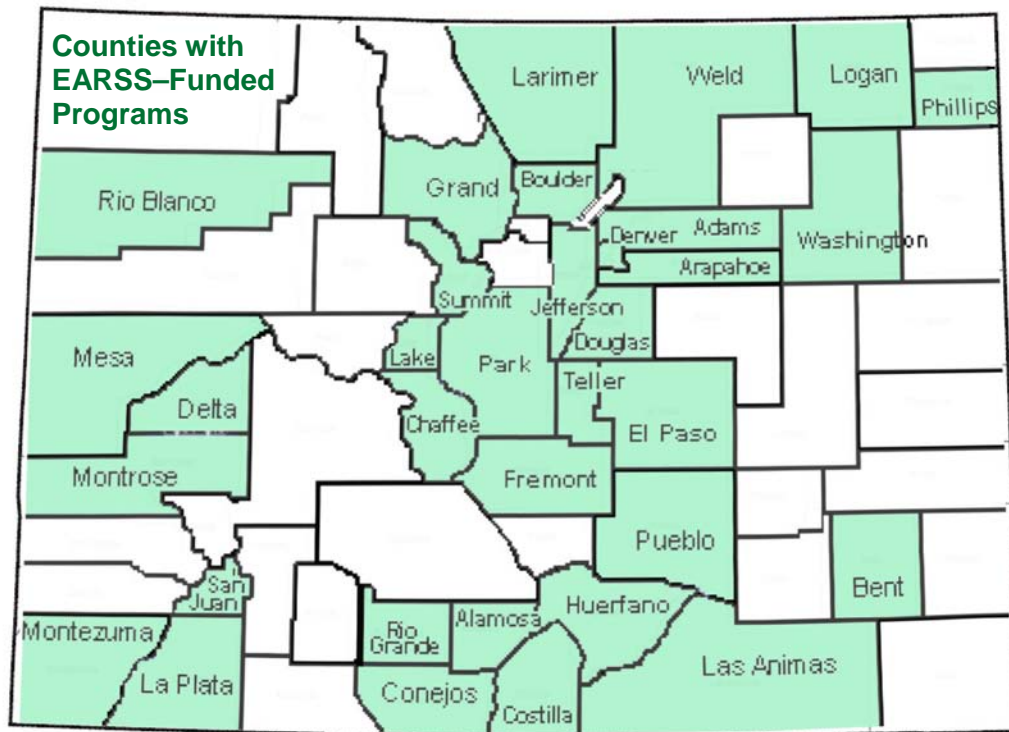


Expelled and At-Risk Student Services (EARSS) Program

Evaluation Report to the Colorado Legislature

Grantee Award Period: July 1, 2010 to June 30, 2011



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

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EXECUTIVE SUMMARY

The Expelled and At-risk Student Services (EARSS) Grant Program at the Colorado Department of Education (CDE) was created in statute in 1997. Colorado Revised Statute 22-33-205 describes the purpose of the grant program, which 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.

***In FY11, 66 EARSS grantees located in 34 counties,
served 10,100 students.***

EARSS grants are annually 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, contingent upon availability of state funds, review of the continuation application and annual evaluation reports submitted by grantees.

In 2010-2011 \$7,493,560 was appropriated to the total program, resulting in the following:

- 66 grantees located in 34 counties served 10,100 students.
- 91 percent of students participated in an EARSS program because they were identified as at-risk of expulsion.
- 9 percent participated because they were expelled.
- 6,919 parents/guardians of the EARSS students also received services.

Expelled Students: Of the 916 expelled students served in a non-facility school, a significantly high percent were male (80 percent) and most were White (48.9 percent) and Hispanic (36.1 percent). Twelve percent of the EARSS expelled students had a special education designation. This rate is higher than the state average of 9.6 percent. Approximately nine percent of these students were classified as English language learners, which is below the state average of 13.9 percent. The majority (69.7%) of expelled students served were in high school. EARSS students were expelled primarily for drug violations (42 percent).

Students At-risk of Expulsion: Of the 8,333 at-risk students served in a non-facility school, 56 percent were male and most were Hispanic (45.3 percent) and white (44.0 percent). Of the at-risk student served, 13.5 percent had a special education designation and 12.8 percent were classified as English learners. Fifty-five percent of students participating in an EARSS program were designated at-risk because of truancy issues, 17 percent were at-risk due to disobedience, and 12 percent because of detrimental behavior.

Facility School Students: Nine Facility Schools served 851 students of whom 29 were expelled and 822 were designated as at-risk. A high percent of those served were male (75.4 percent). Most of the served students were White (50.7 percent), 27.3 percent were Hispanic and 18 percent were Black. Almost two-thirds (62.3 percent) of the Facility School students served had special education needs, which is substantially higher than the state rate of 9.6 percent. The percent of English language learners was considerably lower than the state rate. Only 0.8 percent of the EARSS students in facilities are classified as English language learners. Close to 60 percent of the EARSS students in facility schools were in high school.

Of the 29 expelled students served by Facility Schools, the most common reasons for expulsion were detrimental behavior and drug violations. Of the 822 at-risk students served by Facility Schools, the majority were at-risk because of detrimental behavior, alcohol/tobacco and robbery.

The effectiveness of the EARSS program grantees is measured by student and family outcomes and by tracking program objectives. In FY11, the following gains were made:

Student and Parent Outcomes

- 88 percent of at-risk students experienced positive outcomes, which represents school completion and continuation of education within the same school district.
- 79 percent of expelled students experienced positive outcomes, as reported by EARSS grantees. These outcomes reflect school completion, continuation of education, completion of expulsion and return to school.
- 88 percent of parents/guardians of expelled students and 68 percent of parents/guardians of at-risk students received EARSS-funded services, such as parenting education, home visits, family conferencing and support to assist with students' homework.
- 76 percent of parents/guardians improved their ability to support their child's learning. This changed was primarily demonstrated by improved family functioning, increased parent participation in school activities, and improved observed behavior as reported by school staff or the students themselves.
- The dropout rate of at-risk 7-12 grade students in an EARSS program was 3.3 percent, which is only slightly higher than the state rate of 3.1 percent.
- The dropout rate of expelled 7-12 grade students in an EARSS program was 2.3 percent, which is below the state rate.

Program Results *(Based on the grantees reporting in each category)*

Program results are based on self-reporting by EARSS grantees. Each year grantees 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:

- 63 percent were completely on track with academic objectives
- 59 percent indicated they were completely on track with safety and discipline objectives
- 59 percent were completely on track with student attendance objectives
- 49 percent were completely on track with parent engagement objectives

Academic and attendance strategies most frequently supported through EARSS grant funding include credit recovery, online learning, building study skills and attendance contracts. Overall the most effective strategies cited by the EARSS grantees involved credit recovery, character education, small group instruction, and mentoring.

An estimated \$10.7 million of per pupil revenue (PPR) was retained from EARSS programs for re-investment in the following school year (range between \$0.00 and \$2.1 million, and median of \$21,427). Grantees anticipated re-investing 76 percent of these dollars back into their programs. The estimate of retained 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 grantees have successfully used this formula to budget for future sustainability of their programs.

GRANT OVERVIEW

The Expelled and At-risk Student Services (EARSS) Grant Program at the Colorado Department of Education (CDE) was established in 1997 and is authorized in 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. Specific goals of the grant program include:

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

The authorizing legislation requires that an annual report on the EARSS grants be submitted to the education committees of the state legislature by January 1st. The report shall include evaluation findings on student outcomes and effectiveness related to school attendance, student attachment and academic achievement. This report addresses these key components.

The legislation states that up to one percent of the funds are authorized for the evaluation of the EARSS grant program. Additionally, up to two percent of funds may be used to provide technical assistance and support to reduce court involvement to address truancy.

Eligible grant applicants include: School districts, Boards of Cooperative Educational Services (BOCES), charter schools, alternative education programs within school districts, private and non-parochial schools and facility schools.

Forty-five percent of funds are to be awarded to grantees that serve students from more than one school district. In addition, Colorado's BOCES serving less than 4,000 students receive one percent of the appropriation to assist small districts in submitting grant applications. The EARSS grant program is currently funded through Amendment 23. *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** – In the context of this grant, at-risk 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*.
- **Educational services** - Includes tutoring, alternative and vocational education for instruction in reading, writing, math, science and social studies.
- **Facility School** - Formerly known as *Alternative or Eligible Facilities*, the term, "Facility School" refers to educational programs and services that are provided by a facility. A 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. The educational services provided by a facility must be approved to receive reimbursement from the state.
- **Habitually truant** - The Colorado State Board of Education rules (CCR 301-78) and state statute provides a standardized definition for habitually truant, described as a student who has four days of unexcused absences in a month or 10 total days of unexcused absences during the school year.

- ***Habitually disruptive*** – In C.R.S. 22-33-106,, “habitually disruptive” refers to a student who has been suspended three times during the course of the school year for causing a disruption in the classroom, on school grounds, in school vehicles, or at school activities or sanctioned events. In 2009, legislation was passed to no longer mandate that school districts expel a habitually disruptive student.
- ***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.

Application and Selection Process

The Expelled and At-Risk Students Services (EARSS) Grant Program is managed through CDE’s Office of Dropout Prevention and Student Engagement. Competitive grant reviews occur each year dependent on the level of funding appropriated. Applications are reviewed and scored by a review panel of experienced professionals. Scores from the grant review inform funding decisions. Other funding considerations include 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.

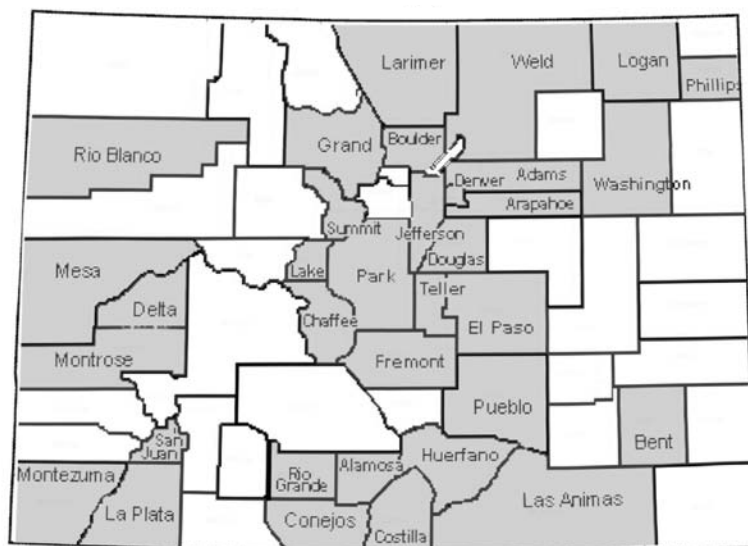
2010-11 Grant Awards

In FY11, \$7,493,560 was appropriated to the EARSS program and funds were designated for 57continuing and nine new grantees. Grantees represent 51 of 184 school districts/BOCES plus the Charter School Institute and the Colorado School for the Deaf and Blind. In addition, nine grantees were facility schools and one was a private, non-parochial school. The grantees are in different cohorts in the four-year grant cycle:

- First year grantees (14 percent of grantees)
- Second year grantees (29 percent)
- Third year grantees (24 percent)
- Fourth year grantees (33 percent)

Forty-nine percent of the funds went to grantees that served students from more than one school district. This exceeds the minimum required in statute. The authorizing legislation requires 45 percent of the appropriation to go to grantees serving students from more than one school district. *See Appendix A for detail on statutory requirements and Appendix B for list of grantees that served students from more than one school district.*

State of Colorado



FY11 EARSS Program Grantees in Colorado

*Shaded areas
represent the
34 counties
that have
EARSS
grantees.*

STUDENTS SERVED

A total of 10,100 students participated in an EARSS program. The number of participating students decreased from the number served in 2009-10 by 1 percent. In addition to the students served, 6,919 parents/guardians of the EARSS students received services. *See Appendix C for a summary of EARSS grantees.*

Overall, EARSS grantees reported serving 945 expelled students through EARSS programs. This represents 9 percent of all EARSS students served. In 2010-11, 2,142 students were reported as expelled. This suggests that EARSS grantees served approximately 44 percent of the state's expelled students.

There were 9,155 at-risk students participating in an EARSS-funded program, representing 91 percent of students served. It is unclear how many at-risk students there are in Colorado. CDE statistics show that 60,787 students were disciplined (by other than expulsion action, such as out-of-school suspension) for safety and discipline incidents in 2010-11. Using this number as a proxy indicator, it suggests that EARSS programs served 15 percent of the state's at-risk 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 public school data to the state. C.R.S. 22-33-204.5 declares all facility school students to be at-risk for the purposes of applying for an EARSS grant. Therefore, information on these students is accounted for separately in this report.

Expelled Students

Thirty-seven EARSS-grantees served 916 expelled students in non-facility schools. Grantees provided State Assigned Student Identifiers (SASIDs) for all the expelled students they served. Student demographics were associated with SASIDs and represent student level data reported to

the state. Complete records were available for 882 of the expelled students served by an EARSS program. The data show that 80 percent of the students served were male and most were White (48.9 percent) and Hispanic (36.1 percent).

In comparing the percent of expelled students participating in an EARSS program to the percent of expelled students in the state, a higher percent of American Indian and White students were served and a lower percent of Black and Hispanic students received EARSS-funded services. In addition, state population and expulsion statistics indicate that a disproportionate percent of American Indian and Black students were expelled in 2010-11. *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-served Expelled*
American Indian or Alaska Native	0.9%	2.3%	4.8%
Asian	2.9%	1.4%	1.2%
Black	4.8%	10.1%	6.7%
Hispanic	31.6%	40.1%	36.1%
Native Hawaiian or Other Pacific Islander	0.2%	0.2%	0.2%
White	56.8%	43.4%	48.9%

Source: Colorado Department of Education –*Data Services reported by SASIDs

NOTE: The race and ethnicity of students and staff in Colorado public schools were collected in a new way beginning in the 2010-11 school year. Under the new method there are 64 possible racial/ethnic code combinations. To simplify reporting at federal and state levels, seven categories have been established. All persons identifying with Hispanic ethnicity, regardless of race, are reported as 'Hispanic.' All non-Hispanic persons who indicate more than one race are reported as 'Two or More Races.' All other non-Hispanic persons are reported as the single race identified.

Regarding grade level, demographics show that the majority of expelled students served were in high school – *see Table 2.*

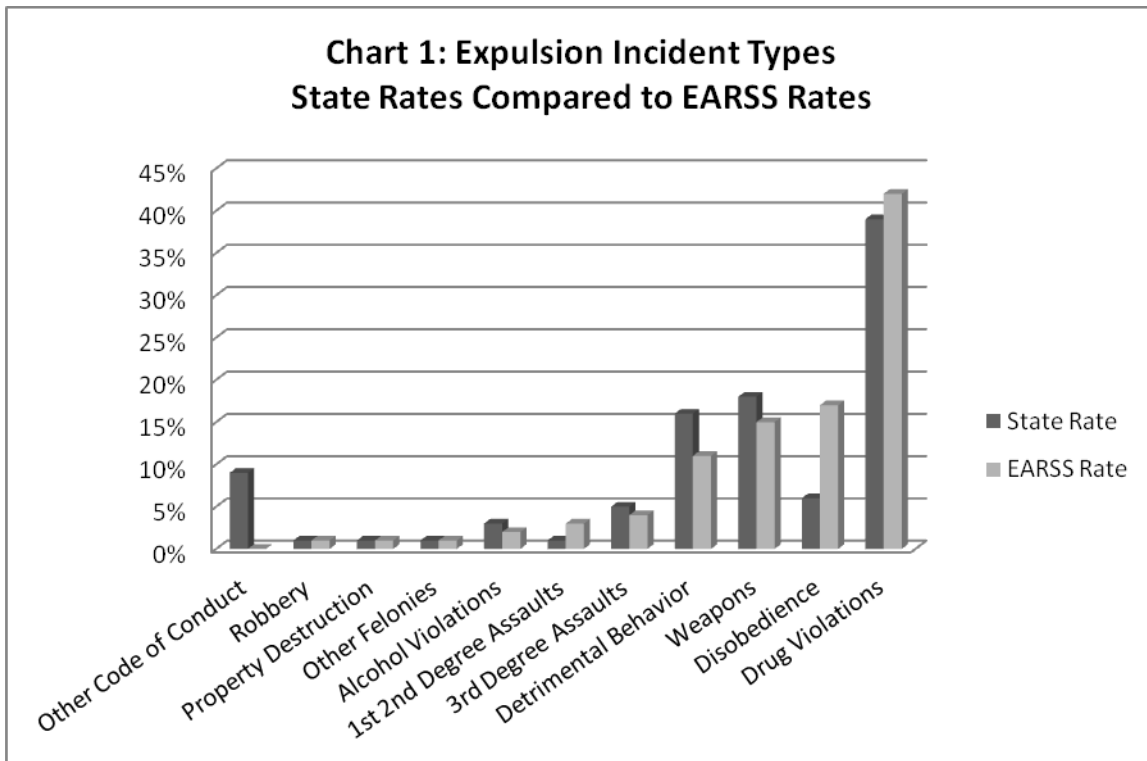
Table 2: EARSS Expelled by Grade Level

Grade Level	K-3	4 to 6	7 to 8	9 to 12
Total	2	45	231	638
Percent of Expelled	0.2%	4.9%	25.5%	69.7%

Source: Colorado Department of Education

Twelve percent of the expelled students served had a special education designation, which exceeds the state rate of 9.6 percent. The percent of EARSS expelled students classified as English language learners (8.5 percent) fell below the state average of 13.9 percent.

Participating students were expelled primarily for drug violations (42 percent), disobedience (17 percent), weapons (15 percent) and detrimental behavior (11 percent). *See Chart 1 for breakout by incident type.* The reasons for expulsion of EARSS students closely match state statistics in several categories. However, a higher percent of students served by an EARSS program were expelled for *Disobedience* and *Drug Violations*, and fewer were expelled for *Other Codes of Conduct*, *3rd Degree Assaults*, *Detrimental Behavior* and *Weapons* when compared to state expulsion rates.

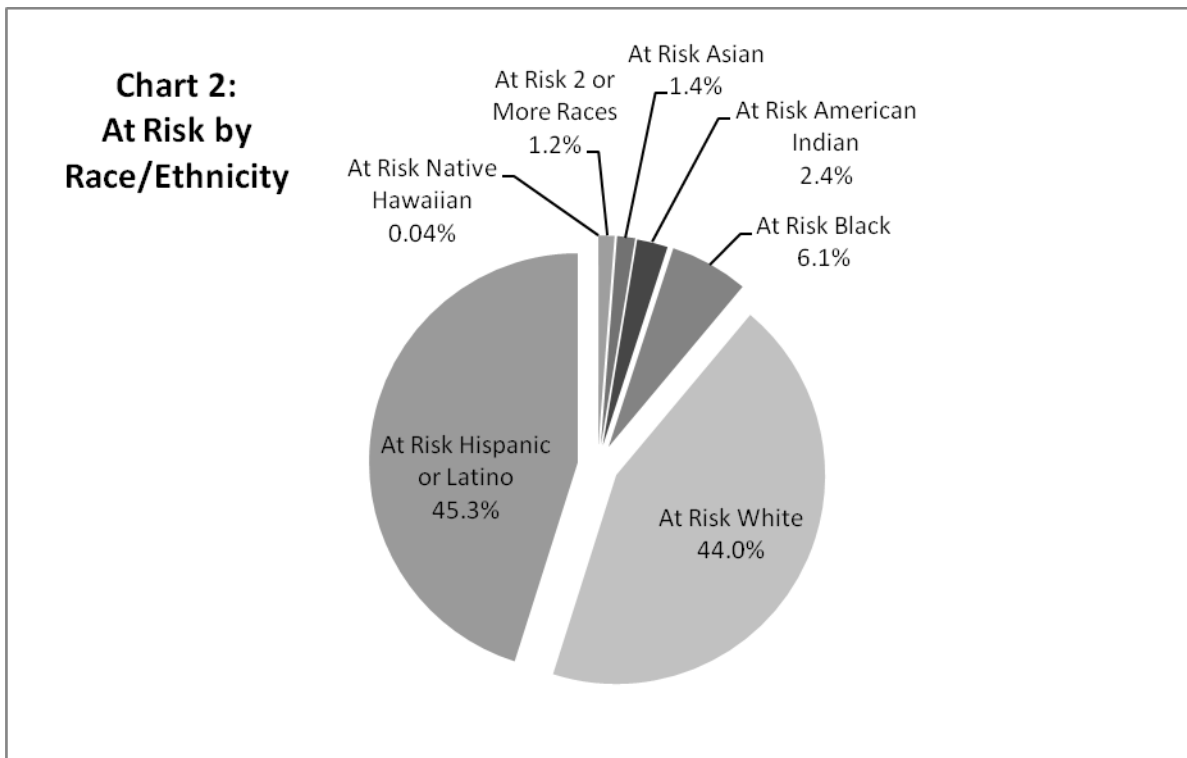


Source: Colorado Department of Education, 2010-11 Safety and Discipline Incidents

Students At-Risk of Expulsion

Fifty-six EARSS grantees served 8,333 students identified as “at-risk of expulsion” in non-facility schools. EARSS grantees reported demographics for at-risk students through an online data collection system. Results indicate that of those served, 56 percent were male and 44 percent were female. Most of the at-risk students served were Hispanic (45.3 percent) or White (44.0 percent). *See Chart 2* for breakout by race and ethnicity.

Of the at-risk students participating in an EARSS program, 13.5 percent had a special education designation. This represents a higher rate of special education students over both the EARSS expelled programs (12.0%) and the state rate of 9.6 percent. Of the at-risk students served, 12.8 percent were classified as English language learners. This rate is also higher than the expelled students served by an EARSS program, but below the 13.9 percent state average.



The highest percent of at-risk students were in high schools (68.5%). This closely matches the statistics for the expelled students served. See Table 3 for a breakout by grade level.

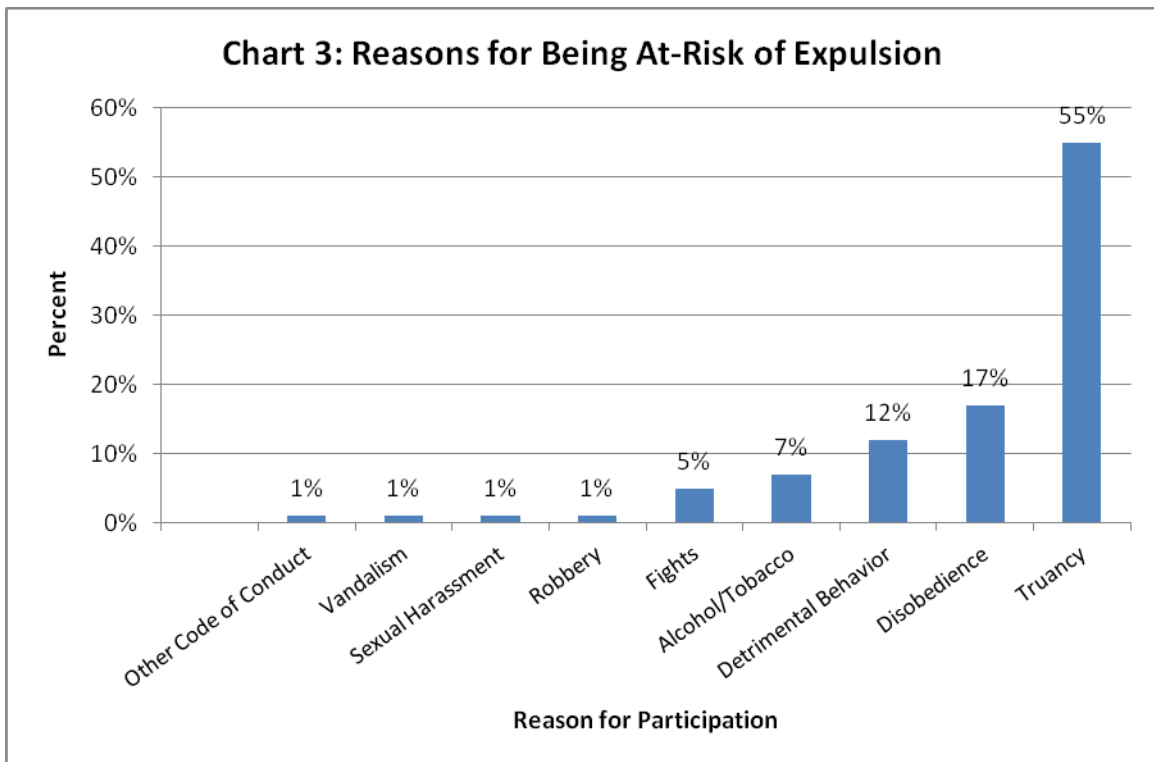
Table 3: EARSS At-Risk by Grade Level

Grade Level	K-3	4 to 6	7 to 8	9 to 12
Total	315	758	1540	5720
Percent of At-Risk of Expulsion	3.8%	9.1%	18.5%	68.6%

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 (55%). Seventeen percent were at-risk due to disobedience, and 12 percent because of detrimental behavior. Seven percent had risk factors related to alcohol and tobacco. See Chart 3 for breakout by reason for being at-risk.

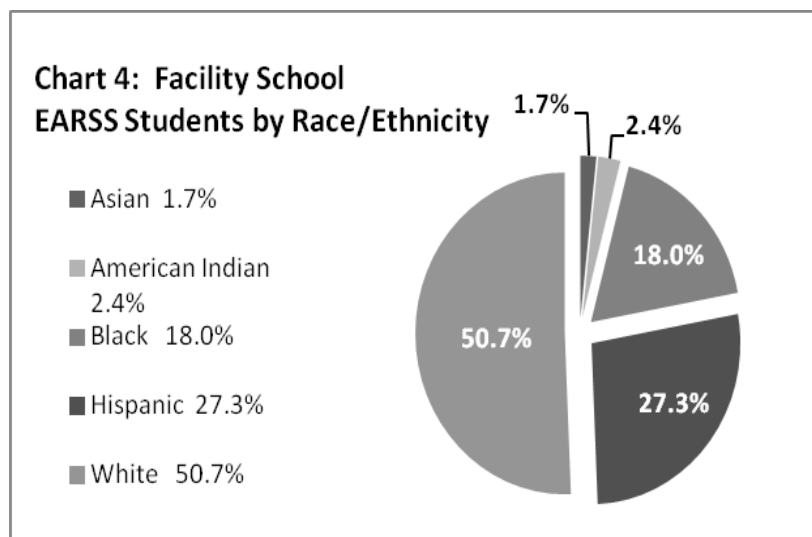
Note: Over the past few years, the state has seen an increase in the percent of incidence involving drug violations. For trend data and materials on addressing drug issues related to marijuana visit <http://www.cde.state.co.us/DropoutPrevention/Resources.htm>.



Facility Schools

Eight Facility Schools served 851 students¹. Twenty-nine were expelled and 822 were designated as at-risk of expulsion. To collect demographic data, Facility School grantees reported the State Assigned Student Identifiers (SASIDs) for all EARSS students they served. The SASIDs were reported to the Facility Schools Office at CDE. This office coordinated the validation of the SASIDs and provided student demographic data. Demographics were available for 833 of the students served.

The majority of EARSS student served by a facility school were males, 75.4 percent. Statistics show that slightly half of the EARSS students in facility schools were White (50.7 percent), 27.4 percent were Hispanic and 18 percent were Black. See Chart 4.



¹ Nine Facility Schools received EARSS funding in 2010-11, but one closed before the end of the school year. Data from this school are not included in this report.

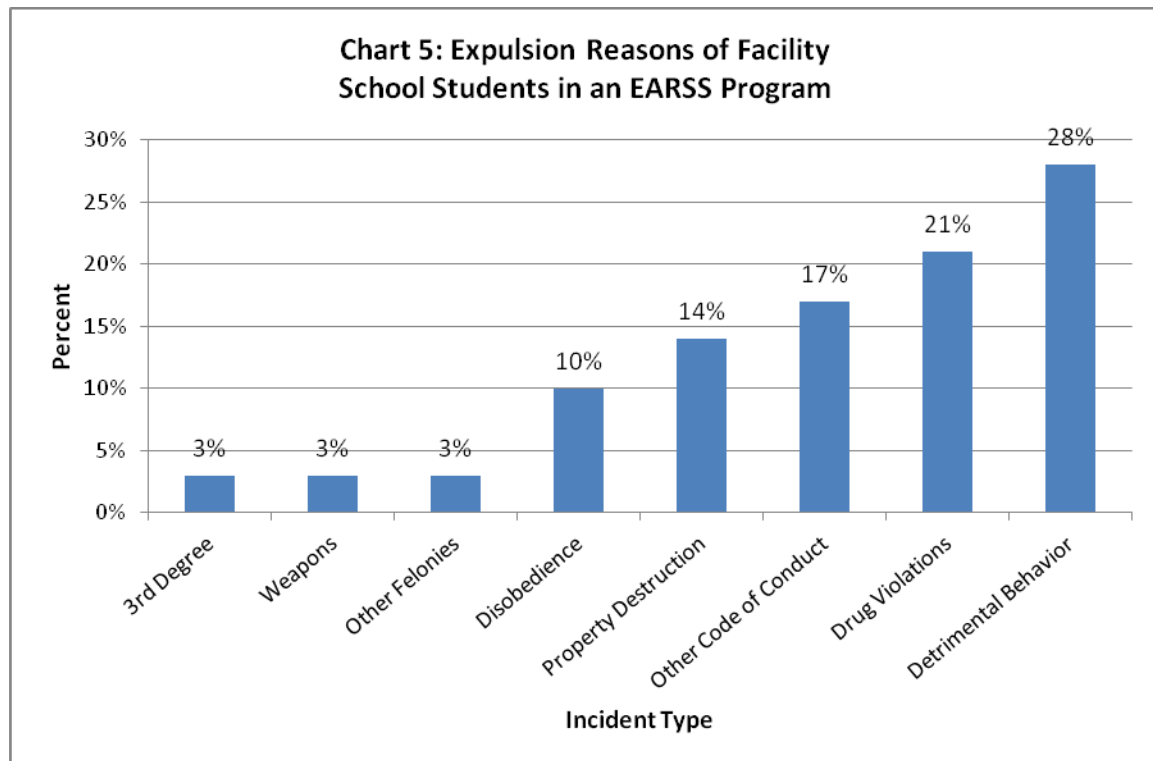
Almost two-thirds (62.3 percent) of EARSS students in Facility Schools have a special education designation. This is dramatically higher than the rates of all other EARSS students served and the state average (9.6 percent). Conversely, less than one percent of EARSS students (0.8 percent) in facility schools were classified as English language learners, which is considerably below the state rate of 13.9 percent. Over half (55.8 percent) of EARSS facility school students served were placed at the high school level. See *Table 4*.

Table 4: EARSS Facility School Students by Grade Level

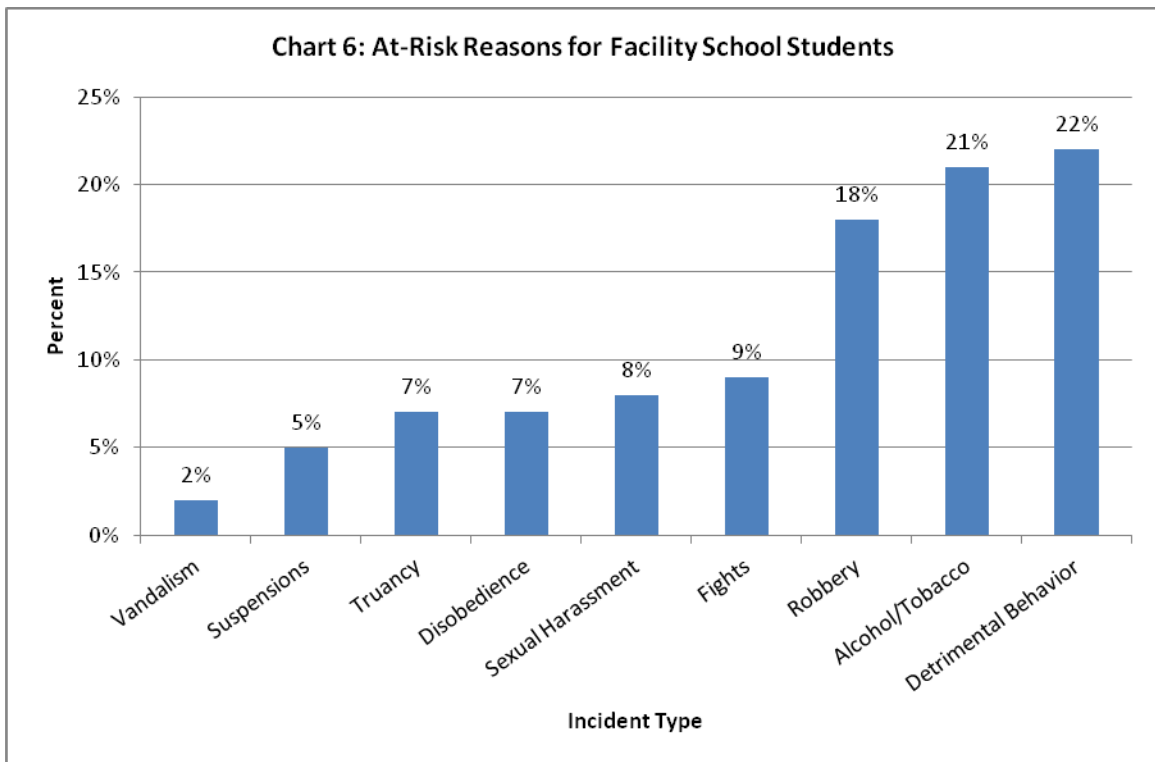
Grade Level	K-3	4 to 6	7 to 8	9 to 12	Unknown
Total	39	114	211	465	4
Percent of EARSS served Facility School Students	4.7%	13.7%	25.3%	55.8%	0.5%

Source: Colorado Department of Education – Facility Schools Unit

Twenty-nine EARSS students served by Facility Schools were identified as expelled. The most common reasons for expulsion were detrimental behavior and drug violations. See *Chart 5* for additional details.



Of the 822 facility students classified as at-risk, most were at-risk because of detrimental behavior, alcohol/tobacco, and robbery. See *Chart 6* for other reasons.



OUTCOMES AND RESULTS

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

Student and Parent Outcomes

- 88 percent of at-risk students experienced positive outcomes, which represents school completion and continuation of education within the same school district.
- 79 percent of expelled students experienced positive outcomes, as reported by EARSS grantees. These outcomes reflect school completion, continuation of education, completion of expulsion and return to school.
- 88 percent of parents/guardians of expelled students and 68 percent of parents/guardians of at-risk students received EARSS-funded services, such as parenting education, home visits, family conferencing and support to assist with students' homework.
- 76 percent of parents/guardians improved their ability to support their child's learning. This change was primarily demonstrated by improved family functioning, increased parent participation in school activities, and improved observed behavior as reported by school staff or the students themselves.
- The dropout rate of at-risk 7-12 grade students in an EARSS program was 3.3 percent, which is only slightly higher than the state rate of 3.1 percent.
- The dropout rate of expelled 7-12 grade students in an EARSS program was 2.3 percent, which is below the state rate.

These outcomes are based on reporting by grantees on the status of students at the end of the funding cycle, which was June 30, 2011. 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*. 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 grant reporting, see *Appendix D: Excerpt of Questions on the Year-end Report*.

High School Students' Progress

A total of 6,883 high school students (grades 9-12) received services from EARSS-funded programs. Close to two thirds of those students (61%) began the school year behind their expected age and credit accumulation for their grade level. However, these students who began the school year behind made important progress in their schooling:

- 48 percent of these students earned one half or more of the credits they need to get on-track to graduate

In addition:

- 30% of high school students served by the EARSS programs started and ended the school year on track with credit accumulation to graduate in 4 years from entering 9th grade. This indicates that these students were keeping up with the number of credits needed to graduate with their class.

Program Results

Program results are based on self-reporting of EARSS grantees in four areas: 1) parent engagement, 2) academic achievement, 3) school attendance and 4) safety and discipline. Each year grantees 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.

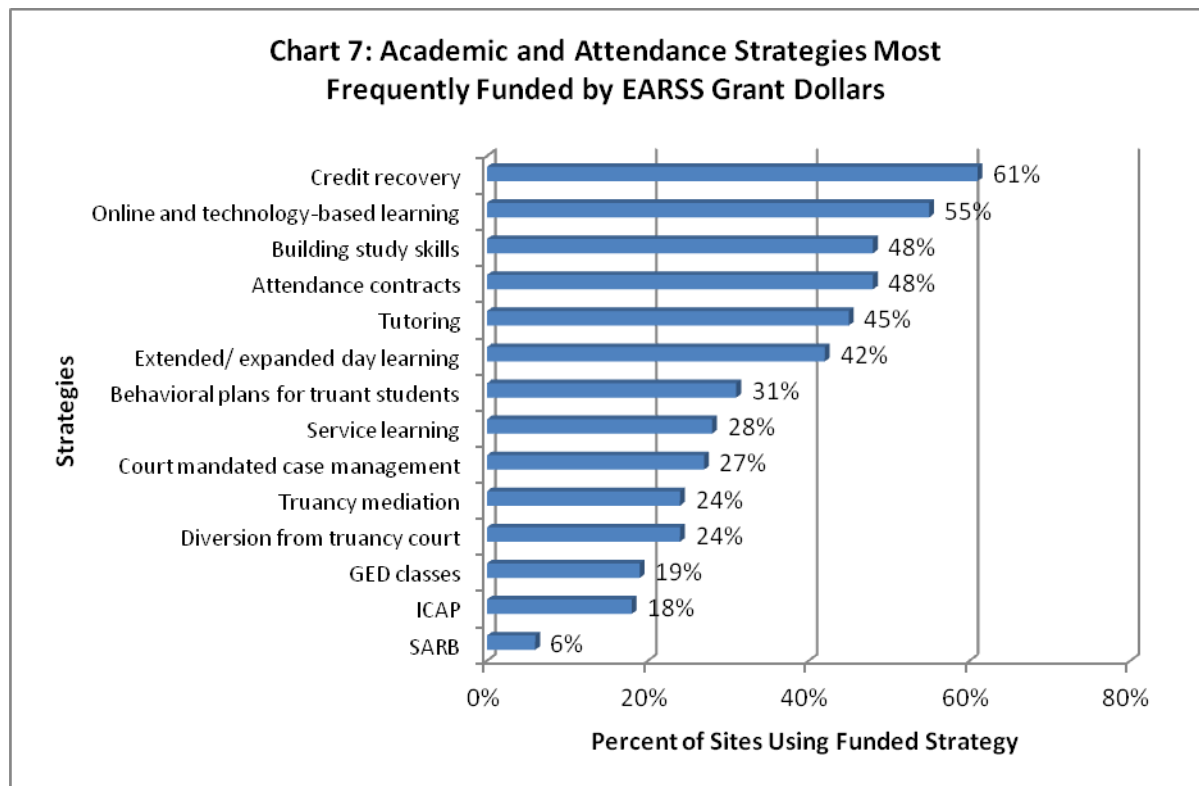
The results showed the following:

- 63 percent were completely on track with academic objectives
- 59 percent indicated they were completely on track with safety and discipline objectives
- 59 percent were completely on track with student attendance objectives
- 49 percent were completely on track with parent engagement objectives

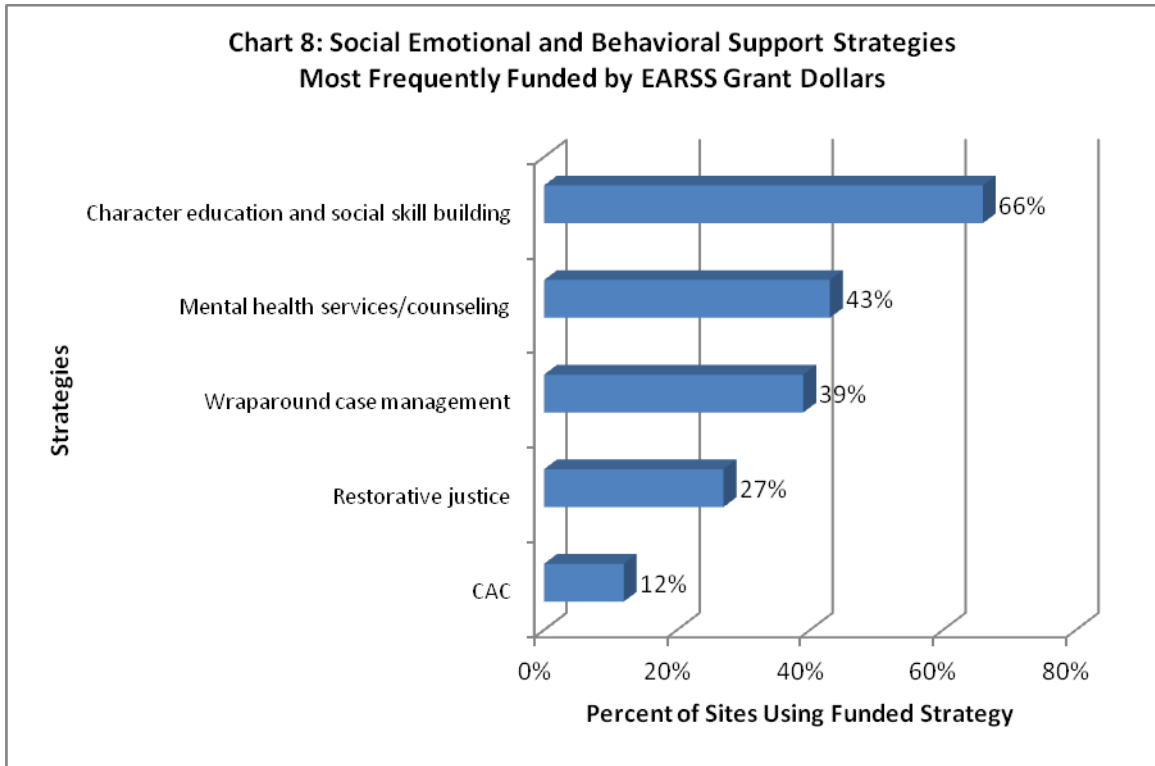
Grantees use indicators to determine their progress in meeting their objectives. For example of indicators see *Appendix D: Section V: Student and Program*.

Program Strategies

Various types of program strategies and services were used by EARSS grantees to serve participating students, among them, academic and attendance strategies, social emotional and behavioral support, systems approaches, and model programs. Academic and attendance strategies most frequently supported through EARSS grant funding include credit recovery, online learning, building study skills and attendance contracts. See *Chart 7 for a breakout of most funded academic and attendance strategies*.



Social emotional and behavioral support strategies most frequently supported through EARSS grant funding include character education and social skill building and mental health services/counseling. *See Chart 8 for a breakout of most funded social emotional and behavioral support strategies.*



EARSS grantees also provided a series of systems approach strategies to serve participating students. Among the most used approaches offered through EARSS grant funding are the small group instruction, positive mentoring and relationships, and individualized instruction. *Chart 9 presents a breakout of most funded systems approach strategies.*

A number of model programs were also used by EARSS grantees to serve participating students. These strategies were used in smaller proportions to serve students, with life skills training offered by one quarter of the EARSS grantees. *Additional details on the models used are provided in Chart 10.*

Chart 9: Systems Approach Strategies Most Frequently Funded by EARSS Grant Dollars

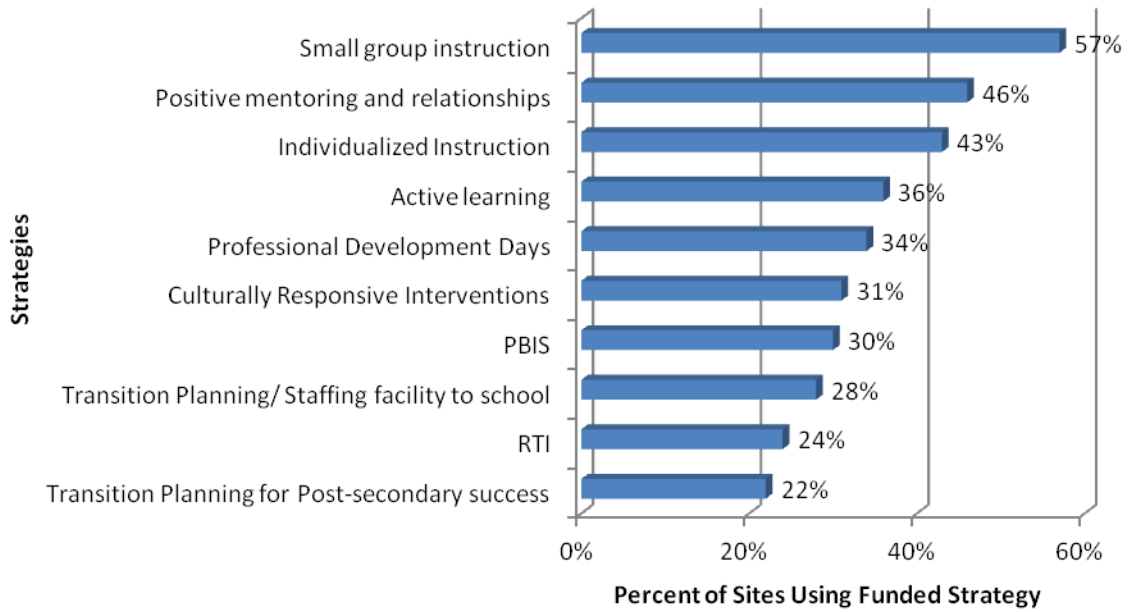
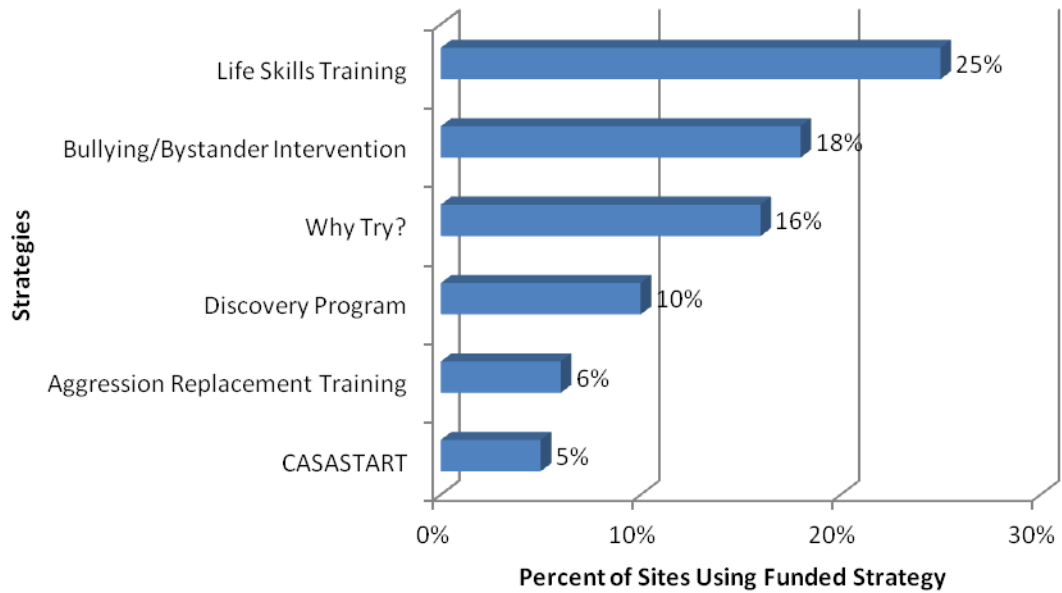
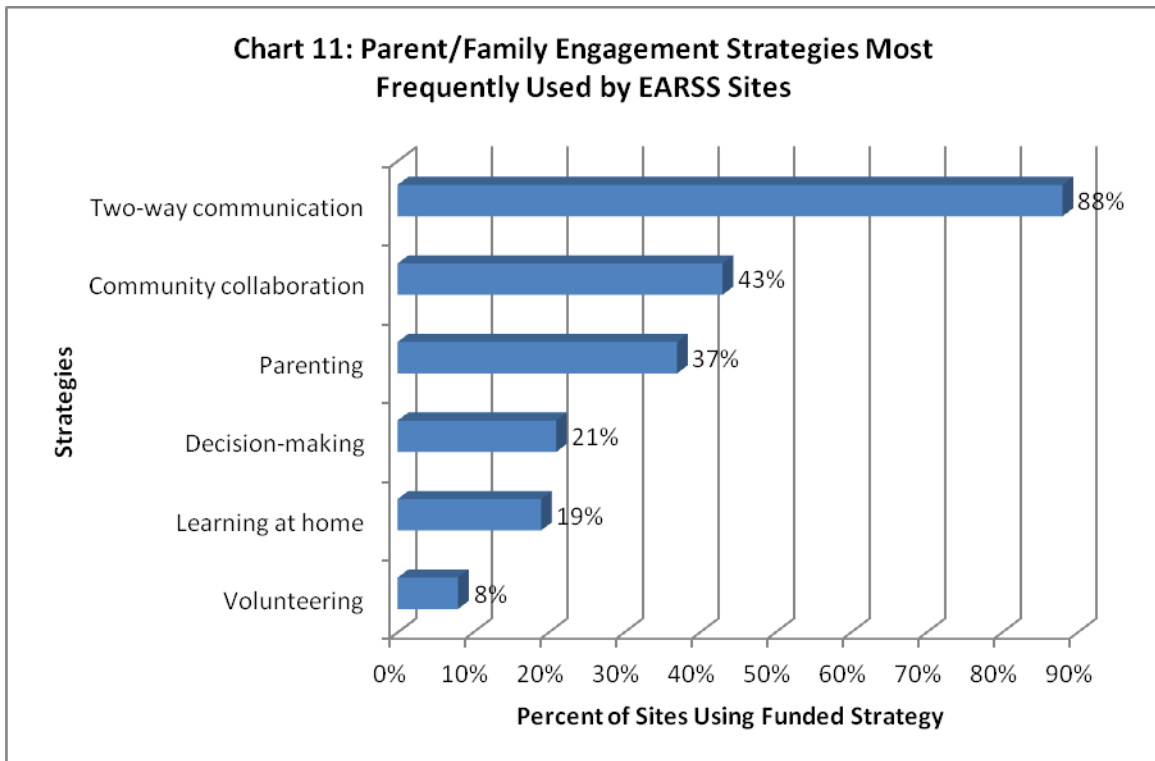


Chart 10: Model Programs Strategies Most Frequently Funded by EARSS Grant Dollars



In addition, a number of family/parent engagement strategies and practices were implemented by EARSS grantees. The family/parent engagement strategy and practice most frequently applied by EARSS grantees involve two-way communication between families and schools, with almost 90% of grantees reporting its frequent use. Two-way communication may include parent-teacher conferences, family nights, home visits and regular telephone communication. Self-reports by EARSS grantees suggest that more needs to be done to engage parents/guardians in volunteering at the school, learning at home activities and decision-making related to the education of their children. Overall the most effective strategies cited by the EARSS grantees involved credit recovery, character education, small group instruction and mentoring.



Descriptions of Effective Strategies

The strategies identified as the most effective in serving EARSS students include:

- **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” 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. (Source: www.cde.state.co.us/onlinelearning).

- **Character education and social skill building** - This type of strategy addresses the development of emotional, intellectual and moral qualities of a person or group as well as the demonstration of these qualities in pro-social behavior. It may include leadership development, conflict resolution and programs to increase self-awareness, citizenship and empathy.
- **Credit recovery refers to programs/activities** – Refers to 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.

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, grantees 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 of the application process, funded grantees submit plans to use in-kind and Per Pupil Revenue (PPR) in sustaining their programs with no reduction in quality. This year, an estimated \$10.7 million in PPR was retained by EARSS programs for re-investment in the 2011-12 school year (range between \$0.00 and \$2.1 million, and median of \$21,427). Grantees anticipated re-investing 76 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 grantees have successfully used this formula to budget for future sustainability of their programs.

CONCLUSION

This report documents the effectiveness of the EARSS grant program. In 2010-11, 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 retained 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

C.R. S. Title 22, Article 33, Part 2: Expulsion Prevention Programs

22-33-204.5. Legislative declaration.

The general assembly finds that a student who is placed in a residential child care facility or other facility licensed by the department of human services or in a hospital or who is receiving educational services through a day treatment center is, in most cases, dealing with significant behavioral and emotional issues. These issues make it difficult, if not impossible, for the student to function within a regular school and often severely impact the student's ability to participate in a facility school. The general assembly further finds that, although a student who is placed in a facility cannot be expelled due to the nature of the placement, the student is at risk of being unable to prosper academically and should be considered an at-risk student for purposes of section 22-33-205.

Defined – “Educational Services” include tutoring, alternative and vocational education for instruction in reading, writing, math, science and social studies.

Facility Schools – grant eligibility
As amended in 2008, students placed in facilities should be considered at risk for the purposes of being eligible to apply for EARSS grant funds.

Source: L. 2008: Entire section added, p. 1399, § 39, effective May 27.

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".

Establishes the EARSS grant program at CDE.

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.

The program shall provide grants to the following entities for educational and other services per provisions of Part 2:

- School districts
- Charter schools
- Alternatives schools within districts
- Nonpublic, non-parochial schools
- BOCES
- Facility schools

(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.

Services from a nonpublic, non-parochial school is subject to the approval of the State Board of Education.

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.

Grants are payable from CDE's state appropriation for the EARSS program.

(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.

The State Board of Education shall establish rules for annual application procedures.

— *At a minimum, the application shall include:*

- *A plan for educational services including the type and cost*
- *The criteria for evaluating the effectiveness of the services*

(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:

In awarding grants, the State Board of Education will consider:

(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;

- *The applicant's cost in providing services to expelled/at-risk students, pursuant to this Part 2, the year previous to applying*
- *The number of expelled, at-risk or truant students served under agreements, pursuant to this Part 2, the year previous to applying*
- *The quality of the services*
- *The cost-effectiveness of the services*
- *The amount received in relation to the cost of services under the plan*
- *For applicants renewing a grant or that have received a grant in the previous five years, the demonstrated effectiveness of the services funded by the previous grant.*

(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.

Forty-five percent of the appropriation will go to grantees serving students from more than one school district.

A portion of funds are to be awarded to applicants for reducing truancy court cases and alternatives to guardian ad litem representation in truancy court. (Applies to only the 2009-10 school year.)

CDE may use up to 1% of its appropriation for annually evaluating the program.

(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.

CDE may use up to 2% of its appropriation to partner with service providers to reduce the number of truancy court cases and that also reflect the best interests of students and families.

The services and supports shall include, but are not limited to, alternatives to guardian ad litem representation in truancy court.

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.

CDE shall annually report the evaluation findings to the house and senate education committees, or any successor committees. The findings regard the program's outcomes and effectiveness related to school:

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.

- attendance,*
- attachment, and*
- achievement.*
- information regarding alternatives to truancy court and guardians ad litem.*

APPENDIX B: EARSS GRANTEES/PROGRAMS AWARDED FY11 FUNDS BY COUNTY, DISTRICT/SCHOOL, YEAR IN 4-YEAR GRANT CYCLE AND AMOUNT

County/Type	Program	Year in Grant Cycle	2010-11 Award
Adams 50	Hidden Lake HS Online Services	2	\$179,085
Alamosa	*Sangre de Cristo	2	\$210,552
Alamosa 11J	From Restoration to Graduation	3	\$55,688
Alamosa - Facility School	*Youth Track, Inc.	2	\$44,940
Arapahoe 28	Aurora-Early Intervention Program	3	\$160,465
Arapahoe 5	Cherry Creek-Points of Intervention	3	\$113,643
Arapahoe 6	Littleton-Truancy Reduction Initiative	4	\$93,918
Bent	P.R.I.D.E.	4	\$79,924
Boulder 1J	Community/Transition Advocate Program	3	\$272,653
Boulder 2	Boulder Attendance Advocates	2	\$191,621
Boulder 2 - Charter	*Justice High School	3	\$184,478
Boulder 2 - Charter	*Boulder 2-Boulder PREP	2	\$64,638
Chaffee R32	*Salida Alternative School	1	\$80,000
Conejos 10	CASASTART	4	\$36,996
Costilla R-1	Centennial CASASTART/ISS	4	\$51,038
Delta 50	Surface Creek Vision LAUNCH Program	2	\$75,000
Delta 50	Delta Opportunity School	4	\$59,500
Denver	*Family Crisis Center School	2	\$151,273
Denver - Private	*Escuela Tlatelolco (Private Non-Parochial) School	4	\$103,336
Denver 1	*Restorative Justice and Disciplinary Reform Program	4	\$202,101
Denver 1 - Charter	*Denver Justice High School	2	\$198,155
Denver 1- Charter	*Academy of Urban Learning	4	\$200,000
Denver - Facility School	*Denver Children's Home, Bansbach Academy	1	\$163,000
Denver - Facility School	*Synergy Residential and Day Treatment Schools	1	\$100,000
Denver - Facility School	*Denver Area Youth Services - Bryant Street Academy	3	\$73,743

Denver - Facility School	*Tennyson Center for Children	1	\$60,000
Douglas 1	*Bilateral Expulsion/Truancy Project	2	\$284,811
El Paso - State School	*Colorado School for the Deaf and Blind	3	\$60,000
El Paso - Pikes Peak BOCES	*New Directions Program for Expelled and At-Risk Students	4	\$65,882
El Paso 11	TABS-Tiered Academic and Behavior Supports (TABS)	4	\$153,321
El Paso 2	Opportunity Program	4	\$58,501
El Paso 20	Caring About At-Risk and Expelled Students (CAARES)	4	\$285,052
El Paso 49	Success Program	4	\$68,142
El Paso 8	Fountain/Fort Carson-Second Chance	2	\$99,397
El Paso- Facility School	Griffith Centers for Children-EARSS	2	\$199,380
Fremont 1	*Choice Points Service Learning Academy	2	\$20,052
Grand 2	Support and Intervention Program	1	\$91,344
Huerfano RE-1	*Huerfano County Opportunity and Enrichment School	4	\$57,765
Jefferson - Facility School	*Jefferson Hills	1	\$90,000
Jefferson 1	Jeffco Secondary EARSS Program	3	\$153,195
La Plata 11	Ignacio Academy - CATS	2	\$30,200
Lake 1	Extended Learning	2	\$36,894
Larimer R-1	Positive Behavior Support, Collaborative Expulsion Services	4	\$15,250
Larimer R2-J	Thompson Positive Behavior Support	4	\$34,083
Las Animas 1	*Project Respect	3	\$93,886
Logan 1	Valley Secondary Intervention Program	3	\$91,101
Mesa 51	Prevention Services	2	\$142,177
Montezuma 1	*Southwest Open High School	2	\$95,749
Montrose 1	*Expulsion Intervention Prevention Program	3	\$196,996
Park 2	*Extended Studies Program Alternative School	2	\$108,000
Phillips 1	*Holyoke Alternative School	3	\$78,905
Pueblo - South Central BOCES	*High School Proficiency Program	2	\$258,932
Pueblo - Charter School Institute	Youth and Family Academy Charter	3	\$59,691

Pueblo - Facility School	*El Pueblo Boys and Girls Ranch	1	\$100,000
Rio Grande C-7	Del Norte-Expelled and At-Risk Student Services	4	\$21,538
San Juan - BOCES	*Southwest Student Support Initiative	1	\$150,000
Summit 1	Expelled and At-Risk Student Services	3	\$40,827
Teller 1	EARSS Truancy Reduction and Education Strategies	4	\$35,500
Teller 2	WPHS Compass Project-Guiding Students Toward Success	4	\$75,099
Washington 3	Otis Expelled and At Risk Support Program	4	\$9,000
Weld - BOCES	*Centennial BOCES Expulsion and Truancy Reduction Initiatives	3	\$148,838
Weld 4	HABIC/CICO	4	\$1,870
Weld RE-3(J)	Alternative Education Center	1	\$80,000
Weld Re-8	Fort Lupton Expulsion Reduction (FLEXR)	2	\$58,744

**Served students from more than one school district*

APPENDIX C: EARSS PROGRAM SUMMARIES BY TYPE

BOCES

Counties of Administration: Boulder, Morgan, Weld	Centennial BOCES
Program Name	Expulsion and Truancy Reduction
Centennial BOCES' program will be utilized/offered at each member district. Interventions target 125 students and are 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.	
County of Administration: El Paso	Pikes Peak BOCES
Program Name	New Directions Program for Expelled and At-Risk Students
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.	
County of Administration: La Plata	San Juan BOCES – (New Grant)
Program Name	Southwest Student Support Initiative
This program implements the CHECK AND CONNECT program for 9 th graders. CHECK AND CONNECT is a comprehensive student engagement program that assigns to an at-risk student a trained adult "Monitor" who regularly checks on the educational progress of the student, then intervenes in a timely manner to reestablish and maintain the student's connection to school and learning. SJBOCES also supports and contracts with three online learning centers to provide educational support to any expelled student in the program.	
County of Administration: Pueblo	South Central BOCES
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.	

Facility Schools

County & Facility School	Alamosa - Youthtrack Inc.
Program Name	Intensive Intervention Program
Youthtrack will implement an Intensive Intervention Program (IIP) to address academic deficiencies, behavioral issues and parent involvement for students in grades 4 th - 12 th 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.	
County & Facility School	Denver: Bryant Street Academy (closed the end of 2010-11 SY)
Program Name	Bryant Street Academy
The Denver Area Youth Services (DAYS) Bryant Street Academy serves 120 (unduplicated count) 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.	

County & Facility School	Denver – Denver Children’s Home – Bansbach Academy (New Grant)
Program Name	Bansbach Academy
Denver Children’s Home’s Student Success Center (SSC) will provide the knowledge, skills, and tools (credit recovery, GED preparation, and Life Skills/Transition programming) to 65 at-risk 5th – 12th grade youth to successfully transition to a less restrictive educational environment, post-secondary education, or the world of work while avoiding suspension and expulsion.	
County & Facility School	Denver– Family Crisis Center
Program Name	Family Crisis Center School
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 wrap around support services from CASASTART case managers, to be based out of the Family Crisis Center School.	
County & Facility School	Denver – Synergy Residential and Day Treatment School (New Grant)
Program Name	Synergy Residential and Day Treatment School
Synergy School programs will provide access to online courses annually to approximately one hundred seventy 9-12 th grade students in our day treatment and residential settings in order to afford our significantly at-risk students a genuine opportunity to re-engage in their education and earn a high school diploma.	
County & Facility School	Denver - Tennyson Center for Children (New Grant)
Program Name	Positive Behavior Support
This program implements: (1) Positive Behavior Support (PBIS) in the home; and (2) a school leadership program for ninety-two K-12 youth to increase positive behaviors, reduce destructive behaviors, enhance academic performance, and stay in school.	
County & Facility School	El Paso 11 - Griffith Centers for Children, Inc
Program Name	Expelled and At-Risk Student Services
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 the Center’s Larkspur and Colorado Springs schools.	
County & Facility School	Jefferson – Jefferson Hills (New Grant)
Program Name	Jefferson Hills
The Jefferson Hills residential treatment facility will increase Aggression Replacement Training instruction, utilize the Key-train software for online vocational and career skill development and enhance transitional support between the facility and a student’s new placement.	

County & Facility School	Pueblo – El Pueblo...An Adolescent Treatment Community (New Grant)
Program Name	El Pueblo School
El Pueblo will utilize funds to increase its capacity to deliver a high quality continuum of care including wraparound services, intervention services and vocational education to promote success, safety and permanency in the home, school and community.	

Schools and School Districts

County & School District	Adams County School District 1
Program Name	NETS (Networks for Expelled and Truant Students)
Our current program provides educational and socio-emotional services primarily to expelled students and their parents. The 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. For the coming year, we will also add a focus area to improve attendance among chronically absent students without court intervention.	
County & School District	Adams County School District 50
Program Name	Hidden Lake High School Online Services
Adams 50 serves minority and disadvantaged youth at the secondary level. 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.	
County & School District	Alamosa County School District RE-11J
Program Name	From Restoration to Graduation
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.	
County & School District	Arapahoe 5, Cherry Creek School District
Program Name	Points of Intervention
The 2 pilot schools in our current EARSS grant successfully executed school-wide truancy prevention initiatives. As a result, we will implement these prevention efforts at 4 new schools (2 middle and 2 high schools).	
County & School District	Arapahoe 6, Littleton
Program Name	Truancy Reduction Initiative
The addition of a restorative justice component is embedded in LPS schools through the PBIS model, Life Skills curriculum, SARB contracts and deferred expulsion contracts. This will help address the unmet needs of students. Restorative Justice practices will be implemented prior to court and/or SARB referrals and will significantly decrease the number of students referred for truancy. Case management and parenting strategies are expected to increase attendance and decrease “at-risk” behavior.	
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.
Project P.R.I.D.E. is a preventative and restorative program for 60 Las Animas School District K-12 students “at-risk” for suspension and expulsion. The premise of Project P.R.I.D.E. is to P revent “at-risk” behaviors from occurring, R eplace “at-risk” behaviors with life skills, I ndividualize academic programs, D evelop relationships and E ngage students Early in the educational process.	
County & School District	Boulder 1: St. Vrain Valley School District
Program Name	Community/Transition Advocate Program
The St. Vrain Valley School District (SVVSD) 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 further increase attendance which will allow us to set certain objectives needed established for target schools only.	
County & School District	Boulder County School District 2
Program Name	Justice High School
Justice High School (JHS) serves as the truancy and expulsion school for Boulder Valley and St. Vrain School Districts. JHS enrolls 85 students, grades 9 through 12. By providing three intensive service components and two Community Liaisons, JHS will increase graduation rates, improve parent involvement, and reduce school absences. 1 family advocate will focus on the students entering JHS via truancy mediation. Truancy specialist will track all students at home and school, help with implementation of resources created by family advocate, and also work as a team member to provide support.	
County & School District	Boulder - Boulder Preparatory High School (Charter)
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, and 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
Program Name	Boulder Attendance Advocates
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.	
County & School District	Chaffee – Salida R-32 (New Grant)
Program Name	Salida Alternative School
Salida School District R32J will provide self paced, individualized education programming through comprehensive instructional and support services within an regional alternative school setting (Horizon Exploratory Academy) for 25-30 students in grades 9-12 that would address students at risk for suspension and enhance completion rates.	

County & School District	Conejos, South Conejos RE-10
Program Name	Teen Outreach (CASASTART)
Evidenced-based (CASASTART) and in-School-Suspension Program will serve 30 students at Antonito Junior/Senior High. Suspension rates will be lowered by 50%, improve grades/attendance, and lower discipline problems using these strategies: ♦Intensive case management; ♦Mentoring; ♦After school/summer programming; ♦Community policing/juvenile justice intervention; ♦Academic/family support; ♦Complete computer classes, reading interventions, and community service	
County & School District	Costilla R-1, Centennial
Program Name	Centennial CASASTART/ISS
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; ♦ Juvenile Justice/Community Policing; ♦Academic/Family Support	
County & School District	Delta-Alternative School-Surface Creek Vision Home and Community Program
Program Name	LAUNCH Program
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.	
County & School District	Delta County School District 50J
Program Name	Delta Opportunity School (DOS)
The program has grown since last year and the number of students has increased. Students are being identified earlier and more efficiently than last year. The Delta Opportunity School seeks to enhance 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.	
County & School District	Denver Private School
Program Name	Escuela Tlatelolco Private School
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.	
County & School District	Denver County School District 1 Academy of Urban Learning (Charter School)
Program Name	Academy of Learning (AUL)
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.	

County & School District	Denver 1: Denver Public Schools
Program Name	Restorative Justice and Disciplinary
<p>Implements 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 MH provider, volunteer mediator and attorney and follow up service provider.</p>	
County & School District	Charter – Denver Justice High School
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	Douglas County School District
Program Name	DCSD Bilateral Expulsion/Truancy Project
<p>DCSD takes 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, PBIS and WrapAround programming.</p>	
County & School District	El Paso: Colorado School for the Deaf and Blind
Program Name	PEAK OJT
<p>The program provides 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 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
Program Name	Second Chance
<p>The Second Chance program provides 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>TABS program provides tiered interventions to 370 high-risk, suspended and expelled students, grades 6-10. Dropout Retrieval Specialists, Haven’s Hope, school-based RtI/PBIS teams, and parents will assess, design, implement, monitor and adjust individualized action plans. Outcomes include decreased expulsions, absences, referrals, and D’s/F’s and increased parent participation and graduation rates.</p>	

County & School District	El Paso 20 - Academy
Program Name	Caring About At Risk and Expelled Students (CAARES)
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.	
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
The D49 Success Program mission is to reduce and eliminate the barriers to success for expelled student and students at-risk of expulsion. Once enrolled in the Success Program, identified students are provided with a full complement of evidence-based interventions addressing key areas for success-academic performance, behavior, attendance, and parent/family engagement.	
County & School District	Fremont 1 – Canon City Schools
Program Name	Choice Points Service Learning Academy (Expansion Program)
This grant expands 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.	
County & School District	Grand – East Grand 2 (New Grant)
Program Name	Support and Intervention Program (SIP)
The Support and Intervention Program (SIP) provides “wrap-around services” for 25 Grand County students in grades 6-10 presenting “at-risk characteristics”. The SIP is staffed by an Intervention Specialist (1 FTE) and a Family Counselor (1 FTE). It builds a positive support team that helps address students’ academic, behavioral, and social needs in school and at home.	
County & School District	Huerfano County RE-1 School District
Program Name	Huerfano County Opportunity and Enrichment School
The Huerfano County RE-1 School District provides 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 supports the creation of self-determined youth.	
County & School District	Jefferson County School District R-1
Program Name	Jeffco Secondary EARSS Program
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.	
County & School District	La Plata 11 – Ignacio School District
Program Name	Ignacio Academy
The Ignacio Academy integrates and aligns 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. Stakeholders work together to develop individual learning and vocational plan options, utilizing online classes, vocational instruction, and counseling services.	

County & School District	Lake County School District
Program Name	Extended Learning
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.	
County & School District	Larimer County School District 1 - Poudre
Program Name	Positive Behavior Support, Collaborative Expulsion Services
Poudre School District proactively prevents suspensions and expulsions through further development of evidence-based PBIS systems and practices designed to support students with chronic and intense problem behaviors. When expulsion occurs, improved student support services result in increased school attendance and successful transitions to traditional or alternative school settings.	
County & School District	Larimer County School District R2-J (Thompson)
Program Name	Thompson Positive Behavior Support (PBIS)
The Thompson Positive Behavior Support (PBIS) project has completed two years of implementation at nine schools serving all grade levels and 4000 students. PBIS research shows a decrease in suspension and expulsions (PBIS.org) and because of this, the PBIS District Administrative Leadership Team is committed to the expansion of PBIS.	
County & School District	Las Animas 1: Trinidad School District
Program Name	Project Respect
The Las Animas/Huerfano County Truancy Reduction Program (Project Respect) reduces the number of high school and middle school youth at-risk of school suspension and expulsion. Three community advocates 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.	
County & School District	Logan RE-1 Valley School District
Program Name	Valley Secondary Intervention Program
The program 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.	
County & School District	Mesa County School District 51
Program Name	Prevention Services
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 PBIS.	
County & School District	Montezuma 1 Charter-Southwest Open School
Program Name	Increasing Opportunities for Individual Success (IOFIS)
The increasing Opportunities for Individual Success (IOFIS) program provides 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, substance abuse education, while fostering increased support from their parents.	

County & School District	Montrose County School District RE-1J
Program Name	Expulsion Intervention Prevention Program
Montrose School District s employs 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 include programmatic and child/family-based consultation and intervention services that address problem behaviors, which are underlying causes of expulsion.	
County & School District	Park County School District
Program Name	Extended Studies Program Alternative School
The Extended Studies Program, in collaboration with local agencies, 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.	
County & School District	Phillips County School District 1
Program Name	Holyoke Alternative School - Striving Together to Achieve Rewarding Tomorrows (START)
Expelled or suspended students at rural northeast Holyoke High School have limited educational opportunities except regular school. The START Program provides intervention services for previously unsuccessful students and will reduce expulsion, suspension, and increase retention rates by 50% by 2012.	
County & School District	Charter School Institute: Youth and Family Academy
Program Name	Proyecto Esperanza (Project Hope)
Youth and Family Academy provides a research-based intervention in the lives of 100 students in grades 7-12 who have been expelled or are at high-risk for expulsion/suspension. A multidisciplinary approach, employing the recognized “Reconnecting Youth” and “Strengthening Multiethnic Families and Communities” prevention and intervention will yield multiple long-term retention outcomes.	
County & School District	Rio Blanco -- Meeker
Program Name	At-Risk Student Services
The Meeker School District will continue contracted tutoring services for suspended and expelled students returning to the classroom to ensure effective reintegration and success of the students.	
County & School District	Rio Grande 7 -- Del Norte
Program Name	Expelled and At Risk Student Services
The Del-Norte Schools utilizes this program to: ♦Decrease the number of suspension and expulsions; ♦Improve attendance; ♦ Increase graduation rates; ♦Improve academic performance of truant and at-risk students. The Program will serve 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
The Summit Student Advocacy Program provides 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.	

County & School District	Teller County School District 1
Program Name	EARSS Truancy Reduction and Education Strategy
The Program assists 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.	
County & School District	Teller County School District RE-2 (Woodland Park)
Program Name	WPHS - Guiding Students Toward Success
This program seeks to significantly reduce suspensions and/or expulsions of at-risk students and promote academic success. Over 350 students will receive preventative services ranging in scope from social skills building interventions to comprehensive 9-12 alternative learning programs targeted at both behavioral and academic success. This grant supports "The Edge," a middle school alternative program for at-risk students.	
County & School District	Washington County School District R-3
Program Name	Otis Expelled and At Risk Support Program
An "Alternative School" format helps 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.	
County & School District	Weld - Keenesburg Re3(J) (New Grant)
Program Name	Alternative Education Center
The Alternative Education Center (AEC) seeks funds to provide Weld County RE-3J expelled and at-risk students opportunities for success. The AEC provides intense counseling, engagement through technology, and Latino Education Achievement to Graduation (LEAG) support for students expelled and at-risk of expulsion.	
County & School District	Weld County School District 4
Program Name	HABIC/CICO
Five Windsor schools are PBIS sites. HABIC and CICO are interventions for red and yellow zone students (at-risk academically/behaviorally). This proposal addresses implementation of HABIC (Human Animal Bond in Colorado) in preschool through 12th grades for 60 students and CICO at two schools for 34 students. Expected outcomes are improved behavior and academics.	
County & School District	Weld School District RE-8
Program Name	Fort Lupton Expulsion Reduction (FLEXR)
The Fort Lupton Expulsion Reduction (FLEXR) program minimizes expulsions by focusing on 30 habitually truant students K-12 and 50 high-school students at risk of expulsion due to behavioral issues. Services are also provided to expelled students so they can return to school academically ready to learn.	

Appendix D: Excerpt of 2010-11 Year-End Report Questions

FY11 End-of-Year Performance Reporting and FY12 Continuation Application for the Expelled and At-Risk Student Services (EARSS) Grant

Contract and Grant Information

County:

Name of School, District, BOCES or Facility School:

Name of Program:

Name of Contact:

Contact Phone Number:

Serves Students from More than One School District:

Number Anticipated to be Served in 2010-11:

Total Grant Funds Available in 2010-11:

Year of Grant:

SECTION I: Students Served

A) How many students have you served in your program from July 1- June 30 of this school year?

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) Does your EARSS-funded program serve students from more than one school district?

SECTION II: Expelled Students -

A. Program Participants Served

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. *Note: a separate spreadsheet will be used to collect this information and is available on the EARSS webpage –*

http://www.cde.state.co.us/cdeprevention/pi_expelled_grant.htm

1. Of the expelled students served between July 1- June 30 of this school year, 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 information reported in Section I

1. Of the expelled students served between July 1- June 30 of this school year, 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 between July 1- June 30 of this school year, 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	<input type="text" value="0"/>
2. Alcohol Violations	<input type="text" value="0"/>
2. 1 st , 2 nd Degree or Vehicular Assaults	<input type="text" value="0"/>
3. 3 rd Degree Assaults/Disorderly Conduct	<input type="text" value="0"/>
4. Dangerous Weapons	<input type="text" value="0"/>
5. Robbery	<input type="text" value="0"/>
6. Other Felonies	<input type="text" value="0"/>
7. Disobedient/Defiant or Repeated Interference	<input type="text" value="0"/>
8. Detrimental Behavior	<input type="text" value="0"/>
9. Destruction of School Property	<input type="text" value="0"/>
10. Other Violations of Code of Conduct	<input type="text" value="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 between July 1- June 30 of this school year, how many were:

- a) Male
- b) Female

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

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

Federal Race/Ethnicity Reporting Category - the single category used to classify the student or staff member in aggregated federal or state reporting such as pupil counts, graduation rates, and assessment results. This designation is based on the race and ethnicity information provided to the reporting district by the student (or his or her parent/guardian) or staff member.

01	American Indian or Alaska Native
02	Asian
03	Black or African American
04	Hispanic or Latino
05	White
06	Native Hawaiian or Other Pacific Islander
07	Two or More Races

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

Note: Reflects the updated federal race/ethnicity reporting categories.

3. Of the at-risk students served between July 1- June 30 of this school year, how many were in the following grades or equivalent grades:

- f) K-3
- g) 4-6
- h) 7-8
- i) 9-10
- j) 11-12

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

4. Of the total number of at-risk students you have served between July 1- June 30 of this school year, 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 between July 1- June 30 of this school year, 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 between July 1- June 30 of this school year, 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 between July 1- June 30 of this school year, 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 Facility School	
j) Other - Suspensions/Referrals for reasons not detailed above	
Total <i>(Automatic Calculation and auto-check with Section 1)</i>	

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

D. Facility Schools 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.

- Of the students served between July 1- June 30 of this school year, 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 between July 1- June 30 of this school year, to serve participating students?

Column 1 and 2 – Please check all strategies and programs that participants used between July 1- June 30 of this school year .Column 3 - Please check if programs and strategies were funded with EARSS grant dollars.

Category	Column 1 Expelled	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 preparation 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 between July 1- June 30 of this school year:

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

D. Family Engagement

1) Please describe the parent/family supports, services and interventions provided as part of your program. Includes all services and interventions for participants' parents/family whether or not they are provided through EARSS funds (50 words or less).

2) 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
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)	1 2 3 4
2. Two-way Communication - Home visits, meetings with families, regular progress notes, attendance plans, family conferencing parent/teacher/student conferences, written and verbal communication re: parent/student/school expectation/school policies/programs/reforms/transitions	1 2 3 4
3. Learning at Home – Support for parents/families to assist with homework, individualize planning with parents/families to address educational barriers/challenges	1 2 3 4

4. Volunteering - Career day, organizing events, parent mentoring, tutoring	1 2 3 4
5. Decision-Making – Parents serving on council and boards, activities, participation in educational planning, developing education contracts and attendance plans, networks that link all families with parent representative/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

E. OPTIONAL: Please describe a formal collaboration that is vital to your program’s success.

Example: An outside partner works with you to support the goals of your program through specific activities and/or contribution of resources, may include financial support, inkind , incentives, opportunities for students, etc.

- 1) Name of partner
- 2) Describe support provided by partner
- 3) Example of a result

SECTION V: Student and Parent Outcomes

A. Student Outcomes

Of the total number of students you have served (July 1- June 30 of this school year), indicate their status as of June 30, 2011. Please report primary outcome, based on type of student served.

1. Student Outcomes	Expelled	<u>At-Risk</u>
- Will continue in EARSS program		
- Refused services from EARSS program		
Completed at-risk program and transitioned back or remained in original school district		
- Completed expulsion and transitioned back to original school district		
- Facility Schools Only: Transitioned to district school		
- Transferred to another school district in Colorado, another state or country		
- Transferred to detention center , Licensed Facility School 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 K – 6 . 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 2010-11 (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 2010-11 (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 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 an <u>outside program</u> , 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.		
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 the EARSS mid-year reporting*)

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. (Required) 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. (Required) 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. (Required) 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. (Required) Please describe special circumstances and/or issues that positively or negatively affected progress on achieving the objective

D. EARSS programs serving high school students.

1a. How many high school students served by the EARSS program began the school year behind their expected age and credit accumulation to graduate with a regular diploma?

1b. Of these students, how many earned one half or more of the credits they need to get on track to graduate?

1c. Of these students how many earned one half or more credits to graduate with a regular diploma by the end of the school year?

2a. How many high school students served by the EARSS program at the beginning of the school year were on track with credit accumulation to graduate in 4 years from entering in 9th grade and were still on track with credit accumulation to graduate in 4 years from entering in 9th grade?

2c. How many high school students served by the EARSS program at the beginning of the school year were on track with credit accumulation to graduate in 5 years from entering in 9th grade and were still on track with credit accumulation to graduate in 5 years from entering in 9th grade?

3. What are the graduation requirements for your school/district/BOCES?

SECTION VI: Sustainability and Capacity Building

A. For Public schools: Amount of Per Pupil Revenue you have recaptured for your district by keeping these students in your program or school?

The amount of PPR recaptured should be determined by counting the number of students that meet specific criteria for re-engaged and then multiply that number by the state's base amount of funding for each pupil, which in 2010-11 was \$5,529.71.

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. What action 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)

Required: Please describe the next steps toward sustainability:

C. Attention – Programs finishing their 4th year of EARSS funding: Please outline your plan to continue strategies and programs in 2010-11. (Limit of 300 words)

VII. 2010-11 Continuation Application

A. Has your program changed or been revised from your original application (1st year grantees) or last continuation application (2nd and 3rd year grantees)?

Yes

No

1. **If yes, please provide a short abstract of your current program.** (fewer than 50)

This information will be used to update your program description that is posted on the EARSS web page.

B. Measureable Objectives *This section will be pre-populated from Section V*

List each program objectives identified for the 2011-12 fiscal year.

The pre-populated objectives are taken from Section V and should be revised as needed to reflect updates/revision to the EARSS program.

1. Using this year's data, list measurable program objectives for 2010-11. Objectives must represent concrete, realistic and measurable outcomes.

1a. 2011-12 Parent-focused objective

1b. (as applicable): 2011-12 Parent-focused objective

2a. 2011-12 Academic objective

2b. (as applicable): 2011-12 Academic objective

3a. 2011-12 Attendance objective

3b. (as applicable): 2011-12 Attendance objective

4a. 2011-12 Safety/Discipline may address social/emotional objectives

4b. (as applicable): 2011-12 Safety/Discipline may address social/emotional objectives

5. OPTIONAL: Please describe best practices, activities and/or strategies that will ensure attainment of program objectives.

C. Did you receive assistance from your local BOCES to write this continuation application?

Yes

No

Note: A portion of the Amendment 23 funding for state grant programs is made available to each BOCES annually to assist with writing grant applications. Applicants may contact their local BOCES for assistance with their continuation application.

D. Training/Technical Assistance questions:

1. Please indicate your needs for technical assistance from CDE from the following list: (check all that apply)

- Visits from CDE or Exemplary grantee staff
- Statewide meeting with other programs
- Regional meetings with other programs
- Referrals to similar programs
- Technical assistance by phone
- Other (please describe)

2. Check topics of interest for additional training/technical assistance:

Check all that apply

- Alternative education
- Alternatives to suspension/expulsion
- Attendance mediation
- Behavior plans for habitually truant students
- Bullying prevention programming
- Classroom management strategies
- Closing the achievement gap (income and race)
- Dropout out prevention
- Dropout recovery and student re-engagement
- Individual Career Academic Plans (ICAPS)
- Mental health services
- Multi-tiered interventions for students at risk
- Online Learning
- Parent/family engagement
- Policy and law
- Restorative Justice
- Standards and Assessment
- Student engagement
- Student transition planning
- Sustainability Planning – fund development, marketing, evaluation, strategy integration
- Using data
- Welcoming School Climate
- Other (please describe)

3. What are the graduation requirements for your school/district/BOCES?

SECTION VI: Sustainability and Capacity Building

A. For Public schools: Amount of Per Pupil Revenue you have recaptured for your district by keeping these students in your program or school?

The amount of PPR recaptured should be determined by counting the number of students that meet specific criteria for re-engaged and then multiply that number by the state's base amount of funding for each pupil, which in 2010-11 was \$5,529.71.

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. What action 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)

Required: Please describe the next steps toward sustainability:

C. Attention – Programs finishing their 4th year of EARSS funding: Please outline your plan to continue strategies and programs in 2010-11. (Limit of 300 words)

VII. 2010-11 Continuation Application

A. Has your program changed or been revised from your original application (1st year grantees) or last continuation application (2nd and 3rd year grantees)?

Yes

No

2. **If yes, please provide a short abstract of your current program.** (fewer than 50)

This information will be used to update your program description that is posted on the EARSS web page.

B. Measureable Objectives *This section will be pre-populated from Section V*

List each program objectives identified for the 2011-12 fiscal year.

The pre-populated objectives are taken from Section V and should be revised as needed to reflect updates/revision to the EARSS program.

1. Using this year's data, list measurable program objectives for 2010-11. Objectives must represent concrete, realistic and measurable outcomes.

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1b. (as applicable): 2011-12 Parent-focused objective

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5. OPTIONAL: Please describe best practices, activities and/or strategies that will ensure attainment of program objectives.

C. Did you receive assistance from your local BOCES to write this continuation application?

Yes

No

Note: A portion of the Amendment 23 funding for state grant programs is made available to each BOCES annually to assist with writing grant applications. Applicants may contact their local BOCES for assistance with their continuation application.

VIII: BUDGET

Electronic Budget forms are due July 15 via email.

Budget narrative: Describe how the requested budget supports attainment of measureable objectives in Section VII. B.

This information should be aligned with line items expenses listed in the EARSS budget spreadsheet

Reminder: The purpose of the funding is to provide educational services to expelled students, and to prevent future suspensions and expulsions. Therefore, limit requests for non-direct services to students.

Appendix E: Evaluation Methodology

DATA COLLECTION

All evaluation data were collected by grantees funded by the Expelled and At-risk Student Services (EARSS) grant program. Grantees are responsible for entering data using an online data collection system developed by CDE. In addition, they were required to submit State Assigned Student Identifiers (SASIDs) for expelled student served and all facility school students served.

The results reported in this document reflect data collected at the end of the 2010-2011 school year and that covered the period of July 1, 2010 to June 30, 2011. Two webinars were conducted prior to opening the online data collection website to assist in preparing grantees to collect and enter data. In addition, throughout the reporting period, EARSS program staff was available to assist with problems and answer questions. Grantees also had the option to complete a mid-year report for accountability and to test that program data were 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. Quantitative data analysis was conducted by an external evaluator, Dr. Mariana Enriquez-Olmos. She applied PASW Statistics 18 Software's descriptives and frequencies functions, Descriptive statistics were used to calculate both aggregate and disaggregate data. Dr. Enriquez-Olmos also analyzed the data for any irregularities.

Additionally, each grantee submits a year-end report, which is reviewed by at least two members of a review team. This review examines if grantees are making measurable progress and are complying with grant requirements. Reviewers also identify notable outcomes and results and detect areas that require follow-up to confirm accuracy or clarify findings.



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