



COLORADO DEPARTMENT *of* EDUCATION

Expelled and At-Risk Student Services (EARSS) Evaluation Report to the Colorado Legislature

**Grantee Award Period:
July 1, 2012 to June 30, 2013**

Submitted to:

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

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

Judith Martinez, Director of Dropout Prevention and Student Engagement
Martinez_j@cde.state.co.us

Janelle Krueger, Expelled and At-Risk Student Services Program Manager
Krueger_j@cde.state.co.us

Juliana Rosa, Expelled and At-Risk Student Services, Research and Evaluation Specialist

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Executive Summary

The Expelled and At-Risk Student Services (EARSS) grant program was enacted by the Colorado state legislature in 1997 to assist in providing educational services to expelled students and at-risk of expulsion students. Funds are annually appropriated to the Colorado Department of Education for the purpose of making grants to school districts, alternative schools within school districts, charter schools, BOCES, non-profit, non-parochial schools, and facility schools. The authorizing legislation (C.R.S. 22-33-205) requires annual reporting on the status of the grant to the house and senate education committees by January 1 of each year.

In 2012-2013, \$7,493,560 was appropriated to the total program. Awards distributed to grantees resulted in the following:

- 54 grantees located in 25 counties served 9,440 students.
- 5,802 parents/guardians of the EARSS students also received services.

Addressing Unique Needs

EARSS grantees explain that the students they serve often have chronic problems and significant challenges that negatively impact their education. For example, some expelled students have experienced traumatic life events such as a loss of a loved one, loss of a home, divorce of parents, or foster care placement. They may suffer from mental illness and/or poor physical health. The EARSS grant program directs resources to address the unique needs and challenges of these students.

Expelled Students

EARSS grantees reported serving 720 expelled students. Students participating in an EARSS program were expelled primarily for marijuana violations (32.6%), detrimental behavior (14.9%) and disobedience (13%).

Students At-risk of Expulsion

There were 8,729 at-risk students participating in an EARSS program, which represented 92 percent of students served. A high percent of students participating in an EARSS program were identified as “at-risk” because of truancy issues (45.9%). Many EARSS students were at-risk due to disobedience (12.1%), marijuana violations (11.1%) and detrimental behavior (10.5%).

Demographics

Expelled Students in non-facility schools - 69.5 percent of the students served were male and most were Hispanic (40.3%) and White (32%); 15.5 percent of the expelled students served had a special education designation, which exceeded the state rate of 9.8 percent; 14.5 were classified as English learners; and 72.5 percent were in 11-12th grade.

Students At-Risk of Expulsion in non-facility schools - 57.8 percent of students served were male and 40.6 percent were female, with data missing for 1.5 percent.

EARSS grants are made to eligible applicants to assist in providing educational services and support to expelled students and those at risk of being expelled.

Research shows that expelled students and those that exhibit behaviors linked to disciplinary action and delinquency are at high-risk of school failure and dropping out of school.

In 2012-13, a total of 54 EARSS grantees served 9,440 students. The majority of these students stayed in school, maintained regular attendance, and made progress toward graduation.

The dropout rate of expelled students served by EARSS program was 4.9 percent. This is a dramatic improvement over the 20.8 percent dropout rate posted by the state’s alternative schools.

Most of the at-risk students served were Hispanic (42.8%) or White (41.8%); 13.7 percent had a special education designation; and 16.5 percent were classified as English learners. The highest percent of at-risk students were in high schools (65.9%).

Facility Schools - Thirteen facility schools served 1,837 students. The majority of students served were male (73.5%) and mostly White (41.6%) and Hispanic (26.9%). More than half (54%) had a special education designation. More than half (57.9%) of EARSS facility school students were placed at the high school level.

Student and Parent Outcomes

- 85.6 percent of at-risk students experienced positive outcomes, which represents school completion and continuation of education within the same school district.
- 82.4 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.
- 72 percent of parents/guardians improved their ability to support their child's learning.
- The dropout rate of at-risk 7-12th grade students in an EARSS program was 3.6 percent, which is lower than last year's rate of 3.9 percent, but higher than the state dropout rate for 2011-12 (2.9%).
- The dropout rate of expelled 7-12th grade students in an EARSS program was 4.7 percent. This is dramatically lower than the last reported state dropout rate for alternative schools, which was 20.8 percent.

Program Results

Program results are based on tracking grantees' progress in four objective areas:

1) Parent engagement, 2) Academic achievement, 3) School attendance and 4) Safety and discipline or social and emotional.

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. Results showed that the majority (85%) of EARSS grantees were completely or partially on track in all four objective areas.

Program Sustainability

To facilitate sustainability, EARSS grants are adjusted through phased reductions in the amount of funding over the course of a four-year grant cycle. As the awards decrease, grantees are expected to maintain the same level of quality services through supplemental resources such as federal, state, and local funding, in-kind contributions, and per pupil revenue (PPR).

As part of their annual reporting, grantees are asked to forecast the amount of PPR that will be retained in the following school year based on the number of students they re-engaged. By re-engaging expelled and at risk of expulsion students to stay in school, the districts will continue to receive PPR for their education.

Grantees reported that an estimated \$7.3 million of PPR would be retained in the 2013- 14 school year. Grantees anticipated directing 59 percent of these dollars back into their EARSS programs to maintain and supplement provision of quality services or sustain services upon completion of their four-year grant cycle.

Background: Expulsion Prevention and Intervention

Colorado Revised Statute, Title 22, includes a series of laws that address the education of students who violate school conduct and discipline codes or are deemed at-risk of suspension and expulsion. These laws constitute Article 33, Part 2: Expulsion Prevention Programs, which creates a legislative framework for expulsion prevention and intervention. The legislation recognizes that there are disciplinary violations that justify automatic expulsion; however, it also addresses alternatives to expulsion when discretion is allowed. In such cases, the legislation directs development of a plan to provide the necessary support services to help students avoid expulsion. A key provision in Part 2: Expulsion Prevention Programs is the creation of a competitive grant program to provide services.

The Expelled and At-risk Student Services (EARSS) Grant Program is authorized in C.R.S. 22-33-205 and this report is designed to meet the annual reporting requirements. For more details, see Appendix A: C.R.S. Title 22, Article 33, Part 2: Expulsion Prevention Programs.

The Importance of Addressing Expulsion and Suspension

The Expelled and At-Risk Student Services Grant Program represents the state's primary investment in reducing expulsions, decreasing truancy, and supporting re-engagement of expelled students and those at-risk of expulsion. The program's theory of change maintains that by providing supports and services to expelled students; offering alternatives to suspension and expulsion; and creating effective attendance and discipline systems in schools - more students will stay in school, maintain regular attendance and make progress toward graduation.

Education-based advocacy groups assert that alternatives to expulsion and suspension will help close the achievement gap because low income and minority students are disproportionately involved in out-of-school disciplinary actions.¹ They make the case that exclusionary discipline practices and harsh disciplinary policies disrupt academic achievement and push students out of school.²

What the Research Says:

- In 2009, a report released by Johns Hopkins University showed that Colorado dropouts had higher levels of suspensions than others. The study explained that, in general, students with behavior problems also had problems with chronic absence.³

C.R.S. Title 22, Article 33

Part 2: Expulsion Prevention Programs

22-33-201. Legislative declaration.
The general assembly hereby finds that except when a student's behavior would cause imminent harm to others in the school or when an incident requires automatic expulsion as defined by state law or a school's conduct and discipline code, expulsion should be the last step taken after several attempts to deal with a student who has discipline problems.

The general assembly further finds that school districts should work with the student's parent or guardian and with state agencies and community-based nonprofit organizations to develop alternatives to help students who are at risk of expulsion before expulsion becomes a necessary step and to support students who are unable to avoid mandatory expulsion.

22-33-202 (2) Each school district may provide educational services to students who are identified as at risk of suspension or expulsion from school. Any school district that provides educational services to students who are at risk of suspension or expulsion may apply for moneys through the expelled and at-risk student services grant program established in section 22-33-205 to assist in providing such educational services.

- In 2011, a report by The Council of State Governments Justice Center & Public Policy Research Institute indicated, “that when students are removed from the classroom as a disciplinary measure, the odds increase dramatically that they will repeat a grade, drop out, or become involved in the juvenile justice system. These negative consequences disproportionately affect children of color as well as students with special needs.”⁴
- National statistics on school discipline show that students with educational disabilities and students of color, especially males, are disproportionately more likely to receive an out-of-school suspension when compared to other students.⁵

The EARSS Grant Program

The Expelled and At-risk Student Services (EARSS) Grant Program at the Colorado Department of Education (CDE) was established in 1997. The purpose of the grant is to assist in providing educational services to expelled students and at-risk of expulsion 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.

Addressing Unique Needs

Through the years, EARSS grantees have explained that the students they serve often have chronic problems and significant challenges that negatively impact their education. For example, some expelled students have experienced traumatic life events such as a loss of a loved one, loss of a home, divorce of parents, or foster care placement. They may suffer from mental illness and/or poor physical health.

Without necessary supports and intervention, expelled and at-risk students frequently lack the skills, capacity and motivation to keep up with their school work. They may isolate themselves and stop coming to school, engage in delinquent behavior, turn to drugs and alcohol to self-medicate or become disruptive in class because they are so far behind. The EARSS grant program directs resources to address the unique needs and challenges of these students.

This section will provide an overview of the EARSS grant program including: definitions of terms, the application and selection process, grant award information, map of the service area, and a program success story.

Definitions and Terms

The following definitions and terms are commonly used in the administration 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 of compulsory school age who has four days of unexcused absences in a month or 10 total days of unexcused absences during the school year.
- **Habitually disruptive student** – As defined in C.R.S. 22-33-106 (1) (c.5), means a child who has caused a material and substantial disruption on school grounds, in a school vehicle, or at a school activity or sanctioned event three or more times during the course of a 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, in accordance with the authorizing statute, occur each year based on the level of funding appropriated. 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.

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. Final awards are made upon approval of the Colorado State Board of Education.

4-year Grant Cycle: 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

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

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

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

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

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

Reporting Requirements

Per 22-33-205(4)

On or before, January 1, each year, the department of education shall report to the education committees of the house and senate committees, or any successor committees, the evaluation findings on the outcomes and the effectiveness of the program related to school attendance, attachment and achievement

demonstrating measurable 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.

Reporting Requirements

The authorizing legislation requires that an annual report on the EARSS grants be submitted to the education committees of the state legislature by January 1. This report is intended to meet the statutory reporting requirements outlined in CRS 22-33-205 (4).

Service Area

The 54 EARSS grantees were located in 25 counties and represented 30 of 184 Colorado school districts and BOCES, plus 13 facility schools. See Appendix B for list of grantees.

Map of FY13 EARSS Program Grantees in Colorado

Shaded areas represent the 25 counties served by EARSS-funded programs.



2012-13 Grant Awards

In FY13, \$7,493,560 was appropriated to the EARSS program. Funds were designated for 38 continuing and 16 new grantees. The 54 grantees represented 30 districts, 13 facility schools, seven charter schools, three BOCES and one non-public/non-parochial school.

Each grant represents a four-year funding cycle and grantees are grouped by cohort. The highest percent (35.2%) of grantees were in the fourth year of funding.

Table 1: 4-Year Grant Cycle by Cohort

Number of Grantees	Grant Cohort	Percent of Grantees
16	1 st year	29.6%
10	2 nd year	18.5%
9	3 rd year	16.7%
19	4 th year	35.2%

Twenty-seven percent of the funds went to grantees that served students from more than one school district. The authorizing legislation requires 45 percent of the appropriation to go to grantees serving students from more than one school district. The department did not receive sufficient applications that proposed serving students from multiple districts, as this has become an increasingly rare practice since the implementation of the authorizing legislation in 1997.

Doing Whatever it Takes

Program Success Story submitted by an EARSS Grantee

JB (not real name) is a student who was expelled from his high school after his second drug offense. JB was raised by his grandparents after being taken away from his parents who both suffered from addiction issues.

After receiving expulsion services and support through the district’s support center, school-based expulsion services and expulsion specialists; JB was given a deferred expelled agreement to return to conventional high school in August 2012.

Anxious to start with a clean slate, JB transferred to a different high school, remained sober, started working 30 hours a week, and completed his credits to graduate in May of 2013. A gifted musician and mathematical student, JB got accepted to every college he applied to, and as a result, will begin attending Colorado State University in the fall with a double major of engineering and music.

Students Served

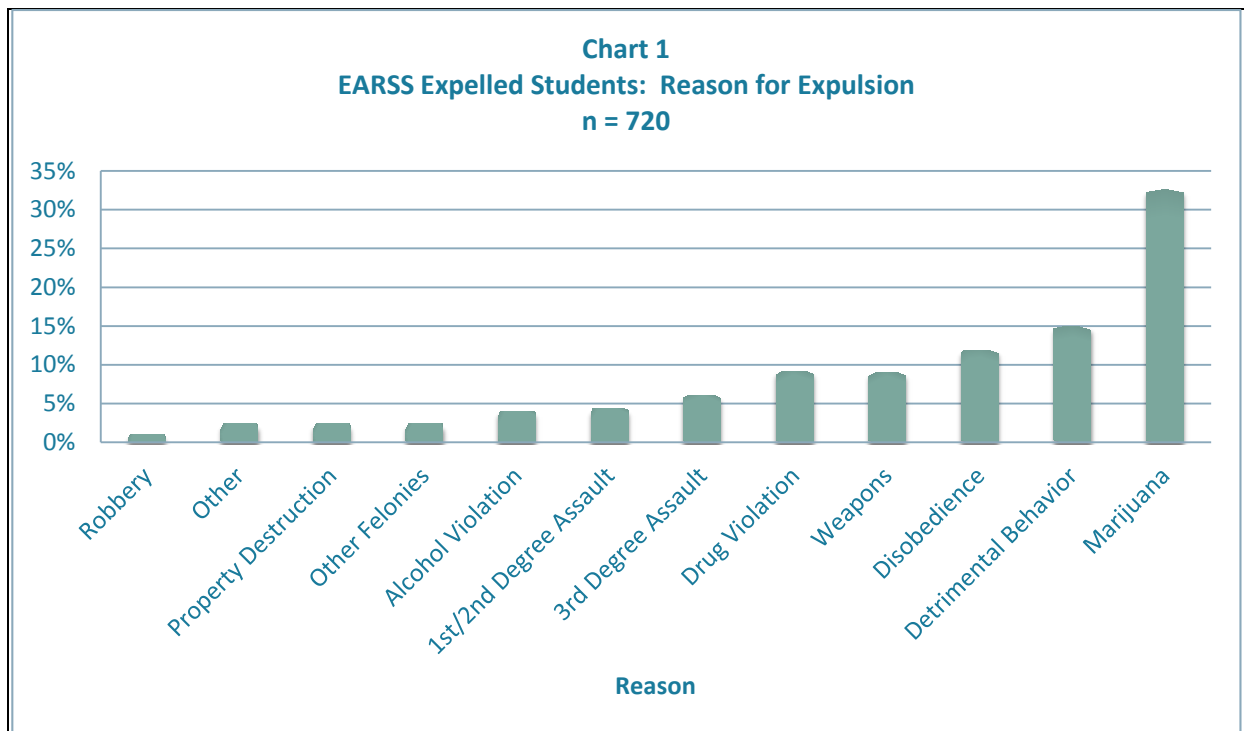
A total of 9,449 students participated in an EARSS program. The number of participating students slightly decreased with 22 fewer students served in 2012-13 compared to 2011-12. In addition, 5,802 parents/guardians of the EARSS students received services and supports such as parent education trainings, wraparound services, and planning sessions to support their child’s learning and positive development.

Scope and Reason for Expulsion

Overall, EARSS grantees reported serving 720 expelled students. This represents eight percent of all EARSS students served. Colorado education statistics show that 1,576 students were expelled in 2012-13.

Note: A few expelled students served by an EARSS program may have been serving a term of expulsion stemming from the previous school year.

Students participating in an EARSS program were expelled primarily for marijuana violations (32.6%), detrimental behavior (14.9%) and disobedience (13%).



Source: Colorado Department of Education, EARSS End-of-Year Reporting, 2012-2013

Information Specific to Marijuana

In response to concerns expressed by local educators and school resource officers about an increase in marijuana-related incidents and lacking marijuana-specific data, the EARSS grantees were asked to separate out marijuana from all other drug violations when reporting the reasons for expulsions for students served by the program during the 2012-13 school year.

School districts are required by Colorado Revised Statute 22-32-109 (2)(b) to annually report to the Colorado Department of Education, on a school-by-school basis, the number of conduct and discipline code violations for a variety of behaviors. Substance abuse is one such behavior. Alcohol and tobacco incidents are reported separately from drugs. However, the reporting on drug incidents does not include the specific type of drug. Currently, the CDE does not collect information specific to marijuana other than for students served through the EARSS grant.

Drug-Related Violations

Chart 2 illustrates that the majority of EARSS students served were expelled for drug and marijuana violations. Statewide data indicate that drug-related behavior is consistently the number one reason for expulsions in Colorado. Of the 1,473 expulsions that occurred during the 2012-13 school year, 614 were for drugs. Table 2: tracks the number of drug-related expulsions and suspensions over the past 5 years.

Table 2: 5 -Year Trend Data: Colorado Public PreK-12 School Suspension and Expulsion Actions for Drugs					
Incident Type	SCHOOL-YEAR				
	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
SUSPENSIONS (Classroom + In-School + Out of School)	3,202	4,212	4,650	4,561	4,319
EXPULSIONS	534	753	767	718	614
Total School Drug Suspensions & Expulsions:	3,736	4,965	5,417	5,279	4,933

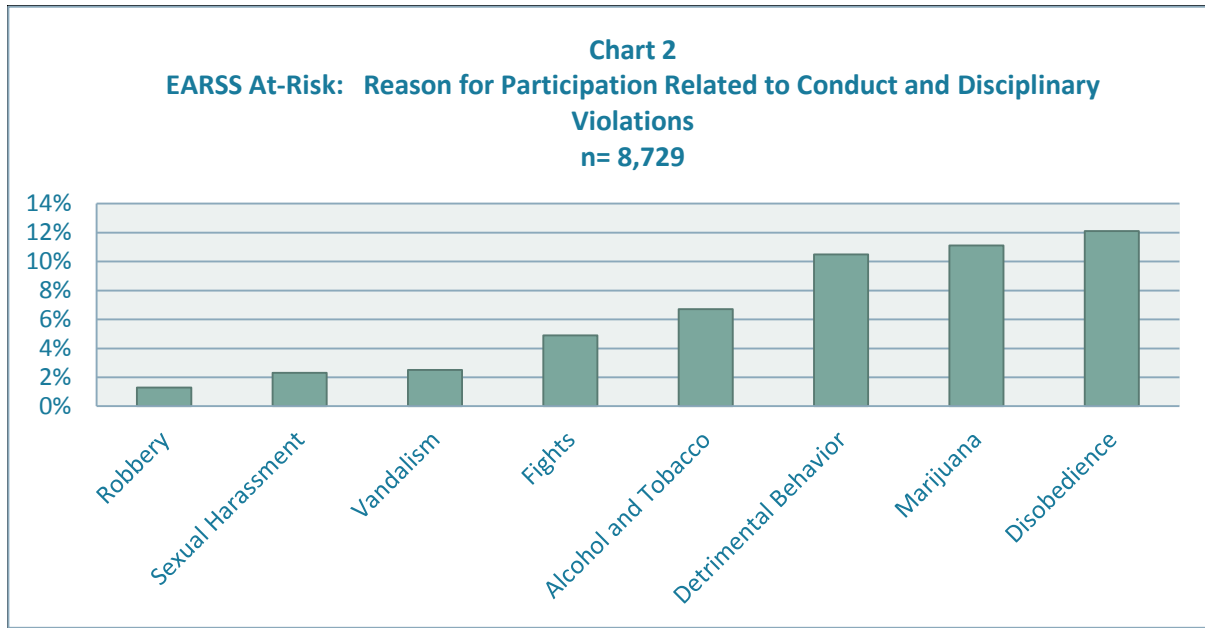
Source: Colorado Department of Education, Data Services

Scope and Reason for “At-Risk” Identification

There were 8,729 at-risk students participating in an EARSS program, which represented 92 percent of students served. It is unclear how many at-risk students there are in Colorado. CDE statistics show that in the 2012-13 school year, 54,414 students were disciplined (by other than expulsion action, such as out-of-school suspension) for safety and discipline incidents and approximately 6,000 students were placed in facility schools. Using this information as a proxy indicator, it suggests that EARSS programs served 14 percent of the state’s at-risk students.

A high percent of students participating in an EARSS program were identified as “at-risk” because of truancy issues (45.9%). In statute, identification of students at-risk of expulsion or suspension may include those who have been or are likely to be declared *habitually truant* or likely to be declared *habitually disruptive*. It is not considered a best practice to suspend or expel students for being truant. However, studies have shown a link between juvenile delinquency and truancy, which makes a case for prevention and supporting regular school attendance.⁶

Chart 2 provides a breakout of the reasons that at-risk students participated in an EARSS program, excluding truancy issues which represented 45.9% of the risk factors. The reasons represent behaviors that lead to disciplinary action such as suspension and expulsion. Many EARSS students were at-risk due to disobedience (12.1%), marijuana violations (11.1%), and detrimental behavior (10.5%).



*This chart provides a graphical close-up of risk factors outside of truancy issues, therefore rates do not total to 100%.

Source: Colorado Department of Education, EARSS End-of-Year Reporting, 2012-2013

Demographics

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, demographics on these students are accounted for separately in this report.

Expelled Students

Thirty-five EARSS grantees served 605 expelled students in non-facility schools. Grantees voluntarily provided State Assigned Student Identifiers (SASIDs) for all the expelled students they served or reported the demographic information through the online reporting systems. Complete records were available for 559 of the expelled students served by an EARSS program. The data show that 69.5 percent of the students served were male and most were Hispanic (40.3%) and White (32%).

State statistics indicate that American Indian, Black, and Hispanic students are disproportionately expelled based on comparing the disaggregated rates of state expulsions and student population.

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 students, Hispanic students and students who are of two or more races were served and a lower percent of Black students, White students and Native Hawaiian or Other Pacific Islander students participated in an EARSS program. See Table 3.

State statistics indicate that American Indian, Black and Hispanic students are disproportionately expelled based on comparing the disaggregated rates of state expulsions and student population. See Table 3.

Table 3: 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 Expulsion	Percent of EARSS-served Expelled*
American Indian or Alaska Native	.8%	2.0%	3.4%
Asian	3.2%	1.0%	1.3%
Black	4.7%	12.5%	11%
Hispanic	32.3%	38.4%	40.3%
Native Hawaiian or Other Pacific Islander	0.2%	0.4%	0.16%
White	55.6%	42.1%	32%
Two or More Races	3.3%	3.6%	7.6%

Source: Colorado Department of Education, Data Services and EARSS End-of-Year Reporting, 2012-13

It was reported that 15.5 percent of the expelled students served had a special education designation, which exceeded the state rate of 9.8 percent. The percent of EARSS expelled students classified as English learners (14.5%) nearly matched the state average of 14.4 percent. A review by grade level, shows that close to 75 percent of expelled students served were in high school – see Table 3.

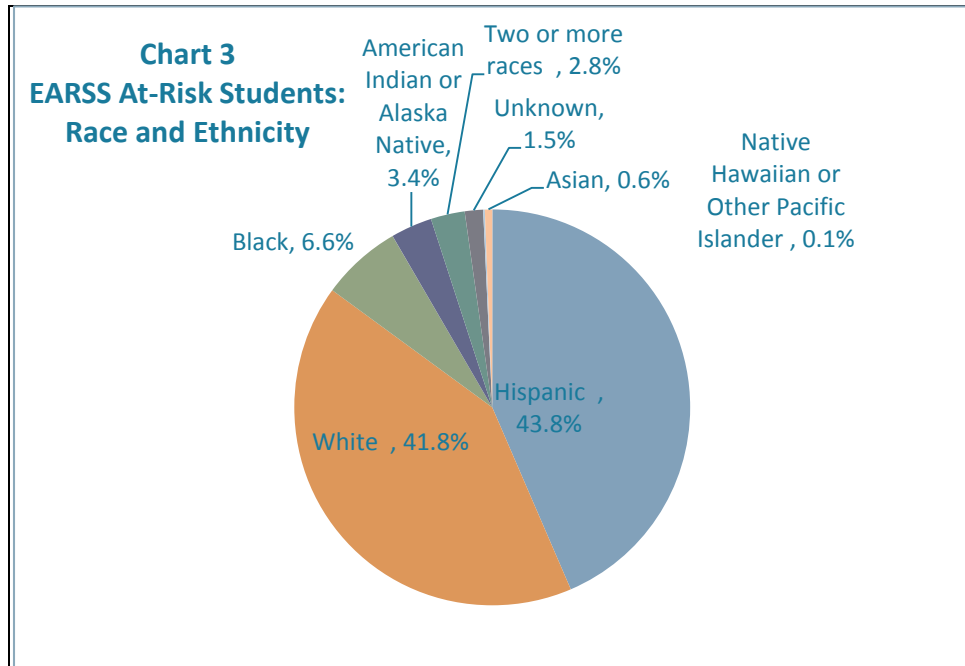
Table 3: EARSS Expelled by Grade Level				
Grade Level	K-3	4 to 6	7 to 8	9 to 12
Total	1	24	141	439
Percent of Expelled	.16%	3.9%	23.3%	72.5%

Source: Colorado Department of Education, EARSS End-of-Year Reporting, 2012-2013

Students At-Risk of Expulsion

The records show that EARSS grantees served 7,007 students identified as “at-risk of expulsion” in non-facility schools. Each grantee 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 6,900 of the “at-risk of expulsion” students served by an EARSS program. Results indicate that of those served, 57.8 percent were male and 40.6 percent were female, with data missing for 1.5 percent. Most of the at-risk students served were Hispanic (42.8%) or White (41.8%). See Chart 3 for breakout by race and ethnicity.

Of the at-risk students participating in an EARSS program, 13.7 percent had a special education designation. This represents a notably higher rate of special education status when compared to the state rate of 9.8 percent, but is lower than the rate of expelled students served by an EARSS program. Of the at-risk students served, 16.5 percent were classified as English learners. This rate is higher than the rate for expelled students served by an EARSS program and also above the state average.



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 4 for a breakout by grade level.

Table 4: EARSS At-Risk by Grade Level				
Grade Level	K-3	4 to 6	7 to 8	9 to 12
Total	399	568	1,035	5,005
Percent of At-Risk of Expulsion	5.6%	8.1%	14.7%	71.4%

Source: Colorado Department of Education, EARSS End-of-Year Reporting, 2012-2013

Facility Schools

Thirteen facility schools served 1,837 students. One hundred and fifteen were expelled and 1,722 were designated as at-risk for 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 1,466 of the students served. The majority of students served were male (73.5%) and mostly White (41.6%) and Hispanic (26.9%). See bulleted list below for details.

Gender:

- 389 female (26.5%)
- 1,077 male (73.5%)

Race/Ethnicity:

- 41.6 percent White
- 26.9 percent Latino or Hispanic
- 12.6 percent Black or African American
- 5.9 percent Two or more races
- 5.2 percent Native Hawaiian or Other Pacific Islander
- .8 percent American Indian or Alaskan Native
- .7 percent Asian
- 6.3 percent missing

More than half (54%) of the EARSS students in a facility school had a special education designation. The data were incomplete on the number of English learners and is not available for this report. More than half (57.9%) of EARSS facility school students served were placed at the high school level. See *Table 5*.

Table 5: EARSS Facility School Students by Grade Level				
Grade Level	K-3	4 to 6	7 to 8	9 to 12
Total	57	167	302	850
Percent of EARSS served Facility School Students	3.8%	11.3%	20.6%	57.9%

Source: Colorado Department of Education, Facility School Student Data System

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

- 85.6 percent of at-risk students experienced positive outcomes, which represents school completion and continuation of education within the same school district.
- 82.4 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.
- 72 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.
- 3.6 percent – The dropout rate of at-risk 7-12 grade students in an EARSS program was 3.6 percent, which is lower than last year's rate of 3.9 percent, but higher than the state dropout rate for 2011-12 (2.9%). The state dropout rate for 2012-13 will not be available until January, 2014.
- 4.7 percent - The dropout rate of expelled 7-12 grade students in an EARSS program was 4.7 percent, which is almost 8 percentage points lower than last year's rate of 12.6 percent. This is dramatically lower than the last reported state dropout rate for alternative schools, which was 20.8 percent. The state dropout rate for 2012-13 will not be available until January, 2014.

The dropout rate of expelled 7-12th grade students in an EARSS program was 4.7 percent.

This is dramatically lower than the last reported state dropout rate for alternative schools, which was 20.8 percent.

These outcomes are based on reporting by grantees on the status of students at the end of the funding cycle, which ended on June 30, 2013. The reporting of outcomes is aligned with CDE's end-of-year data collection from school districts and public schools. For more information on grant reporting, see *Appendix D: EARSS EOY Reporting Survey and Appendix F: Evaluation Methodology*.

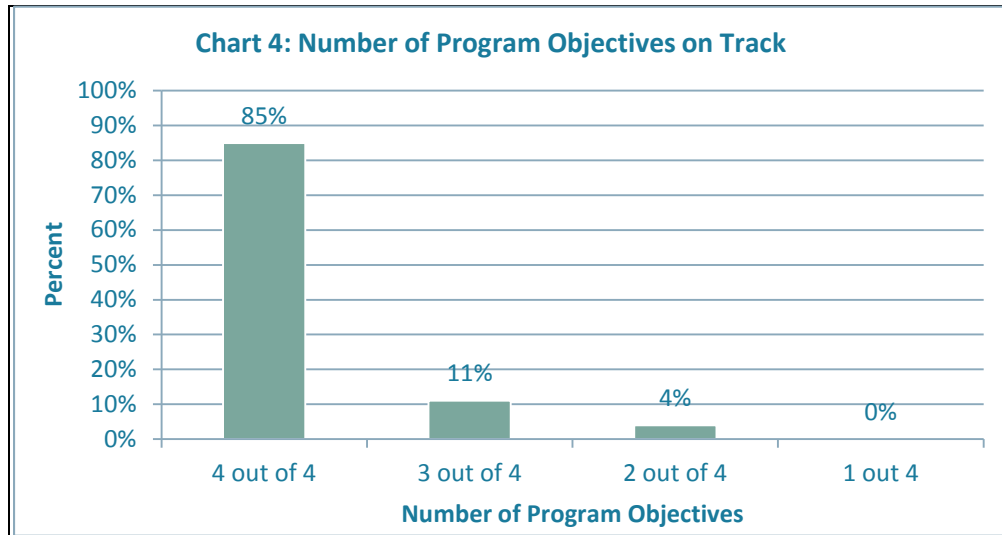
Summary of Program Results

Program results are based on self-reporting of EARSS grantees in four objective areas:

1) Parent engagement, 2) Academic achievement, 3) School attendance and 4) Safety and discipline or social/emotional. 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.

When the percentages of completely on track and partially on track are combined, the grantees appeared to be on target for meeting their goals. The majority (85%) of EARSS grantees were completely or partially on track on four out of the four objective areas.

EARSS grantees that are on track for all objectives may serve as a model for strategies and services that best serve participating students. For more information on strategies see *Appendix E*. *Chart 4 shows the percentages of grantees that reported being completely or partially on track on the four objectives.*



Source: Colorado Department of Education, EARSS End-of-Year Reporting, 2012-2013

Results for Parent Engagement Objectives

Several indicators are used to determine progress in meeting objectives in all four areas mentioned above. The most commonly used indicators to track progress for parent engagement objectives are as follows:

- 47 percent of EARSS grantees reported tracking parent participation in school activities.
- 28 percent of EARSS grantees reported using observed or anecdotal evidence of improved family functioning.

EARSS grantees were also asked to describe special circumstances and issues that positively or negatively affected progress on achieving their parent engagement objectives. *Table 6 depicts the themes that emerged from the open ended responses for parent engagement objectives.*

Table 6 : Parent Engagement Objective - Circumstances and Issues		
Theme	Description	Example Quote
<i>Positive Parent Engagement Circumstances</i>		
Academic Activities and Programs	Responses indicated that involving parents in academic activities such as parent open house or parent conferences was helpful in reaching grantee goals.	

Nonacademic Services	Responses indicated that providing services that are nonacademic in nature such as family therapy, home visits, and counseling services was also helpful in reaching grantee goals. In addition, collaboration with other organizations was necessary to deliver these services.	<i>“Parent participation during family nights has greatly improved the relationship between school staff and the student’s families. The family nights have been a mix of educational and fun. This has helped school staff and student’s families to build strong working relationships that ultimately benefit the students’ education.”</i>
Open Communication	Responses indicated that to reach grantee goals, it was necessary to keep open and frequent communication with parents via emails, phone calls, meetings, and school portals.	
Relationship with Staff and Teachers	Responses indicated that it was important to foster positive relationships between the staff/teachers and parents to reach grantee goals. This was facilitated by certain services (e.g., the presence of translators and liaisons) and activities (e.g., fun family nights with teachers and staff).	
<i>Negative Parent Engagement Circumstances</i>		
Recruitment	Responses showed that recruitment into programs was still a problem for some grantees due to lack of interest or negative parent attitudes.	<i>“The lack of transportation negatively affects the relationship with parents because home visits cannot be completed. Also, not being able to transport students to and from activities has hindered relationship with families.”</i>
Follow Through	Responses showed that parent follow through was also an issue with many cancellations and no shows for planned events and programs for certain grantees.	
Environmental Barriers	Responses showed that external barriers such as transportation had negative outcomes for parent engagement goals.	

Results for Academic Achievement Objectives

The most commonly used indicators to track progress for academic achievement objectives are as follows:

- 59 percent of EARSS grantees reported tracking students’ completion of coursework and classes.
- 46 percent of EARSS grantees reported tracking credit recovery in core classes.
- 39 percent of EARSS grantees reported tracking reduction of failing grades in core classes.
- 30 percent of EARSS grantees reported using formal assessments to track academic improvements.

EARSS grantees were also asked to describe special circumstances and issues that positively or negatively affected progress on achieving their academic objectives. . Table 7 depicts the themes that emerged from the open ended responses for academic objectives. For more information on strategies, see *Appendix E*.

Table 7 : Academic Objective - Circumstances and Issues

Theme	Description	Example Quote
<i>Positive Academic Circumstances</i>		
Academic Programs and Strategies	Responses revealed that formal academic programs were essential in reaching academic goals (e.g., credit recovery, online classes). Responses also revealed that strategies such as smaller classrooms or individual instruction were effective. See the below section on program strategies for more information about strategies used by the EARSS grantees.	<i>“Individualized instruction, small group instruction and online learning all had positive effects. Check-in/Check-out programs were effective in increasing student accountability and success. Online classes have helped students complete missing classes.”</i>
Education Plans	Responses revealed that creating individualized education plans with students was successful at helping grantees reach their academic goals.	
Formal Assessments	Responses revealed that formal assessments were useful in keeping track of student academic progress (e.g., CSAP, MAP) for intervention purposes.	
<i>Negative Academic Circumstances</i>		
Behavioral Problems	Responses indicated the behavioral problems for some grantees impeded reaching academic goals (e.g., truancy, substance use).	<i>“Substance use, particularly marijuana, has limited our ability to fully achieve this goal. We estimate that a third of our students are regular users.”</i>
Environmental Barriers	Responses indicated that external factors beyond the control of some grantees caused academic problems (e.g., transportation, mobility of students).	

Results for School Attendance Objectives

The most commonly used indicators to track progress for school attendance objectives are as follows:

- 70 percent of EARSS grantees reported monitoring attendance on a weekly or daily basis.
- 57 percent of EARSS grantees reported tracking average improvements in daily attendance.
- 41 percent of EARSS grantees reported tracking satisfactory attendance based on program guidelines and plans.

EARSS grantees were also asked to describe special circumstances and issues that positively or negatively affected progress on achieving their school attendance objectives. *Table 8 depicts the themes that emerged from the open ended responses for school attendance objectives.*

Table 8 : Attendance Objective - Circumstances and Issues		
Theme	Description	Example Quote
<i>Positive Attendance Circumstances</i>		
Teachers and Staff	Responses showed that having designated staff members that were in charge of monitoring or handling truancy was effective at reaching attendance goals. For some grantees, this required collaboration with outside sources.	<i>“We make personal phone calls when students are absent within 15 minutes after the start of the session. We send out attendance letters after 7 days of missed school. We also do home visits and talk to parents about educational barriers that can be helped, so student engagement increases.”</i>
Monitoring and Two-Way Communication	Responses showed that using programs to monitor truancy on a daily or weekly basis was effective when paired with constant communication with parents and students (e.g., phone calls, emails, meetings).	
Attendance Plans	Responses showed that creating attendance plans with students was also helpful in keeping some students on track and meeting attendance goals.	
<i>Negative Attendance Circumstances</i>		
Limited Staff and Resources	Responses revealed that lack of staff to help monitor attendance was an issue for some grantees which prevented reaching their attendance goals.	<i>“Due to staffing patterns, the personal plans for the students have not always been developed. This has negatively affected the achieving of this objective. Not all the students were aware of this expectation.”</i>
Home Environment	Responses revealed that the home and family situation played a role in attendance (e.g., lack of parental support) and negatively impacted attendance goals.	

Program Results for Safety and Discipline

The most commonly used indicators to track progress for safety and discipline objectives are as follows:

- 59 percent of EARSS grantees reported comparison of discipline and referral records from baseline to year-end.
- 48 percent of EARSS grantees reported keeping track of reports made by mental health professionals.
- 46 percent of EARSS grantees reported using team building activities.

EARSS grantees were also asked to describe special circumstances and issues that positively or negatively affected progress on achieving their safety and discipline objectives. *Table 9 depicts the themes that emerged from the open ended responses for safety and discipline objectives.*

Table 9: Safety and Discipline Objective - Circumstances and Issues		
Theme	Explanation	Example Quote
<i>Positive Safety and Discipline Circumstances</i>		
Nonacademic Programs and Services	Responses indicated that having programs and services that focused on character education (e.g., emotional regulation and social skills training) as well as mental health services was helpful in reaching safety and discipline objectives.	<i>“School personnel have embraced a philosophy to decrease out of school suspensions as the go-to discipline resolution. Teachers are accepting restorative justice as a preferred resolution and a means to return the student to learning quicker.”</i>
Policy Changes	Responses indicated that changing policies to be less severe and more representative of restorative justice was effective at helping reach safety and discipline goals.	
Parent Involvement	Responses indicated that monitoring student problem behaviors and communicating with parents when problems emerged was helpful in reaching safety and discipline goals.	
<i>Negative Safety and Discipline Circumstances</i>		
Keeping Track	Responses indicated that some grantees were experiencing problems tracking data on problem behaviors.	<i>“We have also found that it is difficult to get reliable suspension and expulsion data for the entire school.”</i>
Staff Challenges	Responses indicated that some grantees were experiencing problems due to changes in staff or lack of available staff or volunteers dedicated to this area.	

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:

- Online Learning** – Refers to program/activities that 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.

- **Credit Recovery** –Refers to programs/activities that allow a student to continue earning course credits and to advance toward graduation and/or facilitate accrual of credits, especially in core courses (math, science, reading and social studies). May include self-paced digital content or online programs.
- **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,
- **Day (Out of School Time) Learning** –Include programs that serve school-aged children and youth during the non-school hours.

Chart 5 depicts a breakout of most funded academic and attendance strategies used by grantees that were on track with all of their objectives.

Strategy Close-up: Credit Recovery

A total of 6,657 high school students (grades 9-12) received services from EARSS-funded programs.

Of all the EARSS grantees, 56 percent applied funds to support credit recovery to keep students on track to graduation.

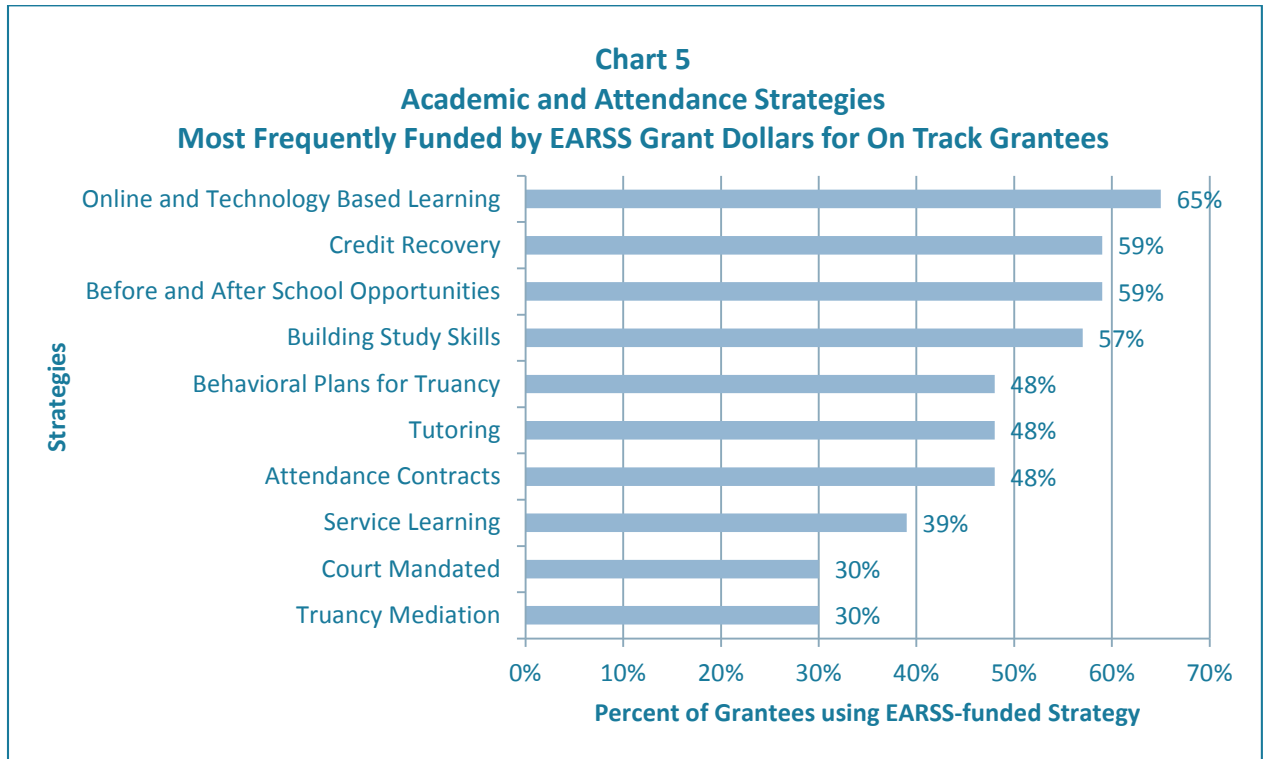
Over half of high school students receiving services (54%) began the school year behind their expected age and credit accumulation for their grade level. However, these students who began the school year behind made important progress in their schooling:

- Of these students, the majority (54%) earned one half or more of the credits they need to get on-track to graduate.
- In addition: Upon entering the 9th grade, 41 percent of high school students served by the EARSS funded-programs, started and ended the school year on track with credit accumulation to graduate in four years. This indicates that these students were keeping up with the number of credits needed to graduate with their class.

Social emotional and behavioral support strategies most frequently supported through EARSS grant funding include:

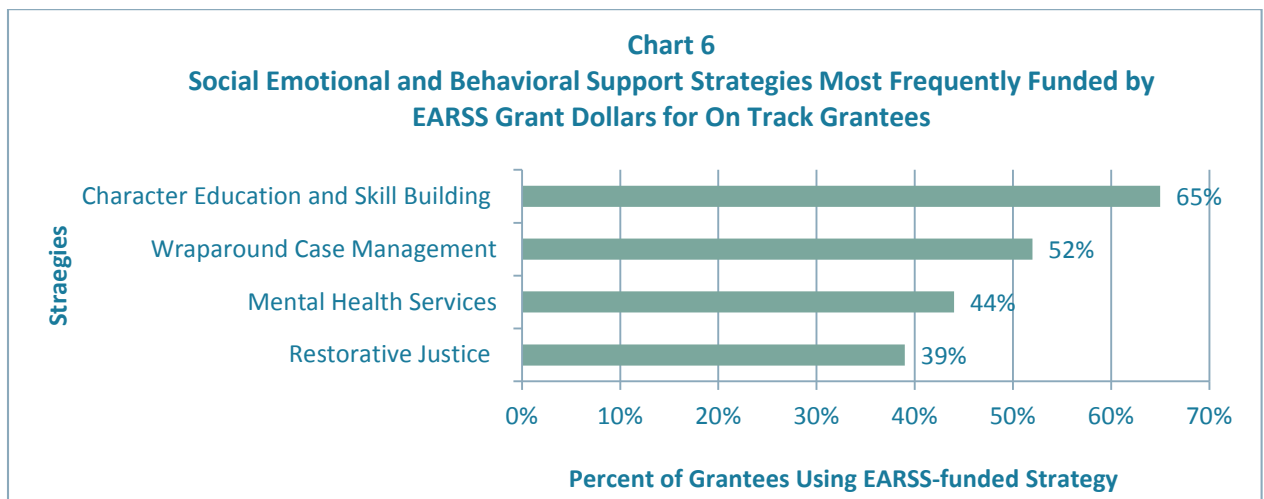
- **Character Education** - Refers to programming on the development of emotional, intellectual and moral qualities of a person or group as well as the demonstration of these qualities in prosocial behavior. May include leadership development, conflict resolution, and programs to increase self-awareness, citizenship and empathy.
- **Wraparound Case Management** - 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.



Source: Colorado Department of Education, EARSS End-of-Year Reporting, 2012-2013

Chart 6 depicts a breakout of most funded social emotional and behavioral support strategies used by grantees that were on track with all of their objectives.



Source: Colorado Department of Education, EARSS End-of-Year Reporting, 2012-2013

Effective Strategies

Three funded social emotional and behavioral support strategies differed when comparing all grantees to grantees that were completely on track or partially on track on all of their objectives. For a description of the strategies, see *Appendix E*.

The results showed the following:

- 70 percent of on track grantees allocated grant dollars to character education compared to 65 percent of additional grantees
- 52 percent of on track grantees allocated grant dollars to wraparound case management compared to 48 percent of additional grantees
- 39 percent of on track grantees allocated grant dollars to restorative justice for discipline problems compared to 35 percent of additional grantees

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 grantees submit a plan to sustain their program as part of their application. They explain how services and programs will continue past the four-year funding cycle with no reduction in quality. EARSS grantees are required to submit a plan to sustain their program as part of their application process. To facilitate sustainability planning, EARSS grant awards are adjusted through phased reductions in the amount of funding. 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 quality services by supplementing the grant funds with other resources such as federal, state, and local funding, in-kind contributions and Per Pupil Revenue (PPR).

As part of their reporting, grantees are asked to forecast the amount of PPR that they will retain in the following school year based on the number of students they re-engaged. By re-engaging students in their learning, they are more likely to stay in school, and the districts will continue to receive PPR. The retained PPR can be directed to help sustain the EARSS program. Past grantees have used this approach to budget for future sustainability of their EARSS programs.

Grantees estimate their retained PPR by multiplying the number of public school students re-engaged through an EARSS program by the base amount of PPR for the state. In 2012-13, the base amount was \$5,529.71 per pupil. Grantees reported that an estimated \$7.3 million of PPR would be retained in 2013-14. This represents a median of \$81,806 per grantee. Grantees anticipated investing 59 percent of these dollars back into their programs to supplement and maintain quality programming or sustain services upon completion of their four-year grant cycle.

APPENDIX A: Legislation - Colorado Revised Statute 22-33-205

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

22-33-201. Legislative declaration.

The general assembly hereby finds that except when a student's behavior would cause imminent harm to others in the school or when an incident requires automatic expulsion as defined by state law or a school's conduct and discipline code, expulsion should be the last step taken after several attempts to deal with a student who has discipline problems. The general assembly further finds that school districts should work with the student's parent or guardian and with state agencies and community-based nonprofit organizations to develop alternatives to help students who are at risk of expulsion before expulsion becomes a necessary step and to support students who are unable to avoid mandatory expulsion.

22-33-202. Identification of at-risk students

(1) Each school district shall adopt policies to identify students who are at risk of suspension or expulsion from school. Students identified may include those who are truant, who have been or are likely to be declared habitually truant, or who are likely to be declared habitually disruptive. The school district shall provide students who are identified as at risk of suspension or expulsion with a plan to provide the necessary support services to help them avoid expulsion. The school district shall work with the student's parent or guardian in providing the services and may provide the services through agreements with appropriate local governmental agencies, appropriate state agencies, community-based organizations, and institutions of higher education entered into pursuant to section 22-33-204. The failure of the school district to identify a student for participation in an expulsion-prevention program or the failure of such program to remediate a student's behavior shall not be grounds to prevent school personnel from proceeding with appropriate disciplinary measures or used in any way as a defense in an expulsion proceeding.

(2) Each school district may provide educational services to students who are identified as at risk of suspension or expulsion from school. Any school district that provides educational services to students who are at risk of suspension or expulsion may apply for moneys through the expelled and at-risk student services grant program established in section 22-33-205 to assist in providing such educational services.

22-33-203. Educational alternatives for expelled students

(1) Upon expelling a student, the school district shall provide information to the student's parent or guardian concerning the educational alternatives available to the student during the period of expulsion. If the parent or guardian chooses to provide a home-based educational program for the student, the school district shall assist the parent in obtaining appropriate curricula for the student if requested by the parent or guardian.

(2) (a) Except as otherwise provided in paragraph (b) of this subsection (2), upon request of a student or the student's parent or guardian, the school district shall provide, for any student who is expelled from the school district, any educational services that are deemed appropriate for the student by the school district. The educational services provided shall be designed to enable the student to return to the school in which he or she was enrolled prior to expulsion, to successfully complete the GED, or to enroll in a nonpublic, nonparochial school or in an alternative school, including but not limited to a charter school or a pilot school established pursuant to article 38 of this title. The expelling school district shall determine the amount of credit the student shall receive toward graduation for the educational services provided pursuant to this section.

(b) The educational services provided pursuant to this section are designed to provide a second chance for the student to succeed in achieving an education. While receiving educational services, a student may be suspended or expelled pursuant to the conduct and discipline code of the school district providing the educational services and the provisions of part 1 of this article. Except as required by federal law, the expelling school district is not required to provide educational services to any student who is suspended or expelled while receiving educational services pursuant to this section until the period of the suspension or expulsion is completed.

(c) (I) Educational services provided pursuant to this section shall be provided by the expelling school district; except that the expelling school district may provide educational services either directly or in cooperation with one or more other school districts, boards of cooperative services, charter schools, nonpublic, nonparochial schools, or pilot schools established pursuant to article 38 of this title under contract with the expelling school district. Any program of educational services provided by a nonpublic, nonparochial school shall be subject to approval by the state board of education pursuant to [section 22-2-107](#).

(II) Educational services may be provided by the school district through agreements entered into pursuant to [section 22-33-204](#). The expelling school district need not provide the educational services on school district property. Any expelled student receiving educational services shall be included in the expelling school district's pupil enrollment as defined in [section 22-54-103 \(10\)](#).

(d) If an expelled student is receiving educational services delivered by a school district other than the expelling school district, by a charter school in a school district other than the expelling school district, by a board of cooperative services, by a nonpublic, nonparochial school, or by a pilot school pursuant to an agreement entered into pursuant to subparagraph

(I) of paragraph (c) of this subsection (2), the expelling school district shall transfer ninety-five percent of the district per pupil revenues, as defined in [section 22-30.5-112 \(2\) \(a.5\) \(II\)](#) to the school district, charter school, nonpublic, nonparochial school, board of cooperative services, or pilot school that is providing educational services, reduced in proportion to the amount of time remaining in the school year at the time the student begins receiving educational services.

(e) Any school district, charter school, nonpublic, nonparochial school, board of cooperative services, or pilot school that is providing educational services to expelled students pursuant to this subsection (2) may apply for moneys through the expelled student services grant program established in [section 22-33-205](#) to assist in providing educational services.

(3) If a student is expelled and the student is not receiving educational services pursuant to this section, the school district shall contact the expelled student's parent or guardian at least once every sixty days until the beginning of the next school year to determine whether the student is receiving educational services from some other source; except that the school district need not contact a student's parent or guardian after the student is enrolled in another school district or in an independent or parochial school or if the student is committed to the department of human services or is sentenced pursuant to article 2 of title 19, C.R.S.

(4) In addition to the educational services required under this section, a student who is at risk of suspension or expulsion or has been suspended or expelled, or the student's parent or guardian, may request any of the services provided by the school district through an agreement entered into pursuant to [section 22-33-204](#), and the school district may provide such services.

22-33-204. Services for at-risk students - agreements with state agencies and community organizations

(1) Each school district, regardless of the number of students expelled by the district, may enter into agreements with appropriate local governmental agencies and, to the extent necessary, with the managing state agencies, including but not limited to the department of human services and the department of public health and environment, with community-based nonprofit and faith-based organizations, with nonpublic, nonparochial schools, with the department of military and veterans affairs, and with public and private institutions of higher education to work with the student's parent or guardian to provide services to any student who is identified as being at risk of suspension or expulsion or who has been suspended or expelled and to the student's family. Any services provided pursuant to an agreement with a nonpublic, nonparochial school shall be subject to approval by the state board of education pursuant to [section 22-2-107, C.R.S.](#) Services provided through such agreements may include, but are not limited to:

- (a) Educational services required to be provided under [section 22-33-203 \(2\)](#) and any educational services provided to at-risk students identified pursuant to [section 22-33-202](#);
- (b) Counseling services;
- (c) Drug or alcohol-addiction treatment programs;
- (d) Family preservation services.
- (e) and (f) (Deleted by amendment, L. 98, p. 570, § 3, effective April 30, 1998.)

(2) At a minimum, each agreement entered into pursuant to this section shall specify the services to be provided under the agreement, the entity that will coordinate and oversee provision of the services, and the responsibilities of each entity entering into the agreement. In addition, each agreement shall require each entity entering into the agreement to contribute the services or funds for the provision of the services specified in the agreement. The agreement shall specify the services or the amount and source of funds that each entity will provide and the mechanism for providing said services or funds.

(3) Each school district shall use a portion of its per pupil revenues to provide services under agreements entered into pursuant to this section for each student who is at risk of suspension or expulsion or who is suspended or expelled. In addition, the school district may use federal moneys, moneys received from any other state appropriation, and moneys received from any other public or private grant to provide said services.

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

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**.

Facility Schools – grant eligibility

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

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

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

(1) (a) There is hereby established in the department of education the expelled and at-risk student services grant program, referred to in this section as the "program".

Establishes the EARSS grant program at CDE.

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

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

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

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

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

The department of education shall determine whether to award a grant to the department of military and veterans affairs and the amount of the grant.

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

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

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

The State Board of Education shall establish rules for annual application

At a minimum, the application shall include:

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

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

In awarding grants, the state board shall consider the following criteria:

(I) The costs incurred by the applicant in providing educational services to expelled or at-risk students pursuant to the provisions of this part 2 during the school year preceding the school year for which the grant is requested; (II) (Deleted by amendment, L. 98, p. 570, § 4, effective April 30, 1998.)

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

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

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

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

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

(3) The state board shall annually award at least forty-five percent of any moneys appropriated for the program to applicants that provide educational services to students from more than one school district and at least one-half of any increase in the appropriation for the program for the 2009-10 fiscal year to applicants that provide services and supports that are designed to reduce the number of truancy cases requiring court involvement and that also reflect the best interests of students and families. The services and supports shall include, but need not be limited to, alternatives to guardian ad litem representation in truancy proceedings.

(4) The department of education is authorized to retain up to one percent of any moneys appropriated for the program for the purpose of annually evaluating the program. The department of education is authorized and encouraged to retain up to an additional two percent of any moneys appropriated for the program for the purpose of partnering with organizations or agencies that provide services and supports that are designed to reduce the number of truancy cases requiring court involvement and that also reflect the best interests of students and families. The services and supports shall include, but need not be limited to, alternatives to guardian ad litem representation in truancy proceedings.

On or before January 1, 2006, and on or before January 1 each year thereafter, the department of education shall report to the education committees of the house of representatives and the senate, or any successor committees, the evaluation findings on the outcomes and the effectiveness of the program related to school attendance, attachment and achievement.

The report shall also include specific information on the efficacy of services and supports that provide alternatives to court involvement and guardian ad litem representation in truancy proceedings.

In awarding grants, the State Board of Education will consider (pursuant to this Part 2):

- *The applicant's cost in providing services to expelled/at-risk students, in the year previous to applying*
- *The number of expelled, at-risk or truant students served under agreements, in 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.*

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

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

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.

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:

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

APPENDIX B: List of EARSS Grantees

County	Year of Grant	Grantee	Program	2012-13 Award Amount
Adams	1	Mapleton Public Schools	Mapleton Expelled and At-Risk Student Services Program	\$185,690
Adams	2	Adams 12 Five Star Schools	Adams County Expulsion Reduction	\$239,065
Adams	4	Adams County School District 50	Hidden Lake High School Online Services	\$90,000
Adams & Arapahoe	1	Adams-Arapahoe 28J	Aurora Public School District	\$465,544
Alamosa	4	Sangre de Cristo School District	Mi Animo	\$109,968
Alamosa	4	Youth Track Inc.	Intensive Intervention Program	\$22,470
Arapahoe	2	Englewood Schools	Student Support Center	\$312,000
Arapahoe	1	Sheridan School District 2	Sheridan High School	\$290,926
Arapahoe	1	Arapahoe County School District 6	Alternative Education: Options High School; Pathways Program; Redirection Center Day and Evening Programs; Truancy Team; Center for Online Studies Program	\$271,766
Boulder	4	Boulder Valley School District	Boulder Preparatory HS (Charter) Student Retention Program	\$38,950
Boulder	4	Boulder Valley School District	Boulder Attendance Advocates	\$99,969
Chaffee	3	Salida School District	Salida Alternative School	\$60,000
Conejos	2	North Conejos RE1J	Family Voices, North & South Conejos County Schools	\$122,311
Delta	2	Delta County Joint School District 50	Delta Opportunity School	\$85,376
Delta	4	Delta County School District	Surface Creek Vision LAUNCH Community Program - Alternative School	\$37,500

County	Year of Grant	Grantee	Program	2012-13 Award Amount
Denver	2	ACE Community Challenge School	Reanudid y Reducir Riesgos	\$295,182
Denver	2	Denver Public Schools	Transitions Liaison Program	\$178,108
Denver	1	Escuela Tlatelolco	Escuela Tlatelolco (Success for our Youth)	\$180,293
Denver	3	Tennyson Center for Children	Tennyson Center for Children	\$45,000
Denver	3	Denver Children's Home	Student Success Center (SSC) of Bansbach Academy	\$122,250
Denver	2	Savio House	Savio House	\$174,325
Denver	3	Synergy Residential and Day Treatment School	Synergy Residential and Day Treatment	\$75,000
Denver	2	Third Way Center	Joan Farley Academy	\$213,200
Denver	1	Denver Public Schools	PREP Academy	\$233,507
Denver	4	Denver Public Schools	Denver Justice High School	\$99,074
Denver	4	Family Crisis Center School	Family Crisis Center School	\$100,000
Douglas	4	Douglas County School District	DCSD Bilateral Expulsion/Truancy Project	\$132,605
El Paso	1	Fountain-Fort Carson School District 8	Middle School Student Support Program (Success Academy)	\$101,440
El Paso	4	Griffith Centers for Children, Inc.	Expelled and At-Risk Student Services	\$99,690
El Paso	1	Charter School Institute	Scholars to Leaders Academy	\$103,743
El Paso	4	Fountain-Fort Carson School District 8	Second Chance	\$49,699
Fremont	4	Canon City School District	Choice Points Service Learning Academy (Expansion Program)	\$13,000
Grand	3	East Grand 2 School District	Support and Intervention Program (SIP)	\$68,508
Jefferson	3	Jefferson Hills	Jefferson Hills	\$67,500
Jefferson	2	Shiloh Home	Shiloh Home has 4 Schools, in Littleton, Commerce City, Thornton & Longmont	\$225,055
La Plata	4	Ignacio School District	Ignacio Academy	\$15,100

County	Year of Grant	Grantee	Program	2012-13 Award Amount
Lake	4	Lake County School District	Extended Learning	\$29,400
Larimer	2	Turning Point Waverly School	The Waverly School	\$240,062
Larimer	2	Reflections for Youth, Inc.	Reflections for Youth Facility School	\$149,115
Mesa	1	Mesa County Valley School District 51	Mesa County Valley School District Prevention Services Program	\$120,482
Mesa	4	Mesa County 51 School District	Prevention Services	\$71,089
Montezuma	4	Montezuma-Cortez Re-1	Southwest Open School - Increasing Opportunities for Individual Success	\$51,500
Morgan	1	Centennial BOCES	Innovative Connections Academy	\$131,025
N/A	1	Charter School Institute	New America School (Lowry, Denver, Lakewood)	\$155,752
Park	4	Park County School District 2	Extended Studies Program Alternative School	\$54,000
Pueblo	1	Pueblo City Schools	Pueblo City Schools Alternative Support Programs	\$315,027
Pueblo	3	El Pueblo Boys and Girls Ranch	El Pueblo School	\$75,000
Pueblo	4	South Central BOCES	SC BOCES High School Proficiency Program	\$133,471
Pueblo, Fremont and Otero	1	Charter School Institute	GOAL Academy	\$111,000
San Juan	3	San Juan BOCES	Southwest Student Support Initiative	\$112,500
Summit	1	Summit School District Re-1	Snowy Peaks High School	\$25,000
Weld	3	Weld RE-3J (Keenesburg RE-3J)	Alternative Education Center	\$60,000
Weld	4	Weld Re-8 School District	Fort Lupton Expulsion Reduction (FLEXR)	\$30,150
Weld	1	Weld Re-5j Johnstown Milliken	Roosevelt High School	\$70,513

APPENDIX C: EARSS Program Summaries by Type

Boards of Cooperative Education

BOCES: Centennial

Year of 4-year grant: 1

Contact: Christine Muldoon

Phone: 970-352-7404 x 1180

FY13 Award Amount: \$131,025

Address:

2020 Clubhouse Drive

Greeley, CO 80634

Program Name: Innovation Connections Academy

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.

BOCES: San Juan

Year of 4-year grant: 3

Contact: Lauren Ellison

Phone: 970-247-3261

FY13 Award Amount: \$112,500

Address:

201 East 12th Street

Durango, CO 81301

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

Year of 4-year grant: 4

Contact: Cynthia Seidel

Phone: 719-647-0023

FY13 Award Amount: \$133,471

Address:

323 S. Purcell Blvd

Pueblo West, CO 81007

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
Year of 4-year grant: 2
Contact: Eloy Chavez
Phone: 303-436-9588

County: Denver
FY13 Award Amount: \$295,182
Address:
 948 Santa Fe Drive
 Denver, CO 80204

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
Year of 4-year grant: 4
Contact: Lili Adeli
Phone: 720-480-3959

County: Boulder
FY13 Award Amount: \$38,950
Address:
 5075 Chaparral Court
 Boulder, CO 80301

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: Charter School Institute

Year of 4-year grant: 1
Contact: Terri Martinez-McGraw
Phone: 719-248-8669

County of Schools: Pueblo, Fremont, Otero
FY13 Award Amount: \$111,000
Address:
 107 W. 11th Street
 Pueblo, CO 81003

School Name: GOAL Academy

Program Description: 120 previously expelled or suspended high school students will work toward a diploma in a high expectation, high support environment. A licensed therapist and skilled interventinist will engage students in social emotional skill building activities. Parent classes will focus on identifying existing strengths, improving communication, and establishing appropriate roles.

Charter: Charter School Institute

Year of 4-year grant: 1
Contact: David Rein
Phone: 303-894-3160

County of Schools: Adams, Arapahoe, Jefferson
FY13 Award Amount: \$155,752
Address:
 925 S Moagara Street Suite 140

Denver, CO 80224
School Name: New America School (Lowry, Denver, Lakewood)

Program Description: Three Colorado charter schools will establish guided learning programs for expelled students, In-school suspension programs, case management for the students most at-risk of expulsion, and whole-school interventions such as Discovery-informed classes and Restorative Justice. These initiatives will serve 170 students ages 15-20.

Charter: Charter School Institute

Year of 4-year grant: 1

Contact: Carolyn Gery

Phone: 719-575-9380

County of Schools: El Paso

FY13 Award Amount: \$103,743

Address:

3115 Larkspur Avenue

Colorado Springs, CO 80907

School Name: Scholars to Leaders

Program Description: Scholars to Leaders is a charter school serving a high percentage of students who are at-risk of future expulsion/suspension. This grant targets extreme at-risk factors leading to expulsion: student/family engagement, student mobility, attendance, and low academic achievement through tutoring, a before/after school program, a summer school, and parent outreach.

Charter: Denver Justice High School

Year of 4-year grant: 4

Contact: Mindy Logan

Phone: 303-859-5196

County: Denver

FY13 Award Amount: \$99,074

Address:

4760 Shoshone St

Denver, CO 80211

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: Southwest Open School

Year of 4-year grant: 4

Contact: Judy Hite

Phone: 970-565-1150

County: Montezmua

FY13 Award Amount: \$51,500

Address:

PO Box DD

Cortez, CO 81321

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.

Districts and Schools

<p>District: Adams 12 Five Star Schools Year of 4-year grant: 2 Contact: Teresa Andrade Phone: 720-972-6917</p>	<p>County: Adams FY13 Award Amount: \$239,065 Address: 1500 E. 128th Avenue Thornton, CO 80241</p>
<p>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.</p>	

<p>District: Adams County School District 50 Year of 4-year grant: 4 Contact: James Steward Phone: 303-428-2600</p>	<p>County: Adams FY13 Award Amount: \$90,000 Address: 7300 Lowell Blvd. Westminster, CO 80030</p>
<p>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.</p>	

<p>District: Arapahoe County School District 6 Year of 4-year grant: 1 Contact: Karen Goodwin Phone:</p>	<p>County: Arapahoe FY13 Award Amount: \$271,766 Address: 5776 S Crocker Street Littleton, CO 80120</p>
<p>Program Name: Alternative Education Program Description: Provide services to district alternative education programs serving 300 students, grades 6-12, using social and emotional and restorative approaches to address behavioral issues, with the goal of reducing truancy, suspensions and expulsions and increasing parent engagement, youth leadership, and academic achievement.</p>	

<p>District: Aurora Public Schools Year of 4-year grant: 1 Contact: Carol Moreno Phone: 303-344-8060 x29006</p>	<p>County: Arapahoe FY13 Award Amount: \$465,544 Address: 15701 E. 1st Avenue, Suite 217 Aurora, CO 80011</p>
<p>Program Name: Early Intervention Program Program Description: Program to develop a district-wide Systemic process of Multi-Tiered Systems of Support focused on the more intensive issues occurring in the RtI/PBIS continuum within the Secondary/Tertiary Prevention Tiers. This grant will support over 750 students at two elementary schools, a middle school, and high school.</p>	

District: Boulder Valley School District
Year of 4-year grant: 4
Contact: Michele DeBerry
Phone: 720-561-5252

County: Boulder
FY13 Award Amount: \$99,969
Address:
6500 Arapahoe Road
Boulder, CO 80303-1407

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
Year of 4-year grant: 4
Contact: Robin Gooldy
Phone: 719-276-5700

County: Fremont
FY13 Award Amount: \$13,000
Address:
101 N. 14th Street
Canon City, CO 81212

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: Delta County Joint School District 50
Year of 4-year grant: 2
Contact: Delaine Hudson
Phone: 970-574-2753

County: Delta
FY13 Award Amount: \$85,376
Address:
360 E. 8th Street
Delta, CO 81416

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
Year of 4-year grant: 4
Contact: Amy Miller
Phone: 970-856-6193

County: Delta
FY13 Award Amount: \$37,500
Address:
P.O. Box 547
Cedaredge, CO 81413

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

Year of 4-year grant: 2

Contact: Aviva Katz

Phone: 720-423-1231

County: Denver

FY13 Award Amount: \$178,108

Address:

**Suite 706, 900 Grant Street
Denver, CO 80203**

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: Denver Public Schools

Year of 4-year grant: 1

Contact: Amy McDiarmid

Phone: 720-424-8459

County: Denver

FY13 Award Amount: \$233,507

Address:

**2727 Columbine Street
Denver, CO 80205**

Program Name: PREP Academy

Program Description: Most PREP Academy students have incurred difficulty with the traditional education system. The majority were expelled. The Discovery Program character education will deliver skills to promote academic and social success. The curriculum will be delivered in a boot camp format, 6 hours a day, for 6 weeks.

District: Douglas County School District

Year of 4-year grant: 4

Contact: Janet Laning-Krug

Phone: 303-387-0700

Email: janet.laning@dcsdk12.org

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.

County: Douglas

FY13 Award Amount: \$132,605

Address:

**11722 N. Dransfeldt Road
Parker, CO 80134**

District: East Grand 2 School District

Year of 4-year grant: 3

Contact: Nancy Karas

Phone: 970-887-2581

County: Grand

FY13 Award Amount: \$68,508

Address:

**P.O. Box 125 299 County Road 611
Granby, CO 80446**

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
Year of 4-year grant: 2
Contact: Diana Zakhem
Phone: 303-806-2005

County: Arapahoe
FY13 Award Amount: \$312,000
Address:
4101 S. Bannock Street
Englewood, CO 80110

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.

Private: Escuela Tlatelolco
Year of 4-year grant: 1
Contact: Nita Gonzales
Phone: 303-964-8993

County: Denver
FY13 Award Amount: \$180,293
Address:
2949 Federal Boulevard
Denver, CO 80211

Program Name: Escuela Tlatelolco

Program Description: Escuela Tlatelolco will provide educational services to 35 at-risk students in grades 709 at 2949 Federal Boulevard in Denver. Eighty-five percent (85%) will increase academic achievement and reduce delinquent behaviors. Strategies include: (1) intensive math and literacy instruction, (2) experience cultural education, (3) restorative justice discipline, and (4) family engagement.

District: Fountain-Fort Carson School District 8
Year of 4-year grant: 4
Contact: Jason Miller
Phone: 719-382-1550

County: El Paso
FY13 Award Amount: \$49,699
Address:
301 E. Iowa
Fountain, CO 80817

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: Fountain-Fort Carson School District 8
Year of 4-year grant: 1
Contact: Chris Trask
Phone: 719-382-1572

County: El Paso
FY13 Award Amount: \$101,440
Address:
10665 Jimmy Camp Road
Fountain, CO 81007

Program Name: Middle School Student Support Program

Program Description: The project will provide an interim step for at-risk middle school students prior to referral to an alternative educational setting. Students will be referred to the program as part of the RtI process. Programming includes utilization of Discovery, mentoring, parent outreach, and educational support.

District: Ignacio School District
Year of 4-year grant: 4
Contact: Norma Conley
Phone: 970-749-7530
County: La Plata
FY13 Award Amount: \$15,100
Address:
**PO Box 460, 315 Ignacio Street
Ignacio CO 81137**
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: Lake County School District
Year of 4-year grant: 4
Contact: Jamie Jeffery
Phone: 719-486-6970
County: Lake
FY13 Award Amount: \$29,400
Address:
**107 Spruce Street
Leadville, CO 80461**
Program Name: Extended Learning

Program Description: LCSO 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
Year of 4-year grant: 1
Contact: Channing Puchino
Phone: 303-853-1008
County: Adams
FY13 Award Amount: \$185,690
Address:
**591 E. 80th Avenue
Denver, CO 80229**
Program Name: NETS (Network for Expelled and Truant Students)

Program Description: To improve parent capacity, student attendance/ achievement, and school safety/ discipline, the district will provide: A student re-entry Resource center; Alternatives to Suspension program; Love and Logic programs at 8 schools. The program will serve 80-110 participants annually in grades 6-12.

District: Mesa County Valley School District
Year of 4-year grant: 4
Contact: Catherine Haller
Phone: 970-254-5351
County: Mesa
FY13 Award Amount: \$71,089
Address:
**930 Ute Avenue
Grand Junction, CO 81501**
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: Mesa County Valley School District
Year of 4-year grant: 1
Contact: Catherine Haller/John Pomaski
Phone: 970-254-5488/970-254-7500

County: Mesa
FY13 Award Amount: \$120,482
Address:
Basil T Knight Center
2523 Patterson Road
Grand Junction, CO 81505

Program Name: Prevention Services

Program Description: The program will serve 1200 students grades K-12 in 39 of our district schools. Attendance advocates support students with below 80% attendance and address barriers to attendance. Substance use suspensions are addressed through partnership with Colorado West Mental Health. This consists of evaluation, education, and therapy for identified students with tutoring for skill deficits.

District: North Conejos RE1J
Year of 4-year grant: 2
Contact: Dorrie Quintana
Phone: 719-274-5174

County: Conejos
FY13 Award Amount: \$122,311
Address:
8745 County Road 9 S
Alamosa, CO 81101

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
Year of 4-year grant: 4
Contact: Amy Bollinger
Phone: 719-836-4418

County: Park
FY13 Award Amount: \$54,000
Address:
PO Box 189, 640 Hathaway Street
Fairplay, CO 80440

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: Pueblo City Schools
Year of 4-year grant: 1
Contact: Cheryl Madrill
Phone: 719-549-7188

County: Pueblo
FY13 Award Amount: \$315,027
Address:
315 W 11th Street
Pueblo, CO

Program Name: Pueblo City Schools Alternative Support Programs

Program Description: This will provide a comprehensive program for students demonstrating a need for specific, targeted, research-based interventions. The reduction of truancy, behavior, and suspension and expulsion rates will have a significant impact on achievement for students in the district. The program will service 300 school age students per year.

District: Salida School District

Year of 4-year grant: 3

Contact: Rob Tressler

Phone: 719-530-5469

County: Chaffee

FY13 Award Amount: \$60,000

Address:

**310 E. 9th Street
Salida, CO 81201**

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

Year of 4-year grant: 4

Contact: Mavi Apodaca

Phone: 719-378-2321

County: Alamosa

FY13 Award Amount: \$109,968

Address:

**5401 Terry Street
Mosca, CO 81146**

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: Sheridan School District 2

Year of 4-year grant: 1

Contact: Jackie Webb

Phone: 720-833-6932

County: Arapahoe

FY12 Award Amount: \$290,926

Address:

**4000 S Lowell Blvd
Denver, CO 80236**

Program Name: Sheridan High School

Program Description: Program will provide expansion of the current Student Outreach and Academic Recovery (SOAR) program piloted successfully in 2009-10 expanding to serve 200 students per year; Fortify the current SOAR program by increasing the level of direct instruction and rigor by adding onsite instructors including reading-writing, math and SPED; Fortify current SOAR program by increasing the wrap-around services including counseling, affective needs, and increased partnership with related organizations; Create and provide services to re-engage families; Provide and staff an alternative campus for expelled students who pose a threat to safety of students on the High School campus.

District: Summit Re-1 School District

Year of 4-year grant: 1

Contact: Brett Tomlinson

Phone: 970-368-1108

County: Summit

FY13 Award Amount: \$25,000

Address:

**PO Box 7, 150 School Road
Frisco, CO 80443**

Program Name: Snowy Peaks High School

Program Description: Proposal to implement the Reconnecting Youth Curriculum (RY) for 25 students throughout the course of the school year. RY is an evidence based program with the goal of increasing school performance, decreasing drug involvement, and decreasing emotional distress.

District: Weld RE-3J (Keenesburg RE-3J)
Year of 4-year grant: 3
Contact: Toby Karr
Phone: 303.536.2107

County: Weld
FY13 Award Amount: \$60,000
Address:
99 West Broadway
Keenesburg, CO 80643

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-5J
Year of 4-year grant: 1
Contact: Jason Seybert
Phone: 970-587-6804

County: Weld
FY13 Award Amount: \$70,513
Address:
110 S Centennial Drive Suite A
Miliken, CO 80543

Program Name: Roosevelt High School

Program Description: Plan to identify and intervene with at-risk students through a freshmen study skills course, credit recovery and Why Try? The district is also striving to provide an alternative on-line setting for at-risk students so they are provided the opportunity to finish school in a non-traditional setting.

District: Weld Re-8 School District
Year of 4-year grant: 4
Contact: Scott Graham
Phone: 303-857-3213

County: Weld
FY13 Award Amount: \$30,150
Address:
301 Reynolds Street
Fort Lupton, CO 80621

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
Year of 4-year grant: 3
Contact: Debbie Huerta
Phone: 303-399-4890

County: Denver
FY13 Award Amount: \$122,250
Address:
1501 Albion Street
Denver, CO 80220

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
Year of 4-year grant: 3
Contact: Elizabeth Riffle
Phone: 719-404-1121

County: Pueblo
FY13 Award Amount: \$75,000
Address:
1 El Pueblo Ranch Way
Pueblo, CO 81006

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
Year of 4-year grant: 4
Contact: Alisa Saliman
Phone: 720-944-3765

County: Denver
FY13 Award Amount: \$100,000
Address:
2929 W 10th Avenue
Denver, CO 80204

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.
Year of 4-year grant: 4
Contact: Kathy Stults
Phone: 719-327 2008

County: El Paso
FY13 Award Amount: \$99,690
Address:
17 N. Farragut Avenue
Colorado Springs, CO 80909

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
Year of 4-year grant: 3
Contact: David Molineux
Phone: 303-996-3882

County: Jefferson
FY13 Award Amount: \$67,500
Address:
 421 Zang Street
 Lakewood, CO 80228

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.
Year of 4-year grant: 2
Contact: Elisabeth Freys
Phone: 970-344-1390

County: Larimer
FY13 Award Amount: \$149,115
Address:
 1000 South Lincoln Avenue, Suite
 190 Loveland, CO 80537

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
Year of 4-year grant: 2
Contact: Johnathan Norlin
Phone: 303-225-4060

County: Denver
FY13 Award Amount: \$174,325
Address:
 325 King Street
 Denver, CO 80219

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
Year of 4-year grant: 2
Contact: Kevin Tracy
Phone: 303-932-9599

County: Arapahoe
FY13 Award Amount: \$225,055
Address:
 6400 W. Coalmine Avenue
 Littleton, CO 80123

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

Year of 4-year grant: 3

FY13 Award Amount: \$75,000

Contact: Kelly Farris

Address:

Phone: 303-781-7875

3738 W. Princeton Circle
Denver, CO 80236

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

Year of 4-year grant: 3

FY13 Award Amount: \$45,000

Contact: James Snyder

Address:

Phone: 720-855-3414

2950 Tennyson St
Denver, CO 80212

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

Year of 4-year grant: 2

FY13 Award Amount: \$213,200

Contact: Laurie Ditterline

Address:

Phone: 303-780-9191 x676

P.O. Box 61385
Denver, CO 80206-8365

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

Year of 4-year grant: 2

FY13 Award Amount: \$240,062

Contact: Lisa Broeder

Address:

Phone: 970-567-0940

10431 N. County Road 15, Street
Waverly, CO

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

Year of 4-year grant: 4

Contact: David Molineux

Phone: 303-597 2228

County: Alamosa

FY13 Award Amount: \$22,470

Address:

5 Mountain View Place

Alamosa, CO 81101

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: Excerpt of 2012-13 EARSS End of Year Reporting Survey

SECTION I. Students Served

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

Please indicate your choice:

___ Facility Schools: We are required to report SASIDs for all students. Directions - To report SASIDs use the spreadsheet developed for your mid-year reporting and add students as needed. This end of year reporting period includes students served from July 1 through June 30.

___ District School or Charter: We will voluntarily submit SASIDs for all students served between July 1 and June 30. Directions - To report SASIDs use the spreadsheet developed for your mid-year reporting and add students as needed.

___ District School or Charter: We will not submit SASIDs but will report demographic information through this online survey.

SECTION II: Expelled Students

A. Program Participants Served

1) Of the Expelled students you served between July 1 and June 30 this school year, how many were: *(Skip if reporting SASIDs)*

Male:	
Female	

2) Of the Expelled students you served between July 1 and June 30 this school year, how many were: *(Skip if reporting SASIDs)*

American Indian or Alaska Native	
Asian	
Black or African American	
Hispanic or Latino	
White	
Native Hawaiian or Other Pacific Islander	

Two or More Races	
TOTAL	

3) Of the total number of expelled students you have served between July 1 and June 30, this school year, how many students had a special education designation? For example – consider those who had an IEP identified in the October count. *(Skip if reporting SASIDs)*

4) Of the total number of expelled students you have served between July 1 and June 30, this school year, how many students were designated English Learners? (For example – consider students who were designated NEP, LEP and FEP in the October count). *(Skip if reporting SASIDs)*

B. Reason for Expulsion/Participation in EARSS Program

1. Of the students you served between July 1 and June 30, 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 <i>(not including marijuana)</i>	
2. Marijuana Violations <i>(new reason added in 2012-13)</i>	
3. Alcohol Violations	
4. 1 st , 2 nd Degree or Vehicular Assaults	
5. 3 rd Degree Assaults/Disorderly Conduct	
6. Dangerous Weapons	
7. Robbery	
8. Other Felonies	
9. Disobedient/Defiant or Repeated Interference	
10. Detrimental Behavior	
11. Destruction of School Property	
12. Other Violations of Code of Conduct*	
Total	<i>Automatic Calculation and automatic check with Section I</i>

***Please explain other types of code of conduct violations:**

2) Of the Expelled students you served between July 1 and June 30 this school year, how many were in the following grades or equivalent grades:

K-3	
4-6	
7-8	
9-10	
11-12	

3) Of the expelled students you served between July 1 and June 30 this school year, how many of their parents/guardians did you serve?
(If no parents or guardians in this category, enter 0)

SECTION III: At-Risk of Expulsion Students

A. Program Participants Served

1) Of the At-risk students you served between July 1 and June 30 this school year, how many were: *(Skip if reporting SASIDs)*

Male:	<input type="text"/>
Female:	<input type="text"/>

2) Of the At-Risk students you served between July 1 and June 30 this school year, how many were: *(Skip if reporting SASIDs)*

American Indian or Alaska Native	<input type="text" value="0"/>
Asian	<input type="text" value="0"/>
Black or African American	<input type="text" value="0"/>
Hispanic or Latino	<input type="text" value="0"/>
White	<input type="text" value="0"/>
Native Hawaiian or Other Pacific Islander	<input type="text" value="0"/>
Two or More Races	<input type="text" value="0"/>

3) Of the total number of At-risk students you have served between July 1 and June 30, this school year, how many students had a special education designation? For example – consider those who had an IEP identified in the October count. *(Skip if reporting SASIDs)*

4) Of the total number of At-risk students you have served between July 1 and June 30, 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). *(Skip if reporting SASIDs)*

B. REASON FOR "AT-RISK" PARTICIPATION

Of the at-risk students you served between July 1 and June 30 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.

Primary Reason	At-Risk (number, not percent)
----------------	----------------------------------

a) Alcohol, tobacco or other drug use (not including marijuana)	0
b) Marijuana use (new reason added in 2012-13)	0
c) Destruction or defacement of school property/vandalism	
d) 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)	0
e) Fights or other violent behavior	0
f) Robbery/theft/stealing	0
g) Sexual Harassment/sexual assault	0
h) Truancy (ranges from unexcused absences to habitually truant)	0
i) 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)	0
j) Expelled and/or suspended and transferred to Facility School	0

2) Of the At-Risk students you served between July 1 and June 30 this school year, how many were in the following grades or equivalent grades:

K-3	
4-6	
7-8	
9-10	
11-12	

Of the At-risk students you served between July 1 and June 30 this school year, how many of their parents/guardians did you serve? (If no parents or guardians in this category, enter 0)

SECTION IV: Program Strategies and Services

A. Programs and Strategies

This section is intended to provide a better picture of all the support and services available to participants.

Category	Expelled	At-Risk	Funded by EARSS Grant
<u>Academic and Attendance Strategies</u>			
a) Credit recovery	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Building study skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

c) Extended day learning (Before and After school opportunities).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) GED Classes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Individual Career and Academic Planning (ICAP)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Online and technology based learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Tutoring	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Service Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) Attendance Contracts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) Behavioral plans for habitually truant students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k) Court mandated case management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l) Diversion from truancy court	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m) Student Attendance Review Board (SARB)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n) Truancy Mediation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social Emotional and Behavioral Support			
o) Character education and social skill building	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p) Mental health services counseling (individual, group or topic focused)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q) Restorative justice for discipline problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
r) Certified Addictions Counselor (CAC) Services (drug/alcohol/substance abuse treatment)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Systems Approaches			
s) Wraparound case management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
t) Active learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
u) Culturally responsive interventions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
v) Individualized Instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
w) Small group instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
x) PBIS Positive Intervention Behavior Support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
y) Positive staff-student mentoring and relationships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
z) Professional development days	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
aa) Response to Intervention (RTI)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

bb) Transition Planning/staffing from facility to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
cc) Transition Planning for Post-secondary success	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Model Programs or Practices supported by EARSS funds			
dd) Bullying / Bystander intervention program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ee) Aggressive replacement training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ff) Discovery Program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
gg) Life Skills Training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
hh) Why Try?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ii) Other (please specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input style="width: 300px; height: 20px;" type="text"/>			

B. (Optional) Of the Funded strategies/programs you have chosen, choose the 3 most effective strategies in achieving successful outcomes for students served with EARSS funds.

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

Note: The focus in this section is service types for students who have been expelled or at risk of expulsion or suspension.

Student Service Types
Intensive - Case Management, individualized educational planning, treatment services, credit recovery. Length of services generally six months or more, in the Response to Intervention (RtI) model.
Intervention - Specialized programs such as bullying prevention, social skill development, social/emotional functioning, tutoring, conflict mediation, restorative justice, etc. Length of services may be, in general, 1 to 5 months.

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) Based on your parent/family services (described above), please select the answer that best describes the level of activity in each area.

Six Types of Family Engagement	Level of Activity:
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.)	Not Occurring Rarely Occurs Occasionally Occurs Frequently Occurs
2. Two-way Communication - Home visits, meetings with families, regular	Not Occurring

progress notes, attendance plans, family conferencing, parent/teacher/student conferences, written and verbal communication re: parent/student/school expectation/school policies/programs/reforms/transitions.	Rarely Occurs Occasionally Occurs Frequently Occurs
3. Learning at Home - Support for parents/families to assist with homework, individualize planning with parents/families to address educational barriers/challenges	Not Occurring Rarely Occurs Occasionally Occurs Frequently Occurs
4. Volunteering - Parents of family members, volunteer with the school, e.g. Career day, organizing events, parent mentoring, tutoring	Not Occurring Rarely Occurs Occasionally Occurs Frequently Occurs
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	Not Occurring Rarely Occurs Occasionally Occurs Frequently Occurs
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...	Not Occurring Rarely Occurs Occasionally Occurs Frequently Occurs

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 fiscal, personnel, incentives, opportunities for students, etc.

F. OPTIONAL: Please share a Student or Family Success Story from your program.

Do not use the student's real name.

Based on your success story, please include the following.

- 1) Student's circumstances (expelled or at-risk),
- 2) Program interventions/services provided
- 3) Detail the success

Section V. Student and Parent Outcomes and Objectives

A. Student Outcomes

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

Outcomes	<u>Expelled</u>	<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 Corrections / Division of Youth Corrections		
Home-schooled		
Discontinued schooling / dropped out Includes students in 7th 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) transfer (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 grade <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 this school year (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 this school year (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 the district or outside program, e.g. institution or 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 coursework and assessment.		
Totals		

OPTIONAL COMMENT - Provide additional information outcomes.

B. Parent Outcomes

Of the parents served, how many improved ability to support their child's learning
As demonstrated by: (check up to 3 choices)

- 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 resources, homework, child care, transportation...)

- Observed behavior improvement and/or report** by school staff and/or students
- Parent/family follow up on referrals to services.**
- N/A**

OBJECTIVES: - *(Objectives are pre-populated from previous reports)*

Please indicate progress in meeting your objectives in each of the following categories:

1a. Parent-Focused Objective 1:

Objective 1 Progress (select One):

___ Completely On-track ___ Partially On-track ___ Not On-track

1b. Parent-Focused Objective 2:

Objective 2 Progress (select One if applicable):

___ Completely On-track ___ Partially On-track ___ Not On-track

Please check up to 3 primary indicator(s) being used to track progress.

- Assessed improvement (pre-post test, family functioning assessment, Nurturing Parent Program surveys...)
Completion of specialized program (parenting class, parent education workshops, ART, PEP)
- Improved 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 behavioral improvement and/or reports by school staff and/or student
- Parent/family follow-up on referrals to services
- Other: (please specify)

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

2a. Academic Objective 1:

Objective 1 Progress (select One):

___ Completely On-track ___ Partially On-track ___ Not On-track

2b. Academic Objective 2:

Objective 2 Progress (select One if applicable):

___ Completely On-track ___ Partially On-track ___ Not On-track

Please check up to 3 primary indicator(s) being used to track progress.

- Formally assessed improvement (CSAP,MAP,DIBELS...)

- Completion of coursework or class
- Credit recovery in core class(es): math, science, reading, 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 end-of-year)
- Other: (please describe)

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

D. Progress Indicator: Questions for EARSS Programs Serving High School Students.

This section is only for EARSS grantees serving students in grades 9-12. Please see the Tip Sheet for guidance in responding to these questions.

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? See Tip Sheet for Guidance

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

2. 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 at the end of the year? See Tip Sheet for Guidance

3. What is the total number of credits required to receive a diploma from your high school?
(END OF YEAR QUESTION ONLY)

3a. Attendance Objective 1:

Objective 1 Progress (select One):

___ Completely On-track ___ Partially On-track ___ Not On-track

3b. Attendance Objective 2:

Objective 2 Progress (select One if applicable):

___ Completely On-track ___ Partially On-track ___ Not On-track

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

Please check up to 3 primary indicator(s) being used to track progress.

- Attendance comparison (baseline to end-of-year)

- 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)

4a. Safety/Discipline Objective 1:

Objective 1 Progress (select One):

___ Completely On-track ___ Partially On-track ___ Not On-track

4b. Safety/Discipline Objective 2:

Objective 2 Progress (select One if applicable):

___ Completely On-track ___ Partially On-track ___ Not On-track

Please check up to 3 primary indicator(s) being used to track progress.

- 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...)
- Formally assessed improvement (pre-post test, surveys)
- Participation in team building activities
- Report by mental health professionals
- Other: (please specify)

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

SECTION VI: Sustainability and Capacity Building

A. For Public schools: Amount of Per Pupil 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 2012-13 was \$ \$5,843.26.

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 2013-14. (Limit of 300 words)

VII. 2013-14 Continuation Application *(4th year grantees skip this section)*

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

- Yes
- No

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

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

List each program objectives identified for the 2013-14 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 2013-14. Objectives must represent concrete, realistic and measurable outcomes.

1a. 2013-14 Parent-focused objective

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

2a. 2013-14 Academic objective

2b. (as applicable): Academic objective

3a. 2013-14 Attendance objective

3b. (as applicable): Attendance objective

4a. 2013-14 Safety/Discipline may address social/emotional objectives

4b. (as applicable): 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 BOCES serving member districts with less than 4,000 students to assist with applying for grants. **For contact information for each Colorado BOCES, please visit the following Web site:**

<http://www.cde.state.co.us/utility/k12schls.htm>.

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 site 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)

APPENDIX E: Description of Strategies

Academic and Attendance Strategies	
a)	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, such as Apex, A+, NovaNet. ODYSSEYWARE.
b)	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.
c)	Extended day learning (Before and After school opportunities) Expanded day learning: Includes programs that serve school-age children and youth during the non-school hours, including before and after school, on weekends and school holidays, and during the summer.
d)	GED classes: Includes classes to prepare for the GED, practice testing and/or testing services (off-site or on-site) that are offered to EARSS participants.
e)	Individual Career and Academic Planning: Refers to preparing the student to participate in the world of work, family and community (taken from CDE/ESLU).
f)	Online and technology based learning: In this context refers to a full-time <i>Online Education Program</i> , which in Colorado is defined as ..."a non-religious, non-sectarian full-time online education program or school authorized by..., that delivers a sequential program of synchronous or asynchronous instruction from a teacher to a student primarily through the use of technology via the internet in a virtual or remote setting. If there is not a teacher at a distance, who is responsible for the grading and teaching of the student, and there is not instruction over the internet, then this is not an online program (taken from www.cde.state.co.us/onlinelearning).
g)	Tutoring: Refers to one-on-one or small group instruction to supplement learning and support academic improvement. May include: Homework help, instruction in core courses and instruction to assist in credit recovery, and grade advancement.
h)	Service Learning: The model for service-learning includes the following components: Investigating community issues; Planning a project; Acting to address a problem; Reflection of the students on their experience and the process; Demonstration of the students' work by the students to a wider audience; and Celebration (taken from http://www.cde.state.co.us/servicelearning/index.htm).
i)	Attendance Contracts: Refers to written agreements to address attendance issues. Often includes strategies to address barriers to attendance and action plans to improve attendance.
j)	Behavioral plans for habitually truant students: Refers to action plans to address truancy and specifies details for follow-up and monitoring. Plans may feature alternatives to court referrals for those identified as habitually truant and are developed in coordination with students, parents, school personnel, and community-based providers.

<p>k) Court mandated case management: Refers to services ordered by the courts that mainly involve assessing the student’s situation and developing a coordinated service plan, implementing and monitoring service delivery, evaluating the effectiveness of the strategy by considering the outcomes, and reporting back to the court.</p>
<p>l) Diversion from truancy court: Refers to options and strategies that are alternatives to truancy court filing.</p>
<p>m) Student Attendance Review Board (SARB): Refers to a truancy intervention approach organized by the school/community. The board is comprised of school and community representatives that convene to address truancy and attendance issues. Student and parent participation is required and critical to the process. SARBs often make recommendations and develop agreements to address barriers to attendance and connect families to supports as appropriate.</p>
<p>n) Truancy Mediation: Refers to an intervention that brings together students, parents, and school representatives to discuss poor attendance and other concerns. The mediator, a neutral third party, facilitates communication and follows a structured procedure designed to help parties identify issues, interests and explore possible solutions. An agreement is developed to address concerns and is generally is monitored by school staff, such as social worker.</p>
<p>Social Emotional and Behavioral Support</p>
<p>o) Character education and Social skill building: Refers to programming that addresses the development of emotional, intellectual and moral qualities of a person or group as well as the demonstration of these qualities in prosocial behavior. Character education teaches the habits of thought and deed that help people live and work together as families, friends, neighbors, communities, and nations. Taken from www.ed.gov). May include leadership development, conflict resolution, and programs to increase self-awareness, citizenship, and empathy.</p>
<p>p) 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.</p>
<p>q) Restorative justice for discipline problems: A formal process, facilitated by trained mediators in restorative justice, that allows students to understand the harm caused, who it affected and how to repair it. It provides support and opportunity to resolve student conflicts and misconduct.</p>
<p>r) Certified Addictions Counselor (CAC) services (drug/alcohol/substance abuse treatment)</p>
<p>s) Wraparound case management: Refers to an approach based on a team of people who come together around family strengths and needs to create unique interventions and supports based on a process of unconditional care. Family participation in decision-making is a key component. (Taken from http://www.cde.state.co.us/pbs/) Involves provision of services and interventions to both students and parents and activities that facilitate family access to needed community services.</p>

Systems Approaches	
t)	Active learning: Refers to any learning strategy that actively engages students. It can include exercises, cooperative groups, share/pair, participatory action research, student led discussions, debates, research...
u)	Culturally responsive interventions: Refers to strategies and activities that are relevant and sensitive to a student's background, culture and language and may include, but not limited to reducing inappropriate referrals to special education, addressing over representation of specific cultural groups in disciplinary actions, and closing the achievement gap.
v)	Individualized Instruction: Generally refers to instruction that is tailored and attentive a student's learning style and educational needs and may be integrated with individual learning plans.
w)	Small group instruction: Generally refers to teacher-led instruction of groups of 10 or fewer students.
x)	PBIS - Positive Behavior Interventions and Supports: Refers to participation in Colorado Schoolwide Positive Behavior Support Initiative and implementation of strategies and practices to establish and maintain effective school environments that maximize academic achievement and behavioral competence of all learners. (Taken from http://www.cde.state.co.us/pbs/)
y)	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...
z)	Professional Development Days: Refers to time designated for staff learning. May include, but not limited to training, courses, workshops...
aa)	Response to Intervention (RTI): Framework that promotes a well-integrated system connecting general, compensatory, gifted, and special education in providing high quality, standards-based instruction, and intervention that is matched to students' academic, social-emotional, and behavioral needs. (Taken from http://www.cde.state.co.us/RtI/LearnAboutRtI.htm)
bb)	Transition Planning/Staffing from facility to school
cc)	Transition Planning for Post-secondary success
Model Programs	
dd)	Bullying/Bystander Intervention programming: For examples of programs and best practices visit - http://www.bullyingprevention.org/index.cfm/ID/10
ee)	Aggression Replacement Training: For description visit website http://www.findyouthinfo.gov/cf_pages/programdetail.cfm?id=292
ff)	Discovery Program: Refers to program to promote a safe social and emotional learning environment.
gg)	Life Skills Training: For description visit website http://www.lifeskillstraining.com/
hh)	Why Try?: For description visit website http://www.whytry.org/
ii)	Other (please describe)

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 2012-2013 school year and that covered the period of July 1, 2012 to June 30, 2013. 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 CDE staff. Descriptive statistics were used to calculate both aggregate and disaggregate data. CDE staff analyzed the data for any irregularities.

Additionally, each grantee submits a year-end report, which is reviewed by CDE staff. This EARSS program team 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.

End Notes

¹ See studies available through the Civil Rights Project and the new initiative titled, Center for Civil Rights Remedies (CCRR), <http://civilrightsproject.ucla.edu/research/k-12-education/school-discipline>.

² Padres & Jovenes Unidos, a Denver parent/youth advocacy group. In 2010, the group began a legislative campaign to end harsh disciplinary actions that push students out of school. They were a stakeholder in the passing of HB12-1345, School Finance Act, which included provisions to amend Colorado's school discipline laws and eliminate "Zero Tolerance", <http://www.padresunidos.org/end-school-jail-track>.

³ Maclver, M.A., Balfanz, R., & Byrnes, V. (2009). *Advancing the "Colorado Graduates" Agenda: Understanding the Dropout Problem and Mobilizing to Meet the Graduation Challenge*. Baltimore, MD: Johns Hopkins University, The Center for Social Organization of Schools.

⁴ Fabelo, T., Thompson, M., Plotkin, M., Carmichael, D. Marchbanks III, M., & Booth, E. (2011). *Breaking Schools' Rules: A Statewide Study of How School Discipline Relates to Students' Success and Juvenile Justice Involvement*. New York: Council of State Governments Justice Center.

⁵ U.S. Department of Education's Office for Civil Rights (OCR). (2009) District or School Reports. <http://ocrdata.ed.gov>.

⁶ National Center for School Engagement. *Truancy Fact Sheet*. Accessed @ www.schoolengagement.org.