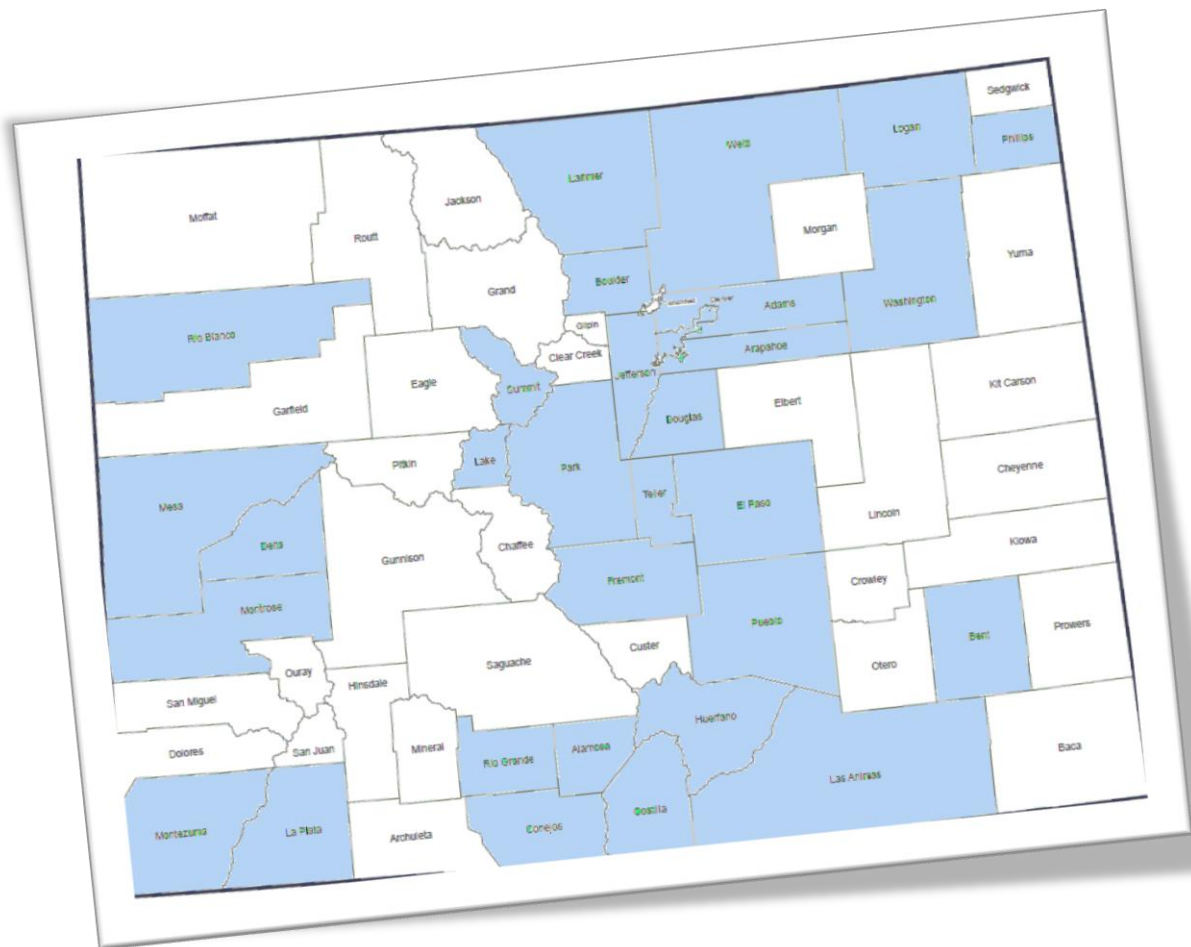


Expelled and At-Risk Student Services Grant

Evaluation Report to the Colorado Legislature

Grant Award Period: July 1, 2009 to June 30, 2010



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:

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EXECUTIVE SUMMARY

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. The purpose of the grant is to assist in providing educational services to expelled students and at-risk of expulsion students. Legislation mandates that “at-risk” be defined at the district level and may include students who are habitually truant and/or habitually disruptive.

More than \$7 million in grants were awarded to 58 sites located in 48 school districts, including three BOCES and four facility schools, which resulted in serving 10,185 students.

EARSS grants are awarded on a competitive basis. Eligible applicants include school districts, charter schools, alternative schools within school districts, facility schools, 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 2009-2010, more than \$7 million in grants were awarded to 58 sites located in 48 school districts, including three BOCES and four facility schools, which resulted in serving 10,185 students. This reflects an increase of 17 percent in grant funding and 18 percent increase in the number of students served in comparison to last year. Ninety percent of students participated in an EARSS program because they were identified as at-risk of expulsion and 10 percent participated because they were expelled. In addition, 6,448 parents/guardians of the EARSS students received services.

Expelled Students: Of the 969 expelled students served in a non-facility school, a high percent are male (49 percent) and most are Hispanic/Latino (36 percent) or white, (49 percent). Thirteen percent of the EARSS expelled students have a special education designation. This rate is higher than the state average of 10 percent. Eleven percent of these students are classified as English learners, which is below the state average of 14 percent. The majority of expelled students served were in high school. EARSS students were expelled primarily for drug violations (37 percent) and detrimental behavior (20 percent).

Students At-risk of Expulsion: Of the 8,824 at-risk students served in a non-facility school, 56 percent are male and most are Hispanic (47 percent) or white (41 percent). Fourteen percent have a special education designation. Of the at-risk students served, 12 percent are classified as English learners. Forty-eight percent of students participating in an EARSS program were designated at-risk because of truancy issues, 20 percent were at-risk due to detrimental behavior and 12 percent because of disobedience.

Facility School Students: Four Facility Schools served 392 students of whom 13 were expelled and 379 were designated as at-risk. Statistics show that a high percent of those served are male (72 percent). In the area of race/ethnicity, most served students are Hispanic (40 percent), 31 percent are white and 26 percent are black. The percent of black students served is more than double the percent of expelled and at-risk students and more than four times the percent of black students in public school in Colorado (5.9%). Thirty-one percent of the Facility School students served have special education needs, which is substantially higher than the state rate of 10 percent. The percent of English learners (ELs) is considerably lower than the state rate. Only two percent of the EARSS students in facility are classified as English Learners. EARSS students in

facility schools were almost exclusively of high school age. Of the 13 expelled students served by Facility Schools, the most common reason for expulsion was 3rd degree assaults and disobedience. Of the 379 at-risk students served by Facility Schools, the majority were at-risk because of detrimental behavior, truancy and other reasons.

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

- 86 percent of at-risk students experienced positive outcomes, which represents school completion and continuation of education within same school district
- 83 percent of expelled students experienced positive outcomes, as reported by EARSS funded sites. These outcomes reflect school completion, continuation of education, completion of expulsion and return to school.
- 65 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 2.9 percent, which is below the state rate of 3.1 percent.

Program Results - Based on those sites reporting in each category

Program results are based on self-reporting by EARSS funded sites. Each year sites identify objectives and assess if they are *completely on track*, *partially on track* or *not on track* in meeting their objectives. The results showed the following:

- 71 percent indicated they were completely on track with safety and discipline objectives
- 69 percent were completely on track with academic objectives
- 50 percent were completely on track with student attendance objectives
- 57 percent were completely on track with parent engagement objectives

Strategies most frequently supported through EARSS grant funding include credit recovery, character education and online learning. The most effective strategies cited by the EARSS funded sites were mentoring, wraparound services, online learning and credit recovery.

Seven school districts received an additional EARSS award through CRS 22-33-205. These sites served 1,298 students with specific services aimed at reducing truancy without the use of a court petition. Of the seven school districts, four (4) districts increased services from the previous year, one (1) school district did not increase the number of students served but implemented another layer of services to students already part of the program. In addition, two (2) school districts addressed both increasing the number of student's served and the depth of the services provided to students.

An estimated \$18.1 million of per pupil revenue (PPR) was recaptured by EARSS programs for the following school year. Of this amount, sites anticipated re-investing 75 percent of these dollars back into their programs. The estimate of recaptured PPR reflects the number of public school students re-engaged through an EARSS program multiplied by the base amount of PPR revenue for the state. Several grantees have successfully used this formula in approaching their school boards and administration to allocate funds to sustain their programs.

GRANT OVERVIEW

The Expelled and At-risk Student Services (EARSS) Grant Program at the Colorado Department of Education (CDE) was established in 1996 by Colorado Revised Statute 22-33-205. The purpose of the grant is to assist in providing educational services to expelled students and at-risk of expulsions students, as defined in state statute. Specific goals of the grant program include:

- 1) Support students who have been expelled
- 2) Develop strategies to help students who are at-risk of suspension or expulsion.

The authorizing legislation requires that an annual report on the EARSS grant be submitted to the education committees of the state legislature, to include evaluation findings on outcomes and effectiveness related to school attendance, student attachment and academic achievement. Grants are currently funded through Amendment 23. Forty-five percent of funds are to go to sites that serve students from more than one school district. In addition, up to one percent of the funds are authorized for the evaluation of the EARSS grant program. Colorado's BOCES receive one percent of the appropriation to assist districts in submitting grant applications.

In accordance with SB09-156, more than \$500,000 of the EARSS grant allocation was awarded to seven grantees to reduce the number of truancy cases referred to court. The amendment also allows for up to two percent of funds to be used to provide technical assistance related to advocacy and support services in truancy proceedings (in lieu of a guardian ad litem).

Eligible grant applicants include: School districts, Colorado Board of Cooperative Educational Services (BOCES), charter schools, alternative education programs within school districts, private and non-parochial schools and facility schools. *For more information on the authorizing legislation, Colorado Revised Statute 22-33-205, see Appendix A*

Definitions and Terms

The following definitions and terms are commonly used as part of the management and evaluation of the EARSS grant program.

- **At-Risk Student** - Refers to a student who is at-risk of suspension or expulsion from school. Identification is based on adopted school district policies and may include those who have been or are likely to be declared *habitually truant* or likely to be declared *habitually disruptive*.
- **Services for at-risk students** - Include but are not limited to: 1) Educational services; 2) Counseling services; 3) Drug or alcohol-addiction treatment programs and 4) Family Preservation.
- **Educational services** - Include any of the following types of services to provide instruction in the academic areas of reading, writing, mathematics and social studies and include: tutoring; alternative education programs and vocational education programs.
- **Facility School** - Formerly known as *Eligible Facilities School*, is described as an educational program that is operated by a facility to provide educational services to students placed in the facility. These educational services must be approved to receive reimbursement from the state. Facility is defined as a day treatment center, residential child care facility, or other facility licensed by the Department of Human Services or hospital licensed by the Department of Public Health and Environment pursuant to Colorado statute.

Application and Selection Process

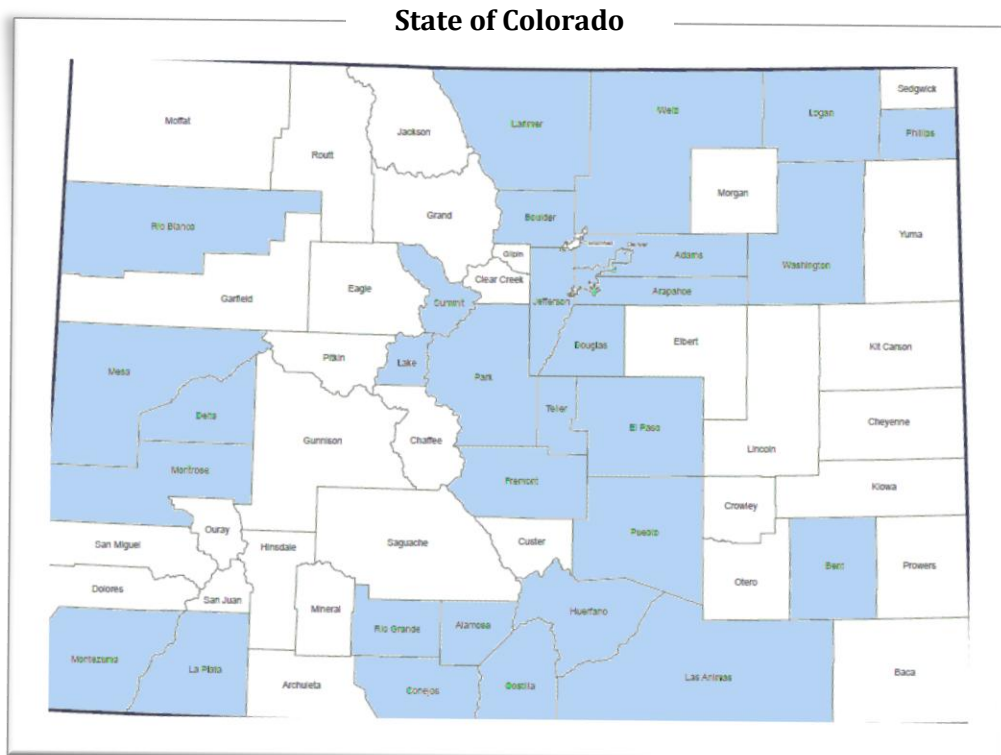
The Expelled and At-Risk Students Services (EARSS) Grant Program is managed through CDE's Dropout Prevention and Student Engagement Unit. Competitive grant reviews occur each year dependent on the level of funding allocated. Applications are reviewed and scored by a review panel of experienced professionals. Scores from the grant review inform funding decisions. Other funding considerations include geographic distribution across the state and funding priorities designated in statute or identified by the EARSS program staff.

Each EARSS grant award represents a four-year funding cycle. Continuation funding is contingent on the availability of state funds and a review of annual evaluation reports submitted by grantees. The continuation awards are approved dependent on demonstrating measureable progress in meeting program objectives, complying with assurances and cooperative agreements and showing significant school or district support to sustain the program past the funding cycle.

2009-10 Grant Awards

In FY 2009-10, more than \$7 million in grants awards were distributed to 58 grantees. This represented 48 of 184 school districts/BOCES and four facility schools and is a 17 percent increase in grant funding compared to the 2008-09 school year. Thirty-three percent of the sites were in their first year of funding, 27 percent were in their second and 40 percent were in their third. There were no sites in their fourth year of funding. In compliance with statute, 54 percent of the funds went to sites that serve students from more than one school district. *See Appendix B for more details.*

A total of 10,185 students participated in an EARSS program. This reflects an 18 percent increase over 2008-09. In addition, 6,448 parents/guardians of the EARSS students received services. *See Appendix C for a summary of EARSS sites.*



Funded EARSS Program Sites in Colorado

Shaded areas represent the 31 counties that have EARSS funded sites.

STUDENTS SERVED

Overall, EARSS sites reported serving 982 expelled students through EARSS-funded programs. This represents 10 percent of all students served. Of the expelled students served, demographic data were available for 715 students. Reasons for incomplete data were attributed to this being the first year that sites were required to collect State Assigned Student IDs (SASIDs) for expelled students. There were errors in reporting, lack of information from facility schools and incomplete information in the state records. Additional training will be provided to EARSS sites in 2010-11 to eliminate reporting errors and improvements are being made to the state's information management system.

There were 9,203 at-risk students participating in an EARSS-funded program, representing 90 percent of students served. It is unclear how many at-risk students there are in Colorado, but CDE statistics show that 100,045 students were suspended in 2009-10. Using this number as a proxy for the number of at-risk of expulsion, it suggests that EARSS programs served nine percent of the state's at-risk students.

In 2009-10, 58 facility schools in Colorado served approximately 6,000 students. Four facility schools received EARSS funding through which 392 students were served. This represents seven percent of the facility schools and seven percent of the facility school students.

Demographics for students served are described in this section in three categories: 1) Expelled; 2) At-risk of Expulsion and 3) Facility schools.

Note: Students in facility schools are not included in the count of students attending public school, nor are they included in end-of-year reporting of student data to the state. Therefore, information on these students is accounted for separately in this report.

Expelled Students

Twenty-nine EARSS-sites served 969 expelled students in non-facility schools. Demographic information was available for 702 students, which shows that 82 percent of the expelled participants are male and most are white or Hispanic, 49 percent and 36 percent respectively. State statistics document an overrepresentation of black and Hispanic students being expelled when compared to the student population disaggregated by race/ethnicity. The state breakout of expelled students by race/ethnicity differs from the EARSS data, as a higher percent of Hispanic students and lower percent of white students were expelled when compared to the EARSS program rates. See Table 1.

Table 1: Expelled Race/Ethnicity

Comparison of Student Population to Percent of State Expelled and EARSS Expelled

Racial/Ethnic Group	Percent of Student Population	Percent of State Expelled	Percent of EARSS Expelled
American Indian	1.2%	2%	3%
Asian	3.7%	2%	2%
Black	5.9%	12%	10%
Hispanic	28.6%	41%	36%
White	60.6%	43%	49%
Total	100.0%	100%	100%

Source: Colorado Department of Education –Data Services and SASIDs

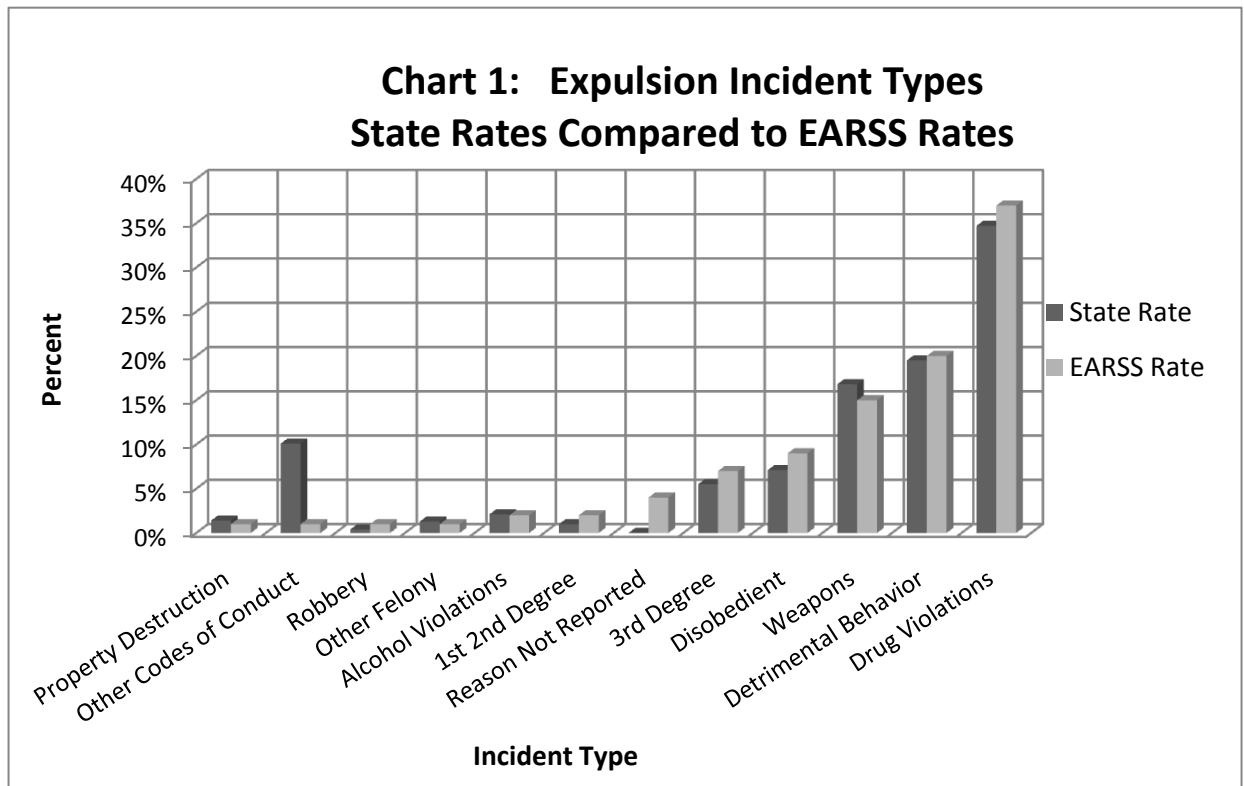
Additional demographic data show that the majority of expelled students served were in high school – see Table 2. Thirteen percent of the expelled students served have a special education designation. This is above the state rate of ten percent. Eleven percent of participating expelled students are classified as English learners, which is below the state average of 14 percent.

Table 2: EARSS Expelled by Grade Level

Grade Level	K-3	4 to 6	7 to 8	9 to 12
Total	5	30	216	451
Percent of Expelled	1%	4%	31%	64%

Source: Colorado Department of Education

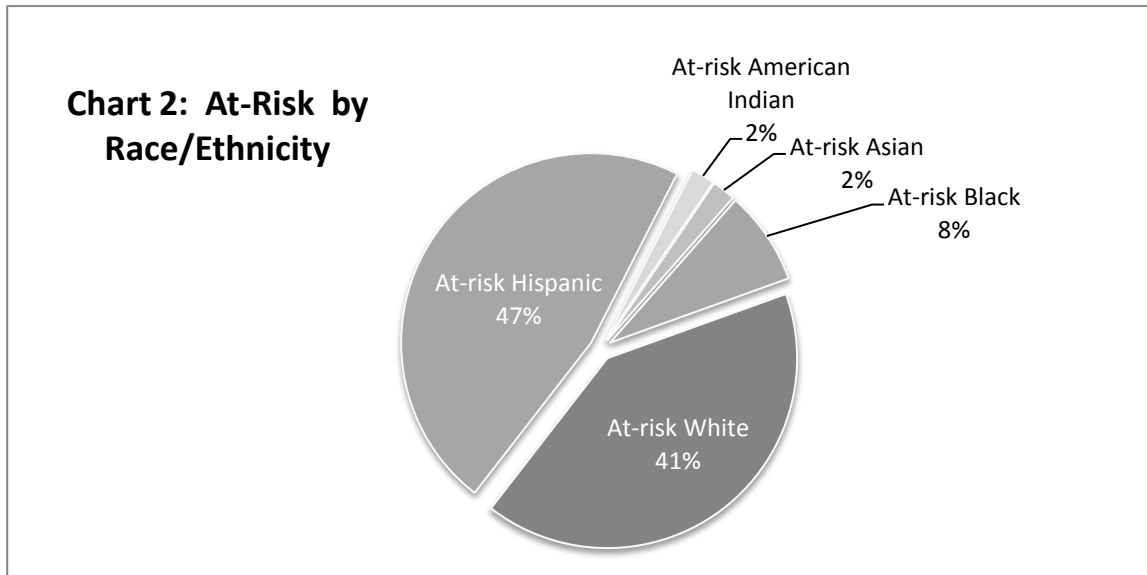
Participating students were expelled primarily for drug violations (37 percent), detrimental behavior (20 percent) and weapons (15%). See Chart 1 for breakout by incident type. These rates match the state expulsion statistics in most areas. They differ from state rates that show 10 percent of expulsions were due to *Other Codes of Conduct*, while only one percent of EARSS sites reported this incident type. Also, EARSS sites reported four percent of the incident types as “reason not reported” while CDE did not collect this statistic.



Students At-Risk of Expulsion

Fifty-four EARSS-funded sites served 8,824 students identified as at-risk of expulsion in non-facility schools. EARSS sites reported demographics for at-risk students through an online data collection system. Results indicate that of those served, 56 percent are male and 44 percent are female. This matches last year's rates. Most of the at-risk students served are Hispanic (47 percent) or white (41 percent). *See Chart 2 for breakout by race and ethnicity.*

Of the at-risk students participating in an EARSS program, 14 percent have a special education designation. This rate is higher than both the expelled students served and the state rate of 10 percent. Of the at-risk students served, 12 percent are classified as English learners. This rate is slightly higher than the expelled students served, but below the 14 percent state average.



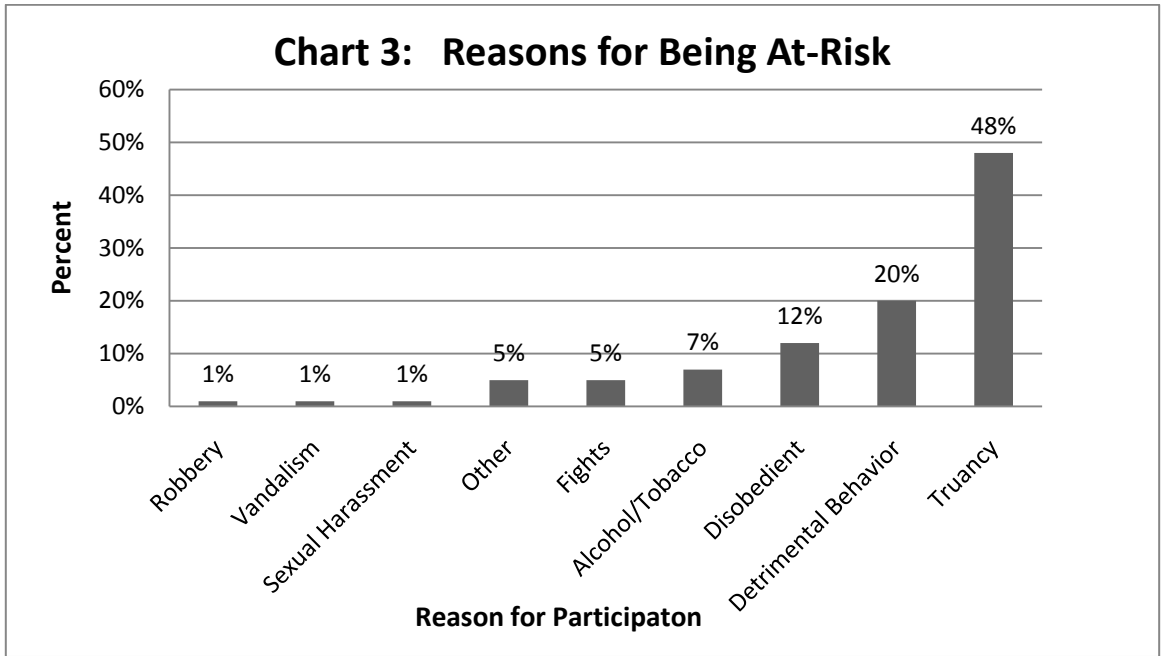
The highest percent of at-risk students were in high schools (62 percent), which matches the statistics for the expelled students served. *See below for a breakout by grade level.*

Table 3: EARSS At-Risk by Grade Level

Grade Level	K-3	4 to 6	7 to 8	9 to 12
Total	360	1133	1878	5453
Percent of Expelled	4%	13%	21%	62%

Source: Colorado Department of Education –EARSS Online Report

A high percent of students participating in an EARSS program were identified at-risk because of truancy issues (48 percent.) Twenty percent were at-risk due to detrimental behavior and 12 percent because of disobedience. Seven percent had risk factors related to alcohol and tobacco. *See Chart 3 for breakout by reason for being at-risk.*

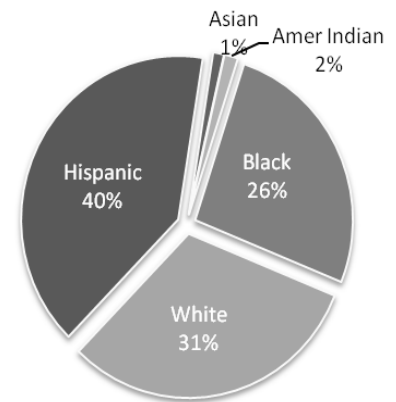


Facility Schools

Four Facility Schools served 392 students. Thirteen were expelled and 379 were designated as at-risk. Complete demographic information is available for 283 of the students served. The data are incomplete because a new information system to track student demographics and academic information is in the process of being implemented. Facility schools are still entering student information, but should have this phase completed in 2010-11.

Statistics show that a high percent of those served are male (72 percent) and most are Hispanic (40 percent). Thirty-one percent of the students are white and 26 percent are black. The percent of black students served is more than double the percent of expelled and at-risk students and more than four times the percent of black students in public school in Colorado (5.9%). See Chart 3.

Chart 3: Facility School EARSS Students by Race/Ethnicity



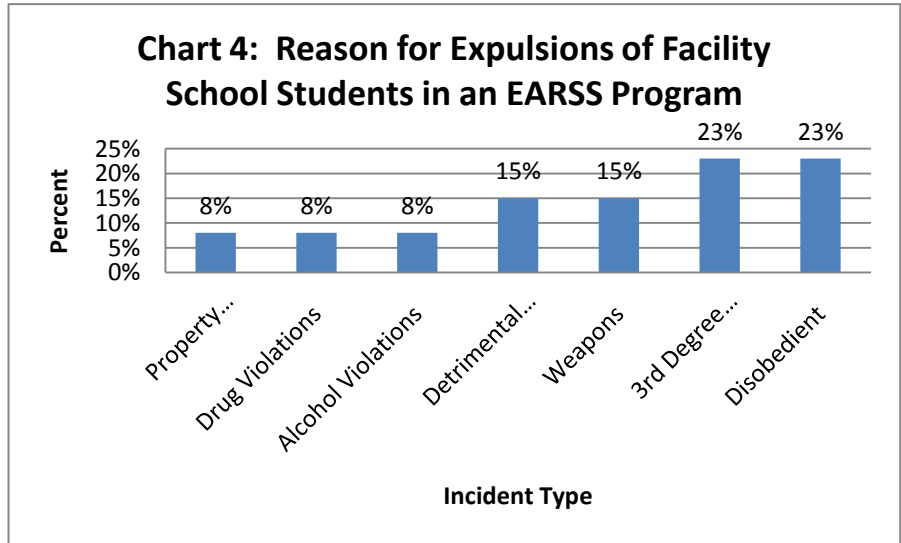
Thirty-one percent of the Facility School students served have special education needs, which is substantially higher than the state rate of 10 percent and the rates of the expelled and at-risk student served by non-facility schools. Two percent of the EARSS students in facility schools are classified as English Learners, which is considerably below the state rate of 14 percent. The facility school students served were almost exclusively placed at the high school level.

Table 4: EARSS Facility School Students by Grade Level

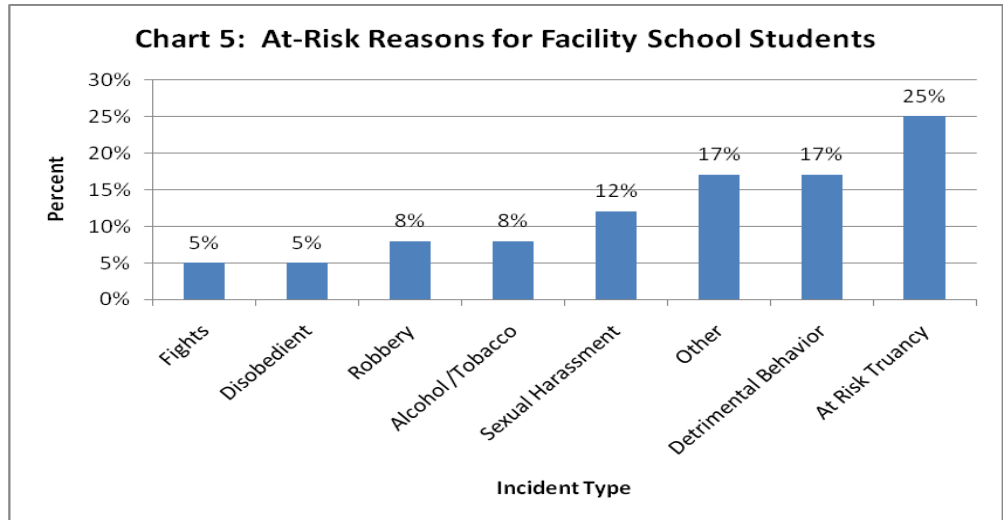
Grade Level	K-3	4 to 6	7 to 8	9 to 12
Total		5	25	253
Percent of EARSS served Facility School Students	0%	2%	9%	89%

Source: Colorado Department of Education – Facility Schools Unit

Thirteen EARSS students served by Facility Schools were identified as expelled. The most common reasons for expulsion were 3rd degree assaults and disobedience. See Chart 4.



Of the 379 facility students classified as at-risk, most were at-risk because of detrimental behavior, truancy and other reasons. See Chart 5 for more details.



OUTCOMES AND RESULTS

The effectiveness of the EARRS grant program is determined by measuring student and parent outcomes and tracking progress on site objectives. The results are listed below.

Student and Parent Outcomes

- 86 percent of at-risk students experienced positive outcomes, which represents school completion and continuation of education within the same school district
- 83 percent of expelled students experienced positive outcomes, as reported by EARSS funded sites. These outcomes reflect school completion, continuation of education, completion of expulsion and return to school.
- 65 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 2.9 percent, which is below the state rate of 3.1 percent.

These outcomes are based on reporting by sites on the status of students at the end of the funding cycle, which was June 30, 2010. 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*. 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 5 for list of categories.

Table 5: Outcome Categories for Students Participating in an EARSS Program

Category	End-of-Year Student Status
Positive	Completed program and transitioned back to original school
Positive	Still in program or school/class
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.)
Positive	Transferred within district (continuing education)
Negative	Left EARSS program without completing it
Negative	Dropped out of school (includes students in 7 th through 12 th grades)
Negative	Expelled from program or an at-risk student was expelled from school
Negative	Transferred to detention center, Licensed Eligible Facility, state operated program or Colorado Division of Youth Corrections
Other	Transferred to GED program or CTE program
Other	Transferred out-of-district, state or country
Other	Home-schooled

For more information on site reporting, see *Appendix D: Excerpt of Questions on the Year-end Report*.

Program Results

Program results are based on self-reporting of EARSS funded sites in four areas: 1) parent engagement, 2) academic achievement, 3) school attendance and 4) safety and discipline. Each year sites identify objectives in these four areas and assess if they are *completely on track*, *partially on track* or *not on track* in meeting their objectives.

The results showed the following:

- 71 percent indicated they were completely on track with safety and discipline objectives
- 69 percent were completely on track with academic objectives
- 50 percent were completely on track with student attendance objectives
- 57 percent were completely on track with parent engagement objectives

Sites use indicators to determine their progress in meeting their objectives. For example of indicators see *Appendix D: Section V: Student and Program*.

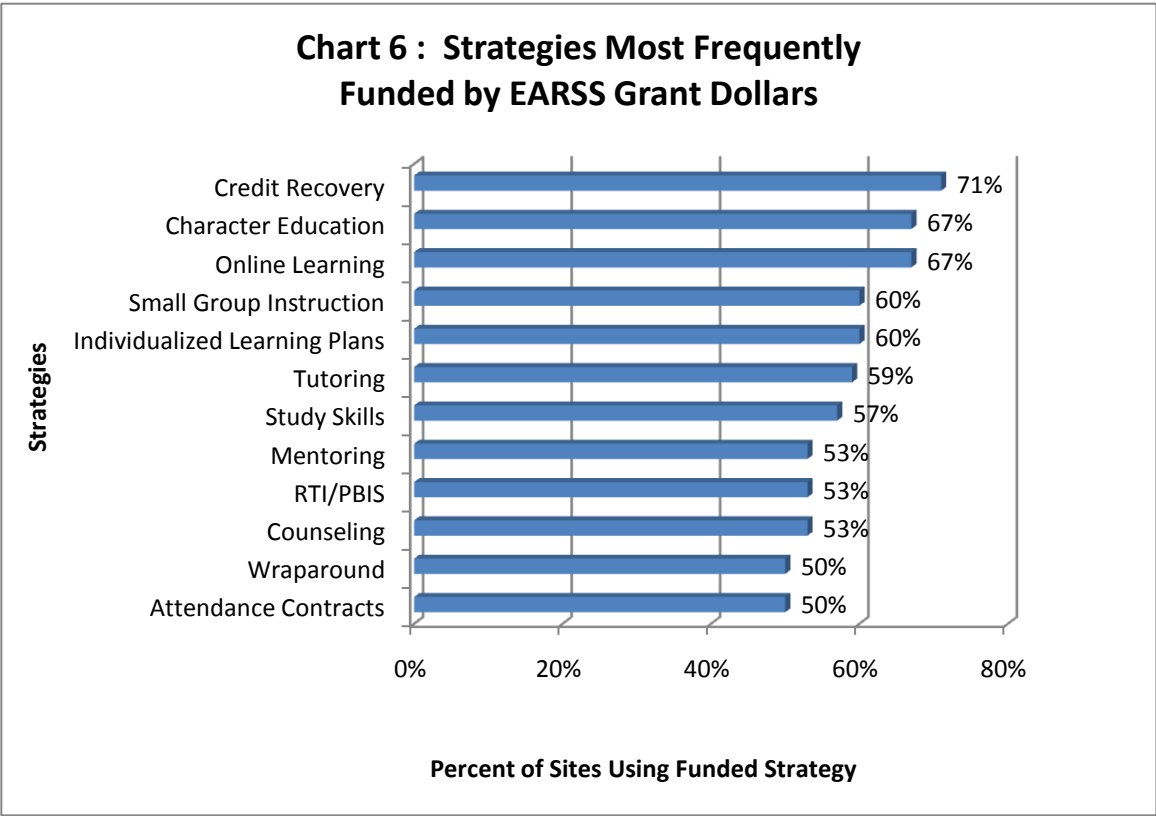
Program Strategies

Strategies most frequently supported through EARSS grant funding include credit recovery, character education and online learning. *See Chart 6 for a breakout of most frequently funded strategies.* The types of parent engagement strategies and practices most frequently applied by EARSS sites involve parenting education and two-way communication between families and schools, which may include parent-teacher conferences, family nights, home visits and regular telephone communication. Self reports by EARSS sites suggest that more needs to be done to engage parents/guardians in learning at home activities, volunteering at the school and decision-making related to the education of their children. Overall, the most effective strategies cited by the EARSS sites involved mentoring, wraparound services, online learning and credit recovery.

Descriptions of Effective Strategies

- Mentoring strategies involve one-on-one or small group mentoring by staff and student connections to a caring adult. Strategies and activities may include, but not limited to Check and Connect, Lunch Buddies, advising, coaching, problem solving, self-esteem building...
- Wraparound case management refers to an approach based on a team of people who come together around family strengths and needs to create unique interventions and supports based on a process of unconditional care. Family participation in decision-making is a key component.
- Online and technology based learning, in this context refers to a full-time Online Education Program, which in Colorado is defined as "...a non-religious, non-sectarian full-time online education program or school authorized by..., that delivers a sequential program of synchronous or asynchronous instruction from a teacher to a student primarily through the use of technology via the internet in a virtual or remote setting. If there is not a teacher at a distance, who is responsible for the grading and teaching of the student, and there is not instruction over the internet, then this is not an online program. (Source: www.cde.state.co.us/onlinelearning).

- Character education and social skill building addresses the development of emotional, intellectual and moral qualities of a person or group as well as the demonstration of these qualities in prosocial behavior. Character education teaches the habits of thought and deed that help people live and work together as families, friends, neighbors and communities. It may include leadership development, conflict resolution and programs to increase self-awareness, citizenship and empathy.
- Credit recovery refers to programs/activities that allow a student to continue earning course credits and to advance toward graduation and/or facilitates accrual of credits, especially in the core courses - math, science, reading and social studies.



REDUCTION OF COURT REFERRALS OF TRUANT STUDENTS

As authorized by the SB09-256 amendment to CRS 22-33-205, more than \$600,000 was allocated to seven EARSS grantees, based on their numbers of referrals to court, to reduce the number of truancy cases requiring court involvement. This section outlines the strategies implemented by these sites and the results of the investment.

Grantees	Summary of Strategies	Amount of Special Funding
Adams 1	<p>The Mapleton School District used the additional award money to modify its original EARSS grant award, which focused exclusively around expelled students, to include truant students. Students were given case management services and referrals to school based and community based services. The case manager conducted an intake/assessment of the student and family to determine necessary referral services to include but not limited to substance abuse treatment, anger management, mental health services, drug testing, and gang intervention. Grant funds were used to pay for many of these resources.</p> <p>Schools were given the ability to identify truant students and refer them for case management services. Adding this component to the EARSS grant increased services to 131 students in the second year of the grant.</p> <p>In addition to the case management model, Mapleton used the additional EARSS grant funding to train two (2) staff persons in the attendance mediation workshop model. The schools within the district then implemented the workshops a few times in the school year.</p> <p>Mapleton also provided \$12,000 to school buildings in an initiative to have school buildings build liaisons and revisit building policies around truancy intervention strategies. The hope was that money could be used for contracted assistance, such as one schools effort, or to build in new procedures about contacting parents and students around attendance.</p>	\$35,700

<p>Arapahoe 5</p>	<p>The Cherry Creek School District used the additional funds awarded to primarily focus on the creation of a school engagement specialist position, which is an administrative level position developed to work with the schools to improve responses to truancy. The specialist worked to improve the truancy response throughout the district by creating a training manual provided to each school focusing on a uniform policy and response to truant students and families. The materials outlined a model protocol for intervention outlining telephone contact, letter, meetings, etc.</p> <p>In addition the specialist improved the use of the Student Attendance Review Board (SARB) model, significantly increasing the numbers of students and families meeting with the board. The specialist continues to be responsible for all the administrative and coordination work behind the SARB process.</p> <p>Finally, Cherry Creek provided some stipends to individual school buildings for targeted interventions with students and families identified in need. School administrators at the building were given the discretion to refer students and families to necessary resources and to pay for them.</p>	<p>\$100,000</p>
<p>Arapahoe 6</p>	<p>Littleton Public Schools used the additional funding to implement a restorative justice program. Funds were primarily used to hire a restorative justice coordinator with the goal of building as much capacity as possible within the district in a one-year period.</p> <p>The restorative justice coordinator and other staff received training in restorative justice and attendance mediation workshops (AMW). AMW were implemented at one of the high schools identified as having the most students at risk for truancy and dropping out.</p> <p>The restorative justice coordinator also trained and implemented restorative justice programming at all schools within the district. High schools focused on restorative justice circles, while elementary schools focused on training the entire staff to infuse restorative justice concepts throughout the curriculum and learning day. Teachers used restorative justice concepts for classroom management and to diffuse disputes immediately.</p>	<p>\$100,000</p>

<p>Arapahoe 28J</p>	<p>The EARSS grant allowed the Aurora Public School District to adopt the Pueblo model of truancy intervention focusing on a cluster of schools with case management staff called Early Intervention Advocates (EIA). Each of the three EIA had one school whereby students were identified for truancy and referred for case management. EIAs have caseloads between 25-30 students at an individual school. EIAs complete assessments on students and families to determine necessary interventions. They are responsible for making referrals and following up on services for the student and family, which can include but is not limited to substance abuse treatment, mental health services, tutoring/ credit recovery, parent interventions, pro-social activities, and school supplies.</p> <p>Aurora Public Schools used their additional award to expand the Early Intervention Advocacy Program within the district. Additional staff was hired to cover two schools, which allowed for a full caseload of services for students. With this addition, the EARSS grant serviced a total of five (5) schools within the district in the second year of the EARSS grant. The district uses Early Intervention Advocates who are responsible for a case management of students and families. The program allows advocates to make necessary referrals and following up on services for the student and family, which can include but is not limited to substance abuse treatment, mental health services, tutoring/ credit recovery, parent interventions, pro-social activities, and school supplies.</p> <p>Aurora Public Schools also created The Now Academy, which is a computerized learning program supported by licensed teachers that allows students to complete tutoring in subjects as well as on line learning for credit recovery.</p>	<p>\$100,000</p>
<p>Boulder Justice High/ Boulder 2</p>	<p>Justice High School is an alternative high school within the Boulder Valley School District. With the additional funding, Justice High School was able to hire a truancy specialist, who worked more intensely with the students themselves who were truant. This new position complimented the already existing family advocate who assisted students and families with referrals and resources within the community.</p> <p>The additional funding was also used to implement a restorative justice program, whereby staff and a group of students were trained in the restorative justice model and the attendance mediation workshops.</p>	<p>\$100,000</p>
<p>Boulder 1</p>	<p>The St. Vrain Valley School District used the additional EARSS grant funds to increase the number of truancy advocates within the district. The truancy advocates worked with students identified by a school building and case managed those students and families with resources, monitoring and troubleshooting.</p> <p>The goals for attendance advocates are laid out as follows: intake, identify barriers to school attendance, build relationships with students and families, connection to school and community resources.</p>	<p>\$100,000</p>

Denver 1	Denver Public Schools used additional funds to incorporate truancy into the restorative justice project established with the original grant award. This was done through additional trainings for schools to start expand the restorative justice programming through Attendance Mediation Workshops for those students demonstrating truant behaviors. The workshops were designed to bring students and parents together with school administrators/ staff to discuss the truant behavior, understand the consequences and collaboratively determine a contract to ensure attendance.	\$100,000
Total awarded to reduce truancy referrals:		\$635,700

Summary of Results (Truancy)

School districts receiving an additional award through CRS 22-33-205 all together served 1,298 students with specific services aimed at reducing truancy without the use of a court petition. The number of students served reflects the numbers served from both the original EARSS grant award for the grant year, combined with the additional services provided through the SB 256 grant award. Of the seven school districts, four (4) districts increased services from the previous year, which should have reflected an increase in number of students served. One (1) school district did not increase the number of students served but implemented another layer of services to students already part of the program. Two (2) school districts addressed both increasing the number of student’s served and the depth of the services provided to students.

The seven school districts were asked to track the number of habitually truant students referred to court within the two prior years as well as the grant year. Four (4) school districts reported a decrease in referrals to court, while three (3) increased the court referrals. Of those districts increasing referrals, one (1) school district increased its referrals by one (1) student only. The other two districts indicated that the increased attention on truancy by the entire district helped to identify many more students needing services, which naturally increased the numbers of referrals to court as well.

Some school districts reported that an increase in awareness led to an increase in referrals to district truancy programs, which, again, at times increased the number of students eligible for referral to court. The number of students referred to truancy court relied on a number of factors other than eligibility for a petition in truancy pursuant to state statute. School districts reported district resources, court docket availability, inability to properly serve student and parent with petition, and transfers of students out of the district as factors contributing to the number of court filings as well.

A number of school districts used EARSS grant funding for indirect services, which included staff training, improvement and uniformity of truancy protocols within the district, or classroom management. Four (4) of the school districts trained staff in restorative justice concepts, who then trained and implemented restorative justice programs in the individual school buildings. All of these districts learned and utilized the attendance mediation workshops, however, they also infused restorative justice programming as a preventative measure into the school district at very basic levels. The districts reported significant effectiveness in using the tools provided from restorative justice for truancy and classroom management in general.

Summary of Barriers (Truancy)

Due to some confusion, discovered during a follow-up review of the reports, at least three (3) of the school districts reported that they did not accurately report the number of students served. It is not clear if any other districts also misreported, but for two of those three districts, the number of students served is underreported. In both instances, the districts only counted numbers from one intervention program and did not include other programming aspects that directly served students. *(See recommendations to prevent confusion in the future on page 10.)*

Similar difficulties were faced when reporting the number of students referred to court. The numbers reported by the school districts are not consistent and therefore cannot be compared in a meaningful manner. Some school districts reported the entire district's data regarding truancy filings, while others reported data from the targeted schools only. At least one school district reported data regarding truancy court referrals from only those schools receiving EARSS grant services. Another grant was provided to a specific school whereby the number of referrals reflects the school, not the district. In yet another case, the school district uses a diversion system whereby a petition is filed, however, students can agree to work cooperatively with the district and avoid court, thereby skewing the numbers of actual petitions going before a judicial officer.

The initial notification of an award, whether it is the first year of a grant or the additional award money, creates common problems among the districts. The award notification and or the access to funding does not always give the districts time to start programs in a timely manner to most effectively utilize the money as budgeted. The school districts varied in terms of internal policy whether the notification was enough to allow spending in anticipation of the award money. For those school districts that do not allow programs to start until the money is available from CDE, districts reported delays into October, November, and even January of the grant year before necessary staff was hired and the program could begin serving students.

Other school districts reported difficulty in getting school buildings to agree to programs, once notified of an award. Six (6) of the seven (7) awards were provided to school districts developing programs at the district level trying to work collaboratively with school buildings. A number of school districts discussed the need to recruit schools or gain trust for support to implement the truancy models or programs at the building level. Therefore, the late date of notification in conjunction with the start of the school year, caused delays in programming as districts advertised the new programs and protocols. Where programming required training or changes in protocol, systems were often put into place months after the award was granted causing delays in serving students and families.

Sustainability of programming was one of the biggest problems discussed by the school districts. As many are facing significant budget cuts for the 2011-2012 school year, sustainability of their larger EARSS grant programs are in jeopardy. Therefore, the school districts were in large agreement that the ability to sustain programming or changes from a one-year award was extremely difficult. Two (2) districts reported that staff hired from the additional award was hired with the understanding that the position was only one (1) year. Four (4) school districts reported using the money for training in an effort to build as much capacity as possible within that time period only.

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 Revenue (PPR) in sustaining their programs with no reduction in quality. This year, an estimated \$18.1 million in PPR was recaptured by EARSS programs for re-investment in the 2009-2010 school year. Sites anticipated re-investing 75 percent of these dollars back into their programs. The estimate of recaptured PPR is based on the number of public school students that have been re-engaged through an EARSS program multiplied by the base amount of PPR for the state. Several sites have successfully used this formula in approaching their school boards and administration to allocate funds to sustain their programs.

RECOMMENDATION FOR FUTURE INVESTMENTS

The following recommendations were formed by an outside evaluator that conducted interviews with the seven EARSS sites that received funding to reduce truancy court referrals.

Recommendation #1 – In the event the legislature is able to provide additional awards to existing EARSS grant recipients, the recipient should be required to fill out a standardized application, developed by CDE, with a corresponding grant reporting system. This will help to better track results of additional investments, such as those to reduce truancy court referrals.

Recommendation #2 – Mandatory training: CDE currently provides training for recipients of the EARSS grant regarding the mid-year and end of the year grant report, which is required to be completed. Currently, the training is optional for recipients, however, enough confusion has been reported about the report, that it should be mandatory not only for recipients, but for the actual staff member required to fill out the report.

Recommendation #3 – Increase time between notification and award: The timelines of the EARSS grant funding cycle is not conducive to the most effective use of funds and programming within the first year of an award or with a one-time award. School districts should have an opportunity to apply earlier in the year and receive notification prior to the July 1 date, which is considered the beginning of the funding cycle. Even if funding is not yet available, the notification allows for necessary preparations, which will allow for a more effective and efficient first year.

Recommendation #4 – Increase sustainability by funding existing programs: Grant opportunities through government funding and foundations have provided excellent pilot programs within the districts, which have proven their effectiveness and importance. Unfortunately, funding philosophies tend to support a new and innovative project rather than continuing funding for established and proven programming.

CONCLUSION

This report documents the effectiveness of the EARSS grant program. In 2009-2010, EARSS students made gains in academic achievement and improved behavior. Parents and families were supported by increasing communication with their children and school staff and connecting to the school community.

Continued funding for the Expelled and At-Risk Student Services Grant Program is a warranted investment, given the amount of recaptured PPR and the progress made by the students and their parents. These students are often the most at-risk of dropping out, but with EARSS funding schools are able to ensure that they stay in school and are successful.

Appendix A: Colorado Revised Statute 22-33-205

22-33-205. Services for expelled and at-risk students - grants - criteria.

(1) (a) There is hereby established in the department of education the expelled and at-risk student services grant program, referred to in this section as the "program". The program shall provide grants to school districts, to charter schools, to alternative schools within school districts, to nonpublic, nonparochial schools, to boards of cooperative services, to facility schools, and to pilot schools established pursuant to article 38 of this title to assist them in providing educational services, and other services provided pursuant to section 22-33-204, to expelled students pursuant to section 22-33-203 (2), to students at-risk of expulsion as identified pursuant to section 22-33-202 (1), and to truant students.

(b) In addition to school districts, charter schools, alternative schools within school districts, nonpublic, nonparochial schools, boards of cooperative services, facility schools, and pilot schools, the department of military and veterans affairs may apply for a grant pursuant to the provisions of this section to assist the department with a program to provide educational services to expelled students; except that nonpublic, nonparochial schools may only apply for a grant pursuant to the provisions of this section to fund educational services that have been approved by the state board pursuant to section 22-2-107. The department shall follow application procedures established by the department of education pursuant to subsection (2) of this section. The department of education shall determine whether to award a grant to the department of military and veterans affairs and the amount of the grant.

(c) Grants awarded pursuant to this section shall be paid for out of any moneys appropriated to the department of education for implementation of the program.

(2) (a) The state board by rule shall establish application procedures by which a school district, a charter school, an alternative school within a school district, a nonpublic, nonparochial school, a board of cooperative services, a facility school, or a pilot school may annually apply for a grant under the program. At a minimum, the application shall include a plan for provision of educational services, including the type of educational services to be provided, the estimated cost of providing such educational services, and the criteria that will be used to evaluate the effectiveness of the educational services provided.

(b) The state board shall determine which of the applicants shall receive grants and the amount of each grant. In awarding grants, the state board shall consider the following criteria:

(I) The costs incurred by the applicant in providing educational services to expelled or at-risk students pursuant to the provisions of this part 2 during the school year preceding the school year for which the grant is requested;

(II) (Deleted by amendment, L. 98, p. 570, § 4, effective April 30, 1998.)

(III) The number of expelled, at-risk, or truant students who are receiving educational services through the applicant under agreements entered into pursuant to the provisions of this part 2 during the school year preceding the year for which the grant is requested;

(IV) The quality of educational services to be provided by the applicant under the plan;

(V) The cost-effectiveness of the educational services to be provided under the plan;

(VI) The amount of funding received by the applicant in relation to the cost of the educational services provided under the plan; and

(VII) If the applicant is seeking to renew a grant or has been awarded a grant pursuant to this section in the previous five years, the demonstrated effectiveness of the educational services funded by the previous grant.

(3) The state board shall annually award at least forty-five percent of any moneys appropriated for the program to applicants that provide educational services to students from more than one school district and at least one-half of any increase in the appropriation for the program for the 2009-10 fiscal year to applicants that provide services and supports that are designed to reduce the number of truancy cases

requiring court involvement and that also reflect the best interests of students and families. The services and supports shall include, but need not be limited to, alternatives to guardian ad litem representation in truancy proceedings.

(4) The department of education is authorized to retain up to one percent of any moneys appropriated for the program for the purpose of annually evaluating the program. The department of education is authorized and encouraged to retain up to an additional two percent of any moneys appropriated for the program for the purpose of partnering with organizations or agencies that provide services and supports that are designed to reduce the number of truancy cases requiring court involvement and that also reflect the best interests of students and families. The services and supports shall include, but need not be limited to, alternatives to guardian ad litem representation in truancy proceedings. On or before January 1, 2006, and on or before January 1 each year thereafter, the department of education shall report to the education committees of the house of representatives and the senate, or any successor committees, the evaluation findings on the outcomes and the effectiveness of the program related to school attendance, attachment, and achievement. The report shall also include specific information on the efficacy of services and supports that provide alternatives to court involvement and guardian ad litem representation in truancy proceedings.

Source: L. 97: Entire section added, p. 590, § 25, effective April 30. **L. 98:** Entire section amended, p. 570, § 4, effective April 30; (1) amended, p. 976, § 24, effective May 27. **L. 2000:** Entire part amended, p. 1969, § 11, effective June 2. **L. 2002:** (1)(b) amended, p. 356, § 8, effective July 1. **L. 2005:** (4) added, p. 997, § 1, effective June 2. **L. 2008:** (1)(a), (1)(b), (2)(a), and IP(2)(b) amended, p. 1399, § 40, effective May 27; (1)(a) and (2)(b)(III) amended, p. 518, § 4, effective August 5. **L. 2009:** (3) and (4) amended, (SB 09-256), ch. 294, p. 1558, § 18, effective May 21.

Source: Michie's Legal Resource, www.michie.com/colorado/

Appendix B: List of EARSS Grantees by County, District/School, Year and Award

County/District	Funded District/ BOCES/School/Facility	Year of 4-year Funding Cycle	2009-10 Award
Adams 1	Mapleton Public Schools	2	\$49,119
Adams 50	Hidden Lake HS, Westminster	1	\$180,000
Alamosa	Youth Track Inc. - Facility School	1	\$46,140
Alamosa 11	Alamosa RE 11J	2	\$55,000
Alamosa 22	Sangre de Cristo School District	1	\$108,831
Arapahoe 28J	Aurora Public Schools	2	\$276,010
Arapahoe 5	Cherry Creek School District	2	\$160,122
Arapahoe 6	Littleton School District	3	\$168,846
Bent 1	Las Animas School District	3	\$119,885
BOCES	South Central BOCES	1	\$266,944
Boulder 1	St. Vrain Valley School District	2	\$278,130
Boulder 2	Boulder Valley School District	1	\$199,983
Boulder 2	Charter Boulder Preparatory High School	1	\$77,900
Boulder 2	Justice High School Charter	2	\$182,200
Conejos 10	South Conejos School District	3	\$78,625
Costilla 1	Centennial School District	3	\$74,829
Delta	Surface Creek Vision Home and Community Program	1	\$75,000
Delta 50J	Delta School District	3	\$89,250
Denver	Bryant Street Academy - Facility School	2	\$71,746
Denver	Denver Private School	3	\$155,003
Denver 1	Family Crisis Center - Facility School	1	\$200,000
Denver 1	Denver Justice High School	1	\$198,155
Denver 1	Academy of Urban Learning	3	\$300,000
Denver 1	Denver Public Schools	3	\$423,345
Douglas 1	Douglas County School District	1	\$285,210
El Paso	Colorado School for the Deaf and Blind	2	\$63,476
El Paso	Griffith Centers - Facility School	1	\$199,380
El Paso	Pikes Peak BOCES	3	\$97,522
El Paso 11	Colorado Springs School District	3	\$233,701
El Paso 2	Harrison School District	3	\$61,205
El Paso 20	Academy School District	3	\$432,860
El Paso 49	Falcon School District	3	\$104,249

County/District	Funded District/School	Year of 4-year Funding Cycle	2009-10 Award
El Paso 60	Miami-Yoder School District	3	\$38,168
El Paso 8	Fountain-Fort Carson School District	1	\$99,397
Fremont 1	Canon City Schools	1	\$26,000
Huerfano RE-1	Huerfano School District	3	\$71,584
Jefferson 1	Jefferson County Schools	2	\$166,426
La Plata 11	Ignacio School District	1	\$30,200
Lake 1	Lake County School District	1	\$58,800
Larimer R-1	Poudre School District	3	\$20,630
Larimer R2-J	Thompson School District	3	\$44,877
Las Animas 1	Trinidad School District	2	\$96,521
Logan 1	Valley RE-1 School District	2	\$96,088
Mesa 51	Mesa County School District	1	\$142,177
Montezuma 1	Charter-Southwest Open School	1	\$103,000
Montrose 1	Montrose County School District RE-1J	2	\$40,913
Park 2	Park County School District	1	\$108,000
Phillips 1	Holyoke Alternative School	2	\$93,349
Pueblo 60	Youth and Family Academy Charter	2	\$79,853
Rio Blanco 1	Meeker School District	3	\$0
Rio Grande C-7	Del Norte School District	3	\$32,306
Summit 1	Summit School District	2	\$22,425
Teller RE-1	Cripple Creek-Victor School District	3	\$53,250
Teller Re-2	Woodland Park School District	3	\$100,913
Washington 3	Otis School District	3	\$13,500
Weld	Centennial BOCES	2	\$138,014
Weld 4	Windsor School District	3	\$2,850
Weld 8	Weld School District Re-8	1	\$60,300
	Award Total for 58 sites		\$7,052,207

Appendix C: Funded Program Summaries by County and School District

County & School District	Adams County School District 1
Program Name	NETS (Networks for Expelled and Truant Students)
<p>Our program provides educational and socio-emotional services primarily to expelled students and their parents. Funding will help students/families receive wraparound case management, individual and family therapy and psycho-educational services, drug/alcohol treatment, parenting education support, and tutorial and on-line education. The focus is on improving attendance among chronically absent students without court intervention.</p>	
County & School District	Adams County School District 50 – New Grant
Program Name	Hidden Lake High School Online Services
<p>Hidden Lake High and Clear Lake Middle (grades 6-12) will provide an online venue for low achieving youth, returnees from expulsion, or drop-outs in an alternative school setting with the objective of improving academic achievement and connectedness with school.</p>	
County & School District	Alamosa – Facility School Youth Track Inc – New Grant
Program Name	Intensive Intervention Program (IIP)
<p>IIP will address academic deficiencies, behavioral issues and parent involvement for students in grades 4th- 12th across Colorado, but currently attending this eligible facility. Strategies include intensive academic tutoring, expanded parent contact and integration of the <i>Why Try?</i> curriculum throughout each component.</p>	
County & School District	Alamosa County School District RE-11J
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 5, Cherry Creek School District
Program Name	Points of Intervention
<p>We have found that the most powerful intervention starts with "universal prevention" (Tier 1). While continuing our intervention efforts, we would like to extend our focus to include more prevention. The 2 pilot schools in our current EARSS grant successfully executed school-wide truancy prevention initiatives. As a result, we would like to implement these prevention efforts at 4 new schools (2 middle and 2 high schools).</p>	
County & School District	Arapahoe 6, Littleton
Program Name	Truancy Reduction Initiative
<p>A restorative justice component will be embedded in LPS schools through the PBS model, Life Skills curriculum, SARB contracts, and deferred expulsion contracts. Restorative Justice practices will be implemented prior to court and/or SARB referrals and will significantly decrease the number of students referred for truancy.</p>	

County & School District	Arapahoe School District 28J
Program Name	Early Intervention Program
Two advocates in the Early Intervention Program (EIP) will provide intensive case management services to 50 truant and/or expelled students, grades 1-10, attending Aurora Central High School and West Middle School 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.	
County & School District	Bent County School District 1
Program Name	Project P.R.I.D.E.
This preventative and restorative program will serve 60 students “at-risk” for suspension and expulsion. The premise of the program. is to Prevent “at-risk” behaviors from occurring, Replace “at-risk” behaviors with life skills, Individualize academic programs, Develop relationships and Engage students Early in the educational process.	
County & School District	South Central BOCES – New Grant
Program Name	SC BOCES High School Proficiency Program
This project will serve expelled youth and those at-risk of suspension, and their families, through case management by six Community Advocates serving ten schools across seven districts reaching 200 middle/high school students annually. This will reduce school absences, expulsions and suspensions, and improve academics, social skills, and parent engagement.	
County & School District	Boulder 1: St. Vrain Valley School District
Program Name	Community/Transition Advocate Program
The district will expand 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. We will add 3 Attendance Advocates to increase attendance which will allow us to set certain objectives established for target schools only.	
County & School District	Boulder County School District 2
Program Name	Justice High School (JHS)
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. One family advocate will focus on the students entering JHS via truancy mediation. A truancy specialist will track all students at home and school, help with implementation of resources and also work as a team member to provide support.	
County & School District	Boulder Preparatory High School (Charter) – New Grant
Program Name	Student Retention Program
Boulder Prep will re-engage 150 high school students who have been expelled or are at-risk of suspension/expulsion by providing case management, an after school homework lab, a sobriety support program and parent partnership activities. These programs will increase credit completion and parent participation while reducing substance use and dropout rates.	

County & School District	Boulder Valley School District 2 – New Grant
Program Name	Boulder Attendance Advocates
<p>The Boulder Valley School District will establish a district-wide system for truancy intervention that is responsive to extremely high rates of habitual truancy. Boulder Attendance Advocates will establish a network of school-resident outreach specialists, dedicated to improving attendance, academics, social/emotional functioning and parent involvement. Approximately 600 K-12 students will be served annually with intensive intervention.</p>	
County & School District	Centennial BOCES
Program Name	Expulsion and Truancy Reduction
<p>Centennial BOCES program will be utilized/offered at each member district. Interventions described in this application will target 125 students and will be administered within the RTI model to reduce suspensions and expulsions and improve attendance, credit accumulation, graduation rate and parental involvement. Programming includes credit recovery opportunities, parent outreach, truancy monitoring, utilization of Discovery and mentoring, and Saturday School/ISS as alternatives to suspension.</p>	
County & School District	Conejos, South Conejos RE-10
Program Name	Teen Outreach (CASASTART)
<p>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; ♦Complete computer classes, reading interventions, and community service</p>	
County & School District	Costilla R-1, Centennial
Program Name	Centennial CASASTART/ISS
<p>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</p>	
County & School District	Delta-Alternative School-Surface creek Vision Home and Community Program – New Grant
Program Name	LAUNCH Program
<p>LAUNCH supports 18 at-risk learners in grades 9-12 through Individualized Learning Plans at Surface Creek Vision. Ability level classroom instruction is provided in cohort groups, not exceeding eight students. Direct core academic instruction, community engagement, service learning, credit and attendance recovery, and transition strategies are used to decrease at-risk behaviors.</p>	

County & School District	Delta County School District 50J
Program Name	Delta Opportunity School (DOS)
<p>The Delta Opportunity School seeks to support 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	Denver: Bryant Street Academy (Facility School)
Program Name	Bryant Street Academy
<p>The Denver Area Youth Services (DAYS) 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: Denver Private School
Program Name	Escuela Tlatelolco Private School
<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 achievement and reduce delinquent behaviors. Strategies include: (1) intensive literacy instruction, (2) experiential cultural education, (3) restorative justice discipline, and (4) family engagement.</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. The program will also include a Restorative Justice process, Positive Behavior Support and Academic Interventions for all AUL students.</p>	
County & School District	Denver 1: Denver Public Schools
Program Name	Restorative Justice and Disciplinary
<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%. The program will also include: Attendance Mediation Workshops at 7 schools and 34 workshops serving approximately 340 students. Teams at each school will include the RJ Coordinator, school mental health services provider, volunteer mediator and attorney and follow up service provider.</p>	

County & School District	Charter – Denver Justice High School - New Grant
Program Name	Denver Justice High School
<p>Denver Justice High School (DJHS) is a charter school which serves truant and expelled students under Denver Public School System. DJHS enrolls 110 students, grades 9 through 12. By providing three intensive service components and two Family Advocates, JHS will increase grades, improve parent involvement, and reduce school absences.</p>	
County & School District	Denver 1 Eligible Facility – New Grant
Program Name	Family Crisis Center School
<p>The Catalyst for Change Program in the Family Crisis Center School will provide various levels of intervention services for residential students who are at-risk for suspension and expulsion. All students enrolled in the school program will benefit from the prevention programs that will address social skills, character education and behavior skills training. Sixty targeted students per year will receive 6-month of wraparound support services from CASASTART case managers, to be based out of the Family Crisis Center School.</p>	
County & School District	Douglas County School District – New Grant
Program Name	DCSD Bilateral Expulsion/Truancy Project
<p>DCSD will take a bilateral approach to reducing truancy and expulsion rates. By July 2012, 1,136 habitually truant K-12 and 400 at-risk and expelled students will improve academically and social emotionally district-wide. This will be obtained through incorporation of truancy prevention processes, alternative education, expelled services expansion, PBS and WrapAround programming.</p>	
County & School District	El Paso: Colorado School for the Deaf and Blind
Program Name	PEAK OJT
<p>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.</p>	
County & School District	El Paso: Pikes Peak BOCES
Program Name	New Directions Program for Expelled and At-Risk Students
<p>Pikes Peak BOCES will be lowering the numbers involved in the GED program in order to support only students under the age of 16. The program helps students by: 1) increasing educational quality and capacity for expelled students; 2) instituting a middle school program for at-risk students; and 3) supporting post-secondary success through life skills and vocational training programming.</p>	
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 students in grades 7-12 who are at-risk of expulsion. Utilizing researched based interventions, the program will facilitate a decrease in expulsions. For students in grades 6-12 who are expelled, the Challenger program offers credit recovery and social skills.</p>	

County & School District	El Paso 8 – Fountain-Fort Carson School District – New Grant
Program Name	Second Chance
<p>The Second Chance program will provide a rigorous, aligned and seamless curriculum and whole-child support for the most at-risk middle/high school students in the Fountain and Hanover school districts, an alternative to alternative education that ensures every student has the opportunity to graduate to pursue postsecondary education or workforce options.</p>	
County & School District	El Paso 11: Colorado Springs School District
Program Name	Tiered Academic and Behavior Supports (TABS)
<p>The TABS initiative provides 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 11 Facility School: Griffith Centers for Children, Inc – New Grant
Program Name	Expelled and At-Risk Student Services
<p>Community-based support and resources, intensive, individualized case management, innovative programs and research-based curriculum will be utilized to improve student engagement and behavior, encourage parental involvement, and ensure optimal post-secondary outcomes for the 80 students in grades 5-12 in our Larkspur and Colorado Springs schools.</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. Several 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 D49 Success Program mission is to reduce and eliminate the barriers to success for expelled students and students at-risk of expulsion. Once enrolled in the Success Program, identified students are provided with a full complement of evidence-based interventions addressing key areas for success-academic performance, behavior, attendance, and parent/family engagement.</p>	
County & School District	El Paso 60 -- Miami-Yoder
Program Name	Miami-Yoder School District Expulsion Prevention Program
<p>The Miami-Yoder School 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	Fremont 1 – Canon City Schools – New Grant
Program Name	Choice Points Service Learning Academy (Expansion Program)
<p>This grant application seeks money to expand an existing program in Canon City for expelled and at-risk students to address the unique needs of 10 students with disabilities, grades 6-12, and provide mentoring for 10 truant students, grades K-12. Specialized instruction, intervention and support will reduce expulsion in these sub-groups.</p>	
County & School District	Huerfano County RE-1 School District
Program Name	Huerfano County Opportunity and Enrichment School
<p>The Huerfano County RE-1 School 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
Program Name	Jeffco Secondary EARSS Program
<p>Jeffco Schools EARSS program is focused on supporting our at-risk/expelled students through case management, transition support, positive staff-student mentoring and relationships and increasing access to Life skills Training and academic credit recovery. Our goal is to increase these supports both in our alternative school settings and our neighborhood schools.</p>	
County & School District	La Plata 11 – Ignacio School District – New Grant
Program Name	Center for Alternative Teaching and Success (CATS)
<p>The Ignacio Academy will integrate and align services grades 9-12 for students in need of an Alternative Educational placement as a result of habitual discipline issues that may or do result in long term suspension or expulsion. Stake holders will work together to develop individual learning and vocational plan options, utilizing online classes, vocational instruction, and counseling services.</p>	
County & School District	Lake County School District – New Grant
Program Name	Extended Learning
<p>LCSD will increase attendance and graduation rates at the high school by expanding alternative education programming for 50-60 students grades 9-12, by hiring a Truancy and Alternative Programs Coordinator to monitor and advise students enrolled in the alternative program and implement a system for tracking truant students.</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 1: Trinidad School District
Program Name	Project Respect
<p>The Las Animas/Huerfano County Truancy Reduction Program (Project Respect) 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 schools 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 Valley School District
Program Name	Valley Secondary Intervention Program
<p>The program will provide alternative educational placement, programming, home visits and parental support for students in grades K-12 and their parents. 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 County School District 51 – New Grant
Program Name	Prevention Services
<p>HS expelled/at-risk for expulsion students at TOC (100), will receive vocational counseling to increase graduation and post school options. Middle school suspended/at-risk for expulsion students (180) at Fruita and Bookcliff Middle schools will have an interventionist to increase positive behavioral/social/emotional skills. K-12 students from 2 districts (19,890) will benefit from PBS.</p>	
County & School District	Montezuma 1 Charter-Southwest Open School – New Grant
Program Name	Increasing Opportunities for Individual Success (IOFIS)
<p>The increasing Opportunities for Individual Success (IOFIS) program will provide support for 120 expelled and at-risk high school students at Southwest Open School to ensure that they reach graduation by offering basic skills remediation classes, credit recovery opportunities and substance abuse education, while fostering increased support from their parents.</p>	
County & School District	Montrose County School District RE-1J
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 – New Grant
Program Name	Extended Studies Program Alternative School
<p>The Extended Studies Program, in collaboration with local agencies, will provide academic and mental health services intervention to up to 30 per year at-risk and expelled students, grades 6-12, in Fairplay for surrounding school districts, in order to improve student academic achievement, student attitudes and behavior, and student/family relationships.</p>	
County & School District	Phillips County School District 1
Program Name	Holyoke Alternative School - Striving Together to Achieve Rewarding Tomorrows (START)
<p>Expelled or suspended students at rural northeast Holyoke High School have limited educational opportunities except regular school. The START Program that will provide intervention services for previously unsuccessful students and reduce expulsion, suspension, and increase retention rates by 50% by 2012.</p>	
County & School District	Pueblo County School District 60 Youth and Family Academy (Charter School)
Program Name	Projecto Esperanza (Project Hope)
<p>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 programs will yield multiple long-term retention outcomes.</p>	
County & School District	Rio Grande 7 -- Del Norte
Program Name	Expelled and At-risk Student Services
<p>The Del-Norte Schools will utilize this program to:</p> <ul style="list-style-type: none"> ◆ Decrease the number of suspension and expulsions ◆ Improve attendance ◆ Increase graduation rates ◆ Improve academic performance of truant and at-risk students. The Program will service 71 high school (grades 9-12) students and 44 students from the middle school (grades 6-8). 	
County & School District	Summit School District RE-1
Program Name	Expelled and At-risk Student Services
<p>The Summit Student Advocacy Program will provide intensive case management, parent education, and tutoring to approximately 20 families with at-risk students at Summit Middle School and/or Summit High School. The program 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. Regular communication with parents/guardians along with counseling and willingness to accept help will be key to accountability for student behavior and satisfactory participation. Support and cooperation of parents is a good indicator of a student success.</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. In addition, funding will help specific students to attend the AVP program at PPCC.</p>	
County & School District	Teller County School District RE-2 (Woodland Park)
Program Name	WPHS Compass Project-Guiding Students Toward Success
<p>The Compass Program will significantly reduce suspensions and/or expulsions of at-risk students and promote academic success. More than 350 students will receive preventative services ranging in scope from social skills-building interventions to comprehensive 9-12 alternative learning programs targeted at 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 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 School District RE-8 – New Grant
Program Name	Fort Lupton Expulsion Reduction (FLEXR)
<p>The Fort Lupton EXpulsion Reduction (FLEXR) program will minimize expulsions by focusing on 30 habitually truant students K-12 and 50 high-school students at-risk of expulsion due to academic and behavioral issues. Services will also be provided to expelled students so they can return to school academically ready to learn.</p>	

APPENDIX D: Excerpt of 2009-10 Year-End Report Questions

SECTION I: Students Served

A) How many students have you served in your program this year from July 1st to June 30th?

1) Of this number, how many expelled students has your program served?

2) Of this number, how many students who are at-risk of expulsion have you served?

B) For Eligibly Facilities Only- skip A.1 and A.2. and go to Section III B (*Skip pattern- Automatic programming*)

SECTION II: Expelled Students -

A. Program Participants Served (note this information is collected on a spreadsheet)

1. Please provide State Assigned Student Identifier (SASIDs) and Code of Expelling District of expelled students participating in an EARSS program.

SASID	Code of Expelling District	Birthdate (to verify data)

The SASIDS will be used to link to state data on expelled students and to collect demographic information, such as gender, race/ethnicity, grade level, special education designations and English Language Learner designations.

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

Automatic check – number not to exceed 4 x the number of expelled students served, however manual adjustment by EARSS evaluator can be made to reflect accurate number.

B. Reasons for Participation

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

Official Reason	Expelled (number, not percent)
1. Drug Violations	0
2. Alcohol Violations	0
3. 1 st , 2 nd Degree or Vehicular Assaults	0
4. 3 rd Degree Assaults/Disorderly Conduct	0
5. Dangerous Weapons	0
6. Robbery	0
7. Other Felonies	0
8. Disobedient/Defiant or Repeated Interference	0
9. Detrimental Behavior	0
10. Destruction of School Property	0
11. Other Violations of Code of Conduct	0
Total	<i>Automatic Calculation and automatic check with Section I</i>

C. If other, please explain other types of code of conduct violations.

SECTION III: At-Risk Students

A. At Risk Program Participants Served

1. Of the at-risk students served this year between July 1 and June 30th, how many were:

- a) Male
- b) Female

Total – *Automatic Calculation and auto-check with Section I*

2. Of the at-risk students served this year between July 1 and June 30th, how many were:

- a) Black/African American
- b) American Indian or Alaska Native
- c) Asian or Pacific Islander
- d) White
- e) Hispanic or Latino

Total – *Automatic Calculation and auto-check with Section I*

3. Of the at-risk students served this year between July 1 and June 30th, how many were in the following grades or equivalent grades:
 - a) K-3
 - b) 4-6
 - c) 7-8
 - d) 9-10
 - e) 11-12
 Total – *Automatic Calculation and auto-check with Section I*

4. Of the total number of at-risk students you have served this year between July 1 and June 30th, how many students had a special education designation? For example – consider those who had an IEP identified in the October count. *Auto-check with Section I*

5. Of the total number of at-risk students you have served this year between July 1 and June 30th, how many students were designated English Language Learners? (For example – consider students who were designated NEP, LEP, and FEP in the October count). *Auto-check with Section I*

6. Of the at-risk students served this year between July 1 and June 30th, how many of their parents/guardians did you serve? *Automatic check – number not to exceed 4 x the number of expelled students served, however manual adjustment by EARSS evaluator can be made to reflect accurate number.*

B. Reasons for Participation

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

Includes reasons for discipline referrals, suspension, classroom removal, and other reasons identified in your policies. Does not include teen pregnancy/parenting, academic failure, family functioning issues and/or illness, mental health issues. *(This question was revised to better reflect the “at-risk” categories.)*

1. 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 (may include 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) Willfully 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) Expelled and/or suspended and transferred to Eligible Facility	
j) Other - Suspensions/Referrals for reasons not detailed above	
Total (<i>Automatic Calculation and auto-check with Section I</i>)	

C. If other, please describe type of suspension/referrals.

D. Eligible Facilities Only

1. Please provide State Assigned Student Identifier (SASIDs) and Code of Home District

SASID	Code of Home District	Birthdate (to verify data)

The SASIDs will be used to link to state data on eligibly facilities and to collect demographic information, such as gender, race/ethnicity, grade level, special education designations and English Language Learner designations.

2. Of the students served this year between July 1 and June 30th, how many of their parents/guardians did you serve? *Automatic check – number not to exceed 4 x the number of students serve (section I), however manual adjustment by EARSS evaluator can be made to reflect accurate number.*

SECTION IV: Program Strategies and Services

A. Programs and Strategies

What strategies and programs were used this year between July 1 and June 30th, to serve participating students.

Column 1 and 2 – Please check all strategies and programs that participants used this year between July 1 and June 30th.

Column 3 - Please check if programs and strategies were funded with EARSS grant dollars.

Category	Column 1 Expelled or Eligible Facilities	Column 2 At-Risk	Column 3 Funded by EARSS Grant
<u>Academic and Attendance Strategies</u>			
a) Credit recovery			
b) Building study skills			
c) Extended day learning (Before and After school opportunities)			
d) GED classes			
e) Individual Career and Academic Planning (ICAP)			
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 (individual, group or topic focused)			
q) Restorative justice for discipline problems			
r) Certified Addictions Counselor (CAC) services (drug/alcohol/substance abuse treatment)			
s) Wraparound Case management			

<u>Systems Approaches</u>			
t) Active learning			
u) Culturally responsive interventions			
v) Individualized Instruction			
w) Small group instruction			
x) PBS Positive Behavior Support			
y) Positive staff-student mentoring and relationships			
z) Professional Development Days			
aa) Response to Intervention (RTI)			
bb) Transition Planning/Staffing from facility to school			
cc) Transition Planning for Post-secondary success			
<u>Model Programs</u>			
dd) Bullying/Bystander Intervention programming			
ee) Aggression Replacement Training			
ff) CASASTART			
gg) Discovery Program			
hh) Life Skills Training			
ii) Why Try?			
jj) Other (please describe)			

B . Optional: Of the strategies/programs listed above, list the most effective strategies in achieving successful outcomes for students served with EARSS funds. Please list up to three.

(Auto-check – can only pick from Column 3)

- 1)
- 2)
- 3)

C. Optional: Please list the number of students receiving services in the following areas this year between July 1 and June 30th:

Student Service Types	Number of Students – (Students may be counted in more than one category)
<p>Intensive – Case management, individualized educational planning, treatment services, credit recovery</p> <p>(Length of services generally 6 months or more, in the Response to Intervention model or PBS it would be the RED zone)</p>	
<p>Intervention - Specialized programs such as bully prevention, social skill development, social/emotional functioning, tutoring, conflict medication, restorative justice</p> <p>(Length of services generally 1 to 5 months, in Response to Intervention model or PBS it would the YELLOW zone)</p>	

D. Family Engagement

- 1) Please review the program strategies designed for families participating in your EARSS program. Using the rating scale below, please select the answer that best describes the level of activity in each area.

Six Types of Family Engagement	Level of Activity 1- Not occurring 2- Rarely occurs 3- Occasionally occurs 4- Frequently occurs
<p>1. Parenting - Parent education, family support and other courses, workshops or trainings for parents (e.g. family literacy, child development, support groups, school attendance expectations, counseling and coaching to address educational barriers/challenges)</p>	1 2 3 4
<p>2. Two-way Communication - Home visits, meetings with families, regular progress notes, attendance plans, family conferencing</p> <p>parent/teacher/student conferences, written and verbal communication re: parent/student/school expectation/school policies/programs/reforms/transitions</p>	1 2 3 4
<p>3. Learning at Home – Support for parents/families to assist with homework, individualize planning with parents/families to address educational barriers/challenges</p>	1 2 3 4
<p>4. Volunteering - Career day, organizing events, parent mentoring, tutoring</p>	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/liaison	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 (this year between July 1 and June 30th), indicate their status as of June 30th. Please report primary outcome, based on type of student served.

1.Outcomes	Expelled Or Eligible Facility	<u>At-Risk</u>
- 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		
- Eligible Facility Only: Transitioned to district school		
- Transferred to another school district in Colorado		
- Transferred 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 (with official documentation) 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 No Services – A student expelled in 2009-10 (leaves school involuntarily due to an expulsion approved by appropriate school authorities and is not receiving any education benefits)		
Expulsion Receiving Services – A student expelled in 2009-10 (leaves school involuntarily due to an expulsion approved by appropriate school authorities and IS receiving education benefits - <i>but not from your EARSS program</i>)		
- 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		
Graduated with regular diploma – A student who received a regular high school diploma upon completion of local requirements for both course work and assessment.		
General Education Development Certificate (GED) – A student who has received a GED certificate upon completion of a <u>district-administered</u> GED preparation program.		
Total – <i>Automatic total and auto-check with Section I</i>		

2, OPTIONAL: Comment on outcomes

B. Parent Outcomes

Of the parents served how many improved ability to support their child’s learning as demonstrated by (check all that apply). *Auto-check number not exceed number of parents served.*

- **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.**

C. Objectives (*Objectives pre-populated from mid-year report*)

Please indicate progress in meeting your objectives in each other following categories

1a. Parent-Focused Objective 1

- Completely on track
- Partially on track
- Not on track

1b. Parent-Focused Objective 2

- Completely on track
- Partially on track
- Not on track

Please check primary indicator(s) being used to track progress. Check up to three 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.

1c. Optional: Please describe special circumstances and/or issues that positively or negatively affected progress on achieving the objective

2a Academic Objective 1

- Completely on track
- Partially on track
- Not on track

2b. Academic Objective 2

- Completely on track
- Partially on track
- Not on track

Please check primary indicator(s) being used to track progress. Check up to three 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)
- Other – please describe

2c. Optional: Please describe special circumstances and/or issues that positively or negatively affected progress on achieving the objective

3a. Attendance Objective 1

- Completely on track
- Partially on track
- Not on track

3b. Attendance Objective 2

- Completely on track
- Partially on track
- Not on track

Please check primary indicator(s) being used to track progress. Check up to three 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...)
- Other, please describe

3c. Optional: Please describe special circumstances and/or issues that positively or negatively affected progress on achieving the objective

4a. Safety/Discipline Objective 1

- Completely on track
- Partially on track
- Not on track

4b. Safety/Discipline Objective 2

- Completely on track
- Partially on track
- Not on track

Please check primary indicator(s) being used to track progress. Check up to three indicators.

- 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, character education, life skills..)
- Formally assessed improvement (pre-post test, surveys)
- Participation in team building activities
- Report by mental health professionals
- Other, please describe

4c. Optional: Please describe special circumstances and/or issues that positively or negatively affected progress on achieving the objective

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 section is auto-calculated based on responses in students outcomes section multiplied by based per pupil operating revenue for 2009-10.

For Public schools: What is the percentage of recaptured Per Pupil Operating Revenue you will re-invest in the program? (Non public schools – enter 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 E: 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 is 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 2009-2010 school year. Throughout the reporting period, EARSS program coordinators were in regular contact with CDE's Dropout Prevention and Student Engagement staff to ensure that they accurately counted and reported their data. Additionally, at the annual grantee orientation held in October 2010, 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.



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