

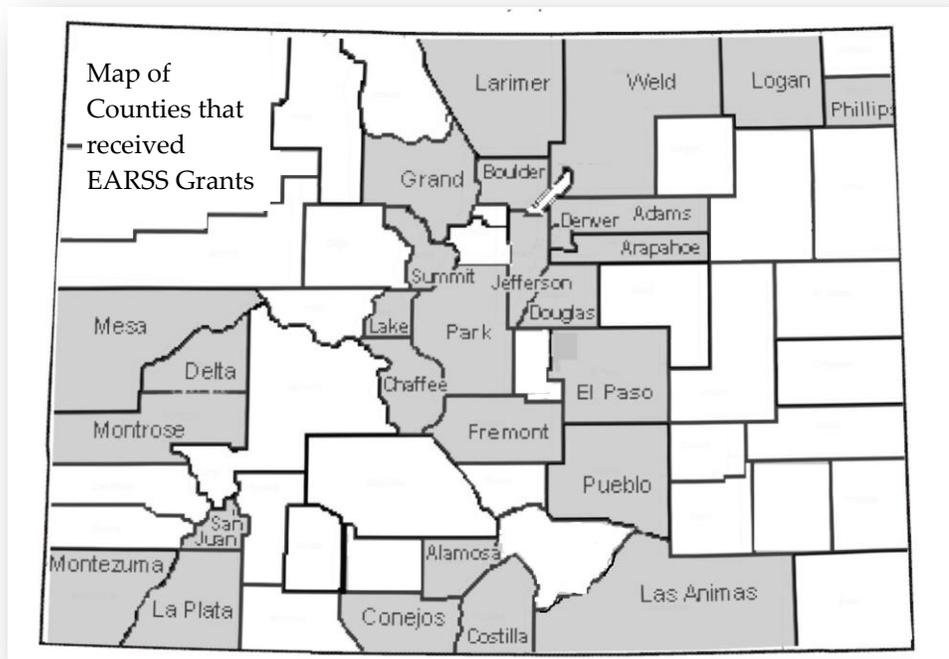


COLORADO DEPARTMENT of EDUCATION

Expelled and At-Risk Student Services (EARSS) Grant Program

Evaluation Report to the Colorado Legislature

Grantee Award Period: July 1, 2011 to June 30, 2012





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Grantee Award Period:
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Submitted to:

Colorado State Board of Education
Colorado House Education Committee
Colorado Senate Education Committee

By:

The Expelled and At-Risk Student Services Grant Program

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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 FY12, 55 EARSS grantees located in 28 counties,
served 9,471 students.*

EARSS grants are annually awarded on a competitive basis. Eligible applicants are non-facility schools which include school districts, charter schools, alternative schools within school districts, non-public, non-parochial schools and boards of cooperative educational services (BOCES). Applicants are also facility schools, which refers to educational programs and services that are provided by a facility. 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 2011-2012, \$7,493,560 was appropriated to the total program. Awards distributed to grantees resulted in the following:

- 55 grantees located in 28 counties served 9,471 students.
- 90 percent of students participated in an EARSS program because they were identified as at-risk of expulsion and 10 percent participated because they were expelled.
- 6,196 parents/guardians of the EARSS students also received services.

Expelled Students: Of the 754 expelled students served in a non-facility school, a significantly high percent were male (78.3 percent) and most were Hispanic (43.7 percent) and White (40.6 percent). Fifteen percent of the EARSS expelled students had a special education designation. This rate is higher than the state average of 9.7 percent. Approximately 15.8% of these students were classified as English language learners, which is just above the state average of 14.4 percent. The majority (67.2%) 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 6,934 at-risk students served in a non-facility school, 58 percent were male and most were Hispanic (46.8 percent) and White (42.1 percent). Of the at-risk students served, 10.5 percent had a special education designation and 8.7 percent were classified as English language learners. Forty-seven 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: Thirteen Facility Schools served 82 expelled students and 1,701 were designated as at-risk. The majority of students served were male (75.7percent). Close to 70 percent of the EARSS students in facility schools were in high school. The most common reasons for expulsion were

detrimental behavior and disobedience. Of the at-risk students served by Facility School grantees, the majority were at-risk because of alcohol/tobacco, detrimental behavior, and disobedience.

The effectiveness of the EARSS program grantees is measured by student and family outcomes and by tracking program objectives. In FY12, the following gains were made:

Student and Parent Outcomes

- 87 percent of at-risk students experienced positive outcomes, which represents school completion and continuation of education within the same school district.
- 76 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.
- 61 percent of parents/guardians of expelled students and 98 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.
- 69 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 3.9 percent, which is only slightly higher than the 2010-11 state dropout rate of 3.0 percent.
- The dropout rate of expelled 7-12 grade students in an EARSS program was 12.6 percent, which is lower than the 2010-11 state dropout rate of 22.1 percent for alternative programs.

Program Results

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:

- 55 percent were completely on track and 40 percent partially on track with academic objectives
- 53 percent indicated they were completely on track and 45 percent partially on track with safety and discipline objectives
- 53 percent were completely on track and 45 percent were partially on track with student attendance objectives
- 55 percent were completely on track and 40 percent partially on track with parent engagement objectives

Academic and attendance strategies most frequently supported through EARSS grant funding include online learning, credit recovery, building study skills and attendance contracts, which also happen to be the most effective strategies cited by the EARSS grantees.

An estimated \$9.3 million of per pupil revenue (PPR) was retained from EARSS programs for re-investment in the following school year, which represents an average of \$180,746 per grantee. Grantees anticipated re-investing 59 percent of these dollars back into their programs. The estimate of retained

PPR is based on the number of public school students that will be re-engaged through an EARSS program multiplied by the base amount of PPR for the state, which in 2011-12 was \$5634.77 per pupil. 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 schools 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. *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 *Approved 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** – Prior to a 2012 legislative amendment to C.R.S. 22-33-106, “habitually disruptive” referred 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. This definition was in effect for the 2011-12 school year.
- **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 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.

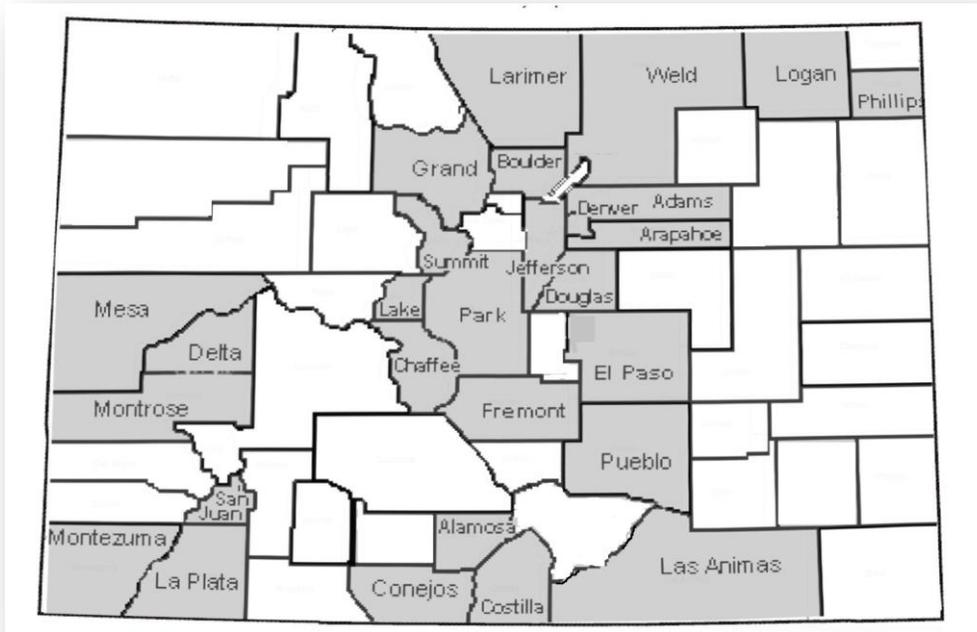
Each EARSS grant award represents a four-year funding cycle. Continuation funding is contingent on the availability of state funds and a review of annual evaluation reports submitted by grantees. The continuation awards are approved dependent on demonstrating measureable progress in meeting program objectives,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

2011-12 Grant Awards

In FY12, \$7,493,560 was appropriated to the EARSS program. Funds were designated for 43 continuing and 12 new grantees. Grantees represent 37 of 184 school districts/BOCES including five charter schools. In addition, 13 grantees were facility schools. The grantees are in different cohorts in the four-year grant cycle:

- First year grantees (20.4 percent)
- Second year grantees (16.7 percent)
- Third year grantees (35.2 percent)
- Fourth year grantees (27.8 percent)

Fifty-three 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.*



FY12 EARSS Program Grantees in Colorado
 Shaded areas represent the 28 counties that have EARSS grantees.

Students Served

A total of 9,471 students participated in an EARSS program. The number of participating students decreased from the number served in 2010-11 by 6.6 percent. In addition to the students served, 6,196 parents/guardians of the EARSS students received services. See Appendix C for a summary of EARSS grantees.

Overall, EARSS grantees reported serving 836 expelled students through EARSS programs. This represents 10 percent of all EARSS students served. In 2010-11, 2,142 students were reported as expelled. This suggests that EARSS grantees served approximately 40 percent of the state's expelled students. There were 8,635 at-risk students participating in an EARSS-funded program, representing 90 percent of students served. It is unclear how many at-risk students there are in Colorado. CDE statistics show that 60,724 students were disciplined (by other than expulsion action, such as out-of-school suspension) for safety and discipline incidents in 2011-12. Using this number as a proxy indicator, it suggests that EARSS programs served 14 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-one EARSS-grantees served 754 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 702 of the expelled students served by an EARSS program. The data show that 80 percent of the students served were male and most were Hispanic (43.7 percent) and White (40.6 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 Hispanic students were served and a lower percent of Black and White students received EARSS-funded services. 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	1.3%	2.0%	5.8%
Asian	1.4%	1.2%	1.0%
Black	10.9%	11.2%	7.3%
Hispanic	41.3%	40.1%	43.7%
Native Hawaiian or Other Pacific Islander	0.2%	0.2%	0.1%
White	42.0%	42.2%	40.6%

Source: Colorado Department of Education/Data Services – 2011-2012 Safety and Discipline Indicators. * Two or More Races was not included in this chart as the information was not uniformly available for this comparison.

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

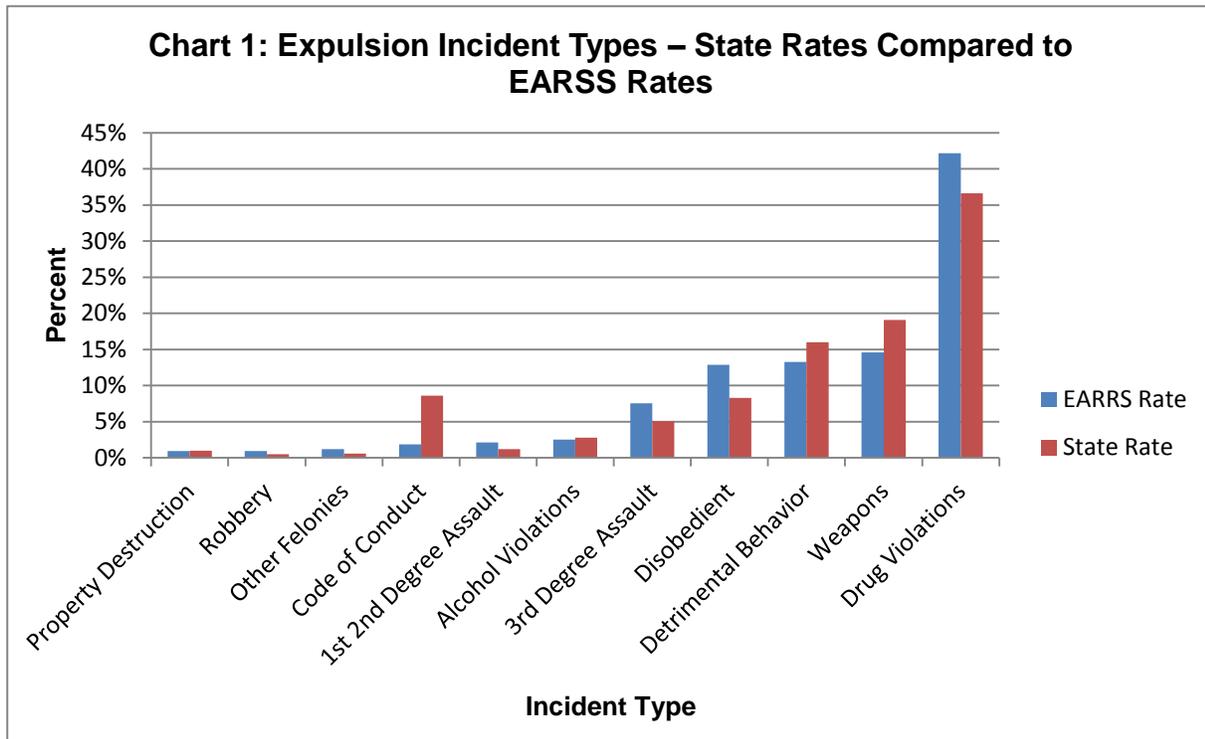
Table 2: EARSS Expelled by Grade Level

Grade Level	K-3	4 to 6	7 to 8	9 to 12
Total	11	42	194	507
Percent of Expelled	1.5%	5.6%	25.7%	67.2%

Source: Colorado Department of Education –EARSS Online Report

Fifteen percent of the expelled students served had a special education designation, which exceeds the state rate of 9.7 percent. Additionally, the percent of EARSS expelled students classified as English language learners (15.8 percent) exceeded the state average of 14.4 percent.

Participating students were expelled primarily for drug violations (42 percent), weapons (15 percent), disobedience (13 percent), and detrimental behavior (13 percent). See Chart 1 for breakout by incident type. The reasons for expulsion of EARSS students closely match state statistics in several categories.



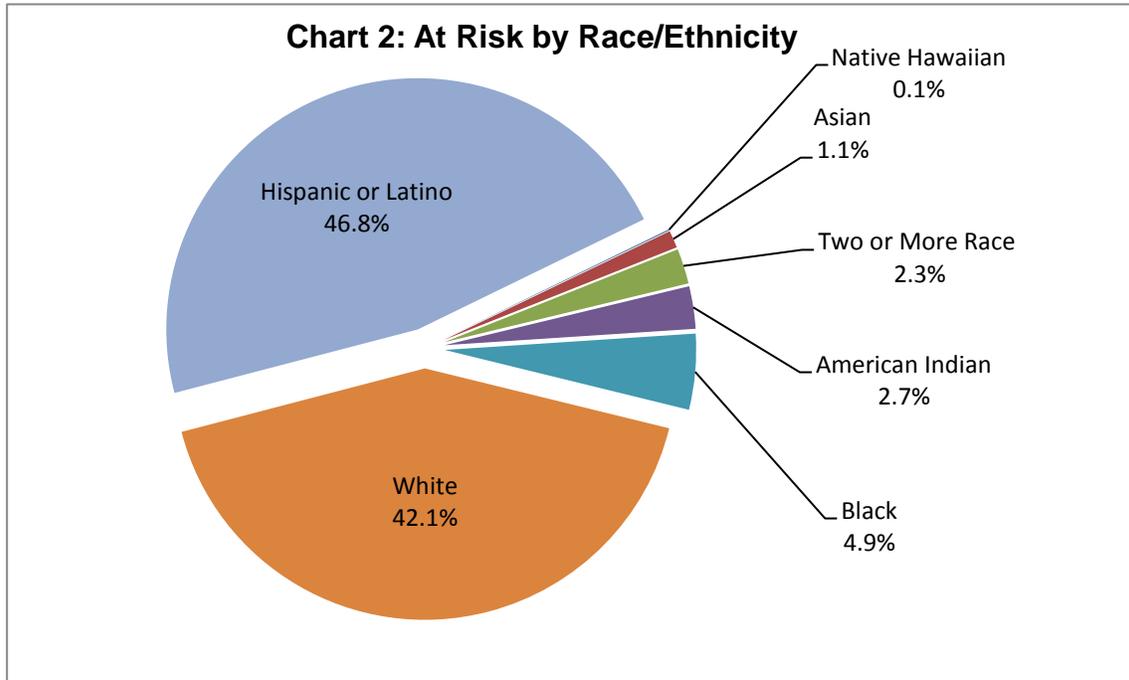
Source: Colorado Department of Education – 2011-2012 Safety and Discipline Indicators

Students At-Risk of Expulsion

Fifty-five EARSS grantees served 6,934 students identified as “at-risk of expulsion” in non-facility schools. EARSS grantees had the choice to report demographics for at-risk students through an online data collection system or to provide State Assigned Student Identifiers (SASIDs). Complete records were available for 6,634 of the “at-risk of expulsion” students served by an EARSS program. Results indicate that of those served, 58.2 percent were male and 41.8 percent were female. Most of the at-risk students served were Hispanic (46.8 percent) or White (42.1 percent). See Chart 2 for breakout by race and ethnicity.

Of the at-risk students participating in an EARSS program, 10.5 percent had a special education designation. This represents a slightly higher rate of special education students than the state rate of 9.7 percent. Of the at-risk students served, 8.7 percent were classified as English language learners. This rate is lower than the expelled students served by an EARSS program and below the 14.4 percent state average.

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.



The highest percent of at-risk students were in high schools (65.9%). This closely matches the statistics for the expelled students served. See Table 3 for a breakout by grade level.

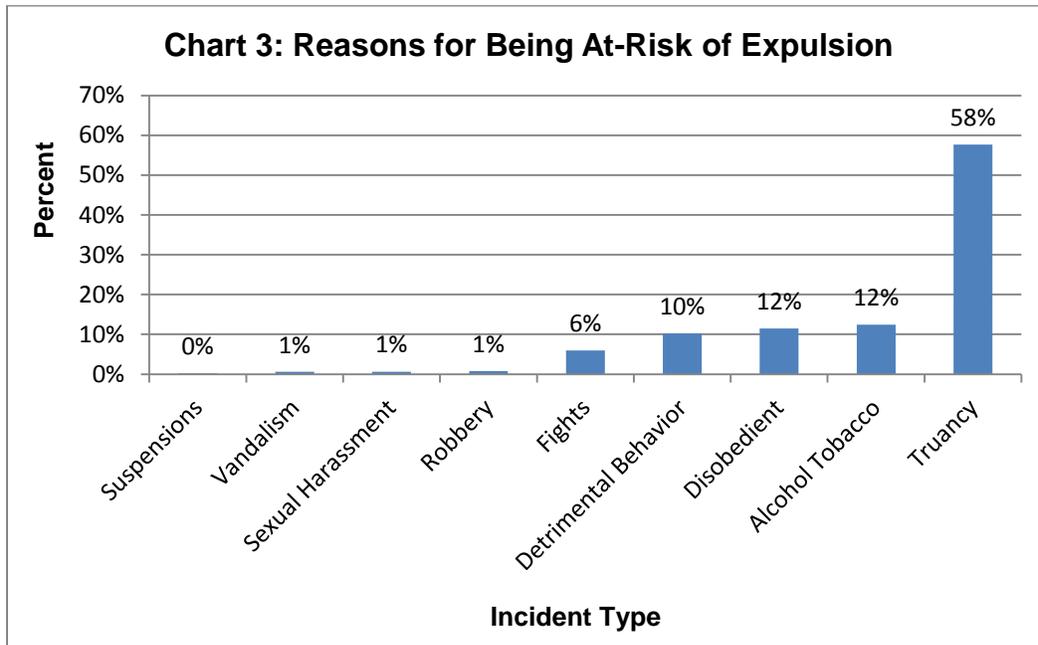
Table 3: EARSS At-Risk by Grade Level

Grade Level	K-3	4 to 6	7 to 8	9 to 12
Total	348	622	1356	4499
Percent of At-Risk of Expulsion	5.1%	9.1%	19.9%	65.9%

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 (58%). Twelve percent were at-risk due to alcohol and tobacco, as well as, disobedience. Ten percent were at-risk due to detrimental behavior. See Chart 3 for breakout by reason for being at-risk.

Note: Since the 2008-09 school year, the state has seen a sharp 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

Thirteen Facility Schools served 1,783 students. Eighty-two were expelled and 1,701 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 1,623 of the students served in the category of gender and 1,265 for ethnicity. The majority of EARSS students served by a facility school were males, 75.7 percent and mostly Hispanic (27 percent) and White (21 percent). Less than half (39.8 percent) of EARSS facility school students served were placed at the high school level. See Table 4.

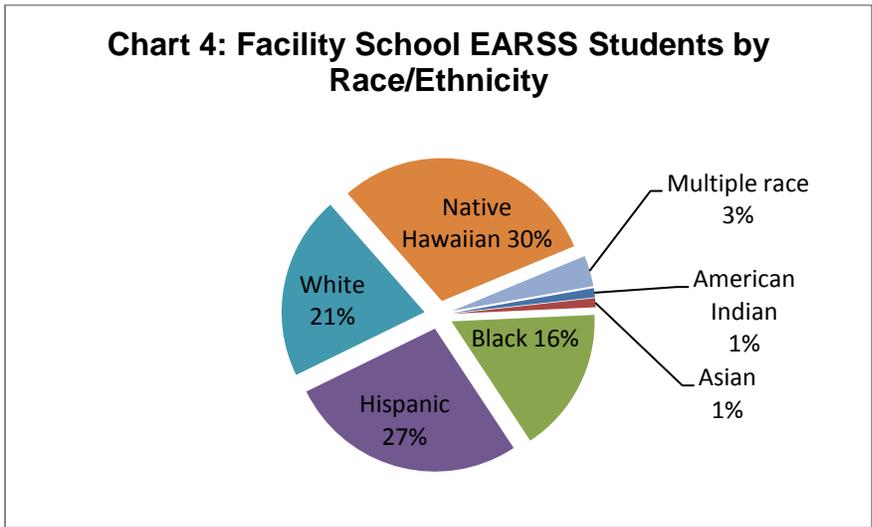
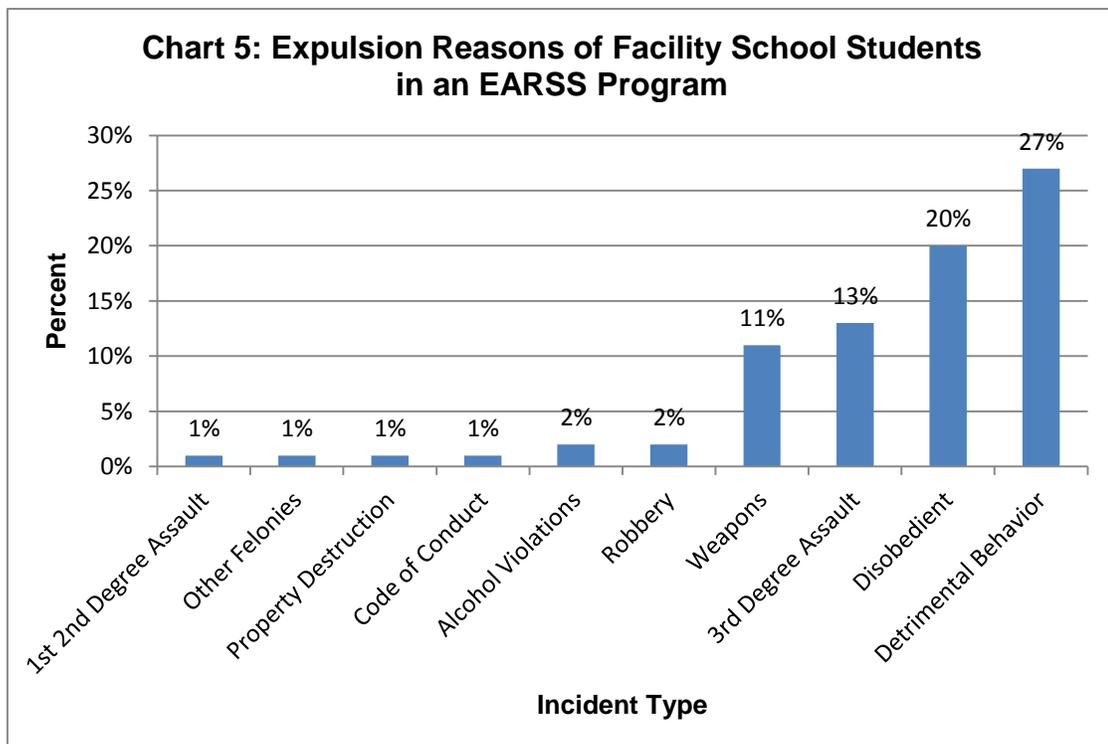


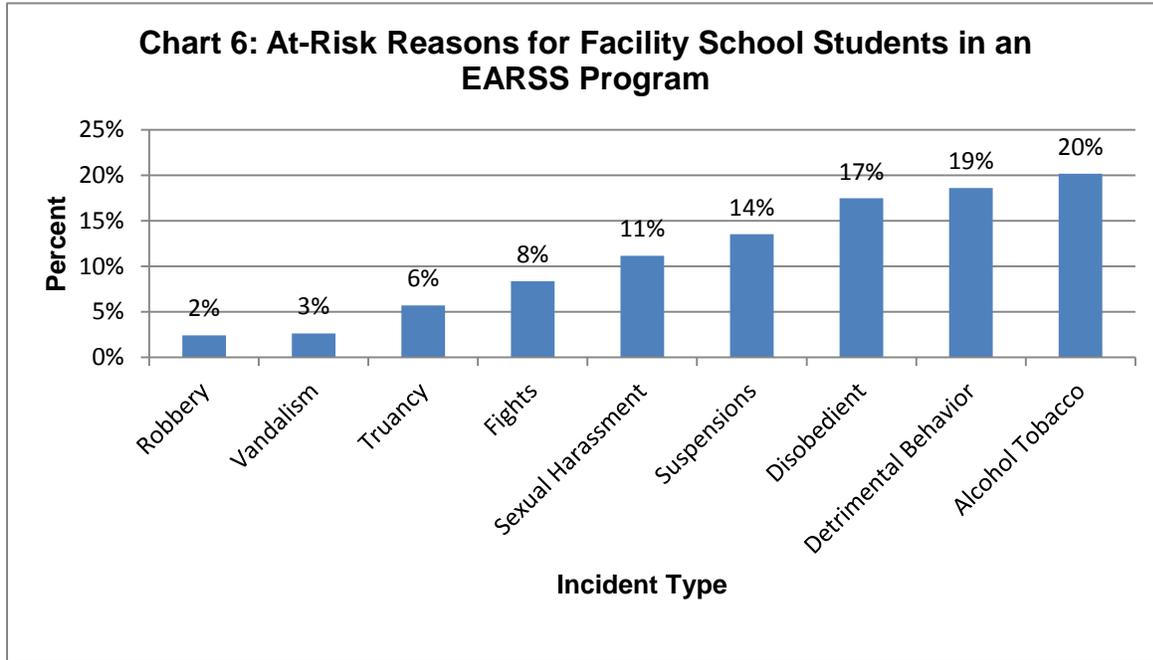
Table 4: EARSS Facility School Students by Grade Level

Grade Level	K-3	4 to 6	7 to 8	9 to 12
Total	61	167	370	1185
Percent of EARSS served Facility School Students	3.4%	9.4%	20.8%	39.8%

Eighty-two EARSS students served by Facility Schools were identified as expelled. The most common reasons for expulsion were detrimental behavior and disobedience. See *Chart 5* for additional details.



Of the 1,701 facility students classified as at-risk, most were at-risk because of alcohol and tobacco, detrimental behavior, and disobedience. 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

- 87 percent of at-risk students experienced positive outcomes, which represents school completion and continuation of education within the same school district.
- 76 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.
- 61 percent of parents/guardians of expelled students and 98 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.
- 69 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 3.9 percent, which is only slightly higher than students in 2010-11 and slightly higher than the last reported state

rate for dropouts, which was 3.0 percent. The state dropout rate for 2011-12 will not be available until January, 2013.

- The dropout rate of expelled 7-12 grade students in an EARSS program was 12.6 percent, which is much lower than the last reported state dropout rate for alternative schools which was 22.1 percent. The state dropout rate for 2011-12 will not be available until January, 2013.

These outcomes are based on reporting by grantees on the status of students at the end of the funding cycle, which was June 30, 2012. The status options are aligned with CDE's end-of-year data collection from districts and public schools. For more information on grant reporting, see *Appendix E: Excerpt of Questions on the Year-end Report* and *Appendix F: Evaluation Methodology*.

High School Students' Progress on Earning Credits

A total of 6,191 high school students (grades 9-12) received services from EARSS-funded programs. Over half of those students (56%) 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:

- 30 percent of these students earned one half or more of the credits they need to get on-track to graduate.
- In addition: Upon entering the 9th grade, 38 percent 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. This indicates that these students were keeping up with the number of credits needed to graduate with their class.

The following success story highlights the successes of the students in general and gives an example of the reasons for being at-risk and the tools used to help the student get back on track.

SUCCESS STORY

A student was expelled from an urban high school at the beginning of the school year for possession of marijuana among other things. Prior to his expulsion, this student had demonstrated many at-risk behaviors including tobacco use, defiance, excessive absences and tardies and had served multiple suspensions and detentions.

While serving his expulsion, the student was given additional support to complete his graduation requirements...he worked closely with the program teachers in order to pass the classes he needed to graduate. He said, "I liked being able to work at my own pace and the teachers were really helpful."

In addition to special attention from the teachers, the educational specialist was able to attend court with the student and his family in order to provide support and advocate for the student. The student shared, "It helped to have someone at court with me to show that I really was improving in school and making good choices in my personal life." This student was also able to participate in the Freedom Service Dogs Pawsitive Connection Program in which the student completed his court-mandated class and community service hours while helping to train service dogs for people with permanent disabilities.

With a personalized range of supports, the student completed all of his graduation requirements and earned his high school diploma. He has obtained full-time employment for the summer and has a year left of unsupervised probation. "I wasn't sure if I was going to make it for a while, but the staff really helped me to graduate on time and earn my diploma instead of my GED".

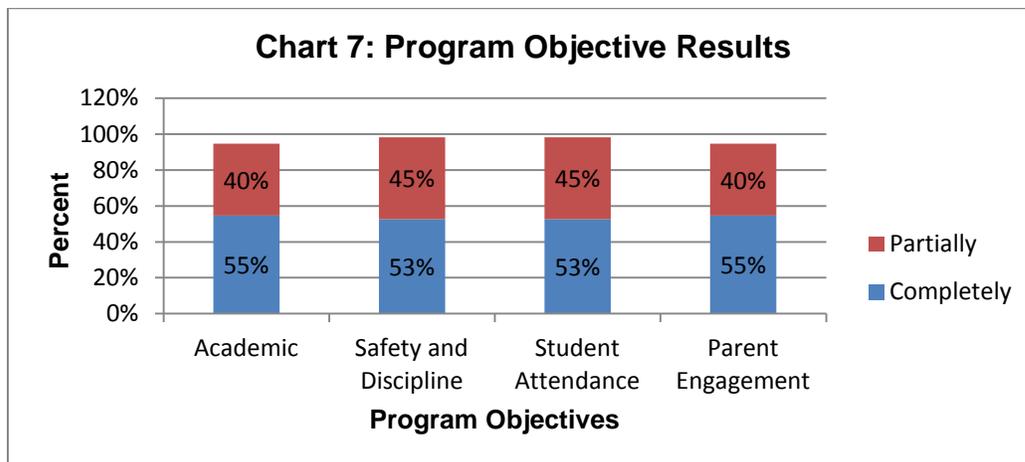
Program Results

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:

- 55 percent were completely on track with academic objectives
- 53 percent indicated they were completely on track with safety and discipline objectives
- 53 percent were completely on track with student attendance objectives
- 55 percent were completely on track with parent engagement objectives

When the percentages of completely on track and partially on track are combined, programs appear to be on target for meeting their goals. *See Chart 7 for additional details.*



Grantees use indicators to determine their progress in meeting their objectives. For example of indicators see *Appendix E: 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** - Refers to programs/activities that allow a student to continue earning course credits and to advance toward graduation and/or facilitates accrual of credits, especially in core courses (math, science, reading and social studies). May include self-paced digital content or online programs.
- **Online learning** – In this context refers to 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.
- **Building study skills** - May include, but not limited to time management, organizational skills, test preparation and use of online programming that focuses on mastery based learning and progress monitoring.
- **Attendance contracts** – Establishes written agreements with students, families and schools to address attendance issues. Often includes strategies to address barriers to attendance and action plans to improve attendance.

Chart 8 depicts 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** - Refers to programming on the development of emotional, intellectual and moral qualities of a person or group as well as the demonstration of these qualities in prosocial behavior. May include leadership development, conflict resolution and programs to increase self-awareness, citizenship and empathy.
- **Wraparound services** - An approach that is 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. Involves provision of services and interventions to both students and parents and activities that facilitate family access to needed community services.
- **Mental health services/counseling** - Refers to social-emotional counseling/therapy that may be school-based or community-based and is provided by qualified school staff or other mental health professionals.

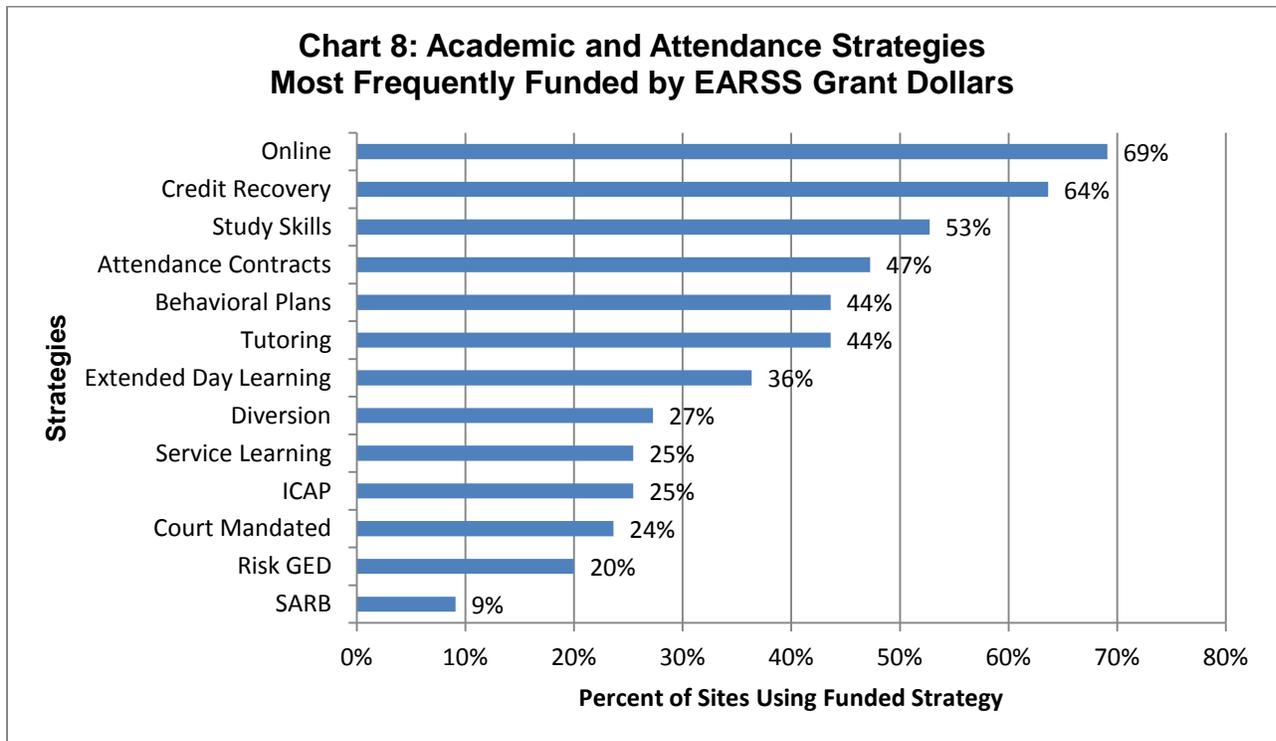
See Chart 9 for a breakout of most funded social emotional and behavioral support strategies.

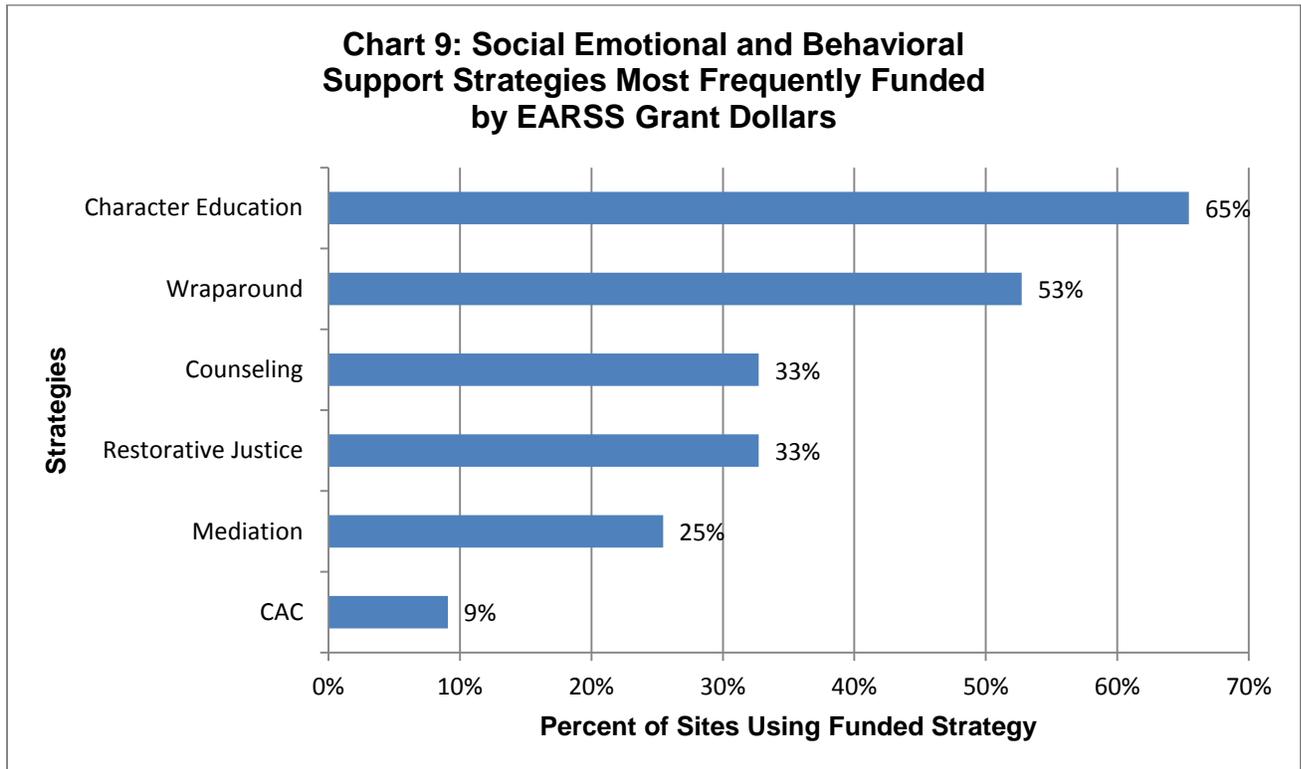
The following situation brings to bear how case management funded by an EARSS grant provides for ongoing planning and progress monitoring so students receive continual support to overcome challenges and set-backs during difficult periods of adolescence.

A student was referred to wraparound services as an expelled junior from a high school in the San Luis valley. He was expelled for being defiant and violent at times and for drug use. He had been placed at a residential treatment center in Fall 2010, which he was expelled from five months later. He was referred to the Wraparound program because of educational and family issues.

As part of Wraparound, he was placed in substance abuse counseling, mental health counseling, enrolled in an on-line education program, and had a part time summer job. Through one-on-one tutoring and bi-monthly family meetings, this student was able to make up 5.5 credits. He needed to make up 6 credits to achieve senior status at his former high school.

This student was re-admitted back to the high school in Fall of 2011. However, within two months he had two strikes against him and was in the process of being put on a behavioral contract on a path to expulsion. A needs analysis was done with the student and his father and they agreed that an alternative educational placement at a local community college was worth a visit. The student enrolled in this program and obtained his GED in May. In addition, this student completed substance abuse counseling and the family was able to address their issues that involved child welfare services.

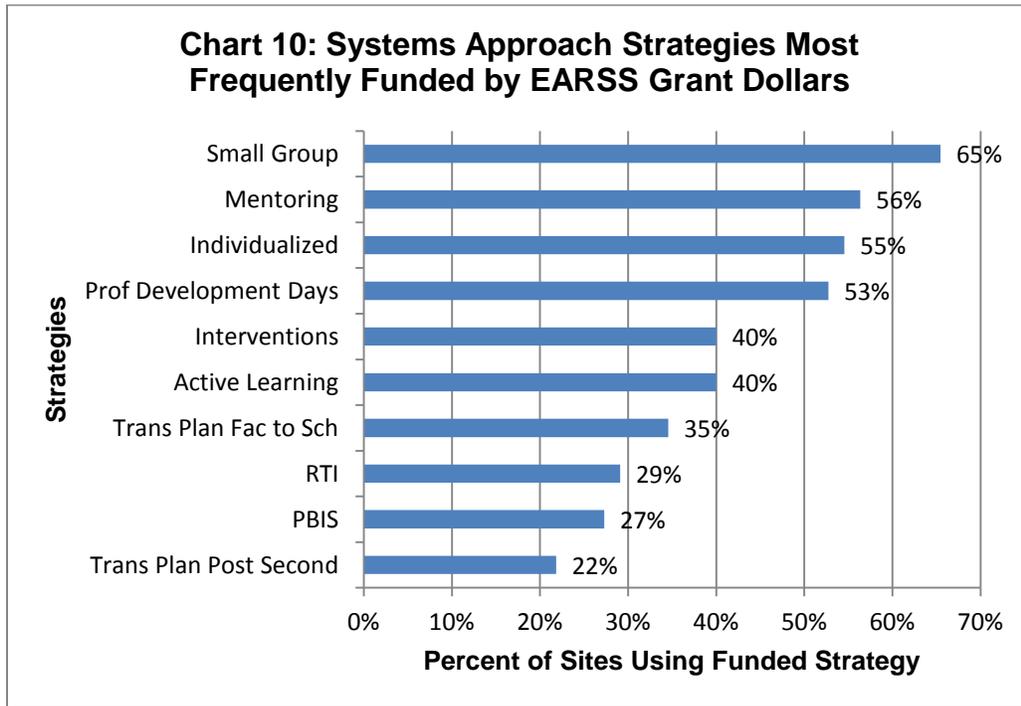




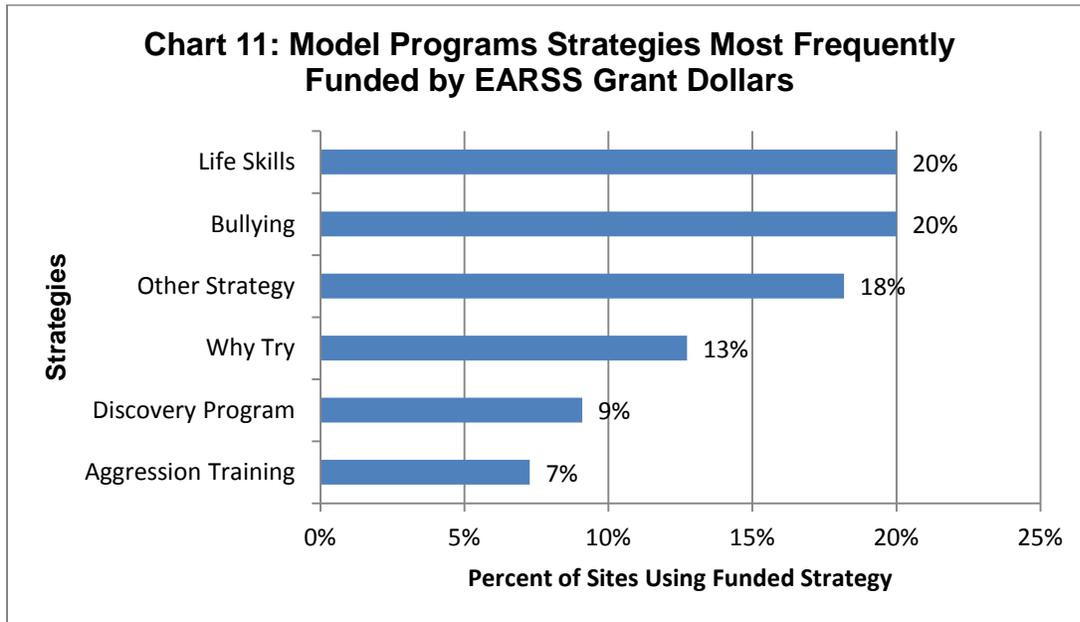
EARSS grantees also provided a series of systems approach strategies to serve participating students. Among the most used approaches offered through EARSS grant funding include

- **Individualized Instruction** - Described as instruction that is tailored and attentive to a student’s learning style and educational needs and may be integrated with individual learning plans.
- **Small group instruction** - Refers to teacher-led instruction of groups of 10 or fewer students.
- **Positive staff-student mentoring and relationships:** Refers to 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...

Chart 10 presents a breakout of most funded systems approach strategies.



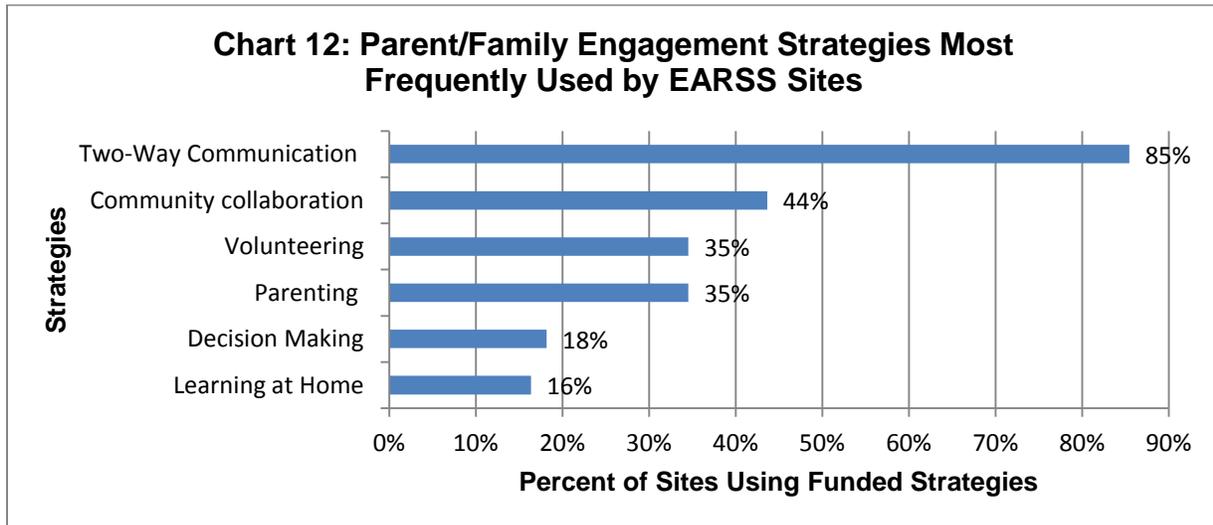
A number of model programs were also used by EARSS grantees to serve participating students. These strategies were used in smaller proportions to serve students with life skills training and bullying prevention offered by 20 percent of the EARSS grantees. (For descriptions and examples, visit websites <http://www.lifeskillstraining.com> and <http://www.bullyingprevention.org/index.cfm/ID/10>) *Additional breakout by the models used are provided in Chart 11.*



Effective Strategies

Overall the most effective strategies cited by the EARSS grantees involved online learning, credit recovery, character education, small group instruction and mentoring.

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 85% 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. *Chart 12 presents a breakout of most funded parent engagement strategies.*



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 \$9.3 million in PPR was retained by EARSS programs for re-investment in the 2012-13 school year (range between \$0.00 and \$2.1 million). Grantees anticipated re-investing 59 percent of these dollars back into their programs. The estimate of recaptured PPR is based on the number of public school students that will be 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.

Addressing Truancy

The EARSS grant is the only state grant that includes a focus on reducing truancy. To advance this work, in 2011-12, 6-month planning grants, titled Truancy Reduction Planning Grants (TRPG), were awarded to eligible districts. These one-time grants were open to districts and BOCES that had a record of truancy court referrals between 2008 and 2010, and that were not currently funded for an EARSS grant with a truancy reduction component. The grant amount was for a maximum of \$35,000. The grant period ran from January 1 to June 30, 2012. The department hired a temporary part time employee, Jodi Heilbrunn, to provide technical assistance and support to the TRPG grantees. This section provides a summary of grants and the results.

Truancy Reduction Planning Grant (TRPG)

In the fall of 2011, the EARSS grant program issued a Request for Proposals (RFP) “to support district planning efforts to employ practices and research-based strategies to minimize the need for court action and the risk of detention orders against a child or parent.” The RFP stated that, “Planning should include collaboration with community service providers, the judicial system staff, students, and family members.”

Sixty-five districts qualified for the grant, but only 15 applied. All 15 were funded.

Districts that Received Truancy Planning Grants		
1. Adams 12 Five Star Schools	6. Denver Public Schools	11. Pueblo City Schools District 60
2. Adams 27J School District	7. Englewood School District	12. RE-1 Valley School District
3. Adams County School District 14	8. Mesa County Valley School District 51	13. Sheridan 2 School District
4. Adams County School District 50	9. Montrose County School District	14. Thompson School District
5. Colorado Springs School District 11	10. Poudre School District	15. Weld County School District 6

Several districts applied for and received the full \$35,000. A list of the TRPG grantees and their objectives can be found in *Appendix D*.

Summary of Planning Grant Results

A requirement of the truancy planning grant was that districts submit final reports detailing their planning results. The brief reporting requirements included:

- Summary of planning process or efforts supported by the grant
- Measurable objectives and timeline to accomplish them; and
- Action plan for implementing selected programs or strategies.

Objectives

The most commonly cited objective of the TRPG grantees was to improve procedures for coding and recording absences and notifying parents of absences. Several districts found that their schools had quite different standards and practices, and focused considerable effort on ways to get their schools “on the same page.” Other commonly cited objectives revolved around increasing parent engagement, providing supports to families in the form of attendance advocates or mentors, or connecting them to resources in the community.

Participants

In most cases, TRPG grantees included multiple school district and building administrators and other staff, representatives from the juvenile justice system, and representatives from community agencies in their planning process. Some districts, such as Pueblo 60 and Logan County RE-1, for example, appear to have large and actively involved teams. Other districts, such as the three Adams County districts that worked together, and Colorado Springs and Sheridan worked with a consultant who developed a set of recommendations based on interviews, surveys, focus groups and quantitative data analysis.

Planning Process

As part the truancy planning grant, CDE provided several training session to grantees. They include topics on policy, practices and strategies to improve attendance and decrease truancy. Most grants described their processes in their report. The following activities, list in the table below by frequency mentioned.

Planning Activities	
<ul style="list-style-type: none"> • Focus groups and/or interviews (10) • State of the district assessment , which included needs assessments, SWOT (Strengths, Weaknesses, Opportunities, and Threats), analyses, etc. (10) • Strategic planning sessions (10) • Attendance and/or court data analysis (6) 	<ul style="list-style-type: none"> • Best practice research (5) • Evaluation or evaluation planning (5)Committee formation (5) • Surveys (5) • Program planning (4) • Scale-up planning (3) • Staff training (3)

Strategies

TRPG grantees have planned, or at least recommended, a wide range of strategies for reducing truancy, most of which align well with best practice research. The number of grantees that have planned each particular strategy appear in parentheses following that strategy. The most commonly cited strategy involves revising attendance policies and/or the way attendance is tracked. In many cases, these procedural changes are efforts to standardize practices across schools that, even within the same district, are doing things very differently.

Strategies	
<ul style="list-style-type: none"> • Revise Policies and Procedures Regarding Unexcused Absences (12) • Personal Parent Contact, e.g. meetings, phone calls, parenting classes (7) • Other Community Service Referral/Provision (6) • Teacher/Staff training/Professional Development (6) • Mentor/Advocate (5) • Attendance Workshops (5) • Mental Health Assessment/Provision (5) • Tickets/Fines/Court (5) • Public Awareness Campaign (4) 	<ul style="list-style-type: none"> • Attendance Contracts (3) • Early Warning System (3) • Tutoring/Credit Recovery Plans (3) • Afterschool Activities (2) • Attendance Competition/Reward Program (2) • Attention to School Climate (2) • Develop Resource Guide for School Staff (2) • Home Visits (2) • New School/New Curriculum (2) • Advisory or Home Room Period (1) • Fidelity Assessment of Existing Program (1)

Conclusion

This report documents the effectiveness of the EARSS grant program. In 2011-12, 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. Grantees indicated being slightly more than 90% on track, either completely or partially, with their program results. This suggests that grantees may need to make adjustments to the program during the 2012-13 school year.

Additionally, this year grantees could choose to report demographic data through the online system or submit SASIDs. While there were some missing data for the “at-risk” students, the data was statistically representative. Quality assurance and integrity of the data submitted by grantees could be improved through further training and data collection methods (i.e., Annual Networking Meeting or individual technical assistance).

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: LEGISLATION - 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.

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

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.

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

(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.

(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.

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

(b) The state board shall determine which of the applicants shall receive grants and the amount of each grant.

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*

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

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

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.

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*

APPENDIX B: LIST OF EARSS GRANTEES BY COUNTY, YEAR, PROGRAM AND AWARD AMOUNT

County	Year of Grant	Name of Grantee	Program Name	2011-12 Award Amount
Adams	1	Adams 12 Five Star Schools	Adams County Expulsion Reduction	\$478,130
Adams	3	Adams County School District 50	Hidden Lake High School Online Services	\$163,008
Adams	4	Mapleton Public Schools	Network for Expelled and Truant Students	\$26,545
Alamosa	3	Sangre de Cristo School District	Mi Animo	\$158,431
Alamosa	3	Youth Track Inc.	Intensive Intervention Program	\$43,406
Alamosa	4	Alamosa School District 11	From Restoration to Graduation	\$29,500
Arapahoe	1	Englewood Schools	Student Support Center	\$312,000
Arapahoe	4	Aurora Public Schools	Early Intervention Program	\$129,531
Arapahoe	4	Cherry Creek School District	Points of Intervention	\$58,192
Boulder	3	Boulder Valley School District	Boulder Preparatory HS (Charter) Student Retention Program	\$72,110
Boulder	3	Boulder Valley School District	Boulder Attendance Advocates	\$181,967
Boulder	4	Boulder Valley School District	Boulder Justice High School Charter	\$90,967
Boulder	4	St. Vrain Valley School District	Community/Transition Advocate Program	\$136,777
Centennial BOCES	4	Centennial BOCES	Expulsion and Truancy Reduction Initiatives	\$75,421
Chaffee	2	Salida School District	Salida Alternative School	\$57,414
Conejos	1	North Conejos REIJ	Family Voices, North & South Conejos County Schools	\$123,000
Delta	1	Delta County Joint School District 50	Delta Opportunity School	\$85,376
Delta	3	Delta County School District	Surface Creek Vision LAUNCH Community Program - Alternative School	\$69,500

County	Year of Grant	Name of Grantee	Program Name	2011-12 Award Amount
Denver	1	ACE Community Challenge School	Reanudid y Reducir Riesgos	\$311,424
Denver	1	Denver Public Schools	Transitions Liaison Program	\$175,339
Denver	1	Savio House	Savio House	\$174,325
Denver	1	Third Way Center	Joan Farley Academy	\$220,000
Denver	1	Life Skills of Denver (Closed 2011-12)	Life Skills Center of Denver	\$167,295
Denver	2	Denver Children's Home	Student Success Center (SSC) of Bansbach Academy	\$165,000
Denver	2	Synergy Residential and Day Treatment School	Synergy Residential and Day Treatment	\$102,000
Denver	2	Tennyson Center for Children	Tennyson Center for Children	\$62,000
Denver	4	Charter School Institute	Youth and Family Academy - Proyecto Esperanza (Project Hope)	\$41,528
Denver	3	Denver Public Schools	Denver Justice High School	\$180,339
Denver	3	Family Crisis Center School	Family Crisis Center School	\$159,875
Douglas	3	Douglas County School District	DCSD Bilateral Expulsion/Truancy Project	\$258,690
El Paso	3	Griffith Centers for Children, Inc.	Expelled and At-Risk Student Services	\$180,122
El Paso	4	Colorado School for the Deaf and Blind	PEAK OJT	\$21,503
El Paso	3	Fountain-Fort Carson School District 8	Second Chance	\$91,458
Fremont	3	Canon City School District	Choice Points Service Learning Academy (Expansion Program)	\$22,235
Grand	2	East Grand 2 School District	Support and Intervention Program (SIP)	\$93,344
Jefferson	1	Shiloh Home	Shiloh Home has 4 Schools, in Littleton, Commerce City, Thornton & Longmont	\$225,055
Jefferson	2	Jefferson Hills	Jefferson Hills	\$90,859
Jefferson County	4	Jefferson County School District	Jeffco Secondary EARSS Program	\$78,412

County	Year of Grant	Name of Grantee	Program Name	2011-12 Award Amount
La Plata	3	Ignacio School District	Ignacio Academy	\$29,180
Lake	3	Lake County School District	Extended Learning	\$54,568
Larimer	1	Turning Point Waverly School	The Waverly School	\$240,062
Larmier	1	Reflections for Youth, Inc.	Reflections for Youth Facility School	\$149,115
Las Animas	4	Trinidad School District	Project Respect	\$59,086
Logan	4	Re-1 Valley School District	Valley Secondary Intervention Program	\$51,398
Mesa	3	Mesa County 51 School District	Prevention Services	\$129,960
Montezuma	3	Montezuma-Cortez Re-1	Southwest Open School - Increasing Opportunities for Individual Success	\$94,700
Montrose	4	Montrose County School District RE-1J	Expulsion Intervention Prevention	\$105,381
Park	3	Park County School District 2	Extended Studies Program Alternative School	\$99,200
Phillips	4	Holyoke Re-1J School District	Holyoke Alternative School	\$54,604
Pueblo	2	El Pueblo Boys and Girls Ranch	El Pueblo School	\$102,000
Pueblo	3	South Central BOCES	SC BOCES High School Proficiency Program	\$242,250
San Juan	2	San Juan BOCES	Southwest Student Support Initiative	\$152,000
Summit	4	Summit Re-1 School District	Expelled and At Risk Student Services	\$22,161
Weld	2	Weld RE-3J (Keenesburg RE-3J)	Alternative Education Center	\$52,284
Weld	3	Weld Re-8 School District	Fort Lupton Expulsion Reduction (FLEXR)	\$50,994

APPENDIX C: EARSS PROGRAM SUMMARIES BY TYPE

Boards of Cooperative Education & CSDB:

BOCES: Centennial

Program Name: Expulsion and Truancy Reduction Initiatives

Program Description: Centennial BOCES' program will be utilized/offered at each member district. Interventions described in this application will target 125 students and will be administered within the RTI model to reduce suspensions and expulsions and improve attendance, credit accumulation, graduation rate and parental involvement. Programming includes credit recovery opportunities, parent outreach, truancy monitoring, utilization of Discovery and mentoring, and Saturday School/ISS as alternatives to suspension.

Colorado School for the Deaf and Blind (CSDB)

Program Name: Peak OJT

Program Description: The proposed program will provide structure and support to 31 Deaf/Hard of Hearing and Blind/Visually Impaired high school students who are at-risk for suspension, truancy, and/or expulsion to gain a greater vocational awareness. The program integrates community partnerships, life skills, parent involvement, and academic support with on-the-job training experience.

BOCES: San Juan

Program Name: Southwest Student Support Initiative

Program Description: This grant program will implement for 9th graders the CHECK AND CONNECT program, 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 will also support and contract with three online learning centers to provide educational support to any expelled student in the program.

BOCES: South Central

Program Name: SC BOCES High School Proficiency Program

Program Description: 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.

Charter Schools

Charter: ACE Community Challenge School

County: Denver

Program Name: ACE Community Challenge School

Program Description: ACE Community Challenge School (ACE/CCS) will provide culturally and linguistically specific student re-engagement and transition services, including educational and vocational instruction, tutoring, family advocacy, and counseling services. Annually, the program will assist up to 90 Denver area high-risk students in grades 8-10 to decrease suspensions/expulsions and increase student success.

Charter: Boulder Preparatory High School**County: Boulder****Program Name: Student Retention Program**

Program Description: Boulder Prep will re-engage 150 high school students who have been expelled or are at-risk of suspension/expulsion by providing case management, an after school homework lab, a sobriety support program and parent partnership activities. These programs will increase credit completion and parent participation while reducing substance use and dropout rates.

Charter: Boulder Justice High School**County: Boulder****Program Name: Justice High School**

Program Description: 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. One family advocate will focus on the students entering JHS via truancy mediation. Truancy specialists 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.

Charter: Denver Justice High School**County: Denver****Program Name: Justice High School**

Program Description: 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.

Charter: Life Skills of Denver**County: Denver****Program Name: Life Skills of Denver**

Program Description: Life Skills will provide comprehensive services including attendance support, parenting classes, social-emotional skill building and transportation to encourage students to graduate, move on to higher education or vocational training and break the generational cycle of poverty. Service will be provided at Life Skills, serving 480 students, metro-wide, age 17-21, over 4 years.

Charter: Southwest Open School**County: Montezuma****Program Name: Increasing Opportunities for Individual Success (IOFIS)**

Program Description: The increasing Opportunities for Individual Success (IOFIS) program will provide support for 120 expelled and at-risk high school students at Southwest Open School to ensure that they reach graduation by offering basic skills remediation classes, credit recovery opportunities, and substance abuse education while fostering increased support from their parents.

Charter: Vista Charter School**County: Montrose****Program Name: Expulsion Intervention Prevention Program**

Program Description: Montrose School District will employ mental health professionals and student advocates to increase services in the district's Expulsion Intervention Prevention program and in six elementary and three middle schools. Services will include programmatic and child/family-based consultation and intervention services that address problem behaviors, which are underlying causes of expulsion.

Charter: Youth and Family Academy

County: Pueblo (Charter School Inst.)

Program Name: Projecto Esperanza

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

Districts AND SCHOOLS

District: Adams 12 Five Star Schools

County: Adams

Program Name: Adams 12 Five Star Schools

Program Description: This plan supports 250 expelled/potentially expelled students, grades 8-12, via mentors who facilitate creation of student profiles and plans based on assessed needs and support students/families/schools through plan coordination. It includes parent classes, social-emotional skill training and Alternative to Expulsions (ATE) services. Alternative to Suspension (ATS) classes will be provided for Adams 12 and neighboring districts.

District: Adams County School District 50

County: Adams

Program Name: Hidden Lake High School Online Services

Program Description: 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.

District: Alamosa School District 11

County: Alamosa

Program Name: From Restoration to Graduation

Program Description: 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.

District: Aurora Public Schools

County: Arapahoe

Program Name: Early Intervention Program

Program Description: 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.

District: Boulder Valley School District

County: Boulder

Program Name: Boulder Attendance Advocates

Program Description: 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.

District: Canon City**County: Fremont****Program Name: Choice Points Service Learning Academy (Expansion Program)**

Program Description: This grant application seeks money to expand an existing program in Canon City for expelled and at-risk students to address the unique needs of 10 students with disabilities, grades 6-12, and provide mentoring for 10 truant students, grades K-12. Specialized instruction, intervention and support will reduce expulsion in these sub-groups.

District: Cherry Creek School District**County: Arapahoe****Program Name: Points of Intervention**

Program Description: We have found that the most powerful intervention actually starts with "universal prevention" (Tier 1). While continuing our intervention efforts, we would like to extend our focus to include more prevention. The 2 pilot schools in our current EARSS grant successfully executed school-wide truancy prevention initiatives. As a result, we would like to implement these prevention efforts at 4 new schools (2 middle and 2 high schools).

District: Delta County Joint School District 50**County: Delta****Program Name: Opportunity School**

Program Description: Delta Opportunity School is an Alternative Education Campus located in Delta servicing 130 "at-risk" for not graduating students due to expulsion, repeated suspensions, and truancy. Grades served: 7-12. Objectives: graduation, post-secondary transition. Strategies: licensed professional counselor, academic instruction, small staff student ratio of 1 to 15, service learning, career exploration.

District: Delta County School District**County: Delta****Program Name: Surface Creek Vision LAUNCH Community Program - Alternative School**

Program Description: 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.

District: Denver Public Schools**County: Denver****Program Name: DPS Transitions Program**

Program Description: Denver Public Schools will implement the Transition Liaison Program (TLP). TLP staff will work with expelled/at-risk of being expelled secondary school students district-wide. Three Transition Liaison positions will work with schools and partner agencies to return students from treatment/incarceration to the school setting that best fits students' needs.

District: Douglas County School District**County: Douglas****Program Name: DCSD Bilateral Expulsion/Truancy Project**

Program Description: DCSD will take a bilateral approach to reducing truancy and expulsion rates. By July 2012, 1,136 habitually truant K-12 and 400 at-risk and expelled students will improve academically and social emotionally district-wide. This will be obtained through incorporation of truancy prevention processes, alternative education, expelled services expansion, PBIS and WrapAround programming.

District: East Grand 2 School District**County: Grand****Program Name: Support and Intervention Program (SIP)**

Program Description: The Support and Intervention Program (SIP) will provide "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 will build a positive support team that helps address students' academic, behavioral, and social needs in school and at home.

District: Englewood Schools

County: Arapahoe

Program Name: Englewood Schools

Program Description: Englewood Schools will implement an intensive intervention program to address the behavioral, academic, social and emotional needs of at-risk youth in grades 6-12. Through research-based educational, behavioral, and wrap-around case management service, Englewood will afford expelled and significantly at-risk students the opportunity to re-engage in their education.

District: Fountain-Fort Carson School District 8

County: El Paso

Program Name: Second Chance

Program Description: The Second Chance program will provide a rigorous, aligned and seamless curriculum and whole-child support for the most at-risk middle/high school students in the Fountain and Hanover school districts. This program is an alternative to alternative education that ensures every student has the opportunity to graduate to pursue postsecondary education or workforce options.

District: Holyoke Re-1J School District

County: Phillips

Program Name: Holyoke Alternative School

Program Description: Expelled or suspended students at rural northeast Holyoke High School have limited educational opportunities except regular school. The START Program that will provide intervention services for previously unsuccessful students and reduce expulsion, suspension, and increase retention rates by 50% by 2012.

District: Ignacio School District

County: La Plata

Program Name: Ignacio Academy

Program Description: The Ignacio Academy will integrate and align services grades 9-12 for students in need of an Alternative Educational placement as a result of habitual discipline issues that may or do result in long term suspension or expulsion. Stakeholders will work together to develop individual learning and vocational plan options, utilizing online classes, vocational instruction, and counseling services.

District: Jefferson County School District

County: Jefferson

Program Name: Jeffco Secondary EARSS Program

Program Description: 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.

District: Lake County School District

County: Lake

Program Name: Extended Learning

Program Description: 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.

District: Mapleton Public Schools

County: Adams

Program Name: NETS (Network for Expelled and Truant Students)

Program Description: 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.

District: Mesa County Valley School District **County:** Mesa
Program Name: Prevention Services
Program Description: 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.

District: North Conejos RE1J **County:** Conejos
Program Name: Family Voices, North and South Conejos County Schools
Program Description: North and South Conejos School Districts will utilize the evidence-supported Hi-fidelity Wraparound model along with Boys Council and Girls Circles to serve approximately 122 youth each year to help decrease the suspensions, expulsions and disciplinary referrals while increasing school attendance, grades and parental participation.

District: Park County School District 2 **County:** Park
Program Name: Extended Studies Program Alternative School
Program Description: The Extended Studies Program, in collaboration with local agencies, will provide academic and mental health services intervention to up to 30 per year at-risk and expelled students, grades 6-12, in Fairplay for surrounding school districts, in order to improve student academic achievement, student attitudes and behavior, and student/family relationships.

District: Salida School District **County:** Chaffee
Program Name: Salida Alternative School
Program Description: 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.

District: Sangre de Cristo School District **County:** Alamosa
Program Name: Mi Animo
Program Description: Centennial School District will use evidence-based and In-School Suspension to serve 70-80 at-risk youth K-12. Programs will lower expulsion rates, improve grades/attendance, and lessen discipline problems. Strategies include: Intensive Case Management, mentoring, after school/summer programming, incentives, juvenile justice/community policing, and academic/family support.

District: St. Vrain Valley School District **County:** Boulder
Program Name: Community/Transition Advocate Program
Program Description: 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 established for target schools only.

District: Summit Re-1 School District **County:** Summit
Program Name: Expelled and At Risk Student Services
Program Description: The Summit Student Advocacy Program will provide intensive case management, parent education, and tutoring to approximately 20 families with at-risk students at Summit Middle School and/or Summit High School. The program goal is to increase academic and social competency in these students and thereby reduce expulsion, suspension and truancy through the implementation of the ALAS program model.

District: Trinidad School District

County: Las Animas

Program Name: Project Respect

Program Description: The Las Animas/Huerfano County Truancy Reduction Program (Project Respect) will reduce the number of high school and middle school youth at-risk of school suspension and expulsion. Three community advocates will provide services in four rural area high schools to approximately 150 students each year, to reduce school absences, expulsions, and suspensions, and improve school academics and parent involvement.

District: Valley Re-1 School District

County: Logan

Program Name: Valley Secondary Intervention Program

Program Description: The program will provide alternative educational placement, programming, home visits and parental support for students in grades K-12 and their parents. The goal is to assist students with challenges in reintegrating into the regular classroom, improving attendance and academic achievement, decreasing discipline referrals/actions and earning a diploma.

District: Weld RE-3J (Keenesburg RE-3J)

County: Weld

Program Name: Alternative Education Center

Program Description: The Alternative Education Center (AEC) seeks funds to provide Weld County RE-3J expelled and at-risk students opportunities for success. The AEC will provide intense counseling, engagement through technology, and Latino Education Achievement to Graduation (LEAG) support for students expelled and at-risk of expulsion.

District: Weld Re-8 School District

County: Weld

Program Name: Fort Lupton Expulsion Reduction (FLEXR)

Program Description: The Fort Lupton Expulsion Reduction (FLEXR) program will minimize expulsions by focusing on 30 habitually truant students K-12 and 50 high-school students at risk of expulsion due to academic and behavioral issues. Services will also be provided to expelled students so they can return to school academically ready to learn.

Facility SCHOOLS

Facility: Denver Children's Home

County: Denver

Program Name: Student Success Center (SSC) of Bansbach Academy

Program Description: 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.

Facility: El Pueblo Boys and Girls Ranch

County: Pueblo

Program Name: El Pueblo School

Program Description: 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.

Facility: Family Crisis Center School

County: Denver

Program Name: Family Crisis Center School

Program Description: 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 six-months of wrap around support services from CASASTART case managers, to be based out of the Family Crisis Center School.

Facility: Griffith Centers for Children, Inc.

County: El Paso

Program Name: Expelled and At-Risk Student Services

Program Description: 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.

Facility: Jefferson Hills

County: Jefferson

Program Name: Jefferson Hills

Program Description: 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.

Facility: Reflections for Youth, Inc.

County: Larimer

Program Name: Reflections for Youth, Inc.

Program Description: This program will serve at least 70 youth ages 11-18 in an alternative school setting. Students enrolled in this day treatment school program will benefit from research-based academic and clinical services, behavior modification support, Discovery, Title One services, access to technology, enhanced parental engagement strategies, individualized interventions and transition planning.

Facility: Savio House

County: Denver

Program Name: Savio House

Program Description: Savio currently provides residential and day treatment programs for 115 students, grades 6-12. Savio is requesting funds for 20-30 Skills Trainers, a Math Teacher, and an Educational Counselor. These positions will improve student success by improving community skills, meeting individualized needs through pull-out services, tutoring, and smaller class sizes

Facility: Shiloh Home

County: Arapahoe

Program Name: Shiloh Home

Program Description: Shiloh Home Inc. will utilize a PBIS model, small structured educational environment, social skills programming, on-line credit recovery, a literacy specialist, highly trained teachers, licensed therapists, a positive family engagement team, to serve approximately 100 students grade 3-12 in day treatment and residential setting across our four school campuses.

Facility: Synergy Residential and Day Treatment School

County: Denver

Program Name: Synergy Residential and Day Treatment Schools

Program Description: Synergy School programs will provide access to online courses annually to approximately one hundred seventy 9-12th 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.

Facility: Tennyson Center for Children

County: Denver

Program Name: Tennyson Center for Children

Program Description: This EARSS grant will implement: (1) Positive Behavior Interventions 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.

Facility: Third Way Center

County: Denver

Program Name: Third Way Center

Program Description: Successful Futures Project (SFP) will enhance the school performance, engagement, graduation rates, family/community involvement and vocational opportunities for 152 high school students at Third Way Center. These youth are considered the most "at-risk" in the state, with numerous suspensions, expulsions and up to 58 previous human service placements.

Facility: Turning Point Waverly School

County: Larimer

Program Name: Turning Point Waverly School

Program Description: Waverly School's Connections program will provide educational support and transition services to suspended and expelled students. Additionally, the program will provide services for students at-risk of future suspension/expulsion and truancy. The Connections program will serve students from 18 school districts throughout Colorado.

Facility: Youth Track Inc. of San Luis Valley Youth Center

County: Alamosa

Program Name: Intensive Intervention Program

Program Description: Youthtrack will implement an Intensive Intervention Program (IIP) to address academic deficiencies, behavioral issues and parent involvement for students in grades 4th-12th across Colorado, but currently attending this facility school. Strategies include intensive academic tutoring, expanded parent contact, and integration of the Why Try? curriculum throughout each component.

APPENDIX D: TRUANCY PLANNING GRANT AWARDS AND OBJECTIVES

EARSS Truancy Reduction Planning Grants (TRPG)		
Grantee	Grant Amount	Objectives
Adams 12 Five Star Schools	\$32,184	The research questions driving a the needs assessment were: 1) What are the characteristics of the students who are experiencing different levels of truancy risk, the perceived reasons for their truancy, and the nature of the relationships between student characteristics, school policies and procedures, and truancy rates? 2) What are the districts' existing formal and informal truancy-related policies and how are they aligned (and not aligned) across districts and schools? Are these differences associated with different truancy outcomes? 3) Which truancy-related policies and procedures, including those implemented by the districts' community partners, are perceived to be effective by various stakeholders? Where are there perceived barriers or gaps?
Adams 27J School District	\$20,146	
Adams County School District 14	\$22,199	
Adams County School District 50	\$35,000	1) All schools trained in system changes, 2) Pilot schools follow through with truancy guidelines and process, 3) Significant increase in service district-wide focused on grades 1-9, 4) 80% of families with a truant child will be actively engaged in community based services, 5) Increase the number of court filings for truants grades 1-9 and decrease filings for grades 10-12, 6) 15% decline in number of truant students compared to 2012 baseline
Colorado Springs School District 11	\$35,000	Stated objectives are to increase daily attendance rate in the district and to decrease truancy
Denver Public Schools	\$35,000	Meet the needs of "students near the level of a truancy petition filing, but not yet system-engaged or court-involved, particularly those in 8th and 9th grades, through Attendance Mediation Workshops.
Pueblo City Schools District 60	\$35,000	1) Analyze the effectiveness of current PCS practices and programs in general and alternative ed., 2) Research best practices and programs in general and alternative ed., 3) Develop strategic plan of action to present to Board of Ed. for reducing gap between current and desired practices and programs in general and alternative ed. Also stated is the ultimate goal of reducing need for court action.
Weld County School District 6	\$31,900	1) Develop a strengths-based, prevention focus to truancy reduction 2) Increase effective communication with parents, school staff and service providers 3) Increase effectiveness of existing support system 4) Develop consistent system-level protocols and practices among school administrators

Grantee	Grant Amount	Objectives
RE-1 Valley School District	\$28,520	1) Establish standing committee to oversee planned activities 2) Plan and implement strategies to market and promote value of education throughout community 3) Develop clear, consistent process for increasing attendance including prevention and early intervention strategies 4) Integrate data into planning, implementation and evaluation of attendance policies and practices 5) Establish systems to ensure that youth and parents are involved in efforts to improve school attendance policies
Thompson School District	\$27,186	1) To achieve a 90% compliance rate from Elementary and Middle feeder schools in creating a "watch list" of students with a history of truancy prior to start of the 2013 school year. 2) 70% increase in number of Elementary Schools using consistent attendance procedures by end of 2012-2012 (sic) school year.
Englewood School District	\$25,000	Assess state of attendance policies including tracking, and develop next steps in designing a truancy reduction program.
Sheridan 2 School District	\$22,500	Conduct a SWOT Analysis. "SHERIDAN SCHOOLS: Students who attend school because they want to and achieve because they can."
Montrose County School District	\$15,919	1) Implement school engagement process (using Early Intervention Advocate) in all schools; 2) Reduce absences by 50% among targeted students; 3) All schools utilize School Engagement Table in Infinite Campus for tracking absences and family communication; 4) Obtain funding and training for two additional advocates 5) Implement Pull-in and Restorative Justice practices in all schools
Mesa County Valley School District 51	\$11,967	Parent Capacity 1) parents will increase their contact with school by 5%; Academic Achievement 1) Involved students with failing grades will decrease their failing grades by one; Attendance 1) students who are attending <80% will increase attendance by 5%, 2) Number of students referred to truancy officer will drop by 5% each year; Discipline/Safety/Social-Emotional Functioning 1) 10% reductions in expulsions for substance use, 2) 10% reduction in number of 2nd time substance use offenders
Poudre School District	\$7,200	"Planning group members outlined in small groups what they saw as the preferred future for truancy prevention in Poudre School District. The overall combined themes were: early intervention, community collaboration, creative approaches, adequate funding, District support and a consistent district policy, student and family engagement and reengagement strategies, and data collection to measure the success of strategies."

*APPENDIX E: EXCERPT OF 2011-12 YEAR-END REPORT QUESTIONS***FY12 End-of-Year Performance Reporting and FY13 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 2011-12:

Total Grant Funds Available in 2011-12:

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.

2. 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 .Colum 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)
<p>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)</p>	
<p>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)</p>	

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
<p>1. Parenting - Parent education, family support and other courses, workshops or trainings for parents (e.g. family literacy, child development, support groups, school attendance expectations, counseling and coaching to address educational barriers/challenges)</p>	<p>1 2 3 4</p>

<p>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</p>	<p>1 2 3 4</p>
<p>3. Learning at Home – Support for parents/families to assist with homework, individualize planning with parents/families to address educational barriers/challenges</p>	<p>1 2 3 4</p>
<p>4. Volunteering - Career day, organizing events, parent mentoring, tutoring</p>	<p>1 2 3 4</p>
<p>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</p>	<p>1 2 3 4</p>
<p>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...</p>	<p>1 2 3 4</p>

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, 2012. 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 <u>K – 6</u> . Applicable if the reporting district does not have information about the educational environment into which a student transferred		
Expulsion No Services – A student expelled in 2011-12 (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 2011-12 (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 2011-12 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 2011-12. (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 2012-13 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 2012-13. Objectives must represent concrete, realistic and measurable outcomes.

1a. 2012-13 Parent-focused objective

1b. (as applicable): 2012-13 Parent-focused objective

2a. 2012-13 Academic objective

2b. (as applicable): 2012-13 Academic objective

3a. 2012-13 Attendance objective

3b. (as applicable): 2012-13 Attendance objective

4a. 2012-13 Safety/Discipline may address social/emotional objectives

4b. (as applicable): 2012-13 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?

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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.

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- 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 2011-12. (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 2012-13 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 2011-12. Objectives must represent concrete, realistic and measurable outcomes.

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1b. (as applicable): 2012-13 Parent-focused objective

2a. 2012-13 Academic objective

2b. (as applicable): 2012-13 Academic objective

3a. 2012-13 Attendance objective

3b. (as applicable): 2012-13 Attendance objective

4a. 2012-13 Safety/Discipline may address social/emotional objectives

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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 F: 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 2011-2012 school year and that covered the period of July 1, 2011 to June 30, 2012. 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, Gretchen Mann. She applied SPSS Statistics, a software package used for statistical analysis, to calculate data descriptives and frequencies. Descriptive statistics were used to calculate both aggregate and disaggregate data. Ms. Mann 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.