**COLORADO**
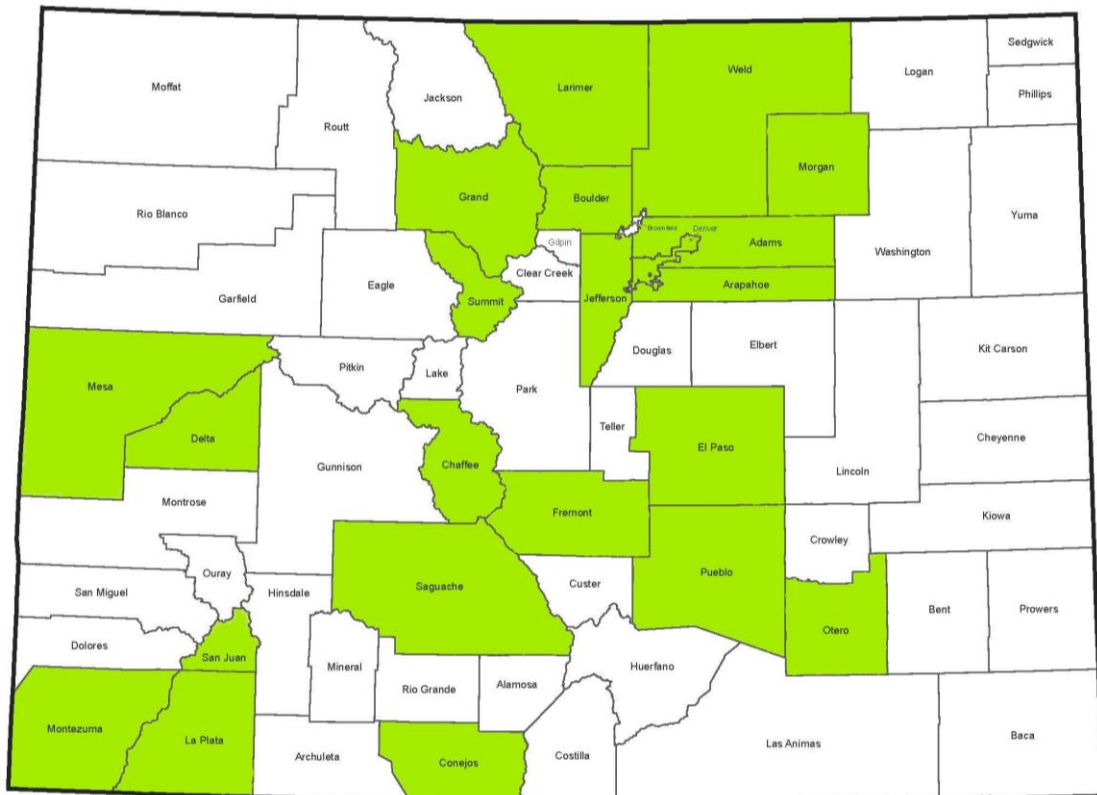**Department of Education**

Expelled and At-Risk Student Services Grant Program

# Evaluation Report to the Colorado Legislature

*Grantee Award Period*: July 1, 2013 to June 30, 2014



Colorado County Map

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

# Evaluation Report to the Colorado Legislature

## Grantee Award Period:
## July 1, 2013 to June 30, 2014

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:

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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, nonpublic 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 2013-2014, $7,493,560 was appropriated to the grant program, of which $7,181,259 was distributed to grantees.  Awards distributed to grantees resulted in the following:

- 45 grantees located in 22 counties served 8,635 students.
- 6,099 parents/guardians of EARSS students also received services.

### Addressing Unique Needs

EARSS grantees explain that the students they serve often have, in addition to behavior problems, 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, 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 514 expelled students.  Students participating in an EARSS program were expelled primarily for marijuana violations (30.5%), detrimental behavior (16.2%), and 3rd degree assault/disorderly conduct (12.3%).

### Students at Risk of Expulsion

There were 8,121 at-risk students participating in an EARSS program, which represented 94 percent of students served.  A high percent of students participating in an EARSS program were identified as "at risk" because of truancy issues (51.1%).  Additional reasons for serving at-risk students were due to disobedience (13.1%), detrimental behavior (9.9%), and marijuana violations (8.9%).

### Demographics

**Expelled Students in non-facility schools –** 79.2 percent of the students served were male and most were Hispanic (53%) or White (30%); 20.4 percent of the expelled students served had a special education designation, which exceeded the state rate of 10 percent;  16.6 percent were  classified as English learners; and 65.5 percent were in 9-12th grade.

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

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 2013-2014, a total of 45 EARSS grantees served 8,635 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 an EARSS program was 2.5 percent.  This is a dramatic improvement over the 18.6 percent dropout rate posted by the state's alternative schools.

**Students at Risk of Expulsion in non-facility schools –** 58.6 percent of students served were male.  Most of the at-risk students served were Hispanic (52.5%) or White (33.9%); 18.8 percent had a special education designation; and 14.8 percent were classified as English learners.  The highest percent of at-risk students were in 9-12th grade (63.5%).

**Facility Schools - T**en facility schools served 1,516 students. The majority of students served were male (75.6%) and mostly White (34%) or Hispanic (28%).  More than half of students served (55.4%) had a special education designation.

## Student and Parent Outcomes

- 74.3 percent of at-risk students experienced positive outcomes, as reported by EARSS grantees. These outcomes reflect school completion and continuation of education within the same school district.
- 85.1 percent of expelled students experienced positive outcomes, as reported by EARSS grantees.  These outcomes reflect school completion, continuation of education, completion of expulsion, and return to school.
- 61.3 percent of parents/guardians improved their ability to support their child's learning as reported by EARSS grantees.
- The dropout rate of at-risk 7-12th grade students in an EARSS program was 3.3 percent, which was an improvement from last year's rate of 3.6 percent. The state dropout rate for 2013-2014 will not be available until January, 2015.
- The dropout rate of expelled 7-12th grade students in an EARSS program was 2.5 percent. This is dramatically lower than the last reported state dropout rate for alternative schools, which was 18.6 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 emotional functioning.

When the percentages of "exceed goal" and "met goal" are combined for all grantees, 38 percent of EARSS grantees reported having met or exceeded at least 3 out of 4 of their objectives.   However, the ratings varied based on the grantee's year in the program. While 60 percent of  first year grantees reported only meeting 1 out 4 of their objectives, 66 percent of fourth year grantees reported meeting or exceeding at least 3 out of 4 of their objectives.

## 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 in third and fourth/final year of the grant, 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 $19.7 million of PPR would be retained in the 2014- 15 school year.  Grantees

anticipated directing 22.7percent 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 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.  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 disproportionally involved in out-of-school disciplinary actions.[1]  They further make the case that exclusionary discipline practices and harsh disciplinary policies disrupt academic achievement and push students out of school.[2]

**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 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 support 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 nonpublic 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 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.

## 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]

- 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.
>
> 3) To provide support to address habitually truancy (as amended in 2008).

## 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 parent or guardian, homelessness, 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

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**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*
- *Alternative 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.*

information, county map of the service area, and a program sample success story.

## Definition 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 disruptive.* At-risk can also include those that are declared *habitually truant*.

- *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 Student Re-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, nonpublic 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 demonstrating measureable progress in meeting program objectives, complying with assurances and cooperative agreements, and showing significant school or district support to sustain the program past the funding cycle.

## 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 45 EARSS grantees were located in 22 counties and represented 26 of 178 Colorado school districts and included services to facility schools, BOCES, and a nonpublic non-parochial school.
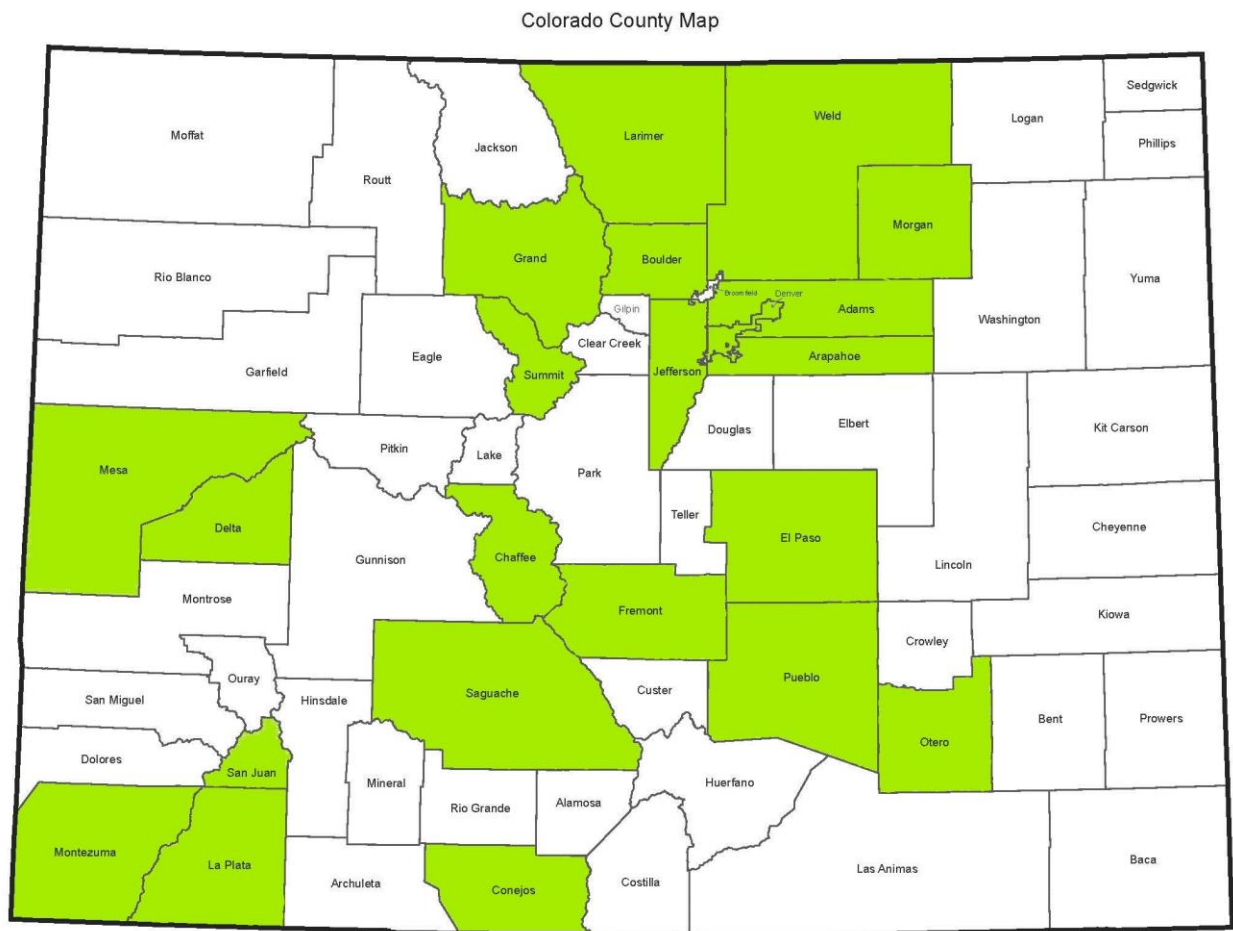


**Figure 1:** County Map of FY13-14 EARSS Program Grantees in Colorado
*Shaded areas represent the 22 counties served by EARSS-funded programs.*

## 2013-2014 Grant Awards

In the 2013-2014 fiscal year, $7,181,259 was awarded to the EARSS grantees.  Funds were designated for 35 continuing and 10 new grantees.  The 45 grantees represented 26 districts, 10 facility schools, 5 charter schools, 3 BOCES, and 1 nonpublic non-parochial school. See *Appendix B* for list of grantees and *Appendix C* for a brief description of each program.

Each grant represents a four-year funding cycle and grantees are grouped by cohort.  The highest percent (33%) of grantees were in the second year of funding. Additional information on grantee cohorts can be seen on **TABLE 1.**

**TABLE 1:  4-Year Grant Cycle by Cohort**

| Grant Cohort | Number of Grantees | Percent of Grantees |
|---|---|---|
| 1st year | 10 | 22% |
| 2nd year | 15 | 33% |
| 3rd year | 11 | 24% |
| 4th year | 9 | 20% |

**Source:**  Colorado Department of Education, EARSS End-of-Year Reporting, 2013-2014

Eighteen grantees (40%) served students from more than one school district. Their award amount equaled 30 percent of the appropriation.  The authorizing legislation requires 45 percent of the appropriation be awarded to grantees serving students from more than one school district.   The department did not receive sufficient applications with purposed dollar amounts to meet the 45 percent.  Since the implementation of the authorizing legislation in 1997, most school districts are less reliant on other districts to serve their students. BOCES serve member districts especially in rural areas. Facility schools accept students from several school districts.

*Note: Data from 1 grantee was not available to include in the analysis below due to the closure of the school.*

# Students Served

A total of 8,635 students participated in an EARSS program.  The number of participating students decreased with 814 fewer students served in 2013-2014 compared to 2012-2013.

## Scope and Reason for Expulsion

Overall, EARSS grantees reported serving 514 expelled students. This represents 6 percent of all EARSS students served.  Colorado education statistics show that 1,276 students were expelled in 2013-2014.

*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 (30.5%), detrimental behavior (16.2%), and 3rd degree assault/disorderly conduct (12.3%).  Additional reasons for expulsion can be seen on **CHART 1.**  Colorado education statistics show that the most common reasons for expulsion in 2013-2014 statewide are drug-related violations (42%), dangerous weapons (11%), disobedient/defiant or repeated interference (8%), and detrimental behaviors (14%).
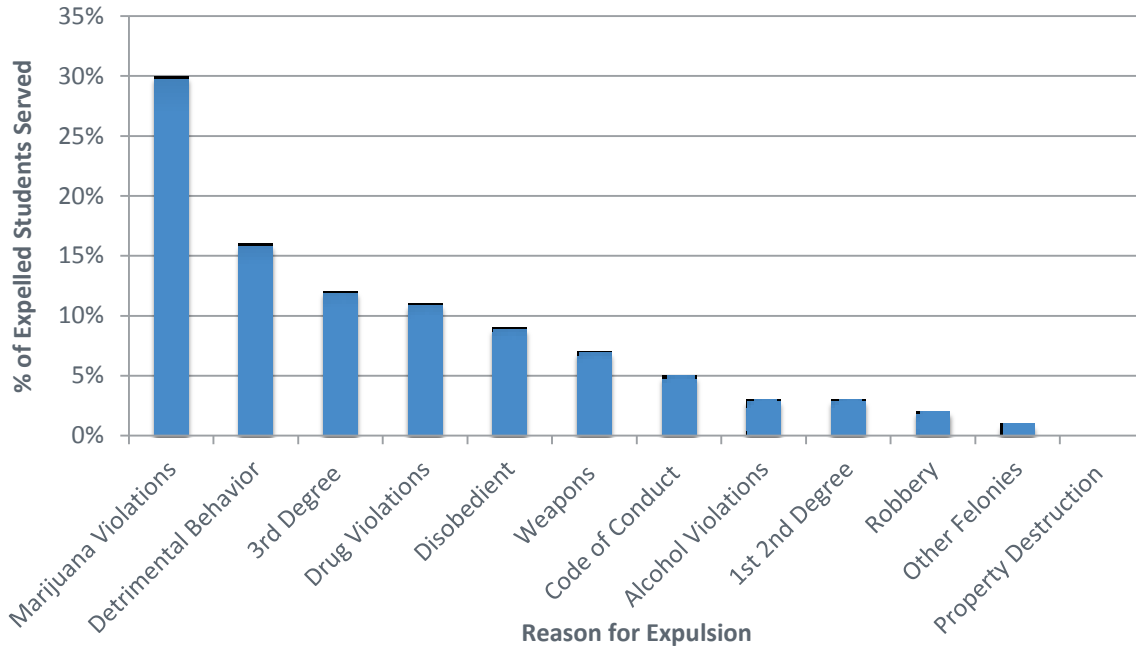
**CHART 1: EARSS EXPELLED STUDENTS SERVED REASONS FOR EXPULSION**



Source:  Colorado Department of Education, EARSS End-of-Year Reporting, 2013-2014

## Information Specific to Marijuana

Districts do not include information specific to marijuana-related incidents in their  annual school-by-school disciplinary incident and actions taken report to the Colorado Department of Education as required by Colorado Revised Statute 22-32-109 (2)(b). Therefore, EARSS grantees were asked to separate out marijuana from all other drug-related violations when reporting the reasons for expulsions for students served by the program during the 2013-2014 school year.  Of the 514 expelled students served by grantees, 30.5% had been expelled for marijuana-related code of conduct violations.  In comparison to the 2012-13 school year, this is a lower number of students served because of marijuana-related violations which in 2012-13 was 32.6% of 720 expelled students served by grantees.

Because marijuana-related expulsions is a subset of drug violations and not specifically collected statewide, and expelled students served by grantees is a subset of the total number of expelled students statewide, it is not possible to determine the total number of students expelled for marijuana in Colorado or what percent of them were served by the grant supported services.

## Drug-Related Violations

School districts are required to report drug-related behavior without identifying the type of drug.  Alcohol and tobacco incidents are reported separately from drugs.

CHART 1 illustrates that the majority of EARSS students served were expelled for drug–related (including marijuana) violations.  Statewide data indicate that drug-related behavior is consistently the number one reason for expulsions in Colorado.  Of the 1,276 total statewide expulsions that occurred during the 2013-2014 school year, 535 were for drug-related violations. TABLE 2 tracks the number of drug-related expulsions and suspensions over the past 5 years.

### TABLE 2:  5 -Year Trend: Colorado Public PreK-12  School Suspension and Expulsion Actions for Drugs

| | SCHOOL-YEAR | | | | |
|---|---|---|---|---|---|
| | 2009-2010 | 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 |
| SUSPENSIONS (Classroom + In-School + Out of School) | 4,212 | 4,650 | 4,561 | 4,319 | 4,714 |
| EXPULSIONS | 753 | 767 | 718 | 614 | 535 |
| Total School Drug Suspensions & Expulsions: | 4,965 | 5,417 | 5,279 | 4,933 | 5,249 |

**Source:**  Colorado Department of Education, Data Services 2013-2014

## Scope and Reason for "At-Risk" Identification

There were 8,121 at-risk students participating in an EARSS program, which represented 94 percent of students served.  It is unclear how many at-risk students there are in Colorado.  CDE statistics show that in the 2013-2014 school year, 45,107 students were disciplined (by other than expulsion or out-of-school suspension) for violations to school codes of conduct. Approximately 5,421 students were placed in facility schools.  Using this information as a proxy for the number of at-risk students, it suggests that EARSS programs served approximately 16 percent of the state's at-risk students.

A high percent of students participating in an EARSS program were identified as "at-risk" students because of truancy issues (51.1%).  In statute, identification of students at risk of expulsion or suspension may include those who have been or are likely to be declared *habitually disruptive.* At-risk can also include students at risk of being declared *habitually truant.*  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, other than for truancy, that at-risk students participated in an EARSS program. The reasons represent behaviors that lead or could lead, to disciplinary action such as suspension and expulsion.  Many EARSS students were considered "at-risk" due to disobedience (13.1%), detrimental behavior (9.9%), and marijuana violations (8.9%).

**CHART 2: EARSS AT-RISK OTHER REASONS\* FOR PARTICIPATION RELATED TO CONDUCT AND DISCIPLINARY VIOLATIONS**
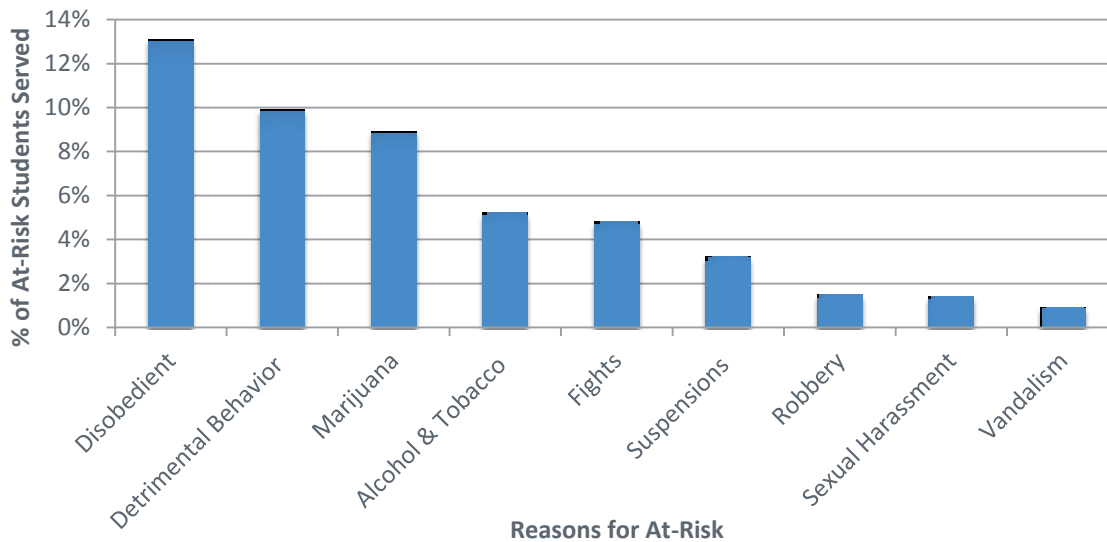


\*Other reasons includes risk factors other than truancy issues, therefore rates do not equal to 100%

**Source:** Colorado Department of Education, EARSS End-of-Year Reporting, 2013-2014

## 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 on page 15.*

### Expelled Students

Thirty-five EARSS grantees served 345 expelled students in non-facility schools.  Grantees were required to provide State Assigned Student Identifiers (SASIDs) for all the expelled students they served.  Complete records were available for 313 of the expelled students served by an EARSS program.  The data show that 79.2 percent of the students served were male and most were Hispanic (53%) or White (30%).

> 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 Hispanic students were served and a lower percent of Black students,

American Indian or Alaska Native students, White students, and students with two or more races participated in an EARSS program. More details on state comparisons can be seen on **TABLE 3.**

**TABLE 3: Expelled Race/Ethnicity Comparison of Student Population to Percent of State Expelled and EARSS Expelled Students Served**

| Racial/Ethnic Group | Percent of Student Population | Percent of State Expulsion | Percent of EARSS-served Expelled |
|---|---|---|---|
| American Indian or Alaska Native | 0.7% | 2.0% | 1.3% |
| Asian | 3.1% | 1.0% | 1.0% |
| Black | 4.7% | 12.6% | 12.5% |
| Hispanic | 32.8% | 41.2% | 53.0% |
| Native Hawaiian or Other Pacific Islander | 0.2% | 0.3% | 0.3% |
| White | 55.0% | 38.7% | 30.0% |
| Two or More Races | 3.5% | 4.2% | 1.9% |

Source:  Colorado Department of Education, Data Services and EARSS End-of-Year Reporting, 2013-2014

It was reported that 20.4 percent of the expelled students served had a special education designation, which exceeded the state rate of 10 percent.  The percent of EARSS expelled students classified as English learners (16.6%) exceeded the state average of 14.5 percent.  A review by grade level, shows 65.5 percent of expelled students served were in 9th to 12th grade. A breakdown of grade levels served can be seen on **TABLE 4.**
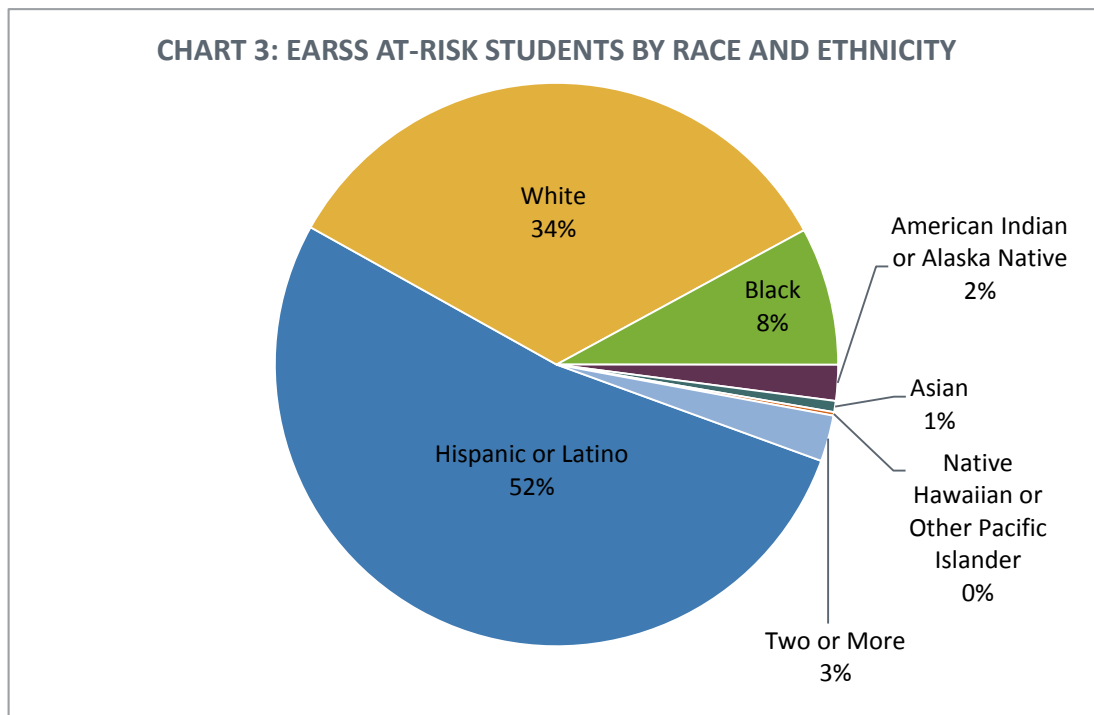
**TABLE 4:  EARSS Expelled  Students Served by Grade Level (Non-Facility Schools)**

| Grade Level | K-3 | 4 to 6 | 7 to 8 | 9 to 12 |
|---|---|---|---|---|
| Total | 0 | 14 | 94 | 205 |
| Percent of Expelled | 0% | 4.5% | 30% | 65.5% |

Source: Colorado Department of Education, EARSS End-of-Year Reporting, 2013-2014

**Students At Risk of Expulsion**

The records show that EARSS grantees served 6,774 students identified as "at risk of expulsion" in non-facility schools.  Each grantee was required to provide State Assigned Student Identifiers (SASIDs) for the at-risk students they served.  Complete records were available for 6,421 of the "at risk of expulsion" students served by an EARSS program.  Results indicate that of those served, 58.6 percent were male.  Most of the at-risk students served were Hispanic (52.5%) or White (33.9%). **CHART 3** shows a breakout by race and ethnicity for at-risk students served.

**CHART 3: EARSS AT-RISK STUDENTS BY RACE AND ETHNICITY**

White
34%

American Indian
or Alaska Native
2%

Black
8%

Asian
1%

Hispanic or Latino
52%

Native
Hawaiian or
Other Pacific
Islander
0%

Two or More
3%

Source: Colorado Department of Education, EARSS End-of-Year Reporting, 2013-2014

Of the at-risk students participating in an EARSS program, 18.8 percent had a special education designation.  This represents a notably higher rate of special education status when compared to the state rate of 10 percent, but is lower than the rate of expelled students served by an EARSS program.  Of the at-risk students served, 14.8 percent were classified as English learners.  This rate is lower than the rate for expelled students served by an EARSS program but above the state average of 14.5 percent.

The highest percent of at-risk students were in high schools (63.5%).  This closely matches the statistics for the expelled students served.  **TABLE 5** shows a breakout by grade level.

**TABLE 5:  EARSS At-Risk Students Served by Grade Level (Non-Facility Schools)**

| Grade Level | K-3 | 4 to 6 | 7 to 8 | 9 to 12 |
|---|---|---|---|---|
| Total | 375 | 682 | 1,288 | 4,076 |
| Percent of At-Risk of Students | 5.8% | 10.6% | 20.1% | 63.5% |

Source: Colorado Department of Education, EARSS End-of-Year Reporting, 2013-2014
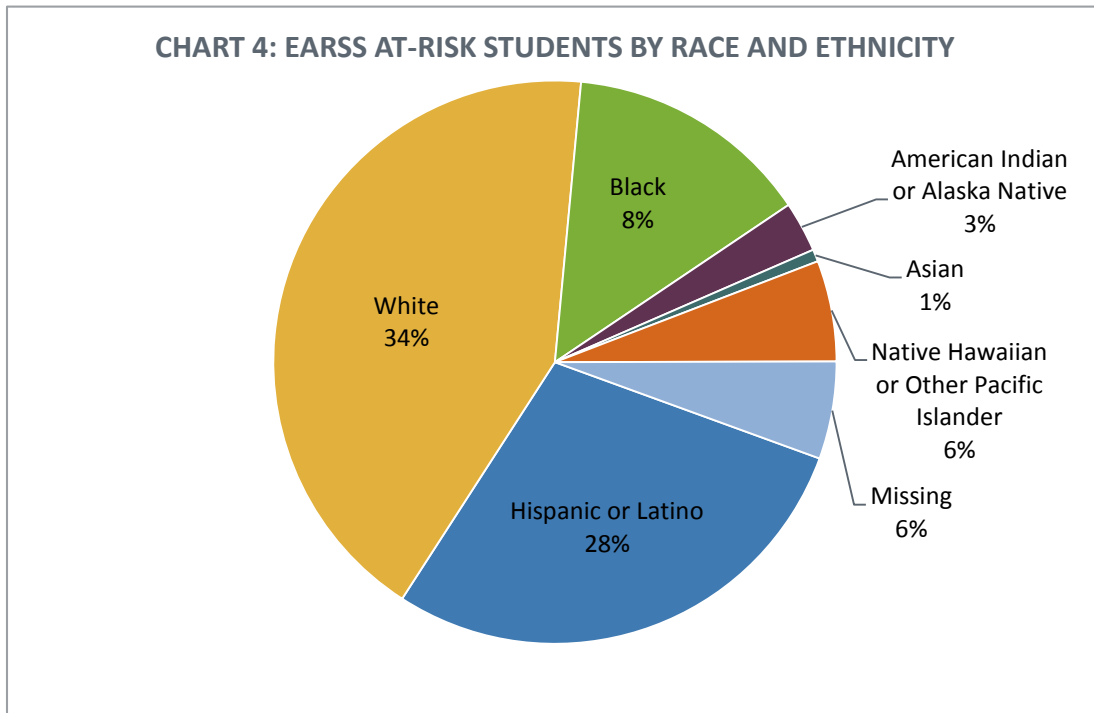
**Facility Schools**

Ten facility schools served 1,516 students. One hundred and sixty nine were expelled and 1,347 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 1,508 of the students served. The majority of students served were male (75.6%) and mostly White (34%) or Hispanic (28%).

 *Note: Data for race and ethnicity was only available for 1423 facility school students served by EARSS– See* **CHART 4**.



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

More than half (55.4%) of the EARSS students in a facility school had a special education designation.  The data on the number of English learners was not available for this report.

*Note: Data for grade level was only available for 653 facility school students served by EARSS– See* **TABLE 6.**

**TABLE 6:  EARSS Facility School Students Served by Grade Level**

| Grade Level | K-3 | 4 to 6 | 7 to 8 | 9 to 12 | Missing |
|---|---|---|---|---|---|
| **Total** | 48 | 177 | 192 | 236 | 855 |
| **Percent of EARSS served Facility School Students** | 3.2% | 11.7% | 12.7% | 15.6% | 56.7% |

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

# Outcomes and Results (for all grantees)

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

## Student Outcomes

- 74.3 percent of at-risk students experienced positive outcomes, which represents school completion and continuation of education within the same school district.

- 85.1 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.

- 3.3 percent – The dropout rate of at-risk 7-12 grade students in an EARSS program was 3.3 percent, which is lower than last year's rate of 3.6 percent, but higher than the state dropout rate for 2012-2013 (2.5%).  The state dropout rate for 2013-2014 will not be available until January, 2015.

- 2.5 percent - The dropout rate of expelled 7-12 grade students in an EARSS program was 2.5 percent, which is an improvement to last year's rate of 3.6 percent.  The state dropout rate for 2013-2014 will not be available until January 2015.

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, 2014.   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.*

## Parent Outcomes

In addition, 6,099 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.
- This is 297 more parents served in 2013-2014 compared to 2012-2013.

- Grantees reported 61.3 percent of parents/guardians improved their ability to support their child's learning.

Example parent/family supports, services, and interventions used by grantees included frequent communication with parents, parent education programs, home visits, counseling services, referrals to community services, and parent events at the school.

**Family-School Partnerships**

Grantees were asked to rate their effectiveness at partnering with families participating in their EARSS program from a scale of 1 (*Not occurring*) to 4 (*Frequently Occurring*). On average, grantees reported that strategies that lead to positive family-school partnerships were occurring occasionally to frequently at their school/organization community. **TABLE 7** shows the average scores and ratings for the Family-School Partnership scale.

**TABLE 7: EARSS Grantee Ratings of Family-School Partnerships**

| Standards | Average Score on a 4 Point Scale | Percent Reported *Not/Rarely Occurring* | Percent Reported *Occasionally Occurring* | Percent Reported *Frequently Occurring* |
|---|---|---|---|---|
| 1.  **Welcoming all families into the school community:** *Families are active participants in the life of the school, and feel welcomed, valued, and connected to each other, to school staff, and to what students are learning and doing in class.* | 3.38 | 11% | 39% | 50% |
| 2.  **Communicating effectively:** *Families and school staff engages in regular, two-way, meaningful communication about student learning.* | 3.61 | 2% | 34% | 64% |
| 3.  **Supporting student success:** *Families and school staff continuously collaborate to support students' learning and healthy development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively.* | 3.59 | 2% | 36% | 61% |
| 4.  **Speaking up for every child:** *Families are empowered to be advocates for their own and other children, to ensure that students are treated fairly and have access to learning opportunities that will support their success.* | 3.47 | 5% | 43% | 52% |
| 5.  **Sharing power:** *Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices and programs.* | 3.15 | 18% | 48% | 32% |
| 6.  **Collaborating with community:** *Families and school staff collaborate with community members to connect students, families and staff to expand learning opportunities, community services and civic participation.* | 3.18 | 18% | 45% | 36% |

**Source:** Colorado Department of Education EARSS End-of-Year Reporting, 2013-2014

**Promoting Parent-School Partnerships**

Parent Success Story submitted by an EARSS Grantee

"A student was getting multiple referrals at school and was not performing well academically... As our parent engagement coordinator began to make home visits and phone calls to the family inviting the parent to parent education opportunities and the student to enrichment programs, the family and the daughter became more aware of ways to be involved that were positive. More frequently, the daughter began to engage more in after-school clubs and summer field trips, instead of engaging in her previous activities. The student joined an after-school counseling group after the parent-engagement coordinator visited with the parent and encouraged her to get her signed up. Mom worked with the parent engagement coordinator to learn how to monitor her daughter's grades, and she began calling the coordinator whenever she had concerns or needed a liaison between her and a teacher.  The parent attended the second parent-teacher conference, whereas, she had missed the first.  She also went to the last two parent education nights."

## 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 functioning.

A change in the 2012-13 application procedures required grantees to chart progress against a 2-year benchmark measure and end of the 4th year measure.  Grantees applying prior to that set measurements to be achieved by the end of the 4-year grant award period. Each year grantees identify objectives in the above four areas and rate whether they *exceeded their goal, met their goal, are making progress,* or *are not making progress.* The results are as follows:

- **Exceeded or met their goal**- the most commonly met objective was in school attendance (59% of grantees reported meeting or exceeding this objective).
- **Making progress**- the most common rating for each of the four objectives was *making progress (*range from 39% to 58% of grantees).

- **Not making progress**- some grantees reported that progress was not being made on their objectives except for the academic achievement objective (ranged from 2% to 5% of grantees); all grantees reported meeting or making progress on this objective.

**CHART 5** shows the percentage of ratings for each of the four objective areas.

#### CHART 5: PERCENTAGE OF RATINGS FOR EACH OF THE FOUR OBJECTIVE AREAS
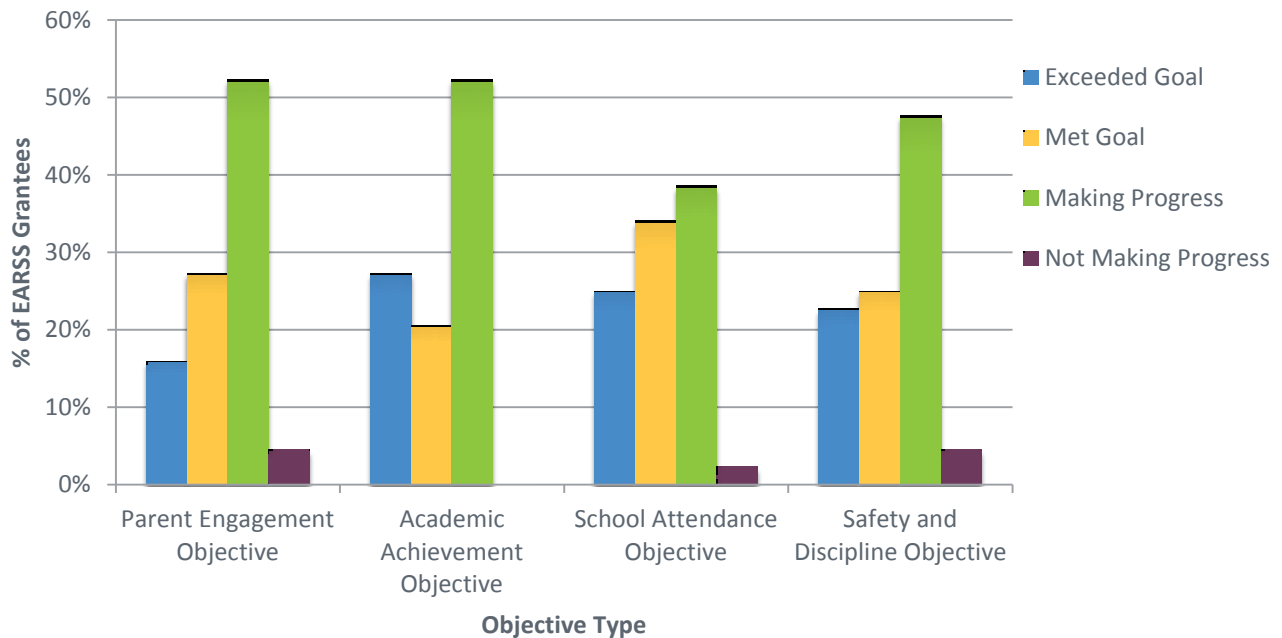


Source:  Colorado Department of Education, EARSS End-of-Year Reporting, 2013-2014

When the percentage of *exceeded their goal* and *met their goal* ratings across objectives were combined for all grantees, the results revealed that 32 percent of grantees had met or exceed at least 3 out of 4 of their objectives. **CHART 6** shows the percentage of grantees that reported meeting or exceeding their goals on the four objectives.

It was expected that the ratings for grantees in their first or second year might differ from rating for grantees in their third or last year of the EARSS grant program. To investigate whether these differences were present, the *exceeded their goal* and *met their goal* ratings across objectives were also combined for grantees at each year of the grant.  Results revealed the following:
- Year one grantees reported meeting either 1 out of the 4 objectives (60%) or none of their objectives (40%).
- Year two grantees most commonly reported meeting at least 2 out of the 4 objectives (57%). Some grantees were on track to meeting at least 3 out of 4 of the objectives (28%).
- Similar to year two grantees, year three grantees most commonly reported meeting at least 2 out of the 4 objectives (36%).
- Year four grantees most commonly reported meeting 3 out of 4 of their objectives (33%) or all four of their objectives (33%).

The results indicated that as grantees progressed in the program, more of their objectives were likely to be met. This pattern may be due to differences in implementation. Grantees in their first year may have been in the process of implementing their EARSS programs, services, and strategies while grantees in their third or last year of the grant might have had programs, services, and strategies established. EARSS grantees that are meeting their goals may serve as a model for strategies and services that best serve participating students.  For more information on strategies see *Appendix E.*

## CHART 6: PERCENTAGE OF GRANTEES THAT REPORTED MEETING OR EXCEEDING GOALS
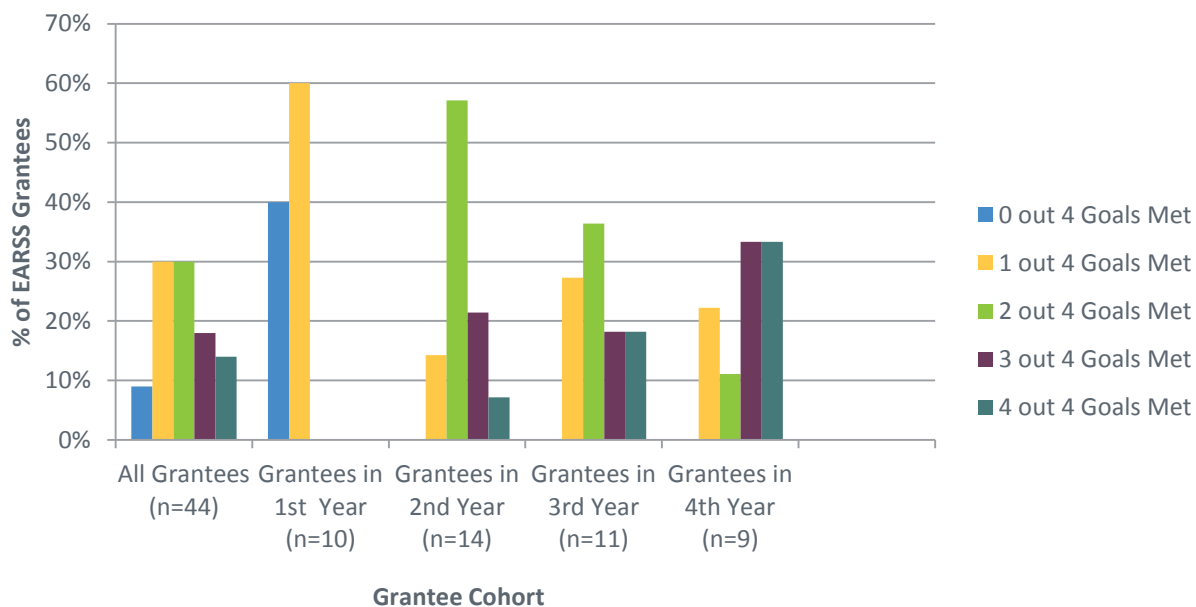


**Source:**  Colorado Department of Education, EARSS End-of-Year Reporting, 2013-2014

## 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:

- 61.4 percent of EARSS grantees reported using observed behavior improvement and/or reports by school staff and/or student.
- 45.5 percent of EARSS grantees reported tracking parent's/guardian's participation in school activities.
- 38.6 percent of EARSS grantees reported taking improvement in family functioning through observation/anecdotal evidence.

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

| TABLE 8 : Parent Engagement Objective - Circumstances and Issues | | |
|---|---|---|
| **Theme** | **Description** | **Example Quote** |
| *Positive Parent Engagement Circumstances* | | |
| **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. | *"The attendance advocates focused on building relationships and trust with the families much more this year. The result has been the willingness of the parents to be actively involved, to call for assistance when needed and to follow through with suggested supports."* |
| **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 involvement of translators and liaisons) and activities (e.g., fun family nights with teachers and staff). | |
| *Negative Parent Engagement Circumstances* | | |
| **Language Barriers** | Responses showed language barriers still exist for many grantees due to lack of resources to provide translation services. | *"Not adequately providing translation support at conferences or reaching out to Spanish speaking families to inform there will be such support at conferences."* |
| **Environmental Barriers** | Responses showed that external barriers such as lack of transportation negatively impacted parent engagement goals. | |

## Results for Academic Achievement Objectives

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

- 36.4 percent of EARSS grantees reported tracking students' completion of coursework and classes.
- 25 percent of EARSS grantees reported using formal assessments to track academic improvements.
- 22.7 percent of EARSS grantees reported tracking reduction of failing grades in core classes.

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

| TABLE 9 : Academic Objective - Circumstances  and Issues | | |
|---|---|---|
| **Theme** | **Description** | **Example Quote** |
| *Positive Academic Circumstances* | | |
| **Academic Programs** | Responses revealed that formal academic programs were essential in reaching academic goals. The three most mentioned programs were credit recovery, online classes, and tutoring services. | *"Credit Recovery Program has allowed students to focus on specific classes to meet their graduation requirements."* |
| **Formal Assessments** | Responses revealed that formal assessments were useful in keeping track of student academic progress (e.g., CSAP, MAP) for intervention purposes. | |
| *Negative  Academic Circumstances* | | |
| **Behavioral Problems** | Reponses indicated the behavioral problems for some grantees impeded reaching academic goals (e.g., truancy, substance use). | *"Teacher turnover is high. This makes it difficult to sustain professional development and improved instruction."* |
| **Lack of staff or staff turnover** | Responses indicated that changes in staff or lack of staff caused a setback in achieving academic goals. | |

## Results for School Attendance Objectives

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

- 84.1 percent of EARSS grantees reported monitoring attendance on a weekly or daily basis.
- 59.1 percent reported making attendance comparisons from baseline to year-end.
- 47.7 percent of EARSS grantees reported tracking average improvements in daily attendance.

EARSS grantees were also asked to describe special circumstances and issues that positively or negatively affected progress on achieving their school attendance objectives. **TABLE 10** depicts the themes that emerged from the open ended responses for school attendance objectives.

| TABLE 10: Attendance Objective - Circumstances and Issues | | |
|---|---|---|
| **Theme** | **Description** | **Example Quote** |
| *Positive Attendance Circumstances* | | |
| **Attendance Incentives** | Responses showed that a reward system for regular attendance was effective at reaching attendance goals. | *"We implemented tiered attendance plans for every student and were able to monitor attendance daily for their online instruction."* |
| **Attendance plans and monitoring** | Reponses showed that attendance plans when paired with monitoring on a regular basis was effective for grantees to reach their attendance goals. | |
| **Communication with Parents** | Responses showed that constant communication with parents about their child's attendance was effective at reaching attendance goals (e.g., phone calls, meetings, letters). | |
| *Negative Attendance Circumstances* | | |
| **Life Circumstances** | Responses revealed that student life circumstances (e.g., work, family life) prevented students from attending school and grantees from reaching their attendance goals. | *"Students often report that outside factors such as student's living circumstances, including health issues, financial insecurity, and parental responsibilities often negatively impact their attendance."* |

## Program Results for Safety and Discipline or Social Emotional Functioning

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

- 68.2 percent of EARSS grantees reported comparison of discipline and referral records from baseline to year-end.
- 50 percent of EARSS grantees reported tracking suspension decline.
- 46 percent of EARSS grantees reported using satisfactory progress in behavior/conduct plan.

EARSS grantees were also asked to describe special circumstances and issues that positively or negatively affected progress on achieving their safety and discipline or social emotional functioning objectives. **TABLE 11** depicts the themes that emerged from the open ended responses for safety and discipline or social emotional functioning objectives.

| TABLE 11: Safety and Discipline or Social Emotional Functioning Objective - Circumstances and Issues | | |
|---|---|---|
| **Theme** | **Explanation** | **Example Quote** |
| *Positive Safety and Discipline or Social Emotional Functioning Circumstances* | | |
| **Strategies such as PBIS and Restorative Justice** | Responses indicated that implementing Positive Behavioral Intervention Supports and/or restorative justice practices was helpful in reaching safety and discipline or social emotional functioning objectives. | *"Most students built strong relationships with adults running the program and received more attention. As a result their behavior improved to the point they were not receiving referrals."* |
| **Positive Student Relationships with Staff** | Responses indicated that fostering positive student-staff relationships was effective at helping grantees reach their safety and discipline or social emotional functioning goals. | |
| *Negative Safety and Discipline or Social Emotional Functioning Circumstances* | | |
| **Inconsistent use of disciplinary practices and/or lack of staff support** | Responses indicated that inconsistency in follow through of disciplinary practices and/or lack of staff support in following new disciplinary practices negatively impacted safety and discipline or social emotional functioning goals. | *"Many administrators want to rely on history to move forward. They want to expel for the same violations that have resulted in expulsion in the past despite the availability of alternative programs and the change in the legislation ([See Appendix A](#))."* |

## 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 supports, and system approaches. This section breakdowns the percentage of most commonly used strategies and services in each of these three areas.

This section also showcases the strategies that are most commonly used by grantees that have exceed or met their goals with all four of their objectives (*see* **CHART 7** through **CHART 9).** EARSS grantees that are meeting their goals may serve as a model for strategies and services that best serve students and families.

**Academic and Attendance Strategies**

Academic and attendance strategies refer to strategies that help students successfully progress in their schooling (e.g., credit recovery) as well as strategies that increase student attendance (e.g., attendance contracts). The most frequently used academic and attendance strategies supported through EARSS grant funding include:

- **Credit Recovery**
    - Refers to programs/activities that allow a student to continue earning course credits and to advance toward graduation and/or facilitate accrual of credits, especially in core courses (math, science, reading and social studies). May include self-paced digital content or online programs.
    - 59 percent of grantees used EARSS funding for this strategy.

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**Credit Recovery Gains**

A total of 5,435 high school students (grades 9-12) received services from EARSS-funded programs.

Over half of high school students receiving services (59%) 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, 35 percent earned one half or more of the credits they need to get on- track to graduate.

- In addition, 35 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.

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- **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.
    - 59.1 percent of grantees used EARSS funding for this strategy.

- **Attendance Contracts**
    - Refers to written agreements to address attendance issues. Often includes strategies to address barriers to attendance and action plans to improve attendance.
    - 52.3 percent of grantees used EARSS funding for this strategy.

**CHART 7: ACADEMIC AND ATTENDANCE STRATEGIES MOST FREQUENTLY FUNDED BY EARSS GRANT DOLLARS FOR GRANTEES WHO MET ALL GOALS**
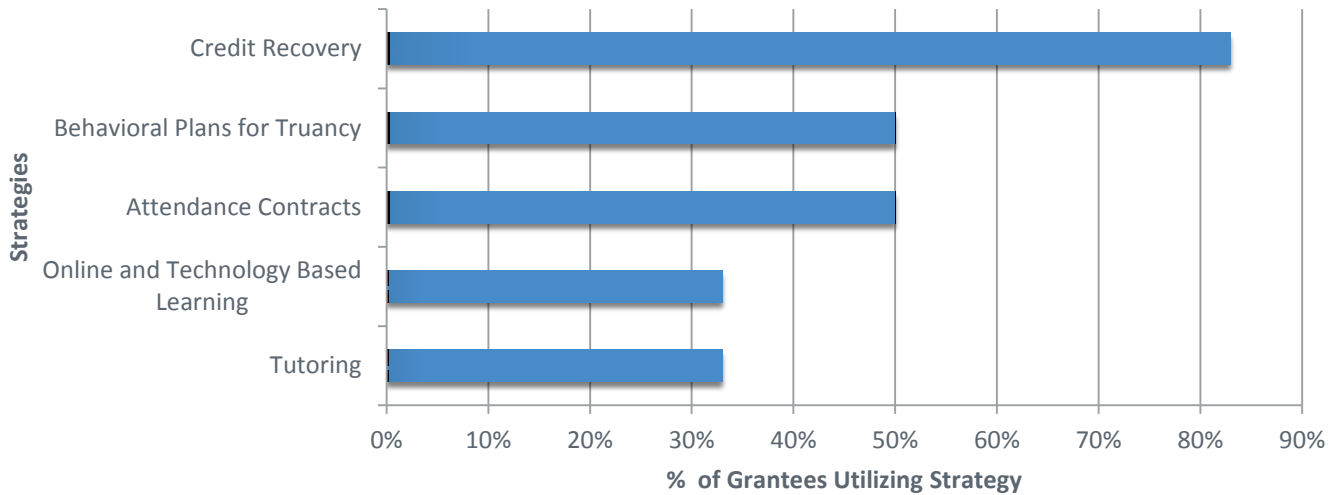


**Source:** Colorado Department of Education, EARSS End-of-Year Reporting, 2013-2014

## Emotional and Behavioral Support

Social emotional and behavioral supports include nonacademic services that assist students succeed in school and promote wellbeing (e.g., mental health services). 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.
  - 75 percent of grantees used EARSS funding for this strategy.

- **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.
  - 54.5 percent of grantees used EARSS funding for this strategy.

- **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.
  - 52.3 percent of grantees used EARSS funding for this strategy.

**CHART 8: SOCIAL EMOTIONAL AND BEHAVIORAL SUPPORT STRATEGIES MOST FREQUENTLY FUNDED BY EARSS GRANT DOLLARS FOR GRANTEES WHO MET ALLS GOALS**
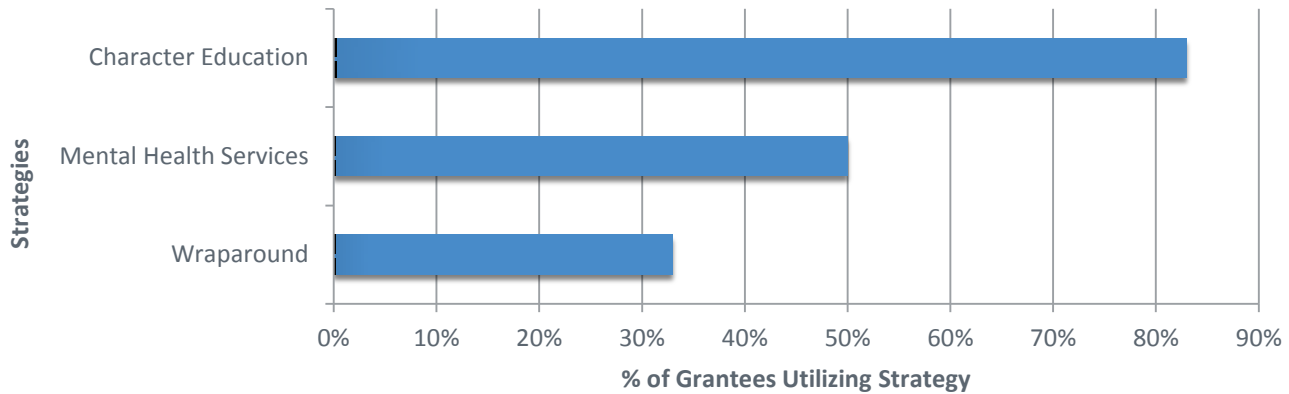


Source: Colorado Department of Education, EARSS End-of-Year Reporting, 2013-2014

**System Approaches**

System approaches refer to strategies at the organizational level that promote student success (e.g., positive staff-student relationships). System approaches/ strategies most frequently supported through EARSS grant funding include:

- **Positive staff-student mentoring and relationships**
    - Refers to one-on-one or small group mentoring by staff and student connections to a caring adult.
    - 72.7 percent of grantees used EARSS funding for this strategy.

- **Model Program**
    - Several model programs exist (e.g., Why Try, Discovery) that can be used as a part of EARSS provided services.
    - 61.4 percent of grantees used EARSS funding for this strategy.

- **Professional development days**
    - Refers to time designated for staff learning and skill building.
    - 59.1 percent of grantees used EARSS funding for this strategy.

**CHART 9: SYSTEMS APPROACHES/ STRATEGIES MOST FREQUENTLY FUNDED BY EARSS GRANT DOLLARS FOR GRANTEES WHO MET ALL GOALS**
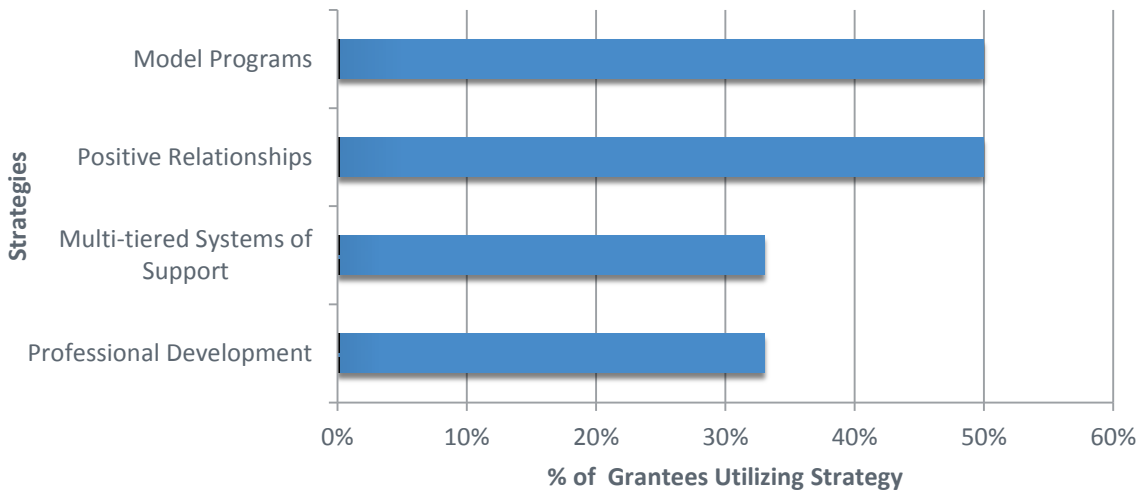


Source:  Colorado Department of Education, EARSS End-of-Year Reporting, 2013-2014

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**Alternatives to Expulsion**

*Student Success Story submitted by an EARSS Grantee*

"Student was referred for expulsion based on an assault of another student.  He was a senior, on track to graduate with plans on attending college. Student was placed on an Alternative to Expulsion Plan.  Conditions of his plan included a school transfer, participation in anger management classes, and supervision and monitoring by an EARSS case manager. Student successfully completed his anger management class and was able to express the skills that he learned.  He developed a positive relationship with his case manager.  He graduated and was planning on attending a junior college on a scholarship."

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# Leveraging Resources and Sustaining Strategies

CDE takes specific steps to help sustain the efforts supported through EARSS four-year grants.  Strategies include allocating funding to sustainability efforts (e.g., professional development), supporting community partnerships, and providing training and technical assistance.

## Funding

EARSS grantees included 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.  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 and final 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 expect to re-engage.   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 2013-2014, the base amount was $5,954.28 per pupil.  Grantees reported that an estimated $19.7 million of PPR would be retained in 2014-2015.  This represents a median of $102,871 per grantee.  Grantees anticipated investing 22.7 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.

## Sustainability Strategies

Grantees were asked to indicate which actions were taken in 2013-2014 to sustain the program.  The reports are as follows (*see* **CHART 10**):
- 66% reported building capacity through professional development as a stainability strategy that was used.
- 66% reported that EARSS results were shared with district administrators.
- 57% reported applying for additional grants.

**CHART 10: MOST COMMON SUSTAINABILITY STRATEGIES USED GRANTEES**
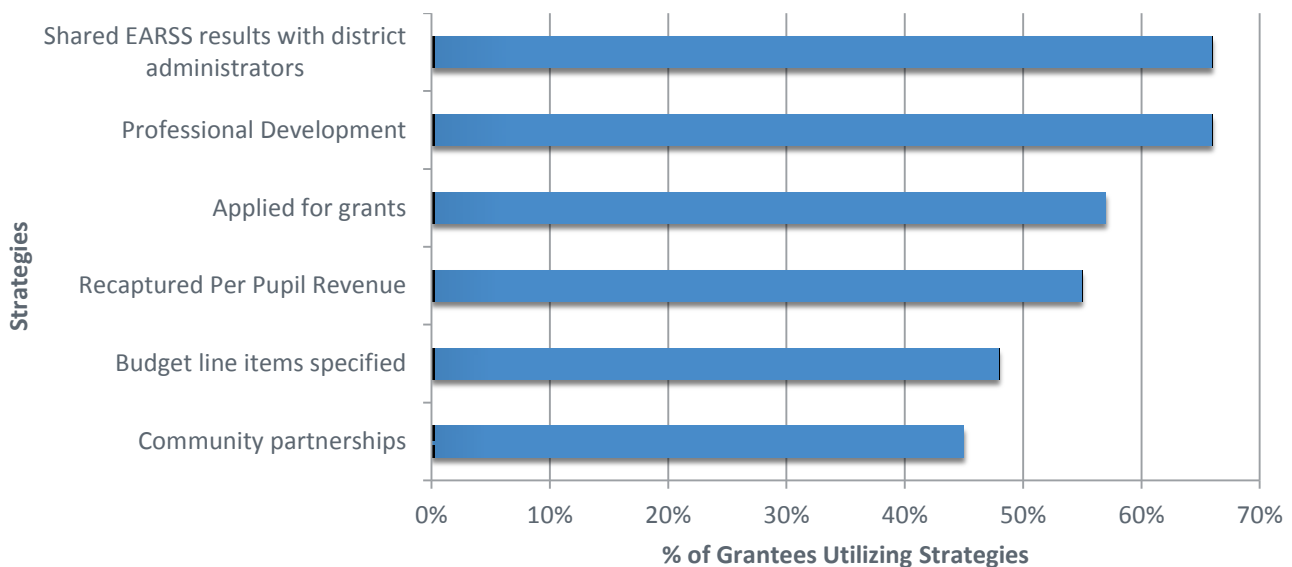


**Source:** Colorado Department of Education, EARSS End-of-Year Reporting, 2013-2014

## Conclusion

This report showcases the effectiveness of the EARSS grant program. In 2013-2014, grantees reported positive outcomes for 85 percent of expelled and 74 percent of at-risk students served by the EARSS program. This included outcomes such as continuation of education and school completion.

Most of grantees reported meeting their objectives or making progress in meeting their objectives on the four main focus areas of parent engagement, achievement, attendance, safety and discipline/ social emotional functioning. Although 38 percent of all grantees reported meeting or exceeding at least 3 out of 4 objectives, the percentage was higher for fourth year grantees (66%). This suggests that most grantees are able to make progress on their goals as they continue in the program. By year four, none of the grantees reported not meeting any of their goals; however, about 22% of year four grantees struggle to make progress on more than 1 out 4 of their objectives.  Further services and assistance should be given to these grantees to help them meet the majority of their objectives by their fourth year in the EARSS grant program.

Parents, guardians, and families were also positively influenced by the EARSS program. More than half (61.3%) of parents/ guardians were able to improve their ability to support their child's learning. In addition, grantees reported positive family-school partnerships. This indicates that grantees are: 1) making families feel welcomed at their school or organization, 2) communicating effectively with families, 3) supporting student success, 4) speaking up for every child, and 5) sharing power with families.

This year, grantees submitted their survey and SASIDs data directly to EARSS program staff. This allowed the staff to repeatedly check for data quality and integrity.  However, there was some missing demographic data for facility schools. Next year, grantees will be able to enter their data directly to the Student Engagement Evaluation System (SEES). This new system will allow for grantee data to be linked with other demographic and outcome data available across the Dropout Prevention and Student Re-engagement Unit to help better assess the impact the EARSS program is having on students and families. Quality assurance and integrity of the data submitted by grantees will continue to be improved by further training and technical assistance.

Given the amount of progress made by some of our state's most at-risk students and their families, continued funding for the EARSS program is a warranted investment.  The report shows that due to these funds, students are able to stay in school and move toward success.

# Appendices

## Appendix A:  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 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 support  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 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.)

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

(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.

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

> **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.

student to function within a regular school and often severely impact the student's ability to participate in a facility school.  The general assembly further finds that, although a student who is placed in a facility cannot be expelled due to the nature of the placement, the student is at-risk of being unable to prosper academically and should be considered an at-risk student for purposes of section **22-33-205**.

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

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

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

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

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

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

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

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

Establishes the EARSS grant program at CDE.

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

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

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

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

At a minimum, the application shall include:
- A plan for educational services including the type and cost.
- The criteria for evaluating the effectiveness of the services.

such educational services, and the criteria that will be used to evaluate the effectiveness of the educational services provided.

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

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

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

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

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

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

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

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

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

(4) The department of education is authorized to retain up to one percent of any moneys appropriated for the program for the purpose of annually evaluating the program.  The department of education is authorized and encouraged to retain up to an additional two percent of any moneys appropriated for the program for the purpose of partnering with organizations or agencies that provide services and supports that

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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.

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.

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:  2013-2014 EARSS Grantees

| County | Year of 4-year Grant | Grantee | School or Program Funded, or District-wide Strategies | Amount Awarded |
|---|---|---|---|---|
| Adams | 3 | Adams 12 Five Star Schools | Adams 12 Five Star Schools | $358,598 |
| Adams & Arapahoe | 2 | Adams-Arapahoe 28J | Aurora Public School District | $448,744 |
| Arapahoe | 2 | 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 | $254,119 |
| Morgan | 2 | Centennial BOCES | Innovative Connections Academy | $131,025 |
| Saguache | 1 | Center Consolidated Schools | Center Consolidated Schools | $224,580 |
| n/a | 2 | Charter School Institute | Scholars to Leaders Academy | $140,266 |
| El Paso | 2 | Charter School Institute | New America School (Lowry, Denver, Lakewood) | $157,345 |
| Delta | 3 | Delta County Joint School District 50 | Delta Opportunity School | $64,032 |
| Denver | 4 | Denver Children's Home | Expelled and At-Risk Student Services | $81,500 |
| Denver | 3 | Denver Public Schools | ACE Community Challenge School - *Reanudid y Reducir Riesgos* | $233,568 |
| Denver | 3 | Denver Public Schools | DPS Transitions Program | $113,397 |
| Denver | 2 | Denver Public Schools | Escuela Tlatelolco (Escuela Success for our Youth) | $101,440 |
| Denver | 2 | Denver Public Schools | PREP Academy | $160,293 |
| La Plata | 1 | Durango School District 9R | Durango/ Bayfield Youth & Family Services | $217,451 |
| Grand | 4 | East Grand 2 School District | Support and Intervention Program (SIP) | $45,672 |
| Pueblo | 4 | El Pueblo Boys and Girls Ranch | Expelled and At-Risk Student Services | $50,000 |
| Arapahoe | 3 | Englewood Schools | Englewood Schools | $234,000 |
| Pueblo, Fremont and Otero | 2 | Falcon 49 School District | GOAL Academy Charter School | $111,000 |
| El Paso | 2 | Fountain-Fort Carson School District 8 | Middle School Student Support Program (Success Academy) | $155,340 |
| Weld | 1 | Greeley Evans School District 6 | Ninth Grade EARSS Initiative | $268,328 |

| County | Year of 4-year Grant | Grantee | School or Program Funded, or District-wide Strategies | Amount Awarded |
|---|---|---|---|---|
| El Paso | 1 | Harrison School District 2 | Atlas Preparatory School | $139,380 |
| Jefferson | 4 | Jefferson Hills | Jefferson Hills | $44,851 |
| Montezuma | 1 | Mancos School District | Mancos Middle & High School | $64,018 |
| Adams | 2 | Mapleton Public Schools | Mapleton Expelled and At-Risk Student Services Program | $116,997 |
| Mesa | 2 | Mesa County Valley School District 51 | Mesa County Valley School District Prevention Services Program | $233,507 |
| Conejos | 3 | North Conejos RE1J | North Conejos RE1J | $91,709 |
| El Paso | 1 | Peyton School District 23 JT | Peyton Junior/ Senior High School | $166,781 |
| El Paso | 1 | Pikes Peak BOCES | Tiered Intervention Program for High-Risk Youth | $173,663 |
| Larimer | 1 | Poudre School District | Poudre School District | $148,649 |
| Pueblo | 2 | Pueblo City Schools | Pueblo City Schools Alternative Support Programs | $315,027 |
| Larimer | 3 | Reflections for Youth, Inc. | Expelled and At-Risk Student Services | $111,656 |
| Chaffee | 4 | Salida School District | Salida Alternative School | $40,000 |
| San Juan | 4 | San Juan BOCES | Southwest Student Suport Initiative | $75,000 |
| Denver | 3 | Savio House | Savio House | $130,744 |
| Arapahoe | 2 | Sheridan School District 2 | Sheridan High School | $290,925 |
| Jefferson | 3 | Shiloh Home | Expelled and At-Risk Student Services | $168,780 |
| Boulder/ Weld | 1 | St. Vrain Valley School District Re-1J | Multi-School EARSS Initiative | $522,586 |
| Summit | 2 | Summit School District Re-1 | Snowy Peaks High School | $24,710 |
| Denver | 4 | Synergy Residential and Day Treatment School | Expelled and At-Risk Student Services | $50,000 |
| Denver | 4 | Tennyson Center for Children | Expelled and At-Risk Student Services | $30,000 |
| Denver | 3 | Third Way Center | Expelled and At-Risk Student Services | $164,998 |
| Larimer | 1 | Thompson School District | EARSS for Secondary Students | $249,222 |
| Larimer | 3 | Turning Point Waverly School | Turning Point Waverly School | $180,047 |
| Weld | 4 | Weld RE-3J (Keenesburg RE-3J) | Alternative Education Center | $40,000 |
| Weld County | 2 | Weld Re-5j Johnstown Milliken | Roosevelt High School | $57,311 |

## Appendix C:  EARSS Program Summaries by Type

### Boards of Cooperative Education

**BOCES: Centennial**
**Year of 4-year grant: 2**
**Contact: Tanisha Bules**
**Phone: 970-370-3663**

**FY14 Award Amount: $131,025**
**Address:**
**2020 Clubhouse Drive**
**Greeley, CO 80634**

**School 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: Pikes Peak**
**Year of 4-year grant: 1**
**Contact: Deborah Montgomery**
**Phone: 719-622-2086**

**FY14 Award Amount: $173,663**
**Address:**
**2883 S. Circle Drive**
**Colorado Springs, CO 80906**

**Program Name: Tiered Intervention Program for High-Risk Youth**
**Program Description:** Eight Pikes Peak BOCES School Districts have joined forces to create expanded options for their high risk students.  The Tiered Intervention Program for High-Risk Youth will utilize home district, neighboring district, and Gorman Center services to deliver academic and behavioral interventions.  Methods include online, classroom, video conferencing, and tele-behavioral health to increase high school completion.  Parents will respond to weekly progress reports and have access to 24/7 behavioral crisis support.

**BOCES: San Juan**
**Year of 4-year grant: 4**
**Contact: Natalie Bertrand**
**Phone: 970-247-3261**

**FY14 Award Amount: $75,000**
**Address:**
**201 E. 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.

## Charter Schools

**Charter Authorizer/Fiscal Agent: Denver Public Schools**
**Year of 4-year grant: 3**
**Contact: Eloy Chavez**
**Phone: 303-436-9588**

**County: Denver**
**FY14 Award Amount: $233,568**
**Address:**
**948 Santa Fe Drive**
**Denver, CO 80204**

**School 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 Authorizer/Fiscal Manager: Harrison School District**
**Year of 4-year grant: 1**
**Contact: Brittany Kernan**
**Phone: 719-358-7196**

**County: El Paso**
**FY14 Award Amount: $139,380**
**Address:**
**1602 S. Murray Boulevard**
**Colorado Springs, CO 80916**

**School Name: Atlas Preparatory School**
**Program Description:** Atlas Preparatory School will expand and enhance direct intervention supports and services to significantly decrease suspension, habitual truancy, and expulsion rates at the middle and high school levels.  Research-based, multi-tiered interventions such as in-school suspension, counseling services, and restorative family workshops will identify students at high risk of expulsion (including a focus on two sub-groups exhibiting disproportionately higher rates) before they reach crisis level.  1,164 students in grades 5-12 will be served over the grant period**.**

**Charter Authorizer/Fiscal Agent: Falcon 49 School District**
**Year of 4-year grant: 2**
**Contact: Terri Martinez-McGraw**
**Phone: 719-248-8669**

**Counties Served: Pueblo, Fremont, Otero**
**FY14 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 Authorizer/Fiscal Agent: Charter School Institute**

**Year of 4-year grant: 2**
**Contact: David Rein**
**Phone: 303-894-3160**

**Counties of Schools: Adams, Arapahoe, Jefferson**
**FY14 Award Amount: $157,345**
**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 Authorizer/Fiscal Agent: Charter School Institute**
**Year of 4-year grant: 2**
**Contact: Carolyn Gery**
**Phone: 719-575-9380**

**County of School: El Paso**
**FY14 Award Amount: $140,266**
**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.

## School Districts

**District: Adams 12 Five Star Schools**
**Year of 4-year grant: 3**
**Contact: Desiree Quintanilla**
**Phone: 720-972-4179**

**County: Adams**
**FY14 Award Amount: $358,598**
**Address:**
**1500 E. 128th Avenue**
**Thornton, CO 80241**

**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 Expulsion (ATE) services. Alternative to Suspension (ATS) classes will be provided for Adams 12 and neighboring districts.

**District:**

**Arapahoe County School District 6**

**Year of 4-year grant: 2**

**Contact: Karen Goodwin**

**Phone: 303-347-3394**

**County: Arapahoe**

**FY14 Award Amount: $254,119**

**Address:**

**5776 S. Crocker Street**

**Littleton, CO 80120**

**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.

**District: Aurora Public Schools**

**Year of 4-year grant: 2**

**Contact: Carol Moreno**

**Phone: 303-344-8060 x29006**

**County: Arapahoe**

**FY14 Award Amount: $448,744**

**Address:**

**15701 E. 1st Avenue, Suite 217**

**Aurora, CO 80011**

**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 occuring 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.

**District: Center Consolidated Schools**

**Year of 4-year grant: 1**

**Contact: Katrina Ruggles**

**Phone: 719-754-2232**

**County: Saguache**

**FY14 Award Amount: $224,580**

**Address:**

**550 S. Sylvester**

**Center, CO 81125**

**Program Name: Center Consolidated Schools**

**Program Description:** In an effort to reduce the number of suspensions, expulsions, and students who drop out from Center Consolidated Schools, the Response to Intervention (RTI) will provide wrap-around services to increase academic performance, student engagement, and attendance, and to reduce behavioral referrals through academic support and tutoring, counseling, social-skills development, and mentoring to 88 at-risk students in grades 6-12.  To support these efforts, parent engagement will be promoted through parent education/ events and mentoring.

**District: Delta County Joint School District 50**
**Year of 4-year grant: 3**
**Contact: Delaine Hudson**
**Phone: 970-574-2753**

**County: Delta**
**FY14 Award Amount: $64,032**
**Address:**
**360 E. 8th Street**
**Delta, CO 81416**

**School 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: Denver Public Schools**
**Year of 4-year grant: 3**
**Contact: Aviva Katz**
**Phone: 720-423-1231**

**County: Denver**
**FY14 Award Amount: $113,397**
**Address:**
**900 Grant Street Suite 706**
**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: 2**
**Contact: Amy McDiarmid**
**Phone: 720-424-8459**

**County: Denver**
**FY14 Award Amount: $160,293**
**Address:**
**2727 Columbine Street**
**Denver, CO 80205**

**School 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: Durango School District 9R**
**Year of 4-year grant: 1**
**Contact: Jacqueline Oros**
**Phone: 970-247-5411 x1100**

**County: La Plata**
**FY14 Award Amount: $217,451**
**Address:**
**201 E. 12th Street**
**Durango, CO 81301**

**Program Name: Durango/Bayfield Youth & Family Services**
**Program Description:** Durango School District 9-R, in partnership with Bayfield School District 10 jt-R and other agencies, seeks to create 4 new programs that will include:  1) a School Multidisciplinary Assessment Review Team (SMART); 2) the establishment of an Alternative Learning Center for students that are unwilling or unable to return to a traditional classroom; 3) the expansion of the Check and Connect Program to eight additional schools; and 4) the provision of expanded assessment, evaluation and intervention services to underserved students.

**District: East Grand 2 School District**
**Year of 4-year grant: 4**
**Contact: Jody Mimmack**
**Phone: 970-887-2581**

**County: Grand**
**FY14 Award Amount: $45,672**
**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: 3**
**Contact: Diana Zakhem**
**Phone: 303-806-2005**

**County: Arapahoe**
**FY14 Award Amount: $234,000**
**Address:**
**4101 S. Bannock Street**
**Englewood, CO 80110**

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

**District (Acting) Fiscal Agent: Denver Public Schools**
**Year of 4-year grant: 2**
**Contact: Nita Gonzales**
**Phone: 303-964-8993**

**County: Denver**
**FY14 Award Amount: $101,440**
**Address:**
**2949 Federal Boulevard**
**Denver, CO 80211**

**School Name: Escuela Tlatelolco**
**Program Description:** Escuela Tlatelolco will provide educational services to 35 at-risk students in grades 7-9 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: 2**
**Contact: Alexis Miller**
**Phone: 719-382-1570**

**County: El Paso**
**FY14 Award Amount: $155,340**
**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: Greeley Evans School District 6**
**Year of 4-year grant: 1**
**Contact: Arnie Cieminski**
**Phone: 970-348-6265**

**County: Weld**
**FY14 Award Amount: $268,328**
**Address:**
**1025 9th Avenue**
**Greeley, CO 80631**

**Program Name: Greeley Evans School District 6**
**Program Description:** Greeley-Evans School District 6 will support 120 freshmen, at 3 local high schools, who are habitually absent, continually receiving disciplinary action, and at-risk of being expelled, in an intensive four-year truancy reduction program.  Four goals, recommended by the OMNI Institute through an intensive needs assessment analysis, will be included in this proposal: developing a strengths-based, prevention focus; increasing student support systems; and developing consistent system-level protocols and practices among school administrators.

**District: Mancos School District**
**Year of 4-year grant: 1**
**Contact: Brian Hanson**
**Phone: 970-533-7748**

**County: Montezuma**
**FY14 Award Amount: $64,018**
**Address:**
**395 W. Grand Avenue**
**Greeley, CO 80631**

**Program or School Name: Mancos Middle and High School**
**Program Description:** The Mancos School District EARSS Grant is twofold; half will focus on evidence based therapeutic interventions and the second half will be a math focused mentoring program.  The therapeutic interventions funded through this grant will provide trauma assessments, therapeutic interventions, parent support groups and trauma awareness training for school staff.  Through the introduction of a Math Mentor, we will be able to provide 1-1 targeted interventions which can be tailored to each student's needs.  Using these two tactics, we expect to see significant improvements in grades and a decrease in suspensions and expulsions.

**District: Mapleton Public Schools**
**Year of 4-year grant: 2**
**Contact: Donna Clifford**
**Phone: 303-853-1008**

**County: Adams**
**FY14 Award Amount: $116,997**
**Address:**
**591 E. 80th Avenue**
**Denver, CO 80229**

**Program Name:** Mapleton Expelled and At-Risk Student Services Program
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, and Love & Logic classes twice, one in English and one in Spanish to focus on parents with at-risk students.

**District: Mesa County Valley School District**
**Year of 4-year grant: 2**
**Contact: Catherine Haller/John Pomaski**
**Phone: 970-254-5488/970-254-7500**

**County: Mesa**
**FY14 Award Amount: $233,507**
**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 studets with tutoring for skill deficits.

**District: North Conejos RE1J**
**Year of 4-year grant: 3**
**Contact: Dorrie Quintana**
**Phone: 719-274-5174**

**County: Conejos**
**FY14 Award Amount: $91,709**
**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: Peyton School District 23 JT**
**Year of 4-year grant: 1**
**Contact: Cindy Gill**
**Phone: 719-749-0417 x517**

**County: El Paso**
**FY14 Award Amount: $166,781**
**Address:**
**13885 Bradshaw Road**
**Peyton, CO 80831**

**Program Name: Peyton Junior/Senior High School**
**Program Description**: Peyton Junior/ Senior High School will create the OPS program (Opportunities for Peyton Students) during school hours to meet academic and behavioral support needs of 75 students in grades 7-12 identified as at-risk for possible suspensions and/ or expulsion. We will use positive behavior programs, academic interventions, targeted instruction, a focus on attendance, and increased parental involvement to help at-risk students be successful in their classes and avoid future suspensions and/or expulsion. Parent involvement programs will occur mainly after school hours.

**District: Poudre School District**
**Year of 4-year grant: 1**
**Contact: Troy Krotz**
**Phone: 970-490-3295**

**County: Larimer**
**FY14 Award Amount: $148,649**
**Address:**
**2540 Laporte Avenue**
**Fort Collins, CO 80521**

**Program Name: Poudre School District**
**Program Description:** Poudre School District faces an ever-growing problem of chronic absenteeism leading to habitual truancy and the many negative consequences of students missing school.  This program will address 600 of the most at-risk students in four years with attendance monitoring, family programs, individual interventions, and coaching towards graduation, allowing PSD to meet CDE's goal of assisting habitual truants to remain in school.

**District: Pueblo City Schools**
**Year of 4-year grant: 2**
**Contact: Cheryl Madrill**
**Phone: 719-549-7188**

**County: Pueblo**
**FY14 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: 4**
**Contact: Albert Lionelle**
**Phone: 719-530-5407**

**County: Chaffee**
**FY14 Award Amount: $40,000**
**Address:**
**310 E. 9th Street**
**Salida CO 81201**

**School Name: Horizon Exploratory Academy**
**Program Description:** Salida School District R32J will provide self paced, individualized education programming through comprehensive instructional and support services within a regional alternative school setting for 25-30 students in grades 9-12 that will address students at-risk for suspension and enhance completion rates.

**District: Sheridan School District 2**
**Year of 4-year grant: 2**
**Contact: Jackie Webb**
**Phone: 720-833-6932**

**County: Arapahoe**
**FY14 Award Amount: $290,925**
**Address:**
**4000 S. Lowell Boulevard**
**Denver, CO 80236**

**School Name: Sheridan High School**
**Program Description:** The program will expand the current Student Outreach and Academic Recovery (SOAR) to serve 200 students per year. This includes increasing the level of direct instruction and rigor by adding onsite instructors; increasing the wrap-around services including counseling, affective needs, and increased partnership with related organizations; and creating and providing services to re-engage families. An alternative campus will be staffed for expelled students who pose a threat to safety of students on the High School campus.

**District: St. Vrain Valley School District Re-1J**
**Year of 4-year grant: 1**
**Contact: Heidi Weekley**
**Phone: 303-772-7700**

**County: Boulder &Weld**
**FY14 Award Amount: $522,586**
**Address:**
**830 S. Lincoln Street**
**Longmont, CO 80501**

**Program Name: Multi-School EARSS Initiative**
**Program Description:** Students from 3 high schools and 3 feeder middle schools, grades 7-10, identified with chronic absenteeism, excessive suspensions, and not on track to graduate will be provided with expanded services.  Approximately 500 students will participate in learning labs, career and acculturation curriculum, and be provided case management to coordinate services and support.  Parents of identified students will participate in educational workshops and inter-disciplinary coordination of services.  Prioritization of services will focus on the disproportionate representation of Hispanic students

**District: Summit Re-1 School District**
**Year of 4-year grant: 2**
**Contact: Brett Tomlinson**
**Phone: 970-368-1108**

**County: Summit**
**FY14 Award Amount: $24,710**
**Address:**
**PO Box 7, 150 School Road**
**Frisco, CO 80443**

**School 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: Thompson School District**
**Year of 4-year grant: 1**
**Contact: Margaret Crespo**
**Phone: 970-613-5092**

**County: Larimer**
**FY14 Award Amount: $249,222**
**Address:**
**800 S. Taft Avenue**
**Loveland, CO 80537**

**Program Name: EARSS grant for secondary students**
**Program Description:** Hispanic males in the Thompson School District are a disproportionately represented subpopulation of the district's 16,000 students. Many are disengaged with a significant number demonstrating multiple at-risk behaviors with discipline referrals, habitual truancies, poor grades and ultimately lower graduation rates. Thompson is proactively approaching the issues with structures through staff, community and family to enable them to embrace their own learning success as effective and engaged students. Thompson School District, in partnership with other community organizations, seeks to strengthen and create programs that will include: 1) Mentorship programs (TSD-Check and Connect Mentorship and CSU-Campus Corps) 2) Expanded Academic Achievement Support related to failing grades (Afterschool Credit Recovery Support, 8 Keys to Success, Why Try Curriculum) 3) Expanded Behavioral Intervention Support (Life Skills, Restorative Practices, PBIS, Student Effectiveness Camps).

**District: Weld RE-3J (Keenesburg RE-3J)**
**Year of 4-year grant: 4**
**Contact: Judith Brightwell**
**Phone: 303-536-2107**

**County: Weld**
**FY14 Award Amount: $40,000**
**Address:**
**99 W. Broadway**
**Keenesburg, CO 80643**

**School Name: Alternative Education Center**

**Program Description:** The Alternative Education Center (AEC) leverages grant funds with district monies to provide Weld RE-3J expelled and at-risk students opportunities to earn and/or re-capture required graduation credits.   A web based instructional program coupled with small group or individual support encourages students to re-engage with academic activities.  Affective needs are addressed in the context of each individual student's plan.  Partnerships with local truancy officials and families provide the attendance monitoring and support expected by the district.

**District: Weld RE-5J**
**Year of 4-year grant: 2**

**Contact: Jason Seybert**
**Phone: 970-587-6804**

**County: Weld**
**FY14 Award Amount: $57,311**
**Address:**
**110 S. Centennial Drive Suite A**
**Milliken, CO 80543**

**School Name: Roosevelt High School (Johnstown)**
**Program Description:** Plan to identify and intervene with at-risk students through a freshmen study skills course, credit recovery and the Why Try? program.  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.

## Facility Schools

**Facility: Denver Children's Home**
**Year of 4-year grant: 4**
**Contact: Elizabeth Freys**
**Phone: 303-399-4890**

**County: Denver**
**FY14 Award Amount: $81,500**
**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: 4**
**Contact: Elizabeth Riffle**
**Phone: 719-404-1121**

**County: Pueblo**
**FY14 Award Amount: $50,000**
**Address:**
**1 El Pueblo Ranch Way**
**Pueblo, CO 81006**

**School 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: Jefferson Hills**
**Year of 4-year grant: 4**
**Contact: David Molineux**
**Phone: 303-996-3882**

**County: Jefferson**
**FY14 Award Amount: $44,851**
**Address:**
**421 Zang Street**
**Lakewood, CO 80228**

**School 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: 3**
**Contact: Linn Oliver**
**Phone: 303-403-4177**

**County: Larimer**
**FY14 Award Amount: $111,656**
**Address:**
**1000 S. 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: 3**
**Contact: Johnathan Norlin**
**Phone: 303-225-4060**

**County: Denver**
**FY14 Award Amount: $130,744**
**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 will fund 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: 3**
**Contact: Kevin Tracy**
**Phone: 303-932-9599**

**County: Arapahoe**
**FY14 Award Amount: $168,780**
**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, and 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**
**Year of 4-year grant: 4**
**Contact: Kelly Farris**
**Phone: 303-781-7875**

**County: Denver**
**FY14 Award Amount: $50,000**
**Address:**
**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**
**Year of 4-year grant: 4**
**Contact: James Snyder**
**Phone: 720-855-3414**

**County: Denver**
**FY14 Award Amount: $30,000**
**Address:**
**2950 Tennyson Street**
**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**
**Year of 4-year grant: 3**
**Contact: Laurie Ditterline**
**Phone: 303-780-9191 x676**

**County: Denver**
**FY14 Award Amount: $164,998**
**Address:**
**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**
**Year of 4-year grant: 3**
**Contact: Lisa Broeder**
**Phone: 970-567-0940**

**County: Larimer**
**FY14 Award Amount: $180,047**
**Address:**
**10431 N. County Road 15**
**Waverly, CO 80524**

**School 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.

## APPENDIX D:  Excerpt of 2013-2014 EARSS End of Year Reporting Survey

### Section I:  Contract and Grant Information

a)  Grantee:  Click here to enter text.

b)  Name of Program:  Click here to enter text.

c)  District Code or Facility School Code:  Click here to enter text.

d)  Name of Contact:  Click here to enter text.

e)  Contact Phone Number:  Click here to enter text.

f)  Email:  Click here to enter text.

g)  Survey covers which year of the 4-year grant?: (*Please select one*)
  ☐1st Year
  ☐2nd Year
  ☐3rd Year
  ☐4th year

h)  **Anticipated number of first-year served students:** How many students did you anticipate serving in the first year of this grant?:  Click here to enter number

i)  Please note if there are any changes to the above information: Click here to enter changes.

### Section II: Students Served

**Q1.** How many students have you served in your program from July 1st through June 30th? Click here to enter number.

**Q2.** In the next set of questions, students served can only be counted once, either as "expelled" or "at-risk of expulsion."

**2a.** Of the above number indicated in Q1, how many expelled students has your program served? Click here to enter number.

**2b.** Of the above number indicated in Q1, how many at-risk students has your programs served? Click here to enter number.

**2c.** Of the above number indicated in Q1, how many high school (9th to 12th grade) students has your program served? Click here to enter number.

## Section III: Expelled Students

**Q3**. **Reason for Expulsion**: Of the students you served July 1st through June 30th, how many were officially expelled for the following reasons: (*record only one reason per student AND must equal total indicated in Q2a*)

| Official Reason | Expelled Number of Students |
|---|---|
| a)   Drug violation | Click here to enter number. |
| b)   Marijuana violation | Click here to enter number. |
| c)   Alcohol violation | Click here to enter number. |
| d)   1st, 2nd degree or vehicular assault | Click here to enter number. |
| e)   3rd degree assaults/disorderly conduct | Click here to enter number. |
| f)   Dangerous weapons | Click here to enter number. |
| g)   Robbery | Click here to enter number. |
| h)   Other felonies | Click here to enter number. |
| i)   Disobedient/defiant or repeated interference | Click here to enter number. |
| j)   Detrimental behavior | Click here to enter number. |
| k)   Destruction of school property | Click here to enter number. |
| l)   Other violation of code of conduct | Click here to enter number. |

**Q4.** Of the expelled students served July 1st through June 30th, how many of their parents/guardians did you serve? Click here to enter number.

## Section IV: At-risk students

**Q5. Reason for Participation**: Of the at-risk students you served July 1st through June 30th, how many were at-risk of expulsion or suspension for the following reasons: (*record only one reason per student AND must equal total indicated in Q2b*).

| Official Reason | At-Risk Number of Students |
|---|---|
| a) Alcohol, tobacco or other drug use | Click here to enter number. |
| b) Marijuana | Click here to enter number. |
| c) Destruction or defacement of school property/vandalism | Click here to enter number. |
| d) Detrimental behavior which creates a threat to the welfare or safety of other students or school personnel (includes bullying and threat of physical harm) | Click here to enter number. |
| e) Fights or other violent behavior | Click here to enter number. |
| f) Robbery/theft/stealing | Click here to enter number. |
| g) Sexual harassment/sexual assault | Click here to enter number. |
| h) Truancy | Click here to enter number. |
| 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 | Click here to enter number. |
| j) Expelled and/or suspended and transferred to Facility School | Click here to enter number. |

**Q6.** Of the at-risk students served July 1st through June 30th, how many of their parents/guardians did you serve? Click here to enter number.

## Section V:  Program Strategies and Services:

**Q7.** What strategies and programs were used July 1st through June 30th to serve participating students? (fill response below)

- **Column 1 and 2 -** *Please check all strategies and programs that participants used July 1st through June 30th*

- **Column 3 –** *Please check which program and strategies were used and which was funded with EARSS grant dollars*

| Category | (1) Expelled | (2) At-Risk | (3) Funded by EARSS Grant |
|---|:---:|:---:|:---:|
| **Academic and Attendance Strategies** | | | |
| a)  Credit recovery | ☐ | ☐ | ☐ |
| b)   Extended day learning (Before and After school opportunities) | ☐ | ☐ | ☐ |
| c)  GED preparation/classes | ☐ | ☐ | ☐ |
| d)  Online and technology based learning | ☐ | ☐ | ☐ |
| e)  Tutoring | ☐ | ☐ | ☐ |
| f)  Service Learning | ☐ | ☐ | ☐ |
| g)  Attendance contracts | ☐ | ☐ | ☐ |
| h)  Behavioral plans for habitually truant students. | ☐ | ☐ | ☐ |
| i)  Court mandated case management | ☐ | ☐ | ☐ |
| j)  Diversion from truancy court | ☐ | ☐ | ☐ |
| k)  Student Attendance Review Board (SARB) | ☐ | ☐ | ☐ |

| **Social Emotional Behavioral Support** | | | |
|---|:---:|:---:|:---:|
| l)  Character education and social skill building | ☐ | ☐ | ☐ |
| m) Mental health services/ counseling | ☐ | ☐ | ☐ |
| n)  Restorative justice for discipline problems | ☐ | ☐ | ☐ |
| o)  Certified Addictions Counselor (CAC) services (drug/ alcohol/ substance abuse treatment) | ☐ | ☐ | ☐ |
| p)  Wraparound case management | ☐ | ☐ | ☐ |

| Systems Approaches | | | |
|---|---|---|---|
| q)   Culturally responsive interventions | ☐ | ☐ | ☐ |
| r)   Multi-tiered system of support | ☐ | ☐ | ☐ |
| s)   Positive staff-student mentoring and relationships | ☐ | ☐ | ☐ |
| t)   Professional development days | ☐ | ☐ | ☐ |
| u)   Individual Career and Academic Plans (ICAP) | ☐ | ☐ | ☐ |
| v)   Transition Planning/ Staffing from facility to school | ☐ | ☐ | ☐ |
| w)   Postsecondary Preparation | ☐ | ☐ | ☐ |
| x)   Model Programs- *Please list the model programs that your program is using here:* Click here to enter text. | ☐ | ☐ | ☐ |
| y)   Other (please describe): Click here to enter text. | | | |

**Q8. *OPTIONAL*:** Of the strategies/programs listed above, list the most effective strategies in achieving successful outcomes for students served with EARSS funds in order of effectiveness. *Please list up to three*.

1) Click here to enter text.

2) Click here to enter text.

3) Click here to enter text.

## Family/School Partnering:

**Q9**. Please describe the parent/family supports, services and interventions provided as part of your program (*50 words or less*): Click here to enter text.

**Q10.** Using the rating scale below, please select the answer that best describes the level of activity in each area

| Standards for Family-School Partnerships | Level of Activity<br>1- Not occurring<br>2- Rarely occurs<br>3- Occasionally occurs<br>4 - Frequently occurs |
|---|---|

| | | |
|---|---|---|
| a) | **Welcoming all families into the school community**—Families are active participants in the life of the school, and feel welcomed, valued, and connected to each other, to school staff, and to what students are learning and doing in class. | *Select one*<br>☐1- Not occurring<br>☐2- Rarely occurs<br>☐ 3- Occasionally occurs<br>☐4 - Frequently occurs |
| b) | **Communicating effectively**—Families and school staff engages in regular, two-way, meaningful communication about student learning. | *Select one*<br>☐1- Not occurring<br>☐2- Rarely occurs<br>☐ 3- Occasionally occurs<br>☐4 - Frequently occurs |
| c) | **Supporting student success**—Families and school staff continuously collaborate to support students' learning and healthy development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively. | *Select one*<br>☐1- Not occurring<br>☐2- Rarely occurs<br>☐ 3- Occasionally occurs<br>☐4 - Frequently occurs |
| d) | **Speaking up for every child**—Families are empowered to be advocates for their own and other children, to ensure that students are treated fairly and have access to learning opportunities that will support their success. | *Select one*<br>☐1- Not occurring<br>☐2- Rarely occurs<br>☐ 3- Occasionally occurs<br>☐4 - Frequently occurs |
| e) | **Sharing power**—Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices and programs. | *Select one*<br>☐1- Not occurring<br>☐2- Rarely occurs<br>☐ 3- Occasionally occurs<br>☐4 - Frequently occurs |
| f) | **Collaborating with community**—Families and school staff collaborate with community members to connect students, families and staff to expanded learning opportunities, community services and civic participation. | *Select one*<br>☐1- Not occurring<br>☐2- Rarely occurs<br>☐ 3- Occasionally occurs<br>☐4 - Frequently occurs |

**Q11:** *OPTIONAL*:  Please describe a formal collaboration that is vital to your program's success.

- Name of Partner Click here to enter partner name.
- Describe support provided by partner Click here to enter text.
- Example of result.  Click here to enter example.

**Q12.** *OPTIONAL*: Please share a **parent's/family's success story** from your program. Do not use real names**.** The success should be related to the services made possible by the EARSS grant.
Based on your story please include the following.
 - Parent's/ Family's circumstances (expelled or at-risk) Click here to enter text.
- Program intervention/services provided Click here to enter text.
- Describe the success Click here to enter text.

## Section VI: Student and Parent Outcomes

**Q13. Student Outcomes.** Of the total number of students served, indicate their status as of June 30th.  Please report primary outcome, based on type of student served (*Expelled column must equal to Q2a AND At-Risk column must equal Q2b*).

| Outcomes | Expelled | At-Risk |
|---|---|---|
| a)  **Will continue** in EARSS program | Click here to enter number. | Click here to enter number. |
| b)  **Refused services** from EARSS program but returned to or continued at original school | Click here to enter number. | Click here to enter number. |
| c)  **Successfully completed** the EARSS program and remains in school | Click here to enter number. | Click here to enter number. |
| d)  **Completed expulsion** and transitioned back to original school | Click here to enter number. | Click here to enter number. |
| e)  **Facility School Only:** Transitioned to district school or another facility school | Click here to enter number. | Click here to enter number. |
| f)  **Transferred to another school district** in Colorado, another state or country | Click here to enter number. | Click here to enter number. |
| g)  **Transferred to detention center** | Click here to enter number. | Click here to enter number. |
| h)  **Home-schooled** | Click here to enter number. | Click here to enter number. |
| i)  **Discontinued schooling/dropped out** | Click here to enter number. | Click here to enter number. |
| j)  **K-6 student exited to an unknown educational setting/status.** | Click here to enter number. | Click here to enter number. |
| k)  **Expulsion, No Services** | Click here to enter | Click here to enter |

| | | number. | number. |
|---|---|---|---|
| l) | **Expulsion Receiving Services** | Click here to enter number. | Click here to enter number. |
| m) | **GED Transfer** | Click here to enter number. | Click here to enter number. |
| n) | **General Education Development Certificate (GED)** | Click here to enter number. | Click here to enter number. |
| o) | **Transfer to a Career and Technical (vocational) Education program administered by a Colorado school district, BOCES or other institution** that leads to a certificate or other evidence of completion. | Click here to enter number. | Click here to enter number. |
| p) | **Graduated with regular diploma** | Click here to enter number. | Click here to enter number. |

**Q14**. *OPTIONAL*: Please comment on student outcomes: Click here to enter text.

**Q15.** *OPTIONAL*: Please share a **student's success story** from your program. Do not use the student's real name. The success should be related to the services made possible by the EARSS grant. Based on your story please include the following.

- Student's circumstances (expelled or at-risk) Click here to enter text.
- Program intervention/services provided Click here to enter text.
- Describe the success Click here to enter text.

## Performance Measures

**Objectives -** *Objectives are pre-populated from application or from reports.*

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

**Q16. Parent Focused Objective**

**16a Parent-Focused Objective 1:** Click here to enter text.

**16b. Report Progress on Objective** (*select one*)
☐ Exceeded goal
☐ Met goal
☐ Making progress
☐ Not making progress

**16c. Parent-Focused Objective 2** Click here to enter text.

**16d. Report Progress on Objective** (*select one*)
☐ Exceeded goal
☐ Met goal
☐ Making progress
☐ Not making progress

**16e. Please check <u>primary</u> indicator(s) being used to track progress.** (*Check up to three indicators*).
☐ Assessed improvement (pre-posttest, family functioning assessment, Nurturing Parent Program surveys…)
☐ Completion of specialized program (parenting class, parent education workshops, ART, PEP)
☐ Increased parent's/guardian's participation in school activities
☐ Improved family functioning (observation/anecdotal evidence such as, family participated in counseling, unemployed parent obtained a job, and family is problem solving issues related to bedtime routines, homework, child care, transportation…)
☐ Observed behavior improvement and/or reports by school staff and/or student
☐ Parent/family follow-up on referrals to services.
☐ Other (*please describe*) Click here to enter text.

**16f.** Please describe special circumstances that have positively affected progress on achieving your parent focused objectives: Click here to enter text.

**16g.** Please describe issues that have negatively affected progress on achieving your parent focused objectives: Click here to enter text.

**16h.** Of the parents served, how many improved ability to support their child's learning? Click here to enter number.

## Q17.  Academic Performance Objective

**17a. Academic Objective 1:** Click here to enter text.
**17b. Report Progress on Objective** (*select one*)
☐ Exceeded goal
☐ Met goal
☐ Making progress
☐ Not making progress

**17c. Academic Objective 2:** Click here to enter text.

**17d. Report Progress on Objective** (*select one*)
☐ Exceeded goal
☐ Met goal
☐ Making progress
☐ Not making progress

**17e. Please check <u>primary</u> indicator(s) being used to track progress.** (*Check up to three indicators*).
☐Formally assessed improvement (CSAP, MAP, DIBELS…)
☐Completion of coursework or class with a passing grade
☐Credit recovery successfully completed
☐Reduction of failing grades in core classes
☐GPA increased to 2.0 or above monthly progress reports
☐Portfolio/transcript review
☐Report card comparison (baseline to Year-End)
☐Other (*please describe*) Click here to enter text.

**17f.** Please describe special circumstances that have positively affected progress on achieving your academic performance objectives: Click here to enter text.

**17g**. Please describe issues that have negatively affected progress on achieving your academic performance objectives: Click here to enter text.

**Q18.  Attendance Performance Objective**

**18a. Attendance Objective 1:**  Click here to enter text.

**18b. Report Progress on Objective** (*select one*)
☐Exceeded goal
☐Met goal
☐Making progress
☐Not making progress

**18c. Attendance Objective 2:** Click here to enter text.

**18d. Report Progress on Objective** (*select one*)
☐Exceeded goal
☐Met goal
☐Making progress
☐Not making progress

**18e. Please check <u>primary</u> indicator(s) being used to track progress.** (*Check up to three indicators*).

☐Attendance comparison (baseline to Year-End)
☐Average daily attendance improvement
☐Monitor attendance daily/weekly
☐Satisfactory attendance based on program guidelines/plan
☐Completion of specialized program (Truancy prevention, diversion…)
☐Other (*please describe)* Click here to enter text.

**18f.** Please describe special circumstances that have positively affected progress on achieving your attendance objectives: Click here to enter text.

**18g**. Please describe issues that have negatively affected progress on achieving your attendance objectives: Click here to enter text.

**Q19.  Safety and Discipline Performance Objective**

**19a.Safety/Discipline Objective 1:** Click here to enter text.

**19b. Report Progress on Objective** (*select one*)
☐Exceeded goal
☐Met goal
☐Making progress
☐Not making progress

**19c. Safety/Discipline Objective 2:** Click here to enter text.

**19d. Report Progress on Objective** (*select one*)
☐Exceeded goal
☐Met goal
☐Making progress
☐Not making progress

**19e. Please check <u>primary</u> indicator(s) being used to track progress.**  (*Check up to three indicators).*
☐Discipline/Referral comparison from baseline to year-end
☐Suspension decline (in-school and out of school)
☐Expulsions decline
☐Satisfactory progress in behavior/conduct per plan/agreement
☐Completion of specialized program (bullying prevention, restorative justice…)
☐Formally assessed improvement (pre-posttest, surveys)
☐Report by mental health professionals
☐Other (*please describe)* Click here to enter text.

**19f.** Please describe special circumstances that have positively affected progress on achieving your safety/discipline objectives: Click here to enter text.

**19g**. Please describe issues that have negatively affected progress on achieving your safety/discipline objectives: Click here to enter text.

## Section VII. Progress Indicator Questions for EARSS Programs Serving High School Students. (*This section is only for EARSS grantees serving students in grades 9-12 only*).

**Q20a.** Out of the number of high school students served by the EARSS program, how many began the school year behind their expected age, grade, and credit accumulation to graduate with a regular diploma? Click here to enter number.

**Q20b.** Of these students, how many earned one half or more of the credits they need to get on track to graduate? Click here to enter number

**Q21a.** 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? Click here to enter number.

**Q21b.** Of these students, how many remained on track to graduate? Click here to enter number

**Q22.** What is the total number of credits required to receive a diploma from your high school? Click here to enter number.

**Q23.** *OPTIONAL*: Provide a narrative description or link to a webpage that provides this information for your school/district/BOCES. This information should outline the courses and credits needed to be on track to graduate. Click here to enter text.

## Section VIII: Sustainability and Capacity Building

**Q24.  For Public schools/districts only:**

> **24a.** Amount of Per Pupil Revenue you have recaptured for your district by keeping these students in your program or school? Click here to enter number.

> **24b.** 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 states base amount of funding for each pupil (which in 2013-14 was $5,954.28.) Click here to enter number.

> **24c. 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) Click here to enter number.

**Q25. Actions Taken for Sustainability.**

> **25a. Please describe action that has been taken to sustain your program** – (*Check all that apply).*
> ☐Applied for grants
> ☐Building Capacity through Professional Development
> ☐Budget line items specified

☐Board member presentation(s) on EARSS results
☐Formed/Secured Community partnerships for wrap around/ case management services
☐Federal grant dollars reinvested
☐Meeting with Title I coordinator to discuss future funding of EARSS strategies
☐Meeting with private foundations to discuss future funding of EARSS strategies
☐Elementary and Secondary Education Act Titles I, II, IVB, Title10 partnerships
☐Linking EARRS work to outside financial support money coming to the district
☐Recaptured Per Pupil Revenue to be re-invested in your EARSS-funded strategies
☐Shared EARSS results with district administrators
☐Training related to EARSS strategies have been institutionalized
☐Developed written sustainability plan
☐Other (*please describe*) Click here to enter text.

**Q26. Training and Technical Assistance Questions:**

**26a. Please indicate your needs for technical assistance from CDE from the following list.** (*Check all that apply).*
☐Visits from CDE staff or consultants
☐Statewide meeting with other programs
☐Regional meetings with other programs
☐Referrals to similar programs
☐Technical assistance by phone
☐Technical assistance by e-mail
☐Webinar
☐Other (*please describe*) Click here to enter text.

**26b. Check topics of interest for additional training/technical assistance.** (*Check all that apply).*
☐Alternative education
☐Behavior plans for habitually truant students
☐Closing the achievement gap (income and race)
☐Cultural Competency
☐Parent/family partnering
☐Postsecondary Readiness and Planning
☐Positive Behavior Intervention and Support/Response to Intervention
☐Service Learning
☐Sustainability planning (includes using data, program improvement, fund development…)
☐Welcoming School Climate/School Engagement
☐Other (*please describe*) Click here to enter text.

**Q27. Attention –** Programs finishing their 4th year of EARSS funding: Please outline your plan to continue strategies and programs in 2014-15. (*Limit of 300 words*): Click here to enter text.

## Section IX: Continuation Application

**Q28**. Has your program changed or been revised from your original application? (*select one*)

☐Yes
☐No

If yes, please provide a short abstract of your current program. (*fewer than 50*)
Click here to enter text.

**Q29. Measureable Objectives\*** - List each program objectives identified for the 2014-15 fiscal year

**29a.** Parent-focused objective Click here to enter text.

**29b.** (as applicable): Parent-focused objective Click here to enter text.

**29c.** Academic objective Click here to enter text.

**29d.** (as applicable): Academic objective Click here to enter text.

**29e.** Attendance objective: Click here to enter text.

**29f.** (as applicable): Attendance objective Click here to enter text.

**29g.** Safety/Discipline may address social/emotional objectives Click here to enter text.

**29h.** (as applicable): Safety/Discipline may address social/emotional objectives:
Click here to enter text.

**29i. *OPTIONAL*:** Please describe best practices, activities, and/or strategies that will ensure attainment of program objectives. Click here to enter text.

**Q30.** Did you receive assistance from your local BOCES to write this continuation application? (*select one*)
☐Yes
☐No

**Q31. Required Budget narrative:**

**31a.** Describe below how the requested budget supports attainment of measurable objectives in Section VII. B. This information should be aligned with line items expenses listed in the EARSS budget spreadsheet. Click here to enter text.

**31b.** The maximum award for 2014-2015 is $ _____

**Q32. Required:** Provide a budget narrative below for the line items listed in the EARSS budget spreadsheet.
\**Note*: The End of Year / Continuation budget spreadsheets are also due July 15, 2014. Click here to enter text.

**Q33. Required:** Please describe below the non-grant dollars (in-kind) that will support the program in the next year. Click here to enter text.

## 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, NovelStars…

b) **Extended day learning** (Before and After school opportunities)- 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.

c) **GED preparation/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.

d) **Online and technology based learning** -In this context refers to a full-time *Online Education Program*, which in Colorado is defined as ..."a non-religious, non-sectarian full-time online education program or school authorized by..., that delivers a sequential program of synchronous or asynchronous instruction from a teacher to a student primarily through the use of technology via the internet in a virtual or remote setting. If there is not a teacher at a distance, who is responsible for the grading and teaching of the student, and there is not instruction over the internet, then this is not an online program (taken from www.cde.state.co.us/onlinelearning).

e) **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.

f) **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 .

g) **Attendance contracts**- Refers to written agreements to address attendance issues. Often includes strategies to address barriers to attendance and action plans to improve attendance

h) **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.

i) **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

j) **Diversion from truancy court**-Refers to options and strategies that are alternatives to truancy court filing.

k) **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.

## Social Emotional Behavioral Support

l)  **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.

m) **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.

n)  **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.

o)  **Certified Addictions Counselor** (CAC) services (drug/ alcohol/ substance abuse treatment)

p)  **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/pbis).  Involves provision of services and interventions to both students and parents and activities that facilitate family access to needed community services.

## Systems Approaches

q)  **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.

r)  **Multi-tiered system of support (MTSS)**- MTSS is a whole-school prevention-based framework for improving learning outcomes for every student through a layered continuum of evidence-based practices and systems. In Colorado, the components of the MTSS framework represent educational reform initiatives, Response to Intervention, and Positive Behavioral Interventions and Supports (Taken from http://www.cde.state.co.us/mtss).

s)  **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, and self-esteem building…

t)  **Professional development days** - Refers to time designated for staff learning. May include, but not limited to training, courses, workshops…

u)  **Individual Career and Academic Plans (ICAP)**

v)  **Transition Planning/ Staffing from facility to school**

w) **Postsecondary Preparation** – May include programs such as AVID and Gear-Up, college and career events, FAFSA completion workshops, concurrent enrollment classes and other specialized programs to assist high school students in preparing for college and career.

**Model Program-** Several model programs exist that can be used in your program. Below are just some examples of programs that have been used in the past; however, other programs may also be appropriate.

**Bullying/Bystander Intervention programming: For more information visit -**
http://www.cde.state.co.us/pbis/bullying/index

**Aggression Replacement Training: For description visit website**
http://www.promoteprevent.org/sites/www.promoteprevent.org/files/resources/EBP_FactSheets.pdf

**Discovery Program: Refers to program to promote a safe social and emotional learning environment.**
http://discoveryprogram.net/program-overview/

**Life Skills Training: For description visit website** http://www.lifeskillstraining.com/

**Why Try?: For description visit website** http://www.whytry.org/

## Appendix F:  Evaluation Methodology

### Data Collection

All evaluation data were collected from 44 of the 45 grantees funded by the Expelled and At-risk Student Services (EARSS) grant program. Grantees were responsible for submitting their End-of-Year Survey to the CDE.  In addition, they were required to submit State Assigned Student Identifiers (SASIDs) for all expelled and at-risk students served including all facility school students served.

The results reported in this document reflect data collected at the end of the 2013-2014 school year and that covered the period of July 1, 2013 to June 30, 2014.  Three webinars were conducted 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.

Improvements to the survey were also made for the 2013-2014 school year. Additional open ended questions were added to get a better sense of strategies that are effective for grantees as well as their successes and struggles during the school year. In addition, how grantees rate progress on their objectives has also been improved to highlight the grantees that are exceeding their goals. These grants can also be used as examples of strategies and services offered to students and families that are the most effective.

Finally, the EARSS program staff conducted mathematical checks to correctly calculate and tabulate data.  These strategies ensure that year-end reporting is as accurate as possible. If data were not accurate, EARSS program staff would contact the grantee for clarification and revisions.

### Analysis

Data from the materials collected were entered in an Excel spreadsheet by the EARSS program staff, 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.

# Endnotes

[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.

[1] 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

[1] MacIver, 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.

[1] 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.

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

[1] National Center for School Engagement. *Truancy Fact Sheet. Accessed @* www.schoolengagement.org.