South Routt RE-3

DISTRICT
SOUTH ROUTT RE 3 (2780)

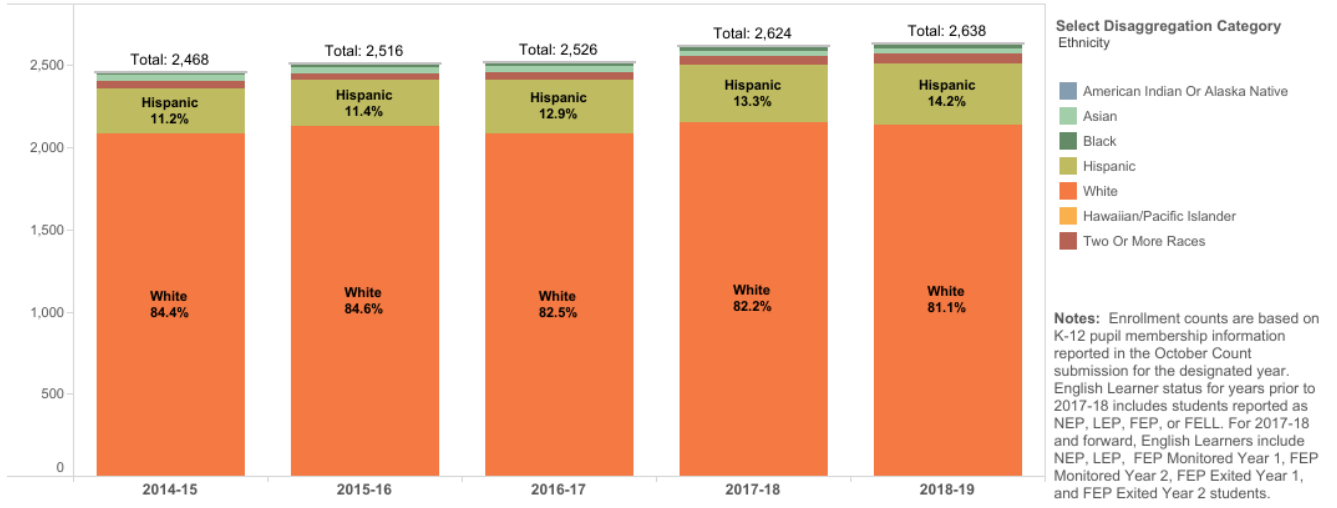
**Total Enrollment
by Ethnicity**



Steamboat Springs RE-2

DISTRICT
STEAMBOAT SPRINGS RE-2 (2770)

**Total Enrollment
by Ethnicity**

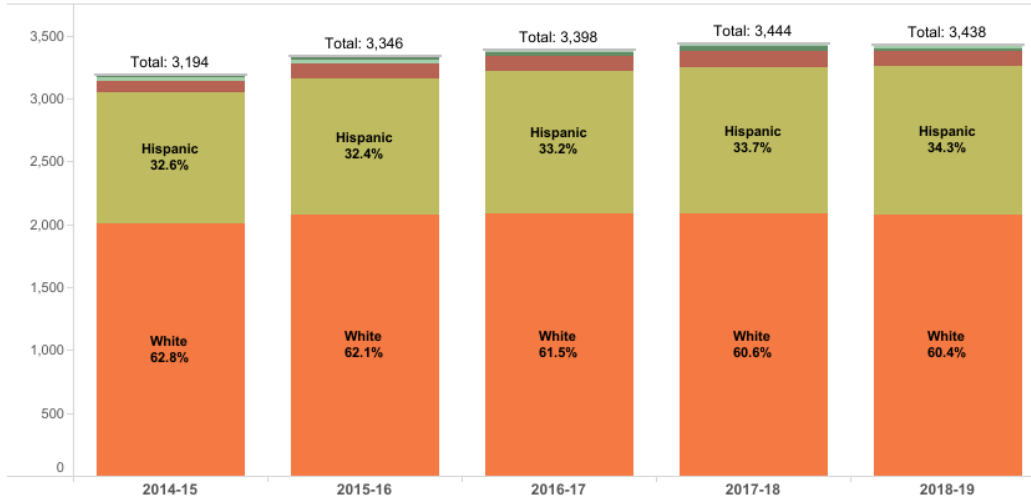




DISTRICT
SUMMIT RE-1 (3000)

**Total Enrollment
by Ethnicity**

Select Grade Level
Total Enrollment



Select Disaggregation Category
Ethnicity

- American Indian Or Alaska Native
- Asian
- Black
- Hispanic
- White
- Hawaiian/Pacific Islander
- Two Or More Races

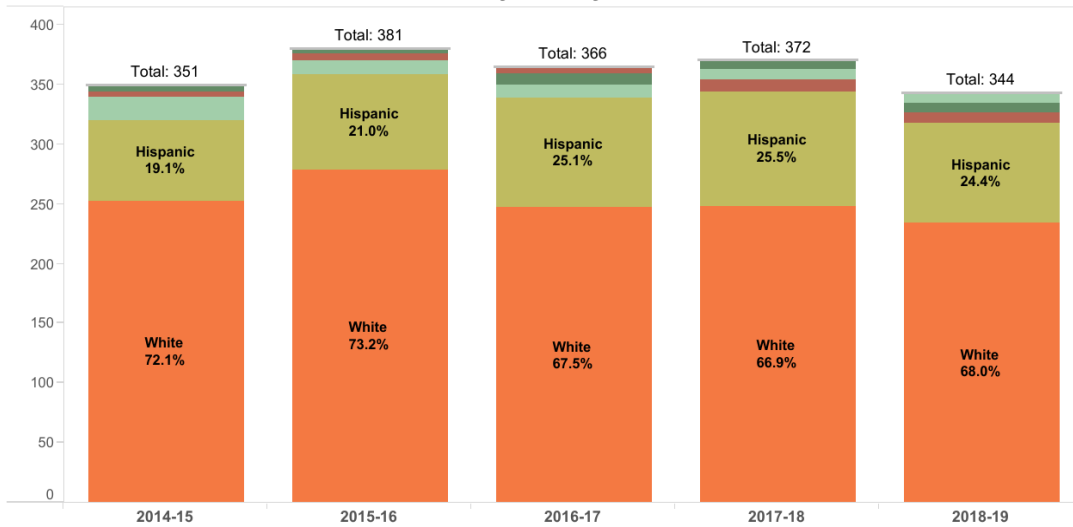
Notes: Enrollment counts are based on K-12 pupil membership information reported in the October Count submission for the designated year. English Learner status for years prior to 2017-18 includes students reported as NEP, LEP, FEP, or FELL. For 2017-18 and forward, English Learners include NEP, LEP, FEP Monitored Year 1, FEP Monitored Year 2, FEP Exited Year 1, and FEP Exited Year 2 students.

Swink

DISTRICT
SWINK 33 (2570)

**Total Enrollment
by Ethnicity**

Select Grade Level
Total Enrollment



Select Disaggregation Category
Ethnicity

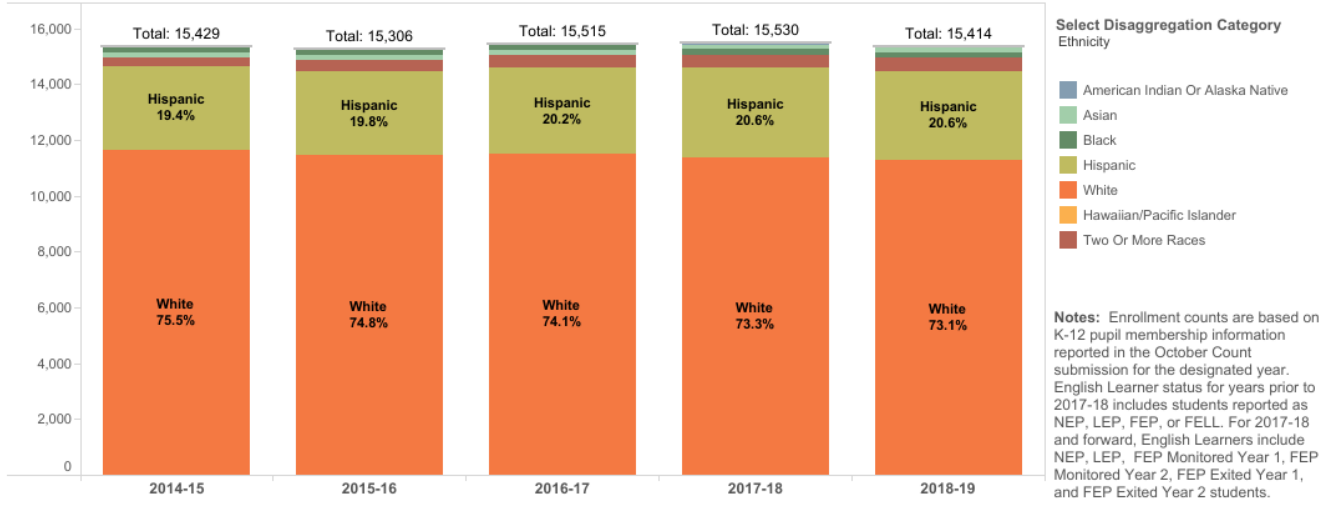
- American Indian Or Alaska Native
- Asian
- Black
- Hispanic
- White
- Hawaiian/Pacific Islander
- Two Or More Races

Notes: Enrollment counts are based on K-12 pupil membership information reported in the October Count submission for the designated year. English Learner status for years prior to 2017-18 includes students reported as NEP, LEP, FEP, or FELL. For 2017-18 and forward, English Learners include NEP, LEP, FEP Monitored Year 1, FEP Monitored Year 2, FEP Exited Year 1, and FEP Exited Year 2 students.

Thompson R2-J

DISTRICT
THOMPSON R2-J (1560)

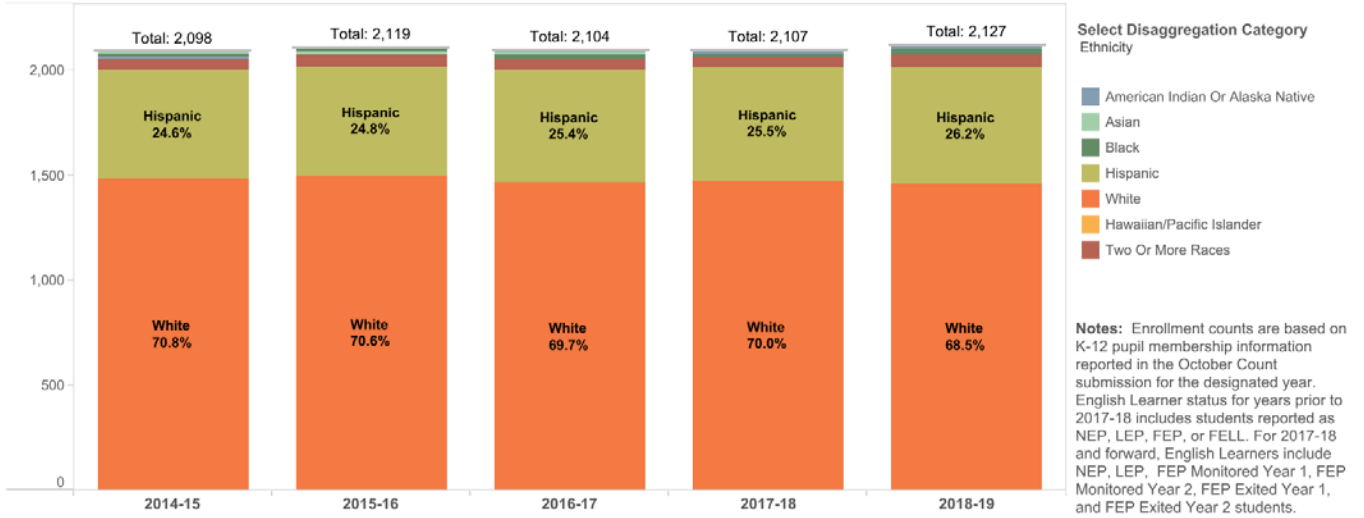
**Total Enrollment
by Ethnicity**



Valley RE-1

DISTRICT
VALLEY RE-1 (1828)

**Total Enrollment
by Ethnicity**

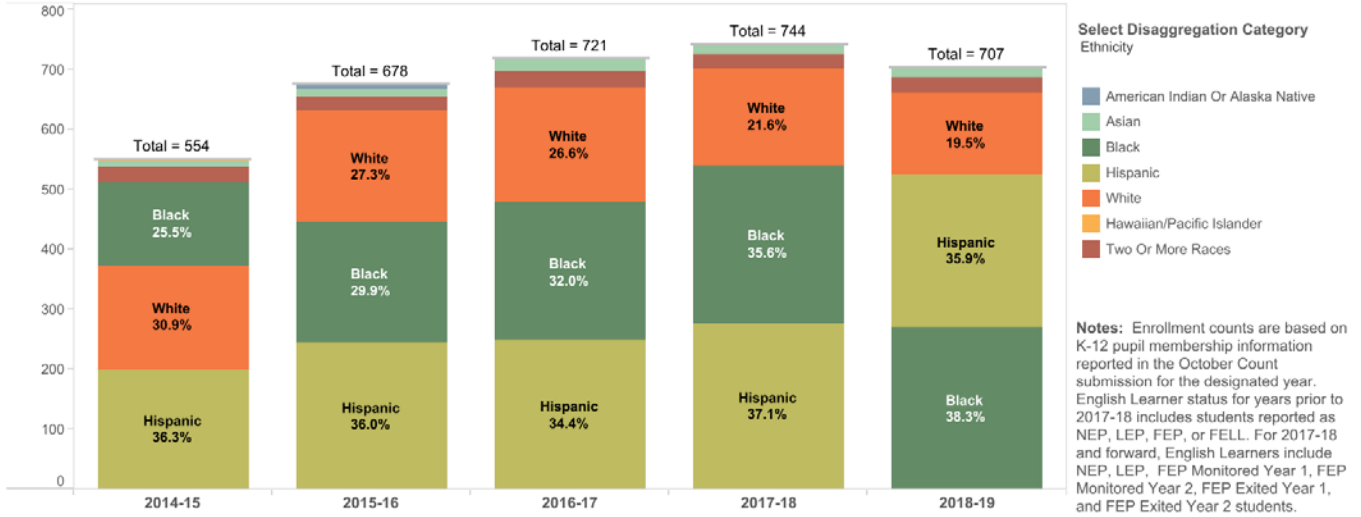


Vanguard Classical East



SCHOOL
ADAMS-ARAPAHOE 28J (0180): VANGUARD CLASSICAL SCHOOL - EAST (9189)

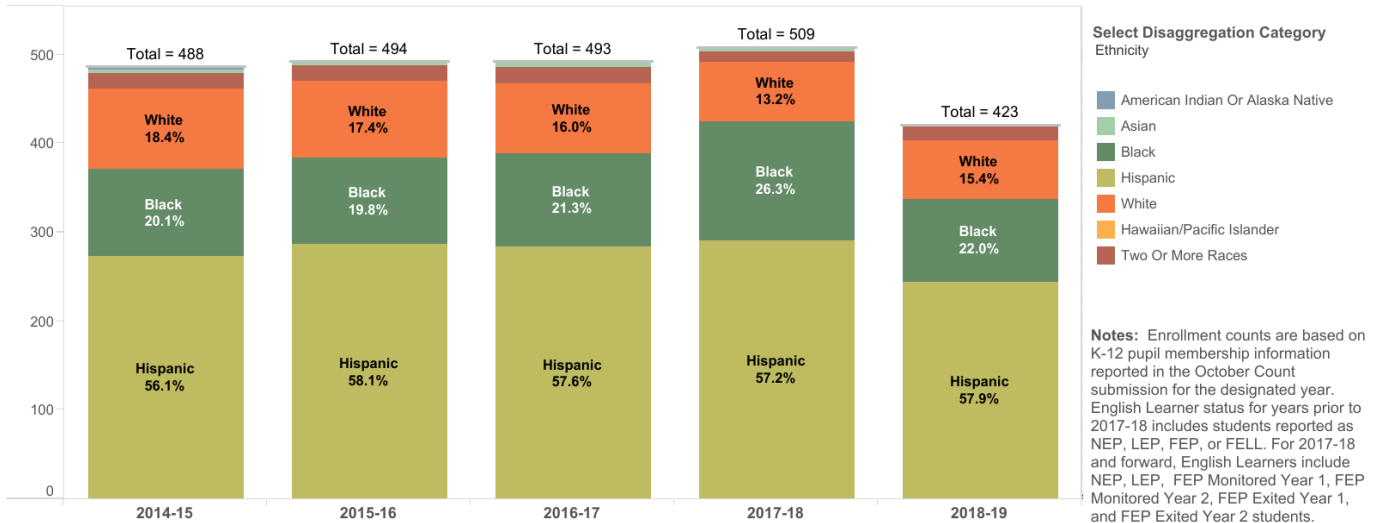
Total Enrollment by Ethnicity



Vanguard Classical West

SCHOOL
ADAMS-ARAPAHOE 28J (0180): VANGUARD CLASSICAL SCHOOL - WEST (9056)

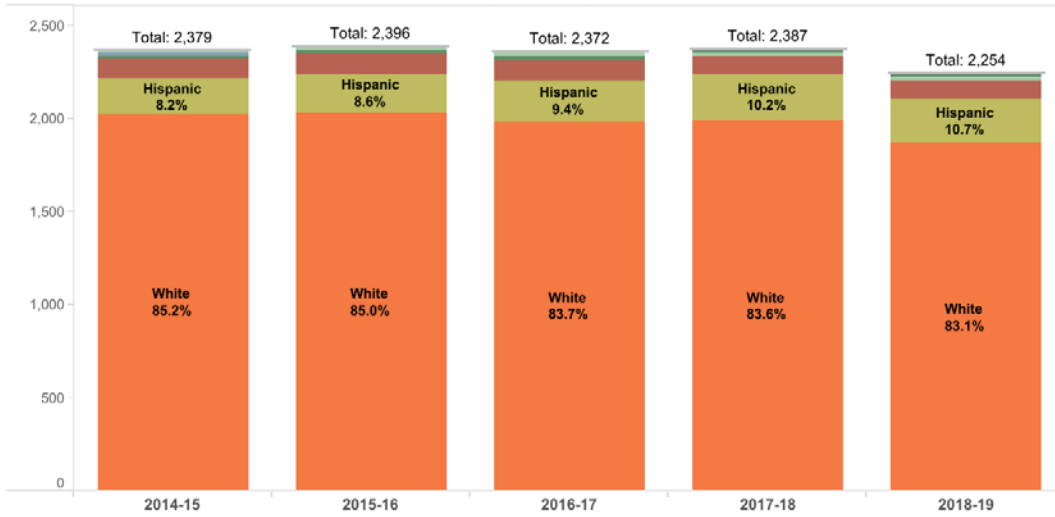
Total Enrollment by Ethnicity



Woodland Park

DISTRICT
WOODLAND PARK RE-2 (3020)

**Total Enrollment
by Ethnicity**



Select Grade Level
Total Enrollment

Select Disaggregation Category
Ethnicity

- American Indian Or Alaska Native
- Asian
- Black
- Hispanic
- White
- Hawaiian/Pacific Islander
- Two Or More Races

Notes: Enrollment counts are based on K-12 pupil membership information reported in the October Count submission for the designated year. English Learner status for years prior to 2017-18 includes students reported as NEP, LEP, FEP, or FELL. For 2017-18 and forward, English Learners include NEP, LEP, FEP Monitored Year 1, FEP Monitored Year 2, FEP Exited Year 1, and FEP Exited Year 2 students.