



COLORADO
Department of Education

Funding Opportunity

Applications Due: **Wednesday, March 21, 2018, by 11:59 pm**

Application Training Webinar: **Tuesday, January 30, 2018, from 2:30 – 3:30 pm**

Letter of Intent Due: **Friday, February 2, 2018, by 11:59 pm**

School Counselor Corps Grant Program

Pursuant to: 22-91-101 through 22-91-105 C.R.S.

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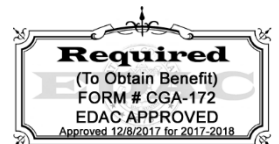


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School Counselor Corps Grant Program

Applications Due: Wednesday, March 21, 2018, by 11:59 pm

Introduction

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 (22-91-101 through 22-91-105 C.R.S.).

Purpose

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

Eligible Applicants

Education providers are eligible to apply for this opportunity to increase the number of school counselors for secondary and elementary students and the level of school counseling services provided. Districts are encouraged to apply with feeder schools. Elementary applicants must apply with secondary feeder schools.

Previous grant recipients will be asked to demonstrate how previously funded school counseling positions and successful programs, initiated through prior grant dollars, have been sustained. In addition, efficient use of previously awarded funds will be verified including the return of any unused funds to CDE.

An eligible Education Provider is defined as:

- A school district (on behalf of one or more schools);
- A Board of Cooperative Services (BOCES);
- A charter school (*Note: the charter school's authorizer will be the fiscal agent, if funded*); or
- An Institute Charter School.

Priority will be given to applicants that will serve:

- Schools at which the dropout rate exceeds the statewide average (2015-16 annual dropout rate for the State of Colorado is 2.3%);
- Schools with a high percentage of students who are eligible for Free and Reduced Lunch exceeding the statewide rate 42.2%;
- Postsecondary remediation rates at secondary schools that exceed the statewide average of 36.1%; and
- Percentage of third grade students identified with significant reading deficiency at elementary schools that exceed the statewide average of 17.2% (2016).

Available grant funding will be distributed to schools demonstrating high need based on these Priority Criteria.

Available Funds

This **application is being released, but is contingent upon enacting pending appropriations to the School Counselor Corps program for 2018-19 school year.** Please complete the Letter of Intent (Attachment A) to be informed of updates on this program, including funding updates. Letters of Intent are due Friday, February 2, 2018, by 11:59 p.m.

The anticipated level of funding available for the 2018-2019 school year is approximately \$500,000, for approximately 15 grant awards. The first year of the four-year grant cycle individual awards will range

between \$25,000 and \$50,000. **The first year of the grant will focus on data collection, needs analysis, program development,** and direct services. In the second, third, and fourth years of the grant, successful grantees will receive up to \$80,000 per funded school for implementation and increase of school counseling services. Priority consideration will be given to Local Education Agencies (LEAs) that have **not** been previously funded. Schools are encouraged to apply with their “feeder” school(s), if applicable, (elementary applicants must apply with secondary feeder schools).

Those who have been previously funded with SCC funds may apply; however:

- No more than 25% of previously funded applicants will be funded in this competition.
If funded in a previous cohort, un-sustained counseling positions and programs will be considered;
 - Sustainability is an expectation of the School Counselor Corps Grant. Please use Section E and additional one page allowance for explanation if counseling positions or programming funded by previous SCCG was not sustained.
- Past expenditure of funds will be considered. If the previously funded grantee returned more than \$1,000 during any year of the SCC grant cycle, a thorough explanation will be required to be considered.
 - For each grant review period:
 - Points will be deducted once per occurrence during the grant review process for returned/unspent SCC grant during the grant cycle.
 - Applicants will not be penalized more than one time for each occurrence of returned SCC grant dollars/money.

Allowable Use of Funds

Funds may be used to **supplement and not supplant** any moneys currently being used to provide school counseling positions and/or activities.

Allowable activities include:

- Licensed school counselor salaries and benefits;
- Career awareness and Postsecondary preparatory services;
- Professional development; and
- School counseling Program development and implementation.

Funds may not be used for:

- Capital equipment;
- Building improvements, construction, or maintenance; or
- Incentives, such as gift cards.

Please note: In addition to the education provider’s proposed Professional Development Plan, **applicants must also budget for a team to attend three, one-day grant trainings during each year of the grant cycle. Dates and locations for summer, fall and spring trainings will be announced at a later date, however, please plan budgets for travel to the Denver metro area. Regional sessions may be scheduled.**

Required trainings will provide professional development consistent with grant expectations for postsecondary preparation counseling. Key staff most closely related to the success of the grant (e.g., school counselors, teachers, administrators) **must** attend.

It is an expectation in each year of funding, that at least one school leadership member (principal or assistant principal and school counseling team, if applicable) **must** attend the trainings in addition to counselors funded with Counselor Corps grant dollars.

Duration of Grant

Grants will be awarded for a four-year term beginning in the 2018-2019 school year. Please note: **Each year of grant funding is contingent upon annual appropriations by the State Legislature. Funded applicants will be eligible for continued funding in the second, third, and fourth years of the grant cycle after successfully demonstrating the following:**

- Submission of all required evaluation materials;
- Adequate progress toward successfully meeting annual objectives;
- Thorough needs analysis and environmental scan of district, along with postsecondary and workforce readiness.
- Completed program development report after the first year to demonstrate fidelity to proceed with years two, three, and four; and
- Completed budgets and funding amounts for years two, three, and four will be finalized following the first year.

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 July 1st of each year during the term of the grant.

First year reports must outline the development year process, including the needs assessment, environmental scan, SMART goals, and appropriate interventions in alignment with school counseling.

- Subsequent year reports shall also include:
- The number of school counselors hired using grant funds;
- School counselor to student ratio;
- Any professional development programs provided using grant funds;
- Examples of services provided to students;
- Evaluation of impact of Grant Program;
- Adoption of American School Counseling Association (ASCA) model and standards;
- A comparison of the graduation rates, 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. A comparison of the attendance and reading proficiencies prior to the receipt of the grant and the years for which the education provider receives a grant at the recipient elementary schools.
- Information indicating an increase in the level of postsecondary and career readiness services provided to students at recipient schools, such as: Individual Career and Academic Plans (ICAP) for students, postsecondary options, academic planning, employability skills, and or an awareness of pre-collegiate preparation programs, postsecondary or vocational preparation programs;
- Successful matriculation through elementary and between middle and high school (if applicable); and
- An annual performance report by July 1 of each year of the grant (Attachment B). For examples of annual performance report questions in years 2, 3, and 4, please see Attachment C.

Data Privacy

CDE takes seriously its obligation to protect the privacy of student Personally Identifiable Information (PII) collected, used, shared and stored. PII will not be collected through the School Counselor Corps Grant Program. All grant program evaluation data will be collected in the aggregate and will be used, shared and stored in compliance with CDE's privacy and security policies and procedures.

Note: Documents submitted must not contain any personally identifiable student or educator information

including names, identification numbers, or anything that could identify an individual. All data should be referenced/included in the aggregate and the aggregate counts should be redacted to remove small numbers under 16 for students or 5 for educators.

Review Process and Timeline

Applications will be reviewed by CDE staff and the School Counselor Corps Advisory Board to ensure they contain all required components. Note: This is a competitive process – applicants must score at least 78 points out of the 112 possible points to be approved for funding. There is no guarantee that submitting a proposal will result in funding or funding at the requested level. All award decisions are final. Applicants that do not meet the qualifications will be notified and may reapply in future grant applications.

This process may be discontinued at any point as funding is contingent upon pending appropriations to the School Counselor Corps program for 2018-19 school year. Applicants will be notified of award status no later than Friday, June 1, 2018.

Technical Assistance

RFP Webinar: An application training webinar will be held on **Tuesday, January 30, 2018, from 2:30 – 3:30 pm**. Register for this technical assistance via Eventbrite at <https://scc2018webinar.eventbrite.com>. If you have questions or issues regarding registration, please email CompetitiveGrants@cde.state.co.us.

Letter of Intent: If interested in applying for this funding opportunity, please submit the Letter of Intent (see **Attachment A**) by **Friday, February 2, 2018** at <https://www.surveymonkey.com/r/SCC2018LOI>. This allows CDE to plan for the review process and communicate with prospective applicants should a need arise.

Submission Process and Deadline

Applicants need to submit electronic copies of their application. An electronic copy of the application (in PDF format) and electronic budget (in Excel format) must be submitted to CompetitiveGrants@cde.state.co.us by **Wednesday, March 21, 2018, by 11:59 pm**. The electronic version should include all required components of the application as one document. Please attach the electronic budget spreadsheet in Excel format as a separate document. Faxes will not be accepted. Incomplete or late applications will not be considered. If you do not receive an email confirmation of receipt of your electronic application within 24 hours of the deadline, please email CompetitiveGrants@cde.state.co.us. Application materials and budget are available at: www.cde.state.co.us/postsecondary_scc.

Submit the electronic copy of the application and electronic budget by
Wednesday, March 21, 2018, by 11:59 pm to:
CompetitiveGrants@cde.state.co.us

Application Format

- **The total narrative (Sections A – E) of the application cannot exceed 7 pages.** If an applicant has been previously funded, one (1) additional page may be used:
 - To provide verification of sustained positions and quality programs that were initialized with School Counselor Corps grant dollars.
 - For explanation of returned funds, if applicable.
- All pages must be standard letter size, 8-1/2" x 11" using 12-point font and single-spaced with 1-inch

- margins and numbered pages.
- The signature page must include original signatures of the lead organization/fiscal agent.

Required Elements

The format outlined below **must be followed** in order to ensure consistent application of the evaluation criteria. **See evaluation rubric for specific selection criteria needed in sections A – E.**

- | | |
|-----------------|---|
| Part I: | Proposal Introduction (not scored)
Cover Page, Signature Pages, Assurances Form, Executive Summary, Table of Contents |
| Part II: | Narrative – Sections A through E
Electronic Budget <i>(not included in page limit)</i>

Attachments (e.g., letters of support)
<i>Not included in page limit but not to exceed five (5) additional pages</i> |

School Counselor Corps Grant

Applications Due: Wednesday, March 21, 2018

Part IA: Cover Page – Applicant Information

Name of Education Provider:			
Mailing Address:			
Authorized Representative:			
Telephone:		Fax:	
Email:		District Code:	
Program Contact Person:			
Telephone:		Fax:	
Email:			
Fiscal Manager:			
Mailing Address:			
Telephone:		Fax:	
Email:			
Type of Education Provider: <i>Check one box below that best describes your organization.</i>			
<input type="checkbox"/> School District <input type="checkbox"/> Board of Cooperative Educational Services (BOCES) <input type="checkbox"/> Charter School <input type="checkbox"/> Institute Charter School			
Region: <i>Indicate the region(s) this proposal will directly impact</i>			
<input type="checkbox"/> Metro <input type="checkbox"/> Pikes Peak <input type="checkbox"/> North Central <input type="checkbox"/> Northwest <input type="checkbox"/> West Central <input type="checkbox"/> Southwest <input type="checkbox"/> Southeast <input type="checkbox"/> Northeast <input type="checkbox"/> East Central			
Recipient Schools: <i>Indicate the intended recipient schools and districts (additional rows may be added).</i>			
Previous Grant Information			
<i>The following information will be verified by CDE and considered in the funding decision:</i>			
Has the applicant previously received a School Counselor Corps Grant?		<input type="checkbox"/> Yes	<input type="checkbox"/> No
Have any of the schools above previously received a SCC Grant?		<input type="checkbox"/> Yes	<input type="checkbox"/> No
If Yes, please specify which schools:			
If previously funded, were licensed counselor positions sustained?		<input type="checkbox"/> Yes	<input type="checkbox"/> No
If previously funded, were any unspent funds reverted back to CDE?		<input type="checkbox"/> Yes	<input type="checkbox"/> No
If Yes, please enter the year(s) and amount(s) below:			
Year(s):	Amount:		
Current number of licensed secondary school counselors employed by provider:			

Please note: If grant is approved, funding will not be awarded until all signatures are in place. Please attempt to obtain all signatures before submitting the application.

Part IB: Recipient District/School Information and Signature Page

(Complete and attach after cover page. If necessary, additional copies of this page may be attached in order to include each participating school.)

School

Name: _____

Principal

Name: _____

Principal Signature: _____

School

Address: _____

Phone: _____

Email: _____

Please answer the following for the Intended Recipient School:

Current Student to School Counselor Ratio: _____

Percentage of students with Individual Career and Academic Plans (ICAP) _____

Percentage of students with an adequate Math and/or Reading proficiency score _____

Postsecondary remediation rates: _____

Postsecondary enrollment (matriculation) rate: _____

The following links will assist in retrieving these data as well as any additional data needed in order to respond to the application narrative (*i.e., dropout rates, percentage of students eligible for Free or Reduced Lunch, and graduation rates*):

<http://higherred.colorado.gov/Data/DistrictHSSummary.aspx>

<http://www.cde.state.co.us/dropoutprevention>

<http://www.cde.state.co.us/cdereval/pupilcurrentschool>

<http://www.cde.state.co.us/schoolview>

*Year 1 of the SCCGP funding is a planning year. The funds awarded are used to conduct needs analysis and environmental scan to identify district and school needs, root causes and guide SMART goal development. The goals will be multiyear and multi-tiered for the remaining years of the grant. A successful planning year is necessary for funding to be available for the implementation years, (years 2, 3, and 4). \$80,000 per school can be requested for implementation years of SCCGP. Please see Authorized Activities for approved use of funds.

http://www.cde.state.co.us/postsecondary/scc_resources

School Counselor Corps Grant

Part IC: Program Assurances Form

The appropriate Authorized Representatives must sign below to indicate their approval of the contents of the application for the School Counselor Corps Grant, and the receipt of program funds.

On _____ (date), 2018, the Board of _____ (applicant) hereby applies for and, if awarded, accepts the state funds requested in this application. In consideration of the receipt of these grant funds, the Board agrees that the General Assurances form for all state funds and the terms therein are specifically incorporated by reference in this application. The Board also certifies that all program and pertinent administrative requirements will be met. In addition, grantees that accept the **School Counselor Corps** funding agree to the following assurances:

1. The grantee will annually provide the Colorado Department of Education the evaluation information required on page 4 and in the Progress Report (attachment B) of the Request for Proposal.
2. The grantee will work with and provide requested data to CDE for the School Counselor Corps Grant Program within the timeframes specified.
3. During year one, a mandatory one-day review of grant goals will be required for grant managers and counselor supervisors of School Counselor Corps counselors in addition to monthly webinars during year one. It is an expectation during years two, three, and four that in addition to counselors funded through the grant, that at least one school leadership member (principal or assistant principal) must attend a CDE sponsored School Counselor Corps training. Counseling teams are strongly encouraged to attend.
1. The grantee will not discriminate against anyone regarding race, gender, national origin, color, disability, or age.
2. Funds will be used to supplement and not supplant any moneys currently being used to provide school counseling activities and grant dollars will be administered by the appropriate fiscal agent.
3. 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.
4. That if any findings of misuse of these funds are discovered, project funds will be returned to CDE.
5. The grantee will maintain sole responsibility for the project even though subcontractors may be used to perform certain services.
6. Grant and school counselor supervisors will attend two, one-day overview, goal review and planning session in addition to the spring and fall training days.
7. Principals of funded schools must annually attend a one-day training in the Denver metro area prior to the beginning of the school year.
8. School counseling positions and successful programs initiated under the grant shall be sustained by the grantee in order to potentially be considered for future Colorado School Counselor Corps grant funding.

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.

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 Eve Pugh (pugh_e@cde.state.co.us / 303-866-4123) for any modifications.

Name of School Board President/BOCES President	Signature
Name of District Superintendent or CSI/BOCES Executive Director	Signature
Name of Fiscal Agent's Authorized Representative	Signature

**Please note: Individual charter school applicants must obtain signatures from their authorizing district or the Charter School Institute.*

School Counselor Corps Grant

Application Scoring (CDE Use Only)

Part I:	Application Introduction	No Points
Part II:	Narrative	
Section A:	Quality of Plan	/41
Section B:	Partnerships	/15
Section C:	Postsecondary	/41
Section D:	Budget Narrative and Electronic Budget	/15
Section E:	Previously Funded Schools	+/- _____
Total:		_____

School(s) at which the dropout rate exceeds the statewide average, (2015-16 annual dropout rate for the State of Colorado is 2.3%), or low levels of Reading and Math scores exceeds the statewide average, (13.8%)	School(s) with a high percentage of students who are eligible for Free and Reduced Lunch exceeding the statewide rate (42.2%)	Postsecondary remediation rates at secondary school(s) that exceed the statewide average of 35.4%	Does not meet any priority criteria
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

GENERAL COMMENTS: Please indicate support for scoring by including overall strengths and weaknesses. These comments will be provided to applicants with their final scores.

Strengths:

-
-

Weaknesses:

-
-

Required Changes:

-

RECOMMENDATION: Funded ☐ Funded with Changes ☐ Not Funded ☐

Selection Criteria and Evaluation Rubric

Part I: Application Introduction (No Points)

Cover Page

Recipient District/School Information Page

Signed Assurances Form

Table of Contents

Executive Summary

Provide a brief description (no more than 1 page) of the proposed School Counselor Corps project. This summary does not count toward the 7-page narrative page limit.

Part II: Narrative (112 Points)

The following criteria will be used by reviewers to evaluate the application as a whole. In order for the application to be recommended for funding, applicants must score at least 78 points out of the 112 points possible and all required parts must be addressed. Applications that score below 78 points *may* be asked to submit revisions that would bring the application up to a fundable level. An application that receives a score of 0 on any required part within the narrative will not be funded.

Section A: Quality of Program Development	Not Addressed/ Met No Criteria <i>(information not provided)</i>	Met One or More Criteria <i>(requires additional clarification or development)</i>	Met All Criteria <i>(concise, thoroughly developed, high quality, well written response)</i>
<p>1) Include a clear description of how the education provider has adopted, or has demonstrated, a commitment to developing standards for school counselors that meet or exceed those recommended by the American School Counselor Association (ASCA) in connection to the intent of the School Counselor Corps grant program (http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf).</p> <p>If middle and/or elementary schools are included in the program development, include a commitment to the School Counselor Corps Elementary and/or Middle School ICAP Quality Indicators. (http://www.cde.state.co.us/postsecondary/scc_resources)</p>	0	3	7
2) Clearly describe the approach in providing professional development, including how the applicant, during the program development phase, will support ongoing, sustained professional development for the team of school counselors and administrators that support the goals, objectives, and design focus of the proposed School Counselor Corps Grant Program.	0	1	3
3) Include a clear and thorough description of the applicant's experience in using data over time, such as examples demonstrating outcomes and incorporation of data-driven decisions.	0	2	5
4) Provide clear, measurable goals/objectives consistent with desired outcomes of the School Counselor Corps Grant Program, including improving graduation rates, and preventing dropouts at all levels.	0	3	7

5) Provide a clearly detailed timeline for implementation. Timeline identifies major implementation activities, interim benchmarks and the date by which they will be accomplished.	0	2	5
For example:			
Strategies /Activities	Interim Benchmarks	Timeline	Person(s) Responsible
6) Explain how district and school-level administrators and current school counselors have been engaged in the process to apply for this grant.	0	2	5
7) Clearly outline achievement gaps, the associated data and needs analysis of subgroups and student populations within your school or district(s) as appropriate for your LEA. Outline how the School Counselor Corps Grant Program will assist in closing these gaps.	0	5	9
Up to 5 additional BONUS points may be awarded: <ul style="list-style-type: none"> Provide a clear picture of applicant LEA's at-risk indicators (including, dropout rate, percentage of students eligible for free and reduced lunch, other at-risk indicators). 	Reviewers: Award from 0 to 5 points for this section.		Bonus Points:

Reviewer Comments:
Total /41

Section B: Partnerships	Not Addressed/ Met No Criteria (information not provided)	Met One or More Criteria (requires additional clarification or development)	Met All Criteria (concise, thoroughly developed, high quality, well written response)
1) Include a specific and well-conceived description of the extent to which the education provider has developed or plans to develop external partnerships , with external education agencies and/or community and/or business/workforce partners, to serve the need of academic and postsecondary awareness, aspirations for every student enrolled in or receiving educational services from the education provider.	0	2	5
2) Include a specific and well-conceived description of the extent to which the education provider has developed or plans to develop internal partnerships including elementary, middle school and high school partnerships across the district.	0	2	5
3) Provide clear detail regarding how the education provider will integrate this grant with any current work in dropout prevention, student and parent engagement, career awareness, postsecondary readiness, including, but not limited to: service learning; expanded learning opportunities;	0	2	5

21 st CCLC, At-Risk Student Services; and Colorado Graduation Pathways and Career clusters.			
Reviewer Comments:			
Total			/15

Section C: Postsecondary	Not Addressed/ Met No Criteria (information not provided)	Met One or More Criteria (requires additional clarification or development)	Met All Criteria (concise, thoroughly developed, high quality, well written response)
1) Include a specific and well-conceived description of how receipt of the grant will affect the culture of career postsecondary awareness at the applicant school, district or BOCES, and describe a vision for how the grant will transform the career and postsecondary exposure, awareness and options of students served.	0	2	5
2) Include a specific and well-conceived description of the education provider's plan for involving leaders at the recipient school(s) and in the surrounding community and the faculty at recipient school(s) in increasing the capacity and effectiveness of the school counseling program and academic and career and postsecondary preparation services provided to students.	0	3	7
3) Include a clear and thorough description of the extent to which the education provider has implemented Individual Career and Academic Plans (ICAP) for students or career awareness at middle and/ or elementary school(s).	0	2	5
4) Include a thorough description of how the postsecondary and workforce readiness section of the school/district Unified Improvement Plan will be aligned with the School Counselor Corps Grant Program.	0	2	5
5) Include a detailed description of the education provider's use of district-level (or school-level if the education provider is a charter school), <u>needs assessments that use data to identify challenging issues</u> in the district or school in terms of student learning and success and barriers to learning.	0	1	3
6) Include 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 <u>to identify targeted and comprehensive programs, strategies, or services</u> delivered by the education provider to students that have helped increase the graduation rates and level of career readiness and postsecondary success among graduates.	0	1	3
7) Include 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 <u>to identify the strategies that will be used and evidence of why they were chosen by the education provider to address the</u>	0	2	5

<u>challenges</u> identified in this self-assessment and strengthen, expand or improve existing programs to improve graduation rates, postsecondary enrollment and career ready success rates.			
8) Include a clear and thorough description of 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 matriculating through elementary school, and transition to middle 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 career readiness and postsecondary success rates of high school students.	0	2	5
9) Include a clearly detailed description of current participation in accelerated coursework, (such as Concurrent Enrollment courses, ASCENT, AP, IB, G/T programs), as well as remedial courses for students at-risk of remediation.	0	1	3
Reviewer Comments:			
Total			/41

Section D: Budget Narrative and Electronic Budget	Not Addressed/ Met No Criteria (information not provided)	Met One or More Criteria (requires additional clarification or development)	Met All Criteria (concise, thoroughly developed, high quality, well written response)
<i>In addition to submitting an electronic budget covering each of the four years, in compliance with CDE's standard fiscal rules, include a budget narrative in paragraph(s) format, that addresses the following criteria:</i>			
1) <u>Within the Budget Narrative:</u> <ul style="list-style-type: none"> Provide an explanation that summarizes the proposed uses of grant funds by budget category or proposed program strategies. All expenditures described must be reasonable and the budget sufficient in relation to the objectives, design, scope and sustainability of project activities. 	0	5	10
2) Complete and attach the Budget Spreadsheet (Excel file). List costs on the Budget Detail worksheet that are reasonable, calculated to show how amounts are determined, and sufficient in relation to the measurable objectives, design, scope, sustainability, and duration of project activities. Costs are reasonable, and connected to project goals and activities for each of the four years of the grant. <u>Item Description Example:</u> <u>.X FTE for [role or title] at \$xxxxx per [hour or month or year] times [x per hours or months or year]</u>	0	2	5
<u>Up to 5 additional BONUS points may be awarded:</u>	Reviewers: Award from 0 to 5 points for this section.		Bonus Points:

Describe 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 career awareness and postsecondary counseling services to students once the grant has expired?		
Reviewer Comments:		
Total		/15

Section E: Previously Funded Schools			
<p>Respond to the following <u>only</u> if you are including schools that have previously received School Counselor Corps grant funding. If previously funded, the information provided will be considered in the funding recommendation.</p> <p>Note: If previously funded, use up to one (1) additional page to summarize and provide verification of sustained positions and quality programs that were initialized with School Counselor Corps grant dollars. The information submitted will be considered in the holistic review of your application.</p>			
8) Describe what positions and quality programs have been successfully sustained with prior School Counselor Corps grant dollars and the strategies employed to do so.	Not Previously Funded	Did Not Adequately Address	Adequately Addressed
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9) Unspent funds were indicated in Part I: Cover page and verified by CDE.	Not Previously Funded	No Unspent Funds	Indicated Unspent Funds
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10) If unspent funds indicated, did the amount exceed \$1,000?	No		Yes (-3 Points)
	<input type="checkbox"/>		<input type="checkbox"/>
11) Please explain the reason for returned funds (no more than 5 sentences).	Did Not Address	More Information Needed	Adequately Addressed
	0	1	3
12) Returned funds occurred in 2 or more years of the grant cycle and exceeded \$1,000 each time.	No		Yes (-5 Points)
	<input type="checkbox"/>		<input type="checkbox"/>
13) Please indicate the steps taken to prevent future return of funds if funded for this grant cycle (no more than 5 sentences).	Did Not Address	More Information Needed	Adequately Addressed
	0	3	5
Reviewer Comments:			
Total			+/-

Attachment A: Letter of Intent

The Letter of Intent to apply for the School Counselor Corps Grant is due **Friday, February 2, 2018, by 11:59 pm**. Submit online via SurveyMonkey at <https://www.surveymonkey.com/r/SCC2018LOI>. Below is a screenshot of the information requested in the Letter of Intent.

2018-2019 School Counselor Corps Grant - Letter of Intent

Letters of Intent due Friday, February 2, 2018 by 11:59 pm.



- * 1 Please complete the information requested below to indicate your intention to apply for the **School Counselor Corps Grant**.

Name of LEA (District/BOCES/Charter School
Institute/Facility School):

Applying on behalf of the following school(s):

Name of LEA Authorized Representative:

Name of Contact for the Proposal:

Contact Telephone Number:

Contact E-mail Address

- * 2 I affirm that I am the named authorized representative from the LEA, or that the named authorized representative is aware and has approved of the intent to apply for the grant opportunity.

Attachment B: School Counselor Corps Grant Report

Colorado Counselor Corps Grant Program Development Year Grantee Report 2017-2018



COLORADO
Department of Education

Narrative

Due:

May 7, 2018

1. What are your School Counseling Program Vision and Mission Statements?
2. Please outline your district and school needs assessment(s), process, and findings.
3. Please outline your district and school environmental scan, process, and findings.
4. What are the three to five root causes your program plans to address over the next three years of the grant, (utilizing Counselor Corps Grant Program funds)?
5. List SMART Goals (no more than four) for the remainder of the grant cycle.
Please use attached SMART Goal Worksheet.
6. What are the appropriate interventions you plan to implement to address your district and **school identified needs, root causes, and goals**?
7. How do these identified interventions relate to your initial grant proposal?
Were your needs enhanced or changed by the development year process?
If so, how?
8. Please list the school leaders and licensed school counselors participating in the grant's development year process and their role in the district.
9. How can the developmental year of the Counselor Corps Grant be enhanced for future grant recipients?

Please email completed reports to:

Eve Pugh,
Pugh_e@cde.state.co.us

Early submissions are encouraged

Provide the following:

-Budget

- Please develop a School Counselor Corps Grant budget to submit with this report.
- Authorized Activities can be found at: http://www.cde.state.co.us/postsecondary/scc_resources
- Also include an additional two (2) prioritized budget options with your end-of-year report in the event that an original, proposed expense does not occur.

Please note: the creation of three budgets is an exercise for you to prepare for budget revisions. Budget revisions continue to adhere to the terms conditions of the grant award and in cooperation with the Grants Fiscal Management office at CDE.

-Contact Information

- Please list District and School level SCCGP contact information. Include fiscal contact,
- grant contact, and School Counselors that should receive communication regarding the
- SCCGP using the format below.

Name	Title	Email	Phone

Attachment C: School Counselor Corps Grant Report (Years 2, 3 and 4)

School Counselor Corps DISTRICT End of Year Report - 2017-18

SCCG District Report - End of Year

1) District:*

2) District Code:*

3) Name of District Contact:*

4) District Contact Phone Number:*

5) District Contact email:*

6) What year of SCCG funding was 2017-18 school year for your school/district? (If you are not sure, please contact Eve Pugh to confirm, pugh_e@cde.state.co.us)*

☐ Year 2

☐ Year 3

☐ Year 4

7) Have staff changes been made using SCCGP funds during the 2017-2018 school year?*

☐ YES

☐ NO

8) If yes, please explain:

9) The school counselors hired under the Colorado School Counselor Corps Grant Program in the district are licensed, which “means a person who holds a special services provider license with a school counselor endorsement issued pursuant to article 60.5 of Title 22 or who is otherwise endorsed or accredited by a national association to provide school counseling services” 22-91-102 (6):

☐ Yes

☐ No

Part II: SCCG Performance Goals and Evaluation

10) Please list School Counselor Corps Goal 1.

11) Report progress on the District/BOCES goal. Check the response that best describes progress at the end of the rating period, (June 30, 2018).

- ☐ Exceeded goal
- ☐ Met goal
- ☐ Making progress
- ☐ Not making progress

12) Please provide a brief narrative explaining how your goal was reached or not reached. (No more than 5 sentences.)

13) Provide data results for this goal.

14) How were these data collected and/or verified?

15) Describe special circumstances and/or factors that positively affected progress on achieving this goal.

16) Describe special circumstances and/or issues that negatively affected progress on achieving this goal.

17) Please mark the ONE outcome this goal is most directly related.

- ☐ Improved GPA
- ☐ Improved ACT
- ☐ Improved PARCC
- ☐ Getting/Staying on track for graduation
- ☐ Credit accrual
- ☐ ICAP completion
- ☐ Increased number of postsecondary applications submitted
- ☐ Increase college acceptance
- ☐ Increased number of students completing FAFSA
- ☐ Decreased college academic remediation
- ☐ Increased attendance
- ☐ Increased school engagement
- ☐ Improved Comprehensive School Counseling Program (e.g., ASCA National Model)
- ☐ Improved retention and reduced number of drop-outs
- ☐ Improved postsecondary planning culture and capacity
- ☐ Increased school attachment
- ☐ Increased school/district performance

☐ Improved middle school to high school transitions

18) Please list School Counselor Corps Goal 2.

19) Report progress on the District/BOCES goal. Check the response that best describes progress at the end of the rating period, (June 30, 2018).

☐ Exceeded goal

☐ Met goal

☐ Making progress

☐ Not making progress

20) Please provide a brief narrative explaining how your goal was reached or not reached. (No more than 5 sentences.)

21) Provide data results for this goal.

22) How were these data collected and/or verified?

23) Describe special circumstances and/or factors that positively affected progress on achieving this goal.

24) Describe special circumstances and/or issues that negatively affected progress on achieving this goal.

25) Please mark the ONE outcome this goal is most directly related.

☐ Improved GPA

☐ Improved ACT

☐ Improved PARCC

☐ Getting/Staying on track for graduation

☐ Credit accrual

☐ ICAP completion

☐ Increased number of postsecondary applications submitted

☐ Increase college acceptance

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- ☐ Improved postsecondary planning culture and capacity
- ☐ Increased school attachment
- ☐ Increased school/district performance
- ☐ Improved middle school to high school transitions

26) Please list School Counselor Corps Goal 3.

27) Report progress on the District/BOCES goal. Check the response that best describes progress at the end of the rating period, (June 30, 2018).

- ☐ Exceeded goal
- ☐ Met goal
- ☐ Making progress
- ☐ Not making progress

28) Please provide a brief narrative explaining how your goal was reached or not reached. (No more than 5 sentences.)

29) Provide data results for this goal.

30) How were these data collected and/or verified?

31) Describe special circumstances and/or factors that positively affected progress on achieving this goal.

32) Describe special circumstances and/or issues that negatively affected progress on achieving this goal.

33) Please mark the ONE outcome this goal is most directly related.

- ☐ Improved GPA
- ☐ Improved ACT
- ☐ Improved PARCC
- ☐ Getting/Staying on track for graduation
- ☐ Credit accrual
- ☐ ICAP completion
- ☐ Increased number of postsecondary applications submitted

- ☐ Increase college acceptance
- ☐ Increased number of students completing FAFSA
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- ☐ Improved Comprehensive School Counseling Program (e.g., ASCA National Model)
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- ☐ Improved postsecondary planning culture and capacity
- ☐ Increased school attachment
- ☐ Increased school/district performance
- ☐ Improved middle school to high school transitions

34) Please list School Counselor Corps Goal 4.

35) Report progress on the District/BOCES goal. Check the response that best describes progress at the end of the rating period, (June 30, 2018).

- ☐ Exceeded goal
- ☐ Met goal
- ☐ Making progress
- ☐ Not making progress

36) Please provide a brief narrative explaining how your goal was reached or not reached. (No more than 5 sentences.)

37) Provide data results for this goal.

38) How were these data collected and/or verified?

39) Describe special circumstances and/or factors that positively affected progress on achieving this goal.

40) Describe special circumstances and/or issues that negatively affected progress on achieving this goal.

41) Please mark the ONE outcome this goal is most directly related.

- ☐ Improved GPA
- ☐ Improved ACT

- () Improved PARCC
- () Getting/Staying on track for graduation
- () Credit accrual
- () ICAP completion
- () Increased number of postsecondary applications submitted
- () Increase college acceptance
- () Increased number of students completing FAFSA
- () Decreased college academic remediation
- () Increased attendance
- () Increased school engagement
- () Improved Comprehensive School Counseling Program (e.g., ASCA National Model)
- () Improved retention and reduced number of drop-outs
- () Improved postsecondary planning culture and capacity
- () Increased school attachment
- () Increased school/district performance
- () Improved middle school to high school transitions

Program Strategies and Services

50) ASCA IMPLEMENTATION: Please indicate the development strategies and/or activities in accordance to the ASCA National Model at the district level. (No more than three paragraphs).

51) PROGRAM DATA: Please outline special programming, interventions and efforts by school or district/BOCES made possible by SCCG. Please highlight what has not already been captured through goal narratives.

PROFESSIONAL DEVELOPMENT

52) Professional Development Activity 1 (Name of Training)

53) Number of attendees:

54) Number of hours:

55) Topic Areas(s):

56) Brief summary of impact, (three to four sentences):

57) Implementation strategies, (three to four sentences addressing results):

58) Professional Development Activity 2 (Name of Training)

59) Number of attendees:

60) Number of hours:

61) Topic Areas(s):

62) Brief summary of impact, (three to four sentences):

63) Implementation strategies, (three to four sentences addressing results):

64) Professional Development Activity 3 (Name of Training)

65) Number of attendees:

66) Number of hours:

67) Topic Areas(s):

68) Brief summary of impact, (three to four sentences):

69) Implementation strategies, (three to four sentences addressing results):

70) Professional Development Activity 4 (Name of Training)

71) Number of attendees:

72) Number of hours:

73) Topic Areas(s):

74) Brief summary of impact, (three to four sentences):

75) Implementation strategies, (three to four sentences addressing results):

76) Professional Development Activity 5 (Name of Training)

77) Number of attendees:

78) Number of hours:

79) Topic Areas(s):

80) Brief summary of impact, (three to four sentences):

81) Implementation strategies, (three to four sentences addressing results):

PART V: Colorado Counselor Corps Grant Information

82) How many counselors were hired under the SCC Grant by your district?*

83) Please give a clear explanation of how you define postsecondary and workforce readiness for students. (Three to four sentences)

84) Provide a brief summary of individual career and academic plans (ICAP) implementation. (No more than three paragraphs)

85) List two goals for ICAP implementation/improvement of your ICAP for next year.

Part VI: Continuation Plan

86) What is your district/BOCES/school plan for sustaining counselors hired utilizing SCCG funds after completion of the grant? (No more than three paragraphs.)

Thank You!

***You will be required to complete this report for each funded school in years 2, 3, and 4 of the SCCG.**

School Counselor Corps SCHOOL End of Year Report-2017-18

Part I School Report

1) District:*

2) School Name:*

3) Name of SCCG School Contact:*

4) School Contact Phone Number:*

5) School Contact email:*

6) Have staff changes been made using SCCGP funds during the 2017-18 school year?*

☐ YES

☐ NO

7) If yes, please explain:

Part II: SCCG Performance Goals and Evaluation

8) Please list School Counselor Corps Goal 1.

9) Report progress on the school goal. Check the response that best describes progress at the end of the rating period, (June 30, 2018).

☐ Exceeded goal

☐ Met goal

☐ Making progress

☐ Not making progress

10) Please provide a brief narrative explaining how your goal was reached or not reached. (No more than 5 sentences.)

11) Provide data results from 2017-2018 for this goal.

12) How were these data collected and/or verified?

13) Describe special circumstances and/or factors that positively affected progress on achieving this goal.

14) Describe special circumstances and/or issues that negatively affected progress on achieving this goal.

15) Please mark the ONE outcome this goal is most directly related.

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- ☐ Improved PARCC
- ☐ Getting/Staying on track for graduation
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- ☐ Increased attendance
- ☐ Increased school engagement
- ☐ Improved Comprehensive School Counseling Program (e.g., ASCA National Model)
- ☐ Improved retention and reduced number of drop-outs
- ☐ Improved postsecondary planning culture and capacity
- ☐ Increased school attachment
- ☐ Increased school/district performance
- ☐ Improved middle school to high school transitions

16) Please list School Counselor Corps Goal 2.

17) Report progress on the school goal. Check the response that best describes progress at the end of the rating period, (June 30, 2018).

- ☐ Exceeded goal
- ☐ Met goal
- ☐ Making progress
- ☐ Not making progress

18) Please provide a brief narrative explaining how your goal was reached or not reached. (No more than 5 sentences.)

19) Provide data results from 2017-2018 for this goal.

20) How were these data collected and/or verified?

21) Describe special circumstances and/or factors that positively affected progress on achieving this goal.

22) Describe special circumstances and/or issues that negatively affected progress on achieving this goal.

23) Please mark the ONE outcome this goal is most directly related.

- ☐ Improved GPA
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- ☐ Increased school/district performance
- ☐ Improved middle school to high school transitions

24) Please list School Counselor Corps Goal 3.

25) Report progress on the school goal. Check the response that best describes progress at the end of the rating period, (June 30, 2018).

- ☐ Exceeded goal
- ☐ Met goal
- ☐ Making progress
- ☐ Not making progress

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- ☐ Improved postsecondary planning culture and capacity
- ☐ Increased school attachment
- ☐ Increased school/district performance

☐ Improved middle school to high school transitions

PART III: Program Strategies and Services

48) A written mission statement exists and is used as a foundation by all counselors.

- ☐ Not Present
- ☐ Development in Progress
- ☐ Partly Implemented
- ☐ Fully Implemented

49) Services are organized so that all students are well served and have access to them.

- ☐ Not Present
- ☐ Development in Progress
- ☐ Partly Implemented
- ☐ Fully Implemented

50) The program operates from a plan for closing the achievement gap for minority and lower income students.

- ☐ Not Present
- ☐ Development in Progress
- ☐ Partly Implemented
- ☐ Fully Implemented

51) The program has a set of clear measurable student learning objectives and goals are established for academics, social/personal skills, and career development.

- ☐ Not Present
- ☐ Development in Progress
- ☐ Partly Implemented
- ☐ Fully Implemented

52) Needs Assessments are completed regularly and guide program planning.

- ☐ Not Present
- ☐ Development in Progress
- ☐ Partly Implemented
- ☐ Fully Implemented

53) School counselors use student performance data to decide how to meet student needs.

- ☐ Not Present
- ☐ Development in Progress
- ☐ Partly Implemented
- ☐ Fully Implemented

54) School Counselors analyze student data by ethnicity, gender, and socioeconomic level to identify interventions to close achievement gaps.

- ☐ Not Present
- ☐ Development in Progress
- ☐ Partly Implemented

☐ Fully Implemented

55) School Counselors job descriptions match actual duties.

☐ Not Present

☐ Development in Progress

☐ Partly Implemented

☐ Fully Implemented

56) School Counselors spend at least 80% of their time in activities that directly benefit students.

☐ Not Present

☐ Development in Progress

☐ Partly Implemented

☐ Fully Implemented

57) The School Counseling program includes interventions designed to improve the school's ability to educate all students to high standards.

☐ Not Present

☐ Development in Progress

☐ Partly Implemented

☐ Fully Implemented

58) An annual review is conducted to get information for improving next year's programs.

☐ Not Present

☐ Development in Progress

☐ Partly Implemented

☐ Fully Implemented

59) The school counseling program has the resources to allow counselors to complete appropriate professional development activities.

☐ Not Present

☐ Development in Progress

☐ Partly Implemented

☐ Fully Implemented

60) School counseling priorities are represented on curriculum and education committees.

☐ Not Present

☐ Development in Progress

☐ Partly Implemented

☐ Fully Implemented

61) School counselors communicate with parents to coordinate student achievement and gain feedback for program improvement.

☐ Not Present

☐ Development in Progress

☐ Partly Implemented

☐ Fully Implemented

62) Please outline what has not already been captured through goal narratives, any programming, interventions, and efforts made possible by SCCG/

PART IV: Colorado School Counselor Corps Grant Information

63) Number of counselors hired under the grant

64) Number of counselors in your school before the grant.

65) Counselor-to-student ratio for the 2017-2018 academic year for secondary grades.

66) Number of college applications submitted:

67) Number of scholarship applications submitted:

68) Total received scholarship dollar amount:

69) Number of seniors accepted into postsecondary institutions:

70) Number of students in remedial coursework: (include only students not at grade level)

71) Number of student internships:

72) Total number of students enrolled in pre-collegiate preparation programs:

73) Please provide an overview of how these data were collected for questions

74) Gear-Up

75) AVID

76) TRiO

77) CY4C

78) Other:

79) Business, Marketing and Public Administration:

80) Agriculture, Natural Resources and Energy:

81) STEM, Arts, Design and Information Technology

82) Hospitality, Human Services and Education:

83) Health Science, Criminal Justice and Public Safety:

84) Skilled Trades and Technical Assistance:

85) Unduplicated number of students enrolled in CTE:

86) Unduplicated number of students participating in college visits:

87) If applicable, list the colleges that were visited as part of the SCCG:

Thank You!

***You will be required to complete this report for each funded school in years 2, 3, and 4 of the SCCG.**

School Counselor Corps SCHOOL End of Year Report-2017-18

Part I School Report

1) District:*

2) School Name:*

3) Name of SCCG School Contact:*

4) School Contact Phone Number:*

5) School Contact email:*

6) Have staff changes been made using SCCGP funds during the 2017-18 school year?*

☐ YES

☐ NO

7) If yes, please explain:

Part II: SCCG Performance Goals and Evaluation

8) Please list School Counselor Corps Goal 1.

9) Report progress on the school goal. Check the response that best describes progress at the end of the rating period, (June 30, 2018).

☐ Exceeded goal

☐ Met goal

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10) Please provide a brief narrative explaining how your goal was reached or not reached. (No more than 5 sentences.)

11) Provide data results from 2017-2018 for this goal.

12) How were these data collected and/or verified?

13) Describe special circumstances and/or factors that positively affected progress on achieving this goal.

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75) AVID

76) TRiO

77) CY4C

78) Other:

79) Business, Marketing and Public Administration:

80) Agriculture, Natural Resources and Energy:

81) STEM, Arts, Design and Information Technology

82) Hospitality, Human Services and Education:

83) Health Science, Criminal Justice and Public Safety:

84) Skilled Trades and Technical Assistance:

85) Unduplicated number of students enrolled in CTE:

86) Unduplicated number of students participating in college visits:

87) If applicable, list the colleges that were visited as part of the SCCG:

Thank You!