

Expelled and At-Risk Student Services Grant Evaluation Report to Colorado Legislature

Grant Award Period: July 1, 2008 to June 30, 2009



PREVENTION INITIATIVES

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

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

Colorado Department of Education

Prevention Initiatives

Judith Martinez, Principal Consultant

Martinez.j@cde.state.co.us

Cindy Wakefield, Principal Consultant

Wakefield.c@cde.state.co.us

201 E. Colfax Ave., Denver, CO 80203

(303) 866-6127 or (303) 866-6750

EXECUTIVE SUMMARY

The Expelled and At-Risk Student Services (EARSS) Grant Program was established by state legislation in 1996, to assist in providing educational and supportive services to expelled students and those identified as “at-risk of expulsion.” At-risk in this context is defined at the district or school level and may include students who are habitually truant and/or habitually disruptive.

More than \$6 million in grants were awarded to 57 sites located in 49 school districts, including two boards of cooperative educational services and two eligible facilities.

EARSS grants are competitive. Eligible applicants include school districts, charter schools, alternative schools within school districts, eligible facilities, non-public, non-parochial schools and boards of cooperative educational services (BOCES). Each grant reflects a four-year funding cycle with annual funding contingent on availability of state funds and review of the funded site’s continuation application and annual evaluation report.

In 2008-2009, more than \$6 million in grants were awarded to 57 sites located in 49 school districts, including two boards of cooperative educational services and two eligible facilities. A total of 8,624 students participated in an EARSS program. This reflects an increase over last year even though the level of funding remained the same. Eighty-eight percent of students participated in an EARSS program because they were identified as at-risk of expulsion and 12 percent participated because they were expelled. In addition, 6,152 parents/guardians of the EARSS students received services.

EARSS programs and services include a comprehensive range of educational and prevention strategies that are proven effective. The services and strategies most frequently supported by EARSS funds during the fiscal year included:

1. **Academic strategies** including credit recovery to help students obtain credits toward advancement or graduation, online and technology-based instruction and tutoring.
2. **Social-emotional and behavioral supports** including Life Skills training, character education and mental health services provided by qualified professionals.
3. **Culturally responsive interventions** involving approaches that are relevant and sensitive to a student’s background, culture and language and may include strategies to ensure appropriate referrals to special education, addressing over representation of specific cultural groups in disciplinary actions and closing the achievement gap.
4. **Positive staff-student relationships and mentoring** as a strategy may include “Check and Connect” programming, advising, coaching, problem solving and self-esteem building.

Expelled Students: Of the 1,043 expelled students participating in an EARSS program, a high percent are male and most are Hispanic/Latino or white. Sixteen percent have a special education designation. This rate is notably higher than the state average of 10.4 percent. Thirteen percent of these students are classified as English language learners. This rate is comparable to the state average of 13.2 percent. The majority of expelled students served were at the high school level, with the highest percent in ninth and tenth grade.

Participating students were primarily expelled for drug violations, detrimental behavior and disobedience. Sites reported that the most effective strategies in serving expelled students include credit recovery, positive staff-student relationships and mentoring, individualized instruction and wraparound case management. Wraparound case management refers to an approach based on a

team of people who come together to offer interventions and supports and facilitate family decision-making.

Students At-risk of Expulsion: Of the 7,581 at-risk students participating in an EARSS program, the majority were identified as at-risk because of behaviors related to truancy (39 percent), disobedience (19 percent) and defiance (19 percent). Only 8 percent had risk factors related to drugs and alcohol, which indicates a 4 percent decrease from the previous school year. The most effective strategies in working with at-risk students are credit recovery, wraparound case management, character education and positive staff-student mentoring and relationships.

Demographics for at-risk students show that 54 percent are male and most are white or Hispanic/Latino. Thirteen percent have a special education designation and 8 percent are classified as English language learners. The highest percent of students were in grades seven and eight (34 percent), however, the overall majority (53 percent) were in high school.

The effectiveness of the EARSS program sites is measured by student and family outcomes and by tracking program objectives. This fiscal year the following gains were made.

Student and Parent Outcomes

- 73 percent of expelled students experienced positive outcomes, as reported by funded sites. These outcomes reflect school completion, continuation of education, completion of expulsion and return to school.
- 88 percent of at-risk students experienced positive outcomes, which reflects school completion, continuation of education within same school district and student engagement.
- 72 percent of parents/guardians improved their ability to support their child's learning.
- The dropout rate of at-risk students in an EARSS program was 2 percent, which is below the most current state rate of 3.8 percent.
- The dropout rate of expelled students served by an EARSS program was 5 percent, which is significantly lower than the most recent state rate of 22 percent for students in alternative programs.

Program Results - *Based on those sites reporting in each category*

- 86 percent showed progress on their academic objectives
- 81 percent indicated progress on their safety and discipline objectives
- 79 percent improved student attendance
- 69 percent demonstrated an increase in social-emotional functioning of students served
- 45 percent reported improvement in parent engagement

An estimated \$34 million of per pupil operating revenue (PPOR) was recaptured by EARSS programs for the following school year. Of this amount, sites anticipated re-investing 40 percent of these dollars back into their programs. The estimate of recaptured PPOR is based on the number of students that "will continue" in the program or school district multiplied by the base amount of PPOR revenue for the state. Several sites have successfully used this formula in approaching their school boards and administration to allocate funds to sustain their programs.

Continued funding for the EARSS Grant Program is a warranted investment, given the amount of recaptured PPOR and the progress made by the students and their parents. This funding enables schools to provide specialized instruction and services that are critical in helping expelled students and those at-risk of expulsion to stay in school and be successful.

GRANT OVERVIEW

The Expelled and At-Risk Student Services (EARSS) Grant Program was established by state legislation in 1996, to assist in providing educational and supportive services to expelled students and those identified as “at-risk of expulsion.” At-risk in this context is defined at the district or school level and may include students who are habitually truant and/or habitually disruptive.

EARSS grants are competitive. Eligible applicants include school districts, charter schools, alternative schools within school districts, eligible facilities, non-public, non-parochial schools and boards of cooperative educational services (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 1 percent of appropriated funds to be used for program evaluation. The 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. New applications are typically due each year by June 30th. 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. The leadership team is comprised of the Prevention Initiatives staff and contract education consultants.

Each EARSS grant reflects a four-year funding cycle with annual funding contingent on availability of state funds and a review of an online continuation application and annual evaluation report. The review is 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.

2008-09 Grant Awards

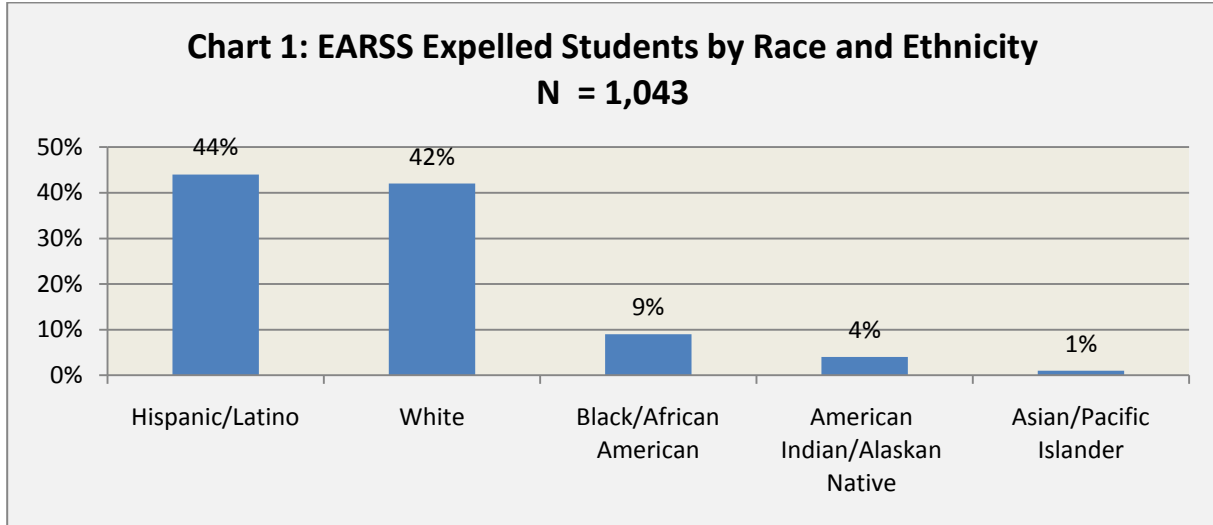
This year, more than \$6 million in grants were awarded to 57 sites located in 49 school districts, including two boards of cooperative educational services and two eligible facilities. Thirty-two percent of the sites were in their first year of funding, 40 percent were in their second and 28 percent were in their fourth. There were no sites in their third year of funding. In compliance with statute, 47 percent of the funds went to sites that serve students from more than one school district. See *Appendix A* for a listing of sites by county, district/school, year of funding cycle and grant award.

A total of 8,624 students participated in an EARSS program. This reflects an increase over last year even though the level of funding remained the same. Eighty-eight percent of students participated in an EARSS program because they were identified as at-risk of expulsion. Twelve percent participated because they were expelled. In addition, 6,152 parents/guardians of the EARSS students received services. See *Appendix B* for a summary of EARSS sites.

EXPELLED STUDENTS

CDE annually collects “Safety and Discipline Incidence” data from local districts. In 2008-2009, districts reported that 2,297 Colorado students were expelled. This indicates EARSS programs serve approximately 45 percent of the state’s expelled students.

Of the expelled students participating in an EARSS program, 79 percent are male and most are Hispanic/Latino or white (44 percent and 42 percent respectively). *See Chart 1.*



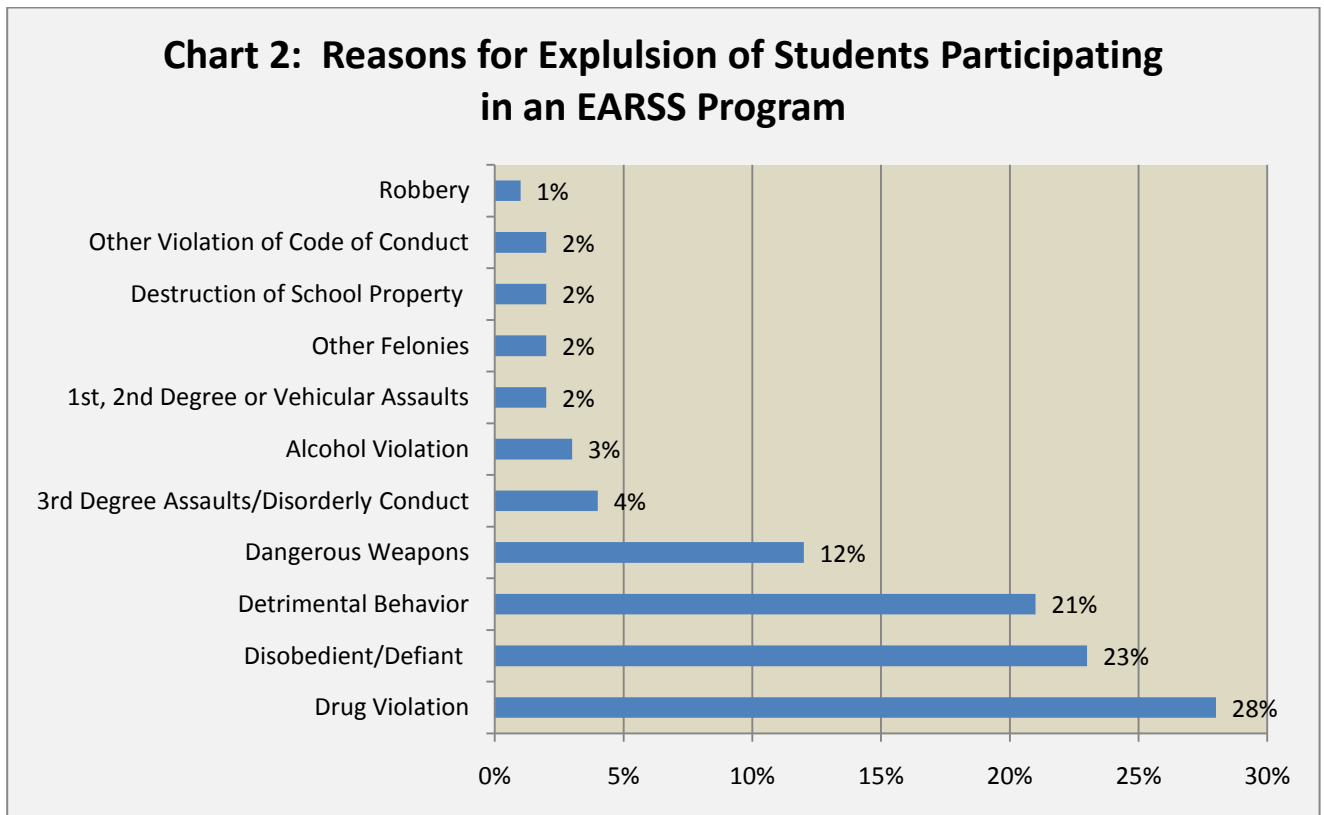
There is an over representation of male and minority students served by EARSS programs. This prevalence is consistent with previous years and is representative of CDE safety and discipline data. White males account for 31 percent of the state’s student population, but represent 40 percent of the expulsions. State statistics also show that Hispanic/Latino males and black/African American males respectively account for 14 percent and 3 percent of the student population. However, of the expelled students, 32 percent are Hispanic/Latino males and 10 percent are black/African American males. *See Table 1 for a breakout of expelled students.*

Table 1: Race and Ethnicity/Gender of Expelled Student	Percent of Expelled Students*
American Indian/Male	2%
American Indian/Female	1%
Asian/Male	1%
Asian/Female	0%
Black/African American/Male	10%
Black/African American/Female	2%
Hispanic/Latino/Male	32%
Hispanic/Latino/Female	6%
White/Male	40%
White/Female	7%

*Statistics are based on a total of 2,297 expelled students in 2008-09, as calculated by the Data Services Unit at the Colorado Department of Education.

Sixteen percent of the expelled students served have a special education designation. This is notably higher than the state average of 10.4 percent. Thirteen percent of these students are classified as English language learners. This rate is comparable to the state average of 13.2 percent. The majority of students served were in high school, with the highest percent in ninth and tenth grade.

Participating students were expelled primarily for drug violations (28 percent), disobedience (23 percent) and detrimental behavior (21 percent). *See Chart 2 for breakout by violation.* These rates match the state expulsion statistics related to drug violations and detrimental behavior. They differ in that the state rates showed 20 percent of expulsions were associated with dangerous weapons and only 8 percent involved disobedience.

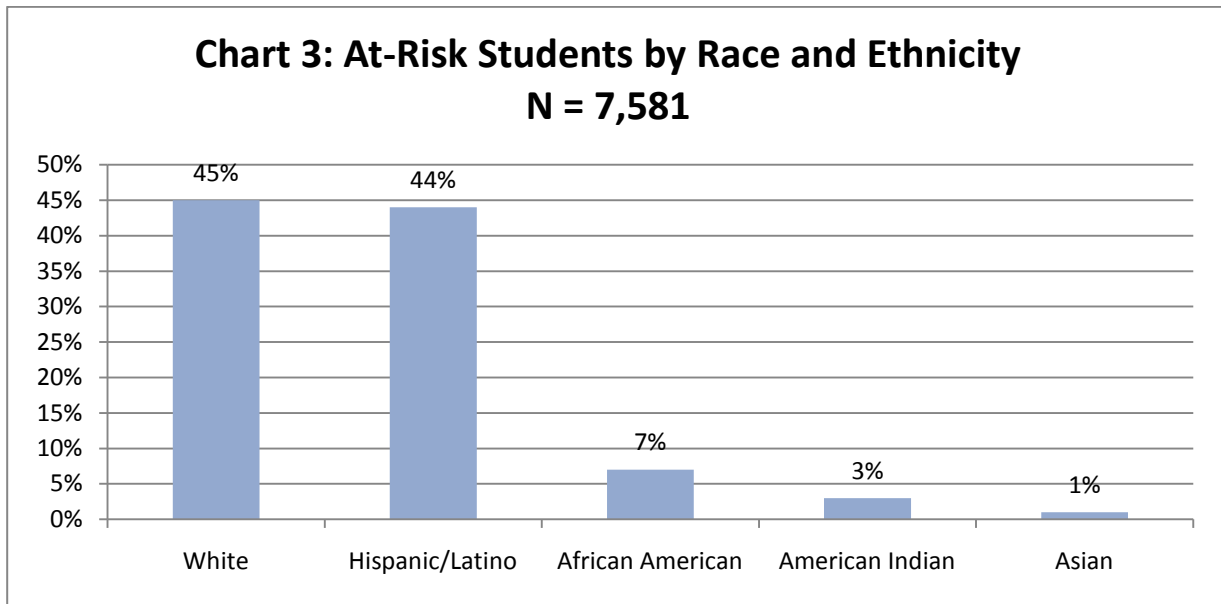


Sites reported that the most effective strategies in serving expelled students include credit recovery, positive staff-student relationships/mentoring, individualized instruction and wraparound case management. Wraparound case management refers to an approach based on a team of people who come together around family strengths and needs. In this approach, problem-solving and interventions occur by engaging the family in decision-making.

Otis School District in Washington County incorporates several effective strategies in their expelled and at-risk program. Their wraparound model is composed of the student and his/her parents, the principal, counselor and teachers. Part of the process is to develop an individual plan for the student. To ensure success of the program, the plan is reviewed periodically and modified accordingly. In addition, online instruction provides students a format for credit recovery.

STUDENTS AT-RISK OF EXPULSION

A total of 7,581 at-risk students participated in an EARSS program. Demographics show that 54 percent are male and 46 percent are female. Most of the at-risk students served are white or Hispanic/Latino. See Chart 3 for breakout by race and ethnicity. Thirteen percent have a special education designation. This rate is lower than the expelled students served, but higher than the state average. Of the at-risk students served, eight percent are classified as English language learners. This rate is lower than both the expelled students served and the state average.



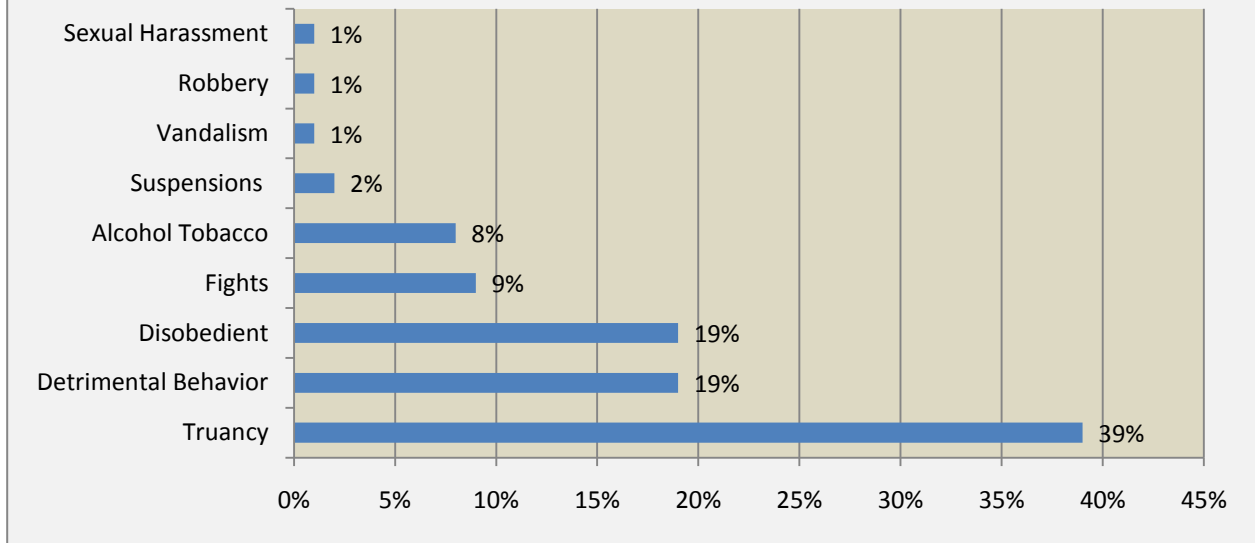
The highest percent of students were in grades seven and eight (34 percent), which differs from the statistics for the expelled students served. The overall majority (53 percent) of at-risk students served were in high school. This rate is comparable to that of the expelled students served. See Table 2.

Table 2: Grade Level	Percent of At-risk Students*	Percent of Expelled Students**
Kindergarten through 3 rd	2%	0%
4 th through 6 th	11%	4%
7 th and 8 th	34%	24%
9 th and 10 th	32%	44%
11 th and 12 th	21%	28%

*Based on a total of 7,851 at-risk students served. ** Based on total of 1,043 expelled student served

The majority of at-risk students participated in an EARSS program because of behavior related to truancy (39 percent), disobedience (19 percent) and defiance (19 percent). Eight percent had risk factors related to drugs and alcohol. This indicates a 4 percent decrease from last year. See Chart 4 for breakout by reason for being at risk.

Chart 4: Reasons for Being At Risk



Sites cite that the most effective strategies in working with at-risk students are credit recovery, wraparound case management, character education and positive staff-student mentoring and relationships. In addition, there is a growing interest in restorative justice to address behavior issues. The restorative justice process seeks to provide answers to three vital questions in conflict: Who did the harm? Who was harmed? How do we repair the harm? Practices frequently involve group conferencing, mediation, restitution, victim assistance and service learning opportunities.



In April 2009, the **Restorative Justice Program** in **Denver Public Schools** was awarded *Agency of the Year* by the **Colorado Juvenile Council Agency**. Above their team proudly poses with their award. This program is funded by the Expelled and At-Risk Student Services Grant Program.

OUTCOMES AND RESULTS

The grant program’s effectiveness is measured by determining student and parent outcomes and tracking progress on site objectives. The results are listed below.

Student and Parent Outcomes

- 73 percent of expelled students experienced positive outcomes, as reported by funded sites. These outcomes reflect school completion, continuation of education, completion of expulsion and return to school.
- 88 percent of at-risk students experienced positive outcomes, which reflects school completion, continuation of education within same school district and student engagement.
- 72 percent of parents/guardians improved their ability to support their child’s learning.
- The dropout rate of at-risk students in an EARSS program was 2 percent, which is below the most current state rate of 3.8 percent.
- The dropout rate of expelled students served by an EARSS program was 5 percent, which is significantly lower than the most recent state rate of 22 percent for students in alternative programs.

These outcomes are based on reporting by sites on the status of students as of June 30, 2009 (the end date of the funding year). The status options are aligned with CDE’s end-of-year data collection from districts and public schools. To calculate rates, the status is classified as *positive*, *negative* or *other* and the number of students in each category is totaled and averaged. Category values are based on the purpose of the grant program and indicators of school success. See Table 3 for a listing by status.

Table 3: Outcomes for Students Participating in an EARSS Program		
N= 8,624		
Category	Student Status at the End of the Year (June 30, 2009)	Percent of Students
Positive	Completed program and transitioned back to original school	45%
Positive	Still in program or school/class	35%
Positive	Received high school diploma or GED (This does not signify a graduation or completion rate, as it reflects all participating students regardless of their age or grade level.)	4%
Positive	Transferred within district	3%
Negative	Left EARSS program without completing it	3%
Negative	Dropped out of school (includes students in 7 th through 12 th grades)	2%
Negative	Expelled from program or an at-risk student was expelled from school	1%
Negative	Transferred to detention center, Licensed Eligible Facility, state operated program or Colorado Division of Youth Corrections	1%
Other	Transferred to GED program or CTE program	4%
Other	Transferred out-of-district, state or country	1%
Other	Home-schooled	1%

Compared to last year, there were notable gains made in the percent of positive outcomes for students (88 percent) and the percent of parents/guardians improving their ability to support their child's learning (72 percent). This respectively represents an increase of 7 percent and 10 percent. An analysis was conducted to identify what might have contributed to these improvements. The results show that sites enhanced strategies related to online programs, credit recovery and social-emotional functioning. In terms of parent/guardian outcomes, sites increased application of programming to support two-way communication between school and home and expanded community collaborations to support students and families. It is also likely that gains were influenced by the additions made to the EARSS evaluation systems to better capture outcomes. For more information on site reporting, see *Appendix C: Excerpt of Questions on the Year-end Report*.



This student from **Bryant Street Academy** is congratulated for obtaining her GED and graduating from the program. The Denver-based school is an eligible facility that receives EARSS funding to support high-risk students in returning to school or completing a GED.

Program Results

This is the first year that sites tracked program success using a rating system. In previous years, sites submitted a narrative response to explain their progress in achieving program objectives. For more information, see *Appendix C – SECTION V: Student and Parent Outcomes*.

The results showed the following:

- 86 percent showed progress on their academic objectives
- 81 percent indicated progress on their safety and discipline objectives
- 79 percent improved student attendance
- 69 percent demonstrated an increase in social-emotional functioning of students served
- 45 percent reported improvement in parent engagement

To track progress, sites assess if they are *completely on track*, *partially on track* or *not on track* in meeting their objectives. There are five categories of objectives: parent engagement; academics; student attendance; safety and discipline; and social-emotional functioning. The rates are determined by assigning values to the level of progress in each category and are based on the number of sites reporting. For more information, see *Appendix D: Evaluation Methodology*.

Sites are required to specify a minimum of three measurable objectives, with one in the area of parent engagement. The focus on parent engagement is based on research that shows it is highly correlated with school success and is often a challenge for schools serving high risk students.

LEVERAGING RESOURCES AND SUSTAINING STRATEGIES

CDE takes specific steps to help sustain the efforts supported through EARSS four-year grants. Strategies include adjusting funding, supporting community partnerships and providing training and technical assistance.

Funding

EARSS grants are adjusted through phased reductions in the amount of funding and transitioning to other means of financial support. In the third year of a grant, the award is reduced by 25 percent. There is another 25 percent reduction the next year for a total decrease of 50 percent by the fourth year. As the awards decrease, sites must maintain the same level of services by supplementing the grant funds with other resources. These may include federal, state and local resources, including in-kind contributions.

As part the application process, funded sites submit plans to use in-kind and Per Pupil Operating Revenue (PPOR) in sustaining their programs with no reduction in quality. This year, an estimated \$34 million in PPOR was recaptured by EARSS programs for re-investment in the 2009-2010 school year. Sites anticipated re-investing 40 percent of these dollars back into their programs. The EARSS leadership team determines recaptured PPOR based on the number of students that “will continue” in the program or school district multiplied by the base amount of PPOR revenue, which in 2008-2009 was \$5270.13. Several sites have successfully used this formula in approaching their school boards and administration to allocate funding to sustain their programs.

Out of the 57 EARSS sites this fiscal year, 18 were in their fourth and final year of funding. Fifty percent of the 4th year sites stated that their programs and strategies would continue next year. *See Table 4 for breakout by program status.* Multiple strategies and approaches are taken to maintain and continue programs. For instance, **Community Challenge Charter School** in Denver intends to sustain their EARSS program by re-investing 15 percent of recaptured PPOR in their program next year. In addition, they will use partial funding from a federal grant and will apply for additional grant dollars.

Sustainability Status of EARSS Program	Percent of Sites*
Completely sustain	50%
Partially sustain	22%
Revise program and sustain	17%
Status unknown	11%

*Based on 18 sites completing their EARSS grant

Partnerships

To leverage existing resources, sites are encouraged to develop community partnerships. Collaborations with government agencies, community-based programs, community volunteers and businesses have proven to enhance and sustain EARSS programs. For example, in Bent County, a partnership between the school district and county department of social services resulted in \$74,000 in funding to support the EARSS program, Project P.R.I.D.E.

Several sites report, that as a result of their community partnerships, they have been able to provide mental health and medical services, after school programming, job training and curriculum instruction to support student success. In Weld County, the **Greeley-Evan School District** partners with **North Range Behavioral Health** to provide Functional Family Therapy (FFT). This partnership has resulted in the effective transition of students from the expulsion/at-risk program to traditional or non-traditional school settings. Students that have worked with FFT are doing better in both their home and school, plus parents are more proactive and appropriate in their parenting. In addition, students' school attendance, behavior and grades have shown marked improvement.

Technical Assistance and Training

The EARSS leadership team provides technical assistance and training based on requests from sites and assessment of need. Sites in their first year of funding typically require assistance in implementing and evaluating their program. Second year sites often request support in making adjustments to their program and analyzing their evaluation results. Sites in their third and fourth year tend to need help in leveraging resources to maintain their program with reduced funding.

As part of the EARSS grant program, an annual peer-networking meeting is organized. This event enables sites to exchange their experiences and share expertise in specific topic areas. Topics of most interest, as reported on their year-end report, included dropout prevention, development of attendance/behavior plans and parent engagement.

Conclusion

This report documents the effectiveness of the EARSS grant program. In 2008-2009, EARSS students made gains in completing courses and getting back on track toward graduation. They increased their school attendance and decreased involvement in disciplinary actions. Parents and families participated in efforts that lead to improved communication with their children and school staff and increased their access to community services.

A family in **Rio Grande C-8 School District** (Monte Vista) best explains how an EARSS program can make a difference. A mother shared that, *"Without the program I hate to think what my son would be like right now. The program has helped him open up, become more involved not only within the school, but in the community as well. It makes me happy to see him smile again."* The son stated, *"I feel that the program has helped me overcome many bad feelings I was having last year and to realize that there are people who care about me other than my family..."*

Currently, the grant program funds 57 sites. However, each year CDE receives more requests from across the state than resources can accommodate. This year, new applications were submitted by 50 school districts, BOCES, schools and eligible facilities, with requests totaling \$9.8 million. There was \$2.4 million available for new grants and as a result only 19 of the 50 applicants received awards, though many more were eligible.

Continued funding for the EARSS Grant Program is a warranted investment, given the amount of recaptured PPOR and the progress made by the students and their parents. This funding enables schools to provide specialized instruction and services that are critical in helping expelled students and those at-risk of expulsion to stay in school and be successful.

A LOOK AHEAD: 2009-10 FOCUS ON REDUCTION OF COURT REFERRALS FOR TRUANT STUDENTS

Senate Bill 09-256 created statutory changes to CRS 22-33-205 for the Expelled and At-Risk Student Services grant that requires a portion of the 2009-10 Expelled and At-Risk Student Services allocation be awarded to sites in order to reduce the number of truancy cases requiring court involvement. The strategies implemented must reflect the best interest of students and families and address alternatives to guardian ad litem representation in truancy proceedings.

The following grantees were awarded supplemental grant dollars to reduce court referrals for truant students. Results will be reported in the 2009-2010 EARSS report to the legislature:

Sites	2009-10 Attendance Objective	Strategies	Funds Based on SB 256	Total Amount Invested 2009-10
Adams 1	To decrease the number of students involved in truancy court by 25 percent. Reduce truancy rate to below 7 percent.	Wraparound case management, individual and family therapy, psycho-educational services, drug/alcohol treatment, parenting education and support, tutoring and online education for chronically absent students and their families.	\$35,700	\$65,700
Arapahoe 5	Reduce truancy court referrals from two school articulation areas by at least 30 percent.	District-wide truancy prevention coordinator to help reduce truancy court referrals.	\$99,174	\$160,122
Arapahoe 6	Reduce the number of truancy court referrals by a minimum of 10 percent.	Restorative Justice process prior to a court referral.	\$92,195	\$245,034
Arapahoe 28J	To have 15 percent fewer court referrals for students in EARSS Early Intervention Program than students in traditional truancy program.	Case management advocates will work with students who are in the transition years (grades six, eight and nine).	\$100,000	\$276,010
Boulder Justice High/Boulder 2	For 80 percent of students served by the Truancy Family Advocate be successfully diverted from truancy court.	Family Advocate provides wraparound case management for diversion from court and other system involvement.	\$78,200	\$182,200
Boulder 1	To increase the attendance rate of truant students by 10 percent. To reduce truancy court referrals by 10 percent.	Attendance Community Advocates and Transition Advocate mentor students, teach life skills and conduct group counseling classes	\$79,305	\$306,970
Denver 1	To reduce truancy petition filings by 75 percent.	Training for all schools, individual coaching and reflection meetings for each school team. The coordinator will track school and student level outcomes.	\$100,000	\$446,169
Total:			\$584,574	\$1,682,205

Appendix A: List of EARSS Sites by County, District/School, Year and Award

County	District/School	Year of 4-year Funding Cycle	2008-09 Award
Adams 12	Five Star Schools*	4	\$ 271,000
Adams 12	Five Star Schools	4	\$ 120,000
Alamosa 11	Alamosa RE 11J*	1	\$ 55,000
Arapahoe 1	Englewood*	4	\$ 21,250
Arapahoe 28J	Aurora Public Schools	1	\$ 176,010
Arapahoe 5	Cherry Creek*	1	\$ 20,948
Arapahoe 6	Littleton	2	\$ 147,254
Bent 1	Las Animas	2	\$ 159,847
Boulder 1	St. Vrain Valley*	1	\$ 227,655
Boulder 2	Justice High School Charter*	1	\$ 104,000
Weld	Centennial BOCES*	1	\$ 147,000
Clear Creek 1	Clear Creek	4	\$ 19,443
Conejos 10	South Conejos	2	\$ 106,500
Conejos	Rocky Mtn. Youth Academy*	4	\$ 58,000
Costilla R-1	Centennial	2	\$ 115,200
Delta 50J	Delta*	2	\$ 105,638
Denver	Denver Bryant Street Academy*	1	\$ 72,890
Denver 1	Escuela Tlatelolco*	2	\$ 206,671
Denver 1	Community Challenge Charter*	4	\$ 35,552
Denver 1	Denver Public Schools	2	\$ 362,294
Denver 1	Academy of Urban Learning Charter*	2	\$ 400,000
El Paso 11	Colorado Springs	2	\$ 103,840
El Paso 2	Harrison	2	\$ 66,478
El Paso 20	Academy	2	\$ 577,147
El Paso 49	Falcon	2	\$ 123,021
El Paso 60	Miami-Yoder	2	\$ 45,912
El Paso 8	Fountain/Ft. Carson	4	\$ 16,900
El Paso and state	School for the Deaf and Blind*	1	\$ 80,000
Fremont 1	Canon City*	4	\$ 32,925
Grand 1	West Grand, Kremmling	4	\$ 20,000
Huerfano RE-1	Huerfano RE-1*	2	\$ 101,030
Jefferson	Jeffco*	1	\$ 173,000
La Plata 11 Jt.	Pine River Valley High School*	4	\$ 47,500
Larimer R-1	Poudre	2	\$ 23,906
Larimer R2-J	Thompson	2	\$ 68,957
Las Animas 1	Trinidad*	1	\$ 159,764

County	District/School	Year of 4-year Funding Cycle	2008-09 Award
Logan 1	RE-1 Valley School District	1	\$ 99,000
Mesa 51	Grand Junction	4	\$ 54,276
Montezuma 1	Southwest Open High School*	4	\$ 23,457
Montezuma 1	Cortez Middle School	4	\$ 80,000
Montrose 1	Montrose*	1	\$ 220,000
Park 2	Fairplay	4	\$ 61,676
Phillips 1	Holyoke Alternative School*	1	\$ 105,207
El Paso	Pikes Peak BOCES*	2	\$ 122,469
Pueblo 60	Youth and Family Academy Charter	1	\$ 80,650
Pueblo 60	Pueblo City	4	\$ 93,520
Rio Blanco 1	Meeker School District	2	\$ 908
Rio Grande C-7	Del Norte	2	\$ 39,100
Rio Grande C-8	Monte Vista*	4	\$ 38,950
Summit 1	Summit	1	\$ 40,322
Teller RE-1	Cripple Creek-Victor	2	\$ 68,000
Teller RE-2	Woodland Park	2	\$ 300,000
Washington 3	Otis	2	\$ 17,845
Weld 1	Gilcrest *	4	\$ 18,563
Weld 4	Windsor	2	\$ 3,800
Weld 6	Greeley-Evans	4	\$ 49,494
* = Site that serve students from more than one school district		total	\$ 6,089,769

Appendix B: Program Summaries by County

County & School District	Adams County School District 1 - <i>New Grant</i>
Program Name	NETS (Networks for Expelled and Truant Students)
<p>The Mapleton NETS Program will utilize EARSS funding, several community partners, and Mapleton staff to intervene with 40 of our highly at-risk, expelled and/or chronically truant students in grades K-12. The educational program will be based at the Skyview campus, with some related services likely provided at other locations in the community. Services will be tailored to help students avoid expulsion or to help them return to school ready for success.</p>	

County & School District	Adams County School District 12 Five Star Schools
Program Name	Truancy Reduction Partnership
<p>The Truancy Reduction Partnership between the 17th Judicial District and Adams County schools is designed to support at-risk students with court-attached caseworkers and a program development liaison to coordinate community resource networking. Recognizing that truancy is a precursor for multiple risk factors, prevention and intervention strategies will be implemented.</p>	
Program Name	CASASTART
<p>Community Reach Center will manage the CASASTART program for District 12 in Niver Creek Middle and Northstar Elementary Schools. CASASTART is a student/family-based, school-centered program to prevent violence, delinquency, drug and alcohol abuse, suspensions and expulsions among high-risk 8 to 13 year-olds by providing comprehensive services including mental health treatment for students/families.</p>	

County & School District	Adams/Arapahoe School District 28J- <i>New Grant</i>
Program Name	Early Intervention Program
<p>Six advocates in the Early Intervention Program (EIP) will provide intensive case management services to 175 truant and/or expelled students, grades 1-10, in nine schools and their parents in order to improve student engagement and academic achievement, reduce suspensions and increase parent engagement/leadership by accessing community and district resources.</p>	

County & School District	Alamosa County School District RE-11J- <i>New Grant</i>
Program Name	From Restoration to Graduation
<p>Through an array of restorative models facilitated by Restorative Justice professionals, the Alamosa district will serve 100 at-risk or expelled K-12 students and their families annually, to reduce suspensions and expulsions and to return truant, suspended or expelled students quickly and successfully back into the classroom.</p>	

County & School District	Arapahoe 1, Englewood
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Program Name	Success Through Early Intervention Program (STEP)
<p>STEP is a three-dimensional program that addresses the needs of the at-risk student subgroup through researched based strategies. The First STEP prevention prong addresses the need for systematic and systemic educational reform through the implementation of a Comprehensive Guidance and Counseling Plan. The Next STEP intervention program is intended to help students who are at-risk of suspension or expulsion through an intensive Deferred/Expulsion Contract commitment through academic tutoring and computer-assisted instruction, counseling, and coordinated support systems.</p>	

County & School District	Arapahoe 6, Littleton
Program Name	Truancy Reduction Initiative
<p>Address the need for directed systematic truancy intervention for students, first through 12th grades district wide, by expanding Littleton’s community based SARB, including three social workers and a parent empowerment component to address the unmet needs of 300 students. Case management and parenting strategies are expected to increase attendance and decrease “at-risk” behavior.</p>	

County & School District	Bent County School District 1
Program Name	Project P.R.I.D.E.
<p>Project P.R.I.D.E. is a preventative and restorative program for 60 Las Animas School District K-12 students “at-risk” for suspension and expulsion. The premise of Project P.R.I.D.E. is to <u>P</u>revent “at-risk” behaviors from occurring, <u>R</u>eplace “at-risk” behaviors with life skills, <u>I</u>ndividualize academic programs, <u>D</u>evelop relationships and <u>E</u>ngage students <u>E</u>arly in the educational process.</p>	

County & School District	Boulder County School District 1J- <i>New Grant</i>
Program Name	Community/Transition Advocate Program
<p>The St. Vrain Valley School District (SVVSD) proposes an expanded continuum of pre-expulsion and post expulsion support for 865 students per year, in order to reduce suspension/expulsions and truancy rates, increase parental involvement in five high-risk schools (grades 6-12) and increase the successful return rate of expelled students’ district wide.</p>	

County & School District	Boulder County School District 2- <i>New Grant</i>
Program Name	Justice High School
<p>Justice High School (JHS) serves as the truancy and expulsion school for Boulder Valley and St. Vrain School Districts. JHS enrolls 85 students, grades 9 through 12. By providing three intensive service components and two Community Liaisons, JHS will increase graduation rates, improve parent involvement and reduce school absences.</p>	

County & School District	Clear Creek School District RE-1
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Program Name	Clear Creek School District Alternative Program
This alternative program will address cognitive and affective issues for 25 suspended/expelled (or at-risk thereof) high school students in order to reduce the consequences of adverse behavior and generally improve student and family functioning. Strategies include vocational training, emotional/social education, counseling and school based wraparound services.	

County & School District	Colorado School for the Deaf and Blind- <i>New Grant</i>
Program Name	PEAK OJT
The proposed program will provide structure and support to 31 Deaf/Hard of Hearing and Blind/Visually Impaired high school students who are at-risk for suspension, truancy and/or expulsion to gain a greater vocational awareness. The program integrates community partnerships, life skills, parent involvement and academic support with on-the-job training experience.	

County & School District	Conejos, South Conejos RE-10
Program Name	Teen Outreach (CASASTART)
Evidenced-based (CASASTART) and in-School-Suspension Program will serve 30 students at Antonito Junior/Senior High. Suspension rates will be lowered by 50%, improve grades/attendance, and lower discipline problems using these strategies: Intensive case management; Mentoring; After school/summer programming; Incentives; Community policing/juvenile justice intervention; Academic/family support	
♦ Suspended students complete computer classes, reading interventions, and community service	

County & School District	Conejos (San Luis Valley BOCES) Rocky Mountain Youth Academy (Private)
Program Name	Rocky Mountain Youth Academy
La Jara's Rocky Mountain Youth Academy (RMYA) will integrate expanded offerings, materials and observation into existing services, helping student either transition back to their traditional school or receive their GED. RMYA receives referral and evaluation support from Alamosa, North Conejos, Monte Vista and Del Norte districts for approximately 40 fourth through twelfth graders.	

County & School District	Costilla R-1, Centennial
Program Name	Centennial CASASTART
Centennial School District will use evidence-based CASASTART and In-School Suspension to serve 70-80 at-risk youth K-12. Programs will lower expulsion rates, improve grades/attendance and lessen discipline problems. Strategies include: Intensive Case Management; Mentoring; After School/Summer Programming ;Incentives; Juvenile Justice/Community Policing; Academic/Family Support	
County & School District	Delta County School District 50J

Program Name	Delta Opportunity School (DOS)
<p>The Delta Opportunity School seeks to enhance services for 35 expelled and “at-risk” students in grades 9-12. Individualized strategies include community service learning, project-based instruction, academic classroom and computer-based instruction, counseling services, pre-employment instruction, on-the-job training, employment placement, financial literacy, transition skills, and coordinated community services to improve these students’ outcomes.</p>	

County & School District	Bryant Street Academy (Private) – <i>New Grant</i>
Program Name	Denver Area Youth Services (DAYS) Bryant Street Academy
<p>The Bryant Street Academy serves 120 unduplicated middle and high school students a year (ages 13 to 21) from around metro Denver. Through small classrooms, focused curricula and behavior management programs, the Academy helps students return to public school or complete a GED.</p>	

County & School District	Denver County School District 1
Program Name	DPS Student Services/ Restorative Justice and Disciplinary Reform Program
<p>Denver Public School proposes to implement a Restorative Justice Program within three middle schools, grades 6-8, and one high school, grades 9-12, serving 800 students. The goal within each school is to reduce the number of suspensions by 60%, expulsions by 60% and police intervention by 90%.</p>	
County & School District	Denver County School District 1 Community Challenge (Charter School)
Program Name	Challenge Charter Family Advocacy Program
<p>The CCS Family Advocacy Program will provide services to 48 high-risk students and their families. A Student Advocate will track high-risk students and teach “Nurturing Parent” classes at Saturday Family University.</p>	
County & School District	Denver County School District 1 Academy of Urban Learning (Charter School)
Program Name	Academy of Learning (AUL)
<p>Denver’s Academy of Urban Learning, a DPS charter school targeting students with unstable living conditions, opened Fall 2005 to provide a rigorous, relevant high school diploma program for youth 16-20, needing extensive wraparound services to avoid expulsion and succeed academically. During 2006-07, we will serve 60 students, 2007-08, 100 students and ongoing 130 students.</p>	

County & School District	Denver County 1 Escuela Tlatelolco (Private)
Program Name	Escuela Tlatelolco
<p>Escuela Tlatelolco will provide year-round, educational services to 40 at-risk students in grades 7-9 at 2949 Federal Boulevard in northwest Denver. Ninety percent (90%) will increase academic</p>	

achievement and reduce delinquent behaviors. Strategies include: (1) intensive literacy instruction, (2) experiential cultural education, (3) restorative justice discipline and (4) family engagement.

County & School District	El Paso 2 -Harrison School District
Program Name	Opportunity Program
<p>The Opportunity Program is a behavior modification program designed to redirect secondary students in grades 7-12 who are at-risk of expulsion. By addressing student attendance, academic performance and behavior with an accompanying parent involvement component, the program will facilitate a decrease in the number of expulsions and enhance student academic performance.</p>	

County & School District	El Paso County School District 8
Program Name	Lorraine Alternative High School
<p>The On-the-Job Training (OJT) program will target 10-15 students, grades 9-12. Students will spend half their school day at a job learning specific occupational skills with a mentor. By increasing interest and teaching occupational skills, the OJT program will increase high school completion rate and decrease student expulsion rate.</p>	

County & School District	El Paso County School District 11
Program Name	Tiered Academic and Behavior Supports (TABS)
<p>TABS provide tiered interventions to 370 high-risk, suspended and expelled students, grades 6-10. Dropout Retrieval Specialists, Haven's Hope, school-based RtI/PBS teams, and parents will assess, design, implement, monitor and adjust individualized action plans. Outcomes include decreased expulsions, absences, referrals, and D's/F's and increased parent participation and graduation rates.</p>	

County & School District	El Paso 20 -- Academy
Program Name	Caring About At Risk and Expelled Students (CAARES)
<p>Caring About At Risk and Expelled Students (CAARES) – K-12. Four academic/life-skills programs-standards-based and individualized; using proven anger/conflict management strategies; and community-based service learning will be housed in the Central Office and portables. Program goals provide for a preventive, proactive and responsive service continuum for 232 at-risk/expelled K-12 students.</p>	

County & School District	El Paso 49 -- Falcon
Program Name	Falcon D49 Success Program: A District wide Initiative to Eliminate Barriers to Success for Expelled and At Risk Students
<p>The Success Program mission is to reduce and eliminate the barriers to success for expelled student and students at-risk of expulsion. Once enrolled in the Success Program, identified students are</p>	

provided with a full complement of evidence-based interventions addressing key areas for success-academic performance, behavior, attendance and parent/family engagement.

County & School District	El Paso 60 -- Miami-Yoder
Program Name	Miami-Yoder School District Expulsion Prevention Program
<p>The Expulsion Prevention Program will provide outreach services to all expelled students in the form of on-line educational opportunities and provide additional services to all K-12 students needing tutoring. Students facing suspensions will be provided limited alternative placement on campus, facilitating continuous academic engagement and supervision.</p>	

County & School District	El Paso County Pikes Peak BOCES
Program Name	New Direction Program for Expelled and At Risk Students
<p>Pikes Peak BOCES will expand its program by: 1) increasing educational quality and capacity (from 12 to 60) for expelled students; 2) instituting a middle school program for at-risk students (n=30); and 3) supporting post-secondary success through life skills and vocational training programming.</p>	

County & School District	Fremont County Schools 1
Program Name	Choice Points Service Learning Academy
<p>The year-round Choice Points Service Learning Academy in Canon City will provide educational and intervention services to 20-25 high school and middle school students who are expelled from school in Fremont County. Additionally, 135 at-risk students will participate in mandatory classes designed to improve skills and reduce expulsions.</p>	

County & School District	Grand County School District 1 West Grand
Program Name	Polaris Program
<p>The Polaris Program, serving 115 students, is an intervention/recovery program designed to address and reduce at-risk factors associated with students K-12. The program will strengthen academic skills, increase connections to school, improve parental involvement and reduce at-risk potential by providing differentiated instruction, counseling and addressing specific social needs.</p>	

County & School District	Huerfano County RE-1 School District
Program Name	Huerfano County Opportunity and Enrichment School
<p>The district will provide educational opportunities and services to 30-50 promising students, grades 7-12 in Huerfano County who are suspended, expelled or designated at-risk of expulsion or suspension. Utilizing Huerfano RE-1 classrooms, a comprehensive range of education and prevention strategies will support the creation of self-determined youth.</p>	

County & School District	Jefferson County School District R-1– <i>New Grant</i>
Program Name	Jeffco Secondary EARSS Program
<p>To increase the success of a minimum of 200 at-risk, high school students each year by providing transition support through case management and additional alternative educational programming that included targeted academic and affective interventions and support. This programming is designed to enhance two already existing school options.</p>	

County & School District	La Plata 11 - Ignacio
Program Name	Pine River Valley High School
<p>The Pine River Valley High School will serve up to 50 at-risk students, grades 9-12 at The Adult Learning Center. Students will show increased academic achievement, development of a post-secondary plan, and a decrease in reportable behavior incidents. A small teacher/student ratio and individualized counseling services will assist goal attainment.</p>	

County & School District	Larimer County School District 1 - Poudre
Program Name	Positive Behavior Support, Collaborative Expulsion Services
<p>Poudre School District will proactively prevent suspensions and expulsions through further development of evidence-based PBS systems and practices designed to support students with chronic and intense problem behaviors. When expulsion occurs, improved student support services will result in increased school attendance and successful transitions to traditional or alternative school settings.</p>	

County & School District	Larimer County School District R2-J (Thompson)
Program Name	Thompson Positive Behavior Support (PBS)
<p>The Thompson Positive Behavior Support (PBS) project has completed two years of implementation at nine schools serving all grade levels and 4000 students. PBS research shows a decrease in suspension and expulsions (PBIS.org) and because of this, the PBS District Administrative Leadership Team is committed to the expansion of PBS.</p>	

County & School District	Las Animas County School District 1– <i>New Grant</i>
Program Name	Las Animas and Huerfano County Truancy Reduction Program (Project Respect)
<p>The <i>Las Animas/Huerfano County Truancy Reduction Program (Project Respect)</i> will reduce the number of high school and middle school youth at-risk of school suspension and expulsion. Three community advocates will provide services in four rural area high school to approximately 150 students each year, to reduce school absences, expulsions and suspensions, and improve school academics and parent involvement.</p>	

County & School District	Logan RE-1 (St. Vrain) – <i>New Grant</i>
Program Name	RE-1 Valley Secondary Intervention Program
<p>The RE-1 Valley Secondary Intervention Program will provide alternative educational placement and programming for students in grades 6-12. The goal is to assist students with challenges in reintegrating into the regular classroom, improving attendance and academic achievement, decreasing discipline referrals/actions and earning a diploma.</p>	

County & School District	Mesa Valley School District #51
Program Name	Transitional Opportunities Center
<p>Funding will support: 1) expansion of Positive Behavior Support systems to 80% of schools; 2) develop affective and vocational education opportunities for expelled or at-risk for expulsion secondary students attending on and off campus intervention programs; and 3) increase by parent engagement activities for one and two above.</p>	

County & School District	Montezuma-1 – Cortez Middle School
Program Name	Cortez Middle School
<p>Program to reduce Cortez Middle School’s number of discipline referrals and provide training to implement Discovery in the 7th grade. Additional supports include alternative placement program (TAP) which consists of service-learning, therapy and family engagement components and coaching students in summer school. It is projected that 120 students will be served in 2008-09.</p>	

County & School District	Montezuma-1 - Southwest Open Charter
Program Name	Southwest Open School
<p>Southwest Open School will grow academically and socially through this plan to strengthen the school’s character development and academic advising programs to implement a career development program, and to increase parental involvement. Goals include increasing graduations rates, improving student behavior and guiding students in planning for their futures.</p>	

County & School District	Montrose County School District RE-1J – <i>New Grant</i>
Program Name	Expulsion Intervention Prevention Program
<p>Montrose School District will employ mental health professionals and student advocates to increase services in the district’s Expulsion Intervention Prevention program and in six elementary and three middle schools. Services will include programmatic and child/family-based consultation and intervention services that address problem behaviors, which are underlying causes of expulsion.</p>	

County & School District	Park County School District 2
Program Name	South Park Success Program

The South Park Success Program will provide an alternative education class for middle and high school students at-risk of expulsion with a goal of returning students to the regular classroom, as well as a program to alleviate social, behavioral and educational problems that may lead to suspension or expulsion.

County & School District	Phillips County School District 1 - <i>New Grant</i>
Program Name	Holyoke Alternative School - <u>Striving Together to Achieve Rewarding Tomorrows (START)</u>

The START Program that will provide intervention services for previously unsuccessful students and reduce expulsion, suspension, and increase retention rates by 50% by 2012.

County & School District	Pueblo County School District 60 Youth and Family Academy (Charter School) - <i>New Grant</i>
Program Name	Projecto Esperanza (Project Hope)

Youth and Family Academy will launch a research-based intervention in the lives of 100 students in grades 7-12 who have been expelled or are at high-risk for expulsion/suspension. A multidisciplinary approach, employing the recognized "Reconnecting Youth" and "*Strengthening Multiethnic Families and Communities*" prevention and intervention will yield multiple long-term retention outcomes.

County & School District	Pueblo City School District 60
Program Name	Truancy Reduction Program - Project Respect

Pueblo 60 Truancy Reduction Program will improve the outcomes of high school aged youth at-risk of school suspension and expulsion. Five community advocates will provide services in three high schools to approximately 250 students each year, to reduce school absences, expulsions and suspensions, improve school academics, and parent functioning.

County & School District	Rio Blanco County RE-1
Program Name	At Risk Student Services

The purpose is to provide educational services to students who are at-risk of expulsion (apprx. 30 students) and/or students who are unable to avoid expulsion (approx. 6 students) in grades K-12. Additionally, the services, provided to expelled students would ensure successful re-entry on grade level with their peers. Includes mental health supports and community partnerships

County & School District	Rio Grande 7 -- Del Norte
Program Name	Expelled and At Risk Student Services

The purpose of the program is decrease the number of suspensions and expulsions, improve attendance and increase graduation rates and improve academic performance of truant and at-risk students. The program will service 71 high school students and 44 students from the middle school.

County & School District	Rio Grande 8 -- Monte Vista
Program Name	CASASTART
<p>This evidenced-based model (CASASTART) will serve 30 youth at Monte Vista Middle School and lower expulsion rates by 50%; improve grades/attendance; and lower discipline problems using these strategies: Intensive case management; Mentoring; After school/summer programming; Incentives; Community policing; Juvenile justice intervention; Academic/family support</p>	

County & School District	Summit School District RE-1 – <i>New Grant</i>
Program Name	The Summit Student Advocacy Program
<p>The program will provide intensive case management, parent education and tutoring to approximately 20 families of at-risk students at Summit Middle School and/or Summit High School. The goal is to increase academic and social competency in these students and thereby reduce expulsion, suspension and truancy through the implementation of the ALAS program model.</p>	

County & School District	Teller County School District 1
Program Name	EARSS Truancy Reduction and Education Strategy
<p>The Program will assist 55 students, grades 1-12, who are at-risk of suspension or expulsion through implementing truancy reduction strategies throughout the Cripple Creek-Victor School District, and supporting 30-35 suspended or expelled students through the development and integration of a suspension/expulsion education plan, resulting in school success.</p>	

County & School District	Teller County School District RE-2 (Woodland Park)
Program Name	WPHS Compass Project-Guiding Students Toward Success
<p>The program will reduce suspensions and/or expulsions of at-risk students and promote academic success. Over 350 students will receive preventative services ranging in scope from social skills building interventions to comprehensive 9-12 alternative learning programs targeted at both behavioral and academic success.</p>	

County & School District	Washington County School District R-3
Program Name	Otis Expelled and At Risk Support Program
<p>An “Alternative School” format will help students overcome past personal history, reintegrate into the regular education program, earn a diploma and access online courses so that college preparation is a reality. Services may be expanded beyond grades 9-12 into junior high where troublesome behaviors and poor choices are exhibited.</p>	

County & School District	Weld County School District 1
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Program Name	Preventative Assistance for Student Success Program (PASS)
<p>The program will address the following and provide a tutoring component and partnerships with parent and one nearby surrounding district: RE-1 student needs are met on an individual basis; Involvement by RE-1 parents; Key RE-1 personnel are involved with the program and therefore fully provide prevention assistance.</p>	

County & School District	Weld County School District 4
Program Name	HABIC/CICO
<p>Five Windsor schools are PBS sites. HABIC and CICO are interventions for red and yellow zone students (at-risk academically/behaviorally). This proposal addresses implementation of HABIC in preschool through 12th grade for 60 students and CICO at two schools for 34 students. Expected outcomes are improved behavior and academics.</p>	

County & School District	Weld District 6
Program Name	Suspension/Expulsion Intervention Program
<p>Middle school students will benefit from a school climate approach that trains teachers, school personnel and parents to teach behavior expectations in all settings, frame expectations positively, and respond to behavioral concerns consistently, resulting in a reduction of discipline infractions.</p>	

County & School District	Weld - Centennial BOCES- <i>New Grant</i>
Program Name	Expulsion and Truancy Reduction

APPENDIX C: Excerpt of Year-End Report Questions

SECTION I: Students Served

- 1) How many students have you served in your program from July 1, 2008 – June 30, 2009?
 - a) Of this number, how many expelled students has your program served?
 - b) Of this number, how many students who are at-risk of expulsion have you served?
- 2) Do you serve students from more than one school district? Yes/No

SECTION II: Expelled Students

A. Program Participants Served

1. Of the expelled students you served between July 1 and June 30, 2009, how many were:
 - a) Male
 - b) Female

2. Of the expelled students you served between July 1 and June 30, 2009, how many were:
 - a) Black/African American
 - b) American Indian or Alaska Native
 - c) Asian or Pacific Islander
 - d) White
 - e) Hispanic or Latino

3. Of expelled students you served between July 1 and June 30, 2009, how many were in the following grades or equivalent grades: *(This is a new edition to the reporting.)*
 - a) K-3
 - b) 4-6
 - c) 7-8
 - d) 9-10
 - e) 11-12

4. Of the total number of expelled students you have served between July 1 and June 30, 2009, how many students had a special education designation? For example – students who had an IEP identified in the October count.

5. Of the total number of expelled students you served between July 1 and June 30, 2009, how many students were designated English Language Learners? For example – consider students that were designated NEP, LEP, FEP in the October count.

6. Of the expelled students served between July 1 and June 30, 2009, how many of their parents/guardians did you serve?

B. Reasons for Participation

Of the students you served between July 1 and June 30, 2009, how many were officially expelled for (record one reason per student)? *Use official reason for expulsion*

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

* Please explain other types of code of conduct violations.

SECTION III: At-Risk Students

A. Program Participants Served

1. Of the at-risk students served between July 1 and June 30, 2009, how many were:
 - a) Male
 - b) Female

2. Of the at-risk students served between July 1 and June 30, 2009, how many were:
 - a) Black/African American
 - b) American Indian or Alaska Native
 - c) Asian or Pacific Islander
 - d) White
 - e) Hispanic or Latino

3. Of the at-risk students served between July 1 and June 30, 2009, how many were in the following grades or equivalent grades: *(This is a new edition to the reporting.)*
 - a) K-3
 - b) 4-6
 - c) 7-8
 - d) 9-10
 - e) 11-12

4. Of the total number of at-risk students you have served between July 1 and June 30, 2009, how many students had a special education designation?
5. Of the total number of at-risk students you have served between July 1 and June 30, 2009, how many students were designated English Language Learners?
6. Of the at-risk students served between July 1 and June 30, 2009, how many of their parents/guardians did you serve?

B. Reasons for Participation

Of the at-risk students you served between July 1 and June 30, 2009, how many were at risk of expulsion or suspension for the following:

Official Reason	At-Risk (number, not percent)
a) Alcohol, tobacco or other drug use	
b) Destruction or defacement of school property/vandalism	
c) Detrimental behavior which creates a threat to the welfare or safety of other students or of school personnel (includes bullying and threat of physical harm)	
d) Fights or other violent behavior	
e) Robbery/theft/stealing	
f) Sexual Harassment/sexual assault	
g) Truancy – (ranges from unexcused absences to habitually truant)	
h) Willing disobedient and openly and persistently defiant or repeatedly interfering with the school’s ability to provide educational opportunities to and a safe environment for other students (includes habitually disruptive)	
i) Suspensions/Referrals for reasons not detailed above*	

*Please describe type of suspension/referrals not detailed above

SECTION IV: Program Strategies and Services

1. **A. Programs and Strategies** - This section is intended to provide a better picture of all the support and services available to EARSS participants. *(This is a new edition to the reporting.)*

Category	Column 1 Expelled	Column 2 At-Risk	Column 3 Funded by EARSS Grant
<u>Academic and Attendance Strategies</u>			
a) Academic credit recovery			
b) Building study skills			
c) Career education			

d) Extended day learning (Before and After school opportunities)			
e) GED classes			
f) Online and technology based learning			
g) Tutoring			
h) Service Learning			
i) Attendance Contracts			
j) Behavioral plans for habitually truant students			
k) Court mandated case management			
l) Diversion from truancy court			
m) Student Attendance Review Board (SARB)			
n) Truancy Mediation			
<u>Social Emotional and Behavioral Support</u>			
o) Character education and Social skill building			
p) Mental health services/counseling			
q) Restorative justice for discipline problems			
r) Wraparound Case management			
<u>Systems Approaches</u>			
s) Active learning			
t) Culturally responsive interventions			
u) Individualized Instruction			
v) Small group instruction			
w) PBS Positive Behavior Support			
x) Positive staff-student mentoring and relationships			
y) Professional Development Days			
z) Response to Intervention (RTI)			
<u>Model Programs</u>			
aa) Bullying/Bystander Intervention programming			
bb) Aggression Replacement Training			
cc) CASASTART			
dd) Discovery Program			
ee) Life Skills Training			
ff) Why Try?			
gg) Other (please describe)			

C. Family Engagement

1) Based on your parent/family services (described above), please select the answer that best describes the level of activity in each area. *(This is a new edition to the reporting.)*

Six Types of Family Engagement	Level of Activity
	1- Not occurring 2- Rarely occurs 3- Occasionally occurs 4- Frequently occurs
1. Parenting - Parent education, family support and other courses, workshops or trainings for parents	1 2 3 4
2. Two-way Communication - Home visits, meetings with families, regular progress notes, attendance plans, family conferencing parent/teacher/student conferences, written and verbal communication re: parent/student/school expectation/school policies/programs/reforms/transitions	1 2 3 4
3. Learning at Home – Support for parents/families to assist with homework, individualize planning with parents/families to address educational challenges.	1 2 3 4
4. Volunteering - Career day, organizing events, parent mentoring, tutoring	1 2 3 4
5. Decision-Making – Parents serving on council and boards, activities, participation in educational planning, developing education contracts and attendance plans, networks that link all families with parent representative	1 2 3 4
6. Community Collaboration - Service learning projects, service integration through family-school-community partnerships involving counseling, health, recreation, civics and other, mental health screening/treatment, Student Attendance Review Boards...	1 2 3 4

SECTION V: Student and Parent Outcomes

A. Student Outcomes

Of the total number of students you have served (July 1 to June 30, 2009), indicate their status as of June 30, 2009. Please report primary outcome, based on type of student served.

Outcomes	Expelled	At-Risk
- Will continue in EARSS program		
- Refused services from EARSS program but returned to or continued at original school		
Completed at-risk program and transitioned back or remained in original school		
- Completed expulsion and transitioned back to original school		
- Transfer to a public school in the same school district		
- Transfer to another school district in Colorado, another state or Country		
- Transfer to detention center , Licensed Eligible Facility or state operated program or Colorado Department of Correction/Division of Youth Corrections)		
- Home-schooled		
- Discontinued schooling/dropped out – Includes students in 7 th grade or higher, and refers to students who were enrolled in school at any time during the current school year, but leave		

school for any reason other than one of the following exclusionary conditions: 1) transfers to another public school district, private school, home based education program or other state- or district-approved educational program; 2) temporary absence due to suspension or expulsion; or 3) serious illness or death and does not complete their education.		
-K-6 student exited to an unknown educational setting/status. Applicable <u>ONLY</u> to students in grades <u>K – 6</u> . Applicable if the reporting district does not have information about the educational environment into which a student transferred		
Expulsion – A student who leaves school involuntarily due to an expulsion approved by appropriate school authorities		
Graduated with regular diploma – A student who received a regular high school diploma upon completion of local requirements for both course work and assessment.		
- GED Transfer – Student exits to participate in a GED preparation from that is administered by the district or outside program, e.g. institution or higher education		
General Education Development Certificate (GED) – A student who has received a GED certificate upon completion of a GED preparation program that is administered by the district or outside program, e.g. institutions of higher education		
Transfer to a Career and Technical (vocational) Education program not administered by a Colorado school district or BOCES. A student who transfers to an occupational training program, recognized but not administered by the school district that leads to a certificate of other evidence of completed		

7. Objectives – (This is a new edition to the reporting.)

Objectives - <i>type objectives</i>	Category	Rating -Completely on track -Partially on track -Not on track
1	Parent-focused/Parent Engagement	
2	Academic	
3	Attendance	
4	Safety/Discipline	
5.	Social-emotional	

Please check the primary indicator(s) being used to track progress in each category.

Parent Engagement Indicators

- Assessed improvement (pre-post test, family functioning assessment, Nurturing Parent Program surveys...)
- Completion of specialized program (parenting class, parent education workshops, ART, PEP)
- Increased parent’s/guardian’s participation in school activities
- Improved family functioning (observation/anecdotal evidence such as, family participated in counseling, unemployed parent obtained a job, and family is problem solving issues related to bedtime routines, homework, child care, transportation...)
- Observed behavior improvement and/or reports by school staff and/or student
- Parent/family follow up on referrals to services.

Academic Indicators

- Formally assessed improvement (CSAP, MAP, DIBELS...)
- Completion of coursework or class
- Credit recovery in core class(es) -math, science, reading and social studies

- Reduction of failing grades in core classes
- Met academic goals
- GPA increased to 2.0 or above monthly progress reports
- Portfolio/transcript review
- Report card comparison (baseline to Year-End)

Attendance Indicators

- Attendance comparison (baseline to Year-End)
- Average daily attendance improvement
- Monitor attendance daily/weekly
- Satisfactory attendance based on program guidelines/plan
- Completion of specialized program (Truancy prevention, diversion...)

Safety/Discipline

- Discipline/Referral comparison from baseline to year-end
- Suspension decline (in-school and out of school)
- Expulsions decline
- Satisfactory progress in behavior/conduct per plan/agreement
- Completion of specialized program (bullying prevention, restorative justice...)

Social/emotional

- Formally assessed improvement (pre-post test, surveys)
- Completion of specialized program (Character Ed, life skills...)
- Improved behavior (observation)
- Participation in team building activities
- Report by mental health professionals

SECTION VI: Sustainability and Capacity Building

A. For Public schools: Amount of Per Pupil Operating Revenue you have recaptured for your district by keeping these students in your program or school? This based on the number of students still in your program or school district multiplied by base per pupil operating revenue, which in 2008-09 = \$5270.13.

For Public schools: What is the percentage of recaptured Per Pupil Operating Revenue you will re-invest in the program? (Non public schools, please enter in n/a)

B. Please describe action that has been taken to sustain your program - Please check all that apply.

- Applied for grants
- Annual Professional Development
- Budget line items specified
- Board member presentation
- Community partnerships for wrap around/ case management services
- Federal grant dollars reinvested
- Meeting with Title I coordinator
- Meeting with private foundations
- NCLB Titles I, II, IVA partnerships
- Outside financial support money coming to the district
- Recaptured PPOR to be re-invested in your EARSS-funded strategies
- Shared results with district administrators
- Training institutionalized
- Written sustainability plan
- Other (please describe)

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 CDE.

The results reported in this document reflect data collected at the end of the 2008-2009 school year. Throughout the reporting period, EARSS program coordinators were in regular contact with CDE's Prevention Initiatives staff to ensure that they accurately counted and reported their data. Additionally, at the annual grantee orientation held in October 2008, 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