

Expelled and At Risk Student Services Grant  
Evaluation Report to Colorado Legislature  
*Grant Award Period: July 1, 2007 to June 30, 2008*

*PREVENTION INITIATIVES*

**cde** Improving  
Academic  
Achievement

Colorado Department of Education  
Expelled and At Risk Student Services Grant  
Evaluation Report to Colorado Legislature

**Table of Contents**

	Page Number
Executive Summary	3
Grant Overview	5
Demographics	6
Reasons for Participating in an EARSS Program	9
Outcomes and Results	10
Effective Strategies in Student Engagement with Colorado Examples	14
Leveraging Resources and Sustaining Strategies	16
Conclusion	17
Program Summaries	Appendix A
List of Funded Sites by County and Award	Appendix B
Excerpt of Questions on the Year-end Report	Appendix C
Evaluation Methodology	Appendix D

*This report was prepared in accordance with C.R.S.22-33-205(4) by:*

*Colorado Department of Education  
Prevention Initiatives  
Judith Martinez, Senior Consultant  
martinez\_j@cde.state.co.us*

## Executive Summary

In the 2007-08 fiscal year, the Colorado legislature, through Amendment 23, allocated \$6.3 million to the Expelled and At Risk Student Services Grant Program to support the education of expelled students and those at-risk of expulsion and suspension. The grant program is authorized by Colorado Revised Statute 22-33-205 and this year, grant awards were distributed to 55 school districts, Colorado Board of Cooperative Educational Services (BOCES), charter schools, private and non-parochial schools and alternative schools within school districts. Funded sites are located in 44 of the 178 school districts, representing 29 counties.

*“This year it was reported that EARSS programs recaptured a total of \$24,674,220 in school district funds.”*

## Results

The grant investment resulted in serving 7,335 students, of which 81 percent experienced positive outcomes, according to annual evaluation reports completed by funded sites. These positive outcomes reflect school completion, continuation of education and re-engagement in school. Further analysis of this evaluation data indicates the following results for students who met the criteria in each category:

- 59 percent reduced failing grades
- 63 percent demonstrated other measures of academic progress, including course completion, credit recovery and raised GPA
- 52 percent improved social-emotional functioning
- 49 percent improved attendance
- 45 percent reduced discipline referrals

These gains are especially noteworthy in light of recent research in Colorado by Johns Hopkins University<sup>1</sup> which shows that poor school attendance, course failure and behavior issues that result in suspension are highly predictive that a student will drop out of school.

The Expelled and At Risk Student Services (EARSS) sites also provide services and supports to the parents and families of the students they serve. Results for the 2007-08 funding period show that of the 6,154 parents served, 62 percent increased their ability to support their child’s learning and 41 percent experienced other measures of success, such as improved self-esteem, better family communication and increased community involvement.

## Demographics

Demographics of the students participating in the program sites show that the majority (62 percent) are male. Most are white (47 percent) and Hispanic/Latino (43 percent). In addition, six percent are black/African American, three percent American Indian/Alaskan Native and one percent Asian/Pacific Islander. Of note is that 14 percent of students served have a special education designation, a rate higher than the state average of 10.4 percent. Within the special education population served by the EARSS grant, the most prevalent categories were “Specific Learning Disability” and “Significant Identifiable Emotional Disability.” Only six percent of the students served were classified as English language learners. This is below the state average of students receiving English Language Acquisition services, which in 2007-08 was 13.3 percent.

The funded sites primarily middle school and high school students. Of the 7,335 students served, 982 were participating in EARSS programs because they had been expelled. Based on school safety and discipline data collected by CDE, this number reflects 41 percent of Colorado expulsions in 2007-08. Of the expelled students served, the highest percent (27 percent) were expelled because of drug related violations, 18 percent were expelled for disobedience and defiant behavior and detrimental behavior accounted for 16 percent of the expulsions.

Student at-risk of expulsion or suspension represented 6,353 of those participating in an EARSS program. Of these students, the majority (36 percent) were identified at-risk because of behavior related to disobedience and defiance, 28 percent were at-risk due to truancy and 12 percent had risk factors related to drugs and alcohol.

## Effective Strategies

When applying for an EARSS grant, applicants are encouraged to consider a comprehensive range of educational and prevention strategies that are proven effective. The four most effective strategies in addressing the needs of the students served, as reported by the EARSS sites, include:

- 1) **Positive school climate models:** Positive behavior support practices, family-school partnerships and small group instruction
- 2) **Skill-building and character education:** Leadership development, conflict resolution, bullying prevention and programs to increase self-awareness, citizenship and empathy
- 3) **Wraparound models:** Provision of services and interventions to both students and parents and activities that facilitate family access to needed community services)
- 4) **Tutoring:** Homework help, instruction in core courses and instruction to assist in credit recovery and grade advancement

Each EARSS grant reflects a four-year funding cycle, with annual funding contingent on availability of state funds, a review of a continuation application and an annual evaluation report. In an effort to sustain EARSS programs past their funding period, information on recapturing per pupil operating revenue (PPOR) is collected as part of the evaluation. Funded sites are asked to count the number of students retrieved by their programs, such as those who would have been expelled or given the option to leave and were reengaged in school. Next, they multiply the number of recaptured students by their district PPOR. This formula calculates an estimate of how much district funding will be recaptured in the following school year by reengaging students. Of this amount, funded sites plan to reinvest 46 percent of these dollars back in to their programs and services. Several sites, that have completed their EARSS funding cycle, have been successful in using this formula to approach their school boards and administration to justify an allocation of funds to sustain their programs.

The annual evaluation of the EARSS funded sites supports continuation of the state investment in the grant program. There is also evidence that funding should be increased to better meet the need for services. During the 2007-08 grant review process, it was determined that an additional \$1.3 million was needed to fully fund the recommended amount for all partially funded sites and qualified applicants. Based on a peer review of grant applications, there were 18 requests that received partial funding and 25 that qualified but did not receive any funding.

The Expelled and At Risk Student Services Grant Program demonstrates evidence of effectiveness and ensures that expelled and at-risk students receive appropriate and needed educational services and supports by addressing multiple risk factors. The grant program advances Colorado's efforts to increase graduation rates, reduce dropout rates and improve post secondary and workforce readiness.

## Grant Overview

### Authorizing Legislation

The Expelled and At Risk Student Services (EARSS) Grant Program at the Colorado Department of Education (CDE) was established by Colorado Revised Statute 22-33-205 in 1996, to assist in providing educational and supportive services to expelled students and students at-risk of expulsion. Students “at-risk” may include those who have been or are likely to be declared habitually truant or habitually disruptive. In addition, school districts are required by CRS 22-33-204 to adopt policies to identify students at-risk of suspension or expulsion and provide a plan to provide the necessary support services to help them avoid expulsion.

In fiscal year 2007-08, the Colorado legislature, through Amendment 23, appropriated \$6.3 million to the EARSS grant program. Allocations were made for grant awards, program evaluation, 1.5 full-time equivalent staff (FTE) and to support the Boards of Cooperative Educational Services (BOCES). Colorado’s BOCES receive one percent of the appropriation to assist districts in submitting grant applications. In this award period, \$6,161,247 in grants were distributed to 55 program sites. See *Appendix A* for a summary of EARSS sites.

Grant awards are competitive and in compliance with statute, applicants may include school districts, charter schools, alternative schools within school districts, non-public, non-parochial schools and BOCES. State statute mandates that at least 45 percent of grant funds be allocated to applicants who serve students from more than one school district and allows for one percent of appropriated funds to be used for program evaluation. The evaluation results are to be reported to the state’s house and senate education committees on or before January 1 of each year. This evaluation report is submitted in accordance with CRS 22-33-205 section (4).

### Application and Selection Process

CDE’s Prevention Initiative Unit is responsible for administering the EARSS grant program. Each year applications are solicited and due by the June 30<sup>th</sup> deadline. Applications are reviewed and rated by a peer review panel of experienced professionals from previously funded EARSS programs. Scores from the peer review are a primary factor in making funding decisions. Other factors include geographic distribution across the state and funding priorities designated in statute or identified by the EARSS leadership team. This team is comprised of the Prevention Initiatives staff, contract education consultants and associates from the National Center for School Engagement at the Partnership for Families and Children.

Each EARSS grant reflects a four-year funding cycle with annual funding contingent on availability of state funds and review of a continuation application and annual evaluation report, both of which are submitted through a web-based data collection system. Reviews are conducted by the EARSS leadership team and continuation awards are based on demonstrating measureable progress in meeting program objectives, complying with assurances and cooperative agreements and showing significant school district support to sustain the program past the funding cycle.

### Grant Awards

In fiscal year 2007-08, over \$6.1 million in EARSS grant awards were allocated to 55 program sites. The grants ranged from \$3,800 to over \$475,000, with a median award amount of \$80,000. Thirty-three percent of the funds were designated to 17 program sites serving students from multiple districts. To ensure compliance with authorizing legislation, specific action was taken in the 2008-

09 funding cycle to increase the amount of EARSS grant awards going to sites that serve more than one district.

The funded sites are located in 44 of the 178 school districts and represent 29 counties. See *Appendix B* for a listing of sites by county and grant award. Forty-five percent of the 55 sites were in their first year of funding and 35 percent were in their third year, see *Table 1*. One site received a grant award for exemplary performance, which required a separate application process. In 2008, the EARSS leadership team decided to discontinue the exemplary grant funding to allocate more dollars for four-year grants.

<b>Years of Funding</b>	<b>Number of Programs (%)</b>
1	25 (45%)
2	0
3	19 (35%)
4	10 (18%)
(Exemplary Program Funding)* 5	1 (2%)

\*Programs are identified as exemplary if they demonstrate significant student outcomes in their first four years of funding and indicate ongoing district support.

## Demographics

The following demographic information is based on year-end reporting by each of the EARSS funded sites. See *Appendix C* for a sample of questions covered in the EARSS evaluation report.

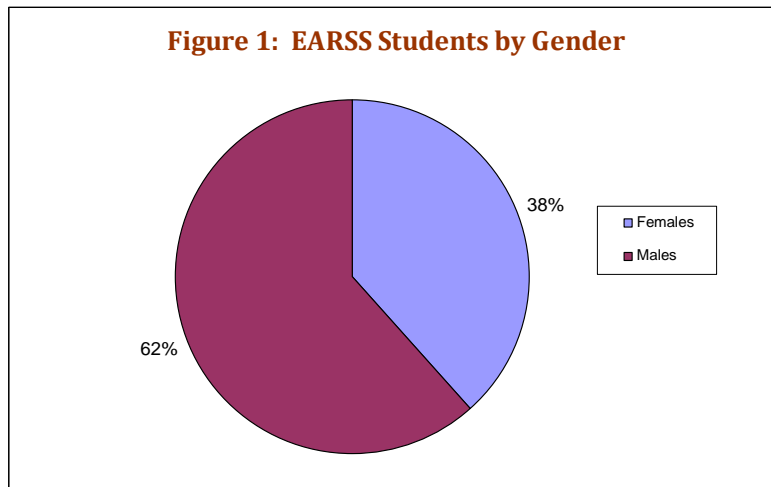
### Number Served

In 2007-08, EARSS programs served 7,335 students. Of those served, approximately 75 percent are in middle school and high school. This is reflective of the state’s safety and discipline data, which indicate that 84 percent of incidents that result in disciplinary actions occur at the middle and high school levels.<sup>2</sup> These actions primarily include suspensions and expulsions, which are relevant to the EARSS grant program.

EARSS sites also provide services and support to the parents and families of participating students. In 2007-08, 6,154 parents were served. However, demographic information was not collected on the parents and families.

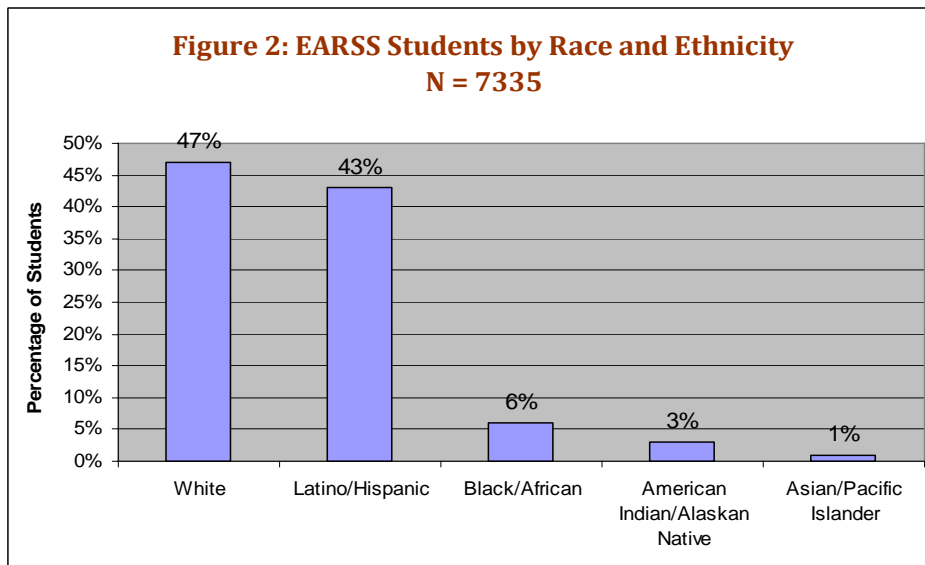
### Gender

Statistics on the EARSS program show that the majority (62 percent) of those served are male, see *Figure 1*. This is consistent with past funding years in that the ratio of boys to girls is typically 60 – 40. This statistic is above the state average of males enrolled in public schools, but is representative of males involved in safety and discipline incidents. Based on 2007 public school enrollment data, males represent 51 percent of the student population. Annual safety and discipline data collected by CDE show that of those involved in disciplinary actions, 70 percent are male.



### Race and Ethnicity

Demographics of students participating in an EARSS program show that the most are white (47 percent) and Latino/Hispanic (43 percent). In addition, six percent are African American/black, three percent are American Indian/Alaskan Native and one percent are Asian/Pacific Islander, see *Figure 2*.



There is an over representation of minority students served by EARSS programs, which is consistent with previous years. The student count for 2007 reported to CDE shows that minority students account for 39 percent of the state’s pupil membership, but they represent 53 percent of the students served by EARSS programs. The EARSS demographics, however, are more aligned with the state’s safety and discipline statistics, which in 2006-07, indicated 49.5 percent of students involved in disciplinary actions were white and 50.5 percent represented minority students. Additional analysis shows that more Latino/Hispanic students and less African American/black students are served by an EARSS program when compared to students involved in disciplinary actions, see *Table 2*.

<b>Table 2: Race and Ethnicity</b>	<b>Percent of Students Involved in Disciplinary Actions in 2006-07*</b>
White	49.5

Hispanic	35.0
Black	12.0
American Indian or Alaskan Native	1.5
Asian, Pacific Islander	2.0

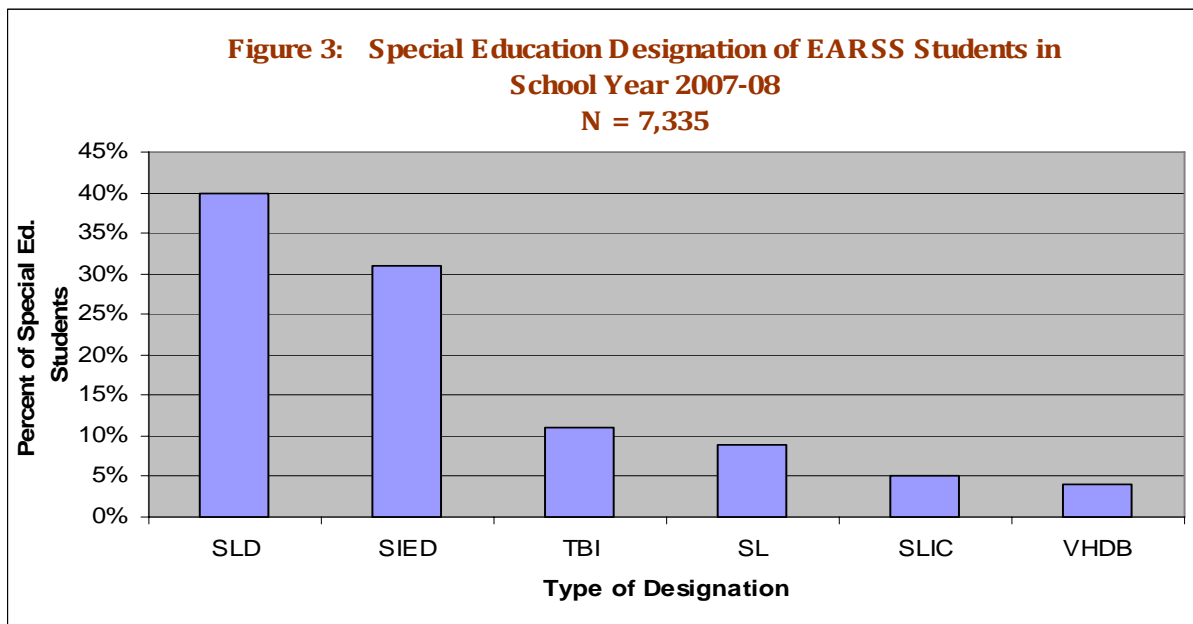
\*Statistics are based on the report titled, *A Brief Analysis of K-12 Student Discipline Incidents (2006-2007 School Year)* prepared by the Colorado Department of Education.

### English Language Learners

The state average of students receiving English Language Acquisition (ELA) services is 13.3 percent. Only six percent of EARSS students were classified as English Language Learners (ELL). This rate is approximately half of what it was in previous years. One reason for the decline may be a change in reporting criteria. In 2007-08, only students designated NEP (No English Proficiency), LEP (Limited English Proficiency) or FEP (Fluent English Proficiency) were included in the count. This differs from previous year when EARSS sites reported the number of participants classified as PHLOTE (Primary Home Language other than English) regardless if they were receiving ELA services. In addition, current statistics show that approximately 67 percent of ELL students are in elementary school, and 66 percent attend schools in the Denver metro area.<sup>3</sup> Students participating in an EARSS program tend to be in middle school and high school and in 2007-08, 76 percent of funded sites are located outside of the Denver metro region.

### Special Education Designations

Current statistics show that 10.4 percent of Colorado students have a special education designation, however the rate for students participating in an EARSS program is notably higher. The rate of EARSS students with a special education designation is 14 percent, with a median rate of 17 percent. The most prevalent designations of participating students are “specific learning disability” (formerly known as perceptual communicative disability) and “significant identifiable emotional disability,” see *Figure 3*.





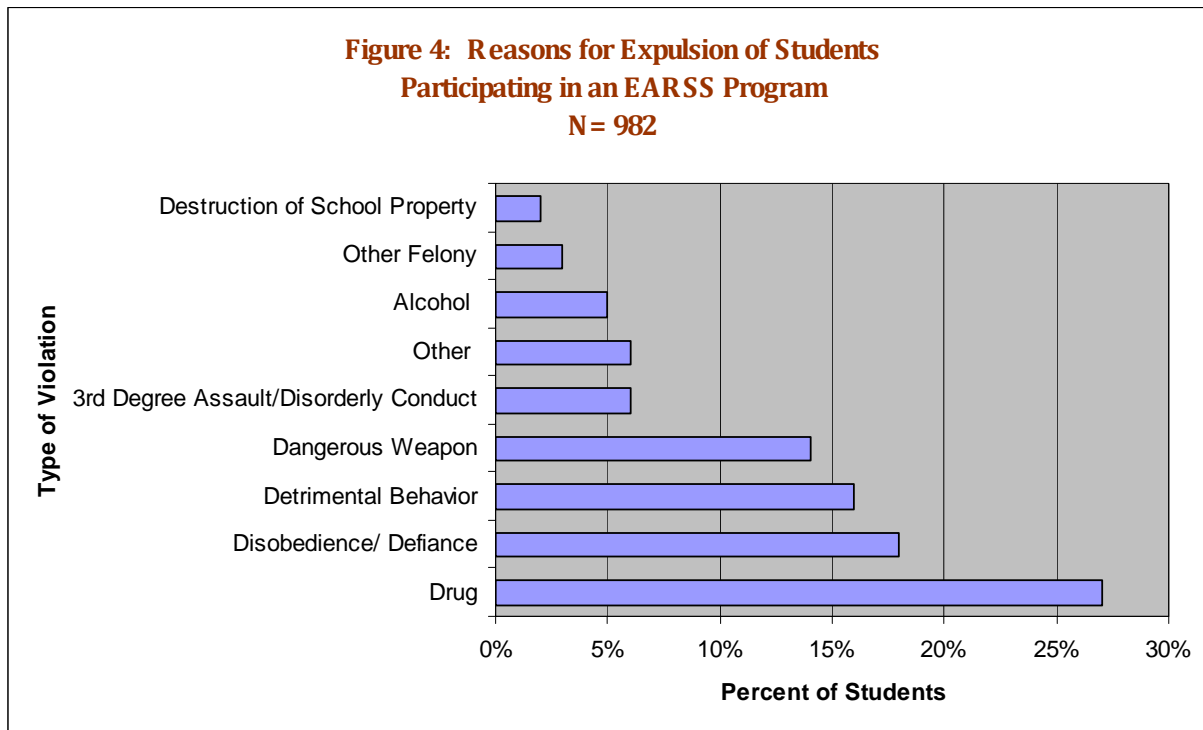
**Designation Abbreviations:** SLD - Specific Learning Disability; SIED - Significant Identifiable Emotional Disability; TBI - Physical Disability/Autism/Traumatic Brain Injury; SL - Speech/Language, SLIC - Significant Limited Intellectual Capacity and VHDB - Vision/Hearing/Deaf/Blind

Sixty-nine percent of EARSS sites served students with special education designations at a rate higher than the state average. There are funded sites, such as El Paso County’s Colorado School for the Deaf and Blind and the Rocky Mountain Youth Academy in Conejos County, that only serve or primarily serve students with special needs.

## Reasons for Participating in an EARSS Program

### Expelled Students

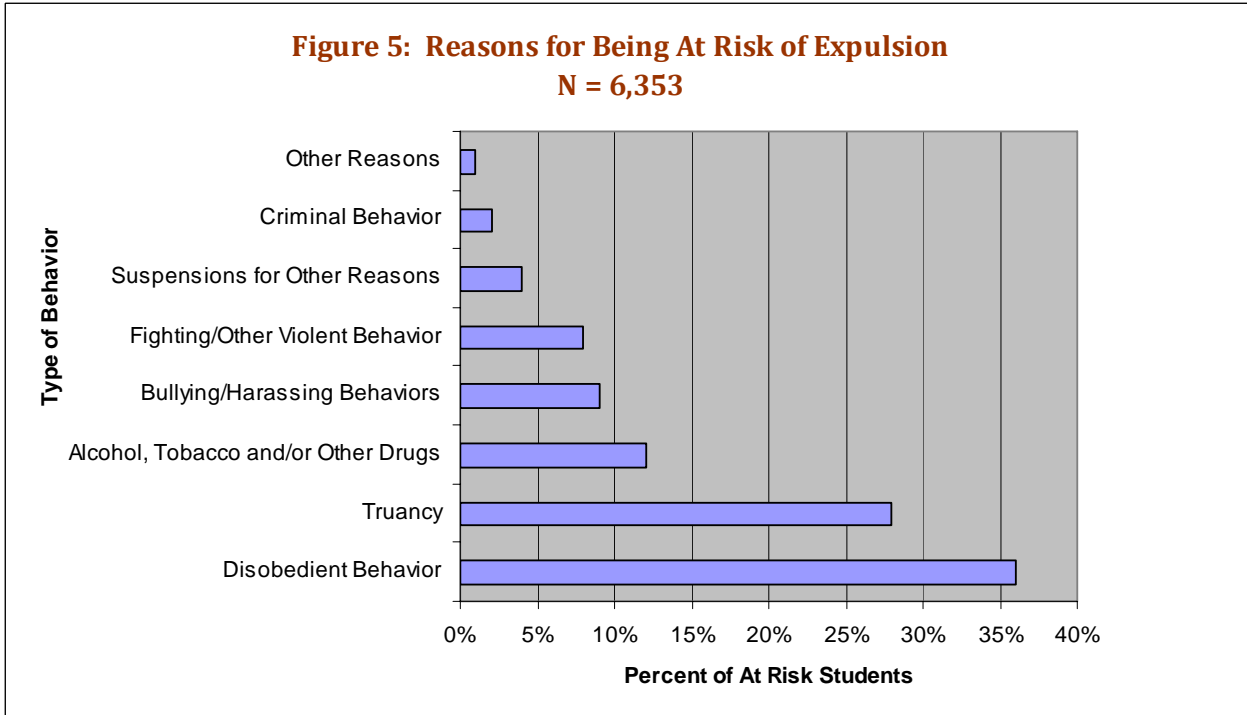
Of the 7,335 students served, 982 students were participating in an EARSS program because they had been expelled. Based on state safety and discipline data, this number reflects 41 percent of Colorado expulsions in 2007-08.



Of the students served, the highest percentage (27 percent) were expelled because of drug related violations, 18 percent were expelled for disobedience and defiant behavior and 16 percent were expelled because of detrimental behavior, see *Figure 4*.

### At-risk Students

Students at-risk of expulsion or suspension represented 6,353 of those participating in an EARSS program. Of these students, the highest percentage (36 percent) were identified as at-risk because of behavior related to disobedience and defiance, 28 percent were at-risk due to truancy and 12 percent had risk factors related to alcohol, tobacco or other drugs, see *Figure 5*.

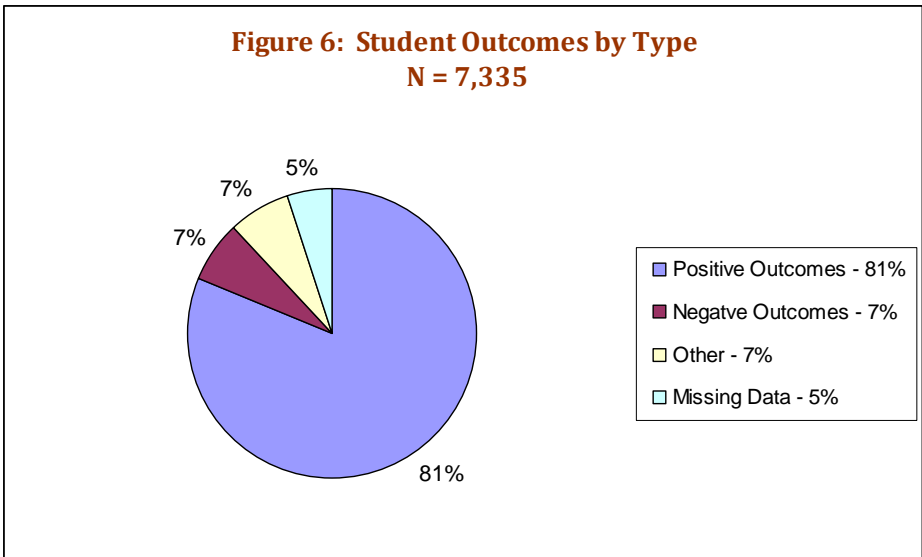


**Outcomes and Results**

Outcome and results data are based on the year-end reporting by the EARSS sites. See *Appendix D* for details on methodology and analysis.

**Student Outcomes**

Eighty-one percent of the 7,335 students who participated in an EARSS program during the 2007-2008 school year experienced positive outcomes. This is based on self-reporting by funded sites. Seven percent of participating students had negative outcomes, seven percent had outcomes classified as “other” and five percent had outcomes that were inconclusive because of missing or incomplete data, see *Figure 6*.



Positive outcomes reflected school completion, continuation of education and re-engagement in school. Negative outcomes referred to dropping out of school, being expelled from the program, at-risk students being expelled from school, incarceration, detention or being identified as a runaway. "Other" outcomes signified transferring to a school out-of-district, state or country or home-schooling. In a few cases, "other" represented transfer to a treatment facility (hospital or day treatment program).

Reporting data for over 300 students was missing or incomplete. To address this, in 2007-2008, the online evaluation report has been updated to better align with the end-of-year, student data collection by the Colorado Department of Education. In addition more training and technical assistance will be provided to sites. See *Table 3* for more details on outcomes that were reported by each funded states.

<b>Table 3: Outcomes for Students Participating in an EARSS Program</b>		
<b>N= 7,335</b>		
<b>Category</b>	<b>Student Outcomes Reported at the End of the Year</b>	<b>Percent of Students</b>
Positive	Still in program or school/class	47.6%
Positive	Completed program and transitioned back to original school	29.2%
Positive	Received High School diploma or GED (This does not represent a graduation rate but an outcome, as it reflects all participating students regardless of their age or grade level.)	3.8%
Negative	Left EARSS program without completing it	3.1%
Negative	Dropped out of school (This does not represent a drop out rate but an outcome, as it reflects all participating students regardless of their age or grade level.)	1.9%
Negative	Expelled from program or at-risk students expelled from school	0.8%
Negative	Incarcerated	0.6%
Negative	Other negative outcomes	0.4%
Other	Transferred to treatment facility or another school out-of-district, state or country	6.4%
Other	Home-schooled	0.6%
Missing	Missing or inconclusive data	5.0%

## Evaluation Results

In state statute, evaluation of the Expelled and At Risk Student Services grant program is required to address the effectiveness of the program related to school attendance, attachment and achievement. Grantees track the number of participating students who demonstrate gains in those areas. The evaluation data for 2007-08, indicate the following results for students who met the criteria in each category:

- 49 percent improved attendance
- 52 percent improved social-emotional functioning
- 45 percent reduced discipline referrals
- 59 percent reduced failing grades

- 63 percent demonstrated other measures of academic progress, including course completion, credit recovery and raised GPA

Addressing effectiveness in these areas is critical as research by Johns Hopkins University shows that poor school attendance, course failure and behavior issues that result in suspension are highly predictive that a student will drop out of school.<sup>4</sup>

### **Attendance**

Unexcused school absences are of concern as they represent a warning sign that a student is not actively engaged in school and is vulnerable to getting involved in risky behavior.<sup>5</sup> Twenty-eight percent of at-risk students served by an EARSS program were identified as “at-risk” because of truancy, see *Figure 5*. In addition, funded sites reported that 4,639 EARSS students had attendance issues. Of these students, 49% improved their attendance. Common data sources to measure attendance outcomes include student records and attendance tracking embedded in student data management systems such as SASI, Infinite Campus and Edustar.

Recent research in Colorado conducted on behalf of the Statewide Dropout Initiative shows that school absences are correlated with students dropping out of school.<sup>6</sup> In the upcoming school year, district will begin to report numbers of students who were habitually truant, as defined by four unexcused absences in a month or 10 unexcused absences in a school year. This information will provide a better picture of the scope of the attendance problem in the state and provide more data in determining how the EARSS programs are performing within a statewide context.

### **Attachment**

Improvement in social-emotional functioning of students compared to status prior to program is used to assess school attachment. Funded sites identified that 5,296 EARSS students needed to improve in their social-emotional functioning. Fifty-two percent of these students made improvements based on pre-post surveys, mental health assessment tools and other behavior tracking reports. An additional 512 students showed improvements based on anecdotal data and observations by teachers, parents and/or students.

Reductions in-school/ out of school suspensions, or office referrals since entering the program also indicates better school attachment. Funded sites reported that of the 5,007 EARSS students with disciplinary issues, 45% decreased referrals. Common data sources to measure a decrease in discipline referrals include student records, behavior management tracking and safety and discipline incidences reports.

### **Academic Achievement**

Achievement outcomes were reported by funded sites in two ways: 1) Reduction of failing grades and 2) Other measures of academic success. EARSS students were eligible to make improvements in both categories. Funded sites reported that 68 percent of participating students had failing grades prior to being served by an EARSS program. This represents 5,023 students and 59 percent of these students reduced their number of failing grades. Other measures of academic success were collected on 3,454 of the students served and 63 percent showed improvement.

Common data sources used to track reductions in failing grades include changes in failing grades in at least one subject to a passing grade, raising GPA and accruing course credit toward graduation. To track other measure of academic achievement, sites reviewed student records, grades and credit tracking systems.

## Parent Outcomes

Research has shown that parent involvement is associated with better academic success, improved behavior, safer school environments and enhanced parent support for teachers and schools. Building trusting, two-way communication helps to establish supportive relationships between parents and the school and enhancing a family's capacity to be a life-long advocate for their child.<sup>7</sup>

Results for the 2007-08 funding period indicate that of the 6,154 parents who were involved in an EARSS program, 62 percent increased their ability to support their child's learning and 41 percent experienced other measures of success, such as improved self-esteem, better family communication and increased community involvement.

Common data sources used to track parent outcomes include pre-post surveys, attendance records for conferences, school events and field trips, reports on parent education workshops and family therapy sessions and anecdotal reporting and observations by therapists, educators, students and/or parents.

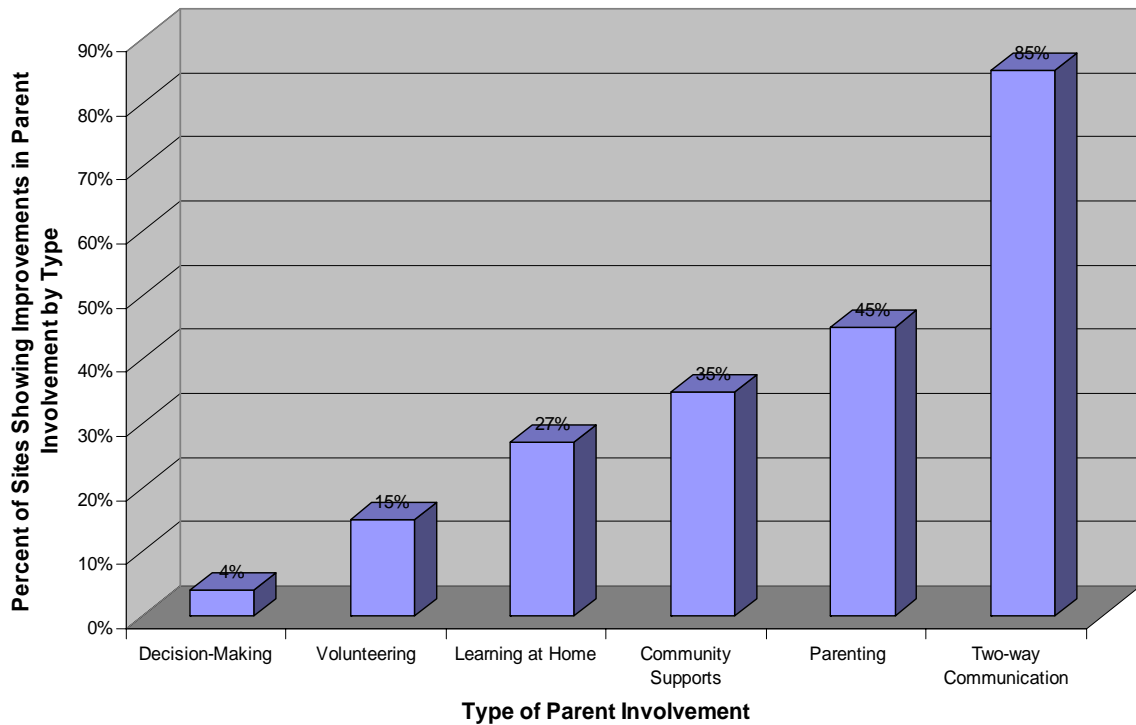
Engagement of families in EARSS programs was analyzed based on Joyce Epstein's Six Type of Parent Involvement.<sup>8</sup>

The six types include:

1. **Parenting:** Refers to helping all families establish home environments to support children as students.
2. **Two-way Communication:** Describes effective forms of school-to-home and home-to-school communications about school programs and children's progress.
3. **Volunteering:** Refers to recruiting and organizing parent help and support.
4. **Learning at Home:** Involves providing information and ideas to families about how to help students at home with homework and other curriculum-related activities, decisions, and planning.
5. **Decision Making:** Includes parents in school decisions, developing parent leaders and representatives.
6. **Community Supports:** Involves identifying and integrating resources and services from the community to strengthen school programs, family Practices and student learning and development.

The majority of funded sites (85%) incorporated two-way communication to support parents in making gain in their involvement. Many sites (45%) utilized strategies to increase parenting skills through parent education and counseling and 35% collaborated with community programs to provide services. A few sites indicated improvements based on learning at home (27%) and parent volunteering (15%.) Two sites (4%) reported improved parental involvement associated with decision making. See *Figure 7*.

**Figure 7: EARSS Sites by Type of Parent of Involvement**  
N = 55



## Effective Strategies in Student Engagement with Colorado Examples

The four most effective strategies in addressing the needs of the students served, as reported by the EARSS sites, included: Positive school climate models; Skill-building and character education; Wraparound models; and Tutoring.

**1. Positive school climate models:** Positive behavior support practices, family-school partnerships and small group instruction.

*Positive Behavior Support (PBS) is its own positive climate model. Rather than a canned character education model, PBS schools create, implement, practice teach and model the behavioral expectations particular to their school. Based on the needs and the culture of a school building, schools look for the language and the behaviors that will best suit the school community. PBS teaches students what the desired behaviors are and then actualizes the said behaviors by teaching, re-teaching and pre-correcting students. It offers meaning and brings to light what words like respect, responsibility and safety look like to students ranging in grades from pre-k to high school seniors. Schools have found over the past four years that the teachings have allowed students to deeply understand what they should be doing and many schools see students norm one another. –Jefferson County School District*

**2. Skill-building and character education:** Goal setting, leadership development, conflict resolution, bullying prevention, empathy development and programs to increase citizenship.

*The ReDirect Program has incorporated the Discovery Program tenets in classroom operations. Students learn and practice the 6 P's. These include being prompt, prepared, polite, having a positive mental attitude, participating and producing school work. Students earn daily points for demonstrating these skills. At the end of each week success is celebrated. Students who have earned 90% of their points or greater participate in Friday enrichment activities. A variety of skill-building and character education methods are used in the ReDirect Program. In addition to practicing the 6 P's, students are expected to learn and apply Discovery Curriculum skills. These include developing skills in anger management, working as a team, communicating needs in an adult manner, assertiveness training, conflict resolution, and attending skills. Other activities include the study of social issues and individuals who have overcome great obstacles. The combination of skill building and character strengthening models used in the ReDirect Program, are instrumental in improving self-awareness, citizenship, and empathy. –Westminster School District 50 in Adams County*

**3. Wraparound models:** Provision of services and interventions to both students and parents and activities that facilitate family access to needed community services.

*Many of the students we see have chaotic family environments as well as substance abuse, and long term academic failure. With the involvement of the Douglas County Wraparound program that we funded in part by the EARSS dollars, our support of students in the district can go beyond the classroom to connecting families with mental health services, crisis intervention, academic support, health and wellness, and parenting support. The predictable structure of our program at the DCSSC, including the level system which structures student's access to incentives via accomplishment of personal goals in academics, social functioning, and other areas determined by the project team. Students are provided with feedback constantly through daily point sheets for each period and instructor. Behavioral expectations are clear, consistent, and implemented by all staff regularly. - Douglas County School District*

**4. Tutoring:** Homework help, instruction in core courses and instruction to assist in credit recovery and grade advancement.

*Since the CAARES programs have rolling admission, students have supports for varying instructional and behavioral needs. D-20 uses a continuum of programs designed to address the needs of expelled or at-risk elementary and secondary students. Teachers use tutoring for elementary and secondary programs that catch individual students who are struggling, for credit recovery, especially for students who have failed one or more classes. Additionally, the combined efforts of Aggression Replacement Training, parent programs, increased counseling support and collaborative staff have created a climate for student learning that fosters student success. -Academy School District 20 in El Paso County*

In addition to the four effective strategies detailed above, EARSS programs have continually incorporated practices and activities designed to re-engage students in school and support school completion. Examples include: individualized learning plans; computer-based learning programs; alternate class schedules; after-school programs for expanded learning; work study programs to gain vocational skills; and transition plans to help reintegrate the student back into the regular classroom setting.

Funded sites often are located in facilities that differ from traditional school settings, offer smaller teacher to student ratios and offer more flexible curriculum and class structure, while still complying with district and state standards. The literature indicates that this flexible format

provides an effective structure for students at-risk of expulsion and academic failure. These students tend to struggle in the typical school setting and need an alternative setting to thrive.<sup>9</sup>

### **Alternative Education-Non-traditional Strategies**

Alternative education strategies emphasize the value of small class size, close relationships between students and teachers, and a sense of community.

*The data fully supports the development of Delta Opportunity School as a viable alternative educational program for expelled and at-risk students. Students are making gains academically, socially, emotionally, vocationally, and becoming positive contributors to the community. Two students graduated in 2007, 14 students graduated in 2008. 10 of our students completed vocational training programs (cosmetology, CNA, business, mechanics) programs at the Delta-Montrose Technical College. Attendance, credit attainment, and volunteer/service learning increased for all students at DOS this year. We are very pleased with the progress DOS has made in the last two years. The community views DOS as filling a need in a very productive, positive manner. The school-community collaborations are a model in the district. -Delta School District 50*

### **Dropout Prevention and Recovery Efforts**

Dropout prevention refers to addressing potential barriers and conditions that may lead to an interruption in a child's education or school failure. Prevention is framed in the development and implementation of evidence based practices and strategies that lead to positive educational outcomes for all students and build positive relationships between students, families, schools and communities. Dropout recovery efforts focus on identifying and reaching out to students who have dropped out of K-12 schools prior to completion and help them transition back into school, obtain their high school diplomas or pass their GED (General Education Degree.)

*I made several attempts to contact (a student) about getting back into school, but was repeatedly told that he was not interested. Then one day, out of the blue, he called me up and wanted to know if and how he could get back into school. We worked hard and were able to place him in an individualized expulsion class and into an alternative diploma program. In May, he completed the expulsion class and received his diploma. At his graduation, he told me that were it not for the PASS program, he never would have returned to school and graduated. Through our collaboration he is also currently receiving support in substance use and family counseling. His story truly emphasizes the need for our program to continue to work with students, sometimes over 3-4 years, to ensure that they receive the support they need to be successful. -Weld County School District RE-1*

### **Leveraging Resources and Sustaining Strategies**

In an effort to sustain EARSS programs past their 4-year funding cycle, information on recapturing per pupil operating revenue (PPOR) is collected as part of the evaluation. Funded sites are asked to count the number of students retrieved by their programs, such as those who would have been expelled or given the option to leave and were reengaged in school. Next, they multiply the number of recaptured students by their district PPOR. This formula calculates how much district funding will be recaptured in the following school year by reengaging students. During the 2007-08 school year, EARSS programs recaptured a total of \$24,674,220 in school district funds. Of this amount, funded sites reported reinvesting 46 percent of these dollars back in to their programs. Several



sites have been successful in using this formula to approach their school boards and administration to allocate funding to sustain their programs.

*Because of our non-traditional approach to re-engage at risk youth and re-capture youth that have dropped out, we began to realize an increase in PPOR funding as these youth return to public education. Staff will continue to collaborate with area agencies to provide at no cost, support services including life skill electives and job training opportunities. We expect to attract additional students outside our district that have dropped out or been expelled or suspended from their home district, which will increase our program dollars. In addition we will begin our media training with assistance from Trinidad State Junior College. The class will increase student's capacity to create web sites and various other media materials for a fee, giving youth skills to use after graduation. –Huerfano School District RE-1*

## **Conclusion**

By providing academic support, encouraging parent involvement, and working on social emotional and behavioral issues, the EARSS programs have made important gains in the 2007-2008 school year. The students enrolled in EARSS programs made improvements in their academics, attendance, discipline referrals, and social-emotional functioning. Additionally, many programs have helped parents support their child's learning and improve their parenting skills.

Currently, the state funds EARSS programs in 44 of Colorado's 178 school districts in 29 of the state's counties. However, each year CDE receives more requests from across the state than resources can accommodate. According to the peer review panel, almost all of the applications reviewed for awards could have been funded if adequate resources were available. Requests totaled almost \$11 million for school districts, BOCES, charter schools, alternative schools, and private non-parochial schools from across the state, and approximately \$6.2 million was awarded. Increased resources for the Expelled and At-Risk Student Services Program would be a wise investment considering the gains made by these students with the most challenging behaviors and the need indicated by the many viable requests received.

The findings of this evaluation are shared with those working on statewide efforts to reduce the dropout rate and close the achievement gap. EARSS programs have identified effective strategies that re-engage students, improve school climate and foster academic success of students.

## **Endnotes**

---

<sup>1</sup> Balfanz, R. (2008). Building a Graduation Nation – Colorado. Donnell-Kay and Piton Foundation Hot Lunch Presentation on , November 21, 2008. Denver, CO.

<sup>2</sup> Krueger, J. and Severson, A. (2007). A Brief Analysis of K-12 Student Discipline Incidents (2006-2007 school year). Colorado Department of Education. Website: [www.cde.state.co.us](http://www.cde.state.co.us).

<sup>3</sup> Bruno, J. and Medina, B. (2008, October 7). English Language Learners in Colorado: a State of the State 2008. Colorado Department of Education. Web site: [www.cde.state.co.us](http://www.cde.state.co.us).

<sup>4</sup> Balfanz, R. (2007). What your Community Can Do to End its Dropout Crisis: Learnings from Research and Practice. Prepared for the National Summit on America's Silent Epidemic. Washington, DC.

---

<sup>5</sup> Henry, K. and Huizinga, D. (2007). Truancy's Effect on the Onset of Drug Use among Urban Adolescents Placed at Risk. *Journal of Adolescent Health*. 2007 Apr; 40 (4):358.

<sup>6</sup> Balfanz, R. (2008). Building a Graduation Nation – Colorado. Donnell-Kay and Piton Foundation Hot Lunch Presentation on November 21, 2008. Denver, Colorado.

<sup>7</sup> MacGilivray, H. and Mann, G. (2008) Involving Parents of At-Risk Youth in School. Study by the National Center for School Engagement for the Colorado Dept. of Education. Website:  
[http://www.cde.state.co.us/cdeprevention/download/pdf/FamilyInvolvementReport\\_2008.pdf](http://www.cde.state.co.us/cdeprevention/download/pdf/FamilyInvolvementReport_2008.pdf).

<sup>8</sup> Epstein, J., Sanders, M., Simon, B., Clark, K., Salinas, N., Jansorn, R., and VanVoorhis, F. (2002). *School, Family and Community Partnerships*. Thousand Oaks, CA: Corwin Press.

<sup>9</sup> Lange, C. M, & Sletten, S. J. (2002). *Alternative education: A brief history and research synthesis*. Project FORUM, National Association of the State Directors of Special Education. Alexandria, VA. Website:  
[www.nasdese.org](http://www.nasdese.org)

# *2004-2008 Expelled and At-Risk Student Services Sites --Program Summaries--*


County	School District	Contact Name(s), Phone, and E-mail	Address	Program Name
<b>Adams</b>	Adams County School District 27-J	Claudia Guenther (303) 655-2924 cguenther@Brightonps27j.k12.co.us	630 S. 8 <sup>th</sup> Avenue Brighton, CO 80601	Changing the Culture in Brighton Middle Schools


The Brighton Safe Schools Consortium implements educational and behavioral programs affecting 418 at-risk middle school students and their families. Aggression Replacement Training, Parent Empowerment, Restorative Justice, and Life Skills will be utilized to reduce expulsions and suspensions, resulting in academic and behaviors success in school.


<b>Adams</b>	Adams County School District 50	Kathy Greb/Lee Searcy (303) 657-3825 kgreb@adams50.org	4476 W. 68 <sup>th</sup> Avenue Westminster, CO 80030	Sundown School PASS Program/ Sunrise School PASS Program
--------------	---------------------------------	--	---	---

Goal: To annually provide intensive behavioral and academic supports to 60 students in grades 3-5 and 350 students in grades 6-12 who are at-risk or expelled. Individual reintegration plans are created to transition each student back to the general education classroom upon achieving criteria of targeted behaviors.



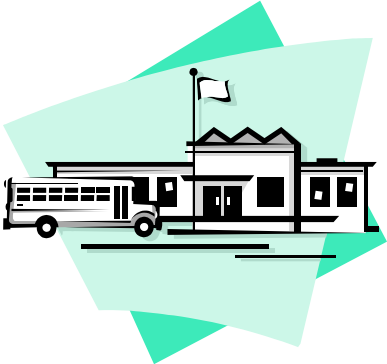
<b>County</b>	<b>School District</b>	<b>Contact Name(s), Phone, and E-mail</b>	<b>Address</b>	<b>Program Name</b>
<b>Arapahoe</b>	Sheridan School district #2	Mike Poore (720) 833-6617 mpoore@sheridan.k12.co.us	P.O. Box 1198 Englewood, CO 80150	Project ATTEND
Project ATTEND will decrease instructional time lost due to truancy and/or behavioral issues by increasing community awareness of the importance of attendance, assisting families with accessing support services, and helping students stay current with schoolwork. This program will serve approximately 780 k-12 students enrolled in Sheridan Schools.				
<b>Archuleta</b>	Archuleta County Education Center	Livia Cloman Lynch (970) 264-2835 llynch@pagosa.k12.co.us	PO Box 1079 Pagosa Springs, CO 81147	Archuleta County High School and "After-Hours" Program
The Archuleta County High School is an alternative program for 45 students designed to provide and alternative to dropping out of school, with special attention to student's individual needs and the academic requirement for a high school diploma/GED. Academic assistance is provided for 175 at-risk students in k-8 <sup>th</sup> grades.				
<b>Bent</b>	Las Animas School District RE-1 	Louis Schafer (719) 446-5481 louschafer@direcway.com	26715 County Lane 27 Sugar City, CO 81076	Las Animas Learning Opportunity Center
		Scott Cuckow (719) 456-0161 Scott.cuckow@lasanimas.k12.co.us	1214 Thompson Blvd. Las Animas, CO 81054	Las Animas Learning Opportunity Center
In collaboration with law enforcement, juvenile justice, and mental health, the Las Animas district proposes the Learning Opportunity Center (LOC). The program will provide a structured educational environment for 45 at-risk students annually in grades 7 through 12, who are experiencing academic difficulty due to family educational, and behavioral issues.				
<b>Costilla</b>	Centennial School District R-1	Donna Briones (719) 672-3287 dbriones@centurytel.net	PO Box 350 San Luis, CO 81152	Centennial School/Community Coalition (CSCC)
Centennial 1 - Costilla Multi-system involvement/collaboration is essential to raising healthy educated children. Goals are: Support students who are unable to avoid mandatory suspension or expulsions and develop strategies to help students who are at risk of suspension or expulsion by: Implementing a universal and selective education and prevention programs to address high-risk behaviors and resilience development among 280 children grades k-12 in San Luis, Colorado.				

<b>County</b>	<b>School District</b>	<b>Contact Name(s), Phone, and E-mail</b>	<b>Address</b>	<b>Program Name</b>
<b>Denver</b>	DPS-CASASTART-Horace Man	Brigid McRaith (303) 260-7053 bmcraith@micasadenver.org	360 Acoma Street Denver, CO 80223	CASASTART
CASASTART is a national substance abuse prevention model that will serve thirty (30) high-risk 6 <sup>th</sup> -8 <sup>th</sup> graders at Horace Mann Middle School. This intensive case management program utilizes eight wrap-around strategies in order to achieve the outcomes of increased academic achievement, decreased suspension, and increased parental involvement.				
<b>Douglas</b>	Douglas County School District	Janet Laning (303) 387-0515 janet.laning@dcsdk12.org	312 Cantril Street Room 201 Castle Rock, CO 80104	Douglas County Academy Program
Douglas County will provide activities reducing expulsion by 80% at four middle/high schools using Aggression Replacement Training, Say it Straight, Parent Empowerment. Approximately 8,000 student and their families will receive behavior skills training. Targeted students will attend A.R.T. groups and those most at risk will attend an expulsion school.				
				
<b>Durango</b>	Durango High School	John J. Marchino, Jr., Ed.D. (970) 259-1630, ext. 2305	2390 Main Avenue Durango, CO 81301	La Plata County School District
The <i>Coordinated Academic Success</i> program will provide a seamless system of wrap around prevention and educational strategies for 340 at-risk secondary school students to decrease the barriers to student achievement through Learning Assistance Centers. Community organizations will provide expertise in specialized research based effective best practices for at-risk populations.				
<b>El Paso</b>	Colorado School for the Deaf and Blind	Barbara Meese (719) 578-2177 bmeese@csdb.org	33 North Institute Street Colorado Springs, CO 80903	CSDB Alternative Education Program
This alternative program will provide curricula, counseling, and resources, enabling 25 at-risk students, grades 6-12, to master critical skills within the social/emotional, academic, and career domains. The program integrates community partnerships, life skills development, effective system of positive student management, and innovative teaching strategies within a culturally supportive environment.				

County	School District	Contact Name(s), Phone, and E-mail	Address	Program Name
<b>Jefferson</b>	Jefferson County Public Schools	Vivian Johnston (303) 982-7263 vjohnston@jeffco.k12.co.us	1005 Wadsworth Boulevard Lakewood, CO 80214	Positive Behavior Support
Jefferson will impact 3, 207 K-6 students in Year One with <b>Positive Behavior Supports</b> , establishing and maintaining environments to maximize achievement and behavioral competence of all learners. Initially, seven schools from three articulation areas will participate; 19 schools (7,600 students) will join in 2005-06. Outcomes and strategies align with PBS requirements.				
County	School District	Contact Name(s), Phone, and E-mail	Address	Program Name
<b>Moffat</b>	Moffat County School District RE-1	Christine L. Villard (970) 824-3268 ext. 12 christine.villard@moffatsd.org	775 Yampa Avenue Craig, CO 81625	Youth Experiencing Success (YES)
Moffat County School District will develop the Y.E.S. (Youth Experiencing Success) program for students 5 <sup>th</sup> -12 <sup>th</sup> grades. Targeted outcomes are increasing academic achievement and reducing suspension/expulsion rates for at-risk students. Programs include: academic tutoring; Second Step violence prevention; freshman mentoring; individual and group counseling; parent involvement; and, an alternative school for 40 students.				
<b>Morgan</b>	Brush School District	Tom George (970) 842-5171 tgeorge@brushschools.org	527 Industrial Park Road Brush, CO 80723	Project SAFE (School Alternative for Education)
Brush <ul style="list-style-type: none"> <li>• Program goals: Decreased suspensions/Increased graduation rate among at-risk students</li> <li>• Target population: 12 to 30 Students at-risk</li> <li>• Program components:             <ul style="list-style-type: none"> <li>○ Individual tutoring/12:1 class size                 <ul style="list-style-type: none"> <li>▪ Graduation credit and credit recovery</li> </ul> </li> <li>○ Schedule: Expanded school day and year</li> <li>○ Curriculum: A+ Learning (web-based/self paced)                 <ul style="list-style-type: none"> <li>▪ Reading, Writing, Math, Science and Social Studies</li> </ul> </li> <li>○ Boy's Town Positive Behavior Program</li> <li>○ Parental programming</li> <li>○ Drug and gang resistance counseling</li> </ul> </li> </ul>				

County	School District	Contact Name(s), Phone, and E-mail	Address	Program Name
<b>Routt</b>	Steamboat Springs RE-2	Kelly Stanford (970) 871-3190 kstanford@sssd.k12.co.us	PO Box 774368 Steamboat Springs, CO 80477	Steamboat Springs Alternative School

The Steamboat Springs School District RE-2 seeks to provide an alternative school program for students who are at risk of suspension or expulsion during the 2004-2005 school year. Our program would promote a project based, individualized curriculum designed by the student and teacher that accommodates interests, learning styles, and flexible schedules. We will also make available, on-line learning programs. With funding through and *Expulsion Prevention Grant*, we would supplement districts dollars to hire a full time program coordinator/teacher that would be responsible for student outreach, program coordination, and instruction support. We anticipate and enrollment of 15 students during the 2004-2005 school year.



**Appendix B: Number of Programs by County, School District and Total Funds Awarded in 2007-08**

<b>County</b>	<b>School District</b>	<b># of EARSS Grantees within the district</b>	<b>Total District Funds Awarded</b>
Adams	Adams 12 Five Star Schools*	2	\$581,250.00
Adams	Brighton School District 27J	1	\$96,287.00
Adams	Adams County School District 50	1	\$122,257.00
Alamosa	Alamosa School District RE-11J	1	\$59,040.00
Arapahoe	Englewood School District 1	1	\$31,875.00
Arapahoe	Sheridan School District 2	1	\$73,177.00
Arapahoe	Littleton School District 6	1	\$203,785.00
Archuleta	Archuleta County High School-Private	1	\$44,229.00
Bent	Las Animas School District 1	1	\$159,847.00
Clear Creek	Clear Creek School District 1	1	\$75,000.00
Conejos	South Conejos School District	2	\$130,000.00
Conejos	Rocky Mountain Youth Academy*	1	\$87,000.00
Costilla	Centennial School District 1	1	\$118,250.00
Delta	Delta School District 50J*	1	\$119,000.00
Denver	Denver 1*	4	\$754,886.00
Douglas	Douglas County School District RE 1	1	\$198,664.00
El Paso	Colorado School for the Deaf and Blind*	1	\$50,000.00
El Paso	Pikes Peak BOCES*	1	\$131,763.00
El Paso	Fountain/Ft. Carson School District	1	\$25,350.00
El Paso	Miami-Yoder School District 60	1	\$50,890.00
El Paso	Harrison School District 2	1	\$118,878.00
El Paso	Falcon School District 49	1	\$147,000.00
El Paso	Colorado Springs School District 11*	1	\$312,619.00
El Paso	Academy School District 20	1	\$475,649.00
Fremont	Canon City School District RE-1*	1	\$69,600.00
Grand	West Grand School District 1-Jt.	1	\$20,000.00
Huerfano	Huerfano School District RE-1*	1	\$115,530.00
Jefferson	Jefferson County School District 1	1	\$164,201.00
La Plata	Ignacio School District 11 Jt.*	1	\$71,250.00



<b>County</b>	<b>School District</b>	<b># of EARSS Grantees within the district</b>	<b>Total District Funds Awarded</b>
La Plata	Durango School District 9-R	1	\$41,303.00
Larimer	Poudre School District R-1*	1	\$30,500.00
Larimer	Thompson School District R2-J	1	\$39,408.00
Mesa	Mesa County School District 51	1	\$81,414.00
Moffat	Moffat County School District RE-1	1	\$80,000.00
Montezuma	Montezuma-Cortez School District RE-1*	2	\$156,415.00
Park	Park County School District RE-2	1	\$81,657.00
Pueblo	Pueblo City School District 60	1	\$137,040.00
Rio Blanco	Meeker School District 1	1	\$29,098.00
Rio Grande	Del Norte School District C-7	1	\$43,075.00
Rio Grande	Monte Vista School District C-8*	1	\$58,425.00
Routt	Steamboat Springs School District 2	1	\$30,000.00
Teller	Cripple Creek-Victor School District RE-1	1	\$71,000.00
Teller Re-2	Woodland Park School District RE-2	1	\$300,000.00
Washington	Otis School District 3	1	\$18,000.00
Weld	Windsor School District 4	1	\$3,800.00
Weld	Gilcrest School District RE-1*	1	\$27,844.00
Weld	Greeley School District 6	1	\$74,580.00
	Eagle's Nest School for Boys (private)*	1	\$48,000.00
	Escuela Tlatelolco Private School (private)*	1	\$202,411.00
	<b>Total</b>	<b>55</b>	<b>\$6,161,247.00</b>

\* Denotes schools, district and BOCES that served students from more than one district.

## Appendix C: Excerpt of Questions on the EARSS Year-end Report

### EXPELLED AND AT-RISK STUDENT SERVICES (EARSS) GRANT PROGRAM 2007-08 Progress and 2008-09 Continuation Report June 30, 2008 Colorado Department of Education

**\*\*Funding for this program is dependent on demonstrated progress, local sustainability and availability of state funds\*\***

<b>NAME AND NUMBER OF COUNTY</b>	<input type="text"/>
<b>NAME OF SCHOOL, SCHOOL DISTRICT OR BOCES</b>	<input type="text"/>
<b>NAME OF PROGRAM</b>	<input type="text"/>

#### **A. STUDENTS SERVED**

- 1) How many students have you served in your program from July 1, 2007 – June 30, 2008?
- a) Of this number, how many expelled students has your program served?
- b) Of this number, how many at-risk of expulsion students have you served?
- c) What is the total number of parents that you have served from July 1, 2007 June 30, 2008?
- d) What is the amount of Per Pupil Operating Revenue you have recaptured for your district by keeping these students in your program or school? (Example – number of students still in your program multiplied by your district's or programs per pupil operating revenue)
- e) What is the percentage of recaptured Per Pupil Operating Revenue you will re-invest in the program?

2) Do you serve students from more than one school district?

Yes  No

3) Of the total number of students you have served this school year, how many were:

Male

Female

4) Of the total number of students you have served this school year, how many were:

## Appendix C: Excerpt of Questions on the EARSS Year-end Report

Black/African American	<input type="text" value="0"/>
American Indian or Alaska Native	<input type="text" value="0"/>
Asian or Pacific Islander	<input type="text" value="0"/>
White	<input type="text" value="0"/>
Hispanic or Latino	<input type="text" value="0"/>
TOTAL	<input type="text" value="0"/>

### B. REASONS FOR PARTICIPATION

1) Of the students you have served this year, how many were officially expelled for (record one reason per student).

Official Reason	Expelled (number, not percent)
Drug Violations	<input type="text" value="0"/>
Alcohol Violations	<input type="text" value="0"/>
1 <sup>st</sup> , 2 <sup>nd</sup> Degree or Vehicular Assaults	<input type="text" value="0"/>
3 <sup>rd</sup> Degree Assaults/Disorderly Conduct	<input type="text" value="0"/>
Dangerous Weapons	<input type="text" value="0"/>
Robbery	<input type="text" value="0"/>
Other Felonies	<input type="text" value="0"/>
Disobedient/Defiant or Repeated Interference	<input type="text" value="0"/>
Detrimental Behavior	<input type="text" value="0"/>
Destruction of School Property	<input type="text" value="0"/>
Other Violations of Code of Conduct	<input type="text" value="0"/>

2) Of the students you have served this year, how many were at risk of expulsion the following (Do not put academic concerns in "other"):

Primary Reason	Number (not percent)
Alcohol, tobacco or other drug use	<input type="text" value="0"/>
Bullying/harassing behavior	<input type="text" value="0"/>
Fights or other violent behavior	<input type="text" value="0"/>

## Appendix C: Excerpt of Questions on the EARSS Year-end Report

Criminal behavior	<input type="text" value="0"/>
Disobedient behavior	<input type="text" value="0"/>
Truancy	<input type="text" value="0"/>
Suspensions for reasons not detailed above	<input type="text" value="0"/>
Other (indicate reason) <input type="text"/>	<input type="text" value="0"/>
Total	<input type="text" value="0"/>

### C. STUDENT AND PARENT OUTCOMES

1) Of the total number of students you have served this school year:

How many:	NUMBER (not percent)	How many:	NUMBER (not percent)
Still in program?	<input type="text" value="0"/>	Left the program without completing it?	<input type="text" value="0"/>
Transitioned back to original school?	<input type="text" value="0"/>	Were expelled from program?	<input type="text" value="0"/>
Received a GED or HS diploma?	<input type="text" value="0"/>	Dropped out of school?	<input type="text" value="0"/>
Transferred to another school?	<input type="text" value="0"/>	Are now incarcerated?	<input type="text" value="0"/>
Are now home schooled?	<input type="text" value="0"/>	Other (please specify): <input type="text"/>	<input type="text" value="0"/>
Total	<input type="text" value="0"/>	<input type="text"/>	<input type="text" value="0"/>

### D. WHAT IS EFFECTIVE?

1) What are **the 2 most important** effective strategies you use?

- Positive climate models
- Wraparound models
- Skill-building and character education models
- Tutoring
  
- Online or computer based programs
- Other:

## **APPENDIX D: Evaluation Methodology**

### **DATA COLLECTION**

All evaluation data were collected by sites funded by the Expelled and At-risk Student Services (EARSS) grant program. Program staff are responsible for entering data using an online data collection system developed by the Colorado Department of Education (CDE). These data have been collected for approximately seven years with minor changes in reporting requirements.

The results reported in this document reflect data collected at the end of the 2007-2008 school year. Throughout the reporting period, EARSS program coordinators were in regular contact with Colorado Department of Education's Prevention Initiatives staff to ensure that they accurately counted and reported their data. Additionally, at the annual grantee orientation held in October 2007, new staff attended a special session on how to complete their year-end report. Program coordinators also complete a mid-year report for accountability and to test that program data are correctly tabulated. Finally, the online system includes mathematical checks to correctly calculate and tabulate data. These strategies ensure that year-end reporting is as accurate as possible.

### **ANALYSIS**

Data from the online data collection system is downloaded into an Excel spreadsheet, which facilitates the statistical analysis of demographic and outcome data. Descriptive statistics are used to calculate both aggregate and disaggregate data.

Each funded site submits a year-end report, which is reviewed by at least two members of the EARSS leadership team. This review examines if sites are making measurable progress and are complying with grant requirements. In addition, reviewers identify notable outcomes and results and detect areas that require follow-up to confirm accuracy or clarify findings.



Colorado Department of Education  
Prevention Initiatives  
201 E. Colfax Ave.  
Room 306  
Denver, CO 80203  
303-866-6127

[http://www.cde.state.co.us/index\\_atrisk.htm](http://www.cde.state.co.us/index_atrisk.htm)