

2012 Legislative Report
SCHOOL COUNSELOR CORPS
GRANT PROGRAM

Submitted to:
House Education Committee
Senate Education Committee
State Board of Education



Colorado Department of Education
Office of Dropout Prevention and Student Engagement

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2012 Legislative Report

SCHOOL COUNSELOR CORPS

GRANT PROGRAM

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This legislative report on Cohort 1 (2008 to 2011) of the School Counselor Corps Grant Program is submitted to the Education Committees of the Senate and the House of Representatives pursuant to C.R.S. 22-91-105.

2012 Legislative Report
School Counselor Corps Grant Program

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Introduction

The School Counselor Corps Grant Program (SCCGP) was established by House Bill 08-1370 and the resulting legislation was enacted by the General Assembly 22-91-101 et seq: Colorado Revised Statutes. The purpose of the grant program is to increase the availability of effective, school-based counseling within secondary schools with a focus on postsecondary preparation. The SCCGP was created to increase the state graduation rate and increase the percentage of students who appropriately prepare for, apply to and enroll in postsecondary education. The role of school counselors has undergone revisions and changes; and today the emphasis is on college and career readiness and ensuring timely school completion. Among the reasons for this shift is that a high percent of students either are not graduating on-time (within four years of entering ninth grade) or never graduate (White & Kelly, 2010). To decrease dropping out and increase graduation rates, timely monitoring, evaluating, and intervening are critical measures that must be taken (White & Kelly, 2010). These types of activities by school counselors are supported through the SCCGP and this report examines the results of the first cohort of grantees that received funding from 2008-2009 to 2010-2011.

Summary

Cohort 1 of the SCCGP began in fiscal year 2008-2009, with a total of 37 grantees representing both school districts and the Charter School Institute. Over the three-year grant cycle, Cohort 1 grantees received a total of \$13,596,083 in funds and 80 new school counselors were hired in 90 schools (see Appendix A). Funding priority is given to secondary schools that exceed the statewide average dropout rate and serve a high percentage of free and reduced lunch eligible students. The schools in Cohort 1 worked toward reducing the student-to-counselor ratio, increasing postsecondary and workforce readiness and improving dropout and graduation rates.

Overall, results show that SCCGP Cohort 1 schools (when compared to comparable, non-recipient schools) experienced higher graduation rates and lower dropout rates. Over the course of the three-year grant period, the cohort experienced lower student-to-counselor ratios. In addition, there was an increase in the number of college and scholarship applications and a high rate of completion of Individual Career and Academic Plans (ICAPs). The grant funds were also used to enhance and expand the professional development of the counselors, teachers, and administrators in order to establish a sustainable knowledge base about postsecondary readiness in geographic pockets across Colorado.

Starting in year two of the SCCGP, encouraging results that boost graduation rate and postsecondary education were observed. The indicators of progress in postsecondary readiness include:

- Increased number of applications submitted by high school students for college scholarships
- Increased awareness and completion of the Free Application for Federal Student Aid (FAFSA)

- Increased number of students accepted at postsecondary learning institutions
- Increased completion of Individual Career and Academic Plans (ICAP)

The intent of the ICAP is to decrease dropout rates and increase graduation rates by assisting students in developing and maintaining a personalized postsecondary plan that ensures readiness for postsecondary and workforce success. ICAPs help guide a student and his or her parents or legal guardians in exploring postsecondary career and educational opportunities available to the student, aligning course work and curriculum, applying to postsecondary education institutions, securing financial aid and ultimately entering the workforce.

The results outlined in this summary were documented through annual reporting completed by Cohort 1 grantees and by state data collected on an annual basis. See Appendix B for details on the evaluation methodology.

School Level Results

An examination of results at the school-level includes reporting on the following indicators:

- Student-to-counselor ratios
- Dropout rates
- Graduation rates
- Remediation
- College and Career Readiness

Student-to-Counselor Ratio: The grant played a big role in reducing the student-to-counselor ratio in grantee schools. Through the grant, 80 counselors were hired and student-to-counselor ratios were improved. At the high school level the ratio went from 314 students-to-1 counselor to 240:1. At the middle school level, the ratio was 516 students-to-1 counselor and was reduced to 291:1. This reduction moved grantees toward conformance with the American School Counselor Association (ASCA) recommendations, which can be found online at <http://www.ascanationalmodel.org>. The improved student-to-counselor ratios afforded schools additional opportunities to develop systems for data collections and ICAP planning and allowed counselors extra time to attend to students in need of remediation and at-risk of dropping out. In addition, the improved ratios supported the counselors' efforts to assist students with postsecondary aspirations, and increase awareness and completion of financial aid processes.

Dropout Rates: State data on the School Counselor Corps Grant recipient schools indicate that the program has had a positive impact on reversing the increasing dropout rates in Colorado secondary schools. Table 1 shows that the schools receiving School Counselor Corps grants decreased (improved) their cumulative dropout rate by 3.4 percentage points from 2005-2006 (baseline year) to 2010-2011 compared to comparable non-SCC grant schools, which increased their dropout rate by one percentage point over this same period.

Table 1 also shows a reduction in the annual number of dropouts in the SCCGP schools from 2005-2006 to 2010-2011, which is significant when compared with schools that serve similar students. Studies show that over the span of an average career, a high school dropout will

cost society more than \$322,000 in lost taxes, increased public entitlements and health care costs, (Alliance for Education Excellence, 2009) (Sum, Khatiwada, and McLaughlin, 2009). In reducing the annual number of dropouts in the grant-funded schools by 2643 over the period of 2005-2006 to 2010-11, the projected cost savings to society will be more than \$800 million.

Table 1: Dropout comparison between SCCGP Schools and Comparable* non-SCCGP Schools

Measure	School Type	Fiscal Year					
		2005-06 (baseline year**)	2006-07	2007-08	2008-09 Year 1 of Grant Cohort	2009-10 Year 2 of Grant Cohort	2010-11 Year 3 of Grant Cohort
Dropout Rates	SCCGP	7.7%	6.8%	5.9%	5.2%	4.6%	4.3%
	Comparable non-SCCGP	9.5%	10%	9.8%	10.6	10.9%	10.5%
	State Wide	4.5%	4.4%	3.8%	3.6%	3.1%	3%
Student Population	SCCGP	79,209	80,107	80,304	82,452	81,668	80,569
	Comparable non-SCCGP	87,216	91,361	74,219	67,863	59,025	53,502
Total Dropouts	SCCGP	6,126	5,429	4,774	4,282	3,756	3,483
	Comparable non-SCCGP	8,289	9,159	7,293	7,332	6,421	5,639

*Comparable non-SCCGP schools are demographically and academically similar to SCCGP schools. These schools also have similar free and reduced lunch rates.

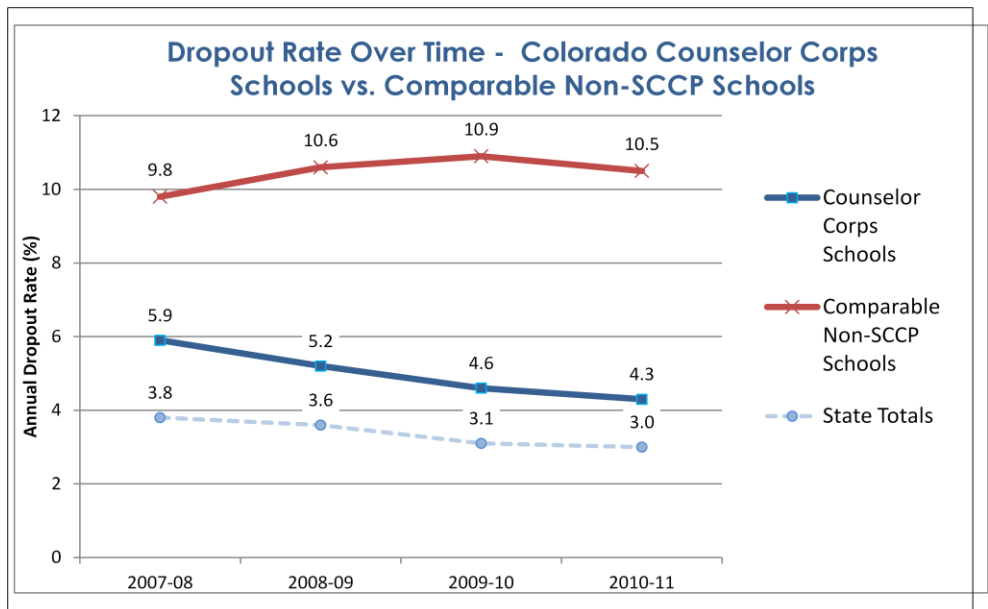
**The baseline year represents the data that determined which local education agencies were at high priority for funding when the SCCGP Request for Proposal (RFP) was released in 2008.

Source: Colorado Department of Education

Chart 1: Dropout Rate

This chart illustrates a decline in the dropout rate for SCCGP-funded schools, which matches the state trend. The trend line for comparable non-SCCGP schools shows rising dropout rates with a slight decline over the past year.

Source: CDE, Office of Dropout Prevention & Student Engagement



Graduation Rates: A primary goal of the School Counselor Corps Grant Program (SCCGP) is to increase graduation rates and increase the number of students who are prepared for, apply to and enroll in a postsecondary program. The SCCGP schools maintained the graduation rate from 2007-08 to 2009-10 and showed about 2 percentage point increase in 2010-11 compared to the 2009-10 academic year. The comparable non-SCCGP schools, however, showed declining graduation rates over the same period. The graduation rates for SCCGP schools, comparable non-SCCGP schools, and statewide rate are shown in Table 2 for fiscal years 2005-06 (baseline rate) to 2010-11.

Table 2: Graduation Rates Comparison between SCCGP Schools and Comparable* non-SCCGP Schools

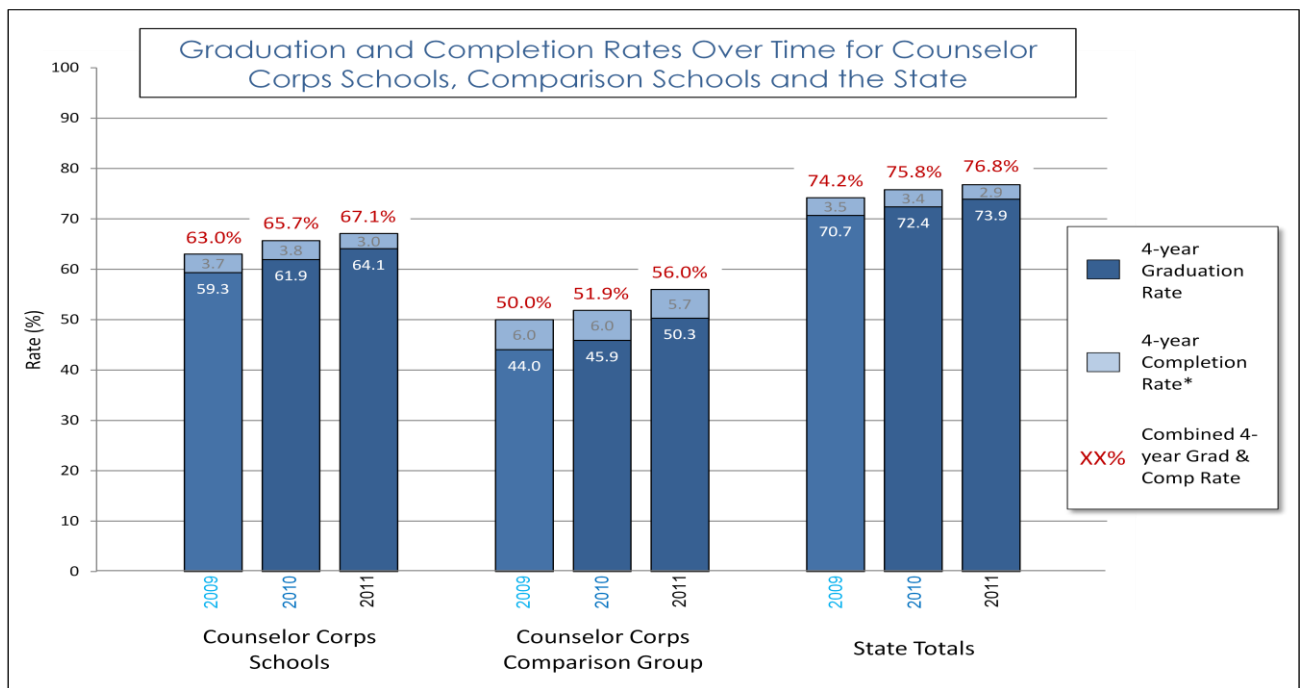
School Types	2005-06**	2006-07	2007-08	2008-09	2009-10	2010-11
SCCGP Schools	59.8%	65%	63%	63.6%	62.3%	64.1%
Comparable non-SCCGP Schools	53.4%	52.9%	52.6%	51%	48.7%	50.3%
Statewide	74.1%	75%	73.9%	74.6%	73.3%	73.9%

*Comparable non-SCCGP schools are demographically and academically similar to SCCGP schools. These schools also have similar free and reduced lunch rates.

**The baseline year represents the data elements that determined which local education agencies were at high priority for funding when the SCCGP Request for Proposal (RFP) was released in 2008.

Source: Colorado Department of Education

Chart 2: Graduation and Completion Rates* for SCCGP, Comparable non-SCCGP & State



*Completion rate is the total number of high school graduates plus those who are not considered graduates and received a certificate of completion or GED.

Source: CDE, Office of Dropout Prevention & Student Engagement

Chart 2 depicts a three-year comparison of SCCGP schools, comparable non-SCCGP schools and statewide graduation and completion rates. The bar graph shows a continuous increase in graduation and completion rates of the SCCGP schools and comparable non-SCCGP schools. The percentage of students completing school (receiving a GED) declined in the SCCGP schools. A larger percent of students in the comparable non-SCCGP school completed school and did not receive a high school diploma. These data indicate that SCCGP schools were more successful than comparable non-SCCGP schools in increasing the annual number of students who graduate versus complete.

Remediation: At the K-12 level, remediation is often thought of as intense classroom instruction using drills and other repetitive learning styles. After graduation or completion of high school, remediation refers to the process colleges use to bring basic academic skills up to the college level to ensure that students have the ability to successfully complete college-level classes for credit. Lefly, Lovell, and O'Brien (2011) reported that in 2009, 29.3 percent of first-time, Colorado students, who enrolled in institutes of higher education in Colorado required remediation in basic content areas such as reading, writing, and mathematics. Remediation at the postsecondary level is expensive, as students must pay for remedial courses that will not accrue college credit toward a degree or credential. One of the objectives of SCCGP is to help students to be proficient and enroll in postsecondary education without a need for remediation.

For most of the SCCGP high school graduates, the remediation rate fluctuated, although some schools showed significant reductions in their college remediation rate – see Appendix C. Over the course of the three-year grant there is no clear trend in the available data that indicates an impact related to the School Counselor Corp grant. The remediation rates should continue to be tracked as it may take a few more years for the students who received remediation interventions at the secondary level to reach their senior year. There is, however, qualitative evidence reported by grantees that the SCCGP program addressed remediation.

The grantees were required to submit data reflecting the type of remediation programs available, the number of hours students spent in remediation per year, plus the student enrollment in the remediation course work. The responses varied among grantees. On average, it was reported that 111 students per SCCGP school enrolled in a remediation program in the first year of the grant (2008-09). In addition, the average time a student spent in a remediation program per year was 81 hours.

The type of remediation programs included: advisory, after school, night school, online, study lab, Saturday school, and other options. These types of early remediation are intended to reduce the number of students who will need remediation and will help save money for students and the public.

College and Career Readiness

Grant recipient schools provided information indicating an increase in the level of postsecondary preparation services provided to the secondary students, such as the use of Individual Career and Academic Plans (ICAPs) and participation in postsecondary or vocational preparation programs. Grantees also submitted data on the following indicators.

- Number of college and scholarship applications submitted
- Number of students accepted into a postsecondary institution
- Number of Free Applications for Federal Student Aid (FAFSA) completed
- Number of completed ICAPs

An ICAP is an individualized plan developed by the student and the student's parent or legal guardian, in collaboration with the school counselors, school administrators, school personnel and/or Approved Postsecondary Service Providers. The ICAP is used to help establish personalized academic and career goals, explore postsecondary career and educational opportunities, align coursework and curriculum, apply to postsecondary institutions, secure financial aid, and ultimately enter the workforce following college graduation.

By year three (2010-11), the majority of School Counselor Corps high schools indicated that 60 to 100 percent of their student population had a completed ICAP, indicating an increase in the number of completed ICAPs. Overall, data demonstrated an upward trend in the percentage of ICAP completion rates for high schools when compared to year one (2008-09) and year two (2009-10). The first year ICAP completion was required by Colorado student was 2011-12. SCCGP grantees were early adopters of ICAP and an incubator to show success.

Similar to the previous two years, the data for the middle schools illustrate a low completion rate in the 2010-11 fiscal year. The low ICAP completion rate at the middle school level is attributed to ICAP standards, which are closely tied to accomplishing milestones between ninth and twelfth grade (e.g., graduation) and less applicable at the middle school level.

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

- School Counselor Corps counselors worked with 9th grade students during class time focusing on goal-setting, and career and college exploration.
- Utilized College In Colorado's online career assessment tool to help freshmen and sophomores during advisory periods to initiate career and college discussions.
- School Counselor Corps counselors assisted 11th and 12th grade students during individual appointments with a focus on completion of career and college readiness milestones and identification of workforce goals.
- Students were required to begin developing their ICAPs during district-wide career fairs, specifically exploring career based upon future goals.

- Classroom guidance activities were provided during advisory periods in middle schools. The guidance at middle schools concentrated on taking the students through the various steps in career exploration process, transition to high school, and communication skills.

Academic, Postsecondary or Career and Technical Courses: Enrollment in these type of courses dramatically increased during the grant cycle. Participation in career and college preparation courses from year one (2008-09) to year three (2010-11) grew by 284 percent. The programs can be categorized into six basic course types:

1. Advanced Placement Courses
2. College Preparation Courses
3. Honors Courses
4. International Baccalaureate Courses
5. Postsecondary Educational Opportunity (PSEO)
6. Career and Technical Education Courses

Table 3, below, provides a count of student enrollment in each program over the three-year SCCGP period. The statistics show that from year one to year two of the grant, enrollment expanded by 169 percent. From year two to year three, there was a 42 percent increase in enrollment. This indicates the grant program was successful in increasing awareness of and access to specialized courses linked to postsecondary preparation. There was an impressive increase of student enrollment by SCCGP high school students in all course categories. However, the most significant increase was in the Postsecondary Educational Opportunity (PSEO) courses.

Table 3: Academic, Postsecondary, Career and Technical Education Course Enrollment

Courses	Student Enrollment Reported by Cohort 1 Grantees		
	Year 1 of Grant	Year 2 of Grant	Year 3 of Grant
Advanced Placement Courses	5,861	11,222	19,677
College Preparation Courses	1,838	3,916	11,871
Honors Courses	5,714	15,686	25,515
International Baccalaureate Courses	3,778	7,742	14,553
Postsecondary Educational Opportunity (PSEO) Courses	1,847	8,246	17,757
Others	4,251	11,112	123
Career and Technical Education Courses	6,127	21,250	23,316
Total Enrollment	29,416	79,174	112,812

Source: School Counselor Corps Grantee Evaluation Data

College Preparation: Overall findings for the SCCGP cohort illustrate a positive impact on students' college preparation. Table 4 summarizes total gains made by SCCGP from 2008 to 2011. College preparation includes: filing applications for admissions in colleges; securing scholarships; and requesting financial aid. The amount of scholarship money received increased by nearly \$15 million in year three compared to year one, which translates to an 81 percent increase. It was also reported that the number of college applications increased by 2,131 (from 9,922 to 12,053) in the 2010-2011 fiscal year.

Table 4: College Preparation

School Counselor Corps College Preparation Related Data (2008 to 2011)			
	Number in Year 1 of the Grant	Number in Year 2 of the Grant	Number in Year 3 of the Grant
Number of Free Applications for Federal Student Aid Completed	1,240	3,405	2,752
Number of College Applications Filed	8,911	9,922	12,053
Number of Scholarship Applications Submitted	3,543	7,612	6,153
Total Scholarship Dollar Amount Received	\$18,172,719	\$23,682,426	\$32,826,836

Source: School Counselor Corps Grantee Evaluation Data

District and Grant Level Results

Grant recipients also reported on attainment of goals and other outcomes over the three-year funding period. This included:

- Information regarding Specific, Measurable, Attainable, Research- Based, and Timely (S.M.A.R.T) goals
- Progress toward American School Counselor Association (ASCA) standards implementation
- Description of professional development provided by grant funds

S.M.A.R.T. Goals

SCCGP recipient districts ensure effective program implementation by setting and tracking S.M.A.R.T goals and adhering to grant reporting requirements. The number of goals set by grantees varied by year. In year one, there were 202 goals and of these, grantees reported that 29 percent of the goals were accomplished and 71 percent were not completed. In year two, there were 231 grantee goals and of these, 52 percent of the goals were accomplished and 67 percent of the 223 grantee goals for year three were accomplished. Overall, the

SCCGP grant recipients showed a 38 percentage point improvement in meeting expectations set in their S.M.A.R.T. goals over the three-year grant cycle.

The America School Counselor Association (ASAC) Standards

The SCCGP grantees were also expected to advance and improve program alignment with the American School Counselor Association standards. To this end, district grantees collected data from grant recipient schools to track adoption and implementation of ASCA recommended standards and procedures. The ASCA Standards focus on three domains: (1) academic development, (2) career development and (3) social development.

1. Academic development domain: Of the 37 grantees, 36 or 97 percent reported implementing activities in this domain in year one and year two, while 35 (95 percent) of grantees reported these types of activities in year three. The reason for the slight decline in year three is unclear. The approaches applied in this domain included the following:

- The School Counselor Corps counselors facilitated classroom sessions designed to help students identify attitudes and behaviors to support and enhancing learning.
- Middle school counselors designed lesson plans and visited classrooms at each grade level. The lesson plans targeted goal setting, time management, organizational strategies, study skills, and emphasized the connection between academic success and school and career success.
- High school counselors facilitated summer programs for the lowest performing, incoming freshmen to ensure their successful transition from middle school to high school.
- High school counselors delivered classroom presentations, which focused on options available to students for postsecondary life and inform students about the link between academic performance and their future.
- School Counselor Corps counselors and staff created and implemented interventions for students that showed early warning signs of dropping out.

2. Career development domain: Thirty-six (97 percent) of grantees reported full implementation of career development planning in year one and year two, while 35 (95 percent) reported full implementation in year three. The reason for the slight decline is unclear. Activities to support career development planning included:

- Printed occupation interest on student ID cards.
- Created and implemented Individual Career and Academic Plans (ICAPs) and milestones for students in grades 8-12.
- Invited guest speakers from local businesses, based on career interest inventories, to speak with students during lunch.
- Hosted career days in partnership with local businesses and community schools.

- Developed lesson plans for middle school counselors that focused on career exploration, academic classes/skills needed for high school, college, and career success.
- Created career guidance curriculum for the high school counselors to deliver during advisory periods.

3. Social development domain:

In year one, 32 grantees (86 percent) reported addressing this domain and in year two, 31 grantees (84 percent) confirmed coverage. In year three, 35 grantees (95 percent) reported implementing activities in this domain. Social development activities included:

- Student participation in self-esteem activities facilitated by school staff and counselors.
- Presentations to increase suicide awareness among students.
- Classroom guidance lessons taught by school counselors, which included topics such as, anti-drinking, bullying prevention and social skills development.
- Classroom guidance lessons on topics that included goal setting, positive/negative social behaviors, interpersonal skills, and positive/negative decision-making.

Professional Development: Based on reporting by grantees, the SCCGP afforded secondary school counselors and staff opportunities to attend or facilitate professional development trainings and workshops. The hours of professional development totaled 1600 hours in the first year of the grant, 2306 hours in the second year, and 2073 hours in the third year. These workshops directly impacted secondary counselors, faculty members, and administrators. On average, four team members per grantee school participated in professional development opportunities.

The following is a summary of the types of professional development opportunities that grantee staff facilitated or attended:

- Financial Aid workshops to assist counselors in working with students to navigate the financial aid process.
- Workshops on Free Application for Federal Student Aid (FAFSA) processes and current changes along with highlighting the types of financial aid, including grants, work-study, loans, scholarships, and local and state-based scholarship resources.
- College in Colorado (www.CollegeInColorado.org) trainings to provide resource tools for students with special needs.
- High School-to-College Transition conferences to assist counselors in helping students in transitioning to college.
- Data workshops on the importance of collecting, analyzing, and reporting data to set program goals and monitor progress.

- Dropout Prevention seminars to develop prevention strategies and resources to apply at the high school level.
- ICAP implementation workshops for school faculty and district staff.
- Workshops on utilizing ACT data in high schools and models of successful ACT test prep programming.
- Career workshops on connecting the Colorado Community College System's career pathways to ICAP standards.

Conclusion

The overall results of the School Counselor Corps Grant are noteworthy. These outcomes show that grantee schools reduced dropout rates and increased graduation rates. Data supports the claim that SCCGP Cohort 1 grantees were successful in creating a college-going culture as indicated by an increase in students applying for college in each year of the grant. In addition, by 2010-11, 36 schools (more than 51 percent of grantee schools) reported that more than 60 percent of their students were postsecondary and workforce ready. This rate represents the students who met the post secondary and workforce readiness goals and objectives.

Progress was made over the three-year grant period in the following areas:

- Through SCCGP, 80 counselors were hired to serve 90 schools, improving student to counselor ratios from 314:1 to 240:1 in high schools and from 516:1 to 291:1 in middle schools.
- Dropout rates at School Counselor Corps secondary schools decreased by 3.4 percentage points from the baseline rate of 7.7 percent.
- SCCGP schools showed a 2 percentage point increase in graduation rates in 2010-11 compared to a 0.6 percentage point increase statewide.
- Enrollment and completion of academic, postsecondary, and career and technical courses increased by 284 percent or 83,396 students.
- Scholarship dollars received by students increased 81 percent or \$14.7 million. College applications filed also significantly increased by 3,142 over the same period from year one to year three of SCCGP.

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Appendix A

**School Counselor Corps Grant Program
Cohort 1 Grantee List (2008-2011)
by Local Education Agency, School and Total Grant Award**

Cohort 1 Grantee Local Education Agency (LEA)	School(s)	School Code	3-Year Grant Total per LEA
Adams 14 School District			\$600,743
	ADAMS CITY HIGH SCHOOL	0024	
	ADAMS CITY MIDDLE SCHOOL	0020	
	KEARNEY MIDDLE SCHOOL	4516	
Adams Arapahoe 28J			\$1,224,258
	AURORA CENTRAL HIGH SCHOOL	1458	
	GATEWAY HIGH SCHOOL	3354	
	HINKLEY HIGH SCHOOL	4024	
	RANGEVIEW HIGH SCHOOL	7250	
	WILLIAM SMITH HIGH SCHOOL	8356	
Alamosa School District			\$286,964
	ALAMOSA HIGH SCHOOL	0118	
	ORTEGA MIDDLE SCHOOL	0114	
Boulder Valley Schools			\$458,832
	ANGEVINE MIDDLE SCHOOL	4878	
	ARAPAHOE RIDGE HIGH SCHOOL	0125	
Branson Reorganized 82			\$278,503
	BRANSON SCHOOL ONLINE	0948	
	BRANSON UNDIVIDED HIGH SCHOOL	0978	
Brighton School District			\$568,080
	BRIGHTON HERITAGE ACADEMY	1021	
	OVERLAND TRAIL MIDDLE SCHOOL	6638	
	VIKAN MIDDLE SCHOOL	9230	

Center Consolidated Schools, 26JT			\$152,249
	CENTER HIGH SCHOOL	1420	
	SKOGLUND MIDDLE SCHOOL	1416	
Charter School Institute		1795	\$1,140,490
	Colorado Springs Early Colleges		
	Pinnacle Middle School	6913	
	EARLY COLLEGE HIGH SCHOOL AT ARVADA	2837	
	GOAL Academy	3475	
Cherry Creek School District			\$606,243
	HORIZON MIDDLE SCHOOL	4100	
	OVERLAND HIGH SCHOOL	6625	
	PRAIRIE MIDDLE SCHOOL	7158	
	SMOKY HILL HIGH SCHOOL	8020	
Colorado Springs District 11			\$301,891
	BIJOU ALTERNATIVE PROGRAM	0871	
	LIFE SKILLS CENTER OF COLORADO SPRINGS	5146	
	MITCHELL HIGH SCHOOL	5948	
	NIKOLA TESLA EDUCATION OPPORTUNITY CENTER	2528	
	PALMER HIGH SCHOOL	6680	
Cripple Creek-Victor School District			\$144,946
	CRIPPLE CREEK-VICTOR JUNIOR-SENIOR HIGH SCHOOL	2024	
Denver Public Schools			\$1,970,854
	CONTEMPORARY LEARNING ACADEMY HIGH SCHOOL	5844	
	GEORGE WASHINGTON HIGH SCHOOL	3378	
	GRANT RANCH K-8 SCHOOL	3605	
	MARTIN LUTHER KING MIDDLE	5605	

	COLLEGE		
	NORTH HIGH SCHOOL	6314	
	SKINNER MIDDLE SCHOOL	7942	
	THOMAS JEFFERSON HIGH SCHOOL	8822	
	WEST HIGH SCHOOL	9408	
	Colorado High School Charter	1748	
	P.S. 1 Charter School*	7199	
	Northeast Academy Charter School	6394	
	Place Bridge Academy	7045	
Englewood Schools			\$573,233
	COLORADO'S FINEST ALTERNATIVE HIGH SCHOOL	0206	
	ENGLEWOOD HIGH SCHOOL	2746	
	ENGLEWOOD MIDDLE SCHOOL	2752	
Falcon School District			\$456,615
	FALCON HIGH SCHOOL	2908	
	FALCON MIDDLE SCHOOL	2906	
	HORIZON MIDDLE SCHOOL	4102	
	SAND CREEK HIGH SCHOOL	7613	
	SKYVIEW MIDDLE SCHOOL	7960	
	VISTA RIDGE HIGH SCHOOL	8791	
Greeley 6 School District			\$479,522
	GREELEY CENTRAL HIGH SCHOOL	3610	
	GREELEY WEST HIGH SCHOOL	3614	
	NORTHRIDGE HIGH SCHOOL	6364	
Harrison School District			\$644,022
	CARMEL MIDDLE SCHOOL	1306	
	FOX MEADOW MIDDLE SCHOOL	3522	
	HARRISON HIGH SCHOOL	3806	
	MOUNTAIN VISTA COMMUNITY SCHOOL	6162	
	NEW HORIZONS DAY SCHOOL	6244	

	PANORAMA MIDDLE SCHOOL	6686	
	SIERRA HIGH SCHOOL	7882	
Jeffco Public Schools			\$686,446
	ALAMEDA HIGH SCHOOL	0108	
	ARVADA HIGH SCHOOL	0370	
	JEFFERSON HIGH SCHOOL	4422	
Karval School District RE23			\$124,978
	KARVAL JUNIOR-SENIOR HIGH SCHOOL	4506	
	KARVAL ONLINE EDUCATION	4504	
Lake County School District			\$159,535
	LAKE COUNTY HIGH SCHOOL	4904	
Mapleton School District			\$398,327
	ACHIEVE ACADEMY	0505	
	CLAYTON PARTNERSHIP SCHOOL	0509	
	MEADOW COMMUNITY SCHOOL	0502	
	MONTEREY COMMUNITY SCHOOL	0501	
	VALLEY VIEW K-8	9036	
	YORK INTERNATIONAL	0503	
Mesa Valley School District			\$448,573
	CENTRAL HIGH SCHOOL	1450	
	PALISADE HIGH SCHOOL	6666	
Montezuma-Cortez Re-1			\$423,331
	CORTEZ MIDDLE SCHOOL	1888	
	MONTEZUMA-CORTEZ HIGH SCHOOL	6026	
Montezuma-Cortez Re-1			\$174,738
	SOUTHWEST OPEN SCHOOL	8133	
Mountain Valley School			\$61,758
	MOUNTAIN VALLEY SENIOR HIGH SCHOOL	6146	
Poudre School District			\$398,623

	LINCOLN JUNIOR HIGH SCHOOL	5168	
	POLARIS EXPEDITIONARY LEARNING SCHOOL	7104	
	POUDRE TRANSITION CENTER	7127	
Pueblo City Schools			\$295,585
	CENTRAL HIGH SCHOOL	1454	
	KEATING CONTINUING EDUCATION *	7748	
Pueblo District 70			\$411,012
	FUTURES ACADEMY	3279	
	PUEBLO WEST MIDDLE SCHOOL	7212	
St. Vrain School District			\$125,732
	SKYLINE HIGH SCHOOL	7954	
*Denotes schools that closed during the grant period			
Summary			
25 Local Education Agencies	90 Schools	3-year total for 37 grants	\$13,596,083

Source: CDE, Grants Fiscal Unit

Appendix B

Evaluation Methodology

Evaluation Process

School Counselor Corps grantees were required to annually report information on their school and district level progress in areas relevant to the intent of the grant.

School-level indicators included:

- The student-to-counselor ratio before and after the School Counselor Corps counselors were hired
- College and career readiness data
- Types and hours of remediation coursework

District grantee-level indicators included:

- Information regarding Specific, Measurable, Attainable, Research- Based, and Timely (S.M.A.R.T) goals
- American School Counselor Association (ASCA) standards implementation
- Record of professional development opportunities

Self-reported data are collected through the Data Services Unit at the Colorado Department of Education and the Office of Dropout Prevention and Student Engagement staff aggregate the data by indicator for reporting purposes.

In addition, dropout, graduation and remediation data are reported annually to the state and these data are disaggregated by school codes for review.

Analysis

Responses submitted through the online data collection system are downloaded and analyzed. Descriptive statistics are used to analyze and calculate both aggregated and disaggregated data.

State-reported data are disaggregated by school code and grant-funded schools are matched with schools that have similar demographics such as, free and reduced lunch rates. The dropout and graduation rates of grant-funded schools and non-grant funded school are graphed for comparison.

Appendix C

Remediation Rates for School Counselor Corps High Schools (2008 -2010)

The table below reflects the percentage of students from each of the SCCGP high schools that entered postsecondary with remedial needs as determined by a Colorado institution of higher education.

These data include three years of remediation rates for each grantee high school.

* = Less than 10 students

Highlighted rates = reduction in remediation rates during the School Counselor Corps Grant Program Cohort 1.

For more details on remediation rates visit, <http://highered.colorado.gov/i3/default.aspx>.

Local Education Agency	High School	Remediation Rate (%)		
		2008	2009	2010
Adams 14	1. Adams City High	71.8	64.6	56.9
Adams-Arapahoe 28J	2. Aurora Central	70.9	70.6	75.4
	3. Gateway High	47.4	60.7	61.5
	4. Hinkley High	56.6	*	52.3
	5. Rangeview High	47.3	48.0	44.7
	6. William Smith	*	*	*
Alamosa	7. Alamosa High	43.1	49.2	48.3
Boulder Valley	8. Arapahoe Ridge	*	*	*
Branson Reorganized	9. Branson High	*	*	*
	10. Branson Online	*	*	*
Brighton	11. Brighton High	53.3	*	47.2
Center Consolidated	12. Center High	*	*	*
Cherry Creek	13. Overland High	51.0	47.6	47.1
	14. Smoky Hill High	32.1	35.8	28.5
Colorado Springs	15. Bijou	*	*	*
	16. Life Skills	*	*	*
	17. Mitchell High	48.5	28.0	42.3
	18. Nikola Tesla	*	*	*
	19. Palmer High	21.8	24.2	22.5
Cripple Creek-Victor	20. Cripple Creek High	*	*	*

Denver Public Schools	21. Contemporary	*	*	*
	22. George Washington High	54.3	54.8	60.0
	23. North High	72.6	75.0	72.4
	24. Thomas Jefferson High	51.5	46.7	57.3
	25. West High	89.6	86.8	90.7
	26. Colorado High	*	*	*
Englewood Schools	27. Colorado's Finest	*	*	*
	28. Englewood High	44.0	41.9	42.0
Falcon	29. Falcon High	48.6	39.1	29.7
	30. Sand Creek High	45.3	38.8	33.3
Greeley 6	31. Greeley Central	43.0	42.0	45.7
	32. Greeley West	45.2	32.5	40.9
	33. Northridge	48.2	51.2	46.5
Harrison	34. Harrison High	75.5	52.6	55.6
	35. New Horizons	*	*	*
	36. Sierra High	67.6	49.4	58.0
Jeffco Public Schools	37. Alameda High	67.1	53.7	50.0
	38. Arvada High	55.8	45.3	56.6
	39. Jefferson High	74.2	*	62.2
Karval	40. Karval Junior & Senior	*	*	*
Lake County	41. Lake County High	*	*	*
Mesa Valley	42. Central High	47.6	39.7	41.7
	43. Palisade High	52.7	57.4	35.3
Montezuma-Cortez Re-1	44. Montezuma-Cortez High	59.0	50.0	51.0
Mountain Valley	45. Mountain Valley High	*	*	*
Poudre	46. Poudre High	24.1	25.5	24.5
Pueblo City Schools	47. Central High	61.8	61.0	64.8
St. Vrain	48. Skyline High	46.7	44.2	40.7

* = Less than 10 students

Source: Colorado Department of Higher Education

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